

MANAGEMENT ACTION PLAN				
Audit of Overage Students 16-09				
Management's Response and Action Plan				
Comment or Condition Description	Recommendation	Responsible Area(s)	Action	Current Estimated Completion
Condition A.	The District does not sufficiently prioritize preventing retention and supporting alternatives to retention in order to reduce the number of overage students.			
<i>To Academic Affairs</i>				
A.1.	Perform a District-wide study to determine the most frequent causes of retention and implement best practices to reduce those causes.	Executive Directors of School Governance and School Improvement Teams	A district-wide study (grades K-12) will be conducted to determine the top four causes for retention based on quantitative demographic and student performance data using the following variables: race, gender, social economic status, school administrators' experience, teachers' experience, and district assessment data (MAP/SRI). Research based strategies to improve student performance will be shared with principals to use in creating individual site based plans to reduce the number of students who are retained.	February 1, 2018
A.2.	Develop and lead an initiative to increase identification of learning problems in early grades (K-3), as well as increase the use of interventions and strategies for addressing them.	Executive Directors of Elementary School Governance; Executive Director of Specialized Instruction and Early Childhood Education	An early warning system for students in the primary grades will be researched and vetted with various stakeholders to include district, school and community members. A cost effective and research based solution will be identified and presented to the Superintendent's Cabinet for further review.	May 1, 2017

A.3.	Improve guidance and monitoring of intervention/ instructional focus blocks.	Executive Directors of School Governance, School Improvement Teams and Principals	Elementary, middle and high school principals will submit plans which clearly articulate the instructional focus (IF) in their schools which include SMART goals and an explicit process for progress monitoring. Plans will be submitted to the Executive Directors of School Governance for review and feedback. The School Improvement Teams will monitor the progress of the IF block twice per year with recommendations for improvement. Focused Intervention Blocks will be targeted during school improvement walkthroughs using a defined rubric to measure effectiveness of implementation. Data from the walkthrough process will be used to plan for Professional Learning Opportunities to address specific/identified needs.	August 2016 and ongoing
A.4.	Increase the number of EIP/REP teachers allocated directly to the schools.	Executive Directors of Elementary/Secondary School Governance	All EIP/ REP positions are currently allocated directly to schools. Principals and Information Specialists will continue to receive training twice per year on the FTE Data collection process in order to increase the number of EIP/REP segments earned each year. Academic Affairs will recommend to the Superintendent an annual increase to be allocated directly to schools. NOTE: The number of FTE segments earned is contained in the Quality Based Education funding allocation to the school district. It is the Superintendent's discretion whether such positions will be funded 100 percent.	March 1, 2017 and ongoing.

A.5.	<p>Increase the number of transition classrooms. The District could determine criteria for which a school should implement transition classrooms by grade level. (Example: If the number of students eligible for retention in one grade reaches a certain threshold, the school would be required to implement a transition classroom the following year.) The District should keep the teacher/student ratio in these classes low, as well as monitor the effectiveness of these classes in preventing retention. Additionally, the District should consider categorizing these classes as EIP self-contained classes where applicable and appropriate in order to maximize resources from the state.</p>	Executive Directors of Elementary School Governance	<p>As schools earn additional EIP teachers through the FTE process, transition classrooms of multi-age students may be offered with a maximum class size of 14 students. EIP teachers must be allocated for the upcoming school year by April of the previous year.</p>	May 2017 and Ongoing
<i>To Data and Accountability and Academic Affairs</i>				
A.6.	<p>Purchase and implement an early warning system to identify students who are struggling. The District should develop protocols and guidelines for how schools utilize this information to support students and reduce risk.</p>	Academic Affairs, Data, Assessment and Accountability	<p>Academic Affairs will work in collaboration with Data, Assessment and Accountability to select and purchase a system-wide early warning system that students can be match with appropriate interventions/safety nets. The procurement of the Early Warning System shall be submitted for FY 2018 funding. Once approved, an RFP will be created for soliciting solutions.</p>	September 1, 2016-April 1, 2017
Condition B.	Rtl is underutilized in supporting students who are struggling academically.			
<i>To Academic Affairs</i>				
B.1.	<p>Develop a plan to increase the number of overage students receiving Rtl interventions. As a condition of retention, the District should consider requiring evidence of Rtl for students who have previously been retained.</p>	Executive Directors of School Governance	<p>Academic Affairs will add RTI as a component of the mid-year, end of year and summer school rubrics to develop a student's readiness for grade level promotion. The district Rtl plan will be revised to include increased opportunities for overage students to receive targeted instruction to include ongoing progress monitoring. The district policy regarding Promotion and Retention will be reviewed and revised to address Rtl as a specific component.</p>	January 31, 2017

