



Georgia RACE to the TOP
CLAYTON COUNTY PUBLIC SCHOOLS
SCOPE OF WORK

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Revisions appear in red print.

“Georgia’s bold vision is to equip all Georgia students, through effective teachers and leaders and through creating the right conditions in Georgia’s schools and classrooms, with the knowledge and skills to empower them to 1) Graduate from high school, 2) Be successful in college and/or professional careers, and 3) Be competitive with their peers throughout the United States and the world.”

GA Race to the Top (RT3)
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Executive Summary

Clayton County Public Schools Project Overview and System Background

Project Overview

Clayton County Public Schools has experienced several significant milestones in the past five years. The school district lost its accreditation in August 2008 due to governance issues related to the Board of Education. Between 2005 and 2009, the district changed leadership five times. And, by August 2008, the entire Board of Education either resigned or was dismissed by Governor Sonny Perdue. Since then, school leaders have worked diligently to regain public trust, achieve financial responsibility, and make a commitment to achievement for all students in spite of the obstacles. As a result, the school district had its accreditation restored to probationary status by April 2009, a new Board was elected, and a permanent Superintendent was appointed in July 2009. Even though the district has experienced challenges and changes in governance, leadership, and demographics, the district's staff and students remain resilient.

Today, Clayton County Public Schools (CCPS) is positioned to execute the vision of Georgia's Race to the Top (RT3) initiative. We believe, perhaps more so than others, that when children enter in school they should graduate on time with a value-added diploma that communicates to the world that they are ready to succeed in life. We are not new to implementing new programs and initiatives that target raising student achievement and improving the quality of our staff. Our demonstrated success evidenced by five years of increasing student achievement on the CRCT and GHSGT show that we are on target. In spite of these successes, we know that we have much more work to do. We must strengthen our focus on:

- turning around low achieving schools
- raising student performance on local, national and international assessments
- reducing our students' enrollment in learning support classes
- increasing teacher and leader effectiveness
- closing achievement gaps
- responding to changing demographics and the downturn in our economy.

The scope of this project includes an overview of the system's vision and goals, present programs and services, community and student demographics, summary of past student performance, overview of major trend and issues impacting our system, and system strengths and weaknesses are included in this scope of work. Clayton County Public Schools is committed to using RT3 funds to positively respond to our deficient areas, build a stronger sense of community, and promote active collaboration of all stakeholders to create a culture of change that fosters the development of highly educated and versatile students who can successfully compete in our society,

Vision and Goals of Clayton County Public Schools

The vision of Clayton County Public Schools is to be a district of **excellence** preparing **ALL** students to successfully compete in a **global economy**. As a school system, our vision is driven by a **Theory of Action**: More of the same is not enough; prolonged equilibrium is a precursor to death; with the right change architecture, the rank and file can be the most ardent change agents (*Richard Pascale, 2000 Surfing the Edge of Chaos*). In the implementation of our vision, we are not just architecting information; we are using information to architect *change*.

Our goal will be to implement a set of changes that are organized coherent strategies designed to bring about dramatic positive improvements. *Change that has the greatest* impact on student achievement is focused on practices that have a direct impact on teaching and learning: Talent Development (human resources acquisition/support – professional development for great leaders and great teachers with a direct link to instruction and student achievement); strategic planning and monitoring and evaluation assurances; curriculum, assessment, technology tools; school improvement planning/implementation; and family and community involvement.

Collectively, we envision that educating a child is the shared responsibility of the home, the school, and the community. We believe that communication and understanding among all stakeholders of our diverse community are essential to achieving our goals. We seek to create a safe and orderly environment that promotes active engagement, accountability and collaboration of all stakeholders and to communicate effectively our needs and progress. We further believe that learning is most productive when the needs of each child are met through instruction provided by competent teachers who demonstrate care and respect for all learners. We are committed to increasing academic achievement for all students and closing achievement gaps by constantly progress monitoring our work and taking corrective actions when warranted. We are also dedicated to providing high quality support services delivered on time and within budget to promote student academic and social achievement in the Clayton County Public Schools.

Program and Services

Clayton County Public Schools serves over 50,000 pre-K to twelfth grade students in its 38 elementary schools, 16 middle schools, 10 high schools, and 4 alternative school programs. These numbers include one elementary charter school – Unidos Dual Language, one grade 6 to 10 charter school – Elite Scholars Academy, two psycho-educational centers, one alternative school, and one open campus school/career training center, as well as two high schools with the International Baccalaureate program and one high school with a fine arts magnet. Students across Clayton County can participate in a plethora of course offerings, programs (fine arts, career technology), curricular activities, and extra-curricular activities. Additionally, the district provides district-wide programs such as after school remediation, credit recovery and Saturday School to support students. In the past 13 years, our district has opened eight new schools and renovated/modernized hundreds of classrooms as a result of our community's vote of confidence displayed through their support of three Educational Special Purpose Local Option Sales Tax (ESPLOST) initiatives.

Our district has received numerous grants that include School Improvement, Math and Science Improvement, biotechnology, technology, and others to help us improve student achievement and business services. We have used these funds to provide professional development to staff, purchase additional instructional resources, and to reorganize systems to make them more effective and efficient. In an effort to improve leadership development and build capacity, the district has implemented a program through Professional Learning known as Leadership Enhancement for Aspiring Principals (LEAP). Assistant Principals apply to participate in this program which prepares them for the principalship. As part of Leadership Development, path plans were developed for Principals, Assistant Principals and Coordinators to clarify what it is that the district expects them to know and be able to do. We also take advantage of Leadership Coaches who serve as mentors to new and novice principals. These Coaches provide institutional knowledge to principals and help them align their work to the district's goals and the school's needs and goals.

As a district, we support Class Keys and Leader Keys. Training for Leaders on Class Keys and Leader keys is being implemented along with the development of a timeline for the rollout. In 2010, leaders were trained to use iTouch instruments to be used with e-walk. This is a new observation and information gathering technique which is aligned with Class Keys. The district in 2010 has begun to address the role of teacher leaders and master teachers as leaders within the school setting to mentor and support teachers in analyzing data and using data to improve instruction. We see the value of these resources in assisting the district in evaluating our staff's performance as they create standards-based classrooms and implement strategies that support the full implementation of the Georgia Performance Standards.

Today, all district leaders have been assigned Key Performance Indicators (KPIs) to define performance expectations. Summer 2010, the district changed its organizational structure from levels to areas. Each area is led by an Area Superintendent and has a support team composed of Instructional Implementation Specialists, core subject facilitators, data specialists, and coordinators for special services such as Exceptional Children and English Language Learners. Our ancillary student support systems like the Department of Student Services, Department of Exceptional Students, Department of ESOL, Department of Federal Programs, and Department of Technology work in unison with Teaching and Learning as a team. We organize our teams vertically and horizontally to attain the most effective and sound approach which will create a culture that maintains a singular focus on student success and achievement.

CCPS has several initiatives designed to develop and build capacity for teachers. They received training on several new programs in 2010 – Reading Street, Depth of Knowledge, Revised Bloom's Taxonomy, Creative Writing, Enhancing Mathematics, Literacy, Science and Social Studies. To assist in planning and implementing standards-based classrooms, the district has developed a lesson plan framework, a RigorMeter© to be used to measure the varying levels of rigor in instruction, and academic galleries to display exemplary student work. Training on Georgia Common Core Standards is being developed in collaboration with the Georgia Department of Education. CCPS is developing a standards-based grading system that will be phased in and fully implemented by 2015. Resources and support services for teachers include Area Support Teams, Instructional Coordinators, Content/Academic Coordinators, Program Coordinators, and Teacher Development Specialists.

Community Demographics

Clayton County Public Schools, under the direction of Dr. Edmond T. Heatley, is the 85th largest school district in the United States and the fifth largest in Georgia according to the 2010 National Center of Education Statistics – Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States 2007-08. Just 12 miles south of Atlanta, Clayton County covers 143 square miles and is the home of over 276,000 residents according to the U.S. Census Report of the 2009 American Community Survey (ACS). According to the report, 48.5% of all residents are male and 51.5% are female. The median age was 31.4 years and 24.2% (66,700) of the population was between ages 5 and 19. For people reporting one race alone, 60% was Black or African American; 24% White; 11% Hispanic; 5% Asian; and Some Other Race and the remainder comprised of American Indian and Alaska Native and Native Hawaiian and Other Pacific Islander. According to the U.S. Bureau of Labor Statistics, Clayton County's September 2010 unemployment rate was 12.2%, which is a 4.8 point increase from 2005.

The 2009 ACS report stated that there were 85,756 households of which 41.3% had children under the age of 18 residing with them, and 40.3% of the households were headed by a married couple. Nearly 82% of the Clayton County's residents who were at least one year old had remained in

the same residence. Eight percent of all households moved during the past year from another residence within the county, 8% from another county in the same state, 2% from another state, and 1% from abroad.

According to the 2009 ACS report, the median income of households in Clayton County was \$43,583, and the median family income was \$47,607. Females had a median income of \$32,236 and males had a median income of \$35,394. The per capita income for the county was \$17,590, a 13% decrease from 2008. Also, in 2009, 16% of Clayton County residents were in poverty. Twenty-two percent of all children under 18 were below the poverty level, and 12% of all families and 23% of families with female householders and no husband present had incomes below the poverty level. There were 4,221 live births in Clayton County during 2009. Of this total, 50.9% were born to unmarried women and 9.3% were born to women between the ages 15 to 19.

Eighty-three percent of Clayton County’s residents 25 years old and over had at least graduated from high school and 18% had a bachelor’s degree or higher according to the 2009 ACS report. Seventeen percent of Clayton County’s residents were dropouts; they were not enrolled in school and had not graduated from high school. Between 2005 and 2010, Clayton County Public Schools reported 9-12 dropout rate increased from 1.1% to 4.6%. In 2007, the rate was its lowest at 0.8%.

2010 School System Demographics

Since school year 1997-1998, the number of students enrolled in Clayton County Public Schools has increased from 41,000 to nearly 50,000 students. Over the past 13 years, the number of Caucasian students enrolled has decreased from approximately 17,000 to slightly less than 2,000. Meanwhile the number of African American and Hispanic students has grown. African American student enrollment increased from 21,000 to over 36,000 students since school year 1997-1998. Whereas, the Hispanic, the second largest increase in students, increased from 1,300 to over 8,000. Within the past 13 years, the percent of students who qualify for free or reduced meals increased from 48 to 85. Resultantly, the number of Title I schools served in the district has increased. In 2001, 24 Clayton County Public Schools were identified as Title I. Today, 61 of the district’s 64 schools are classified as school-wide Title I and the remaining are targeted assistant.

Tables 1a to 1d show the district’s demographics from 2008 to 2010. Approximately 4% of the district’s students are identified as gifted and approximately 40% of students in grades K-5 participate in the Early Intervention Program.

Table 1a – 2008 to 2010 Enrollment by Race

Year	American Indian	% American Indian	Asian	% Asian	Black	% Black	Hispanic	% Hispanic	Multi	% Multi	White	% White	Total
2008	45	0	2,189	5	37,870	70	6,928	16	1,871	4	2,445	5	51,348
2009	48	0	2,178	5	35,255	70	7,094	17	1,818	4	2,106	5	48,499
2010	516	1	2,447	5	36,244	70	8,106	19	465	1	1,875	4	49,653

Table 1b – 2008 to 2010 Enrollment by Gender

Year	Female	% Female	Male	% Male
2008	25,080	45	26,268	55
2009	23,535	46	24,964	54
2010	24,271	47	25,382	53

Table 1c – 2008 – 2009 Meal Status

Year	Free/Reduced	% Free/Reduced
2008	39,121	79
2009	38,681	82
2010	41,195	85

Table 1d – 2008 to 2010 Enrollment by Special Groups

Year	SWD	% SWD	LEP	% LEP
2008	4,774	16	3,912	9
2009	4,557	16	4,107	9
2010	4,153	12	4,518	10

2010 Summary of Student Performance

Since 2002, one year after the passing of the No Child Left Behind Act, the percent of Clayton County Public Schools making Adequate Yearly Progress (AYP) has increased from 58.6% to 82%, which is nearly a 40% increase. The district ranks 8th among the metro-RESA schools in the percent of schools making AYP in 2010 and surpasses the state’s rate of 77.4%. On the Georgia Criterion-Referenced Competency Test (CRCT), 88.9% of students met or exceeded standards in reading/English language arts, meeting AYP standards overall and in all subgroups except Students with Disabilities (SWD) – 57.8%. Nearly 9% of the students in AYP grade levels were absent over 15 days, which was adequate for making AYP.

District students met or exceeded AYP goals in mathematics overall (77.2%) and in all subgroups except SWD (43.2%). On the Georgia High School Graduation Test (GHS GT) 89.7% of students met or exceeded standards in the area of English/language arts. Only SWD and English Language Learners (ELL) subgroups met AYP safe-harbor requirements in English/language on the GHS GT. Mathematics scores on the GHS GT reflected that 64.1% of students met or exceeded standards, which was not adequate for AYP. Only the White and Asian/Pacific Islander subgroups met AYP at the high school level in mathematics. The district’s graduation rate was 81.6% in 2010, resulting in the district meeting AYP requirements in this area.

Examining students’ performance at the gateway promotion grade level, the district’s students saw gains from 2009 to 2010 on the CRCT. High school students also experienced gains on the GHS GT. According to the 2010 district report card, there was a 6-point increase from 2009 in the number of third grade students who met or exceeded standards in the area of reading. These students also saw a 6-point gain increase in the

percent of students who met or exceeded standards in English/language arts. Additionally, in the area of mathematics at the third grade level, there was a 7-point increase in the percent of students meeting or exceeding standards.

The fifth graders experienced an increase of 5-points in the number of students who met or exceeded standards in reading. They also saw a 4-point gain in the number of students who met or exceeded standard in English/language arts. An increase of 5-points was noted at the fifth grade level in mathematics.

Eighth grade scores in reading increased by 2 points and the English/language arts pass rate increased by 2 points. An increase of 5-points was experienced at the eighth grade level in mathematics.

At the high school level 89% of the first-time test takers passed the English/language arts GHS GT with 52% scoring at the “Advanced Proficient” and “Honors” levels. Ninety-one percent (91%) of the first-time test takers passed the mathematics portion of the GHS GT with 46% scoring at the “Advanced” level.

Overview of Major Trends and Issues Impacting the District

Clayton County Public Schools embarked on a journey to complete the task of developing a system strategic plan between 2007 and 2010. Due to changes in leadership during this period, the Strategic Plan was eventually completed in 2010. During this process, the value of stakeholder input and the need for open, honest, and transparent communication took on special meaning – **we had to regain the community’s confidence in our district**. Surveys were conducted by using online links to our website. Parents were used as key communicators to ensure that the stakeholders in their schools were kept aware of all changes that occurred in the system. Student Advisory Committees were significant sources of input and feedback. From 2005 and 2009 our district’s goals focused on student achievement; safety and security; parent engagement; support services; and hiring, developing, and retaining highly qualified staff. Because of the need to increase communication among stakeholders and to strive to regain full accreditation, the district and community adopted a sixth goal in 2009. Our sixth goal is to improve communication among all stakeholders. As a result of this goal, we conducted satisfaction surveys to identify strategies to improve communication among our stakeholders. A communication plan is being implemented to include stakeholders and encourage parent/community engagement in strategic planning, budget planning, and support to learners at home and school.

Over the past 18 months, the district has conducted a review of all board policies and procedures which involved updating existing policies and constructing new policies that are designed and implemented for effective operation of the district. This includes the preservation of executive, administrative, board of education, and stakeholder networks that collaborate effectively to improve teaching and learning. Community expectations and stakeholder satisfaction is continually monitored. These efforts have led to a more streamlined and up-to-date set of Board policies, procedures, and administrative rules for staff and students.

The school district has worked with purpose and determination to ensure that all students receive a high quality education in a safe and comfortable environment. The condition of existing facilities within the district necessitates the need for renovations and additions at many schools and requires complete rebuilding of others. After 10 years of increased student enrollment, a drop in the district’s enrollment occurred

after the brief loss of full accreditation between 2008 and 2009; however the district continued to update buildings' access to technology to equip classrooms with 21st Century learning tools.

Enrollment growth spurts between 2005 and 2007 along with changing population trends such as an increase in the Hispanic population, the addition of mass transit, and the movement of urban students to the district required the building of new schools. The district's changing demographics has caused a shift in focus. Our school leaders and educators use data to examine how well students are progressing from grade to grade and graduating on time. We also focus on teacher quality and how to implement new learning and performance standards. Additionally, we study ways to meet the needs of diverse student learners and staff, as well as how to meet the challenges and demands of No Child Left Behind (NCLB). Our district, like most school districts growing from suburban to urban, faces many challenges.

