Georgia Department of Education

Comprehensive Needs Assessment
2017-2018 School Report

School Name

District Name

Richard Woods, State School Superintendent
"Educating Georgia's Future."

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

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

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

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

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

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Comprehensive Needs Assessment

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Team Lead	
Name	
Title	
Email	
Phone	

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GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

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

Systems to Improve (What to Improve)

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

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

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

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

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

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

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

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

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

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

Process to Improve (How to Improve)

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

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

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

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

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

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

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

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

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

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

1. PLANNING and PREPARATION

1.1 IDENTIFICATION of TEAM

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Watch the Planning and Preparation webinar for additional information and guidance.

Position/Role	*Name*

1.2 IDENTIFICATION of STAKEHOLDERS

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

Position/Role	*Included?*
Instructional coaches	
Counselor	
Parent liaison	
Health care providers	
Social workers	
IHE leaders	
Faith-based community leaders	
Technology experts	
Media specialists/librarians	

Position/Role	*Included?*
Police	

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

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

1.3 PROJECT MANAGEMENT

1.3.1 TIMELINE

Planning and Preparation	
Begin	
Complete	

Data Collection and Analysis	
Begin	
Complete	

Needs Identification / RCA	
Begin	
Complete	

1.3.2 MANAGING THE TEAM'S WORK

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

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

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

2. DATA COLLECTION and ANALYSIS

2.1 COHERENT INSTRUCTIONAL SYSTEM

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

2.1.1 COHERENT INSTRUCTIONAL SYSTEM DATA

GSPS - Instruction (Standard 1): Provides a supportive and well-managed environment conducive to learning		
Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	○
Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	○
Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	○
Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	○
Data Sources		
Comments (optional)		

GSPS - Instruction (Standard 2): Creates an academically challenging learning environment		
Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	○
Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	○
Emerging	Some teachers create an academically challenging learning environment.	○
Not Evident	Few, if any, teachers create an academically challenging learning environment.	○
Data Sources		
Comments (optional)		

GSPS - Instruction (Standard 3): Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	○
Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	○
Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	○
Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	○
Data Sources		
Comments (optional)		

GSPS - Instruction (Standard 4): Uses research-based instructional practices that positively impact student learning		
Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	○
Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	○
Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	○
Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	○
Data Sources		
Comments (optional)		

GSPS - Instruction (Standard 5): Differentiates instruction to meet specific learning needs of students		
Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	○
Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	○
Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	○
Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	○
Data Sources		
Comments (optional)		

GSPS - Instruction (Standard 6): Uses appropriate, current technology to enhance learning		
Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	○
Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	○
Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	○
Not Evident	Few, if any, staff members or students use appropriate, current technology to enhance learning.	○
Data Sources		
Comments (optional)		

GSPS - Instruction (Standard 7): Provides feedback to students on their performance on the standards or learning targets		
Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	○
Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	○
Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	○
Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	○
Data Sources		
Comments (optional)		

GSPS - Instruction (Standard 8): Establishes a learning environment that empowers students to actively monitor their own progress		
Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	○
Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	○
Emerging	Some students use tools to actively monitor their own progress.	○
Not Evident	Few, if any, students use tools to actively monitor their own progress.	○
Data Sources		
Comments (optional)		

GSPS - Instruction (Standard 9): Provides timely, systematic, data-driven interventions		
Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	○
Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	○
Emerging	Some students are provided extra assistance or needed support in a timely manner.	○
Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	○
Data Sources		
Comments (optional)		

GSPS - Curriculum (Standard 1): Uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment, and instruction		
Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	○
Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	○
Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	○
Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	○
Data Sources		
Comments (optional)		

GSPS - Curriculum (Standard 3): Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed		
Exemplary	A process to review curriculum documents (e.g., curriculum maps, units, pacing guides, assessments, tasks, strategies, lessons) is implemented extensively. Collected data (e.g., performance data, student work, lesson and unit plans, formal and informal observations, learning walks, peer observations, action research) are consistently analyzed, and the curriculum documents are revised as needed in nearly all content areas or grade levels.	○
Operational	A process to review curriculum documents (e.g., curriculum maps, units, pacing guides, assessments, tasks, strategies, lessons) is implemented regularly. Collected data (e.g., performance data, student work, lesson and unit plans, formal and informal observations, learning walks, peer observations, action research) are analyzed, and the curriculum documents are revised as needed in most content areas or grade levels, or both.	○
Emerging	A process to review curriculum documents is implemented occasionally. Some teachers or groups of teachers within the school review curriculum documents to ensure alignment with the intent and rigor of the standards.	○
Not Evident	A process to review curriculum documents does not exist. Little, if any, review of curriculum documents takes place.	○
Data Sources		
Comments (optional)		

