

Translating Strategy into Action at Fulton County Schools

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Fulton County, Georgia



Updated School System Vision

The Fulton County School System is a place where ALL children learn to their full potential in a safe, nurturing environment supported by involved and committed staff, family and community who help prepare students for a successful future.

Fulton County Schools Balanced Scorecard

Five Perspectives:

- ❖ Student Achievement
- ❖ Student and Stakeholder Involvement
- ❖ Instructional and Administrative Processes
- ❖ Staff Learning and Growth
- ❖ Financial Performance

Strategic Themes

**Students Master the Curriculum
(Closing the Achievement Gap)**



**Students are
Nationally Competitive**

Vision

**All other
objectives**

Fulton County School System Strategy Map

*Students
Master
Curriculum*



*Students are
Nationally
Competitive*

**Student
Achievement**

**Stakeholder
Involvement and
Satisfaction**

**Efficient and Effective
Instructional and
Administrative
Processes**

**Staff Learning
and Growth**

**Financial
Performance**

Increase student
involvement and
satisfaction

Increase parent
involvement

Increase community
partnerships

Increase use of
sound instructional
practices

Enhance safe and
orderly climate

Improve student
support

Increase staff
competence

Increase staff
productivity

Reduce
costs

Expand
revenue from new
sources

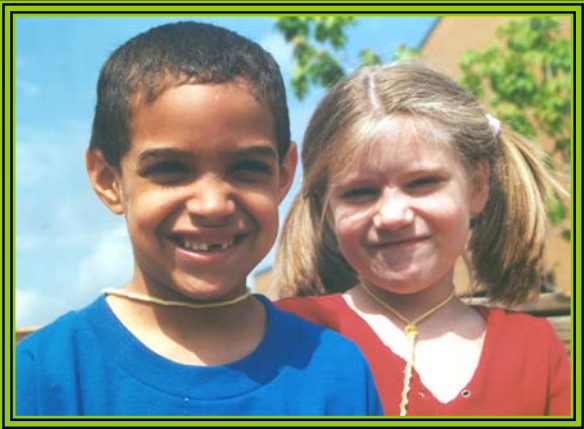
Maintain
financial
stability

Maintain
transparency in
financial reporting

Fulton County Schools Student Achievement Objectives

**Student
Achievement**

***All Students
Master the
Curriculum***



***Students are
Nationally
Competitive***

**Increase math
achievement for all
students**

**Maintain reading
achievement for all
students**

**Improve performance
on national
assessments and
rankings**

**Increase
achievement for
students with
limited English**

**Increase science
achievement for all
students**

**Increase achievement
for students with
disabilities**

**Increase achievement for
students who are
economically
disadvantaged**

**Increase students
successfully prepared for
college or career**

**Increase the high
school graduation rate**

Balanced Scorecard



System Strategic Plan: Balanced Scorecard Systemwide Goals, Objectives and Performance Measures

Goal Area	Goals	Objective	Performance Measure	Unit of Measure	Actual			Targets				
					2003-04	2004-05	2005-06	2005-06	2006-07	2007-08	2008-09	
Student Achievement	Students Master Curriculum	Maintain reading achievement for all students	Curriculum-Referenced Tests - Reading (all students)	% of students meeting or exceeding expectations	na	na	86%	**	88%	90%	92%	
			Grades 3, 4, 5		na	na	90%	**	92%	94%	95%	
			Grades 6, 7, 8		na	na	na	na	na	na	na	
		% of All Students Retained	% of students	1.33%	1.03%	10/1/06	0.8%	0.5%	0.2%	**		
		Increase math achievement for all students	Curriculum-Referenced Tests - Math (all students)	% of students meeting or exceeding expectations	86% (86%)	89% (89%)	90%	91%	92%	93%	94%	
			Grades 3, 4, 5		na	na	79%	na	na	baseline		
			Grades 6, 7, 8		0.6%	1.55%	10/1/06	1.0%	0.5%	0.3%	**	
		% of All Students Retained	% of students	5.7%	1.91%	10/1/06	1.5%	1.0%	0.5%	**		
		Increase science achievement for all students	EOCT (Algebra & Geometry)									
			Curriculum-Referenced Tests - Science (all students)	% of students meeting or exceeding expectations	86% (86%)	90% (90%)	90%	91%	baseline			
			Grades 3, 4, 5		na	na	72%	na	na	baseline		
		Grades 6, 7, 8		na	na	65%						
		Increase achievement for students with Limited English	EOCT (Biology & Physical Science)									
			Curriculum-Referenced Tests (Limited English Proficient students)	% of students meeting or exceeding expectations	na	na	69%	**	74%	79%	81%	
			Grade 3,4,5		na	na	65%	**	70%	75%	81%	
			Reading		67%	69%	76%	74%	78%	82%	84%	
			English/Language Arts		62%	70%	78%	75%	baseline			
			Math		na	na	62%		68%	74%	81%	
			Science		na	na	59%		68%	74%	81%	
			Grade 6,7,8		na	na	56%	na	na	baseline		
			Reading		na	na	39%	na	na	baseline		
			English/Language Arts									
			Math									
			Science									
			GHSQT	% of students passing			9/30/06					
			Increase achievement for students with disabilities	Curriculum-Referenced Tests (students with disabilities)	% of students meeting or exceeding expectations	na	na	70%		74%	78%	81%
				Grade 3,4,5		na	na	64%		70%	75%	81%
		Reading			67%	71%	79%	75%	74%	77%	80%	
		English/Language Arts			75%	81%	76%	83%	baseline			
		Math			na	na	74%		77%	81%	90%	
		Science			na	na	68%		74%	79%	81%	
		Grade 6,7,8			na	na	51%	na	na	baseline		
		Reading			na	na	46%	na	na	baseline		
		English/Language Arts										
		Math										
		Science										
		GHSQT		% of students passing			9/30/06					
		Increase achievement for students who are economically disadvantaged		Curriculum-Referenced Tests (economically disadvantaged students excl. S/PL or LEP)	% of students meeting or exceeding expectations	na	na	78%		81%	84%	90%
				Grade 3,4,5		na	na	81%		84%	87%	90%
				Reading		84%	84%	86%	86%	88%	90%	92%
			English/Language Arts		83%	83%	82%	85%	baseline			
			Math		na	na	84%		86%	88%	90%	
			Science		na	na	85%		87%	89%	91%	
			Grade 6,7,8		na	na	65%	na	na	baseline		
			Reading		na	na	64%	na	na	baseline		
			English/Language Arts									
			Math									
			Science									
GHSQT	% of students passing				9/30/06							

* Number in parentheses represents percentage of students exceeding expectations.

