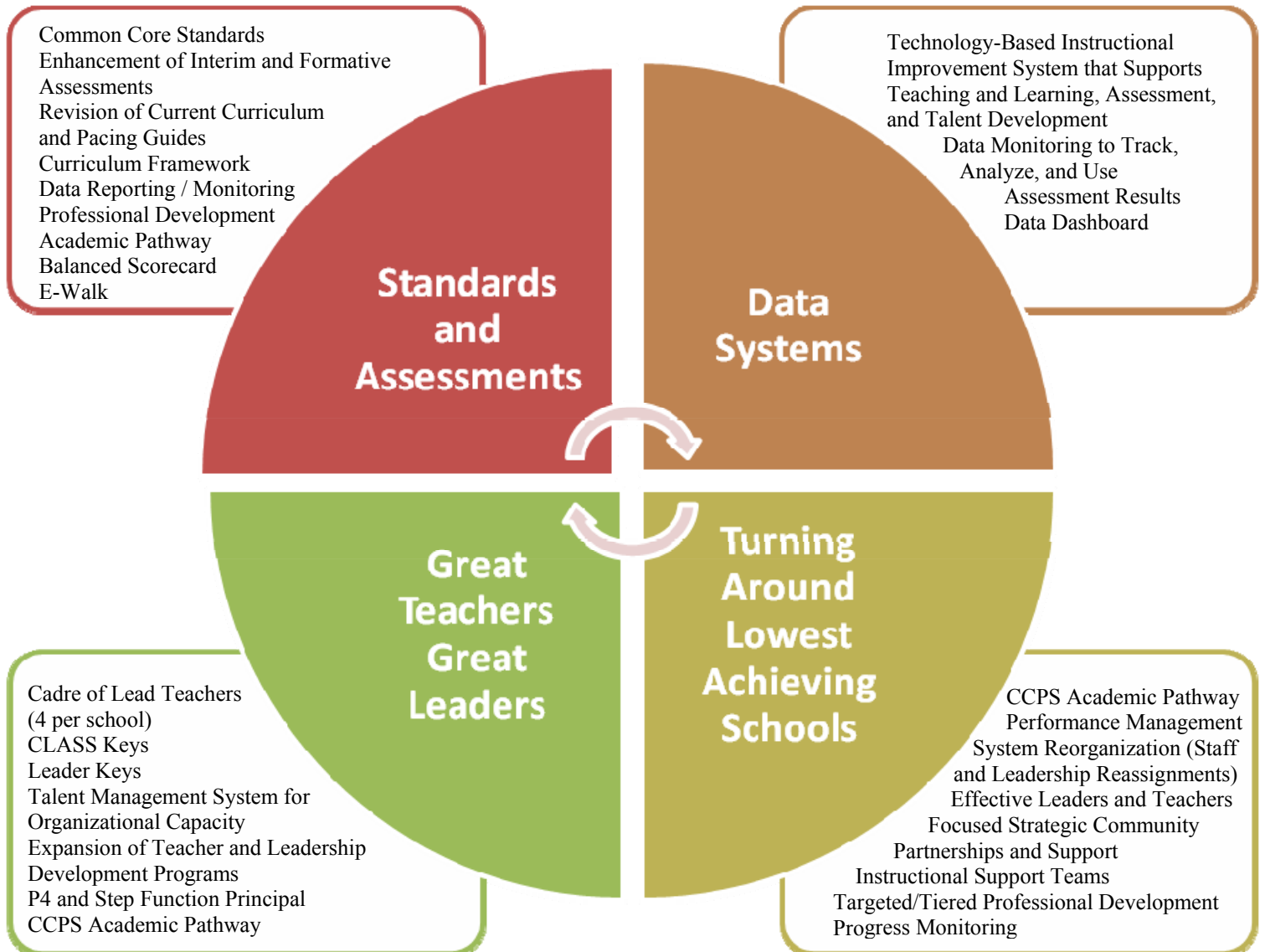




Race to the Top Executive Summary



Clayton County Public Schools
Dr. Edmond T. Heatley
Superintendent

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Chief Academic Officer



Overview

Race to the Top (RT3) is a \$4.35 billion component of the Federal American Recovery and Reinvestment Act of 2009 (ARRA), designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The goal of Race to the Top is to encourage states to invest in comprehensive education reform that increases student achievement and closes gaps in achievement among groups of students. Georgia was awarded \$400,000,000 to implement its RT3 plan and the State Board of Education has direct accountability for the grant. Half of the awarded funds will remain at the state level and half will go directly to partnering local education authorities (LEA's)/school districts via their Title I formula. Clayton County Public Schools (CCPS) is one of the 26 school districts signed on to partner with the state in implementing Georgia's Race to the Top plan. CCPS allocation of the RT3 funds is \$15,257,864. A Memorandum of Understanding (MOU) was signed by our Superintendent, Dr. Edmond Heatley and Board Chair, Dr. Alieka Anderson. As a partnering district, we will use these funds to build upon current reform strategies and programs. This will allow CCPS to move faster in implementing the school and district initiatives we have identified as top-priorities in our Strategic Plan and Academic Pathway, our district's system-wide plan for accelerating learning.

Georgia's Race to the Top Plan: Key Initiatives

Georgia's strategy is based on four reform areas and assurances: **Standards and Assessment** – adopt common standards, implement high quality assessments that prepare students to be successful in college and the workplace and to compete in the global economy; **Data Systems to Support Instruction** – build data systems that measure student growth and success and inform teachers and leaders about how they can improve instruction; **Great Teachers and Great Leaders** – recruit, develop, reward, and retain effective teachers and