



IE² Partnership Contract with the Georgia Board of Education

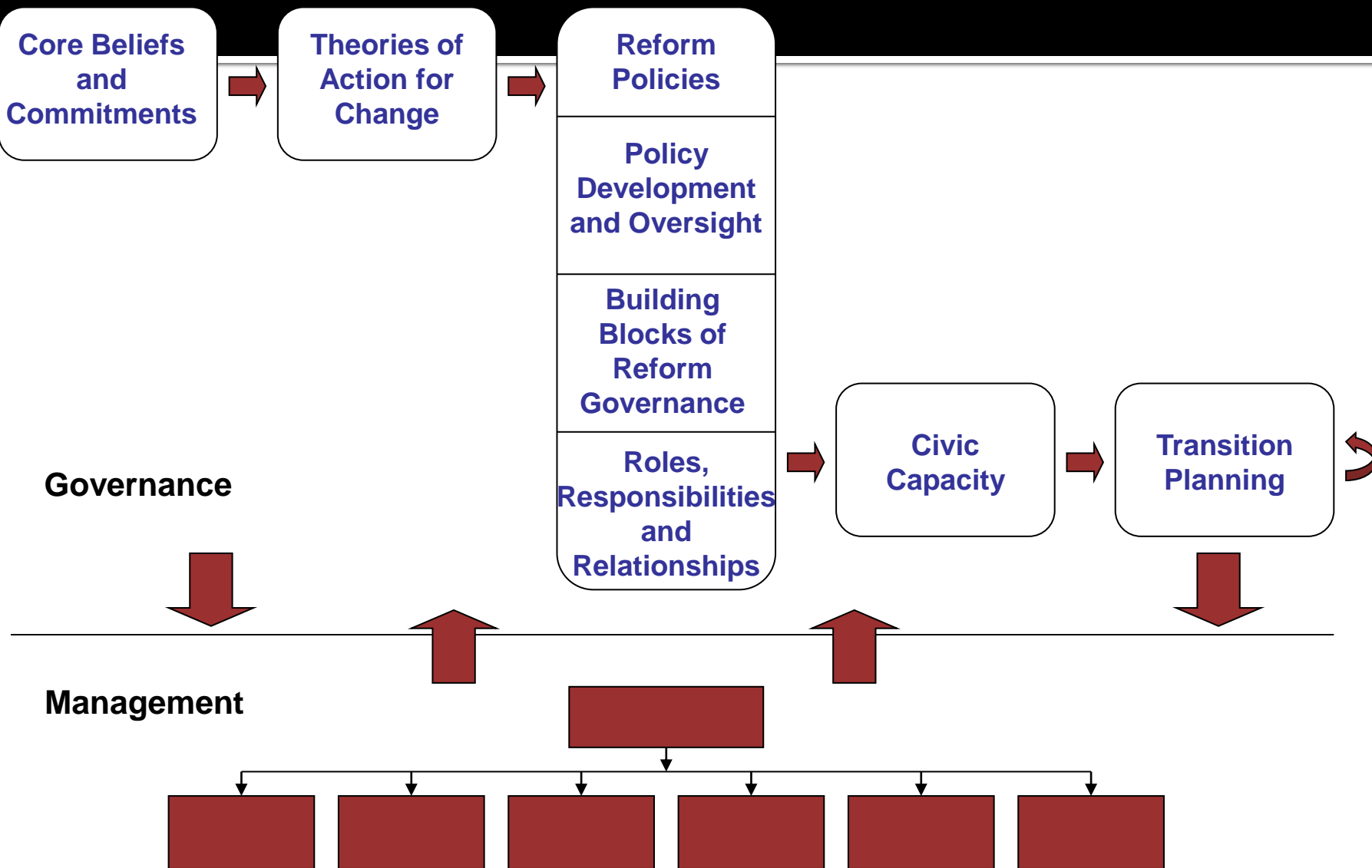
Gwinnett County Public Schools

Why GCPS Chose IE²

- Improve student achievement for every student
- Obtain flexibility from specific Georgia laws and State Board of Education rules
- Advance the district's existing accountability philosophy
 - Results-Based Evaluation System (RBES)
 - Theory of Action for Change to Improve Student Achievement
- Enable the district to better manage its limited budget resources

