

Name of School: Example ES

Address of School: 1000 John Doe Blvd.
Somewhere, GA 10000

School Facility Code: 0000

Designated School Contact Person:

Name John Doe

Title Principal

Telephone Number (XXX) XXX-XXXX

Fax Number (XXX) XXX-XXXX

Email Address john_doe@xxxxxxxx.k12.ga.us

Grades Served By School: K - 5

School Demographic Trend Data by Subgroup

| Example ES | School Year | | | |
|--------------------------------|--------------|--------------|--------------|--------------|
| | 04-05 | 05-06 | 06-07 | 07-08 |
| Enrollment | 1,194 | 1,322 | 1,366 | 1,388 |
| Asian/Pacific Islander | 6% | 5% | 6% | 4% |
| Black | 46% | 45% | 40% | 37% |
| Hispanic | 28% | 32% | 39% | 43% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% |
| White | 17% | 15% | 13% | 12% |
| Multiracial | 4% | 4% | 3% | 3% |
| Special Education | 12% | 12% | 11% | 11% |
| ESOL | 14% | 19% | 22% | 23% |
| Free/Reduced Lunch | 59% | 69% | 68% | 73% |
| Average Attendance | 96% | 97% | 97% | 97% |

School AYP Results: (Current and previous two years)

| | |
|---------------------------|---|
| School Information | Example Elementary School Gwinnett County (667) Grades: PK, KK, 01, 02, 03, 04, 05 |
| Parameters | Title I Status: Yes Second Indicator: Attendance Rate Certification Status: Certified by Superintendent - For All Schools in System |
| AYP Status | SCHOOL MET AYP |

| | 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 |
| | Academic Performance | Y | . | Y | Y | . | . | . | Y | Y |
| | Second Indicator | Y | . | . | . | . | . | . | . | . |
| | AYP Group Status | Y | . | Y | Y | . | Y | . | Y | Y |
| 2007 | Test Participation | Y | . | Y | Y | . | Y | . | Y | Y |
| | Academic Performance | Y | . | Y | Y | . | . | . | Y | Y |
| | Second Indicator | Y | . | . | . | . | . | . | . | . |
| | AYP Group Status | Y | . | Y | Y | . | Y | . | Y | Y |
| 2006 | Test Participation | Y | . | Y | Y | . | Y | . | Y | Y |
| | Academic Performance | Y | . | Y | Y | . | Y | . | Y | Y |
| | Second Indicator | Y | . | . | . | . | . | . | . | . |
| | AYP Group Status | Y | . | Y | Y | . | Y | . | Y | Y |

2. Flexibility Component

Under O.G.C.A. § 20-2-280 and SBOE Rule 160-5-1-.33, the Gwinnett County Public School District is seeking state flexibility for all its schools from the following state statutes and/or rules in exchange for greater accountability (see measures below) over the life of a five-year contract between the Gwinnett Board of Education and the Georgia State Board of Education.

- Flexibility with regards to Class-size and Reporting requirements (O.G.C.A. § 20-2-182)
- Flexibility with regards to Expenditure Controls (O.G.C.A § 20-2-171)
- Flexibility with regards to QBE Financing (O.G.C.A § 20-2-160)
- Flexibility with regards to Categorical Allotment requirements (Article 6 of Chapter 2 of Title 20)
- Flexibility with regards to Salary Schedule requirements (O.G.C.A § 20-2-212)
- Flexibility with regards to Certification requirements (O.G.C.A § 20-2-200)
- Flexibility with regards to Employment, Conditions of Employment as it relates to Duty Free Lunch (O.G.C.A. § 20-2-218)
- Flexibility with regards to School Attendance, Compulsory Attendance as it relates to the attendance protocol (O.G.C.A § 20-2-690.2)
- Flexibility with regards to ELL Program requirements (O.G.C.A § 20-2-156)
- Flexibility with regards to Educational Programs (O.G.C.A § 20-2-152)
- Flexibility with regards to Organization of Schools; Middle School Programs; Schedule (O.G.C.A § 20-2-290)
- Flexibility with regards to Competencies and Core Curriculum (O.G.C.A § 20-2-142 and SBOE Rule 160-4-2-.48)

3. Accountability Component

The accountability component of the Contract must include at least one of the student achievement measures in paragraphs (1) through (4) below, including both total scores and any targeted subgroups, and one measure in paragraph (5).

- (3) State standardized test data, which may include criterion-referenced competency tests, the Georgia High School Graduation Test, end-of-course assessments, or a combination thereof;
- (5) Any other accountability measures included pursuant to Part 3 of Article 2 of Chapter 14 of this title.

