



DAS-REMI
District Accountability System
Reporting, Evaluating, and Monitoring Instrument
for the P2E2020SBP

Prepared by the
Board Accountability Committee

INTRODUCTION

The Savannah-Chatham County Board of Education is pleased to present The District Accountability System – Reporting, Evaluating, and Monitoring Instrument (DAS-REMI) to the School Board, School Administrators, and the community. This document provides the framework for the school system’s strategic planning process. It incorporates the Mission and Vision statements, Guiding Principles, adopted Vision for Public Education in Georgia statements, and Strategic Goals as approved by the Board of Education for the City of Savannah and the County of Chatham.

The DAS-REMI is a data-driven accountability manual that provides a straightforward, measurable, transparent tool for assessing district performance in academic and non-academic areas. This instrument will define, gather, and report data using key performance indicators (KPI) that range from high stakes testing to transportation and facility use. The information gathered and reported will highlight district success and at the same time show where improvements can be made.

Supporting each of the Board’s strategic goals are one or more objectives with specific KPI measures. These objectives specify what the Superintendent and the administration will be focusing on to accomplish each of the Board’s strategic goals. Specific Board actions to support each of the strategic goals are also detailed. The Board is also committed to the following recurring actions in support of achieving each of the district’s strategic goals:

1. Work with the Superintendent to focus capital, financial, and personnel resources to support the specified objectives in the District Accountability System.
2. Review and update all policies at least biannually to ensure alignment with the specified objectives. Remain attentive to the need for additional revisions to policy that may occur from time to time as recommended by the School Board or the Superintendent to support the specified objectives.
3. Require an annual “State of the Schools” report from the Superintendent which addresses the District’s performance and review and discuss that report during an open Board meeting.
4. Receive timely reports on established objectives along with strategies and appropriate direction as necessary.

This District Accountability System has been designed to help focus and guide the work of the School Board, Superintendent, and administrators. It also serves as one of the tools for the School Board's assessment of its own performance and that of the Superintendent each year. While the planning horizon included in this document spans multiple years, modifications from time to time are expected. Because the Board and Superintendent intend for this to be an evolving document, the components of the Accountability System may be periodically modified upon recommendation by the Superintendent and subsequent adoption by the School Board.

BOARD OF EDUCATION – DAS REMI

MEMBERS OF THE BOARD ACCOUNTABILITY COMMITTEE

School Board Member Dr. Dionne L. Hoskins, Committee Chair
School Board Member Shawn A. Kachmar
School Board Member Larry Lower
Ex-officio School Board President Jolene Byrne

COMMITTEE SUPPORT

Superintendent of Schools Thomas B. Lockamy Jr., Ed.D.
Chief Academic Officer Dr. Ann Levett
Chief Financial Officer Rebecca McClain
Chief Data and Accountability Officer David Feliciano
Chief Facilities Management and Support Services Officer Vanessa Miller-Kaigler
Chief of Campus Police Terry L. Enoch
Executive Director of Human Resources Ramon Ray
Executive Director of Support Services Tammy Perkins
Interim Executive Director of Communications and Administrative Services Kurt Hetager
Senior Director of Internal Audit Kelly Crosby

PURPOSE

The purpose of the Board Accountability Committee (BAC) is to develop and maintain the District Accountability System on behalf of the School Board. The Board Accountability Committee provides for the review and analysis of district programs, initiatives, objectives, and budget considerations to ensure continued educational success in support of the Board's strategic goals.

The BAC meetings are generally held from 4:00PM – 5:00PM on the fourth Tuesday of every month except where noted. Meetings are normally held at the district's Central Administration Office located at 208 Bull St., Savannah, GA 31401, Room 103. Meetings dates are published in advance and are open to the public.

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SUMMARY OF REPORTS AND PRESENTATIONS

2020 Strategic Goals	Goal 1: To Ensure All Students are College and Career Ready														Goal 2: To Provide a Safe, Healthy, and Clean Environment that is Conducive to Teaching and Learning.							
	KPI																					
	1.A.1 Early Literacy & Numeracy	1.A.2 GKIDS PSD	1.A.3 Grades PK – 1 Attendance Rate	1.B.1 ROGL & NOGL	1.B.2 GMAS – EOG (Math & ELA)	1.B.3 Grades 2-8 Attendance Rate	1.C.1 Discipline & Student Conduct	1.C.2 Workforce Readiness	1.D.1 Grade 9 Core Course Comp. Rate	1.D.2 Postsecondary Accelerated Options	1.D.3 College Entrance Exams	1.D.4 Work-based Learning	1.D.5 End of Pathway Assessment	1.D.6 Grades 9-12 Attendance Rate	2.A.1 Service Level Agreement	2.A.2 Preventative Maintenance	2.B.1 Fire & Bus Drills	2.B.2 District & School Crisis Exercise	2.B.3 Student Well-Being	2.B.4 Level III violations on W/D	2.C.1 Sanitation and Facility Rating	2.C.2 Green Practices
July	DR	DR						DR			SN			DR					SN			
August			SN	IB		SN							SN	DR								
September					FB		SN							DR								
October	DR			DR				SN		IB				DR		DR	IB			CR		
November			DR			DR			FB			FB	DR	DR						IB	IB	
December							CR							DR								
January			DR			DR		DR					DR	DR		DR				CR		
February	DR	DR					CR							IB	IB							
March				DR										DR			CR					
April			DR			DR	CR						DR	DR		DR		IB	CR			
May														DR								
June														DR								

Note: Required reports will be provided to board members as the information becomes available from the State Department of Education. The reporting period listed above are estimates only and are subject to change.

Legend	KPI/KPO Report Type
FB	Formal Board
IB	Informal Board
SN	Superintendent's Notes
AC	Accountability Committee
CR	Cabinet Level
DR	Division Level

BOARD OF EDUCATION – DAS REMI

SUMMARY OF REPORTS AND PRESENTATIONS

2020 Strategic Goals	Goal 3: To Maximize and Promote Opportunities to Build Strong Relationships with Stakeholders that Contribute to the Advancement of Student Success and Community Pride					Goal 4: To Build Capacity to Achieve a Premier Workforce that Fosters a Professional and Supportive Teaching and Learning Environment				Goal 5: To Maximize Resource Stewardship and Fiscal Responsibility by Ensuring District Resources are Used Effectively, Efficiently, Economically, and Equitably (4Es)						
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July	SN										FB				DR	
August		SN	SN								FB		FB	DR	DR	FB
September											FB		DR	SN	DR	
October											FB	DR	SN	DR	DR	
November						IB			DR		FB		DR	DR	DR	
December									CR		FB		DR	DR	DR	
January							DR	DR	IB	IB	FB	DR	DR	DR	IB	
February						IB			IB		FB		DR	DR	DR	
March									IB		FB		DR	DR	DR	
April									IB		FB	DR	DR	DR	DR	
May					SN				IB		FB		DR	DR	DR	
June				SN			DR	DR	FB		FB				DR	

Note: Required reports will be provided to board members as the information becomes available from the State Department of Education. The reporting period listed above are estimates only and are subject to change.

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SUMMARY OF REPORTS AND PRESENTATIONS

<u>Key Performance Outcomes and Special Initiatives</u>								
KPO	CCRPI	CCRPI – School Climate	Graduation Rate & Non-Graduates	GMAS – EOG	GMAS – EOC	Chevron Report – Specialty Programs	Chevron Report – Impact Schools	Chevron Report – Middle Schools
July								
August							AC	AC
September				FB				
October					FB			
November							AC	AC
December								
January						AC		
February			FB					
March	FB						AC	AC
April		FB						
May	X	X	X	X	X	X	X	X
June	X	X	X	X	X	X	X	X

Note: Required reports will be provided to board members as the information becomes available from the State Department of Education. The reporting period listed above are estimates only and are subject to change.

Legend	KPI/KPO Report Type
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BOARD OF EDUCATION – DAS REMI

Board Policy

Descriptor Code: BA

The Board of Education will ensure that the Savannah-Chatham County Public School System (SCCPSS) develops a strategic plan and Board accountability system to provide the governance necessary to successfully meet established objectives for each goal area.

Mission Statement: To ignite a passion for learning and teaching at high levels.

Vision Statement: From school to the world: All students prepared for productive futures.

Strategic Goals

The Savannah-Chatham County Board of Education is committed to establishing strategic goals which support the Board's Vision and Mission Statement. These goals will be periodically reviewed and updated.

The current strategic goals are as follows:

GOAL 1: To ensure all students are college and career ready.

GOAL 2: To Provide a Safe, Healthy, and Clean Environment that is Conducive to Teaching and Learning.

GOAL 3: To Maximize and Promote Opportunities to Build Strong Relationships with Stakeholders that Contribute to the Advancement of Student Success and Community Pride.

GOAL 4: To Build Capacity to Achieve a Premier Workforce that Fosters a Professional and Supportive Teaching and Learning Environment.

GOAL 5: To Maximize Resource Stewardship and Fiscal Responsibility by Ensuring District Resources are Used Efficiently, Effectively, Economically, and Equitably.

GUIDING PRINCIPLES

Guiding Principles are the shared values and management style of the organization. They articulate the ethical standards by which the organization makes decisions and conducts activities.

GUIDING PRINCIPLE 1: The school board provides guidance and support to schools by establishing clear goals, aligned policies, high standards, and effective systems of evaluation which produce accountability and results.

GUIDING PRINCIPLE 2: The academic achievement of students will be at a level that will enable them, upon graduation from high school, to enter college or the work force fully prepared to be successful—without need of remediation.

GUIDING PRINCIPLE 3: Education is a shared responsibility between home, school, and community.

GUIDING PRINCIPLE 4: A safe, secure, and orderly environment is essential for teaching and learning.

GUIDING PRINCIPLE 5: All children can learn and achieve at high levels but may learn at different rates or through different learning styles.

GUIDING PRINCIPLE 6: Fiscal responsibility and accountability must be maintained at all times.

GUIDING PRINCIPLE 7: Positive relationships are built through honesty and respect which enhance cooperation, safety and well-being of students, families and staff.

A VISION FOR PUBLIC EDUCATION IN GEORGIA

The Board of Education, as part of their continuing efforts to improve education in the Savannah Chatham County Public School System, endorses the following recommendations from the *Vision for Public Education in Georgia*:

- Promote public education as the cornerstone of American democracy by publicizing student and school successes through all available media.
- Develop a comprehensive and balanced system of assessments that is useful in guiding the work of teachers and students.
- Ensure full technology integration into the classroom by providing access to adequate resources, equitable infrastructure and professional learning opportunities for teachers.
- Develop and implement an accountability system at the local school district level that is based on local district educational goals that are aligned with state educational goals and state accountability system, and which include clearly defined measures of school district, school, and student success.
- Determine stakeholder perceptions of schools and school districts.
- Make each school and district an inviting place to be for students, parents, staff, and the larger community.
- Create public-private partnerships in local communities between local businesses and educational and human services organizations for the purpose of establishing early childhood initiatives that address healthy child and family development and economic benefits to the community.
- Integrate fully a variety of technologies to support student learning and facilitate assessment.
- Develop challenging and dynamic curricula that is sufficiently flexible to meet the diverse needs of students and to support higher-order thinking.
- Examine currently adopted and proposed alternative models for the delivery of educational services for the purpose of determining their effectiveness in terms of student learning, needed resources, and feasibility for adoption/adaptation by school districts over the state.

