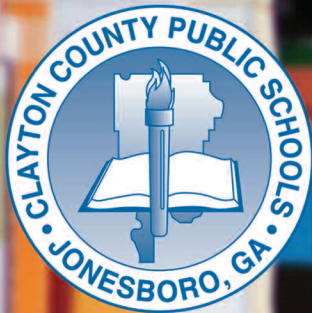




# CLAYTON COUNTY PUBLIC SCHOOLS

**COMMITTED TO  
HIGH PERFORMANCE**



## **DISTRICT ANNUAL REPORT**

**2017**

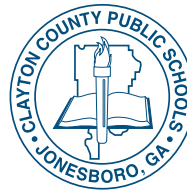




# CLAYTON COUNTY

## Board of Education

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**Superintendent of Schools**  
**Dr. Morcease J. Beasley**

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## **VISION STATEMENT**

The vision of Clayton County Public Schools is to be a district of excellence preparing ALL students to live and compete in a global society.

## **MISSION STATEMENT**

The mission of Clayton County Public Schools is to be accountable to all stakeholders for providing a globally competitive education that empowers students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens.

## **CORE BELIEFS**

1. We believe children have first priority on all of our resources.
2. We believe education is the shared responsibility of the student, the parent/guardian, the school, and the community.
3. We believe communication and understanding among all stakeholders of our diverse community are essential to achieving the goals of education.
4. We believe that learning is a continuous process and most productive when the needs of each child are met through instruction provided by competent and caring teachers.
5. We believe a learning environment where everyone experiences security, care, dignity, and respect is essential.



# Clayton County Public Schools

## QUICK FACTS

**53,900**  
STUDENTS  
IN THE  
DISTRICT

**69.1%**  
GRADUATION  
RATE



**\$456**  
million  
budget

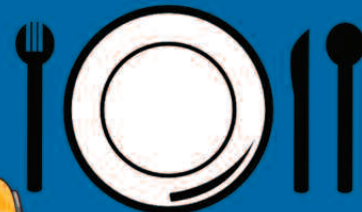
**6775 EMPLOYEES**



**COUNTRIES  
REPRESENTED**



**28K STUDENTS  
Transported**



**13 MILLION**  
MEALS SERVED

**72 LANGUAGES  
SPOKEN**

Greetings CCPS,

This first official Strategic Planning Annual Report is designed to provide our community an update on the goals, performance objectives, and initiatives outlined in the Strategic Plan. As we are committed to high-performance, it is vitally important for the community to participate in the Strategic Planning process and to be informed as to the progress of that plan. The Strategic Planning Annual Report will become one of a few critical documents used to inform our community of the status of the work we are engaged in as we become that high-performing school district our community expects.

Please review the report realizing that a Strategic Plan is the strategy for improving the organizational outcomes over an extended period-of-time. This annual report reflects the status of the initiatives engaged over the last five-year period (2012-2017). There are many people, departments, divisions, and community members involved in this work. We have developed the following rubric for sharing the status of each initiative:

- Exemplary:** All of the Action Steps have been completed
- Operational:** Most of the Action Steps have been completed
- Emerging:** Some of the Action Steps have been completed or initiated
- Not Evident:** None of the Action Steps have been completed or initiated

The 2017-18 school year will be utilized to review and revise the vision, mission, beliefs, goals, performance objectives and initiatives. The Strategic Plan will guide our organizational efforts over the next five years (2018-2023) as we work to achieve the status of High-Performance. The establishing of systemic coherence will be critical to achieving the desired outcomes. We must all be focused on the identified strategies to achieve the desired goals. The Strategic Plan serves as a tool to establish the necessary coherence which is a prerequisite to achieving the status of high-performance.

We look forward to working with all as we develop and implement the Strategic Plan for 2018-2023. Our school district is poised to become a model of High-Performance. As we work collaboratively, coherently, and conscientiously toward the goals, performance objectives, and initiatives of the Strategic Plan, we will all celebrate along the way as we achieve High-Performance.

Committed to High-Performance,

A handwritten signature in black ink, reading "Dr. Beasley". The signature is fluid and cursive, with the first name "Dr." and last name "Beasley" clearly visible.

Dr. Morcease J. Beasley  
Superintendent of Schools

## **The Case for Change**

### ***Clayton County Public Schools: A Strategic Waivers School System (SWSS)***

Through legislation, Georgia offered school districts flexibility to innovate and to increase autonomy using waivers from state laws, rules, and guidelines in exchange for greater accountability and higher student performance expectations. All school districts in the state were mandated by Georgia law to inform the Georgia Department of Education (GaDOE) by June 30, 2015, of any intention to seek waivers from state law and GaDOE policies and regulations. In April 2015, the district informed the State Board of Education (SBOE) that Clayton County Public Schools adopted the Strategic Waivers School Systems (SWSS) flexibility option. The SWSS application was approved by the SBOE, and the district became a SWSS district as of July 1, 2015.

SWSS school systems benefit from a group of waivers granted by the SBOE that permits a school system to exercise flexibility in how it operates. Waivers are granted for identified Title 20 provisions, SBOE rules, and GaDOE guidelines. Entering into an SWSS contract affords Clayton County Public Schools the flexibility to implement research or evidence-based strategies to optimize student achievement. After examining practices, analyzing data, assessing needs, and receiving community feedback, the Clayton County Board of Education recognized that some state rules and mandates have adversely impacted the operations of CCPS. Therefore, in a commitment to advance student learning through well-planned research and evidence-based strategies, it was determined that SWSS is the best flexibility option to pursue. Overall, SWSS grants the district the opportunity to be relieved from cumbersome state rules and mandates that do not work in the best interest of school staff, parents, students, and stakeholders; and it provides the district with the structure and support needed to achieve its mission.

### ***Community Demographics***

Clayton County has experienced significant socio-economic and demographic changes over the last 20 years, not the least of which is the shift from a predominately-White population to a majority African-American community, with a significantly increased Hispanic and Asian presence.

### **Population**

Clayton County Public Schools, under the direction of Dr. Morcease J. Beasley as of July 1, 2017, is the 80th largest school district in the United States and the fifth largest in Georgia, according to *the 2010 National Center of Education Statistics – Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States 2007-2008*. CCPS has over 54,000 students and over 7,000 employees.

Just 12 miles south of Atlanta, Clayton County, Georgia covers 143 square miles and is the home of over 259,424 residents according to the *U.S. Census Report of the 2010 American Community Survey (ACS)*. Clayton County is positioned approximately fifteen minutes south of Downtown Atlanta and is home to one of the largest and busiest airports in the world, Hartsfield-Jackson Atlanta International Airport.

It is estimated that the county's population as of 2015 is 267,234 residents according to 2015 ACS Demographic and Housing Estimates Report. The 2015 ACS survey also reports that 52.4% or 140,068 of Clayton's residents are female and 47.6% or 127,166 are male. Also, the median age of the county's resident is 32.4 years and 23.2% (62,032) of the population is between ages 5 and 19. For people reporting one race alone, 66.8% is Black or African American; 21.9% White; 13.1% Hispanic or Latino; 5.2% Asian and Some Other Race and the remainder comprised of American Indian and Alaska Native and Native Hawaiian and Other Pacific Islander.

### Education

Clayton County's educational attainment levels vary. For the 163,245 residents 25 years and older, 7.1% have less than a 9<sup>th</sup> grade education; 10.4% have no high school diploma; 82.5% have earned a high school diploma or higher. Of the 82.5%, 32.0% have graduated from high school with no post-secondary enrollment or degree; 24.7% have some college experience with no degree; 7.5% have earned an associate's degree; 12.2% have earned a bachelor's degree; and 6.1% have earned a graduate or professional degree. The population between 18 and 24-years-old has similar secondary and post-secondary completion rates. It is estimated that the median earning for those with a bachelor's degree is \$38,188 and \$48,755 for those who have a graduate or professional degree according to the 2011-2015 American Community Survey 5-Year Estimates.

### Income and Poverty

According to the 2015 ACS report, the median income of households in Clayton County is \$40,938, and the median family income is \$45,702. Married couples' median income is \$59,012. Residents with higher levels of educational attainment tend to make more money than residents with a high school diploma or some college experience with no degree. The percentage of families and people whose income is below the poverty level, according to the 2015 ACS report, for all people is 25.1%. For households with children under 18 years old, the poverty rate is 37.8%. Since 2008, there has been an increase in the percent of children living in families where no parent has full-time, year-round employment. The rate has shifted from 8.2% in 2008 to 10.1% in 2015 according to a report published by Kids Count. A promising note is the decrease in unemployment rate since 2011. Kids Count reports the rate decreasing from 13.4% in 2011 to 7.5% in 2015.

These demographic and economic shifts in the larger Clayton community have made understanding the linkages between socioeconomic status and education outcomes essential to the work of Clayton County Public Schools. The district recognizes the role that family economics have on the success of students and community. Thus, CCPS implements numerous initiatives to provide students with wrap-around services and supports that attempt to decrease the negative impact that economic stress and hardship have on children.

### ***School System Demographics***

The Clayton County Public School system serves over 54,000 Pre-K to twelfth grade students at its 67 sites. This includes 37 elementary schools, 14 middle schools, 11 high schools, and three educational programs. The district is fully accredited through AdvancED-Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

CCPS offers a variety of learning options such as traditional schools, fine arts magnet schools and/or programs, Career, Technical, and Agricultural Education (CTAE) Pathways, online courses, and gifted education programs. The school district is highly diversified with 90 different ethnicities and countries represented. Seventy-two (72) different languages are spoken, with the largest two foreign languages being Spanish and Vietnamese. As of the 2016-2017 school year, over 12,000 students spoke a language other than English and over 6,000 were counted as English Language Learners.

Students across Clayton County can participate in any of the many courses, programs (e.g. fine arts, career technology), curricular activities, and extra-curricular activities the district offers. Additionally, the district provides system-wide programs such as after school remediation, credit recovery, and Saturday School to provide students with extra academic support. In 2013, the district implemented its own police department comprised of school resource officers, supervisors, support staff, and security officers. This initiative reduces the district's reliance on local police and sheriff departments to provide school security.

Since school year 1997-98, the number of students enrolled in Clayton County Public Schools has increased from 41,000 to nearly 54,000 students. Over the past 20 years, the number of White students enrolled has decreased from approximately 17,000 to less than 1,400. Meanwhile, the number of Black and Hispanic students has grown. Black student enrollment increased from 21,000 to over 37,000 students since school year 1997-1998. Hispanic student enrollment increased from 1,300 to over 11,000. After 10 years of increased student enrollment from 1998 to 2008, a decrease in the district's enrollment occurred after the brief loss of full accreditation between 2008 and 2009; however, student enrollment began to increase in 2010 and has risen every year since.

From 1998 to 2013, the percentage of students who qualified for free or reduced meals increased from 48% to 86%. Clayton County Public Schools was the first and, at that time, the only district-wide adopter in Georgia of the federal Community Eligibility Provision (CEP) in August 2013. CEP is a federally sponsored meals program that allows districts like Clayton to provide free breakfast and lunch to all students. Presently, all of the district's students continue to receive meals at no cost. In 2001, 24 Clayton County Public Schools were identified as school-wide Title I. Today, 63 schools are classified as school-wide Title I. Tables 1a through 1f show the district's demographics ranging from enrollment by race to attendance by subgroup.

***Table 1a – October 2008 to October 2016 Enrollment by Race***

| Year | American Indian | % American Indian | Asian | % Asian | Black  | % Black | Hispanic | % Hispanic | Multi | % Multi | White | % White | Total  |
|------|-----------------|-------------------|-------|---------|--------|---------|----------|------------|-------|---------|-------|---------|--------|
| 2008 | 45              | 0.1%              | 2,189 | 4.3%    | 37,870 | 73.8%   | 6,928    | 13.5%      | 1,871 | 3.6%    | 2,445 | 4.8%    | 51,348 |
| 2009 | 48              | 0.1%              | 2,178 | 4.5%    | 35,255 | 72.7%   | 7,094    | 14.6%      | 1,818 | 3.7%    | 2,106 | 4.3%    | 48,499 |
| 2010 | 162             | 0.3%              | 2,315 | 4.6%    | 35,865 | 71.4%   | 8,372    | 16.7%      | 1,508 | 3.0%    | 1,982 | 3.9%    | 50,204 |
| 2011 | 98              | 0.2%              | 2,364 | 4.7%    | 35,733 | 70.9%   | 8,822    | 17.5%      | 1,420 | 2.8%    | 1,881 | 3.7%    | 50,366 |
| 2012 | 140             | 0.3%              | 3,546 | 7.0%    | 36,328 | 71.2%   | 8,844    | 17.3%      | 1,446 | 2.8%    | 1,763 | 3.5%    | 51,018 |
| 2013 | 146             | 0.3%              | 2,359 | 4.6%    | 36,644 | 70.8%   | 9,484    | 18.3%      | 1,418 | 2.7%    | 1,706 | 3.3%    | 51,757 |
| 2014 | 99              | 0.2%              | 2,225 | 4.3%    | 36,827 | 70.4%   | 10,088   | 19.3%      | 1,371 | 2.6%    | 1,615 | 3.1%    | 52,296 |
| 2015 | 95              | 0.2%              | 2,214 | 4.1%    | 37,386 | 70.1%   | 10,660   | 20.0%      | 1,393 | 2.6%    | 820   | 1.5%    | 53,367 |
| 2016 | 98              | 0.2%              | 2,188 | 4.0%    | 37,873 | 70.0%   | 11,097   | 20.5%      | 1,428 | 2.6%    | 1,408 | 2.6%    | 54,136 |
| 2017 | 95              | 0.2%              | 2,127 | 3.9%    | 37,941 | 69.8%   | 11,466   | 21.1%      | 1,354 | 2.5%    | 1,328 | 2.4%    | 54,345 |

2016 – Pacific – 44 (0.1%)

2017 – Pacific – 44 (0.1%)

Source of Data: Georgia Department of Education: Enrollment by Race/Ethnicity, Gender, and Grade Level (PK-12) at [https://oraapp.doe.k12.ga.us/ows-bin/owa/fte\\_pack\\_ethnicsex\\_pub.entry\\_form](https://oraapp.doe.k12.ga.us/ows-bin/owa/fte_pack_ethnicsex_pub.entry_form)

**Table 1b – 2008 to 2017 Enrollment by Gender**

| Year | Female Count | Percent Female | Male Count | Percent Male |
|------|--------------|----------------|------------|--------------|
| 2008 | 25,080       | 48.8%          | 26,268     | 51.2%        |
| 2009 | 23,535       | 48.5%          | 24,964     | 51.5%        |
| 2010 | 24,271       | 48.9%          | 25,382     | 51.1%        |
| 2011 | 24,464       | 48.6%          | 25,902     | 51.4%        |
| 2012 | 24,860       | 48.7%          | 26,158     | 51.3%        |
| 2013 | 25,229       | 48.7%          | 26,528     | 51.3%        |
| 2014 | 25,402       | 48.6%          | 26,894     | 51.4%        |
| 2015 | 26,006       | 48.7%          | 27,361     | 51.3%        |
| 2016 | 26,465       | 48.9%          | 27,671     | 51.1%        |
| 2017 | 26,684       | 49.1%          | 27,661     | 50.9%        |

\*The district participated in CEP.

