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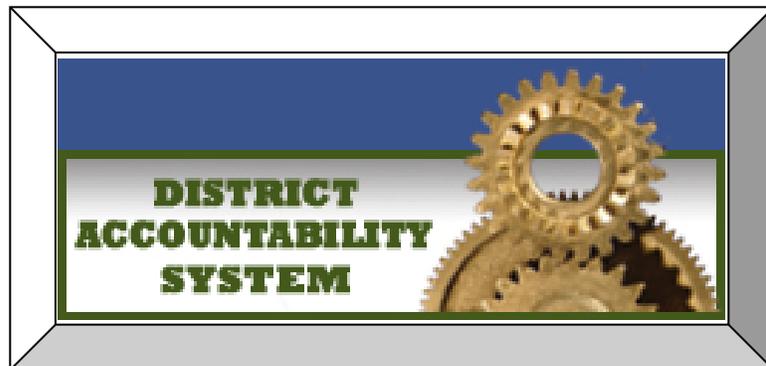
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INTRODUCTION

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 established 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 one of the tools 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 Policy   **Descriptor Code: BA**

Goals and Objectives
The Board of Education will ensure that the Savannah-Chatham County Public School System (SCCPSS) 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 ensure all students are college and career ready (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 through different 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.

A Vision for Public Education in Georgia

The Board endorses the following recommendations from the *Vision for Public Education in Georgia*:

- Promote public education as the cornerstone of American democracy by publicizing student and school successes through all available media.

- Develop a comprehensive and balanced system of assessments that is useful in guiding the work of teachers and students.

- Ensure full technology integration into the classroom by providing access to adequate resources, equitable infrastructure and professional learning opportunities for teachers.

- Develop and implement an accountability system at the local school district level that is based on local district educational goals that are aligned with state educational goals and state accountability system, and which include clearly defined measures of school district, school and student success.

- Determine stakeholder perceptions of schools and school districts.

- Make each school and district an inviting place to be for students, parents, staff and the larger community.

STRATEGIC GOAL 1: *TO ENSURE ALL STUDENTS ARE COLLEGE AND CAREER READY (ACADEMIC ACHIEVEMENT)*

BOARD ACTIONS TO SUPPORT THIS GOAL:

1. Meet at least once with the presidents of nearby colleges and universities to gain feedback supportive of student preparation for post-secondary endeavors.
2. Review and update all policies at least biannually to ensure alignment with the specified objectives for this strategic goal and remain attentive to the need for additional revisions to policies as recommended by the Superintendent.
3. Require an annual state of the schools report from the Superintendent which addresses the District's performance on each of the specified objectives for this strategic goal, and review and discuss that report during an open Board meeting.

OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:

A. Reading on Grade Level (ROGL) and Numeracy on Grade Level (NOGL)

a. **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 the Scholastic Reading Inventory Assessment (SRI).
Baseline: SY 2009-10: See table below
Target: By SY2013-14, the following targets will be met by each listed grade level.

ROGL	Grade 2	Grade 4	Grade 7
Baseline*	63%	75%	66%
Target	90%	90%	90%

b. **NOGL**
   Objective: To increase the percentage of students meeting numeracy on grade level by the end of grade 2, 4, and 7 as measured by a RIT scale score of 186, 207, and 224 respectively. The measuring tool for grades 2, 4, and 7 is the NWEA Measures of Academic Progress (MAP).
   Baseline: SY 2012-13: See table below
   Target: By SY2016-17, the following targets will be met by each listed grade level.

NOGL	Grade 2	Grade 4	Grade 7
Baseline	84%	83%	75%
Target**	90%	89%	83%

Report: The Administration shall provide the Board of Education with a presentation that provides an analysis of the percentage of students meeting numeracy and reading on grade level at the conclusion of the academic year for the district, disaggregated by subgroups. If available, three years of historical data will be provided and compared statistically. 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. Progress monitoring reports will be provided in November and April.
Ownership: Executive Director of Elementary and K-8 Schools, Division of Academic Affairs.
Accountable: Elementary, K-8, and Middle School Principals.
*Baseline data pulled from CRCT Lexile conversion.
**Gateway requirements for ROGL and NOGL are established for each year leading to the target year SY 2016-17. The yearly gateway targets can be found on Board Policy Exhibit IHE-E (3).