Priority Strategies/Initiatives 2006-07



Goal Area	Goal	Objectives	New							Ongoing										
			SLOWLY	Review Allocation Formula	Prot. Develop. By & Sp. Ed. Teachers	S.A.M.S.	Connected Academy	High School Pathway Study (State ED)	S&P	OTIS	Implementation	Contracted and On-site	Distance Learning	Enhancement of Existing Learning	Instructional Coach	ACCESSION	Parent Liaison			
Student Achievement	Students Master Curriculum	1. Maintain reading achievement for all students				x														
		2. Increase math achievement for all students				x			x		x			x	x					
		3. Increase science achievement for all students				x							x	x						
		4. Increase achievement for students with limited English		x		x						x			x	x		x	x	
		5. Increase achievement for students with disabilities		x	x	x						x			x	x				
		6. Increase achievement for students who are economically		x		x						x			x	x				
		7. Increase the High School Graduation Rate					x	x	x			x	x	x						
Students are Nationally Competitive	1. Improve performance on national assessments and rankings					x	x	x			x	x	x							
	2. Increase students successfully prepared for college or career					x	x	x			x	x	x							
Goal Area	Goal	Objectives																		
Stakeholder Involvement and Satisfaction	Increase student involvement and satisfaction	1. Improve student perceptions of school						x	x				x							
		2. Improve student attendance		x				x					x							x
		3. Increase student participation in extra-curricular activities																		
	Increase parental involvement	1. Increase parent volunteer hours																		x
		2. Improve school/parent communication			x	x														x
	Increase community partnerships	1. Increase number of community partnerships								x										
2. Increase interagency collaborations																				
Goal Area	Goal	Objectives																		
Efficient and Effective Instructional and Administrative Processes	Increase use of sound instructional practices	1. Improve depth of analysis of student achievement data				x	x			x		x					x	x		
		2. Increase appropriate identification and services for students with special needs		x	x	x														
		3. Improve availability of instructional resources		x			x						x							
		4. Improve effectiveness of teacher hiring								x	x									
	Enhance safe and orderly climate		x	x																
Improve student support	1. Insure timely provision of resources to schools		x							x			x							
Goal Area	Goal	Objectives																		
Staff Learning and Growth	Increase Staff Competence	1. Increase the % and retention of highly qualified teachers																		
		2. Increase participation in professional learning for system-endorsed instructional practices				x	x													
		3. Increase number of staff with endorsement/certification in critical areas											x					x	x	
		4. Increase participation in leadership development																		
Increase Staff Productivity	1. Increase staff attendance																			
	2. Improve staff perceptions of efficacy		x		x	x														
Goal Area	Goal	Objectives																		
Financial Performance	Reduce Costs	1. Control loss																	x	
		2. Increase FTE dollars through effective staffing and reporting		x															x	
	Expand Revenue from New Sources	1. Increase grants and donations																		
		Maintain Stability	1. Maintain adequate reserves																	
Maintain Transparency in Financial Reporting	1. Increase timeliness and accuracy of financial reports																		x	

Performance meeting or exceeding targets
 Performance flat or mixed
 Performance not meeting targets
 Insufficient data

Initiative:

**Student Achievement Management
System (SAMS)**

SAMS Vision

Student Achievement Management System (SAMS) Vision for the Future

Three-Year Vision

Analysis

- A full range of standardized reports that meet the needs of all stakeholders will be available.

Assessment

- Interim assessments for grades 3-8 in reading, English/language arts, math and science (if included in AYP) will be administered. These assessments will consist of two diagnostic and two balanced assessments. A mid-year diagnostic assessment for the End of Course test will be administered for the following subjects: 9th grade literature, 11th grade literature, Algebra, geometry, physical science, and biology.)
- Local scanning will be available for assessments.
- On-line assessments will be an option for schools.
- Teachers will have access to an item bank to development assessments.
- The state item bank will be integrated with SAMS for development of assessments.

Evaluation

- An evaluation process for the implementation of SAMS will be underway.
- Interim reports will have been made.
- Personnel evaluations will be standards-based and data-driven.

Instruction

- System/cluster data will be used to design professional learning opportunities.
- Model units and tutorial lesson plans aligned with GPS will be available for to support instruction. (www.georgiastandards.org and “The Bridge”)
- The dashboard portal will be fully integrated with all systems.
- All instructional resources will be seamlessly integrated with SAMS.

Parent Access

- Parents will have access to their student’s data. (This does not include access to comparative teacher data.)

Technical

- The system will be available 24x7, any time, and anywhere.

Training and Use

- All teachers will be using the system on a regular basis with a mechanism for monitoring usage in place.
- Additional resources available through the Outreach module (ex. teacher web pages, calendar, discussion forums) will be used as appropriate.

