Communities In Schools of Georgia

End of the Year Summative Report on Race to the Top Performance Learning Centers

FY2013



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Submitted August 31st, 2013

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Overview of the Race to the Top Performance Learning Centers

Communities In Schools of Georgia was awarded a contract by the Georgia Department of Education to develop three Performance Learning Centers as part of the State's Race to the Top grant. Communities In Schools of Georgia has contracted with the following agencies to fulfill the contract: CIS of Carrollton City/Carroll County, Carrollton City Schools, CIS of Augusta/Richmond County, Richmond County School System, Rome/Floyd CIS and Floyd County School System. The Floyd County and Richmond County Performance Learning Centers opened in August of 2011 and the Carrollton City Performance Learning Center opened in August of 2012.

This end of the year report provides information on the support and services CIS of Georgia has provided to these three communities in developing their Performance Learning Centers, detail on their progress in implementing the model during the the 2013 year and the results for the students they served during the 2013 school year.

Overview of CIS of Georgia Support to Communities in PLC Development

Communities In Schools of Georgia's Race to the Top (RT3) PLC Team provide training and technical support to lead the local school districts and Communities In Schools staff through the process of developing their Performance Learning Center. The RT3 PLC Team is comprised of the CIS of Georgia Director of Field Support, our field support curriculum & training coordinator, two field support coordinators, the director of evaluation and technology, one evaluation specialist and an evaluation administrative assistant. Each RT3 PLC has been assigned a field support coordinator and an evaluator who is their first contacts for ongoing support in the areas of program development and evaluation/data collection respectively. Formal training opportunities are provided throughout the year, in person and via webinar. Technical support and monitoring of program development take place through site visits, conference calls, email and telephone contacts as needed.

Communities In Schools of Georgia requires that PLC personnel receive and maintain adequate training and/or certification. All PLC staff are expected to understand the PLC model and to work in good faith to implement all its components while utilizing each of the guiding principles to maximize PLC success and achievements. Therefore, it is necessary for each PLC staff member to attend the multi-day PLC Summer Institute and participate in PLC Roundtables for Academic Coordinators and Services Coordinators twice each year. These formal trainings are also supplemented with webinars and conference calls conducted throughout the school year.

CIS of Georgia field support coordinators and other RT3 Team staff conduct regular site visits to support successful implementation of all aspects of the PLC model, which includes the following components:

- Project-Based Learning Used to ensure that students engage in all facets of learning.
 Students develop skills in research methods, writing, use of technology and other forms of media, and collaborating with peers on presentations.
- Academic Service Learning Engages students in service to their communities as a means of enriching their academic learning, promoting personal growth, and helping the students to develop the skills needed for productive citizenship.
- Senior Project The Senior Project is an opportunity for students to demonstrate what they
 have learned and showcase their achievements. This project must be successfully
 completed prior to graduation.
- Individual Development Plan Students, in partnership with staff, develop an Individual Development Plan that includes personal, educational, and career goals.
- Career discovery All students participate in career interest inventories, career fairs, and field trips. Guest speakers are frequently invited.
- Job shadowing program 9th and 10th graders may choose two careers to experience.
- Internships 11th and 12th graders may select an internship to prepare for future job search and employment.
- Dual enrollment/Post-secondary option Students can integrate an associate's degree or a technical degree into the high school diploma track.
- Morning Motivation A daily session designed to establish, maintain, and nurture a
 positive, safe environment for PLC students to learn, grow, and experience success.
 Students have the opportunity to lead daily discussions and activities that build applicable
 presentation and life skills.
- Optional Tutorials Students may voluntarily arrive early or stay after school for tutoring with staff and volunteers.
- Charting for Success Advisory Lessons Charting for Success curriculum guides students
 through developing a plan of action to continue their education beyond high school.
 Charting for Success modules address key steps for college and career success. Facilitators
 provide one-hour advisory sessions each week with the participation of all students and PLC
 staff.
- Incentives Each PLC establishes an incentive program that rewards and promotes improvement in attendance, academics, and behavior.
- College Preparation Staff prepares and assists students so that they may take college entrance exams, apply for college and for financial aid, and transition successfully to college.
- Mentors Students are assigned a mentor from the community who works on career development or other areas of interest.
- Employment Staff members connect students to workplace opportunities (e.g., job shadowing, internships, part time jobs, etc.).

 Parent/Guardian Involvement – PLC staff members work together with parents/guardians to provide information on their child's progress, ways they can support their child and the school, and opportunities to voice their comments and concerns.

The field support coordinators provide the academic coordinator (AC) and CIS executive director (ED) with feedback on project and staff performance after each site visit. The field support coordinators also provide advice on the implementation of instructional and non-academic program components of the PLC model and serve as a link to the district's central office, PLC network and CIS evaluation department.

Formal Training Opportunities Provided to RT3 PLCs During FY2013

CIS/PLC Summer Network Training 2012

The CIS/PLC Summer Network Training was held June 6th through June 8th for Performance Learning Center staff. The theme for this training was "Mission Possible: Reshaping the Way We Teach and Lead." Attendees included PLC academic coordinators, learning facilitators, administrative assistants, site coordinators and CIS executive directors from PLC sites statewide. Participants included over 100 staff from PLCs and CIS affiliates, as well as CIS staff and partners.

On Wednesday, June 6th there was New PLC Staff Orientation which covered the basics of PLC operations for any new PLC staff. Thursday's training was geared towards new and veteran PLC staff, going beyond the basics to explore key issues together and share best practices to make an even bigger impact next year. On Friday, June 8th the keynote address took place, which was given by Bill Milliken, CIS Co-Founder. The keynote was followed by a CIS/PLC Multi-Track Training designed as a one-day drive-in for all CIS executive directors and site coordinators, in addition to the PLC tracks. A total of 126 PLC staff members, partners, and CISGA staff were served during this event.

Attendees evaluated the Summer Institute based on if the content was relevant to their job, provided knowledge/skills they could apply at their school site, quality of information presented, presentation skills of the trainer, and an overall rating for the session. Across all sessions offered, 99.1% of attendees agreed that the sessions were relevant to their job, with 85.3% answering Strongly Agree. 99.5% agreed that the knowledge/skills provided by the sessions could be applied at their school site, with 81.6% Strongly Agreeing with the statement. 98.4% of respondents rated the quality of the information presented as Good or Excellent, with 80.9% rating it Excellent. The percentage that rated the presentation skills of the trainer as either Good or Excellent was 98.8%, with 83.6% rating it Excellent. 96.9% rated all of the sessions either Good or Excellent, with 80.1% rating them Excellent. Tables of the results of the training evaluations are attached as Appendix A.

Performance Learning Center New Staff Orientation

On October 15th, CIS of Georgia held Performance Learning Center (PLC) New Staff Orientation. This training was designed for new Learning Facilitators and Academic Coordinators who were not able to attend the PLC Summer Training. Newer staff shared their lessons learned and current challenges, asked questions and gained background on the PLC components and learned about proven practices for increasing student success in our unique learning environment. The orientation included a tour of Cobb

PLC and a questions and answers session with their experienced facilitators. The new Richmond County academic coordinator and new learning facilitators from Richmond and Floyd County PLCs were in attendance.

Race to the Top Grant Management Orientations

New CIS executive directors (EDs) and PLC academic coordinators (ACs) were provided with Race to the Top Orientation sessions, held separately at each site. The purpose of these orientations were to ensure that the EDs and ACs were aware of their roles and responsibilities for implementation of the Race to the Top grant. In these sessions, the MOAs were discussed and staff were introduced to required forms and instructed on budgetary reporting procedures and approved expenditures.

Back to School Webinars

At the start of the new school year, two "Back to School" webinars were held to get the PLCs off to a strong start. The training covered planning for the school year and gave PLC staff an opportunity to provide input on the support services they will need in the new school year. Twenty-two PLC staff members attended the trainings.

Fall PLC Roundtables

PLC Roundtable sessions were held on November 8th at the Marietta City PLC. PLC Staff, CIS Executive Directors and Site Coordinators were in attendance. The meeting included the following topics:

- Strengthening the Movement to Increase Student Success in the Local Community presented by Karin Douglas, CIS of Georgia
- Overview of Marietta City Schools PLC presented by Tammie Roach, Marietta City Schools
- Learning Walk/Tour of Marietta City Schools PLC led by Student Ambassadors
- Marietta City Schools PLC Student & Parent Panel facilitated by Shayla Jones, CIS of Marietta-Cobb County
- A Ninth Grade Academy Model to Serve More PLC Students presented by Floyd County PLC and CIS Leaders
- Leveraging the PLC Student Survey and CISDM data to Showcase Your Student Performance presented by Linda Kelley, CIS of Georgia
- Increasing STEM Funding Opportunities through Strategic Funding Partners presented by Dr.
 Vickie Perdue Scott
- HighPoints Learning Math Tutorial Software to Increase Student Achievement in Math presented by Dr. Vickie Perdue Scott
- Brainstorming Roundtables

Twenty-five PLC staff were in attendance at the Fall Roundtables.

PLC Curriculum Team Convenings

With the state making the transition to the Common Core-Georgia Performance Standards, CIS of Georgia has reconvene PLC curriculum teams to work on developing CCGPS resources for the PLC community. Details of the work of the PLC Curriculum Teams are presented later in this report under "Program Refinements".

PLC Program Development

In December 2011, Jerry Randolph of Georgia DOE met with several members of CIS of Georgia to review the form used to monitor the PLC Sites' progress, reviewing and adding an alignment to the Alternative Education Standards.

The RT3 field support and evaluation members worked together to further refine our rubric for PLC program implementation, establishing a developmental timeline for implementation of the components of the model. For each component, expectations were set for the level of proficiency during each semester of the first year, as well as for year 2 and 3 of PLC implementation. This new developmental rubric was first used in site visits from the CIS of Georgia Evaluation team visited in January of 2012. In February and March of 2013, the CIS of Georgia Evaluation Team conducted site visits to each of the RT3 PLCs, with the Carrollton City PLC undergoing its first mid-year developmental assessment and the Richmond County PLC and Floyd County PLC undergoing their second year developmental assessment.

Summary tables of the assessment results for each of the PLCs by each area of program development can be found on the pages that follow. The assessment coding for each element are shown below.

CODING PL = Planning	No expectations element should be in place; evidence of active planning to implement and development of needed resources should be evident and available
NE = Not Evident	Element should be in place, but no evidence of implementation or development of needed documents and/or resources
EM = Emerging	Element is in place, but implementation is incomplete or uneven; May be: (1) lacking required written protocols, policies, procedures, documents needed; (2) implemented but not according to a regular timeline or in compliance with established policies; (3) reaching fewer students than expected
PR = Proficient	Element is in place, with complete implementation. Required written protocols, policies, procedures, documents are in place and followed; (2) adherence to regular timelines evident; (3) reaching student populations expected
EX = Exemplary	Proficiency evident with signs of innovation, on-going planning, regular review and revision for improvement; May also be given for elements implemented ahead of expected developmental schedule or with greater frequency than expected

Enrollment and Recruitment Process. Table 1a below provides the summary of assessments for the three Race to the Top PLCs in the program area of enrollment and recruitment.

Table 1a: Summary of Assessments of PLC Implementation - Enrollment and Recruitment Process

		YEAR 1		YEAR 2			YEAR 3	
	End of 1s	End of 1st Semester 2						
	Expected	Carrollton City 2/25/13 Assessment	Expected	Expected	Richmond County 2/26/13 Assessment	Floyd County 3/5/13 Assessment	Expected	
ENROLLMENT/RECRUITMENT PROCESS								
PLC Orientation for all new students	EM	EM	PR	PR/EX	PR	EX	PR/EX	
Established Enrollment Plan	EM	EM	PR	PR/EX	PR/EX	EX	PR/EX	
Waiting list to fill open seats in PLC		N/A	PL	PR/EX	PR	EX	PR/EX	
$75\text{-}100 \ students \ enrolled - If multi-program \ site - \ what \ constitutes \ PLC \ student?$		PL	PL	PR/EX	PR	EX	PR/EX	
Creative scheduling utilized to open more PLC seats		NE	PL	PR/EX	PR/EX	EX	PR/EX	

<u>Carrollton City</u>. As a new PLC, Carrollton City is developing its enrollment and recruitment according to schedule, with orientation and enrollment plan in the emerging phase, working to develop unique orientation for the program and establish a better structure for referrals. They have developed a student handbook and have parent orientation, requiring parents and students to sign off on expectations. The site had not reached maximum capacity by the end of the first semester and as such, has not had a waiting list. Initially, the site was not making the best use of the potential for self-paced learning by following a more traditional schedule. They are working on developing a web site to increase awareness of the PLC as an option for students in the district.

<u>Floyd County</u>. The enrollment and recruitment process at Floyd County PLC has been exemplary and innovative. They have an online orientation that helps potential students to determine if they are a good fit for the PLC, being able to handle working with on-line curricula. The PLC has been innovative in its recruitment processes this year, opening the program to home-bound student and increasing capacity by allowing students to "Bring Your Own Computer." Currently the site does have a waiting list of around 70 students.

Richmond County. With new leadership in place this year, the Richmond County PLC has made tremendous progress in enrollment and recruitment. Last year, the PLC was behind schedule in developing their enrollment process and now they are proficient or better in all areas. The site is being proactive in identifying potential candidates to recruit for enrollment and working with graduation coaches at the home schools who make the referrals. The site now offers a single session per day, as having two sessions was not working well. They now have more minimesters with 2 blocks per day. Students may attend an extra credit recovery period at the end of the day to further accelerate. The site has implemented the full student interview process for all incoming students. The CIS site coordinator provides group orientation to the students including a tour, overview of rules and regulations.

Attendance. Table 1b below provides the summary of assessments for the three Race to the Top PLCs in the program area of student attendance.

Table 1b: Summary of Assessments of PLC Implementation - Attendance Process

		YEAR 1		YEAR 2			YEAR 3		
	End of 1s	t Semester	2nd Semester						
	Expected	Carrollton City 2/25/13 Assessment	Expected	Expected	Richmond County 2/26/13 Assessment	Floyd County 3/5/13 Assessment	Expected		
ATTENDANCE (AC/SC)									
Attendance policy for absences and tardiness	PR	EM/PR	PR	PR/EX	EM	PR	PR/EX		
All students made aware of attendance policy and sign form	PR	NE	PR	PR/EX	PR	PR	PR/EX		
Review attendance records to offer placement options for students in violation of attendance policy (EOY Intent Form)	EM	EM	EM	PR/EX	PR	PR	PR/EX		
Review attendance policy to determine if it has been effective and revise as needed prior to start of school year.		EM	PL	PR/EX	PR	PR	PR/EX		

Page 7 of 64

<u>Carrollton City</u>. Carrollton City has not had tremendous problems with attendance in the district overall and the PLC has been following the same trend. Currently, the PLC has a school attendance policy, but has been practicing leniency, being flexible on a case by case basis, given the challenges facing students at the PLC. They currently do not have many placement options in place for students who may need to leave the PLC, but they are looking for potential partners.

<u>Floyd County</u>. The attendance policy at Floyd County PLC is in place and students are made aware of policies during their orientation and as part of the student contract. Currently, they also adopt a policy of leniency based on challenges faced by individual students. If students are non-attending, the PLC now is enforcing its policy of withdrawing students after 10 days.

Richmond County. Attendance has been a challenge at the Richmond County PLC. Transportation options for students are poor, which has made the situation worse. The PLC is hoping to get the district to allow students attending the PLC to utilize transportation that the district has set up for the magnet school a short distance from the PLC to improve attendance. They are allowing students whose life circumstances are a challenge to attendance to complete coursework from home. The new AC has developed an attendance policy for the PLC and they are awaiting approval from the district to fully implement it. Currently they do conduct calls to students who do not attend and some home visitation. The PLC has had to exit many students recruited during the first year who lacked the skills needed for self-paced learning. They have developed a number of placement options for those students including returning to the home school and partnerships with Youth Challenge and JobCorps GED program.

Documentation. Table 1c on the page that follows provides the summary of assessments for the three Race to the Top PLCs in the program area of documentation.

Table 1c: Summary of Assessments of PLC Implementation - Documentation

		YEAR 1		YEAR 2			YEAR 3
	End of 1s	t Semester	2nd Semester				
	Expected	Carrollton City 2/25/13 Assessment	Expected	Expected	Richmond County 2/26/13 Assessment	Floyd County 3/5/13 Assessment	Expected
DOCUMENTATION							
Admin Assistant at Carrollton City; Site Coordinators at Floyd	and Richn	nond Counti	es				
All student Pre-PLC information entered into CISDM	EM	PR	PR	PR/EX	PR	PR	PR/EX
All current student demographics and case record entered in CISDM	EM	PR	PR	PR/EX	PR	PR	PR/EX
Classes entered for each student	EM	PR	PR	PR/EX	PR	PR	PR/EX
Intake information on all current students	EM	PR	PR	PR/EX	PR	PR	PR/EX
Site Coordinator							
Weekly Reports for every week/days school is in session	EM	PR	PR	PR/EX	PR	PR	PR/EX
Level 1 and Level 2 services entered for active students	EM	PR	PR	PR/EX	PR	PR	PR/EX
Keep current all attendance and grade information for active students	EM	PR	PR	PR/EX	PR	PR	PR/EX
Record of all students exiting the program/EOY status entered	EM	PR	PR	PR/EX	PR	PR	PR/EX
PLC Student Survey administered to students as they leave or at EOY	EM	PR	PR	PR/EX	PR	PR	PR/EX

<u>Carrollton City</u>. Carrollton City has been quick to develop proficiency in data collection. Data entry is shared by the PLC administrative assistant, Wanda Todd, and the CIS site coordinator, Shae Holland. The administrative assistant maintains the student academic data, while the site coordinator maintains all student intake and service data and is responsible for having students complete exit surveys. The two coordinate information using googledocs. Data monitoring shows that the site is functioning well on data collection.