Source of Data: Georgia Department of Education: Enrollment by Race/Ethnicity, Gender, and Grade Level (PK-12) at [https://oraapp.doe.k12.ga.us/ows-bin/owa/fte\\_pack\\_ethnicsex\\_pub.entry\\_form](https://oraapp.doe.k12.ga.us/ows-bin/owa/fte_pack_ethnicsex_pub.entry_form)

**Table 1c – 2008 to 2017 Meal Status**

| Year  | Free/Reduced Count | Free/Reduced |
|-------|--------------------|--------------|
| 2008  | 38,928             | 74%          |
| 2009  | 38,024             | 77%          |
| 2010  | 40,366             | 80%          |
| 2011  | 41,489             | 82%          |
| 2012  | 43,472             | 85%          |
| 2013  | 44,758             | 86%          |
| 2014* | 52,296             | 100%         |
| 2015* | 53,367             | 100%         |
| 2016* | 54,136             | 100%         |
| 2017* | 54,345             | 100%         |

**Table 1d – 2011 to 2016 Enrollment by Programs**

|                              |                                                             | Enrollment Percent |           |           |           |           |           | 2016-2017 |
|------------------------------|-------------------------------------------------------------|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|
|                              |                                                             | 2010-2011          | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |           |
| <b>Compensatory Programs</b> | Early Intervention Program (EIP) (Grades K-5)               | 39.6%              | 37.6%     | 30.5%     | 38.4%     | 36.7%     | 37.6%     |           |
|                              | English to Speakers of Other Languages (ESOL) (Grades K-12) | 6.9%               | 7.1%      | 7.4%      | 7.5%      | 7.9%      | 8.2%      |           |
|                              | Remedial Education (Grades 6-8)                             | 0.0%               | 0.0%      | 0.0%      | 7.3%      | 6.1%      | 10.4%     |           |
|                              | Remedial Education (Grades 9-12)                            | 6.7%               | 4.5%      | 4.9%      | 2.7%      | 5.9%      | 7.0%      |           |
|                              | Special Education (Grades K-12)                             | 9.3%               | 9.3%      | 9.4%      | 9.6%      | 9.9%      | 10.1%     |           |
|                              | Special Education (PK)                                      | 0.4%               | 0.3%      | 22.7%     | 24.0%     | 22.6%     | 23.5%     |           |
| <b>Selected Programs</b>     | Alternative Programs (Grades K-12)                          | 18.3%              | 15.7%     | 15.1%     | 0.9%      | 1.3%      | 1.4%      |           |
|                              | Gifted (Grades K-12)                                        | 4.4%               | 4.8%      | 5.0%      | 5.2%      | 5.0%      | 5.0%      |           |
|                              | Vocational Labs (Grades 9-12)                               | 72.9%              | 68.6%     | 67.0%     | 53.3%     | 61.5%     | 67.0%     |           |

Source of Data: Governor's Office of Student Achievement at <https://gaawards.gosa.ga.gov/analytics/K12ReportCard>

**Table 1e – 2012 to 2014 Attendance by Race/Ethnicity**

| Year           | Race/Ethnicity          | Number of Students | 5 or Fewer Days Absent (%) | 6 to 15 Days Absent (%) | More Than 15 Days Absent (%) |
|----------------|-------------------------|--------------------|----------------------------|-------------------------|------------------------------|
| <b>2011-12</b> | American Indian/Alaskan | 109                | 53.2%                      | 34.9%                   | 11.9%                        |
|                | Asian/Pacific Islander  | 2,550              | 73.5%                      | 19.9%                   | 6.6%                         |
|                | Black                   | 43,429             | 62.3%                      | 28.8%                   | 8.8%                         |
|                | Hispanic                | 9,880              | 62.8%                      | 28.9%                   | 8.3%                         |
|                | Multi-Racial            | 1,675              | 55.8%                      | 32.7%                   | 11.5%                        |
|                | White                   | 2,183              | 51.4%                      | 35.4%                   | 13.2%                        |
| <b>2012-13</b> | American Indian/Alaskan | 108                | 54.6%                      | 35.2%                   | 10.2%                        |
|                | Asian/Pacific Islander  | 2,554              | 69.3%                      | 24.6%                   | 6.0%                         |
|                | Black                   | 43,620             | 56.8%                      | 33.1%                   | 10.1%                        |
|                | Hispanic                | 10,362             | 55.9%                      | 33.7%                   | 10.4%                        |
|                | Multi-Racial            | 1,648              | 49.7%                      | 37.3%                   | 13.0%                        |
|                | White                   | 1,997              | 43.3%                      | 39.8%                   | 16.9%                        |
| <b>2013-14</b> | American Indian/Alaskan | 114                | 57.0%                      | 27.2%                   | 15.8%                        |
|                | Asian/Pacific Islander  | 2,405              | 75.0%                      | 18.0%                   | 6.9%                         |
|                | Black                   | 44,112             | 59.4%                      | 30.7%                   | 9.9%                         |
|                | Hispanic                | 11,031             | 58.8%                      | 30.9%                   | 10.3%                        |
|                | Multi-Racial            | 1,653              | 52.9%                      | 35.6%                   | 11.5%                        |
|                | White                   | 1,946              | 48.2%                      | 36.0%                   | 15.8%                        |
| <b>2014-15</b> | American Indian/Alaskan | 111                | 52.3%                      | 35.1%                   | 12.6%                        |
|                | Asian/Pacific Islander  | 2,357              | 73.3%                      | 19.9%                   | 6.9%                         |
|                | Black                   | 45,033             | 56.3%                      | 32.6%                   | 11.0%                        |
|                | Hispanic                | 11,633             | 53.5%                      | 34.7%                   | 11.8%                        |
|                | Multi-Racial            | 1,685              | 52.0%                      | 34.2%                   | 13.8%                        |
|                | White                   | 1,892              | 41.6%                      | 37.7%                   | 20.7%                        |
| <b>2015-16</b> | American Indian/Alaskan | 113                | 54.9%                      | 31.9%                   | 13.3%                        |
|                | Asian/Pacific Islander  | 2,337              | 71.9%                      | 20.7%                   | 7.4%                         |
|                | Black                   | 45,653             | 53.7%                      | 34.2%                   | 12.1%                        |
|                | Hispanic                | 12,069             | 53.0%                      | 35.0%                   | 12.0%                        |
|                | Multi-Racial            | 1,641              | 50.6%                      | 35.5%                   | 13.9%                        |
|                | White                   | 1,736              | 41.2%                      | 38.1%                   | 20.7%                        |

Source of Data: Governor's Office of Student Achievement at <https://gaawards.gosa.ga.gov/analytics/K12ReportCard>

**Table 1f – 2012 to 2016 Attendance by Subgroups**

| Year    |                                | Number of Students | 5 or Fewer Days Absent (%) | 6 to 15 Days Absent (%) | More Than 15 Days Absent (%) |
|---------|--------------------------------|--------------------|----------------------------|-------------------------|------------------------------|
| 2011-12 | Economically Disadvantaged     | 49,702             | 60.3%                      | 30.3%                   | 9.5%                         |
|         | Female                         | 29,111             | 62.9%                      | 28.7%                   | 8.4%                         |
|         | Limited English Proficient     | 5,363              | 68.5%                      | 25.3%                   | 6.2%                         |
|         | Male                           | 30,715             | 61.7%                      | 28.9%                   | 9.3%                         |
|         | Migrant                        | 1                  |                            |                         |                              |
|         | Not Economically Disadvantaged | 10,124             | 72.1%                      | 21.7%                   | 6.1%                         |
|         | Students With Disability       | 6,186              | 51.5%                      | 33.5%                   | 15.1%                        |
|         | Students Without Disability    | 53,640             | 63.5%                      | 28.3%                   | 8.2%                         |
| 2012-13 | Economically Disadvantaged     | 53,316             | 55.3%                      | 34.0%                   | 10.7%                        |
|         | Female                         | 29,416             | 57.5%                      | 33.0%                   | 9.5%                         |
|         | Limited English Proficient     | 5,493              | 60.7%                      | 31.6%                   | 7.7%                         |
|         | Male                           | 30,873             | 55.6%                      | 33.4%                   | 10.9%                        |
|         | Migrant                        | 2                  |                            |                         |                              |
|         | Not Economically Disadvantaged | 6,973              | 65.9%                      | 27.1%                   | 7.0%                         |
|         | Students With Disability       | 6,166              | 47.0%                      | 37.2%                   | 15.8%                        |
|         | Students Without Disability    | 54,123             | 57.6%                      | 32.8%                   | 9.6%                         |
| 2013-14 | Economically Disadvantaged     | 61,261             | 59.4%                      | 30.5%                   | 10.1%                        |
|         | Female                         | 29,755             | 59.5%                      | 30.8%                   | 9.6%                         |
|         | Limited English Proficient     | 5,733              | 64.5%                      | 28.7%                   | 6.8%                         |
|         | Male                           | 31,506             | 59.2%                      | 30.2%                   | 10.5%                        |
|         | Migrant                        | 11                 | 54.5%                      | 27.3%                   | 18.2%                        |
|         | Students With Disability       | 6,413              | 51.1%                      | 33.4%                   | 15.5%                        |
|         | Students Without Disability    | 54,848             | 60.3%                      | 30.2%                   | 9.5%                         |
| 2014-15 | Economically Disadvantaged     | 62,433             | 55.7%                      | 32.9%                   | 11.4%                        |
|         | Female                         | 30,481             | 55.7%                      | 33.1%                   | 11.2%                        |
|         | Limited English Proficient     | 6,074              | 59.0%                      | 32.5%                   | 8.5%                         |
|         | Male                           | 32,230             | 56.0%                      | 32.4%                   | 11.6%                        |
|         | Migrant                        | 5                  |                            |                         |                              |
|         | Not Economically Disadvantaged | 278                | 96.0%                      | 3.6%                    | 0.4%                         |
|         | Students With Disability       | 6,880              | 47.5%                      | 34.6%                   | 17.9%                        |
|         | Students Without Disability    | 55,831             | 56.9%                      | 32.5%                   | 10.6%                        |
| 2015-16 | Economically Disadvantaged     | 63,549             | 53.8%                      | 34.0%                   | 12.2%                        |
|         | Female                         | 31,001             | 53.8%                      | 34.3%                   | 11.9%                        |
|         | Limited English Proficient     | 7,000              | 60.4%                      | 31.8%                   | 7.8%                         |
|         | Male                           | 32,548             | 53.9%                      | 33.7%                   | 12.5%                        |
|         | Migrant                        | 6                  |                            |                         |                              |
|         | Students With Disability       | 7,132              | 45.6%                      | 36.0%                   | 18.3%                        |
|         | Students Without Disability    | 56,417             | 54.9%                      | 33.7%                   | 11.4%                        |

Source of Data: Governor's Office of Student Achievement at <https://gaawards.gosa.ga.gov/analytics/K12ReportCard>

During the summer of 2017, the Superintendent changed the district's organizational structure to create a culture that maintains a singular focus on student success and achievement. Each of the district's four school improvement clusters is led by an assistant superintendent and has a support team that includes implementation coordinators, data analysts, and instructional coaches. Ancillary student support systems like the Department of Student Services, Department of Exceptional Students, Department of ESOL, Department of Federal Programs, and Department of Technology work in unison with the Division of School Improvement and Leadership to achieve higher levels of academic performance.

### ***Summary of Student Performance***

There has been a change in the socio-economic status of many of the district's students. Many of these children are facing numerous challenges that affect their development of adequate literacy and mathematics skills. CCPS has experienced low student academic performance in all content areas, especially since the implementation of the Georgia Milestones Assessment System (GMAS) or Georgia Milestones. To plan for overcoming these challenges, leadership constantly conducts Strengths-Weaknesses-Opportunities-Threats (SWOT) analyses to identify and address weaknesses. Improving literacy and numeracy for all students has been addressed by implementing instructional frameworks designed to build these skills and requiring teachers to use evidence-based instructional resources to plan, deliver, and assess instruction.

### **Accountability**

In 2013, State School Superintendent Dr. John Barge released the first College and Career Ready Performance Index (CCRPI) scores. The CCRPI score measures schools and school districts on an easy-to-understand 100-point scale. Schools can earn up to 10 bonus or additional points. The CCRPI helps parents and the public better understand how schools are performing in a more comprehensive manner than the pass/fail system previously in place under Adequate Yearly Progress (AYP).

The state's and district's performance for the past five years is listed in Table 2. The state's and district's 2012 to 2016 CCRPI scores have shown a slight decline. The 2012, 2013, and 2014 scores are based on Georgia Performance Standards (GPS) and the legacy CRCT and EOCT exams. The 2015 and 2016 CCRPI scores are based on the Georgia Standards of Excellence and Georgia Milestones (GMAS) test results.



**Table 2 College and Career Ready Performance Index (CCRPI) Scores**

|                                       | 2012-2013   |              | 2013-2014   |              | 2014-2015   |              | 2015-2016   |              | 2016-2017   |              |
|---------------------------------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|
| <i>Single CCRPI Score is Weighted</i> | CCRPI SCORE | SINGLE SCORE | CCRPI SCORE | SINGLE SCORE | CCRPI SCORE | SINGLE SCORE | CCRPI SCORE | SINGLE SCORE | CCRPI SCORE | SINGLE SCORE |
| <b>All Georgia Elementary Schools</b> | 77.8        | 75.8         | 72.7        | 72.3         | 76          | 75.5         | 71.7        | 73.6         | 77.0        | 75.0         |
| <b>All Georgia High Schools</b>       | 71.8        | 75.8         | 68.4        | 72.3         | 75.8        | 75.5         | 75.7        | 73.6         | 73.0        | 75.0         |
| <b>All Georgia Middle Schools</b>     | 74.6        | 75.8         | 73.8        | 72.3         | 71.2        | 75.5         | 71.5        | 73.6         | 72.9        | 75.0         |
| <b>All CCPS Elementary Schools</b>    | 67.2        | 65.5         | 67.2        | 63.4         | 62.6        | 64.2         | 62.7        | 64.1         | 64.3        | 67.8         |
| <b>All CCPS High Schools</b>          | 58.6        | 65.5         | 58.6        | 63.4         | 68          | 64.2         | 65          | 64.1         | 68.2        | 67.8         |
| <b>All CCPS Middle Schools</b>        | 68.1        | 65.5         | 68.1        | 63.4         | 62          | 64.2         | 63.5        | 64.1         | 67.3        | 67.8         |

### Georgia Milestones

GMAS results, in part, serve as a barometer to gauge the quality of educational opportunity provided throughout Clayton County Public Schools. The results provide teachers, students, and parents with useful information that can be used to identify school and student strengths, as well as areas in which students and schools need support. End of Grade (EOG) and End of Course (EOC) results also serve as key influencers on CCRPI outcomes.

The GMAS identifies how well students performed based on four achievement levels. They are Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner. Passing or proficiency rates refer to the percent of students who scored at the Proficient or Distinguished Learners achievement level. Each level sends a signal about students' academic readiness based on the assessed content standards. According to the GaDOE, the levels are described as the following:

- **Beginning Learners (BL)** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.
- **Developing Learners (DL)** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.
- **Proficient Learners (PL)** demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.
- **Distinguished Learners (DS)** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in

### End of Grade (EOG)

The Georgia Standards of Excellence are the source of the knowledge and skills assessed on the grades 3, 4, 5, 6, 7, and 8 EOG tests. Beginning school year 2016-2017, the science and social studies EOG tests were administered in only grades 5 and 8. As shown in Table 3, the percentage of all students district-wide identified as proficient or distinguished learners increased or remained the same on 12 of 16 EOG tests for the 2016-2017 school year. Increases in proficiency rates ranged from 1 to 11 points. In areas of declines, decreases ranged from 1 to 4 points.

***Table 3 End of Grade Overall Performance Changes for All Students***

| <b>Comparison of 2016 to 2017 Performance</b> | <b>Status</b> | <b>EOG</b> |
|-----------------------------------------------|---------------|------------|
| <b>Developing Learners and Above Learners</b> | Increased     | 11         |
|                                               | Same          | 0          |
|                                               | Decreased     | 5          |
|                                               |               |            |
| <i>Proficient or Distinguished Learners</i>   | Increased     | 9          |
|                                               | Same          | 3          |
|                                               | Decreased     | 4          |

**Charts 1, 2, 3, and 4** illustrate the district performance on the language arts, mathematics, science, and social studies EOG Georgia Milestones. The district's overall performance of the Georgia Milestones has remained relatively stagnant. However, on the 2017 EOG mathematics test, the district saw its greatest gains. An analysis of all tests and all reported subgroups revealed that students with disabilities and English Learners demonstrate the weakest performance. Females tend to outperform males, and Asian/Pacific Islanders, in most cases, outperform all other ethnic groups.

Not only does CCPS examine its students' performance on the content area tests, but reading ability is also reviewed to aid in determining which instructional strategies would be needed. The Georgia Milestones also sends a signal about CCPS students' reading ability. On average, 55% of the district's EOG test-takers read at or above grade level. **Chart 5** shows grades 3, 5, 6, 7, and 8 reading levels as assessed on the Georgia Milestones Assessments.

