



Gwinnett County Public Schools IE² Partnership Contract Strategic Plan

Gwinnett County Public Schools (GCPS) enters into the Investing in Educational Excellence (IE²) Partnership Contract defined by Georgia Code Section 20-2-80 through 84 and Georgia Department of Education Rule 160-5-1-.33, to advance the district's pursuit of its vision and mission and the implementation of its strategic goals.

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.

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.

Description of Gwinnett County Public Schools

Gwinnett County Public Schools is a growing system of one hundred and nine high-performing schools and special program sites serving pre-kindergarten through grade-12 students. The population of students is increasing in number of students, diversity and level of poverty, while the number of students qualifying as English Language Learners has more than tripled since 2001. Increasing student achievement with increasing learning challenges requires flexibility in order to seek innovative ways to serve the students whose population can be described and illustrated as follows.

GCPS Student Population by Subgroup (October, 2008)

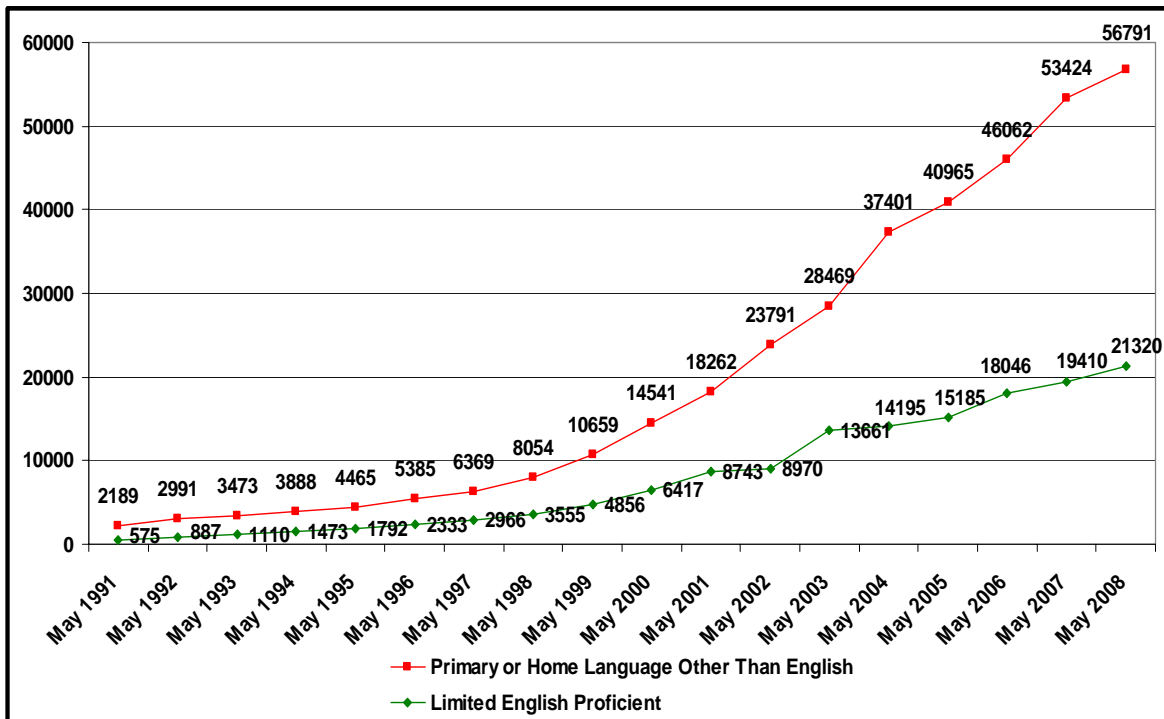
Subgroup	Percent	Number
American Indian	0.1%	158
Asian	10.5%	16,554
Black	27.9%	43,983
Hispanic	22.4%	35,313
White	34.8%	54,850
Multi-Racial	4.3%	6780
All Students	100%	157,638