<u>Floyd County</u>. The CIS site coordinator is responsible for all student data entry at the Floyd County PLC. The site has set up mechanisms and procedures for providing class completion data to the site coordinator. Data monitoring shows that the site is functioning well on data collection.

Richmond County. During the first year of operations, data access was a major impediment to data collection at the PLC site. The CIS site coordinator is primarily responsible for data entry and during their first year, the SC did not have access to the school's data system which resulted in incomplete data collection in the CIS data management system (CISDM) during year 1. This issue has been remedied, but much work had to be done this year to correct past errors and omissions in data entry in CISDM. The site is now functioning well in the area of data collection. The site coordinator has been having students complete exit surveys. The site is also taking part in a study of e2020 curriculum and EOCTs.

Curriculum. Table 1d below provides the summary of assessments for the three Race to the Top PLCs in the program area of curriculum.

Table 1d: Summary of Assessments of PLC Implementation - Curriculum

		YEAR 1		YEAR 2			YEAR 3
	End of 1s	t Semester	2nd Semester				
	Expected	Carrollton City 2/25/13 Assessment	Expected	Expected	Richmond County 2/26/13 Assessment	Floyd County 3/5/13 Assessment	Expected
CURRICULUM	•					•	
All courses have basic syllabus with description of grading scale that integrates online curriculum and notebooks	PR	EM	PR	PR	PR	PR	PR
All courses have complete syllabus with pacing guide that integrates on-line curriculum, notebooks, PBL, quizzes and final exams	PL/EM	PL	EM/PR	PR/EX	PR	PR	PR/EX
All learning facilitators exhibit consistency in methods of differentiated instruction that includes various learning styles, scaffolding for lower level students and acceleration	PL	PL	EM	PR	EM	Not Observed	PR/EX
Class time frequently includes on-going small and occasional whole group instruction, as well as techniques such as peer tutoring, mnemonic devices or movement/music to increase student engagement	PL	PL	EM	PR	EM/PR	EM/PR	PR/EX
LFs should continue to use the technology and updated resources to enhance their curriculum			PL	EM/PR	EM/PR	Not Observed	PR/EX

<u>Carrollton City</u>. Carrollton City PLC has been using a hybrid model, utilizing the e2020 online curriculum program and supplementing with moving students back and forth to the traditional school for some courses, with buses provided to move the students back and forth. The learning facilitators are still

learning the e2020 system and could use additional support in management of the system to learn more about sequencing and project-based learning resources. The site is working to develop pacing guides. They have begun planning for more "off-line" time and working in small groups.

<u>Floyd County</u>. Floyd County PLC has operated with 4 full-time learning facilitators and sharing subject area specialists with the alternative school, having them work for one period per day at the PLC. All classes have full syllabi and pacing guides. The teachers who are there full-time have been engaging students in small group instruction.

<u>Richmond County.</u> The new academic coordinator at Richmond County PLC has been working to put many elements that were not implemented the first year into place during this second year. The PLC is using e2020 and the district has aligned e2020 with the Common Core and this is working well for the site, placing them on target in implementation of the Common Core. Learning facilitators are beginning to work on developing syllabi with pacing guides. Small group instruction has commenced with some learning facilitators, particularly within CTAE courses.

Project-Based Learning. Table 1e below provides the summary of assessments for the three Race to the Top PLCs in the program area of project-based learning.

Table 1e: Summary of Assessments of PLC Implementation - Project Based Learning

		YEAR 1 t Semester	2nd Semester	YEAR 2			YEAR 3
	Expected	Carrollton City 2/25/13 Assessment	Expected	Expected	Richmond County 2/26/13 Assessment	Floyd County 3/5/13 Assessment	Expected
PROJECT-BASED LEARNING (PBL)							
Projects are aligned to standards and assigned by start of 2nd semester	PL	PL	EM				
Projects are documented in a PBL Planning form			PL	EM	PL	EM	PR/EX
Evidence exists that core courses have at least 1 individual project that is relevant to students, addresses one or more GPS standard in each overall core subject and includes rigor that stretches students' critical thinking, research, and technology and presentation skills	PL	PL	EM	EM/PR	EM/PR	PR	PR/EX
Learning facilitators are continuing to develop new projects and are tweaking and adding to existing project based learning plans to meet the academic needs of the students and are aligned with the standards				PR	PR	PR	PR/EX

<u>Carrollton City</u>. Carrollton City PLC is currently planning project based learning. At the time of the assessment, learning facilitators at the site had just received training in the PBL tools available within e2020. However, they have indicated concerns that the hybrid system of on-line learning with students moving back to the home school for some courses makes project-based work more difficult. It is likely that the site will need more support in this area.

<u>Floyd County</u>. Floyd County PLC been involved in project-based learning since their first year. Students engage in project-based learning, often tied into their senior project.

<u>Richmond County.</u> Richmond County PLC has implemented project-based learning during their second year. As the PLC has been working to fully implement senior projects, they are hoping in the future to tie project-based learning in with these projects. The CTAE learning facilitator works with students in this area.

Academic Service Learning and Senior Projects. Table 1f below provides the summary of assessments for the three Race to the Top PLCs in the program areas of academic service learning and senior projects.

Table 1f: Summary of Assessments of PLC Implementation - Academic Service Learning and Senior Projects

		YEAR 1		YEAR 2			YEAR 3
	End of 1s	t Semester	2nd Semester				
	Expected	Carrollton City 2/25/13 Assessment	Expected	Expected	Richmond County 2/26/13 Assessment	Floyd County 3/5/13 Assessment	Expected
ACADEMIC SERVICE LEARNING (ASL)							
Staff implements at least one academic service learning project	PL	PL	EM	PR/EX	PR	PR	PR/EX
The PLC offers 2 or more academic service learning opportunities with all students participating in at least one project				EM	PR	PR	PR
The PLC has offers 3 or more academic service learning opportunities with all students participating in at least one project					PR	PR	EM
SENIOR PROJECTS							
The Senior Project should be developed and implemented, whereby complete all four parts of the Senior Projects	PL	PL	EM	PR	EM	PR	PR

<u>Carrollton City</u>. Carrollton City PLC is currently planning academic service learning and senior projects, but has not implemented. They would like to start a recycling program within the PLC and utilize this as a project. They will need further support from the CIS of Georgia field support department in implementing these. Most likely senior projects will not be fully implemented until the second year of operations.

<u>Floyd County</u>. Floyd County PLC been proficient in Academic Service Learning since they started and they have moved from emerging to proficient in senior projects. This year, they have had a series of academic service learning projects that students could participate in and developed a service learning workbook called "MIA: Mission in Action" Service Learning for use by students. Projects have included projects on domestic violence, anti-bullying, a river clean-up project, a book fair and others. They have fully implemented senior projects, with all graduates completing these this year. Wherever possible,

Page 11 of 64

project-based learning, academic service learning and careers and Common Core elements are incorporated into senior projects.

<u>Richmond County.</u> Richmond County PLC has implemented academic service learning this year. The science learning facilitator has taken the lead in developing projects, tying them in with each subject area. So far this year, they have had 3 service learning projects including voter registration, a blood drive and a garden project. Senior projects are in the emerging stage, and the staff intends to tie these in with project-based learning and academic service learning. Pacing has been a challenge with senior projects and they are hoping to have students actually work on these projects commencing in their junior year.

Morning Motivation. Table 1g below provides the summary of assessments for the three Race to the Top PLCs in the program area of Morning Motivation.

Table 1g: Summary of Assessments of PLC Implementation - Morning Motivation

		YEAR 1		YEAR 2			YEAR 3
	End of 1s	t Semester	2nd Semester				
	Expected	Carrollton City 2/25/13 Assessment	Expected	Expected	Richmond County 2/26/13 Assessment	Floyd County 3/5/13 Assessment	Expected
MORNING MOTIVATION							
At least once a week Morning Motivation that is teacher-led, 10-20 minutes, organized, upbeat/positive climate and is organized with good momentum, and interesting. It should include a variety of the following: music, word/thought of the day, P's, creed, current event, student/teacher greeting, life skills, daily announcements, talent showcase, themes, and exercise/nature walks	,	EM	EM/PR		PR	PR	
Students take more responsibility for leading with teacher approval		EM	EM	PR	EM	PR	PR/EX
Two or more student-led sessions per week				PR/EX	PL	PL	PR/EX

<u>Carrollton City</u>. Carrollton City PLC did not implement Morning Motivation during the first semester. The site lacks a large central space to do this. They began implementation during the beginning of second semester in the homeroom classes over the intercom, including quotes, news and announcements. Each week a teacher will take responsibility with help from students.

<u>Floyd County</u>. Floyd County PLC began incorporating daily Morning Motivation this year within each homeroom. Each learning facilitator uses their SmartBoard with a theme for the day and students provide quotes. Morning Motivation is participatory with students being given reflection time with a focus on future and goal setting. Their reflections are placed into their portfolios.

<u>Richmond County.</u> Richmond County PLC has implemented Morning Motivation within homerooms with a monthly whole-group Morning Motivation. Learning facilitators take the lead, developing the theme for their homeroom. Students do have some input, but it is not yet truly "student-led." They are

working toward developing more student-led sessions and more large group motivation, but they it has not been developed to the extent they want it to be.

Advisory/Charting for Success. Table 1h below provides the summary of assessments for the three Race to the Top PLCs in the program area of Advisory/Charting for Success.

Table 1h: Summary of Assessments of PLC Implementation - Advisory/Charting for Success

		YEAR 1		YEAR 2			YEAR 3	
	End of 1s	t Semester	2nd Semester					
	Expected	Carrollton City 2/25/13 Assessment	Expected	Expected	Richmond County 2/26/13 Assessment	Floyd County 3/5/13 Assessment	Expected	
ADVISORY/CHARTING FOR SUCCESS (LF)								
Before the beginning of school: a daily schedule which includes advisory once a week is developed, with all students assigned to a teacher-advisor	PR	EM/PR	PR	PR	PR/EX	EX	PR	
Students meet with advisors at least an hour each week to update their notebooks, Graduation checklist, Individual Development Plans (IDP) and other advisory materials	EM	PL	PR	PR/EX	PR/EX	EX	PR/EX	

<u>Carrollton City</u>. Carrollton City PLC learning facilitators conduct advisement once monthly, with all students assigned to a particular learning facilitator. For 8th grade students, the CIS site coordinator conducts advisement. All students are GAcollege411 registered. They want to expand these services and will likely need support in this area and training in the Charting for Success curricula.

<u>Floyd County</u>. Floyd County PLC has been very innovative in use of technology within their advisement, employing googledocs to develop online portfolios for each of the students. All learning facilitators at the PLC have been trained in reading transcripts and work with students in learning to read them and understand what they need to do to graduate so that no student can say they were unaware of what they needed to do to graduate. Each student has weekly advisement with Ms. Martin or Mr. Burkhalter. Within their online portfolios the students maintain their own transcripts of courses completed, and set weekly goals. During reflection, students assess their progress toward goals and if they do not meet their goals, must explain why. The online portfolios are shared with and reviewed by all learning facilitators who can make comments and send communications to the students. The intent is to have students take ownership of their education. Ms. Winston, the CIS site coordinator, conducts college and career readiness with the students.

<u>Richmond County.</u> Richmond County PLC has fully implemented advisory this year. The homeroom teachers are the primary advisors for students. The academic coordinator (AC) has put checks and balances into place wherein students go first to their homeroom teacher for support, then to Ms. Reid, the CIS site coordinator, and finally to the AC, Natalie Robinson for help as needed. When students complete a course, Ms. Reid and Ms. Robinson must sign off before a student can enroll in a new class.

The CIS site coordinator is in charge of Charting for Success and has provided opportunities such as college fairs and visits to technical college for students. Most of the students now have GAcollege411 accounts.

Career Capstone/Job Shadowing. Table 1i below provides the summary of assessments for the three Race to the Top PLCs in the program area of Career Capstone/Job Shadowing.

Table 1i: Summary of Assessments of PLC Implementation - Career Capstone/Job Shadowing

		YEAR 1		YEAR 2			YEAR 3
	End of 1s	t Semester	2nd Semester				
	Expected	Carrollton City 2/25/13 Assessment	Expected	Expected	Richmond County 2/26/13 Assessment	Floyd County 3/5/13 Assessment	Expected
CAREER CAPSTONE/ JOB SHADOWING							
Site Coordinator coordinates with the technical college to set up Compass testing for graduating seniors	EM	PL	EM	PR	PR	PR	PR
Site Coordinator and Academic Coordinator establish a partnership with the technical college to get students dually enrolled	EM	PL	PR	PR	PR	PR	PR
All students (priority 11-12th grades) discuss and select a pathway course of study with advisor, Site Coordinator and technical college high school coordinator	EM	NE	PR	PR	EM	PR	PR
Site Coordinator forms partnerships with local businesses, agencies and organization in the community to offer internships, job shadowing, ad mentoring opportunities to PLC students	EM	EM	PR	PR	PR	PR	PR
Site Coordinator schedule group college tours, career/college day, job shadowing experiences with local businesses (hospitals, etc)	EM	EM	PR	PR	PR	PR	PR
Site Coordinator partners with the technical college to set up Compass testing for all returning 11th and 12th graders who haven't tested			PR	PR	PR	PR	PR
1st semester - Advisors identify new students on track to graduate and interested in dual enrollment. Work towards enrolling them by start of 2nd semester				PR	PR	PR	PR

<u>Carrollton City</u>. Carrollton City PLC has been working toward implementing career capstone and job shadowing. They have met with West Central Technical College and hope to have a partnership with them soon to do COMPASS testing. They have commenced some campus tours and have had students participate in job shadowing that is available at the traditional high school.

<u>Floyd County</u>. Floyd County PLC implemented dual enrollment last year. They work with Georgia Northwestern and Georgia Highlands and have several dually enrolled students. COMPASS testing is completed at the College and Career Academy and guest speakers are invited to speak to students about a variety of careers. Many community partners and college representatives come in to visit and speak with students. Job shadowing is also in place led by CIS. PLC has also tapped into WIA project to support this area. They have partnered with Berry College and have interns from the college to work with students.

<u>Richmond County.</u> Richmond County PLC has a relationship with Augusta Technical College which provides testing for students. They have a partnership for dual enrollment, but transportation is a barrier to implementation. The site coordinator has arranged college and technical college tours for students. They have partnered with Junior Achievement for job shadowing. Job shadowing opportunities have been provided with John Deere, Publix, Crock Center, Walton Options and Habitat for Humanity.

Incentive Program. Table 1j below provides the summary of assessments for the three Race to the Top PLCs in the program area of Incentive Program.

Table 1j: Summary of Assessments of PLC Implementation - Incentive Programs

		YEAR 1		YEAR 2			YEAR 3		
	End of 1s	st Semester	2nd Semester						
	Expected	Carrollton City 2/25/13 Assessment	Expected	Expected	Richmond County 2/26/13 Assessment	Floyd County 3/5/13 Assessment	Expected		
INCENTIVE PROGRAM - Site Coordinator									
Establish and maintain school-wide incentive program for:	EM	PR	PR	PR	PR	PR	PR		
* Attendance		PR			PR	PR			
* Academic Achievement		PR			PR	PR			
* Good Citizenship (participating in various activities)		PR			PR	PR			
*Conduct		PR			PR	PR			
Work with local businesses to build upon established partnerships for donations, awards and incentives	EM	PR	PR	PR	PR	PR	PR		

<u>Carrollton City</u>. Carrollton City PLC has performed well in developing incentive programs this year. They have developed relationships with Papa John's, Chick-Fil-A, Taco Bell and Subway. They have pizza parties for students who are on track academically with no disciplinary incidents. They have a Tacos for Grads incentive program with Taco Bell. A Student of the Month program has been implemented. Students who complete courses are celebrated on a "Got Credits" bulletin board.

<u>Floyd County</u>. Floyd County PLC also has a well-established incentive program. Local businesses provide gift cards, and they have prizes for good performance. Students who graduate are celebrated publicly -- with a graduation walk down the hall and posting of their picture on a mortarboard in their school color. <u>Richmond County</u>. Richmond County PLC has been able to provide incentives to students in the form of gift cards. Students are recognized for perfect attendance, and there is a Student of the Minimester. They want to further develop this and feel that their site coordinator needs more time to devote to developing business partnerships.

Page 15 of 64

Mentor Program. Table 1k below provides the summary of assessments for the three Race to the Top PLCs in the program area of Mentor Program.

Table 1k: Summary of Assessments of PLC Implementation - Mentor Programs

		YEAR 1					YEAR 3
	End of 1st Semester 2		2nd Semester				
	Expected	Carrollton City 2/25/13 Assessment	Expected	Expected	Richmond County 2/26/13 Assessment	Floyd County 3/5/13 Assessment	Expected
MENTOR PROGRAM - Site Coordinator							
Actively recruiting, screening and training mentors	PL	EM	EM	PR	PR	PR	PR
Students are matched with mentors, either individually or in groups of 3-5 students	PL	EM	EM	PR	EM	EM	PR

<u>Carrollton City</u>. Carrollton City PLC has begun implementation of their mentor program with the help of CIS. West Georgia College has been a source for some mentors. Currently they have 6 regular mentors in place and have been conducting workshops for recruitment.