**Chart 1: District End-of-Grade GMAS English/Language Arts**

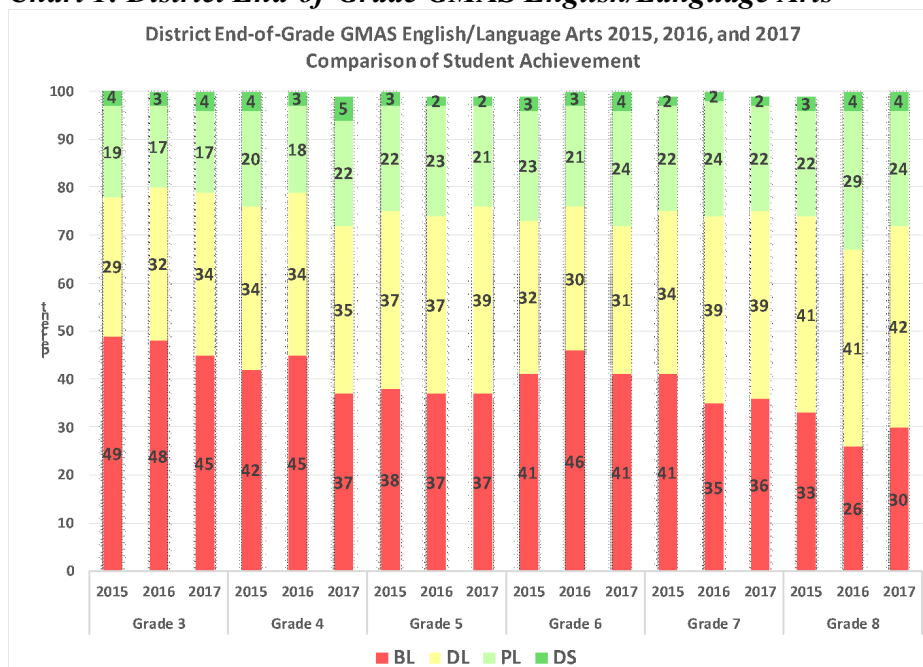


**Chart 2 District End-of-Grade GMAS Mathematics**

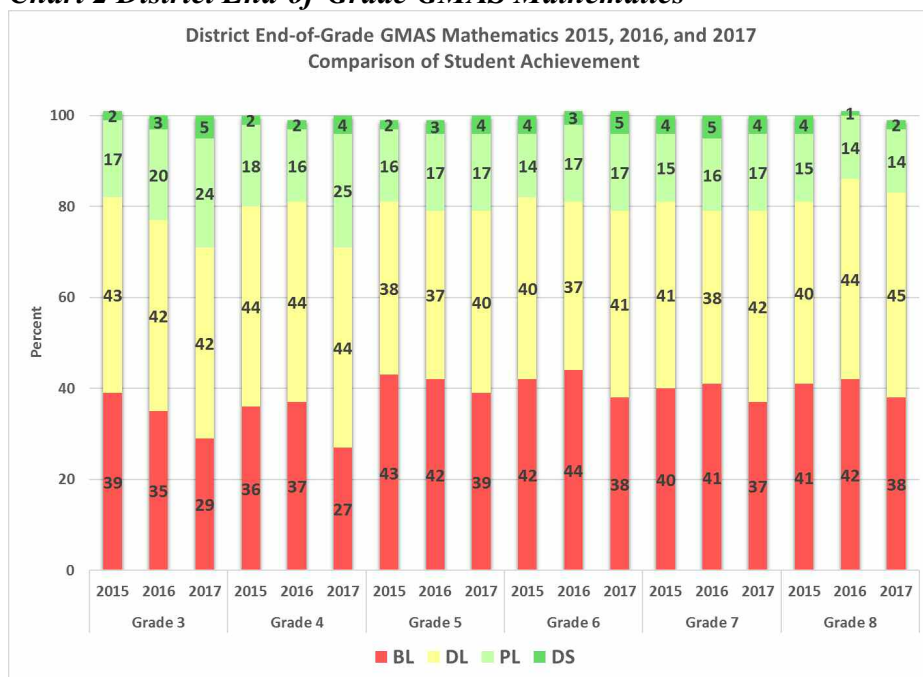


**Chart 3 District End-of-Grade GMAS Science**

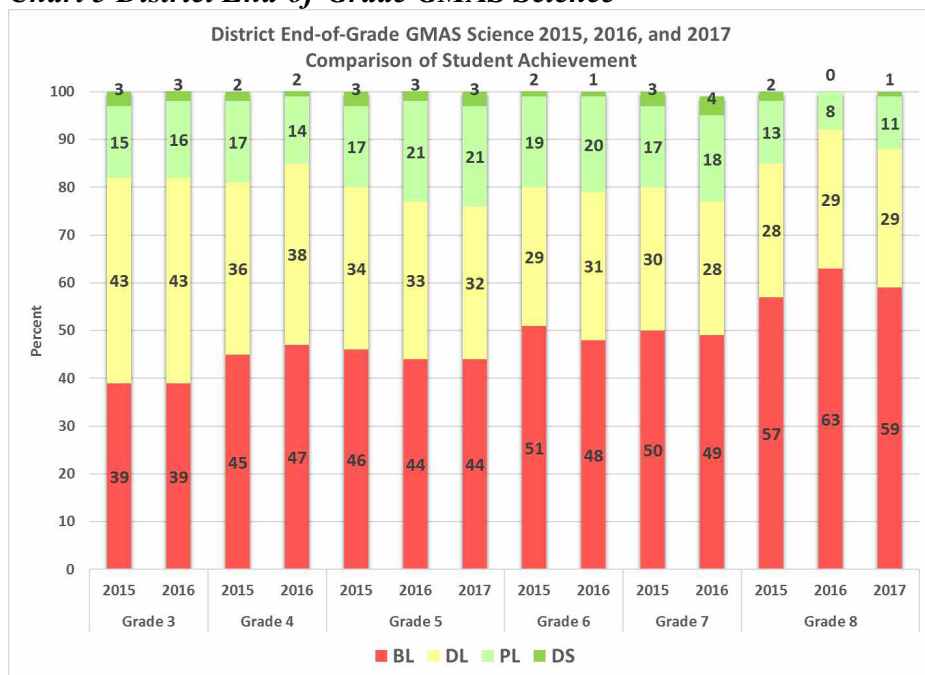


**Chart 4 District End-of-Grade GMAS Social Studies**

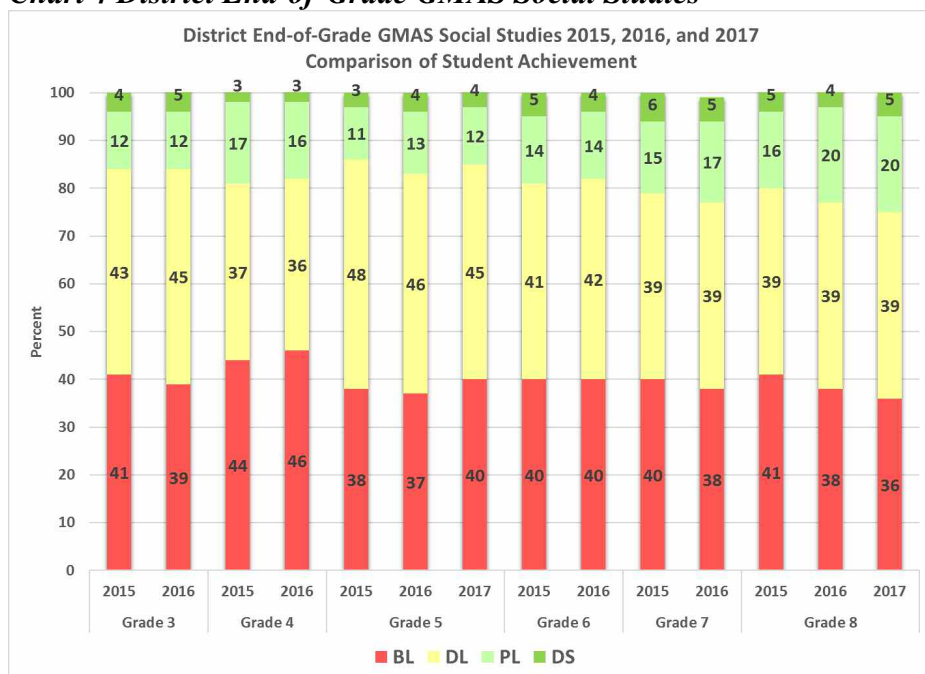
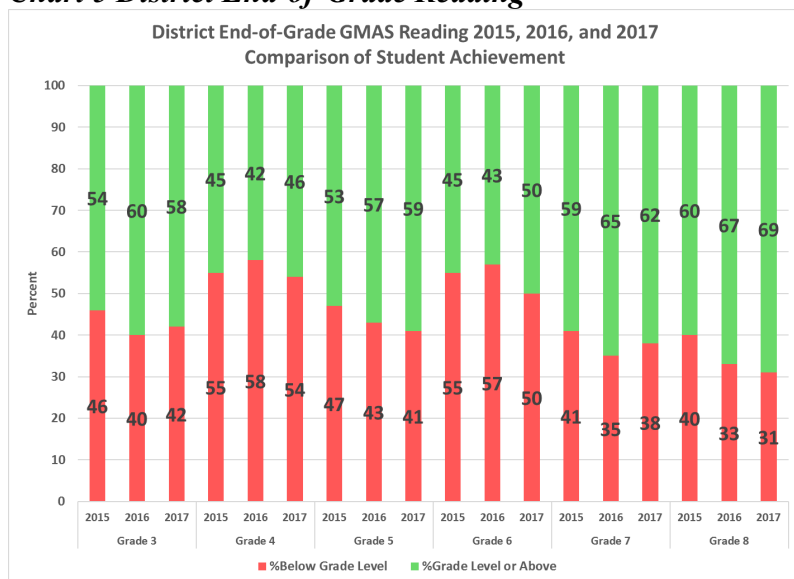


**Chart 5 District End-of-Grade Reading**



### End of Course

The Georgia Standards of Excellence are the source of the knowledge and skills assessed on the Coordinate Algebra, Algebra I, Analytic Geometry, Geometry, Biology, Physical Science, Ninth Grade Literature and Composition, American Literature and Composition, Economics, and U.S. History EOC high school tests.

As shown in **Table 4**, district-wide the percentage of all students identified as proficient or distinguished learners increased or remained the same on 5 of nine EOC tests. Increases in proficiency rates ranged from 1 to 12 points. In areas of declines, decreases ranged from 1 to 12 points.

**Table 4 End of Course Overall Performance Changes for All Students**

| Comparison of 2016 to 2017 Performance | Status    | EOC |
|----------------------------------------|-----------|-----|
| Developing Learners and Above Learner  | Increased | 5   |
|                                        | Same      | 1   |
|                                        | Decreased | 3   |
| Proficient or Distinguished Learners   | Increased | 3   |
|                                        | Same      | 2   |
|                                        | Decreased | 4   |

**Charts 6, 7, 8, and 9** illustrate the district performance on the language arts, mathematics, science, and social studies EOC Georgia Milestones. The district's overall performance on the Georgia Milestones has remained relatively stagnant. Analysis of all tests and all reported subgroups reveal that English Learners and Students with Disabilities continue to demonstrate the weakest performance. On many EOCs, females tended to outperform males, and Asian/Pacific Islanders outperform all other ethnic groups.

When analyzing the students' reading levels, it is evident that on average, 65% of the district's EOC Ninth Grade Literature and Composition test-takers read at or above grade level. On the other hand, an average of 61% of the EOC American Literature and Composition test-takers read at or above grade level. See **Charts 10 and 11** for details.