| Greater Elementary (Grades 3, 4, 5) & Middle School (Grades 6, 7, 8) Accountability | Greater Elementary & Middle School Measures |
|---|--|
| <p>Goal 1: Increase Percent Exceeds in Reading/ELA for Black Students</p> <p>Goal 2: Increase Percent Exceeds in Reading/ELA for Hispanic Students</p> <p>Goal 3: Increase Percent Exceeds in Reading/ELA for Students With Disabilities</p> <p>Goal 4: Increase Percent Exceeds in Reading/ELA for English Language Learners</p> <p>Goal 5: Increase Percent Exceeds in Reading/ELA for Economically Disadvantaged</p> | <p>The district will establish a five-year goal for each elementary and middle school that will include annual performance targets for included subgroups to reduce the difference between the percent achieving in the Meets range and the percent achieving in the Exceeds range by one percent (1%) annually. Targets are calculated using spring 2008 school-level CRCT Meets + Exceeds percents for groups of 40 or more first-time FAY test takers. When the spring 2008 percent Exceeds is more than the percent Meets, no target is set.</p> |
| <p>Goal 6: Increase Percent Exceeds in Math for Black Students</p> <p>Goal 7: Increase Percent Exceeds in Math for Hispanic Students</p> <p>Goal 8: Increase Percent Exceeds in Math for Students With Disabilities</p> <p>Goal 9: Increase Percent Exceeds in Math for English Language Learners</p> <p>Goal 10: Increase Percent Exceeds in Math for Economically Disadvantaged</p> | <p>The district will establish a five-year goal for each elementary and middle school that will include annual performance targets for included subgroups to reduce the difference between the percent achieving in the Meets range and the percent achieving in the Exceeds range by one percent (1%) annually. Targets are calculated using spring 2008 school-level CRCT Meets + Exceeds percents for groups of 40 or more first-time FAY test takers. When the spring 2008 percent Exceeds is more than the percent Meets, no target is set.</p> |
| <p>Goal 11: Achievement Gap Closure in Writing for Black Students</p> <p>Goal 12: Achievement Gap Closure in Writing for Hispanic Students</p> | <p>The district will establish a five-year goal for each elementary and middle school that will include annual performance targets for included subgroups to close the existing gap(s) in performance by one percent (1%) annually. The gap is defined as the difference between the performance of All Students (reference value) and Black and Hispanic subgroup(s) at each school. The targets are calculated using the historical gap established with spring 2008 school-level Georgia Grade 5 and Grade 8 Writing Assessments Meets + Exceeds percents for groups of 20 or more test takers.</p> |

For each accountability component previously identified, the Local Board must establish a performance goal and benchmark for each year of the Contract. These goals and benchmarks are reflected in Attachment A which is hereby incorporated by reference.

4. Consequences Component. This component of the Contract must specify consequences from subsections (1) and (2) below.

- (1) The interventions or sanctions for failure to meet identified levels of achievement or showing specified levels of progress pursuant to Code Section 20-14-41 and State Board Rule 160-7-1-.01. (SSAS)
- (2) Loss of governance invoked upon the fifth year of the Contract as specified below.
 - (a) Conversion of a school to conversion charter status with independent school level governance and a governance board with strong parental involvement;
 - (e) Date consequences will be effectively implemented: July 1, 2014.
 - (f) Consequences must be implemented for a minimum of five (5) years.

Appendix A: Performance Goals

| Elementary School Example | Reference Value | Current Year | First Year | Second Year | Third Year | Fourth Year | Fifth Year |
|---|-----------------|--------------|------------|-------------|------------|-------------|------------|
| Goal 1: Increase Percent Exceeds in Reading/ELA for Black Students | 62.17 | 30.59 | 30.91 | 31.22 | 31.54 | 31.86 | 32.17 |
| Goal 2: Increase Percent Exceeds in Reading/ELA for Hispanic Students | 69.32 | 17.05 | 17.57 | 18.09 | 18.61 | 19.14 | 19.66 |
| Goal 3: Increase Percent Exceeds in Reading/ELA for Students with Disabilities | 68.09 | 8.51 | 9.11 | 9.70 | 10.30 | 10.89 | 11.49 |
| Goal 4: Increase Percent Exceeds in Reading/ELA for English Language Learners | TFS | TFS | TFS | TFS | TFS | TFS | TFS |
| Goal 5: Increase Percent Exceeds in Reading/ELA for Economically Disadvantaged | 66.03 | 22.14 | 22.58 | 23.02 | 23.45 | 23.89 | 24.33 |
| Goal 6: Increase Percent Exceeds in Math for Black Students | 54.61 | 27.63 | 27.90 | 28.17 | 28.44 | 28.71 | 28.98 |
| Goal 7: Increase Percent Exceeds in Math for Hispanic Students | 56.82 | 22.73 | 23.07 | 23.41 | 23.75 | 24.09 | 24.43 |
| Goal 8: Increase Percent Exceeds in Math for Students with Disabilities | 53.19 | 6.38 | 6.85 | 7.32 | 7.79 | 8.26 | 8.72 |
| Goal 9: Increase Percent Exceeds in Math for English Language Learners | TFS | TFS | TFS | TFS | TFS | TFS | TFS |
| Goal 10: Increase Percent Exceeds in Math for Economically Disadvantaged | 53.44 | 22.90 | 23.21 | 23.51 | 23.82 | 24.12 | 24.43 |
| Goal 11: Achievement Gap Closure in Writing for Black Students | 89.53 | 92.73 | NG | NG | NG | NG | NG |
| Goal 12: Achievement Gap Closure in Writing for Hispanic Students | TFS | TFS | TFS | TFS | TFS | TFS | TFS |
| TFS: Too Few Students to report NG: No Gap E > M: Percent of students in Level 3 is greater than percent of students in Level 2 | | | | | | | |