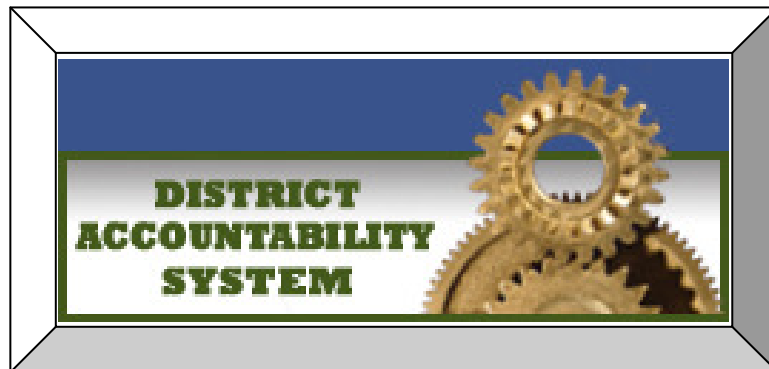




**Prepared by the Accountability Committee
of the
Board of Education for the City of Savannah
and the County of Chatham**



BOARD OF EDUCATION – District Accountability System

TABLE OF CONTENTS

REPORTS AND PRESENTATION SUMMARY.....	3
INTRODUCTION.....	4
GOALS, OBJECTIVES, AND GUIDING PRINCIPLES.....	5
STRATEGIC GOAL 1: <i>TO IMPROVE ACADEMIC ACHIEVEMENT</i>	6
BOARD ACTIONS TO SUPPORT THIS GOAL.....	6
OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:	
A. Reading on Grade Level (ROGL).....	6
B. Georgia Criterion-Referenced Competencies Tests (CRCT).....	7
C. Iowa Test of Basic Skills (ITBS).....	9
D. Graduation Rate.....	11
E. World Language.....	12
F. End of Course Test (EOCT).....	13
G. Postsecondary Accelerated Options (PAO)	15
H. College Entrance Exams (CEE).....	17
STRATEGIC GOAL 2: <i>TO ENSURE FISCAL RESPONSIBILITY AND EFFECTIVE RESOURCE STEWARDSHIP</i>	18
BOARD ACTIONS TO SUPPORT THIS GOAL.....	18
OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:	
A. ESPLOST Program.....	18
B. Financial Reporting.....	20
C. Use of Audits.....	22
D. Stewardship of Human Resources.....	23
E. Stewardship of Facilities.....	25
STRATEGIC GOAL 3: <i>TO PROVIDE A SAFE AND SECURE ENVIRONMENT FOR STUDENTS AND EMPLOYEES</i>	26
BOARD ACTIONS TO SUPPORT THIS GOAL.....	26
OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:	
A. Truancy.....	26
B. School Discipline.....	27
C. Emergency Preparedness.....	28
D. Weapons and Drugs.....	29
E. Dropout Rate.....	30
STRATEGIC GOAL 4: <i>TO ENGAGE PARENTS AND OTHER COMMUNITY STAKEHOLDERS</i>	31
BOARD ACTIONS TO SUPPORT THIS GOAL.....	31
OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:	
A. Engaging our Students’ Parents.....	31
B. Engaging the Business Community.....	33
C. Engaging our Neighborhoods & Communities.....	34
D. Engagement Through Mentoring & Tutoring.....	35
E. Perceptions of the District.....	36
Glossary of Terms.....	37

BOARD OF EDUCATION – District Accountability System

REPORTS AND PRESENTATION SUMMARY

Strategic Goals	Goal 1: To Improve Academic Achievement								Goal 2: To Ensure Fiscal Responsibility and Effective Resource Stewardship					Goal 3: To Provide a Safe and Secure Environment for Students and Employees					Goal 4: To Engage Parents and Other Community Stakeholders					
	1.A. ROGL	1.B. CRCT	1.C. ITBS	1.D. Graduation Rate	1.E. World Language	1.F. EOCT	1.G. PAO	1.H. CEE	2.A. ESPLOST Program	2.B. Financial Reporting	2.C. Use of Audits	2.D. Stewardship of HR	2.E. Stewardship of Facilities	3.A. Truancy	3.B. School Discipline	3.C. Emergency Preparedness	3.D. Weapons and Drugs	3.E. Dropout Rate	4.A. Engaging our Students' Parents	4.B. Engaging the Business Community	4.C. Engaging Neighborhood & Communities	4.D. Engaging Through Mentoring & Tutoring	4.E. Perception of the District	
July									RP	P	R						R							
August	PR								RP	P	RP					P				R				
September		PR							RP	P	R			PR	PR				R					
October						PR			RP	P	R						R							
November					R			PR	RP	P	R													
December				R			PR		RP	RP	R													
January									RP	P	R		P				R	R						
February			PR						RP	P	R	P												
March				PR					RP	P	R			R	R				R					
April									RP	P	R						R							PR
May									RP	P	R													
June									RP	P	R												R	
Legend: R = Report to the Board P = Presentation to the Board																								

BOARD OF EDUCATION – District Accountability System

INTRODUCTION

The District Accountability System provides the framework for the school system's strategic planning process. It incorporates the Mission and Vision statements, Guiding Principles, and Strategic Goals as approved by the Board of Education for the City of Savannah and the County of Chatham.

Supporting each of the Board's Strategic Goals are one or more Objectives with specific measures and performance targets. These Objectives specify what the Superintendent and District staff will be doing to accomplish each of the Board's Strategic Goals. Specific Board actions to support each of the Strategic Goals are also detailed. The Board is also committed to the following recurring actions in support of achieving each of the district's strategic goals:

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

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

BOARD OF EDUCATION – District Accountability System

Board Policy

Descriptor Code: BA

Goals and Objectives

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

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

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

Strategic Goals

The Savannah-Chatham County Board of Education is committed to establishing strategic goals which support the Boards Vision and Mission Statement. These goals will be periodically reviewed and updated. The current strategic goals are as follows:

GOAL 1: To improve academic achievement.

GOAL 2: To ensure fiscal responsibility and effective resource stewardship.

GOAL 3: To provide a safe and secure environment for students and employees.

GOAL 4: To engage parents and other community stakeholders.

Guiding Principles

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

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

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

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

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

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

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

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

BOARD OF EDUCATION – District Accountability System

STRATEGIC GOAL 1: *TO IMPROVE ACADEMIC ACHIEVEMENT*

BOARD ACTIONS TO SUPPORT THIS GOAL:

School Year 2011-2012:

1. TBD

OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:

A. Reading on Grade Level (ROGL)

Objective: To increase the percentage of students who are reading on grade level by the end of grade 2, 4, and 7 as measured by a Lexile reading scale score of 330L, 630L, and 880L respectively. The measuring tool for grades 2, 4, and 7 is Scholastic Reading Inventory Assessment and Progress Monitoring.

Baseline: SY2010:

	Grade 2	Grade 4	Grade 7
ROGL	63%	75%	66%

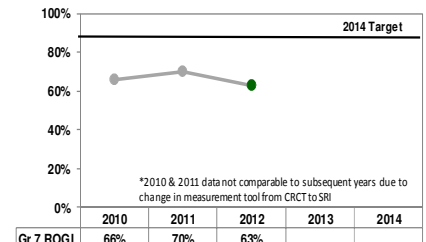
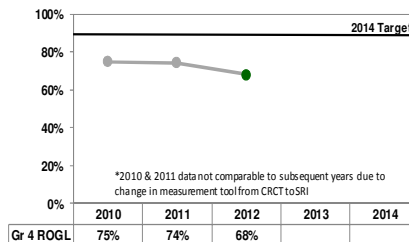
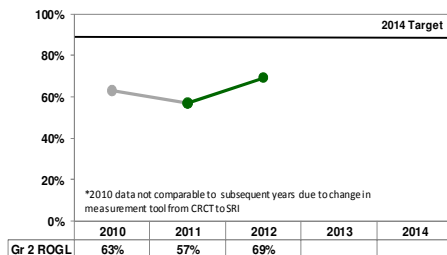
Target: By SY2014, the following targets will be met by each listed grade level.

	Grade 2	Grade 4	Grade 7
ROGL	90%	90%	90%

Report: The Administration shall provide the Board of Education with a presentation that provides the percentage of students reading on grade level at the conclusion of the academic year for the district and disaggregated by subgroups. In addition, three years of historical data will be provided. School level detailed data shall be provided in an executive summary report.

Timing: Presentation and report will be provided to the Board in August of each year.

Ownership: Executive Director of Curriculum Implementation and Instructional Design, Division of Academic Affairs



BOARD OF EDUCATION – District Accountability System

B. Georgia Criterion Referenced Competencies Test (CRCT)

Objective: To increase the percentage of students meeting or exceeding standard in the core content areas as measured by the CRCT examination administered in Grades 3, 5, and 8.

Baseline: SY 2007-2008: Reading, English / Language Arts, Mathematics, Science and Grade 8 Social Studies; SY 2008-2009: Grades 3 and 5 Social Studies*.