Condition C.	The number and type of opportunities for grade/credit recovery for overage students vary by grade level and school site, which means access is limited for some overage students. Additionally, recovery opportunities are not well publicized to eligible students.			
<i>To Academic Affairs</i>				
C.1.	Survey secondary schools sites regarding the efficacy and availability of credit/grade recovery opportunities in order to determine what opportunities need to be expanded and/or improved. Use the results of this analysis to develop and implement enhanced credit/grade recovery opportunities.	Executive Director of Secondary School Governance and Secondary Principals	Secondary Principals will conduct a survey during the week of November 18, 2016 in order to inventory credit/grade recovery options available at each site. Such options will be cross referenced with current School Board Policy to ensure compliance. Principals will be provided the opportunity to share site based best practices during the collaborative planning meeting in January 2017.	January 1, 2017
C.2.	Require schools that meet a certain threshold of overage students to have a plan to support and remediate them (which should be part of the school accountability plan). These same schools should communicate their grade/credit recovery options to eligible students and parents throughout the course of the school year.	Executive Directors and K-12 Principals	Academic Affairs will work with principals to establish expectations regarding grade/credit recovery opportunities in adherence with school board policy and Georgia Law.	August 2016 and ongoing
C.3.	Title I schools with high populations of overage students should consider categorizing overage students as a subgroup in order to devote Title I resources to them and track their academic progress. The District should consider applying for Title I, Part D funds to increase resources available to support overage students.	Executive Directors of School Governance and Senior Director of Compensatory Programs	Title I schools will be required to address all funding sources used to support their site based Overage Plan to include Additional Instruction, 21st Century, Title I, and other grants funds as applicable.	October 1, 2016 and ongoing
C.4	With input from elementary school principals, provide grade/recovery opportunities for students in elementary school, including offering summer school to elementary students who failed core courses.	Executive Directors of Elementary School Governance	Elementary credit recovery opportunities will be researched, designed and implemented to ensure improved student content mastery and reduce student retention.	January 2017 and ongoing
C.5.	Require students who are retained to have an individualized learning plan to be implemented and monitored during the retention year.	Executive Directors, Principals, and Guidance Counselors	Individualized Learning Plans will be required for all students who have been retained two or more times and monitored using the following data sources: MAP, SRI, attendance, course failures and EOG/EOC performance (beginning and developing levels).	August 2016 and ongoing
C.6.	Make the following improvements to Gateway:			

C.6.a.	The District should consider notifying students of their entry into Gateway earlier than is currently done so that students can start Gateway on the first day of school or as part of a Gateway summer school cohort.	Executive Director of School Governance (Impact Schools)	Pre notification of possible Gateway acceptance for Summer School and the upcoming school year will be considered in May of previous school year with a transition to formal acceptance into the program for the fall.	May 2017 and Fall 2017
C.6.b.	Adhere to program requirements outlined in the Program Guidelines or modify them.	Executive Director of School Governance (Impact Schools)	District Administration, Center Leader and teachers will review the guidelines for the Gateway Program to make possible changes to best address the needs of students.	May 2017 and Fall 2017
C.6.c.	Monitor Gateway program for differentiated instruction, remediation, and services provided to students with IEPs.	Executive Director of School Governance (Impact Schools)	Co-teaching models will be considered for the Inclusion classrooms to address the IEP needs.	August 17,2016 and ongoing
C.6.d.	Criteria used for summer school promotion rubric for Gateway students should be more clearly defined.	Executive Director of School Governance (Impact Schools)	Summer School promotion rubrics will be reviewed and revised to ensure that criteria is clear, concise and appropriate.	August 17,2016 and ongoing