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- Develop local protocols for collaboration among school systems, other educational entities, public service agencies, business and industry and the community served in decisions related to school siting, school safety, and the co-location of community services.
- Conduct a review of teacher and leader preparation programs for the purpose of identifying and implementing effective program components and strategies designed to better prepare individuals for the teaching profession.
- Provide comprehensive recruitment, induction and retention strategies for all local school districts.
- Examine organizational structures and processes to ensure support of student learning and provide for distribution of leader responsibilities at all levels within the district.
- Get to know and be willing to truly listen to the students in our schools.
- Initiate an ongoing process at the local school district level for systematically evaluating all expenditures to enable the development and adoption of budgets that are focused on district strategies for maximizing student learning.

The full report, “A Vision for Public Education in Georgia: Equity and Excellence” can be found at <http://gavisionproject.org>

STRATEGIC GOAL 1:

TO ENSURE ALL STUDENTS ARE COLLEGE AND CAREER READY

BOARD ACTIONS TO SUPPORT THIS GOAL

1. Meet at least once with the presidents of nearby colleges and universities to gain feedback supportive of student preparation for post-secondary endeavors.
2. Review and update all policies at least biannually to ensure alignment with the specified objectives for this strategic goal and remain attentive to the need for additional revisions to policies as recommended by the Superintendent.
3. Require an annual State of the Schools report from the Superintendent which addresses the District’s performance and review and discuss that report during an open Board meeting.

OBJECTIVES AND MEASURES TO SUPPORT THIS GOAL

A. *To increase the percentage of students who have mastered the skill sets (whole child development) necessary to be successful upon entering Kindergarten through second grade.**

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

KPI		PreK	Kindergarten	First Grade
PreK Literacy & Numeracy	Base	41%	N/A	N/A
	Target	70%	N/A	N/A
mClass DIBELS	Base	N/A	77%	64%
	Target	N/A	86%	79%
mClass Math	Base	N/A	61%	54%
	Target	N/A	77%	73%
GKIDS PSD	Base	N/A	80%	N/A
	Target	N/A	83%	N/A
Attendance PreK, K, & 2	Base	TBD	TBD	TBD
	Target	TBD	TBD	TBD

GOAL 1: To ensure all students are college and career ready

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1. **Early Literacy and Numeracy:** This indicator reflects the percentage of students demonstrating developmentally appropriate early literacy and numeracy skills at the end of PreK, Kindergarten, and first grade. PreK, Kindergarten, and first grade measures reflect students who reach benchmark levels in mClass Math and DIBELS. PreK is derived from the first pre-assessment conducted in Kindergarten at the start of the school year. Kindergarten and first grade benchmarks are derived at the end of the school year. These measures are important to ensure that students acquire the foundational skills necessary to support subsequent academic success.
2. **GKIDS Personal & Social Development (PSD):** This indicator provides a measure of students' personal and social development at the end of the Kindergarten year, as indicated by each Kindergarten teacher within the state GKIDS reporting platform. This is a key measure to support the skill sets that foster whole child development in early grade levels.
3. **Grades PreK-1 Attendance:** The attendance measure will provide the percentage of PK-1 students who are absent fewer than 6 days of the school year, which aligns with the CCRPI attendance criteria. It is critical to promote good attendance habits beginning at the earliest grade levels, as research strongly supports the connection between school attendance and academic success.

Report Criteria: Reports shall be disaggregated by school and by subgroups. If available, three years of historical data will be provided. School-level detailed data shall be provided. K-8 and Charter schools shall be grouped separately. Official Student Record data will be utilized where applicable.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief Academic Officer

Secondary Support: Executive Director of Specialized Instruction and Early Childhood Education, Executive Directors of Elementary and K-8 School Governance, Senior Director of Compensatory Programs

Responsible: Elementary and K-8 Schools

* Objective supported by the Coastal Georgia Indicators Coalition

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*B. To increase the number of students who are powerfully literate, mathematically fluent, and effective problem solvers in grades 2-8.**

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

KPI		G2	G3	G4	G5	G6	G7	G8
ROGL	Base	82%	71%	80%	86%	76%	79%	80%
	Target	85%	75%	83%	88%	80%	82%	83%
NOGL	Base	76%	72%	70%	73%	62%	62%	74%
	Target	80%	76%	75%	77%	72%	72%	78%
GMAS Math	Base	N/A	TBD	TBD	TBD	TBD	TBD	TBD
	Target	N/A	TBD	TBD	TBD	TBD	TBD	TBD
GMAS ELA	Base	N/A	TBD	TBD	TBD	TBD	TBD	TBD
	Target	N/A	TBD	TBD	TBD	TBD	TBD	TBD
Attendance G 2-8	Base	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	Target	TBD	TBD	TBD	TBD	TBD	TBD	TBD

ROGL & NOGL on-grade-level scores

Target Scores	G2	G3	G4	G5	G6	G7	G8
ROGL	345L	545L	645L	745L	830L	885L	940L
NOGL	186	198	207	215	219	224	227

- 1. Reading & Numeracy on Grade Level (ROGL/NOGL):** These measures indicate the percentage of students in grades 2-8 who successfully demonstrate on-grade-level reading and numeracy skills by the end of the school year. Tracking students' progress toward end-of-year proficiency is imperative to ensure that students master the core math and literacy skills that are crucial for success across content areas and at the next grade level.
- 2. GMAS-Math/ELA:** Georgia Milestones Math and ELA results provide an indicator of students' problem solving skills, as these subject area tests incorporate open-ended writing prompts and multi-step mathematical problems. This measure is important to ensure that students can apply their skills to think critically, plan a course of action, and solve complex real-world problems.
- 3. Grades 2-8 Attendance:** The attendance rate report will provide the percentage of students in grades 2-8 who are absent fewer than 6 days, which aligns with the CCRPI attendance criteria. It is important to track attendance at all grade levels, as research strongly supports the connection between school attendance and academic success.

GOAL 1: To ensure all students are college and career ready

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Report Criteria: Reports shall be disaggregated by school and by subgroups. If available, three years of historical data will be provided. School-level detailed data shall be provided. K-8 schools shall be grouped separately and presented in two grade bands, grades 5 and below and grades 6 through 8. Charter schools shall be grouped separately. Official Student Record data will be utilized where applicable.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief Academic Officer

Secondary Support: Executive Directors of School Governance

Responsible: Executive Director of Specialized Instruction and Early Childhood Education, Senior Director of Compensatory Programs, Elementary, K-8, and Middle School Principals

* Objective supported by the Coastal Georgia Indicators Coalition

GOAL 1: To ensure all students are college and career ready

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C. *To grow and develop the life skills and social skills of all students in grades K-12.**

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

KPI	Discipline	Student Conduct	Workforce Readiness
Base	12.4% of students referred for ISS, OSS, and Expulsion	TBD	TBD
Target	<10%	TBD	TBD

- 1. Discipline & Student Conduct:** These indicator provides measures of student behavior outcomes, as measured by the percentage of students receiving referrals to ISS*/OSS suspension or expulsion, and the percentage of students receiving satisfactory conduct grades. These are important measures to monitor, as student needs for additional supports in life and social skills may be manifested in conduct grades and disciplinary actions.
- 2. Workforce Readiness:** The workforce readiness measure will be based on employers’ evaluations of the skills exhibited by students who participate in work-based learning environments. It is important to collect and monitor this feedback, as it provides an opportunity to assess how students perform in a real-world environment; in addition, employers indicate that development of soft skills is a critical need within the workforce.

Report Criteria: Reports shall be disaggregated by school and by subgroups. If available, three years of historical data will be provided. School-level detailed data shall be provided. K-8 schools shall be grouped separately and presented in two grade bands, grades 5 and below and grades 6 through 8. Charter schools shall be grouped separately. Official Student Record data will be utilized where applicable.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief Academic Officer

Secondary Support: Executive Directors of School Governance

Responsible: Senior Director of Compensatory Programs, Director of Student Affairs, Elementary, K-8, Middle, and High School Principals

* Objective supported by the Coastal Georgia Indicators Coalition

**ISS applies to grades 6 through 12.

GOAL 1: To ensure all students are college and career ready

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*D. To increase the number of students meeting high school graduation requirements necessary to be successful when entering post-secondary education and the workforce.**

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

KPI	Grade 9 Core Course Completion Rate
Base	67%
Target	72%

KPI	PAO Dual Enrollment	PAO AP Exams	PAO IB Diplomas	CEE SAT	CEE ACT	Work-Based Learning	EOPA
Base	TBD	TBD	TBD	TBD	TBD	TBD	60%
Target	TBD	TBD	TBD	TBD	TBD	TBD	70%

KPI	G9	G10	G11	G12
Attendance Base	TBD	TBD	TBD	TBD
Attendance Target	TBD	TBD	TBD	TBD

- 1. Grade 9 Core Course Completion Rate:** This measure reports the percentage of first time 9th grade students who successfully earn four credits in core subject area courses. This measure is a key indicator of students who are on-track for on-time graduation.
- 2. Postsecondary Accelerated Options (PAO):** The Postsecondary Accelerated Options measure provides information about high school students' participation and outcomes in Advanced Placement, Dual Enrollment, and International Baccalaureate courses. Successful completion of these rigorous accelerated courses provide students with exposure to college-level coursework and expectations, along with the opportunity to earn college credit while attending high school.

GOAL 1: To ensure all students are college and career ready

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- 3. College Entrance Exams (CEE):** The College Entrance Exams indicator provides information about graduates’ performance on the SAT and ACT exams. These measures will be reported based on the percentage of students who meet the CCRPI target score for each exam. Successful attainment of these target scores is an indicator of students’ readiness for college level coursework.
Note: Current state target scores for CCRPI are a combined SAT score of at least 1500 out of 2400, or a composite ACT score of at least 22 out of 36. The state’s SAT target is expected to change with the College Board SAT redesign scheduled for 2016.
- 4. Work-based Learning:** This indicator reports the percentage of graduates who have participated in a work-based learning program while attending high school. Work-based learning opportunities allow students to apply and further develop their classroom skills in a real-world work environment, and gain crucial experience to ensure they are workforce ready and can advance within their chosen careers.
- 5. End of Pathway Assessment (EOPA):** This indicator reflects the percentage of CTAE pathway completers who pass the End of Pathway Assessment within the completion year. The EOPAs are rigorous assessments of technical skill attainment within the student’s chosen CTAE pathway, and provide high school students the opportunity to earn industry-recognized credentials that are valued by potential employers.
Note: Students become eligible for the EOPA when they reach pathway completer status, defined as follows:

 - Have successfully completed the three or four designated courses in the pathway, OR
 - Are enrolled in the final designated third or fourth course of the pathway and are on track to complete it successfully

Students may take the EOPA exam multiple times. However, only those who complete the pathway and pass the exam within the same year are reported in the official EOPA data collection.
- 6. Grades 9-12 Attendance:** The attendance report will provide the percentage of students in grades 9-12 who are absent fewer than 6 days, which aligns with the CCRPI attendance criteria. It is important to track attendance at all grade levels, as research strongly supports the connection between school attendance and academic success.

