



GEORGIA'S LEADERSHIP INSTITUTE FOR SCHOOL IMPROVEMENT (GLISI)

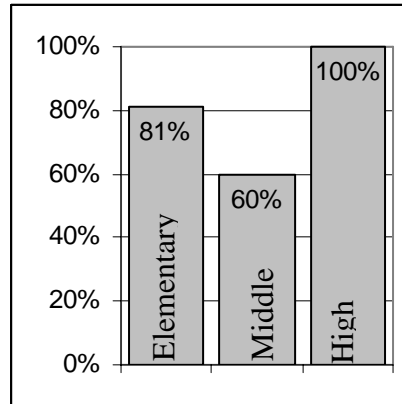
GLISI works to develop and support innovative interventions and programs that prepare and develop leaders and build state and district capacity to improve leader performance. Research shows that leadership may account for up to 25% of student achievement, impacts retention of quality teachers, and is second only to teaching quality in impacting school improvement. As needs and opportunities for improvement in the Leadership Continuum are identified through research, data analysis, and study of state or national trends, GLISI innovates solutions, drawing from the best practices of business, education, and government. Our interventions are tested in pilot programs, evaluated, and the results are used to influence changes in policies and practices that are barriers to effective educational leadership. Breakthrough innovations are replicated through district-to-district and leader-to-leader training and coaching.

Impact on student achievement:

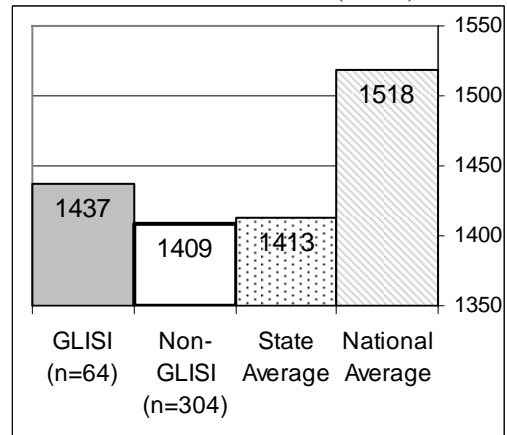
Leadership for Learning

GLISI works to improve school leadership and to put leader support systems in place to guarantee student achievement gains. Research data indicate a strong relationship between leadership and student learning results. Strong leadership focused on student learning improves student achievement. Non-systematic school leadership either has no impact or has a negative impact on student achievement.

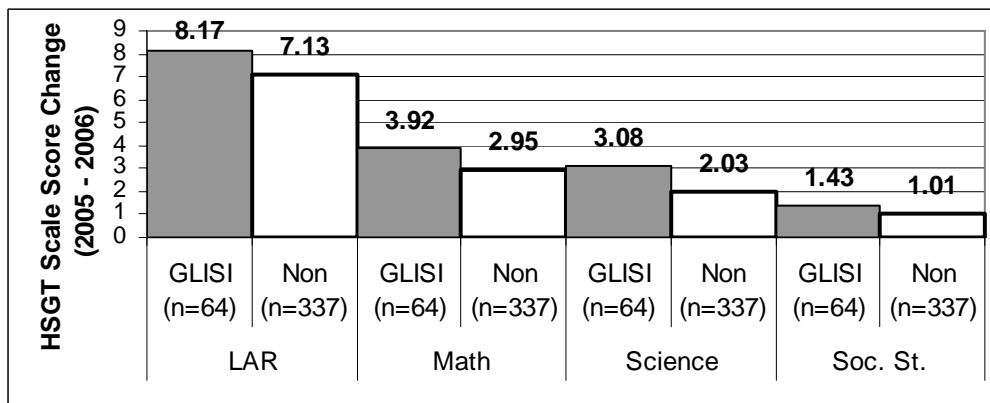
% of AYP tests in which GLISI outperforms non-GLISI schools



Average SAT scores of GLISI and non-GLISI schools (2006)



GLISI high schools make greater gains than non-GLISI high schools



GLISI schools outperformed non-GLISI schools on 21 of the 28 tests used to determine AYP

GLISI schools account for a 4 point gain in state SAT scores.

The average GLISI high school student performs 10 percentile points better than the average non-GLISI high school student.

- GLISI has touched over 9440 participants (educational leaders and teachers) in the “New Work of Leadership of School Improvement” since 2002 (2925 in 2006) in 141 of the 181 Georgia districts
 - 1431 leaders have participated in GLISI’s Leadership Base Camp and Summit (389 in FY 2006) in 86 districts
 - 950 district leaders have participated in Communities for Learning and Achievement for district improvement since 2002 (423 in 69 districts in FY 2006)
- Over three years and 13 cohorts, program completers rated the effectiveness of the Institute’s programs in preparing them to lead effective school change an average 3.65 on a four-point scale.
- 100% of participating superintendents agree that their district’s relationship with the Institute has accelerated their attainment of desired district improvement results.
- Of GLISI principals in years 1 and 2 of their GLISI involvement:
 - Over 91% agreed the GLISI core leadership development program taught them what they needed to impact student achievement
 - Over 94% agreed that the GLISI core leadership development program prepared them to lead effective school change
 - 92% agreed GLISI participation will accelerate attainment of desired school improvement
 - Over 87% reported their school cultures changed after participating in GLISI’s core leadership development program
 - GLISI increased principals’ efficacy in eight critical leadership competencies from almost proficient to near-mastery