

The background of the slide shows a group of people in a meeting or classroom setting, looking at documents and laptops. The image is slightly blurred and serves as a backdrop for the text.

GSBA



Thomas County School District Strategic Improvement Planning April 27, 2021

Dr. Steve Barker, GSBA

Lynita Jackson, GSBA

Welcome and Planning Team Charge

Dr. Lisa Williams

Superintendent

Thomas County School District



Welcome and Introductions

Introduction Goal:

To gain appreciation for each Planning Team member's contribution to the Strategic Improvement Plan

Introduction Activity:

On your notecard, write one word or one phrase that will help us learn a little more about you and how you will support our Strategic Plan work

Examples:

- *Create world-class schools*
- *Change is good*

Introduction:

Name, role, and one word



Goals for the Planning Team



- Become acquainted with the Thomas County Schools' Strategic Improvement Planning process
- Utilize the Thomas County Schools' (TCS) student achievement and community feedback data for the planning and decision making process
- Review the Vision for Georgia Public Education
- Create Strategic Goal Areas for the TCS Strategic Improvement Plan
- Determine the Performance Objectives of the TCS Strategic Improvement Plan
- Create the Strategy Map of the TCS Strategic Improvement Plan

TCS Strategic Improvement Planning Notebook Overview

- Focus Groups/Community engagement data
- AdvancEd reports
- District process, financial and student achievement data
- District CNA data and initiatives
- Georgia Vision Project Recommendations



Thomas County Schools Data Notebook



Data Notebook

CCRPI

Current Strategic plan

Financial data

Diversity Plan

CNA information

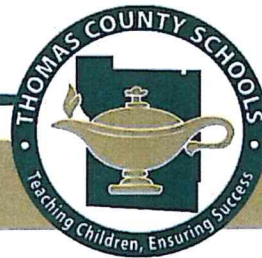
AdvancED (Cognia) report

Community Engagement Summary

Meeting Slides

FTE Data Enrollment

Vision Project



Data Notebook

Section 1: CCRPI



CCRPI



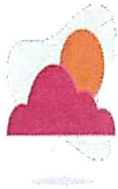
WHAT IS CONTENT MASTERY?

Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies.



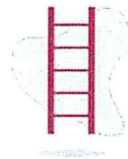
WHAT IS CLOSING GAPS?

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.



WHAT IS SCHOOL CLIMATE?

The School Climate Star Rating is a diagnostic tool to determine if a school is on the right path to school improvement. The rating is based on four components: 1) student, teacher, and parent perceptions of a school's climate; 2) student discipline; 3) a safe and substance-free learning environment; and 4) school-wide attendance. Click [here](#) to learn more about School Climate.



WHAT IS PROGRESS?

Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students. English Language Proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.



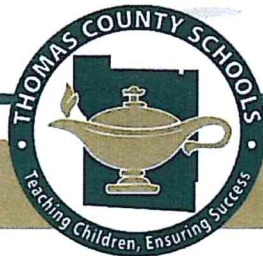
WHAT IS READINESS?

Readiness measures whether students are participating in activities preparing them for and demonstrating readiness for the next level, college, or career. The indicators for elementary and middle schools include literacy, student attendance, and beyond the core. High school indicators include literacy, student attendance, accelerated enrollment, pathway completion, and college and career readiness.



WHAT IS FINANCIAL EFFICIENCY?

The Financial Efficiency Star Rating provides a comparison of per-student spending and overall student performance. A five-star rating represents strong student outcomes with lower levels of expenditures (proportionate to district size) in comparison with other districts. Click [here](#) to learn more about Financial Efficiency.



2019 CCRPI--Overall District Score 72.5

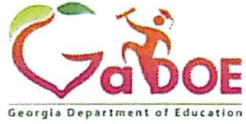
SCHOOL NAME	GRADE CLUSTER	OVERALL SCORE	CONTENT MASTERY	PROGRESS	CLOSING GAPS	READINESS	GRADUATION RATE	SCHOOL CLIMATE	FINANCIAL EFFICIENCY
CROSS CREEK ELEMENTARY SCHOOL Grade 03 - Grade 04	Elementary	80.7	64.5	97.1	78.1	78.3	N/A	★★★★★	★★★★★
GARRISON-PILCHER ELEMENTARY SCHOOL Grade 01 - Grade 02	Elementary	73.8	63.0	100.0	83.3	77.1	N/A	★★★★★	★★★★★
HAND IN HAND PRIMARY Grade KK - Grade PK	Elementary	N/A	N/A	N/A	N/A	92.1	N/A	★★★★★	★★★★★
THOMAS COUNTY MIDDLE SCHOOL Grade 05 - Grade 08	Elementary	64.3	56.4	55.3	83.3	77.5	N/A	★★★★★	★★★★★
BISHOP HALL CHARTER SCHOOL Grade 08 - Grade 12	High	51.3	22.0	69.1	36.7	54.6	80.7	★★★★★	★★★★★
THE RENAISSANCE CENTER FOR ACADEMIC AND CAREER DEVELOPMENT Grade 09 - Grade 12	High	N/A	TFS	TFS	N/A	88.2	TFS	★★★★★	★★★★★
THOMAS COUNTY CENTRAL HIGH SCHOOL Grade 09 - Grade 12	High	76.9	62.2	89.7	61.1	73.0	95.2	★★★★★	★★★★★
BISHOP HALL CHARTER SCHOOL Grade 08 - Grade 12	Middle	N/A	TFS	TFS	N/A	93.2	N/A	★★★★★	★★★★★
THOMAS COUNTY MIDDLE SCHOOL Grade 05 - Grade 08	Middle	67.7	56.7	82.9	39.3	78.8	N/A	★★★★★	★★★★★



2018 CCRPI--Overall District Score 65.8

SCHOOL NAME	GRADE CLUSTER	OVERALL SCORE	CONTENT MASTERY	PROGRESS	CLOSING GAPS	READINESS	GRADUATION RATE	SCHOOL CLIMATE	FINANCIAL EFFICIENCY
CROSS CREEK ELEMENTARY SCHOOL Grade 03 - Grade 04	Elementary	72.1	59.7	94.4	37.5	77.6	N/A	★★★★★	★★★★★
GARRISON-PILCHER ELEMENTARY SCHOOL Grade 01 - Grade 02	Elementary	57.8	54.4	77.3	37.5	77.0	N/A	★★★★★	★★★★★
HAND IN HAND PRIMARY Grade KK - Grade PK	Elementary	N/A	N/A	N/A	N/A	94.3	N/A	★★★★★	★★★★★
THOMAS COUNTY MIDDLE SCHOOL Grade 05 - Grade 08	Elementary	47.9	48.1	51.0	0.0	77.9	N/A	★★★★★	★★★★★
BISHOP HALL CHARTER SCHOOL Grade 08 - Grade 12	High	56.7	24.4	80.5	37.5	59.2	83.8	★★★★★	★★★★★
THE RENAISSANCE CENTER FOR ACADEMIC AND CAREER DEVELOPMENT Grade 09 - Grade 12	High	N/A	TFS	0.0	N/A	98.4	TFS	★★★★★	★★★★★
THOMAS COUNTY CENTRAL HIGH SCHOOL Grade 09 - Grade 12	High	75.3	58.9	84.1	69.2	74.6	95.3	★★★★★	★★★★★
BISHOP HALL CHARTER SCHOOL Grade 08 - Grade 12	Middle	65.9	36.3	0.0	100.0	84.8	N/A	★★★★★	★★★★★
THOMAS COUNTY MIDDLE SCHOOL Grade 05 - Grade 08	Middle	70.4	56.2	79.0	67.3	79.0	N/A	★★★★★	★★★★★





School Name

Cross Creek Elementary School

Enrollment

858

School District

Thomas County



2019 Star Rating

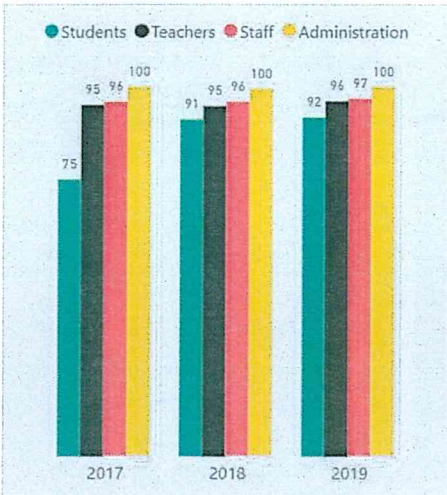


Positive Behavioral Interventions and Supports

(Blank)

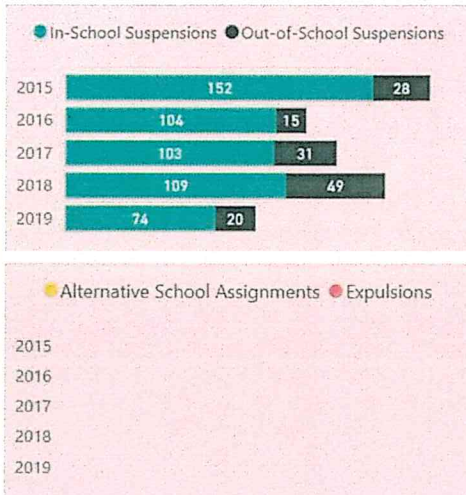
Attendance

For students: the percentage of students absent less than 10% of enrolled days. For teachers, staff, and admin: total leave days divided by total attendance days.



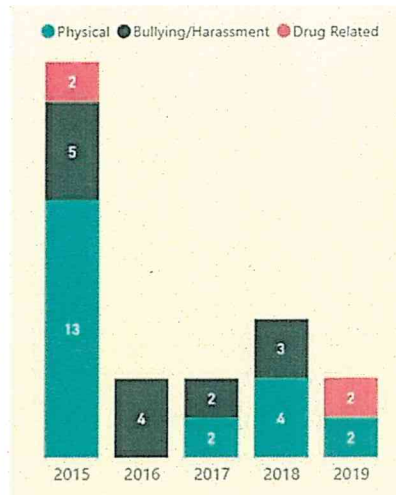
Discipline

Disciplinary actions are weighted and given a point value. The final score is an inverse of weighted suspension rate and total enrollment: higher scores = fewer disciplinary actions.



