



SUMMARY OF REQUIRED ACTION 1

REQUIRED ACTION 1: *Devise and implement a written, comprehensive plan for unifying the DeKalb County Board of Education so that the focus can become serving the needs of the children of the DeKalb County School District.*

1. Devise and implement a written, comprehensive plan for unifying the DeKalb County Board of Education.
2. Devise a policy and training plan to address concerns over the sustainability of progress made by the district since March 2013.
3. Devise and implement a plan to ensure that the policies and training of future boards will maintain a core focus on serving the needs of the children of the DeKalb County School District.

Status

X	Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports completion of the required action.
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Steps taken to complete the Required Action /Directives

- On April 1, 2013 the BOE affirmed the Oath of Ethics (Policy BH) and BOE Conflict of Interest Oath (Policy BHA) as one of the first actions of the newly configured Board.
- On May 6, 2013 the Board accepted the Board Norms as a behavior guide which assisted to fulfill AdvancED / SACS Standard 2: Governance and Leadership 2.1 (establish policies and procedures ensuring effective administration of the system and schools **and** 2.2 the governing body functions responsibly and functions effectively.)
- The BOE engaged with the Georgia School Boards Association (GSBA) to complete state-mandated new BOE member training – completed in June 2013. Approved the 2013-2014 Board training plan in September- Board Professional Development Plan (PDP). Trainings are GSBA approved courses that will fulfill state mandated required hours and suited to individual needs. The BOE also participated in the GSBA Governance Team Self-Assessment.
- The BOE utilized the services of McKenna, Long and Aldridge (MLA) Governance Center for governance review and assistance with the development of an overarching plan for unifying the BOE, which ultimately lead to the adoption of the School Board Governance Policy (BAB).

Impact of Required Action /Directives

- The impact of the work completed by the BOE has been to unify the Board and stabilize a previously fractured district.
- The work of the Board has served to strengthen the district as there are specific behavior norms for the board to follow and deeper understanding of roles and responsibilities of board members.

Next Steps /Sustainability

- The BOE must ensure implementation and compliance with Policy BAB and fulfill the board training plan.
- Compliance and implementation of Policy BAB ensures that current and future BOE members will govern the district with heightened awareness of effective governance procedures and understanding of appropriate parameters in which the BOE and district work.
- Continued training by the Board as a whole and as individuals will expand knowledge of how to focus the work of the BOE and district on the needs of students.



SUMMARY OF REQUIRED ACTION 2

REQUIRED ACTION 2: *Ensure that all actions and decisions of the DeKalb County Board of Education are reflective of the collective Board and consistent with approved policies and procedures and all applicable laws, regulations and standards, rather than individual board members acting independently and undermining the authority of the Superintendent to lead and manage day-to-day operations.*

1. Implement a systemic process to evaluate the Board’s decisions and actions to ensure they are in accord with board policies and procedures and their defined roles and responsibilities.
2. Implement and complete training initiatives and continue to reflect transparency and adhere to policies, procedures, applicable laws, regulations, and standards.
3. Develop a systemic structure for board training and evaluation to ensure that in-depth training and evaluation are institutionalized and built into continuous improvements efforts.

Status

X	Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports completion of the required action.
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Steps taken to complete the Required Action /Directives

- In February the BOE contracted with McKenna, Long and Aldridge (MLA) for services. In the spring of 2013, MLA and the Superintendent identified areas of concern that included: nepotism, fear, and mistrust. In May, the BOE responded by adopting Policy GAGD: Staff Nepotism.
- In April, the BOE affirmed BOE Policies BH (Code of Ethics) and BHA (Conflict of Interest). In May 2013, the BOE adopted a set of Board Norms.
- In June 2013 the BOE completed state mandated new school board member training, as provided by GSBA. In September, 2013, the Board approved the 2013-2014 the Board Training Plan.
- The Board approved DCSD to participate in Harvard University’s Leadership Project (PELP). The Superintendent and various members of the BOE also attended a UGA symposium on school board governance.
- The BOE participated in the GSBA Governance Team Self-Assessment.
- In November, the BOE passed an overarching policy (BAB) that provides a framework for governance and includes specific roles /responsibilities of the BOE and Superintendent.
- These actions are in compliance with AdvancED Standards 1: Purpose and Direction Indicator 1.4 Standard 2 Leadership and Governance Indicators 2.1; 2.2; and 2.3.