Not only has the district's enrollment increased, there is an increase in the number of underprivileged and impoverished children attending the district's schools. Many of these children are from low-income families experiencing numerous challenges to their development of adequate literacy and mathematics skills. CCPS has experienced poor student performance in the areas of literacy and numeracy readiness for students identified as special education and English Language Learners. We continue to identify strands and areas in most need of improvement for Adequate Yearly Progress (AYP) and continue to conduct strengths-weaknesses-opportunities-threat (SWOT) analysis and training to address these weaknesses. Additionally, we have targeted the graduation rate of all students and the monitoring of post-graduation success in colleges, technical schools, and careers. Training on co-teaching models has been conducted to improve the graduation rate and address the needs of students with disabilities. Special focus is being placed on the teaching of mathematics, science in elementary and middle school, and student and staff attendance

While we have had tremendous success and growth in many areas, our district continues to not make AYP. As of October 2010, our district has been designated as Needs Improvement, Level 5. We also have not been able to experience long-term systemic improvements. Specific needs have been identified. There is a continued need to close the achievement gap, especially for students with disabilities. There is also a need to focus on End-of-Course Tests and college entrance examinations. In recent years, Clayton County has consistently scored last place when compared to other metro Atlanta school districts' SAT, AP, and ACT scores. We must embrace raising the level of rigor and expectations for our students to ensure we move our students from operational global competitors to fully operational.

Summary of Major Strengths

Clayton County Public Schools is proud of its strengths. The greatest strength within the district is related to a purposeful transformation that has focused on increased student achievement for all students. Using a conceptual framework, CCPS has developed a collaborative and ongoing system for improvement that aligns all functions of the system and its schools with the expectation for improving student achievement. This concept is built upon the foundation of the shared beliefs, vision, and mission of the district, including the sources which support the work in the district. These sources of support include financial, information, human, and organizational capital. Work functions are aligned to the district's strategic objectives. A targeted focus on these work functions will lead to improved customer and stakeholder support, satisfaction, and engagement. When all the foundational elements of the conceptual framework are in place, the ultimate goal of student achievement, learning, and performance will be realized.

The district provides a measurement tool to monitor student performance and system effectiveness and serves as a vehicle to ensure that improvement efforts are systemic, sustained, and fully embedded. Six system strategic objectives are identified along with baseline data, targeted goals, and action steps.

The six strategic objectives are:

1. Student Achievement
2. Safety, Secure, Orderly Learning Environments
3. Engagement of All Stakeholders
4. Effective Communications
5. Organizational Processes
6. Highly Qualified and Effective Staff

The central office also uses a measurement and monitoring tool aligned to the six strategic objectives. The Consolidated Local Improvement Plan (CLIP) guides the work of the departments at the central office in a project management format to ensure achievement for all students.

The district's CLIP was developed at the district level and then cascaded to central office departments and schools. This ensures alignment between district and school actions. The framework at these levels consists of the district's six strategic objectives. Schools and departments personalize the data, using site-specific baseline data, and establish three year projections for each individual school reflected in the school's Consolidated School Improvement Plan. Systemic initiatives remain consistent; however, teams within schools and departments are given the autonomy to develop additional action steps. Teams may also add site-specific goals based on identified needs unique to their school.

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

A team-based leadership model that focuses on increased student achievement has provided support in this area as well. As a result of numerous changes in the curriculum and the evolution of new research-based teaching practices, collaboration has become essential in order to achieve the desired level of success. Through the Department of Teaching and Learning, Title I, and Program for Exceptional Children, teams of teachers have been organized at grade levels, across grade levels, and vertically among schools. These teams conduct book studies, map curriculum, develop instructional plans, analyze data, establish intervention plans, construct assessments, and compare previous objectives with new standards to eliminate gaps in instruction. This team-based approach to attain instructional effectiveness combined with systemic professional learning has

helped to create a culture that maintains a focus on student success and achievement. This model of leadership is a continuum of leadership development beginning with teacher leaders, aspiring administrators, assistant principals, principals, and district level administrators. Instructional leaders at every level are committed to providing a challenging curriculum for all students. The importance of education and taking rigorous courses is being effectively communicated continuously to students, resulting in an increase in the number of students taking advanced placement and honors courses at the middle and high school levels. Additionally, Clayton County offers an International Baccalaureate Program as a magnet selection within a comprehensive high school setting. High school students may also elect to take college connections classes. Our increase in participation in advanced placement courses from 5% in 2005 to 11% in 2010 shows a trend towards the selection of more rigorous courses at the high school level.

Advances in technology and implementation of 21st Century Classrooms have strengthened the ability of district personnel to fulfill the mission of providing human and technological resources that support instruction. Students at all levels benefit from integration of technology throughout curriculum areas.

An asset to the district is the commitment level of supporting departments to the success of Clayton County students. District personnel share a commitment for providing the best for all students and willingly share this responsibility. Transportation, Nutrition, Student Safety, Warehouse, and Maintenance personnel are devoted to providing the exceptional support for Clayton County students. Instructional departments (i.e. teaching and learning, Title I, special education, psychological services, English to Speakers of Other Languages, gifted) support the overall mission of the district and maximize opportunities for all students. The goal is providing whatever it takes to support students as they strive to achieve continuously higher levels of success.

CCPS Finance Division has received accolades for excellence in financial reporting and auditing procedures. Community support and partnerships enhance the quality of the instructional programs and school system effectiveness. Unique partnerships with law enforcement, the faith community, local officials, and an initiative 500 Men standing in the Gap have emerged from a perceived need for community involvement in strategic partnerships with businesses, foundations, and community religious organizations.

Schools within the district have also received awards for excellence in education. We have numerous distinguished schools that have made AYP five years or more and schools that have earned recognition as Title I Schools of Distinction. In 2010, M. L. King Elementary was recognized as a National Distinguished Title I school. We had two middle schools honored by SREB as the most improved in the nation. Clayton County Schools also exceeds the state graduation rate requirement. In 2007, Morrow High School was identified as one of America's Best High Schools by *Newsweek*.

Needs of the School System

While Clayton County has much to be proud of and has the necessary measures in place to ensure continued growth, specific needs have been identified. Achievement for all students continues to be the driving force of all system efforts. There is a continued need to close achievement gap, especially for students with disabilities. The overarching goal for the state of Georgia is to increase the graduation rate. The Clayton County District is actively striving to continue to meet and exceed this goal. Another targeted area of improvement is mathematics. The system has

consistently scored below the state average at most grade levels. Systemic action plans through the CLIP process are in place to ensure growth in these areas. Our plans include extensive professional development for mathematics teachers, after and during school remediation, and parent mathematics work sessions.

Succession planning for administrators and teachers is a critical need within the district. The district recognizes the need for an exceptional teacher in every classroom and an outstanding principal in every school. As many district personnel are reaching retirement age, this is a crucial issue and is recognized as one of the four strategic objectives of the system.

Another area of need is related to the public perception of Clayton County schools. Multiple private and religious-based schools were formed during the era of accreditation issues and the number has increased throughout the years. Although Clayton County Public Schools boasts prestigious alumni and offers outstanding opportunities for students, some stakeholder groups are reluctant to allow their children to attend public schools. This is especially true at the middle and high school levels. A defining issue is related to a belief system held by some within the community. We are a high-poverty urban district. Throughout the community there is an underlying perception that students of poverty will diminish the rigor.

It is imperative that stories of success are proactively disseminated to ensure that public perception is grounded in fact. With the addition of new initiatives such as the School Improvement Grants at four schools and the Race to the Top, along with new schools and upgrading of existing facilities, this is an opportune time to begin sharing the positive story of our school district. District leaders are forging the path in this effort, frequently meeting with stakeholder and community groups and collaborating with county leaders.

Within the framework of the six strategic objectives of the system, the district is working in a systemic manner to ensure growth in all academic areas for students. Working together with the community, the Clayton County School District is committed to its mission of “providing a globally competitive education that empowers students to achieve academic and personal goals and to become productive, responsible citizens”. The Scope of Work for the implementation of RT3 to assist in meeting the strategic goals of Clayton County Public Schools is as follows:

STANDARDS AND ASSESSMENTS

Section (B)(3) – Supporting the Transition to Enhanced Standards and High-Quality Assessments

To ensure that Georgia students graduate from high school college and career ready, the state will implement the Common Core Georgia Performance Standards and use a series of formative and benchmark assessments to build capacity and help educators improve their instruction.

The LEA agrees to implement the GaRT3 Standards and Assessments Plan. Specifically, the LEA will:

- 1) Implement the Georgia Performance Standards (GPS) faithfully until rollout of Common Core Georgia Performance Standards (CCGPS)**
 - a. Use Georgia’s GPS-aligned frameworks in core academic subjects
 - b. Provide professional development to teachers on how to use GPS-aligned frameworks in core academic subjects
 - c. Track fidelity of implementation by including and rating teachers on a category such as “teaching to standards” in the state’s qualitative (rubrics-based) teacher evaluation tool

In order to meet the standard 1 b) to provide professional development to teachers on how to use GPS-aligned frameworks in core academic subjects and 1c) to track fidelity of implementation by including and rating teachers on a category such as “teaching to standards” in the state’s qualitative (rubrics-based) teacher evaluation tool the district will do the following **(Required LEA Plan)**:

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...’)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
1a	Define the expectations for implementing standards, frameworks, and best instructional practices	November 2010 – May 2011	-na-	-na-	2010 - 2011
1a	Conduct a needs assessment to determine the level of implementation of the DOE Instructional Frameworks in the district.	January 2011 – February 2011	-na-	-na-	2010 – 2011
1a, b, c	Develop and implement a comprehensive GPS Assurance Plan for delivering training to educators on the Georgia Performance	March 2011 – June 2011	-na-	-na-	2010 – 2011

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...’)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
	Standards (GPS) that includes: identifying Teacher Leaders at school sites and curriculum/instruction administrators at school sites; training Teacher Development Specialists, Teacher Leaders, Administrators, Content Coordinators, and other key staff to employ various professional development (PD) delivery models. The plan will include actions, goals, person responsible, timeline, and accountability measures that include tracking staff participation and analyzing artifacts/evidence of transfer of knowledge in GPS training and how to sustain initiatives.				
1a, b, c	<p>Continue the development of deeper understanding of the GPS and the standards-based education approach to teaching and learning by:</p> <ul style="list-style-type: none"> ▪ Revising curriculum guides and scope using GaDOE curriculum maps and the backwards instructional design model ▪ Identifying a GPS lead teacher in each school who will be the resident expert on GPS instructional strategies ▪ Distributing complete sets of revised curriculum materials to all content related teachers and administrators. Make all teachers, students, and parents aware of the assessed indicators. ▪ Implementing the GPS Assurance Plan ▪ Using focus walks to capture data on teachers and students engagement in the GPS instructional model that is aligned 	March 2011 – June 2012	\$5,000 – supplies	General Funds 600	2011-2012

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...’)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
	to the frameworks in all core academic subjects <ul style="list-style-type: none"> ▪ Using assessment data to inform instruction and gauge the level of implementation of the GPS 				
1a, b, c	Ensure the implementation of research-based best practices by training administrators and teachers on these best practices; observing the implementation of the practices in the classroom; and analyzing student work to determine the effectiveness of the delivery of these practices and how students translate these practices to learn and reflect on their learning.	November 2011 – June 2012	-na-	-na-	2010 – 2012
1c	Conduct focus walks using GAPPS observation protocols and provide appropriate feedback to teachers and/or administrators. <ul style="list-style-type: none"> • Use e-Walk to collect and analyze observation data • Use PD 360 and other PD opportunities to assist teachers with completing training needed to address deficiencies observed as a result of frequent and focused classroom observations • Use PD Express to track staff’s participation in professional development 	November 2010 – June 2012	\$5,000 – supplies	RT3 Supplies 600	2010 – 2012
1b	Provide professional development on how teachers should use high quality instructional materials and resources, like benchmark	November 2011 – June 2012	\$10,000 – salary for Inside Teacher Trainers	Title I & II Personnel/ Benefits	2010 – 2012

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
	assessments, formative assessment toolkits, instructional improvement reports, and instructional frameworks. District staff will receive training on how to access and use data acquired from benchmark assessments, formative assessment toolkits, instructional improvement reports, and instructional frameworks.		\$1,200 – benefits \$15,000 – stipends \$1,800 – benefits \$10,000 – substitute salary \$1,200 – benefits \$10,000 – Consultants	100, 200 Title II Purchased Services 300	
1c	Video the delivery of principal training sessions and archive these trainings to make them available for future use and to include them in our PD modules.	November 2010 – June 2012	\$5,000 Supplies	Title II Supplies 600	2010 – 2012
1c	Provide PD to administrators on how to communicate performance-based learning to parents and communities. Administrator will be provided a communications toolkit.	January 2011 – June 2012	\$5,000 – Consultants	Title II Purchased Services 300	2010 – 2012

2) Support the State in future rollout and implementation of CCGPS

- a. Align professional development programs at the LEA to include professional development on the CCGPS and effective delivery of new standards
- b. Track fidelity of implementation by including and rating teachers on a category such as “teaching to standards” in the state’s qualitative (rubrics-based) teacher evaluation tool

In order to meet the standard 2a) to Align professional development programs at the LEA to include professional development on the CCGPS and effective delivery of new standards and 2b) track fidelity of implementation by including and rating teachers on a category such as “teaching to standards” in the state’s qualitative (rubrics-based) teacher evaluation tool, the district will do the following (**Required LEA Plan**):

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...”)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
2a, b	Develop and implement a comprehensive roll-out plan using the state’s timeline for delivering training to educators on the Common Core Georgia Performance Standards (CCGPS) that includes: identifying teacher leaders at school sites and curriculum/instruction administrators at school sites; training Teacher Development Specialists, Great Lead Teachers (2 per school – science and mathematics), administrators, Content Coordinators, and other key staff to employ various professional development (PD) delivery models. The plan will include actions, goals, person responsible, timeline, and accountability measures that include tracking staff participation in CCGPS training. The phases of implementation of the PD are: train-the-trainer sessions for selected staff, followed by implementation training, content area	January 2011 – July 2014 Great Teacher Leaders – 2011 – 2012 and 2012 – 2013	2011 – 2013 \$500,000 – stipends for summer training for Great Lead teachers \$20,000 – benefits	RT3 (mentioned in the RT3 Support section) RT3 Personnel/ Benefits 100/200	2011 - 2013

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...”)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
	follow-up training, and train-the-trainer sessions each subsequent year. The plan will also include a robust tracking mechanism by which the Coordinator of Certificated Professional Development (currently in district) will be capable of tracking fidelity of implementation by including and rating teachers on a category such as “teaching to standards” in the qualitative (rubrics-based) teacher evaluation tool.		\$90,000 – substitutes for Great Teachers \$20,000 - benefits \$150,000 – Consultants	RT3 Purchased Services 300	
2a, b	Define the expectations for implementing standards, frameworks, and best instructional practices.	2011 – 2012	-na-	-na-	2011 – 2012
2a, b	Develop curricula based on CCGPS and that integrates science with concepts and skills of other curriculum areas, especially math. <ul style="list-style-type: none"> Classroom teachers select developmentally appropriate instructional strategies to develop the understanding and abilities described in the CCGPS. Classroom teachers identify best approaches to integrate and teach science and engineering throughout other curriculum areas. 	January 2011 – July 2014	\$10,000 – stipends \$500 – benefits \$5,000 – supplies	RT3 Personnel/ Benefits 100/200 RT3 Supplies 600	2011 – 2014
2a	Provide PD to administrators on how to communicate the CCGPS and RT3 initiatives to parents and communities. Administrator will be provided a communications toolkit.				