<u>Floyd County</u>. Floyd County PLC has had a difficult time fully implementing the mentor program. Although the CIS affiliate has a long standing mentoring program, the location of the PLC is a barrier to getting mentors into the site. Staff act as mentors for most students. They still hope to increase the numbers and place more mentors at the site.

<u>Richmond County.</u> Richmond County PLC has also had difficulty attracting mentors. The CIS site coordinator has done outreach and trained a large group from a local church, but the mentors never started. They are currently conducting outreach with Ft. Gordon and hopes to get mentors in the future from within the military. The biggest challenge is the amount of time that the CIS site coordinator has to devote to recruiting, training and engaging mentors.

Parent Engagement. Table 1l below provides the summary of assessments for the three Race to the Top PLCs in the program area of Parent Engagement.

Table 11: Summary of Assessments of PLC Implementation - Parent Engagement

		YEAR 1		YEAR 2			YEAR 3
	End of 1s	t Semester	2nd Semester				
	Expected	Carrollton City 2/25/13 Assessment	Expected	Expected	Richmond County 2/26/13 Assessment	Floyd County 3/5/13 Assessment	Expected
PARENTAL ENGAGEMENT							
At least 95% of parents are contacted quarterly via telephone, email, newsletter, home visits and/or visit the PLC for conferences	PR	PR	PR	PR	PR	EX	PR
At least two PLC-provided workshops or other special events are offered per semester with documented outreach to help ensure participation	PL	PR	EM	PR	PR	EX	PR

<u>Carrollton City</u>. Carrollton City PLC has regular outreach to parents. The CIS site coordinator calls parents if students do not show up for school and the AC and learning facilitators provide regular updates to parents. The PLC maintains a googledocs log for parent contacts. They held three parent events during the first semester including a parent appreciation night, a parent meet-and-greet and a parent holiday luncheon.

<u>Floyd County</u>. Floyd County PLC has done an exemplary job of engaging parents. The PLC holds parent meetings once a month. Parents attend an orientation to PLC that includes training on helping their child to be successful and community resources. Parent meetings have covered subjects such as finance and budgeting and dealing with holiday stress. The PLC hosted a college fair with nine colleges represented to provide students and their parents assistance in completing the FAFSA form and information on helping students enter college.

<u>Richmond County.</u> Richmond County PLC has also performed well in engaging parents. Parents are contacted by the site coordinator, AC and learning facilitators with student progress. Parents receive weekly progress reports on their students. They have held several parent events including a Parent Progress Report Night in which they explained to parents how they can monitor student progress. They plan to hold this training again in the second semester.

Floyd County PLC Transition for 2013-14 School Yer

Floyd County PLC underwent a significant transition at the end of the 2012-2013 school year. In January 2013, CIS of Georgia's president received an "urgent appeal" to extend funding that covered salaries for two PLC teachers for at least one more year to the Floyd County School System due to "severe budget challenges." The letter states that without an additional \$160,000, "the PLC's instruction & student services may suffer" and "the Floyd PLC's future may be at stake." We received their PLC partnership agreement that was signed by the Rome-Floyd CIS Executive Director and board chair but not the Floyd County Schools new superintendent, who started work in December 2012. He reportedly was surprised to learn that funding was not part of this year's contract and requested that CIS of Georgia modify the contract to end 6/30/13 rather than 9/30/13 as he was not willing to commit to another year at that point. CIS of Georgia leadership reviewed the request and made several attempts to connect with the Floyd County superintendent and leadership of CIS of Rome-Floyd to learn more about the key issues and future plans.

Shortly thereafter, CIS of Georgia learned of the district's \$10.4 million budget deficit, and their plans to conducted a reduction in force that ultimately eliminated 120 positions and closed the building that housed the PLC, which was old and inefficient. The Performance Learning Center was slated to move to the College and Career Academy campus and all its existing teachers and administrators would be reassigned, with the exception of the CIS site coordinator who would continue to support the program.

This eliminated the need for additional training for the remainder of the school year and created a need for more intense support for the following year, especially since CIS of Georgia had not planned a new staff orientation as part of the July summer training, which focused instead on CCGPS implementation in a blended learning setting.

CIS of Georgia's president and field support coordinator met in April with Floyd County assistant superintendent and the Rome-Floyd CIS Executive Director. They toured the College & Career Academy (C&CA) and found both the space and staff allocated insufficient to meet the terms of the PLC partnership agreement, which had just been signed in March, delayed while the district leadership conducted an in-depth review of all current and proposed contracts. The proposed configuration at that time would allow the PLC to serve only 50 students: 25 in the morning and 25 in the afternoon in one large classroom. PLC students would be at their base high schools the rest of the day, unable to take advantage of the other opportunities the C&CA offers. The CIS worked with the C&CA director to determine how to conform to the PLC model, and spoke with CIS of Georgia staff late in May, after FCS staff assignments were clarified for 2013-2014.

The Executive Director of CIS of Rome/Floyd told CIS of Georgia's president and field support coordinator that the Floyd County Schools leadership has been planning more for the relocated PLC than they were able to communicate until after staff assignments for FY 14 were clarified for legal reasons. With input from Cayanna Good, GaDOE's Director of School Improvement, CIS of Georgia drafted a list of key questions that the ED worked with the C&CA director and district leadership to respond to in June that provided greater clarification.

On August 2, 2013, CIS of Georgia staff toured the renovated classrooms at Floyd County PLC and provided a brief PLC orientation to their new staff. They currently have two large classrooms for the PLC with 35 full-time students assigned. The College & Career Academy (CCA) principal showed us two other computer labs that could be allocated to the PLC as it grows. In a meeting afterwards, the ED revealed that many of the previous PLC teachers were not highly qualified to teach the classes and levels that they were assigned to teach. Though allowable under Georgia's NCLB implementation guidelines for alternative education programs (which includes the PLC), the preference is, by both CIS of Georgia and the new district leadership, to have highly qualified teachers in those positions. The ED also informed us that the sustainability plan for continuation of the PLC beyond the period of the grant and to also add building to the C&CA that now houses the PLC is founded on a SPLOST vote, which she says "always passes" for education. In addition, there is hope that a stronger relationship with the local technical college may result in additional space for the PLC in the future.

While CIS of Georgia staff have not yet connected with the district leadership, we now feel more assured that Floyd County's C&CA principal has empowered the newly assigned PLC Coordinator to lead and manage the PLC and that the new instructional staff is actually better qualified than those previously assigned. We were also relieved to discover that the new Coordinator is receiving assistance and materials from the previous assistant principal, as well as from the local CIS employees.

Submitted: August 31st, 2013

Page 18 of 64

Program Refinements

Preparing for the Common Core-Georgia Performance Standards Transition:

Last year CIS of Georgia staff investigated how to help the PLC staff transition to the Common Core-Georgia Performance Standards (CCGPS). Discussions began with Jerry Randolph and Jan Wiche of Georgia DOE, and then we participated in Georgia DOE's Elluminate and GPB sessions throughout the year. West Georgia RESA's Barbara Bishop invited us to attend her CCGPS training with Carrollton City staff, but this was not as useful as we had hoped since the event was designed for 6th grade language arts teachers. We did learn some things from Ms. Bishop that helped us develop a plan for the PLCs that included monthly forums for PLC Mathematics and ELA Learning Facilitators to discuss the CCGPS transition with others serving in a similar role. For the first discussions held in March 2012, learning facilitators were asked to be up-to-date on the Elluminate and GPB sessions, to share what support they are receiving from their districts and RESAs that was helpful, and brainstorm additional supports that CIS of Georgia might be able to provide. Those calls were poorly attended, with three facilitators attending the math call (two from the same site) and only one language arts facilitator on the ELA call. This led CIS of Georgia to revise our plan for the transition.

CIS of Georgia also contracted with two presenters, Georgia DOE's Mary Lynn Huie and Northeast Georgia RESA's Kaycie Maddox, to offer full day planning sessions in literacy and math, respectively, at the PLC Summer Institute in July 2012. The intent was for learning facilitators to build upon Georgia DOE's guidance on CCGPS suggested practices and plan to employ those strategies in the PLC setting. These were excellent sessions, upon which our transition plan has developed. Several of the attendees have been invited to form our PLC Curriculum Team, after CIS of Georgia's field support, curriculum and training coordinator further investigated by attending Dr. Huie's Literacy Design Collaborative training in the fall and spring, the GACIS Fall Conference and the National Association for Alternative Education's conference. A one-day consult was also held with Common Core and professional development experts from Apex Learning.

The objective was defined: to develop tools designed around the PLC instructional model that help learning facilitators across the PLC network implement the Common Core-Georgia Performance Standards (CCGPS) in our non-traditional setting. We would tackle not only English/Language Arts (ELA) and mathematics, but also the literacy and college/career readiness standards that impact the other subjects.

CIS of Georgia completed the project that coordinated PLC teachers from throughout the network to prepare for Common Core implementation. PLC learning facilitators nominated as "experts in their field" served on a PLC Curriculum Team, which functioned similar to a curriculum department in a traditional high school. Their goal was to develop tools appropriate for the PLC's blended learning environment.

After the kick-off meeting in early March, the team was divided into two groups:

· mathematics: comprised of four math teachers representing two PLCs

· literacy: comprised of three language arts teachers from three different PLCs, four social studies teachers from three PLCs, one CTAE teacher and one former PLC science teacher who is now on staff at CIS of Georgia.

In total, seven PLCs were represented, including two Race-to-the-Top-funded programs: Richmond County (2 participants) and Floyd County (1 participant).

Both groups met three more times (in April, June and July) and had several conference calls throughout 2013. Some participants agreed up front to only participate during the school year meetings, yet still turned in their completed units. The mathematics team posted their respective units on a wiki: http://plccurriculumresources.pbworks.com. Though the initial plan was for all subject areas to post on that site, the literacy team eventually decided to use the Literacy Design Collaborative's Module Creator online software (www.modulecreator.com) to complete and house their units, related handouts, and non-fiction reading passages.

The teams conducted peer reviews of their draft lessons using a rubric, made revisions and finally presented on July 17-18 at CIS of Georgia's Summer Training 2013, entitled "Making the Shift: Common Core for the PLC Classroom," a targeted event to help PLC learning facilitators across the PLC network implement the CCGPS in our non-traditional setting. Participants gained the background knowledge to become familiar with the "big shifts" required by the common core, access to the team's sample units/modules, and the skills necessary to begin creating similar units to use in their own PLC blended learning classrooms. A total of 27 learning facilitators from 10 PLCs participated, including 11 from two Race-to-the-Top-funded programs: Floyd County (2 participants), Carrollton City (5 participants), and Richmond County (4 participants/presenters). Sample modules can be found in Appendix B.

Measures of Academic Progress (MAP) Pilot

CIS of Georgia is also sponsoring a pilot program for 2013-2014 of a tool from the Northwest Evaluation Association (NWEA), Measures of Academic Progress (MAP), to assesses prospective PLC students' math and reading ability. In addition, MAP is now linked to Edgenuity (formerly Education2020), the online curriculum provider used by two Race to the Top PLCs -- Carrollton City and Richmond County. Edgenuity has been made compatible with the MAP system so that the score information will automatically generate Individual Learning Plans that can be assigned to students with one click of a mouse. The Individual Learning Plans contains the lessons and quizzes to remediate the student's identified skill deficits, helping low-achievers gain the math and ELA skills they need to be successful in their coursework. Another benefit of MAP is that it is now aligned to Common Core Standards, and their items are designed to be similar to the sample items released by Smarter Balanced and PARCC, the two companies that are designing the assessments for the Common Core, providing participating students with additional exposure to these types of assessment items in advance of the actual high-stakes tests.

The MAP assessment is designed to be administered three times per year. MAP requires a one-day Administrative Workshop, which CIS of Georgia hosted on July 19th, adjacent to the Common Core Workshop. PLC staff are in the process of setting up their fall testing windows now. They will administer it again soon after school resumes in January and at the end of the school year. The reason for the mid-year assessment is to have interim growth data so that interventions can be adjusted if expected progress is not being achieved. Additional workshops are being planned for October and January to help PLC staff members access additional reports and interpret the data. The later workshop will highlight a NWEA study linking scores on MAP to prospective achievement on the ACT/PLAN/EXPLORE tests, which can provide both PLC and CIS of Georgia staff with an indicator to predict college readiness at any grade level. These score tables will also eventually be used to help students set goals during advisement, including 1) increasing their academic studies to take the appropriately rigorous courses and recommended lessons in their learning plans to graduate high school without the need for additional remediation; 2) identifying whether a technical college, state college, top-tier public university or lvy League university would best suit them; and 3) helping students select a major within a category/level of post-secondary institutions.

Year 2 Student Services and Outcomes

Student Data Collection at Performance Learning Centers

Staff at each PLC are required to track processes such as the services delivered to students, student participation in key program components such a advisory and academic service learning. Student progress is monitored in the areas of academic performance, attendance, behavior, promotion/graduation and plans for the future. There three main data collection tools used for collecting data on the student experience at Performance Learning Center:

- Communities In Schools Data Management System (CISDM). CIS provides each PLC with all
 reporting instruments including an online database system (CISDM) to track student
 demographics, risk factors, program participation, services and performance in the PLC program.
 In addition, school-wide services available to all students are also tracked.
- PLC Monthly Report. The PLC monthly report was developed for the new school year, replacing
 weekly report. In the monthly report, PLCs provide information on student enrollment,
 including entrances, exits and exit reasons, student attendance, parent and community
 involvement in the PLC.
- **Student Surveys.** Student surveys provide us with much information and insight into the more subjective aspects of the PLC school experience and its impact on students. Communities In Schools of Georgia administers the surveys online via SurveyMonkey. The online surveys allowed us to provide immediate access to survey results for the academic coordinators and CIS executive directors.

At the Floyd and Richmond County PLCs started during the 2011-12 school year, the CIS site coordinators alone are responsible for entering information on the student experience at the PLC into CISDM. The Carrollton City PLC which started in the 2012-13 school year follows a different pattern with data entry tasks shared between the site coordinator and administrative assistant. Each PLC collects and enters student demographics, intake information, baseline (pre-PLC) behavioral and academic performance data, as well as grades, attendance and discipline during the students' time at the PLC into the CIS data system. The site coordinator is also asked to track services and student participation in service learning and other essential elements of the program, such as college and career readiness and advisory.

Data Quality for 2012-13. Challenges were encountered with data collections at the Richmond County PLC during their first year operations, where the lack of an academic coordinator for much of the year resulted in the site coordinator not having access to the district data system. Natalie H. Robinson, the new academic coordinator at the PLC in Richmond, has been very committed to collecting complete data for the 2012-13 school year. However, as some PLC students are enrolled at the PLC across multiple years, much of the data entered into the database from the previous year had to be corrected to obtain complete data for this school year for those students. Overall, the data quality at Richmond PLC has improved greatly this year.

Data collection at the Carrollton City and Floyd County PLC sites has been quite good this year. The CIS of Georgia evaluation department commenced checks of data quality in fall of this year, comparing enrollment reported in the monthly reports to what has been entered into CISDM. This has allowed us to identify some data challenges and work with the sites on correcting data.

Student Enrollment. The four tables that follow (Table 2, 2C, 2F and 2R) detail the month-to-month enrollment and exits overall and at each of the three Race to the Top Performance Learning Centers during the 2012-13 school year. In all, 293 students were enrolled at the three Performance Learning Center locations over the course of the year, with Carrollton City PLC serving a total of 66 students, Floyd County PLC serving a total of 83 students and Richmond County serving 144 students. On average, 203.4 students were actively enrolled per month at the PLCs, with an average of 18.5 students exiting each month. The PLCs added students each month as students exited, bringing on an average of 18.2 new students each month.

In total, 185 students exited during the school year, 64 of which were graduates. Among the other exiting students were 40 who transferred to their home high school or out of the system, 78 dropouts including 10 who went on to pursue GEDs, and 1 students who was deceased.

