

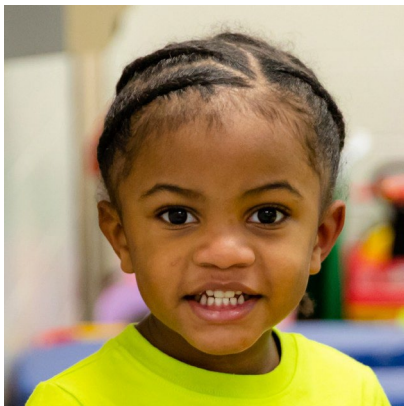


Our **Blueprint** for the **Future**



Building the Bridge from
Empathy to Excellence

GCPS' Five-Year Strategic Plan
July 2022–June 2027



**GWINNETT
COUNTY
PUBLIC
SCHOOLS**

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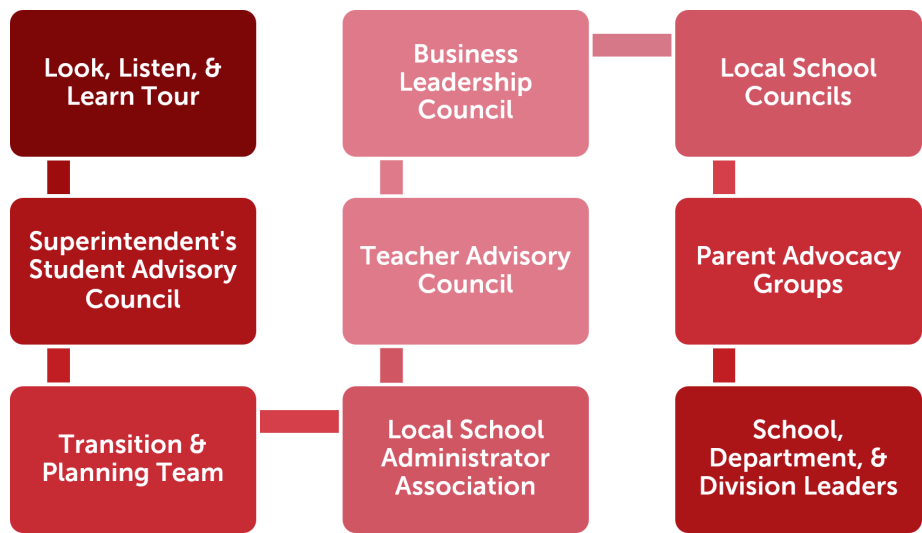
Introduction

Our Blueprint for the Future.... When we reach and teach all children as if they had our last name, and when we know each and every student by name, by face, by individual strength and need, and when we lead and support each and every student, staff member, and family with empathy (i.e., to the extent possible—knowing what it’s like to walk in someone else’s shoes), with equity (i.e., addressing individual needs as they arise), with effectiveness (i.e., the ability to produce a desired result), and with excellence (i.e., achieving improved and noteworthy social, emotional, academic, and cognitive performance) and when we wear the same jersey while doing so, we will be a high performing team that continues to thrive... Team GCPS! – Dr. Calvin J. Watts

In 2021, the Gwinnett County Board of Education appointed a new superintendent for the Gwinnett County Public Schools (GCPS) after twenty-five years of leadership that built the district’s reputation as a world-class organization recognized across the state and nation. GCPS has a legacy of performance and innovation that has prevailed for over two decades and directly contributed to the county’s economic growth over that time. Since 2000, Gwinnett has become one of the most diverse counties in the United States, while the school system grew to be the largest in the state of Georgia and the 11th largest in the country. The diversity of the larger community is also reflected in the school system.

With an enrollment of over 180,000 students, GCPS includes families that speak over 100 different languages and dialects, with 24% of our students considered English Learners. Over 80% of our students identify as part of communities of color, including Black, Hispanic, Asian Pacific Islander, and Native American. This diversity is a fact and a strength. Gwinnett County and GCPS truly reflect the demographic shifts experienced across the country, and, therefore, we have a unique opportunity to become a national model of a high-performing district serving an incredibly diverse student population.

Figure 1: Strategic Plan Input



To sustain the legacy of the past in this exciting context, GCPS has developed a new strategic plan – a Blueprint for the Future. This Blueprint defines the transformational work of the next five years, incorporating feedback from the community gathered during Dr. Watts’ Look, Listen, and Learn tour, the Transition and Planning Team, and the Superintendent’s Student Advisory Council. This strategic plan also incorporates feedback from the Teacher Advisory Council, Business Advisory Council, Local School Councils, Local School Administrators Association, Advocacy Groups, and school and district leaders.

The Blueprint synthesizes the findings and recommendations from prior continuous improvement and strategic planning efforts. These include recent Cross-Functional Action Teams (XFATs) regarding cultural competence, resource allocation, whole learner supports, and social emotional learning. The district formed Educational Equity Teams of more than 100 district and local school staff members to make recommendations in six areas - student support, educational opportunities and expectations, teaching and learning, community engagement and partnerships, human resources and leadership, and facilities and resources. To complement these internal efforts, GCPS partnered with external organizations to review and provide feedback on our work:

- MGT Consulting, *GCPS Organization Effectiveness Review* – March 2022
- National School Public Relations Association (NSPRA), *GCPS Communication Audit Report* – January 2022
- Cognia, *GCPS Special Review Report* – June 2021
- Georgia State University Department of Educational Policy Studies, *Gwinnett County Public Schools Principal Pipeline Equity-Centered Leadership Project* – February 2021
- University of Washington Center for Educational Leadership, *GCPS Equity-Centered School Leadership Summary of Findings* – December 2020
- Education Resource Strategies (ERS), *Education Resource Equity in Gwinnett County* – November 2020
- Cognia (AdvancED), *Accreditation Report of the External Review Team for GCPS* – June 2017

The *Blueprint* incorporates some components of the drivers that are still relevant and applicable from the Strategic Direction for 2020-2030 framework. Specifically, school climate and communication are areas that require even greater focus as we commit to improving outcomes for each and every student. The district will continue its pursuit of excellence in all academic and operational areas.

As part of the *Learning 2025* network, GCPS is one of 125 demonstration districts seeking to redesign public education. GCPS will shift its culture to one that is whole learner-focused, where each and every child is known by name, by face, by individual strength, and need. The district will ensure that no learner is marginalized by creating school climates where students and staff feel valued and accepted no matter their race, gender, ethnicity, native language, disability, or religion. GCPS students live in a world where diversity is a fact – as evidenced by Gwinnett County’s status as one of the most diverse counties in the United States. Our efforts to be future driven must include preparing our children to live and work with people who may be quite different from them.

Towards this end, GCPS launched a community-wide effort to create our shared vision for student success – Portrait of a Graduate. The Portrait includes the skills, competencies, and attitudes our community believes are vital for students to possess when they graduate from GCPS. The Portrait serves as the “north star” of this strategic plan.

The *Blueprint* is designed to ensure our Portrait of a Graduate becomes a reality. The *Blueprint* will also drive the intentional culture shifts that reflect the guiding vision of the Learning 2025 community of practice. Our *Blueprint for the Future* defines our strategic priorities in four areas: **empathy, equity, effectiveness, and excellence**. We know that empathy is key to our understanding of others and to creating a powerful sense of belonging in our GCPS culture. Empathy is a gateway to equity – ensuring that each and every child has what they need to reach their full potential.

Effectiveness is our ability to achieve the results we desire. Equity and effectiveness form the bridge from empathy to excellence. Our district will demonstrate excellence in our work – that notable standard to which we should all aspire, behaviorally, academically, and operationally.

Figure 2: Our Blueprint for the Future Strategic Priorities



2022 Gwinnett County Public Schools Board of Education



Dr. Tarece Johnson
2022 Chairperson
District V



Steven B. Knudsen
2022 Vice Chairman
District II



Karen Watkins
District I



Dr. Mary Kay Murphy
District III



Everton Blair, Jr.
District IV

VISION

Gwinnett County Public Schools will become a system of world-class schools where students acquire the knowledge and skills to be successful in college and careers.

MISSION

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student, resulting in measured improvement against local, national, and world-class standards.

BOARD OF EDUCATION CORE BELIEFS AND COMMITMENTS

Believing, as we do, that public education is an integral part of the seamless fabric of the American experience, we, the Gwinnett County Board of Education, derive our core beliefs and commitments for public education in Gwinnett County from the foundational principles of the United States of America, specifically those espoused in the Declaration of Independence. “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness,” and “That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed...”.

America’s public schools exist to undergird and advance these principles. They are the one place where all children and youth in our great, diverse country are provided a common, free education. They must educate every child for success in life and for the responsibilities of American citizenship.

Thus, we commit ourselves to a world-class education that meets the needs of individual students, to a sharp focus on the traditions and values at the heart of our constitutional democracy and the rule of law, and to the civic virtues that bind together communities of many cultures, faiths, viewpoints, interests, and histories into a unified nation. *E pluribus unum. Out of many, one.*

Therefore, the Gwinnett County Board of Education will:

- Ensure our core business of teaching and learning is built on a rigorous curriculum, effective instruction, and high value assessments.
- Educate every student to world-class standards and individual potential.
- Provide a safe and secure learning environment.
- Optimize the school effect to have a positive impact on every child.
- Govern the district fairly and openly, seeking the engagement of the many stakeholders we serve.

Resourcefulness

Gwinnett County Public Schools' Students

- innovate - translating original and inventive thinking into viable solutions.
- demonstrate originality, imagination, and new ways of thinking about things.
- transcend traditional ideas, rules, patterns, and relationships to create new or meaningful ideas, methods, or interpretations.
- transfer and adapt to learning from diverse experiences in order to access, select, and use resources (i.e. technology, media, financial, etc.) efficiently and wisely to achieve success.

Empathy

Gwinnett County Public Schools' Students

- exhibit emotional intelligence (EQ) – they are introspective and self-aware. They understand and act on the feelings, thoughts, and behaviors of other people.
- are curious about, value and embrace diverse cultures and unique perspectives through mutual respect and open dialogue.
- understand, negotiate, and balance diverse views and beliefs as they engage with others.

Critical Thinking

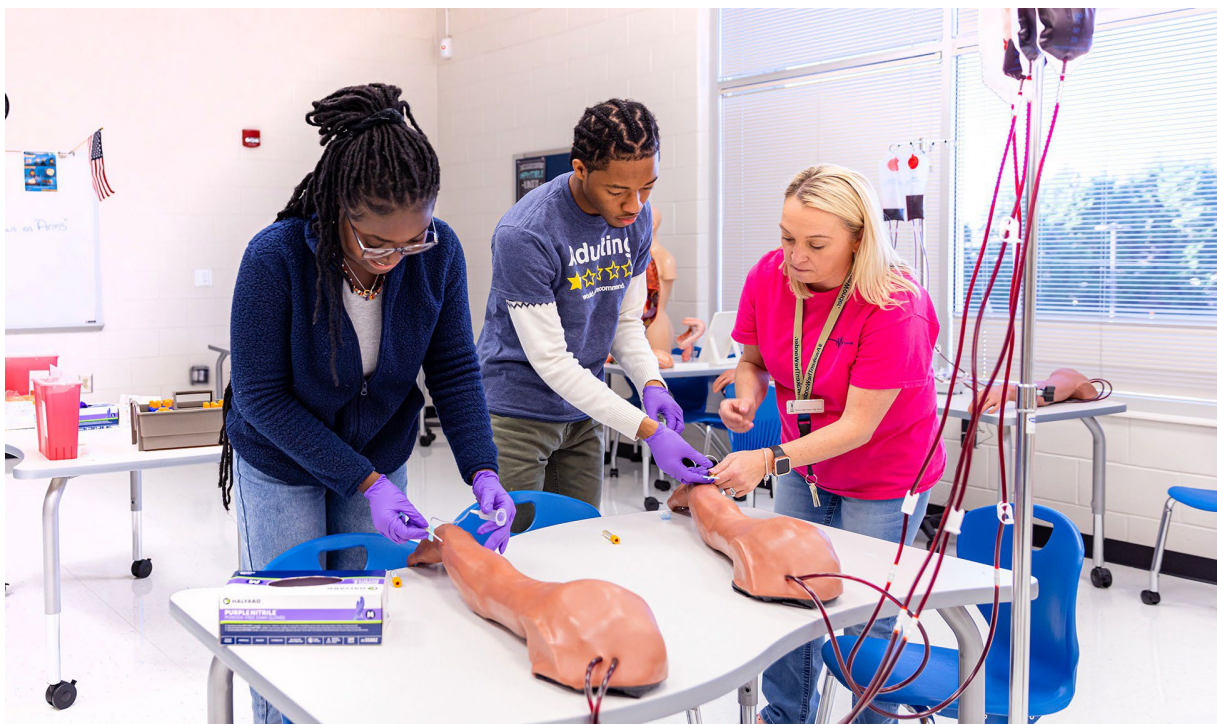
Gwinnett County Public Schools' Students

- consistently reflect deeply about their own thinking and the “bigger picture”, integrating feedback from others and the world around them into their evolving understandings.
- consider the benefits and barriers of evolving technologies as they access those technologies to achieve their purposes.
- are mindful to analyze, evaluate, and assess solutions for complexity and impact on people and situations as they create or curate workable outcomes.
- are critical consumers of information.