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...”)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
2a, b	Collaborate with local colleges and businesses to ensure that our curriculum is not only aligned to the CCPS but also aligned with college and career ready requirements and that our curriculum prepares students for the demands of the 21 st Century.	2012 – 2014	-na-	-na-	2012 – 2014
2a, b	Use Great Teacher Leaders as the primary contact person who will be responsible for delivering PD to staff on the CCGPS.	2011 – 2013	-na-	-na-	2011 – 2013
2a, b	Use Teacher Development Specialists (currently with the District) as a significant resource to collaborate with school and district support staff to plan, deliver, and monitor the implementation of CCGPS.	2011 – 2014	-na-	-na-	2011 – 2014
2a, b	Use a variety of resources and instructional improvement strategies that engage consultants in delivery of professional development and side-by-side transfer of knowledge.	2011 – 2014	-na-	-na-	2011 – 2014
2a, b	Provide ongoing, research-based professional development for K-12 science teachers (all grade levels, not just assessed grade levels) to assure that all students have a highly qualified teacher. Science teachers’ professional development will focus on lab-based, inquiry science.	2011 – 2014	\$10,000 – PD supplies \$10,000 – substitute salary \$3,950 – benefits \$5,000 – travel \$2,500 – registration fees	RT3 Supplies 600 Personnel/ Benefits 100/200 Travel 580 Dues/Fees 810	2011 – 2014

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
2a, b	Video the delivery of principal training sessions and archive these trainings to make them available for future use and to include them in our PD modules.	2011 – 2014	\$5,000 – supplies	Title II	2011 - 2014
2b	Sustain the implementation of initiative by phasing all responsibilities and activities in the district’s Teacher Induction Program.	2011 – 2014	-na-	-na-	2011 – 2014
2b	Provide technical assistance to schools as staff implement the CCGPS by collaborating with and using State RT3 CCPS staff.	2011 – 2014	-na-	-na-	2011 – 2014

3) Commit to an assessment plan aligned to state standards, and use assessment results to inform curriculum, instruction and individual interventions.

- a. Implement systematically the state’s system of formative and benchmark assessments
- b. Put in place or maintain a system to track, analyze, and use assessment results
- c. Collaborate with the state to provide professional development to teachers on how to use formative, benchmark and summative assessments data to modify instruction and to boost student learning

In order to commit to an assessment plan aligned to state standards, and use assessment results to inform curriculum, instruction and individual interventions, the district will do the following:

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
3b	Distribute complete sets of the district’s CCGPS based curricula to all content related teachers and administrators. Make all teachers, students, and parents aware of the assessed indicators.	2011 – 2014	\$10,000 – supplies	RT3 Supplies 600	2011 – 2014

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
	Develop local assessments that support the CCGPS and RT3 State assessments and extend beyond learning that is measured by Georgia criterion-referenced tests.	2011 – 2014	\$50,000 – stipends \$2,000 – benefits \$10,000 – supplies	RT3 Personnel/ Benefits 100/200 Supplies 600	2011 – 2014
3a, b	Purchase and implement a comprehensive assessment system that allow for the creation assessments, scoring, data analysis, and identification of student remediation or enrichment.	July 2011 – 2014	\$1,052,000 – assessment system \$100,000 – scanners, scan sheets, other supplies \$300,000 – item bank	RT3 Purchased Services and Supplies 300/600 Title I Purchased Services	2011 – 2014 2010 – 2014
3a	Implement systemically the state’s assessment system of formative, benchmark, and summative assessments	July 2011 – 2014	-na-	-na-	2011 – 2014
3c	Collaborate with the state to provide professional development to teachers on how to use formative, benchmark, and summative assessment data to modify instruction and to improve student learning. District participants to state training will redeliver training to staff.	July 2011 – 2014	\$10,000 – stipends for Insider Teacher Trainers \$500 – benefits \$10,000 – substitute salary \$3,000 –	RT3 Personnel/ Benefits 100/200	2011 – 2014

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
			benefits		
<i>Other LEA activities supporting STANDARDS AND ASSESSMENTS</i>					
Section (B)(3) – Supporting the Transition to Enhanced Standards and High-Quality Assessments					

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
1b, 2a	Provide Professional Development and supplies to implement enhanced science instruction in grades K-8.	2011 – 2013	\$275,000 – computer software \$75,000 – consultants \$5,000 – substitutes \$1,000 – benefits \$3,000 – stipend for Inside Teacher trainers \$460 – benefits	RT3 Supplies 612 Purchased Services 300 Personnel/ Benefits 100/200 Travel 580 Dues/Fees 810	2011 – 2013
1b, 2a	Provide Professional Development and supplies to implement STEM initiatives in grades 3, 5, and 8.	2011 - 2013	\$3,800 – supplies (other supplies will be purchased with General Funds)	RT3 Supplies 600 Personnel/ Benefits	2011 – 2013

			<p>\$5,000 – substitutes</p> <p>\$1,000 – benefits</p> <p>\$2,000 – stipend for Inside Teacher trainers</p> <p>\$250 – benefits</p>	<p>100/200</p> <p>Travel 580</p> <p>Dues/Fees 810</p>	
(B)(3)	Employ the use of Data Strategists to conduct root cause of analysis, document and recommend new solutions to improve the district’s technology-based assessment.	2011 – 2014	(mentioned in the RT3 Support section)	<p>RT3 (initially)</p> <p>Continuously funded by the district after 2014</p>	2011 – 2014

The State will:

ACTION
1) Perform gap analysis to determine adjustments to current assessments necessary to test common core standards and prepare for implementation of the common core assessment.
2) Re-evaluate, reorganize and improve existing resources on www.georgiastandards.org in preparation for the CCGPS to ensure that the frameworks, formative assessment items and core units needed by educators are in place and that educators and the public know about them.
a) Engage existing Academic Advisory Committee comprised of subject experts and agency representatives in determining content for the website.
b) Survey teachers to determine usefulness of resources and the extent to which teachers find the information accessible and useful.
3) Ensure fidelity of standards implementation by supporting LEAs in delivering appropriate professional learning to teachers.
a) Provide teacher and administrator training and work collaboratively with Regional Educational Services Agencies (RESAs), local district and curriculum directors and instructional leaders to design and create training resources and materials.
b) Deliver face-to-face standards training to all elementary school teachers in the state who teach core subjects: one for math and one for ELA
i) Deliver one face-to-face standards training session to all middle and high school ELA and math teachers for their respective subject areas
ii) Deliver similar standards training to new teachers
iii) Develop a web-hosted video training system to augment face-to-face training
iv) Deliver in-person assessment training to new and existing teachers by the end of 2014 that teachers need in order to be recertified
c) Develop Professional Learning Units (PLUs) targeted at high quality delivery of standards and meaningful use of assessment data and utilize Georgia Public Broadcasting, Georgia Virtual School and other resources to promote access and delivery of standards and assessment professional development

4) Create formative and benchmark assessment test items and toolkit to help educators in informing and improving classroom instruction with more actionable, real-time feedback on student performance. Items will be placed within the state's Online Assessment System (OAS).

a) Form committees of Georgia educators to guide and review contractor work

b) Thirty-two new benchmark assessment tests will be developed in the following subject and grade areas:

i) Grades 3-8, Math, Science, ELA, Reading (24 total)

ii) English, American History (2 total)

iii) Biology, Physics, Physical Science (3 total)

iv) Math I, II and III (3 total)

5) Increase the global competitiveness and college and career readiness of Georgia students.

a) Work with multi-state Assessment Consortium to develop formative and benchmark assessments aligned to the Common Core State Standards.

b) Provide one free PSAT for all tenth graders to give students a practice opportunity for the SAT, allowing them to demonstrate their abilities in critical reading, math problem-solving and composition. These scores will then be used to identify students' strengths and weaknesses, as well as readiness for rigorous college-level work, including Advanced Placement (AP) and International Baccalaureate (IB) courses.

c) Encourage proficiency-based learning for Georgia students to move on when ready

i) Encourage the use of the Move on When Ready Act, which enables 11th and 12th grade students who have demonstrated readiness for college level work to leave their assigned high schools to attend a postsecondary institution full-time to complete high school graduation requirements while earning college credit.

ii) Develop a model policy for proficiency-based pathways for students to advance upon mastery of coursework instead of seat time

d) Reform high school accountability, replacing Georgia High School Graduation Tests with more rigorous End of Course Tests (EOCTs) and creating a college and career ready performance index that more comprehensively measures high school success

e) Collaborate with Georgia Public Broadcasting (GPB) to raise awareness for standards and resources in support of standards.

f) Collaborate with Georgia Virtual School (GAVS) to deliver PLUs on standards and use of data to teachers.

g) Focus on Science, Technology, Engineering and Mathematics (STEM)

i) Require that all elementary and middle schools make science their second AYP indicator to put an instructional focus on teaching and learning in foundational science. This policy change will be accompanied by appropriate professional development supports provided by the SEA to the LEA.

ii) Partner with the Center for Education Integrating Science, Mathematics and Computing at the Georgia Institute for Technology to provide professional development for existing math and science teachers; to develop an instructional technology toolkit for administrators and teachers to support the effective use of technology within the science and math CCGPS frameworks; and to expand the current digital library of STEM resources and videos demonstrating best practices integrating classroom technology. Expand the Georgia Intern-Fellowships for Teachers (GIFT) Program which places STEM teachers in challenging summer internships in industry and university research labs.

iii) Scale the existing Math + Science = Success public awareness campaign to influence student selection of challenging courses by positively altering their perceptions about science and mathematics, reinforce parental and guardian involvement to increase student interest in science and mathematics and encourage public support for science and mathematics teaching methodologies.

iv) Develop new courses for mathematics and science endorsement for early childhood education teachers.

v) Utilize the Georgia Virtual School to provide rigorous STEM courses, including Advanced Placement (AP), to students who are unable to access such courses in their home schools.

vi) Publicize and promote Adjunct Teacher Alternative Routes to Certification which allow highly trained subject matter experts in the community to teach science and/or math courses part-time.

vii) Develop a new Math4-Operations Research (mathematics for real life) course featuring real STEM examples.

DATA SYSTEMS TO IMPROVE INSTRUCTION

Section (C)(2) – Accessing and Using State Data
Section (C)(3) – Using Data to Improve Instruction

The LEA agrees to implement the GaRT3 Data Systems to Improve Instruction Plan. Specifically, the LEA will:

1) Access and Use State Data (Section C(2) in GaRT3 Plan)

- a. Provide input throughout the process of developing user-friendly interfaces (front-end systems) that will allow LEAs (district and school administrators, teachers, parents and students) to access relevant district, school, teacher and student data (different reports/levels of access for each audience)

Clayton County Public Schools agrees to access and use state data by:

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...?)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
1a	Provide input throughout the process of developing user-friendly interfaces (front-end systems that will allow LEAs (district and school administrators, teachers, parents and students) to access relevant district, school, teacher and student data (different reports/levels of access of each audience)	January 2011 - 2014	-na-	-na-	2011 – 2014

2) Increase acquisition, adoption, and use of local instructional improvement systems (Section C(3)(i) in GaRT3 Plan) – See Appendix A, incorporated herein by this reference, for definition of instructional improvement systems.

- a. Ensure that any instructional improvement system in place is being fully utilized by teachers and administrators
- b. Consider using funds distributed by the SEA through the Race to the Top grant to purchase an instructional improvement system if the LEA does not already have one.

Clayton County Public Schools will increase acquisition, adoption, and use of a local instructional system:

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
2a	Ensure that any instructional improvement system in place is being fully utilized by teachers and administrators by providing frequent training on the state and local systems	January 2011 - 2014	\$10,000 – consultants \$5,000 – supplies \$2,500 – stipends \$250 – benefits \$2,500 – travel \$1,250 – registration	RT3 Purchased Services 300 Personnel/ Benefits 100/200 Travel 580 Dues/Fees 810	2011 – 2014
2b	Purchase an instructional improvement system that will meet the needs of the district. The web-based system will be user-friendly for all stakeholders. The system will be aligned to student assessment, curriculum, instruction,	January 2011 - 2014	\$1,100,000 – instructional improvement system \$5,000 – supplies \$2,500 – travel \$1,250 – registrations	RT3 Other Purchased Services 300 Supplies 600 Travel 580 Dues/Fees 810	2010 – 2014

3) Provide effective professional development to teachers, principals and administrators on how to use these systems and the resulting data systems (Section C(3)(ii) in GaRT3 Plan).

- a. Provide effective professional development to teachers and principals on the use of state- level data and local data (e.g., summative assessment data, formative and benchmark assessment data)
- b. Provide effective professional development to teachers and principals on the use of any instructional improvement system in place in the LEA (including any reporting tools or dashboards)

Clayton County Schools will provide effective professional development to teachers, principals, and administrators on how to use instructional improvement systems and the resulting data:

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
3a	Provide effective professional development to teachers and principals on the use of state- level data and local data (e.g., summative assessment data, formative and benchmark assessment data).	July 2011 – July 2013	\$25,000 – substitutes \$8,000 – benefits \$2,500 – stipends \$500 – benefits	RT3 Personnel/ Benefits 100, 200 Supplies 600	2011 – 2013
3b	Provide effective professional development to teachers and principals on the use of any instructional improvement system and student information system in place in the district (including any reporting tools or dashboards).	July 2011 – July 2013	\$12,500 – substitutes \$4,000 – benefits \$5,000 – supplies	RT3 Personnel/ Benefits 100, 200 Supplies 600	2011 – 2013
3a	Ensure that the district can sustain the use of instructional improvement systems by making certain the business analyst/project manager work with district staff to transfer knowledge and skills.	July 2011 – July 2013	-na-	-na-	2011 – 2013

4) Make the data from instructional improvement systems, together with statewide longitudinal data system data, available and accessible to researchers (Section C(3)(iii) in GaRT3 Plan).

- a. Provide data requested by the SEA to support the SEA’s efforts to make data available to researchers for the purpose of evaluating the effectiveness of instructional materials, strategies and approaches for educating different types of students and to help drive educational decisions and policies.
- b. Continue to collect and provide data to the SEA (as defined/agreed to by current data collections)
- c. Provide new data to the SEA (as defined/agreed to through collaborative discussions between the State and participating LEAs)

Clayton County Public Schools will make the data from the instructional improvement systems, together with statewide longitudinal data, available and accessible to researchers:

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...”)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
4a	Provide data requested by the SEA to support the SEA’s efforts to make data available to researchers for the purpose of evaluating the effectiveness of instructional materials, strategies and approaches for educating different types of students and to help drive educational decisions and policies.	2011 – 2014	-na-	-na-	-na-
4b	Continue to collect and provide data to the SEA (as defined/agreed to by current data collections)	2011 – 2014	-na-	-na-	-na-
4c	Provide new data to the SEA (as defined/agreed to through collaborative discussions between the State and participating LEAs)	2011 – 2014	\$1,500 – travel	RT3 Travel 580	-na-

Other LEA activities supporting DATA SYSTEMS TO IMPROVE INSTRUCTION

Section (C)(2) – Accessing and Using State Data
Section (C)(3) – Using Data to Improve Instruction

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...”)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
2a, b	Employ the use of Data Strategists to conduct root cause of analysis, document and recommend new solutions to improve the district’s technology based on the statewide longitudinal data systems, continually attempting to deploy strategic trouble free systems. Additionally, the data strategist will formulate appropriate questions for disciplines, departments, classrooms, schools, regions, and students, and then use the data to answer questions.	July 2011 – July 2014	(Budgeted in the RT3 Support section)	RT3 (initially) Continuously funded by the district after 2014	2011 – 2014

The State will:

ACTION
1) Complete the core functionality of the P-20 Data System to be able to track student transition and inform and train LEAs and schools on any changes to data collection process with consideration for FERPA and other privacy concerns.
2) Collect information from participating LEAs on data from and use of their instructional improvement systems to capture lessons learned/best demonstrated practices and share with other LEAs across the state.
3) Develop Instructional Improvement Reports (IIR) for districts, schools and teachers.
a) Determine needs of teachers, principals and superintendents through focus groups, interviews, and other means to develop reporting and dashboard requirements for IIR
b) Revise data collection process to ensure appropriate data elements are captured and can be reported on near real-time basis
4) Support participating LEAs and schools in using instructional improvement systems by providing effective professional development to teachers, principals and administrators on how to use these systems and resulting data to support continuous instructional improvement.
a) Develop detailed plan with participating LEAs on targeted professional development to be made available to teachers on the use of data as part of district-based professional development.
b) Change state certification requirements to include a Data Proficiency Assessment to ensure teachers are proficient in data use before they enter the classroom
c) Develop formative assessment toolkit and make available to all teachers online through the OAS.
d) Develop PLUs focused on data to modify instruction and change recertification requirements to require this PLU.
e) Evaluate and modify support to teachers and principals through ongoing annual surveys.
5) Develop the capability to track teacher and program performance and link that performance to students to assess educator effectiveness, with a focus on student growth.
a) Collect and disseminate assessment data
b) Capture and store performance metrics
c) Capture value-added component

GREAT TEACHERS AND LEADERS

Section D(2) – Improving Teacher and Principal Effectiveness based on Performance
Section D(3) – Ensuring Equitable Distribution of Effective Teachers and Principals
Section D(5) – Providing Effective Support to Teachers and Principals

The LEA agrees to implement the GaRT3 Great Teachers and Leaders Plan. Specifically, the LEA will:

- 1) Work collaboratively with the State to finalize the components of the common evaluation system and implement the evaluation system in their schools when it is finalized.