GSPS - Assessment (Standard 2): Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction		
Exemplary	A balanced system of assessments, including diagnostic, formative, and summative assessments, is used pervasively to monitor learning and to inform instruction. A balanced system of assessments includes, but is not limited to, constructed response, writing prompts, performance tasks, and culminating projects.	○
Operational	A balanced system of assessments, including diagnostic, formative, and summative assessments, is used routinely to monitor learning and to inform instruction.	○
Emerging	A system of assessments is used sporadically to monitor learning and to inform instruction.	○
Not Evident	A system of assessments is rarely, if ever, used to monitor learning and to inform instruction.	○
Data Sources		
Comments (optional)		

GSPS - Assessment (Standard 3): Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	○
Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	○
Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	○
Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	○
Data Sources		
Comments (optional)		

GSPS - Assessment (Standard 4): Implements a process to collaboratively analyze assessment results to adjust instruction		
Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	○
Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	○
Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	○
Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	○
Data Sources		
Comments (optional)		

GSPS - Assessment (Standard 5): Implements grading practices that provide an accurate indication of student progress on the required standards		
Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	○
Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	○
Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	○
Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	○
Data Sources		
Comments (optional)		

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

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

2.1.2 COHERENT INSTRUCTIONAL SYSTEM GUIDING QUESTIONS

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

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

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

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

2.1.3 COHERENT INSTRUCTIONAL SYSTEM TRENDS AND PATTERNS

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

2.2 EFFECTIVE LEADERSHIP

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

2.2.1 EFFECTIVE LEADERSHIP DATA

GSPS - Leadership (Standard 1): Builds and sustains relationships to foster the success of students and staff		
Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	○
Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	○
Emerging	Administrators sometimes build relationships to foster the success of students and staff.	○
Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	○
Data Sources		
Comments (optional)		

GSPS - Leadership (Standard 2): Initiates and manages change to improve staff performance and student learning		
Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	○
Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	○
Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	○
Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	○
Data Sources		
Comments (optional)		

GSPS - Leadership (Standard 3): Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	○
Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	○
Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	○
Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	○
Data Sources		
Comments (optional)		

GSPS - Leadership (Standard 4): Uses processes to systematically analyze data to improve student achievement		
Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	○
Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	○
Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	○
Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	○
Data Sources		
Comments (optional)		

GSPS - Leadership (Standard 5): Builds leadership capacity through shared decision-making and problem-solving		
Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	○
Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	○
Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	○
Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	○
Data Sources		
Comments (optional)		

GSPS - Leadership (Standard 6): Establishes and supports a data-driven school leadership team that is focused on student learning		
Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	○
Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	○
Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	○
Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	○
Data Sources		
Comments (optional)		

GSPS - Leadership (Standard 7): Monitors and evaluates the performance of teachers and other staff using multiple data sources		
Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	○
Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	○
Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	○
Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	○
Data Sources		
Comments (optional)		

GSPS - Leadership (Standard 8): Provides ongoing support to teachers and other staff		
Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	○
Operational	Most support provided to teachers and other staff is targeted to individual needs.	○
Emerging	Some support provided to teachers and staff is targeted to individual needs.	○
Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	○
Data Sources		
Comments (optional)		

GSPS - Planning and Organization (Standard 1): Shares a common vision/mission that defines school culture and guides the continuous improvement process		
Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	○
Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	○
Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	○
Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	○
Data Sources		
Comments (optional)		

GSPS - Planning and Organization (Standard 2): Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	○
Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	○
Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	○
Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	○
Data Sources		
Comments (optional)		

GSPS - Planning and Organization (Standard 3): Monitors implementation of the school improvement plan and makes adjustments, as needed		
Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	○
Operational	The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	○
Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	○
Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	○
Data Sources		
Comments (optional)		

GSPS - Planning and Organization (Standard 4): Monitors the use of available resources to support continuous improvement		
Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	○
Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	○
Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	○
Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	○
Data Sources		
Comments (optional)		

GSPS - Planning and Organization (Standard 5): Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	○
Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	○
Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	○
Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	○
Data Sources		
Comments (optional)		

GSPS - Planning and Organization (Standard 6): Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	○
Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	○
Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	○
Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	○
Data Sources		
Comments (optional)		

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

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

2.2.2 EFFECTIVE LEADERSHIP GUIDING QUESTIONS

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

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

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

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

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

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

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

2.2.3 EFFECTIVE LEADERSHIP TRENDS AND PATTERNS

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

2.3 PROFESSIONAL CAPACITY

Analyze the school's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Schools with teacher counts of less than 15 are denoted by "TFT" (too few teachers). See the Professional Capacity webinar for additional information and guidance.