Content	Grade 3	Grade 5	Grade 8
Reading	81	83	88
English/Language Arts	82	86	85
Mathematics	59	60	47
Social Studies	69*	61*	46
Science	66	64	42

Target: By 2014, the following targets will be met by grade level and content area:

Content	Grade 3	Grade 5	Grade 8
Reading**	94	94	95
English/Language Arts**	87.8	91	91
Mathematics**	78	87	78
Social Studies	80	68	66
Science	78	75	57

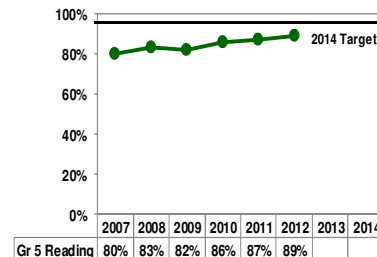
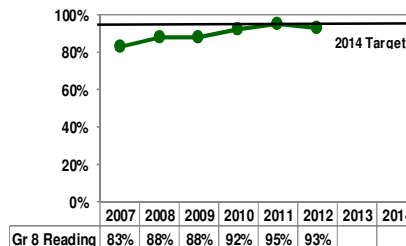
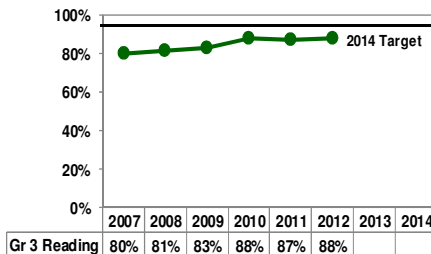
Report: The Administration shall provide the Board of Education with a presentation of CRCT results which lists district scores by content area and grade level, disaggregated by subgroups. In addition, three years of historical data will be provided. School level detailed data shall be provided in an executive summary report.

Timing: Presentation and report will be provided to the Board in September of each year.

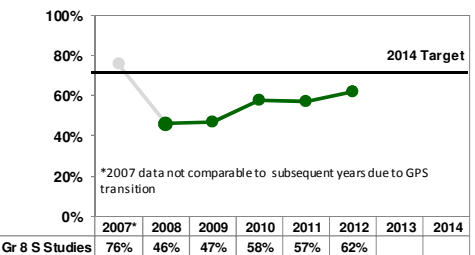
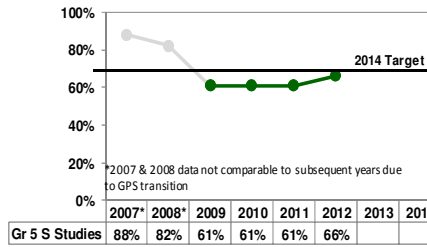
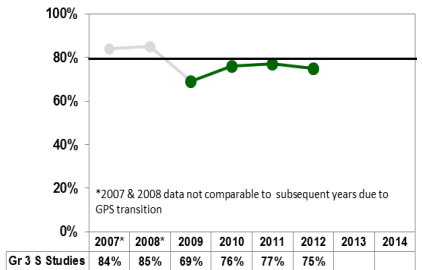
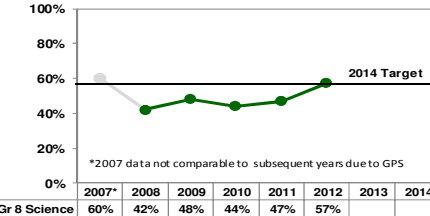
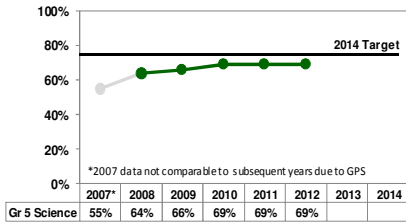
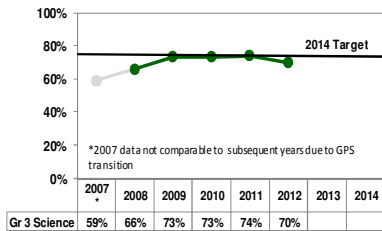
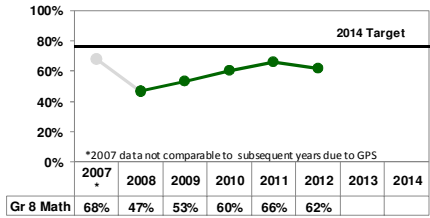
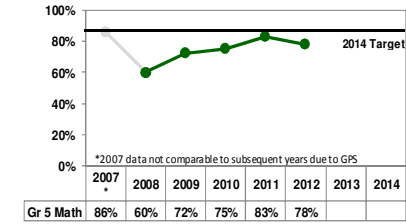
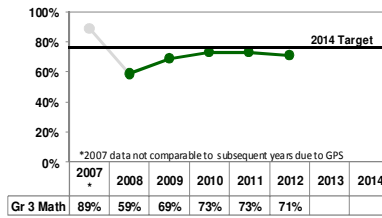
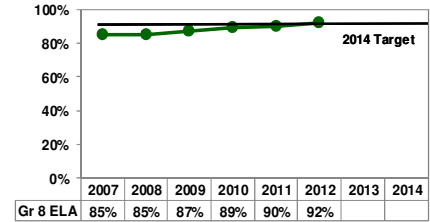
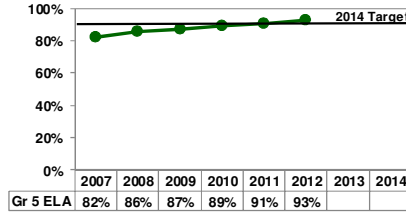
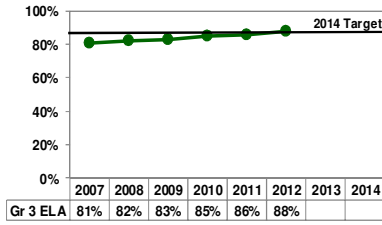
Ownership: Executive Director of Curriculum Implementation and Instructional Design, Division of Academic Affairs

* Social Studies QCC to GPS transition

** Race to the Top measures



BOARD OF EDUCATION – District Accountability System



BOARD OF EDUCATION – District Accountability System

C. Iowa Test of Basic Skills (ITBS)

Objective: To increase the District percentile rank score in the core content areas as measured by the Iowa Test of Basic Skills, a norm-referenced examination administered in Grades 3, 5, and 8.

Baseline: SY 2007-2008:

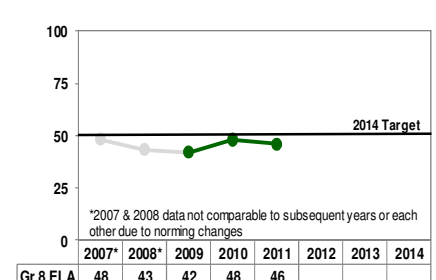
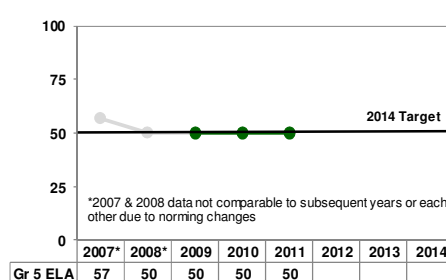
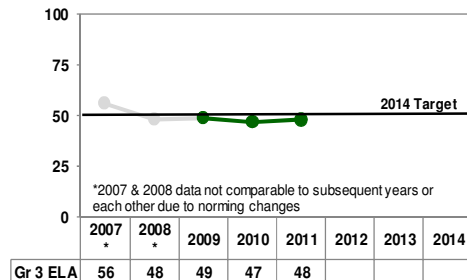
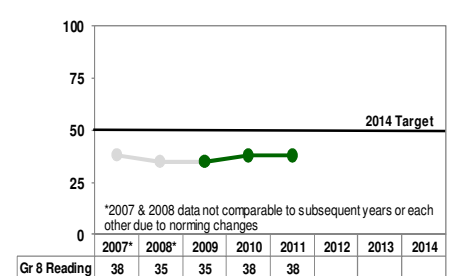
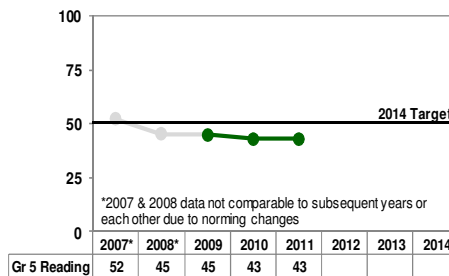
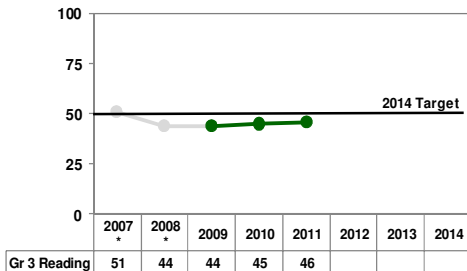
Content	Grade 3	Grade 5	Grade 8
Reading	51	52	38
English/Language Arts	56	57	48
Mathematics	54	49	42
Social Studies	60	53	38
Science	55	55	42

Target: By 2014, the District percentile rank in grades 3, 5, and 8 will be at or above the 50th percentile in each content area assessed.