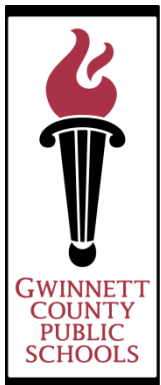


Reform Governance in Action Framework



Core Beliefs of the Gwinnett County Board of Education

- Our core business is teaching and learning.
- All children can learn at or above grade level.
- All children should reach their learning potential.
- The school effect is important and has a profound impact on every child's life.
- A quality instructional program requires a rigorous curriculum, effective teaching, and ongoing assessment.
- All children should be taught in a safe and secure learning environment.



Board's Theory of Action

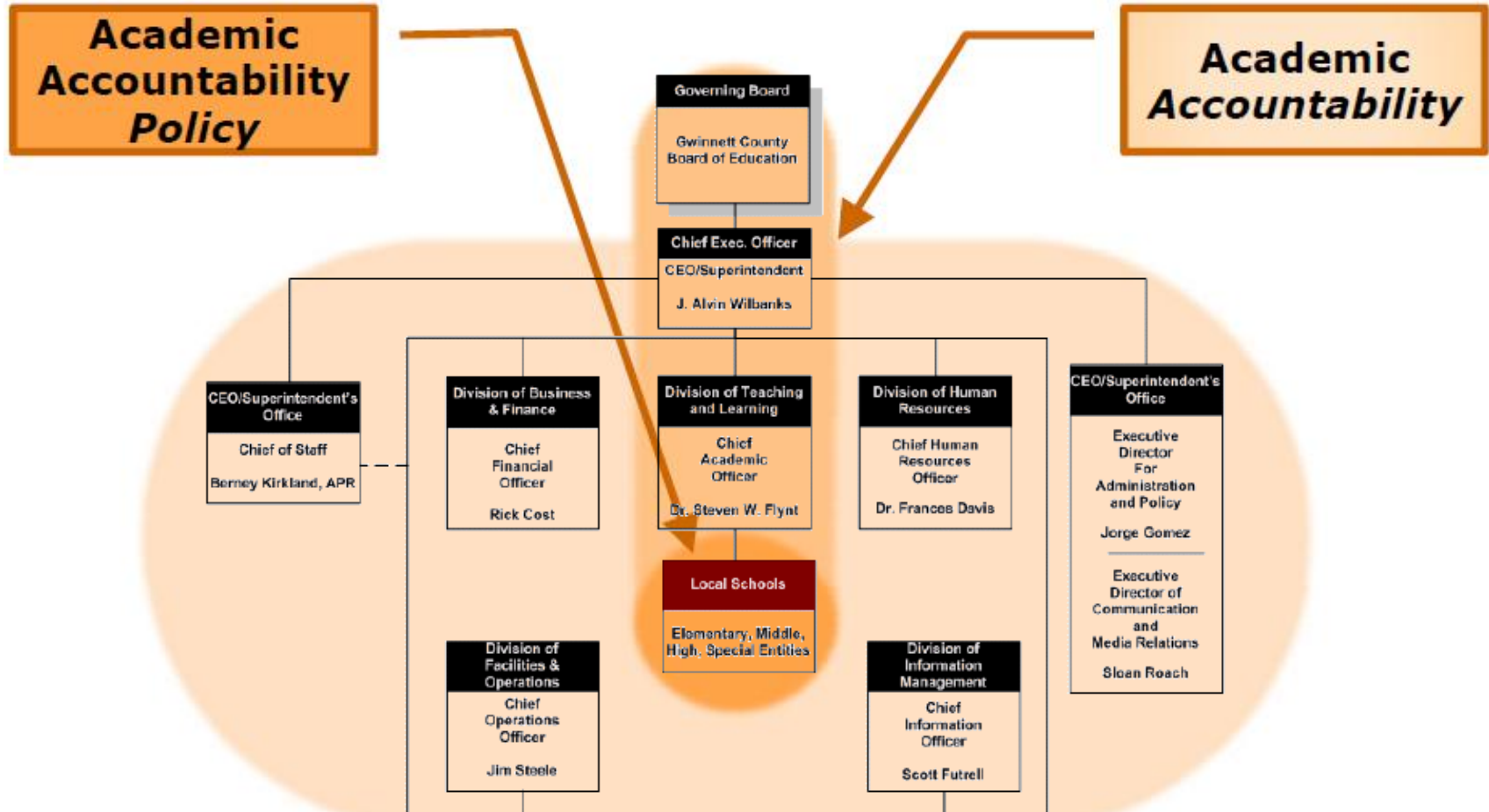
The Board's theory of action is “managed performance/empowerment,” or MPE.