**Chart 6 District End-of-Course GMAS English/Language Arts**

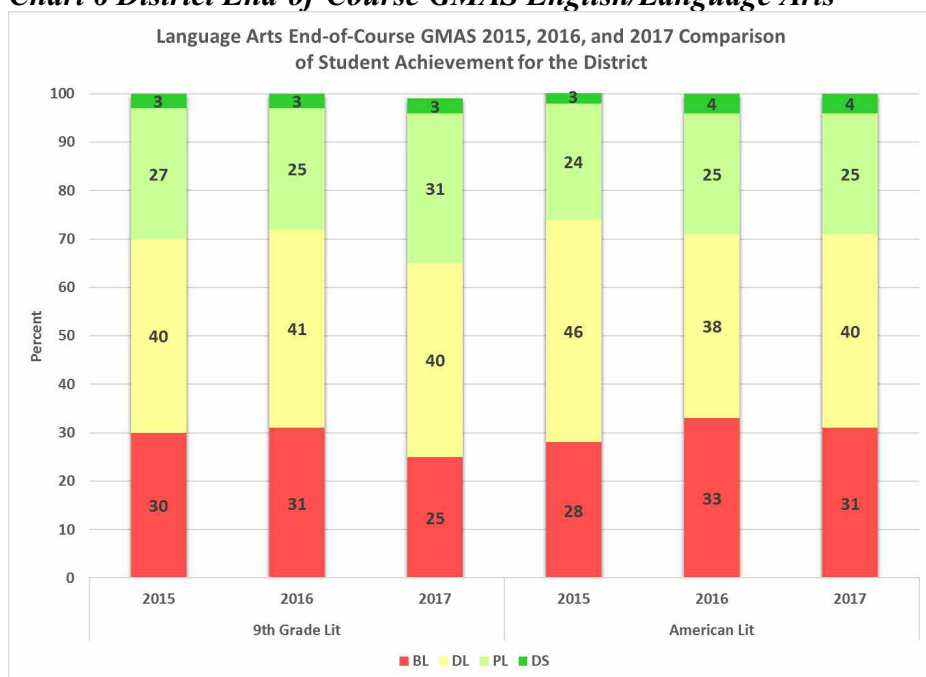


**Chart 7 District End-of-Course GMAS Mathematics**

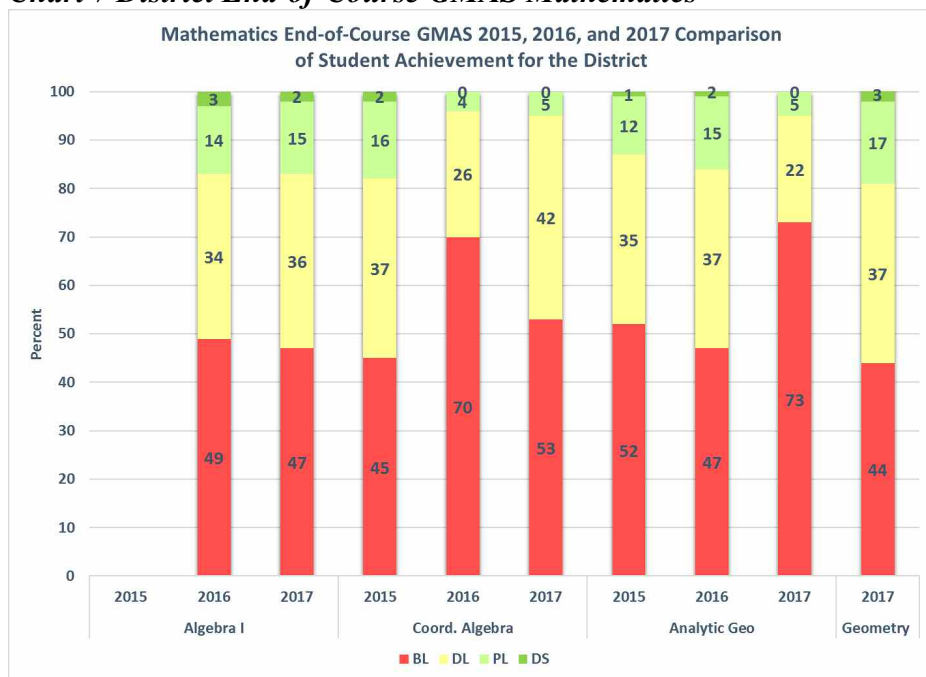


**Chart 8 District End-of-Course GMAS Science**

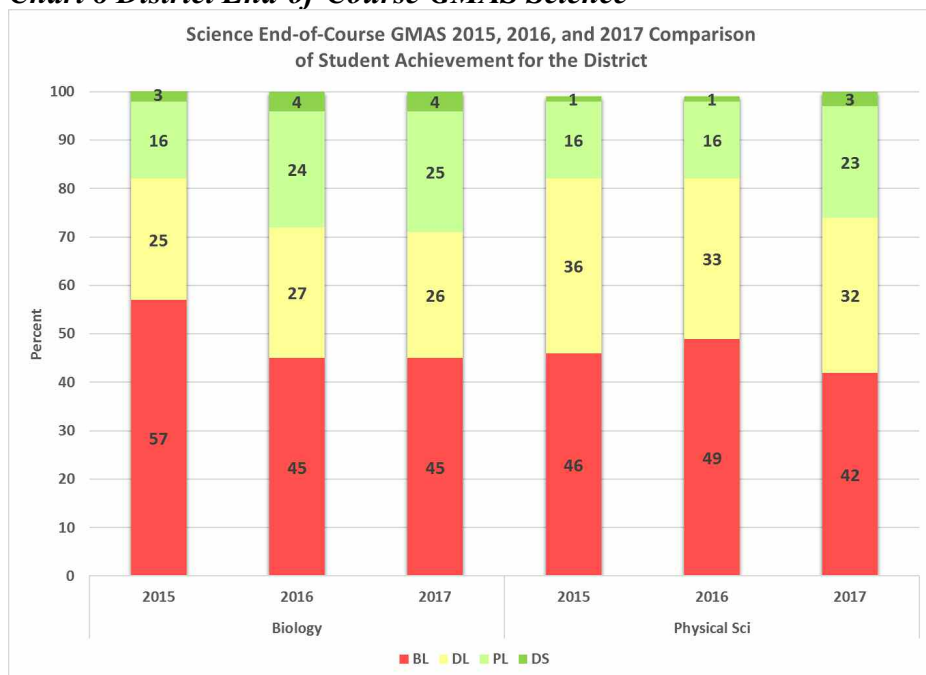


**Chart 9 District End-of-Course GMAS Social Studies**

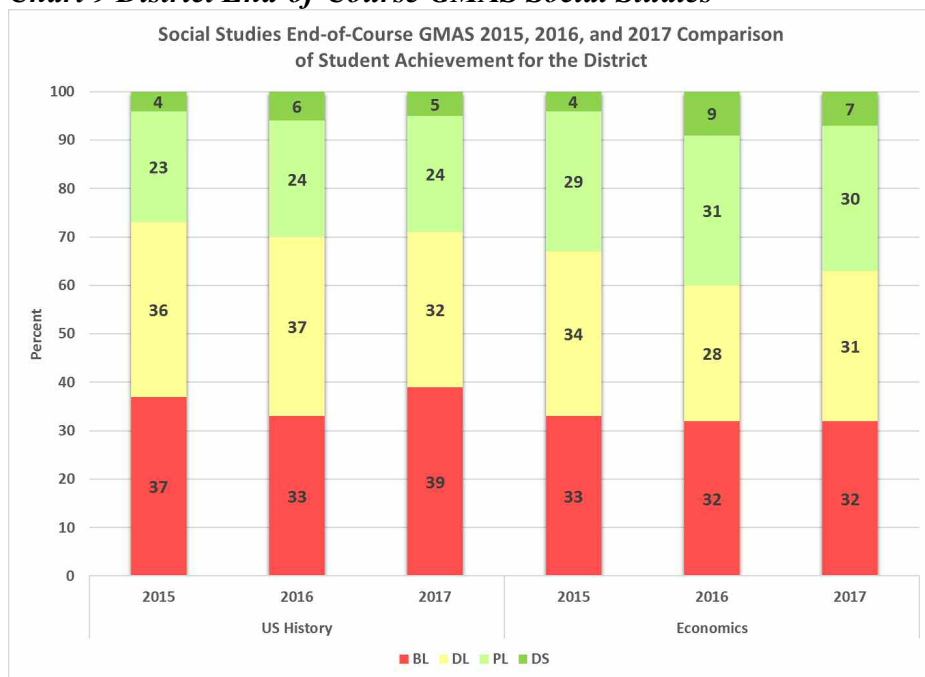


**Chart 10 District End-of-Course Ninth Grade Literature and Composition Reading**

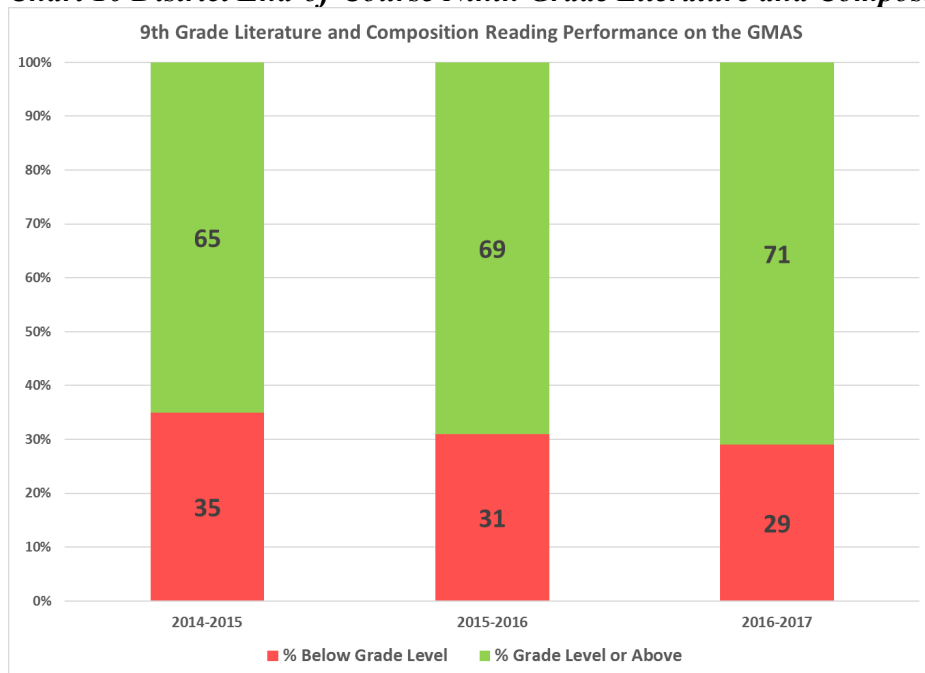
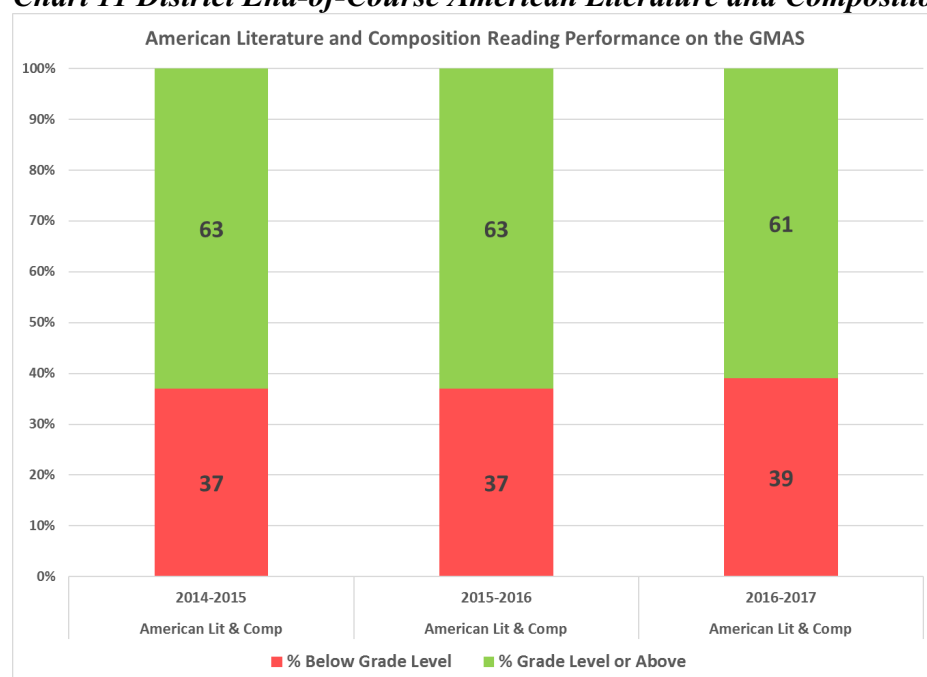


**Chart 11 District End-of-Course American Literature and Composition Reading**



### National Tests and Graduation Rate

Based on the SAT, Advanced Placement (AP), ACT, and Career Pathway assessment scores, Clayton's students fall below state and national averages. Less than 20% of CCPS students demonstrate they are college-ready according to their performance on the College Board PSAT or ACT. In March 2016, students took the newly redesigned SAT, and as a result, the scores are concorded. The concord score includes students who took the old as well as the new SAT. Their scores have been concorded to the old SAT scale. **Table 5** are the 2016 SAT results for the district, state, and nation.

**Table 6 District Average (Mean) AP Score**

|                 | Critical Reading | Mathematics | Writing | Composite<br>(2,400 maximum score) |
|-----------------|------------------|-------------|---------|------------------------------------|
| <b>District</b> | 440              | 432         | 420     | 1,292                              |
| <b>State</b>    | 485              | 481         | 466     | 1,432                              |
| <b>National</b> | 493              | 505         | 480     | 1,478                              |

The district's four-year cohort graduation rate has improved significantly from 51.5% in 2011 to 69.1% in 2016. Students with disabilities experienced a noticeable increase in their graduation rate from 18.7% in 2011 to 43.1% in 2016. While many efforts are implemented to improve graduation rates, the removal of the state's test-based graduation requirement in 2015 had a positive impact on improving graduation rates across the state. In terms of college readiness, perhaps the most telling statistics are the percent of graduates who enter a Georgia public college requiring remediation, as well as the percent of graduates who earn postsecondary credentials. Of the 2011 CCPS graduates who attended a Georgia public college or university, 23.6% required remediation in English/language arts and 36.8% in mathematics. By 2016, 18% of the graduates earned postsecondary credentials, 19% are still enrolled in college, 27% unknown, and 37%

working without postsecondary credential or enrollment. (Governor’s Office of Student Achievement, 2016).

### Advanced Placement

In 2017, 2,616 students in CCPS took one or more Advanced Placement classes. AP Exam grades of 5 are equivalent to the top-level “A” work in the corresponding college course. AP Exam grades of 4 are equivalent to a range of work representing mid-level “A” to mid-level “B” performance in college. Similarly, AP Exam grades of 3 are equivalent to a range of work representing mid-level “B” to mid-level “C” performance in college. **Table 6** shows the percent of AP students with scores 3 (qualified) or above. The district’s performance is significantly below Georgia and global performance. The district’s performance also fluctuates over time.

***Table 6 Percent of AP Students with Score 3 or Above***

|                | 2012                                    | 2013         | 2014         | 2015         | 2016         | 2017         |
|----------------|-----------------------------------------|--------------|--------------|--------------|--------------|--------------|
|                | % of AP Students with Scores 3 or Above |              |              |              |              |              |
| <b>System</b>  | <b>15.0%</b>                            | <b>13.1%</b> | <b>14.9%</b> | <b>15.4%</b> | <b>18.8%</b> | <b>16.4%</b> |
| <b>Georgia</b> | <b>56.6%</b>                            | <b>55.4%</b> | <b>56.3%</b> | <b>57.2%</b> | <b>58.1%</b> | <b>58.9%</b> |
| <b>Global</b>  | <b>61.5%</b>                            | <b>60.9%</b> | <b>61.3%</b> | <b>60.7%</b> | <b>60.3%</b> | <b>60.3%</b> |

While CCPS has had tremendous success and growth in many areas, it has not been able to experience long-term systemic improvements. Specific needs have been identified. There is a continued need to close the achievement gap, especially for students with disabilities. There is also a need to focus on implementing rigorous learning standards successfully, building students’ critical thinking skills, and improving students’ performance on the Georgia Milestones and college entrance examinations. Being committed to high performance requires the district to embrace raising the level of rigor and expectations for students to prepare them for a competitive, information rich, and technology-driven society.

### ***Summary of Major Strengths***

Clayton County Public Schools (CCPS) is proud that it was granted district-wide accreditation by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) in 2013. This accomplishment was followed by the district’s creation of a well-articulated academic improvement plan called the Academic Achievement Plan. The Academic Achievement Plan focused work on four main priorities: Literacy across the Curriculum, Numeracy across the Curriculum, Critical Thinking, and Integrating Technology. Implementing the action steps outlined in the Academic Achievement Plan resulted in the district providing intensive skills-building professional development to district leadership, school administrators, and teachers; implementing a variety of school-level supports that included leader and teacher coaching/mentoring; and improving the alignment of academic and operational supports for schools.

CCPS is proud of its strengths. The greatest strength within the district is related to a purposeful transformation that has focused on increased student achievement for all students. New Superintendent, Dr. Morcease J. Beasley, has developed a collaborative and ongoing system for improvement that aligns all functions of the district and its schools into a coherent system with the expectation for improving student outcomes. This concept is built upon the foundation of the

vision, mission, and shared beliefs of the district, including the sources that support the work in the district. These sources of support include financial, information, human, and organizational capital. Work functions are aligned to the district's strategic objectives and the Superintendent's expectations and areas of focus. Laser-like attention to these work functions will lead to improved customer and stakeholder support, satisfaction, and engagement. When all the foundational elements of the conceptual framework are in place, the goal of student achievement, learning, and high performance will be realized.

The district has been a leader in transitioning to a standards-based instructional model. Upon implementation of Georgia Performance Standards, the Clayton County School District aggressively partnered with the Georgia Department of Education to ensure the fluid and successful adoption of standards and expectations. Instructional personnel have received extensive ongoing training to provide the knowledge and support for implementing this new thorough model. Teachers analyze standards for understanding of expectations and develop curriculum maps to ensure all skills are taught to mastery. Assessment of learning and assessment for learning have become integral to the planning process. Through numerous professional learning opportunities, teachers have learned to disaggregate data and use results from multiple data sources to drive instruction. The development and scoring of common assessments have provided a uniform level of acceptability for student work. Self-assessment of student work and student understanding of levels of mastery is becoming an integral part to the assessment process.

Because of numerous changes in the curriculum and the evolution of new research-based teaching practices, collaboration has become essential to achieve the desired level of success. Teams of teachers have been organized at grade levels, across grade levels, and vertically among schools. These teams conduct book studies, map curriculum, develop instructional plans, analyze data, establish intervention plans, construct assessments, and compare previous objectives with new standards to eliminate gaps in instruction. This team-based approach to attain instructional effectiveness combined with systemic professional learning is beginning to build a culture that maintains a focus on student success and achievement. This model of leadership is a continuum of leadership development beginning with teacher leaders, aspiring administrators, assistant principals, principals, and district level administrators.

Instructional leaders at every level are committed to providing a challenging curriculum for all students. The importance of education and taking rigorous courses is being effectively communicated continuously to students, resulting in an increase in the number of students taking advanced placement and honors courses at the middle and high school levels. More high school students are enrolling in college while attending high school.

Efforts toward improving student achievement in schools is paying off. Rex Mill Middle School became the second middle school in the state to receive STEM certification in April 2015. Of the 15 schools that appeared on the GaDOE Focus Schools list in 2014, 14 met exit criteria and have been removed from the list. Additionally, advances in technology and implementation of 21<sup>st</sup> Century Classrooms have strengthened the ability of district personnel to fulfill the mission of providing human and technological resources that support instruction. Students at all levels benefit from integration of technology throughout curriculum areas as evidenced by an 80%

participation rate in online GMAS testing and the district's rollout of Google GSuite for all district staff and students.

An asset to the district is the commitment level of supporting departments to the success of CCPS students. District personnel share a commitment for providing the best for all students and willingly share this responsibility. Transportation, Nutrition, Safety & Security, Warehouse, and Maintenance personnel are devoted to providing the exceptional support for Clayton County students. Departments and divisions across the district collectively support the overall mission of the district and maximize opportunities for all students. The goal is providing whatever it takes to support students as they strive to achieve continuously higher levels of success.

The CCPS Finance Division has received accolades and awards for excellence in financial reporting and auditing procedures. Community support and partnerships enhance the quality of the instructional programs and school system effectiveness. Unique partnerships with law enforcement, the faith community, local officials, and health-based agencies have emerged from a perceived need for community involvement in strategic partnerships with businesses, foundations, and community religious organizations.

