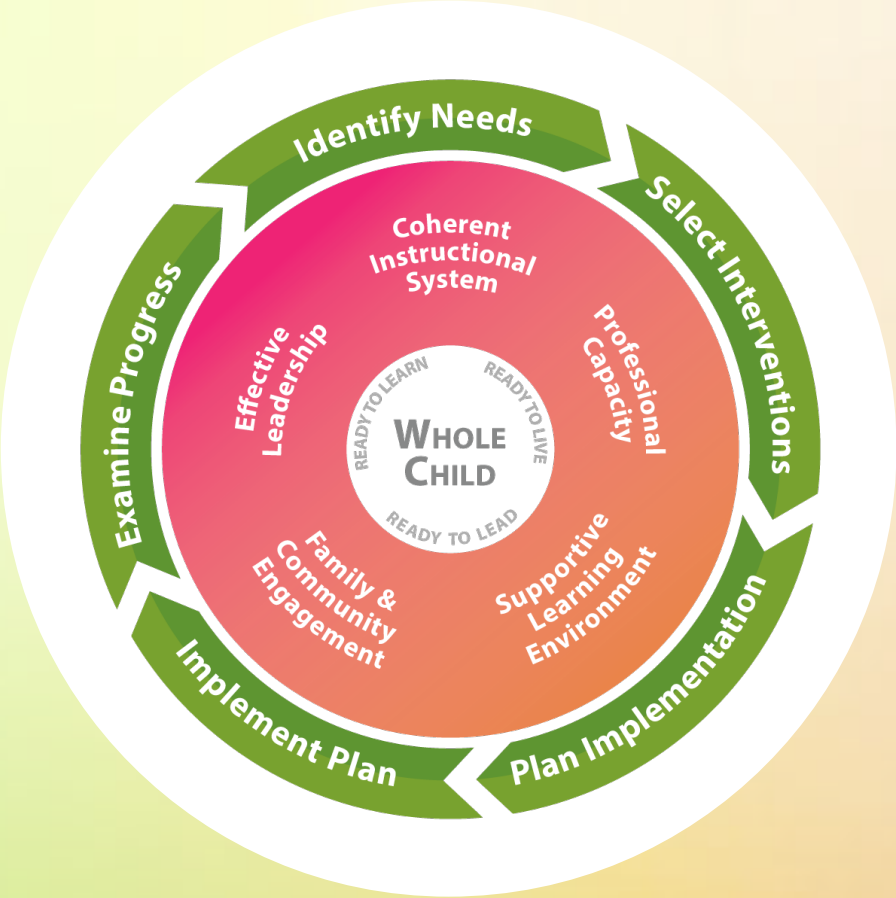
Georgia Department of Education

Comprehensive Needs Assessment 2017-2018 District Report



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This report template was designed by the Georgia Department of Education to assist local education agencies in meeting all Federal and State needs assessment requirements. The following programs are included in Georgia's comprehensive needs assessment process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

This report template and the accompanying webinar series are available at the Office of Federal Programs webpage. Webinar series topics include:

• Georgia's Systems of Continuous Improvement Overview	February 10, 2017
• Planning and Preparation	February 17, 2017
• Coherent Instructional System	February 24, 2017
• Effective Leadership	March 3, 2017
• Professional Capacity	March 10, 2017
• Family and Community Engagement	March 17, 2017
• Supportive Learning Environment	March 24, 2017
• Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing	March 31, 2017
• Problem Solving Process and Selecting Interventions	April 7, 2017
• Improvement Planning - Systems and Processes	April 21, 2017
• Planning - Budgeting	April 28, 2017
• Submitting the Comprehensive LEA Improvement Plan (CLIP)	May 5, 2017

To contact the Department with any comprehensive needs assessment questions, please email ***federalprograms@doe.k12.ga.us*** and include "CNA Question" in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at ***nhandville@doe.k12.ga.us***.

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Georgia Department of Education

Comprehensive Needs Assessment

	Page	*Status*
1. Planning and Preparation	7	
1.1 Identification of Team	7	Not completed
1.2 Identification of Stakeholders	8	Not completed
1.3 Project Management	11	Not completed
2. Data Collection and Analysis	13	
2.1 Coherent Instructional System	13	Not completed
2.2 Effective Leadership	19	Not completed
2.3 Professional Capacity	27	Not completed
2.4 Family and Community Engagement	33	Not completed
2.5 Supportive Learning Environment	39	Not completed
2.6 Demographic and Financial	48	Not completed
2.7 Student Achievement	52	Not completed
3. Needs Identification and Root Cause Analysis	73	
3.1 Trends and Patterns	73	Not completed
3.2 Program Strengths and Challenges	76	Not completed
3.3 Identification and Prioritization of Overarching Needs	81	Not completed
3.4 Root Cause Analysis	82	Not completed

Team Lead	
Name	
Title	
Email	
Phone	

Submission Log	
Initial Submission	
Resubmission	
Resubmission	

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.

Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex district organization that articulates and guides the "what" and "how" of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should "know" and "do", and determine how their students will show they "know" the content and can "do" a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

Effective Leadership: A major system of the complex district organization that sets the direction for the district, ensures that the district staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex district organization that develops a quality staff to reduce the variance of quality in instruction throughout the district. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the district and school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex district organization that develops quality links between district professionals and the parents and community the district and its schools are intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the schools within the district, and feel welcomed, valued, and connected to each other, to school staff, and where applicable district staff, and to what students are learning and doing in the schools within the district
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and district and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, school staff, and as appropriate district staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and district and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and district and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Supportive Learning Environment: A major system of the complex district organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

1. PLANNING and PREPARATION

1.1 IDENTIFICATION of TEAM

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

1.1.1 Required Team Members

Program	*Position/Role*	*Name*
Multiple programs	Superintendent / assistant superintendent	
Multiple programs	Federal programs director	
Multiple Programs	Curriculum director	
Multiple programs	School leader (#1)	
Multiple programs	School leader (#2)	
Multiple programs	Teacher representative (#1)	
Multiple programs	Teacher representative (#2)	
McKinney-Vento Homeless	Homeless liaison	
Migrant	Migrant student service provider or local migrant recruiter/contact	
Neglected and Delinquent	N&D coordinator	
Rural	REAP coordinator	
Special Education	Special education director	
Title I, Part A	Title I director	
Title I, Part A	Parent engagement coordinator	
Title I, Part A - Foster Care	Foster care point of contact	
Title II, Part A	Title II, Part A coordinator	
Title III	ESOL coordinator / Title III director	

1.1.2 Recommended and Additional Team Members

Program	*Position/Role*	
Multiple Programs	Assistant superintendent	
Multiple Programs	Testing director	
Multiple Programs	Finance director	
Multiple Programs	Other federal programs coordinators	
Multiple Programs	CTAE coordinator	
Multiple Programs	Student support personnel	
Multiple Programs	Principal representatives	
Multiple Programs	High school counselor / academic counselor	
Multiple Programs	Early childhood or Head Start coordinator	
Multiple Programs	Teacher representatives	

Program	*Position/Role*	
Multiple Programs	ESOL teacher	
Multiple Programs	Local school governance team representative (charter systems only)	
21st CCLC	21st CCLC program director	
21st CCLC	21st CCLC site coordinator or data specialist	
Migrant	Preschool teacher	
Special Education	Student Success coach (SSIP)	
Title II, Part A	Human resources director	
Title II, Part A	Principal supervisors	
Title II, Part A	Professional learning coordinators	
Title III, Part A	Bilingual parent liaisons	

1.2 IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process in order to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

1.2.1 Required Stakeholders

Program	*Position/Role*	
Multiple Programs	Social workers	
Multiple Programs	Nutrition directors	
Multiple Programs	School nurse	
Multiple Programs	Charter school leaders (in LEAs with charter schools)	
Multiple Programs	Community partners (may be from chamber of commerce)	
Multiple Programs	Principal representatives	
Multiple Programs	Other school leaders	
Multiple Programs	Parent involvement coordinators	
Multiple Programs	Parents	

Program	*Position/Role*	
Multiple Programs	Students (8th-12th grade)	
Multiple Programs	Private school officials	
Migrant	Migrant out-of-school youth and/or drop-outs	
Title I, Part A	Parent representatives of Title I students	
Title I, Part A - Foster Care	Local DFCS contact	
Title II, Part A	Principals	
Title II, Part A	Teachers	
Title II, Part A	Paraprofessionals (including organizations representing such individuals)	
Title II, Part A	Specialized instructional support personnel	
Title II, Part A	Other organizations or partners with relevant and demonstrated expertise	
Title II, Part A	Private school officials (in LEAs with private schools within the geographic boundary)	
Title III	Parents of English learners	

1.2.2 Recommended and Additional Stakeholders

Program	*Position/Role*	
Multiple Programs	RESA personnel	
Multiple Programs	Technical, college, or university personnel	
Multiple Programs	Parent advisory council members, school council parents, Parent-Teacher Association or Parent-Teacher Organization members	
21st CCLC	21st CCLC advisory council member	
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	
Migrant	Local farmer, grower, or employer	
Migrant	Family connection representative	
Migrant	Local migrant worker or migrant community leader	
Migrant	Farm worker health personnel	
Migrant	Food bank representative	
Migrant	Boys and Girls Club representative	
Migrant	Local health department representatives	
Migrant	ABAC MEP consortium staff	
Migrant	Migrant high school equivalence program / GED representatives	
Migrant	College assistance migrant programs	
Neglected and Delinquent	Residential facility(ies) director(s)	
Special Education	Parent of a student with a disability	
Special Education	Parent Mentor	
Title II, Part A	Students in secondary school	
Title II, Part A	School council members	

Program	*Position/Role*	
Title II, Part A	Professional organizations	
Title II, Part A	Civil rights organizations	
Title II, Part A	Board of education members	
Title II, Part A	Local elected/government officials	
Title II, Part A	The general public	
Title III	Refugee support service staff	
Title III	Community adult ESOL providers	
Title III	Representatives from businesses employing non-English speakers	
Title IV, Part A	Media specialists/librarians	
Title IV, Part A	Technology experts	
Title IV, Part A	Faith-based community leaders	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	

How will the LEA incorporate local school governance teams (LSGTs) into each phase of the needs assessment process? (To be answered only by charter systems.)	

1.3 PROJECT MANAGEMENT

1.3.1 TIMELINE

Planning and Preparation	
Begin	
Complete	

Data Collection and Analysis	
Begin	
Complete	

Needs Identification / RCA	
Begin	
Complete	

1.3.2 MANAGING THE TEAM'S WORK

Who will be responsible for organizing and running meetings? How will the meetings be organized and run?	

How frequently will the team meet? When will the team meet?	

How will the team organize and coordinate the work that occurs between meetings?	