Clayton County Public Schools agrees to implement the Great Teachers and Leaders Plan by:

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...”)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
1	Work collaboratively with the State to finalize the components of the common evaluation systems and implementing the evaluation systems in their schools when it is finalized.	January 2011 – June 2012	\$1,500 – travel	RT3 Travel 580	2010 – 2012

- 2) Provide information for the statewide common evaluation system by:

- a. Collecting summative evaluation data on their teachers corresponding to the common, mutually agreed upon teacher evaluation tool
- b. Collecting summative evaluation data on their principals corresponding to the common, mutually agreed upon principal evaluation tool
- c. Submitting evaluation data for each teacher and principal in their system to the State
- d. Agreeing to store teacher evaluation data in the Statewide Longitudinal Data System, and to use the data as a component in calculating the Teacher Effectiveness Measure
- e. Agreeing to store principal evaluation data in the Statewide Longitudinal Data System, and to use the data as a component in calculating the Leader Effectiveness Measure

Clayton County Public Schools will provide information to the statewide common evaluation system by:					
GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
2a	Continue to monitor the implementation of Class Keys as teacher observation tool that evaluates teacher behaviors in a standards-based classroom.	January 2011 – June 2012	\$5,000 – supplies	RT3 Supplies 600	2010 – 2012
2a	Collect summative evaluation data on their teachers corresponding to the common, mutually agreed upon teacher evaluation tool	January 2011 – June 2014	\$5,000 – supplies	RT3 Supplies 600	2010 – 2014
2b	Collect summative evaluation data on their principals corresponding to the common, mutually agreed upon principal evaluation tool	January 2011 – June 2014	\$2,000 – supplies	RT3 Supplies 600	2010 – 2014
2c	Submit evaluation data for each teacher and principal in their system to the State	January 2011 – June 2014	-na-	-na-	-na-
2d	Agree to store teacher evaluation data in the Statewide Longitudinal Data System, and to use the data as a component in calculating the Teacher Effectiveness Measure <i>A software engineer will be hired for two years to develop programs to unify the district's instructional, data, and talent management system.</i>	January 2011 – June 2014	(Budgeted in the RT3 Support section)	RT3	2011-2013
2e	Agree to store principal evaluation data in the Statewide Longitudinal Data System, and to use the data as a component in calculating the Leader Effectiveness Measure	January 2011 – June 2014	-na-	-na-	-na-

3) Support the statewide evaluation system by:

- a. Working with the State to establish clear approaches to measuring student growth and measure it for each individual student (Section D(2)(i) of GaRT3 Plan)
 - i. Sharing teacher and student academic data with a state-selected value-added model vendor who will run this data through a value-added growth model and calculate value-added scores for each teacher in “core” (tested) content areas
 - ii. Working with a state-selected vendor to finalize any teacher-student linkages that may be necessary to develop reliable value-added data
- b. Designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in the GaRT3 Plan) as a significant factor, and are designed and developed with teacher and principal involvement (Section D(2)(ii) of the GaRT3 Plan)
 - i. Adopting state's common evaluation system in which the quantitative value-added component will constitute at least 50% of the overall TEM for teachers in “core” areas (tested subjects) and at least 50% of the overall LEM for all school leaders
 - ii. Working collaboratively with the State to develop other quantitative measures of student engagement and achievement, and pilot these measures as potential predictors of teachers’ performance, e.g.:
 - 1. Student surveys
 - 2. Parent surveys
 - 3. Peer surveys
 - iii. Working collaboratively with the State to finalize other quantitative measures that will be included in the calculation of a Leader Effectiveness Measure (LEM), including at a minimum:
 - 1. Student attendance (elementary, middle, high , and K12 schools)
 - 2. Student graduation rates (high schools)

Clayton County Public Schools will support the evaluation system:					
GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...”)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
3a	Work with the State to establish clear approaches to measuring student growth and measure it for each individual student (Section D(2)(i) of GaRT3 Plan)	January 2011 – June 2014	-na-	-na-	2010 – 2014

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...")	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
3b	Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in the GaRT3 Plan) as a significant factor, and are designed and developed with teacher and principal involvement (Section D(2)(ii) of the GaRT3 Plan)	January 2011 – June 2014	\$5,000 – consultant \$2,500 – supplies	RT3 Purchased Services 300 Supplies 600	2010 – 2014

4) Communicate the state’s clear expectations for teachers and principals.

- a. Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations; provide teachers and principals with data on student growth for their students, classes, and schools (Section D(2)(iii) of the GaRT3 Plan)
 - i. Conduct face-to-face annual evaluations of teachers and principals
 - ii. Share all data with teachers relevant to their summative annual evaluations (rubrics-based evaluation; value-added student academic growth data in those core content area where value-added data will be available; and any other quantitative measures that are being piloted)
 - iii. Share all data with principals relevant to the summative annual evaluation (rubrics-based evaluation; value-added student academic growth data across core content areas; and other quantitative measures such student attendance and student graduation rate)
 - iv. Work collaboratively with the State and other participating LEAs to develop a simple survey tool to be administered to all teachers and principals to assess how well the evaluation process is meeting core objectives (e.g., setting clear expectations; providing timely and constructive feedback; etc.)
 - v. Conduct this survey regularly (e.g., annually) and share results with the State
 - vi. Use survey results to modify the evaluation process within LEA, as needed
- b. Provide effective, data-informed professional development, coaching and induction to teachers and principals that are, where appropriate, ongoing and job-embedded (Section D(5)(i) of the GaRT3 Plan)

- i. Develop clear professional development priorities at the LEA level to provide overall framework within which targeted professional development (PD) programs for teachers and principals can be delivered
 - ii. Align professional development (PD) programs at the LEA to include PD for teachers and principals on: GPS Standards (until CCGPS are released); on CCGPS (once released); effective delivery of new standards in the classroom; and use of formative, benchmark and summative assessments data to modify instruction and to boost student learning
 - iii. Ensure that induction programs offered by the LEA to teachers are in agreement with new state teacher induction guidelines (See Appendix B herein incorporated by this reference).
- c. Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (Section D(5)(ii) of the GaRT3 Plan)
- i. Regularly evaluate professional development supports based on student results
 - ii. Discontinue supports that do not appear to improve student achievement
 - iii. Use evaluation data to recommend targeted professional development for teachers and monitor PD attended by educators.

Clayton County Public Schools will communicate the state's clear expectations for teachers and principals:					
GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
4a	Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools	January 2011 – June 2014	-na-	-na-	-na-
4b	Provide effective, data-informed professional development, coaching and induction to teachers and principals that are, where appropriate, ongoing and job-embedded (Section D(5)(i) of the GaRT3 Plan)	January 2011 – June 2014	(mentioned in section 5)	-na-	-na-
4c	Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (Section D(5)(ii) of the GaRT3 Plan)	January 2011 – June 2014	\$5,000 – consultant	RT3 Purchased Services 300	2010 – 2014

5) Use annual evaluations, at a minimum, to inform talent management decisions regarding

- a. Developing teachers and principals by providing relevant coaching, induction support, and/or professional development (Section D (2) (IV) of the GaRT3 Plan). LEA will
 - i. Develop clear professional development priorities at the LEA level to provide overall framework within which targeted professional development (PD) programs for teachers and principals can be delivered
 - ii. Assign central office staff to work with principals to ensure that they have strong understanding of portfolio of PD options at the district level, and to ensure that they have the information on how to translate evaluation data into targeted PD recommendations for teachers
 - iii. Assign central office staff to work with teachers to ensure that they understand portfolio of PD options at the district level, and know what kind of PD they may need as they conduct self-reflection / self-evaluation
- b. Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities (Section D(2)(iv) of the GaRT3 Plan). The LEA will implement the State's plan to:
 - i. Tie step increases for teachers to teachers' performance on the qualitative rubrics-based evaluation tool, which will have multiple rating categories (beyond a simple satisfactory / unsatisfactory rating). A threshold overall rating score will be established collaboratively by participating LEAs and State to qualify a teacher for a step increase
 - ii. Tie annual salary increases for principals to each principal's LEM. A threshold LEM will be established by participating LEAs and State to qualify a principal for an annual salary increase
 - iii. Award individual performance bonuses to teachers on the basis of TEM, and to school leaders on the basis of LEA
 - iv. Make additional individual bonuses available to core teachers in high-need schools if they reduce the student achievement gap (defined as the difference between performance of teacher's student group and State-developed benchmark / highest performing subgroup)
 - v. Work with the State to develop career ladder opportunities for teachers (e.g., at the master teacher and teacher leader level) that allow teachers to take on additional responsibilities for additional pay, while remaining in the classroom:
 1. An example of a teacher leader's responsibilities might be "peer review" or participation in the teacher evaluation process as an evaluator. LEAs may choose to appoint peer reviewers to participate in their evaluation processes, but are not obligated to do so.
 - vi. Provide for equal or greater earning potential under the new system, for effective teachers as determined by threshold TEM values.
 - vii. Provide an opt-in system for the new teacher compensation model. Current teachers who choose not to opt in will be grandfathered into their current salary structure
- c. Whether to renew contracts to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures (Section D(2)(iv) of the GaRT3 Plan);

- i. The LEA will base decisions to award employment contracts to teachers and principals on the effectiveness measures described in (3) above
 - d. Removing ineffective teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures (Section D(2)(iv) of the GaRT3 Plan)
 - e. Ensuring the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students (Section D(3)(i) of the GaRT3 Plan)
 - i. The LEA will develop a plan to use teacher and principal effectiveness data (TEM and LEM for teachers and principals, respectively) to make strategic placement and transfer decisions within the LEA, to ensure students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals
 - ii. The LEA may also utilize effectiveness measures that will become available on teacher and leader preparation programs (see (6) below) to guide and refine its recruiting and hiring practices, to target candidates from the most effective programs to its high-poverty and/or high-minority schools
 - iii. The LEA may consider compensation incentives to attract effective teachers to teach in high-poverty and/or high-minority schools (additional funds may be available from the State on a competitive application basis)
 - f. Increasing the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (Section D(3)(ii) of the GaRT3 Plan)
 - i. The LEA will implement recruitment strategies to increase the pool of teachers available in the district in these subject areas ii) The LEA may consider compensation incentives to attract effective teachers to teach in hard-to-staff subjects, especially in high-poverty and/or high-minority schools (additional funds may be available from the State on a competitive application basis)

Clayton County Public Schools will use annual evaluations, at a minimum, to inform talent management decisions regarding hiring, recruiting, retaining, promotion, removal, and pay for performance:

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
5a	Develop teachers and principal by providing relevant coaching, induction support, and/or professional development	2011 – 2014	\$50,000	Title II	2011-14
5b	Compensate, promote, and retain teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities	2013 – 2014	\$4,400,000 – pay for performance \$180,000 – benefits pay for performance	RT3 Personnel/ Benefits 100/200	2013 – 2014
5c	Determine whether to renew contracts to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures	2011 – 2014	-na-	-na-	-na-
5d	Remove ineffective teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures	2011 – 2014	-na-	-na-	-na-
5e	Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students- incentives to attract teachers	2011 – 2014	-na-	-na-	-na-

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
	to high-needs schools				
5f	Continue to use SearchSoft to <ul style="list-style-type: none"> • Simplify the identification of Highly Qualified Teachers • Expedite the distribution of candidate information to the hiring authority • Accelerate the time to hire • Optimize the business practices • Maximize the district’s ability to hire the best candidates in the pool • Eliminate the unnecessary paper from the recruitment and hiring process • Streamline the reporting functions of the personnel department 	2010 – 2014	-na-	-na-	-na-
5f	Increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA	2011 – 2014	\$20,000 (travel, incentives)	Title II	2011 – 2014

6) Support the state’s capacity to use TEM (LEM) to guide broader policy decisions.

- a. Share teacher and principal evaluation data (including linkages between teachers and students) with the State to allow for calculation of TEM and LEM. The TEM and LEM will in turn be a critical component of the Teacher Preparation Program Effectiveness Measure (TPPEM) and a Leader Preparation Program Effectiveness Measure (LPPPEM), respectively
- b. LEA may, but is not obligated to, use preparation program effectiveness measures when making recruiting and hiring decisions

Clayton County Schools will support the state's capacity to use TEM (LEM) to guide broader policy decisions:

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
6a	Share teacher and principal evaluation data (including linkages between teachers and students) with the State to allow for calculation of TEM and LEM. The TEM and LEM will in turn be a critical component of the Teacher Preparation Program Effectiveness Measure (TPPEM) and a Leader Preparation Program Effectiveness Measure (LPPEM), respectively	2011 – 2014	-na-	-na-	-na-
6b	Use preparation program effectiveness measures when making recruiting and hiring decisions	2013 – 2014	-na-	-na-	-na-

7) LEAs that fall within metro Atlanta or one of the regional clusters established by the state commit to working with Teach for America (TFA) and The New Teacher Project (TNTP), two organizations committed to improving the pipeline of high quality teachers with an emphasis on saturating the lowest achieving schools.

Clayton County Public Schools will partner with Teach For America – Atlanta by:					
GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
7	Collaborate with GaDOE and Teach for America staff to define our expectations for developing a partnership (i.e., level of support , evaluation, selection of teachers, placement of teachers).	2011 – 2014	-na-	-na-	-na-
7	Engage Teach for America – Atlanta to increase the number and percentage of highly effective teachers teaching within its highest need feeder patterns.	2011 – 2014	-na-	-na-	-na-
7	Form a partnership with Teach for America to recruit, select, train, place and provide ongoing support to a maximum of 50 Teach for America corps members for the duration of the Race To The Top grant period (2014). And, assist in offsetting Teach For America – Atlanta’s costs for recruiting, selecting, training and providing ongoing support for its Corps members by paying Teach For America – Atlanta \$4,000/corps member for the duration of the Race To The Top grant period (2014). The number of TFA selected will be based on district needs.	<p>2011 – 2014</p> <p>For school year 2011-2012, CCPS has 38 TFA in schools.</p> <p>2 years of support through RT3 and future support provided by the District</p> <p>*The district will collaborate with GaDOE and TFA to negotiate the exact amount paid for each Corps member Salaries (2011 – 2013)</p> <p>• 30 TFA x \$38,000/year x 2 years = \$2,280,000</p>	<p>\$2,280,000 – Salaries</p> <p>\$695,400 – Benefits for 30 TFA</p> <p>\$520,000 – Professional Development for up to 50 TFA</p> <p>8 of the 38 2011-2012 TFA salaries are paid through General</p>	<p>RT3 Personnel/ Benefits 100/200</p> <p>Purchased Services 300</p> <p>General Funds</p>	2011 – 2014

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...”)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
		<p>Benefits • \$695,400</p> <p>Professional Development • 30 TFA x \$4,000 x 3 years = \$360,000 • 20 TFA x \$4,000 x 2 years = \$160,000</p> <p>2013-2014 (up to 50 TFA will be paid with general funds; the number of TFA hired will be based on district needs)</p>	<p>Funds (\$382,1660 for salaries and benefits)</p> <p>\$1,800,000 - Salaries \$576,700 (year 3) – Benefits for up to 50 TFA</p>	General Funds	
7	Hire and place Corps members in schools no later than the first day of school. Corps member placements will be distributed across pre-K through 12th grade classrooms and subject areas. The district will determine placement and selection of TFA teachers based on district need.	2011 – 2014	-na-	-na-	2011 – 2014

Other LEA activities supporting GREAT TEACHERS AND LEADERS

Section D(2) – Improving Teacher and Principal Effectiveness based on Performance

Section D(3) – Ensuring Equitable Distribution of Effective Teachers and Principals

Section D(5) – Providing Effective Support to Teachers and Principals

Clayton County Public Schools will ensure students are taught by effective teachers and lead by effective leaders:					
GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
D(3)	Ensure equitable distribution of effective teachers and principals: Incentives to attract teachers to High Needs Schools- 3 high schools; 1 middle school.	2011 – 2014			
D (2), D(5)	Provide effective support to teachers and principals: Substitutes for CLASS Keys (TEM) Training	2012 – 2013	\$5,000 – substitutes \$1,500 – benefits	RT3 – Personnel/ Benefits 100/200	2012 – 2014

The State will:

ACTION
1) Work collaboratively with participating LEAs to finalize the components of a common statewide evaluation system that will allow the State to ensure consistency and comparability across districts by developing a single Teacher Effectiveness Measure (TEM) for each teacher and a single Leader Effectiveness Measure (LEM) for each school leader.
a) Establish and validate the key elements of a rubrics-based evaluation tool needed for determining teacher and leader effectiveness.
b) Establish a clear approach for measuring student growth by developing a value-added growth model.
c) Develop other quantitative measures of student learning that are rigorous and comparable across classrooms.
2) Set clear expectations for teachers and principals in terms of performance and provide effective supports to help them meet performance requirements.
a) Train three to five evaluators per school from participating LEAs to conduct evaluations and provide timely and actionable feedback.
b) Train one to two central office representatives per participating LEA so that central office staff can provide ongoing training to LEA evaluators.
c) Design annual survey for teachers to gain feedback on whether the new evaluation system is being implemented with fidelity.
d) Facilitate dissemination of best practices so that LEAs can learn from one another on how best to support teachers and principals to drive student achievement.
e) Work with LEAs to provide targeted professional development to teachers based on annual evaluations.
3) Change certification requirements so that teachers receive an induction certificate during their first three years in the classroom and must demonstrate a baseline TEM in order to receive a clear, renewable certificate.
a) Ensure that beginning teachers receive the support they need to maximize effectiveness.
4) Use TEM (LEM) to inform talent management decisions such as promotion, recertification, professional development supports, interventions, and differentiated compensation.
5) Use TEM (LEM) to guide broader policy decisions: e.g., Georgia will publicly report and link student achievement data (as captured by TEM and LEM) to the programs where teachers and school leaders were credentialed.