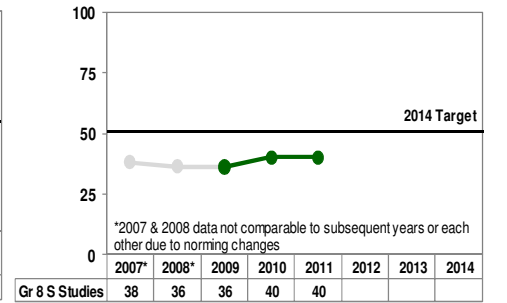
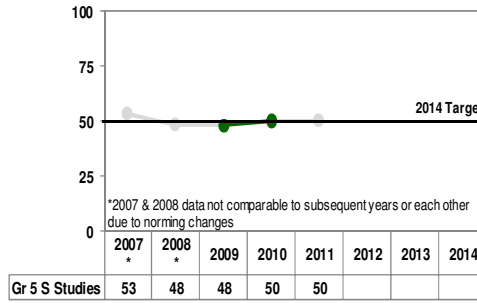
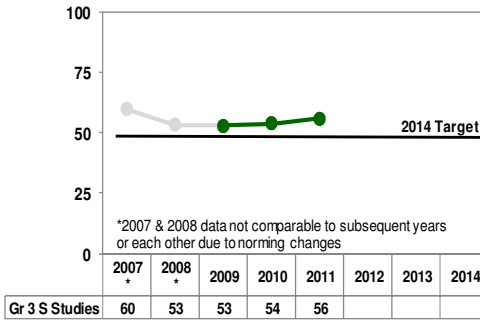
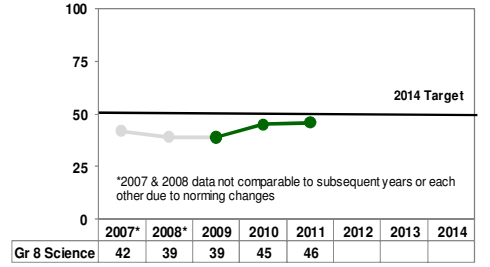
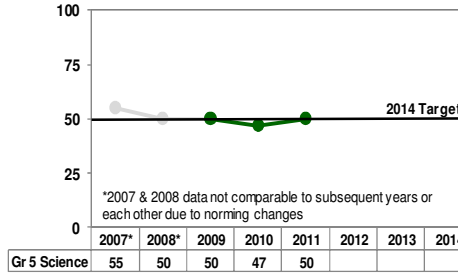
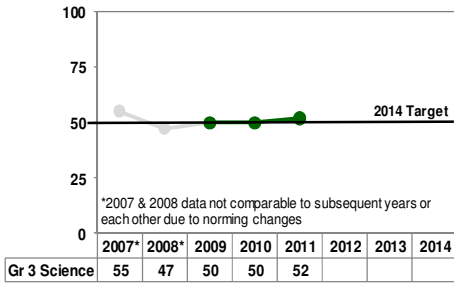
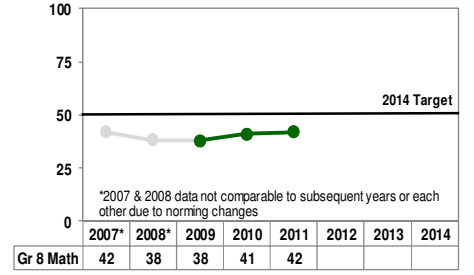
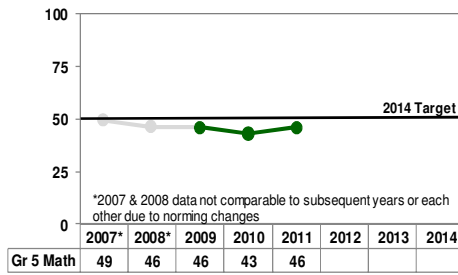
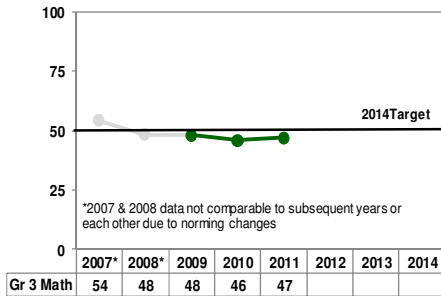
Report: The Administration shall provide the Board of Education with a presentation of ITBS results which lists the percentile rank for the district by content area and grade level, disaggregated by subgroups. In addition, three years of historical data will be provided. School level detailed data shall be provided in an executive summary report.

Timing: Presentation and report will be provided to the Board in February of each year.

Ownership: Executive Director of Curriculum Implementation and Instructional Design, Division of Academic Affairs



BOARD OF EDUCATION – District Accountability System



BOARD OF EDUCATION – District Accountability System

D. Graduation Rate

Objective: To increase the District graduation rate utilizing the cohort-based formulas as reported by the Georgia Department of Education (GADOE) and the leaver rate as reported by SCCPSS.*

A) Cohort Graduation Rate

Baseline: SY2010-11: 54.4%

Target: By SY2014, the District graduation rate will be at 70% or higher.

B) Cohort Graduation Rate 5 Year Extended

Baseline: SY2011-2012: TBD

Target: TBD

C) Leaver Graduation Rate

Baseline: SY 2006-07: 62%

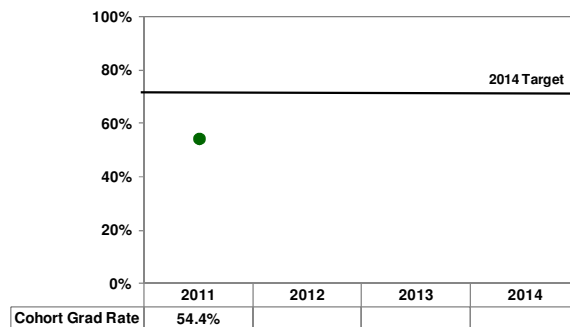
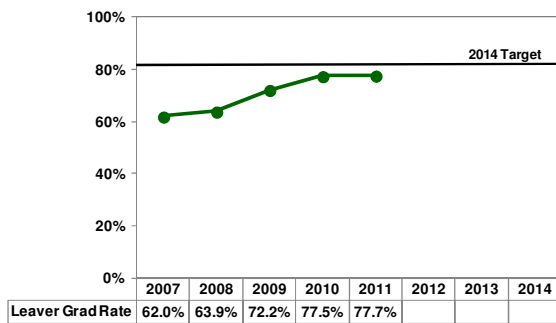
Target: SY 2014: 80%

Report: The Administration shall provide the Board of Education with a presentation which lists the district’s graduation rate as calculated using the cohort and leaver-based formula for each high school, disaggregated by subgroups and summarized for the district as a whole. If available, three years of historical data will be provided. School level detailed data shall be provided in an executive summary report.

Timing: Presentation and executive summary will be provided to the Board in March of each year and an executive summary on the 5 year extended report in December of each year.

Ownership: Executive Director of High Schools and Compensatory Programs, Division of Academic Affairs

* Race to the Top measure



BOARD OF EDUCATION – District Accountability System

E. World Language

Objective: To increase the percentage of graduating seniors earning two or more credits of one world language at the high school level.*

Baseline: SY2009-10: 66%

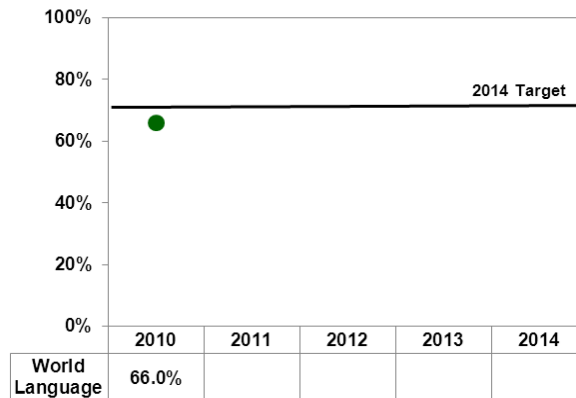
Target: By 2014, 70% or more of our graduating seniors will have earned two or more credits of one world language at the high school level.

Report: The Administration shall provide the Board of Education with a report on the percentage of graduating seniors who earned two or more credits of one world language, by high school, disaggregated by subgroups and summarized for the District as a whole. In addition, three years of historical data will be provided at the school and district level.

Timing: Report will be provided to the board in November of each year

Ownership: Executive Director of Curriculum Implementation and Instructional Design, Division of Academic Affairs

* Race to the Top measure



BOARD OF EDUCATION – District Accountability System

F. End of Course Tests (EOCT)

Objective: To improve students’ success rate in mastering core subject areas as measured by pass rate on the End of Course Tests.

Baseline: SY 2009-10:

<u>Content Area</u>	<u>Baseline</u>
9 th Grade Lit/Comp*	76
American Lit/Comp*	80
Math I*	52
Math II*	39
Biology*	50
Physical Science	61
Economics	52
U.S. History	39

Target: By 2014, the following targets will be met for each EOCT content area:

<u>Content Area</u>	<u>Target</u>
9 th Grade Lit/Comp*	80.5
American Lit/Comp*	83.7
Math I*	60.9
Math II*	54.1
Biology*	59.3
Physical Science	68.2
Economics	60.9
U.S. History	54.1

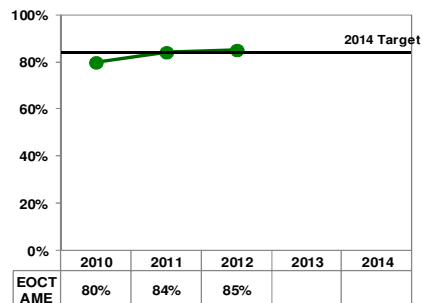
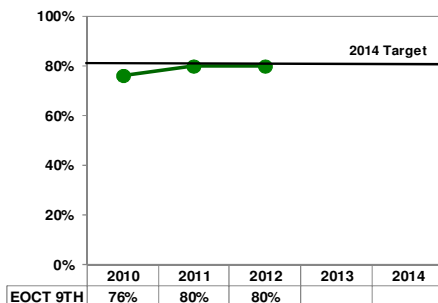
Report: The Administration shall provide the Board of Education with a presentation of EOCT that count towards graduation for the district, disaggregated by subgroups. In addition, three years of historical data will be provided. School level detailed data shall be provided in an executive summary report.