2. DATA COLLECTION and ANALYSIS

2.1 COHERENT INSTRUCTIONAL SYSTEM

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Coherent Instructional System webinar for additional information and guidance.

2.1.1 COHERENT INSTRUCTIONAL SYSTEM DATA

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
Emerging	The district processes for engaging and supporting schools in curriculum design is incomplete in some content areas or limited in other ways.	
Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	
Data Sources		
Comments (optional)		

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools		
Exemplary	A clear understanding of common expectations fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	
Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	
Data Sources		
Comments (optional)		

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	○
Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	○
Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	○
Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	○
Data Sources		
Comments (optional)		

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	○
Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	○
Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	○
Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	○
Data Sources		
Comments (optional)		

Leader Keys Effectiveness System	
Standard	*Score*
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. ***Source:*** TLE Electronic Platform (FY16).	

Teacher Keys Effectiveness System	
Standard	*Score*
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. ***Source:*** TLE Electronic Platform (FY16).	

SACS/AdvancED: List the LEA's SACS/AdvancED recommendations and findings related to the existence of a coherent instructional system.	

Additional data: What additional facts did the team identify that relate to a coherent instructional system? (May be informed by quantitative or qualitative sources.)	
What data sources were utilized to make the above determinations?	

2.1.2 COHERENT INSTRUCTIONAL SYSTEM GUIDING QUESTIONS

Planning for quality instruction: What processes are in place to plan for quality instruction? Include processes to define both what students should "know" and "do", as well as determine how students will demonstrate they "know" the content and can "do" a skill or perform a task. Describe the effectiveness of the existing processes.	
What data sources were utilized to make the above determinations?	

Delivering quality instruction: What processes are in place to provide guidance to teachers in the delivery of quality instruction? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Monitoring student progress: What processes are in place to monitor student progress? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Refining the instructional system: What processes are in place to monitor and improve the planning for and delivery of quality instruction and the monitoring of student progress? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

2.1.3 COHERENT INSTRUCTIONAL SYSTEM TRENDS AND PATTERNS

Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

2.2 EFFECTIVE LEADERSHIP

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Effective Leadership webinar for additional information and guidance.

2.2.1 EFFECTIVE LEADERSHIP DATA

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
Exemplary	The collaboratively- developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	○
Operational	The collaboratively- developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most actions across the district.	○
Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weaknesses due to insufficient collaboration with stakeholders, poor communication, or other limitations.	○
Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	○
Data Sources		
Comments (optional)		

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	○
Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	○
Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	○
Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	○
Data Sources		
Comments (optional)		

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	○
Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	○
Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	○
Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	○
Data Sources		
Comments (optional)		

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	○
Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	○
Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	○
Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	○
Data Sources		
Comments (optional)		

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	○
Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	○
Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	○
Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	○
Data Sources		
Comments (optional)		

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	○
Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	○
Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	○
Not Evident	The district does not use protocols or processes for problem solving, decision- making or removing barriers.	○
Data Sources		
Comments (optional)		

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	○
Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	○
Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	○
Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	○
Data Sources		
Comments (optional)		

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	
Emerging	A budget process is in place, but it does not consistently include collaborative, data- driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	
Data Sources		
Comments (optional)		

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	
Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	
Data Sources		
Comments (optional)		

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	○
Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	○
Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	○
Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	○
Data Sources		
Comments (optional)		

Leader Keys Effectiveness System	
Standard	***Score***
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. ***Source:*** TLE Electronic Platform (FY16).	

Teacher Keys Effectiveness System	
Standard	*Score*
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. ***Source:*** TLE Electronic Platform (FY16).	

SACS/AdvancED: List the LEA's SACS/AdvancED recommendations and findings related to effective leadership.	

Additional data: What additional facts did the team identify that relate to effective leadership? (May be informed by quantitative or qualitative sources.)	
What data sources were utilized to make the above determinations?	

2.2.2 EFFECTIVE LEADERSHIP GUIDING QUESTIONS

Creating and maintaining a climate and culture conducive to learning: What district and school processes are in place to support and ensure schools allow both adults and children to put learning at the center of their daily activities? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Cultivating and distributing leadership: What processes are in place that support the development of leadership across the organization? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Ensuring high quality instruction in all classrooms: What processes are in place to reduce the variability in the quality of instruction across all schools and in all classrooms? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Managing the district and its resources: What processes are in place to ensure that leaders use all resources in an effective and efficient manner that is aligned to the LEA's mission? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Managing district improvement efforts: What processes are in place to support ongoing improvement of the district's major systems, structures and processes? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Providing quality professional learning: What professional learning is provided currently for leaders in the areas of instruction and operation? In what evidence-based professional learning, that would both support continuous education and increase student achievement, have leaders expressed interest? Describe the effectiveness of existing professional learning.	
What data sources were utilized to make the above determinations?	

Providing quality professional learning: What are the current identified professional learning needs for leaders?	
What data sources were utilized to make the above determinations?	

2.2.3 EFFECTIVE LEADERSHIP TRENDS AND PATTERNS

Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

2.3 PROFESSIONAL CAPACITY

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Professional Capacity webinar for additional information and guidance.

2.3.1 PROFESSIONAL CAPACITY DATA

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	○
Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	○
Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	○
Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	○
Data Sources		
Comments (optional)		

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	○
Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	○
Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	○
Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	○
Data Sources		
Comments (optional)		

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	
Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	
Data Sources		
Comments (optional)		

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	
Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	
Data Sources		
Comments (optional)		

Leader Keys Effectiveness System	
Standard	*Score*
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. ***Source:*** TLE Electronic Platform (FY16).	