**SAMS Project
Management Team**

**Implementation
Advisory Group**

Functional Teams Led by ISC Members

**Data and Technical
Integration**

Data Reporting

**Professional Learning/
HR Alignment**

**Assessment/
Curriculum Resources**

Marketing

SAMS Evaluation Plan

Area	Outcome	Performance Measure	Year 1 Results	Year 2 Results	Year 3 Results
Implementation	An Implementation Advisory Group will be in place (including school-based personnel).	# of Implementation Advisory Group meetings			
	Test sites and functional teams will be in place to support implementation.	# of test sites established for SAMS # of functional teams related to SAMS			
	SAMS information requirements will be mapped to FCS sources.	# SAMS fields with valid data			
	Data integration will be prioritized.	# data loading errors # days off schedule in integrating accurate data			
Analysis	All current and 3-year historical data will be uploaded into SAMS (CRCT, ITBS, EOCT, GHSGT, SAT)	# of years CRCT data loaded into SAMS			
		# of years ITBS data loaded into SAMS			
		# of years EOCT data loaded into SAMS			
Assessment	SAMS reports will be available for all system assessments and standardized tests	# of years GHSGT data loaded into SAMS			
		# of years SAT data loaded into SAMS			
Assessment	Interim Checkpoints results will delivered through SAMS.	# of SAMS reports developed centrally			
	High school interim assessments will be available and elementary and middle will continue	# of SAMS reports customized by users and posted for all			
		# of interim assessments delivered through SAMS			
Communication	A communication process will be in place for all stakeholders.	# of interim assessment grades and subjects available			
	A glossary of terms will have been developed.	% of interim assessments conducted online			
Evaluation	A communication process will be in place for all stakeholders.	# of communications related to SAMS			
	A glossary of terms will have been developed.	# of items contained in glossary of terms			
Instruction	An evaluation process for implementation will be in place, including monitoring.	# evaluation reports produced			
Instruction	GPS resources will be available in SAMS	# lesson plans, units, instructional resource references available via SAMS			

SAMS Performance Monitoring



System Strategic Plan: Balanced Scorecard Systemwide Goals, Objectives and Performance Measures

Goal Area	Goals	Objective	Performance Measure	Unit of Measure	Actual			Targets		
					2003-04	2004-05	2005-06	2005-07	2007-08	2008-09
Stakeholder Involvement and Satisfaction	Increase student involvement and satisfaction	Improve student perceptions of school	Survey		na	na	na	baseline		
		Improve student attendance	Attendance - Students Absent 15 days or More	% of students						
			Elementary School		10%	9.1%	11.1%	9.8%	9.2%	9%
			Middle School		14.4%	12%	10%	9.8%	9.3%	9%
	High School	22.2%	22.4%	21%	20%	19%	18%			
	Increase parental involvement	Increase student participation in extra-curricular activities	HS students that participate in at least 1 extra- or co-curricular activity		na	na	na	baseline		
		Increase parent volunteer hours	Number of volunteer hours	Avg./hour	1,014,909	1,152,000	1,284,782	1,325,000	1,300,000	1,450,000
		Improve school/parent communication	Teachers with a website	% of teachers	na	na	na	baseline		
	Increase community partnerships	Improve school/parent communication	Parents utilizing online access to student information	% of parents	na	na	na	baseline		
			Increase number of community partnerships	Contributing business/community partners	# of partners	572	948	989	1038	1050
Efficient and Effective Instructional and Administrative Practices	Increase use of sound instructional practices	Increase interagency collaborations	Interagency collaborations	# of agencies	na	na	60	70	72	74
		Improve depth of analysis of student achievement data	Teachers using SAMS	% of teachers	na	na	0%	52%	92%	100%
		Increase appropriate identification and services for students with special needs	Students evaluated for special education within 90 days	% of students	na	na	71%	80%	85%	90%
		Improve availability of instructional resources	Disproportionality	rat ratio	na	na	pending			
		Improve effectiveness of teacher hiring	Model lesson plans available	# of units	na	na	203	307	387	
	Enhance safe and orderly climate	Improve student support	Increase student perceptions of safety and security	Students that report feeling safe	% of students	na	na	na	baseline	
			Ensure timely provision of resources to schools	Required items available at start of school	% of items	na	na	baseline		
	Staff Learning and Growth	Increase Staff Competence	Increase the percentage and retention of highly qualified teachers	Teachers with more than 3 years experience that meet highly qualified requirement	% of staff	na	na	74.5%		
				Returning teachers with satisfactory evaluations		na	na	pending		
			Increase participation in professional learning for system-endorsed instructional practices	Teachers trained in GPS	# of staff (duplicated count)	na	na	66%		
Leaders trained in Professional Learning Communities				na		na	130			
Increase number of staff with endorsement/certification in critical areas		Central office administrators participating in training opportunities	# of staff	na	na	1514				
		Number of staff with endorsement or certification in Special Education, ESOL, Reading, Math, Science		na	na	45%				
Increase Staff Productivity	Increase participation in leadership development	Administrators participating in professional learning aligned to effective instruction	# of administrators (duplicated count)	na	na	4734				
		Increase staff attendance	Average number of absences/employee	avg in days	na	na	pending			
		Improve staff perceptions of efficacy	Survey		na	na	na	baseline		

School and Central Office Strategic Planning Process

2004-2005 Strategic Plan Abbotts Hill Elementary School

GOAL AREA:

Student Achievement

OBJECTIVE:

Improve student proficiency in writing.

PERFORMANCE MEASURE:

The percentage of Grade 5 students scoring at the Engaging Level or above on the Georgia Writing Assessment.

Balanced
Scorecard
Alignment

1.1

Baseline/Trend and Target Information	Baseline Data				
	2001-02	2002-03	2003-04	Target Met	
	71.00	86.00	92.10	Exceeded	
2004-2005					
			Target	Final Result	
			94.00		

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the Measure?	Who will collect the data?	How will data be collected and tabulated?	How often will the data be collected?
GA Writing Assessment	Counselors, School Testing Coordinator	State of GA	Annually in January

Strategies

New	Ongoing
Train staff in instructional writing techniques to improve student writing using Power Writing strategies. Utilize Authentic Assessment methods with writing.	Utilize writing rubrics for each grade level 1-5 to be used with writing samples every six weeks. Utilize Each One Teach One Parent Volunteer Program to help edit student writing.

