

Richmond County School System

## District CIT Meeting

January 21, 2026

[26.01.21 District CIT Meeting-Richmond County.pptx](#)

[RCSS District CIT Meeting Sign-in Sheets 012226\\_completed.pdf](#)

Notes: Generated by AI (reviewed by Dr. Priester)

- **Transcript Review Process:** Dr. Mabry discussed the implementation of a comprehensive graduation audit process across high schools, involving a 12-member team auditing 100% of student transcripts, identifying errors, and supporting students at risk of not graduating on time.
  - **Audit Implementation Steps:** The team is conducting a 100% audit of all student transcripts and graduation records at four high schools, with plans to expand to other comprehensive high schools. The audit process includes reviewing each cohort's transcripts, red-flagging students at risk, and identifying those who can graduate with additional support.
  - **Identified Issues and Solutions:** During the audit, the team found transcripts errors, such as incorrect grade conversions between districts and missing contingency plans for failed courses. These issues are documented and provided to principals for corrective action, with the audit team offering support to resolve them.
  - **After School Program Support:** All CSI schools have after school programs funded to provide students with opportunities to complete required courses, such as electives, through platforms like Edgenuity, reducing the need for summer school.
  - **Cohort Monitoring and Early Intervention:** The team has shifted cohort monitoring from August to January, allowing schools to identify and intervene with potential dropouts or unknown-status students earlier in the year, improving the chances of on-time graduation.
- **Chronic Absenteeism Reduction Initiatives:** Ms. Lambert presented district efforts to reduce chronic absenteeism, including weekly data tracking, expanded attendance teams, targeted training, and revised meeting protocols to address attendance challenges in identified schools.
  - **Attendance Team Expansion:** The district has expanded attendance teams to include principals, assistant principals, and counselors from various school levels, ensuring key stakeholders are involved in strategy development and implementation.
  - **Data Tracking and Reporting:** Chronic absenteeism rates are tracked weekly and reported to senior leadership, with color-coded charts used to monitor progress toward district and school-specific goals.
  - **System-Wide Training and Protocol Changes:** A system-wide attendance team training is scheduled for January 29th, focusing on effective meeting practices and

data-driven interventions. The district is shifting from bi-weekly to weekly attendance team meetings in schools with over 10% chronic absenteeism.

- **Recognition and Monitoring:** Schools meeting their absenteeism reduction goals are recognized, and the district continues to monitor students who were chronically absent in the previous year to ensure improvement.
- **Teacher and Leader Capacity Building:** Mr. Johnson outlined ongoing efforts to develop instructional leadership capacity among year one and year two administrators, including top-down and bottom-up approaches, targeted surveys, and professional learning opportunities.
  - **Leadership Development Approaches:** The district is employing both top-down (principal supervisor-driven) and bottom-up (employee-driven) strategies to build instructional leadership capacity, referencing the Wallace Foundation's framework.
  - **Survey and Data Collection:** A district-wide survey was distributed to all employees, including principals, to assess baseline skills, role-specific competencies, and professional learning interests, with over 500 responses collected so far.
  - **Professional Learning and Support:** A professional learning day is scheduled for February 13th, and assistant superintendents are providing direct coaching and support to new administrators, with ongoing data collection to inform future capacity-building efforts.
- **School Climate and Discipline Improvement Efforts:** Mr. Neal reviewed strategies to decrease student discipline incidents by 10%, increase Spotlight usage, and improve Georgia school climate star ratings through targeted coaching, data monitoring, and support for new administrators.
  - **Discipline Data Monitoring:** Student discipline data is regularly reviewed using Infinite Campus and other reports, with the goal of reducing incidents by 10% compared to the previous year.
  - **Spotlight System Utilization:** There has been a significant increase in Spotlight usage, which helps schools track and address both minor and major incidents, contributing to improved school climate.
  - **Survey Participation and Support:** The team created and distributed survey links to all schools and guidance counselors to ensure high participation in the Georgia school climate survey, especially supporting new administrators unfamiliar with the process.
  - **PBIS Team Engagement:** The PBIS team meets with school leadership to review discipline reports and fidelity tools, providing guidance on restorative practices and effective interventions to address common behavioral challenges.
- **Mid-Year Data Review and Instructional Adjustments:** Mrs. Ponder and other goal champions engaged in a collaborative review of mid-year data, discussing targeted interventions, progress monitoring, and instructional strategies to support student achievement, with a focus on identified and special education students.
  - **Targeted Student Interventions:** Teams identified students close to proficiency and discussed providing double doses of intervention and individualized support to help them reach achievement goals before the end of the year.

- **Progress Monitoring Practices:** Teachers are encouraged to use multiple data sources, such as I-Ready and DRC Beacon, to triangulate student progress and adjust instruction accordingly, with an emphasis on fidelity of implementation.
- **Special Education Focus:** There was discussion about the implementation of corrective reading programs for special education students and the use of Lexile measures to track reading growth, ensuring alignment with district assessments.
- **Instructional Planning for Next Year:** Teams are already considering instructional resources and program choices for the next school year, evaluating the effectiveness of current platforms like Summit K12 and discussing potential changes.

Follow-up tasks:

- **Graduation Audit Process:** Complete the 100% audit of all transcripts and graduation records at the remaining high schools and address any identified issues with student records or course transcription errors. (the team)
- **Attendance Team Training:** Conduct system-wide attendance team training for all school-level attendance teams on January 29th, ensuring all relevant team members participate and understand new protocols. (the team)
- **Attendance Team Meeting Frequency:** Implement the change from bi-weekly to weekly attendance team meetings in schools with more than 10% chronic absenteeism, and monitor adherence to this new protocol. (the team)
- **Survey Response Collection:** Remind all employees to complete the professional learning and capacity-building survey to increase the response rate beyond the current 500 responses. (the team)
- **School Climate Survey Participation:** Update and distribute the participation rate chart for the Georgia school climate survey to all schools and follow up with schools that have not yet met the minimum requirement as the March 31st deadline approaches. (the team)
- **PBIS Team Fidelity Review:** Meet with school leadership teams in January and February to review the PBIS team fidelity tool and address any concerns identified during the review. (the team)