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 2007-08: Reading, English / Language Arts, Mathematics, Science and Grade 8 Social Studies; SY 2008-09: 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 SY 2013-14, 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***	88	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, and disaggregated by subgroups. If available,, three years of historical data will be provided and compared statistically. 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 Directors of Schools, Division of Academic Affairs.

Accountable: Elementary, K-8, and Middle School Principals.

* Social Studies QCC to GPS transition.

** Baseline and Target scores are based on Spring administration only. Retest scores are not included.

*** Race to the Top measures.

C. Predictors for Graduation (P4G)

a. **Fifth Grade Students**
Objective: To increase the percentage of students passing all core content areas (Reading, English/Language Arts, Mathematics, Social Studies, and Science) as measured by the CRCT examination.
Baseline: SY 2012-13: 59%
Target: By SY 2016-17: ≥ 67%

b. **Eighth Grade Students**
Objective: To increase the percentage of students passing all core content areas (Reading, English/Language Arts, Mathematics, Social Studies, and Science) as measured by the CRCT examination.
Baseline: SY 2012-13: 49%
Target: By SY 2016-17: ≥ 58%

c. **Ninth Grade Students**
Objective: To increase the percentage of first-time 9th grade students passing all required 9th grade EOCT examinations.
Baseline: SY 2012-13: 30%
Target: By SY 2016-17: ≥ 50%

Report: The Administration shall provide the Board of Education with a presentation on predictors for graduation for the district by grade level, disaggregated by subgroups. If available, three years of historical data will be provided and compared statistically. 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 Directors of Schools, Division of Academic Affairs.
Accountable: Elementary, K-8, Middle, and High School Principals.

D. Graduation Rate

a) **Cohort Graduation Rate***
   Objective: To increase the District graduation rate utilizing the 4 year cohort-based formula as reported by the Georgia Department of Education (GADOE).
   Baseline: SY 2010-11: 54.4%
   Target: By SY 2013-14: ≥ 70%

b) **Cohort Graduation Rate 5 Year Extended**
   Objective: To increase the District graduation rate utilizing the 5 year cohort-based formula as reported by the Georgia Department of Education (GADOE).
   Baseline: SY 2011-12: 56.9%
   Target: By SY 2014-15: ≥ 72%

c) **Leaver Graduation Rate**
   Objective: To increase the District graduation rate utilizing the leaver rate formula as reported by SCCPSS.
   Baseline: SY 2006-07: 62%
   Target: By SY 2013-14: ≥ 80%

Report: The Administration shall provide the Board of Education with a presentation on the district's graduation rate as calculated using the cohort and leaver-based formulas for each high school, disaggregated by subgroups and summarized for the district as a whole with reasons for non-graduation. If available, three years of historical data will be provided and compared statistically. 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 January of each year.
Ownership: Executive Director of Secondary Schools, Division of Academic Affairs.
Accountable: High School Principals.
* Race to the Top measure

E. End of Course Tests (EOCT)*

Objective: To increase the percentage of students mastering core subject areas as measured by the pass rate on the End of Course Tests.
Baseline: SY 2009-10: See table below
Target: SY 2013-14: See table below

Content	9th Grade Lit/Comp*	American Lit/Comp*	Coordinate Algebra*	Analytic Geometry*	Biology*	Physical Science	Economics	U.S. History
Baseline	76%	80%	28%	N/A	50%	61%	52%	39%
Target	81%	84%	50%	N/A	59%	68%	61%	54%