“At its heart is the Board's belief that Gwinnett County Public Schools must manage for performance... within flexible parameters that balance accountability with empowerment, according to the needs and performance of individual schools.”

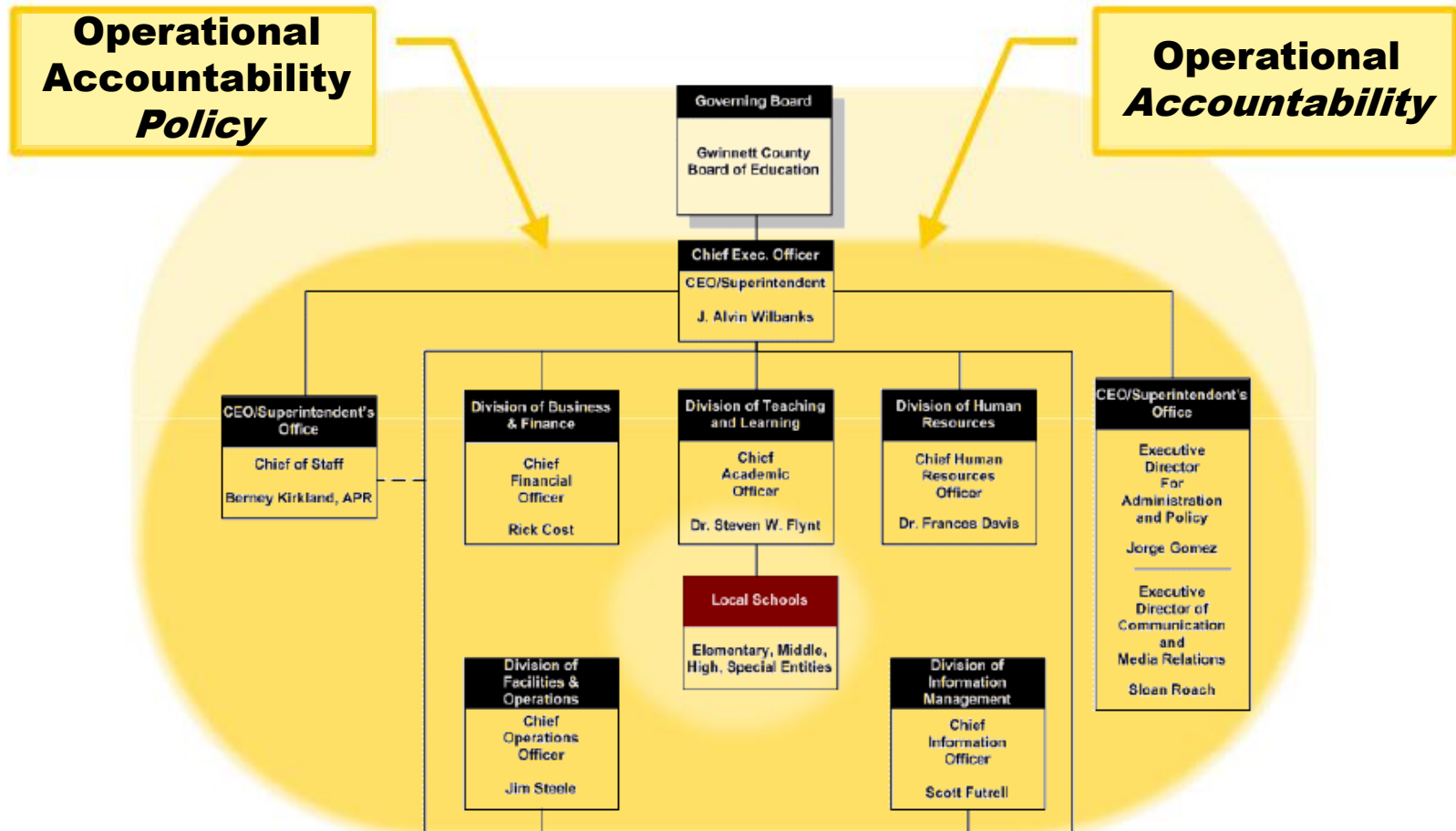
Six Components

- Standards
- Instructional Management
- Flexibility
- Accountability
- Empowerment
- Capacity