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Report Criteria: Reports shall be disaggregated by school and by subgroups. Report to include course enrollment and if applicable students who took the test. If available, three years of historical data will be provided. School-level detailed data shall be provided. Official Student Record data will be utilized where applicable.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief Academic Officer

Secondary Support: Executive Director of Secondary School Governance

Responsible: Senior Director of College and Career Readiness, Senior Director of Curriculum, Executive Director of Specialized Instruction, K8, Middle, and High School Principals

* Objective supported by the Coastal Georgia Indicators Coalition

**KEY PERFORMANCE OUTCOME,
HIGH STAKES TESTING, AND STATE-WIDE
ACCOUNTABILITY SYSTEM**

Georgia Milestones End of Grade Test (GMAS-EOG)

To increase the percentage of students meeting or exceeding proficiency in the core content areas as measured by the GMAS-EOG examination administered in Grades 3, 5, and 8.

Base: SY 2014-15: See table and measures below

Target: SY 2019-20: See table and measures below

Content		Grade 3	Grade 5	Grade 8
English/Language Arts	Base	TBD	TBD	TBD
	Target	TBD	TBD	TBD
Mathematics	Base	TBD	TBD	TBD
	Target	TBD	TBD	TBD
Social Studies	Base	TBD	TBD	TBD
	Target	TBD	TBD	TBD
Science	Base	TBD	TBD	TBD
	Target	TBD	TBD	TBD

GMAS EOG Key Performance Outcome: The GMAS-EOG is the component of the Georgia Milestones Assessment System that is designed to measure elementary and middle grades students’ competencies relative to the state performance standards within core subject areas. GMAS-EOG results will serve as a primary measure for state and federal accountability purposes, including multiple areas within the CCRPI.

Report Criteria: GMAS-EOG scores will include spring and retest results disaggregated by subgroups. If available, three years of historical data will be provided. School-level detailed data shall be provided. K-8 schools shall be grouped separately and presented in two grade bands, grades 5 and below and grades 6 through 8. Charter schools shall be grouped separately.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief Academic Officer

Secondary Support: Executive Directors of School Governance

Responsible: Elementary, K-8, and Middle School Principals

BOARD OF EDUCATION – DAS REMI

Georgia Milestones End of Course Tests (GMAS-EOC)

To increase the percentage of students mastering core subject areas as measured by the pass rate on the End of Course tests.

Base: SY 2014-15: See table and measures below

Target: SY 2019-20: See table and measures below

Content	9 th Grade Lit/Comp	American Lit/Comp	Algebra I	Analytic Geometry	Biology	Physical Science	Economics	U.S. History
Base	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

GMAS-EOC: The GMAS-EOC is the component of the Georgia Milestones Assessment System that is designed to measure high school students’ competencies relative to the state performance standards within specific core courses. GMAS-EOC results will serve as a primary measure for state and federal accountability purposes and multiple areas within the CCRPI. The scores also contribute 20% to the student’s final course grade.

Report Criteria: If available, three years of historical data will be provided. School-level detailed data shall be provided. Charter schools shall be grouped separately. Measure shall be based on all students within the regular school year, excludes summer students and includes repeaters.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief Academic Officer

Secondary Support: Executive Director of School Governance

Responsible: High/Middle/K-8 School Principals

BOARD OF EDUCATION – DAS REMI

Four Year Cohort Graduation Rate

To increase the percentage of students graduating high school as measured by the 4 Year Cohort Graduation Rate

Base: SY2014-15: See table and measure below

Target: SY2019-20: See table and measure below

KPI	4 Yr Cohort Grad Rate
Base	TBD
Target	TBD

Cohort Graduation Rate: The cohort graduation rate measure tracks the percentage of students in a 9th grade cohort who graduate with a regular diploma within four years. The graduation rate is a key indicator used in state and federal accountability determinations, and is a culminating outcomes measure that directly reflects the purpose and mission of the public school system.

Report Criteria: If available, three years of historical data will be provided. School-level detailed data shall be provided. Charter schools shall be grouped separately.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief Academic Officer

Secondary Support: Executive Director of School Governance

Responsible: High/Middle/K-8 School Principals

BOARD OF EDUCATION – DAS REMI

College and Career Readiness Performance Index (CCRPI)*

To increase the district and schools' college and career readiness score by 3% of the gap between the Base year score and 100 as measured and reported by the Georgia Department of Education.

Base: SY 2014-15: See table and measures below

Target: SY 2019-20: See table and measures below

KPI	Grades K-5	Grades 6-8	Grades 9-12
Base	TBD	TBD	TBD
Target	TBD	TBD	TBD

CCRPI: The Collage and Career Readiness Performance Index is a key component of Georgia's ESEA/NCLB waiver, and is a comprehensive school improvement and communication platform that serves as the overarching measure of school, district, and state performance for federal and state accountability purposes. The CCRPI index includes multiple categories and measures within the core components of Academic Achievement, Student Progress, and Achievement Gap.

Report Criteria: If available, three years of historical data will be provided. School-level detailed data shall be provided. K-8 schools shall be grouped separately and presented in two grade bands, grades 5 and below and grades 6 through 8. Charter schools shall be grouped separately.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief Academic Officer

Secondary Support: Executive Directors of School Governance

Responsible: Elementary, K-8, Middle, and High School Principals

*Strategic Waivers School System: Base year SY 2015-16

BOARD OF EDUCATION – DAS REMI

CCRPI School Climate

To increase the schools' college and career school climate score by 3% of the gap between the Base year score and 100 as measured and reported by the Georgia Department of Education.

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

Category	KPI	Overall Climate Score
District	Base	TBD
	Target	TBD
Elementary & K8	Base	TBD
	Target	TBD
Middle & High	Base	TBD
	Target	TBD

CCRPI School Climate Score: The School Climate indicator is a component of the College and Career Ready Performance Index and refers to the quality and character of school life – the “culture” of a school. A sustainable, positive school climate fosters youth development and student learning, which are essential elements for academic success, career-skill improvement and overall quality of life. This measure helps determine whether a school is on the right path to school improvement. Research has also shown that school climate has a strong impact on student achievement.

Report Criteria: The CCRPI Climate report shall be disaggregated by the four climate domains; (1) School Climate Surveys (2) Student Discipline (3) Safe and Substance-Free Learning Environment, and (4) School Wide Attendance. If available, three years of historical data will be provided. School-level detailed data shall be provided. Charter schools shall be grouped separately.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief Academic Officer

Secondary Support: Executive Directors of School Governance

Responsible: Elementary, K-8, Middle, and High School Principals

STRATEGIC GOAL 2:

TO PROVIDE A SAFE, HEALTHY, AND CLEAN ENVIRONMENT THAT IS CONDUCTIVE TO TEACHING AND LEARNING

BOARD ACTIONS TO SUPPORT THIS GOAL

1. Meet with emergency response and public safety agencies within Chatham County to discuss safe and secure schools.
2. Meet with various constituent groups (such as parent organizations, student and faculty senates, and school councils) to openly discuss the safety and security of our schools.

OBJECTIVES / MEASURES TO SUPPORT THIS GOAL

- A. *To provide and improve maintenance of facilities, grounds, and equipment for contributing to instructional and operational excellence.*

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

KPI	Service Level Agreement		Preventative Maintenance Schedule
	Technology	Facilities*	
Base	3.5 Days	10 Days	70%
Target	≤ 5 Days	≤ 5 Days	≥ 80%

1. **Service Level Agreement:** These performance measures reflect reaction and resolution time from Technology Services and Operations. The information captures the number of days to complete a work order, from time of entry to resolution. These indicators are important as they provide the timeliness in completing work orders within the district and the expected quality of service being provided to schools and department.
*Priority 1-3 shall be handled five or less days and priority 4-5 shall be handled 30 days or less.
2. **Preventative Maintenance Schedule:** This performance measure tracks preventative maintenance schedules against their actual completion time. This indicator is important as it ensures required maintenance is conducted as recommended by the manufacturer in order maintain warranty protection, avoid costly repairs, and also to maintain the reliability of equipment.

BOARD OF EDUCATION – DAS REMI

Report Criteria: A summary of the results shall be provided along with school and support facility level data. If available, three years of historical data shall be provided.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief of Facilities Management and Support Services

Secondary Support: Chief Data and Accountability Officer

Responsible: Senior Director of Maintenance and Operations, and Senior Director of Information Technology

GOAL 2: To provide a safe, healthy, and clean environment that is conducive to teaching and learning

BOARD OF EDUCATION – DAS REMI

B. To promote and increase prevention-based programs and behavior intervention management for creating and maintaining a safe environment.

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

KPI	Drills		Crisis Exercises		Student Well-Being	Level III violations on Weapons/ Drugs
	Fire	Bus	School-level	District-level		
Base	TBD	TBD	TBD	TBD	TBD	TBD
Target	100%	100%	1 live and 1 simulated	1 live and 1 simulated	TBD	90 or less

1. **Fire and Bus Drill:** These performance indicators track the number of practice drills conducted at each school. These indicators are important measures to ensure everyone gains the knowledge on the proper steps to take in an emergency situation.

2. **School and District level Crisis Exercises:** This indicator tracks the exposure of mocked or simulated crisis at the schools and district level. This indicator is important as it exposes the administration to crisis scenarios and engages them in high-impact learning practices to minimize risk.

3. **Student Well-Being:** Performance indicator Student Well-Being is based on a subset of the Student Health Survey and seeks to capture students’ overall physical psychological, and social well-being. Research suggests that children who experience a greater sense of well-being are more likely to learn and assimilate information in effective ways, more likely to engage in healthy and fulfilling social behaviors, and more likely to invest in their own well-being, while demonstrating a level of caring for others.

4. **Level III Violations on W/D:** This performance measure tracks the number of weapons and drug violations on school property. This indicator is an important prevention-based measure that seeks to eliminate serious incidents that may occur within our schools.

GOAL 2: To provide a safe, healthy, and clean environment that is conducive to teaching and learning

BOARD OF EDUCATION – DAS REMI

Report Criteria: The Administration shall provide a report that provides the numbers of drills/exercises conducted and the types of exercises conducted. Quarterly report that provides the number of weapon and drug offenses on school campuses by site and will be provided in writing in October, January, April, and July of each year. A summary of the results shall be provided along with school level detailed data. If available, three years of historical data shall be provided.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief of Campus Police and Director of Student Affairs

Secondary Support: Deputy Chief, Major

Responsible: Executive Director of Support Services, Elementary, K-8, Middle, and High School Principals

GOAL 2: To provide a safe, healthy, and clean environment that is conducive to teaching and learning

BOARD OF EDUCATION – DAS REMI

C. *To improve facility management and programs of prevention for achieving a clean and healthy environment.*

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

KPI	Sanitation Rating	Facility Rating	Green Practices
Base	TBD	TBD	TBD
Target	TBD	TBD	TBD

1. **Sanitation and Facility Rating:** These performance measures reflect the cleanliness and condition of our facilities. These indicators address all factors of appearance, cleanliness, order, usability, and maintenance as contributing elements supporting of a positive teaching and learning environment.
2. **Green Practices:** This performance measure looks to track “green thinking,” from efficient equipment used throughout the district to energy saving and cleaning supplies and practices, such as recycling. The focus of this indicator is on eliminating inefficiencies and minimizing the impact to the environment; thus, lowering the district’s carbon footprint.