Impact of Required Action /Directives

- Stakeholders will begin to rebuild trust in board members who exhibit fidelity in implementing policies that strengthen the district

Next Steps /Sustainability

- Continue to implement policies and procedures school board operations and professional learning
- Adherence to effective governance policies builds trust among stakeholders and assists in sustaining long-term focus on continuous improvement



SUMMARY OF REQUIRED ACTION 3

REQUIRED ACTION 3: *Establish and implement policies and procedures that ensure segregation of duties of the governing board and that of the administration including the elimination of Board working committees which result in board members assuming administrative functions that should be the responsibility of appropriate staff.*

1. Evaluate Section B of the DeKalb County Schools Policy Manual to eliminate any conflicts with Policy BBC – Board Committees.

Status

X	Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports completion of the required action.
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Steps taken to complete the Required Action /Directives

- In February 2013, the Board revised Policy BBC to eliminate standing committees. In May, 2013, the Board voted to modify Policy BDC to reflect that there is not a Board Policy Committee in the district. Additionally, the Board revised Policy BC to state that Policy BBC must be followed, if the Board chooses to utilize an ad hoc committee.
- In May, the Board adopted a set of norms. The Board Norms have become accepted practice during board meetings and when interacting with the Superintendent, staff, and other stakeholders. The Board Norms provide the district with a tool to use to ensure that the Board speaks with one voice.
- In November, the Board adopted Policy BAB, an overarching governance policy that provides clarification and /or expansion of other Policies found in Section B of the Board Policy Manual including: the roles of the board and superintendent. It also provides procedures for board members to follow when interacting with administrative staff.
- The revisions to policies BBC, BDC, and BC eliminates any potential conflicts among policies in Section B of the policy manual , and the addition of Policy BAB expands/clarifies other policies within Section B.

Impact of Required Action /Directives

- Ensures compliance with AdvancED Standards for Quality Standard 2: Governance and Leadership 2.1. and 2.2.
- Eliminates potential conflicts by the district when implementing policies
- Strengthens school board operations
- Promotes a culture of continuous improvement

Next Steps /Sustainability

- Continue due diligence in ongoing policy review and revision
- Continue to utilize Board Norms and fully implement Policy BAB
- Continue to utilize governance training opportunities



SUMMARY OF REQUIRED ACTION 4

REQUIRED ACTION 4: *Implement and adhere to fiscally responsible policies and practices that ensure the DeKalb County Board of Education will adopt and ensure proper implementation of budgets within the financial means of the school system and that support the delivery of an educational program that meets the needs of the students.*

1. Inform the community as to how the FY2014 budget has been developed to better meet the needs of the students of the DeKalb County School District.

Status

X	Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports completion of the required action.
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Steps taken to complete the Required Action /Directives

- Strict expense control during FY2013 resulting in revenues collected exceeding total expenses by \$25+ million.
- FY2013 results provided for overcoming end of FY2012 \$14.4 million deficit by \$10.8 million for all funds.
- Adopted a FY2014 balanced budget targeting specific cuts (\$18.5 million) and educational enhancements (\$27.3 million).
- Educational enhancements of \$27.3 million specifically aligned to improve Fiscal Management, Academic Achievement, Career Readiness and Operational Efficiency.
- Stakeholder input solicited during legally advertised meetings/hearings during May, June and July 2013.
- Additional input solicited by posting detailed Executive Summary of the Superintendent’s proposed FY2014 Budget.
- Hired experienced CFO and additional Finance Division staff.
- Instituted quarterly Budget Review meetings with Division Heads and other senior staff to examine actual and projected expenses relative to budgets.
- Added Variance Analysis Report to monthly Financial Report submitted to BOE Members.
- Instituted Project of conversion to recommended State Chart-of-Accounts (Estimated completion 7/2014).