Teacher Keys Effectiveness System	
Standard	*Score*
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. ***Source:*** TLE Electronic Platform (FY16).	

Teacher Retention (%)*		
	2014-15	*2015-16*
District		
State Average	78.4	83.3
Source: Certified/Classified Personnel Information (CPI).		

Principal Retention (%)*		
	2014-15	*2015-16*
District		
State Average	77.2	78.0
Source: Certified/Classified Personnel Information (CPI).		

Inexperienced Teachers (Less than 4 Years) (%)*		
	2014-15	*2015-16*
District		
State Average	12.0	13.2
Source: Certified/Classified Personnel Information (CPI).		

Teachers Out-of-Field (%)*		
	2014-15	*2015-16*
District		
State Average	7.3	1.4
Source: Certified/Classified Personnel Information (CPI).		

*Values represent averages calculated from school-level data.

Teachers Teaching with Emergency or Provisional Certification (Counts)*		
	2014-15	*2015-16*
District		
Source: Certified/Classified Personnel Information (CPI).		

SACS/AdvancED: List the LEA's SACS/AdvancED recommendations and findings related to professional capacity.	

Additional data: What additional facts did the team identify that relate to professional capacity? (May be informed by quantitative or qualitative sources.)	
What data sources were utilized to make the above determinations?	

2.3.2 PROFESSIONAL CAPACITY GUIDING QUESTIONS

Attracting staff: What processes are in place to attract, identify, and retain effective teachers and leaders who are the best fit for the district and its schools? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

*Values represent averages calculated from school-level data.

Developing staff: What evidence-based processes are in place to ensure the increasing quality of the district and school staff's knowledge and skills? Are existing processes effective in increasing both staff's knowledge and skills and student achievement?	
What data sources were utilized to make the above determinations?	

Retaining staff: What district-level processes are in place to ensure that all school staff are working the context/ position that is most beneficial to student achievement? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Staff collaboration: What processes are in place to ensure that effective collaboration is occurring across the district to advance student achievement? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Providing quality professional learning: What professional learning is currently provided for teachers in the areas of content, pedagogy, supports and interventions, and leadership? In what evidence-based professional learning, that would both support continuous education and increase student achievement, have teachers expressed interest? Describe the effectiveness of existing professional learning.	
What data sources were utilized to make the above determinations?	

Recruitment and retention concerns: Examine current and recent recruitment and retention data in the district, schools, content areas, grade levels, and instructional support areas to pinpoint precise areas of concern.	
What data sources were utilized to make the above determinations?	

2.3.3 PROFESSIONAL CAPACITY TRENDS AND PATTERNS

Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

2.4 FAMILY and COMMUNITY ENGAGEMENT

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

2.4.1 FAMILY AND COMMUNITY ENGAGEMENT DATA

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	○
Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	○
Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	○
Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	○
Data Sources		
Comments (optional)		

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	○
Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	○
Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	○
Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	○
Data Sources		
Comments (optional)		

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	○
Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	○
Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	○
Not Evident	Expectations for family and community engagement have not been established across the district.	○
Data Sources		
Comments (optional)		

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	○
Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	○
Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	○
Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	○
Data Sources		
Comments (optional)		

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
Exemplary	The district engages family and community members to take leadership roles in feedback and problem- solving activities throughout the district.	○
Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	○
Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	○
Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	○
Data Sources		
Comments (optional)		

Leader Keys Effectiveness System	
Standard	*Score*
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. ***Source:*** TLE Electronic Platform (FY16).	

Teacher Keys Effectiveness System	
Standard	*Score*
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. ***Source:*** TLE Electronic Platform (FY16).	

Academic Parent-Teacher Teams (APTT) Percentage of Parents Participating in APTT Meetings		
	2015-16	*2016-17*
Meeting 1		
Meeting 2		
Meeting 3		
Source: Local APTT program data (to be completed by participating LEAs).		

SACS/AdvancED: List the LEA's SACS/AdvancED recommendations and findings related to family and community engagement.	

Additional data: What additional facts did the team identify that relate to family and community engagement? (May be informed by quantitative or qualitative sources.)	
What data sources were utilized to make the above determinations?	

2.4.2 FAMILY AND COMMUNITY ENGAGEMENT GUIDING QUESTIONS

Welcoming all families and the community: What processes are in place to ensure that schools in your district are supported in making families and communities feel welcomed at the schools? Describe the effectiveness of the existing processes.	
What data sources were utilized to make the above determinations?	

Communicating effectively with all families and the communities: What are the processes for ensuring effective communication with families and communities across the district and in schools? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Supporting student success: What processes are in place at the district level to ensure that schools are supporting student learning and healthy development both at home and at school? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Empowering families: What processes are in place at the district level to ensure that families are empowered to be advocates for their own and other children? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Sharing leadership with families and the community: What processes are in place to ensure that family and communities are equal partners in the decisions that affect children in their schools? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Collaborating with the community: What district processes are in place to ensure that district/schools effectively collaborate with community members to connect students, families and staff to expanded learning opportunities, community services, and civic participation? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

2.4.3 FAMILY AND COMMUNITY ENGAGEMENT TRENDS AND PATTERNS

Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

2.5 SUPPORTIVE LEARNING ENVIRONMENT

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

2.5.1 SUPPORTIVE LEARNING ENVIRONMENT DATA

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	○
Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	○
Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	○
Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	○
Data Sources		
Comments (optional)		

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	○
Operational	The district provides, coordinates, and monitors student support systems and services.	○
Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	○
Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	○
Data Sources		
Comments (optional)		

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	○
Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	○
Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	○
Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	○
Data Sources		
Comments (optional)		

Leader Keys Effectiveness System	
Standard	*Score*
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. ***Source:*** TLE Electronic Platform (FY16).	