Communication

Gwinnett County Public Schools' Students

- articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts and for a range of purposes and audiences.
- listen effectively to understand knowledge, values, attitudes, and intentions.





Our Blueprint for the Future

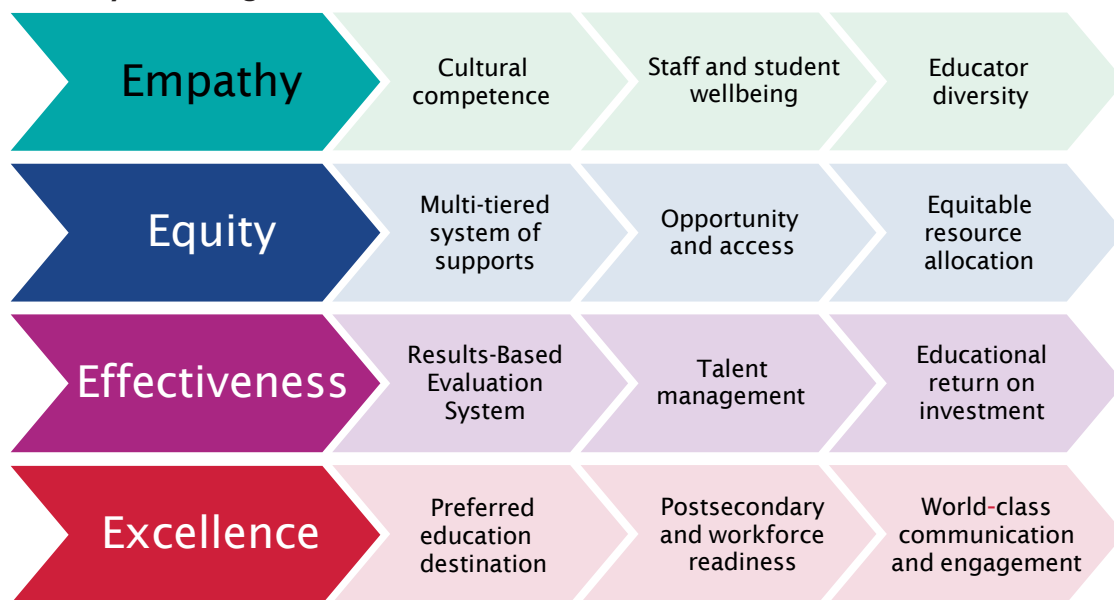
Our Blueprint for the Future Overview

The following sections contain the *Blueprint* strategic planning details. It is organized by the **four strategic priorities: empathy, equity, effectiveness, and excellence**. Each **strategic priority includes three goals**, with **objectives** and district **key performance indicators (KPI)**. KPIs are the way we will measure success for each goal. We initially considered a broad set of potential measures and settled on the final metrics after gathering stakeholder feedback. The 2022 data will be the baseline year for this five-year strategic plan, and each KPI will have annual targets set from 2023 - 2027.

These strategic priorities, goals, and objectives will be the basis of **departments' and divisions' operational management plans (OMP)**. The *Blueprint* defines the “what” in terms of high-level goals and objectives. **The OMPs will detail the “how,” including specific initiatives and action steps that align with this strategic plan.** This plan is a “living document,” with feedback from the Board and community to complete revisions before formal Board adoption by the end of July 2022. The final plan adopted by the Board includes available baseline data and annual targets for the approved set of KPIs associated with each goal. (Some KPIs will use baseline data collected during the 2022-2023 fiscal year.) After Board adoption, district administration will provide regular updates during Board work sessions, sharing the operational progress of individual departments and/or divisions towards the strategic plan priorities, goals, and objectives.

GCPS administration will provide annual reports to share its accomplishments and results compared to yearly targets set for final KPIs in the Blueprint. And the Board has the authority to refine or revise the plan after adoption if they choose to do so.

Figure 6: Summary of Strategic Priorities and Goals



Strategic Plan Summary

Strategic Priority #1: Empathy

Empathy, the ability to understand the feelings of another person and place yourself in their position, is the entry point towards creating a culture where staff and students feel a sense of belonging and safety.

Goal 1.A—Cultural competence.

Increase the cultural competence and proficiency of our organization and individual staff members to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community.

Goal 1.B—Staff and student wellbeing.

Promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.

Goal 1.C—Educator diversity.

Develop robust pipelines and support systems to recruit and retain an educator workforce that reflects the diversity of our students and community.

Strategic Priority #2: Equity

Board Policy BAAE - Educational Equity charged district administration to “design or redesign systemic programs and initiatives to address and reduce educational inequity, providing students and staff with targeted supports and enrichment that increase opportunities to succeed.”

Goal 2.A—Multi-tiered system of supports.

Implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.

Goal 2.B—Opportunity and access.

Expand student opportunities to engage in and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework (e.g., Advanced Placement and dual enrollment), and enrichment activities (e.g., the arts, gifted, STEM, career technical education).

Goal 2.C—Equitable resource allocation.

Overhaul resource allocation systems and processes to ensure that each school’s instructional, social emotional, and behavior supports match the unique student and community needs.

Strategic Priority #3: Effectiveness

Every system is perfectly designed to get the results that it gets.
— W. Edwards Deming

This well-known adage is so simple, yet profound. In this new era, the district’s challenge is to sustain the legacy of excellent performance while responding to the diverse needs of a growing community.

Goal 3.A—Results-Based Evaluation System.

Redefine the inputs, behaviors, and outcomes that determine the standards for student success as measured by the Results-Based Evaluation System (RBES) to support school improvement and student growth.

Goal 3.B—Talent management.

Transform human resources function into a strategic talent management organization that supports educators and staff to achieve district goals.

Goal 3.C—Educational return on investment.

Measure and report educational return on investment to inform budget and resource allocation decisions and drive continuous improvement.

Strategic Priority #4: Excellence

Excellence is not optional. To achieve the GCPS mission and vision, excellence is the standard. This strategic priority continues a long-standing ethos in the district to be a world-class organization in service to students and families.

Goal 4.A—Preferred education destination.

Be the first choice of students and families for excellent schools and the employer of choice for educators and staff to fulfill their careers.

Goal 4.B—Post-secondary and workforce readiness.

Prepare each student for postsecondary and workforce readiness so that they have multiple pathways to success based on their demonstrated knowledge, skills, abilities, and interests.

Goal 4.C—World-class communication and engagement.

Demonstrate world-class communication and engagement through modeling the value GCPS leadership places on transparent, two-way communication to build stakeholder trust and confidence.

District Summary of Key Performance Indicators

Our Key Performance Indicators (KPIs) represent a mix of both leading and lagging indicators. Leading indicators are those which point to future events. Conversely, lagging indicators represent outputs, measuring events that have already occurred. KPI reporting will occur on a bi-annual schedule, in August and January, representing data collected for the prior school year. This reporting schedule will ensure the timely delivery of data as they become available. In some instances (marked *) data are based on the prior school year due to the reporting timeline.

1.A Empathy - Cultural Competence	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Cultural Proficiency - Staff Survey	73.8%	74.3%	75.3%	77.3%	80.3%	84.0%
Cultural Proficiency - Student Survey	82.6%	83.1%	84.1%	85.6%	87.6%	90.0%
Cultural Proficiency - Family Survey	82.7%	83.2%	84.2%	85.7%	87.7%	90.0%
Sense of Belonging - Student Survey	71.1%	71.6%	72.6%	74.6%	77.6%	82.0%
Sense of Belonging - Family Survey	84.2%	84.7%	85.7%	86.7%	88.2%	90.0%
1.B Empathy - Student & Staff Wellbeing	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Student Wellbeing - Student Survey	57.6%	58.6%	60.6%	64.6%	69.6%	75.0%
Student Wellbeing - Chronic Absenteeism	15.9%	15.4%	14.5%	13.2%	11.6%	10.0%
Student Supports Ratios - Counselors	490:1	490:1	470:1	450:1	415:1	370:1
Student Supports Ratios - Social Workers	5354:1	5132:1	4276:1	3564:1	2970:1	2475:1
Student Supports Ratios - School Psychologists	2790:1	2748:1	2686:1	2606:1	2508:1	2475:1
Staff Support - Staff Survey	78.4%	78.9%	79.9%	81.9%	84.9%	89.2%
Staff Wellbeing - Chronic Absenteeism	12.8%	11.8%	10.8%	9.8%	8.4%	7.0%
1.C Empathy - Educator Diversity	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Teacher Retention - Early Career (BIPOC)	76.2%	78.6%	80.9%	83.3%	85.6%	90.0%
Teacher Retention - Experienced (BIPOC)	90.6%	91.1%	91.6%	92.3%	94.0%	95.0%
Diversity Index	54.6%	56.6%	58.8%	61.3%	62.8%	65.0%

**Data are based on prior school year due to reporting timeline; NYA=Not yet available; TBD = to be determined; N/A = Not applicable*

2.A Equity - Multi-tiered System of Supports (MTSS)	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
MTSS Screening - Academic	0.0%	95.0%	95.0%	95.0%	95.0%	95.0%
MTSS Screening - Wellbeing	0.0%	95.0%	95.0%	95.0%	95.0%	95.0%
PBIS Implementation - % of Schools Implementing PBIS	75.0%	80.0%	100.0%	100.0%	100.0%	100.0%
PBIS Distinguished - Number of Schools Earning PBIS Distinguished Designation (SY2019 = 6) *	6	7	10	16	28	40
Reading Below Grade Level on Milestones - 3rd Grade, Historically Underserved Groups	32.8%	31.0%	29.0%	26.0%	22.0%	18.0%
Student Improvement - % Beginning on Milestones	22.6%	21.6%	20.0%	18.0%	15.5%	12.0%
English Learner (EL) Progress Towards Language Proficiency – CCRPI	69.5	71.0	73.3	76.4	80.3	85.0
EL Exit Rate	7.5%	8.0%	9.0%	10.5%	12.5%	15.0%
2.B Equity - Opportunity and access	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Kindergarten Readiness, Historically Underserved Groups	38.2%	38.7%	40.7%	42.7%	45.7%	50.0%
Advanced Coursework Completion, Historically Underserved Groups*	27.3%	30.0%	36.0%	42.0%	50.0%	60.0%
Gifted & Talented Representation - Number of Student Racial/Ethnic Groups Underrepresented in Gifted & Talented Programs	2	2	1	1	0	0
Discipline Disproportionality - Number of All Student Groups Overrepresented in ISS and OSS	4	4	3	2	1	0
SAT/ACT Participation*	41.5%	45.0%	75.0%	90.0%	95.0%	95.0%
2.C Equity - Resource Allocation	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Title I Experienced Certified Staff	71.0%	71.0%	72.0%	74.0%	77.0%	81.0%
Effective Tier 1 Instruction - % of Students Meeting Annual Growth Expectation, Historically Underserved Groups	N/A	TBD	TBD	TBD	TBD	TBD
Student Devices Assigned	26.9%	80.0%	100.0%	100.0%	100.0%	100.0%

**Data are based on prior school year due to reporting timeline;
 NYA=Not yet available; TBD = to be determined; N/A = Not applicable*

