

# System Scorecard

Goal F: All Gordon County Schools' students will increase academic achievement in Pre-K through 12th grade through the use of data-driven decision-making and instruction that ensures a rigorous, collaborative, engaging learning environment that is both safe and nurturing.

No Change or Declined	Progress but did not meet	Meets or Exceeds
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Ford NGL	Strategy (Tactic)	CCRPI Indicator or other MEASURE	Baseline Score	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
			(2014-15)	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.1.2 Develop teaching practices to promote inquiry-based teaching experiences	Teachers will organize and implement inquiry-based teaching practices to promote student-learning experiences that foster innovation and critical thinking strategies for all students K-12.	Georgia Milestone Assessments as reflected in CCRPI (Elementary): Weighted % of students scoring at Developing Learner or above on the Georgia Milestones	English Language Arts EOG (3rd-5th)	56.41	57.41	59.37	60.37	61.64	62.64	61.71	62.71	67.07	68.07
			Mathematics EOG (3rd-5th)	62.66	63.66	65.50	66.50	67.32	68.32	70.12	71.12	70.97	71.97
			Science EOG (3rd-5th) *5th only beginning in 2017	53.94	54.94	60.18	61.18	62.28*	63.28	64.94	65.95	65.05	66.05
			Social Studies EOG (3rd-5th) *5th only beginning in 2017	55.85	56.85	59.52	60.52	58.96*	59.96	55.21	56.21	63.95	64.95
1.1.2 Develop teaching practices to promote inquiry-based teaching experiences	Teachers will organize and implement inquiry-based teaching practices to promote student-learning experiences that foster innovation and critical thinking strategies for all students K-12.	Georgia Milestone Assessments as reflected in CCRPI (Middle): Weighted % of students scoring at Developing Learner or above on the Georgia Milestones	English Language Arts EOG (6th-8th)	58.17	59.17	59.41	60.41	59.46	60.46	58.05	59.05	60.39	61.39
			Mathematics EOG or EOC (6th - 8th)	71.12	72.12	72.64	73.64	72.55	73.55	67.64	68.64	67.63	68.63
			Science EOG (6th - 8th) *8th only beginning in 2017	58.32	59.32	58.56	59.56	45.82*	46.82	56.96	57.96	55.67	56.67
			Social Studies EOG (6th - 8th)*8th only beginning in 2017	63.82	64.82	61.41	60.41	56.93*	57.93	59.61	60.61	61.98	62.98
1.1.2 Develop teaching practices to promote inquiry-based teaching experiences	Teachers will organize and implement inquiry-based teaching practices to promote student-learning experiences that foster innovation and critical thinking strategies for all students K-12.	Georgia Milestone Assessments as reflected in CCRPI (High): Weighted % of students scoring at Developing Learner or above on the Georgia Milestones	Ninth Grade Literature EOC	59.07	60.07	59.36	60.36	71.25	72.25	66.13	67.13	78.93	79.93
			American Literature EOC	53.77	54.77	53.77	54.77	61.89	62.89	60.79	61.79	66.21	67.21
			Algebra I / Coordinate Algebra EOC	64.05	65.05	69.94	70.94	69.83	70.83	70.38	71.38	81.14	82.14
			Geometry / Analytic Geometry EOC	58.35	59.35	75.56	76.56	74.32	75.32	72.64	73.64	71.76	72.76
			Biology EOC	68.93	69.93	70.39	71.39	73.82	74.82	73.74	74.74	73.69	74.69
			US History EOC	54.30	55.30	53.41	54.41	59.94	60.94	60.59	61.59	69.09	70.09
			Economics EOC	47.38	48.38	57.97	58.97	54.32	55.32	57.71	58.71	57.02	58.02
1.1.4 Develop teaching practices to promote active learning practices in a collaborative environment	Teachers and students will participate in academic activities that promote active and collaborative learning.	TKES #3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.12	2.14	2.23	2.25	2.31	2.33	2.28	2.30	2.33	2.35	
		TKES #7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.28	2.30	2.38	2.40	2.48	2.50	2.53	2.56	2.57	2.60	

Goal II: Highly-qualified personnel with appropriate education and/or workforce experience will be attracted and retained and will be provided professional learning to create an educational environment to foster quality work for student engagement.