Impact of Required Action /Directives

- Eliminated the FY2012 General Fund deficit of \$13.9 million (audited) with an indicated (unaudited) fund surplus of \$10.8 million as of the end of FY2013
- Quarterly expenditure/encumbrance meetings/reviews with the Superintendent, Senior Staff and all Division Heads to monitor budget progress
- Board provided with data and metrics information for analyzing prior to considering expenditures of budget funds. The work sessions (DVD) provide evidence of discussions between the board, superintendent, and the senior staff of performance data, utilization reports, and other metrics information

Next Steps /Sustainability

- Acceptance and adherence to a balanced budget throughout fiscal year (FY2014)
- Utilize funding from the increased total millage levy from 22.98 mills to 23.98 mills approved during FY2013
- Continue use of strict controls of expenses during second half of FY2013 and beyond
- Put monthly reports to BOE on GAAP basis and effectively utilize the services of the newly hired Accounting Manager.
- Hire additional Finance Division staff in the future to ensure adequate accounting and budgetary controls
- Effective management of expenditures of the FY2014 Budget to ensure that the targeted cuts are realized



SUMMARY OF REQUIRED ACTION 5

REQUIRED ACTION 5: *Establish and enforce a policy that board members honor the chain of command when communication with stakeholders.*

1. Expand the content of Policy BBI – Board-Staff Relations to include more descriptive details that clarify the protocol for the chain of command in the district.

Status

X	Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports completion of the required action.
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Steps taken to complete the Required Action /Directives

- In November, the Board adopted Policy BAB, an overarching governance policy that provides clarification and /or expansion of Policy BBI and others found in Section B of the Board Policy Manual, including the role of the board and superintendent. It also provides procedures for board members to follow when interacting with administrative staff.
- Policy BAB provides the Board with set procedures and expectations of chain of command, specifically regarding communications with the superintendent, district administrators, school leaders, staff and other stakeholders.
- The Board adopted a set of Board Norms, completed state mandated board training, and adopted Policy BAB as tools to better equip board members to provide effective governance.

Impact of Required Action /Directives

- Fulfills Required Action 5 and demonstrates compliance with AdvancED Standards for Quality 1: Purpose and Direction 1.4 and Standard 2: Governance and Leadership 2.1 and 2.2.
- Strengthens school board operations
- Promotes a culture of continuous improvement

Next Steps /Sustainability

- Continue to utilize Board Norms, complete 2013-2014 GSBA training and ensure professional training for all stakeholders in Policy BAB
- Adhere to Policy BAB to ensure that following the chain of command becomes system-wide practice
- Ensure that the Strategic Planning Process reflects improvements made in board governance

SUMMARY OF REQUIRED ACTION 6

Required Action 6: *Ensure a robust district diagnostic assessment program (universal screener, progress monitoring probes, and benchmarks included) that is a systematic and a regular component of the district's comprehensive assessment system, include a variety of formative assessment tasks and tools to monitor student progress, and provide school personnel access to the State Longitudinal Data System.*

Directive(s):

1. Develop protocols for sharing available data with the superintendent, board, senior leadership, and the stakeholders.
2. Develop protocols to use data from a variety of assessments to inform instructional and operational decisions.
3. Address the comprehensive nature of assessment, from the classroom to the system level, in formative and summative concepts.