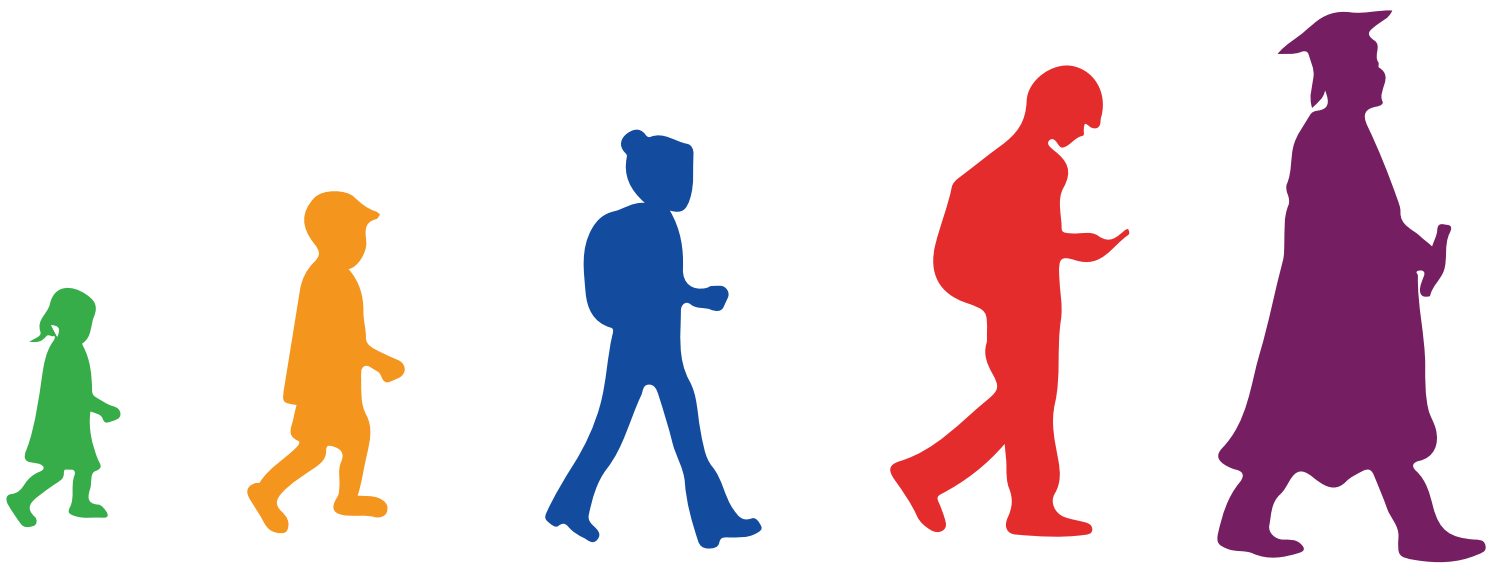
### ***Needs of the School System***

While Clayton County has much to be proud of and has the necessary measures in place to ensure continued growth, specific needs have been identified. Achievement for all students continues to be the driving force of all system efforts. There is a continued need to close achievement gap, especially for students with disabilities; improve students' performance on local, state, national, and international tests; improve graduation rates for all subgroups; close literacy and numeracy gaps; and set and maintain a culture of high expectations and high achievement. The Superintendent's 3-year action plan ensures the achievement of high performance. The 3-year actions outline key actions to be implemented by all divisions, including school board members, to move CCPS toward becoming and remaining a high-performing school district.

Hiring and retaining highly effective staff is a critical need within the district. Efforts to recognize talented staff, implement incentive packages, and expedite the hiring and onboarding process to encourage potential employees to join the CCPS team is one of the Superintendent's foci. Succession planning for administrators and teachers is needed. The district recognizes the need for an exceptional teacher in every classroom and an outstanding principal in every school. As many district personnel are reaching retirement age, this is a crucial issue and should be recognized as a strategic objective.

Finally, it is imperative that stories of success are proactively disseminated to ensure that public perception is grounded in fact. With the addition of increased support for public communication and stakeholder engagement, this is an opportune time to begin sharing the positive story of the school district. District leaders are forging the path in this effort, frequently meeting with stakeholder and community groups and collaborating with county leaders. Partnering with the community, the Clayton County School District is demonstrating its commitment to high performance.

CCPS realizes that a “commitment to high performance” requires smart and focused work, high expectations for all, and a strong partnership between school and community. As the district transitions into the next five years, it is essential for every stakeholder to reflect upon where the district has been, recognize where it is, anticipate where it is headed, and then implement those practices that will ensure that the students are ready for success today and tomorrow.



# Strategic Improvement Goals Overview

Clayton County Public Schools Strategic Improvement Plan is the direct result of the work of multiple stakeholder groups. The Strategic Improvement Plan supports the state and federal government requirements under the Elementary Secondary Education Act. Six strategic goals emerged from the work of the community, which set the priorities and focus for the district. These goals are centered on six themes:

1. Academic Achievement
2. Safe, Orderly, Secure Learning Environments
3. Engagement of All Stakeholders
4. Effective Communication
5. Support Services
6. Highly Qualified and Effective Staff



## Academic Achievement

**Strategic Goal Area I: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.**

**Performance Objective A: Ensure a rigorous curriculum is developed and taught as well as assessed to determine effectiveness.**

- **Initiative 1: Align resources, practices, and professional development with the Georgia Standards of Excellence (GSE) and Georgia Performance Standards (GPS).**

The Goal of the Department of Curriculum, Instruction, and Assessment is to ensure alignment among what is to be learned (standards), what is taught (instruction), and what and how the information is tested (assessment). In order to do this, there must be ongoing calibration, which involves an annual view of the core curriculum [the subject matter through which students obtain the required knowledge and skills]. Some of the curriculum documents include curriculum maps, scope and sequences, and pacing guides. These are provided K-12 and across content areas and programs.

All content areas and programs adopt and purchase new textbooks, texts, and instructional resources as scheduled and appropriate for standards and students' needs. It is important to note that, "During the 2016 legislative session, laws related to textbook adoption were revised to allow for the Georgia Department of

Education (GaDOE) to opt out of this role and leave adoption decisions up to local school districts.” ([www.gadoe.k12.ga.us](http://www.gadoe.k12.ga.us))

To support effective planning and preparation, schools are provided with a variety of tools, such as lesson plan templates, guiding questions, instructional best practices documents, etc. The following lesson planning tools (i.e. CCPS Lesson Plan Template, Lesson Plan Observation Tool, and Lesson Plan Evaluation Tool) are no longer required district wide as schools have the autonomy to monitor rigorous instruction using their own lesson planning documents. The Department of Curriculum, Instruction, and Assessment has developed and communicated high-impact practices for each core content area that principals can utilize to monitor and evaluate quality instruction. High-impact practices are those evidence-based strategies that align to the expectations for learning and have shown to yield greater amounts of growth in students learning when implemented consistently and with fidelity.

**Rating: Operational**

- **Initiative 2: Monitor and support the systemic use of curricular and instructional resources.**

The district conducts ongoing classroom observations to monitor the implementation of the core curriculum and provided resources. During school visits, observers are monitoring the use of curriculum guides and curricular resources in the planning of lessons, the execution of lesson plans, and assessment of student learning. District observation tools have been created for conducting classroom observations. Additionally, there are predetermined times for district leaders, administrators, and teachers to analyze samples of student work, which provides greater insight into what students actually learned. These samples are used in professional learning sessions in order to calibrate the expectations for learning across the district. The district has a repository that is used to house critical documents for teaching and learning.

**Rating: Operational**

- **Initiative 3: Implement a methodology for collaboration within and across grade levels and/or academic content areas to plan appropriate instruction.**

Individual departments have methodologies for implementing collaborative planning. However, a district-wide methodology has not been shared. A variety of observational tools are available in the district for monitoring school-based collaborative planning, some of which have been uploaded into the Edutrax platform. While the same tools are not used consistently for monitoring and providing feedback, there has been ongoing training with the instructional site facilitators on the effective behaviors for collaborative

planning. There has been a focus on transforming these sessions into professional learning communities so that the focus is on student learning.

**Rating: Emerging**

- **Initiative 4: Monitor and support the use of instructional technology resources for integrating technology into instruction.**

A Technology Liaison (TL) has been selected for each school. The first of 3 face-to-face training sessions has taken place. To further their knowledge in the use of the G Suite platform, the TLs have registered for the online micro-courses, to be completed in March 2018. Utilization reports for G Suite will be collected for comparison. Technology training specialists contracted by the district will provide support to all schools/teachers. The contracted technology training specialists will be vetted and assigned once the district has selected its new digital classroom hardware and software solution. The selection process is in its final stages and a solution will be presented for Board approval in November 2017.

**Rating: Emerging**

- **Initiative 5: Develop a systemic process for creating innovative school-based programs or schools such as magnet, theme, etc.**

The standard operating procedure (SOP) manual was created during the 2017-18 school year. The SOP was designed to ensure there is consistency throughout the district when innovative school-based programs and schools are established.

Clayton County Public Schools currently offers a wide-range of magnet programs in the areas of Fine and Performing Arts; Science, Technology, Engineering and Mathematics (STEM); and Film. The Political Leadership Magnet and two career academies In-Flight Innovation and Emergency Management Systems will accept students for the 2018-19 school year.

**Rating: Exemplary**

**Performance Objective B: Provide teacher and leader training on the implementation of scientific evidence-based or research-based instructional and intervention practices.**

- **Initiative 1: Implement evidentiary research-based instruction focused on the district's priorities.**

The district's priorities include ensuring an academically challenging and safe learning environment with learning grounded in literacy, numeracy, critical thinking, and integrated technology - while also providing students with the essential academic support. Training is provided to leaders, instructional site facilitators, and teachers on how to use evidence-based practices to execute lessons considerate of these focus areas. Additionally, teachers are expected to provide students with the necessary interventions and support needed to close achievement gaps in content mastery. A part of this support includes the state provided early intervention programs (EIP) and remedial education program (REP). The district uses the Georgia Department of Education's EIP and REP's guidance handbooks and documents to provide the necessary information to leaders and teachers and the appropriate intervention to students who are at-risk of not acquiring grade-level knowledge and skills. The process and criteria for student placement include the use of standardized assessments and formative and summative assessments to determine which students require a Tier 2 or Tier 3 intervention during the school day as well as extended learning through the after school remediation programs. However, the district is still evaluating this process to ensure all students who require additional intervention support are receiving it in addition to core instruction.

The Clayton County Public Schools Department of Professional Learning reviews district data annually to determine the areas of greatest need at schools and strategically collaborates with the Department of Curriculum, Instruction and Assessment and the Division of School Improvement and Leadership to ensure that all classes are aligned with district initiatives, Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) Standards, and the District Strategic Plan. Classes are conducted in the schools, at the Professional Learning Center, and through online modules. The emphasis of the classes is based both on the individual needs of the school and the overall needs of the district. Onsite visits are made to the schools to assess the implementation of the classes and to provide wrap-around support and feedback to the staff. Focus groups, class evaluations and surveys, along with student outcomes, are used to determine the effectiveness of the classes and revisions are made based on these outcomes.

Observations and walk-throughs are conducted periodically by district level staff. Last year Quality Assurance observations were conducted where all district personnel and leaders conducted observations related to their specific programs at the high-needs schools. Observational data results are used to develop professional development opportunities for teachers both at the program level and district-wide.

**Rating: Operational**

- **Initiative 2: Implement a research or evidence-based framework for how to use data to determine needs.**

While the district has a data management system that provides comprehensive reports to schools, there are not systematic protocols in place that support the effective use of the data for decision-making at the school level. Some schools have developed their own data collection and analysis protocols and processes. At the district level, observational data results are consistently collected and used to inform the professional development needs of teachers.

Currently, schools are asked to have all of their common assessments uploaded into the data management system, Edutrax. Edutrax then provides reports to teachers and administrators that inform their decision-making process. A strength is that the district has a data management system that provides reports that support the data analysis process. However, the district does not have a uniform protocol for data analysis, and data results are not currently being monitored consistently at the district level, so it is difficult to determine and support how schools are using their data to inform decisions.

Observations and walk-throughs are conducted periodically by district level staff. During the 2016-2017 school year, Quality Assurance observations were conducted where all district personnel and leaders conducted observations related to their specific programs at high-needs schools. Observational data results are used to develop professional development opportunities for teachers both at the program level and district-wide.

The district utilizes Edutrax as the data management system. Training is provided to school leaders on how to use Edutrax to store, collect, record, disaggregate and/or analyze data. There are also webinars created that support using this platform. Every school has also been provided with an in-house Edutrax contact to support their use of the

management system. However, there has not been a systematic approach to train school leaders on how to use that data to determine the needs of their school. The use of data to determine needs is inconsistent among school leaders.

**Rating: Emerging**

**Performance Objective C: Provide prevention, intervention, or acceleration services to all students based on formative and summative data.**

- **Initiative 1: Implement appropriate prevention, intervention, or acceleration strategies to meet the learning needs of students.**

Teachers who have completed the Gifted Endorsement have acquired skills to accelerate and enrich the core curriculum for gifted and talented students. These strategies and practices would be used with students who take honors, gifted, Advanced Placement, and International Baccalaureate courses.

The district uses the Georgia Department of Education's Early Intervention Program and Remedial Education Program's guidance handbooks and documents to provide the necessary intervention for students who are at-risk of not acquiring grade-level knowledge and skills. The process and criteria include the use of standardized assessments and formative and summative assessments to determine which students require a Tier 2 or Tier 3 intervention during the school day as well as extended learning through the after school remediation programs. However, the district is still evaluating this process to ensure all students who require additional intervention support are receiving it in addition to core instruction.

The district currently implements research-based assessments for reading and mathematics for students in K-12. These tools include screeners, diagnostics, and progress monitoring assessments to help target and guide instruction.

It is important to note that the district has a process for conducting program evaluation to assess how effectively programs are implemented and how well they meet students' learning needs.

**Rating: Operational**

- **Initiative 2: Implement a comprehensive assessment plan that ensures educators are empowered to make good decisions based on test results and other data sources.**

Clayton County Public Schools teachers and staff are offered a two-module classed called Building Assessment Literacy. This blended learning course trains staff to create quality assessments and use data to improvement teaching and learning.

- A. Module 1: The Balanced Classroom Assessment the Balanced Classroom Assessment professional development is based on the book *Teacher-Made Assessments: How to Connect Curriculum, Instruction, and Student Learning* written by Gareis and Grant. The 30-hour-training provides learning activities that will lead teachers to:
  - possess the skills and knowledge to create classroom assessments that accurately measure student learning;
  - create a test table of specifications or blueprints aligned to the learning targets and the appropriate cognitive demand levels; and
  - use the table of specifications or blueprints for planning lessons and assessments that are aligned strongly to the curriculum and instruction.
  
- B. Module 2: Using Classroom Data to Improve Student Achievement is the second of the two-part professional development for school-based staff. This 20-hour course focuses on making sense of assessment and other school data to assist in planning and implementing instructional strategies that are based on students' varying skill levels. Participants will be provided explicit instruction on data analysis and interpretation to connect data to instruction. Participants will also receive instruction on how to use statistical analysis to draw conclusions from the data. Resources for this course include topics from *Driven by Data: A Practical Guide to Improve Instruction* by Paul Bambrick-Santoyo, *Data Analysis for Continuous Improvement* by Victoria Bernhardt, and *I Have the Data -- Now What? Analyzing Data and Making Instructional Changes* by Betsy Moore.

After successful completion of the 50-hour total course, Building Assessment Literacy, participants will complete a written post-assessment. A score of 85 or higher will result in the participant earning a certificate of completion. Participants who earn a certificate of completion will be used to create a pool of educators who can work with school faculties throughout the school year as teachers and leaders learn more about creating and implementing formative assessment plans.

CCPS offers numerous district-wide formative assessments throughout the school year. Listed below (Table 1) is the identification of unit and benchmark

assessments that will be administered and the test audiences for the 2017-18 school year. The grid provides a visual view of the frequency and grade levels in which unit and benchmark assessments will be administered.

*Table 1. Benchmark Assessment Administration for 2017-18*

|                           | <b>Benchmark 1</b><br>(based on content that has been taught) | <b>Benchmark 2</b><br>(comprehensive measure of state-tested standards) |
|---------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>ELA/Social Studies</b> | <b>October 16 – 20, 2017</b>                                  | <b>February 26<sup>th</sup> – March 2, 2018</b>                         |
| <b>Math /Science</b>      | <b>Nov. 13 – 17, 2017</b>                                     | <b>February 26<sup>th</sup> – March 2, 2018</b>                         |

| Grade/Course         | Language Arts                                                                                    | Mathematics                                  | Science                                       | Social Studies                                |
|----------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| K                    | K-2 unit assessments for ELA are curriculum-based and <b>not district developed or provided.</b> | Unit Assessments                             | Not Applicable                                | Not Applicable                                |
| 1                    |                                                                                                  | Unit Assessments                             | Not Applicable                                | Not Applicable                                |
| 2                    |                                                                                                  | Unit Assessments                             | Not Applicable                                | Not Applicable                                |
| 3                    | Unit Assessment<br><b>District Benchmark</b>                                                     | Unit Assessment<br><b>District Benchmark</b> | <b>District Benchmark</b>                     | Not Applicable                                |
| 4                    | Unit Assessment<br><b>District Benchmark</b>                                                     | Unit Assessment<br>District <b>Benchmark</b> | Not Applicable                                | Not Applicable                                |
| 5                    | Unit Assessment<br><b>District Benchmark</b>                                                     | Unit Assessment<br>District <b>Benchmark</b> | Unit Assessments<br><b>District Benchmark</b> | Unit Assessments<br><b>District Benchmark</b> |
| 6                    | Unit Assessment<br><b>District Benchmark</b>                                                     | Unit Assessment<br><b>District Benchmark</b> | Not Applicable                                | Not Applicable                                |
| 7                    | Unit Assessment<br><b>District Benchmark</b>                                                     | Unit Assessment<br><b>District Benchmark</b> | Not Applicable                                | Not Applicable                                |
| 8                    | Unit Assessment<br><b>District Benchmark</b>                                                     | Unit Assessment<br><b>District Benchmark</b> | Unit Assessments<br><b>District Benchmark</b> | Unit Assessments<br><b>District Benchmark</b> |
| 9th Grade Literature | Unit Assessment<br><b>District Benchmark</b>                                                     |                                              |                                               |                                               |
| American Literature  | Unit Assessment<br><b>District Benchmark</b>                                                     |                                              |                                               |                                               |
| US History           |                                                                                                  |                                              |                                               | Unit Assessment<br><b>District Benchmark</b>  |
| Economics            |                                                                                                  |                                              |                                               | Unit Assessment<br><b>District Benchmark</b>  |
| Algebra I            |                                                                                                  | Unit Assessment<br><b>District Benchmark</b> |                                               |                                               |
| Geometry             |                                                                                                  | Unit Assessment<br><b>District Benchmark</b> |                                               |                                               |
| Physical Science     |                                                                                                  |                                              |                                               | Unit Assessment<br><b>District Benchmark</b>  |
| Biology              |                                                                                                  |                                              |                                               | Unit Assessment<br><b>District Benchmark</b>  |

Each year, an annual assessment calendar is developed listing all state, national, and district level assessments. The executive members of the Superintendent's Cabinet must approve the assessment calendar prior to its distribution. The goal is to publish the upcoming school year test calendar no later than May 1 of each year. The calendar attempts to minimize district level assessments and maximize school and classroom testing and progress monitoring. A copy of the current year and next year's testing calendar can be found in Table 2.