3.A Effectiveness - Results-Based Evaluation System (RBES)	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Improvement Progress - Benchmark Assessments	N/A	TBD	TBD	TBD	TBD	TBD
CCRPI Progress - Milestones/ACCESS Growth (SY2019 = 102) *	102	102	105	110	118	130
“Beating the Odds” Schools (SY2019 = 47) *	47	47	49	52	56	61
District Support for Improvement - Staff Survey	82.5%	83.0%	84.0%	85.5%	87.5%	90.0%
3.B Effectiveness - Talent Management	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Human Resources Expertise - The Society for Human Resources Management Certified Professional (SHRM-CP)/Human Resources Certification Institute (HRCI) Certified	9.0%	15.0%	25.0%	35.0%	45.0%	60.0%
Teacher Leadership Roles	969	977	1177	1477	1777	2177
Pipeline Development - "Grow Your Own"	22.3%	24.5%	27.7%	32.1%	37.5%	44.0%
Teacher Retention - Early Career	77.4%	79.8%	82.1%	84.5%	86.8%	90.0%
Teacher Retention - Experienced	90.3%	91.2%	92.0%	92.9%	93.9%	95.0%
3.C Effectiveness - Educational Return on Investment (ROI)	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Financial Efficiency* (SY2019 = 4.5 of 5.0 possible)	4.5	4.0	4.0	4.0	4.0	4.0
Bus Safety - Miles between Accidents	127,256	131,000	135,000	139,000	143,000	147,000
Efficient Facilities Maintenance - Days to Complete Work Orders	8.8	8.4	8.1	7.7	7.4	7.0
Nutrition Services Utilization - Lunch Participation	64.9%	64.0%	65.3%	67.9%	71.8%	77.1%
Program Evaluation	N/A	TBD	TBD	TBD	TBD	TBD

**Data are based on prior school year due to reporting timeline;
 NYA=Not yet available; TBD = to be determined; N/A = Not applicable*

4.A Excellence - Preferred Education Destination	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
County Resident Enrollment Rate	93.6%	90.0%	90.0%	90.0%	90.0%	90.0%
Employee Retention	89.1%	89.2%	89.4%	89.6%	89.8%	90.0%
Family Satisfaction - Family Survey	84.4%	84.9%	85.7%	86.7%	87.9%	90.0%
Student Satisfaction - Student Survey	49.9%	54.9%	59.9%	64.9%	69.9%	75.0%
Student Achievement	48.2%	49.2%	51.2%	54.7%	59.2%	65.0%
4-year Graduation Rate*	82.5%	82.0%	83.0%	85.0%	87.0%	90.0%
4.B Excellence - Post-secondary & Workforce Readiness	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
College Readiness*	24.5%	25.5%	27.5%	30.5%	34.5%	39.5%
CTE Pathway Completion	27.8%	29.8%	32.8%	36.8%	41.8%	45.0%
Students Eligible for HOPE Scholarship*	53.4%	54.4%	56.4%	59.4%	62.4%	66.0%
9th Grade On-Track	73.6%	75.1%	77.1%	80.1%	84.5%	90.0%
PSAT 8/9 On-Track for College Readiness	36.7%	37.7%	39.7%	42.7%	46.7%	51.0%
Reading Grade Level or Above on Milestones – 5th Grade	74.5%	75.0%	77.0%	79.0%	82.0%	85.0%
Elementary Schools Providing Computer Science or STEM Specials	79.0%	85.0%	100.0%	100.0%	100.0%	100.0%
4.C Excellence - World-class Communication & Engagement	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Interpreters and Translations - Family Survey	94.6%	95.0%	95.0%	95.0%	95.0%	95.0%
Family Survey Participation	11.7%	16.7%	22.7%	30.7%	39.7%	50.0%
Responsive Communication - Family Survey	77.7%	78.7%	80.7%	83.2%	86.2%	90.0%
Parent Portal Account	71.5%	72.5%	74.5%	78.5%	84.5%	90.0%
Parent Portal Account Login	N/A	TBD	TBD	TBD	TBD	TBD

**Data are based on prior school year due to reporting timeline;
NYA=Not yet available; TBD = to be determined; N/A = Not applicable*



Noun

the ability to understand and share the feelings of another.

Empathy, the ability to understand the feelings of another person and place yourself in their position, is the entry point towards creating a culture where staff and students feel a sense of belonging and safety. Empathy allows us to consider the perspective of others, affirming and valuing the diversity of everyone in our community. It is a critical element of emotional intelligence. If we are to truly recognize the dignity in every person—their innate worth resulting from their very humanity—we must first practice empathy. To build the practice of empathy in GCPS, we will set and measure the goals that follow.

Goal 1.A—Cultural competence.

Increase the cultural competence and proficiency of our organization and individual staff members to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community.

GCPS Cultural Competence Definition: Recognizing, valuing, and leveraging differences in order to interact effectively and better serve our students, staff, and community. (GCPS Cross-Functional Action Team Report, Becoming a Culturally Competent Organization, 2015)

Objectives

- Create systems, structures, and processes that institutionalize and operationalize the GCPS definition of cultural competence: Recognizing, valuing, and leveraging differences in order to interact effectively and better serve our students, staff, and community.
- Incorporate cultural competence and strategies for inclusivity into professional learning for all GCPS personnel.
- Integrate culturally responsive teaching practices in the Q-Plus teaching strategies and Gwinnett Teacher Evaluation System.
- Represent cultural diversity in all curriculum materials and through specific course offerings that elevate the contributions of historically marginalized communities.
- Create a knowledge base of resources for cultural competence that supports diversity across multiple dimensions, including language, disability, race, ethnicity, religion, economic class, gender identity and sexual orientation.

Key Performance Indicators for the Cultural Competence Goal

Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Cultural Proficiency – Staff Survey	73.8%	74.3%	75.3%	77.3%	80.3%	84.0%
Cultural Proficiency – Student Survey	82.6%	83.1%	84.1%	85.6%	87.6%	90.0%
Cultural Proficiency – Family Survey	82.7%	83.2%	84.2%	85.7%	87.7%	90.0%
Sense of Belonging – Student Survey	71.1%	71.6%	72.6%	74.6%	77.6%	82.0%
Sense of Belonging – Family Survey	84.2%	84.7%	85.7%	86.7%	88.2%	90.0%

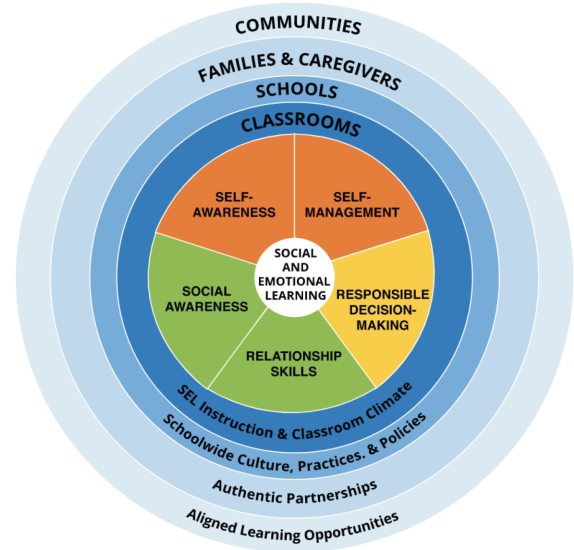
Goal 1.B—Student and staff wellbeing.

Promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.

Objectives

- Continue efforts to build an intentional, well-established, exemplary social and emotional learning (SEL) program that strategically provides cross-divisional support coupled with robust professional learning and resources for staff, students, and families.
- Develop additional resources through the human resources department and the SEL office to provide mental health supports for staff, e.g. employee assistance programs, wellness coaching, stress management, etc.
- Prioritize investments in student support services for more school counselors, social workers, and psychologists, as well as capacity building for all staff to respond to student mental health challenges.
- Provide additional opportunities to elevate student voice, ownership, and agency in the design of their school experience and be responsive to their requests.

Figure 7: SEL Framework



Key Performance Indicators for the Student and Staff Wellbeing Goal

Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Student Wellbeing – Student Survey	57.6%	58.6%	60.6%	64.6%	69.6%	75.0%
Student Wellbeing – Chronic Absenteeism	15.9%	15.4%	14.5%	13.2%	11.6%	10.0%
Student Supports Ratios – Counselors	490:1	490:1	470:1	450:1	415:1	370:1
Student Supports Ratios – Social Workers	5354:1	5132:1	4276:1	3564:1	2970:1	2475:1
Student Supports Ratios – School Psychologists	2790:1	2748:1	2686:1	2606:1	2508:1	2475:1
Staff Support – Staff Survey	78.4%	78.9%	79.9%	81.9%	84.9%	89.2%
Staff Wellbeing – Chronic Absenteeism	12.8%	11.8%	10.8%	9.8%	8.4%	7.0%

Goal 1.C—Educator diversity.

Develop robust pipelines and support systems to recruit and retain an educator workforce that reflects the diversity of our students and community.

While all students can benefit from diverse teachers, students of color who have a teacher of the same race/ethnicity are more likely to attend school regularly, perform higher on assessments, be referred to a gifted program, take Advanced Placement courses, graduate from high school, and aspire to attend college.¹ They also tend to experience additional support for their social and emotional development.²

English language learners can benefit from having teachers who speak their first language—including experiencing more emotional support and achieving bigger gains on literacy and other assessments.³ (ERS, November 2020 Report)

Objectives

- Design long-term recruitment strategies to increase the number of teachers and leaders from specific ethnic or cultural background priorities such as targeted partnerships with university partners, outreach to local ethnic-based Community-Based Organizations to build stronger Latinx and Asian-American (or other) relationships and pipelines, expanded Grow Your Own initiatives, or new partnerships with national ethnic-based educator organizations.
- Construct competitive, strategic, and differentiated compensation packages that consider total rewards – both salaries and non-salary benefits.
- Improve working conditions and career advancement opportunities through elevating teacher voice in decision-making and formalizing teacher leader roles.
- Initiate opportunities for staff to participate in optional affinity groups, led by facilitators with experience in diversity, equity, and inclusion training.

Key Performance Indicators for the Educator Diversity Goal

Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Teacher Retention – Early Career (BIPOC)	76.2%	78.6%	80.9%	83.3%	85.6%	90.0%
Teacher Retention – Experienced (BIPOC)	90.6%	91.1%	91.6%	92.3%	94.0%	95.0%
Diversity Index	54.6%	56.6%	58.8%	61.3%	62.8%	65.0%

¹ Stephen B. Holt and Seth Gershenson. *The Impact of Teacher Demographic Representation on Student Attendance and Suspensions*. Institute for the Study of Labor, 2015.; Thomas S. Dee. *Teachers, Race and Student Achievement in a Randomized Experiment*. National Bureau of Economic Research, 2001.; Seth Gershenson, Cassandra M.D. Hart, Constance A. Lindsay, and Nicholas W. Papageorge. *The Long-Run Impacts of Same-Race Teachers*. Institute of Labor Economics, 2017.; Sean Nicholson-Crotty, Jason A. Grissom, Jilly Nicholson-Crotty, and Christopher Redding. *Disentangling the Causal Mechanisms of Representative Bureaucracy: Evidence from Assignment of Students to Gifted Programs*. Journal of Public Administration Research and Theory (2016).; Diana Quintero. *The Benefits of Hispanic Student-Teacher Matching for AP Courses*. Brookings Institution, 2019.; Anna J. Egalite, Brian Kisida, and Marcus A. Winters. *Representation in the Classroom: The Effect of Own Race Teachers on Student Achievement*. Economics of Education Review, 2015

² Travis J. Bristol and Javier Martin-Fernandez. *The Added Value of Latinx and Black Teachers for Latinx and Black Students: Implications for the Reauthorization of the Higher Education Act*. Annenberg Institute at Brown University, 2019.

³ Susanna Loeb, James Soland, and Lindsay Fox. *Is a Good Teacher a Good Teacher for All? Comparing Value-Added of Teachers with Their English Learners and Non-English Learners*. Education Evaluation and Policy Analysis, 2014.; Jason T. Downer, Priscilla Goble, Sonya S. Myers, and Robert C. Pianta. *Teacher-Child Racial/Ethnic Match Within Pre-Kindergarten Classrooms and Children’s Early School Adjustment*. Early Childhood Research Quarterly, 2016.



Noun

{education} the conditions under which each and every child receives what they need to develop to their full academic and social potential.

In 2020, the Board adopted Policy BAAE - Educational Equity that charged district administration to “design or redesign systemic programs and initiatives to address and reduce educational inequity, providing students and staff with targeted supports and enrichment that increase opportunities to succeed.” Moreover, the Board defined Educational Equity in GCPS as follows:

Providing access to ensure that all students have the knowledge and skills to succeed as contributing members of a global society, regardless of race, gender, sexual orientation, ethnic background, English proficiency, faith, socioeconomic status, or disability.

To build the practice of equity in GCPS, we will set and measure the goals that follow.

Goal 2.A—Multi-tiered system of supports.

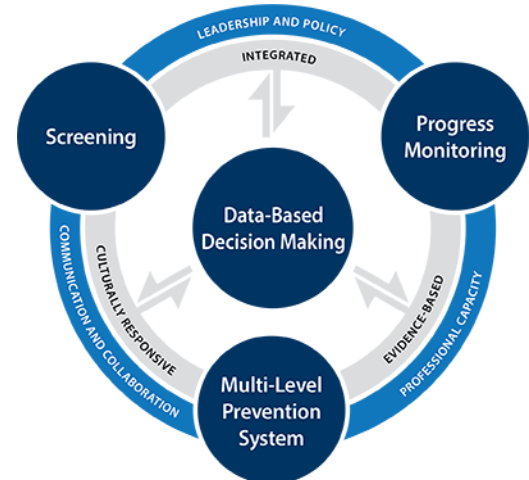
Implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.

