



# Gwinnett County Public Schools

IE<sup>2</sup> Partnership Contract

Strategic Plan and School Plans

State Board of Education Rule 160-5-1-.33

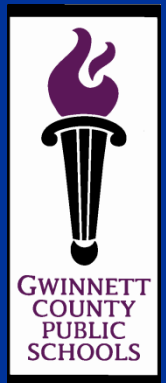
# Purpose of Partnership Contract

- Improve student achievement for every student in Gwinnett County Public Schools
  - Provide flexibility from specified Georgia laws and State Board of Education rules for local school district for the purpose of improving student achievement outcomes
  - Outline additional accountability relative to the flexibility requested and five-year goals for performance measures to validate student achievement gains
  - Define consequence for not meeting goals



# Why?

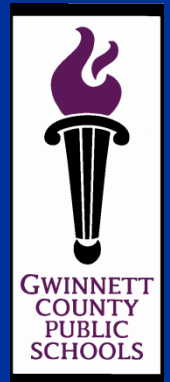
Local system and school teams need to be relieved from state rules and mandates that keep us from being as effective as we can and must be to improve student achievement. We must be able to build on our history of implementing instructionally sound school improvement efforts in the best interest of students.



# History of High Expectations

**Accountability is not new to GCPS.**

**GCPS has a history of meeting rising expectations when faced with challenges of growth, diversity, and budget shortfalls.**



# Gwinnett County Public Schools' Strategic Plan

## **GCPS' Vision: *What we aspire to be...***

Gwinnett County Public Schools will become a system of world-class schools where students acquire the knowledge and skills to be successful as they continue their education at the postsecondary level and/or enter the workforce.

## **GCPS' Mission: *Why we exist, our core business...***

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student, resulting in **measured improvement** against local, national, and world-class standards.





# Strategic Goals

## **GCPS' Strategic Goals: *The plan for achieving our mission...***

We've adopted Strategic Goals for the school system that clearly connect to the vision and mission—the “world-class” status we intend to achieve.

### **Gwinnett County Public Schools will...**

- Ensure a world-class education for all students by focusing on teaching and learning the Academic Knowledge and Skills (AKS) curriculum.
- Ensure a safe, secure, and orderly environment for all.
- Optimize student achievement through responsible stewardship of its financial resources and the proactive pursuit of all resources necessary to meet current and future demands.
- Recruit, employ, develop, and retain a workforce that achieves the mission and goals of the organization.
- Meet the continuing and changing demand for essential information through technological systems and processes that support effective performance and desired results.
- Provide and manage the system's facilities and operations in an exemplary manner as determined by programmatic needs and best management practices.
- Apply continuous quality improvement strategies and principles as the way the organization does business.



# Core Beliefs of the Gwinnett County Board of Education

- Our core business is teaching and learning.
- All children can learn at or above grade level.
- All children should reach their learning potential.
- The school effect is important and has a profound impact on every child's life.
- A quality instructional program requires a rigorous curriculum, effective teaching, and ongoing assessment.
- All children should be taught in a safe and secure learning environment.



# Commitments of the Gwinnett County Board of Education

- Gwinnett County Public Schools will give its core business, teaching and learning, priority over all other functions of the organization.
- All GCPS students will learn at or above grade level.
- All GCPS students will reach their learning potential.
- The school effect is important and Gwinnett County Public Schools will have a positive impact on every child's life.
- GCPS will have a quality instructional program that includes a rigorous curriculum, effective teaching, and ongoing assessment.
- All GCPS students will be taught in a safe and secure learning environment.

# Gwinnett Demographic Summary

**GCPS Total Student Enrollment**

**157,638 (10/2008)**

Percent by Subgroup

American Indian	0.1%
Asian	10.5%
Black	27.9%
Hispanic	22.4%
White	34.9%
Multi-Racial	4.3%

Students by Program Enrollment

	<u>Number</u>	<u>Percent of Total</u>
English Language Learners	23,323	14.7%
Special Education	16,745	10.6%
Gifted	19,833	12.6%
Free/Reduced Lunch	73,082	46.1%




# District AYP

GCPS' AYP report indicates the need for additional focus and support in the areas of Special Education and English Language Learners.

We must enable schools to meet challenges creatively while still meeting Federal requirements.


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**2008 AYP**

AYP data provided by the Georgia Department of Education - Atlanta, GA

gdoe.org



No Child Left Behind

2007-2008 Adequate Yearly Progress (AYP)

New Search

[Overview](#)
[Summary](#)
[Test Participation](#)
[Academic Performance](#)
[Second Indicator](#)

To meet AYP, each school and system must meet the following criteria: 95% Participation, Academic Performance (Annual Measurable Objective), and Second Indicator. The summary page recaps a school's or system's performance on each AYP component for each student group. Look at each tab for more details.