Interim Indicator Information

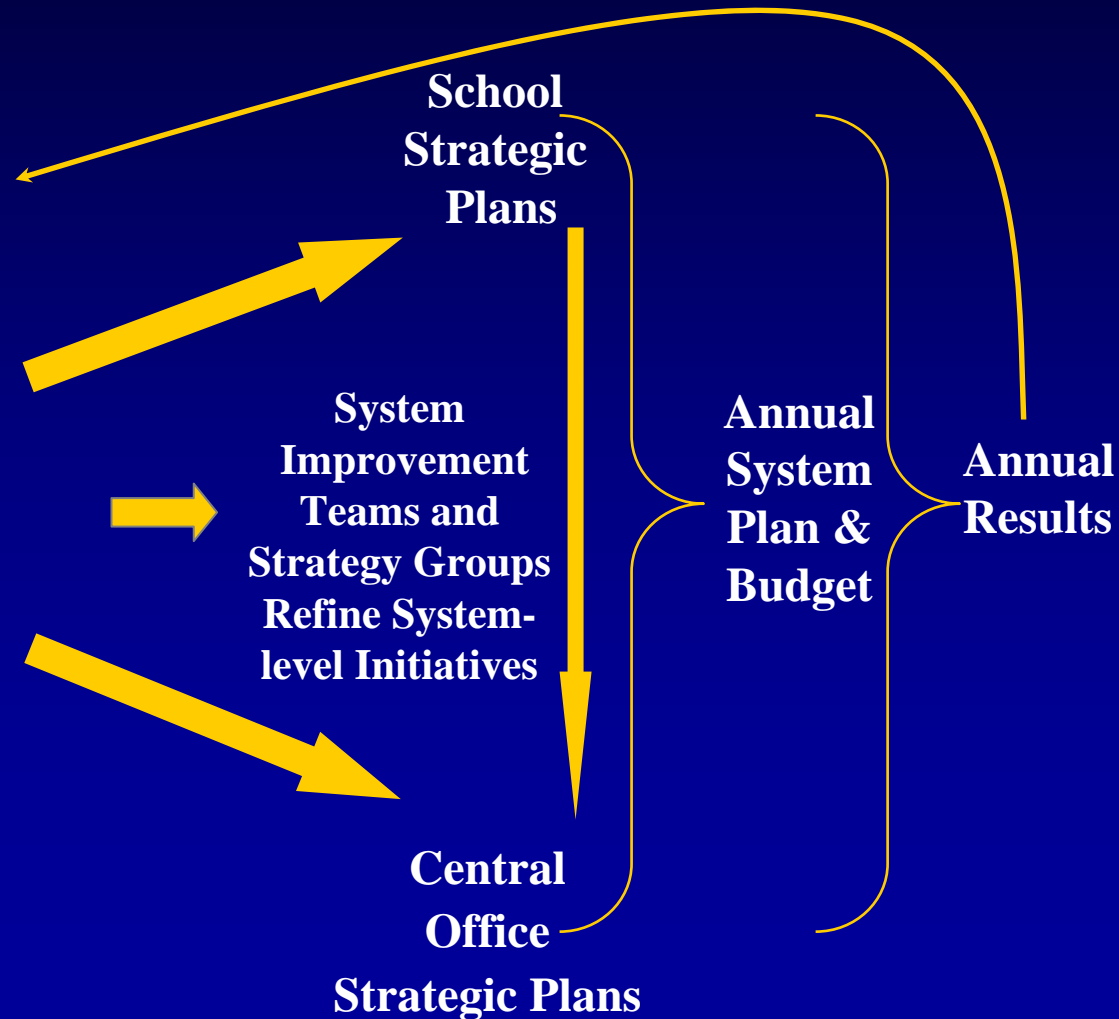
Data Type	Collected By	Frequency	Dates Reviewed
Student writing samples using Harcourt Trophies writing prompts.	5th grade teachers	Every 6 weeks	

Individual Employee Continuous Improvement Plans

Fulton County Schools Strategic Plan and Budget Components

Balanced Scorecard *A Performance Management Tool*

Goal Areas	Objective	Measure	Target	Strategies
Student Achievement				
Student and Stakeholder Involvement				
Instructional & Administrative Processes				
Staff Learning and Growth				
Financial Performance				



Lessons Learned and Remaining Challenges



Sandy Springs – 6520 River Chase Circle \$975,000

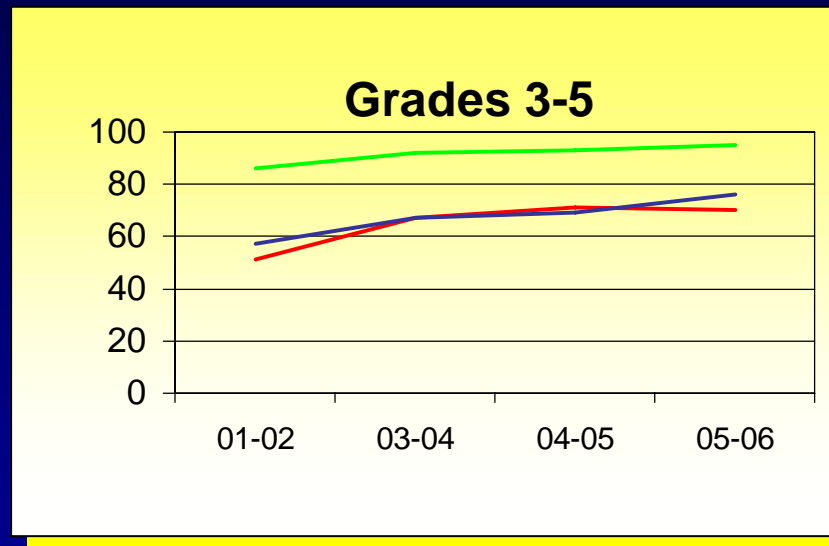
Fabulous renovated family home in the heart of Sandy Springs!
Stainless steel in kitchen, hardwoods up & down, finished terrace
level, wooded private lot & great public & private schools
5BR/3Full/3HalfBA. FMLS:896955 Robbie Turner (404) 851-
0800 Kathy Luyendyk (404) 851-0758 (404) 250-9900

So what ???

SANDY SPRINGS Riverwood
Hi, 4Br/4.5Ba, renovated
\$549K, TONI WINTERS Re/Max
404-281-2187

So what ???

