



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

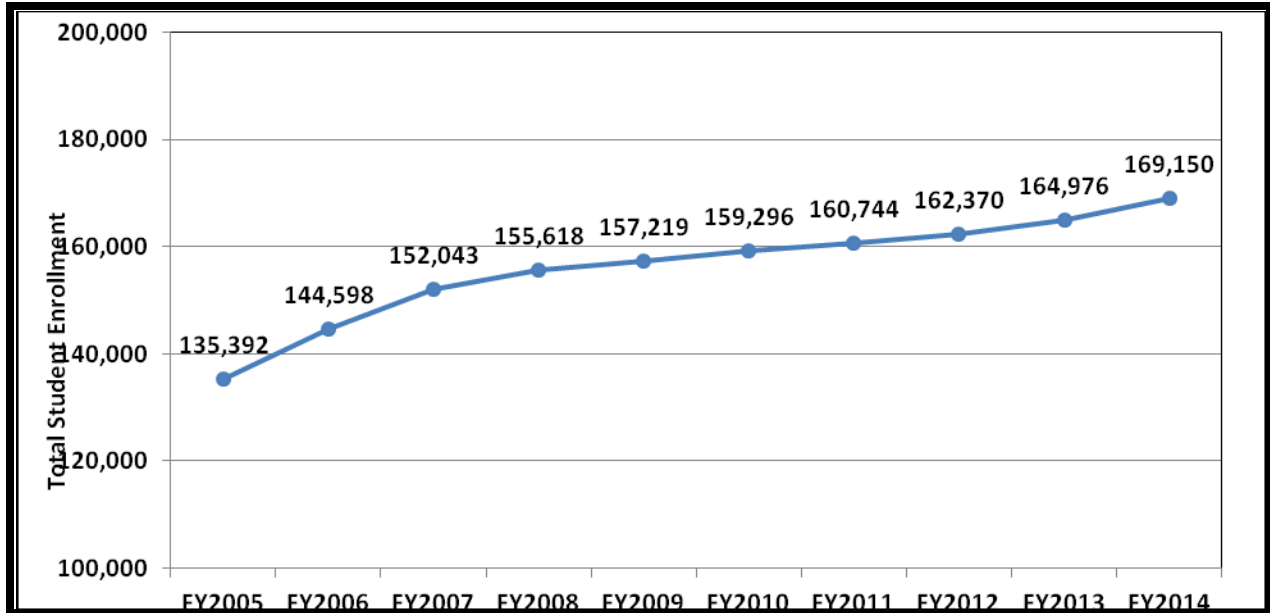
Gwinnett County Public Schools is a growing system of one hundred and thirty-four high-performing schools and special program sites serving pre-kindergarten through grade 12 students. The population of GCPS continues to increase in number of students, diversity and level of poverty. GCPS must seek innovative methods to meet the learning challenges and increased needs of our students through the flexibility allowed in an Investing in Educational Excellence (IE²) partnership. Flexibility is required to serve the students whose population can be described and illustrated in the following charts

GCPS Student Population by Subgroup	
September 2, 2014	
Enrollment Count Day 5	
All Students = 173,485	
Subgroup	Percent
American Indian	0.3%
Asian/Pacific Islander	10.1%
Black	31.2%
Hispanic	27.9%
Multi-Racial	3.6%
White	26.9%