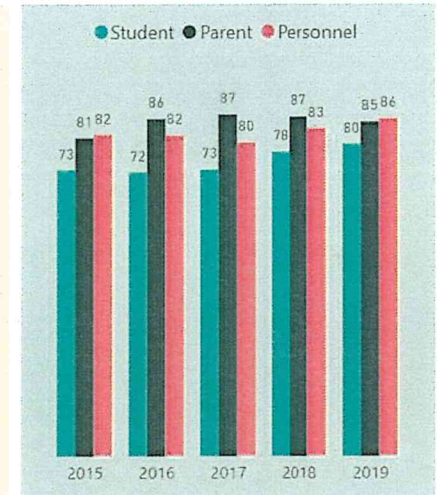
Safe & Substance Free

Recorded incidents are divided into groups, and calculated with responses to student surveys (only Middle and High schools use survey responses).



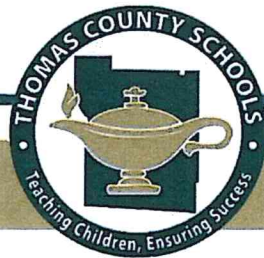
Climate Perception

Survey responses are coded and averaged by group (students, parents, and personnel). A 75% participation rate is required for students and personnel responses to be included.



Data Notebook

Section 2: Current Strategic Plan



Data Notebook

Student Achievement

Learning Environment

Operational Support

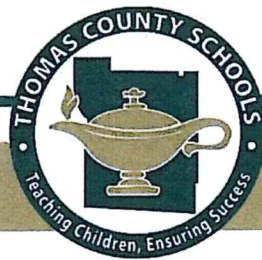
Continuous Improvement

Parent and Community Support



Data Notebook

Section 3: Diversity Plan



Data Notebook

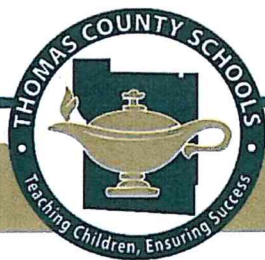
Section 4: Financial Data

Assets

Revenues

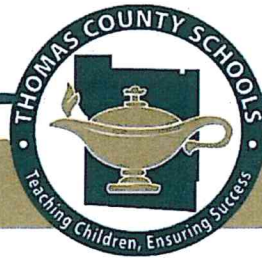
Balance Sheet

Expenditures



Data Notebook

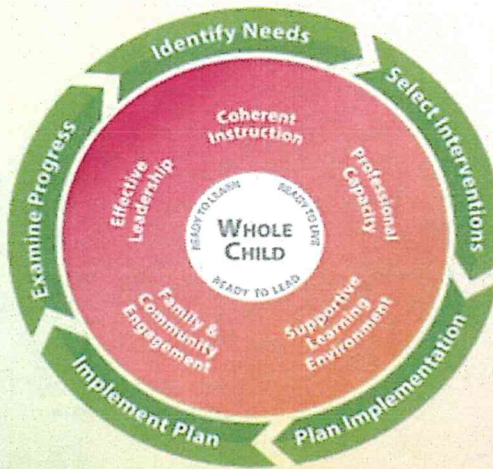
Section 5: Comprehensive Needs Assessment



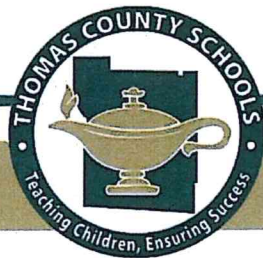
Data Notebook



Comprehensive Needs Assessment 2020 - 2021 District Report



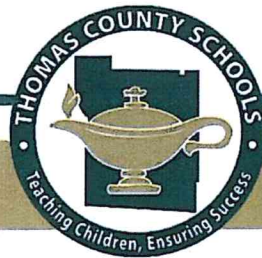
Thomas County



Data Notebook

Section 6: AdvancED (Cognia) Report

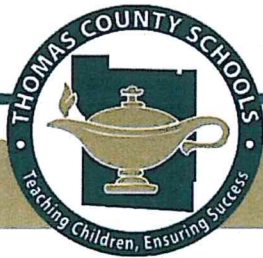
5-year Accreditation Cycle



Data Notebook

Section 7: Community Engagement Summary

Community input from spring 2020
289 survey responses



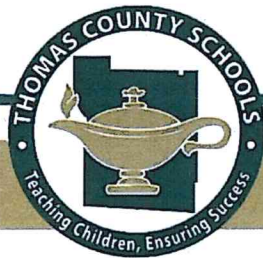
Data Notebook

Section 8: Meeting Slides



Data Notebook

Section 9: FTE Data Enrollment



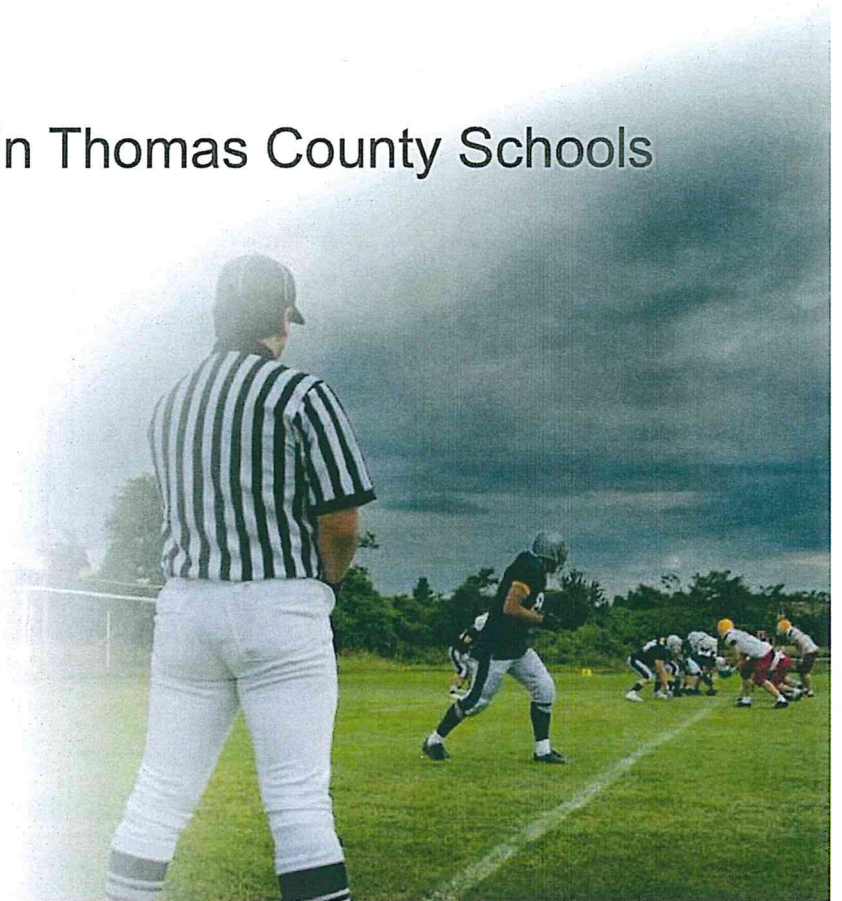
Data Notebook

Section 10: Vision Project



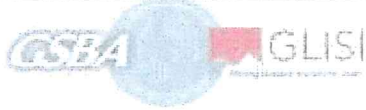
Planning Team Norms

- Participation from all
- Conversations are honest, transparent and safe
- Respect the ideas of your peers
- Refrain from technology
- Create a plan for all of the students in Thomas County Schools



We value your feedback...

- At the end of the Strategic Improvement Planning process, team participants will be asked to complete an evaluation of the process
- We value your feedback throughout the process



Planning Team Post-Service Survey

Feedback on Quality of GSEA Services
 Please answer the following questions about the planning team sessions you recently had with the GSEA staff. Thank you in advance for taking the time to provide us with your candid assessment so we can continuously improve our services.

1. For each statement below, please indicate the degree to which you agree:

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
GSEA staff members who worked directly with the planning team were skilled and knowledgeable.	1	2	3	4	5	6
I felt engaged as a partner in this work.	1	2	3	4	5	6
I am satisfied with the quality of service delivered by GSEA.	1	2	3	4	5	6
The GSEA services delivered successfully accomplished expected goals and objectives.	1	2	3	4	5	6
I hope our district engages GSEA for strategic improvement work again.	1	2	3	4	5	6
Based on this work, I will recommend working with GSEA to colleagues in other districts.	1	2	3	4	5	6

2. Your affiliation with the district (select one from the drop-down menu)

- Community Leader
- Board of Education
- Business Leader
- District Leader
- Parent
- Student
- School Leader
- Teacher
- Other (please specify) _____

3. Additional Comments:



Why Plan?

Planning is...

- A definite course of action
- A fundamental property of intelligent behavior

Continuous Improvement is...

- A never-ending process



Strategic Improvement Planning vs. Operational Planning

Strategic Improvement Planning

- Top down
- Creates future
- 3-5 year horizon
- Effectiveness
- Emphasizes process
- Proactive
- External and Internal customer focus

Operational Planning

- Bottom-up/Staff
- Extends the present
- 1 year horizon
- Efficiency
- Emphasizes actions
- Reactive
- Internal customer focus

Strategic Improvement Planning Pyramid



Continuous Improvement Model



What is a major outcome of Strategic Improvement Planning?

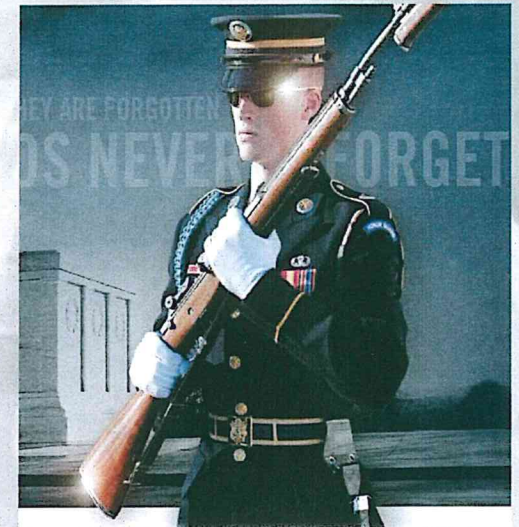
Improved District and School Performance Culture



Successful organizations thrive when they own a positive Performance Culture

Bain and Company describes a Performance Culture as one where...