Status

X	Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports completion of the required action.
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Steps taken to complete the Required Action /Directives

- Trained principals and school based teams in the spring
- Developed the six-step protocol based on training
- Trained school based teams on the protocol, uses, RTI correlations, and assessment tools
- Reviewed data from schools, monitored implementation, shared cross-school and regional ideas and data for support
- Developed communications protocol, timelines, and expectations
- Incorporated protocols into the Strategic Planning process
- Met with C&I team and Senior Cabinet to share data and communications protocol

Impact of Required Action /Directives

- Monitoring progress to improve instruction and increased student achievement
- Awareness at all levels of data usage to drive decision making and monitor progress
- Specific and strategic planning supported at all levels in data and communication protocol
- Additional certification and trainings developed for areas of need – Math and Science K-5
- STAR summary Data Analysis completed to determine areas of need and identified next steps
- OAS results and data analysis completed at the school and district level determining areas of need

Next Steps /Sustainability

- Use of federal funds for professional learning and supplemental instructional
- Implementation of new Student Information System provides for access to data for all stakeholders
- Ensure regional support for decentralized model, local decision making and strategic planning based on student, school, and district data
- Ongoing acculturation of the 6-Step Data and Communication Protocol to use data from a variety of assessments to inform instructional and operational decisions that result in improved and sustained academic achievement
- Ongoing training, support and monitoring by Regional Superintendents and Curriculum and Instruction
- Ensure access and usage at all levels from the classroom to the Board to support instructional and operational decisions



SUMMARY OF REQUIRED ACTION 7

REQUIRED ACTION 7: *Establish a formal change management process for new system initiatives (vision, mission, strategic plan, curriculum, benchmark assessment, etc.) to address development, implementation, timeline, monitoring, communication and evaluation effectiveness. This process should be in accordance with state regulations and guidelines.*

1. Complete the development of the formal change management process for new system initiatives.
2. Provide professional learning opportunities for stakeholders related to the formal change management process.

Status

X	Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports completion of the required action.
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Steps Taken to Complete the Required Action

- Stakeholders were surveyed to determine what had and had not worked in the past, and what would be critical components to include in the development of a new change management process.
- Research was conducted on change management models and methodology and comparisons were made to other districts in the nation.
- A connection was made between Required Actions 7 & 11 to ensure seamless implementation and sustainability.
- Multiple drafts of the process were developed, feedback was obtained, and calibrations were made which lead to a re-envisioned process for schools, regional and district level.

Results / Impact of the Steps Taken

- Process tracks and monitors actionable changes or initiatives that emerge from the Strategic Plan to achieve desired results.
- Process maximizes the use of resources, materials, time and energy.
- Process replaces random acts of improvement with focused and aligned acts of improvement.
- Process helps to achieve organizational effectiveness and efficiency.
- Process encourages innovation at the school, regional and district level.

Next Steps / Sustainability

- Professional learning for stakeholders has already started and more are planned as part of the established Strategic Plan's Training Schedule.
- Calibrations will continue as additional feedback is received from stakeholders.
- Sustainability is achieved through the execution of the District's Strategic Plan, Regional Improvement Plans, and School Improvement Plans.



SUMMARY OF REQUIRED ACTION 8

REQUIRED ACTION 8: *Conduct an internal audit on the available technology across all schools in order to identify areas of need with the intent to allocate appropriately throughout the district. Support this action by researching appropriate training for teachers and staff to ensure technology’s effective use in daily instruction.*

1. Develop a comprehensive management structure that includes ongoing and regularly scheduled technology audits and inventories and an analysis of the data to inform and proactively meet the current and future technology infrastructure needs of the system.
2. Develop a process to determine the equitable allocation of technology throughout the district.

Status

X	Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports completion of the required action.
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Steps Taken to Address the Required Action/Directives

- Conducted an internal technology audit on April 2013. *An Executive Summary of the audit findings is available on the District SACS website.*
- Conducted a needs assessment by developing a shared vision for technology integration (DCSD 21st Century Learning Environment Framework) and then aligned the technology audit data this vision. *The 21st Century Learning Environment Framework and Technology Tools Alignment Chart are available on the District’s SACS website.*
- Addressed the process that the district uses to ensure equitable allocation of technology. *The evidence submitted were the Board agenda items and supporting documents for three major technology projects – Wireless Project, Comprehensive Desktop Refresh and Interactive Board (21st Century) Project.*
- Developed a three year technology training plan for staff that aligns with the shared vision and needs of the district, ensuring the integration of technology.
- Developed a Comprehensive Management Structure that organizes all the tasks and processes to sustain all tasks associate with the required action.