Timing: Presentation and report will be provided to the Board in October of each year.

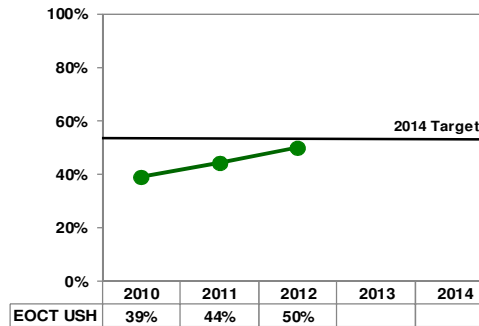
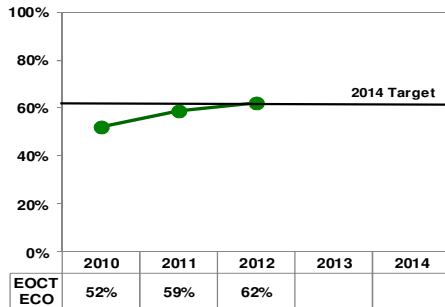
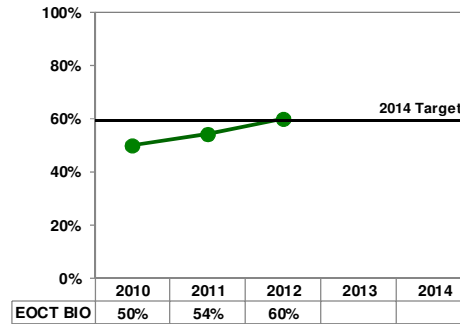
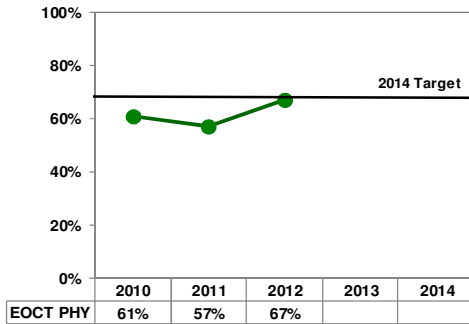
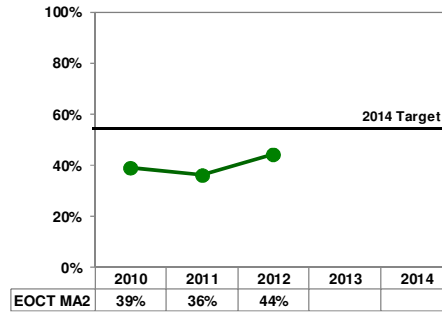
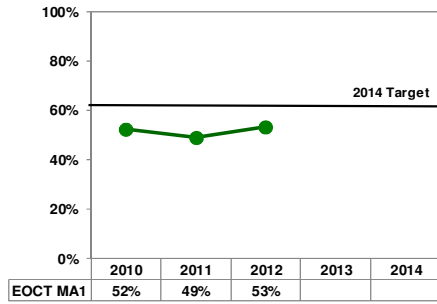
Ownership: Executive Director of Curriculum Implementation and Instructional Design, Division of Academic Affairs

Note: EOCT scores include winter, spring, and mid-month testing combined. For explanation of EOCT see End of Course Test in glossary.

* Race to the Top measure



BOARD OF EDUCATION – District Accountability System



BOARD OF EDUCATION – District Accountability System

G. Postsecondary Accelerated Options (PAO)

a) **Completion/Participation Rate***

Objective: To increase the percentage of students completing courses that offer high school and college credit.

Baseline: SY2009-10: Student completion rate: 11%

Target: By 2014, at least 16% of students will complete courses that offer high school and college credit.

b) **Advanced Placement***

Objective: To increase the percentage of students achieving a score of 3 or higher on Advanced Placement exams as determined by the College Board.

Baseline: SY 2006-2007: Percent of exams that are scored 3 or higher: 44%

Target: By 2014, at least 53% of students enrolled in AP coursework will achieve a 3 or higher on the Advanced Placement exam.

c) **International Baccalaureate (IB) Diplomas**

Objective: To increase the percentage of students being awarded the International Baccalaureate Diploma.

Baseline: SY 2007-08: 26% of IB diploma candidates were awarded the IB diploma.

Target: By 2014, at least 45% of IB diploma candidates will be awarded the IB diploma.

d) **Dual Enrollment Courses**

Objective: To increase the percentage of students completing courses eligible for award of college credits through the dual enrollment program.

Baseline: SY 2011-12: 78% of dual enrollment students successfully completed all eligible courses taken for college credit.

Target: By 2014, at least 82% of dual enrollment students will successfully complete all dual enrollment courses taken.

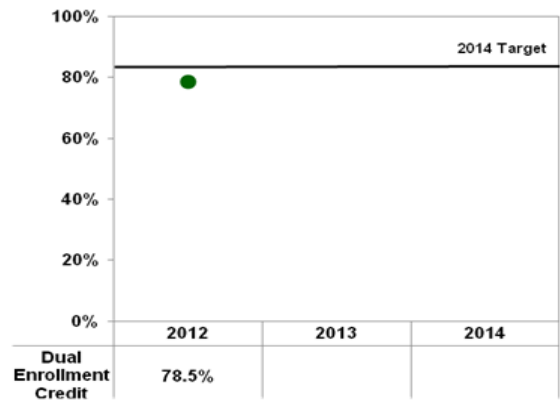
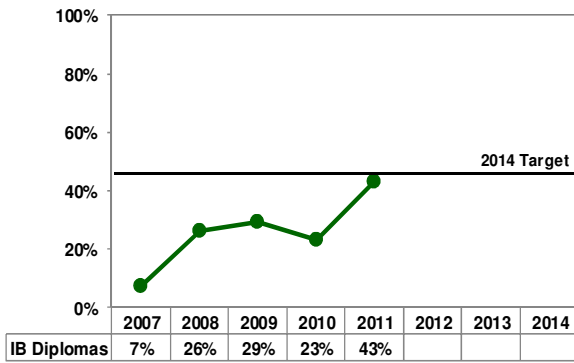
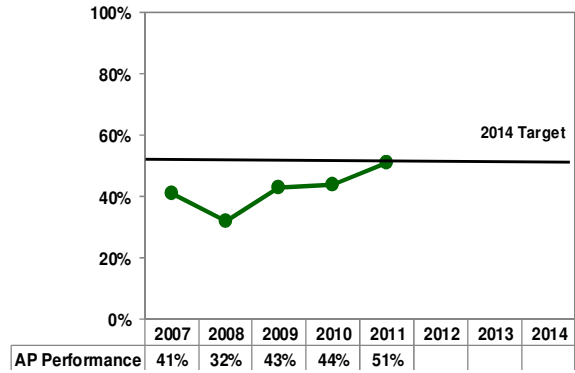
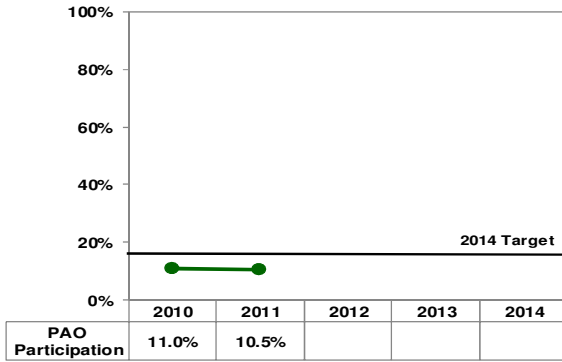
Report: The Administration shall provide the Board of Education with a presentation which summarizes the success rate of high school seniors enrolled in the IB, AP, and college credit courses/programs. Information will be summarized by district and content area. In addition, three years of historical data will be provided. Completion/Participation rate on Postsecondary Accelerated Options will also be summarized and presented. School level detailed data shall be provided in an executive summary report.

Timing: Presentation and report will be provided to the Board in December of each year.

Ownership: Executive Director of Curriculum Implementation and Instructional Design, Division of Academic Affairs

* Race to the Top measure

BOARD OF EDUCATION – District Accountability System



BOARD OF EDUCATION – District Accountability System

H. College Entrance Exams (CEE)*

- a. **Objective:** To increase the District average on the Critical Reading, Mathematics, and Writing portions of the SAT Reasoning Test, a nationally norm-referenced college entrance examination.
Baseline: SY 2009-10: Critical Reading, Verbal + Mathematics, and Writing Average Combined Score: 1332
Target: By 2014, the District average combined score on Critical Reading, Mathematics, and Writing will meet or exceed 1450.