principals for all schools (accountability for schools and school district, transparent effective measures for teachers, leaders, district, and rigorous evaluation and pay for performance); and **Turning Around Lowest Achieving Schools** (implement interventions that bring real school reform or transformation with accountable and measurable results).

Clayton County's Scope of Work

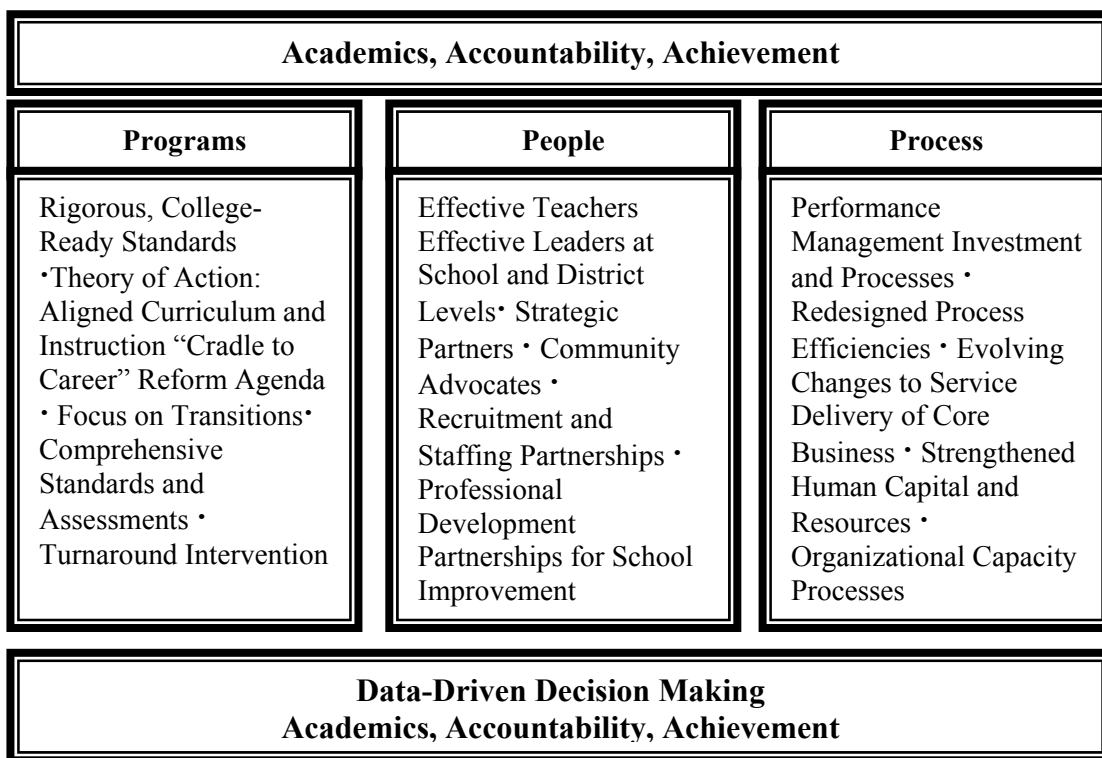
Clayton County Public Schools' Scope of Work demonstrates our commitment to Georgia's Race to the Top assurances and to a set of rigorous expectations. Planned activities must relate to and support Georgia's Plan. The funds are for a four-year period and the Scope of Work specifies use for each year. CCPS has a clear vision and well thought-out plan to improve student achievement, and we have already begun to implement major strategic initiatives such as talent development and management and evaluation systems (e.g., P4—Principals Performance Pathway Plan, Step Function, CLASS Keys and Leader Keys, LEAP, TAPP); aligning performance evaluations with district, state and national standards; professional development for leaders and teachers with a direct link to instruction and student achievement (e.g., Hands-On-Minds-On School-Based Teams, job-embedded professional development, common planning for horizontal and vertical teaming); strategic planning and monitoring and evaluation assurances (e.g., District Better Seeking Teams, Cluster Instructional Support Teams); curriculum (alignment and mapping, CCPS Learning Framework, RigorMeter©, CCPS Protocols for Collaboratively Planning the Lesson, Collaboratively Examining Student Work, and Collaboratively Analyzing Data to drive instruction); assessment (district achievement and benchmark tests, common assessments, unit assessments and probes); technology tools; school improvement planning/implementation; and family and community involvement. We are in our second year of Academic Galleries – project-based learning requiring students to communicate what they know and are capable of doing through the role of a docent in the district-wide presentations of learning.