2.3.1 PROFESSIONAL CAPACITY DATA

GSPS - Leadership (Standard 5): Builds leadership capacity through shared decision-making and problem-solving		
Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	
Data Sources		
Comments (optional)		

GSPS - Professional Learning (Standard 1): Aligns professional learning with needs identified through analysis of a variety of data		
Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	
Emerging	Professional learning needs are identified using limited sources of data.	
Not Evident	Professional learning needs are identified using little or no data.	
Data Sources		
Comments (optional)		

GSPS - Professional Learning (Standard 2): Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	○
Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	○
Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	○
Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	○
Data Sources		
Comments (optional)		

GSPS - Professional Learning (Standard 3): Defines expectations for implementing professional learning		
Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	○
Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	○
Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	○
Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	○
Data Sources		
Comments (optional)		

GSPS - Professional Learning (Standard 4): Uses multiple professional learning designs to support the various learning needs of the staff		
Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	○
Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	○
Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	○
Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	○
Data Sources		
Comments (optional)		

GSPS - Professional Learning (Standard 5): Allocates resources and establishes systems to support and sustain effective professional learning		
Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	○
Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	○
Emerging	Some resources and systems are allocated to support and sustain professional learning.	○
Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	○
Data Sources		
Comments (optional)		

GSPS - Professional Learning (Standard 6): Monitors and evaluates the impact of professional learning on staff practices and student learning		
Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	○
Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	○
Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	○
Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	○
Data Sources		
Comments (optional)		

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

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

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

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

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

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

2.3.2 PROFESSIONAL CAPACITY GUIDING QUESTIONS

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

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

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

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

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

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

2.3.3 PROFESSIONAL CAPACITY TRENDS AND PATTERNS

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

2.4 FAMILY and COMMUNITY ENGAGEMENT

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

2.4.1 FAMILY AND COMMUNITY ENGAGEMENT DATA

GSPS - Family and Community Engagement (Standard 1): Creates an environment that welcomes, encourages, and connects family and community members to the school		
Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	○
Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	○
Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	○
Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	○
Data Sources		
Comments (optional)		

GSPS - Family and Community Engagement (Standard 2): Establishes structures that promote clear and open communication between the school and stakeholders		
Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	○
Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	○
Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	○
Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	○
Data Sources		
Comments (optional)		

GSPS - Family and Community Engagement (Standard 3): Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	○
Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	○
Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	○
Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	○
Data Sources		
Comments (optional)		

GSPS - Family and Community Engagement (Standard 4): Communicates academic expectations and current student achievement status to families		
Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	○
Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	○
Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	○
Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	○
Data Sources		
Comments (optional)		

GSPS - Family and Community Engagement (Standard 5): Develops the capacity of families to use support strategies at home that will enhance academic achievement		
Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	○
Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	○
Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	○
Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	○
Data Sources		
Comments (optional)		

GSPS - Family and Community Engagement (Standard 6): Connects families with agencies and resources in the community to meet the needs of students		
Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	○
Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	○
Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	○
Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	○
Data Sources		
Comments (optional)		

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

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

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

2.4.2 FAMILY AND COMMUNITY ENGAGEMENT GUIDING QUESTIONS

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

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

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

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

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

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

2.4.3 FAMILY AND COMMUNITY ENGAGEMENT TRENDS AND PATTERNS

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

2.5 SUPPORTIVE LEARNING ENVIRONMENT

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

2.5.1 SUPPORTIVE LEARNING ENVIRONMENT DATA

GSPS - Instruction (Standard 1): Provides a supportive and well-managed environment conducive to learning		
Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	○
Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	○
Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	○
Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	○
Data Sources		
Comments (optional)		

GSPS Instruction (Standard 2): Creates an academically challenging learning environment		
Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	○
Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	○
Emerging	Some teachers create an academically challenging learning environment.	○
Not Evident	Few, if any, teachers create an academically challenging learning environment.	○
Data Sources		
Comments (optional)		