Multi-tiered system of supports (MTSS) is a framework that integrates data and instruction within a multi-level prevention system to maximize student achievement and support students’ social, emotional, and behavior needs from a strengths-based perspective. (Center on MTSS, 2020, www.MTSS4success.org)

Objectives

- Identify academic and non-academic strengths, needs, and interests of each and every student to ensure whole learner, whole child focus.
- Build capacity to support and fully integrate non-academic tier 1 structures and processes such as school-wide positive behavior interventions and supports (PBIS), SEL curriculum/competencies, attendance campaigns, school counseling programs, etc.
- Increase strategic alignment, accessibility, and impact of integrated student supports for students identified for tiered interventions, including, but not limited to, afterschool enrichment programming, full-service community school models, mentoring programs, family resources/supports, behavior specialists, social workers, counselors, psychologists, clinic workers, etc.
 - Cultivate trauma-informed practices as foundational to the work of student supports.
 - Identify and secure additional community partnerships and external service providers to supplement district resources and expertise.
- Formalize the academic response to intervention (RTI) process to reduce variability and improve the fidelity of implementation across all schools and grade bands which includes:
 - Universal screening of all children in the general education classroom and identifying of students qualified for QBE-funded early intervention program (K–5) and remedial education program (6-12).

Figure 8: MTSS Framework



- Evidence-based interventions at increasing levels of intensity corresponding with greater student need based on identified tier.
- High-quality tier 1 instruction for all students that includes targeted small groups, grade level curriculum, ongoing formative assessments, and progress monitoring.
- Develop *targeted universalism*⁴ strategies and supports for English language learners and students with disabilities.
 - Embed supports for English language learners and students with disabilities –into grade-level instructional materials with appropriate scaffolding.
 - Increase capacity building for effective co-teaching practices and universal design strategies such as sheltered instruction observation protocols (SIOP).

Key Performance Indicators for the Multi-tiered System of Supports Goal

Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
MTSS Screening – Academic	0.0%	95.0%	95.0%	95.0%	95.0%	95.0%
MTSS Screening – Wellbeing	0.0%	95.0%	95.0%	95.0%	95.0%	95.0%
PBIS Implementation – % of schools implementing PBIS	75.0%	80.0%	100.0%	100.0%	100.0%	100.0%
PBIS Distinguished – # of schools earning PBIS distinguished designation (SY2019 = 6)*	6	7	10	16	28	40
% Reading Below Grade Level on Milestones – 3rd Grade, historically underserved groups	32.8%	31.0%	29.0%	26.0%	22.0%	18.0%
Student Improvement – % Beginning on Milestones	22.6%	21.6%	20.0%	18.0%	15.5%	12.0%
English Learner Progress Towards Language Proficiency – CCRPI	69.5	71.0	73.3	76.4	80.3	85.0
English Learner Exit Rate	7.5%	8.0%	9.0%	10.5%	12.5%	15.0%

⁴ “Targeted universalism means setting universal goals and using targeted processes to achieve those goals. Within a targeted universalism framework, an organization or system sets universal goals for all groups concerned.” Minnesota Department of Health



Goal 2.B—Opportunity and access.

Expand student opportunities to engage in and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework (e.g., Advanced Placement and dual enrollment), and enrichment activities (e.g., the arts, gifted, STEM, career technical education).

Objectives

- Improve kindergarten readiness through expanding access to early learning experiences from birth to five through district programming and effective community partnerships.
- Increase opportunity to learn through consistently implementing a high-quality curriculum that reflects grade level expectations, focusing on early literacy and the science of reading, and identifying subjects and grades to target for improvement through third-party curriculum audits.
- Increase opportunities and pathways for all students to demonstrate eligibility for gifted/talented programming.
- Diversify portfolio of advanced courses offered at every school across the district and evaluate placement criteria/procedures to remove barriers to access.
- Evaluate career and technical education courses of study and availability within clusters to ensure equitable access across all parts of the county; expand transportation options for students to attend choice programs and magnets.
- Reduce disruptions to learning resulting from exclusionary discipline actions (in-school suspension, out-of-school suspension, and alternative placements) by implementing evidence-based strategies (e.g., restorative practices and PBIS) and reimagining the GIVE Center model.
- Upgrade technology access through district-provided student devices (1:1 transformation) and strategies to achieve universal internet access for families.
- Audit extra-curricular activities (i.e., clubs and sports) available at all schools, identify needs and gaps that align with student interests and goals, and implement a plan to address findings.

Key Performance Indicators for the Opportunity and Access Goal

Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Kindergarten Readiness, historically underserved groups	38.2%	38.7%	40.7%	42.7%	45.7%	50.0%
Advanced Coursework Completion, historically underserved groups*	27.3%	30.0%	36.0%	42.0%	50.0%	60.0%
Gifted & Talented Representation - number of student racial/ethnic groups underrepresented in Gifted & Talented programs	2	2	1	1	0	0
Discipline Disproportionality - number of all student groups overrepresented in ISS and OSS	4	4	3	2	1	0
SAT/ACT Participation*	41.5%	45.0%	75.0%	90.0%	95.0%	95.0%

Goal 2.C—Equitable resource allocation.

Expand student opportunities to engage in and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework (e.g., Advanced Placement and dual enrollment), and enrichment activities (e.g., the arts, gifted, STEM, career technical education).

Objectives

- Redesign the school allotment process to consider categorical designations that address student needs and directly consider the impact of poverty in allotment ratios and formulas.
 - Develop a long-term strategy for reducing class sizes in alignment with research that suggests the greatest impact of smaller classes for students in the early grades and those performing below grade level.
- Refine Title I funding allocation to reflect the federal guidelines around supplement, not supplant and define district service eligibility thresholds to ensure that schools that serve students with the highest needs get the necessary resources for student success.
- Improve English learner resources and supports to accelerate language acquisition.
- Determine exceptional education resources required to offer a full continuum of services at the zoned school and execute a plan to acquire and assign resources accordingly.
- Ensure access to effective instruction for students furthest from opportunity through differentiated and strategic compensation, as well as additional capacity building (i.e., coaching supports and mentors) at hard-to-staff schools and in hard-to-staff subjects.

Key Performance Indicators for the Equitable Resource Allocation Goal

Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Title I Experienced Certified Staff	71.0%	71.0%	72.0%	74.0%	77.0%	81.0%
Effective Tier 1 instruction - % of students meeting annual growth expectation, historically underserved groups	N/A	TBD	TBD	TBD	TBD	TBD
Student Devices Assigned	26.9%	80.0%	100.0%	100.0%	100.0%	100.0%



**Data are based on prior school year due to reporting timeline;
NYA=Not yet available; TBD = to be determined; N/A = Not applicable*

**Noun**

the degree to which something is successful in producing a desired result; success.

Every system is perfectly designed to get the results that it gets. – W. Edwards Deming

This well-known adage is so simple, yet profound. GCPS has a legacy of results and recognition that has cemented its reputation as an effective school system. In this new era, the district's challenge is to sustain this legacy of performance while responding to the diverse needs of a growing community. GCPS must continue to build organizational capacity to define our desired results and be able to execute to achieve those results. Effectiveness is a strategic priority to ensure that we maintain and accelerate our collective efficacy and impact for the benefit of children and families. To build effective practices in GCPS, we will set and measure the following goals.

Goal 3.A—Results-Based Evaluation System.

Redefine the inputs, behaviors, and outcomes that determine the standards for student success as measured by the Results-Based Evaluation System (RBES) to support school improvement and student growth.

The Results-Based Evaluation System (RBES) is used to measure performance in the achievement of system goals and to define accountability at the district, division, school, and classroom levels. As applied to schools through annual Weighted School Assessments, RBES promotes continuous improvement by identifying strengths and weaknesses and acts as a vehicle to communicate the school's performance. – Policy BAA Board's Theory of Action for Change to Improve Student Achievement, Policy BAAB Academic Accountability

Objectives

- Evaluate the historical results of the Weighted School Assessment (WSA) to determine the ability of the current model to drive continuous improvement and reflect world-class standards as defined in the current Board policy.
- Plan and complete a redesign process that utilizes the evaluation of WSA to address gaps and misalignment with strategic goals and direction as outlined in the Blueprint.
 - Consider metrics that focus on improvement, growth, and achievement status.
 - Consider metrics that reflect non-academic leading indicators of school performance.
 - Determine criterion-referenced performance standards versus a model that is stack-ranked, using relative performance to other district schools.
- Develop and propose any updates to Board policies to reflect proposed changes to RBES and WSA.
- Update the Local School Plan of Improvement (LSPI) framework to reflect expectations for both academic press and supportive community for schools.
- Revise and implement updated systems, structures, and processes for progress monitoring of LSPI implementation, with proactive opportunities to course-correct with additional resources and support within the academic year.

Key Performance Indicators for the RBES Goal

Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Improvement Progress – Benchmark Assessments	N/A	TBD	TBD	TBD	TBD	TBD
CCRPI Progress - Milestones/ACCESS Growth (SY2019 = 102) *	102	102	105	110	118	130
"Beating the Odds" Schools (SY2019 = 47) *	47	47	49	52	56	61
District Support for Improvement – Staff Survey	82.5%	83.0%	84.0%	85.5%	87.5%	90.0%

Goal 3.B—Talent management.

Transform human resources function into a strategic talent management organization that supports educators and staff to achieve district goals.

Objectives

- Audit all systems, structures, and processes designed to recruit, select, retain, and reward employees, as a response to tight labor markets and to better compete for talent.
- Evaluate current professional development (PD) efforts to identify strengths and opportunities and develop an improvement plan.
 - Consider offerings available and measurable impact on practice for teachers across the entire continuum of experience, grade band, and content specialties.
 - Deepen professional development (PD) support for shifts outlined in the Blueprint, including cultural competence, equity, and SEL.
 - Clarify expectations and requirements for 20 hours of PD to align with strategic plan and district goals.
 - Examine training needs for existing human resources staff to build deep expertise in talent management and HR operations.
- Reimagine Gwinnett Teacher & Leader Evaluation Systems to facilitate professional growth and job-embedded professional development, with a stronger connection to coaching and mentoring supports.
 - Consider coherence and alignment between Q-Plus teaching strategies, new teacher observations, and the teacher evaluation model.
- Expand talent pipeline support for classified, certified, and professional positions to increase opportunities for Grow Your Own, apprenticeships, internships, etc.
- Formalize teacher leadership and career ladder opportunities to create pathways to increased pay and responsibility while remaining in a classroom teaching position.

Key Performance Indicators for the Talent Management Goal

Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Human Resources Expertise – SHRM/HRCI Certified	9.0%	15.0%	25.0%	35.0%	45.0%	60.0%
Teacher Leadership Roles	969	977	1177	1477	1777	2177
Pipeline Development – “Grow Your Own”	22.3%	24.5%	27.7%	32.1%	37.5%	44.0%
Teacher Retention – Early Career	77.4%	79.8%	82.1%	84.5%	86.8%	90.0%
Teacher Retention – Experienced	90.3%	91.2%	92.0%	92.9%	93.9%	95.0%

Goal 3.C—Educational return on investment.

Measure and report educational return on investment to inform budget and resource allocation decisions, as well as drive continuous improvement.

Objectives

- Design and conduct program evaluation and action research for significant instructional initiatives and pilot programs.
 - Create program evaluation plans before implementation starts with agreed-upon input and outcome metrics.
 - Include implementation monitoring and data review cycles in program evaluation plans.
 - Create process for requesting program evaluation supports and expectations for measurable outcomes across schools, departments, and divisions.
- Maintain historically strong fiscal management practices and develop a decision matrix to evaluate the trade-offs between investing in student needs and prioritizing fund balance growth.
- Evaluate operational spending and contracted services to maximize productivity and efficiency towards reallocating cost savings to support students and teachers.
- Create systems to rate the quality and condition of physical learning environments to ensure they are conducive to teaching and learning.

Key Performance Indicators for the Educational ROI Goal.

Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Financial Efficiency* (SY2019 = 4.5 of 5.0 possible)	4.5	4.0	4.0	4.0	4.0	4.0
Bus Safety – Miles between Accidents	127,256	131,000	135,000	139,000	143,000	147,000
Efficient Facilities Maintenance – Days to Complete Work Orders	8.8	8.4	8.1	7.7	7.4	7.0
Nutrition Services Utilization – Lunch Participation	64.9%	64.0%	65.3%	67.9%	71.8%	77.1%
Program Evaluation	N/A	TBD	TBD	TBD	TBD	TBD

**Data are based on prior school year due to reporting timeline;*

NYA=Not yet available; TBD = to be determined; N/A = Not applicable



Noun

the quality of being outstanding or extremely good.

Excellence is not optional. To achieve the GCPS mission and vision, excellence is the standard. This strategic priority continues a long-standing ethos in the district to be a world-class organization in service to students and families. The Strategic Direction for 2020-2030 articulated the charge well:

Gwinnett County Public Schools is committed to the pursuit of excellence in all aspects of the organization. Achieving that goal requires that the district have cohesive leadership, exemplary operations, effective means of communicating with and engaging stakeholders, and a culture that embraces continuous improvement and innovation.

To sustain excellence in GCPS, we will set and measure the following goals.

Goal 4.A—Preferred education destination.

Be the first choice of students and families for excellent schools and the employer of choice for educators and staff to fulfill their careers.

Objectives

- Cultivate school quality, climate and culture that is student-centered and committed to the success of each and every child.
 - Ensure universal access to high-quality curriculum and instructional materials aligned to the GCPS academic knowledge and skills (AKS).
 - Sustain teaching quality and reduce variability between schools and classrooms.
- Promote a well-rounded education that includes a wide variety of academic, arts and athletic programs across the K-12 continuum, including co-curricular and extra-curricular activities.
- Create a world-class customer service culture (i.e., “the Disney experience”) to provide consistency and increased responsiveness across school campuses and departments for students and families as well as educators and staff.
 - Evaluate the customer service experience in GCPS, both internally and externally to identify strengths and opportunities.
 - Collaboratively develop customer service standards and train all front-line staff and new employees to create GCPS ambassadors.
- Anticipate the future skills needed for success after graduation and design innovative responses to prepare students for that future state, never stagnating.
- Value employees at all levels and in every facet of the organization as evidenced by elevating their voices in decision-making, recognizing their work, celebrating their success, prioritizing work-life balance, and maintaining competitive compensation and benefits packages.

Key Performance Indicators for the Preferred Education Destination Goal

Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
County Resident Enrollment Rate	93.6%	90.0%	90.0%	90.0%	90.0%	90.0%
Employee Retention	89.1%	89.2%	89.4%	89.6%	89.8%	90.0%
Family Satisfaction – Family Survey	84.4%	84.9%	85.7%	86.7%	87.9%	90.0%
Student Satisfaction – Student Survey	49.9%	54.9%	59.9%	64.9%	69.9%	75.0%
Student Achievement	48.2%	49.2%	51.2%	54.7%	59.2%	65.0%
4-year Graduation Rate*	82.5%	82.0%	83.0%	85.0%	87.0%	90.0%

Goal 4.B—Postsecondary and workforce readiness.

Prepare each student for post-secondary and workforce readiness so that they have multiple pathways to success based on their demonstrated knowledge, skills, abilities, and interests.

Objectives

- Intentionally incorporate opportunities for students to develop competencies defined by the Portrait of a Graduate.
 - Define student behaviors expected at the end of grades 5, 8, and at graduation that exemplify the competencies and are evidence that students possess these skills.
 - Integrate opportunities to demonstrate and develop these competencies through student tasks aligned to the AKS and through co-curricular and extra-curricular activities.
 - Align the competencies with the SEL curriculum and standards to ensure these skills are part of the K-12 learning experience for all students.
- Develop a long-term plan for managing career academies and CTE pathways that reflect the future of work and lead to high-demand industry certifications or credits for post-secondary programs.
- Promote the value of multiple pathways to success and support students in identifying their strengths and interests to choose the best path for them.
- Create and expand opportunities for students to co-author their learning based on their individual interests and aspirations through curricular and course offerings such as independent study, work-based learning, capstone projects, service learning, etc.

**Data are based on prior school year due to reporting timeline;*

NYA=Not yet available; TBD = to be determined; N/A = Not applicable

Key Performance Indicators for the Postsecondary and Workforce Readiness Goal

Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
College Readiness*	24.5%	25.5%	27.5%	30.5%	34.5%	39.5%
CTE Pathway Completion	27.8%	29.8%	32.8%	36.8%	41.8%	45.0%
Students Eligible for HOPE Scholarship*	53.4%	54.4%	56.4%	59.4%	62.4%	66.0%
9th Grade On-Track	73.6%	75.1%	77.1%	80.1%	84.5%	90.0%
PSAT 8/9 On-Track for College Readiness	36.7%	37.7%	39.7%	42.7%	46.7%	51.0%
Reading Grade Level or Above on Milestones – 5th Grade	74.5%	75.0%	77.0%	79.0%	82.0%	85.0%
Elementary Schools Providing Computer Science or STEM Specials	79.0%	85.0%	100.0%	100.0%	100.0%	100.0%

*Data are based on prior school year due to reporting timeline;

NYA=Not yet available; TBD = to be determined; N/A = Not applicable

Goal 4.C—World-class communication and engagement.

Demonstrate world-class communication and engagement through modeling the value GCPS leadership places on transparent, two-way communication to build stakeholder trust and confidence.

Objectives

- Implement a strategic communications plan to reach the target audiences of families, students, teachers and the community to share the work of GCPS and solicit input and feedback.
 - Evaluate and reimagine district publications to ensure news and information is relevant, timely, and effectively communicated.
 - Refresh the GCPS brand to clearly communicate who GCPS is today.
 - Strategically use social media and digital communications to connect with more stakeholders.
 - Elevate student voice by including students in surveys, councils, and district leadership opportunities and providing more opportunities to share their stories.
- Improve two-way communication, engagement, and outreach that connect the community, the schools, and the district office.
 - Prioritize two-way conversations at all levels – teacher-student, family-school, school-district, district-community, etc.
 - Organize school supervision and district supports around clusters (feeder patterns) to deepen knowledge about specific communities and create a single point of contact for families with students in schools across multiple grade bands.
 - Create and maintain a database capturing the community-based partners and resources available to support students academically, socially, emotionally, and behaviorally by cluster.
 - Provide ongoing professional development for family engagement to all staff.
 - Invest in programming and staff for family and community liaisons at district, cluster, and/or school.

- Enhance communication practices to engage diverse families in the GCPS community more effectively.
 - Strengthen the accuracy and availability of language translation services for school and community distribution.
 - Ensure all communication from GCPS is asset-based, culturally responsive, and appropriate.
 - Create and strengthen feedback loops with families in district’s most frequently spoken languages to plan, implement, and assess activities at school and district levels.
- Reduce variability in parent and family communication processes across schools.
 - Establish a common framework for family communications that defines district-approved tools with translation, suggested communication frequency, and consistent topics across the district by grade levels.
 - Create mechanisms for educators and staff to share best practices and lessons learned.

Key Performance Indicators for the World-class Communication and Engagement Goal

Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Interpreters and Translations – Family Survey	94.6%	95.0%	95.0%	95.0%	95.0%	95.0%
Family Survey Participation	11.7%	16.7%	22.7%	30.7%	39.7%	50.0%
Responsive Communication – Family Survey	77.7%	78.7%	80.7%	83.2%	86.2%	90.0%
Parent Portal Account	71.5%	72.5%	74.5%	78.5%	84.5%	90.0%
Parent Portal Account Login	N/A	TBD	TBD	TBD	TBD	TBD

**Data are based on prior school year due to reporting timeline;
 NYA=Not yet available; TBD = to be determined; N/A = Not applicable*

Conclusion

Every child deserves an opportunity to acquire the knowledge and skills to succeed in college and careers. Every member of Team GCPS plays a crucial role in providing that opportunity for each and every student. To accomplish the goals articulated in Our Blueprint for the Future, Team GCPS must build upon all we have learned in recent years. Over the next five years, we will build our capacity execute the priorities, goals, and objectives defined in this plan. Our commitment to empathy, equity, effectiveness, and excellence will manifest in school cultures and climates that embody these strategic priorities.

We will create safe and brave spaces where everyone - our teachers, school and district leaders, students, families, and community partners – feel welcome and sense that they belong in GCPS, where we authentically engage in teaching and learning while pursuing excellence for each student.

Together, we will realize our vision through our collective action that results in measurable, collective impact, extending the legacy of excellence in GCPS.

Glossary

Belonging: Belonging is the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group. Creating genuine feelings of belonging for all is a critical factor in improving engagement and performance. (Cornell University)

Cultural Competence: Recognizing, valuing, and leveraging differences in order to interact effectively and better serve our students, staff, and community. (GCPS Cross-Functional Action Team Report, Becoming a Culturally Competent Organization, 2015)

Diversity: The practice or quality of including or involving people from a range of different social and ethnic backgrounds.

Educational Return on Investment: Educational return on investment (ROI) seeks to maximize achievement or other student outcomes (e.g., higher graduation rates, lower discipline incidents, or increased career options) for the greatest number of students, given the available resources. (Education Resource Strategies)

Effectiveness: The degree to which something is successful in producing a desired result; success.

Empathy: The ability to understand and share the feelings of another.

Equity: The conditions under which each and every child receives what they need to develop to their full academic and social potential.

Excellence: The quality of being outstanding or extremely good.

High-quality Instructional Materials (HQIM): HQIM are content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, and aligned to AKS standards. HQIM help to create a guaranteed, viable curriculum that supports higher student achievement.

Inclusion: The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other historically underserved groups.

Key Performance Indicator (KPI): A key performance indicator (KPI) is a calculable measure used to evaluate the success in meeting objectives for performance.

Local School Plan for Improvement (LSPI): Each school creates a collaborative Local School Plan for Improvement (LSPI), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools.

Multi-tiered System of Supports (MTSS): Multi-tiered system of supports (MTSS) is a framework that integrates data and instruction within a multi-level prevention system to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective. (Center on MTSS at the American Institutes for Research)

Operational Management Plan (OMP): Every department or division creates yearly work plan that aligns to the strategic priority areas, goals, and objectives. These plans include relevant KPIs to measure success and progress.

Positive Behavior Intervention & Supports (PBIS): PBIS is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. (Center on Positive Behavior Interventions & Supports)

Restorative Practices: Restorative practices are a continuum of processes that include preventive, proactive and responsive measures for both staff and students. Restorative Practices do not negate the need for disciplinary consequences; rather, they enable students to examine their attitudes and behaviors in a supportive environment while working to repair harm in a way that is meaningful to those who were affected.

Science of Reading (SoR): SoR is a vast, interdisciplinary body of scientifically based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties. (The Reading League)

Social Worker: School Social Workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy. (School Social Work Association of America)

Social Emotional Learning (SEL): Strategies designed to help students acquire and apply the knowledge, skills, and attitudes to manage their emotions and achieve goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Structured Literacy: Structured literacy (SL) approaches emphasize highly explicit and systematic teaching of all important components of literacy. These components include both foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression). (International Dyslexia Association)

Targeted universalism: A process of setting universal goals and using targeted processes to achieve those goals. “Within a targeted universalism framework, an organization or system sets universal goals for all groups concerned.” (Minnesota Department of Health)

Appendix A: Strategic Direction for 2020–2030

In 2019, the Board adopted an update to the Strategic Priorities that had existed for the previous decade. Out of that community engagement effort came the Strategic Direction for 2020-2030. The process resulted in ten strategic drivers, which have influenced the development of the Blueprint. Those drivers included:

Figure 9: Strategic Direction 2020-2030 Strategic Drivers

Students	As a result of being educated in Gwinnett County Public Schools, students graduate with the knowledge, skills, and social awareness to succeed in college, career, citizenship, and life in an ever-changing world.
Families	As partners with the school, families of Gwinnett students support their children’s education, reinforcing high expectations for learning and behavior and sharing accountability for their children’s success.
Employees	GCPS employees are passionate advocates for public education, committed to serving students and the Gwinnett community effectively, professionally, and ethically. As a result, our employees— both those who teach and those who support our teachers— are respected, appreciated, and valued.
Curriculum, Instruction, and Assessment	Gwinnett County Public Schools’ curriculum standards, instructional practices and resources, and assessment program are at the center of our core business— teaching and learning. The curriculum represents the essential knowledge and skills all students learn. Proven instructional practices and a focus on rigor assure that learning is optimized for every student. The assessment program provides meaningful, actionable information that helps direct each student’s educational pathway.
Technology and Digital Resources	Gwinnett County Public Schools provides robust, secure access to technology and digital resources that meet the evolving needs of students and staff. Safe, responsible use of technology is taught and expected so that technology resources will support learning, supplement instruction, foster collaboration, and nurture creativity and innovation across the district. Access to technology is not a barrier to student learning, and resources and technology improvements are allocated equitably among schools.
School Climate	School climate speaks to the quality, culture, and character of our campuses. Gwinnett schools are places devoted to teaching and learning where a positive climate is nurtured. Fostering such a climate is the responsibility of all who are a part of a school community. It is a climate that is safe and orderly; promotes academic and behavioral excellence; encourages and maintains respectful, trusting, and caring relationships; and contributes to the success of all students.
Governance and Leadership	Leaders at the district and school levels are passionate about students and their success. They use the district’s foundational documents (vision, mission, goals, core beliefs, etc.) to guide their actions and decisions so that students’ best interests are served. Striving to fulfill the promise of public education in Gwinnett County, they engage with others in the community, earning respect and trust and exhibiting integrity in all they do.
Operations	The district has the facilities, infrastructure, financial means, and technological resources to advance teaching and learning. It employs proven business practices and operational strategies that meet the public’s highest standards for accountability, integrity, equity, and trust.
Communication	Effective communication is everyone’s responsibility. GCPS promotes open, honest, reliable, two-way communication to build trust and confidence in the school community and beyond, and engage stakeholders in ongoing, meaningful, and authentic ways.