6) Ensure the integrity of the State’s student achievement data through annual audits of assessment answer documents.

7) Conduct ongoing research of evaluation tools and effectiveness measures and improve as necessary to ensure correlation between rubrics-based evaluation and student outcomes.

8) Establish an Innovation Fund which will support competitive grants for Grow Your Own Teacher programs to address the particular staffing challenges of rural LEAs by enabling them to partner with local institutes of higher education to design their own individualized program models to meet their specific needs.

9) Support the development of effective school leaders.

a) Provide targeted development through Summer Leadership Academies and by providing coaches and mentors to principals of low-achieving schools.

b) Revise certification rules to allow for an alternative certification pathway for school principals, open to non-educators.

10) State will develop a competitive grant fund for awarding signing bonuses for LEAs and schools to recruit highly effective teachers to move to high-needs schools in rural parts of Georgia.

11) Facilitate partnerships between participating LEAs and Teach for America (TFA) and The New Teacher Project (TNTP), two organizations committed to improving the pipeline of high quality teachers. Work with participating LEAs to formalize which LEAs will act as primary “sponsors” for TFA and TNTP.

12) Formalizes partnerships with Education Management Organizations (EMOs) that will focus on managing schools identified as best matches for the restart model.

LOWEST-ACHIEVING SCHOOLS

Section E(2) – Turning Around Lowest-Achieving Schools

In addition to implementing the GaRT3 reforms in the other assurance areas, LEAs with schools that have been identified as “lowest-achieving schools,” agree to do the following:

Lowest Achieving Schools					
System Name	School Name	Tier I	Tier II	Tier III	SIG
Clayton County	Lovejoy Middle School (NI5)			X	X

- 1) Utilize incremental resources, made available to the LEA by the State through Race to The Top grant under the assurance of “Turning Around Lowest Achieving Schools”, for the purposes of:
 - a. Targeted professional development for teachers and principals
 - b. Credit recovery services
 - c. Partnerships with local organizations to deliver innovative programs or courses
 - d. Extended day /year opportunities for targeted student subgroups
 - e. Additional teacher and principal financial incentives, as needed

Utilizing the state-level intensive diagnostics for identified lowest-achieving schools, Clayton County Public Schools will develop a plan (to be submitted February/March 2001) for professional development, credit recovery, local partnerships, extended day/year, and additional teacher and principal financial incentives, as needed, in the identified Lowest Achieving Schools. Clayton County Public Schools is already the recipient of School Improvement Grants for Lovejoy Middle School. Funds have used to hire a math coach who has been instrumental in providing on-site professional development and building a professional learning community around mathematics.

Professional Development: As outlined in our Strategic Plan, CCPS will employ the use of innovative research-based instructional practice that includes ongoing professional development for teachers and administrators. All schools will receive professional development in standards-based, rigorous instruction and data analysis using common assessments. We will include a sequenced, tiered course progression of training offered by the district as well as build capacity for job-embedded professional learning via Site Implementation Training Teams. Additional support will remain a priority for our NI schools (NI3-NI5) in the areas of reading and math achievement.

During the summer of 2010, content area representatives, including administrators, from all schools participated in a 2 week long, intensive summer training (Hands-on, Minds-On). At this training, participants received expert training in the areas of lesson planning, critical thinking, collaborative planning and increasing rigor. Additional training and follow-up, including district support team site visits, were planned throughout the 2010-2011 school year.

At our 4 lowest performing schools, additional district cluster support continues, with weekly focus walks and observations using E-walk. Low performing teachers have been identified and professional development plans have been created to assist those teachers in improving their delivery of instruction.

Credit Recovery Services: In order to ensure that all CCPS high school students met the state Graduation requirements, CCPS has implemented the hybrid schedule for all high schools. With this schedule, high school students are allotted additional time in the day to recover missing credit hours and work towards accrual of credit hours in order to graduate within the expected 4 year period.

Partnership with Local Organizations to Deliver Innovative Programs or Courses: CCPS presently works with Clayton State University and Mercer University to provide pre-service teachers practicum and student teaching opportunities. CCPS also works in partnership with Clayton State University to provide free tutorial services to students in grades 6-12 in the areas of Math, Language Arts, Science, Social Studies.

Extended day/year opportunities for targeted subgroups: Clayton County presently offers Supplemental Educational Services at all schools in needs improvement status. Students also receive after-school programs for students needing additional remediation for 2.5 hours, 2 days per week at all SIG schools. Transportation is provided for both the extended day and extended year opportunities at the SIG middle and high schools.

Additional Teacher and Principal Financial Incentives, as needed: All CCPS schools with a NI2 or higher consequence received SIG funds to support their efforts to increase student achievement. This includes monetary awards for classroom resources, paid attendance to state/local conferences, and additional planning time per semester, depending on the level of student achievement accomplished.

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
E(2), 1	Utilize incremental resources, made available to the LEA by the State through Race to The Top grant under the assurance of “Turning Around Lowest Achieving Schools”, for the purposes of: a) Targeted professional development for teachers and principals related to Class Keys, Leader Keys, School Keys, and district initiatives b) Partnerships with local organizations to deliver innovative programs or courses	2011-2014	\$85,000 – salaries, benefits, consultants to support target professional development and extended day learning for students	Title II – Professional Development	2011-2014

- 2) **Agree to a rigorous review of existing resource allocations in the first year of the turnaround plan to ensure that existing resources are being deployed with maximum impact and to ensure financial sustainability of any new programs by the time the State’s bridge funding ceases (after four years)**
- a. Engage State-selected vendor or another approved vendor to conduct rigorous resource allocation analysis
 - b. Utilize analysis findings and recommendations to free up internal resources, over grant period of four years

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
E(2), 2a, b	The district will use its Office of Special Projects, data strategist, and Psychometrician to conduct evaluations and program evaluations to determine the effectiveness of use of funds to ensure maximum impact and financial sustainability of new programs and initiatives.	2011 – 2014	RT3 (included in the RT3 section)	RT3 (included in the RT3 section)	2011 – 2014

- 3) Agree to a State-level intensive diagnostic that will be performed by a state team of “turnaround experts” (revised SOW will be required in February based on the diagnostic):**
- a. State will recommend, with input from LEA, the most appropriate of four turnaround models specified in the GaRT3 Plan: a) turnaround, b) restart, c) school closure, or d) transformation model (see Appendix C, herein incorporated by this reference, for a detailed description of turnaround models)
 - b. Based on the review (to be conducted between November 2010 to February 2011), the SEA and LEA agree to one of the four turnaround models for each lowest-achieving school within the LEA, and develop a more detailed plan to implement this model. The specifics of this plan will be included in an updated. LEAs understand that failure to negotiate any term or condition necessary for implementation of the State plan will result in termination of the grant to the LEA.
 - c. The SEA is also including one feeder school per each lowest-achieving school in the turnaround effort. No additional funding will be provided for those feeder schools that are not already on the list of lowest-achieving schools, but LEAs commit to working collaboratively with the State to utilize existing resources to address feeder school issues.
 - d. To the extent that additional services and programs developed for lowest-achieving schools can be shared/extended to include the feeder schools mentioned above without detriment to the lowest-achieving schools, such efficiencies are highly encouraged

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
E(2) 3a, b, c, d and 4	<p>The district has agreed to implement the “Transformation School Model” for Lovejoy Middle School.</p> <p>The district has replaced the principal of Lovejoy Middle School (2011-2012)</p> <p>The staff and district will continue to explore and possibly implement the Middle Years Program (IB) at Lovejoy Middle School and partner with Lovejoy High School to allow students to complete the 5-year program.</p>	2011-2014	\$50,000 – supplies, professional development, fees, etc.	General	2011-2014

- 4) **Maintain or place a high-performing principal at the helm of the low-performing school with autonomy over staffing and budgets (high-performing principals have a demonstrated record of improving student achievement in their schools).**

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...’)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
E(2) 4	As part of Lovejoy Middle School’s transformation model, the district has replaced the principal of Lovejoy Middle School with a high performing elementary school principal. The principal was assigned from Riverdale Elementary School (FY11 Distinguished Title I School) to Lovejoy Middle School as of July 1, 2011.	2012 – 2014	\$300,000 – salary and benefits	General	2012-2014

- 5) **Work collaboratively with the State to agree upon which of the following programmatic initiatives will be implemented in LAS (Revised SOW plan will be required in February/March timeframe based on diagnostics).**
- a. Pursue meaningful partnerships to advance applied learning opportunities, e.g.:
 - i. Internships for students with local businesses, non-profit groups, etc.
 - ii. Partnerships with local universities (e.g., to develop new math and science courses)
 - iii. Partnerships with national organizations (e.g., ROTC, science museums, informal education organizations, etc)
 - b. Establish a minimum of 60 minutes per week of common planning time for teachers
 - i. Modify school schedules as needed to allow for common planning time for teachers, without reducing time devoted to student instruction
 - ii. Focus common planning time on curriculum mapping, collaborative grading, and data-driven evaluations of student learning (e.g., using formative and summative assessment data to modify instruction and develop individual interventions)
 - c. Optimize use of existing time for all students and modify school schedules as needed
 - d. Increase learning time for those students or student subgroups that need additional time:
 - i. Students subgroups in need of additional supports/time will be identified as part of initial LEA diagnostic
 - ii. LEAs/schools have flexibility in how to expand time. Possibilities include:
 - 1. Before and after-school classes/activities
 - 2. Saturday school
 - 3. Summer school

4. “Twilight School”
- iii. LEAs/schools have flexibility in how to use expanded time and how to apply to subgroups of students. Possibilities include:
 1. Increasing amount of time devoted to teaching math, literacy, science, and other core subjects
 2. Expanded learning blocks to allow teachers time to teach through hands-on, interactive projects
 3. Integrated enrichment opportunities such as robotics, forensics, music, ceramics, video production, athletics
 4. Time for activities such as internships
 5. Individual and small group tutoring
- iv. Commit to at least one full-time graduation coach that meets State-determined qualification criteria in each of the lowest-achieving schools (at the middle or high school level)
- v. Commit to at least one full-time math coach per school in each school identified as “lowest-achieving”
 1. Math coach is responsible for providing teachers at the school with consistent classroom observation and feedback on the quality and effectiveness of curriculum delivery and instructional practice
 2. Also responsible for providing assistance with how to use data to inform and modify instructional practice

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
E(2) 5a	Continue to exploring opportunities to build and building partnerships with community agencies,	2011 – 2014	-na-	-na-	-na-
E(2) 5b, c, d	Continue to implement the middle school model that mandates at least 60 minutes of common planning time for teachers. Continue to extend the school day /year opportunities for targeted student subgroups to provide academic enrichment and remediation in academic areas.	2011 – 2014	\$45,000	20 Additional Day Funds and General Funds	2011-2014
E(2) 5d	Hire a Graduation Coach (At-Risk Counselor) that meets State-determined qualification criteria for Lovejoy Middle School. The Graduation Coach’s primary responsibility is to identify at-risk students	2011 – 2014	\$156,000 – salary \$48,360 – benefits	RT3 – Supplies 600 Personnel/ Benefits 100/200	2011 – 2014

	and help them succeed in school by keeping them on track academically before they consider dropping out. The Graduation Coach will identify, recruit and engage parents and concerned adults, organizations and government agencies to serve in a variety of ancillary roles to support at-risk learners.				
E(2) 5d	Hire a Math Coach (Math Facilitator) whose is responsible for providing mathematics teachers at Lovejoy Middle School with consistent classroom observation and feedback on the quality and effectiveness of curriculum delivery and instructional practice and responsible for providing assistance with how to use data to inform and modify instructional practice.	2011 – 2014	\$156,000 – salary \$48,360 – benefits	School Improvement (SIG Grant)	2011 – 2014

Other LEA activities supporting LOWEST-ACHIEVING SCHOOLS

Section E(2) – Turning Around Lowest-Achieving Schools

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
E(2)	Provide support for staff’s retreats and trainings (on and off-site) at lowest-achieving school on improving instructional practices that include	2011 – 2014	\$20,000 – supplies \$10,000 – substitutes \$3,000 – benefits \$10,000 – stipends for Insider Teacher trainers \$1,000 - benefits \$5,000 – travel \$5,000 – registration \$13,400 - consultant	RT3 – Supplies 600 Personnel/ Benefits 100/200 Travel 580 Dues/Fees 810 RT3 – Purchased Services 300	2011 – 2014
E(2)	Provide additional supplies to support lowest achieving schools toward meeting RT3 expectations	2011-2013	\$25,000 – supplies	RT3 Supplies 600	2011-2013
E(2)	Provide academic opportunities for academic enrichment or remediation; teachers serve as tutors and instructors	2011 – 2014	\$50,000 – stipend \$2,200 – benefits	RT3 – Purchased Services 300	2011 – 2014

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...”)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
E(2)	Provide virtual courses for academic enrichment, acceleration and remediation	2011 – 2014	\$40,000 – (on-line learning)	RT3 Computer Software 612	2011 – 2014
E(2)	By October 2011, introduce a School Administration Manager (SAM) in Lovejoy Middle School to help relieve some of the administrivia tasks the principal completes so that she can focus on role as instructional leader of the school. Many tasks will be delegated to assistant principals and teacher leaders.	2011 – 2014	-na-	-na-	-na-

The State will:

ACTION
1) Support LEAs through structural initiatives (turnaround model, teacher and leader reforms, etc).
a) State team of turnaround experts to work collaboratively with participating LEA to conduct intensive diagnostic of each LAS to recommend one of four turnaround models outlined in GaRT3 Plan.
b) Coordinate GaRT3 turnaround effort and School Improvement Grant effort to ensure alignment
c) Assist participating LEA in implementing the full complement of GaRT3 reforms
2) Support LEAs through targeted programmatic initiatives
a) Provide appropriate supports for principals in LAS through targeted PD, Summer Leadership Academies, etc.
b) Assist LEAs in providing appropriate supports for teachers in LAS
c) Share best practices in targeted PD to encourage a classroom view of students, allowing teachers to place students into meaningful groupings and adjust instruction delivery.
d) Provide targeted support to participating LEA for instructional improvement systems

i) State will work collaboratively with LEAs to select appropriate vendor to provide tools to teachers in LAS that allow for individualized student profiles
e) In collaboration with participating LEAs, State will determine which LEAs will be beneficiary of the three Performance Learning Centers (PLCs) in which State invests.
3) Provide tool kits to participating LEAs on key strategic programmatic issues (e.g., best practices in implementing teacher and leader effectiveness reforms, and in conducting school and student segmentation, and developing “multiple pathway” strategies for students) to develop ongoing district capacity and support the development of a “portfolio” view of its schools and academic options for students.
4) Participate in a new national Grade Level Reading Initiative led by the Annie E. Casey Foundation to determine reading strategies needed for ages 0-8 to get students reading on grade level by third grade and work collaboratively with LEAs to select 2-4 LEAs to participate in developing strategic initiatives appropriate for LAS feeder schools, including Pre-K programs, with a focus on grade level reading.
5) Introduce School Administration Managers (SAMs) in low-achieving schools so that principals may focus on role as instructional leader of the school.