Report Criteria: A summary of the results shall be provided along with School level detailed data. If available, three years of historical data shall be provided.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief of Facilities Management and Support Services

Secondary Support: Executive Director of Support Services

Responsible: Director of School Nutrition, Senior Director of Maintenance and Operations.

STRATEGIC GOAL 3:

TO MAXIMIZE AND PROMOTE OPPORTUNITIES TO BUILD STRONG RELATIONSHIPS WITH STAKEHOLDERS THAT CONTRIBUTE TO THE ADVANCEMENT OF STUDENT SUCCESS AND COMMUNITY PRIDE

BOARD ACTIONS TO SUPPORT THIS GOAL

1. Discuss and agree to a list of key items regarding the school system that each Board member will use as part of their discussions and presentations throughout the community.
2. Host town hall meetings within the community and summarize the results at a regularly scheduled Board meeting.
3. Use online social media to communicate with the community and stakeholders.
4. Attend legislative, community, and agency meetings to enhance and expand collaborative relationships (such as the Chamber, SEDA, Chatham County delegation, etc.).
5. Maintain board memberships in various state and national organizations to maximize professional growth and networking opportunities.
6. Annually recognize community partners for their services and contributions made in support of educating Savannah-Chatham students.

OBJECTIVES / MEASURES TO SUPPORT THIS GOAL

A. *To increase student, parent, and faculty interactions that support student success.*

Base: SY 2014-15: 26 total points

Target: SY 2019-20: 34 total points

Ten Measures of Engagement Activities	Minimal Progress 0%-24% of Schools (1 point)	Fair Progress 25%-50% of Schools (2 points)	Moderate Progress 51%-79% of Schools (3 points)	Significant Progress 80%-96% of Schools (4 points)	Excellent Progress 97%-100% of Schools (5 points)
Achieves Model PTA status					
Conducts three or more PTA meetings within the school year					
Organizes morale/spirit based parent activities at the school					
Organizes academic based parent activities at the school					
Keeps parents informed using school/parent newsletters					
Keeps parents informed regularly using web-based tools					
Keeps parents informed using the call-out system					
Conducts 3+ parent conferences per school year					
Documents parent volunteer hours					
Principals presents/participates in two or more civic or community events					

GOAL 3: To maximize and promote opportunities to build strong relationships with stakeholders that contribute to the advancement of student success and community pride

BOARD OF EDUCATION – DAS REMI

1. **Engagement Activity:** Engagement activity is a matrix-based measure that is designed to capture key actions that schools take to increase the number of families that are active participants in the life of the school and are connected to what students are learning and doing in class. These are important measures, as the parent to school relationship is mutually beneficial and has been shown to have a positive impact on student well-being and academic success.

Report Criteria: The reports will include school to parent communication efforts, PTA meetings held, Model PTA status, and activities that encourage parental participation and community connections.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Executive Director of Communications and Administrative Services

Secondary Support: Manager of Communications and Community Engagement

Responsible: Department Supervisors, Elementary, K-8, Middle, and High School Principals

Note: The school rubric will determine the level of quality in which each dimension is attained by the schools. There are ten areas of measurement that have been targeted, and each area is rated on a value point scale system.

BOARD OF EDUCATION – DAS REMI

B. To increase positive and targeted communication to stakeholders that creates awareness and enhances school pride.

Base: SY2014-15:

Target: SY2019-20:

School Communication Rubric Pending

District Communication Rubric Pending

1. **School Communication:** Performance measure School Communication is a matrix-based measure that is designed to capture key actions that the schools take to share meaningful information between the schools and community stakeholders. These are important indicators that support positive awareness on school activities and achievements that help to build school pride.
2. **District Communication:** Performance measure District Communication is a matrix-based measure that is designed to capture key actions that the district takes to share meaningful information between the district and county-wide stakeholders. These are important indicators as they support creating awareness on district activities and achievements that help to build community pride.

Report Criteria: The reports will include schools and district level results.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Executive Director of Communications and Administrative Services

Secondary Support: Manager of Communications and Community Engagement

Responsible: Elementary, K-8, Middle, High School Principals, and Manager of Communications and Community Engagement

BOARD OF EDUCATION – DAS REMI

*C. To promote and maintain meaningful partnerships with external stakeholders that supports the teaching and learning process.**

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

KPI	School and District Partnerships Events
Base	TBD% of schools with 1 or more partnership events. TBD district-wide partnership events.
Target	100% of schools with 1 or more partnership events. District maintains 5 or more district-wide partnership events.

KPI	Business and Community Partnerships
Base	TBD% of schools with ≥ 5 quality partnerships
Target	100% of schools with ≥ 5 quality partnerships

1. **School and District Partnership Events:** This indicator tracks the percentage of schools that conduct one or more partnership events with external stakeholders, and the number of annual district-wide partnership events. These events serve as a key means of promoting the relationship between the district and its partners in order to better engage internal and external stakeholders and support the teaching and learning process.

2. **Business and Community Partnerships:** The Business and Community Partnerships measure focuses on the percentage of schools with 5 or more quality partnerships with business and community organizations. Partnering with a variety of external stakeholders is an important aspect of school/community engagement, as these organizations can make meaningful contributions to support teaching and learning and foster community-wide support for the school and its mission.

Report Criteria: The reports shall include partnerships with business, faith community, civic league, post-secondary, fraternities, sororities, Retired Educators Association, public agencies, community organizations, and military, disaggregated by support category; training, goods and services, monetary, internships, apprenticeship, etc... A summary of the results shall be provided along with School level detailed data. If available, three years of historical data shall be provided.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Executive Director of Communications and Administrative Services

Secondary Support: Manager of Communications and Community Engagement

Responsible: Elementary, K-8, Middle, and High School Principals

*Objective supported by the Coastal Georgia Indicators Coalition

GOAL 3: To maximize and promote opportunities to build strong relationships with stakeholders that contribute to the advancement of student success and community pride

STRATEGIC GOAL 4:

TO BUILD CAPACITY TO ACHIEVE A PREMIER WORKFORCE THAT FOSTERS A PROFESSIONAL AND SUPPORTIVE TEACHING AND LEARNING ENVIRONMENT

BOARD ACTIONS TO SUPPORT THIS GOAL

TBD

OBJECTIVES AND MEASURES TO SUPPORT THIS GOAL

A. *To maintain a stable and effective faculty and support staff workforce.*

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

KPI	Teacher Attrition Rate*	Admin Attrition Rate*	Classified Attrition Rate*	HQ Status	LEM Score**
Base	District: 9.9%	Pr & AP: 6.3% Other Admin: 2.8%	School: 12.6% Other: 4.3 %	99.81%	244
Target	District: ≤ 15% and no schools greater than 10 percentage points from district	Pr & AP: ≤ 15% Other Admin: ≤ 15%	School: ≤ 15% Other: ≤ 15%	≥ 99%	≥ 323

- 1. Stewardship of Human Resources:** The performance indicator of Human Resources is represented by two key measures: Attrition rate (Turnover rate) which tracks the number of employees that leave the district within a school year and HQ status which tracks the number of teachers who meet the federal requirement of Highly Qualified Teacher. These measures are important to the hiring, recruitment, and retention of employees.
Compensation Comparison shall also be reviewed against similar districts in size and demographics and against First District RESA school districts.

Goal 4: To build capacity to achieve a premier workforce that fosters a professional and supportive teaching and learning environment

BOARD OF EDUCATION – DAS REMI

2. **Leader Effectiveness Measure (LEM):** Performance measure LEM provides the status of school leadership as measured by the Leader Keys Effectiveness System. The LEM consists of three components: (1) Leader Assessment on Performance Standards (LAPS), (2) Student Growth, and (3) Achievement Gap Reduction. These three components contribute to the overall Leader Effectiveness Measure (LEM) for school leadership. This is an important measure as it holds school administrators accountable for the performance of their school.

Report Criteria: The report shall have the status of faculty and support staff workforce against each of the tracked measures. The LEM score shall be based on administrators with 3 or more years providing leadership at the same school. School level data shall be provided.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Executive Director of Human Resources

Secondary Support: Director of Human Resources

Responsible: Elementary, K-8, Middle, High School Principals, Director of Professional Learning, and School Governance

Note: HQ and vacancy shall be measured by the October Certified/Classified Personnel Information (CPI) data collection.

*Attrition rate excludes retirements, terminations, non-renewal of contracts, and deceased employees.

** Objective supported by the Coastal Georgia Indicators Coalition

BOARD OF EDUCATION – DAS REMI

B. To provide and increase faculty and support staff opportunities for job-embedded and relevant professional development training.

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

Category	KPI	Professional Learning Courses	Professional Learning Sessions	Participation Rate
Teacher	Base	TBD	TBD	TBD
	Target	TBD	TBD	TBD
Admin	Base	TBD	TBD	TBD
	Target	TBD	TBD	TBD
School Classified	Base	TBD	TBD	TBD
	Target	TBD	TBD	TBD
Other Classified	Base	TBD	TBD	TBD
	Target	TBD	TBD	TBD

- 1. Professional Learning:** These performance measures track the number of courses and sessions being offered, and the number of employees participating in them. These measures reflect the resources and efforts provided to help build a knowledgeable and highly skilled workforce.

Report Criteria: The report shall provide the number of professional learning courses and sessions offered to employees along with their participation rate. A summary report shall be generated along with School level data. If available, three years of historical data shall be provided.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief Academic Officer

Secondary Support: Director of Professional Development

Responsible: Department Supervisors, Elementary, K-8, Middle, and High School Principals

Goal 4: To build capacity to achieve a premier workforce that fosters a professional and supportive teaching and learning environment

BOARD OF EDUCATION – DAS REMI

C. *To increase cultural awareness and understanding among faculty and staff in order to foster a caring and nurturing work environment.*

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

Category	KPI	Training Sessions	Participation Rate
Teacher	Base	TBD	TBD
	Target	TBD	TBD
Admin	Base	TBD	TBD
	Target	TBD	TBD
School Classified	Base	TBD	TBD
	Target	TBD	TBD

1. **Cultural Awareness:** Performance measures on cultural awareness reflect the number of training sessions provided and the number of employees that have participated. This is an important measure of the administration’s effort to increase cultural awareness throughout the school system. It is our belief that the enhancement of communication, productivity, and unity at both the school and the workplace can be achieved through the understanding of the background, experience, and values held by other individuals.