Results/Impact of Steps Taken

- The implementation of a comprehensive management structure guarantees the maintenance of a robust technology infrastructure.
- Allocations are determined by equity and not quantity which provides all students with access to technology tools.
- The district has a shared vision for 21st Century Teaching, Learning, and Assessment as well as a technology training plan that ensures teachers are empowered to integrate technology infrastructure.

Next Steps / Sustainability

- Continue to conduct annual technology audit.
- Implement and monitor the three-year Technology Training Plan.
- Continue to communicate and engage stakeholders to collect feedback and promote awareness of the district’s technology tools and support.

SUMMARY OF REQUIRED ACTION 9

REQUIRED ACTION 9: *Communicate to stakeholders the difference between programs and financial resources available to schools.*

1. Refine the communications plan to ensure that it is a viable tool to communication to stakeholders the difference between programs and financial resources available to schools.

Status

X	Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports completion of the required action.
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Steps Taken To Complete the Required Action

- **Phase I**, the committee surveyed all building principals and district staff across various divisions and departments in order to create an inventory of existing programs and their funding sources.
- **Phase II**, the committee organized, analyzed and synthesized all of the data that was collected. What became clear is that for every person surveyed a different definition for what was meant by program and funding source also existed. Therefore, the committee’s analysis informed the need to narrow the scope of this action item by more clearly defining programs as instructional software programs (ISP) as well as narrowing funding sources to three main categories – federal, state/local combined, and special revenues. Together these three broad categories equal 100% of the district’s operating budget. Additionally, analysis revealed that program selections, which are site-based, and funding allocations varied from school to school based on specific student populations, learning needs, and socio-economic status as defined by federal and state guidelines. Once the committee clearly defined what was meant by programs and funding sources as well as analyzed and synthesized the data, they were ready to create a communication tool.
- **Phase III**, the committee collaborated with the IT Department to create an interactive graphic to post on the district and school web pages that communicates the differences between programs and funding sources available by district, regions, and individual schools. Stakeholders can visit the district web page or their individual school’s web page to explore the information that has been gathered. The graphic is interactive and provides data and related information as you hover over various aspects of the map and pie chart. The web link information was shared with all principals.

Impact of Required Action/Directives

- Created a viable communication tool that identifies ISPs and their funding sources
- Collaborated with several other action item committees, including 6, 7, and 8
- Used the District’s 6 Step Data Protocol identified in RA6 as they engaged in the district’s Change Process identified in RA7 to develop a new process for the identification and removal of ISP as identified in RA8
- Used the information gathered from RA9 together with the ISP selection and removal process to determine Return on Investment (ROI)

Next Steps Sustainability

- Update information annually
- Continue to train and inform stakeholders about the tool
- Continue to inform stakeholders of the district’s new selection and removal process
- Ensure Return on Investment of ISPs purchased is on going
- Process in place to ensure that that the ISPs purchased deliver the best bang for taxpayer’s buck by moving student achievement forward



SUMMARY OF REQUIRED ACTION 10

REQUIRED ACTION 10: *Enroll all students (K-12) in Parent Portal and communicate with parents this action to work more closely with them. Establish policy for timely Parent Portal updates by teachers. Also provide students with tools to monitor their success.*

1. Identify and implement district wide strategies to promote the use of the Parent Portal to increase the number of parents, teachers, and students actually using the resource.
2. Develop regional plans to provide access to computers in schools and other community facilities such as libraries.
3. Provide supportive service for English Language Learners and families to permit them to access the Parent Portal.
4. Evaluate the user-friendly status of the Parent Portal, which should require minimal steps to sign in and readily access student information.