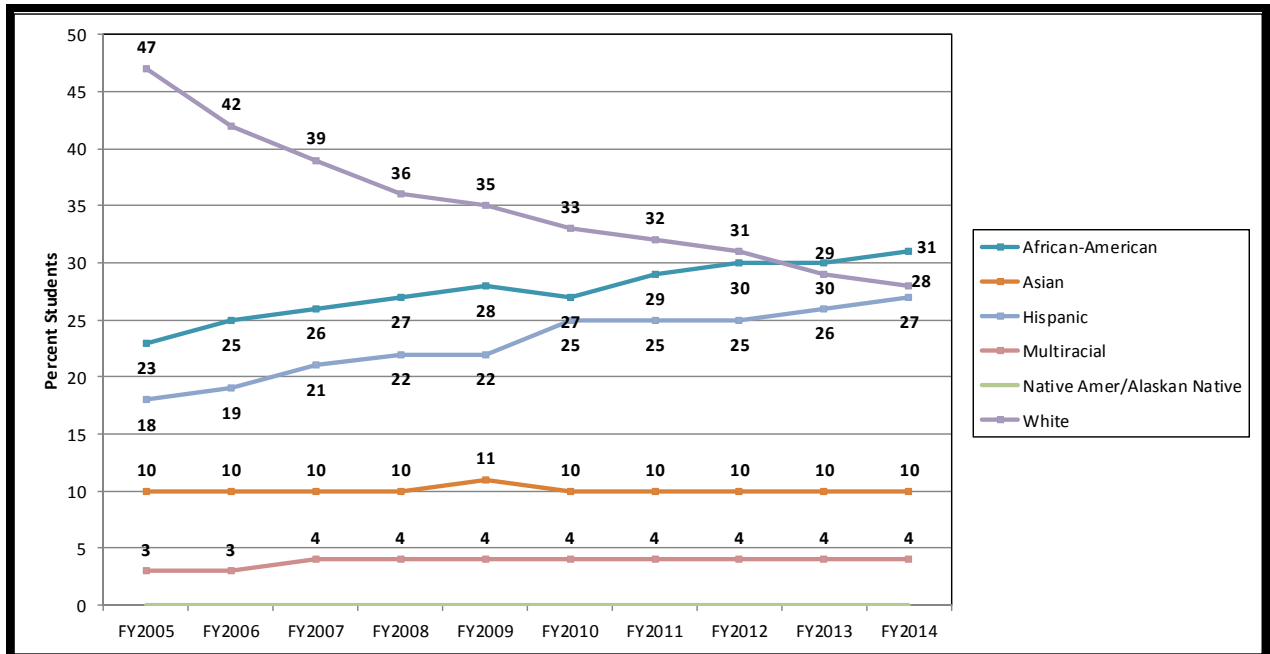
GCPS Students Served by Program	
September 2, 2014	
Program	Percent
EL	15%
Special Education	12%
Gifted	14%
Free/Reduced Lunch	58%