Report Criteria: The training summary report shall be provided along with school level data disaggregated by category type.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief Academic Officer and Executive Director of Human Resources

Secondary Support: Director of Professional Learning

Responsible: Department Supervisors, Elementary, K-8, Middle, and High School Principals

Goal 4: To build capacity to achieve a premier workforce that fosters a professional and supportive teaching and learning environment

STRATEGIC GOAL 5:

TO MAXIMIZE RESOURCE STEWARDSHIP AND FISCAL RESPONSIBILITY BY ENSURING DISTRICT RESOURCES ARE USED EFFECTIVELY, EFFICIENTLY, ECONOMICALLY, AND EQUITABLY (4E)

BOARD ACTIONS TO SUPPORT THIS GOAL

1. Utilize Chevron Reports in order to make informed decisions during the budgetary process.
2. Work with the Superintendent to focus capital, financial, and personnel resources to support the specified objectives for this strategic goal.
3. Ensure the receipt of financial reports on a monthly basis. Review the reports and provide feedback to the Superintendent.

OBJECTIVES AND MEASURES TO SUPPORT THIS GOAL

A. *To establish and maintain a budget process that supports “equity resourcing” and provides flexibility in funding the District Strategic Plan.*

1. **Budget Process:** The Administration shall develop a budget in terms of adequacy and equity of resources, while recognizing real cost differences among students and schools. This process is important as it provides transparency in the allocation of funds and resources to support the district’s strategic goals and objectives.

Report Criteria: The Administration shall direct resources that provide a strong education for all, giving priority to early childhood years and basic education services, with additional resources directed to the students with the greatest needs.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief Financial Officer, Executive Director of Specialized Instruction and Early Childhood Education, and Senior Director of Compensatory Programs

Secondary Support: Director of Budgeting Services

Responsible: Superintendent’s Cabinet

BOARD OF EDUCATION – DAS REMI

B. To ensure adequate and sufficient school capacity is available and planned for to support the needs of the schools and programs.

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

KPI	Schools within Target Capacity	Use of Portables
Base	TBD	TBD
Target	80%	TBD

1. **Stewardship of Facilities:** The performance measures reflect the total student population of each school with a focus on minimizing overcrowding and allowing sufficient capacity for growth. The second key measure looks at the number of temporary portables used throughout the district for handling overcrowding in school facilities. These are important indicators as they bring awareness of overcrowding and/or underutilization of school facilities that can impact effectiveness and efficiency of the instructional and operational environment.
2. **ESPLOST Revenue and Projects:** This report provides a status on ESPLOST projects, to include revenue, projects in progress, projects pending, and projects completed. This area ensures transparency of expenditures and completion of commitments made to the tax payers of Savannah-Chatham County.

Report Criteria: School capacity shall be measured by the percentage of capacity used. Percentage of capacity will be calculated by dividing FTE1 student count by the student capacity of permanent facilities. Report to include age and usage of portables.

Note: Target capacity is defined as schools being within 75% - 90% of capacity. Capacity range pulled from the National Center for Education Statistics (NCES). The Department of Education guidelines shall be used to determine the physical space per schools.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief of Facilities Management and Support Services

Secondary Support: Senior Director of Capital Improvement

Responsible: Superintendent’s Cabinet

BOARD OF EDUCATION – DAS REMI

C. To capture, maintain, and provide district information (instructional, administrative, financial) that is timely, relevant, adequate, and reliable for the support of the decision making process.

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

KPI	Data Quality Checks	Audit of Processes
Base	TBD	TBD
Target	TBD	TBD

- 1. Stewardship of Information System:** Performance measures in Information Systems assess the quality of data entered to support instructional and operational processes and federal, state, and local reporting. This indicator is important as data quality impacts funding towards services and programs provided throughout the district. In addition, data quality ensures reliable and adequate information is provided to support the decision making process.

The second measure, Audit of Processes, addresses operational efficiency in the Student Information System and Business Information System in order to discover redundant, excessive, or obsolete processes and redesign as necessary for the efficiency and effectiveness of the system. This is an important measure because it provides opportunities to streamline processes to support timely and relevant delivery of information.

Report Criteria: The report consist of data entry discrepancies found in the Student Information System and Business Information System. For SIS, information shall be disaggregated by school and discrepancy type. The number of processes reviewed shall be provided by function and final outcome.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief Data and Accountability Officer

Secondary Support: Senior Director of Information Technology

Responsible: Senior Director of Accountability, Assessment, and Reporting Services, Director of Business Information Systems and Director of Student Information Systems, Supervisor of Imaging and Records Management, Manager of Web Services, and Director of School Nutrition

Goal 5: To maximize resource stewardship and fiscal responsibility by ensuring district resources are used effectively, efficiently, economically, and equitably

BOARD OF EDUCATION – DAS REMI

D. To increase the efficiency and effectiveness of student transportation to and from education facilities and events.

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

KPI	On Time Performance			
	Pickup	Bus Arrival	Bus Departure	Drop Off
Base	TBD	TBD	TBD	TBD
Target	<10min	<15min	<10min	<15min

KPI	Transportation Routes		
	Total Number	Route Cost	Fuel Cost
District	TBD	TBD	TBD
REG & SP	TBD	TBD	TBD
SPED	TBD	TBD	TBD

KPI	Bus Safety and Reliability		
	AVG Age of Fleet (yrs)	Miles Between Accidents	Validation of Fleet Inspections
Base	TBD	TBD	TBD
Target	TBD	TBD	TBD

- 1. Stewardship of Transportation:** Performance measures in transportation cover the efficiency and effectiveness of student transportation. Key indicators in place include On Time Performance which looks at the time students are picked up from their established stops and dropped off at schools. This indicator additionally tracks when students are picked up at the end of the school day and dropped off at their established stops. This indicator will show the level of success in meeting the published schedules provided to parents and schools. These measures are important as late arrivals/departures may impact student instruction and/or student activities.

Transportation Routes captures the total number of routes and the associated expenditure grouped by the type of service being provided. This is a key indicator that provides information for the district to maximize efficiency and minimize expenditures.

BOARD OF EDUCATION – DAS REMI

Another vital area to the improvement of transportation effectiveness is Bus Safety and Reliability. This indicator has three measures. The first is Age of Fleet, which looks at the number of years a school bus has been in operation. The second, Miles between Accidents, tracks the rate of bus accidents relative to miles driven.

The final measure, Validation of Fleet Inspections, reflects the consistency of inspection outcomes between the transportation provider and the district. These measures are important as they can impact capital expenditures, ongoing maintenance cost, and the safety of bus transportation.

Report Criteria: Report to include total number of riders, total number of routes, total number of stops, and total number of buses assigned to each school or program. Report to also include any route additions and changes. The measurement window will encompass the start of September to the end of May.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief of Facilities Management and Support Services

Secondary Support: Executive Director of Support Services

Responsible: Contracted Transportation Service Provider

BOARD OF EDUCATION – DAS REMI

E. To maximize student participation in the breakfast and lunch program while controlling system cost.

Base: SY2014-15: See table and measures below

Target: SY2019-20: See table and measures below

KPI	Breakfast and Lunch Participation Rate	Food and Labor Cost per Revenue
Base	TBD	TBD
Target	LPR: $\geq 70\%$, BPR: $\geq 35\%$	FCR: $\leq 37\%$, LCR: $\leq 45\%$

- 1. Stewardship of Food and Nutrition:** Performance measures in Food and Nutrition cover cost efficiency and nutritional services provided to the students. The Breakfast and Lunch Participation Rate indicators reflect the total number of students that are served meals daily. These are important measures as studies show a positive correlation between meals and school attendance, alertness, health, behavior, and academic success.

The Food and Labor Cost per Revenue indicators reflect the total food cost and the total cost for the department workers against the total revenue for the food service program. These are important measures as they are used to monitor and control financial expenses and revenues in maintaining the food and nutrition program.

Report Criteria: School level information shall be provided on student participation in the breakfast and lunch program as measured by the Lunch Participation Rate (LPR) and Breakfast Participation Rate (BPR). In addition, the report shall provide cost efficiency of the School Nutrition Program as measured by Food Cost per Revenue (FCR) and Labor Cost per Revenue (LCR).

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief of Facilities Management and Support Services

Secondary Support: Executive Director of Support Services

Responsible: Director of School Nutrition

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F. To reduce energy and utility cost for resource conservation and climate protection.

Base: SY2014-15: See table and measures below

Target: SY2019-20: See tables and measures below

District	Square Footage	Energy Cost	Cost Per Sq. Ft.	Consumption (kWh)	Consumption Per Sq. Ft.
Base	6,260,871	\$5,300,603	\$0.84	53,049,925	8.47
Target	N/A	Increases less than the Rate of Inflation	N/A	5% decrease	5% decrease

- 1. Stewardship of Utilities:** Performance measure in utilities measure the annual use of electricity within the district for lighting, cooling, and running equipment. This is an important measure as it reflects the district’s effort to reduce energy consumption and cost through conservation and green methods.

Report Criteria: Information on per student utilities cost and consumption will be calculated after the CAFR is completed. School level detailed data shall be provided. Utility cost and consumption at each facility will be identified and analyzed each year. Energy cost per sq. ft. will be calculated as the sum of annual energy costs divided by sq. ft. of permanent facilities. Consumption will be measured by total Kilowatt (kWh) consumed divided by sq. ft. of permanent facilities.

Timing: Refer to pages 6 through 8 for timing and report type

Ownership: Chief of Facilities Management and Support Services

Secondary Support: Senior Director of Maintenance and Operations

Responsible: Department Supervisors, Elementary, K-8, Middle, and High School Principals

Goal 5: To maximize resource stewardship and fiscal responsibility by ensuring district resources are used effectively, efficiently, economically, and equitably

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G. To use various internal and external audits and program reviews as tools for continuous improvement.

Base:

Single Audit Report for the fiscal year ended 6/30/2008:

- a) Management provided a planned corrective action to each audit recommendation.
- b) Data was not collected to show evidence of progress toward achieving planned corrective action.
- c) Three findings from prior years (2006 and 2007) were corrected. One finding from 2006 was partially corrected.
- d) No material weakness was reported.

Target (internal or external audit):

- a) Management’s response, including planned corrective action, will be included as a part of each audit report whenever possible.
- b) External audit conditions will be corrected by the next audit. Internal audit recommendations will be implemented within two years.

Target (single audit): By 2015, no Material Weaknesses will be reported in the annual Single Audit Report.

1. **Audit Findings and Recommendations:** These reports provide recommendations to reduce risks identified during the audit process and to enhance current processes or procedures. The administration then provides a Management Action Plan listing ownership, actions to be taken, and any deadlines for corrective actions. The audits are important as they provide a vehicle for managing risk, continuous improvement of services, and ensuring compliance with district, state, and federal requirements.

Timing: Refer to pages 6 through 8 for timing and report type. In addition, all audits (internal or external) will be reported to the Board at the next available meeting.