Table 2: Enrollment and Exits at all PLCS 2013

RT3 PERFORMANCE												
LEARNING CENTERS						Month	1					
2012												
STUDENT ENROLLMENT	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
# of Students Enrolled At the End of Previous Month	111	205	231	225	211	184	191	181	163	154	185.6	Average
# of Students Added During	96	32	6	4	0	25	13	4	2	0	18.2	Average
# of Students Exited During the Month	2	6	12	18	27	18	23	22	11	46	18.5	Average
# Enrolled at End of the Month	205	231	225	211	184	191	181	163	154	108	185.3	Average
Total Students Active During Month	207	234	234	226	213	210	205	185	165	155	203.4	Average
Total Enrolled Year To Date	207	239	245	249	249	274	287	291	293	293	293.0	Total
STUDENT EXIT REASONS	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
la								l				
Returned to Home High School	1	0	3	0	0	5	1	4	0	2	16	Total
Transferred from School System	1	3	3	0	2	3	5	7	0	0	16 24	Total Total
Transferred from School	1						_					
Transferred from School System	1	3	0	3	2	3	5	7	0	0	24	Total
Transferred from School System Dropped Out Department of Juvenile	1 1 0	3	0	3 10	2 11	3	5	7 6	0 6	0 8	24	Total Total
Transferred from School System Dropped Out Department of Juvenile Justice	1 1 0 0	3 2 0	0 6 0	3 10 0	2 11 0	3 6 0	5 13 0	7 6 0	0 6 0	0 8 0	24 68 0	Total Total Total
Transferred from School System Dropped Out Department of Juvenile Justice GED	1 1 0 0	3 2 0 0	0 6 0	3 10 0	2 11 0 4	3 6 0	5 13 0	7 6 0	0 6 0	0 8 0	24 68 0	Total Total Total Total
Transferred from School System Dropped Out Department of Juvenile Justice GED Other Graduated Total (See Detail	1 0 0 0	3 2 0 0	0 6 0 1	3 10 0 2 1	2 11 0 4 0	3 6 0 0	5 13 0 0	7 6 0 2	0 6 0 0 0	0 8 0 1	24 68 0 10	Total Total Total Total Total Total
Transferred from School System Dropped Out Department of Juvenile Justice GED Other Graduated Total (See Detail Below)	1 0 0 0 0 0	3 2 0 0 0 0	0 6 0 1 0	3 10 0 2 1	2 11 0 4 0	3 6 0 0 0	5 13 0 0 0 4	7 6 0 2 0 3	0 6 0 0 0	0 8 0 1 0	24 68 0 10 1 64	Total Total Total Total Total Total Total
Transferred from School System Dropped Out Department of Juvenile Justice GED Other Graduated Total (See Detail Below) To 4 Year College	1	3 2 0 0 0 0 1 1 0 0	0 6 0 1 0 1	3 10 0 2 1 1	2 11 0 4 0 10 6	3 6 0 0 0 4	5 13 0 0 0 4	7 6 0 2 0 3	0 6 0 0 0 5	0 8 0 1 0 35	24 68 0 10 1 64	Total Total Total Total Total Total Total Total
Transferred from School System Dropped Out Department of Juvenile Justice GED Other Graduated Total (See Detail Below) To 4 Year College To 2 Year College	1	3 2 0 0 0 0 1 0 1 1	0 6 0 1 0 1	3 10 0 2 1 1	2 11 0 4 0 10 6	3 6 0 0 0 4	5 13 0 0 0 4 2 2	7 6 0 2 0 3 1 0 0	0 6 0 0 0 5	0 8 0 1 0 35 0 4	24 68 0 10 1 64 9	Total
Transferred from School System Dropped Out Department of Juvenile Justice GED Other Graduated Total (See Detail Below) To 4 Year College To 2 Year College To Technical College	1	3 2 0 0 0 0 1 0 1 0 0 1 0 0 0 0 0 0 0 0 0	0 6 0 1 0 1	3 10 0 2 1 1 0	2 11 0 4 0 10 6 1	3 6 0 0 0 4 0 0	5 13 0 0 0 4 2 2	7 6 0 2 0 3 1 0 0 0	0 6 0 0 0 5 0 2	0 8 0 1 0 35 0 4	24 68 0 10 1 64 9 11	Total

Carrollton City PLC Enrollment

At Carrollton City PLC, 66 students were enrolled over the course of the year. On average, 53.9 students per month were actively enrolled monthly at the PLC, with an average of 1.7 students exiting each month. Carrollton City PLC added an average of 0.9 new students per month.

In total, 16 students exited during the year, 5 of which were graduates. Among the other exiting students were 3 who transferred out of the system, 2 returning to their home high school, and 6 dropouts including 1 student pursuing a GED.

Table 2C: Enrollment and Exits at Carrollton City PLC 2013

SITE: Carrollton City												
PLC						Month	1					
STUDENT ENROLLMENT	Aug 12	Sep-12	Oct-12	Nov-12	Dec-12	lan 12	Feb-13	Mar-13	Apr 12	May-13	YTD	YTD TYPE
# of Students Enrolled At the	Aug-12	3ep-12	OCC-12	NOV-12	Dec-12	Jan-13	FED-13	Mar-13	Apr-13	IVIAY-13	עוץ	TIDITPE
End of Previous Month	57	60	57	54	52	52	51	54	52	51	54.0	Average
# of Students Added During												
the Month	3	0	0	0	0	2	3	0	1	0	0.9	Average
# of Students Exited During	0	3	3	2	0	3	0	2	2	2	1.7	A.10.20.20
the Month	U	3	3	2	U	3	U	2	2	2	1.7	Average
# Enrolled at End of the Month	60	57	54	52	52	51	54	52	51	49	53.2	Average
Total Students Active During Month	60	57	54	52	50	54	54	54	53	51	53.9	Average
Total Enrolled Year To Date	60	60	60	60	60	62	65	65	66	66	66.0	Total
STUDENT EXIT REASONS	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
Returned to Home High School	0	0	1	0	0	0	0	1	0	0	2	Total
Transferred from School												
System	0	2	0	0	0	1	0	0	0	0	3	Total
System Dropped Out	0	2	0	0	0	0	0	0	0	0	3 5	Total Total
•		_				_	_					
Dropped Out Department of Juvenile	0	1	1	1	0	0	0	0	2	0	5	Total
Dropped Out Department of Juvenile Justice	0	1 0	1 0	1 0	0	0	0	0	2	0	5	Total Total
Dropped Out Department of Juvenile Justice GED	0 0	1 0 0	1 0 0	1 0 0	0 0	0 0	0 0	0 0 1	2 0 0	0 0	5 0 1	Total Total Total
Dropped Out Department of Juvenile Justice GED Other Graduated Total (See Detail	0 0 0	1 0 0 0	1 0 0 0	1 0 0 0	0 0 0	0 0 0 0	0 0 0	0 0 1 0	2 0 0 0	0 0 0	5 0 1 0	Total Total Total Total Total
Dropped Out Department of Juvenile Justice GED Other Graduated Total (See Detail Below)	0 0 0 0	1 0 0 0	1 0 0 0	1 0 0 0	0 0 0 0	0 0 0 0 0	0 0 0 0	0 0 1 0	2 0 0 0	0 0 0 0	5 0 1 0 5	Total Total Total Total Total Total
Dropped Out Department of Juvenile Justice GED Other Graduated Total (See Detail Below) To 4 Year College	0 0 0 0 0	1 0 0 0 0	1 0 0 0 0	1 0 0 0 1	0 0 0 0 0	0 0 0 0 0 2	0 0 0 0 0	0 0 1 0 0	2 0 0 0 0	0 0 0 0 0 2	5 0 1 0 5	Total Total Total Total Total Total Total Total
Dropped Out Department of Juvenile Justice GED Other Graduated Total (See Detail Below) To 4 Year College To 2 Year College	0 0 0 0 0	1 0 0 0 0	1 0 0 0 0	1 0 0 0 1	0 0 0 0 0	0 0 0 0 0 2 0	0 0 0 0 0	0 0 1 0 0	2 0 0 0 0	0 0 0 0 0 2 0	5 0 1 0 5 0	Total
Dropped Out Department of Juvenile Justice GED Other Graduated Total (See Detail Below) To 4 Year College To 2 Year College To Technical College	0 0 0 0 0	1 0 0 0 0	1 0 0 0 0	1 0 0 0 0 1	0 0 0 0 0	0 0 0 0 0 2	0 0 0 0 0	0 0 1 0 0 0	2 0 0 0 0	0 0 0 0 0 2 0	5 0 1 0 5 0	Total

Floyd County PLC Enrollment

At Floyd County PLC, 83 students were enrolled over the course of the year, an increase of 17% over the previous year (71 students). Nineteen students enrolled at the end of the 2011-12 school year returned to the PLC after the summer. On average, 51.4 students per month were actively enrolled at the PLC,

with an average of 6.1 students exiting each month. Floyd PLC added students each month as students exited, bringing on an average of 6.4 new students each month.

In total, 60 students exited during the year, thirty of which were graduates an increase of 9 graduates over their first year of operations. Floyd County PLC did document student plans upon graduation for the majority of graduates. Three students left with plans to attend a 4 year college, 10 with plans to attend a 2 year college, 1 planning to attend technical college, 2 entering the military, 6 pursuing employment and eight unspecified..

Among the other exiting students were 15 who transferred out of the system, 6 who returned to their home high schools, and 9 dropouts.

Table 2F: Enrollment and Exits at Floyd County PLC 2013

SITE: Floyd County PLC													
STUDENT ENROLLMENT	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE	
# of Students Enrolled At the End of Previous Month	19	50	49	49	49	43	51	51	44	37	44.2	Average	
# of Students Added During the Month	33	1	3	2	0	14	7	3	1	0	6.4	Average	
# of Students Exited During the Month	2	2	3	2	6	6	7	10	8	15	6.1	Average	
# Enrolled at End of the Month	50	49	49	49	43	51	51	44	37	22	44.5	Average	
Total Students Active During Month	52	51	52	51	52	58	59	55	46	38	51.4	Average	
Total Enrolled Year To Date	52	53	56	58	58	72	79	82	83	83	83.0	Total	
STUDENT EXIT REASONS	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE	
Returned to Home High School	1	0	1	0	0	1	0	2	0	1	6	Total	
Transferred from School System	1	0	0	1	2	2	3	6	0	0	15	Total	
Dropped Out	0	1	1	0	0	1	0	0	3	3	9	Total	
Department of Juvenile Justice	0	0	0	0	0	0	0	0	0	0	0	Total	
GED	0	0	0	0	0	0	0	0	0	0	0	Total	
Other	0	0	0	0	0	0	0	0	0	0	0	Total	
Graduated Total (See Detail Below)	0	1	1	0	4	2	4	2	5	11	30	Total	
To 4 Year College	0	0	0	0	0	0	2	1	0	0	3	Total	
To 2 Year College	0	1	0	0	1	0	2	0	2	4	10	Total	
To Technical College	0	0	0	0	0	0	0	0	0	1	1	Total	
To Military	0	0	0	0	0	0	0	0	1	1	2	Total	
To Employment	0	0	1	0	2	1	0	0	1	1	6	Total	
Other Graduate/Unknown	0	0	0	0	1	1	0	1	1	4	8	Total	

Richmond County PLC Enrollment

At Richmond County PLC, 144 students were enrolled over the course of the 2012-13 school year, an increase of 33.3% over the previous year (108 students). Thirty-five students enrolled at the end of the 2011-12 school year returned to the PLC after the summer. On average, 98.1 students per month were actively enrolled at the PLC, with an average of 10.7 students exiting each month. Richmond County PLC

also added students each month as students exited, bringing on an average of 10.9 new students each month.

In total, 107 students exited during the year, twenty-nine of which were graduates, an increase of ten graduates over the PLC's first year of operations. Richmond County PLC did not fully document student plans upon graduation, however 6 did have plans to attend 4 year college and one was documented as continuing education in the military. Among the other exiting students were 8 who returned to their home high school, 6 who transferred out of the system, 63 dropouts including 9 students who left to pursue GEDs and 1 student who was deceased.

Table 2R: Enrollment and Exits at Richmond County PLC 2013

SITE: Richmond County	Month												
PLC						Month	1						
STUDENT ENROLLMENT	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE	
# of Students Enrolled At the	35	95	125	122	110	89	89	76	67	66	87.4	Average	
End of Previous Month	33	33	125	122	110	03	05	70	07		07.4	Average	
# of Students Added During	60	31	3	2	0	9	3	1	0	0	10.9	Average	
the Month										Ţ		71101080	
# of Students Exited During	0	1	6	14	21	9	16	10	1	29	10.7	Average	
# Enrolled at End of the Month	95	125	122	110	89	89	76	67	66	37	87.6	Average	
Total Students Active During Month	95	126	128	123	111	98	92	76	66	66	98.1	Average	
Total Enrolled Year To Date	95	126	129	131	131	140	143	144	144	144	144.0	Total	
STUDENT EXIT REASONS	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE	
Returned to Home High School	0	0	1	0	0	4	1	1	0	1	8	Total	
Transferred from School System	0	1	0	2	0	0	2	1	0	0	6	Total	
Dropped Out	0	0	4	9	11	5	13	6	1	5	54	Total	
Department of Juvenile Justice	0	0	0	0	0	0	0	0	0	0	0	Total	
GED	0	0	1	2	4	0	0	1	0	1	9	Total	
Other	0	0	0	1	0	0	0	0	0	0	1	Total	
Graduated Total (See Detail Below)	0	0	0	0	6	0	0	1	0	22	29	Total	
To 4 Year College	0	0	0	0	6	0	0	0	0	0	6	Total	
To 2 Year College	0	0	0	0	0	0	0	0	0	0	0	Total	
To Technical College	0	0	0	0	0	0	0	0	0	0	0	Total	
To Military	0	0	0	0	0	0	0	0	0	1	1	Total	
To Employment	0	0	0	0	0	0	0	1	0	2	3	Total	
Other Graduate/Unknown	0	0	0	0	0	0	0	0	0	19	19	Total	

Student Demographics. During the 2012-13 school year, 293 students attended the three Race to the Top Performance Learning Center locations in Georgia. Student demographics including gender, ethnicity and grade level can be found on the next four tables (Table 3, 3C, 3F, 3R).

Ethnicity and Gender. The student population served across the three PLCs during the 2013 school year is ethnically diverse, with 57.3% of students being African American, 5.1% Hispanic, 2.7% multi-racial and 34.5% white. However, closer examination of the individual PLCs shows that the student ethnic populations at each of the PLCs differed greatly (see Tables 3C, 3F and 3R). Overall, Carrollton City and

Richmond County PLCs were more ethnically diverse, while the Floyd County PLC student population is primarily white (75.9%).

As to gender, slightly more males were enrolled overall (52.9%) than females (47.1%). This is the reverse of the trend of the 2011-12 school year. Overall, African American males had the largest enrollment across all PLCs (30%), followed by African American females (27.3%), white males (20.5%) and white females (14.0%).

Student Grade Level. Freshmen comprised 23.2% of PLC students, with 20.5% being sophomores, 24.9% being juniors, and 28.7% classified as seniors during the year. The Carrollton City PLC also serves 8th graders, who constitute 2.7% of PLC enrolled students.

Table 3: Student Demographics at All PLCs 2013

TOTAL	2013 RT3 PLC	S	Stud	ent Grade	Level, Ge	nder and E	thnicity
Gender	Ethnicity	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total
All	Asian or Pacific	0	0	0	0	1	1
Students	Islander	0.0%	0.0%	0.0%	0.0%	0.3%	0.3%
	Black or African	5	40	35	43	45	168
	American	1.7%	13.7%	11.9%	14.7%	15.4%	57.3%
	Hispanic	0	4	3	1	7	15
		0.0%	1.4%	1.0%	0.3%	2.4%	5.1%
	Multi-Racial	0	2	3	1	2	8
		0.0%	0.7%	1.0%	0.3%	0.7%	2.7%
	White	3	22	19	28	29	101
		1.0%	7.5%	6.5%	9.6%	9.9%	34.5%
	Total	8	68	60	73	84	293
		2.7%	23.2%	20.5%	24.9%	28.7%	100.0%
Female	Asian or Pacific	0	0	0	0	1	1
	Islander	0.0%	0.0%	0.0%	0.0%	0.3%	0.3%
	Black or African	4	20	15	21	20	80
	American	1.4%	6.8%	5.1%	7.2%	6.8%	27.3%
	Hispanic	0	3	2	1	3	9
		0.0%	1.0%	0.7%	0.3%	1.0%	3.1%
	Multi-Racial	0	1	3	1	2	7
		0.0%	0.3%	1.0%	0.3%	0.7%	2.4%
	White	1	6	11	9	14	41
		0.3%	2.0%	3.8%	3.1%	4.8%	14.0%
	Female Total	5	30	31	32	40	138
		1.7%	10.2%	10.6%	10.9%	13.7%	47.1%
Male	Asian or Pacific	0	0	0	0	0	0
	Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Black or African	1	20	20	22	25	88
	American	0.3%	6.8%	6.8%	7.5%	8.5%	30.0%
	Hispanic	0	1	1	0	4	6
	'	0.0%	0.3%	0.3%	0.0%	1.4%	2.0%
	Multi-Racial	0	1	0	0	0	1
		0.0%	0.3%	0.0%	0.0%	0.0%	0.3%
	White	2	16	8	19	15	60
		0.7%	5.5%	2.7%	6.5%	5.1%	20.5%
	Male Total	3	38	29	41	44	155
		1.0%	13.0%	9.9%	14.0%	15.0%	52.9%

Carrollton City PLC Student Ethnicity, Gender and Grade Level

The student population served by Carrollton City PLC during the 2013 school year is ethnically diverse, with 60.6% of students being African American, 6.1% Hispanic, 7.6% multi-racial and 25.8% white. Compared to the district ethnic distribution, African American students are over-represented at nearly double the district population (31.7% African American in district), and white students constitute about half the percentage attending in the district overall.

As to gender, more females were enrolled at Carrollton City PLC overall (57.6%) than males (42.4%). Overall, African American females had the largest enrollment (34.8%), followed by African American males (25.8%), white males (13.6%) and white females (12.1%).

The Carrollton City PLC serves students from 8th grade to 12th grade. Eighth grade students constituted 12.1% of PLC enrolled students, with 43.9% being freshmen, 15.2% being sophomores, 16.7% being juniors, and 12.1% classified as seniors during the year.