GCPS Students Served by Program

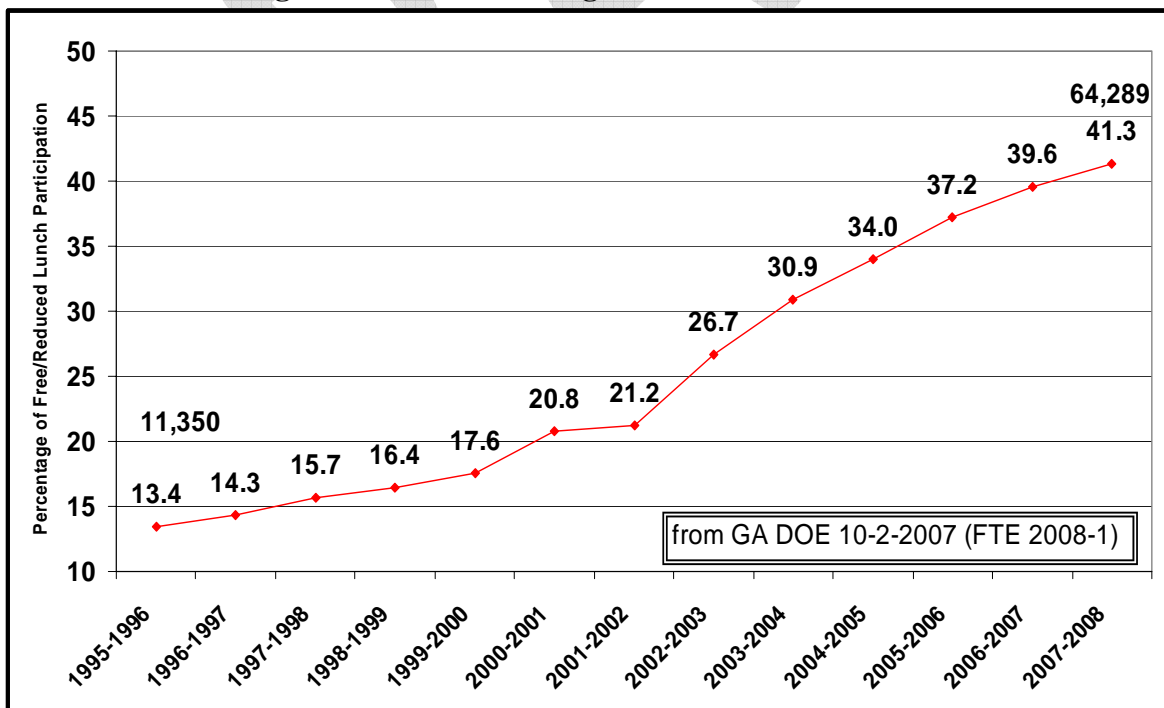
Program	Percent	Number
ELL	14.7%	23,323
Special Education	10.6%	16,745
Gifted	12.6%	19,833
Free/Reduced Lunch	46.1%	73,082

Two graphs below indicate significant historical changes in the student served in GCPS schools while student achievement is at its highest overall level.

Increasing Need for ESOL Services



Increasing Level of Students Eligible for Free or Reduced Lunch



Local school grade levels and demographic information will be included in each local school plan.

The certificated staff employed to teach or support learning in our district totals 12,457 who serve in our schools, special entities and district office.

GCPS' most recent AYP summary report is included. While all subgroups aggregated at the system level are not currently meeting AYP targets, 96.2% of all schools made AYP for 2007-2008. As part of accountability, GCPS will continue to work strategically to increase AYP performance as measured in 105 school sites. Particular focus will target Students with Disabilities and English Language Learners so that all subgroups aggregated at the system level will meet Annual Measurable Objectives.

DRAFT

2007-2008 Adequate Yearly Progress (AYP)

[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

School Information	All Schools Gwinnett County (667) Grades: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12
Parameters	Title I Status: Second Indicator: Refer to Second Indicator Report Certification Status: Certified by Superintendent - District Report
AYP Status	SYSTEM DID NOT MEET 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	Y	Y	Y	Y
	Academic Performance	Y	Y	Y	Y	Y	Y	Y	II	II	Y
	Second Indicator	Y	.	.	Y	.	.	.	Y	II	.
	AYP Group Status	Y	Y	Y	Y	Y	Y	Y	II	II	Y
2007	Test Participation	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	Academic Performance	Y	Y	Y	Y	Y	Y	Y	II	II	Y
	Second Indicator	Y	.	.	.	.	.	.	II	.	.
	AYP Group Status	Y	Y	Y	Y	Y	Y	Y	II	II	Y
2006	Test Participation	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	Academic Performance	Y	Y	Y	Y	.	Y	Y	II	II	Y
	Second Indicator	Y	.	.	.	.	.	.	.	II	.
	AYP Group Status	Y	Y	Y	Y	Y	Y	Y	II	II	Y

GCPS District Strategic Plan and Plan for Improvement

Working toward a system of world-class schools, our district's strategic plan is an integrated system of local school plans and improvement strategies. Performance at the local school and district levels is measured through the Results Based Evaluation System (RBES), a customized data collection and analysis system that is aligned with the system's strategic direction. Each school's leadership team and staff commit to meeting reasonable, yet challenging goals for student achievement and school performance. Since each school is unique in the characteristics of the student body and the historical student achievement trend, the RBES is based on appropriate and challenging benchmarks for school improvement. Each school is required to develop a Local School Plan for Improvement (LSPI) describing the implementation plan for meeting the school's identified goals for student achievement. Each year the results are monitored to determine if the school is meeting the established performance targets. RBES will remain the primary accountability system applied to GCPS schools.