Ownership: Senior Director of Internal Audit

Responsible: Superintendent’s Cabinet

Summary Report of All Audits Presented to Board							
Target is August	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY12-13	FY 13-14
	N/A	8/5/09	8/4/10	8/3/11	8/8/12	8/7/13	8/6/14
Material Weaknesses Reported in Annual Single Audit							
Target is Zero	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14
	0	0	0	0	0	0	0
Audit Recommendations Not Implemented Within 1 Year for External Audits or 2 Years for Internal Audits							
Target is TBD	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20

Goal 5: To maximize resource stewardship and fiscal responsibility by ensuring district resources are used effectively, efficiently, economically, and equitably

GLOSSARY OF TERMS

This glossary contains definitions of selected terms used in this document for common understanding of the terminology used in the Board of Education’s Accountability System. The glossary is arranged alphabetically with cross-referencing where appropriate.

- ACT®** A nationally norm referenced college entrance examination that measures achievement. The ACT® assesses high school students’ general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, Mathematics, Reading, and Science. The Writing Test, which is optional, measures skill in planning and writing a short essay. Composite scores and each test score (English, Mathematics, Reading, Science) can range from 1 (low) to 36 (high). The Composite Score is the average of the four test scores, rounded to the nearest whole number.
- ADVANCED PLACEMENT (AP)** A program administered by the College Board which consists of college-level coursework completed in a high school setting. Students may be awarded college credit based on their scores on a standardized Advanced Placement test.
- ASSOCIATION OF SCHOOL BUSINESS OFFICIALS (ASBO)** ASBO International is a professional association of school business management professionals whose mission is to provide programs and services to promote the highest standards of school business management practices, professional growth, and the effective use of educational resources.
- BOARD OF EDUCATION (BOE)** The Georgia Constitution places each school system under the management and control of an elected board of education. In Chatham County, the BOE refers to the nine members elected by the public that have policy setting authority, the ability to significantly influence operations, and primary responsibility for fiscal matters.
- BUDGET** A plan of financial operations embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing. The budget contains supporting

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	<p>schedules detailing the proposed expenditures and means of financing with comparisons to prior years' actual revenues and expenditures.</p>
CAFR	<p>Comprehensive Annual Financial Report. The CAFR contains the annual financial statements that are audited by the external auditors.</p>
CAPACITY	<p>A measure of the number of children who can be adequately served for educational purposes in a permanent school facility. does not include portable classroom space.</p>
COASTAL GEORGIA INDICATORS COALITION	<p>The Coastal Georgia Indicators Coalition is comprised of community members and advocates working together through a comprehensive, coordinated approach for planning and accountability and serves as a resource for agencies addressing overall health and well-being while leveraging resources for community initiatives. The purpose of the Coalition is to improve community well-being by engaging and leading the community to work collectively in its development of strategic priorities that guide policy, programs and resource allocation.</p>
COLLEGE AND CAREER READY PERFORMANCE INDEX (CCRPI)	<p>CCRPI is part of Georgia's comprehensive education reform plan. This accountability measure has multiple indicators to determine state, district, and school performance. A numerical score out of 100 is given based on three components: Achievement (60 points max), Progress (25 points max), and Achievement Gap (15 points max). Schools and districts can also earn up to 10 additional points through challenge points in the areas of Subgroup Performance and ETBs (Exceeding the Bar).</p>
CHANGE ORDER	<p>Alteration, addition to, or deduction from the original scope of work as defined by the contract documents to address changes or unforeseen conditions prior to project completion.</p>
COMMON CORE GPS (CCGPS)	<p>CCGPS are a set of core standards created by a consortium of 47 states for the purpose of aligning English language arts and</p>

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	<p>mathematics curricula across multiple states. These standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace.</p>
END OF PATHWAY ASSESSMENT (EOPA)	<p>EOPA is a measure of technical skill attainment through the successful passing of a national, industry-recognized exam, state licensure exam, national occupational assessment, or state-developed occupational assessment.</p>
FISCAL YEAR (FY)	<p>A twelve-month period beginning July 1 and ending June 30 to which the annual budget applies and at the end of which the District determines its financial position and the results of its operations.</p>
GKIDS	<p>Georgia Kindergarten Inventory of Developing Skills is a year-long performance-based assessment aligned to the state mandated content standards. The primary purpose of GKIDS is to provide ongoing diagnostic information about kindergarten students' developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, and Approaches Learning.</p>
GOAL	<p>A statement of broad direction, long-term aims that define fulfillment of the mission.</p>
GEORGIA MILESTONES ASSESSMENT SYSTEM	<p>The Georgia Milestones Assessment System (GMAS) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards (CCGPS) in language arts, mathematics, science, and social studies. Students in grades 3 through 8 will take an end-of-grade (EOG) assessment in each content area, while high school students will take an end-of-course (EOC) assessment for each of the eight courses designated by the State Board of Education.</p> <p>Features the Georgia Milestone Assessment System include:</p> <ul style="list-style-type: none">▪ open-ended (constructed-response) items in language arts and mathematics (all grades and courses);▪ a writing component (in response to passages read by

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students) at every grade level and course within the language arts assessment;

- norm-referenced items in all content areas and courses, to complement the criterion-referenced information and to provide a national comparison; and
- transition to online administration over time, with online administration considered the primary mode of administration and paper-pencil as back-up until the transition is complete.

GOVERNOR’S OFFICE OF STUDENT ACHIEVEMENT (GOSA)

This organization strives to increase student achievement and school completion across GA through communication of statewide data.

GOVERNMENT FINANCE OFFICERS ASSOCIATION (GFOA)

A professional organization whose purpose is to enhance and promote the professional management of governments for the public benefit by identifying and developing financial policies and practices and promoting them through education, training and leadership.

GRADUATION RATE

In Georgia, the graduation rate is calculated using the Cohort Rate formula, which based on the percent of students from an entering 9th grade cohort who graduated with a regular/advanced diploma within four years. The CRF does not include Certificates of Attendance or Special Education diplomas.

HIGHLY QUALIFIED

Core content teachers who are teaching in the field in which they are properly certified and have demonstrated proficiency in the content area by completion of a state approved content assessment.

INFRACTION

An action that is in violation of the Student Code of Conduct.

INTERNATIONAL BACCALAUREATE (IB) LEXILES

A rigorous program that allows students to earn an internationally recognized high school diploma.

A statistical tool used for measuring the comprehensibility of text through Semantic (meaning) and Syntax (sentence structure).

mClass DIBELS/MATH

Early literacy and math progress monitoring assessment

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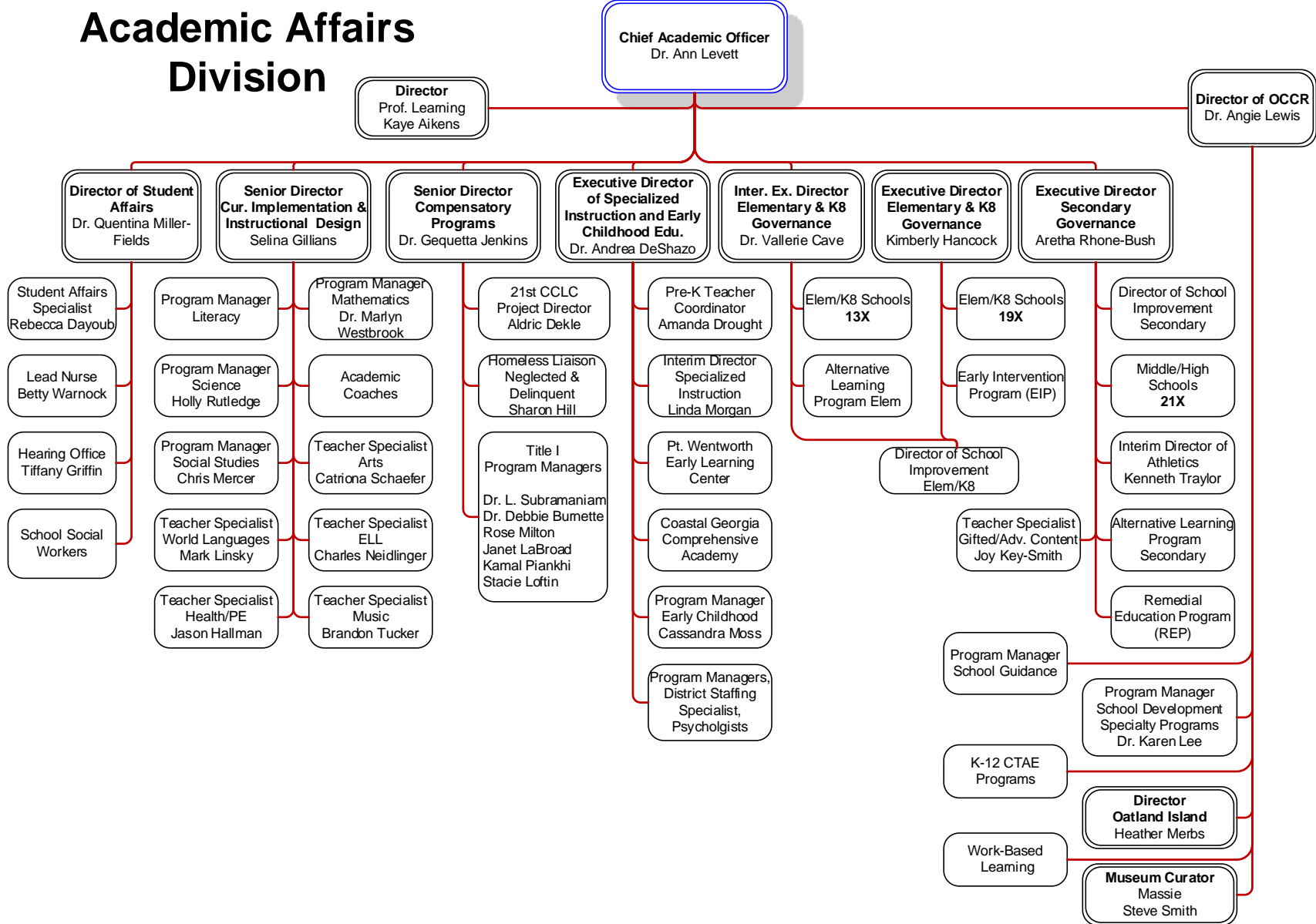
	software provided by Amplify.
MEASURES OF ACADEMIC PROGRESS (MAP)	MAP is a Math progress monitoring tool used in grades 2 through 8 for tracking student growth. It is administered three to four times a year and assists teachers with creating instructional grouping and providing differentiated instruction.
MATERIAL WEAKNESS	A deficiency in the design or operation of internal controls such that the controls are not likely to prevent or detect a material misstatement of the financial statements.
OBJECTIVE	Specific, quantifiable realistic, targets that measure the accomplishments of a goal over a specified period.
PTA	Parent Teacher Association. The PTA at the local level is linked to the state PTA and National PTA, forming a nationwide network of members working on behalf of children and youth. Although a school's principal works closely with the PTA, the PTA is an independent entity that is not linked directly to the school District.
Rasch unIT (RIT)	RIT is the NWEA MAP scale used in the measure of academic progress over time.
SCHOLASTIC READING INVENTORY (SRI)	SRI is a Reading progress monitoring tool used in grades 2 through 8 for tracking student growth. It is administered three to four times a year and assists teachers with creating instructional grouping and providing differentiated instruction.
SCHOLASTIC APTITUDE REASONING TEST (SAT)	The Scholastic Aptitude Reasoning Test is a nationally norm-referenced college entrance examination to measure ability produced by the College Board. Possible scores on the SAT range from 600 to 2400 by combining test results from three 800-point sections (math, critical reading, and writing). The SAT is typically taken by high school juniors and seniors.
TARGET MEASURES	For academics, the predominant growth formula used are 5% expected growth for base scores $\leq 65\%$, 3% expected growth for based scores between 66%-89%, and 1% expected growth for based scores $\geq 90\%$.
ATTRITION RATE	The number of employees who left due to resignation, transfer, retirement, termination, death or nonrenewal at a point in time.