*Table 2. 2017-18 Testing Calendar*  
**Elementary Testing Dates**

|                         |                                                                           |                                 |
|-------------------------|---------------------------------------------------------------------------|---------------------------------|
| Aug. 7 – Sept. 8, 2017  | Mandatory GKIDS Readiness Assessment                                      | Grade K                         |
| Aug. 7 – 25, 2017       | SuccessMaker EIP Assessments                                              | New Students in Grades 2-5      |
| Aug. 7 – 25, 2017       | Reading Mastery/Corrective Reading Screening                              | New Students in Grades K-5      |
| Aug. 7 – 25, 2017       | DIBELS Administration in Reading and MCLASS Math Administration (BOY)     | Grades K–3                      |
| Aug. 7 – 18, 2017       | BOY Reading Wonders Screeners/Diagnostics                                 | Grades 3-5                      |
| Aug. 14 – May 11, 2018  | Georgia Kindergarten Inventory of Skills (GKIDS)                          | Grade K                         |
| Sept. 5 – Mar. 23, 2018 | Georgia Alternative Assessment (GAA) – Portfolio                          | Grades 3–5                      |
| Oct. (TBD)              | GMAS ELA Field Test                                                       | (TBD)                           |
| Jan. 9 – 26, 2018       | MOY Reading Wonders Fluency Benchmarks                                    | Grades 4 and 5                  |
| Jan. 9 – 26, 2018       | DIBELS Administration in Reading and MCLASS Math Administration (MOY)     | Grades K–3                      |
| Jan. 16 – Mar. 2, 2018  | ACCESS for ELL Test Administration Window                                 | English Learners, Grades K-5    |
| Mar. 19 – May 4, 2018   | Math Placement (to determine placement into honors/advanced math courses) | Grades 5 (general math courses) |
| Apr. 17 – 27, 2018      | End-of-Grade (EOG)- Georgia Milestones Assessments                        | Grades 3–5                      |
| Apr. 23 – May 11, 2018  | DIBELS Administration in Reading and MCLASS Math Administration (EOY)     | Grades K–3                      |
| Apr. 30 – May 11, 2018  | Reading Mastery/Corrective Reading Screening and Placement                | Grades K–5                      |

|                        |                                                                   |                |
|------------------------|-------------------------------------------------------------------|----------------|
| Apr. 23 – May 11, 2018 | EOY Reading Wonders Fluency Benchmarks                            | Grades 4 and 5 |
| TBD (June 2018)        | End-of-Grade Retest (EOG) – Georgia Milestones Assessments Window | Grades 3 and 5 |

### **Middle School Testing Dates**

|                         |                                                                           |                                      |
|-------------------------|---------------------------------------------------------------------------|--------------------------------------|
| Aug. 7 – 18, 2017       | READ180 Reading Inventory                                                 | Grades 6–8 Intervention courses only |
| Aug. 7 – 18, 2017       | Language Live Benchmark Tests                                             | Grades 6–8 Intervention courses only |
| Aug. 7 -18, 2017        | Scholastic Math Inventory                                                 | Grades 6–8 Intervention courses only |
| Sept. 5 – Mar. 23, 2018 | Georgia Alternative Assessment (GAA) – Portfolio                          | Grades 6–8                           |
| Oct. (TBD)              | GMAS ELA Field Test                                                       | (TBD)                                |
| Dec. 11 – 15, 2017      | READ180 Reading Inventory                                                 | Grades 6–8 Intervention courses only |
| Dec. 11 – 15, 2017      | Language Live Benchmark Tests                                             | Grades 6–8 Intervention course only  |
| Dec. 11 – 20, 2017      | Scholastic Math Inventory                                                 | Grades 6–8 Intervention course only  |
| Jan. 16 – Mar. 2, 2018  | ACCESS for ELL Test Administration Window                                 | English Learners, Grades 6–8         |
| Mar. 19 – May 4, 2018   | Math Placement (to determine placement into honors/advanced math courses) | Grades 6 and 8                       |
| Apr. 17 – 27, 2018      | End-of-Grade (EOG) Georgia Milestones Assessments Window                  | Grades 6–8                           |
| Apr. 23 – May 4, 2018   | End of Course (EOC) Georgia Milestones Administration Window              | Select Students in Grade 8 EOC       |
| May 7 – 16, 2018        | READ 180 Reading Inventory                                                | Grades 6–8 Intervention courses only |
| May 7 – 16, 2018        | Language Live Benchmark Tests                                             | Grades 6–8 Intervention courses only |
| May 7 – 18, 2018        | Scholastic Math Inventory                                                 | Grades 6–8 Intervention courses only |
| TBD (June 2018)         | End-of-Grade Retest (EOG) – Georgia Milestones Assessments Window         | Grade 8                              |

### High School Testing Dates

|                                                          |                                                                             |                                          |
|----------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------|
| Aug. 14–18, Sept. 1–15,<br>Oct. 16–20, Nov. 13–17, 2017; | EOC Mid-Month Online for Opt-Out and<br>Retest Opportunities                | Grades 9–12                              |
| Jan. 22–26, Feb. 12–16,<br>Mar. 19–23, 2018              | EOC Mid-Month Online for Opt-Out and<br>Retest Opportunities                | Grades 9–12                              |
| Aug. 7 – 18, 2017                                        | READ180 Reading Inventory                                                   | Grades 9–12 Intervention<br>courses only |
| Aug. 7 – 18, 2017                                        | Language Live Benchmark Tests                                               | Grades 9–12 Intervention<br>courses only |
| Aug. 7 – 11, 2017                                        | Scholastic Math Inventory                                                   | Fundamental of Algebra<br>students       |
| Sept. 5 – Mar. 23, 2018                                  | Georgia Alternative Assessment (GAA) –<br>Portfolio                         | Grade 11                                 |
| Oct. (TBD)                                               | GMAS ELA Field Test                                                         | (TBD)                                    |
| Oct. 11, 2017                                            | PSAT (no charge for grades 9 and 10<br>students; fee for grade 11 students) | Grades 9, 10, and 11                     |
| Dec. 11 – 15, 2017                                       | READ180 Reading Inventory                                                   | Grades 9–12 Intervention<br>courses only |
| Dec. 11 – 15, 2017                                       | Language Live Benchmark Tests                                               | Grades 9–12 Intervention<br>courses only |
| Dec. 11 – 20, 2017                                       | Scholastic Math Inventory                                                   | Fundamental of Algebra<br>students       |
| Dec. 11 – 15, 2017                                       | End of Course (EOC) Georgia Milestones<br>Administration Window (Winter)    | Grades 9–12                              |
| Jan. 16 – Mar. 2, 2018                                   | ACCESS for ELL Test Administration<br>Window                                | English Learners, Grades<br>9–12         |
| Jan. 22 – 26, 2018                                       | CTAE ACCUPLACER Administration                                              | CTAE Students                            |
| Mar. 26 – 30, Apr. 10 – 11,<br>2018                      | CTAE End-of-Pathway Test Administration<br>Window                           | CTAE Students                            |
| Apr. 23 – May 4, 2018                                    | End of Course (EOC) Milestones<br>Administration Window (Spring)            | Grades 9–12                              |
| May 7 – 16, 2018                                         | READ180 Reading Inventory                                                   | Grades 9–12 Intervention<br>courses only |
| May 7 – 16, 2018                                         | Language Live Benchmark Tests                                               | Grades 9–12 Intervention<br>courses only |

|                  |                                                                    |                                 |
|------------------|--------------------------------------------------------------------|---------------------------------|
| May 7 – 18, 2018 | Scholastic Math Inventory                                          | Fundamental of Algebra students |
| May 7 – 18, 2018 | Advanced Placement (AP) Exams                                      | AP Students                     |
| TBD (June 2018)  | End of Course Retest (EOC) – Georgia Milestones Assessments Window | EOC Courses                     |

In 2015, Clayton County Public Schools implemented the first of a two-phase Instructional Improvement System (IIS) that combines student information, curricular resources, and assessment data. This technology-based, comprehensive instructional system provides documents and information needed to inform decisions on appropriate next instructional steps and information needed to evaluate the effectiveness of the actions taken. Full implementation of **Phase One** of the IIS is beginning, albeit emerging, to result in:

- accurate and timely information to improve student achievement
- early warning indicators of a student’s risk of educational failure;
- students assuming an active role and accepting responsibility for their educational experience;
- staff working cooperatively, collaboratively, and interdependently to increase student achievement, enhance productivity, and improve accountability;
- professional development activities aligned with student learning instructional programs; and
- implementation of assessment strategies correlated to state/district curriculum standards
- identified gaps in instructional programs, such as adequacy of instructional resources, assessment items, and/or staff proficiencies.

**Phase I** of the Instructional Improvement System (IIS), referred to as Edutrax, combines tools for data analysis and reporting, formative assessment, standards-aligned curriculum, and resource management. Demands and needs for additional information that informs teaching, learning, and leading practices still exist, and the district continues to work toward building its comprehensive instructional improvement system.

**Phase II** requires a viable process and system for conducting formative assessments and integrating the results with other data results that are stored in Edutrax. This action plan describes steps that will be executed to ensure educators, students, and parents have formative and summative assessment data that can be used to monitor academic progress, identify students at risk for not making sufficient academic improvements, as well as inform instructional decisions that better support student achievement.

In August 2017, a new bank of assessment items for language arts, mathematics, science, and social studies was available in Edutrax for district level staff and classroom teachers to use to create classroom and common assessments. The item bank can be used in conjunction with other test banks whose items are aligned to Georgia's Standards of Excellence. The creation and use of formative assessments such as common and classroom is at the discretion of the school's leadership. These assessments can be created and scored through Edutrax, thus allowing school leaders and staff to view and analyze school and classroom performance data.

End of unit assessments are designed to measure students' performance at specific points in time and are designed to meet instructional purposes. Thus, summative assessments are often referred to as end-of-year assessments because they provide a summary of students' achievement. These assessments produce results that can be used to make comparisons, and analyze classroom, school, and district performance data. They strive to document achievement in both performance and growth. The results provide a check for school leaders and teachers, so they can assess teaching and learning within individual classes as compared to a school, a state, or a nation.

**Rating: Operational**





## Safe –Orderly –Secure Learning Environments

**Strategic Goal Area II: To provide and maintain a safe, orderly, and secure learning environment**

**Performance Objective A: Implement safety and security practices that meet local, state, and national standards. (AdvancED – Governance and Leadership; Resources and Support Systems)**

- **Initiative 1: Monitor the implementation of School Resource Officers (SRO) and Security Guard standards.**

The Department of Safety and Security continually assesses the duties and responsibilities of the department's employees, including the school resource officers (SROs) with regard to the job descriptions, standard operating procedures, district policies, and administrative expectations. If the analysis reveals that the current strategies are not delivering the desired outcomes, then processes will be revised. SRO duties are based on the size and type of school, complexity of the student population and the goals of the principal. Assessment of the SROs' performance with regard to function, scope of authority as well as processes will be used to ensure personnel are meeting local, state and national standards.

The 2017-18 school year is the first year the campus security officers (CSOs) participated in formal training. The training was structured to match the expectations described in the CSO job description. The topics covered during training included basic security techniques, investigations, report writing, patrolling tactics, surveillance camera monitoring, and emergency procedures. Elementary level support is under review to determine if the CSOs will need to take additional courses to learn the necessary skills for those specialty security locations. Additional training hours will be requested to increase mandated training for the CSOs from 24 to 40 hours.

**Rating: Operational**

- **Initiative 2: Continue to monitor annual site safety audits and annual emergency preparedness plans.**

The Department of Safety and Security is committed to protecting the welfare of students, staff and other support personnel. The Emergency Preparedness Plans were developed and will continually be refined and updated as new methodologies emerge. The district is well positioned to effectively respond to emergencies, minimizing any impact while maximizing the effectiveness of resources. The plans also lay the groundwork for recovery and return to normal operations.

The annual submission process begins during the last week of June. Principals review their building's plans prior to collaborating with their SROs as they return for the upcoming school year. There is always a need to reevaluate and update the plan for potential emergency events because of new conditions, district expectations, and personnel changes. SROs and principals examine and evaluate their processes to ensure that all standards are met. Emergency Preparedness Plans will be submitted to the Department of Safety and Security by all locations between the second and fourth weeks of school.

The evaluation process must be conducted by the SRO and principal jointly. Without a comprehensive review and audit, the plans will omit practical applications, inevitably compromising the safety of the students and staff. More importantly, centrally storing copies of each plan is critical and will allow the department to collaborate with the district's emergency response partners, so responses are strategic and comprehensive in nature. The department is also developing a process to conduct the Georgia School Safety Assessments in conjunction with the Clayton County Police Department and other partners.

**Rating: Operational**

- **Initiative 3: Enhance security access to campuses and facilities by limiting entry points via security methods and equipment.**

The Maintenance Department works in collaboration with local fire departments to ensure compliance with fire codes related to egress and ingress (entry and exit) conditions at all facilities. All information and technical support are coordinated between Maintenance, Safety and Security, and the local fire departments. As it relates to the doors that are currently in place, all entrances and doors have been inspected and approved by the Fire Marshal. If there were to be any issues, the work order process is in place to request repairs. As it relates to changing any egress or ingress of any door, the department will consult with the Fire Marshal (if necessary) and advise interested parties accordingly. Changes to door

configurations are reviewed by Maintenance and will be approved if all standards are met.

The Maintenance Department has made security improvements in several of the areas under its review, namely campus & facility access points. Security gates are currently being installed at all campus vehicle entrances with only 14 locations awaiting installation, key boxes at 66 out of 82 locations have been evaluated and updated over the last two years, and all locations have access control on at least the front doors. Expansion and updates to all exterior doors of all school facilities will occur during SPLOST-funded renovations.

**Rating: Operational**

- **Initiative 4: Ensure that fire and natural gas safety monitoring and warning equipment is installed in all school buildings and district-level facilities.**

Fire detectors and warning equipment are installed at every school and district-level facility. Carbon monoxide detectors are only installed in the main mechanical rooms where there is gas-fired mechanical equipment. Carbon monoxide detectors from 4 facilities are currently centrally monitored. Plans to conduct annual testing of all carbon monoxide and fire detectors installed in school and district-level facilities have not been fully implemented. All school facilities and central office facilities conduct mandatory safety drills. School Nutrition conducts annual tests on the fire safety equipment under the hood vent in every kitchen.

**Rating: Operational**

- **Initiative 5: Ensure that district complies with local, state, and federal safety requirements and guidelines.**

Federal, state and local regulations mandate that nutrition managers and assistant managers are ServSafe Certified to ensure that a safe food safety management system is maintained and practiced by all staff. ServSafe certification focuses on purchasing, receiving, storing, preparing, cooking, holding, cooling, reheating, and serving regulations. The Department of School Nutrition supports and reviews all food programs to ensure compliance. All school kitchens receive two health inspections annually. The standard scoring for school kitchens' inspections ranges from 90-100 = A to below 69 = F. The average health inspection score for all schools from July to December 2016 was 98.3 and from January to June 2017 it was 98.5.

All health scores are posted in schools for public view and inspection, nutrition website and the Georgia Department of Education's website. School Nutrition is

the only department in Operations that is required by federal regulations to post scores in public view.