Teacher Keys Effectiveness System	
Standard	*Score*
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. ***Source:*** TLE Electronic Platform (FY16).	

Discipline - Suspension (%)									
		In-School Suspension				Out-of-School Suspension			
		10 Days or Fewer		*Greater than 10 Days*		*10 Days or Fewer*		*Greater than 10 Days*	
		2014-15	*2015-16*	*2014-15*	*2015-16*	*2014-15*	*2015-16*	*2014-15*	*2015-16*
Racial/Ethnic Subgroups									
American Indian	*District*								
	State	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1
Asian/Pacific Islander	*District*								
	State	0.9	0.9	0.4	0.3	0.8	0.8	0.7	0.6
Black	*District*								
	State	53.8	53.6	60.2	60.1	66.7	67.0	75.6	76.7
Hispanic	*District*								
	State	10.7	11.6	8.1	8.7	8.5	8.7	7.3	7.4
White	*District*								
	State	31.2	30.3	27.4	26.8	20.9	20.4	13.9	12.4
Multi-Racial	*District*								
	State	3.3	3.5	3.7	3.9	3.0	3.1	2.5	2.9
*Minority***	*District*								
	State	68.9	69.8	72.6	73.2	79.1	79.7	86.2	87.7
Other Subgroups									
Economically Disadvantaged	*District*								
	State	77.4	77.1	84.6	84.3	84.4	84.7	88.9	88.9
English Learners	*District*								
	State	3.3	3.6	2.5	2.5	3.2	3.3	2.8	2.5
Foster	*District*								
Homeless	*District*								
Migrant	*District*								
Students with Disability	*District*								
	State	16.1	16.6	23.7	23.8	20.9	21.3	8.4	8.8

Source: GaDOE suspension reports.

*Values represent averages calculated from school-level data.
**The Minority student subgroup includes all racial/ethnic categories except White.

Student Attendance Rate (2015-16)*		Under 6	6-15	Over 15
All Students	*District*			
	State	55.3	35.1	9.5
Racial/Ethnic Subgroups				
American Indian	*District*			
	State	72.9	16.8	10.3
Asian/Pacific Islander	*District*			
	State	71.4	24.2	4.4
Black	*District*			
	State	61.3	30.7	8.1
Hispanic	*District*			
	State	56.5	35.1	8.4
White	*District*			
	State	49.7	39.2	11.2
Multi-Racial	*District*			
	State	53.0	36.6	10.4
*Minority***	*District*			
	State	37.5	20.4	4.2
Other Subgroups				
Economically Disadvantaged	*District*			
	State	52.5	36.4	11.1
English Learners	*District*			
	State	61.8	31.6	6.6
Foster	*District*			
Homeless	*District*			
Migrant	*District*			
Students with Disability	*District*			
	State	49.3	37.2	13.4

Source: GaDOE Attendance Rate by Subgroup report.

School Climate Star Rating*	2014-15	2015-16
District		
State Average	3.5	3.5

Source: GaDOE Star Rating for School Climate report.

Teacher Days Absent (%)*		2014-15	2015-16
All Days Absent (Count)	*District*		
Sick Leave	*District*		
	State	67.4	65.2
Staff Development	*District*		
	State	21.5	21.5
Vacation	*District*		
	State	0.4	0.4
Other	*District*		
	State	10.7	13.0

Source: Certified/Classified Personnel Information (CPI).

*Values represent averages calculated from school-level data.
**The Minority student subgroup includes all racial/ethnic categories except White.

Small Student Subgroups: Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15). (Do not include percentages or other numeric values that might violate student privacy.)	

SACS/AdvancED: List the LEA's SACS/AdvancED recommendations and findings related to a supportive learning environment.	

Additional data: What additional facts did the team identify that relate to a supportive learning environment? (May be informed by quantitative or qualitative sources.)	
What data sources were utilized to make the above determinations?	

2.5.2 SUPPORTIVE LEARNING ENVIRONMENT GUIDING QUESTIONS

Maintaining order and safety: What are the processes that the district has in place to support schools to ensure that order and safety is in place? Describe the effectiveness of the existing processes.	
What data sources were utilized to make the above determinations?	

Developing and monitoring a system of supports: What are the processes that are in place at the district level to ensure that schools have supportive learning environments that provides comprehensive services to students to meet their unique, whole-child needs? Describe the effectiveness of the existing processes.	
What data sources were utilized to make the above determinations?	

Ensuring a student learning community: What are the processes that the district currently has in place to support schools in cultivating and maintaining positive and healthy behavioral and academic norms? Describe the effectiveness of the existing processes.	
What data sources were utilized to make the above determinations?	

Personnel survey: Analyze LEA results from the Georgia School Personnel Survey. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team? (Note: The raw survey data can be accessed via the School Climate Surveys within the GaDOE portal by users with the following roles: Administrator, Assessment Director, Curriculum Director, Student Services Director, and Superintendent.)	

Student survey: Analyze LEA results from the Georgia Student Health Survey 2.0. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team?	

Parent survey: Analyze LEA results from the Georgia Parent Survey. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team? (Note: The raw survey data can be accessed via the School Climate Surveys within the GaDOE portal by users with the following roles: Administrator, Assessment Director, Curriculum Director, Student Services Director, and Superintendent.)	