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

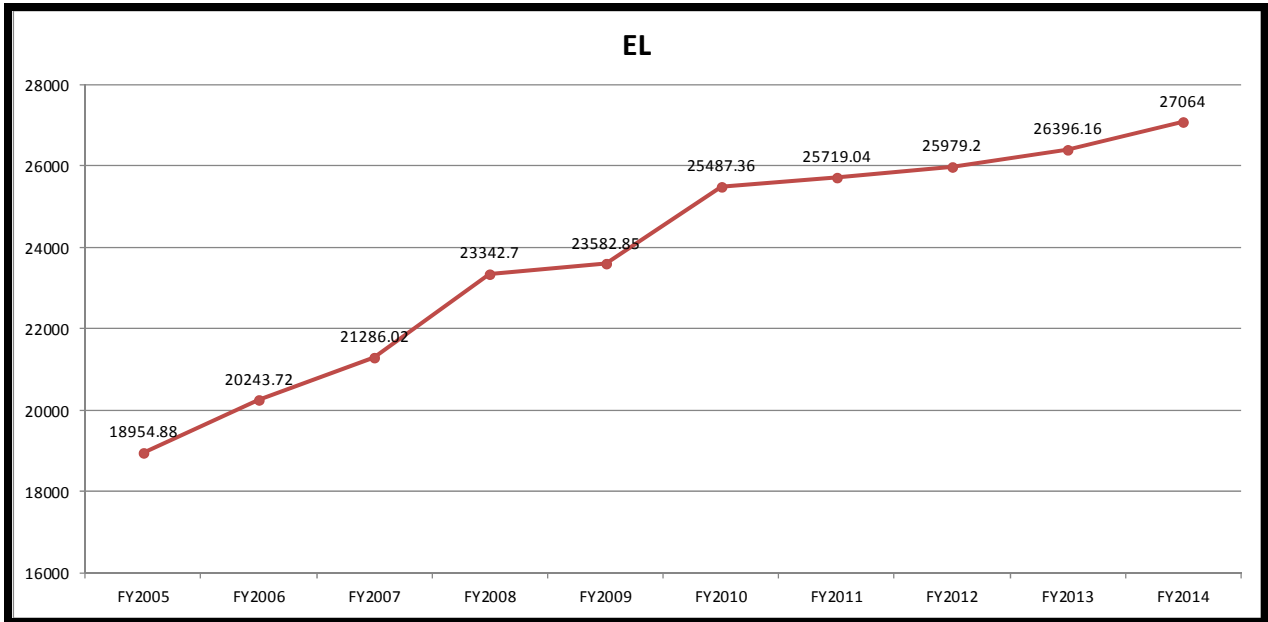
GCPS Historical Growth



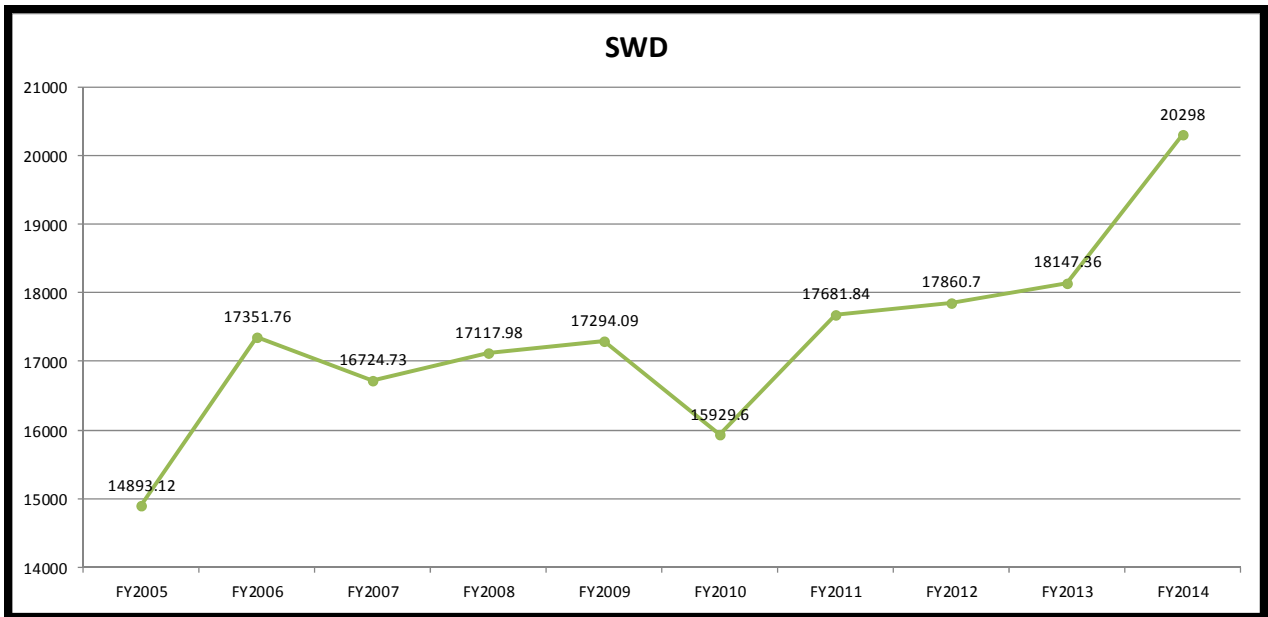
Ethnicity Demographics



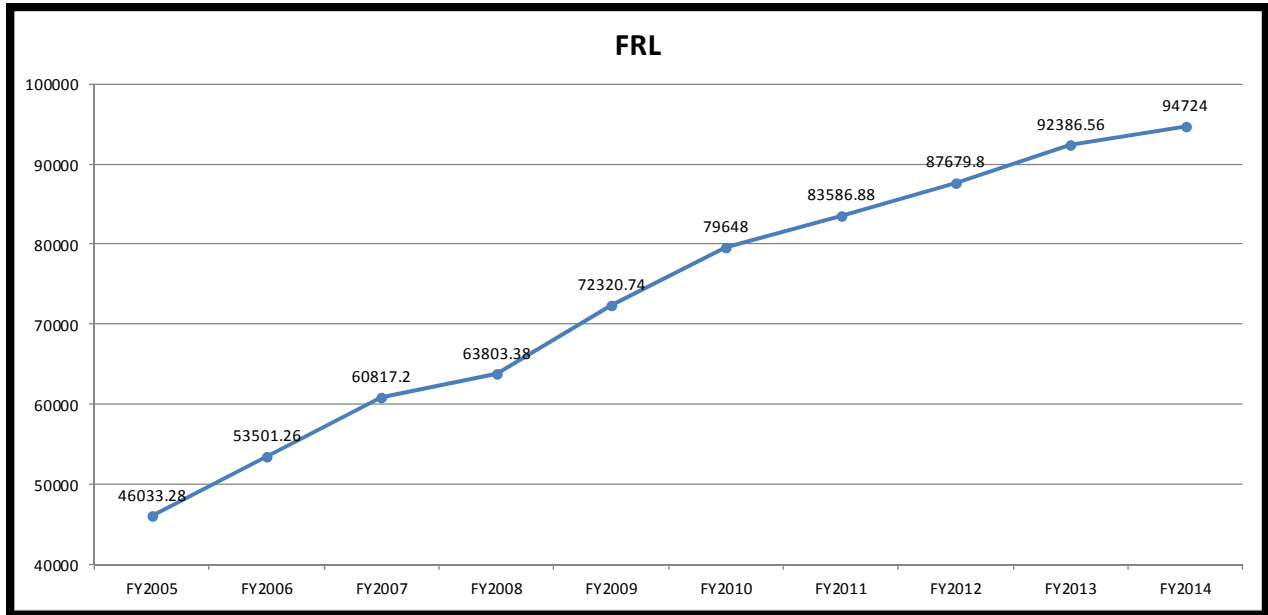
Increasing Need for EL Services



Increasing Need for Services for Students with Disabilities



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 more than 22,000 staff members, including full- and part-time positions and the pool of substitutes who serve in our schools, special entities and district office.

Below are the most recent College and Career Ready Performance Index (CCRPI) district summary reports (2012 and 2013) for Gwinnett County Public Schools. As part of accountability, GCPS will continue to work strategically to increase performance on all indicators of achievement and to pursue gap closure. Particular focus will target Economically Disadvantaged Students, Students with Disabilities and English Language Learners so that these subgroups will meet their subgroup performance target. The district will encourage and support all schools in “Exceeding the Bar” supplemental indicators. The district, and each individual school, will be held accountable for responsible stewardship of resources, positive school climate, and further increasing parent and community involvement in the operation of local schools through local school councils.

College and Career Ready Performance Index (CCRPI)

Dr. John D. Barge State School Superintendent

2012 College and Career Ready Performance Index (CCRPI)

District: Gwinnett County - 667

School: All Schools - ALL

Title I Schools: Yes

Grades: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Choose a Report Type:

System
 Elementary School
 Middle School
 High School

CCRPI Score

CCRPI Score

The 2012 Study Year CCRPI reports were released on May 7, 2013. They have been updated to reflect the indicator language and calculation changes utilized for the 2013 CCRPI reports. These updates provide an "apples to apples" comparison between the CCRPI reports for the 2012 and 2013 school years.