Academics, Accountability, Achievement

Race to the Top Funding will accelerate some of these efforts and permit us to implement additional initiatives that will complete our reform plan. RT3 support will bring needed resources to make our vision for improving schools and student achievement a reality. These resources are strategically combined in our Scope of Work submission to the state.

While CCPS has successfully turned schools around low-performing schools, the contribution of additional resources from Race to the Top, combined strategically with Title funding, School Improvement Grant (SIG) dollars, and general funding will permit the district to launch an intensive turnaround strategy. With these funds we will be able to target our most persistently low-performing schools and accelerate our performing schools to become high achieving schools of academic excellence.



Key Priorities in our Scope of Work will require new instructional improvement systems, and as such, we will issue appropriate RFPs and select qualified vendor(s) that support the district’s plan by organizing data from multiple data sources in a single consolidated student profile. This technology-based system, combined with other strategies, will provide teachers, principals, and administrators with actionable data to systematically manage continuous instructional improvement and provide data analyses in rapid time. Parents will have access to their child’s individual data. The RT3 grant defines rapid-time as data available on demand and in reference to reporting and availability of locally collected school-and district-level data. Data are available quickly enough to inform current lessons, instruction, and related supports and services.



Managing the Scope of Work will require human resources. All strategies in our Scope of Work plan are compatible and complementary with Georgia's Scope of Work plan and require management that integrates all of their key elements. Without such, there is the danger of various aspects of the work becoming "isolated moving parts." Accordingly, we will issue an RFQ to prequalify vendors/strategic partners that will support our professional development and need for supplemental instructional resources targeting Key Performance Indicators to improve mathematics instruction and student achievement in all content areas. This will require instructional rigor, interventions, and enrichment.

Personnel resources will be supported by a team of qualified professionals, including several director level employees, whose full-time responsibility will be focused on implementing RT3-related initiatives and assuring high-implementation quality. To promote implementation fidelity, CCPS will also create concise but detailed work plans to guide the work related to each strategic initiative. The plans will include key milestones, performance targets, required action items, timing, resources, owners, and contingencies and risk mitigation measures.

Additionally, project management tools and processes will be developed to monitor implementation milestones and provide "early warning" indicators if implementation setbacks occur. Because we will know how well initiatives are implemented, if any of them fail to produce the desired results, we will have insight into whether the problem is related to the initiative itself or to failed implementation.

CCPS Leadership Charge

In the final analysis, we know that only the combined strengths, skills, and commitment of CCPS and our strategic partners will transform schools and ensure that all of our students have every opportunity to meet and exceed the rigors of the new Common Core Standards being proffered by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

Academics will target progress through intervention and acceleration programs. **Accountability** will require tracking and monitoring of not only student behavior, but also teachers and leaders collectively and individually responsible to educate the whole child. Race to the Top funds will ensure rapid-time data programs. With our new instructional improvement systems, we will utilize data to develop individualized learning plans to drive differentiated instruction, interventions, and accommodations for our students with disabilities and English Language Learners for successful access to general curriculum, and opportunities for acceleration, and higher student **Achievement**.

Dr. Edmond T. Heatley, Superintendent of Schools

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