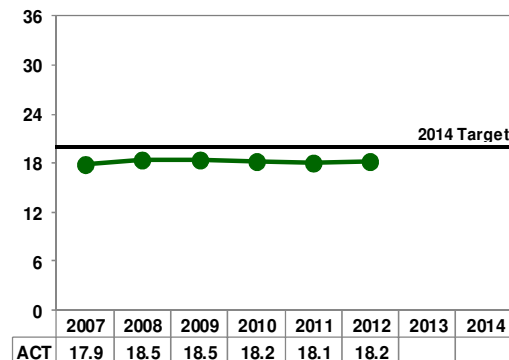
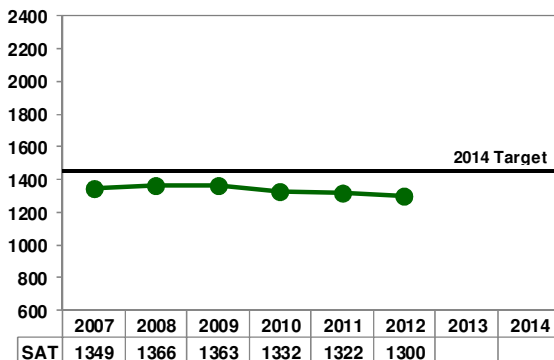
- b. **Objective:** To increase the District average composite score on the American College Testing (ACT), a nationally norm-referenced college entrance examination.
Baseline: SY2009-10: District Average Composite Score 18.2
Target: By 2014, the District’s average composite score on the ACT will meet or exceed 20 or higher as measured by ACT Inc.

Report: The Administration shall provide the Board of Education with a presentation on SAT results by district and subgroups on Critical Reading, Mathematics, and Writing subtests and ACT results on English, Reading, Mathematics, Science, and composite scores by district and subgroups, both compared to State and National averages. In addition, three years of historical data will also be provided. School level detailed data shall be provided in an executive summary report.

Timing: Presentation and report will be provided to the Board in November of each year.

Ownership: Executive Director of Curriculum Implementation and Instructional Design, Division of Academic Affairs

* Race to the Top measure



BOARD OF EDUCATION – District Accountability System

STRATEGIC GOAL 2: TO ENSURE FISCAL RESPONSIBILITY AND EFFECTIVE RESOURCE STEWARDSHIP

BOARD ACTIONS TO SUPPORT THIS GOAL:

School Year 2011-2012:

1. TBD

OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:

A. ESPLOST Program

Objective: To complete all ESPLOST projects approved by the ESPLOST referendum.

Baseline:

Year	Program	Total Projects	Completed	In Progress	Pending
2009	ESPLOST I	263	14	80	169
2012	ESPLOST II	392	0	10	58

Target: Each project will be completed within the time and dollar budget established at the inception of each project.

Report: The Administration shall provide the Board of Education with a monthly report which summarizes the status of ESPLOST projects broken down by total projects identified, projects completed, projects in progress, and projects pending. In addition, monthly updates will be presented to the Board on the status of each project in progress.

Timing: ESPLOST construction project and budget status reports will be provided to the Board monthly and posted on the public website.

Ownership: Executive Director, Division of Facilities Management and Chief Financial Officer (support), Division of Finance

Note: SY2010 – Total projects were increased due to subdivision of Academic Technology based on audit recommendation

ESPLOST I

Year	Total Projects	Completed	In Progress	Pending	*Projects on hold
2009	263	14	80	169	0
2010	321	63	105	153	0
2011	325	63	112	150	0
2012	325	164	15	2	144

*Projects placed on hold pending available funds from ESPLOST I.

BOARD OF EDUCATION – District Accountability System

ESPLOST II

Year	Total Projects	Completed	In Progress	Pending	*Projects on hold
2012	392	0	10	58	0
2013					
2014					
2015					

*Projects placed on hold pending available funds from ESPLOST II.

Additional information on projects can be found on www.sccpss.com under ESPLOST.

Note: Projects are defined as design and construction of certain new/replacement schools, additions/modifications, renovations and repairs, and the purchase of capital equipment and land acquisition as set forth in the ESPLOST Program.

BOARD OF EDUCATION – District Accountability System

B. Financial Reporting

Objective: To provide complete, accurate, and timely financial reporting for the Board and the public.

Baseline:

- a. FY2010-2011: Interim financial statements were provided to the Board for each month. The 2010-2011 Budget was adopted by the Board on June 30, 2010 and later received the Distinguished Budget Presentation Award from GFOA and the Meritorious Budget Award from ASBO.
- b. The 2009-2010 Comprehensive Annual Financial Report was presented to the Board in December 2010 and was later recognized by both ASBO and GFOA for excellence in financial reporting.
- c. Monthly ESPLOST financial reports were provided to the Board for each month of FY 2010-2011.

Target:

- a. Interim financial statements will be used by management and the Board to monitor the financial status of the District throughout the year.
- b. The Adopted Budget will continue to meet established GFOA (Government Finance Officers Association) criteria as a policy document, as a financial plan, as an operations guide, and as a communications device.
- c. Comprehensive Annual Financial Report will continue to be completed and published in accordance with industry standards and in the spirit of transparency and full disclosure.
- d. ESPLOST reports will contain detailed information on the financial status of the program and will be posted on the district website.

Report:

- a. Monthly financial statements will be presented to the Board at the second regular meeting after the end of the month, with the presentation highlighting significant trends and/or variances.
- b. Preliminary Budget will be submitted not later than the May Board meeting for the next fiscal year for adoption by the Board prior to June 30th.
- c. The CAFR will be presented to the Board for approval not later than the January Board meeting for the prior fiscal year.
- d. ESPLOST financial reports will be provided to the Board each month that highlight significant trends and/or variances.

Timing: All financial reports will be posted to the District's website on BoardDocs as detailed above.

Ownership: Chief Financial Officer, Division of Finance

BOARD OF EDUCATION – District Accountability System

Financial Statements Presented to Board	
Target:	FY 2010-2011 (baseline)
July	n/a
August	10/6/2010
September	11/3/2010
October	12/8/2010
November	1/12/2011
December	2/2/2011
January	3/2/2011
February	4/6/2011
March	5/4/2011
April	6/1/2011
May	7/13/2011
June	8/3/2011

Recommended Budget Submitted to Board

Target:	FY 2007-2008 (baseline)	FY 2008-2009	FY 2009-2010	FY 2010-2011
May	5/16/2007	5/14/2008	5/19/2009	5/18/2010

CAFR to Board for approval

Target:	FY 2007-2008 (baseline)	FY 2008-2009	FY 2009-2010	FY 2010-2011
January	1/7/2009	1/13/2010	12/8/2010	12/7/2011

BOARD OF EDUCATION – District Accountability System

C. Use of Audits

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

Baseline:

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

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

Target (internal or external audit):

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

Target (single audit):

By 2014, no Material Weaknesses will be reported in the annual Single Audit Report.

Report: All audits (internal or external) will be reported to the Board at the next available meeting. Internal Audit will prepare a summary report of all audit recommendations, corrective actions, and progress toward completion as of June 30 each year.

Timing: Summary report will be provided to the Board at the August meeting.

Ownership: Senior Director of Internal Audit (lead), Department of Internal Audit, and Superintendent’s Leadership Team (support).

Summary Report of All Audits Presented to Board

Target:	FY 2007-2008 (baseline)	FY 2008-2009	FY 2009-2010	FY 2010-2011
August	n/a	8/5/2009	8/4/2010	8/3/2011

Material Weaknesses Reported in Annual Single Audit report

Target:	FY 2007-2008 (baseline)	FY 2008-2009	FY 2009-2010	FY 2010-2011
0	0	0	0	0

BOARD OF EDUCATION – District Accountability System

D. Stewardship of Human Resources

Objective: To provide information on the effectiveness of the District’s management of its Human Resources.

Baseline: See baselines below.

Target:

- a) Teacher turnover rate for the District will be no more than 10% by the end of 2014, excluding terminations, non-renewal of contracts, retirements, and deceased employees. No school will be more than 10% above the district average.

Baseline: SY 2007-2008:

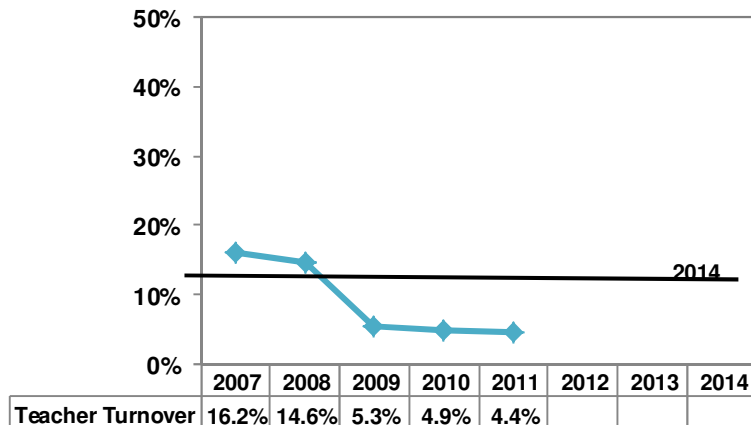
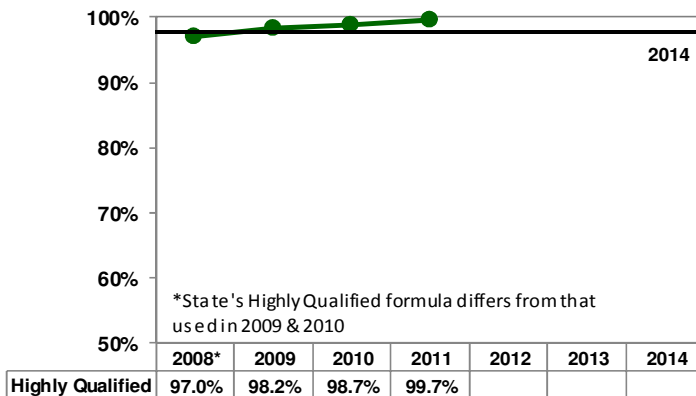
National average: 16.8 percent

District Average: 14.6 percent

- b) District will maintain a minimum of 98% of all classrooms staffed with highly qualified teachers as measured by the October Certified/Classified Personnel Information (CPI) data collection.