Gwinnett County - 667							
	Score	Average ETB	Updated Score	Enrollment by Grade Bands	District Enrollment	% Enrollment by Grade Bands	Proportional Points
District ES Report	85.8	.7	86.5	83397	178322	.46768	40.45432
District MS Report	85.9	.2	86.1	41982	178322	.23543	20.27052
District HS Report	75.1	.2	75.3	52943	178322	.2969	22.35657
District Score							83.1

2013 College and Career Ready Performance Index (CCRPI)

District: Gwinnett County - 667

School: All Schools - ALL

Title I Schools: Yes

Grades: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Choose a Report Type:

System
 Elementary School
 Middle School
 High School

CCRPI Score

CCRPI Score

Gwinnett County - 667							
	Score	Average ETB	Updated Score	Enrollment by Grade Bands	District Enrollment	% Enrollment by Grade Bands	Proportional Points
District ES Report	85.1	.8	85.9	83975	180601	.46498	39.94178
District MS Report	86.2	.3	86.5	42438	180601	.23498	20.32577
District HS Report	74.9	.2	75.1	54188	180601	.30004	22.533
District Score							82.8

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 the GCPS' plan, the district will provide leadership and support to schools as each meets requirements for the College and Career Ready Performance Index. Each school will be expected to demonstrate significant results on CCRPI related 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 subgroup. Additionally, GCPS embraces the following accountability, which will serve as the basis for requested flexibility.

**Gwinnett County Public Schools
IE² Partnership Contract
Accountability Component**

The State Board shall hold Gwinnett County Public Schools accountable for the performance of the academic goals listed below.

Goal 1: Each Gwinnett County Public School will demonstrate proficiency and/or improvement on the CCRPI.

Measure 1: For each year during the five-year IE² term (with the baseline year of 2015-2016), an individual school shall increase its CCRPI score (without Challenge Points) by 3% of the gap between the baseline year CCRPI score and 100.

OR

Measure 2: For each year during the five-year IE² term (with the baseline year of 2015-2016), an individual school with an initial CCRPI score (without Challenge Points) in the top quartile of the state within each grade cluster or an individual school that moves into the top quartile of the state established in the baseline year within each grade cluster shall be required to remain at or above the top quartile threshold established in the baseline year.

OR

Measure 3: If a school fails to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be “beating the odds” through an analysis that compares the school’s CCRPI to its expected baseline performance as determined by comparison with schools statewide having similar characteristics (e.g., EDD, ELL, SWD, size, student/teacher ratio, etc.)

Goal 2: Gwinnett County Public Schools will ensure a positive school climate.

Action 1: Gwinnett County Public Schools will foster participation of parents and the community in the operations of local schools through local school councils.

Action 2: Students in Gwinnett County Public Schools will attend school on a regular basis. At the beginning of each school year, each student/parent will be provided with a Student/Parent Handbook which promotes positive school attendance as underscoring the significance of learning and the importance of obtaining an education in our society. The handbook outlines the school district’s policy and procedures relating to attendance.

Action 3: Gwinnett County Public Schools will maintain standards for acceptable conduct of students through The Student Conduct Behavior Code. A Student/Parent Handbook explaining these standards and the consequences for not meeting these standards of conduct will be presented to each student/parent at the beginning of each school year. 2 of 2

Action 4: GCPS will measure and respond appropriately to student, parent and staff input through perception surveys which will be administered on an annual basis

Measure: Gwinnett County Public Schools will achieve a STAR School Climate Rating equal to or above the state school district average.

**Gwinnett County Public Schools
IE² Partnership Contract
Accountability Component**

Goal 3: Gwinnett County Public Schools will optimize student achievement through responsible stewardship of its financial resources.

Action 1: The School System will receive an unqualified or “clean” audit opinion on its fiscal year-end financial statements by the end of each calendar year.

Action 2: Each year the GCPS Board of Education will adopt an annual operating budget that is balanced and demonstrates an effective allocation of resources.

Action 3: The School System will maintain adequate fiscal year-end general fund balance reserves.

Action 4: The School System will meet all Generally Accepted Governmental Accounting Standards (GAGAS) as demonstrated by annual audit reports.