RT3 Support

Supports all RT3 Reform Areas

Funding will be used to hire additional staff to support the implementation of RT3 over the next four years:

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
B(3), C(2), C(3), D(2), D(3), D(5), E(2)	Fund a project manager to facilitate the implementation and sustainability of RT3 for the district.	Position will be maintained for the four years of the grant – 2011 – 2013	\$150,000 – salary \$39,000 – benefits	RT3 Personnel/ Benefits 100/200	2011 – 2013
B(3)	Fund two business analyst/program managers to facilitate the implementation of the district’s comprehensive student assessment system.	Position will be maintained for two years of the grant – 2011 – 2013	\$300,000 – salary \$78,000 – benefits	RT3 Personnel/ Benefits 100/200	2011 – 2013
B(3) C(2), C(3), D(2), D(3), D(5)	Fund a software engineer to facilitate the implementation of the district’s comprehensive student assessment, talent management, and data systems.	Position will be maintained for two years of the grant – 2011 – 2013	\$150,000 – salary \$39,000 – benefits	RT3 Personnel/ Benefits 100/200	
B(3)	Fund a Psychometrist to facilitate the implementation of the district’s comprehensive assessment system	Position will be maintained for two years of the grant – 2011 – 2013	\$170,000 – salary \$44,200 – benefits	RT3 Personnel/ Benefits 100/200	2011 – 2013
C(2), C(3), D(2), D(3), D(5)	Fund a database manager to facilitate the implementation of the district’s comprehensive student data system.	Position will be maintained for three years of the grant – 2011 – 2013	\$150,000 – salary \$39,000 – benefits	RT3 Personnel/ Benefits 100/200	2011 – 2013
B(3), C(2), C(3), D(2), D(3), D(5), E(2)	Fund one data strategist to facilitate the implementation of an assessment system, student data system, and talent management system.	Position will be maintained throughout the grant with RT3 funds and beyond with	\$225,000 – salary \$58,500 – benefits	RT3 Personnel/ Benefits 100/200	2011 – 2014

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
		other funds –2011 – 2014			
B(3), C(2), C(3), D(2), D(3), D(5), E(2)	Fund 2 teachers (mathematics and science) per school site and two teachers per program site to pay for extra assignment/duties and responsibilities that include training, observing, coaching, and mentoring teachers during the rollout of common standards.	Positions will be maintained for two years: 2011 – 2013 68 sites x 2 teachers x 2 years x \$4,000	\$1,088,000 – salary \$42,500 – benefits for Great Lead Teachers	RT3 Teacher Salaries 110/200	2011 – 2013

Funding will be used for indirect costs to support the RT3 grant over the next four years.

GA RT3 Initiative (Section)	Required RT3 Activity (Participating LEAs will ...)	Plan/Timeline for Implementation	Budget	Fund Source	Fiscal Year
B(3), C(2), C(3), D(2), D(3), D(5), E(2)	Indirect costs at 3.59% of the total (\$15,257,864)	2011 – 2014	\$547,754	RT3 Indirect Costs 880	2011 – 2014

LEA APPROACH NARRATIVE

Vision: How will your LEA be different in 2014? What will be different for students? For teachers and administrators?

The vision of Clayton County Public Schools (CCPS) is to be a district of **excellence** preparing **ALL** students to successfully compete in a **global economy**. As a school system, our vision is driven by a **Theory of Action**: More of the same is not enough; prolonged equilibrium is a precursor to death; with the right change architecture, the rank and file can be the most ardent change agents (*Richard Pascale, 2000 Surfing the Edge of Chaos*). In the implementation of our vision, we are not just architecting information; we are using information to architect *change*.

Change that has the greatest impact on student achievement is focused on practices that have a direct impact on teaching and learning: Talent Development (human resources acquisition/support – professional development for great leaders and great teachers with a direct link to instruction and student achievement); strategic planning and monitoring and evaluation assurances; curriculum, assessment, technology tools; school improvement planning/implementation; and family and community involvement.

Change by 2014, where CCPS students will be ranked among the best; where Great Teacher Leaders will conduct professional development, share strategies, and facilitate professional learning among peers; where principals will spend their time supporting teachers around analysis of student performance data; and where professional development is based on empirical evidence that best supports teaching and learning will require coordinated leadership.

Under the leadership of the current CCPS Board of Education and Superintendent Dr. Edmond T. Heatley, Clayton County Public Schools has initiated a number of strategic projects to accelerate our students' academic and social achievement. Given everything known about the efforts of Race to the Top to improve urban school districts, Georgia's bold vision, and our district's vision and data findings; steps have been taken toward a comprehensive and coherent approach to reform, with a central focus on higher quality teaching and learning. We cannot improve schools without improving the skills and abilities of the professional educators within them.

Now, with funds from Race to the Top, CCPS has developed a plan to accelerate our human capital and to drive achievement to enable **ALL** students to successfully compete in a **global economy** while targeting resources for our lowest achieving schools. Three key elements to be leveraged in our comprehensive reform, grounded in performance management are:

1. Curriculum-driven, integrated-assessment program
2. Comprehensive technology system that integrates assessment data, instructional resources, and on-demand teaching tools
3. Talent management system that strengthens human capital and organizational capacity processes

There are no excuses not to be different by 2014. With the goal-driven RT3 process, unprecedented funding, and State Education Agency (SEA) support systems in concert with CCPS strategic initiatives, we will make meaningful progress regarding student achievement. Our focus is dual. We will raise the floor and raise the ceiling ensuring an aligned instructional system (backwards planning from the performance

standards and assessments ensuring teaching practices are focused on the needs of students - differentiated and rigorous).

1. By the end of the grant, our district will have the following systems in place: talent management, student information, and assessment.
2. Each quarter teachers and administrators will use data findings in daily instructional, programmatic and managerial decision making measured by pre- and post-surveys, coaches' observations and reports, and data logs.
3. Each year, teachers and administrators will increase their proficiency in the use of our assessment system and processes to drive instructional, programmatic and managerial decision making measured by pre- and post-surveys, coaches' observations and reports, and data logs.
4. Each year, student achievement, by subgroup, will increase as we close achievement gaps. Our student performance goals are listed in Appendix A.
5. By the end of the grant, chronically low performing schools will improve in all NCLB performance indicators and meet AYP goals.
6. By the end of the grant, our annual 9-12 average dropout rate will decrease from 4.6% in 2009-2010 to 2.5% by 2013-2014.

We are in a tenacious pursuit of excellence. Most certainly, we will incorporate actions in tandem to the assurances outlined in the federal policy and to Georgia's rigorous and innovative scope of work leading and supporting progress on the four reform areas: standards and assessments, using data to improve instruction, great teachers and great leaders as defined by GADOE and using the Teacher Effective Measure and the Leader Effective Measure, and turning around low-achieving schools.

Capacity to implement and sustain plans: What capacity (especially in terms of skills and capabilities) does the plan require at the LEA and school level? How will you build that capacity? How will you sustain your plans after 2014?

We are driven by leadership at all levels to design, monitor, and evaluate a whole-system learning strategy with nested layers of purposeful and aligned activities for capacity and to sustain our plans after 2014. We know that we have agreed to and entered into a process of building a system for learning supports to support student learning. We know this will require district and school leadership to be strategic in how the system is introduced to stakeholders and, more importantly, how the development and implementation process unfolds. Attention must be given to a set of steps and activities intended to ensure that the system is truly comprehensive and operates in a collaborative partnership with essential stakeholders.

For five years, we have been administering Acuity, a formative assessment system, to our 1-8 grade mathematics students. The long-term use of Acuity as our formative assessment system has allowed us to use the test results to predict our students' performance on the math portion of the CRCT. The long-term relationship we have had with CTB McGraw-Hill and continued use of an effective assessment system demonstrate our commitment to using data to drive instructional, programmatic and managerial decisions. We have slowly been transitioning the process we use to manage student information. We have invested in implementing a new system that is gradually releasing the end-users' use of AS400 to a more easy-to-use and friendly management system. However, we realize that a better system is needed to fully integrate an instructional improvement system in our day-to-day work.

We realize that the efforts needed to implement RT3 actions and activities will require new and enhanced systems. With RT3 funds, we will invest in obtaining two powerful information systems: student information management and assessment/data management. Once these systems are in place, RT3 funds will be used to hire temporary staff (project manager/analysts-2, psychometrist-1, project manager-1) who will be responsible for ensuring that the systems successfully integrate with the state's systems and function according to specifications and expectations, as well as training district staff to assume responsibilities for overseeing the daily operations of the systems. We also realize that we must empower teachers to create their own assessments based on the higher levels of the revised Bloom's Taxonomy and Webb's Depth of Knowledge and utilize common planning time and staff development to integrate assessment and instruction in ways that support learning. We must provide the professional development and support needed so they know how to analyze their own assessments and other key student information as part of an overall school reform effort. These new tools will be instrumental in us in becoming fully operational in applying a theory of action that links administrators, teachers, parents, and students together to strategically use educational data to improve student learning and raise achievement.

Currently, CCPS has Area Support Teams comprised of Area Superintendents, Instructional Implementation Specialists, core subject facilitators, data specialists, and coordinators for special services such as Exceptional Children and English Language Learners who are valuable to the successful implementation of the district's Strategic plan and local school improvement plans aligned with the district Academic Pathway. We strongly believe in the model of using the team approach to improve schools, and to support this, next year, we will include science and social studies facilitators on each of the three teams.

These Area Support Teams will work in unison with our district Content Coordinators and Great Teacher Leaders (supplemented with RT3 funds) to implement professional development and build capacity among teachers and leaders. Our Great Teacher Leaders and Great Teachers will demonstrate excellence inside and outside of the classroom as evidenced by their consistent leadership and focused collaboration to maximize student learning and student growth.

The Great Teacher Leaders will receive required targeted professional learning from the GaDOE focusing on high-quality delivery of the CCGPS and meaningful use of assessment data. Our schools and the District will be filled with teachers who can provide effective professional development to teachers and principals. In addition, the Great Teacher Leaders who assist in building our infrastructure with other teachers will be able to raise awareness of the state's requirement, for example, that all elementary and middle schools make science their second AYP indicator, by highlighting STEM resources, promoting a STEM culture in schools, and modeling applied STEM modules.

Our teacher and school leaders will possess the skills and knowledge to collaborate and communicate with students, parents, other educators, administrators and the community how to be to support and promote student learning. Our principals will assume responsibility for professional growth, performance, and involvement as an individual and as a member of their learning community by diagnosing focal district needs (targeting sub group gaps and low-achieving schools) and continuously analyzing data to ensure learning. For example, this data will be communicated with charts and graphs and on electronic dashboards, with Academic Galleries of student work and, face-to-face conferences with parents as well as presentations of learning.

By the end of the grant, we will have school and district staff trained who will be capable of continuing the work of school transformation. This assures the cultural transformation critical to sustaining meaningful change will be in place as a critical mass of teachers, administrators, and other stakeholders capable of competently, effectively, and efficiently analyzing and using data from high quality assessments and other performance-based "metrics" as the source for all instructional, programmatic, and managerial decision-making will be left in place when funding ends.

Adequacy of Resources and Stakeholder Support

To assure sustainability, a **RT3 project manager** is included to aid in building capacity for sustainability. District-trained staff will be available to support the ongoing implementation of each management system with additional training for new users, on an as-needed basis. Online professional development modules are also available to augment face-to-face training and will remain available. CCPS is in the process of exploring additional foundational support, as well. Finally, the "big ticket" items (talent management system, assessment/data system, student management system, and professional development) needed for sustainability needed to build capacity) will be in place as a result of the RT3 grant. These same supports and systems will also be available at the state level, and we will collaborate with the Georgia Department of Education to utilize these resources. The district is initiating a request for quotes (RFQ) for instructional and professional improvement services. The RFQ stipulates that approved vendors commit to providing grant writing services as a value-added feature. Additionally, federal program staff, general budget staff, and Department Heads are collaborating to align financial resources to district and RT3 goals. Therefore, we are

confident that we will be able of sustain our plans beyond 2014.

Success factors and possible risks: What systems, people and processes will you deploy to ensure your plan's success? How will you influence the performance of key personnel and hold them accountable? How will you engage stakeholders? What are possible risks and how will you mitigate them?

Academics, Accountability, Achievement: The District has been undergoing district-wide SACS accreditation for the 18 months. By April 2011, our district will complete its SACS visits and evaluation. While undergoing this process we have assembled teams of staff, parents, community members, and students to help us review our processes and systems. These school-based and district established teams will help implement the activities related to RT3. In addition, we have thoroughly reviewed our personnel needs and have identified other support that will be needed for our district to meet the RT3 goals. Furthermore, as we respond to the austerity reduction in our budget, we have streamlined departments, programs, and processes without negatively affecting the quality of service we provide staff, students, parents, and other customers. Funds from RT3 will be used to supplement, and in many cases – initiate new initiatives that will catapult our district to the top.

SUCCESS FACTORS

1. Implemented an online data system to monitor student progress on formative and predictive assessments in mathematics
2. Conducted activities such as after school credit recovery, on-line credit recovery, and Open Campus that have lead to a nine-year increase in graduation rates; surpassed the State's graduation in 2008, 2009, and 2010
3. Realigned school support teams based on geographical regions to include strategic personnel to support school leaders and teachers
4. Implemented a dropout prevention and performance learning center in 2008 to increase graduation rate and reduce dropout rate that once included a partnership with Atlanta Technical College and Griffin Technical College
5. Implemented teacher and leaders' academies for teachers and administrators – work products created as a result of the academies are: CCPS RigorMeter© (critical thinking and analysis tool), Principal Performance Pathway Plan (P4), Data Walls, and Data Notebooks, Academic Galleries and learning presentations, tiered professional development
6. Implemented a Truancy and Prevention program – Prevention, Intervention, Education (P.I.E.)

SYSTEMS/PEOPLE/PROCESSES TO ENSURE SUCCESS

By 2014, all teachers and leaders will have been trained, demonstrated proficiency, and supported in implementing all initiatives that promote student achievement. This assures the cultural transformation critical to sustaining meaningful change will be in place as a critical mass of teachers, administrators, and other stakeholders capable of competently, effectively, and efficiently analyzing and using data from high quality assessments and other performance-based “metrics” as the source for all instructional, programmatic, and managerial decision-making will be left in place when funding ends.

Standards and Assessments

- a. Great Teacher Leaders at each school who will serve as teacher development specialists for at least two to three hours per week of the school day (engage in professional development – CCGPS, Assessment, Teacher Evaluation, STEM, and other RT3 initiatives) and engage in at least 5 hours of professional development per week.
- b. State of the art professional learning center that offers a wide selection of classes, web courses, and certificate programs for certified and classified staff.
- c. A systemic plan and process in place to grant Gifted, Reading, TAPP, and Teacher Support Specialist endorsements; 10 – Teacher Development Specialists who will participate in RT3 training and initiatives to help build capacity to address human resource development and organizational development.
- d. Professional development solutions such as PD Express, former GPS coaches, and partnerships with many instructional improvement vendors that support the implementation of the CCGPS.
- e. Implement an assessment system that links data analysis and reporting ... to **formative assessment...** to standards-aligned **curriculum management...** to **grade-books...** to **professional development management...** to **district and parent portals.**
- f. Assessment items will be purchased with RT3 funds. These items will be aligned to the CCGPS. A psychometrist, funded through RT3, will work with the district for two years to score exams, run item analyses, produce score reports, and conduct reliability and validity studies. Additionally, the psychometrist will facilitate conducting analyses of assessment performance, managing the item writing process, and conducting standard setting meetings. The psychometrist is also responsible for providing **side-by-side knowledge transfer to existing district staff – Research Technician and Data Strategists.**
- g. **One Data Strategist,** initially funded through RT3, and later funded by the district at the end of the grant, will be responsible for conducting statistical analyses on district-made assessments, training teachers to conduct these analyses on classroom, design queries for different legacy databases, conduct data mining technique that focuses on modeling and knowledge discovery for predictive purposes, work with psychometrist to acquire knowledge related to his or her work.
- h. A **Project Manager** funded through RT3, will work with the district during the term of the grant to ensure successful implementation of the assessment solutions; ensure technology solution operates according to standards and expectations, conduct data transfers from AS400 to the new assessment solutions, and train and certify staff’s use of the assessment solution. **District staff will participate in side-by-side knowledge transfer with the District’s appointed liaison.**

Data Systems to Improve Instruction

- b. Great Teacher Leaders at each school who will serve as teacher development specialists for at least two to three hours per week of the school day (engage in professional development – CCGPS, Assessment, Teacher Evaluation, STEM, and other RT3 initiatives) and engage in at least 5 hours of professional development per week.
- c. Implement a state aligned Student Information System (SIS) -- purchased with RT3 funds. Among other things, the SIS serves as a district-wide data warehouse allowing student data to be entered once and used across the entire district supporting data-driven decision making. The system provides the district a dashboard to display data as well as to track student and teacher data.
- d. A Project manager/analyst (*described in the Standards and Assessment section mention above*) will also work with the district during the term of the grant to ensure successful implementation of a Student Information System solution, ensure solution operates according to standards and expectations, conduct data transfers from AS400 to the new SIS solution, and train and certify staff's use of the SIS solution. **District staff will participate in side-by-side knowledge transfer with the Project manager/analysts.**
- e. One Data Strategist, initially funded through RT3, and later funded by the district at the end of the grant, will be responsible for conducting statistical analyses on district-data and working with the data systems' project manager/analyst to acquire knowledge related to his or her work. (*Described in the Standards and Assessment section mentioned above.*)
- f. **Two Business Analysts**, funded through RT3, will plan and collaborate with the GaDOE Statewide Longitudinal Data System (SLDS) staff; ensure the district's use of SLDS and the district's data management system are integrated; ensure RT3 requirements from end-users are met.; and provide professional development to end-users. This position is available to the end of the grant. **District staff will participate in side-by-side knowledge transfer with the District's appointed liaison.**
- g. **One Software Engineer**, funded through RT3, will develop and maintain the student assessment, data systems, and talent management software solutions to support RT3 and district initiatives. This position is available to the end of the grant. **District staff will participate in side-by-side knowledge transfer with the District's appointed liaison.**
- h. **One Database Manager**, funded through RT3, will provide the technical support for the district database environment including overseeing the development and organization of the databases, assessment and implementation of new. This position is available to the end of the grant. **District staff will participate in side-by-side knowledge transfer with the District's appointed liaison**

Great Teachers and Leaders

- a. *Implemented teacher and leaders' academies for teachers and administrators – work products created as a result of the academies are: RigorMeter© (critical thinking and analysis tool), Principal Performance Path Plan (P4), Data Walls, and Data Notebooks.*
- b. Realigned school support teams based on geographical regions to include strategic personnel to support school leaders and teachers. Each of the three clusters has mathematics, language arts, students with disabilities (SWD), and health care service staff will support 20 to 22 schools per cluster.
- c. *State of the art professional learning center that offers a wide selection of classes, web courses, and certificate programs for certified and classified staff.*
- d. LEAP for aspiring principals and other district leaders.
- e. Partner with Teach For America – Atlanta to recruit teachers for hard to fill teaching positions and to identify and hire high performing teachers leaders as administrators.