CRCT Math by Program

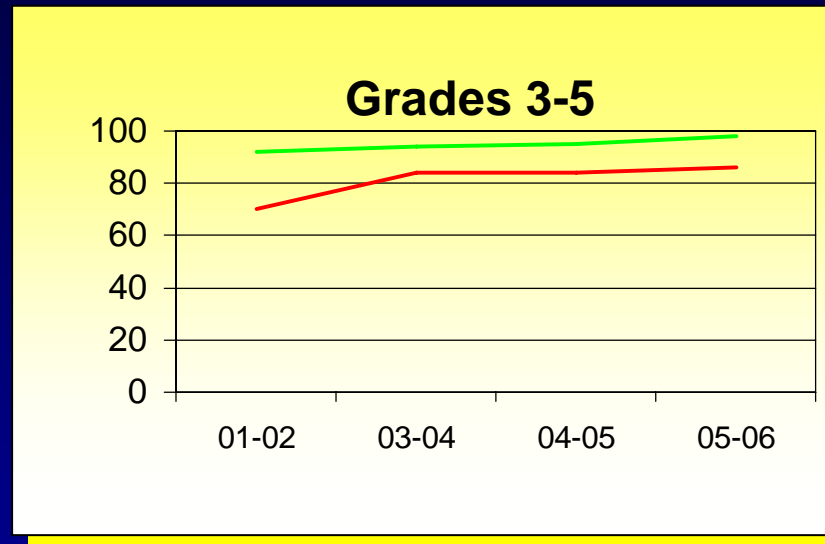


Subgroups of Students Represented

- General Education
- Limited English Proficient
- Special Education

So what ???

CRCT Math by Economically Disadvantaged



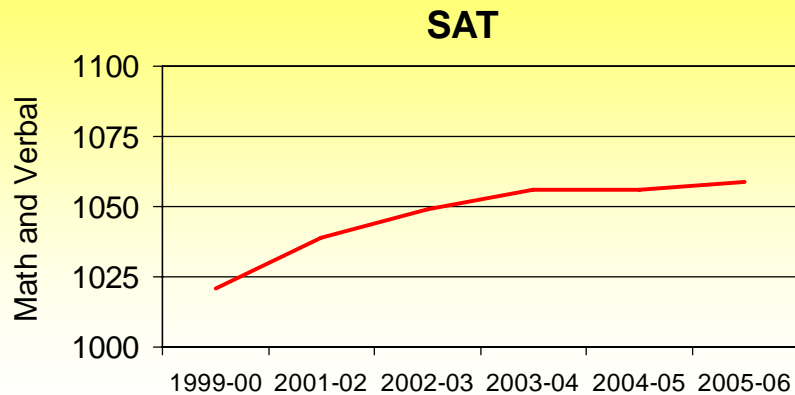
Subgroups of Students Represented

- Not on Free/Reduced Lunch
- On Free/Reduced Lunch

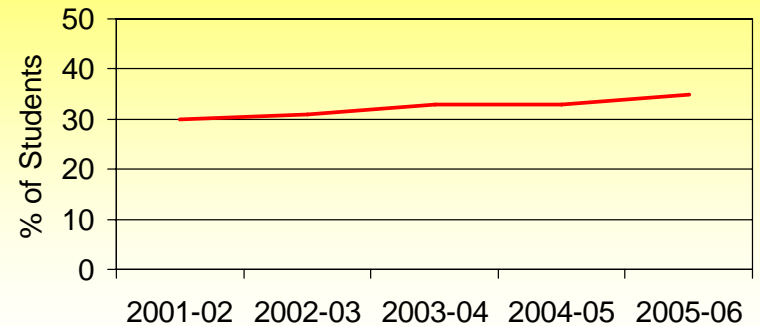
*Excluding Students with Disabilities and Limited English Proficiency

So what ???

Hi Students Prepared for College



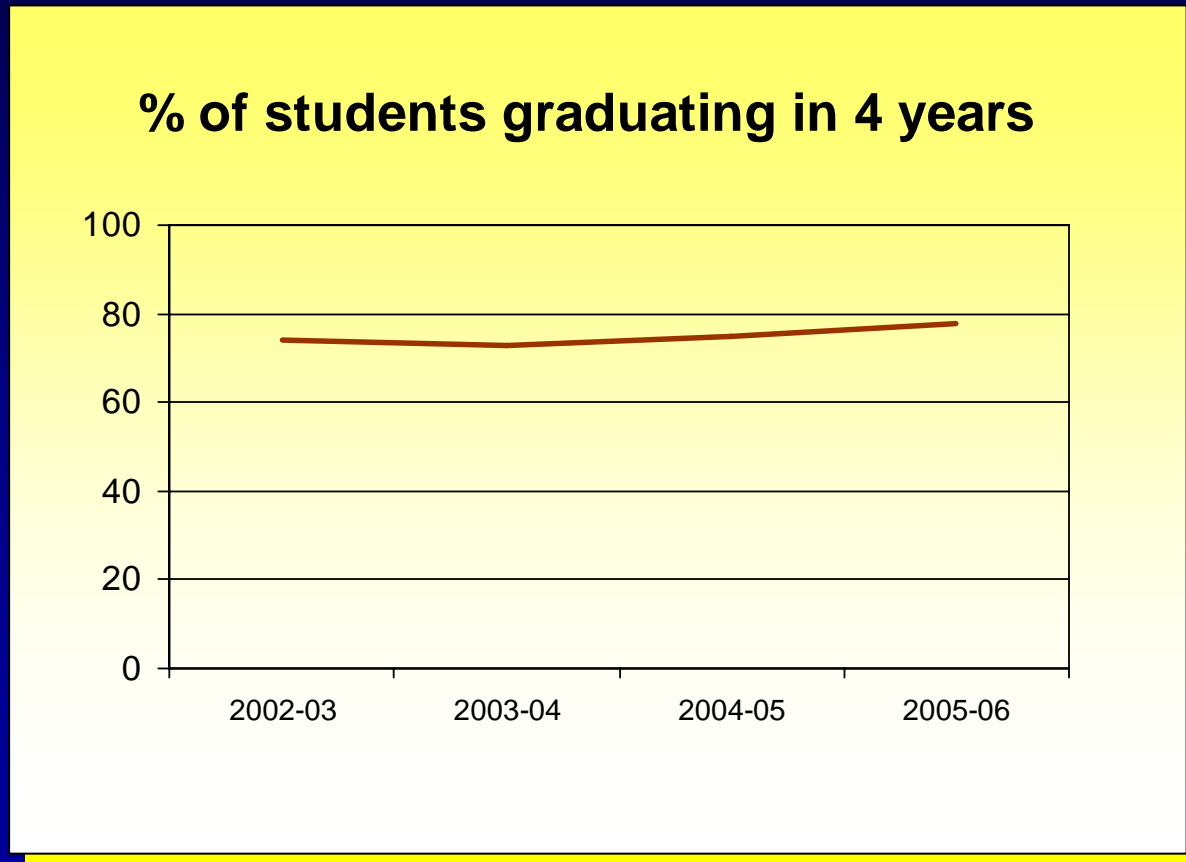
Enrollment in College-Level Credit Courses* (ex. AP, IB, Joint-Postsecondary)