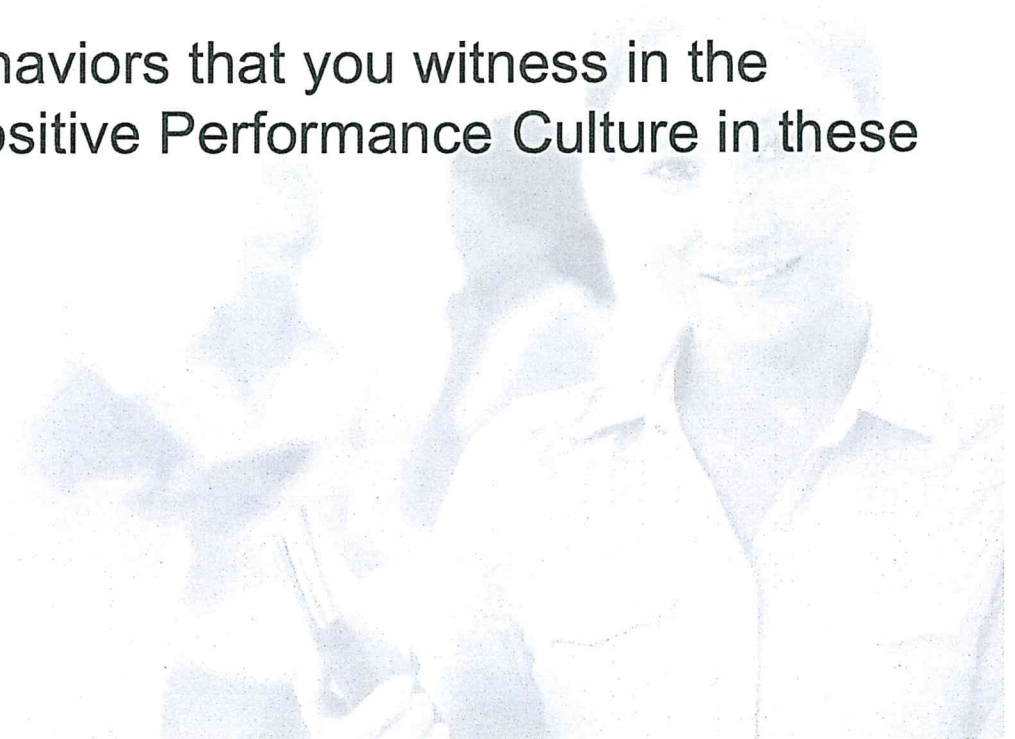
- People go the extra mile
- To execute good decisions
- Even when no one is looking



Discussion 1: With your team...

Discuss the Performance Culture of some successful organizations in your community:

- What do you see and feel in their positive Performance Culture?
- What are some of the behaviors that you witness in the people who create this positive Performance Culture in these organizations?



Discussion 2:

With your team...

- Does Thomas County Schools have a Performance Culture of college and career success for **all students**?
- Can you pinpoint why your district has this Performance Culture?
- If you do not have a Performance Culture of college and career success for **all students** at all levels, can you determine the reasons?



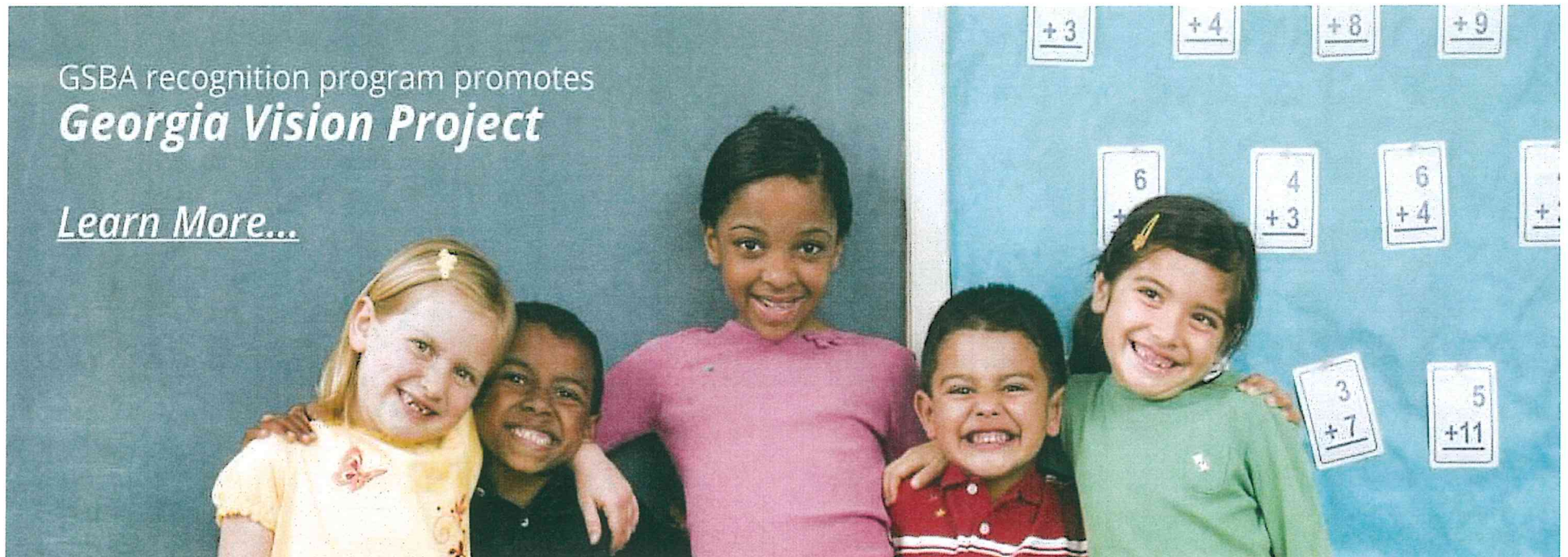


Performance Foundations Thomas County Schools

Georgia Vision Project

Our Vision:

Public education in Georgia will provide all children an equitable and excellent education that prepares them for college, career, and life.



Georgia Vision Recommendations for School Districts

Seven areas include:

1. Early Learning and Student Success
2. Teaching and Learning
3. Teaching and Learning Resources
4. Human and Organizational Capital
5. Governance, Leadership, and Accountability
6. Culture, Climate and Organizational Efficacy
7. Financial Resources

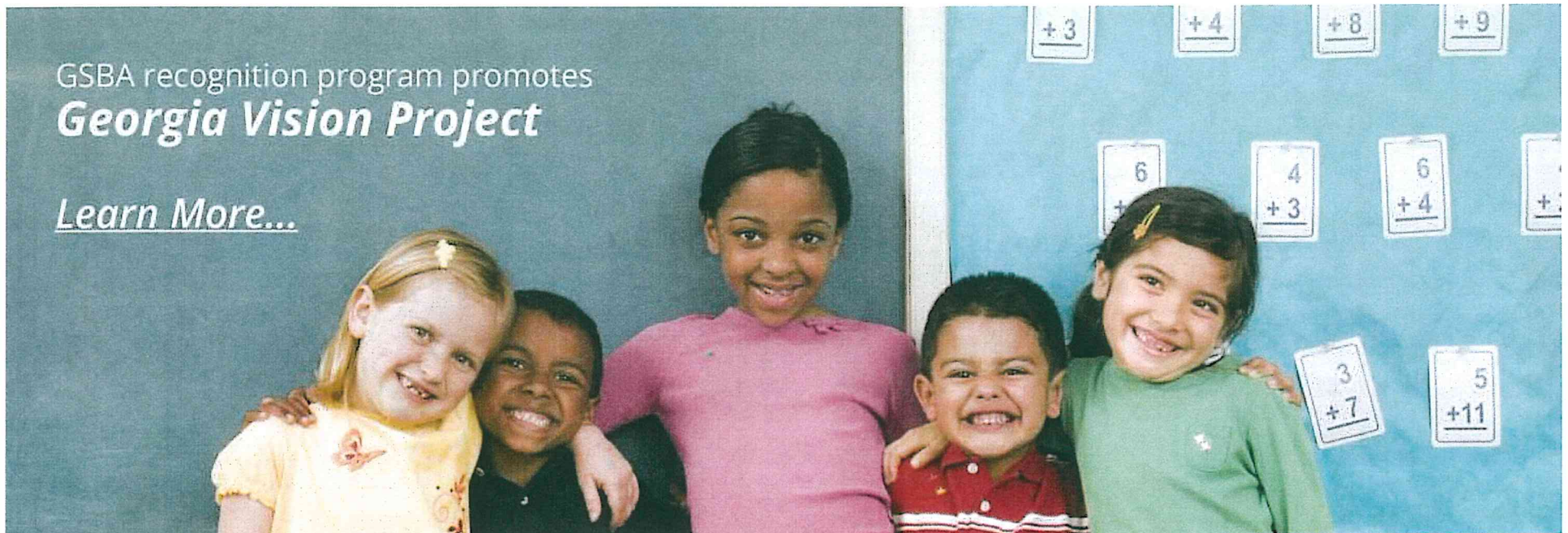
Georgia Vision Recommendations for School Districts

Seven areas include:

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5. Governance, Leadership, and Accountability
6. Culture, Climate and Organizational Efficacy
7. Financial Resources