Innovation	<p>Gwinnett County Public Schools is organized to do today’s work extraordinarily well, while exploring and preparing our system for the opportunities of tomorrow. In this age of rapid techno- logical progress, organizational ambidexterity enables the district to pursue innovative approaches to all aspects of schooling— academic and operational— in order to meet the evolving needs of students, families, and the Gwinnett community.</p>
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Appendix B: Learning 2025

GCPS is part of AASA’s Learning 2025 network of demonstration districts aspiring to become more Student-Centered, Equity-Focused, and Future-Driven. AASA is the School Superintendent’s Association, including leaders from across the nation. As members of the Learning 2025 network of educational systems, our district leaders are part of a community of practice, collaborating with and learning from school systems who are committed to supporting the whole learner, ensuring that no learner is marginalized, and adopting future driven practices. Our district will explore other key components of AASA’s vision of systemic redesign. The Blueprint incorporates those areas of the vision for redesign that align with our strategic priorities and initiatives.

Figure 10:AASA’s Vision of Systemic Redesign



Social, Emotional, Cognitive & Academic Growth Model

- **Redefining Proficiency:** A perspective signifies a transition away from a single snapshot-in-time measure of “proficiency” to a “multiple measures” model, in which “proficiency” is viewed as the floor and not the ceiling.
- **A Life-Span View of Learner Growth:** We must adopt a life-span view of growth for every learner so that we recognize that collecting growth data at every age and grade level is critical.
- **Broad Adoption of Growth-Accelerating and Adaptive Learning Technologies:** We must integrate e-learning systems that leverage artificial intelligence, adapt to an individual learner’s progress, and accelerate growth.
- **Actionable Assessment Data and Feedback:** Optimally, data is collected from daily classroom activities, formative assessments, and summative assessments to help teachers personalize

Culture

- **Whole Learner Focused:** The entire system must attend to the social, emotional, cognitive, mental health and trauma-based needs of ALL learners.
- **No Learner Marginalized:** ALL children, families and staff must be embraced, valued equally, and served with equity—regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance, or disability.
- **Future Driven:** Schools must routinely anticipate forthcoming changes in the career landscape to inform all decisions today.

Resources

- **Learning Accelerators:** Broadband must be deemed a public utility so that ALL learners have access to the technologies necessary to access and accelerate learning.
- **Aligned Community Resources:** To meet Whole Learner needs, educators, learners, and learners' families must have access to a robust, multi-tiered system of supports.
- **High-Quality Early Learning for ALL Children:** ALL children must engage in high impact early learning to prepare them to function as co-authors of learning in their K-12 journey.
- **Diverse Educator Pipeline:** Educators and staff must represent the learners, families, and communities they serve so that true culturally responsive learning is possible

Appendix C: Blueprint Goals

Goal	Purpose
1.A Cultural Competence	Increase the cultural competence and proficiency of our organization and individual staff members to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community.
1.B Student & Staff Wellbeing	Promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social-emotional learning.
1.C Educator Diversity	Develop robust pipelines and support systems to recruit and retain an educator workforce that reflects the diversity of our students and community
2.A Multi-tiered System of Supports	Implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.
2.B Opportunity & Access	Expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum, advanced coursework (e.g., AP and dual enrollment), and enrichment activities (e.g., the arts, gifted, STEM, career technical education).
2.C Resource Allocation	Overhaul resource allocation systems and processes to ensure that instructional, social emotional, and behavior supports available at each school match the unique student and community needs.
3.A Results-Based Evaluation System (RBES)	Redesign Results-Based Evaluation System (RBES) by redefining the inputs, behaviors, and outcomes that determine the standards for student success.
3.B Talent Management	Transform human resources function into a strategic talent management organization that supports educators and staff to achieve district goals.
3.C Educational Return on Investment (ROI)	Measure and report educational return on investment to inform budget and resource allocation decisions, as well as drive continuous improvement.
4.A Preferred Education Destination	Be the first choice of students and families for excellent schools and the employer of choice for educators and staff to fulfill their careers.
4.B Post-secondary & Workforce Readiness	Prepare each and every student for post-secondary and workforce readiness so that they have multiple pathways to success based on their demonstrated knowledge, skills, abilities, and interests.
4.C World-class Communication & Engagement	Demonstrate world-class communication and engagement through modeling the value GCPS leadership places on transparent, two-way communication to build stakeholder trust and confidence.

Appendix D: KPI Methods

As detailed in the following table, the methodology for determining baselines and targets for individual Key Performance Indicators (KPI) vary depending on the area, goal, and KPI.

Whole population responses for baselines and targets are provided for survey and student outcome indicators based on their related methodologies detailed in the District Summary. Disaggregated information is provided in this Appendix for KPIs based on surveys or student outcomes and this information will be included in public reporting for all future years. These data are disaggregated by the following groups (where applicable): gender; race/ethnicity; students with disabilities (SWD); students receiving free meals, economically disadvantaged students receiving free or reduced-price meals (ED); English learners (EL); and gifted students.

Area	Goal	KPI	Method
1	A	Cultural Proficiency – Staff Survey	<p>Percent of staff responding positively to the following cultural proficiency EES Staff Survey item: We are provided training to meet the needs of a diverse student population in our school.</p> <p>Disaggregated: American Indian/Alaskan Native 54.5%; Asian/Pacific Islander 76.7%; Black 69.3%; Hispanic 78.0%; Multiracial 67.2%; White 74.9%; Male 77.0%; Female 73.1%.</p>
1	A	Cultural Proficiency – Student Survey	<p>Percent of students responding positively to the following cultural proficiency EES Student Survey item: I am comfortable interacting with people from a different racial or ethnic background (MS/HS) / I am comfortable interacting with people from different backgrounds (ES).</p> <p>Disaggregated: American Indian/Alaskan Native 84.7%; Asian/Pacific Islander 84.0%; Black 81.2%; Hispanic 79.8%; Multiracial 84.6%; White 88.0%; EL 67.3%; SWD 73.9%; Free Meals 78.7%; Gifted 89.7%; Male 81.5%; Female 83.8%.</p>
1	A	Cultural Proficiency – Family Survey	<p>Percent of families responding positively to the following cultural proficiency EES Family Survey items (weighted average):</p> <ol style="list-style-type: none"> (1) This school addresses issues of diversity in a timely and effective manner (2) This school respects the different cultures represented in our community (3) My student learns about the cultures of our community at their school (4) Adults in this school value and respect my racial/cultural identity (5) This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, and sexual orientations. <p>Disaggregated: American Indian/Alaskan Native 77.9%; Asian/Pacific Islander 84.1%; Black 77.9%; Hispanic 89.7%; Multiracial 73.7%; White 84.8%; Frequently Speaks English at Home 80.7%; Infrequently Speaks English at Home 89.4%.</p>

Appendix D: KPI Methods *(continued)*

1	A	Sense of Belonging – Student Survey	<p>Percent of students responding positively to the following sense of belonging EES Student Survey items (weighted average):</p> <ol style="list-style-type: none"> (1) My parents/family feel welcome to visit this school. (2) In my school, I feel that I belong to a group of friends. (3) There’s at least one adult in this school I can talk to if I have a problem. (4) I feel good about my cultural or ethnic background (MS/HS) / I feel good about my family traditions (ES) (5) I feel bad when someone gets their feelings hurt. <p>Disaggregated: American Indian/Alaskan Native 76.5%; Asian/Pacific Islander 72.5%; Black 69.0%; Hispanic 70.3%; Multiracial 70.8%; White 74.9%; EL 68.8%; SWD 67.6%; Free Meals 68.9%; Gifted 75.1%; Male 71.2%; Female 71.1%.</p>
1	A	Sense of Belonging – Family Survey	<p>Percent of families responding positively to the following sense of belonging EES Family Survey item: I feel welcome at this school.</p> <p>Disaggregated: American Indian/Alaskan Native 74.7%; Asian/Pacific Islander 85.4%; Black 84.2%; Hispanic 89.9%; Multiracial 79.8%; White 83.1%; Frequently Speaks English at Home 82.8%; Infrequently Speaks English at Home 89.6%.</p>
1	B	Student Wellbeing – Student Survey	<p>Percent of students responding positively to the following student wellbeing EES Student Survey items (weighted average):</p> <ol style="list-style-type: none"> (1) I feel safe at this school. (2) I enjoy coming to this school. (3) I am hopeful about my future. (4) I can calm myself down when I am excited or upset. (5) Setbacks don’t discourage me (MS/HS) / I am not discouraged when things aren’t going well (ES) <p>Disaggregated: American Indian/Alaskan Native 61.2%; Asian/Pacific Islander 58.6%; Black 55.8%; Hispanic 57.6%; Multiracial 55.6%; White 60.1%; EL 58.2%; SWD 56.7%; Free Meals 56.2%; Gifted 59.7%; Male 60.6%; Female 54.6%.</p>
1	B	Student Wellbeing – Chronic Absenteeism	<p>Percent of students chronically absent. Calculated as number of students missing 10% or more of enrolled days divided by the total number of enrolled students who were enrolled at least 30 days.</p> <p>Disaggregated: American Indian/Alaskan Native 11.1%; Asian/Pacific Islander 2.7%; Black 7.5%; Hispanic 13.1%; Multiracial 7.7%; White 6.4%; EL 11.1%; SWD 11.9%; ED 10.7%; Male 9.2%; Female 8.0%.</p>
1	B	Student Supports Ratios – Counselors	Student to Counselor ratio based on the October FTE enrollment count
1	B	Student Supports Ratios – Social Workers	Student to Social Worker ratio based on the October FTE enrollment count

Appendix D: KPI Methods *(continued)*

1	B	Student Supports Ratios – School Psychologists	Student to School Psychologist ratio based on the October FTE enrollment count
1	B	Staff Support – Staff Survey	<p>Percent of staff responding positively to the following staff support EES Staff Survey items (weighted average):</p> <p>(1) When there is a problem in my school, we talk about how to solve it.</p> <p>(2) My principal/administrator cares about me as a person.</p> <p>(3) My principal facilitates systems/processes to support school improvement.</p> <p>(4) Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)</p> <p>Disaggregated: American Indian/Alaskan Native 72.5%; Asian/Pacific Islander 81.4%; Black 77.8%; Hispanic 80.8%; Multiracial 74.4%; White 78.1%; Male 78.5%; Female 78.3%.</p>
1	B	Staff Wellbeing – Chronic Absenteeism	<p>Percent of certified staff chronically absent.</p> <p>Calculated as the number of certified staff missing 10% or more of contract days divided by the total number of certified staff.</p>
1	C	Teacher Retention – Early Career (BIPOC)	<p>Retention rate of certified staff who identify as BIPOC with 0-5 years of experience.</p> <p>Calculated as the number of certified staff who identify as BIPOC from last school year with 0-5 years of experience who are still on staff in current school year divided by the number of certified staff who identify as BIPOC with 0-5 years of experience from last school year.</p>
1	C	Teacher Retention – Experienced (BIPOC)	<p>Retention rate of certified staff who identify as BIPOC with 6+ years of experience.</p> <p>Calculated as the number of certified staff who identify as BIPOC from last school year with 6+ years of experience who are still on staff in current school year divided by the number of certified staff who identify as BIPOC with 6+ years of experience from last school year.</p>
1	C	Diversity Index	<p>The Diversity Index shows the likelihood that two persons, chosen at random in the district, belong to different racial or ethnic groups. If a district's entire population belongs to one racial or ethnic group, then the district has zero diversity. The Diversity Index is ranges from 0 (no diversity) to 100 (complete diversity), where a district's index tends towards 100 when the population is more evenly divided across racial and ethnic groups.</p> <p>Partnership Gwinnett uses the Diversity Index to measure racial and ethnic diversity in Gwinnett County: https://www.partnershipgwinnett.com/inclusion-diversity-2/</p>
2	A	MTSS Screening – Academic	<p>Percent of K–10 students who are universally screened in Math and ELA.</p> <p>Calculated as the number of K-10 students universally screened using MAP, iReady, or DIBELS during any of the screening windows divided by the total number of FAY students.</p>
2	A	MTSS Screening – Wellbeing	<p>Percent of students who are universally screened for wellbeing.</p> <p>Calculated as the number of students universally screened for wellbeing during any of the screening windows divided by the total number of FAY students.</p>