*11th and 12th grade students only

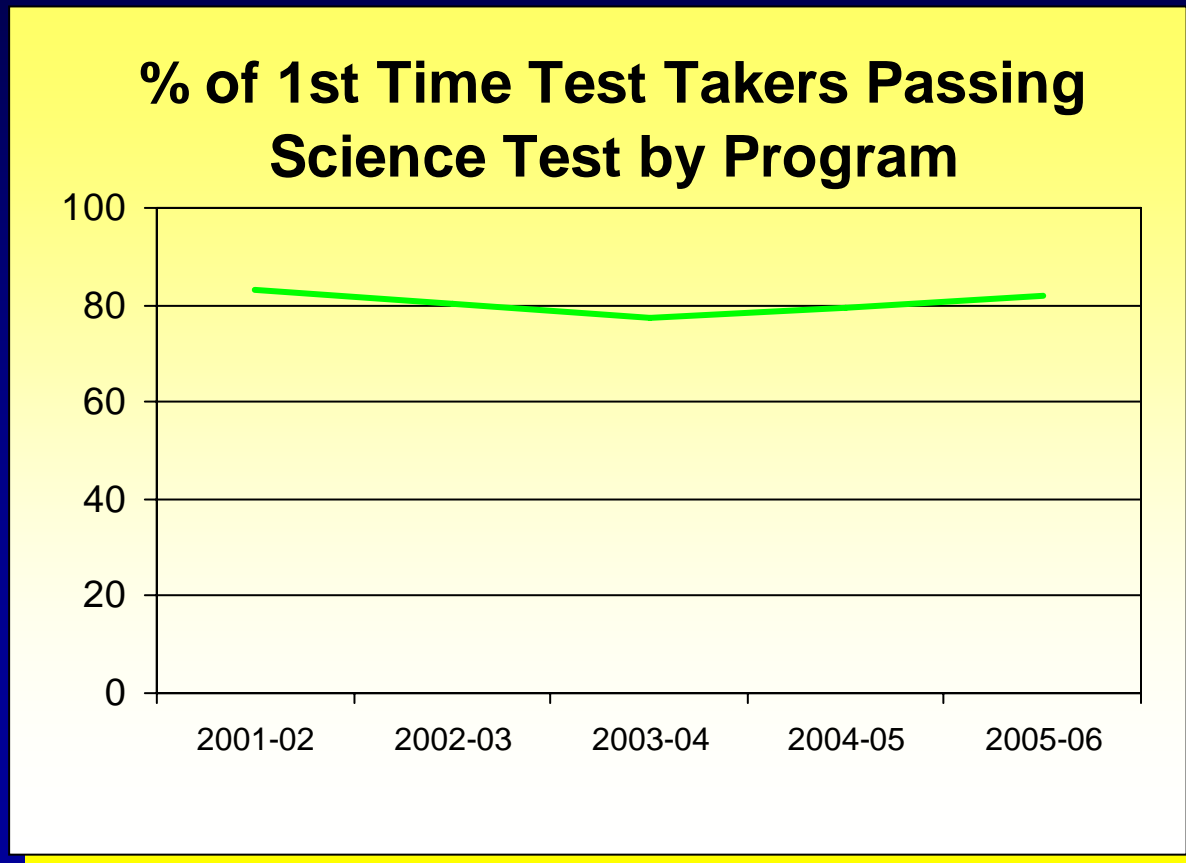
So what ???

High School Graduation Rate

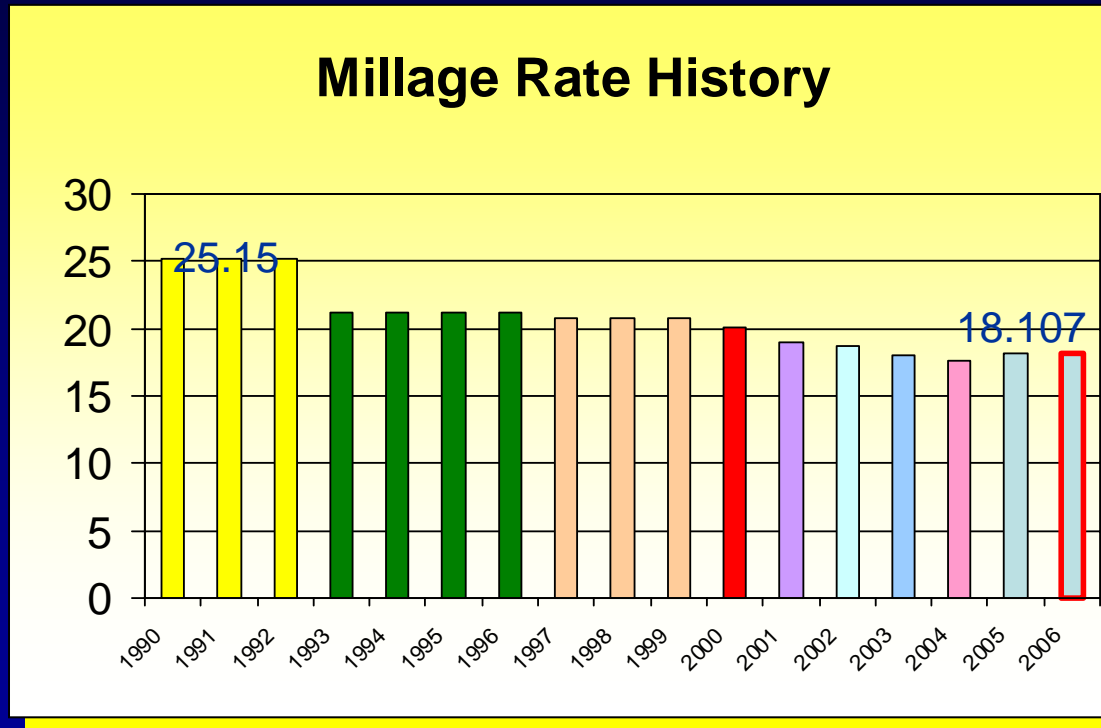


So what ???