Baseline: SY 2008-2009: 98.2%

Note: Baseline reset due to state highly qualified formula change



BOARD OF EDUCATION – District Accountability System

- c) All middle school core content area teachers will have their Reading endorsement or certification by June 2014 in order to provide literacy intervention strategies.

Baseline: SY 2011-2012: 170 teachers, 60% of total.

- d) Elementary and K-8 schools will have three or more Science endorsed teachers (K-5) by June 2014.

Baseline: SY 2011-2012: 0 Schools

- e) All Elementary, Middle, K-8, Principals and Assistant Principals will complete the Reading Supervision course by June 2014.

Baseline: SY 2011-2012: 95% Principals, 0% Assistant Principals (Assistant Principals cohort starting in SY 2012-13)

- f) All school level administrative staff members will receive District training on the duties associated with their position within two months of assignment to that position. Administrative staff members are defined as Principals, Assistant Principals, Administrative Secretaries, and Information Specialists.

Baseline: SY 2008-2009: 100% of school administrative staff members were trained within two months of assuming a new position.

Report: The Administration will provide the Board of Education with a presentation of the Human Resources Stewardship showing progress against these stated goals

Timing: Presentation will be provided to the Board in February of each year.

Ownership: Senior Director, Human Resources Department

BOARD OF EDUCATION – District Accountability System

E. Stewardship of Facilities

Objective: To improve the utilization of the District’s facilities as measured by the percentage of capacity used and utilities cost per square foot.

Capacity Baseline: SY2010-11: 75%-90%*

*Capacity baseline range as established by the National Center for Education Statistics (NCES).

Level	# of Schools	# Meeting Target	% Meeting Target
District	48	12	25
Elementary	24	5	20
K-8	7	3	42
Middle	8	3	37
High	9	1	11

Target: Eighty percent of schools will be between 75-90 percent of capacity by the end of school year 2014. Percentage of capacity will be calculated by dividing the 10th day student enrollment count by the student capacity of permanent facilities.

Utilities Baseline: SY 2010-11:

Level	Utilities Cost	Square Footage	Cost Per Sq. Ft.
District	\$6,356,266	4,738,585	\$1.34
Elementary	\$2,331,930	1,626,681	\$1.34
K-8	\$751,786	653,221	\$1.15
Middle	\$1,147,608	937,999	\$1.22
High	\$2,124,942	1,520,684	\$1.40

Target: Utilities cost and consumption per square feet (sq. ft.) at each school facility will be identified and analyzed each year, with a goal of keeping increases in per student consumption for the District below the applicable rate of inflation by the end of school year 2014. Utilities cost per sq. ft. will be calculated as the sum of annual electricity and natural gas costs divided by sq. ft. of permanent facilities.

Report: Information on capacity usage is included with the CAFR each year. Information on per student utilities cost and consumption will be calculated after the CAFR is completed.

Timing: Report will be provided to the Board in January of each year.

Ownership: Executive Director, Division of Facilities Management

BOARD OF EDUCATION – District Accountability System

STRATEGIC GOAL 3: TO PROVIDE A SAFE AND SECURE ENVIRONMENT FOR STUDENTS AND EMPLOYEES

BOARD ACTIONS TO SUPPORT THIS GOAL:

School Year 2011-2012:

1. TBD

OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:

A. Truancy

Objective: To improve attendance of all compulsory age students.

Baseline: SY 2007-2008: 18.4% of compulsory attendance age students were truant.

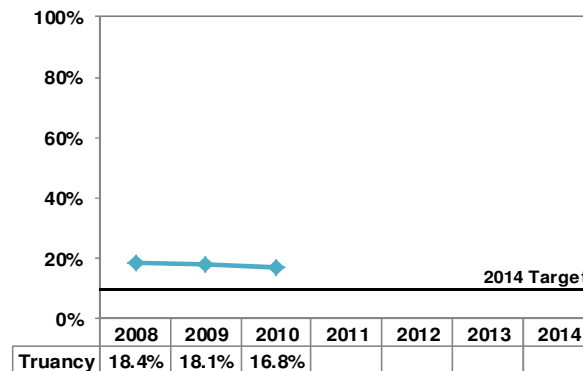
Target: By SY 2014, truancy rate will be less than 12% of compulsory attendance age students.

Report: The Administration shall provide the Board of Education with a report at the end of semester 1 and a presentation at the end of the year that provides the percentage of truant students for the district, disaggregated by subgroups. In addition, three years of historical data will be provided. School level detailed data shall be provided in an executive summary report (Multi-year for schools).

Timing: Report will be provided to the Board in March (Semester 1) and a presentation/Report in September of each year.

Ownership: Director of Pupil Personnel, Division of Safe Schools

Note: SY2010-11 measure was changed from 70th day count to end of 1st semester. SY2007-2008 baseline and target measure was adjusted to account for active and inactive students.



BOARD OF EDUCATION – District Accountability System

B. School Discipline

Objective: To reduce the number of infractions that give rise to referrals for out of school (OSS) suspension and expulsion.

Baseline: SY 2007-2008: 18,892 OSS suspension and expulsion infractions.

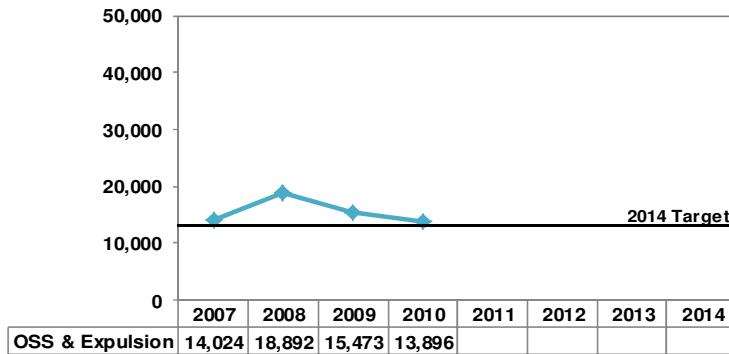
Target: By SY 2014, OSS suspension and expulsion infractions will be reduced to below 12,000

Report: The Administration shall provide the Board of Education with a report at the end of semester 1 and a presentation at the end of the year that provides the number and percentage of students referred for OSS suspension and /or expulsion, the number and percentage of infractions, both by district and subgroups. In addition, three years of historical data will be provided. School level detailed data shall be provided in an executive summary report (Multi-year for schools).

Timing: Report will be provided to the Board in March (Semester 1) and a presentation/report in September of each year.

Ownership: Director of Pupil Personnel, Divisions of Safe Schools

Note: SY2010-11 measure was changed from 70th day count to end of 1st semester



BOARD OF EDUCATION – District Accountability System

C. Emergency Preparedness

Objective: To ensure the preparedness of schools in the event of an emergency/crisis situation by conducting live and simulated exercises at all sites.

Baseline: SY 2007-2008: Three school-level live crisis exercises, 0 school-level exercises, and 1 centralized crisis mitigation exercise were conducted.

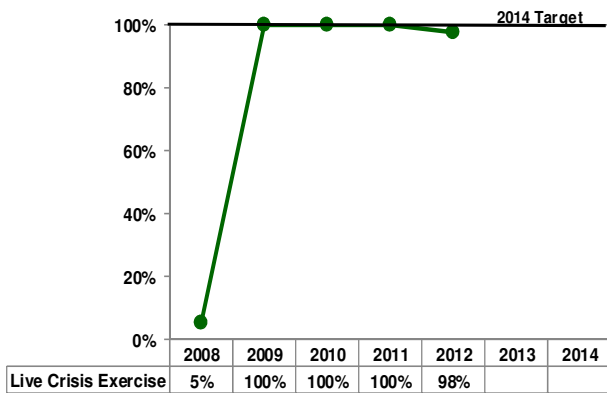
Target:

- a. District will have 100% of schools conduct a minimum of 1 live crisis mitigation exercise and two simulated exercises per year.
- b. District will conduct a minimum of 1 centralized crisis mitigation exercise and two simulated exercises per year.

Report: The Administration shall provide the Board of Education with a presentation that provides the numbers of Emergency Preparedness exercises conducted by site, the types of exercises conducted and a summary of the results of the exercises.

Timing: Presentation will be provided to the Board in August of each year.

Ownership: Chief of Campus Police, Division of Safe Schools



BOARD OF EDUCATION – District Accountability System

D. Weapons and Drugs

Objective: To reduce the numbers of weapons and drugs on school campuses as measured by official police reports.