Table 3C: Student Demographics at Carrollton City PLC 2013

SITE: Ca	rrollton City I	PLC	Stud	ent Grade	Level, Ge	nder and E	thnicity
Gender	Ethnicity	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total
All	Black or African	5	19	4	7	5	40
Students	American	7.6%	28.8%	6.1%	10.6%	7.6%	60.6%
	Hispanic	0	1	1	0	2	4
		0.0%	1.5%	1.5%	0.0%	3.0%	6.1%
	Multi-Racial	0	2	3	0	0	5
		0.0%	3.0%	4.5%	0.0%	0.0%	7.6%
	White	3	7	2	4	1	17
		4.5%	10.6%	3.0%	6.1%	1.5%	25.8%
	Total	8	29	10	11	8	66
		12.1%	43.9%	15.2%	16.7%	12.1%	100.0%
Female	Black or African	4	9	3	4	3	23
	American	6.1%	13.6%	4.5%	6.1%	4.5%	34.8%
	Hispanic	0	1	1	0	1	3
		0.0%	1.5%	1.5%	0.0%	1.5%	4.5%
	Multi-Racial	0	1	3	0	0	4
		0.0%	1.5%	4.5%	0.0%	0.0%	6.1%
	White	1	5	1	1	0	8
		1.5%	7.6%	1.5%	1.5%	0.0%	12.1%
	Female Total	5	16	8	5	4	38
		7.6%	24.2%	12.1%	7.6%	6.1%	57.6%
Male	Black or African	1	10	1	3	2	17
	American	1.5%	15.2%	1.5%	4.5%	3.0%	25.8%
	Hispanic	0	0	0	0	1	1
		0.0%	0.0%	0.0%	0.0%	1.5%	1.5%
	Multi-Racial	0	1	0	0	0	1
		0.0%	1.5%	0.0%	0.0%	0.0%	1.5%
	White	2	2	1	3	1	9
		3.0%	3.0%	1.5%	4.5%	1.5%	13.6%
	Male Total	3	13	2	6	4	28
		4.5%	19.7%	3.0%	9.1%	6.1%	42.4%

Floyd County PLC Student Ethnicity, Gender and Grade Level

The student population served by Floyd County PLC during the 2013 school year is largely white, with 75.9% of students being white, 10.8% African American, 10.8% Hispanic, and 2.4% multi-racial. While the PLC student population is comprised mostly of white students, minority students are represented at a rate higher than the district average.

As to gender, slightly more males were enrolled at Floyd County PLC overall (50.6%) than males (49.4%). Overall, white males had the largest enrollment (41.0%), followed by white females (34.9%), African American females (7.2%), Hispanic females (6.0%), Multi-racial males (5.6%), Hispanic males (4.8%), with African American males constituting 3.6% of the student population.

Freshmen comprised 19.3% of Floyd County PLC students, with 22.9% being sophomores, 24.1% being juniors, and 33.7% classified as seniors during the year.

Table 3F: Student Demographics at Floyd County PLC 2013

SITE: Flo	oyd County PL		udent Gra	de Level, G	ender and	l Ethnicity
Gender	Ethnicity			11th Grade		
All	Black or African	2	3	3	1	9
Students	American	2.4%	3.6%	3.6%	1.2%	10.8%
	Hispanic	2	2	1	4	9
		2.4%	2.4%	1.2%	4.8%	10.8%
	Multi-Racial	0	0	1	1	2
		0.0%	0.0%	1.2%	1.2%	2.4%
	White	12	14	15	22	63
		14.5%	16.9%	18.1%	26.5%	75.9%
	Total	16	19	20	28	83
		19.3%	22.9%	24.1%	33.7%	100.0%
Female	Black or African	1	1	3	1	6
	American	1.2%	1.2%	3.6%	1.2%	7.2%
	Hispanic	1	1	1	2	5
		1.2%	1.2%	1.2%	2.4%	6.0%
	Multi-Racial	0	0	1	1	2
		0.0%	0.0%	1.2%	1.2%	2.4%
	White	0	8	8	13	29
		0.0%	9.6%	9.6%	15.7%	34.9%
	Female Total	2	10	13	17	42
		2.4%	12.0%	15.7%	20.5%	50.6%
Male	Black or African	1	2	0	0	3
	American	1.2%	2.4%	0.0%	0.0%	3.6%
	Hispanic	1	1	0	2	4
		1.2%	1.2%	0.0%	2.4%	4.8%
	Multi-Racial	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	5.6%
	White	12	6	7	9	34
		14.5%	7.2%	8.4%	10.8%	41.0%
	Male Total	14	9	7	11	41
		16.9%	10.8%	8.4%	13.3%	49.4%

Richmond County PLC Student Ethnicity, Gender and Grade Level

The student population served by Richmond County PLC during the 2013 school year is largely African American, with 82.6% of students being African American, 14.6% white, 1.4% Hispanic, and 0.7% Asian/Pacific Islander. African American students are represented at a rate higher than the district average (72.7% African American). White and Hispanic students are under-represented relative to the district population.

Table 3R: Student Demographics at Richmond County PLC 2013

SITE: Ri	chmond Coun	ty PLC St	udent Grad	de Level, G	ender and	Ethnicity
Gender	Ethnicity	9th Grade	10th Grade	11th Grade	12th Grade	Total
All	Asian or Pacific	0	0	0	1	1
Students	Islander	0.0%	0.0%	0.0%	0.7%	0.7%
	Black or African	19	28	33	39	119
	American	13.2%	19.4%	22.9%	27.1%	82.6%
	Hispanic	1	0	0	1	2
		0.7%	0.0%	0.0%	0.7%	1.4%
	Multi-Racial	0	0	0	1	1
		0.0%	0.0%	0.0%	0.7%	0.7%
	White	3	3	9	6	21
		2.1%	2.1%	6.3%	4.2%	14.6%
	Total	23	31	42	48	144
		16.0%	21.5%	29.2%	33.3%	100.0%
Female	Asian or Pacific	0	0	0	1	1
	Islander	0.0%	0.0%	0.0%	0.7%	0.7%
	Black or African	10	11	14	16	51
	American	6.9%	7.6%	9.7%	11.1%	35.4%
	Hispanic	1	0	0	0	1
		0.7%	0.0%	0.0%	0.0%	0.7%
	Multi-Racial	0	0	0	1	1
		0.0%	0.0%	0.0%	0.7%	0.7%
	White	1	2	0	1	4
		0.7%	1.4%	0.0%	0.7%	2.8%
	Female Total	12	13	14	19	58
		8.3%	9.0%	9.7%	13.2%	40.3%
Male	Asian or Pacific	0	0	0	0	0
	Islander	0.0%	0.0%	0.0%	0.0%	0.0%
	Black or African	9	17	19	23	68
	American	6.3%	11.8%	13.2%	16.0%	47.2%
	Hispanic	1	0	0	0	1
		0.7%	0.0%	0.0%	0.0%	0.7%
	Multi-Racial	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%
	White	2	1	9	5	17
		1.4%	0.7%	6.3%	3.5%	11.8%
	Male Total	11	18	28	29	86
		7.6%	12.5%	19.4%	20.1%	59.7%

As to gender, more males were enrolled at Richmond County PLC overall (59.7%) than females (40.3%). Overall, African American males had the largest enrollment (47.2%), followed by African American females (35.4%), and white males (11.8%). White females made up 2.8% of the students, followed by

male and female Hispanic students and female multi-racial students, each constituting 0.7% of the student population.

Freshmen comprised 16.0% of Richmond County PLC students, with 21.5% being sophomores, 29.2% being juniors, and 33.3% classified as seniors.

Age of Student Population. The tables on the page that follows (Table 4, 4C, 4F, 4R) present age of the student population overall and at each PLC at the start of the 2012-13 school year, showing the minimum, maximum and average age of PLC students by grade level relative to their expected maximum age if a student is on track for on-time graduation. For the high school level students, the average age figures indicate student populations that are behind for on-time graduation, so for many, the self-paced learning environment at Performance Learning Centers is a final chance of achieving a high school diploma. Freshmen average age was 16, 1 year older than students would be if they had never been retained. Tenth graders were, on average, 1.1 years older than expected, juniors 0.6 years older and seniors 0.4 years older on average.

The maximum ages for the grade levels indicate that some of the students are as much as 6 years over the maximum expected age for their grade level. For 9th graders, the highest age reported was 19.9, for sophomores the highest age was 20.2, for juniors 20 and 24 for seniors.

Table 4: Student Age by Grade Level, Gender and Ethnicity - All PLCs 2013

2013 R	T3 PLCs									Stude	nt Gra	de Lev	el, Ge	nder a	nd Eth	nicity
Age at B	eginning of the Year	9	th Grad	le	10	Oth Gra	de	11	Lth Gra	de	12	2th Grad	de		Total	
	Expected Maximum Age		15			16			17			18				
Gender	Ethnicity	Average	Minimum	Maximum	Average	Minimum	Maximum	Average	Minimum	Maximum	Average	Minimum	Maximum	Average	Minimum	Maximum
Female	Asian or Pacific Islander										20.3	20.3	20.3	20.3	20.3	20.3
	Black or African American	16.3	14.1	19.9	17.9	15.4	20.2	17.9	14.1	20	19.1	17.4	24	17.8	14.1	24
	Hispanic	16.6	15.8	17.6	17.1	15.4	18.8	17.1	17.1	17.1	17.4	17.3	17.6	17	15.4	18.8
	Multi-Racial	14	14	14	16.3	15.5	16.9	16.4	16.4	16.4	17.9	17.5	18.4	16.4	14	18.4
	White	15	14.2	16.1	16.2	14.9	17.5	16.9	15.9	17.7	17.7	16.8	19.3	16.7	14.2	19.3
	Total	16	14	19.9	17.1	14.9	20.2	17.6	14.1	20	18.4	16.8	24	17.3	14	24
Male	Black or African American	16	14	19.4	17.7	15.4	20.1	18.4	16.5	19.9	18.7	16.9	20.7	17.8	14	20.7
	Hispanic	16.5	16.5	16.5	16.6	16.6	16.6				18.8	16.9	20.7	18	16.5	20.7
	Multi-Racial	14.7	14.7	14.7										14.7	14.7	14.7
	White	15.7	14.2	17.5	16.9	15.3	19.3	17.7	15.6	19.7	18.1	16.9	19.4	17.1	14.2	19.7
	Total	15.9	14	19.4	17.4	15.3	20.1	18	15.6	19.9	18.5	16.9	20.7	17.5	14	20.7
Total	Asian or Pacific Islander										20.3	20.3	20.3	20.3	20.3	20.3
	Black or African American	16.2	14	19.9	17.8	15.4	20.2	18.1	14.1	20	18.9	16.9	24	17.8	14	24
	Hispanic	16.6	15.8	17.6	16.9	15.4	18.8	17.1	17.1	17.1	18.2	16.9	20.7	17.4	15.4	20.7
	Multi-Racial	14.4	14	14.7	16.3	15.5	16.9	16.4	16.4	16.4	17.9	17.5	18.4	16.2	14	18.4
	White	15.6	14.2	17.5	16.5	14.9	19.3	17.4	15.6	19.7	17.9	16.8	19.4	17	14.2	19.7
	Total	15.9	14	19.9	17.2	14.9	20.2	17.8	14.1	20	18.5	16.8	24	17.4	14	24

On average, students at Carrollton City PLC did not have as wide a gap in age compared with expectations. Freshmen were on average 0.1 years younger than the expected maximum age, sophomores 0.5 years older, juniors 0.6 years younger and seniors 0.3 years older.

The maximum ages for the grade levels indicate that some of the students are as much as 2.8 years over the maximum expected age for their grade level. For 9th graders, the highest age reported was 16.5, for sophomores the highest age was 18.8, for juniors 18.1 and 19.7 for seniors. Given that it is possible for

Page 31 of 64

students to earn twice the credits per year at PLC than they would at a traditional school, it is possible that over 90 percent of the students enrolled at the Carrollton City PLC could graduate on-time or early.

Table 4C: Student Age by Grade Level, Gender and Ethnicity - Carrollton City PLC 2013

SITE: Ca	SITE: Carrollton City PLC Student Grade Level, Gender and Ethnicity															
Age at B	eginning of the Year	9	th Grad	le	10	Oth Grad	de	11	1th Gra	de	12	th Gra	de		Total	
	Expected Maximum Age		15			16			17			18				
Gender	Ethnicity	Average	Minimum	Maximum	Average	Minimum	Maximum	Average	Minimum	Maximum	Average	Minimum	Maximum	Average	Minimum	Maximum
Female	Black or African American	14.8	14.1	15.6	16.3	15.4	16.8	16.5	14.1	18.1	18.5	17.4	19.7	15.9	14.1	19.7
	Hispanic	16.4	16.4	16.4	18.8	18.8	18.8				17.3	17.3	17.3	17.5	16.4	18.8
	Multi-Racial	14	14	14	16.3	15.5	16.9							15.7	14	16.9
	White	14.9	14.2	16.1	15.4	15.4	15.4	16.1	16.1	16.1				15.1	14.2	16.1
	Total Females	14.9	14	16.4	16.5	15.4	18.8	16.4	14.1	18.1	18.1	17.3	19.7	15.8	14	19.7
Male	Black or African American	14.8	14	15.6	15.4	15.4	15.4	16.8	16.5	17.3	17.6	16.9	18.3	15.6	14	18.3
	Hispanic										18.9	18.9	18.9	18.9	18.9	18.9
	Multi-Racial	14.7	14.7	14.7										14.7	14.7	14.7
	White	14.6	14.2	15	16.7	16.7	16.7	16.5	16.3	16.7	17.4	17.4	17.4	16.1	14.2	17.4
	Total	14.8	14	15.6	16.1	15.4	16.7	16.6	16.3	17.3	17.9	16.9	18.9	15.8	14	18.9
Total	Black or African American	14.8	14	15.6	16.1	15.4	16.8	16.7	14.1	18.1	18.1	16.9	19.7	15.7	14	19.7
	Hispanic	16.4	16.4	16.4	18.8	18.8	18.8				18.1	17.3	18.9	17.9	16.4	18.9
	Multi-Racial	14.4	14	14.7	16.3	15.5	16.9							15.5	14	16.9
	White	14.8	14.2	16.1	16.1	15.4	16.7	16.4	16.1	16.7	17.4	17.4	17.4	15.6	14.2	17.4
	Total	14.8	14	16.4	16.4	15.4	18.8	16.6	14.1	18.1	18	16.9	19.7	15.8	14	19.7

Students at Floyd County PLC also did not have as wide a gap in age compared with expectations. Freshmen were on average 0.2 years older than expected, sophomores 0.3 years older, juniors with no gap on average and seniors 0.4 years younger than the expected maximum age at entry.

The maximum ages for the grade levels indicate that some of the students are as much as 2.2 years over the maximum expected age for their grade level. For 9th graders, the highest age reported was 15.8, for sophomores the highest age was 18.2, for juniors 17.7 and 18.8 for seniors. Given that it is possible for students to earn twice the credits per year at PLC than they would at a traditional school, it is possible that over 80 percent of the students enrolled at the Floyd County PLC have the potential to graduate ontime or early.

Table 4F: Student Age by Grade Level, Gender and Ethnicity - Floyd County PLC 2013

SITE: Floyd County PLC Student Grade Level, Gender and Ethnicity																
Age at B	eginning of the Year	9	th Grac	le	10	Oth Grad	de	11	1th Gra	de	12	th Grad	de		Total	
	Expected Maximum Age		15			16			17			18				
Gender	Ethnicity	Average	Minimum	Maximum	Average	Minimum	Maximum	Average	Minimum	Maximum	Average	Minimum	Maximum	Average	Minimum	Maximum
Female	Black or African American	14.6	14.6	14.6	18.2	18.2	18.2	17	16.9	17.1	17.9	17.9	17.9	16.9	14.6	18.2
	Hispanic	15.8	15.8	15.8	15.4	15.4	15.4	17.1	17.1	17.1	17.5	17.3	17.6	16.6	15.4	17.6
	Multi-Racial							16.4	16.4	16.4	18.4	18.4	18.4	17.4	16.4	18.4
	White				16.2	14.9	17.5	17	15.9	17.7	17.6	16.8	18.8	17	14.9	18.8
	Total	15.2	14.6	15.8	16.3	14.9	18.2	17	15.9	17.7	17.6	16.8	18.8	17	14.6	18.8
Male	Black or African American	15.3	15.3	15.3	16.3	15.9	16.7							16	15.3	16.7
	Hispanic	16.5	16.5	16.5	16.6	16.6	16.6				17.7	16.9	18.5	17.1	16.5	18.5
	White	15.8	15.1	16.9	16.6	15.3	17.5	17.6	15.6	18.8	17.7	16.9	19	16.8	15.1	19
	Total	15.8	15.1	16.9	16.5	15.3	17.5	17.6	15.6	18.8	17.7	16.9	19	16.8	15.1	19
Total	Black or African American	14.9	14.6	15.3	16.9	15.9	18.2	17	16.9	17.1	17.9	17.9	17.9	16.6	14.6	18.2
	Hispanic	16.1	15.8	16.5	16	15.4	16.6	17.1	17.1	17.1	17.6	16.9	18.5	16.9	15.4	18.5
	Multi-Racial							16.4	16.4	16.4	18.4	18.4	18.4	17.4	16.4	18.4
	White	15.8	15.1	16.9	16.4	14.9	17.5	17.3	15.6	18.8	17.6	16.8	19	16.9	14.9	19
	Total	15.7	14.6	16.9	16.4	14.9	18.2	17.2	15.6	18.8	17.6	16.8	19	16.9	14.6	19

Of the three Race to the Top PLCs, Richmond County PLC students were by far much farther behind, with freshmen being on average 2.6 years older than expected, with a maximum age of 19.9, sophomores being 2 years older with a maximum age of 20.2, juniors 1.5 years older with a maximum age of 20 and seniors 1.3 years older with a maximum age of 24. The high age of the Richmond students may account, in part, for high number of dropouts and GED exits at the site. Given the student population that entered the PLC during the year, there is a low chance that a large percentage of students at the site will graduate on time. However, the Richmond County PLC has recently instituted a better referral process, which may allow a higher percentage of students to graduate on-time in the future.