Georgia High School Graduation Test

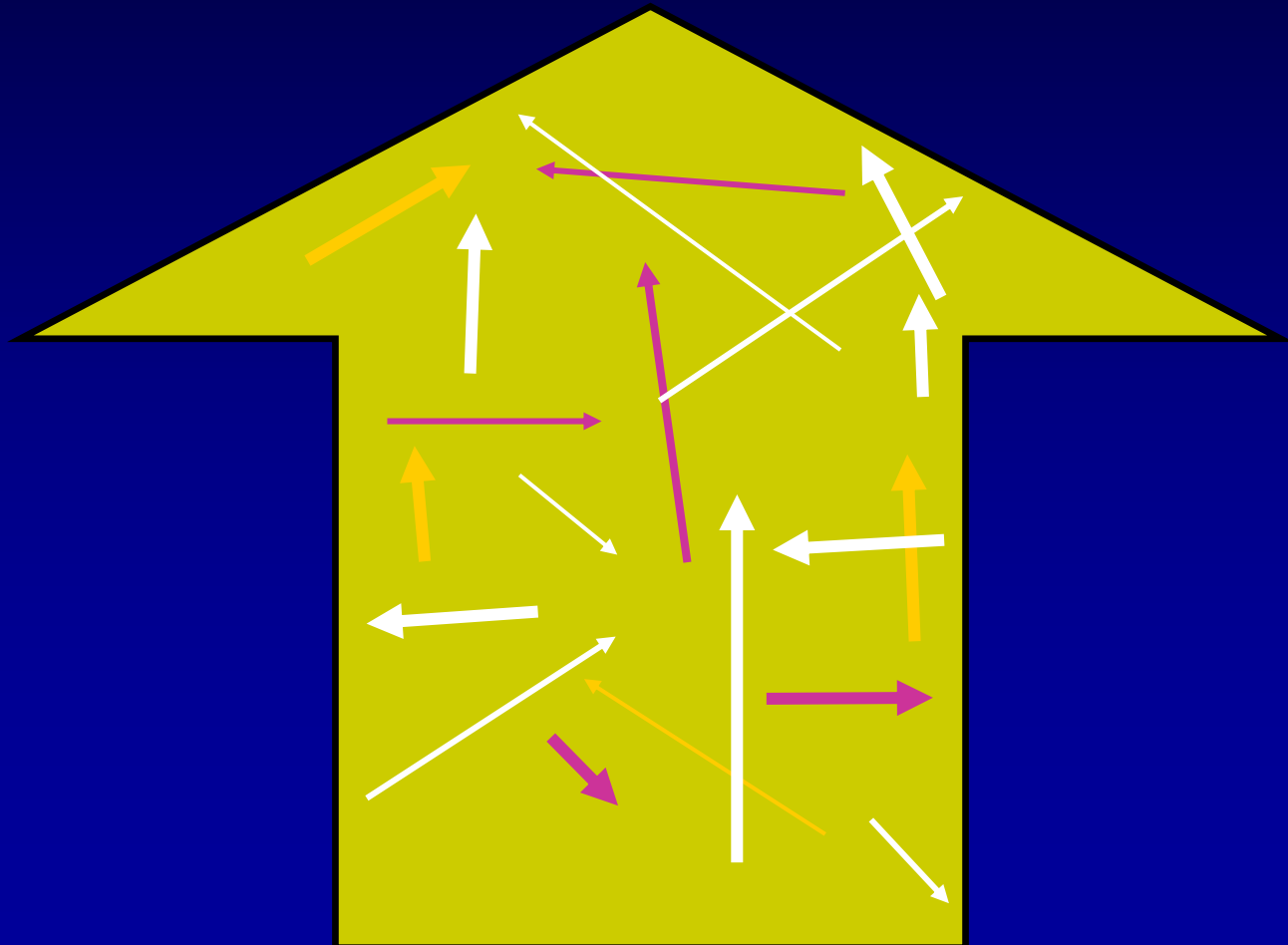


So what ???