No Change or Declined	Progress but did not meet	Meets or Exceeds
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Ford NGL Indicators of Success	Strategy (Tactic)	CCRPI Indicator or other MEASURE	Baseline Score	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		
			(2014-15)	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
1.3.3 Engagement of teachers in active learning experiences that model the Teaching and Learning Plan 2.2.5 Ongoing, sustained, high-quality professional development	Teachers will implement strategies gained in professional learning sessions focused on increasing Lexile levels for all students K12.	ES #7: Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650 on the Georgia Milestones ELA EOG** Indicator Change in 2018 - Higher Targets and Grades 3 - 5	48.546	50.97	51.042	53.59	54.582	57.31**	47.79	50.1795	48.96	51.41		
		of students in grade 5 achieving a Lexile measure equal to or greater than 850 on the Georgia Milestones ELA EOG ** Indicator Change in 2018 - Higher Targets and Grades 3 - 5	69.762	73.25	66.465	69.79	69.651	73.13**						
		of students in grade 8 achieving a Lexile measure equal to or greater than 1050 on the Georgia Milestones ELA EOG ** Indicator Change in 2018 - Higher Targets and Grades 6 - 8	67.404	70.77	72.808	76.45	65.455	68.73**	55.29	58.0545	55.05	57.80		
		HS #14: Percent of students achieving a Lexile measure greater than or equal to 1275 on the Georgia Milestones American Literature EOC ** Indicator Change in 2018 - Higher Targets and 9th Lit and Am	52.311	54.93	52.20	54.81	60.236	63.25	55.76	58.55	64.56	67.79		

Goal III: Gordon County Schools' students who complete high school will be college and career ready.

	No Change or Declined		Progress but did not meet		Meets or Exceeds
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Ford NGL	Strategy (Tactic)	CCRPI Indicator or other MEASURE	Baseline Score	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
			(2014-15)	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
2.1.3 Accelerated Learning Opportunities and 2.6.1 -Collaboration with post-secondary partners to promote opportunities for students.	Increase the number of high school students earning college credit	Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses - <b>Indicator Changed in 2018</b>	28.50	29.93	29.501	30.98	33.413	35.1	66.7	70.0	63.49	66.66	
	Increase # of students who graduate high school program ready as indicated by college placement exam scores	Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams - <b>Indicator Changed in 2018</b>	43.97	46.16	50.598	53.13	50.37	52.9	52.16	54.77	46.91	49.26	
	Teachers will provide student-centered academically-challenging environments that allow students to explore extended content	TKES #8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.09	2.11	2.11	2.13	2.16	2.18	2.18	2.20	2.24	2.26	
3.3.2 Employers and educators within each prioritized career pathway form ongoing industry councils to assess projected pipeline issues, guide the expansion of academics in their pathway to meet workforce projections, and develop a sense of stewardship and support for their pathway academics	Establish district wide program area industry advisory councils for each pathway available to high schools.	Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or an IB Career Related Program, or a fine arts pathway, or a world language pathway within their program of study	96.46	100.0	95.374	100	97.059	100	95.86	100	94.44	99.16	
	Where applicable, program area industry advisory councils will develop and conduct training sessions for the	Percent of graduates completing a CTAE pathway and earning a national industry recognized credential - <b>Indicator changed in 2018</b>	30.403	31.92	42.27	44.4	37.363	39.2	24.60	25.83	23.75	24.9	
3.5.3 Tutoring and Career Awareness Activities, 3.8.2 School coordination with business and civic leaders	Counselors at every level will complete career awareness activities with students, that may include but are not limited to: job shadowing, field trips, guest speakers, work-based learning opportunities, career related capstones, career, Business and industry will provide opportunities for students to experience real world application of curriculum	ETB #6/13: Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project - <b>Indicator Changed in 2018: completing a work-based learning program</b>	GCHS 14.37	15.09	GCHS 11.92								
			SHS 18.58	19.51	SHS 23.13	18.07	23.798	24.99	22.78	25.83	3.67	3.85	

	No Change or Declined		Progress but did not meet		Meets or Exceeds
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Ford NGL	Strategy (Tactic)	CCRPI Indicator or other MEASURE	Baseline Score	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Indicators of Success			(2014-15)	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
2.1.1 - Ensure rigorous academic expectations that prepare students for college and career readiness exist.	With assistance from business and industry partners, design and implement a district-wide attendance incentive program for elementary school students, highlighting the importance of attendance to overall work ethic: Implement Soft Skills Curriculum at the middle and high school level	Percent of students missing fewer than 6 days of school CCRPI - 2017: SLDS - 2018	Elementary School	51.35	53.91	51.9	54.46	48.7	51.12	49	53.68	45.3	56.36
			Middle School	55.73	58.51	54.3	57.04	50.8	53.35	41.8	56.02	45	58.82
			High School	54.59	58.51	51.7	54.26	54.4	57.08	52.3	59.93	52.3	62.93
			CCRPI					SLDS					