DISTRICT ORGANIZATION



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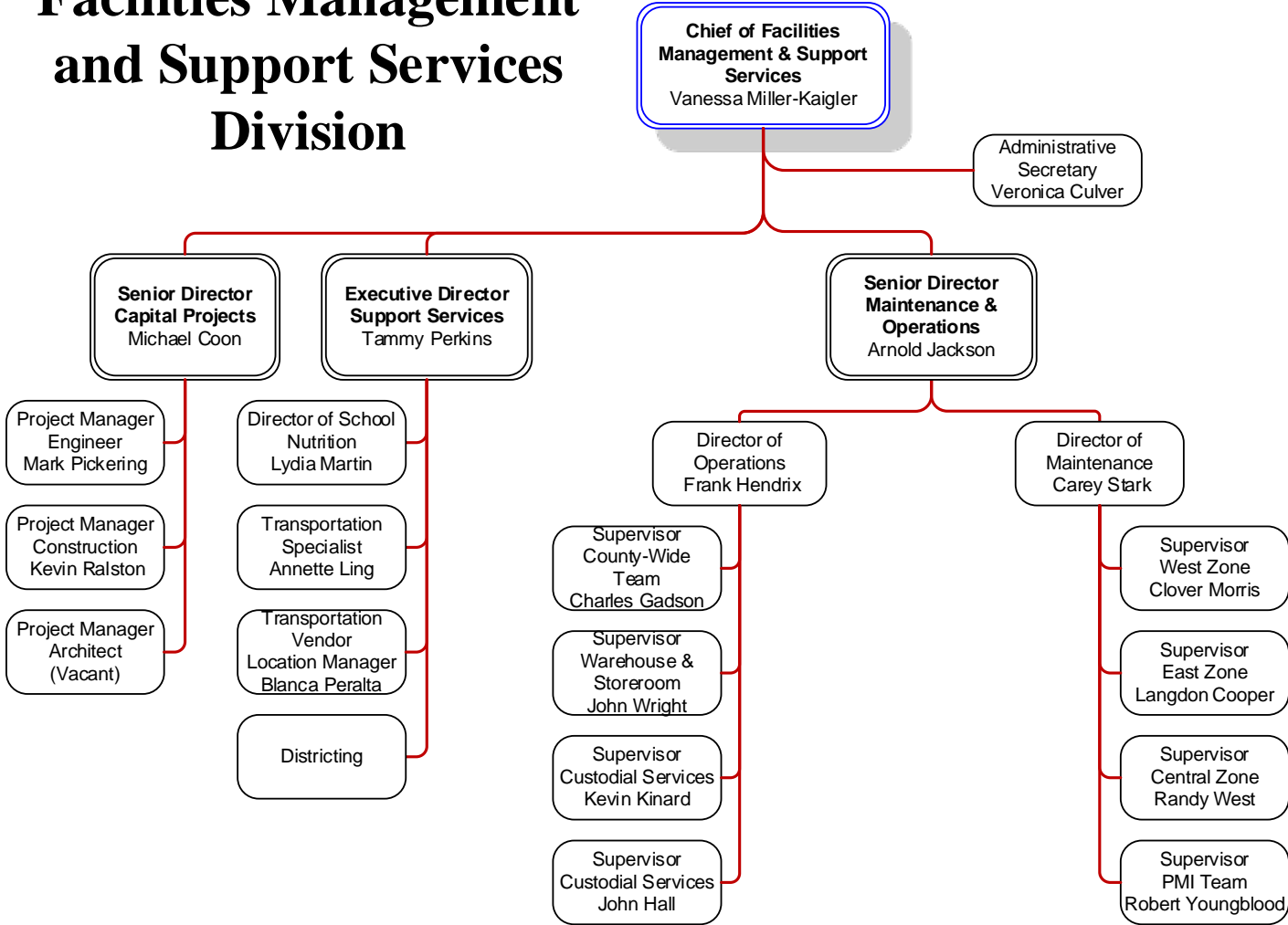
**Academic Affairs
Division**



7/15/2015

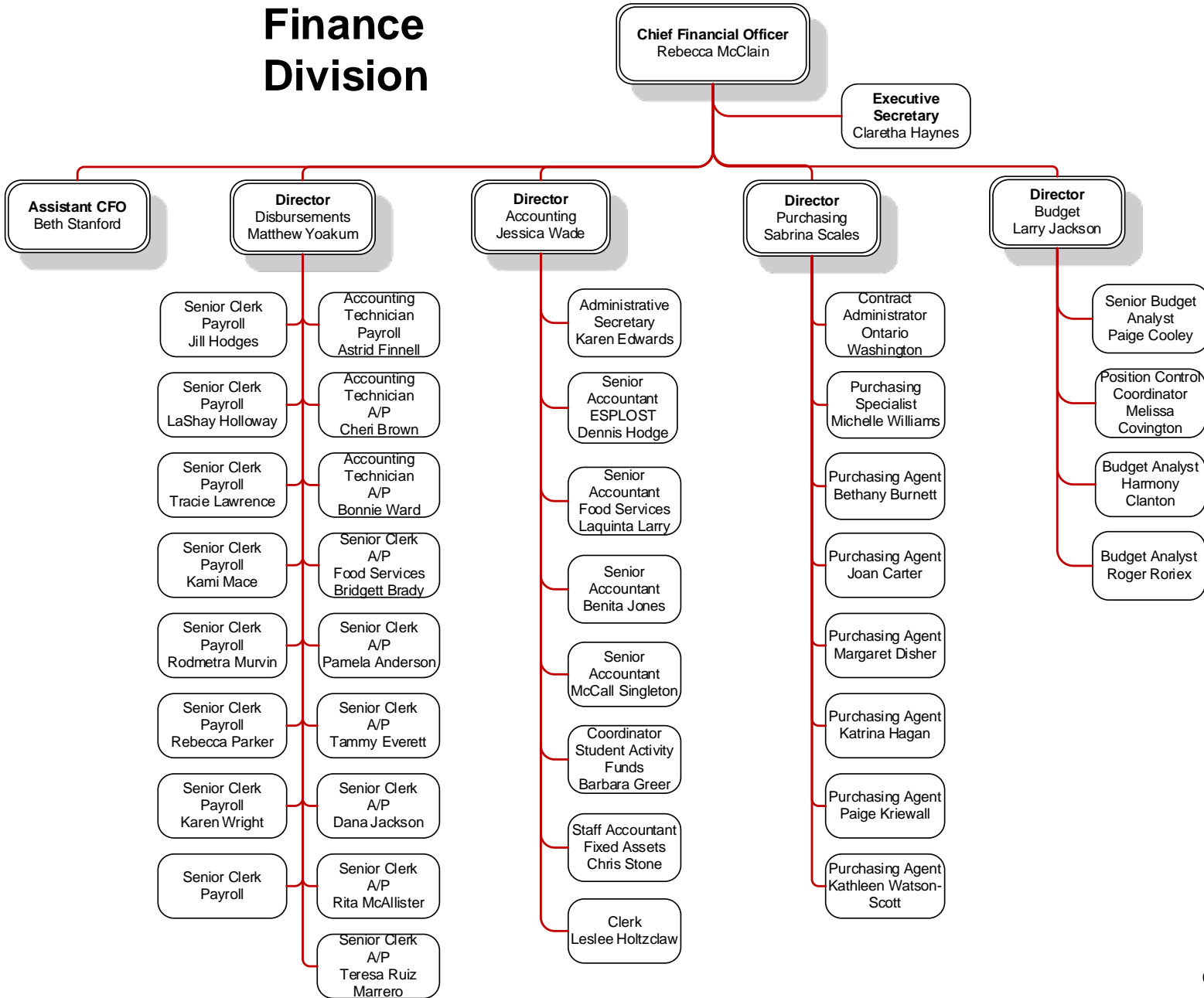


Facilities Management and Support Services Division



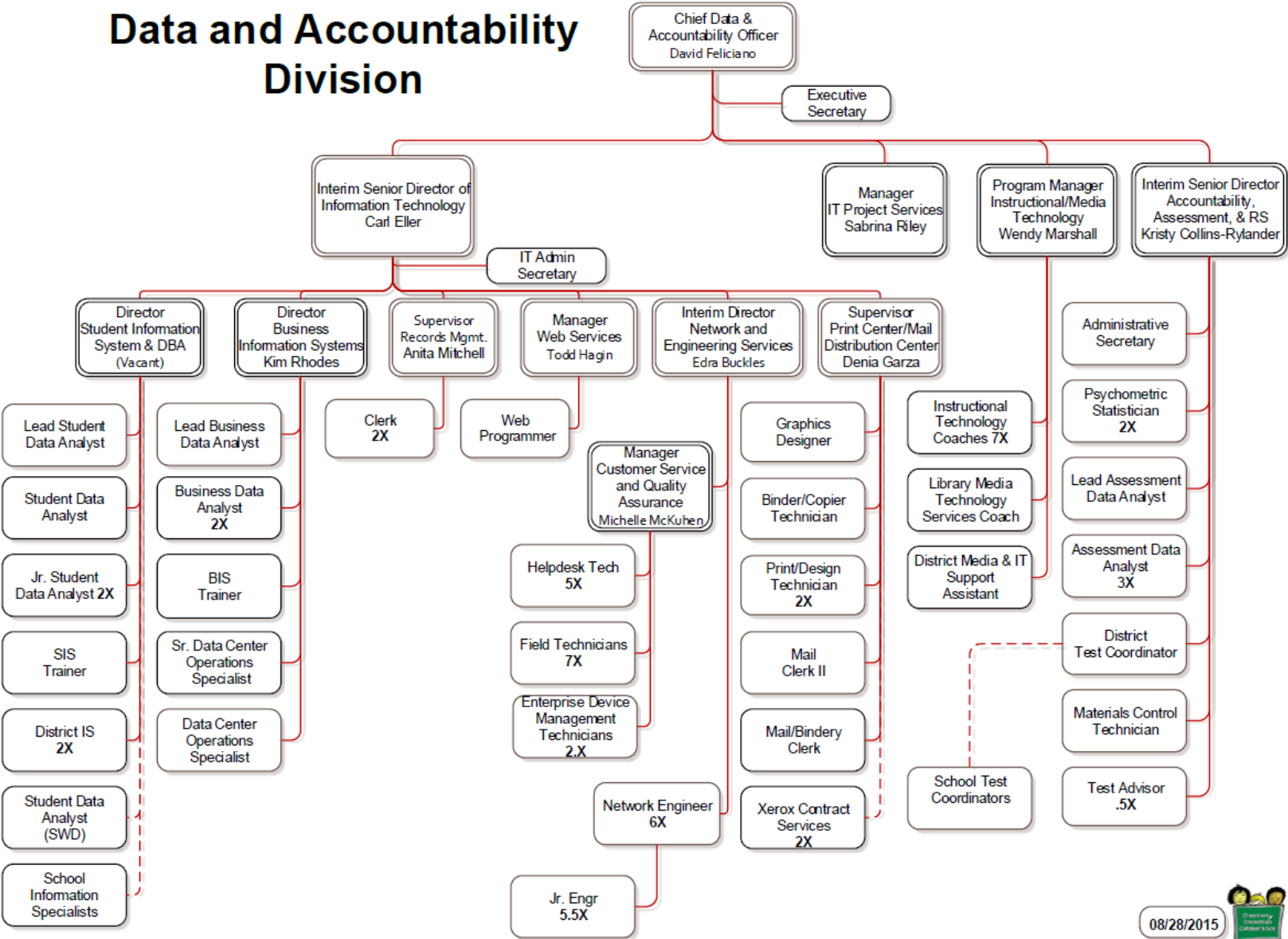
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**Finance
Division**