Table 4R: Student Age by Grade Level, Gender and Ethnicity - Richmond County PLC 2013

SITE: Ri	chmond County PLC									Stude	nt Gra	de Lev	rel, Ge	nder a	nd Eth	nicity
Age at B	eginning of the Year	9	th Grad	le	10	Oth Gra	de	11	Lth Gra	de	12	2th Gra	de		Total	
	Expected Maximum Age		15			16			17			18				
Gender	Ethnicity	Average	Minimum	Maximum												
Female	Asian or Pacific Islander										20.3	20.3	20.3	20.3	20.3	20.3
	Black or African American	17.8	15.9	19.9	18.2	16	20.2	18.5	16.9	20	19.3	18.2	24	18.6	15.9	24
	Hispanic	17.6	17.6	17.6										17.6	17.6	17.6
	Multi-racial										17.5	17.5	17.5	17.5	17.5	17.5
	White	15.7	15.7	15.7	16.6	16.5	16.6				19.3	19.3	19.3	17	15.7	19.3
	Total	17.6	15.7	19.9	18	16	20.2	18.5	16.9	20	19.3	17.5	24	18.4	15.7	24
Male	Black or African American	17.4	16.4	19.4	18	16.9	20.1	18.6	17.9	19.9	18.8	17.1	20.7	18.4	16.4	20.7
	Hispanic										20.7	20.7	20.7	20.7	20.7	20.7
	White	16.8	16.1	17.5	19.3	19.3	19.3	18.1	16.4	19.7	18.9	18.1	19.4	18.3	16.1	19.7
	Total	17.3	16.1	19.4	18.1	16.9	20.1	18.5	16.4	19.9	18.9	17.1	20.7	18.4	16.1	20.7
Total	Asian or Pacific Islander										20.3	20.3	20.3	20.3	20.3	20.3
	Black or African American	17.6	15.9	19.9	18.1	16	20.2	18.6	16.9	20	19	17.1	24	18.4	15.9	24
	Hispanic	17.6	17.6	17.6							20.7	20.7	20.7	19.1	17.6	20.7
	Multi-racial										17.5	17.5	17.5	17.5	17.5	17.5
	White	16.4	15.7	17.5	17.5	16.5	19.3	18.1	16.4	19.7	18.9	18.1	19.4	18	15.7	19.7
	Total	17.5	15.7	19.9	18	16	20.2	18.5	16.4	20	19	17.1	24	18.4	15.7	24

Risk Factors for Race To the Top PLC Students. The tables (Table 5, 5C, 5F, 5R) that follow enumerate the risk factors that students came to PLC, broken down by race and ethnicity, with percent of total student population indicated for each risk factor. The risk factors are classified by family and student risk factors for dropping out of school. Each PLC site coordinator conducts an intake interview of the students and review of their records to determine risk factors. Further information may be provided through discussions with students and parents or during home visits to the family. For all students, the most prevalent family risk factors shown below are students not living with both natural parents (28%), low socio-economic status (27.6%), low educational expectations (17.7%), parents with low education levels (14%) and family disruption (13.7%).

For student risk factors, low commitment to school (36.9%), poor academic performance (36.5%), and overage for grade (35.8% each), were most common, followed by lack of effort (26.3%) and poor attendance (21.5%). Adult obligations such as teen parenting (2.0%) and pregnancy (1.4%) are a smaller but extremely high-risk group.

Table 5: Risk Factors - All PLCs 2013

	o The Top PLC Stude	nts								St	udent	Risk F	actors	by Rac	e and	Gender
Number & Per Risk Factor	cent of Students with							Eth	nicity a	nd Gen	der					
tisk ructor				Blac	k or Afri	can										Grand
Diek Factor Tuno		Asi F	ian Total	F	America: M	า Total	F	Hispanio M	Total	F M	ulti-Raci F	ial Total	F	White M	Total	Total
Risk Factor Type Family	Risk Factor Family disruption	F 0	1 0ta i		2	10tai 7	<u>r</u> 1	1VI 3		r 1	F 0		12		28	4
railily	raininy disruption	0.0%	0.0%	1.7%	0.7%	2.4%	0.3%	1.0%	1.4%	0.3%	0.0%	0.3%	4.1%	5.5%	9.6%	13.79
	High family mobility	0.000	0	2	0.200	3	2 200	0.0%		0.000		0 000		0.200	2	
	Lack of family	0.0%	0.0%	0.7%	0.3%	1.0%	0.3%	0.0%	0.3%	0.0%	0.0%	0.0%	0.3%	0.3%	0.7% 25	2.09
	conversations about	0.0%	0.0%	1.0%	1.0%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.7%		8.5%	10.69
	Large number of	0.0%	0.0%	0.3%	0.3%	0.7%	0.3%	0.0%	0.3%	0.3%	0.0%	0.3%	0.3%	0.0%	0.3%	4.70
	sihlings Low educational	0.0%	0.0%	0.3%	0.3%	0.7%	0.3%	0.0%	0.3%	0.3%	0.0%		0.3%		38	1.79
	expectations	0.0%	0.0%	1.0%	1.4%	2.4%	0.7%	1.4%	2.0%	0.3%	0.0%	0.3%	4.8%	8.2%	13.0%	17.79
	Low parent/guardian	0.000	0	5	5	10	0.000	0 000	0 000	0.000	0 000	0 000	4 40/		5	
	contact with school Low socioeconomic	0.0%	0.0%	1.7%	1.7%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.4% 16	0.3%	1.7% 45	5.19
	status	0.0%	0.0%	4.4%	3.8%	8.2%	1.7%	1.7%	3.4%	0.7%	0.0%	0.7%	5.5%	9.9%	15.4%	27.69
	Not living with both	0	0	27	28	55	2	1	3	3	0 000	3	7	14	21	30.00
	natural parents Parents with low	0.0%	0.0%	9.2%	9.6%	18.8% 7	0.7%	0.3%	1.0%	1.0%	0.0%	1.0%	2.4%	4.8%	7.2% 28	28.09 4
	education levels	0.0%	0.0%	0.7%	1.7%	2.4%	0.3%	1.4%	1.7%	0.3%	0.0%	0.3%	4.1%	5.5%	9.6%	14.0%
	Sibling has dropped out	0	0	1	0.000	1	0.000	0.000	•	0	0				0	
amily Risk Fac	of school tors Total	0.0%	0.0%	0.3%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0% 193	0.3% 35
Student	Aggressive behavior	0	0		1	4	0	0		0		_	1	_	7	1
	- 68	0.0%	0.0%	1.0%	0.3%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	2.0%	2.4%	3.89
	Emotional disturbance	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	1.0%	3.1%	3.19
	Excessive after school	0.070	0.070	0.070	0.070	0.070	0.070	0.070		0.070			2.070	0	3.170	3.17
	work hours	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.3%	0.3%
	Excessive social activity	0.0%	0.0%	0.3%	0.3%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	1.0%	1.79
	out of school High risk behavior (e.g.,	0.0%	0.0%	0.3/6	0.3/6	0.778	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3	3	1.0%	
	alcohol drugs etc)	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.3%	0.7%	0.0%	0.0%	0.0%	1.0%	1.0%	2.0%	2.7%
	High risk peer group	0.0%	0.0%	0.0%	1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.3%	1.49
	(e g gangs) Lack of effort	0.0%	0.0%	0.0%	1.0%	27	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	14		43	7.47
	Eddit of Citore	0.0%	0.0%	3.1%	6.1%	9.2%	0.7%	1.4%	2.0%	0.3%	0.0%	0.3%	4.8%	9.9%	14.7%	26.39
	Learning disability	0.0%	0.0%	0.3%	0.3%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.3%	0.7%	1.49
	Low commitment to	0.070	0.070	16	30	46	2	4	6	0.070	0.070	0.070	20		54	10
	school	0.3%	0.3%	5.5%	10.2%	15.7%	0.7%	1.4%	2.0%	0.3%	0.0%	0.3%	6.8%	11.6%	18.4%	36.9%
	Low educational	0.0%	0.0%	5 1.7%	0.3%	2.0%	0.7%	1.0%	5 1.7%	0.3%	0.0%	0.3%	2.7%	5.1%	23 7.8%	3. 11.9%
	expectations Misbehavior	0.0%	0.0%	1.776	7	2.078	0.7/8	1.0%	2	0.3%			5	9	14	2
		0.0%	0.0%	0.3%	2.4%	2.7%	0.3%	0.3%	0.7%	0.0%	0.0%	0.0%	1.7%	3.1%	4.8%	8.2%
	No extracurricular	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.3%	0.3%	0.0%	0.3%	1.0%	1.4%	2.4%	3.19
	activity Other	0.0%	0.0%	46	49	95	0.3/6	2	0.3/6	3	0.0%	0.3/6	1.0%	_	32	13
		0.3%	0.3%	15.7%	16.7%	32.4%	0.3%	0.7%	1.0%	1.0%	0.3%	1.4%	4.1%	6.8%	10.9%	46.19
	Over age for grade	0.3%	0.3%	24 8.2%	40 13.7%	64 21.8%	0.0%	5 1.7%	5 1.7%	0.0%	0.0%	0.0%	10 3.4%	25 8.5%	35 11.9%	35.89
	Poor academic	0.5%				60	0.0%	2								
	performance	0.0%	0.0%	7.8%	12.6%	20.5%	1.4%	0.7%	2.0%	0.0%	0.0%	0.0%	4.1%	9.9%	14.0%	36.5%
	Poor attendance	0	0		11	25	0	2		0	0		16			6
		0.0%	0.0%	4.8%	3.8%	8.5%	0.0%	0.7%	0.7%	0.0%	0.0%	0.0%	5.5%	6.8%	12.3%	21.5%
	Pregnancy	0	0	3	0	3	3	0	3	2				_	4	
		0.0%	0.0%	1.0%	0.0%	1.0%	1.0%	0.0%	1.0%	0.7%		0.7%	1.4%		1.4%	
	Retained in grade	0	0	22	42	64	2	1	3	0					31	
	Toonago Darent	0.0%	0.0%	7.5%	14.3%	21.8%	0.7%	0.3%	1.0%	0.0%	0.0%	0.0%	3.1%		10.6%	33.49
	Teenage Parent	0.0%	0.0%	2.0%	1.0%	3.1%	1.0%	0.3%	1.4%	0.7%	0.0%	0.7%	2.0%		2.0%	7.29
tudent Risk Fa	actors Total	3	3	174	244	418	22	26	48	11	1					
All Risk Factors		3	3	236	304	540	35	43		20						

Risk Factors for Carrollton City PLC Students. The table below displays student and family risk factors for students at Carrollton City PLC. The most common family risk factors at that site were students not living with both natural parents (30.3%), followed by low socioeconomic status at 6.1% of students. The most common student risk factors were poor academic performance (30.3%) and low commitment to school (25.8%). Five percent of the student population were pregnant or teens with children.

Table 5C: Risk Factors - Carrollton City PLC 2013

SITE: Carol	Iton City PLC						Stud	ent Ris	k Fact	ors by	Race a	and Ge	nder	
Number & P	ercent of Students with													
Risk Factor						Eth	nicity a	nd Gen	der					
		Blac	Black or African											
		American			Hispanic			М	ulti-Raci	al	White			Total
Risk Factor Ty	pe Risk Factor	F	M	Total	F M		Total	F	M	Total	F	M	Total	
Family	Family disruption	0	0	0	0	0	0	0	0	0		0	C	
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Large number of	0	1	1	0	0	0	0	0	0	0	0		
	sihlings	0.0%	1.5%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	Low educational	0	0	0	0	0	0	0	0	0	0	0		
	expectations	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	Low parent/guardian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	contact with school	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
	Low socioeconomic	0.0%	3.0%	3.0%	1.5%	0.0%	1.5%	1.5%	0.0%	1.5%	0.0%	0.0%	0.0%	
	status	9.078	3.070	16	1.570	0.070	1.5/0	1.570	0.070	1.570	0.070	0.070		
	Not living with both	13.6%	10.6%	24.2%	1.5%	1.5%	3.0%	3.0%	0.0%	3.0%	0.0%	0.0%	0.0%	
	natural parents Parents with low	0	10.070	1	0	0	0.070	0.070	0.070	0.070	0.070	0.070	_	
	education levels	0.0%	1.5%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%
Family Risk F		9	11	20	2	1	3	3	0	3	0	0		
Student	Aggressive Behavior	0	1	1	0	0	0	0	0	0	0	0	C	1
Stadent	riggi essive semavio.	0.0%	1.5%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%
	Emotional disturbance	0	0	0	0	0	0	0	0	0	1	0	1	1
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	0.0%	1.5%	0 0 0.09 0 0 0.09 0 0 0.09 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
	Lack of effort	0	6	6	0	0	0	0	0	0	1	0	1	7
		0.0%	9.1%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	0.0%	1.5%	10.6%
	Learning Disability	1	1	2	0	0	0	0	0	0	0	0		
		1.5%	1.5%	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.0%
	Low commitment to	3	10	13	1	0	1	0	0	0	2	1	_	
	school	4.5%	15.2%	19.7%	1.5%	0.0%	1.5%	0.0%	0.0%	0.0%	3.0%	1.5%	4.5%	
	Low educational	1	0	1	0	0	0	0	0	0	0	0	0	1
	expectations	1.5%	0.0%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%
	Misbehavior	0	2	2	0	0	0	0	0	0	0	0		
		0.0%	3.0%	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.0%
	No Extracurricular	0	0	0	1	0	1	0	0	0	0	0	C	1
	Activity	0.0%	0.0%	0.0%	1.5%	0.0%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%
	Other	12	6	18	0	1	1	3	1	4	7	7	14	37
	ounc.	18.2%	9.1%	27.3%	0.0%	1.5%	1.5%	4.5%	1.5%	6.1%	10.6%	10.6%	21.2%	56.1%
	Over age for grade	1	2	3	0	0	0	0	0	0	0	0	C	3
	0 0	1.5%	3.0%	4.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.5%
	Poor academic	7	9	16	1	0	1	0	0	0	1	2	3	20
	performance	10.6%	13.6%	24.2%	1.5%	0.0%	1.5%	0.0%	0.0%	0.0%	1.5%	3.0%	4.5%	30.3%
	Poor attendance	1	2	3	0	0	0	0	0	0	3	1	4	7
		1.5%	3.0%	4.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.5%	1.5%	6.1%	10.6%
	Pregnancy	1	0	1	1	0	1	1	0	1	0	0	-	
		1.5%	0.0%	1.5%	1.5%	0.0%	1.5%	1.5%	0.0%	1.5%	0.0%	0.0%	0.0%	4.5%
	Retained in grade	1	0	1	1	0	1	0	0	0	0	0		
		1.5%	0.0%	1.5%	1.5%	0.0%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.0%
	Teenage Parent	0	0	0	1	1	2	1	0	1	0	0		
		0.0%	0.0%	0.0%	1.5%	1.5%	3.0%	1.5%	0.0%	1.5%	0.0%	0.0%	0.0%	
Student Risk	Factors Total	28	39	67	6	2	8	5	1	6	15	11	26	107
All Risk Facto	ors Total	37	50	87	8	ß	11	8	1	9	15	11	26	133

Risk Factors for Floyd PLC Students. The table below displays student and family risk factors for students at Floyd PLC. The most common family risk factors were low socioeconomic status at 72.3% of students, low educational expectations (57.8%), and parents with low education levels at 44.6%.