GSPS - Instruction (Standard 8): Establishes a learning environment that empowers students to actively monitor their own progress		
Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	○
Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	○
Emerging	Some students use tools to actively monitor their own progress.	○
Not Evident	Few, if any, students use tools to actively monitor their own progress.	○
Data Sources		
Comments (optional)		

GSPS - School Culture (Standard 1): Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	○
Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	○
Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	○
Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	○
Data Sources		
Comments (optional)		

GSPS - School Culture (Standard 2): Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	○
Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	○
Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	○
Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	○
Data Sources		
Comments (optional)		

GSPS - School Culture (Standard 3): Establishes a culture that supports the college and career readiness of students		
Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	○
Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	○
Emerging	Some evidence exists that the school supports the college and career readiness of students.	○
Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	○
Data Sources		
Comments (optional)		

GSPS - School Culture (Standard 4): Supports the personal growth and development of students		
Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	○
Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	○
Emerging	The school staff sporadically supports the personal growth and development of students.	○
Not Evident	The school staff does little to support the personal growth and development of students.	○
Data Sources		
Comments (optional)		

GSPS - School Culture (Standard 5): Recognizes and celebrates achievements and accomplishments of students and staff		
Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	○
Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	○
Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	○
Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	○
Data Sources		
Comments (optional)		

GSPS - Planning and Organization (Standard 1): Shares a common vision/mission that defines school culture and guides the continuous improvement process		
Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	○
Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	○
Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	○
Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	○
Data Sources		
Comments (optional)		

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

Discipline - Suspension (%)									
		In-School Suspension				Out-of-School Suspension			
		10 Days or Fewer		*Greater than 10 Days*		*10 Days or Fewer*		*Greater than 10 Days*	
		2014-15	*2015-16*	*2014-15*	*2015-16*	*2014-15*	*2015-16*	*2014-15*	*2015-16*
Racial/Ethnic Subgroups									
American Indian	*School*								
	State	0.2	0.1	0.2	0.2	0.2	0.2	0.0	0.1
Asian/Pacific Islander	*School*								
	State	1.1	1.0	0.5	0.5	1.1	0.9	0.8	0.5
Black	*School*								
	State	51.1	51.5	56.3	57.4	53.7	54.9	64.4	64.5
Hispanic	*School*								
	State	8.8	8.6	7.1	7.8	8.2	8.2	7.4	8.7
White	*School*								
	State	35.3	35.0	31.5	29.7	33.1	32.0	23.8	22.5
Multi-Racial	*School*								
	State	3.5	3.9	4.4	4.4	3.8	3.8	3.6	3.4
*Minority**	*School*								
	State	64.7	65.0	68.5	70.3	66.9	68.0	76.2	77.2
Other Subgroups									
Economically Disadvantaged	*School*								
	State	77.4	76.6	83.7	83.7	79.3	79.7	85.2	84.8
English Learners	*School*								
	State	4.0	3.7	2.1	2.4	4.0	4.1	2.0	2.8
Foster	*School*								
Homeless	*School*								
Migrant	*School*								
Students with Disability	*School*								
	State	19.2	20.0	25.4	25.1	27.2	27.8	13.4	14.0

Source: GaDOE suspension reports.

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

Student Attendance Rate (2015-16)*		Under 6	6-15	Over 15
All Students	*School*			
	State	55.9	34.6	9.5
Racial/Ethnic Subgroups				
American Indian	*School*			
	State	73.6	15.2	11.2
Asian/Pacific Islander	*School*			
	State	72.1	23.5	4.4
Black	*School*			
	State	61.7	30.2	8.1
Hispanic	*School*			
	State	57.2	34.5	8.4
White	*School*			
	State	49.7	39.1	11.2
Multi-Racial	*School*			
	State	53.2	36.3	10.5
*Minority**	*School*			
	State	37.3	20.1	3.7
Other Subgroups				
Economically Disadvantaged	*School*			
	State	53.1	35.8	11.0
English Learners	*School*			
	State	62.5	30.9	6.5
Foster	*School*			
Homeless	*School*			
Migrant	*School*			
Students with Disability	*School*			
	State	49.6	37.0	13.4

Source: GaDOE Attendance Rate by Subgroup report.

School Climate Star Rating	2014-15	2015-16
School		
State	3.5	3.5

Source: GaDOE Star Rating for School Climate report.