Condition D.	Transition to high school is challenging for many students. There are not enough proactive and preventative strategies to make the transition to 9th grade successful for more students.
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To Academic Affairs

D.1	Implement research-based, validated practices to reduce 9th grade retention at schools where 9th grade course failure rate reaches a certain threshold.	Executive Director of Secondary School Governance	A comprehensive study will be conducted on 9th Grade Academies to include staff and funding allocation. Such data will be shared with the Superintendent for consideration in the 2017-2018 budget cycle.	February 1, 2017
D.2.	Consider developing a research-informed District model for a freshman academy. Pilot model at select high schools, monitor its implementation, and evaluate for effectiveness in reducing 9th grade retention. Ensure adequate funding is obtained prior to implementation.	Executive Director of Secondary School Governance	A comprehensive study will be conducted on 9th Grade Academies to include staff and funding allocation. Such data will be shared with the Superintendent for consideration in the 2017-2018 budget cycle.	February 1, 2017

Condition E.	The majority of overage students face many nonacademic challenges that present barriers to learning. The District could address these challenges more effectively.
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To Academic Affairs

E.1.	Perform a needs assessment at select schools to determine what wraparound services would be most beneficial to school community. Study the feasibility of providing these services.	Executive Directors of School Governance, Director of Support Services, and Interim Chief Financial Officer	A comprehensive needs assessment will be conducted at select schools to determine what wraparound services would be most beneficial to the school community. Results will be reviewed to determine feasibility of providing these services and associated costs.	April 1,2017
E.2.	Increase the number of professional learning opportunities for teachers on student engagement, culturally responsive teaching, and/or related topics.	Executive Directors of School Governance and Senior Director of Professional Learning	A comprehensive menu of online professional development courses has been established to promote teachers' understanding of the students they serve. The November 2016 School Improvement Mini Conference will focus on brain based research strategies to engage students.	October 2016-May 2017 and ongoing
E.3.	Identify the role of counselors in supporting overage students and monitor their involvement.	Executive Directors of School Governance; Program Manager, School Counseling	Executive Directors will use the National Standards of School Counseling and develop Professional Development experiences for counselors (K-12) in order to better support overage students.	March 1, 2017
<i>To Public Affairs and Administrative Services</i>				
E.4.	In conjunction with the wraparound services feasibility study, create a list of all community organizations, non-profits, governmental agencies, etc. that SCCPSS currently works with, categorized by service type.	Director of Student Support Services and Office of Public Affairs	Student Services has established a list of wraparound services available to schools and parents to support overage student populations. The process for sharing such information will be reviewed for relevance and effectiveness and shared with appropriate parties in order to increase awareness.	August 2016 and ongoing
Best Practices	Alternative Education for Overage Students			
<i>To Academic Affairs</i>				
	Review successful models for educating overage students at alternative sites. If alternative sites are developed, their design and implementation must be carefully planned and monitored. Such alternative sites should not be considered punitive.	Executive Directors of School Governance and Principals (K-12)	Academic Affairs will include this recommendation for consideration when developing the strategic plan for addressing concerns with overage student populations.	October 2016-May 1, 2017
	Develop a professional learning community for teachers who teach a large number of overage students, either in a traditional school setting or alternative setting.	Executive Directors of School Governance	Professional Learning Communities exists at all schools. We will continue to identify best practices/research strategies that have been proven effective over time.	July 2016 and ongoing

	Research recruitment and retention strategies to attract experienced, committed teachers to teach overage students.	Executive Directors of School Governance and Human Resources Specialists	District career fairs have been established to recruit and hire highly skilled teacher candidates. Signing bonuses have also been made available to teachers in the areas of math, special education, science, and alternative learning.	August 2016 and ongoing
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