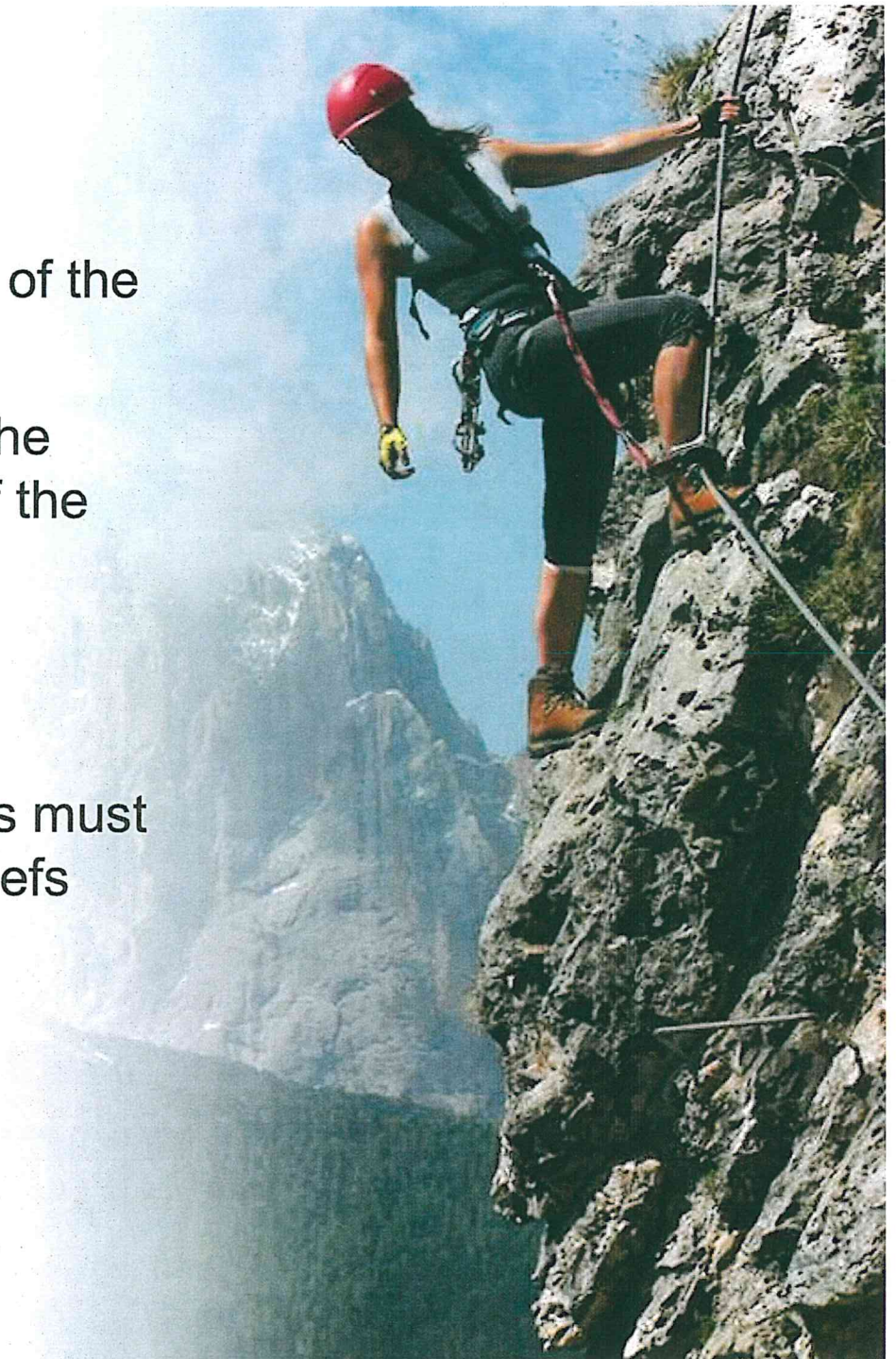
If we consolidate the recommendations, we have three themes...

1. Teaching and Learning
2. Culture and Climate
3. Operations



Beliefs

- Beliefs represent the core values of the organization
- They should be demonstrated in the everyday decisions and actions of the district
- They should reflect what is truly important to the district
- The mission and vision statements must be based on shared values or beliefs



TCS Beliefs

In Thomas County, we believe:

- All students can learn with quality resources in a safe, clean and supportive environment
- A rigorous, relevant, and effective education enables students to reach their potential
- Classroom instruction should connect to individual students' experiences and interests in order to foster and support a diverse learning environment
- Positive communication fosters strong relationships among parents, teachers, students, and community
- The effective use of technology is critical to preparing our students for an ever-changing society
- Fine Arts, foreign languages, athletics, career and extra-curricular opportunities are essential components of a well-rounded education
- Counseling and guidance support are crucial to student development
- Students deserve a caring, professional, and dedicated staff
- Students need to demonstrate responsibility and respect for the learning process



TCS DRAFT Beliefs

1. **What do you like about the Thomas County Schools Beliefs?**
2. **Is there anything missing?**

In Thomas County, we believe:

- All students can learn with quality resources in a safe, clean and supportive environment
- A rigorous, relevant, and effective education enables students to reach their potential
- Classroom instruction should connect to individual students' experiences and interests in order to foster and support a diverse learning environment
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- Students deserve a caring, professional, and dedicated staff
- Students need to demonstrate responsibility and respect for the learning process



Vision

- Is a public declaration used to describe high-level aspirations for the future
- Describes the system's loftiest ideals, its core organizational values, or what it hopes its students will learn or be capable of doing after graduating

2014 Great Schools Partnership. Hidden curriculum (2014, August 26). In S. Abbott (Ed.), *The glossary of education reform*. Retrieved from <http://edglossary.org/hidden-curriculum>



TCS DRAFT Vision

Thomas County is a premier school district providing innovative opportunities that prepare world class students.



GSBA

 **GLISI**
Strong leaders transform lives.

TCS Draft Vision

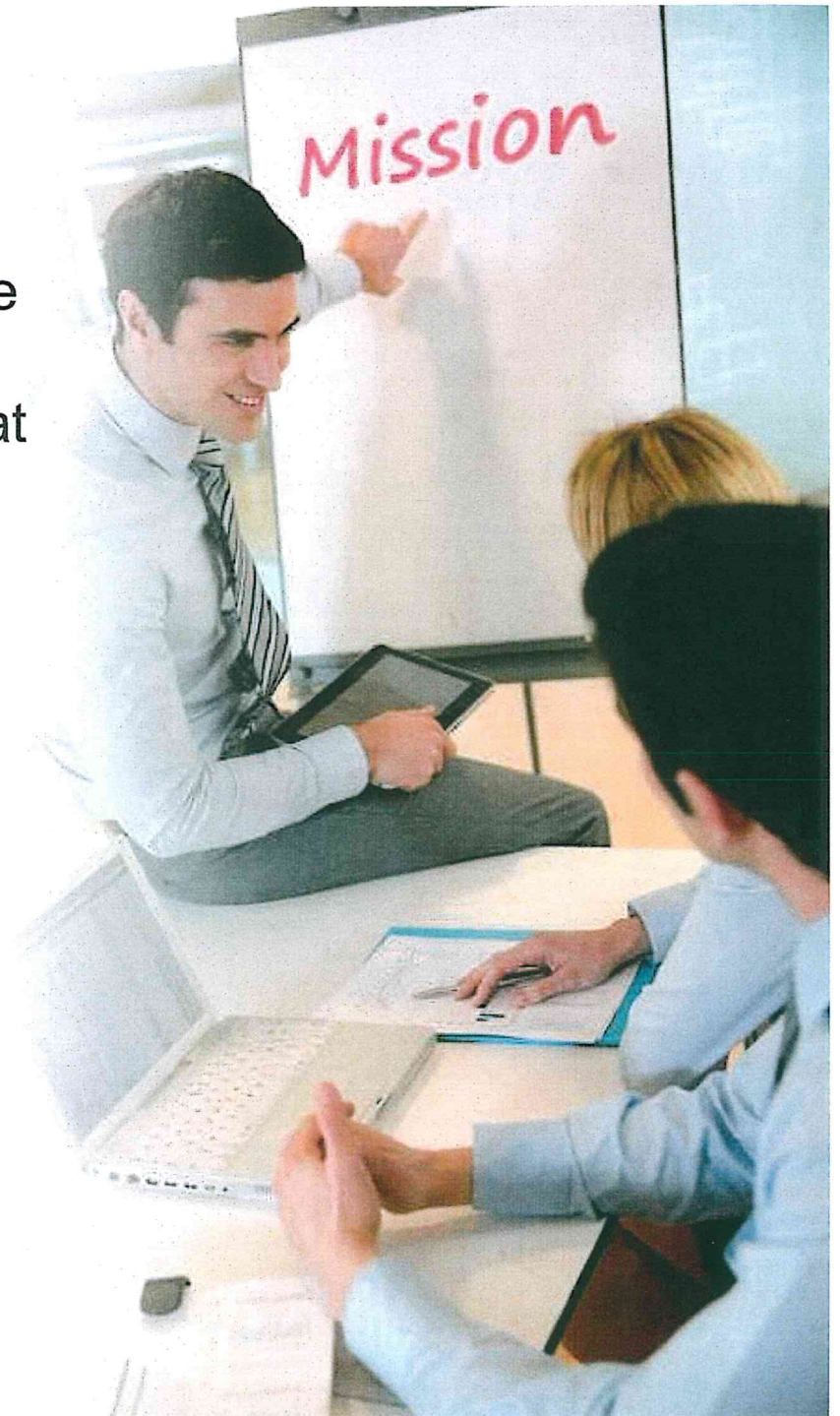
1. What do you like about the Draft Vision statement?
2. Is there anything missing?

Thomas County is a premier school district providing innovative opportunities that prepare world class students.

Mission

- Is a public declaration used to describe founding purpose and major organizational commitments—i.e., what they do and why they do it
- Describe day-to-day operational objectives, its instructional values, or its public commitments to its students and community

2014 Great Schools Partnership. Hidden curriculum (2014, August 26). In S. Abbott (Ed.), *The glossary of education reform*. Retrieved from <http://edglossary.org/hidden-curriculum>



TCS DRAFT Mission

Teaching students to gain the skills, knowledge, and positive values that ensure success as productive citizens in an ever-changing world.



TCS

DRAFT Mission

1. What do you like about the Draft Mission statement?
2. Is there anything missing?

Teaching students to gain the skills, knowledge, and positive values that ensure success as productive citizens in an ever-changing world.



The background of the slide features a landscape with a range of mountains in the distance, partially obscured by a thick layer of white mist or low clouds. The sky is a pale, bright blue, suggesting a clear or slightly hazy day. The overall tone is serene and natural.

Thomas County Schools Present and Future

SWOT Analysis

INTERNAL

Strengths: Things that help or support the mission & vision.

Examples:

- Dedicated, caring and committed staff
- Strong, supportive district leadership
- Data-driven decision-making
- Enhanced technology throughout the district

Weaknesses: Things that hinder accomplishing the mission & vision.