Report: The Administration shall provide the Board of Education with a presentation of the EOCT scores that count towards graduation for the district, disaggregated by subgroups. If available, three years of historical data will be provided and compared statistically. 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 Secondary Schools, Division of Academic Affairs.
Accountable: High School Principals.
Note: EOCT scores will include winter, spring, and mid-month testing combined. Measure is based on all students within the regular school year, excludes summer students, and includes repeaters. Coordinate Algebra replaced Math I in SY 2012-13. Analytic Geometry is being phased in SY 2013-14. For explanation of EOCT see End of Course Test in glossary.
* Race to the Top measure.
SY 2012-13: Coordinate Algebra replaced Math 1.
SY 2013-14: Analytic Geometry replaced Math 2.

F. 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: SY 2009-10: Student completion rate: 11%
Target: By SY 2013-14, at least 16% of students will complete courses that are eligible for 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 2006-07: Percent of exams that are scored 3 or higher: 44%
Target: By SY 2013-14, 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 SY 2013-14, 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 SY 2013-14, 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. If available, three years of historical data will be provided and compared statistically. 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 Secondary Schools, Division of Academic Affairs.
Accountable: High School Principals.
* Race to the Top measure

G. College Entrance Exams (CEE)*

a. **Scholastic Aptitude Reasoning Test (SAT)**
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 SY 2013-14, the District average combined score on Critical Reading, Mathematics, and Writing will meet or exceed 1450.

b. **American College Testing (ACT)**
Objective: To increase the District average composite score on the ACT, a nationally norm-referenced college entrance examination.
Baseline: SY 2009-10: District Average Composite Score 18.2
Target: By SY 2013-14, 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. SAT and ACT will both be compared to State and National averages. If available, three years of historical data will be provided and compared statistically. 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 Secondary Schools, Division of Academic Affairs.
Accountable: High School Principals.
* Race to the Top measure

H. College and Career Readiness Performance Index (CCRPI)

Objective: To increase the district and schools college and career readiness score as measured and reported by the Georgia Department of Education (GADOE).

Baseline: SY 2011-12: See table below
Target: By SY 2016-17: See table below

CCRPI	Baseline	Target
Grades K-5	76.0	80
Grades 6-8	70.9	77
Grades 9-12	68.3	75

Report: The Administration shall provide the Board of Education with a presentation on CCRPI which provides the overall numeric score of the district compared to the state. 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 report will be provided to the Board in March of each year.
Ownership: Executive Directors of Schools, Division of Academic Affairs.
Accountable: Elementary, K-8, Middle, and High School Principals.

I. Georgia Writing Assessment (GWA)

Objective: To increase the percentage of students meeting or exceeding the standard in writing as measured by the GWA administered in grades 5, 8, and 11.
Baseline: SY 2012-13: See table below
Target: By SY 2016-17: See table below

GWA	Grade 5	Grade 8	Grade 11
Baseline	74%	73%	91%
Target	83%	82%	93%

Report: The Administration shall provide the Board of Education with a presentation on GWA. If available, three years of historical data will be provided and compared statistically. School-level detailed data shall be provided in an executive summary report.
Timing: Presentation and report will be provided to the Board in July for grades 5 and 8, and in February for grade 11.
Ownership: Executive Directors of Schools, Division of Academic Affairs.
Accountable: Elementary, K-8, Middle, and High School Principals.

J. End of Pathway Assessment (EOPA)

Objective: To increase the percentage of CTAE pathway completers earning a national industry recognized credential or a passing score on an end of pathway assessment.
Baseline: SY 2012-13: 36% pass rate
Target: By SY 2016-17: ≥ 50% pass rate
Report: The Administration shall provide the Board of Education with a presentation on EOPA results which summarizes the success rate of CTAE pathway completers. Information will be summarized by district and high schools. If available, three years of historical data will be provided and compared statistically.
Timing: Presentation and report will be provided to the Board in August of each year.
Ownership: Director of CTAE, Division of Academic Affairs.
Accountable: High School Principals.