Supports and interventions: What supports and interventions, including PBIS, are in place to ensure all students have access to a supportive learning environment?	
What data sources were utilized to make the above determinations?	

Out-of-School Time: What processes are in place in the district to provide students with engaging and enriching learning opportunities during out-of-school time (i.e. before school, after school, summer)?	
What data sources were utilized to make the above determinations?	

2.5.3 SUPPORTIVE LEARNING ENVIRONMENT TRENDS AND PATTERNS

Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

2.6 DEMOGRAPHIC and FINANCIAL

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

2.6.1 DEMOGRAPHIC AND FINANCIAL DATA

Student Demographics (2015-16) (%)	District	State
Racial/Ethnic Subgroups		
American Indian/Alaskan Native		<1
Asian		4
Black		37
Hispanic		15
Multi-Racial		3
White		41
*Minority***		59
Other Subgroups		
Economically Disadvantaged		62
English Learners		8
Foster		<1
Homeless		2
Migrant		<1

Source: GOSA Enrollment by Subgroups Programs report.

Student Mobility Rate	2014-15	2015-16
District		
*State Average**	15.6	16.2

Source: GOSA Student Mobility Rates (by District) report.

Directly Certified (Includes SNAP, TANF, Homeless, Unaccompanied Youth, Foster, and Migrant) (%)	2014-15	2015-16
District		
*State Average**	37.7	39.0

Source: GOSA Directly Certified (District Level) report.

Student Demographics (2015-16) (%)	District	State
Special Education - Pre-K		22.0
Special Education - All		11.0
Autism spectrum disorder		9.2
Blind		<0.1
Deaf/hard of hearing		0.6
Emotional/behavioral disorder		5.3
Intellectual disability (mild, moderate, severe, profound)		7.1
Orthopedic impairment		0.3
Other health impairment		15.4
Significant developmental delay		11.9
Specific learning disability		35.3
Speech-language impairment		14.2
Traumatic brain injury		0.1
Visual impairment		0.2

Source: GOSA Enrollment by Subgroups Programs report and GaDOE Special Education District Counts.

Program Enrollment (2015-16) (%)	District	State
Early Intervention		22.4
Remedial Education 6th-8th		12.8
Remedial Education 9th-12th		9.0
Alternative Education		1.9
Vocational Education (9-12)		55.5
Gifted		11.5

Source: GOSA Enrollment by Subgroups Programs report.

*Values represent averages calculated from district-level data.
**The Minority student subgroup includes all racial/ethnic categories except White.

FTE Counts	2013-14	2014-15	2015-16
District			
Source: GOSA FESR report and GaDOE FTE report.			

Financial Efficiency Star Rating	2014-15
District	
State Average	2.9
Source: GOSA FESR report.	

Per Pupil Expenditures ($)	2013-14	2014-15
District		
State Average	8,417.64	8,691.25
Source: GOSA FESR report.		

Per Pupil Expenditures Percentile	2014-15
District	
Source: GOSA FESR report.	

Small student subgroups: Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15). (Do not include percentages or other numeric values that might violate student privacy.)	

Additional data: What additional facts did the team identify that relate to demographic and financial data? (May be informed by quantitative or qualitative sources.)	
What data sources were utilized to make the above determinations?	

2.6.2 DEMOGRAPHIC AND FINANCIAL GUIDING QUESTIONS

Internal factors: What internal factors might have affected data and/or results of data? Examples may include: resource allocation, documentation and monitoring, technology and software, communication, internal controls, and personnel assignment/ performance.	
What data sources were utilized to make the above determinations?	

External factors: What external factors might have affected data and/ or results of data? Examples may include: geographic location, population demographics (employment, education, median income), local/ state/national economy, natural disasters, and state and federal policy changes.	
What data sources were utilized to make the above determinations?	

Access to Programs: What processes exist to ensure students have access to programs addressing individualized learning needs (including EIP, REP, alternative education, vocational education, and gifted)? What challenges exist in providing students access to such programs when necessary?	
What data sources were utilized to make the above determinations?	

Demographic and Financial Challenges: What demographic and/or financial challenges could affect improvement efforts within the LEA? (Identifying these challenges may require collection and analysis of additional LEA data.)	
What data sources were utilized to make the above determinations?	

2.6.3 DEMOGRAPHIC AND FINANCIAL TRENDS AND PATTERNS

Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

2.7 STUDENT ACHIEVEMENT

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of student achievement needs. The LEA is responsible for populating all blank data cells. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

2.7.1 STUDENT ACHIEVEMENT DATA

English Language Arts Elementary School End-of-Grade Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Grade (EOG) Assessments report.						