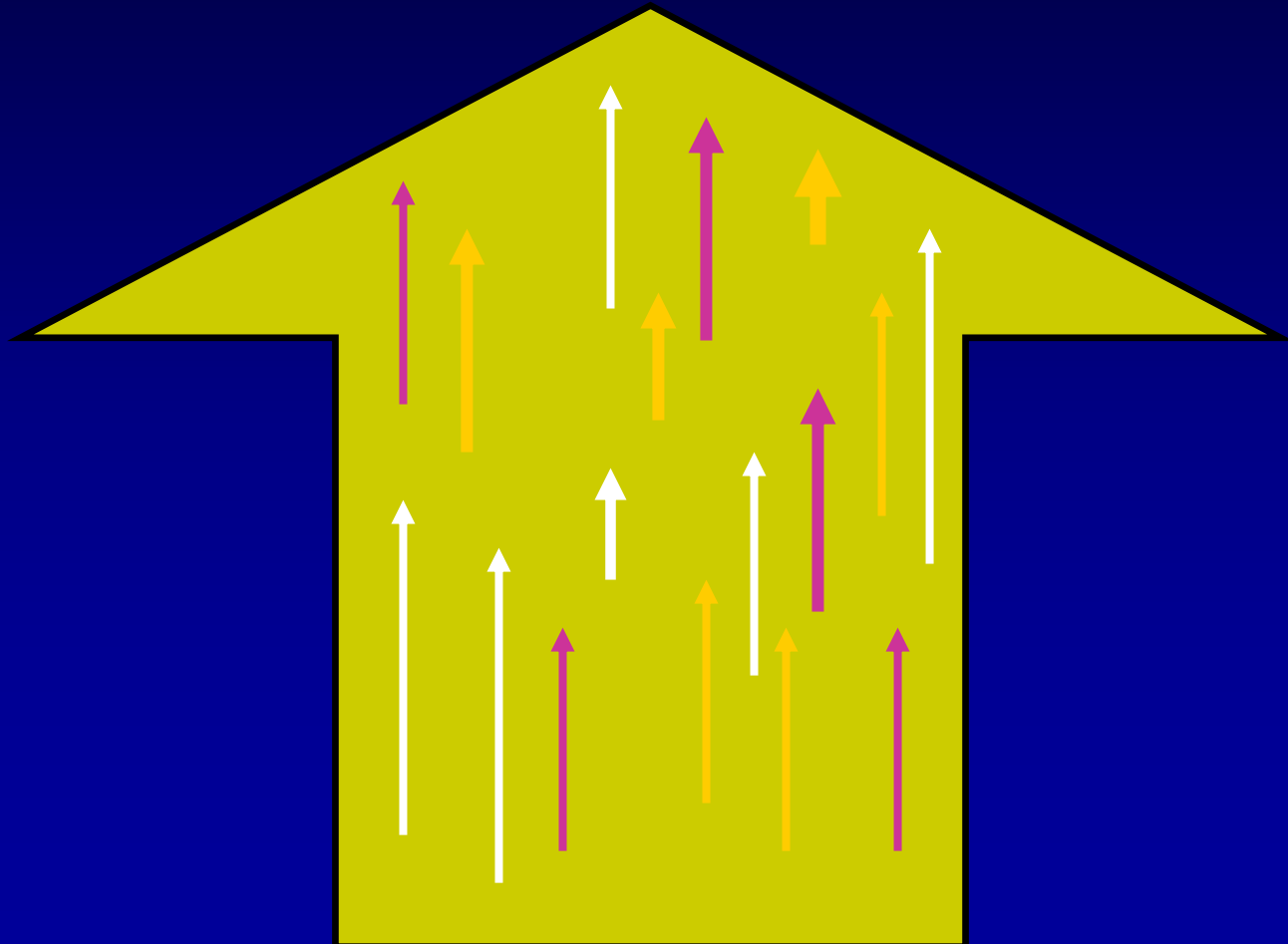
Random Acts of Improvement

Student Achievement



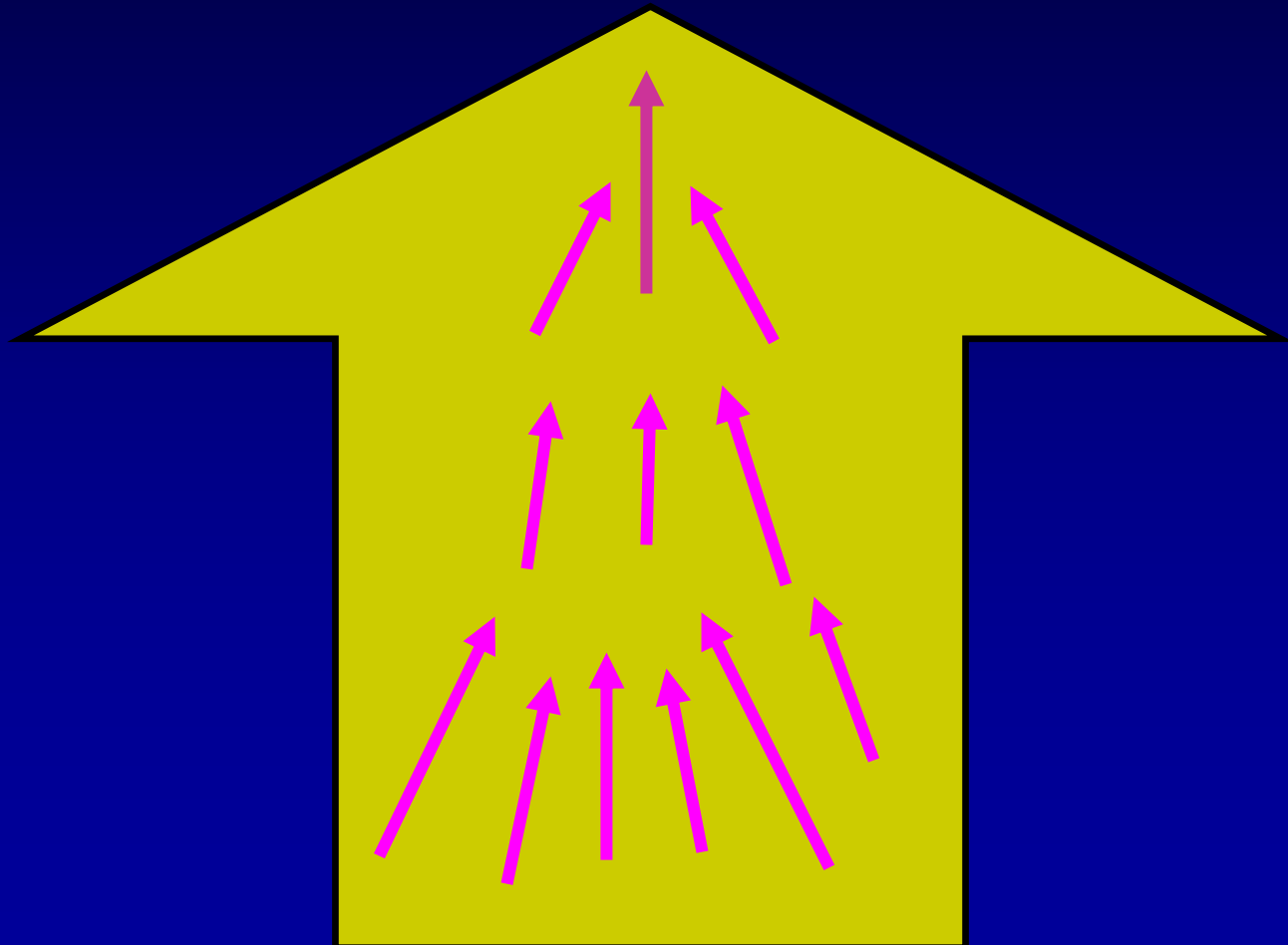
Aligned Acts of Improvement

Student Achievement



Synergistic Acts of Improvement

Student Achievement





Where Students Come First

www.fultonschools.org