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

BOARD ACTIONS TO SUPPORT THIS GOAL:

1. Utilize the Chevron reports in order to make informed decisions during the budgetary process.
2. Work with the Superintendent to focus capital, financial, and personnel resources to support the specified objectives for this strategic goal.
3. Ensure the receipt of financial reports on a monthly basis. Review the reports and provide feedback to the Superintendent.

OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:

A. Stewardship of Transportation

a. **Objective:** To improve the success of student transportation meeting the published school arrival schedule (SAS) within ±15 minutes and the school departure schedule (SDS) within ±10 minutes. The measurement window will encompass the start of September to the end of May.
Baseline: SY 2012-13: 90% of the buses arrived within the published schedules.
Target: SY 2016-17: 98% of the buses arriving within the published schedules.

b. **Objective:** To improve cost efficiency of student transportation across the district as measured by total transportation cost divided by total student riders.
Baseline: SY 2012-13: See table below
Target: SY 2016-17: Transportation cost per rider will be tracked and analyzed each year, with the goal of achieving a well-run efficient program.

Students	Total Number	Cost*	TCR**
District	23,561	$16,313,173	$693
REG & SP	21,270	$12,746,370	$600
SPED	2,291	$3,566,803	$1,557

*Cost only includes home to school routes and fuel.
** Transportation Cost per Rider

Report: The Administration shall provide the Board of Education with a presentation on the stewardship of pupil transportation for the district, to include total number of routes, total number of stops, and total number of buses assigned to each school or program. Report to also include any route additions and changes. If available, three years of historical data will be provided. School/Program level detailed data shall be provided in an executive summary report.
Timing: Presentation will be provided to the Board in July of each year.
Ownership: Executive Director, Division of Support Services.
Accountable: First Student Transportation.

B. Stewardship of Food Nutrition

a. **Objective:** To increase student participation in the breakfast and lunch program as measured by the Lunch Participation Rate (LPR) and Breakfast Participation Rate (BPR).
Baseline: SY 2012-13: LPR 68.5% BPR 31.2%
Target: SY2016-17: LPR: $\geq$ 70%, BPR: $\geq$ 35%

b. **Objective:** To improve cost efficiency of the School Nutrition Program as measured by Food Cost per Revenue (FCR) and Labor Cost per Revenue (LCR).
Baseline: SY 2012-13: FCR 36.3% LCR 39%
Target: SY 2016-17: FCR: $\leq$ 37%, LCR: $\leq$ 45%

Report: The Administration shall provide the Board of Education with a presentation on Stewardship of Food Nutrition results for the district and disaggregated by school. If available, three years of historical data will be provided. School level detailed data shall be provided in an executive summary report.
Timing: Presentation will be provided to the Board in September of each year.
Ownership: Executive Director, Division of Support Services.
Accountable: Director of School Nutrition.

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

D. Stewardship of Human Resources

a. **Objective:** The teacher attrition rate* will be no more than 10% for the district and schools will be no more than 10% above the district average.
   Baseline: SY 2007-08:
   National average: 16.8 percent
   District Average: 14.6 percent
   Target: SY 2013-14:
   District: ≤10% teacher attrition rate
   Schools: ≤ 10% from district's attrition rate

b. **Objective:** The administrator attrition rate* will be no more than 15% for the district and the classified attrition rate* will be no more than 20% for the district.
   Baseline: TBD
   Target: TBD

c. **Objective:** To 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 2008-09: 98.2%
   Target: By SY 2013-14: ≥98%
   Note: In 2009, baseline reset due to state highly qualified formula change.

d. **Objective:** 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 2011-12: 120 teachers, 40% of total
   Target: By SY 2013-14: 100% of teachers

e. **Objective:** All Elementary and K-8 schools will have three or more Science endorsed teachers (K-5) by June 2014.
   Baseline: SY 2011-12: 0 schools
   Target: By SY 2013-14: 100% of schools

f. **Objective:** All Elementary, Middle, K-8, Principals and Assistant Principals will complete the Reading Supervision course by June 2014.
   Baseline: SY 2011-12: 95% Principals, 0% Assistant Principals (Assistant Principals cohort starting in SY 2012-13).
   Target: By SY 2013-14: 100% Principals and 100% of Assistant Principals.