Through regular review processes and procedures, the Department of Transportation makes certain that all Georgia Department of Transportation (GaDOT) and federal regulations related to passenger transportation are followed. All regulations are integrated into a commercial driver's license (CDL) training package. All CCPS drivers hold a CDL License with a Passenger and Student Endorsement. The superintendent's report that is submitted to GaDOE provides transportation asset inventory and training information. Annual GaDOT and monthly in-house school bus fleet inspections are conducted annually, and the last inspection yielded a pass rate of 98%.

The Department of Athletics provides CPR/AED/First Aid training for all head coaches, ensures that stadiums have an automated external defibrillator (AED) machine which is inspected monthly and complies with Georgia High School Athletics (GHSA) policies. The Department of Maintenance ensures compliance with all local, state, and federal regulations by following municipal codes that are relevant to craft/utility work performed in district facilities. Municipal fire departments inspect the work of Maintenance to ensure fire code compliance. The Department of Construction complies with all local, state, and federal regulations/codes through the management of general contractors during new construction or renovations.

**Rating: Exemplary**

- **Initiative 6: Establish a coalition with local emergency responders.**

The Department of Safety and Security has developed and is in the process of signing agreements and/or memoranda of understanding with some of the local emergency response partners, but there is significantly more work to be done in this area.

The department is collaborating with the Clayton County Police Department to conduct a tabletop exercise to evaluate the collaborative and collective response processes. The intent is to conduct that exercise in late 2017.

The Emergency Preparedness Plans are designed to help employees and students respond appropriately when emergency conditions arise. The expectation is that those in leadership positions from all departments across the district will commit time and resources to emergency preparedness and fulfill their roles as defined in the Emergency Preparedness Plans. Every member of the district community should understand his or her role in emergency situations.

The Department of Safety and Security provides annual training to Transportation, Nutrition and other service personnel in safety procedures and

other related safety practices. In addition to the annual training provided, periodic training is conducted when situations arise that require immediate attention.

**Rating: Emerging**

**Initiative 7: Train internal stakeholders on procedures for addressing emergency situations. (GSBA Vision Project 8.1, 8.2)**

A Crisis Management Team has been formed in previous years and the membership will be revised for the new year. Safety and Security has completed and continuously conducts comprehensive emergency response training with its officers which includes CRP, AED and Mind Set Training as well as Active Shooter and other response-type practices and processes.

The department has not conducted staff and student training for crisis management, but school administrators have been trained. The department is researching what large-scale crisis management training would resemble for staff and students.

**Rating: Emerging**

**Performance Objective B: Decrease the frequency of drug use (alcohol, tobacco, and others), gang activity, and disruptive and violent incidents among students.**

- **Initiative 1: Utilize data from the Georgia Student Health Survey 2.0 (GSHS 2.0), school's College and Career Ready Performance Index (CCRPI), and School Climate Star Rating to guide efforts to reduce drug activity and disruptive and violent incidents among students.**

The district has utilized the data from the Georgia Student Health Survey, the College and Career Ready Performance Index, and the Climate Star Rating to educate staff and guide the development of support services for students and their families. The district works collaboratively with local agencies to design programs and services targeted to meet individual school needs. Some of these services include: anti-gang assemblies; individual and group counseling; male and female mentoring programs; and Choices, a two night, 2-hour interactive session on decision making, communication, drugs and the effects of drugs.

**Rating: Emerging**

- **Initiative 2: Ensure that trained school-based staff implement anti-bullying intervention techniques.**

The school-based staff, social workers, counselors and psychologists participate annually in training on anti-bullying intervention strategies and the district's policy and rules regarding bullying. The district provides information on the types of bullying and the protocol used to report bullying at the school level. The district's support staff, along with the school-based staff determine the types of intervention and follow-up needed for each individual case. The acts of bullying are monitored by the district's Department of Student Services. Student Safety Assessment data is collected weekly.

**Rating: Emerging**

- **Initiative 3: Implement a Gang Resistance program throughout the district.**

Student Services partnered with the Department of Safety and Security to provide anti-gang assemblies at each middle and high school. Individual schools have collaborated with local law enforcement to provide gang resistance Education to targeted grade levels at the middle and high schools.

**Rating: Needs Improvement**

- **Initiative 4: Develop and implement a systemic discipline plan.**

Clayton County School District continues to implement the Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Support (PBIS) framework at the elementary, middle and high schools. Each school has a team that addresses discipline and behavior and has developed 3-5 school-wide expectations and a behavior matrix which clearly explains the expected behaviors for each area of the school. Lesson plans that are aligned to the expectations and behavior matrix are developed and taught. Schools have developed recognition programs for rewarding students and staff who demonstrate the expected behaviors with the intent to influence the rest of the staff and student body to copy and exhibit the expected behaviors.

Presently, there are sixteen schools specifically implementing the PBIS framework while the rest of the schools implement the MTSS framework. The Office of Student Discipline and CCPS Professional Learning Department facilitate ongoing training sessions to ensure the sustainability of the implementation. The schools are also made aware of trainings - both free and fee-based - that are being offered outside the school district. The members of the PBIS District Leadership Team and assigned behavior intervention specialists attend the PBIS/MTSS/discipline team meetings from time to time to provide support as needed. The district PBIS Leadership Team meets quarterly to ensure quality, gradual implementation, and sustainability. Funding is also made

available to PBIS schools for purchasing incentives to boost their recognition programs and support implementation efforts.

The PBIS District Leadership Team, school social workers and school psychologists conduct walkthroughs at assigned schools to monitor the fidelity of implementation of the MTSS/PBIS framework in an effort to transform the climate and culture of all Clayton County Public Schools. Observational data results from the walkthroughs are shared with the principals and used to guide and drive implementation efforts. School PBIS teams also monitor their implementation efforts by utilizing the assessment tools provided by Georgia Department of Education.

The Georgia Helplines telephone number is posted at the schools and included in the Parent/Student Handbook for students and staff so that they may anonymously report safety concerns that include drugs, gangs, bullying, weapons, etc.

The school discipline team meets monthly to review the school's discipline data, identify trends, and develop and implement strategies to reduce office discipline referrals, in-school and out-of-school suspensions. Additionally, the Office of Student Discipline, behavior intervention specialists and the PBIS district leadership review the "Big 7 Report" and recommend/implement supportive interventions as appropriate.

The Clayton County Public Schools Systemic Discipline Plan includes, and is supported by, ongoing partnerships with Student Services, specifically, the student tribunal panel, law enforcement, and court agencies. In accordance with O.C.G.A. 20-2-759, the Office of Student Discipline in conjunction with the District Attorney conduct required annual trainings for panel members and ensure that students' due process rights are protected. The panel members include administrators and some central office personnel, school social workers, school psychologists, and behavior intervention specialists. The CCPS SROs are also trained on the tribunal process to promote collaboration and a safe learning environment. CCPS, through the Office of Student Discipline, partners with select agencies, including the Clayton County Juvenile Court to facilitate alternatives to out-of-school suspension programs for students who are facing out-of-school suspensions. The intent is to keep the students in school and minimize time away from instruction while creating opportunities for students to learn appropriate replacement behaviors.

The Student Code of Conduct is reviewed and published annually and includes the comprehensive progressive discipline plan that informs all stakeholders of possible infractions, behavior interventions, and consequences for inappropriate behaviors.

**Rating: Operational**

**Performance Objective C: Fully implement programs and activities that promote positive character education and life skills.**

- **Initiative 1: Improve the Character Education Program at all school sites.**

Character Education is an essential part of every school environment and has the ability to positively impact the overall climate of a school. Therefore, a review of the Character Education resources available at each school site is completed in August by the Coordinator of Guidance and Counseling. During the review, school sites are provided additional resources, inclusive of web based resources, books, games, etc., to cover Georgia's 27 Character Traits by the Department of Guidance and Counseling.

To ensure the success of each site based Character Education program, training is ongoing throughout the school year and is conducted by school counselors. Character Education is implemented through K-4 Social Studies in elementary schools, classroom guidance, school wide activities and the Teachers as Advisors program at the secondary school level. Additionally, the schools celebrate Character Counts Week during the month of October of each school year. Implementation of the Character Education programs is monitored monthly by the Coordinator of Guidance and Counseling.

**Rating: Operational**

- **Initiative 2: Improve Peer Mediation at secondary level schools.**

The Peer Mediation program is an integral part of the school environment because of its ability to help students resolve conflict peacefully in a neutral environment. As such, a review of materials to support Peer Mediation is completed annually, in September, by the Coordinator of Guidance and Counseling. The review is completed to ensure that supplies and resources exist in order to train the current school year's peer mediators and staff members. The staff members and students participating in the Peer Mediation program are trained by the school counselors. The implementation of the Peer Mediation programs are monitored on a monthly basis, beginning in October, by the Coordinator of Guidance and Counseling and/or the school counseling specialists through school counselor monthly reports, site visits, agendas, student surveys, and other school based artifacts.

**Rating: Emerging**

- **Initiative 3: Implement the Teachers as Advisors Program in secondary schools.**

The Teachers as Advisors (TAA) Program affords the opportunity for middle and high school students to connect with a caring adult through a personalized and supported educational experience. The TAA program supports student achievement and improves the school climate through the relationships developed between the student, parent, and teacher. Middle and high school counselors provide resources and training for the TAA program. The resources provided are inclusive of a schedule of advisory dates and times, lesson plans, videos, and scripts for teachers to utilize during each advisory session. Additionally, training is provided by school counselors throughout the school year. The Teachers as Advisors Program's implementation is monitored monthly by Guidance and Counseling through classroom observations and artifacts.

**Rating: Emerging**





## Engagement of All Stakeholders

**Strategic Goal Area III: To create an environment that promotes active engagement, accountability, and collaboration of all stakeholders to maximize student achievement**

**Performance Objective A: Provide and implement programs and services that engage and assist parents in supporting their children's education.**

- **Initiative 1: Make available parent education resources at Clayton County Public Schools.**

The Department of Curriculum, Instruction and Assessment and the Department of Student Support Services and Federal Programs collaborate to provide information about available resources and services for families in Clayton County Public Schools. The departments host several parent academies throughout the school year to provide parents and families information and resources to support learning at home. The Georgia Pre-Kindergarten and Department of Exceptional Students' preschool programs collaborate to offer parent education through the annual Pre-Kindergarten Curriculum Fair held in the fall and the annual Pre-Kindergarten to Kindergarten Transition Fair held in the spring. These programs also offer pre-kindergarten engagement for parent workshops delivered on a quarterly basis.

**Rating: Emerging**



- **Initiative 2: Offer parent involvement resources at Clayton County Public Schools.**

Title I schools are equipped with supplemental resources available to parents at the designated Title I Parent Centers. The Title I Parent Centers are managed by the Title I Parent Liaisons/school contact. Relevant instructional materials are available in multiple languages and feature information across all content and grade levels to support student achievement. Additional resources, including those provided by ESOL/Title III, are provided on an annual basis to ensure alignment to the current instructional needs of families.

School leaders receive resources aligned to Epstein's *Six Types of Parent Engagement* to create programs at their local schools. In addition, they participated in the review of the CCPS SWSS framework/CCPS Sense of Urgency in-service, which highlighted the need for evidence-based practices aligned to research.

There are many varied parent engagement activities offered by Federal Programs in the district. The Annual Title I Parent Academies are held annually in the fall of each school year. Parents receive valuable information on resources provided by Title I in collaboration with other Federal Programs and departments to improve their children's academic achievement. The Annual E3 Parent Engagement Conference is held in the spring of each year with a focus on assessment and the community. Parents attend many informational sessions and visit vendors to receive information regarding academics and the community. In addition to the district-wide parent academies, Title I parent liaisons conduct school-based workshops and serve as the liaison between school and parents to increase academic achievement.

The needs of a linguistically and culturally diverse community are also considered when providing parent engagement activities. Bilingual liaisons are available to provide instructional and language support services to immigrant and English learner families.

Last year, the number of language requests from schools increased. Because the district continues to become more diverse, services remain in high demand and compliance with the U.S. Department of Education - Office of Civil Rights (OCR) and Department of Justice is critical for the district. The CCPS International Center serves as a welcome site for new immigrant students in grades K-12. English as a Second Language classes offered at the International Center afford parents the opportunity to learn English during the day. Parents also receive support in bridging the home-school communication gap as it relates to student achievement. During the day, Computer Literacy courses are offered to parents with limited English speaking proficiency. Multilingual parent instructional workshops are held at the International Center in Spanish and Vietnamese. Interpreters are available for other languages upon request.

The Department of Professional Learning worked with the Clayton County Chamber of Commerce to plan and implement Principal Partners Day activities which promoted a partnership between the school district and the business community. Many community based opportunities are coordinated through Professional Learning to support the link between home and school.

Department of Exceptional Students' Parent University is held each school year and provides an opportunity to educate parents on current trends in special education, student achievement, collaboration with educators and increasing coping skills. Parent liaisons provide support to parents as partners in education through bi-monthly workshops and support in Individualized Education Program (IEP) meetings. DES also hosts a Parent Expo in the spring during which parents and community are invited to meet with community agencies' representatives to learn about additional resources and supports.

**Rating: Emerging**

**Performance Objective B: Form community partnerships with a variety of agencies.**

- **Initiative 1: Form partnerships with businesses, religious organizations, higher education institutions, governmental agencies, and other agencies.**

To address the needs of students and their families, Student Services has sought out and developed partnerships with various agencies after reviewing the district's student enrollment, attendance, and student health surveys. The partnerships include: United Way, The Clayton Center, Department of Family and Children's Services, Juvenile Justice, Communities in Schools, Family Health Centers of Georgia, Department of Early Care and Learning Bright from the Start.

The school social workers sponsor an annual food drive and a community resource fair for students and their families. The food drive fed 196 families and over 300 families and 60 agencies participated in the resource fair.

**Rating: Operational**

**Performance Objective C: Offer opportunities for stakeholder participation and involvement that promotes active engagement, accountability, and collaboration.**

- **Initiative 1: Engage Local School Councils in activities that promote active engagement, accountability, and collaboration.**

The Department of Professional Learning provides bi-monthly training for all school councils. This training is advertised on the district's website and is sent to all schools and cluster assistant superintendents. The Professional Learning Center maintains a spreadsheet of all trainings that take place. Due to changes in those serving on school councils and changes in school leadership, this training remains ongoing throughout the year. Emphasis on each school having a trained school council is stressed at principals' meetings, strategic planning meetings, and in written communication with schools throughout the year. The training spreadsheet is shared with the cluster assistant superintendents to allow them to monitor compliance.

**Rating: Operational**

- **Initiative 2: Engage multiple stakeholder groups in activities that promote active engagement, accountability, and collaboration.**

The Division of Communications, Public Relations and Marketing (CPRM) has collaborated with various district departments and divisions in organizing and promoting stakeholder engagement opportunities. This division will continue to provide active supportive assistance in this area.

In 2016-17, CPRM developed, promoted and staffed more than 20 stakeholder engagement events to support the identification and selection of a new superintendent. Additional events are scheduled throughout the 2017-18 school year to ensure the development of a positive relationship between the superintendent and varied stakeholder groups.

Working in collaboration with multiple district departments and/or divisions, CPRM has promoted using various platforms to all stakeholders' strategic planning sessions.

**Rating: Operational**



## Effective Communication

**Strategic Goal Area IV: To effectively communicate the system's vision and purpose and allow stakeholder involvement in an effort to build understanding and support.**

**Performance Objective A: Improve internal communication between district level and building-level personnel.**

- **Initiative 1: Promote communication and collaboration among internal stakeholders.**

The Division of Communications, Public Relations and Marketing (CPRM) has developed and released a communications protocol that outlines the process for distribution of information of news, activities and events.

CPRM conducts weekly staff meetings (when the district's schedule of events permits) and participates in Cabinet and Cross Functional Team Meetings. The department continues to use all available platforms, with emphasis on CCPS information e-blasts, to share news advisories with internal stakeholders.

**Rating: Emerging**

**Performance Objective B: Generate engagement and interactive support from all Clayton County Public School stakeholders**

- **Initiative 1: Improve methods of sharing information to strengthen district and community partnerships.**

The Division of Communications, Public Relations and Marketing (CPRM) continues to expand and enhance the use of social media platforms and all printed materials to keep all stakeholders informed of all district activities and events. CPRM is constantly reviewing all available platforms, social media and otherwise, to maintain robust and effective communications with an emphasis on students and their families.

In collaboration with the Superintendent's Office, CPRM has developed, promoted, and managed responses of several stakeholder interest surveys. While CPRM is developing a broad satisfaction survey, it has made use of the results of annual surveys of parents, teachers and students by the district's assessment department.

CPRM is developing the guide to reflect the district's change in leadership and branding focus and has developed a customer satisfaction survey that is used following the department's involvement in district initiatives and activities. The division will continue to review this survey tool to maintain relevance. It is also in the process of establishing a Communications Advisory Council that is representative of all stakeholders. The Communications Department is currently developing the protocols and guidelines for selection and function.

