

Strategic Plan/IE² Contract

Executive Summary

Forsyth County Schools (FCS) is a SACS/CASI Accredited District serving over 32,000 students. In an effort to increase accountability to stakeholders, attain flexibility for innovation, and offer transparency related to results, FCS plans to enter into the Investing in Education (IE²) Partnership Contract defined by Georgia Code Section 20-2080 through 84 and Georgia Department of Education Rule 160-5-1-.33. The IE² Partnership Contract will enable the district to pursue its vision and mission while meeting the new strategic plan goals set forth by the community in 2008.

Vision:

Quality Learning and Superior Performance for All

Mission:

The mission of Forsyth County Schools is to prepare and inspire all students to contribute and excel

Beliefs:

Trust among all stakeholders is vital.

Expectations influence accomplishments because everyone has the capacity to learn.

A school-community partnership is essential.

Change creates opportunity.

High-performing leadership makes vision a reality.

Strategic Plan Goals:

- Increase all student achievement while expanding educational opportunities.
- Recruit, develop and retain a highly qualified workforce,
- Enhance educational programs through increased community involvement.
- Communicate effectively both internally and externally,
- Pursue and secure alternate funding and resources.

Demographics and Educational Programs:

Forsyth County Schools provides educational programs for students pre-kindergarten through grade 12. The district currently has 16 elementary schools, 8 middle schools, four high schools, one alternative program, and one non-traditional charter high school. Due to the continued growth in the district, FCS will be opening five new schools in 2009-2010 to include one high school, one middle school, and three elementary schools. All schools except for the Piedmont Learning Center, the alternative program, and the Forsyth Academy, the non-traditional charter school, will be included in this contract.

During the 2008-2009 school year, FCS was awarded 19 Accountability Awards with two middle schools being dual award winners. Three FCS schools are Title I Distinguished Schools and another three FCS schools were named Georgia Schools of Excellence.

A breakdown of FCS demographics and educational programs is provided in Figure 1. A more detailed demographic report can be viewed at <http://www.forsyth.k12.ga.us/129410616212035640/lib/129410616212035640/Data%20Profiles%2008/FCS%20Demographics08.pdf>. Additionally, a summary of the System AYP Report for 2008 is provided in Figure 2. While not all subgroups aggregated at the system level made AYP, 98% of the schools made AYP.

Figure 1. Forsyth County Schools Demographics 2005 – 2008

	2005-2006	2006-2007	2007-2008
Enrollment	25,896	28,499	30,823
Asian	2.73%	3.65%	4.59%
Black (Non-Hispanic)	1.48%	1.90%	2.20%
Hispanic	8.13%	8.85%	8.95%
AmerIndian/Native Alaskan	0.16%	0.14%	0.14%
Multi-Racial	1.19%	1.52%	2.03%
White (Non-Hispanic)	86.32%	83.93%	82.09%
ESOL	4.13%	4.59%	4.51%
Free/Reduced Lunch	17.03%	17.19%	17.31%
Gifted	6.79%	6.41%	6.34%
Special Education	15.80%	15.50%	13.72%
Average Attendance	95.76%	95.77%	96.21%

Note: Data source is the GADOE Student Record Report.

Figure 2. Forsyth County Schools AYP Report 2008

School Information		All Schools									
		Forsyth County (658)									
		Grades: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12									
Parameters		Title I Status:									
		Second Indicator: Refer to Second Indicator Report									
		Certification Status: Certified by Superintendent - District Report									
AYP Status		SYSTEM DID NOT MEET AYP									
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		All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
2008	Test Participation	Y	Y	Y	Y	.	Y	Y	Y	Y	Y
	Academic Performance	Y	Y	Y	Y	.	Y	Y	II	Y	II
	Second Indicator	Y	.	.	II	.	.	.	.	.	II
	AYP Group Status	Y	Y	Y	II	.	Y	Y	II	Y	II
2007	Test Participation	Y	Y	Y	Y	.	Y	Y	Y	Y	Y
	Academic Performance	Y	Y	Y	II	.	Y	Y	Y	Y	II
	Second Indicator	Y	.	.	II	.	.	.	.	.	.
	AYP Group Status	Y	Y	Y	II	.	Y	Y	Y	Y	II

Local school demographics and performance measures are included in each school plan.

Greater Accountability:

FCS will continue to utilize the A+ Improvement Model (A.I.M.) to assist schools in developing, implementing, and monitoring a comprehensive plan for school improvement. The core of this model is to focus on analysis of performance data, development of measurable goals, and collaborative planning to make results-driven decisions and strengthen the instructional and organizational effectiveness of schools. All A.I.M. plans will be aligned with the strategic goals of the district and the accountability measures outlined in IE². The district will work with the Governor’s Office of Student Achievement in monitoring the school plans to evaluate each school’s progress toward meeting its performance goals. FCS will provide guidance and on-site support for schools that do not meet annual performance targets with the intent that at the end of the five-year period all schools will meet the accountability measures as outlined in the IE2 Partnership Contract.

In addition to federal accountability requirements related to No Child Left Behind, each school will have a five-year goal in English Language Arts, Mathematics, and Writing that will include annual performance targets for the school’s AYP subgroups to close any existing achievement gaps in performance relative to the state percent Exceeds. Where subgroups are outperforming the state percent Exceeds, the annual performance targets will be to maintain or increase achievement.

For AYP subgroups below the state subgroup Exceeds percent, the annual performance targets are increased by $1/5^{\text{th}}$ of the gap.

For example: *State subgroup performance reference value = 20%*

School subgroup performance = 17%

$20\% - 17\% = 3\%$

$3\% / 5 \text{ years} = 0.6\%$ (annual target increase)

Annual targets would be 17.6%; 18.2%; 18.8%; 19.4%; and 20%

For AYP subgroups above the state subgroup Exceeds percent, that annual performance targets will increase or, at a minimum, maintain.