Measure: Gwinnett County Public Schools will achieve a STAR Financial Efficiency Rating equal to or above the state school district average.

Gwinnett County Public Schools
IE² Partnership Contract
Flexibility Component

Under O.C.G.A. § 20-2-80 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 which allows for six years of flexibility between the Gwinnett Board of Education and the Georgia State Board of Education.

- Flexibility with regards to Class-size and Reporting requirements (O.C.G.A. § 20-2-182)
- Flexibility with regards to Expenditure Controls (O.C.G.A. § 20-2-167 and O.C.G.A. § 20-2-171)
- Flexibility with regards to Program Enrollment & Appropriation (O.C.G.A. § 20-2-160)
- Flexibility with regards to Categorical Allotment requirements, Article 6 of Chapter 2 of Title 20 (O.C.G.A. § 20-2-183 to 20-2-186)
- Flexibility with regards to Salary Schedule requirements (O.C.G.A. § 20-2-212)
- Flexibility with regards to Certification requirements (O.C.G.A. § 20-2-200)
- Flexibility with regards to Employment, Conditions of Employment as it relates to Duty Free Lunch (O.C.G.A. § 20-2-218)
- Flexibility with regards to School Attendance, Compulsory Attendance as it relates to the attendance protocol (O.C.G.A. § 20-2-690.2)
- Flexibility with regards to ELL Program requirements (O.C.G.A. § 20-2-156)
- Flexibility with regards to Educational Programs (O.C.G.A. § 20-2-152 to 20-2-155)
- Flexibility with regards to Organization of Schools; Middle School Programs; Schedule (O.C.G.A. § 20-2-290)
- Flexibility with regards to Competencies and Core Curriculum, Online Learning (O.C.G.A. § 20-2-140.1, O.C.G.A. § 20-2-142 and SBOE Rule 160-4-2-.48)
- Flexibility with regards to Public School Choice (O.C.G.A. § 20-2-2131)
- Flexibility with regards to Graduation Requirements for the purpose of substitution of equivalent or higher level requirements which will assist students in acquiring the knowledge and skills necessary to be successful as they continue their education at the postsecondary level and/or enter the workforce. (O.C.G.A. § 20-2-131 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 of the College and Career Ready Performance Index and in all areas of additional accountability as outlined within this strategic plan. The district will work with the Governor’s Office of Student Achievement in monitoring CCRPI results for the district and local schools as defined in this strategic plan.

**Gwinnett County Public Schools
IE² Partnership Contract
Consequences Component**

Sanctions and interventions for nonperforming schools:

The schedule of sanctions and interventions shall be designed to ensure that the local school system sufficiently addresses the achievement deficiencies at all non-performing schools under the local school system’s management and control. Such sanctions and interventions shall be at the recommendation of GOSA and shall include the following:

- (a) If a school does not meet the agreed upon goals by the end of Year 3, a revised local school plan of improvement shall be developed that addresses the specific achievement deficiencies on an annual basis for each school within the system not meeting the agreed upon goals.

- (b) (1) If a school does not meet the agreed upon goals by the end of Year 5, Local Board will submit to the State Board of Education for approval a managed performance plan for that individual school which will:
 - Address the specific reasons for a school’s failure to meet its targets,
 - Outline a performance plan that will link specific waivers to projected school improvement, and
 - Be of sufficient duration to ensure time for necessary changes to be made at the school

Or

- (2) The Local Board will submit to the State Board of Education for approval a plan of school level governance for the individual school with defined autonomy and accountability for said school which will:
 - Address the specific reasons for a school’s failure to meet its targets,
 - Clarify the link between the amount by which a school target was missed and the severity of the remedial actions, and
 - Be of sufficient duration to ensure time for necessary changes to be made at the school

Sanctions and interventions for a nonperforming system:

- (a) If the school district is in noncompliance as set out in the terms of the IE2 contract, it will lose all IE2 flexibility at the end of the seventh year.