Examples:

- High staff turnover
- Number of leaders eligible for retirement
- Poor graduation rate
- Higher student transiency
- Low financial reserves

SWOT Analysis

EXTERNAL

Opportunities: Factors/forces that could help accomplish the mission & vision.

Examples:

- Social
- Economical
- Educational
- Demographic
- Political

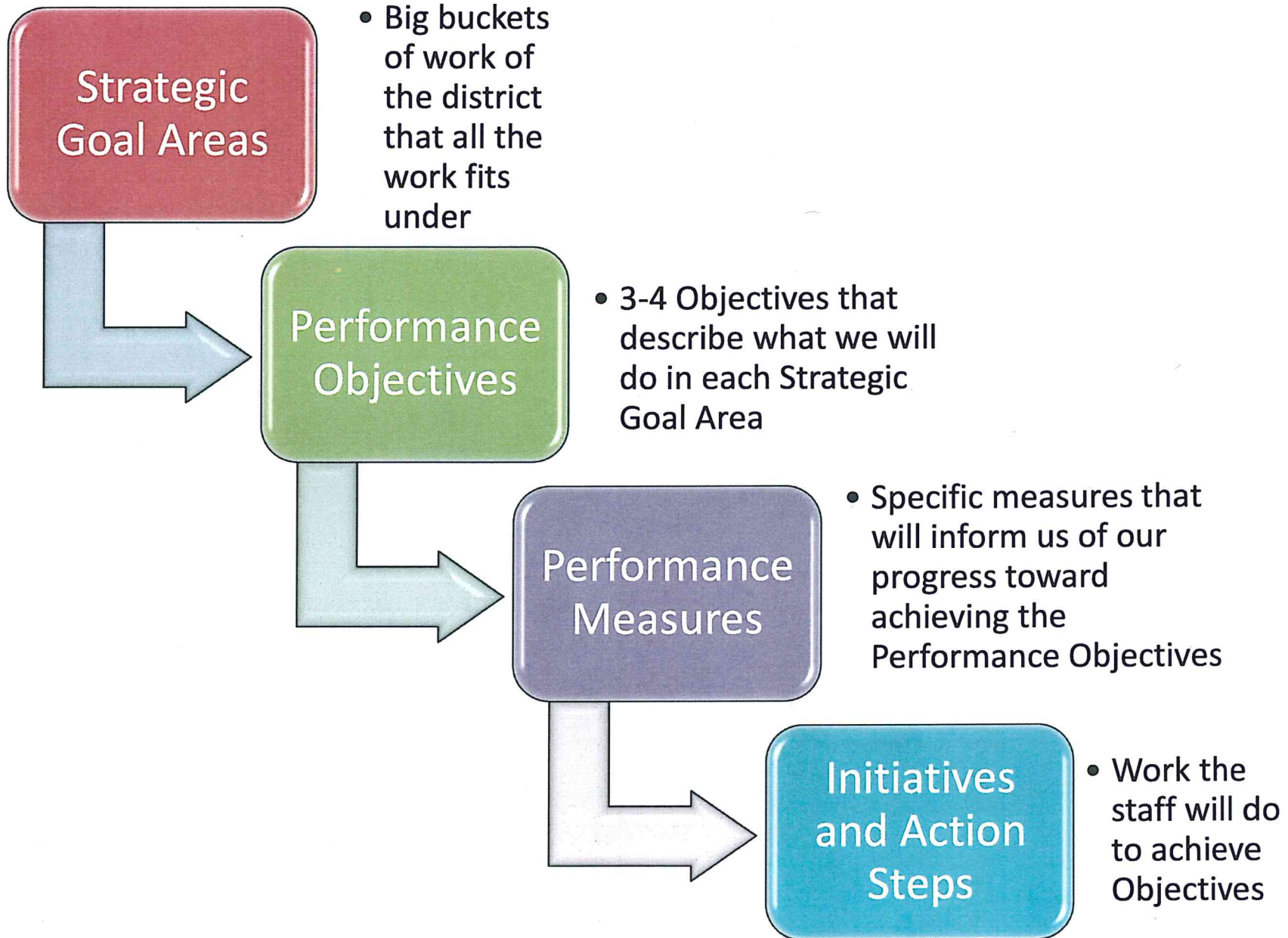
Threats: Factors/forces that could negatively impact the organization & vision.

Examples:

- Social
- Economical
- Educational
- Demographic
- Political

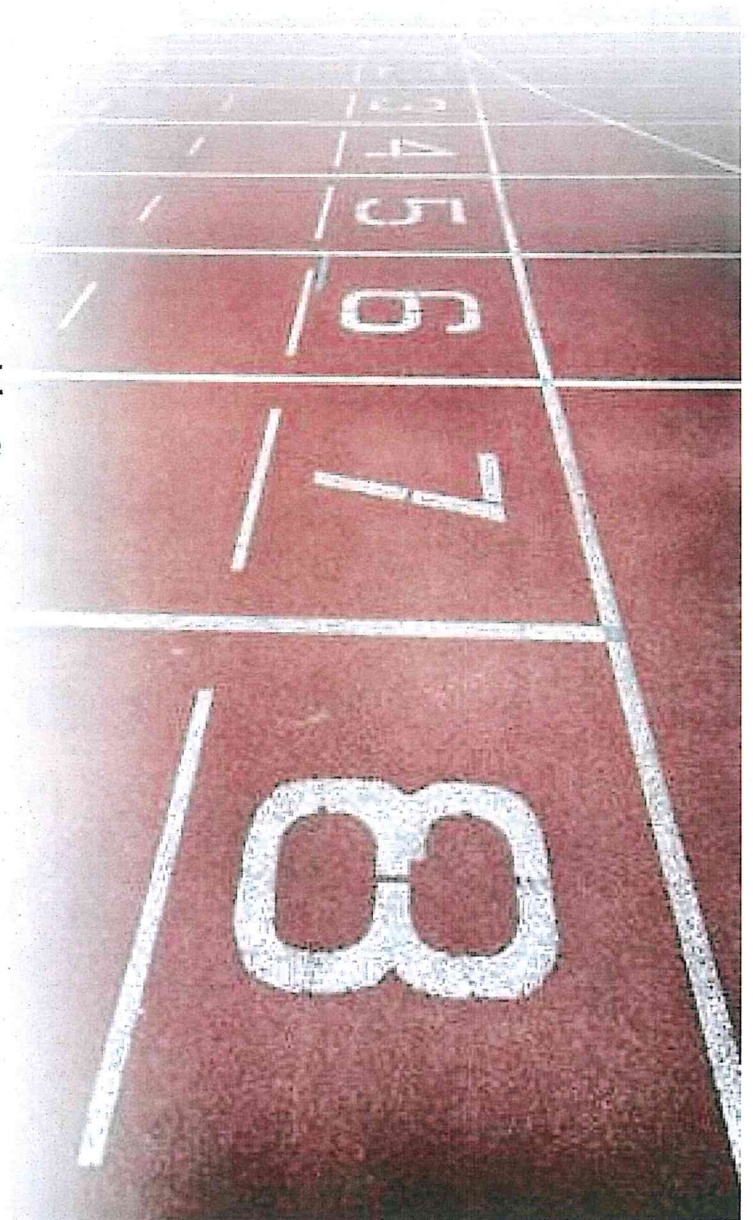
Strategic Goal Areas

Defining the Language of Strategic Plans



Strategic Goals Areas

- Provide a framework to describe the district's strategy to reach its mission & vision
- Include the critical perspectives that must be addressed for the school system to be successful
- They are too big to be measured



Strategic Goals Areas

Traditionally, private sector organizations look at four categories of performance to describe organizational strategy:

- Financial
- Customer
- Internal Processes
- Learning and Growth



Strategic Goals Areas

Many school systems have used these topics or categories as they begin crafting their Strategic Goal Areas:

- Student Achievement
- Internal Processes
- Staff Learning and Growth
- Stakeholder Engagement
- Culture & Climate



Sample Goal Areas: Student Achievement

- Student Achievement & Success
- Student Success
- Student Achievement with Equity and Access
- Academic Achievement and Success
- Student Achievement for All

Sample Goal Areas: Internal Processes

- Organizational & Operational Effectiveness
- Safe and Supportive Learning Environment
- Efficient and Effective Internal Processes
- Organizational Excellence

Sample Goal Areas: Staff Learning and Growth

- Learning and Growing
- Organizational Growth
- Staff Learning and Growth
- Human Resources
- Human Capital and Growth
- Quality Workforce

Sample Goal Areas: Stakeholder Engagement

- External and Internal Stakeholder Engagement
- Communication and Engagement
- Parent and Community Support
- Stakeholder Involvement

Sample Goal Areas: Culture & Climate

- School Climate
- Positive School Culture & Climate
- Culture and Climate

What will you select as TCS Strategic Goal Areas?

Each team will create **3-5 titles** for the big “buckets” of work that represent all the work of the system?