Report: The Administration will provide the Board of Education with a presentation on Human Resources Stewardship showing progress against the above listed objectives. School level data shall be provided in an executive summary report.
Timing: Presentation will be provided to the Board in February of each year.
Ownership: Executive Director, Division of Human Resources.
Accountable: Elementary, K-8, Middle, and High School Principals.
*Attrition rate excludes retirements, terminations, non-renewal of contracts, and deceased employees.

E. Stewardship of Facilities

a. **Objective:** To improve the utilization of the District's facilities as measured by the percentage of capacity used.
Baseline: SY 2007-08: See table below
Target: Eighty percent of schools will be between 75-90% of capacity* by the end of SY 2013-14. Percentage of capacity will be calculated by dividing FTE1 student count by the student capacity of permanent facilities.
*Capacity baseline range as established by the National Center for Education Statistics (NCES). The DeJong and Associates study (2002) will be used to determine the physical space per schools.

Capacity Baseline: SY 2007-08

Level	Number of Schools	Range	% Achieving Target
District	47	47% - 186%	29%
Elementary	29	47% - 186%	31%
K-8	1	111%	0%
Middle	10	52% - 121%	40%
High	7	76% - 137%	29%

b. **Objective:** To improve the efficiency of energy use as measured by the utility cost and consumption by square foot.
Baseline: SY20SY 2012-13: See table below
Target: Utility cost and consumption at each facility will be identified and analyzed each year. Our target for energy cost is to keep District increases below the applicable rate of inflation by the end of school year 2014. Our target for consumption is to reduce the overall consumption by 5% by the end of school year 2016. Energy cost per sq. ft. will be calculated as the sum of annual energy costs divided by sq. ft. of permanent facilities. Consumption will be measured by total Kilowatt (kWh) consumed divided by sq. ft. of permanent facilities.

Utilities Baseline: SY 2012-13

Level	Square Footage	Energy Cost	Cost Per Sq. Ft.	Consumption (kWh)	Consumption Per Sq. Ft.
District	5,556,090	$4,785,959	$0.94	54,786,844	9.80
Elementary	1,747,092	$1,490,241	$0.85	15,075,662	8.63
K-8	1,045,999	$863,474	$0.83	10,294,037	9.84
Middle	653,221	$528,969	$0.81	5,991,021	9.17
High	1,696,054	$1,522,859	$0.90	19,755,514	11.65
Other Ed. Centers	244,332	$194,204	$1.26	1,668,848	6.83
Supporting Facilities	169,392	$186,212	$0.91	1,641,982	9.69

Report: Information on capacity usage will be show as two measures. One based on the Local Facilities Plan and the other will include portable classrooms. Information on per student utilities cost and consumption will be calculated after the CAFR is completed. School level detailed data shall be provided in an executive summary report.
Timing: Presentation will be provided to the Board in January of each year.
Ownership: Executive Director, Division of Facilities Management.
Accountable: Elementary, K-8, Middle, High School Principals, Maintenance/Operations, and Division of Support Services.

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

BOARD ACTIONS TO SUPPORT THIS GOAL:

1. Meet with emergency response and public safety agencies within Chatham County to discuss safe and secure schools.
2. Meet with various constituent groups (such as parent organizations, student and faculty senates, and school councils) to openly discuss the safety and security of our schools.

OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:

A. Student Attendance

Objective: To reduce student absenteeism by decreasing the percentage of students with an absence rate of 5% or higher.
Baseline: SY 2012-13: Absence rate: 28.7%
Target: By SY2016-17: Absence rate: ≤ 19%
Report: The Administration shall provide the Board of Education with a report at the end of the first semester and a presentation at the end of the year that provides absence rate for the district, disaggregated by subgroups. If available, three years of historical data will be provided. School level detailed data shall be provided in an executive summary report.
Timing: Report will be provided to the Board in February (Semester 1 data) and a presentation/Report in August of each year.
Ownership: Director of Student Affairs, Division of Support Services.
Accountable: Elementary, K-8, Middle, and High School Principals.