English Language Arts Middle School End-of-Grade Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Grade (EOG) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

English Language Arts 9th Grade Literature End-of-Course Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

English Language Arts American Literature End-of-Course Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

Mathematics Elementary School End-of-Grade Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Grade (EOG) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

Mathematics Middle School End-of-Grade Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Grade (EOG) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

Mathematics Coordinate Algebra End-of-Course Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

Mathematics Analytic Geometry End-of-Course Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

Science Elementary School End-of-Grade Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Grade (EOG) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

Science Middle School End-of-Grade Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Grade (EOG) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

Science Biology End-of-Course Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

Science Physical Science End-of-Course Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

Social Studies Elementary School End-of-Grade Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Grade (EOG) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

Social Studies Middle School End-of-Grade Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Grade (EOG) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

Social Studies United States History End-of-Course Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

Social Studies Economics/Business/Free Enterprise End-of-Course Milestones						
Student Group	*Year*	*Beginning*	*Developing*	*Proficient*	*Distinguished*	*Weighted Proficiency Rate*
All Students	*2014-15*					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	*2014-15*					
	2015-16					
Asian/Pacific Islander	*2014-15*					
	2015-16					
Black	*2014-15*					
	2015-16					
Hispanic	*2014-15*					
	2015-16					
White	*2014-15*					
	2015-16					
Multi-Racial	*2014-15*					
	2015-16					
*Minority***	*2014-15*					
	2015-16					
Other Subgroups						
Economically Disadvantaged	*2014-15*					
	2015-16					
English Learners	*2014-15*					
	2015-16					
Foster	*2014-15*					
	2015-16					
Homeless	*2014-15*					
	2015-16					
Migrant	*2014-15*					
	2015-16					
Students with Disabilities	*2014-15*					
	2015-16					
Source: GOSA Georgia Milestones End-of-Course (EOC) Assessments report.						

**The Minority student subgroup includes all racial/ethnic categories except White.

Graduation Rate - 4-Year Cohort (2015-16) (%)	District	State
All Students		79.4
Racial/Ethnic Subgroups		
American Indian		69.3
Asian/Pacific Islander		87.8
Black		76.2
Hispanic		73.4
White		83.0
Multi-Racial		81.0
*Minority***		73.6
Other Subgroups		
Economically Disadvantaged		75.3
English Learners		56.4
Migrant		68.8
Students with Disabilities		56.6

Source: GOSA Graduation Rate (4-Year Cohort) report.

Drop Out Rate (2015-16)	District	State
All Students		3.6
Racial/Ethnic Subgroups		
American Indian		5.3
Asian/Pacific Islander		1.4
Black		4.1
Hispanic		4.5
White		3.2
Multi-Racial		3.4
Other Subgroups		
Economically Disadvantaged		4.0
English Learners		7.0
Migrant		3.6
Students with Disabilities		5.6

Source: GOSA Drop Out Rate 9-12 report.

Pathway Completers (2015-16) (%)*	District	State
All Students	13.5	13.5
Racial/Ethnic Subgroups		
American Indian		0.1
Asian/Pacific Islander		2.2
Black		27.1
Hispanic		6.1
White		31.2
Multi-Racial		1.7
*Minority***		7.4
Other Subgroups		
Economically Disadvantaged		41.7
English Learners		0.5
Migrant		
Students with Disabilities		4.7

Source: GaDOE pathway completers report.

SAT Scores (2015-16)	Math	Reading	Writing	Total
District				
State Average	472	477	458	1,407

Source: GOSA SAT Scores (Highest) report.

District Mean Growth Percentile*	2014-15
District	
State Average	42.8

Source: GaDOE Title II, Part A calculation.

*Values represent averages calculated from school-level data.
**The Minority student subgroup includes all racial/ethnic categories except White.
***Graduates completing a CTAE pathway, advanced academic pathway, IB Career Related Program, fine arts pathway, or a world language pathway.

English Learners WIDA ACCESS 2.0 Composite Scores	*1.0-1.9 (%)*	*2.0-2.9 (%)*	*3.0-3.9 (%)*	*4.0-4.9 (%)*	*5.0-6.0 (%)*
K-2nd					
3rd-5th					
6th-8th					
9th-12th					
Source: Most recent (FY16 or FY17) LEA WIDA District Frequency Report by grade level (to be combined for the grade spans). FY17 scores should be used if available. Due to a change in scoring, FY17 scores cannot be compared to previous years.					

Migrant Students Performance on the Preschool Pre-Assessment	*Count*	*Percentage*
Children scoring 5 out of 72 points in Reading		
Children scoring 5 out of 27 points in Mathematics		
Source: LEA formative assessment data.		

Migrant Students English Language Arts Comparison of Migrant Priority for Services and Non-Priority for Service Students						
Grade Band	*Student Type*	*Total Tested*	*Beginning (%)*	*Developing (%)*	*Proficient (%)*	*Distinguished (%)*
Elementary	*Priority for Service*					
	Non-Priority for Service					
Middle	*Priority for Service*					
	Non-Priority for Service					
9th Grade Literature	*Priority for Service*					
	Non-Priority for Service					
American Literature	*Priority for Service*					
	Non-Priority for Service					
Source: LEA ELA Milestones (FY16).						

Migrant Students Mathematics Comparison of Migrant Priority for Services and Non-Priority for Service Students						
Grade Band	*Student Type*	*Total Tested*	*Beginning (%)*	*Developing (%)*	*Proficient (%)*	*Distinguished (%)*
Elementary	*Priority for Service*					
	Non-Priority for Service					
Middle	*Priority for Service*					
	Non-Priority for Service					
Coordinate Algebra	*Priority for Service*					
	Non-Priority for Service					
Analytic Geometry	*Priority for Service*					
	Non-Priority for Service					
Source: LEA mathematics Milestones (FY16).						

Small student subgroups: Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15). (Do not include percentages or other numeric values that might violate student privacy.)	

Additional data: What additional facts did the team identify that relate to student achievement? (May be informed by quantitative or qualitative sources.) Suggested additional sources include: • ACT scores • Advanced Placement enrollment and outcomes • Hope Scholarship eligibility • International Baccalaureate enrollment and outcomes • Move on When Ready participation	
What data sources were utilized to make the above determinations?	