- i. Sustained leadership; Dr. Edmond Heatley has been granted an additional one-year extension on his current three-year contract. Dr. Heatley is committed to hiring effective staff, professionally developing current staff, and removing ineffective staff.
- j. We currently have an approved TAPP program for teachers, and all TAPP teachers are assigned Teacher Development Specialists (TDS) as mentors.
- k. Refine and enhance the use of our talent management system – SoftSearch. The system will aid in the process of recruiting, managing, assessing, developing and maintaining the employees of CCPS. The human resource system will be integrated with other management systems that will be or are used in CCPS.
- l. *The two Data Strategists will also be responsible for collecting and entering evaluation data in the SLDS and using the data to identify the **Teacher Effectiveness Measure and Leader Effectiveness Measure**.*

Lowest Achieving Schools (More information about these schools will be made available February/March 2011)

- a. Continue to work with the district’s Director of Federal Programs, Georgia Department of Education, school leaders, and staff to develop and implement quality school improvement plans.
- b. Great Teacher Leaders at each school who will serve as teacher development specialists for at least two to three hours per week of the school day (engage in professional development – CCGPS, Assessment, Teacher Evaluation, STEM, and other RT3 initiatives) and engage in at least 5 hours of professional development per week.
- c. Partner with Teach For America – Atlanta to recruit teachers for hard to fill teaching positions and to identify and hire high performing teachers leaders as administrators.

INFLUENCE PERFORMANCE OF KEY PERSONNEL /HOLD THEM ACCOUNTABLE

- Dr. Edmond Heatley, **Superintendent of Schools**, has served as an educational leader for twelve years in the areas of professional learning, curriculum and instruction, and human resources with the last five years in the role of superintendent. In 2009, he joined Clayton County Public Schools. Dr. Heatley employs Theory of Action as his guiding principle for holding staff accountable that includes public engagement, strategic action goals, and sustained policy, practice, and community responsibilities.
- Dr. Stefanie Phillips, **Deputy Superintendent**, earned her Doctorate degree in Educational Leadership at the University of Southern California. She has over ten years of experience in educational strategic planning and aligning fiscal resources to achieve educational goals. As the Deputy Superintendent, Dr. Phillips has been instrumental in leading the district through financial difficulties and securing funds to support district initiatives.
- Dr. Diana Carry, **Chief Academic Officer**, is the senior officer to whom the project director will report. Dr. Carry has experience as the Director of Curriculum and Instruction and Executive Director for Professional Learning for the Chicago Public Schools and seven years of experience designing and delivering large scale professional development, strategic planning, and program implementation for a national publisher serving large districts including Chicago, Miami-Dade, Mesa, New York, and Los Angeles. She will ensure Teaching and Learning staff meet implementation, monitoring, and follow-up expectations.

INFLUENCE PERFORMANCE OF KEY PERSONNEL /HOLD THEM ACCOUNTABLE

- **Area Superintendents**, Ms. Susan Patrick and Dr. Anthony Smith, are veteran educators who provide direct leadership to principals will hold them accountable for their actions and the results they achieve. Currently, we employ an accountability instrument called the Principals' Performance Pathway Plan (P4) that uses an incremental step approach to gather evidence to document their work. Monthly meetings are held with principals to review their portfolios and to listen to presentations that summarize their work.
- **Principals and Assistant Principals** are using frequent focus walks, classroom observations, and face-to-face conferencing to hold staff accountable. The district is using e-Walk and iTouch devices to electronically capture observations data. The data is being analyzed and reports are generated and conversations are being held as a result of the findings. Where needed, staff is being placed on work-improvement plan (Professional Development Plans) and monitored for positive changes in behavior.
- **Department Heads** are developing organizational accountability means by establishing goals for performance. Department Heads and their staff have developed plans that describe the actions steps needed to achieve the goals. Periodic review of goals and activities are conducted, and actions are taken accordingly.

ENGAGE STAKEHOLDERS

Since our district is undergoing system SACS accreditation, we have developed and are implementing a plan that engages stakeholders. We began by identifying stakeholders and holding frequent meetings to solicit their input to develop action steps we would take to gain district-wide accreditation. We are holding frequent meetings with stakeholders and community members to provide update on actions taken and to continue to receive their input and feedback. Thus far, 40 schools have been visited and received favorable outcomes on their SACS evaluation.

We will use similar strategies to engage stakeholders as we “race to the top.” Our stakeholder engagement plan will engage parents, students, educators, for-profit and non-profit agencies, and others who will best assist us in accomplishing our goal of being a district of excellence. The implementation of the plan will not only be monitored by Superintendent Heatley, he will play a significant role in engaging our stakeholders in RT3.

POSSIBLE RISKS	MITIGATION
<ul style="list-style-type: none"> ▪ Failure to architect change because of fear, resistance, and lack of resources. ▪ Lack of community support that embraces the work around RT3 and the district’s strategic plan goals. ▪ Lack of a clear and systemic communication system and process. ▪ Continued loss in revenue to fund systemic school reform. 	<ul style="list-style-type: none"> ▪ District leaders ensure all aspects of RT3 are clearly communicated to stakeholders and stakeholders are involved in the process early in the development and implementation stages. Leaders will ensure frequent RT3 status reports made available to the community at-large. Furthermore, the district will identify and commit to investing in resources that are needed to raise the comfort level of stakeholders required to implement RT3 actions, activities and initiatives.
<ul style="list-style-type: none"> ▪ Lack of an identified funding source for sustaining key positions or staffing models resulting from the RT3 grant 	<ul style="list-style-type: none"> ▪ Seek and gain additional funds to support school and district reform. The district is initiating a request for quotes (RFQ) for instructional and professional improvement services. The RFQ stipulates that approved vendors commit to providing grant writing services as a value-added feature. Additionally, federal program staff, general budget staff, and Department Heads are collaborating to align financial resources to district and RT3 goals.
<ul style="list-style-type: none"> ▪ Possible, lack of teacher unions/organizations or teachers’ buy-in in teacher merit pay program. 	<ul style="list-style-type: none"> ▪ Chief Officers will involve representatives from teacher organizations and other staff in the teacher merit pay process. They will also ensure leaders are proficient in the use of new evaluation systems and use of data systems that measure teacher effectiveness.
<ul style="list-style-type: none"> ▪ Heavy reliance on “train-the-trainer” delivery model for professional development. 	<ul style="list-style-type: none"> ▪ We will provide improved supports (e.g., tiered professional development that builds from the novice to master level, data systems that collect and analyze interim student and staff data, and enhanced instructional improvement systems.

<ul style="list-style-type: none">▪ Varied knowledge and skill levels that often hinder the satisfactory completion of work	<ul style="list-style-type: none">▪ Online professional development modules and site-based training will also be available to augment the “train-the-trainer” delivery of professional development and will remain available beyond the end of the grant period. Trainers will also practice delivery of their learning with small groups, such as TDS and content coordinators prior to training school-base or district staff.
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Clayton County Public Schools RT3 Performance Measures for 2010 to 2014

Performance Measures					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
Graduation Rate (%)	81.60%	85.00%	90.00%	95.00%	100.00%
Dropout Rate (%)	4.60%	4.30%	3.70%	3.10%	2.50%
Average ACT Score: 22 of 36 Maximum (%)	13.74%	14.74%	25.00%	35.00%	50.00%
Average SAT Score: 1550 of 2400 Maximum (%)	9.00%	15.00%	25.00%	35.00%	50.00%
Students Scoring 3 or Higher on AP Exams (%)	11.00%	15.00%	20.00%	25.00%	30.00%
Students Completing Postsecondary Accelerated Options and/or AP and IB Courses that Offer the Potential of High School and College Credit (%)	9.00%	10.00%	15.00%	20.00%	25.00%
Graduated Students Earning High School Credit for Two or More Years of One World Language (%)	74.00%	75.00%	80.00%	85.00%	85.00%
CTAE Pathway Completers Earning a CTAE Industry-Recognized Credential (%)	TBA	TBA	TBA	TBA	TBA
Students Completing Three or More Designated CTAE Pathway Courses (%)	TBA	TBA	TBA	TBA	TBA

Students Scoring at Meets or Exceeds on EOCTs (%)

Ninth Grade Literature & Composition % Meets and Exceeds					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
All Students	69.00%	71.00%	75.00%	81.00%	87.00%
White	69.00%	71.00%	75.00%	81.00%	87.00%
Black	68.00%	70.00%	74.00%	80.00%	86.00%
Hispanic	65.00%	67.00%	71.00%	77.00%	83.00%
Students with Disabilities	22.00%	30.00%	40.00%	52.00%	67.00%
Students without Disabilities	73.00%	75.00%	79.00%	85.00%	91.00%
Limited English Proficient	17.00%	25.00%	35.00%	47.00%	62.00%
Economically Disadvantaged	66.00%	68.00%	72.00%	78.00%	85.00%
Not Economically Disadvantaged	78.00%	80.00%	84.00%	90.00%	96.00%
American Literature & Composition % Meets and Exceeds					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
All Students	76.00%	78.00%	82.00%	88.00%	94.00%
White	79.00%	81.00%	85.00%	91.00%	96.00%
Black	77.00%	79.00%	83.00%	89.00%	95.00%
Hispanic	68.00%	70.00%	74.00%	80.00%	86.00%
Students with Disabilities	28.00%	30.00%	34.00%	40.00%	46.00%
Students without Disabilities	80.00%	82.00%	86.00%	92.00%	96.00%
Limited English Proficient	42.00%	50.00%	60.00%	72.00%	87.00%
Economically Disadvantaged	74.00%	76.00%	80.00%	86.00%	92.00%
Not Economically Disadvantaged	83.00%	85.00%	89.00%	95.00%	96.00%

Students Scoring at Meets or Exceeds on EOCTs (%)

Mathematics I % Meets and Exceeds					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
All Students	44.00%	52.00%	62.00%	74.00%	89.00%
White	53.00%	61.00%	71.00%	83.00%	97.00%
Black	42.00%	50.00%	60.00%	72.00%	87.00%
Hispanic	45.00%	53.00%	63.00%	75.00%	90.00%
Students with Disabilities	14.00%	22.00%	32.00%	44.00%	59.00%
Students without Disabilities	47.00%	55.00%	65.00%	77.00%	92.00%
Limited English Proficient	29.00%	37.00%	47.00%	59.00%	74.00%
Economically Disadvantaged	41.00%	49.00%	59.00%	71.00%	86.00%
Not Economically Disadvantaged	53.00%	61.00%	71.00%	83.00%	97.00%
Mathematics II % Meets and Exceeds					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
All Students	23.00%	31.00%	41.00%	53.00%	68.00%
White	29.00%	37.00%	47.00%	59.00%	74.00%
Black	22.00%	30.00%	40.00%	52.00%	67.00%
Hispanic	25.00%	33.00%	43.00%	55.00%	70.00%
Students with Disabilities	6.00%	14.00%	24.00%	36.00%	51.00%
Students without Disabilities	25.00%	33.00%	43.00%	55.00%	70.00%
Limited English Proficient	15.00%	23.00%	33.00%	45.00%	60.00%
Economically Disadvantaged	22.00%	30.00%	40.00%	52.00%	67.00%
Not Economically Disadvantaged	31.00%	39.00%	49.00%	61.00%	76.00%

Students Scoring at Meets or Exceeds on EOCTs (%)					
Biology % Meets and Exceeds					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
All Students	42.00%	50.00%	60.00%	72.00%	87.00%
White	46.00%	54.00%	64.00%	76.00%	91.00%
Black	39.00%	47.00%	57.00%	69.00%	84.00%
Hispanic	43.00%	51.00%	61.00%	73.00%	88.00%
Students with Disabilities	15.00%	23.00%	33.00%	45.00%	60.00%
Students without Disabilities	44.00%	52.00%	62.00%	74.00%	89.00%
Limited English Proficient	15.00%	23.00%	33.00%	45.00%	60.00%
Economically Disadvantaged	40.00%	48.00%	58.00%	70.00%	85.00%
Not Economically Disadvantaged	50.00%	58.00%	68.00%	80.00%	95.00%

Students Scoring at Meets or Exceeds on CRCTs (%)

CRCT 3rd grade - Reading					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
All Students	85.00%	87.00%	89.00%	91.00%	96.00%
Male	82.00%	84.00%	86.00%	88.00%	96.00%
Female	88.00%	90.00%	92.00%	94.00%	96.00%
White	82.00%	84.00%	86.00%	88.00%	90.00%
Black	84.00%	86.00%	88.00%	90.00%	96.00%
Hispanic	84.00%	86.00%	88.00%	90.00%	92.00%
Asian	92.00%	94.00%	96.00%	96.00%	97.00%
Native America-na-laskan Indian	-	-	-	-	-
Multiracial	90.00%	92.00%	94.00%	96.00%	97.00%
Students with Disabilities	54.00%	62.00%	70.00%	78.00%	86.00%
Students without Disabilities	88.00%	90.00%	92.00%	94.00%	96.00%
Limited English Proficient	71.00%	74.00%	78.00%	82.00%	85.00%
Economically Disadvantaged	90.00%	92.00%	94.00%	96.00%	97.00%
Not Economically Disadvantaged	95.00%	96.00%	96.00%	97.00%	97.00%
Migrant	-	-	-	-	-

Students Scoring at Meets or Exceeds on CRCTs (%)					
CRCT 5th grade - Reading					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
All Students	84.00%	86.00%	89.00%	94.00%	96.00%
Male	81.00%	83.00%	86.00%	91.00%	93.00%
Female	87.00%	89.00%	92.00%	95.00%	96.00%
White	85.00%	87.00%	90.00%	95.00%	97.00%
Black	83.00%	85.00%	88.00%	93.00%	95.00%
Hispanic	86.00%	88.00%	91.00%	96.00%	97.00%
Asian	89.00%	91.00%	94.00%	95.00%	96.00%
Native America-na-laskan Indian	-	-	-	-	-
Multiracial	90.00%	92.00%	95.00%	96.00%	96.00%
Students with Disabilities	41.00%	51.00%	63.00%	75.00%	85.00%
Students without Disabilities	88.00%	90.00%	93.00%	95.00%	96.00%
Limited English Proficient	65.00%	69.00%	74.00%	79.00%	85.00%
Economically Disadvantaged	90.00%	92.00%	95.00%	96.00%	96.00%
Not Economically Disadvantaged	95.00%	96.00%	96.00%	97.00%	97.00%
Migrant	-	-	-	-	-