B. School Discipline

Objective: To reduce the number of infractions that give rise to referrals for In School Suspension (ISS)*, Out of School Suspension (OSS), and expulsion.
Baseline: SY 2012-13: 14,147 ISS*/OSS suspension and expulsion infractions.
Target: By SY 2016-17: ≤11,500 ISS*/OSS suspension and expulsion infractions.
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 ISS*/OSS suspension and /or expulsion, the number and percentage of infractions, both by district and subgroups. If available, three years of historical data will be provided. School level detailed data shall be provided in an executive summary report (Multi-year data for schools).
Timing: Report will be provided to the Board in March for semester 1 data and a presentation/report in September of end of year data.
Ownership: Director of Student Affairs, Divisions of Support Services.
Accountable: Elementary, K-8, Middle, and High School Principals.
Note: Mid-year report will be based on semester 1 data. End of year report will be based on official student record submitted to The Department of Education at the end of every school year.
*ISS applies to Middle and High schools only.

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 2007-08: 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 2 simulated exercises per year.
  b. District will conduct a minimum of 1 centralized crisis mitigation exercise and 2 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, the types of exercises conducted, and a summary of the results of the exercises. School level detailed data shall be provided in an executive summary report.

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

Ownership: Chief of Campus Police, Division of Safe Schools.

Accountable: Elementary, K-8, Middle, and High School Principals.

D. Weapons and Drugs

Objective: To reduce the numbers of weapons and drugs on school campuses as measured by official police reports.
Baseline: SY 2007-08: Weapons = 61; Drugs = 91
Target: By SY 2013-14, 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.
Accountable: Elementary, K-8, Middle, and High School Principals.
Note: Targets adjusted in SY 2010-11.

E. Student Well-Being

Objective: To monitor and improve student well-being within the schools as measured by the Georgia Student Health Survey II, grades 6-12.
Baseline: SY 2012-13: 80% positive well-being
Target: By SY 2016-17: 84% positive well-being
Report: The Administration shall provide the Board of Education with a report that list the psychological, social, and physical well-being of student in grades 6 through 12 for the district, disaggregated by subgroups. 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 report will be provided to the Board in April of each year.
Ownership: Chief Academic Officer and Executive Director of Support Services.
Accountable: K-8, Middle, and High School Principals.

STRATEGIC GOAL 4: *TO ENGAGE PARENTS AND OTHER COMMUNITY STAKEHOLDERS*

BOARD ACTIONS TO SUPPORT THIS GOAL:

1. Discuss and agree to a list of key items regarding the school system that each Board member will use as part of their discussions and presentations with the community.
2. Host town hall meetings within the community and summarize the results at the next regularly scheduled Board meeting.
3. Use online social media to communicate with the community and stakeholders.
4. Attend legislative, community, and agency meetings to enhance and expand collaborative relationships (such as the chamber, SEDA, Chatham County delegation, etc.).
5. Maintain board memberships in various state and national organizations to maximize professional growth and networking opportunities.

OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:

A. Engaging our Students' Parents and the Community

Objective: To increase the level of interaction our schools and district has with parents and members of the community.
Baseline: SY 2011-12: 26 total points
Target: By SY 2013-14: 34 total points
The school rubric will determine the level of quality in which each dimension of this objective is attained by the schools. There are ten areas of measurement that have been targeted within the objective, and each area is rated on a value point scale system.

School 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 Progress 97%-100% of Schools (5 points)
Achieves Model PTA status.					
Conducts three or more PTA meetings within the school 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 within the school year.					
Document parent volunteer hours.					
Principals presents/participates in two or more civic or community events.					