2.7.2 STUDENT ACHIEVEMENT GUIDING QUESTIONS

Effective collaboration to support student achievement: What processes are in place to ensure that effective collaboration is occurring across the district to advance student achievement? Are existing processes effective?	
What data sources were utilized to make the above determinations?	

Supporting improved graduation outcomes: What processes are in place to support practices that will positively affect graduation outcomes?	
What data sources were utilized to make the above determinations?	

Student subgroup gaps: What gaps exist in outcomes among student subgroups?	
What data sources were utilized to make the above determinations?	

Reduced class size: Based on student achievement data, have you identified specific student cohorts or content areas that would benefit from evidence-based reduced class size?	
What data sources were utilized to make the above determinations?	

2.7.3 STUDENT ACHIEVEMENT TRENDS AND PATTERNS

Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

3. NEEDS IDENTIFICATION and ROOT CAUSE ANALYSIS

3.1 TRENDS and PATTERNS

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2, 3.3, and 3.4. Watch the Identifying Need webinar for additional information and guidance.

2.1 Coherent Instructional System: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

2.2 Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

2.3 Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

2.4 Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

2.5 Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

2.6 Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

2.7 Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

3.2 PROGRAM STRENGTHS and CHALLENGES

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

3.2.1 IDEA - SPECIAL EDUCATION

Strengths	
Challenges	

3.2.2 TITLE I, PART A - IMPROVING the ACADEMIC ACHIEVEMENT of the DISADVANTAGED

Strengths	
Challenges	

3.2.3 TITLE I, PART A - FOSTER CARE PROGRAM

Strengths	
Challenges	

3.2.4 TITLE I, PART A - PARENT ENGAGEMENT

Strengths	
Challenges	

3.2.5 TITLE I, PART C - EDUCATION of MIGRATORY CHILDREN

Did the LEA have migrant students enrolled or migrant participants (preschool, out-of-school youth, drop-outs) residing in the district in 2016-17?	

How is the LEA assessing and serving its most mobile migratory children and youth who lack consistent class or state assessment scores?	

How is the LEA designing services for its migratory children and youth who are only in the district for a short period of time (and those who may never enroll in the district)?	

How is the LEA assessing and serving its out-of-school youth and drop-outs?	

What is the greatest academic need for drop-outs, as identified through the out-of-school youth profile?	

What is the greatest academic need for out-of-school youth, as identified through the out-of-school youth profile?	

3.2.6 TITLE I, PART D - NEGLECTED or DELINQUENT CHILDREN

Strengths	
Challenges	

3.2.7 TITLE II, PART A - PREPARING, TRAINING, and RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS

Strengths	
Challenges	

3.2.8 TITLE III - LANGUAGE INSTRUCTION for ENGLISH LEARNERS and IMMIGRANT STUDENTS

Strengths	
Challenges	

3.2.9 TITLE IX, PART A - MCKINNEY-VENTO EDUCATION for HOMELESS CHILDREN and YOUTH PROGRAM

Strengths	
Challenges	

3.2.10 LEA EQUITY ACTION PLAN

Identify and analyze the two greatest equity gaps in the LEA.	

If the greatest gaps are not selected as areas for focus in the LEA Equity Action Plan, provide a rationale for this decision.	

If not addressed in the first question, identify and analyze the equity gaps that are chosen as areas for focus in the LEA Equity Action Plan.	

3.2.11 ADDITIONAL QUESTIONS FOR CHARTER SYSTEMS

What are the main successes of your implementation of Local School Governance?	

What barriers had to be overcome to implement Local School Governance?	

What remains to be done to fully implement Local School Governance with fidelity?	

Essential Features and Innovations: Describe the LEA's progress on the essential features and innovations to improve academic outcomes in the charter system's contract. Questions to consider include: • What is the status of the implementation of each essential or innovative feature included in the contract? • For those essential or innovative features that are not on schedule, what are next steps? • Are there any essential or innovative features that should be deleted or added to the LEA's new charter system contract?	

3.3 IDENTIFICATION and PRIORITIZATION of OVERARCHING NEEDS

Use the results of 3.1 and 3.2 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.2. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need	*How severe is the need?*	*Is the need trending better or worse over time?*	*Can Root Causes Be Identified?*	*Additional Considerations*	*Priority Order*

3.4 ROOT CAUSE ANALYSIS

Select the top 2-4 overarching needs from 3.3. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").

A. IDEA - Special Education
B. School and District Effectiveness
C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged
D. Title I, Part A - Foster Care Program
E. Title I, Part A - Parent Engagement Program
F. Title I, Part C - Education of Migratory Children
G. Title I, Part D - Programs for Neglected or Delinquent Children
H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
I. Title III - Language Instruction for English Learners and Immigrant Students
J. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Describe the root cause analysis process used by the team.	

Overarching Need #1			
Root Causes to be Addressed	*This is a root cause and not a contributing cause or symptom*	*This is something we can affect*	*Related programs*

Overarching Need #2			
Root Causes to be Addressed	*This is a root cause and not a contributing cause or symptom*	*This is something we can affect*	*Related programs*

Overarching Need #3			
Root Causes to be Addressed	*This is a root cause and not a contributing cause or symptom*	*This is something we can affect*	*Related programs*

Overarching Need #4			
Root Causes to be Addressed	*This is a root cause and not a contributing cause or symptom*	*This is something we can affect*	*Related programs*

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the LEA's comprehensive needs assessment (*optional*).

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