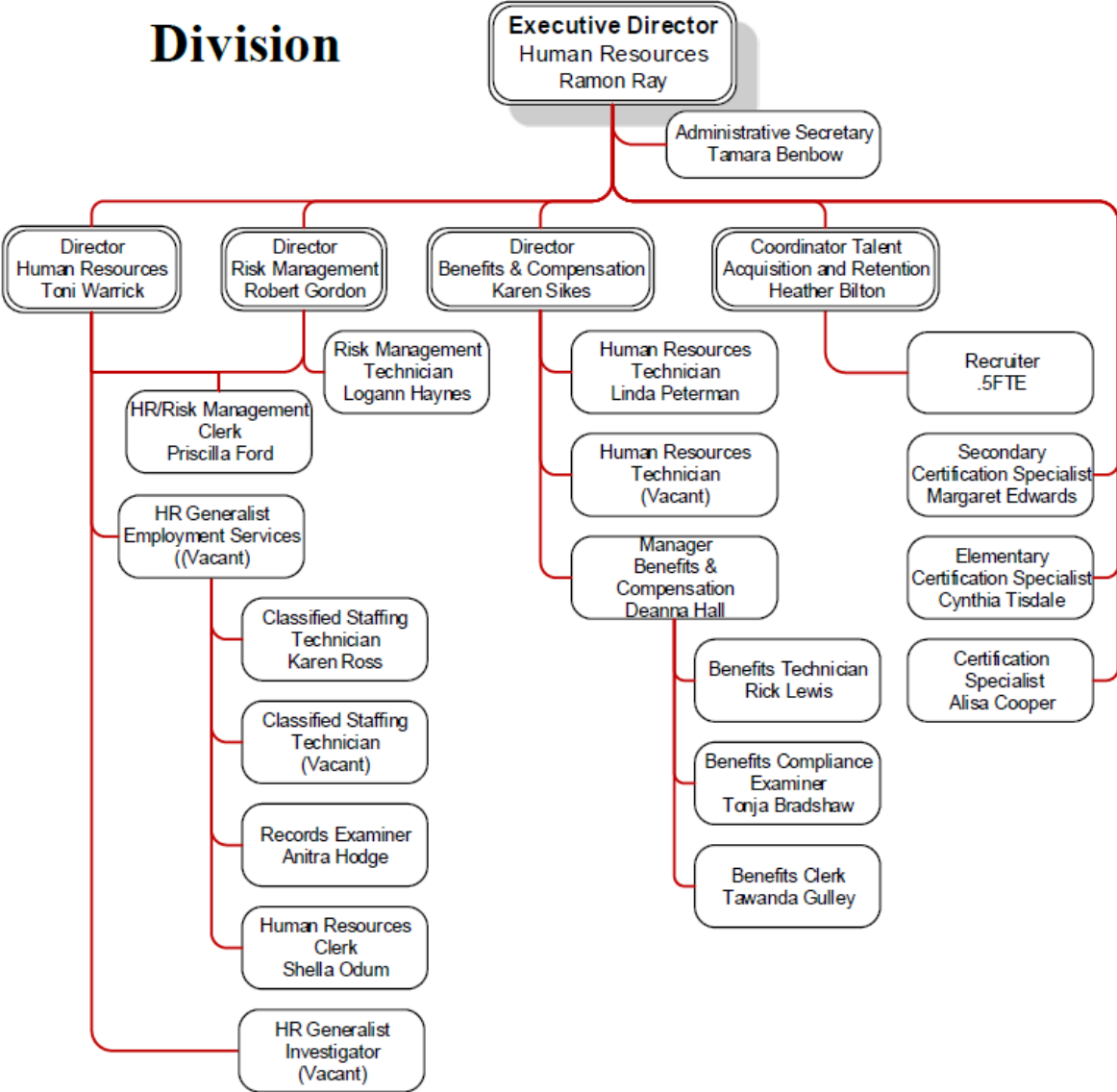


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Data and Accountability Division

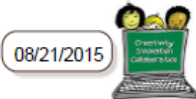
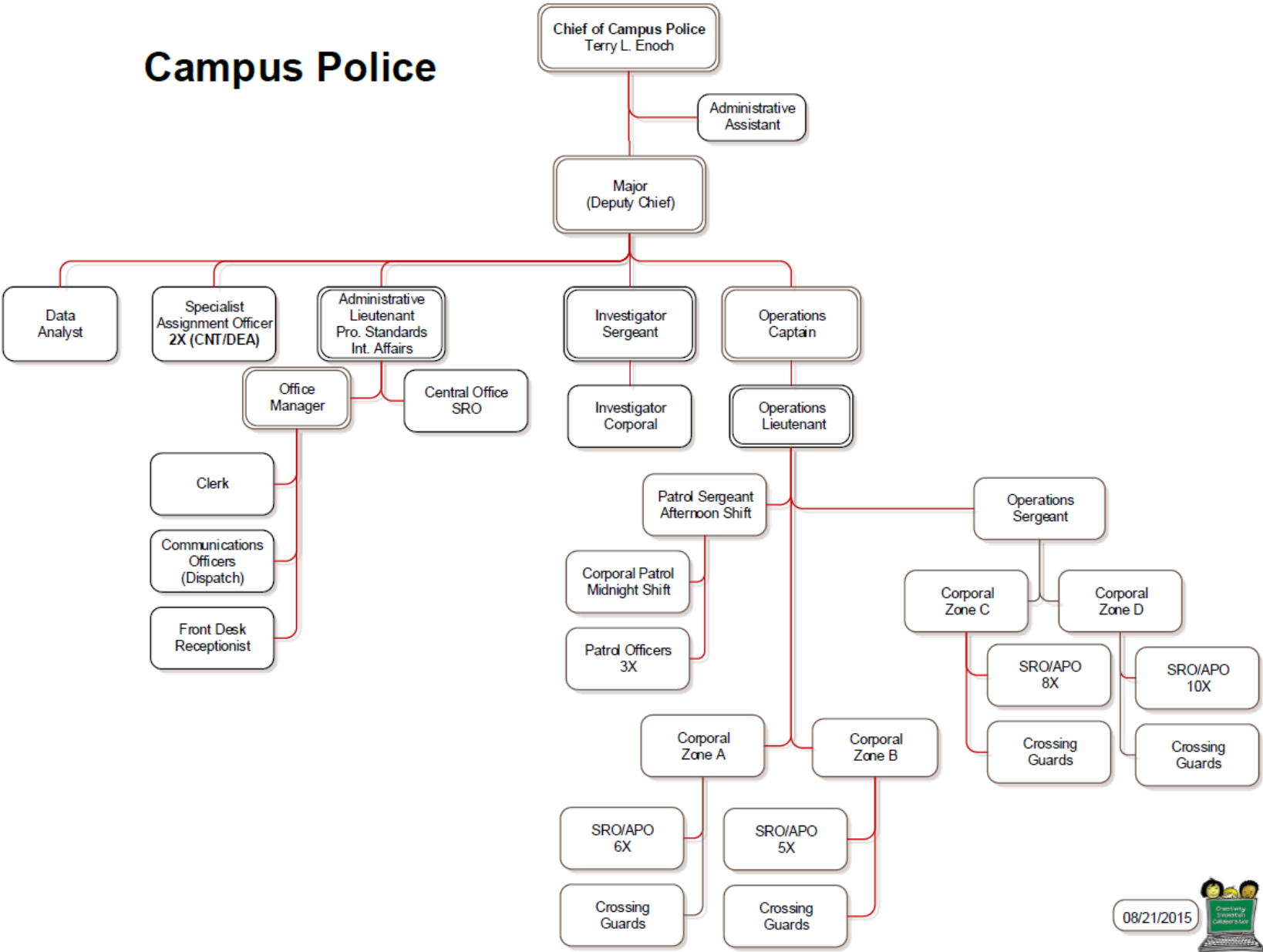


Human Resources Division

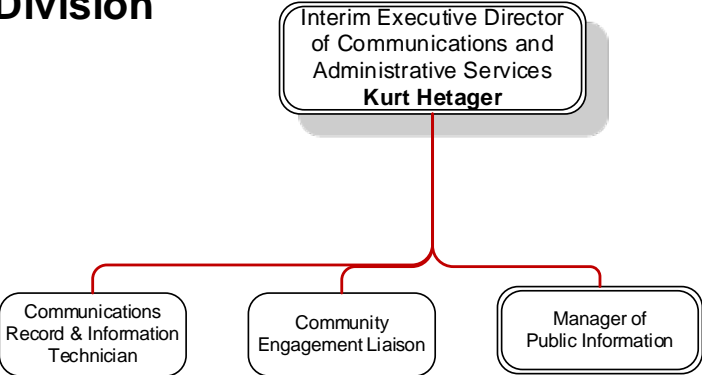


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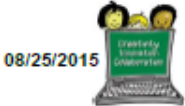
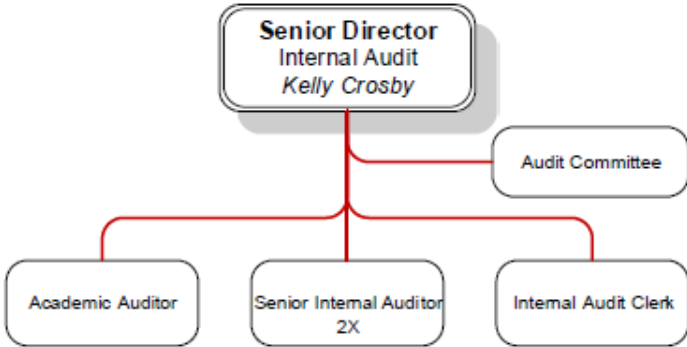
Campus Police



**Communications and Administrative
Services Division**



Internal Audit Department



08/25/2015