Baseline: SY 2007-2008: Weapons = 61; Drugs = 91

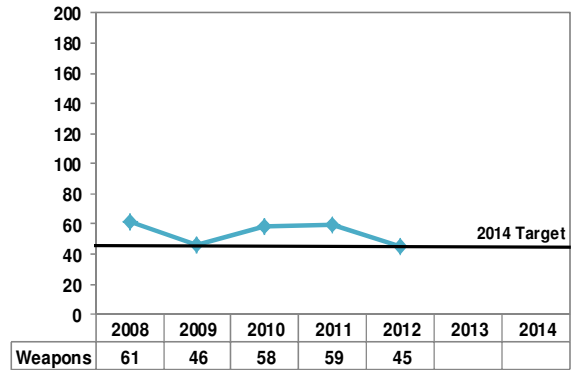
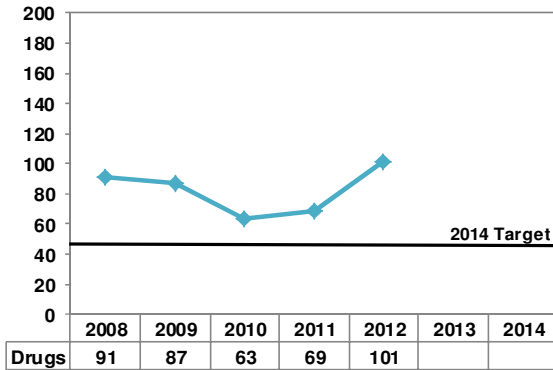
Target: By SY 2014, the number of weapons and drug offenses will each be reduced to 45 or less.

Report: The Administration shall provide the Board of Education with a quarterly report that provides the numbers of weapons and drugs offenses on school campuses by site.

Timing: Quarterly reports will be provided to the Board in writing in October, January, April, and July of each year.

Ownership: Chief of Campus Police, Division of Safe Schools

Note: Targets adjusted in SY2010-11



BOARD OF EDUCATION – District Accountability System

E. Dropout Rate

Objective: To decrease the number of dropouts as measured by the Governor’s Office of Student Achievement (GOSA).*

Baseline: SY 2006-2007: Dropout rate for Grades 9-12: 6.6%

Target: By SY 2014, Dropout rate for Grades 9-12 will be 3.7% or less.

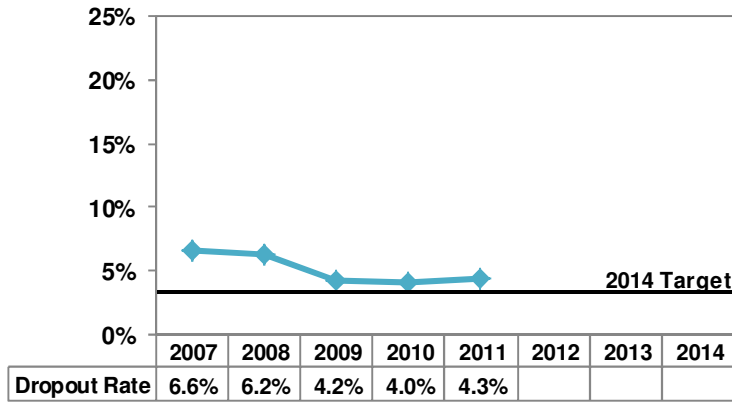
Report: The Administration shall provide the Board of Education with a report that provides the numbers of Dropouts by School and disaggregated by subgroups.

Timing: Report will be provided to the board in January of each year.

Ownership: Executive Director of High Schools and Compensatory Programs, Division of Academic Affairs

Note: The dropout rate is calculated, tracked, and provided by the Governor’s Office of Student Achievement. In order to ensure consistency in reporting, the measure is retrieved from <http://www.gaosa.org>. For a definition, see dropout in glossary.

*Race to the Top measure



BOARD OF EDUCATION – District Accountability System

STRATEGIC GOAL 4: TO ENGAGE PARENTS AND OTHER COMMUNITY STAKEHOLDERS

BOARD ACTIONS TO SUPPORT THIS GOAL:

School Year 2010-2011:

1. TBD

OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:

A. Engaging our Students’ Parents

Objective: To increase the level of parental involvement in the educational process as measured by the number of outreach activities that are conducted at each school.

Baseline: SY2011-12: 26 total points.

Target: SY 2014: 34 total points.

The rubric below will determine the level of quality in which each dimension of this objective is attained by the schools. There are nine areas of measurement that have been targeted within the objective, and each area is rated on a five-point scale system.

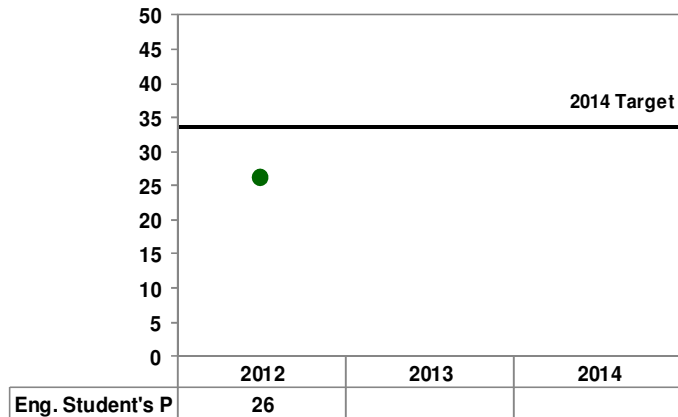
Rubric	Minimal Progress 0%-24% of Schools (1 point)	Fair Progress 25%-50% of Schools (2 points)	Moderate Progress 51%-79% of Schools (3 points)	Significant Progress 80%-96% of Schools (4 points)	Excellent On Target 97%-100% of Schools (5 points)
Achieves Model PTA status.					
Conducts three or more PTA meetings within the year.					
Organizes morale/spirit based parent activities at the school.					
Organizes academic based parent activities at the school.					
Keeps parents informed using school/parent newsletters.					
Keeps parents informed using web-based tools.					
Keeps parents informed using the call-out system.					
Conducts three or more parent conferences.					
Documents parent volunteer hours.					

BOARD OF EDUCATION – District Accountability System

Report: The Administration shall provide the Board of Education with a report at the end of semester one and at the end of the school year listing activities conducted at the schools that improve parent engagement and participation. The reports will include school to parent communication efforts, Parent portal usage, PTA meetings held, Model PTA status, and activities held at the schools that encourage parental participation.

Timing: Report will be provided to the Board in March and September of each year.

Ownership: Public Information Manager, Division of Public Information and Community Engagement



BOARD OF EDUCATION – District Accountability System

B. Engaging the Business Community

Objective: To increase the number and value of business partnerships.

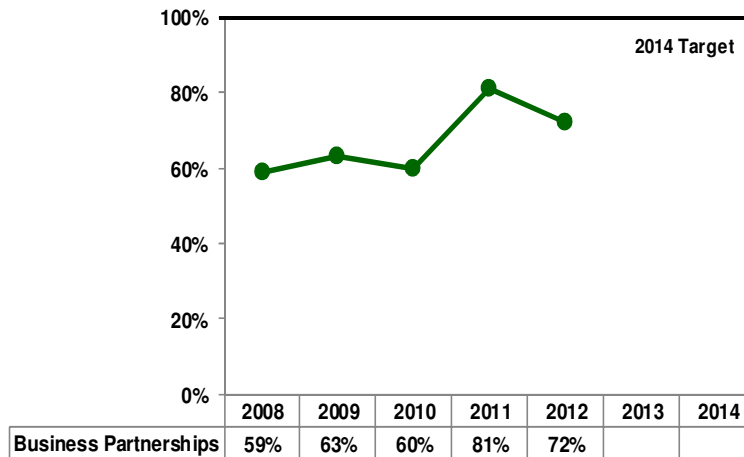
Baseline: SY 2007-2008: 319 business partnerships were reported.

Target: For SY 2014, all schools will have 5 or more business partnerships that demonstrate a quality relationship that advances the education of our students.

Report: The Administration shall provide the Board of Education with a written report on the number of business partnerships by school.

Ownership: Public Information Manager, Division of Public Information and Community Engagement

Timing: Report will be provided to the Board in August of each year.



BOARD OF EDUCATION – District Accountability System

C. Engaging our Neighborhoods & Communities

Objective: To develop direct contacts between school Principals and the communities / neighborhoods they serve. This also includes our military community.

Baseline: SY 2007-08: 20 out of 51 Principals spoke at a total of 49 neighborhood, community, or civic functions.

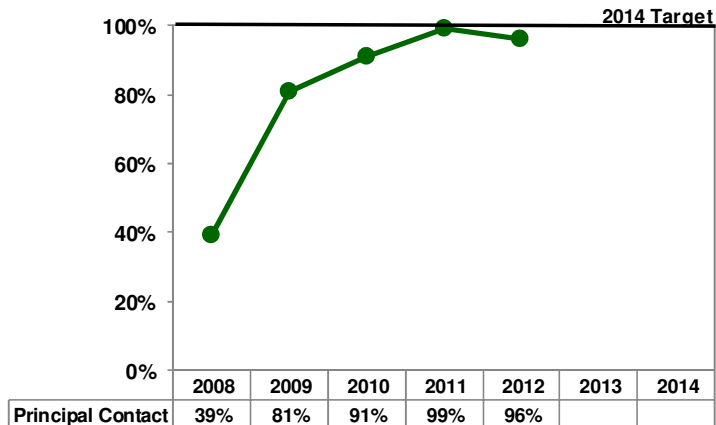
Target: By SY 2014, every principal will present or participate in at least two civic or community event by the end of each school year.

Report: The Administration shall provide the Board of Education with an annual written report detailing the presentations made to civic organizations and/or participation in community events by school Principals.

Ownership: Public Information Manager, Division of Public Information and Community Engagement

Timing: Report will be provided to the Board in July of each year.