Organizational Framework for Academic Accountability



Organizational Framework for Operational Accountability



Some things that would not change

- High expectations: students and staff
- Focus on the needs of each child
- Parent and community involvement
- AKS curriculum
- State and GCPS assessment program
- Highly qualified teachers
- Budget support for teaching and learning
- District leadership and support for local schools



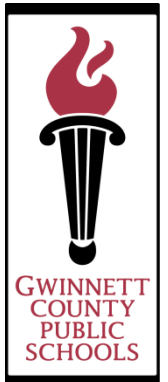
13 Areas of Flexibility

- Class-size and reporting requirements
- Expenditure controls
- QBE financing
- Categorical allotment requirements
- Salary schedule requirements
- Certification requirements
- Employment, conditions of employment as it relates to duty-free lunch



13 Areas of Flexibility

- Attendance, compulsory attendance as it relates to the attendance protocol
- ELL program requirements
- Educational programs
- Organization of schools; middle school programs; schedule
- Competencies and core curriculum
- Public school choice



Increased Accountability

- Increase the percent **Exceeds** in Reading/ELA and Math and **Meets and Exceeds** in Science for all AYP subgroups.
- Maintain or increase the Reading/ELA and Math Exceeds or Science Meets and Exceeds percent annually over baseline data from the individual school for AYP subgroups of Students with Disabilities (SWD) and English Language Learners (ELL).



Consequence

At the end of the fifth year, if a school has not met its accountability goals (unless it did meet goals for three consecutive years), the consequence would be conversion to charter school status with monitored, limited flexibility.



Development of the Plan

- GCPS had been involved in the IE² process since its beginning
- Original contract was based on our Results-Based Evaluation System; GaDOE and GOSA did not believe RBES could be replicated by other systems
- Negotiated accountability measures with GaDOE and GOSA using state-wide assessments
- Negotiations with GaDOE and GOSA continued for almost six months
- GCPS with GaDOE and GOSA were building the IE² contract together as a model for the state



Development of the Plan

- Input provided by district office staff, principals, and assistant principals
- Discussed at monthly Leadership Development meetings and at public School Board meetings beginning in 2008
- Presentation to Gwinnett BOE in August 2008 regarding the potential impact of flexibility on our core business
- Formal public hearing December 11, 2008
- Strategic plan revised and approved by Gwinnett BOE on December 17, 2008
- Georgia Board of Education approved contract on January 8, 2009



GCPS' School Improvement Process

- On-going specific communication with internal and external stakeholders
- Integration of the implementation of flexibility with the development of long-term Local School Plans for Improvement
 - Led by local school principal
 - Accountability is data-driven
 - Involves teachers, local school councils, PTA
 - Supported and approved by Area Superintendent and Associate Superintendent



Local School Plan for Improvement

- Five-year document
- Public – annual objectives on GCPS website
- Consistent achievement data
- Implementation design
- Staff development plan
- Results and conclusions reviewed annually



Each School Plan is unique

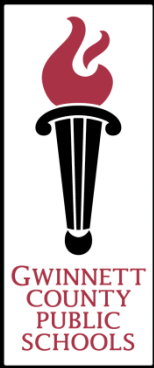
- Based on local school achievement data
- Flexibility instituted gradually as needed
- Plan monitored with annual results
- Local school councils and perception surveys provide additional monitoring data



Partnership with State

- Performance goals are challenging and important to improved student achievement
- Annual monitoring of progress for each school and for each subgroup by GOSA
- GOSA notifies GaDOE on progress toward goals
- GaDOE will provide support as needed
- Five-year contract will provide model of collaboration, innovation, and improved academic success for all students





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Questions?