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 and district that improve parental and community engagement. The reports will include school to parent communication efforts, PTA meetings held, Model PTA status, and activities that encourage parental participation and community connections.
Timing: Report will be provided to the Board in March and September of each year.
Ownership: Communications Manager, Division of Communications and Community Engagement.
Accountable: Elementary, K-8, Middle, and High School Principals.

B. Engaging the Community

Objective: To increase the number and value of business, faith community, civic league, post-secondary, and military partnerships.

Baseline: SY 2007-08: 319 business partnerships were reported.

Target: For SY 2013-14, all schools will have 5 or more 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 partnerships by school, disaggregated by support category (training, goods & services, monetary, etc…).

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

Ownership: Communications Manager, Division of Communications and Community Engagement.

Accountable: Elementary, K-8, Middle, and High School Principals.

C. 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, Community Associations, and Business Organizations, etc).

Target: To increase the number of active mentors/tutors within the District by 10% 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. The report will also show groups/organizations that provide school volunteers.

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

Ownership: Communications Manager, Division of Communications and Community Engagement.

Accountable: Elementary, K-8, Middle, and High School Principals.

D. 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: See table below
Target: By SY 2014-15: See table below

Stake Holders		Academic Achievement	Fiscal Responsibility & Resource Stewardship	Safe & Secure Environment	Community Engagement
Parents	Baseline	89%	84%	88%	89%
	Target	90%	86%	89%	90%
Business Partners	Baseline	92%	73%	83%	80%
	Target	93%	76%	85%	82%
Community	Baseline	75%	60%	64%	68%
	Target	78%	65%	68%	71%

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 May of each year.
Ownership: Communications Manager, Division of Communications and Community Engagement.
Accountable: Elementary, K-8, Middle, and High School Principals.

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 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.

COLLEGE AND CAREER READY PERFORMANCE INDEX (CCRPI) CCRPI is part of Georgia's new comprehensive education reform plan. The new accountability measure has multiple indicators to determine state, district, and school performance. A numerical score out of 100 is given based on three components; Achievement (60 points max), Growth Progress (25 points max), and Gap Closure (15 points max). Schools and districts can also earn 10 additional points through challenge points in the areas of

Subgroup Performance and ETBs (Extending The Bar).

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.

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 (GHSGT). 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 9th grade.

END OF PATHWAY ASSESSMENT (EOPA)

EOPA is a measure of technical skill attainment through the successful passing of a national, industry-recognized exam, state licensure exam, national occupational assessment, or state-developed occupational assessment.

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 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 WRITING ASSESSMENT (GWA)

GWA is an assessment that evaluates student writing performance. Student writing is assessed in four domains: Ideas, Organization, Style, and Conventions. Consistent scoring rules and scale scores are provided for Grades 5, 8, and 11.

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 Certificates of Attendance or Special Education diplomas.

Another method used to calculate the graduation rate is the Leaver Rate. 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.

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.

INFRACTION	An action that is in violation of the Student Code of Conduct.
INTERNATIONAL BACCALAUREATE (IB)	A rigorous program that allows students to earn an internationally recognized high school diploma.
LEXILES	A statistical tool used for measuring the comprehensibility of text through Semantic (meaning) and Syntax (sentence structure).
L.O.V.E.	Landings Outreach Volunteers in Education, a local volunteer mentoring group.
MEASURES OF ACADEMIC PROGRESS (MAP)	MAP is a Math progress monitoring tool used in grades 2 through 8 for tracking student growth. It is administered three to four times a year and assists teachers with creating instructional grouping and proving differentiated instruction.
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.
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 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.

Rasch unIT (RIT)   RIT is the scale used to measure a student's academic growth over time.

SCHOLASTIC READING INVENTORY (SRI)   SRI is a Reading progress monitoring tool used in grades 2 through 8 for tracking student growth. It is administered three to four times a year and assists teachers with creating instructional grouping and proving differentiated instruction.

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.