X	Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports completion of the required action.
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Steps Taken to Complete the Required Action

- Created accounts and enrolled all K-12 students in Parent Portal;
- Revised board policy IHA (BOE approved on October 7, 2013);
- Translated documents in multiple languages including Amharic, Arabic, Burmese, Bengali, French, Chinese, Nepali, Vietnamese, Spanish and Somali;
- Conducted pilots and received meaningful feedback from students to assist the sub-committee with streamlining the registration process and establishing the timeline for students to activate their accounts;
- Conducted interactive sessions and provided technical support during the Cross Keys Parent Cluster Program on November 8 and the Title I Parent Conference on November 16;
- Established a partnership with the DeKalb County Public Library System to provide families access to computers and the Internet; and
- Encouraged parents/guardians to activate their accounts through the “Stay in the Know” campaign that is broadcast through Twitter, Facebook, Instagram and PDSTV24.

Results /Impact of the Steps Taken

- Parent Portal engages families in meaningful ways by keeping them informed of their child's learning progress as required by AdvancED Standard 3: Teaching and Assessing for Learning.
- Teachers provide real time data to students and parents through the Parent Portal.
- Parent Portal strengthens communication between home and school.
- The web-based tool allows students to monitor their academic progress and attendance with ease.

Next Steps /Sustainability

- DeKalb will continue promoting the use of Parent Portal to monitor academic progress and attendance by advertising the “Stay in the Know” campaign via Web page, PDSTV24, Twitter, and Facebook.
- The newly adopted SIS will allow parents and students to communicate with teachers though a web-based platform. The Division of Information Technology will develop and implement a transition plan, so that the web-based platform is available in August 2014.
- In an effort to assist local schools with long-term sustainability, the Student Information System (SIS) program automatically creates an account for new students within 24 hours of enrolling.



SUMMARY OF REQUIRED ACTION 11

REQUIRED ACTION 11: *Re-establish the district’s strategic planning team for the purpose of effectively implementing the DeKalb County School System Strategic Plan to guide the direction of the district.*

3. Complete the RFP process, retain a strategic planning facilitator, and begin the strategic planning process to define and set the future direction for the DeKalb County School District.

Status

X	Completed – All necessary and appropriate actions have been taken and evaluated. The district has documented evidence that supports completion of the required action.
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Steps Taken To Complete the Required Action

- The Board approved on August 15, 2013, the Georgia School Boards Association (GSBA) and Georgia Leadership Institute for School Improvement (GLISI) to develop an updated strategic improvement plan for the school district. This comprehensive process engaged the community and all stakeholder groups to create universal ownership and support for district and school improvement.
- Community Forum – Sept 2011 - 300 participants representing the school district, students, parents, and community members
- Online Survey - September 2011 - 1,227 completed surveys; largest percentage of was parents (55%) and teachers (24%)
- Hispanic Community Focus Group - October 2011 - 24 mostly parent participants
- Listening Sessions - 2011 and 2013 - conducted throughout the District with internal and external stakeholders
- Focus groups were conducted in each of the district's five regions during October 2013
- Planning Team - September 2013 a group of 54 people representing the school board, central office, schools, parents, students, business and other community representatives
- Action Teams - October 2013 - five smaller teams consisting of 12-15 stakeholders looked at each proposed strategic goal area and identified the performance objectives, and a draft of measures and targets

Impact of Required Action/Directives

- An efficient organizational structure
- Improved communications
- A highly effective workforce
- Improved stakeholder engagement
- Increased student achievement

Next Steps / Sustainability

The strategic improvement planning process follows a continuous improvement cycle. The process begins with a community engagement session with stakeholders for general input and continues with various levels of involvement from students, parents, teachers, administrators, and support staff in the development of the goals and performance objectives. The entire process will take 8-12 months to complete and is divided into the four phases.

- Phase III Alignment - The identification of initiatives and performance measures.
- Phase IV Execution, Monitoring and Reporting - After alignment of the plan, district and school staff in conjunction with the board will execute, monitor, and report on the plan as well as ensure an ongoing process to review and update the plan as needed.