

Name of School: Example HS

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: 9-12

School Demographic Trend Data by Subgroup

Example High School	School Year			
	04-05	05-06	06-07	07-08
Enrollment	2,668	2,736	2,833	2,884
Asian/Pacific Islander	12%	11%	10%	9%
Black	27%	28%	29%	29%
Hispanic	25%	26%	28%	29%
American Indian/Alaskan Native	0%	0%	0%	0%
White	35%	33%	31%	30%
Multiracial	2%	2%	3%	3%
Special Education	8%	9%	9%	9%
ESOL	10%	10%	8%	8%
Free/Reduced Lunch	42%	47%	48%	49%
Average Attendance	95%	95%	95%	95%

School AYP Results: (Current and previous two years)

School Information	Example High School Gwinnett County (667) Grades: 09, 10, 11, 12
Parameters	Title I Status: No Second Indicator: Graduation 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	Y
	Academic Performance	Y	Y	Y	Y	.	Y	.	.	.	Y
	Second Indicator	Y	.	.	.	.	.	.	.	.	.
	AYP Group Status	Y	Y	Y	Y	.	Y	.	.	Y	Y
2007	Test Participation	Y	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	Y
2006	Test Participation	Y	Y	Y	Y	.	Y	.	.	Y	Y
	Academic Performance	Y	Y	Y	N	.	Y	.	.	.	Y
	Second Indicator	Y	.	.	.	.	.	.	.	.	.
	AYP Group Status	Y	Y	Y	N	.	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.

<p align="center">Greater High School Accountability</p>	<p align="center">Greater High School Measures</p>
<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>

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

Sample High School	Reference	Current Year	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Goal 1: GHSGT Increase Percent Pass Plus in Math for Black Students	100.00	54.95	55.40	55.85	56.30	56.75	57.20
Goal 2: GHSGT Increase Percent Pass Plus in Math for Hispanic Students	100.00	41.61	42.19	42.78	43.36	43.95	44.53
Goal 3: GHSGT Increase Percent Pass Plus in Math for Students With Disabilities	100.00	17.50	18.33	19.15	19.98	20.80	21.63
Goal 4: GHSGT Increase Percent Pass Plus in Math for English Language Learners	100.00	27.27	28.00	28.73	29.45	30.18	30.91
Goal 5: GHSGT Increase Percent Pass Plus in Math for Economically Disadvantaged Students	100.00	52.12	52.60	53.07	53.55	54.03	54.51
Goal 6: GHSGT Increase Percent Advanced in ELA for Black Students	100.00	46.15	46.69	47.23	47.77	48.31	48.85
Goal 7: GHSGT Increase Percent Advanced in ELA for Hispanic Students	100.00	32.00	32.68	33.36	34.04	34.72	35.40
Goal 8: GHSGT Increase Percent Advanced in ELA for Students With Disabilities	100.00	15.38	16.23	17.08	17.92	18.77	19.62
Goal 9: GHSGT Increase Percent Advanced in ELA for English Language Learners	100.00	8.93	9.84	10.75	11.66	12.57	13.48
Goal 10: GHSGT Increase Percent Advanced in ELA for Economically Disadvantaged Students	100.00	39.74	40.34	40.94	41.55	42.15	42.75
Goal 11: AP Tests Scored 3+ Rate	100.00	50.80	51.29	51.78	52.28	52.77	53.26
Goal 12: AP / IB Enrollments As Percentage of Total	15.00	5.89	5.98	6.07	6.16	6.25	6.34
TFS = Too few students to report							