Reaching Consensus

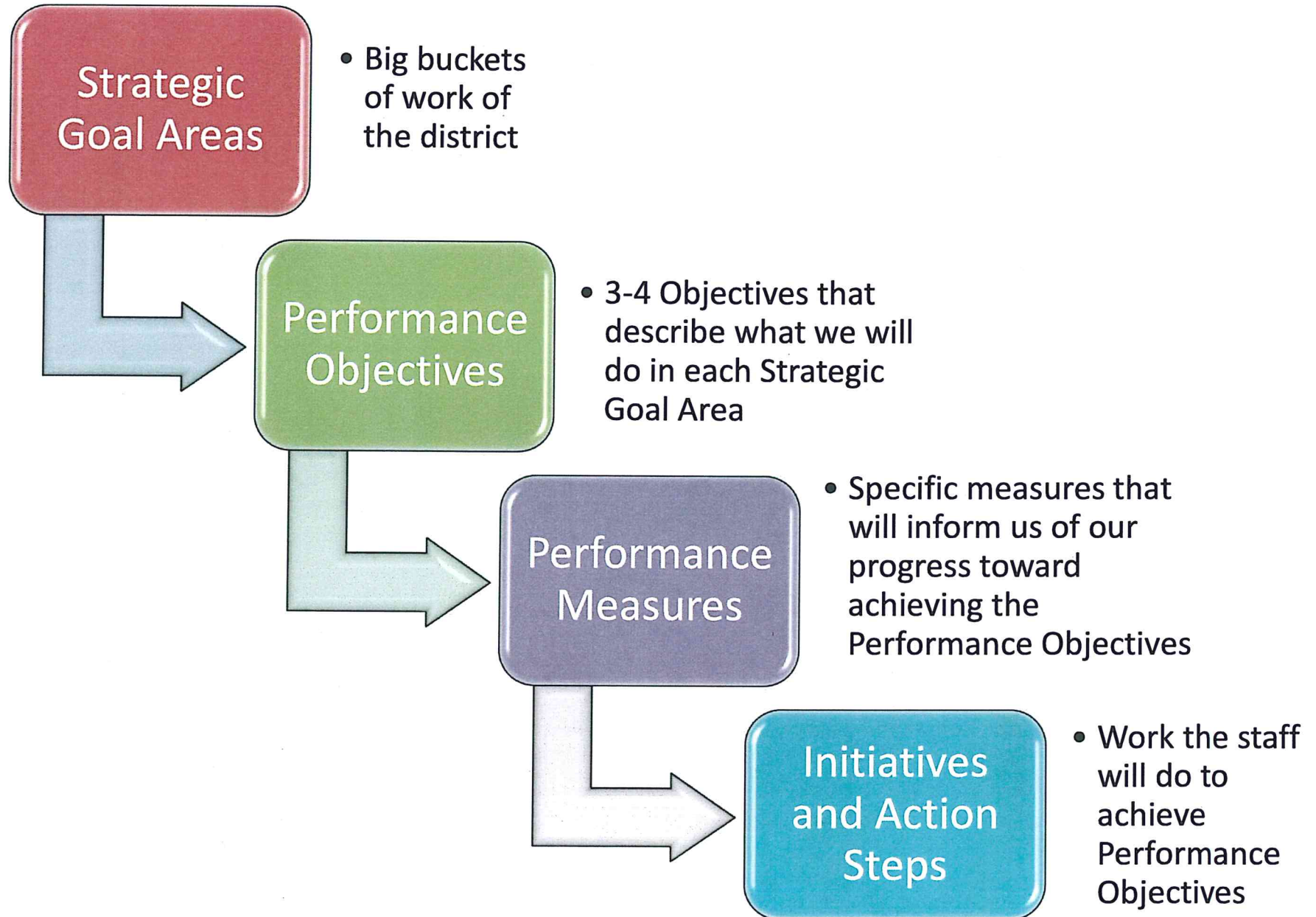
- Use one dot to vote for one Goal Area title on each poster
- You will vote for one Goal Area title on each of the posters



Thomas County Schools' Goal Areas



The Language of Strategic Planning





**Developing
the
TCS Performance Objectives**

Create your Goal Area Chart

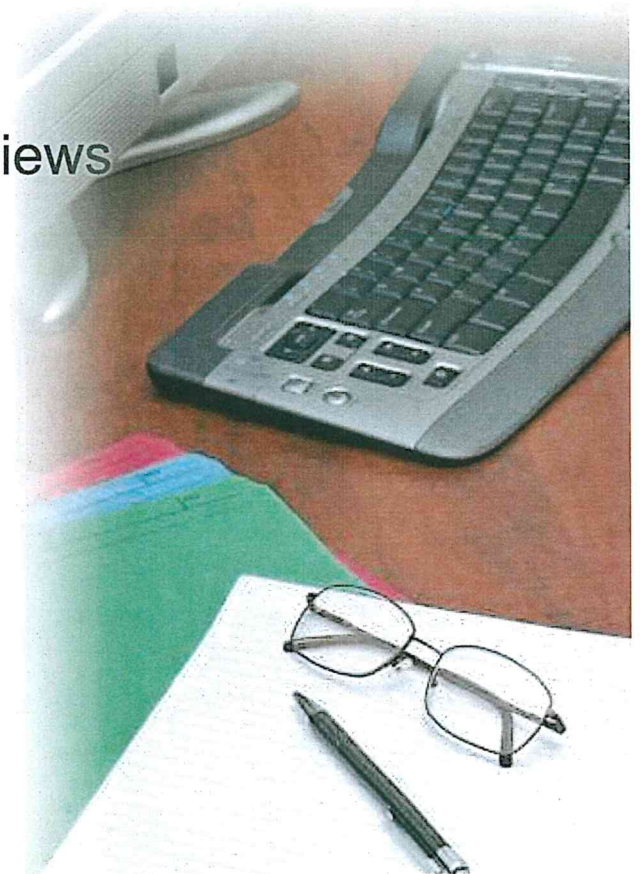
Goal Area Name

<u>Data/Priorities Summary</u>	<u>Performance Objectives</u>

Data/Priority Review

On the “Data/Priorities” side of your chart paper, list four to five important data points or priorities that surfaced from:

- Community Engagement data
- Mission, Vision, Values review
- Performance data
- AdvancEd or other outside organizational reviews
- SWOT Analysis



Sample – Internal Processes

Data/Priorities Summary

1. Safe environment concerns
2. Fiscal responsibility and accountability
3. Social, emotional, physical and financial support for all students
4. Accountability is lacking
5. Strategic Waiver district

Performance Objectives – What will we do?

Sample – Staff Learning & Growth

Data/Priorities Summary

1. Need to attract, support, and retain a high performing workforce
2. Encourage and maintain a positive organizational culture
3. Build capacity for the future

Performance Objectives – What we will do?

Sample - Stakeholder Engagement

Data/Priorities Summary	Performance Objectives – What will we do?
<ol style="list-style-type: none"><li data-bbox="247 565 1045 613">1. Lack of communication plan<li data-bbox="247 662 1045 776">2. Business partnerships are not meaningful<li data-bbox="247 824 1045 938">3. Higher education moving into the community<li data-bbox="247 987 1045 1101">4. SACS indicated lack of communication strategies	

Sample – Student Achievement

Data/Priorities Summary

1. Low graduation rate
2. Low special ed and ELL success
3. Low Lexile scores
4. Low Milestones scores
5. Concern for AP participation for all students

Performance Objectives – What will we do?

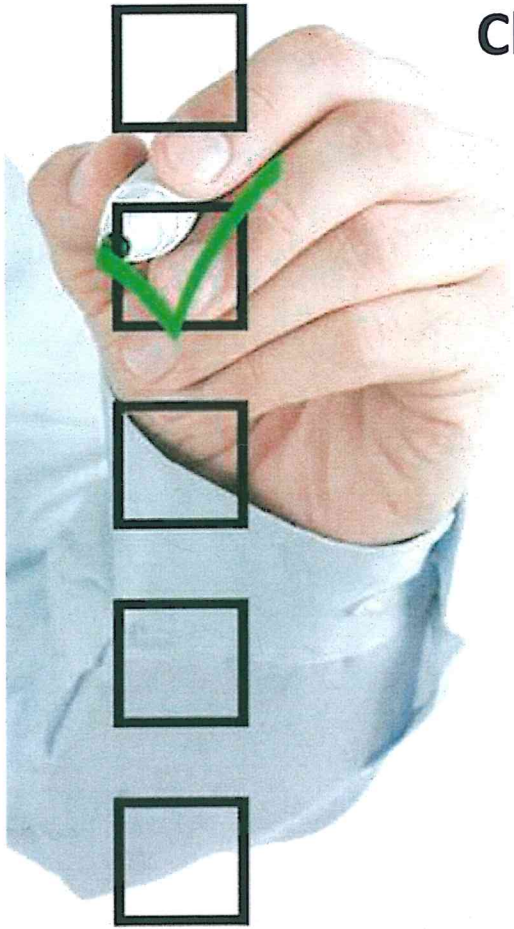
Sample – Culture and Climate

Data/Priorities Summary

1. Students frustrated and have mental anguish due to virtual learning
2. Students do not feel that they trust their teachers
3. Multiple platforms and apps used at different schools/grade levels

Performance Objectives – What will we do?

Developing Performance Objectives



Check your Performance Objectives for these criteria:

- Now use your data/priorities to develop what you will specifically **do** in each Goal Area to move your forward as a district
- Ensure they are strategic
- Begin with a **STRONG** verb
 - Examples include: Increase, Decrease, Improve
- Develop no more than three to four Performance Objectives in a Goal Area*

Sample – Internal Processes

Data/Priorities Summary

1. Safe environment concerns
2. Fiscal responsibility and accountability
3. Social, emotional, physical and financial support for all students
4. Accountability is lacking
5. Strategic Waiver district

Performance Objectives – What will we do?

1. Develop effective and efficient operational processes
2. Develop a collaborative district budgeting process
3. Improve safe environments for students and staff

Sample - Stakeholder Engagement

Data/Priorities Summary

1. Lack of communication plan
2. Business partnerships are not meaningful
3. Higher education moving into the community
4. SACS indicated lack of communication strategies

Performance Objectives – What will we do?

1. Utilize varied methods of effective communication
2. Develop meaningful business partnerships
3. Develop meaningful higher education partnerships

Sample – Staff Learning & Growth

Data/Priorities Summary

1. Need to attract, support, and retain a high performing workforce
2. Build capacity for the future
3. Lack of diversity in staff

Performance Objectives – What we will do?

1. Provide equitable curriculum and resources to reduce barriers for equitable access and opportunities to learn
2. Identify and retain high performing faculty and staff
3. Enhance districtwide professional learning to increase educator capacity to support individual student needs and diversity

Sample – Student Achievement

Data/Priorities Summary

1. Low graduation rate
2. Low special ed and ELL success
3. Low Lexile scores
4. Low Milestones scores
5. Concern for AP participation for all students

Performance Objectives – What will we do?