Page 35 of 64

Table 5F: Risk Factors - Floyd PLC 2013

SITE: Floyd	County PLC					Stud	ent Ris	sk Fact	ors by	Kace a	ina Ge	naer_	
Number & Pe	ercent of Students with												
Risk Factor						Ethnici	ty and (Gender					
			k or Afri									Grand	
			merica			Hispanic		Multi-			White		Total
Risk Factor Typ		F	M	Total	F	M	Total	F	Total	F	M	Total	
amily	Family disruption	2.4%	0.0%	2.4%	1.2%	3.6%	4 4.8%	1.2%	1.2%	12 14.5%	15 18.1%	27 32.5%	41.0°
	High family mahility	2.4%	0.0%	2.470	1.2%	3.0%	4.8%	1.2%	1.2%	14.5%	10.1%	32.5%	41.0
	High family mobility	1.2%	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	0.0%	1.2%	2.4
	Lack of family	2	2	4	0.070	0.070	0.070	0.070	0.070	8	16	24	2
	conversations about												
	school	2.4%	2.4%	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	9.6%	19.3%	28.9%	33.7
	Large number of	0	0	0	0	0	0	1	1	1	0	1	
	sihlings	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	1.2%	1.2%	0.0%	1.2%	2.4
	Low educational	2	2	4	2	3	5	1	1	14	24	38	4
	expectations	2.4%	2.4%	4.8%	2.4%	3.6%	6.0%	1.2%	1.2%	16.9%	28.9%	45.8%	57.8
	Low parent/guardian	1	0	1	0	0	0	0	0	4	0	4	
	contact with school	1.2%	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	4.8%	0.0%	4.8%	6.0
	Low socioeconomic	5 6.0%	2.4%	8.4%	4.8%	6.0%	9 10.8%	1 20/	1.2%	16 19.3%	27 32.5%	43 51.8%	72.3
	Status Not living with both	6.0%	2.4%	8.4%	4.8%	ש.ט%	10.8%	1.2%	1.2%	19.3%	32.5%	51.8%	/2.3
	Not living with both	1.2%	1.2%	2.4%	0.0%	0.0%	0.0%	1.2%	1.2%	7.2%	9.6%	16.9%	20.5
	natural parents Parents with low	1.2/0	1.2/0	2.7/0	1.070	0.076	5	1.2/0	1.2/0	12	3.0%	28	20.3
	education levels	1.2%	2.4%	3.6%	1.2%	4.8%	6.0%	1.2%	1.2%	14.5%	19.3%	33.7%	44.6
amily Risk Fa	actors Total	15	9	24	8	15	23	6	6	74	106	180	2
Student	Aggressive Behavior	1	0	1	0	0	0	0	0	1	6	7	
	00	1.2%	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	7.2%	8.4%	9.6
	Emotional disturbance	0	0	0	0	0	0	0	0	5	3	8	
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.0%	3.6%	9.6%	9.6
	Excessive after school	0	0	0	0	0	0	0	0	1	0	1	
	work hours	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	0.0%	1.2%	1.2
	Excessive social activity	1.2%	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	3.6%	0.0%	3.6%	4.8
	out of school	1.2%	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	3.0%	0.0%	3.0%	4.0
	High risk behavior (e.g.,	0.0%	0.0%	0.0%	1.2%	1.2%	2.4%	0.0%	0.0%	3.6%	3.6%	7.2%	9.6
	alcohol drugs etc) High risk peer group	0.070	0.070	0.070	0	0	2.470	0.070	0.070	3.070	0.070	7.270	3.0
	(e g gangs)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	0.0%	1.2%	1.2
	Lack of effort	4	1	5	2	4	6	1	1	12	26	38	
	Eddit of errore	4.8%	1.2%	6.0%	2.4%	4.8%	7.2%	1.2%	1.2%	14.5%	31.3%	45.8%	60.2
	Learning disability	0	0	0	0	0	0	0	0	1	1	2	
	,	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	1.2%	2.4%	2.4
	Low commitment to	1	3	4	1	4	5	1	1	18	29	47	
	school	1.2%	3.6%	4.8%	1.2%	4.8%	6.0%	1.2%	1.2%	21.7%	34.9%	56.6%	68.7
	Low educational	1	1	2	1	3	4	1	1	8	15	23	000
	expectations	1.2%	1.2%	2.4%	1.2%	3.6%	4.8%	1.2%	1.2%	9.6%	18.1%	27.7%	36.1
	Misbehavior	1.2%	1.2%	2.4%	1.2%	1.2%	2.4%	0.0%	0.0%	6.0%	9.6%	13 15.7%	20.5
	No outropurrioulor	1.2%	1.2%	2.4%	1.2%	1.2%	2.4%	0.0%	0.0%	0.0%	9.0%	15.7%	20.3
	No extracurricular activity	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	1.2%	3.6%	4.8%	8.4%	9.6
	Other	0	0	0	0	0	0	0	0	2	0	2	
	Other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%	0.0%	2.4%	2.4
	Over age for grade	4	2	6		4	4			9	21	30	4
		4.8%	2.4%	7.2%	0.0%	4.8%	4.8%	0.0%	0.0%	10.8%	25.3%	36.1%	48.2
	Poor academic	2	2	4	2	1	3			10	19	29	
	nerformance	2.4%	2.4%	4.8%	2.4%	1.2%	3.6%	0.0%	0.0%	12.0%	22.9%	34.9%	43.4
	Poor attendance	2	1	3		2	2			11	19	30	
		2.4%	1.2%	3.6%	0.0%	2.4%	2.4%	0.0%	0.0%	13.3%	22.9%	36.1%	42.2
	Pregnancy	0.00/	0.004	0.00/	2 40/	0.004	2 40/	1 20/	1 20/	4 00/	0.00/	4 00/	0.4
		0.0%	0.0%	0.0%	2.4%	0.0%	2.4%	1.2%	1.2%	4.8%	0.0%	4.8%	8.4
	Retained in grade	2.4%	2.4%	4.8%	0.0%	1.2%	1.2%	0.0%	0.0%	8.4%	18.1%	22 26.5%	32.5
	Toonago Paront	∠.4/0	2.4%	4.6%	0.0/0	1.4/0	1.2%	1	0.0%	6.4%		20.5%	32.5
	Teenage Parent	0.0%	1.2%	1.2%	2.4%	0.0%	2.4%	1.2%	1.2%	7.2%	0.0%	7.2%	12.0
tudent Rick	Factors Total	19	14	33	12	21	33	6	6	110	169	279	3!
reducint NISK	ractors rotal		14	- 33			- 33	- 0	- 0		109	775	- 3

For student risk factors, low commitment to school was the most common factor with 68.7% of students, followed by lack of effort (60.2%) and over age for grade (48.8%). Over 40% of the students had a past history of poor academic performance and attendance. The PLC had the highest percentage of students who were parents, at 12% of the student population.

Table 5R: Risk Factors - Richmond PLC 2013

SITE: Richmo	ond County PLC					Stu	dent Ri	sk Fact	tors by	Race a	nd Ger	der	
lumber & Per	cent of Students with												
Risk Factor						Ethnici	ty and (Gender					
				Blac	k or Afri		,						Grand
		Asi	an	,	mericar	,		Hispanio	:		White		Total
isk Factor Type	Risk Factor	F	Total	F	М	Total	F	M	Total	F	М	Total	
Family	Family disruption	0	0	3	2	5	0	0	0	0		1	
,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	0.0%	0.0%	2.1%	1.4%	3.5%	0.0%	0.0%	0.0%	0.0%	0.7%	0.7%	4.2
	High family mobility	0	0	1	1	2	1	0	1	0		1	
		0.0%	0.0%	0.7%	0.7%	1.4%	0.7%	0.0%	0.7%	0.0%	0.7%	0.7%	2.8
	Lack of Family	0	0	1	1	2	0	0	0	0		1	
	Conversation About School	0.0%	0.0%	0.7%	0.7%	1.4%	0.0%	0.0%	0.0%	0.0%	0.7%	0.7%	2.:
	Large Number of Siblings	0	0	1	0	1	1	0	1	0	-	0	
		0.0%	0.0%	0.7%	0.0%	0.7%	0.7%	0.0%	0.7%	0.0%	0.0%	0.0%	1.4
	Low educational	0.0%	0.0%	2 704	2	2.1%	0.0%	0.7%	0.704	0.0%	0.0%	0.0%	44.6
	expectations	0.0%	0.0%	0.7% 4	1.4%	2.1%	0.0%	0.7%	0.7%	0.0%		0.0%	11.8
	Low parent/guardian	0.0%	0.0%	2.8%	3.5%	6.3%	0.0%	0.0%	0.0%	0.0%	0.7%	0.7%	6.9
	contact with school	0.0%	0.0%	2.0%	3.3/0	15	0.0%	0.0%	0.0%	0.0%		0.7%	
	Low socioeconomic status	0.0%	0.0%	5.6%	4.9%	10.4%	0.0%	0.0%	0.0%	0.0%	1.4%	1.4%	11.8
	Not living with both	0.070	0.070	17	20	37	1	0.070	1	1	6	7.470	
	natural parents	0.0%	0.0%	11.8%	13.9%	25.7%	0.7%	0.0%	0.7%	0.7%	4.2%	4.9%	31.3
	Parents with Low	0	0	1	2	3	0	0	0	0		0	
	Education Levels	0.0%	0.0%	0.7%	1.4%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.1
	Sibling has Dropped Out of	0	0	1	0	1	0	0	0	0	0	0	
	School	0.0%	0.0%	0.7%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7
amily Risk Fac		0	0	38	40	78	3	1	4	1	12	13	
Student	Aggressive behavior	0	0	2	0	2	0	0	0	0	0	0	
		0.0%	0.0%	1.4%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.4
	Excessive Social Activity	0	0	0	1	1	0	0	0	0	,	0	
	Out of School	0.0%	0.0%	0.0%	0.7%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7
	High risk peer group	0	0	0	3	3	0	0	0	0		0	
		0.0%	0.0%	0.0%	2.1%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.1
	Lack of effort	0.00/	0.0%	2.5%	11	16	0.0%	0.0%	0.0%	0.7%	3 10/	2.00/	13.9
		0.0%	0.0%	3.5% 12	7.6% 17	11.1% 29	4.47.	0.070			2.1%	2.8%	15.3
	Low commitment to school	0.7%	0.7%	8.3%	11.8%	20.1%	0.0%	0.0%	0.0%	0.0%	2.8%	2.8%	23.6
	I avv a dv aski a sal	0.7%	0.7%	3	11.6%		0.0%	0.0%	0.0%	0.0%		2.6%	25.0
	Low educational	0.0%	0.0%	2.1%	0.0%	2.1%	0.7%	0.0%	0.7%	0.0%	0.0%	0.0%	2.8
	expectations Misbehavior	0.070	0.070	2.170	4	2.170	0.770	0.070	0.770	0.070		0.070	
	IVIISDETIAVIOI	0.0%	0.0%	0.0%	2.8%	2.8%	0.0%	0.0%	0.0%	0.0%	0.7%	0.7%	3.5
	Other	1	1	34	43	77	1	1	2	3	13	16	
	other .	0.7%	0.7%	23.6%	29.9%	53.5%	0.7%	0.7%	1.4%	2.1%	9.0%	11.1%	66.7
	Over age for grade	1	1	19	36	55	0	1	1	1	4	5	
	over age to: grade	0.7%	0.7%	13.2%	25.0%	38.2%	0.0%	0.7%	0.7%	0.7%	2.8%	3.5%	43.1
	Poor academic	0	0	14	26	40	1	1	2	1	8	9	
	performance	0.0%	0.0%	9.7%	18.1%	27.8%	0.7%	0.7%	1.4%	0.7%	5.6%	6.3%	35.4
	Poor attendance	0	0	11	8	19	0	0	-	2	0	2	
	<u> </u>	0.0%	0.0%	7.6%	5.6%	13.2%	0.0%	0.0%	0.0%	1.4%	0.0%	1.4%	14.6
	Pregnancy	0	0	2	0	2	0	0	0	0		0	
		0.0%	0.0%	1.4%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.4
	Retained in grade	0	0	19	40	59	1	0		2	7	9	
		0.0%	0.0%	13.2%	27.8%	41.0%	0.7%	0.0%	0.7%	1.4%	4.9%	6.3%	47.
	Teenage Parent	0	0	6	2	8	0	0	0	0	0	0	
		0.0%	0.0%	4.2%	1.4%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.6
tudent Risk F	actors Total	3	3	127	191	318	4	3	7	10	40	50	3
II Risk Factors	s Total	3	3	165	231	396	7	4	11	11	52	63	4

Risk Factors for Richmond PLC Students. The table on the preceding page displays student and family risk factors for students at Richmond PLC. The most common family risk factors was not living with both natural parents at 31.3% of students, and low socioeconomic status and low educational expectations at 11.8%.

For student risk factors, retained in grade (47.9%) and overage for grade (43.1%) were most common, followed by low commitment to school (23.6%) and lack of effort (13.9%). Teenage parents made up 5.6% of the student population.

Student Daily Attendance. Table 6 below shows the average student daily attendance at each PLC for each month of the year. Given that students can proceed at their own pace academically, many PLCs tend to maintain much more flexible attendance policies, making special allowances for students who must work or who are dealing with challenges such as health issues, pregnancy and/or parenting students. However, it is recommended that PLCs develop and enforce attendance policies so that students who are not demonstrating sufficient commitment to the program can be removed, opening a slot for other students.

Attendance at Carrollton City was the highest among the three Race to the Top PLCs, with an average monthly attendance rate of 91.35%. Attendance at the Floyd County PLC averaged 86.6% per month over the year, with attendance falling somewhat in the second half of the school year. Attendance at Richmond County PLC has been much lower than we usually experience at PLCs. The PLC had an average of 60.1% student attendance over the course of the year, with a low of 46% daily attendance in January. The PLC has had challenges with transportation for students. Richmond County PLC moved to a single session in the second semester and hoped that they would improve attendance, but the levels still remained low.

Table 6: Daily Attendance All PLCs 2013

Carrollton City PLC						Month						
Attendance	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
Average Daily Attendance	90.6	93.3	94.0	92.1	92.7	92.7	93.2	89.8	89.4	85.4	91.3	Average
Attendance	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
Floyd County PLC		Month										
Attendance	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
Average Daily Attendance	92.6	88.1	87.5	89.5	85.9	87.1	84.8	80.9	84.7	84.7	86.6	Average
Richmond County PLC						Month						
Attendance	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
Average Daily Attendance	74.2	63.3	59.1	63.4	57.3	46.0	49.7	59.5	64.5	64.2	60.1	Average

Community and Parent Involvement, and College and Career Readiness. The tables (Tables 7, 7C, 7F and 7R) that follow provide an overview of the month-by-month community and parent involvement at the PLCs and College and Career Readiness participation among students.

According to our developmental timeline, mentoring is a service that is expected to be the planning and emerging stages during the first year, and is not expected to be fully implemented until the third year of

the program. Currently, this is not a strong area for any of the PLCs. Carrollton City PLC and Floyd County PLC each have a small number of mentors. In the case of Floyd County, the remote location of the site has been a challenge in attracting mentors and as such, staff often serve in this capacity. Richmond County PLC has done outreach with churches and the military and have provided mentor training, but the mentoring program was not operational during the second year.

Tutoring services are taking place, with an average of 38.1 students matched with tutors each month. Carrollton City has performed the best in attracting tutors, with an average of 33.1 students with a tutor per month. At the Floyd County PLC, the site coordinator does provide some tutoring and the site has averaged 5 volunteer tutors per month. Tutorial services need to be strengthened at the Richmond County PLC.

Parent involvement is very much encouraged at the PLC. Across all PLCs, 896 parent phone contacts and 219 parent conferences were held over the year. Parents are encouraged to visit the PLCs and 304 parents did visit during the year. The Carrollton City and Richmond County site coordinators have conducted some home visits during the year.

With respect to College and Career Readiness, an average of 53.1 students participated in Charting for Success lessons during the year. PLCs reported a total of 13 students applying to post-secondary study as part of the program and 2 completed the FAFSA. It is uncertain if the number reported is due to students not applying or the PLCs not collecting this information. The two older PLCs are most consistent in providing Charting for Success services. Carrollton City PLC began implementing Charting for Success during the second half of the year.

Table 7: Community and Parent Involvement and College/Career Readiness at All PLCs 2013

2013 RT3 PLCs					N	/lonth						
Community Involvement	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
# of Students in need of a mentor	0	29	85	40	29	39	29	54	29	29	36.3	Average
Total Students Matched with a Mentor	0	1	2	3	3	0	0	0	0	0	0.9	Average
# of Students Mentored During the Month	0	1	4	4	4	0	0	0	2	2	1.7	Average
# of Students Tutored	10	31	18	12	2	60	50	54	0	0	23.7	Average
# of students matched with a tutor(among active students)	10	46	68	39	53	54	57	54	0	0	38.1	Average
# of students in need of a tutor	0	30	54	29	53	71	57	64	54	55	46.7	Average
Parent Involvement	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
# of Home Visits	0	4	2	0	0	0	0	0	3	0	9	Total
# Parent Phone Contacts	30	164	166	120	75	28	52	184	77	0	896	Total
# of Parent Conferences	15	24	17	24	51	18	10	51	9	0	219	Total
# of Parents Visiting PLC	95	27	38	22	31	11	10	56	14	0	304	Total
College and Career Readiness	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
# of Students Participating in Charting for Success Lesson	59	168	118	90	1	2	20	10	63	0	53.1	Average
# of Students Applying to Postsecondary Study	1	1	4	2	1	1	0	0	3	0	13	Total
# of Students Accepted to Post- Secondary Study	0	0	0	0	0	0	0	0	0	0	0	Total
# of Students Completing FAFSA	0	0	0	1	1	0	0	0	0	0	2	Total

Table 7C: Community and Parent Involvement and College/Career Readiness - Carrollton City PLC 2013

SITE: Carrollton City PLC					N	/lonth						
Community Involvement	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
# of Students in need of a mentor	0	29	15	0	29	29	29	29	29	29	21.8	Average
Total Students Matched with a Mentor	0	0	1	3	1	2	0	0	0	0	0.7	Average
# of Students Mentored During the Month	0	0	2	2	2	5	4	2	2	2	2.1	Average
# of Students Tutored	0	2	4	2	2	53	50	54	0	0	16.7	Average
# of students matched with a tutor(among active students)	0	30	54	29	53	54	57	54	0	0	33.1	Average
# of students in need of a tutor	0	30	54	29	53	54	57	54	54	55	44.0	Average
Parent Involvement	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
# of Home Visits	0	0	1	0	0	0	0	0	3	0	4	Total
# Parent Phone Contacts	11	60	54	54	15	3	52	128	56	0	433	Total
# of Parent Conferences	3	1	8	9	1	3	10	10	9	0	54	Total
# of Parents Visiting PLC	50	3	10	9	31	1	10	13	9	0	136	Total
College and Career Readiness	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
# of Students Participating in Charting for Success Lesson	1	0	0	0	1	2	20	10	20	0	5.4	Average
# of Students Applying to Postsecondary Study	0	0	0	1	1	1	0	0	0	0	3	Total
# of Students Accepted to Post- Secondary Study	0	0	0	0	0	0	0	0	0	0	0	Total
# of Students Completing FAFSA	0	0	0	1	1	0	0	0	0	0	2	Total