Cabinet and Cross Functional Team sessions are used as focus groups to gauge internal stakeholder awareness and opinion, as are the Superintendent's Critical Conversation series and periodic meetings with groups, such as the county's mayors, faith-based community and the Clayton County Chamber of Commerce. CPRM will implement several specific focus groups, representing all stakeholders, during the 2017-18 school year.

CPRM has established a close working relationship with the district's International Center to secure interpreting services for community stakeholder meetings and to provide translation services for the release of critical publications.

#### **Rating: Emerging**

### **Performance Objective C: Implement effective marketing and communication strategies.**

- **Initiative 1: Build and maintain positive media relations.**

CPRM developed and released a Communications Protocol that outlines the process for distribution of information of news, activities and events. This protocol is reviewed and updated as new formats and platforms become available. The division is working with staff responsible for coordinating principal and assistant principal meetings for placement on agendas as needed. Collaboration also occurs with Professional Development to provide training and support for existing programs and initiatives such as the Annual Leadership Retreat and Leadership Enhancement for Aspiring Principals.

Relationships with covering media (specifically the Atlanta Journal Constitution, Clayton News, WSB-TV, WABE-FM, and V103-FM) are an important outlet which allows the district to provide story ideas, coordinate media coverage at key events and extend invitations for interviews with key personnel.

Immediate recognition of outstanding achievement by students, staff and schools on all platforms and news of accomplishments is promoted by CPRM. The

division has developed and implemented a Board of Education Recognitions Protocol that provides the highest commendation for significant achievement.

**Rating: Emerging**

- **Initiative 2: Evaluate the effectiveness of the district's marketing and communication strategies.**

CPRM developed a Customer Satisfaction Survey that is used following the division's involvement in district initiatives and activities. In collaboration with the Superintendent's Office, it has developed, promoted and managed responses of several stakeholder interest surveys. While CPRM is developing a broad satisfaction survey, it has made use of the results of annual surveys of parents, teachers and students by the district's assessment department.

Cabinet and Cross Functional Team sessions are used as focus groups to gauge internal stakeholder awareness and opinion, and the Superintendent's Critical Conversation series and periodic meetings with such groups as the county's mayors, faith-based community and the Clayton County Chamber of Commerce are used to gauge external stakeholders. CPRM will be implementing several specific focus groups during the 2017-18 school year.

**Rating: Emerging**

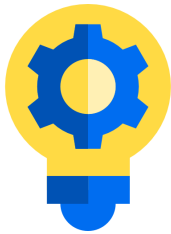
- **Initiative 3: Broaden the district's use of electronic marketing and communication.**

CPRM continues to expand and enhance the use of social media platforms to keep stakeholders informed of all district activities and events. It is researching several platforms to determine if they will be an appropriate "fit" for the school district.

Programming content on the district's cable access channel (Channel 24) is constantly changing to suit the immediate and long-term needs of CCPS. Expansion of specific content programming is being implemented as time and resources permit.

It is the responsibility of CPRM to serve as the district's content manager on all platforms, social or otherwise. The division will continue to offer supportive assistance in this area.

**Rating: Emerging**



## Organizational Processes

**Strategic Goal Area V: To provide high quality support services delivered on time and within budget to promote student academic success in the Clayton County Public Schools**

**Performance Objective A: Increase operational efficiency in all areas of the system.**

- **Initiative 1: Expand internal and external auditing functions to include all Clayton County Support Services.**

The district's finances are audited annually by an external audit firm in accordance with Georgia law (O.C.G.A. 50-6-6).

The Department of Internal Audit (IA) conducts scheduled financial audits of schools using a risk based approach. The internal audit function includes follow-up activity to determine management's adequacy, effectiveness, and timeliness of actions taken on reported observations and recommendations. The International Standards for the Professional Practice of Internal Auditing serves as the framework of the internal audit function. The IA is an active member of the Association of Local Government Auditors (ALGA) and Institute of Internal Auditors (IIA) to ensure the Internal Auditors are up-to-date with the latest internal audit methodologies, standards, tools and techniques.

IA is in the process of conducting departmental operational and performance audits, also using a risk based approach.

**Rating: Emerging**

- **Initiative 2: Establish and implement operating procedures that are consistent with industry recognized practices for improving operational efficiency.**

In Spring 2016, the district implemented a new applicant tracking system. This system supports the process used to hire employees in the district. It has proven to be a functional system that is user-friendly for hiring managers. It allows the district to follow the hiring process electronically, based on the work flows that are established in the system. The district is currently in the process of beginning the implementation of a new Enterprise Resource Planning (ERP) system. The implementation will occur in phases over the next two years. This system will be used to change how the district does its work as the AS400 is phased out. The hiring process for Teacher Retirement System retirees has been revised to eliminate the challenges that occurred when individuals in the category were

recommended for hire. An employee handbook was developed and disseminated for employee review. This document contains pertinent information that is important to employees.

**Rating: Operational**

**Performance Objective B: Increase fiscal responsibility. (AdvancED – Governance and Leadership; Resources and Support Systems)**

- **Initiative 1: Modernize functional resources for cost-effective operational applications relative to purchasing, payroll, human resources, asset management, and business functions. (GSBA Vision Project 9.3)**

The district completed an extensive assessment and needs analysis to determine essential requirements for a new integrated Enterprise Resource System (ERP). After market research and analysis, a solicitation was issued to acquire a new software system to address the needs of the affected areas including Human Resources, Business Services, Purchasing, and Information Technology. A vendor has been selected and the implementation process is underway.

**Rating: Emerging**

- **Initiative 2: Align acquisitions directly with district strategic goals.**

The district has implemented policies, procedures, and internal processes including updated manuals, forms and process review. The centralized procurement function is in place to make sure that each acquisition provides value in accordance with district goals. District staff involved in the procurement process in any manner are invited to attend ongoing mandated training; however, there are additional staff members that have not yet attended training.

**Rating: Operational**





## Highly Qualified and Effective Staff

**Strategic Goal Area VI: To recruit and retain highly qualified and effective staff**

**Performance Objective A: Recruit and develop employees whose professional credentials and skills meet district, state, and national standards to maintain 100% certified and highly qualified staff.**

- **Initiative 1: Enhance the recruitment/hiring process.**

The greatest challenge the district currently faces is a teacher shortage. It has been difficult to fill all of the vacancies that exist in the school system. Part of the district's recruitment plan has been to conduct job fairs for classified and certified personnel. Staff has attended additional job fairs off site. Classified personnel specifically include custodial, transportation and school nutrition. Certified personnel include all teaching positions, but the district has also done targeted fairs for special education and e-subs. The e-sub initiative was created to get the most qualified substitutes identified for long-term work in classrooms where teaching vacancies exist. The district has successfully recruited bilingual teachers from Puerto Rico and works with Knowledge Resource Group (KRG), a teacher recruitment organization that provides foreign teachers on H1-B visas. These teachers work in the areas of high school math and science and various areas of special education. Expanded partnerships with organizations that provide teachers such as Teach for America are being sought. Candidates that can be hired outside of the regular parameters of certification are recruited and identified. Eligibility for these candidates is submitted to the Professional Standards Commission (PSC) in an effort to obtain waiver and/or provisional certificates.

The Teacher Academy for Preparation and Pedagogy (TAPP) program continues to expand. Monthly interest meetings are held for individuals that are interested in this opportunity. Through this process, the district has had many paraprofessionals that have become teachers and TAPP program participants. The district recognizes student teachers each semester and encourages them to apply for positions within the district.

New Employee Orientation has become a standard practice for the district. All new employees are required to attend this meeting prior to starting work. A variety of topics are covered, including benefits, certification and payroll.

In spite of efforts at reorganizing some aspects of the HR department (staffing and certification) to improve efficiency, there is still a need to update the technology used within the division. In order to rectify this matter, the district will implement a new ERP system. The district continues to face staffing challenges due to the fact that

Clayton County Public Schools is located in a competitive market in the Atlanta Metropolitan Area. All districts are competing for the same pool of teaching candidates.

**Rating: Operational**

- **Initiative 2: Increase the number of district student teacher candidates who attend or graduate from a Georgia college or university with acceptable Teacher Preparation Program Effectiveness Measures (TPPEM).**

CCPS currently has memorandums of understanding with colleges and universities that provide students with internship opportunities in the district. The number of partnerships in this area needs to be increased. However, the goal should not be to increase the total beyond a number that is manageable. Each semester, CCPS Recruiting recognizes student teachers working in CCPS schools at a reception. Data collection methods need to be developed regarding how many student teachers choose employment with CCPS.

**Rating: Operational**

- **Initiative 3: Develop and train staff to encourage retention and enhance professional growth to maintain employment stability.**

Beginning Fall 2017, all classes are now approved by the Department of Professional Learning (PL). Members of the PL team participated in Quality Assurance visits to gather information about the implementation of professional learning in the schools. PL also conducts annual surveys through Learning Forward Standards Assessment Surveys (SAI), bi annual focus groups for new teachers and leaders, and surveys sent to both teachers and leaders to gather data that is used to determine the individual school and district professional learning needs. PL has recruited participation in all endorsement classes resulting in all teacher certification endorsements classes being at maximum class size since 2016. The number of endorsement programs has increased to nine with full participation in all with a 95% completion rate. The district contact for Formative Instructional Practices (FIP) is a member of the PLC staff, and assistance is offered to all participating schools. The FIP modules are part of the second year of New Teacher Induction. PL holds new teacher meetings twice a year to get feedback about the benefits of the training that is offered and to determine the best ways to provide support and develop and retain staff. PL constantly reviews formative and summative data to determine the classes that are offered. PL also is the TAPP Provider for the district and participates in the recruitment, development, and certification of new teachers to fill vacant positions. PL also conducts evaluations after each training to determine its effectiveness in improving job performance.

### **Rating: Operational**

#### **Performance Objective B: Conduct annual performance evaluations for employees.**

- **Initiative 1: Implement and monitor leader performance evaluations.**

Leaders and their evaluators are provided a timeline governing evaluations annually. Leaders must complete and provide an electronic sign-off in the Teacher Leader Effectiveness Platform (TLEp) that houses leaders' evaluations. Evaluation updates are provided as they are released by the Georgia Department of Education (GaDOE). Updates and reminders for 2017 - 2018 have been provided in multiple settings to date - Summer Leadership Retreat, principals' meetings, and during the evaluation work session hosted by the assistant superintendents. As each of the leader evaluation deadlines nears, reminders are provided and completion is monitored. Implementation status reports are provided to central office staff monthly at a minimum.

### **Rating: Exemplary**

- **Initiative 2: Implement and monitor teacher performance evaluations.**

Leaders are provided a timeline each year that is used to pace the individual activities that compose the overall Teacher Keys Effectiveness System (TKES). The evaluation system mandates that teachers participate in a GaDOE-developed orientation that is facilitated by leaders and provide an electronic sign-off in the TLEp that houses teachers' evaluations. Teachers are able to enter the familiarization stage at any time during the school year to receive additional training on the TKES standards. As each of the teacher evaluation deadlines nears, reminders are provided and completion is monitored. Implementation status reports are provided to central office staff monthly at a minimum. Additional monitoring is necessary at both the building and central office levels to ensure that the teacher evaluation process is implemented as prescribed by the state for every teacher in the district.

### **Rating: Operational**

- **Initiative 3: Implement and monitor classified and licensed employee evaluations.**

Annual timelines are provided to communicate deadlines associated with the evaluation of classified and licensed employees. Orientation to the instrument is provided prior to the staff member's initial year of assessment on the instrument. The facilitator of the orientation varies for this cohort of employees based on the instrument. As each of the evaluation deadlines nears, reminders are provided and completion is monitored. Changes to the submission process will be implemented this year to allow for even greater monitoring of implementation.

### **Operational**

- **Initiative 4: Develop classified and licensed staff evaluation practices that are aligned to state or national standards for staff other than teachers and school leaders.**

A committee has started the work of reviewing instruments used by other school districts to evaluate classified employees. Immediate next steps for the group include developing a classified evaluation instrument (as well as associated documents) and presenting it for review/approval. Once approval is granted, a work plan for implementation and monitoring will be developed.

**Rating: Emerging**

**Performance Objective C: Retain high quality, effective employees as defined by district, state and national standards.**

- **Initiative 1: Recognize staff based on a set of defined criteria.**

The Department of Professional Learning coordinates the annual employee of the year recognition. During this time all staff are provided an opportunity to nominate persons who have proven records of high achievement in both the certified and classified categories. The honors include Teacher of the Year, Principal of the Year, Support Professional of the Year (both certified and classified), and Support Leader of the Year (both certified and classified). Expanding the recognition pool has allowed the district to honor the roles of persons in all categories based on the belief that all staff play an instrumental role in the success of students. In addition, staff members are recognized monthly for their achievements on a regional, state, national, and international level. Schools also honor their staff on a monthly basis. The district honors its retirees at the end of each year and provides gifts of appreciation after the completion of different levels of service. Departments recognize staff for winning special awards and recognitions and publicize these honors through the district website, Facebook, newspapers, television and other mediums.

**Rating: Operational**

- **Initiative 2: Provide opportunities that support continuous employee growth.**

Professional learning is offered at the induction level for employees during their first three years of service. This includes New Teacher Orientation, New Employee Orientation, the Leadership Academy for New Principals, and the Principals' Academy for Struggling Leaders. In addition, continuous training is provided through monthly principals meetings, assistant principals meetings, instructional site facilitators' sessions, and the annual leadership retreat. As the district TAPP provider, Professional Learning (PL) recruits, develops, and certifies teachers through this non-traditional program. The TAPP program currently serves 131 new induction teachers. Employees are also offered classes on the professional level to meet their professional goals and to enhance

performance. Tier three classes are offered for those employees who have reached the status of providing support for others. Many endorsement classes are offered on both the professional and tier three levels in order to prepare them to assume additional responsibilities and to increase their skill levels. Leadership pathways are offered on both the certified and classified levels in preparation for career growth and next steps. Programs such as the Classified Leadership Academy, Leadership Enhancement for Aspiring Principals, Learning to Lead for Aspiring Administrators, the Teacher Leader Endorsement, Teacher Support Coaching, and the State Coaching Endorsement are offered as well. Based on the data and staff evaluations, pathways for remediation are also designed to support struggling teachers.

**Rating: Operational**

- **Initiative 3: Increase the number of methods by which employee satisfaction is measured.**

An employee satisfaction survey was established and submitted to district employees. Although results were gathered, the district needs to more fully utilize this data to aid with planning and development of district goals.

Climate surveys are conducted as part of the Leader Keys Evaluation process (LKES). These surveys provide valuable information with respect to how employees view their working environment and their leadership. This information is valuable to school leaders and their supervisors and can be used to identify areas in need of improvement.

**Rating: Operational**

- **Initiative 4: Improve employee attendance.**

In an effort to address employee attendance, a \$200 bonus was established for employees that had perfect attendance during the 2017 school year. This initiative will continue for the 2018 school year. The district is in the process of gathering data regarding the affect that the bonus may have had on employee retention and attendance.

**Rating: Operational**

|                             |                                                                              |
|-----------------------------|------------------------------------------------------------------------------|
| August 7-25, 2017           | AdvancED Surveys (Parents, Students, Teachers/Staff)                         |
| August 28, 2017             | Board of Education Meeting - Update                                          |
| September 1-5               | AdvancED Inventories (Students and Teachers)                                 |
| September 1-30, 2017        | District-wide Classroom Observations                                         |
| September 25, 2017          | Board of Education Meeting - Update                                          |
| September 30, 2017          | Community Meeting - Input and Engagement with the Strategic Improvement Plan |
| October 23-November 3, 2017 | Strategic Improvement Plan Survey                                            |
| October 30, 2017            | Board Presentation - Update                                                  |
| November 27, 2017           | Board Presentation - Update                                                  |
|                             | Board Presentation - Recommendation for Mission/Vision and Strategic Goals   |
| January 1-31, 2017          | District-wide Classroom Observations                                         |
| January 2018                | Board Presentation - Update on AdvancED Submissions                          |
| March 18-21, 2018           | AdvancED Engagement Review (SACS Review)                                     |
| April, 2018                 | Board Presentation - Update                                                  |



# Strategic Improvement Plan Evaluation Rubric

| Exemplary                                    | Operational                                   | Emerging                                                   | Not Evident                                               |
|----------------------------------------------|-----------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------|
| All of the Action Steps have been completed. | Most of the Action Steps have been completed. | Some of the Action Steps have been completed or initiated. | None of the Action Steps have been completed or initiated |