Teacher Days Absent (%)		2014-15	2015-16
All Days Absent (Count)	*School*		
Sick Leave	*School*		
	State	68.9	68.6
Staff Development	*School*		
	School	20.3	20.3
Vacation	*School*		
	State	0.4	0.5
Other	*School*		
	State	10.4	10.6

Source: Certified/Classified Personnel Information (CPI).

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

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

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

2.5.2 SUPPORTIVE LEARNING ENVIRONMENT GUIDING QUESTIONS

Maintaining order and safety: What processes are in place at the school to ensure order and safety are in place? Describe the effectiveness of the existing processes.	
What data sources were utilized to make the above determinations?	

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

Ensuring a student learning community: What processes are in place to cultivate and maintain positive and healthy behavioral and academic norms? Describe the effectiveness of the existing processes.	
What data sources were utilized to make the above determinations?	

Personnel survey: Analyze school results from the Georgia School Personnel Survey and from the Title I Parent Engagement Survey. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team? (Note: GaDOE School Climate survey data can be obtained from the LEA from portal users with the following roles: Administrator, Assessment Director, Curriculum Director, Student Services Director, and Superintendent.)	

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

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

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

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

2.5.3 SUPPORTIVE LEARNING ENVIRONMENT TRENDS AND PATTERNS

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

2.6 DEMOGRAPHIC and FINANCIAL

Analyze the school's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs.

2.6.1 DEMOGRAPHIC AND FINANCIAL DATA

Student Demographics (2015-16) (%)	School	State
Racial/Ethnic Subgroups		
American Indian/Alaskan Native		<1
Asian		4
Black		37
Hispanic		15
Multi-Racial		3
White		41
*Minority**		59
Other Subgroups		
Economically Disadvantaged		62
English Learners		8
Foster		<1
Homeless		3
Migrant		<1
Special Education		11

Source: GOSA Enrollment by Subgroups Programs report.

Directly Certified (Includes SNAP, TANF, Homeless, Unaccompanied Youth, Foster, and Migrant) (%)	2014-15	2015-16
School		
State Average	35.8	37.7

Source: GOSA Directly Certified (School Level) report.

Student Mobility Rate	2014-15	2015-16
School		
State Average	22.6	21.6

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

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

Source: GOSA Enrollment by Subgroups Programs report.

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

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

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

2.6.2 DEMOGRAPHIC AND FINANCIAL GUIDING QUESTIONS

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

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

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

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

2.6.3 DEMOGRAPHIC AND FINANCIAL TRENDS AND PATTERNS

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

2.7 STUDENT ACHIEVEMENT

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

2.7.1 STUDENT ACHIEVEMENT DATA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Drop Out Rate (2015-16)	School	State
All Students		5.5
Racial/Ethnic Subgroups		
American Indian		-
Asian/Pacific Islander		11.6
Black		7.3
Hispanic		11.9
White		6.0
Multi-Racial		31.2
Other Subgroups		
Economically Disadvantaged		6.1
English Learners		13.0
Migrant		-
Students with Disabilities		12.0

Source: GOSA Drop Out Rate 9-12 report.

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

Source: GaDOE pathway completers report.

SAT Scores (2015-16)	Math	Reading	Writing	Total
School				
State Average	472	477	458	1407

Source: GOSA SAT Scores (Highest) report.

*The Minority student subgroup includes all racial/ethnic categories except White.
**Graduates completing a CTAE pathway, advanced academic pathway, IB Career Related Program, fine arts pathway, or a world language pathway.

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

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

2.7.2 STUDENT ACHIEVEMENT GUIDING QUESTIONS

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

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

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

2.7.3 STUDENT ACHIEVEMENT TRENDS AND PATTERNS

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

3. NEEDS IDENTIFICATION and ROOT CAUSE ANALYSIS

3.1 TRENDS and PATTERNS

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

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

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

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

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

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

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

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

Are there districtwide trends and patterns, as identified in the CNA 2017-2018 District Report, that will support the school's identification of student, teacher, and leader needs? If so, list those trends and patterns here.	

3.2 IDENTIFICATION and PRIORITIZATION of OVERARCHING NEEDS

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

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

3.3 ROOT CAUSE ANALYSIS

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

Describe the root cause analysis process used by the team.	

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

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

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

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

ADDITIONAL RESPONSES

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

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