Appendix D: KPI Methods *(continued)*

2	A	PBIS Implementation - % of Schools Implementing PBIS	Percent of schools implementing PBIS
2	A	PBIS Distinguished - No. of Schools Earning PBIS Distinguished Designation	PBIS Number of schools earning Distinguished designation from GaDOE PBIS recognition system.
2	A	% Reading Below Grade Level on Milestones – 3rd Grade, historically underserved groups	<p>Percent of 3rd graders in historically underserved groups below grade level on reading.</p> <p>Calculated as the number of 3rd graders in historically underserved groups not meeting reading status grade level expectations on Milestones divided by the total number of 3rd graders in historically underserved groups with a valid test.</p> <p>Historically underserved groups: Black, Hispanic, American Indian, EL, SWD, Free Meals</p>
2	A	Student Improvement – % Beginning on Milestones	<p>% of all Milestones tests in which students scored at Beginning level, lowest performance level</p> <p>Disaggregated: American Indian/Alaskan Native 16.5%; Asian/Pacific Islander 8.5%; Black 24.4%; Hispanic 32.9%; Multiracial 14.3%; White 9.4%; EL 37.1%; SWD 56.5%; Male 22.5%; Female 22.6%.</p>
2	A	English Learner (EL) Progress Towards Language Proficiency - CCRPI	<p>English Learner progress towards English language proficiency.</p> <p>Based on EL students' growth on the ACCESS test and calculated by the GaDOE for the CCRPI as a "rate" that rewards more credit for greater amounts of student progress. According to GaDOE, EL students making no progress towards proficiency earn 0 points; those making progress but not moving one band earn 0.5 points; those moving one band earn 1 point; and those moving more than one band earn 1.5 points. Possible overall rate ranges from 0-100. The reported overall value for the district is a weighted average of the Elementary, Middle, and High school districts results published by the GaDOE for GCPS, using October FTE K-12 GCPS enrollment by level as weights.</p>
2	A	EL Exit Rate	<p>Based on GaDOE's standardized statewide EL Exit Procedures</p> <p>Percentage of English Learners who attained English language proficiency. Calculated as the number of English Learners who attained English language proficiency divided by the total number of English Learners reported in student record.</p>
2	B	Kindergarten Readiness, historically underserved groups	<p>Percent of Kindergarten students in historically underserved groups who are Kindergarten ready.</p> <p>Calculated as the number of kindergarten students in historically underserved groups meeting the readiness benchmark on Kindergarten Readiness Entry Profile (KREP) divided by the total number of Kindergarten students in historically underserved groups with valid tests.</p> <p>Historically underserved groups: Black, Hispanic, American Indian, EL, SWD, Free Meals</p>

Appendix D: KPI Methods *(continued)*

2	B	Advanced Coursework Completion, historically underserved groups	<p>Percent of 12th graders in historically underserved groups completing an AP or IB course and exam, or dual enrollment course during their high school career.</p> <p>Calculated as the number of 12th graders in historically underserved groups either (a) completing one or more AP or IB courses and taking the exam or (b) earning at least one or more post-secondary credits divided by the total number of 12th graders in historically underserved groups.</p> <p>Historically underserved groups: Black, Hispanic, American Indian, EL, SWD, Free Meals</p>
2	B	Gifted & Talented Representation – number of student racial/ethnic groups under-represented in Gifted & Talented programs	<p>Number of student racial/ethnic groups that are underrepresented in Gifted/talented services based on the Gifted/Talented Disproportionality Index.</p> <p><i>G/T Disproportionality index</i> = G/T representation divided by District representation</p> <ul style="list-style-type: none"> - <i>G/T representation</i>: number of FAY students in the racial/ethnic group receiving gifted/talented services divided by the total number of FAY students receiving gifted/talented services. - <i>District representation</i>: number of FAY students in the racial/ethnic group divided by total number of FAY students enrolled in the district. <p>As defined by Smith & Harper (2015), a student group is underrepresented when the disproportionality index is less than or equal to 0.8.</p> <p>Disaggregated: American Indian/Alaskan Native 0.93; Asian/Pacific Islander 2.03; Black 0.67; Hispanic 0.49; Multiracial 1.32; White 1.77.</p>
2	B	Discipline Disproportionality – number of all student groups overrepresented in ISS and OSS	<p>Number of all student groups that are overrepresented in ISS/OSS based on the Discipline Disproportionality Index.</p> <p><i>Discipline disproportionality index</i> = Discipline representation divided by District representation</p> <ul style="list-style-type: none"> - <i>Discipline representation</i>: number of students in student group receiving ISS or OSS divided by the total number of students receiving ISS or OSS discipline. - <i>District representation</i>: number of students in student group divided by the total number of students enrolled in the district. <p>As defined by Smith & Harper (2015), a student group is overrepresented when the disproportionality index is greater than or equal to 1.2.</p> <p>Disaggregated: American Indian/Alaskan Native 0.52; Asian/Pacific Islander 0.33; Black 1.41; Hispanic 1.04; Multiracial 0.98; White 0.58; EL 0.94; SWD 1.66; ED 1.25; Male 1.30; Female 0.69.</p>
2	B	SAT/ACT Participation	<p>Percent of 12th graders who take the SAT or ACT.</p> <p>Calculated as the number of 12th graders who took the SAT or the ACT divided by the total number of 12th graders.</p> <p>Disaggregated: American Indian/Alaskan Native 38.0%; Asian/Pacific Islander 67.1%; Black 37.1%; Hispanic 22.4%; Multiracial 46.5%; White 58.0%; EL 11.7%; SWD 10.1%; Free Meals 29.1%; Male 37.4%; Female 45.8%.</p>

Appendix D: KPI Methods *(continued)*

2	C	Title I Experienced Certified Staff	<p>Percent of certified staff in Title I schools with 6 or more years of experience.</p> <p>Calculated as the number of certified staff in Title I schools with 6+ years of experience divided by the number of certified staff in Title I schools.</p> <p>5-year target reflects percent of certified staff in non-Title I schools with 6+ years of experience.</p>
2	C	Effective Tier 1 instruction – % of students meeting annual growth expectation, historically underserved groups	<p>Percent of students in historically underserved groups meeting or exceeding academic growth expectations.</p> <p>Calculated as the number of FAY students in historically underserved groups achieving 1+ years of growth on MAP or iReady divided by the total number of FAY students in historically underserved groups.</p> <p>Historically underserved groups: Black, Hispanic, American Indian, EL, SWD, Free Meals</p>
2	C	Student Devices Assigned	<p>Percent of students in grades 3–12 assigned a district device.</p> <p>Calculated as the number of students in grades 3–12 assigned district device divided by the number of FAY students in grades 3–12.</p>
3	A	Improvement Progress – Benchmarks Assessments	<p>Percent of students improving on district benchmark assessments between 1st and 2nd semester.</p> <p>Calculated as the number of students with a higher scale score in 2nd semester or maintaining an optimal scale score performance level (threshold TBD) divided by the total number of students with scores at both time points.</p>
3	A	CCRPI Progress – Milestones/ACCESS Growth	<p>Number of schools with a CCRPI Progress score of 80 or higher.</p> <p>Utilizing SGPs and ACCESS scores, the Progress component of the CCRPI is intended to address the question: Are students growing at a typical or high level compared to academically similar students from across Georgia? This component measures growth in ELA and math (via Milestones-based SGPs) and in English language proficiency among English Learners (via ACCESS).</p>
3	A	“Beating the Odds” Schools	<p>Number of schools with a GOSA <i>Beating the Odds</i> designation.</p> <p>Beating the Odds (BTO) is a statistical analysis conducted by the Governor’s Office of Student Achievement (GOSA) comparing a school’s CCRPI performance with that of schools with similar characteristics.</p>
3	A	District Support for Improvement – Staff Survey	<p>Percent of staff responding positively to the following school improvement EES Staff Survey items (weighted average):</p> <ol style="list-style-type: none"> (1) There is a consistent vision of school improvement throughout this district. (2) This district facilitates systems and programs to support school improvement. (3) District administrators demonstrate commitment to improved student learning. <p>Disaggregated: American Indian/Alaskan Native 78.8%; Asian/Pacific Islander 86.6%; Black 85.0%; Hispanic 85.6%; Multiracial 76.1%; White 80.9%; Male 77.9%; Female 83.3%.</p>

Appendix D: KPI Methods *(continued)*

3	B	Human Resources Expertise – SHRM/HRCI Certified	<p>Percent of HR staff with industry certification.</p> <p>Calculated as the number of human resources employees with an active SHRM-CP/HRCI certification divided by total number of human resources employees.</p> <p>Target reflects certification goals for HR staff at the coordinator-level and above.</p>
3	B	Teacher Leadership Roles	<p>Number of formal teacher leadership career ladder opportunities available in the district.</p> <p>Formal teacher leadership career ladder opportunities include positions such as Department Chair.</p>
3	B	Pipeline Development – “Grow Your Own”	<p>Percent of new hires who graduated from GCPS.</p> <p>Calculated as the number of new hires (classified and certified) who graduated from a GCPS high school divided by the total number of new hires.</p>
3	B	Teacher Retention – Early Career	<p>Retention rate of certified staff with 0-5 years of experience.</p> <p>Calculated as the number of certified staff from last school year with 0- 5 years of experience who are still on staff in current school year divided by the number of certified staff with 0-5 years of experience from last school year.</p>
3	B	Teacher Retention – Experienced	<p>Retention rate of certified staff with 6+ years of experience.</p> <p>Calculated as the number of certified staff from last school year with 6+ years of experience who are still on staff in current school year divided by the number of certified staff with 6+ years of experience from last school year.</p>
3	C	Financial Efficiency	<p>Financial Efficiency Star Rating (FESR). FESR is reported annually by the Governor’s Office of Student Achievement and provides a comparison of district spending per student with overall academic performance based on CCRPI scores. Scores can range from 0.5 to 5.</p>
3	C	Bus Safety – Miles Between Accidents	<p>Average number of miles between accidents</p>
3	C	Efficient Facilities Maintenance – Days to Complete Work Orders	<p>Average number of workdays to complete maintenance work orders. Based on the average number of days to complete work orders classified as “emergency,” “high priority,” or “routine” from July 1 through June 30.</p>
3	C	Nutrition Services Utilization – Lunch Participation	<p>Average daily participation in school lunch.</p> <p>Calculated as average lunch meals served per day divided by average daily attendance.</p>
3	C	Program Evaluation	<p>Percent of new initiatives (as defined by Executive Cabinet) with formal program evaluation plan in place.</p>
4	A	County Resident Enrollment Rate	<p>Percent of K-12 students living in Gwinnett County who attend GCPS. The denominator includes home schooled and private school students within GCPS boundaries (Buford City is not included) in addition to GCPS students. The denominator count is reported to GaDOE each year.</p>
4	A	Employee Retention	<p>Retention rate of all staff.</p> <p>Calculated as the percent of staff from last school year who remain on staff in current school year.</p>