For example: *State subgroup performance reference value = 20%*

School subgroup performance = 40%

The school subgroup performance cannot fall below 40%.

Accountability measures for the IE2 Partnership Contract are as follows:

Reading and English Language Arts:

- Increase the percent Exceeds in Reading/ELA for AYP Subgroups in Elementary School grades 3-5 and Middle School grades 6-8 on the Criterion Referenced Competency Test (CRCT).
- Increase the percent Advanced/Honors in English Language Arts for AYP subgroups in High School grade 11 on the Georgia High School Graduation Test (GHS GT).

Mathematics:

- Increase the percent Exceeds in Mathematics for AYP Subgroups in Elementary School grades 3-5 and Middle School grades 6-8 on the Criterion Referenced Competency Test (CRCT).
- Increase the percent Pass Plus in Mathematics for AYP subgroups in High School grade 11 on the Georgia High School Graduation Test (GHS GT).

Writing:

- Increase the percent Exceeds in Writing for AYP Subgroups in Elementary School grade 5 and Middle School grade 8 on the Georgia Writing Assessment.
- Increase the percent Pass Plus in Writing for AYP subgroups in High School grade 11 on the Georgia High School Writing Test (GHS WT).
- Increase the mean scale score in Writing for AYP subgroups in grade 12 on the Scholastic Aptitude Test (SAT).

For the purpose of determining annual targets, AYP subgroups with a minimum of 40 students will be used although performance in each subgroup will be reported. New schools or existing schools that experience significant shifts in demographics as determined by the Governor's Office of Student Achievement may have the opportunity, on a case-by-case basis, to renegotiate baseline and annual targets with the Governor's Office of Student Achievement.

The consequences for not achieving performance goals outlined in this contract include monitored, then directed, management of school and school processes by FCS. Local district sanctions will be in place for the fifth year of measurement of performance goals. FCS will also comply with interventions or sanctions required pursuant of O.C.G.A. Section 20-14-41 and State Board Rule 160-7-1-.01

Should one or more schools be deemed out of compliance by the Governor's Office of Student Achievement and the State Board of Education as provided by law and rule, the consequence implemented by FCS will be to complete and implement processes for conversion charter school status and loss of all flexibility permitted by the Contract.

Flexibility for Innovation:

FCS is seeking flexibility for all of its schools from the following state statutes and/or rules in exchange for greater accountability. The flexibility will extend through the five-year contract period.

Academic Program Flexibility:

- Graduation Requirements: (O.C.G.A. 20-2-131) SBOE Rule 160-4-2-.48 (IHF6) and 160-4-2-.47 (IHF5) related to seat time requirements for earning Carnegie Unit credit.
- Middle School Program Criteria: (O.C.G.A. 20-2-290, 20-14-33) and SBOE Rule 160-4-2-.05 related to time requirements and delivery models.
- Instructional Extension: (O.C.G.A. 20-2-184) and SBOE Rule 160-4-2-.14 (IDC) related to staffing, class size, resource allocation, and program delivery/time requirements/models.
- Early Intervention Program: (O.C.G.A. 20-2-153) and SBOE Rule 160-4-2-.17 related to staffing, class size, and program delivery/time requirements/models.
- Language Assistance: Program for Limited English Proficient (LEP) Students: (O.C.G.A. 20-2-156) and SBOE Rule 160-4-5-.02 related to staffing, class size and program delivery/time requirements/models.
- Education Program for Gifted Students: (O.C.G.A. 20-2-151, 20-2-151. 20-2-161) and SBOE Rule 160-4-2-.38 (IDDD) related to staffing, class size, and program delivery/time/requirements/models.
- Scheduling for Instruction: (O.C.G.A. 20-2-160, 161.1, 165, 168c) and SBOE Rule 160-4-2-.16 (IED1) related to scheduling and staffing.
- School Day for Students: (O.C.G.A. 20-2-151, 20-2-160, 20-2-168) and SBOE Rule 160-5-1-.02 (AF) related to requirements for minutes of instruction at each level.
- Promotion and Retention: (O.C.G.A. 20-2-283) and SBOE Rule 160-4-2-.11 related to the protocol for decision making.

Human Resources Flexibility:

- Class size / Staffing: (OCGA 20-2-182; 20-2-152) and SBOE Rules 160-5-1-.08 (IEC); 160-5-1-.22 (CGB); 160-4-7-.14 (IDDF14) related to class size, and staffing allotments, caseload, and utilization.
- School Year: (O.C.G.A. 20-20168c) and SBOE Rule 160-5-1-.01 (AE) related to 190 days for teachers and 180 days for students

Finance Flexibility:

- Minimum Direct Classroom Expenditures: (OCGA 20-2-171) and SBOE Rule 160-5-1-.29 (DJ1) related to the QBE Expenditure Control Test.
- QBE Financing: (O.C.G.A. 20-2-160) related to system earnings through FTE. This would allow FCS the ability to maintain weighted FTE earnings based on program needs.
- Categorical Allotment Requirements (Article 6 of Chapter 2 of Title 20) related to system earnings being expended based on system priorities.

Transparency of Performance:

In addition to the annual report required by the IE2 Contract, FCS will utilize the R4 Digital Dashboard to communicate performance to stakeholders. The accountability measures in the IE2 Contract will be added to the R4 Digital Dashboard using the baseline data and annual targets outlined in the school plans. R4 will report system and school performance each year.

Click the link below to view Forsyth County Schools' R4 Digital Dashboard.

<http://r4dashboard.forsyth.k12.ga.us/>