Students Scoring at Meets or Exceeds on CRCTs (%)					
CRCT 8th grade - Reading					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
All Students	93.00%	95.00%	96.00%	97.00%	97.00%
Male	91.00%	93.00%	95.00%	97.00%	97.00%
Female	95.00%	96.00%	96.00%	97.00%	97.00%
White	93.00%	95.00%	96.00%	97.00%	97.00%
Black	93.00%	95.00%	96.00%	97.00%	97.00%
Hispanic	90.00%	92.00%	94.00%	96.00%	98.00%
Asian	95.00%	96.00%	96.00%	97.00%	97.00%
Native America-Alaskan Indian	-	-	-	-	-
Multiracial	97.00%	97.00%	97.00%	98.00%	98.00%
Students with Disabilities	70.00%	73.00%	77.00%	81.00%	85.00%
Students without Disabilities	96.00%	97.00%	97.00%	98.00%	98.00%
Limited English Proficient	69.00%	73.00%	77.00%	81.00%	85.00%
Economically Disadvantaged	96.00%	97.00%	97.00%	98.00%	98.00%
Not Economically Disadvantaged	98.00%	98.00%	98.00%	98.00%	98.00%
Migrant	-	-	-	-	-

Students Scoring at Meets or Exceeds on CRCTs (%)					
CRCT 3rd grade - Language Arts					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
All Students	83.00%	86.00%	89.00%	92.00%	95.00%
Male	78.00%	81.00%	84.00%	87.00%	90.00%
Female	88.00%	91.00%	94.00%	97.00%	97.00%
White	77.00%	80.00%	83.00%	86.00%	89.00%
Black	82.00%	85.00%	88.00%	91.00%	94.00%
Hispanic	83.00%	86.00%	89.00%	92.00%	95.00%
Asian	90.00%	93.00%	96.00%	97.00%	97.00%
Native America-na-laskan Indian	-	-	-	-	-
Multiracial	90.00%	93.00%	96.00%	97.00%	97.00%
Students with Disabilities	46.00%	56.00%	66.00%	76.00%	86.00%
Students without Disabilities	86.00%	89.00%	92.00%	95.00%	97.00%
Limited English Proficient	68.00%	71.00%	74.00%	77.00%	80.00%
Economically Disadvantaged					
Not Economically Disadvantaged					
Migrant	-	-	-	-	-

Students Scoring at Meets or Exceeds on CRCTs (%)					
CRCT 5th grade - Language Arts					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
All Students	89.00%	91.00%	93.00%	95.00%	97.00%
Male	86.00%	88.00%	90.00%	92.00%	94.00%
Female	92.00%	94.00%	96.00%	97.00%	97.00%
White	93.00%	95.00%	96.00%	97.00%	97.00%
Black	89.00%	91.00%	93.00%	95.00%	97.00%
Hispanic	88.00%	90.00%	92.00%	94.00%	96.00%
Asian	93.00%	95.00%	96.00%	97.00%	97.00%
Native America-na-laskan Indian	-	-	-	-	-
Multiracial	94.00%	95.00%	96.00%	97.00%	97.00%
Students with Disabilities	50.00%	57.00%	66.00%	78.00%	85.00%
Students without Disabilities	93.00%	95.00%	96.00%	97.00%	97.00%
Limited English Proficient	68.00%	72.00%	77.00%	81.00%	85.00%
Economically Disadvantaged					
Not Economically Disadvantaged					
Migrant	-	-	-	-	-

Students Scoring at Meets or Exceeds on CRCTs (%)					
CRCT 8th grade - Language Arts					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
All Students	91.00%	93.00%	95.00%	96.00%	97.00%
Male	86.00%	88.00%	90.00%	92.00%	94.00%
Female	95.00%	95.00%	96.00%	97.00%	97.00%
White	89.00%	91.00%	93.00%	95.00%	97.00%
Black	91.00%	93.00%	95.00%	97.00%	99.00%
Hispanic	88.00%	90.00%	92.00%	94.00%	96.00%
Asian	94.00%	95.00%	96.00%	97.00%	97.00%
Native America-na-laskan Indian	-	-	-	-	-
Multiracial	93.00%	95.00%	96.00%	97.00%	97.00%
Students with Disabilities	62.00%	67.00%	75.00%	80.00%	85.00%
Students without Disabilities	94.00%	95.00%	96.00%	97.00%	97.00%
Limited English Proficient	65.00%	69.00%	75.00%	80.00%	85.00%
Economically Disadvantaged					
Not Economically Disadvantaged					
Migrant	-	-	-	-	-

Students Scoring at Meets or Exceeds on CRCTs (%)					
CRCT 3rd grade -Math					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
All Students	74.00%	78.00%	82.00%	86.00%	90.00%
Male	70.00%	74.00%	78.00%	82.00%	86.00%
Female	78.00%	82.00%	86.00%	90.00%	94.00%
White	76.00%	80.00%	84.00%	88.00%	92.00%
Black	72.00%	76.00%	80.00%	84.00%	88.00%
Hispanic	76.00%	80.00%	84.00%	88.00%	92.00%
Asian	89.00%	93.00%	96.00%	97.00%	97.00%
Native America-na-laskan Indian	-	-	-	-	-
Multiracial	78.00%	82.00%	86.00%	90.00%	94.00%
Students with Disabilities	38.00%	48.00%	58.00%	68.00%	80.00%
Students without Disabilities	76.00%	80.00%	84.00%	88.00%	92.00%
Limited English Proficient	58.00%	62.00%	68.00%	78.00%	85.00%
Economically Disadvantaged					
Not Economically Disadvantaged					
Migrant	-	-	-	-	-

Students Scoring at Meets or Exceeds on CRCTs (%)					
CRCT 5th grade - Math					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
All Students	76.00%	80.00%	84.00%	88.00%	92.00%
Male	73.00%	77.00%	81.00%	85.00%	89.00%
Female	79.00%	83.00%	87.00%	91.00%	95.00%
White	77.00%	81.00%	85.00%	89.00%	93.00%
Black	73.00%	77.00%	81.00%	85.00%	89.00%
Hispanic	81.00%	85.00%	89.00%	93.00%	97.00%
Asian	91.00%	95.00%	96.00%	97.00%	97.00%
Native America-na-laskan Indian	-	-	-	-	-
Multiracial	82.00%	86.00%	90.00%	94.00%	98.00%
Students with Disabilities	30.00%	40.00%	52.00%	64.00%	80.00%
Students without Disabilities	81.00%	85.00%	89.00%	93.00%	97.00%
Limited English Proficient	61.00%	65.00%	70.00%	76.00%	85.00%
Economically Disadvantaged	82.00%	86.00%	90.00%	94.00%	98.00%
Not Economically Disadvantaged	91.00%	95.00%	96.00%	97.00%	97.00%
Migrant	-	-	-	-	-

Students Scoring at Meets or Exceeds on CRCTs (%)					
CRCT 8th grade - Math					
	Actual Data: Baseline	SY 2010-2011	SY 2011-212	SY 2012-2013	SY 2013-2014
All Students	64.00%	70.00%	76.00%	82.00%	88.00%
Male	61.00%	67.00%	73.00%	79.00%	85.00%
Female	67.00%	73.00%	79.00%	85.00%	91.00%
White	69.00%	75.00%	81.00%	87.00%	93.00%
Black	61.00%	67.00%	73.00%	79.00%	85.00%
Hispanic	65.00%	71.00%	77.00%	83.00%	89.00%
Asian	87.00%	93.00%	95.00%	96.00%	97.00%
Native America-na-laskan Indian	-	-	-	-	-
Multiracial	72.00%	78.00%	84.00%	90.00%	96.00%
Students with Disabilities	30.00%	40.00%	52.00%	65.00%	80.00%
Students without Disabilities	68.00%	74.00%	80.00%	86.00%	92.00%
Limited English Proficient	41.00%	47.00%	53.00%	59.00%	65.00%
Economically Disadvantaged	72.00%	78.00%	84.00%	90.00%	96.00%
Not Economically Disadvantaged	83.00%	89.00%	95.00%	96.00%	97.00%
Migrant	-	-	-	-	-

Required Signatures

LEA Superintendent (or equivalent authorized signatory):

Signature/Date

Print Name/Title

Chair of Local School Board (or equivalent authorized signatory):

Signature/Date

Print Name/Title

Authorized State Official:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

Appendix A Definitions

(From RT3 Notice, pages 8-10)

Instructional improvement systems means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (e.g., through formative assessments (as defined in this notice), interim assessments (as defined in this notice), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in this notice) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Formative assessment means assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning.

Interim assessment means an assessment that is given at regular and specified intervals throughout the school year, is designed to evaluate students' knowledge and skills relative to a specific set of academic standards, and produces results that can be aggregated (e.g., by course, grade level, school, or LEA) in order to inform teachers and administrators at the student, classroom, school, and LEA levels.

Rapid-time, in reference to reporting and availability of locally-collected school- and LEA-level data, means that data are available quickly enough to inform current lessons, instruction, and related supports.

Appendix B Teacher Induction Program Preliminary Guidelines

Operational Definition: Teacher induction programs are programs that provide comprehensive, aligned, and sustained training and support for new and veteran educators that support the growth and professional development of educators new to the profession or organization so that their work results in increased student achievement.

Four Pillars of Induction Programs: Teachers new to the profession or organization experience three concurrent learning curves that could impact their ability to drive student achievement. These learning curves are associated with learning the culture, pedagogy, strategic initiatives and operations of the profession/organization.

I. Culture:

- Learning the organizations norms, beliefs, values
- Learning the vision and mission of the organization
- Learning the cultural underpinnings of the community stakeholders (parents, community organizations, etc)

II. Pedagogy:

- Learning and executing on the most foundational elements/teachers actions required to ensure student achievement (these should be taken from the TES rubric) – e.g. Long-term planning, assessments, vision for student achievement/ student achievement goals/targets, etc

III. Content/Strategic Initiatives:

- Aligning new hires to the strategic priorities of the state/district/school (i.e. literacy programs, reform models, etc).
- curriculum, assessment, standards, pacing guides, etc

IV. Operations:

- How things work in an organization (hiring paperwork, technology, resource allocation/requests, educational programs, teacher evaluation, leadership and career mapping, etc).

Division of Responsibility: The **State** will provide a framework for teacher induction that outlines standards around the four pillars of teacher induction – culture, pedagogy, strategic initiatives and operations. The **LEA** will be responsible for constructing/executing a teacher induction program that is aligned to the State’s framework and standards for effective teacher induction programs. The **School** will be responsible for constructing/executing a school specific teacher induction program that is aligned to the State’s framework and standards for effective teacher induction programs.

Additional Considerations – Effective Induction Programs need to: (a) Differentiate for novice and veteran; (b) accommodate varying levels of teacher effectiveness; and (c) recognize school environment (high-need, high-poverty, high-minority, etc.).

Appendix C Turnaround Models (from RT3 Notice, page 72)

Section X. SCHOOL INTERVENTION MODELS

There are four school intervention models referred to in Selection Criterion (E)(2): turnaround model, restart model, school closure, or transformation model. Each is described below.

- (a) **Turnaround model.** (1) A turnaround model is one in which an LEA must--
- (i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
 - (ii) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
 - (iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
 - (iv) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
 - (v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
 - (vi) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards;
 - (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - (ix) Provide appropriate social-emotional and community-oriented services and supports for students.
- (2) A turnaround model may also implement other strategies such as—
- (i) Any of the required and permissible activities under the transformation model; or
 - (ii) A new school model (e.g., themed, dual language academy).

(b) Restart model. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model. A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

- (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

- (A) Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards; and
- (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

- (A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (B) Implementing a school wide “response-to-intervention” model;
- (C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (E) In secondary schools--
 - (1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - (2) Improving student transition from middle to high school through summer transition programs or freshman academies;
 - (3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - (4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

- (A) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

- (B) Provide ongoing mechanisms for family and community engagement.
 - (ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--
 - (A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
 - (B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - (C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
 - (D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.
- (4) Providing operational flexibility and sustained support.
- (i) Required activities. The LEA must--
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
 - (ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
 - (A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - (B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

If a school identified as a persistently lowest-achieving school has implemented, in whole or in part within the last two years, an intervention that meets the requirements of the turnaround, restart, or transformation models, the school may continue or complete the intervention being implemented provided that the State-level turnaround analysis supports it.

Clayton County Public Schools Race to the Top Amended Budget

Summary as of July 27, 2011					
Budget Summary					
	Year 1	Year 2	Year 3	Year 4	TOTAL
Personnel	\$ -	\$ 2,751,500	\$ 2,588,000	\$ 4,542,000	\$ 9,881,500
Fringe	\$ -	\$ 566,660	\$ 553,250	\$ 217,100	\$ 1,337,010
Travel	\$ -	\$ 9,000	\$ 9,000	\$ -	\$ 18,000
Equip	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies	\$ -	\$ 2,451,650	\$ 204,150	\$ 24,400	\$ 2,680,200
Contractual	\$ -	\$ 359,200	\$ 221,700	\$ 202,500	\$ 783,400
Training	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ 10,000
Other	\$ 136,940	\$ 136,939	\$ 136,939	\$ 136,939	\$ 547,757
Total Costs	\$ 136,940	\$ 6,279,949	\$ 3,718,039	\$ 5,122,939	\$ 15,257,867

Project Name: Standards and Assessments as of July 27, 2011					
	Year 1	Year 2	Year 3	Year 4	TOTAL
Personnel		\$ 1,262,000.00	\$ 1,111,000.00	\$ 85,000.00	\$ 2,458,000.00
Fringe		\$ 130,160.00	\$ 120,500.00	\$ 20,000.00	\$ 270,660.00
Travel		\$ 2,500.00	\$ 2,500.00		\$ 5,000.00
Equip					\$ -
Supplies		\$ 1,401,900.00	\$ 51,900.00	\$ 16,900.00	\$ 1,470,700.00
Contractual		\$ 225,000.00			\$ 225,000.00
Training Fees		\$ 1,250.00	\$ 1,250.00		\$ 2,500.00
Other Indirect Costs	\$ 136,940	\$ 136,939	\$ 136,939	\$ 136,939	\$ 547,757.00
Total Costs	\$ 136,940.00	\$ 3,159,749.00	\$ 1,492,189.00	\$ 258,839.00	\$ 4,979,617.00

Project Name: Data Systems as of July 27, 2011					
	Year 1	Year 2	Year 3	Year 4	TOTAL
Personnel		\$ 262,500.00	\$ 247,500.00	\$ 2,500.00	\$ 512,500.00
Fringe		\$ 69,600.00	\$ 65,100.00	\$ 250.00	\$ 134,950.00
Travel		\$ 3,250.00	\$ 3,250.00		\$ 6,500.00
Equip					\$ -
Supplies		\$ 1,005,000.00	\$ 105,000.00		\$ 1,110,000.00
Contractual		\$ 5,000.00	\$ 10,000.00		\$ 15,000.00
Training Fees		\$ 1,250.00	\$ 1,250.00		\$ 2,500.00
Other	\$ -	\$ -	\$ -	\$ -	\$ -
Total Costs	\$ -	\$ 1,346,600.00	\$ 432,100.00	\$ 2,750.00	\$ 1,781,450.00

Project Name: Great Teachers and Leaders as of July 27, 2011					
	Year 1	Year 2	Year 3	Year 4	TOTAL
Personnel		\$ 1,140,000.00	\$ 1,142,500.00	\$ 4,402,500.00	\$ 6,685,000.00
Fringe		\$ 347,700.00	\$ 348,450.00	\$ 180,750.00	\$ 876,900.00
Travel		\$ 750.00	\$ 750.00		\$ 1,500.00
Equip					\$ -
Supplies		\$ 4,750.00	\$ 7,250.00	\$ 2,500.00	\$ 14,500.00
Contractual		\$ 122,500.00	\$ 205,000.00	\$ 202,500.00	\$ 530,000.00
Training Fees					\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
Total Costs	\$ -	\$ 1,615,700.00	\$ 1,703,950.00	\$ 4,788,250.00	\$ 8,107,900.00

Project Name: Lowest-Achieving Schools as of July 27, 2011					
	Year 1	Year 2	Year 3	Year 4	TOTAL
Personnel		\$ 87,000.00	\$ 87,000.00	\$ 52,000.00	\$ 226,000.00
Fringe		\$ 19,200.00	\$ 19,200.00	\$ 16,100.00	\$ 54,500.00
Travel		\$ 2,500.00	\$ 2,500.00		\$ 5,000.00
Equip					\$ -
Supplies		\$ 40,000.00	\$ 40,000.00	\$ 5,000.00	\$ 85,000.00
Contractual		\$ 6,700.00	\$ 6,700.00		\$ 13,400.00
Training Fees		\$ 2,500.00	\$ 2,500.00		\$ 5,000.00
Other					\$ -
Total Costs	\$ -	\$ 157,900.00	\$ 157,900.00	\$ 73,100.00	\$ 388,900.00