Appendix D: KPI Methods *(continued)*

4	A	Family Satisfaction – Family Survey	<p>Percent of families responding positively to the following family satisfaction EES Family Survey items (weighted average):</p> <ul style="list-style-type: none"> (1) The principal of this school is committed to quality education. (2) I believe adults in this school care about my student (3) Parents/families and employees at this school talk respectfully with one another. (4) This school is doing a good job of preparing my student for a successful future. <p>Disaggregated: American Indian/Alaskan Native 82.0%; Asian/Pacific Islander 85.5%; Black 83.3%; Hispanic 89.2%; Multiracial 79.7%; White 84.9%; Frequently Speaks English at Home 83.2%; Infrequently Speaks English at Home 88.8%.</p>
4	A	Student Satisfaction – Student Survey	<p>Percent of students responding positively to the following student satisfaction EES Student Survey items (weighted average):</p> <ul style="list-style-type: none"> (1) Adults in this school help me plan and set goals for my future. (2) Work I do in this school is useful and interesting to me. (3) This school is doing a good job of preparing me to succeed in my life. (4) I feel proud of my school (MS/HS) / This school is doing a good job of preparing me to do well (ES) <p>Disaggregated: American Indian/Alaskan Native 52.5%; Asian/Pacific Islander 52.4%; Black 46.5%; Hispanic 52.5%; Multiracial 47.2%; White 49.3%; EL 60.7%; SWD 54.2%; Free Meals 50.9%; Gifted 47.7%; Male 51.9%; Female 47.9%.</p>
4	A	Student Achievement	<p>Percent of Milestones tests in which students scored Proficient or Distinguished</p> <p>Disaggregated: American Indian/Alaskan Native 55.2%; Asian/Pacific Islander 73.4%; Black 42.3%; Hispanic 34.2%; Multiracial 59.0%; White 69.2%; EL 29.6%; SWD 15.4%; Free Meals 34.5%; Male 48.2%; Female 48.2%.</p>
4	A	4-year graduation rate	<p>Percent of 9th grade class that graduates in 4 years. Based on 4-year Adjusted Cohort Graduation Rate (ACGR).</p> <p>Disaggregated: American Indian/Alaskan Native 92.3%; Asian/Pacific Islander 92.0%; Black 84.0%; Hispanic 70.5%; Multiracial 84.7%; White 90.8%; EL 56.0%; SWD 64.7%; ED 77.8%.</p>
4	B	College Readiness	<p>Percent of 12th graders performing at college-ready levels on the SAT or ACT. Calculated as the number of 12th graders who took the SAT or ACT and met all college-ready benchmarks on the respective test as defined by College Board divided by total number of 12th graders.</p> <p>Disaggregated: American Indian/Alaskan Native 20.7%; Asian/Pacific Islander 51.3%; Black 14.8%; Hispanic 10.7%; Multiracial 29.2%; White 41.5%; EL 1.3%; SWD 1.3%; Free Meals 13.4%; Male 23.2%; Female 25.9%.</p>
4	B	CTE Pathway Completion	<p>Percent of all 12th graders completing a CTE pathway.</p> <p>Disaggregated: American Indian/Alaskan Native 33.3%; Asian/Pacific Islander 30.4%; Black 29.2%; Hispanic 25.6%; Multiracial 27.6%; White 26.7%; EL 16.2%; SWD 2.1%; Free Meals 29.4%.</p>

Appendix D: KPI Methods *(continued)*

4	B	Students eligible for HOPE Scholarship	Percent of 12th graders who are eligible for the HOPE scholarship.
4	B	9th grade on-track	<p>Percent of 9th graders who are on-track to graduate in 4 years at the end of their 9th grade year. On-track includes students who have accrued at least 5 credits, including at least one credit each in language arts, mathematics, and science.</p> <p>Disaggregated: American Indian/Alaskan Native 70.8%; Asian/Pacific Islander 87.6%; Black 72.6%; Hispanic 64.2%; Multiracial 80.6%; White 83.6%; EL 52.3%; SWD 65.8%; Free Meals 67.8%.</p>
4	B	PSAT 8/9 on-track for College Readiness	<p>Percent of students who took the PSAT 8/9 and met both college readiness benchmarks.</p> <p>Calculated as the number of students who took the PSAT 8/9 and met both college-ready benchmarks as defined by the College Board divided by the number of students taking who took the PSAT 8/9.</p> <p>Disaggregated: American Indian/Alaskan Native 32.5%; Asian/Pacific Islander 65.4%; Black 28.2%; Hispanic 25.5%; Multiracial 47.3%; White 56.0%; Male 34.7%; Female 38.6%.</p>
4	B	Reading Grade Level or Above on Milestones – 5th Grade	<p>Percent of 5th graders meeting reading status grade level expectations on Milestones.</p> <p>Disaggregated: American Indian/Alaskan Native 77.8%; Asian/Pacific Islander 87.7%; Black 75.4%; Hispanic 61.3%; Multiracial 80.8%; White 88.9%; EL 61.7%; SWD 38.5%; Free Meals 64.6%; Male 71.7%; Female 77.3%.</p>
4	B	Elementary Schools Providing Computer Science or STEM Specials	Percent of elementary schools providing a Computer Science or STEM Specials course
4	C	Interpreters and Translations – Family Survey	<p>Percent of families responding positively to the following language EES Family Survey item: Communication/materials I receive from the school are in a language I can understand.</p> <p>Disaggregated: American Indian/Alaskan Native 92.2%; Asian/Pacific Islander 90.7%; Black 97.0%; Hispanic 90.0%; Multiracial 97.0%; White 97.8%; Frequently Speaks English at Home 96.8%; Infrequently Speaks English at Home 86.1%.</p>
4	C	Family Survey Participation	<p>Percent of families participating in the annual EES Family Survey.</p> <p>Calculated as the number of families who participated in the annual EES Family Survey divided by the number of families who received an invitation to participate in the EES Family Survey.</p>

Appendix D: KPI Methods *(continued)*

4	C	Responsive Communication – Family Survey	<p>Percent of families responding positively to the following communication EES Family Survey items (weighted average):</p> <ul style="list-style-type: none"> (1) When I share concerns with my student’s teacher, they listen. (2) Parents/families have input into plans for improving this school. (3) I am given opportunities to discuss my student’s progress at school. (4) I am encouraged to collaborate with my student’s teachers about my student’s learning. <p>Disaggregated: American Indian/Alaskan Native 75.4%; Asian/Pacific Islander 80.7%; Black 78.9%; Hispanic 84.6%; Multiracial 72.6%; White 73.5%; Frequently Speaks English at Home 76.1%; Infrequently Speaks English at Home 83.9%.</p>
4	C	Parent Portal Account	Percent of parents and guardians of GCPS students who have an active GCPS Parent Portal account (including both pre-existing accounts and new account sign ups).
4	C	Parent Portal Account Log In	Percent of parents and guardians of GCPS students who log into the Parent Portal via their own account at least once during the school year.

Appendix E: Terms and Definitions

Term	Definition
ACCESS for ELLs	An English language proficiency test that measures students' academic English language skills.
ACT	The ACT is a standardized test used for college admissions. It covers four academic skill areas: English, Mathematics, Reading, and Scientific Reasoning, and offers an optional direct writing test.
Advanced Placement (AP)	A program in the United States created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. The AP program gives students the chance to tackle college-level work while still in high school.
Beating the Odds (BTO)	A statistical analysis that compares a school's actual performance on the College and Career Ready Performance Index (CCRPI) with the performance of schools with similar characteristics across the state. Schools that perform higher than similar schools are considered "Beating the Odds." It is important to note that schools that "Beat the Odds" may still have low CCRPI scores and/or gaps in performance.
Black, Indigenous, People of Color (BIPOC)	Black, Indigenous, and People of Color include individuals who identify as Black, Native American, Hispanic, or Asian.
Career & Technical Education (CTE)	These courses prepare students for postsecondary education and the demands of the 21st century economy, including learning the relevance of combining technical skills with academic knowledge. CTE courses are offered at the middle and high school levels.
College & Career Ready Performance Index (CCRPI)	Georgia's tool for annually measuring how well its schools, districts, and the state are helping students achieve their goals. It provides a comprehensive road map to help educators, families, and community members promote and improve college and career readiness for all students.
Cultural Proficiency	Organizations and individuals show cultural competence when they accept and respect cultural differences, continue self-assessment of cultural awareness, pay careful attention to the dynamics of cultural differences, continually expand their cultural knowledge and resources, and adopt culturally relevant service models to better meet the needs of all populations.
Discipline Disproportionality	The number students from a particular group with in-school suspensions and out-of-school suspensions being lower or higher than one would expect based on their percentage of total enrollment.
Diversity Index	A measure of the level of racial/ethnic diversity in the district.
Economically Disadvantaged	According to the Governor's Office of Student Achievement (GOSA), "economically disadvantaged" is used to describe a student who is eligible for the free-or-reduced-priced meal program.
Educational Effectiveness Surveys (EES)	The Center for Educational Effectiveness (CEE) has partnered with buildings and districts of all sizes to successfully administer the Staff, Student, and Family Surveys. The surveys were first administered in Gwinnett County Public Schools in the 2021-2022 school year.

Appendix E: Terms and Definitions *(continued)*

English Learners (EL)	Students who are not yet proficient in the English language and who receive language services until reaching proficiency. Many English learners come from non-English speaking homes and backgrounds.
Financial Efficiency Start Rating (FESR)	The goal of the star rating is to provide a comparison of district spending per student with overall academic performance.
Free & Reduced Lunch Program (FRL) / Free Lunch Program (Free)	The following students are eligible to receive free lunches through this program: <ul style="list-style-type: none"> * All children in households receiving benefits from GA SNAP, the Food Distribution Program on Indian Reservations (FDPIR) or GA TANF * Foster children that are under the legal responsibility of a foster care agency or court * Children participating in their school's Head Start program * Children who meet the definition of homeless, runaway, or migrant * Children from households with incomes within the limits on the Federal Income Eligibility Guidelines
Full Academic Year (FAY)	Students are considered as FAY if they are enrolled 65% of the number of days from the start date of the school year to the close of the state testing window.
Georgia Department of Education (GaDOE)	The GaDOE oversees public education throughout the state, ensuring that laws and regulations pertaining to education are followed and that state and federal money appropriated for education is properly allocated to local school systems.
Georgia Milestones Assessment System (Milestones)	The Georgia Milestones Assessment System is a comprehensive summative assessment program and represents a single system of summative assessments that span all three levels of the state's educational system—elementary, middle, and high school. The system is designed to send consistent signals about students' preparedness for the next level, be it the next grade, course, or endeavor, such as entering college or beginning a career after leaving the K–12 educational system.
Georgia's HOPE Scholarship (HOPE)	Georgia's HOPE Scholarship is available to Georgia high school graduates with a minimum 3.0 grade point average. The scholarship provides money to assist students with a portion of the tuition cost at a HOPE Scholarship eligible college or university.
Gifted/Talented (G/T)	The gifted program provides academic challenges by extending the district's Academic Knowledge and Skills curriculum. Students are identified and placed in gifted education based on criteria established by the Georgia General Assembly and the Georgia Board of Education. The criteria include an initial referral, an evaluation, and an eligibility review by a local school team.
Governor's Office of Student Achievement (GOSA)	GOSA is a state education agency supports accountability and transparency through strategic data use and collaboration with education stakeholders to advance student success.
Historically Underserved	Historically underserved students include students who identify as Black/African American, Hispanic, American Indian, students with disabilities, English learners, and students qualifying for free meals.
International Baccalaureate (IB) Diploma Program	A future-ready program that builds students' inquiring mindset, fosters their desire to learn and prepares them to excel at their careers and lead meaningful lives.
ISS/OSS	ISS refers to in-school suspensions. OSS refers to out-of-school suspensions.

Appendix E: Terms and Definitions *(continued)*

Overrepresentation	The representation of a group in a category that exceeds our expectations for that group or differs substantially from the representation of others in that category.
Percent Proficient or Distinguished (%P/D)	The Milestones performance categories are ordered as: % Beginning Learner; % Developing Learner; % Proficient Learner; and % Distinguished Learner. Thus % P/D represents a combined percentage of the two highest performance categories.
PSAT 8/9	The PSAT is part of the College Board suite of college preparatory assessments. It is most often administered to students in preparation for taking the SAT. The PSAT 8/9 is provided to students in grades 8 and 9. The test covers Reading/Writing and Math.
SAT	The SAT is a college admissions test owned by the College Board. It is most often administered to high school students, and benchmark scores are provided for college readiness. The test covers Reading/Writing and Math.
SHRM-CP/HRCI	The Society for Human Resources Management Certified Professional (SHRM-CP) and the Human Resources Certification Institute (HRCI) are leading organizations in human resources certification.
Student Growth Percentile (SGP)	Describes the amount of growth a student has demonstrated relative to academically similar students from across the state. Growth percentiles range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth. With SGPs, all students – regardless of their prior achievement level – have the opportunity to demonstrate all levels of growth.
Students with Disabilities (SWD)	Students with some physical, mental, or learning impairment that qualifies them to receive specialized services through an Individualized Education Program (IEP).
Underrepresentation	Insufficient presence of particular groups of students in a category; a smaller number than would be predicted by their proportion in the population.
Universal Screeners	The administration of an assessment to all students to help identify students for intervention. Universal screeners can screen for Math, ELA, or behavioral intervention (student wellbeing).



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