SWD=Students with Disabilities | LEP=Limited English Proficiency

<b>School Information</b>	<b>All Schools</b> Gwinnett County (667) Grades: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12
<b>Parameters</b>	Title I Status: Second Indicator: Refer to Second Indicator Report Certification Status: Certified by Superintendent - District Report
<b>AYP Status</b>	<b>SYSTEM DID NOT MEET AYP</b>

Search in Same District

Free Tutoring

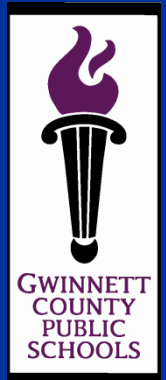
	All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
2008	Test Participation	Y	Y	Y	Y	Y	Y	Y	Y	Y
	Academic Performance	Y	Y	Y	Y	Y	Y	N	N	Y
	Second Indicator	Y	.	.	Y	.	.	Y	N	.
	AYP Group Status	Y	Y	Y	Y	Y	Y	Y	N	N
2007	Test Participation	Y	Y	Y	Y	Y	Y	Y	Y	Y
	Academic Performance	Y	Y	Y	Y	Y	Y	N	N	Y
	Second Indicator	Y	.	.	.	.	.	N	.	.
	AYP Group Status	Y	Y	Y	Y	Y	Y	Y	N	N

Report

Last Modified: 9/29/2008

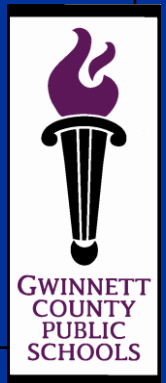
# Flexibility Outlined

- Class-size and reporting requirements
- Expenditure controls
- QBE financing
- Categorical allotment requirements
- Salary schedule requirements
- Certification requirements
- Employment, conditions of employment as it relates to duty-free lunch
- Attendance, compulsory attendance as it relates to the attendance protocol
- ELL program requirements
- Educational programs
- Organization of schools; middle school programs; schedule
- Competencies and core curriculum



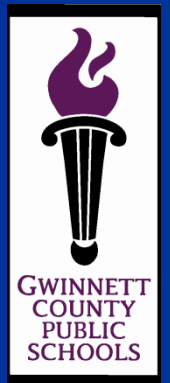
# Reading/ELA and Math Accountability

- Increase the percent **Exceeds** in Reading/ELA and Math for all AYP subgroups.
- Maintain or increase the **Exceeds** percent annually over baseline data from the individual school for AYP subgroups of Students with Disabilities (SWD) and English Language Learners (ELL).



# Science Accountability

- Decrease the gap in **Science percent Meets + Exceeds** for AYP subgroups.
- Maintain or increase the **Meets and Exceeds** percent in science annually over baseline data from the individual school for AYP subgroups of Students with Disabilities (SWD) and English Language Learners (ELL).



# Consequence

At the end of the fifth year, if a school has not met its accountability goals (unless it did meet goals for three consecutive years), the consequence would be conversion to charter school status.



# Development of the Plan

- GCPS leaders have collaborated with GDOE and GOSA since inception of the law.
- Input on GCPS plan has been provided by GCPS Leadership Development and Cross-Functional Action Team.
- As the bill was written and passed through 2008 legislative process, progress was discussed at monthly Leadership Development and at public School Board Meetings.
- Under HB1209 and Board Rule 160-5-1-.33 the strategic plan with accountability and flexibility components was negotiated with GDOE and GOSA over a three-month period.



# Development of the Plan

- Formal presentation in September Gwinnett BOE meeting regarding the potential impact of flexibility on our core business of teaching and learning.
- Formal public hearing December 11, 2008.
- Plan revised December 12 based on feedback and additional negotiations with DOE and OSA.
- Strategic plan approved by Gwinnett BOE Dec. 17 and performance contracts on Dec. 20, 2008
- Next step is approval by Georgia Board of Education to enact the contract.



# Next Steps in GCPS

- On-going specific communication with internal and external stakeholders
- Integration of the implementation of flexibility with the development of five-year Local School Plans for Improvement (detailed plan)
  - Led by local school principal
  - Accountability data-driven
  - Involves teacher, local school councils, PTA
  - Supported and approved by Area Superintendent and Chief Academic Officer



# Enhanced Local School Plan for Improvement

- LSPI based on RBES data
  - Includes AYP and IE<sup>2</sup> data
- Five-year document
- Pre-populated achievement data
- IE<sup>2</sup> Flexibility identified
- Staff development plan
- Results and conclusions reviewed each year



# Timeline

- January – Gather additional input from external and internal stakeholders
- January- Reconvene XFAT for IE<sup>2</sup> flexibility recommendations
- February- Continue IE<sup>2</sup> focus in meetings with principals
- Feb/March- LSPI process to include flexibility
- Feb/March/April- Local school meetings with staff, parents, community
- Summer- Area Supt./ Principal meetings to finalize LSPI drafts



# Each School Plan will be Different

- Based on local school achievement data
- Flexibility instituted gradually as needed
- Effect monitored with interim and annual student achievement results
- Local School Councils and Perception Surveys provide additional monitoring data
- Results-Based Evaluation System and School Accountability Reports will report progress.



# Partnership with State

- Negotiated performance goals are challenging and important to improved student achievement.
- Annual monitoring of progress for each school and for each subgroup by GOSA.
- GOSA will notify GDOE on progress toward goals
- GDOE will provide support as needed
- Next five years will provide model of collaboration, innovation, and improved academic success for all students.