1. Improve rigor for all students
2. Increase student mastery of the curriculum
3. Develop and implement district supports that prioritize efforts to improve equity and accelerate improvement

Sample – Culture and Climate

Data/Priorities Summary

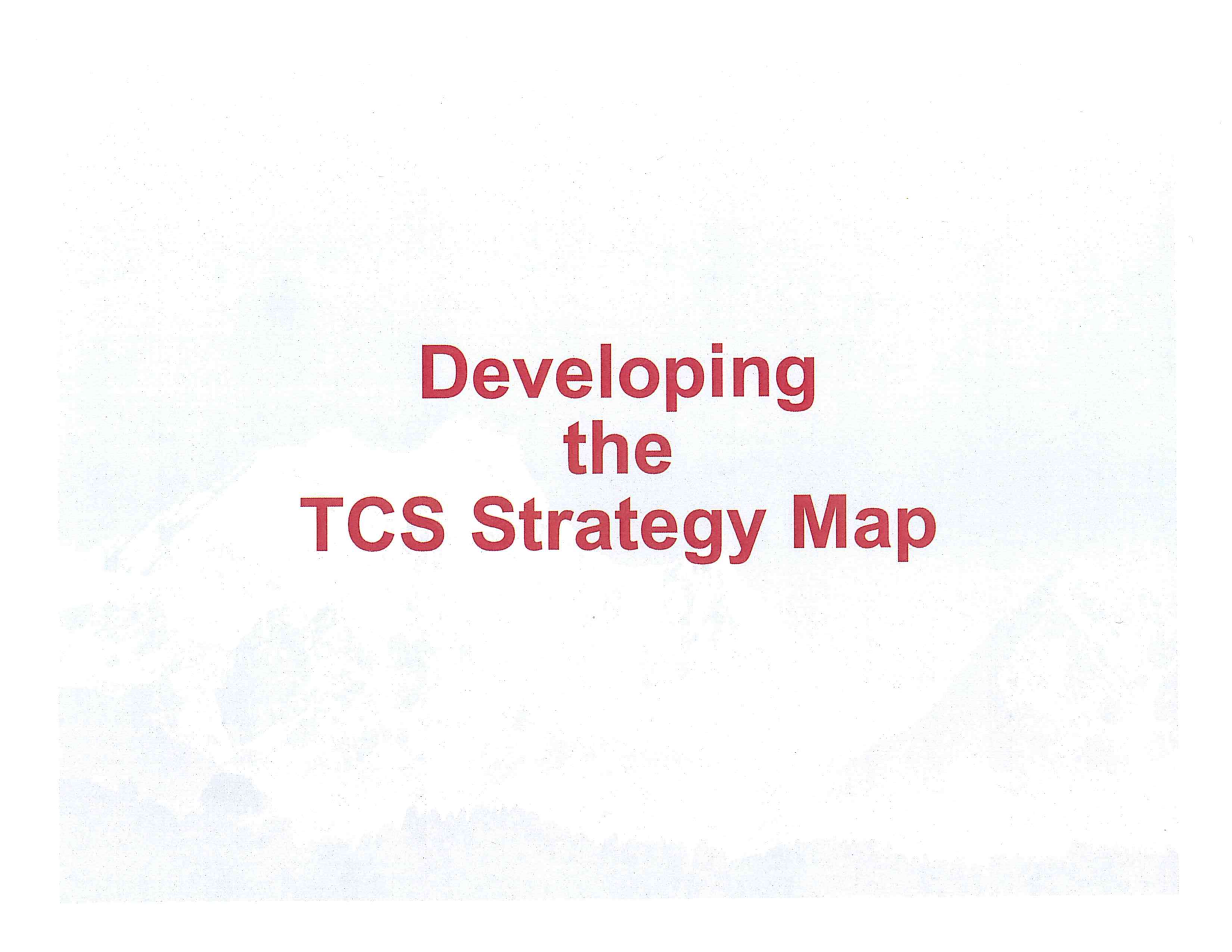
1. Students frustrated and have mental anguish due to virtual learning
2. Students do not feel that they trust their teachers
3. Multiple platforms and apps used at different schools/grade levels

Performance Objectives – What will we do?

1. Create and maintain a safe, orderly, positive learning environment for all
2. Provide support for social and emotional learning for all
3. Establish and maintain clear and high expectations for excellence for all

Brainstorming Phase: Strategic Goal Activity

On your chart, list the major data/priorities you considered in your Goal Area and then create three strategic Performance Objectives that identify what you will do in your Goal Area.



Developing the TCS Strategy Map

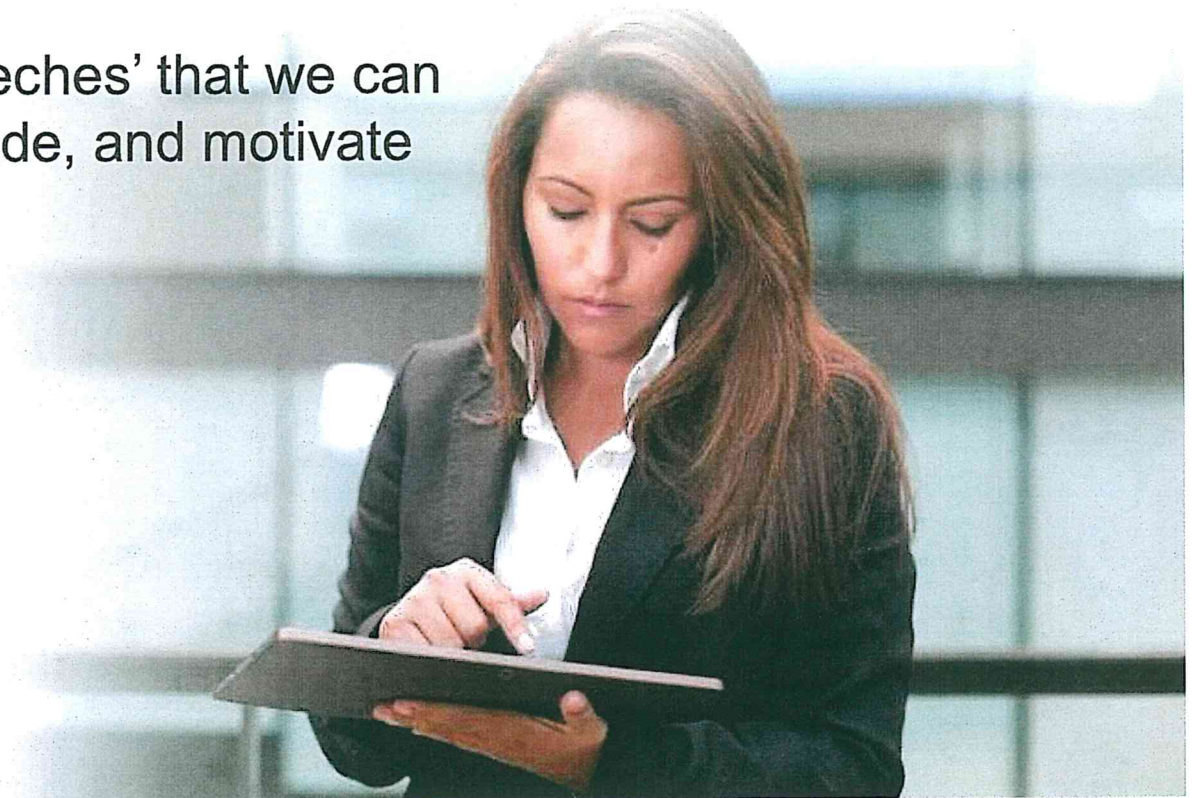
Cause and Effect Statements & Strategy Maps

Strategy Maps...

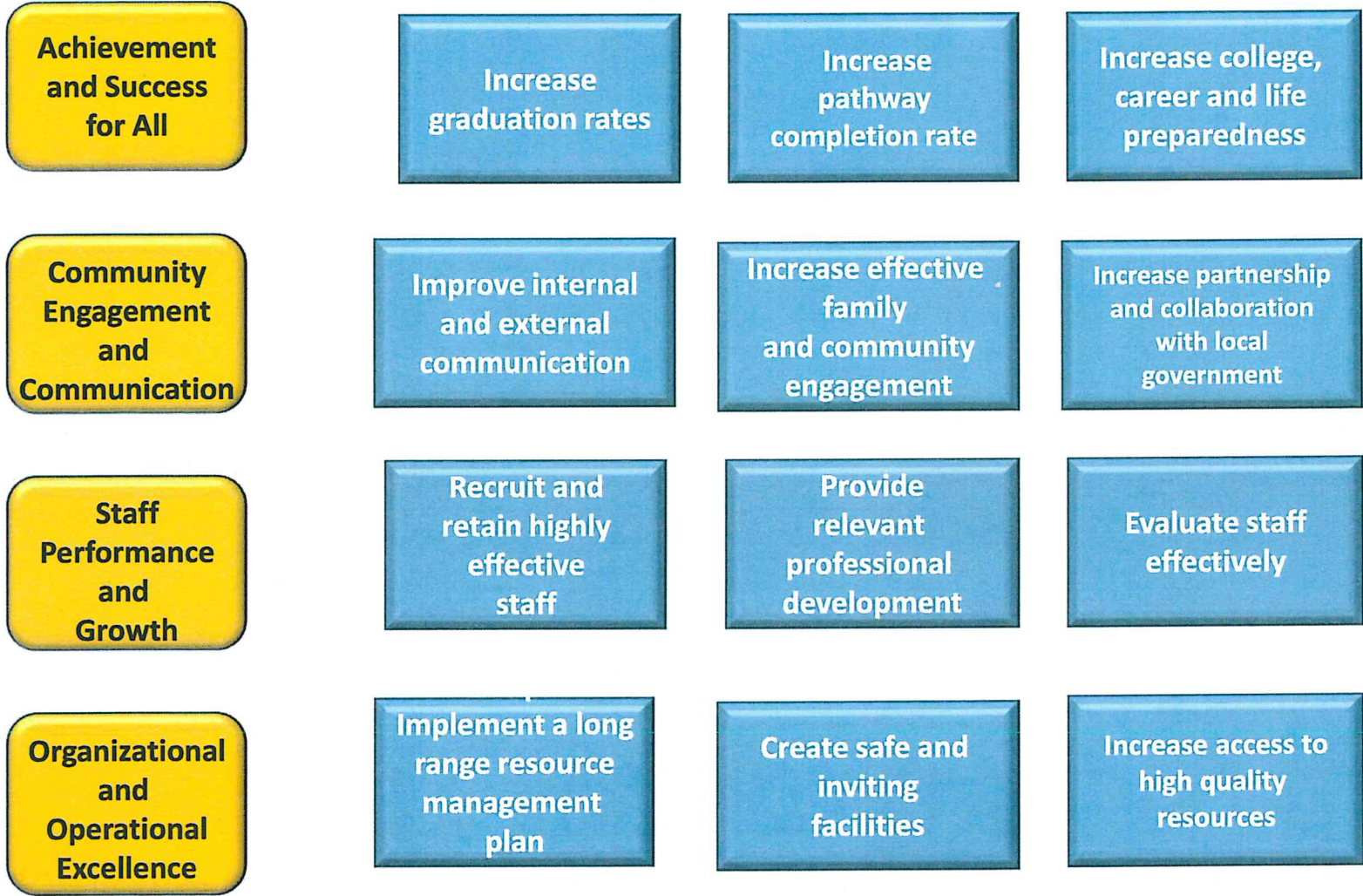
- Help us to show the whole plan at a glance

Cause and Effect Statements...