Greater Accountability: As part of the implementation of GCPS' plan, the district will provide leadership and support to schools as each meets requirements for Adequate Yearly Progress and other elements of the Single Statewide Accountability System. Each school will be expected to demonstrate significant results on the Annual Measureable Objective assessments with the goal of decreasing the achievement gaps and increasing the number and percent of students exceeding grade level expectations. The level of performance will be monitored for all students as well as each AYP subgroup. Additionally, GCPS embraces the following accountability, which will serve as the basis for requested flexibility.

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>

Greater High School Accountability	Greater High School Measures
<p>Goal 1: Increase Percent Pass Plus in Math for Black Students</p> <p>Goal 2: Increase Percent Pass Plus in Math for Hispanic Students</p> <p>Goal 3: Increase Percent Pass Plus in Math for Students With Disabilities</p> <p>Goal 4: Increase Percent Pass Plus in Math for English Language Learners</p> <p>Goal 5: Increase Percent Pass Plus in Math for Economically Disadvantaged</p>	<p>The district will establish a five-year goal for each high school that will include annual performance targets for included subgroups to reduce the difference between 100% and the percent achieving in the Pass Plus range by one percent (1%) annually. Targets are calculated using spring 2008 school-level GHSGT Pass Plus percents for groups of 30 or more first-time FAY test takers.</p>
<p>Goal 6: Increase Percent Advanced in ELA for Black Students</p> <p>Goal 7: Increase Percent Advanced in ELA for Hispanic Students</p> <p>Goal 8: Increase Percent Advanced in ELA for Students With Disabilities</p> <p>Goal 9: Increase Percent Advanced in ELA for English Language Learners</p> <p>Goal 10: Increase Percent Advanced in ELA for Economically Disadvantaged</p>	<p>The district will establish a five-year goal for each high school that will include annual performance targets for included subgroups to reduce the difference between 100% and the percent achieving in the Advanced range by one percent (1%) annually. Targets are calculated using spring 2008 school-level GHSGT Advanced percents for groups of 30 or more first-time FAY test takers.</p>
<p>Goal 11: AP Tests Scored 3+ Rate</p>	<p>The district will establish a five-year goal for each high school that will include annual performance targets to decrease the difference between 100% (reference value) and the school's percentage of AP tests scored 3, 4, or 5 using 2007-2008 Gwinnett student data as the baseline for improvement. Schools will decrease the difference by one percent (1%) annually.</p>
<p>Goal 12: AP/IB Enrollments as Percentage of Total</p>	<p>The district will establish a five-year goal for each high school that will include annual performance targets to decrease the difference between 15% (reference value) and the percentage of all course enrollments that are in AP or IB courses using 2007-2008 Gwinnett student data as the baseline for improvement. Schools will decrease the difference by one percent (1%) annually.</p>

Flexibility

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)

Role of the District: The district shall lead and support local schools in setting and achieving high academic standards for each student while monitoring total student and subgroup participation and performance in all areas within Georgia's Single Statewide Accountability System and in all areas of additional accountability outlined within this strategic plan. The district also will work with the Governor's Office of Student Achievement in monitoring of the school plans as outlined in the rule and defined in each school plan. Monitoring will include the review of the preponderance of evidence in evaluating each school's progress toward meeting its performance goals. Significant changes in school achievement levels and/or student populations will be evaluated with OSA at the end of the contract year and will initiate the review of subsequent performance goals.

As new schools open in future years, GCPS will enter into discussion with The Governor's Office of Student Achievement to determine the establishment of baseline data and accountability goals for five subsequent years or for the remaining length of the contract.

Consequences for not achieving the performance goals outlined in the partnership contract include monitored, then directed, management of the school and school processes. Local district sanctions will be in place before the fifth year of measurement of the performance goals. Should one or more schools not improve after district-level support is provided and be deemed out of compliance by the Governor's Office of Student Achievement and the Department of Education based on the preponderance of evidence related to achievement of all performance goals, the consequence implemented by GCPS will be to institute loss of governance by completing and implementing processes for conversion charter school status.