Note: Target increased to two for SY2011-12



BOARD OF EDUCATION – District Accountability System

D. Engagement Through Mentoring & Tutoring

Objective: To increase the number of mentors and tutors available to our students.

Baseline: SY 2007-08: 1,058 mentors/tutors. (L.O.V.E., 100 Black Men, Big Brother-Big Sister, Fraternities, Sororities, Retired Educators Associations, In2Books, Community Associations, and Organizations, etc).

Target: To increase the number of active mentors/tutors within the District by 10 percent annually.

Report: An annual report will be provided to the Board which shows the number of active mentors/tutors and where they volunteer their services within the District.

Ownership: Public Information Manager, Division of Public Information and Community Engagement

Timing: Report shall be provided to the Board in June of each year.



BOARD OF EDUCATION – District Accountability System

E. Perceptions of the District

Objective: To improve the overall perception of the District by parents, business partners, and community as measured by an annual climate survey.

Baseline:

SY 2012-13: TBD

Stake Holders	Academic Achievement	Fiscal Responsibility & Resource Stewardship	Safe & Secure Environment	Community Engagement
Parents				
Business Partners				
Community				

Target:

By the end of SY 2014-15: TBD

Report: The Administration shall provide the Board of Education with a presentation that provides climate survey rating and participation for the district/schools, based on respondents who agree or strongly agree, broken down by parents, business partners, and community.

Timing: Presentation and report will be provided to the Board in April of each year.

Ownership: Senior Director of Accountability, Assessment, and Reporting Services, Division of Data and Accountability

BOARD OF EDUCATION – District Accountability System

GLOSSARY OF TERMS

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

ACT® A nationally norm referenced college entrance examination that measures achievement. The ACT® assesses high school students’ general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, Mathematics, Reading, and Science. The Writing Test, which is optional, measures skill in planning and writing a short essay. Composite scores and each test score (English, Mathematics, Reading, Science) can range from 1 (low) to 36 (high). The Composite Score is the average of the four test scores, rounded to the nearest whole number.

ADVANCED PLACEMENT (AP) A program administered by the College Board which consists of college-level coursework completed in a high school setting. Students may be awarded college credit based on their scores on a standardized Advanced Placement test.

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS (ASBO) ASBO International is a professional association of school business management professionals whose mission is to provide programs and services to promote the highest standards of school business management practices, professional growth, and the effective use of educational resources.

BOARD OF EDUCATION (BOE) The Georgia Constitution places each school system under the management and control of an elected board of education. In Chatham County, the BOE refers to the nine members elected by the public that have policy

BOARD OF EDUCATION – District Accountability System

setting authority, the ability to significantly influence operations, and primary responsibility for fiscal matters.

BUDGET

A plan of financial operations embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing. The budget contains supporting schedules detailing the proposed expenditures and means of financing with comparisons to prior years' actual revenues and expenditures.

CAFR

Comprehensive Annual Financial Report. The CAFR contains the annual financial statements that are audited by the external auditors.

CAPACITY

A measure of the number of children who can be adequately served for educational purposes in a permanent school facility. It does not include portable classroom space.

CRCT

Criterion-Referenced Competency Test. See Georgia CRCT.

CHANGE ORDER

Alteration, addition to, or deduction from the original scope of work as defined by the contract documents to address changes or unforeseen conditions prior to project completion.

Common Core GPS (CCGPS)

CCGPS are a set of core standards created by a consortium of 47 states for the purpose of aligning English language arts and mathematics curricula across multiple states. These standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace.

BOARD OF EDUCATION – District Accountability System

DROPOUT	A student who leaves school with a state designated dropout reason code of marriage, expulsion, financial hardship / job, incarceration, low grades / school failure, military, adult / postsecondary education, pregnant / parent, removed for lack of attendance, serious illness, or unknown.
DROPOUT RATE	The number of students in grades 9-12 who leave school with a state-designated dropout code (see dropout) at any time during the course of the academic year, divided by the total number of students enrolled in grades 9-12 during the course of the academic year.
ELEMENTARY SCHOOL	A school classified by state and local statutes or practices comprised of kindergarten through fifth grade.
END OF COURSE TEST (EOCT)	The End of Course Test is given in high school and is being phased in to replace the Georgia High School Graduation Test (GHS GT). The tests are course specific and are administered several times a year. EOCT scores contribute 15% or 20% to a student's final course grade, percentage depending on the year enrolled in 9 th grade.
ESPLOST	Education Special Purpose Local Option Sales Tax, a funding source approved by local voter referendum and used by school systems to retire debt, purchase equipment, or to construct school facilities.
FISCAL YEAR (FY)	A twelve-month period beginning July 1 and ending June 30 to which the annual budget applies and at the end of which the District determines its financial position and the results of its operations.
GEORGIA CRCT	Georgia Criterion-Referenced Competency Test. A criterion referenced test uses an objective standard

BOARD OF EDUCATION – District Accountability System

or achievement level. In Georgia, all students in grades 3 – 8 take the CRCT in Reading, English/Language Arts, Mathematics, Science and Social Studies. Students in grades 3 must pass the Reading portion of the test and students in grades 5 and 8 must pass the Reading and Mathematics portion of the test in order to be considered for promotion.

GEORGIA PERFORMANCE STANDARDS (GPS)

Georgia Performance Standards are a set of standards developed by GADOE that defines the level of work that demonstrates achievement in each area of the curriculum.

GOAL

A statement of broad direction, purpose or intent based on the needs of the community.

GOVERNOR’S OFFICE OF STUDENT ACHIEVEMENT (GOSA)

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

GOVERNMENT FINANCE OFFICERS ASSOCIATION (GFOA)

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

GRADUATION RATE

In Georgia, the graduation rate is calculated using the Cohort Rate formula (CRF) and the five year extended formula. The CRF is based on the percent of students from an entering 9th grade cohort who graduated with a regular/advanced diploma within four years. The five year extended rate formula extends CRF for an additional year, capturing fifth year graduates. Both formulas do not include

BOARD OF EDUCATION – District Accountability System

Certificates of Attendance or Special Education diplomas.

Another method used to calculate the graduation rate is the Leaver Rate formula. This formula is based on the percent of students leaving high school with a regular/advance diploma, expressed as a proportion of all those documented leaving with a diploma or other completion credential or as a dropout. It does not include Certificates of Attendance or Special Education diplomas.

HIGH SCHOOL

A school classified by state and local statutes or practices and comprised of grades nine through twelve.

HIGHLY QUALIFIED

An NCLB definition that means core content teachers who are teaching in the field in which they are properly certified and have demonstrated proficiency in the content area by completion of a state approved content assessment.

INTERIM FINANCIAL STATEMENTS

Financial statements that are prepared each quarter to provide information to management, and that are not audited by the external audit firm.

INTERNATIONAL BACCALAUREATE (IB)

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

IOWA TEST OF BASIC SKILLS (ITBS)

A nationally norm- referenced educational assessment for grades kindergarten – eight produced by the University of Iowa. A norm referenced test compares an individual to a sample or group of his or her peers.

LEXILES

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

BOARD OF EDUCATION – District Accountability System

L.O.V.E.	Landings Outreach Volunteers in Education, a local volunteer mentoring group.
MATERIAL WEAKNESS	A deficiency in the design or operation of internal controls such that the controls are not likely to prevent or detect a material misstatement of the financial statements.
MIDDLE SCHOOL	A school classified by state and local statute or practices comprised of grades six through eight.
NCLB	No Child Left Behind Act of 2001, Federal legislation that reauthorized the Elementary and Secondary Education Act (ESEA). NCLB significantly raised expectations for states, local school districts, and schools by requiring all students to meet or exceed state standards in reading and mathematics within twelve years and requiring all States to establish state academic standards and a state testing system that meet federal requirements.
NIMS	The National Incident Management System (NIMS) was created in 2004 by the Department of Homeland Security as required by Homeland Security Presidential Directive.
OBJECTIVE	Something to be accomplished in specific, well-defined, and measurable terms and that is achievable within a specific time frame.
PTA	Parent Teacher Association. The PTA at the local level is linked to the state PTA and National PTA, forming a nationwide network of members working on behalf of

BOARD OF EDUCATION – District Accountability System

children and youth. Although a school's principal works closely with the PTA, the PTA is an independent entity that is not linked directly to the school District.

RACE TO THE TOP (RT3)

Race to the Top fund is a grant provided in the American Recovery and Reinvestment Act of 2009 (ARRA) to support new approaches to school improvement. The funds are made available in the form of competitive grants to encourage and reward states that are creating conditions for education innovation and reform. Georgia was awarded \$400 million to implement its Race to the Top plan and Savannah Chatham County Public Schools is one of the partners in the state

SCHOLASTIC APTITUDE REASONING TEST (SAT)

The Scholastic Aptitude Reasoning Test is a nationally norm-referenced college entrance examination to measure ability produced by the College Board. Possible scores on the SAT range from 600 to 2400 by combining test results from three 800-point sections (math, critical reading, and writing). The SAT is typically taken by high school juniors and seniors.

TEACHER TURNOVER RATE

The number of teachers who left their school due to resignation, transfer, retirement, termination, death or nonrenewal at a point in time, divided by the total number of teachers at that school at that same point in time.

TRUANCY

A measure of student attendance. Truancy occurs when a student of compulsory attendance age (6 to 15, as of September 1st) is absent from the same school for more than five days without an excused absence. For reporting purposes, the measure includes active and inactive students for the year.