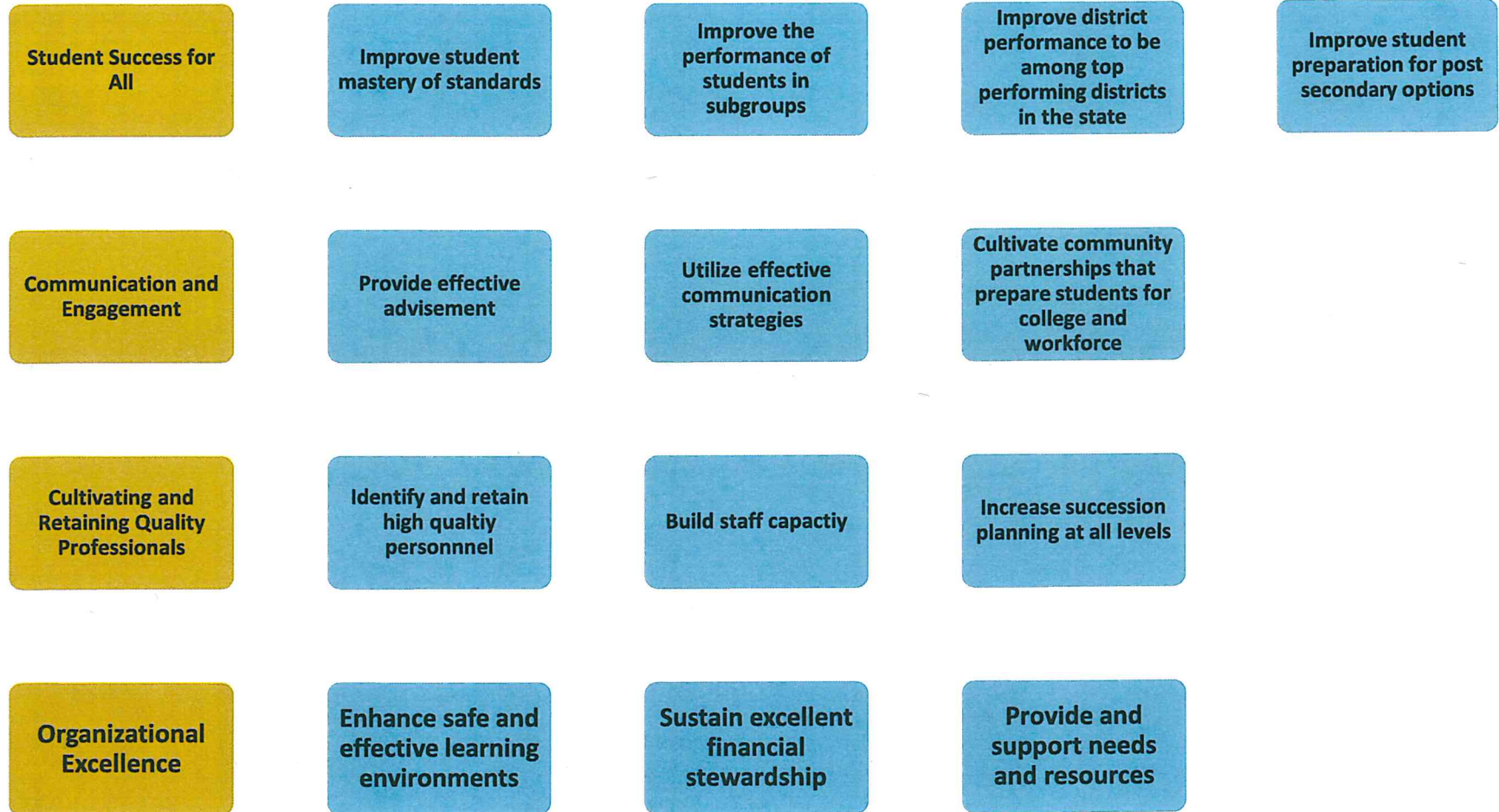
- Give us “elevator speeches’ that we can use to explain, persuade, and motivate



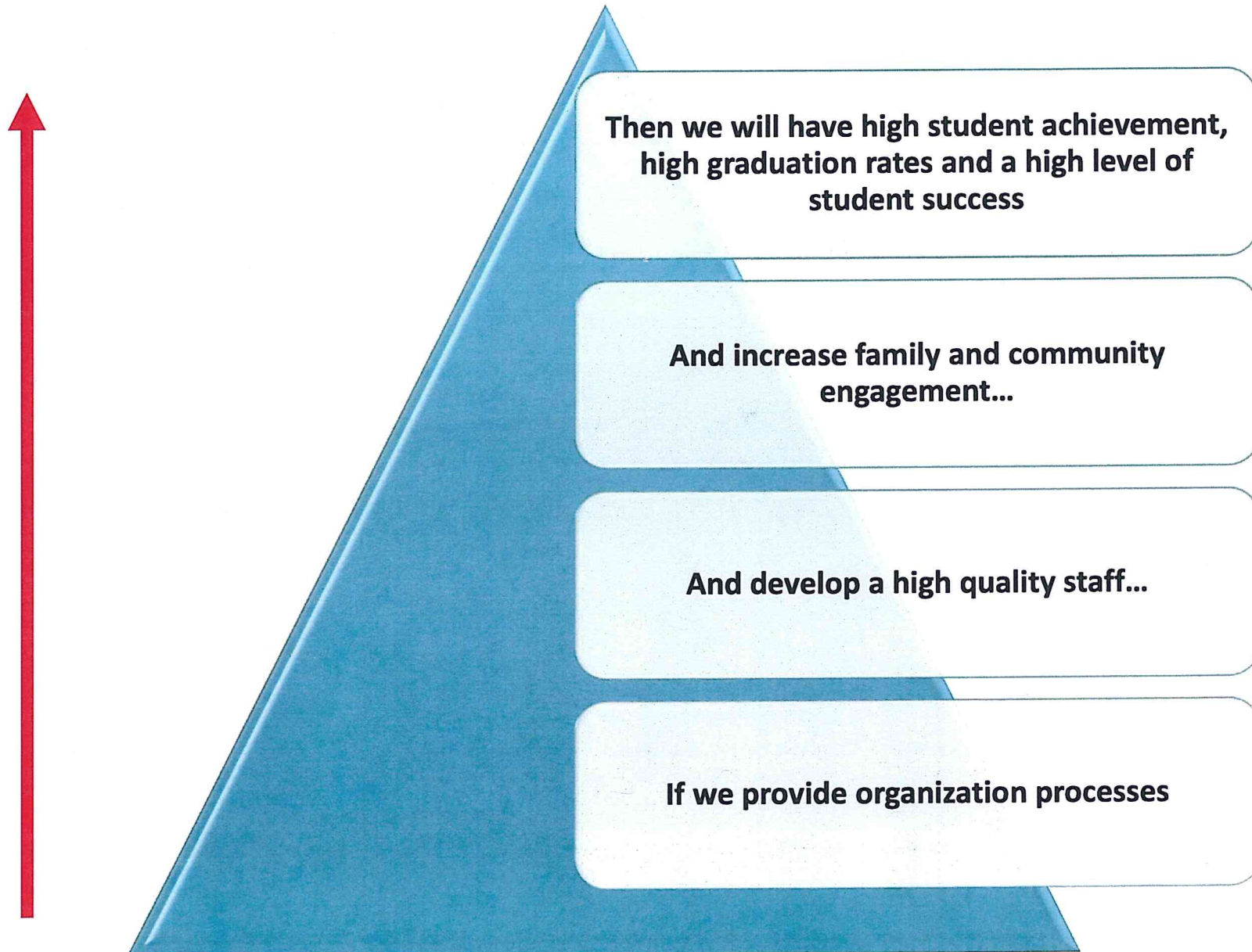
Sample A Strategy Map



Sample B District Strategy Map



Sample: Theory of Action



Strategy Map Activity

1. Put the Strategic Goals in order of importance.
2. Craft short sentences that capture the Theory of Change you want to communicate.

Next Steps

Action Team Members will:

- Create Performance Measures
- Develop Performance Targets
- Develop Initiatives
- Create Action Steps

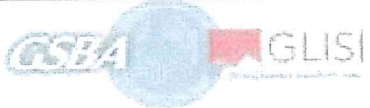
Your district leaders will schedule another Planning Team Meeting so that you may review the final plan before it goes to the Board

Board will vote to approve and adopt the plan



Remember...

- Please complete the post-service survey and submit with your feedback.
- Thank you for your feedback!



Planning Team Post-Service Survey

Feedback on Quality of GSBA Services
 Please answer the following questions about the planning team sessions you recently had with the GSBA staff. Thank you in advance for taking the time to provide us with your candid assessment so we can continuously improve our services.

1. For each statement below, please indicate the degree to which you agree:

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
GSBA staff members who worked directly with the planning team were skilled and knowledgeable.	1	2	3	4	5	6
I felt engaged as a partner in this work.	1	2	3	4	5	6
I am satisfied with the quality of service delivered by GSBA.	1	2	3	4	5	6
The GSBA services delivered successfully accomplished expected goals and objectives.	1	2	3	4	5	6
I hope our district engages GSBA for strategic improvement work again.	1	2	3	4	5	6
Based on this work, I will recommend working with GSBA to colleagues in other districts.	1	2	3	4	5	6

2. Your affiliation with the district (select one from the drop-down menu)

- Community Leader
- Board of Education
- Business Leader
- District Leader
- Parent
- Student
- School Leader
- Teacher
- Other (please specify) _____

3. Additional Comments



Please contact us at:

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