Table 7F: Community and Parent Involvement and College/Career Readiness - Floyd PLC 2013

SITE: Floyd County PLC					V	/lonth						
Community Involvement	8/1/201	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
# of Students in need of a mentor	0	0	0	0	0	10	0	25	0	0	3.5	Average
Total Students Matched with a Mentor	0	1	1	0	2	0	0	0	0	0	0.4	Average
# of Students Mentored During the Month	0	1	2	2	2	0	0	1	0	0	0.8	Average
# of Students Tutored	10	16	14	10	0	7	0	0	0	0	5.7	Average
# of students matched with a tutor(among active students)	10	16	14	10	0	0	0	0	0	0	5.0	Average
# of students in need of a tutor	0	0	0	0	0	17	0	10	0	0	2.7	Average
Parent Involvement	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
# of Home Visits	0	0	0	0	0	0	0	0	0	0	0	Total
# Parent Phone Contacts	19	52	60	38	60	25	0	0	0	0	254	Total
# of Parent Conferences	7	16	2	15	50	15	0	0	0	0	105	Total
# of Parents Visiting PLC	15	14	17	8	0	10	0	0	0	0	64	Total
College and Career Readiness	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
# of Students Participating in Charting for Success Lesson	58	51	54	30	0	0	0	0	43	0	23.6	Average
# of Students Applying to Postsecondary Study	1	1	4	1	0	0	0	0	0	0	7	Total
# of Students Accepted to Post- Secondary Study	0	0	0	0	0	0	0	0	0	0	0	Total
# of Students Completing FAFSA	0	0	0	0	0	0	0	0	0	0	0	Total

Table 7R: Community and Parent Involvement and College/Career Readiness - Richmond PLC 2013

SITE: Richmond County PLC					N	/lonth						
Community Involvement	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
# of Students in need of a mentor	0	0	70	40	0	0	0	0	0	0	11.0	Average
Total Students Matched with a Mentor	0	0	0	0	0	0	0	0	0	0	0.0	Average
# of Students Mentored During the Month	0	0	0	0	0	0	0	0	0	0	0.0	Average
# of Students Tutored	0	13	0	0	0	0	0	0	0	0	1.3	Average
# of students matched with a tutor(among active students)	0	0	0	0	0	0	0	0	0	0	0.0	Average
# of students in need of a teacher	0	0	0	0	0	0	0	0	0	0	0.0	Average
Parent Involvement	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
# of Home Visits	0	4	1	0	0	0	0	0	0	0	5	Total
# Parent Phone Contacts	0	52	52	28	0	0	0	56	21	0	209	Total
# of Parent Conferences	5	7	7	0	0	0	0	41	0	0	60	Total
# of Parents Visiting PLC	30	10	11	5	0	0	0	43	5	0	104	Total
College and Career Readiness	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	YTD	YTD TYPE
# of Students Participating in Charting for Success Lesson	0	117	64	60	0	0	0	0	0	0	24.1	Average
# of Students Applying to Postsecondary Study	0	0	0	0	0	0	0	0	3	0	3	Total
# of Students Accepted to Post- Secondary Study	0	0	0	0	0	0	0	0	0	0	0	Total
# of Students Completing FAFSA	0	0	0	0	0	0	0	0	0	0	0	Total

Student End of the Year Status. Tables 8A and 8B show end of the year status for student by site for the 285 high school students taking part in the Race to the Top PLC program during the 2012-13 school year. Table 8A provides summary figures and 8B more detailed information on end of the year status for PLC students.

Among the 285 high school students students, 64 (22.5%) achieved their high school diplomas, with Carrollton City PLC graduating 5 students, Floyd County PLC graduating 30 students and Richmond County graduating 29 students. Twenty-four of the graduates left with plans to continue their education through college, technical college or the military.

Forty students transferred out of the PLCs, with 16 of those returning to their home schools. One student exit was a student who was deceased. The most common exits during the year were those which would be classified as dropouts, with a total of 78 students leaving the program for lack of attendance or academic progress, going on to GED programs or leaving to work. The highest number of dropouts came from Richmond County PLC, not surprising given the high age of students in the program. The Richmond County Academic Coordinator has been working with graduation coaches at the home high schools to identify students who would best benefit from the program. Students who were too old or not making adequate progress were given the option of entering a GED program.

Among the 102 students who remained enrolled in PLC, 68 were promoted and 34 were retained. At Carrollton City PLC 5.2% of all high school students were retained. At Floyd County PLC 2.4% were retained and at Richmond County PLC 20.1% were retained.

Not shown on the tables are the eight middle school students who attended Carrollton City PLC. All of these students were promoted.

Table 8A: End of the Year Status Summary - High School Students

	Carrollt Pl		Floyd Co	unty PLC	Richn Count		To	tal
End of the Year Status	N	%	N	%	N	%	N	%
Graduates	5	8.6%	30	36.1%	29	20.1%	64	22.5%
Dropouts	6	10.3%	9	10.8%	63	43.8%	78	27.4%
Still In PLC	42	72.4%	23	27.7%	37	25.7%	102	35.8%
Transfers	5	8.6%	21	25.3%	14	9.7%	40	14.0%
Other Exit	0	.0%	0	.0%	1	.7%	1	.4%
Total	58	100.0%	83	100.0%	144	100.0%	285	100.0%

Table 8B: End of the Year Status Detail - High School Students

		Carrollt	on City	Floyd Cou	unty PLC	Richr	nond	To	tal
		PL	.c			Coun	tyPLC		
End of the Year	Status	N	%	N	%	N	%	N	%
Graduates	Graduated to 4-yr College	0	.0%	3	3.6%	6	4.2%	9	3.2%
	Graduated to 2-yr College	1	1.7%	10	12.0%	0	.0%	11	3.9%
	Graduated Technical College	0	.0%	1	1.2%	0	.0%	1	.4%
	Graduated Military	0	.0%	2	2.4%	1	.7%	3	1.1%
	Graduated Employment	0	.0%	6	7.2%	3	2.1%	9	3.2%
	Graduated (other)	4	6.9%	8	9.6%	19	13.2%	31	10.9%
Dropouts	Dropped Out	5	8.6%	9	10.8%	53	36.8%	67	23.5%
	GED	1	1.7%	0	.0%	9	6.3%	10	3.5%
	Work by Choice	0	.0%	0	.0%	1	.7%	1	.4%
Still In PLC	Promoted	39	67.2%	21	25.3%	8	5.6%	68	23.9%
	Retained	3	5.2%	2	2.4%	29	20.1%	34	11.9%
Transfers	Transferred Out of System	3	5.2%	15	18.1%	8	5.6%	24	8.4%
	Transferred to Home School	2	3.4%	6	7.2%	6	4.2%	16	5.6%
Other Exit	Deceased	0	.0%	0	.0%	1	.7%	1	.4%
Total		58	100.0%	83	100.0%	144	100.0%	285	100.0%

Table 9 shows the total number of graduates for each PLC site during the 2012-13 school year. Overall, 64 students graduated from the three RT3 PLCs this year, with Carrollton City PLC graduating 5 students, Floyd County PLC graduating 30 and Richmond County PLC graduating 29 students. Among the graduates during 2013 school year were 2 students from Floyd County who started the year classified as sophomores and 8 students - 5 from Floyd PLC and 2 from Richmond PLC - who started the year classified as juniors.

Table 9: Number of Graduates 2012-13 School Year by PLC Site

	All Sites	Carrollton City	Floyd	Richmond
Number of Graduates	64	5	30	29

Table 10 below enumerates the number of graduates in Richmond County that came from schools classified by the Georgia Department of Education as "Priority" or "Focus" schools. Twelve of the 29 graduates from Richmond PLC in 2012-13 were from four of the lowest performing schools in the state. Five students officially graduated from Academy of Richmond County High School, which is classified as a focus school. Seven students graduated from high schools classified as Priority - School Improvement Grant sites - 1 each at Glenn Hills and Lucy C. Laney High Schools, and 5 from T.W. Josey High School. None of the Floyd County high schools or Carrollton City High School are classified as priority or focus schools.

Table 10: Graduates from Priority and Focus Schools – Richmond County PLC 2013

Richmond County Lowest Performing High Schools	Classification	Number of Graduates
Academy of Richmond County High School	Focus (Grad Rate)	5
Glenn Hills High School	Priority - SIG	1
Lucy C. Laney High School	Priority - SIG	1
T.W. Josey High School	Priority - SIG	5
Total Graduates from Priority or Focus High Schools		12

Student Academic Performance. Student academic performance at the PLC is gauged by improvement in the primary academic disciplines of math, science, language arts and social studies. The number of students included in the academic average and individual discipline analyses of improvement will differ at times markedly, as some PLC students may not have needed classes in particular disciplines. In other cases, students are not included in the analyses as they lacked prior academic information, such as with incoming freshmen or students who entered the PLC from other school systems. Averages are based on all classes each student took within each discipline. Elective courses are not included in analysis of academic improvement. For the purpose of maintaining consistency in reporting, the section that follows presents academic performance among high school students, excluding the 8 middle school students enrolled at Carrollton City PLC.

Academic Average. Table 11 shows descriptive statistics for academic average (average of all academic courses taken – math, science, language arts and social studies) for high school students across all PLCs and by individual PLC sites. Included are the number of students enrolled in and completing academic courses, average grade earned, average number of credits earned during the year, number with pre/post comparison for means difference testing, the percent of students who demonstrated improvement and their pre-PLC average grade and average grade during PLC. Pre-post testing was possible with 181 of the students, with 75.7% showing improvement from their pre-PLC performance, increasing their average from 74.1 to 79.8 in academic courses. Pre-post testing includes all courses

taken by students during their enrollment in PLC and may include courses taken during the 2012 and/or 2013 school years.

Of the 285 high school students enrolled in PLC, 211 took and completed at least one course in an academic subject area during the year. Students completing courses generally earned 0.5 to 1 credit per course. Students averaged academic class grades of 79.8 and earned an average of 3.14 credits in academic subject areas. Fifty-five Carrollton City PLC high school students posted an average of 76.2, with students earning an average of 3.85 credits in academic subject areas. The 76 Floyd County students taking and completing academic courses posted an average grade of 83.8 with 3.76 credits earned during the year, and the 80 Richmond County students posted an average grade of 78.4 with 1.86 academic course credits earned.

Pre-post testing was possible with 54 of the Carrollton City students, 60 of the Floyd students and 67 of the Richmond County Students, with 57.4%, 90.0% and 77.6% showing improvement, respectively.

Table 11: Descriptive Statistics for Academic Courses by Site

Performance Learning Center	Number of Student Enrolled in and Completing Academic Subject Area Courses	Average in Academic	Average Credits Earned in Academic Subject Areas in 2013	Number with Pre-Post	Percent of Students Improved	Pre- Average	Post - Average
All Sites	211	79.8	3.14	181	75.7%	74.05	79.8
Carrollton City	55	76.2	3.85	54	57.4%	73.5	76.5
Floyd	76	83.8	3.76	60	90.0%	73.8	84.7
Richmond	80	78.4	1.86	67	77.6%	74.8	78.2

Table 12 enumerates improvement across PLCs and by individual PLC in academic average (average of all academic courses taken). Mean difference testing compares program year PLC academic averages to performance before entry into the PLC. On average, students in the PLC improved their academic average to 79.8 from 74.1 prior to PLC, a gain of 5.8 points on average academically. The greatest change in academic average was at Floyd County PLC, with a mean difference of 10.975. Improvement in academic average is significant at the p<0.0001 level overall and is significant for each of the PLCs.

Table 12: Paired T-Test Results for Academic Average

		Pair	ed Differen	ces				Sig.
Site	Mean Differences	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	(2-tailed)
	(Post – Pre)	Deviation	ivican	Lower	Upper			
2013 RT3 PLC Sites	5.798	9.708	0.711	4.374	7.222	8.035	180	0.000
Carrollton City	3.004	8.561	1.164	0.667	5.340	2.578	53	0.013
Floyd County PLC	10.975	11.963	1.554	7.885	14.065	7.106	59	0.000
Richmond County PLC	3.413	5.808	0.710	1.997	4.830	4.811	66	0.000

Language Arts. Table 13 shows descriptive statistics for language arts for high school students across all PLCs and by individual PLC sites. Included are the number of students enrolled and completing in language arts courses during the year, average grade in language arts, average number of credits earned, number with pre/post comparison for means difference testing, the percent of students who demonstrated improvement compared to pre-PLC performance and the average pre and post grades in language arts. Pre-post testing was possible with 132 of the students, with 79.6% showing improvement. Pre-post testing includes all language arts courses taken by students during their enrollment in PLC and may include courses taken during the 2012 and 2013 school years.

Of the 285 high school students enrolled in PLC during the 2013 school year, 158 took and completed at least one course in language arts. Students averaged language arts class grades of 80.6 and students earned an average of 1.32 credits in that subject area in 2013. Carrollton City high school students posted an average of 77.0 in language arts with an average of 0.836 credits earned, Floyd County students posted an average grade of 83.8 with average 1.275 credits earned and Richmond County students 80.8 with 1.226 credits earned.

Pre-post testing was possible with 52 of the Carrollton City students, 43 of the Floyd students and 37 of the Richmond County Students, with 67.3%, 83.7% and 91.9% showing improvement, respectively.

Table 13: Descriptive Statistics for Language Arts by Site

Performance Learning Center	Number of Student Enrolled in and Completing Language Arts Courses	Average in Language Arts	Average Credits Earned in Subject Area in 2013	Pre-Post	Percent of Students Improved	Pre- Average	Post - Average
All Sites	158	80.6	1.082	132	79.6%	73.4	80.9
Carrollton City	54	77.0	0.836	52	67.3%	74.1	77.5
Floyd	55	83.8	1.275	43	83.7%	71.4	85.1
Richmond	49	80.8	1.226	37	91.9%	74.8	80.8

Table 14 enumerates improvement across all PLCs and by individual PLC in the discipline of language arts. Mean difference testing compares program year PLC language arts averages to performance before entry into the PLC. On average, high school students in the PLC improved their language arts average to 80.9 from 73.4 prior to PLC, a gain of 7.5 points on average in language arts. Improvement in language arts average is significant at the p<0.0001. The greatest change in language arts average was at Floyd County PLC, with a mean difference of 13.7. Improvement in language arts average is significant at the p<0.0001 level for the Floyd and Richmond County PLCs. Students at Carrollton City show modest gains, and improvement is statistically significant (1-tailed) at the p<0.05 level.

Table 14: Paired T-Test Results for Language Arts

		Paired Differences						Sig.
Site	Mean Differences	C+4 C		Std. Error of the Diffe		t	df	(2-tailed)
	(Post – Pre)	ca	Lower	Upper				
2013 RT3 PLC Sites	7.485	12.493	1.087	5.334	9.636	6.884	131	0.000
Carrollton City	3.352	12.973	1.799	-0.260	6.964	1.863	51	0.068
Floyd County PLC	13.691	13.071	1.993	9.668	17.713	6.868	42	0.000
Richmond County PLC	6.081	7.579	1.246	3.554	8.608	4.880	36	0.000

<u>Social Studies</u>. Table 15 shows descriptive statistics for social studies across all PLCs and by individual PLC sites. Included are the number of high school students enrolled in and completing social studies courses, average in social studies courses, average number of credits earned, number with pre/post comparison for means difference testing, the percent of students who demonstrated improvement compared to pre-PLC performance and the average pre- and post- subject area grades. Pre-post testing was possible with 141 of the students, with 69.5% showing improvement. Pre-post testing includes all social studies courses taken by students during their enrollment in PLC and may include courses taken during the 2012 and 2013 school years.

Of the 285 high school students enrolled in PLC during the 2013 school year, 170 took at least one course in social studies. Students averaged social studies class grades of 80.4 and earned an average of 0.957 credits in that subject area in 2013. Carrollton City students posted an average grade of 77.6 with 0.776 credits earned, Floyd County students posted an average grade of 83.6 with average 1.213 credits earned and Richmond County students 78.9 with 0.803 credits earned. Pre-post testing was possible with 52 of the Carrollton City students, 49 of the Floyd students and 40 of the Richmond County students, with 67.3%, 75.4% and 74.3% showing improvement, respectively.

Table 15: Descriptive Statistics for Social Studies by Site

Performance Learning Center	Number of Student Enrolled in and Completing Social Studies Courses	Average in Social Studies	Average Credits Earned in Subject Area	Number with Pre-Post Comparison	Percent of Students Improved	Pre- Average	Post - Average
All Sites	170	80.4	0.957	141	69.5%	74.4	80.2
Carrollton City	54	77.6	0.776	52	67.3%	73.6	77.6
Floyd	69	83.6	1.213	49	79.6%	75.4	84.3
Richmond	47	78.9	0.803	40	60.0%	74.3	78.7

Table 16 enumerates improvement across all PLCs and by individual PLC in the discipline of social studies. Mean difference testing compares program PLC social studies averages to performance before entry into the PLC. On average, high school students in the PLC improved their social studies average to 80.2 from 74.4 prior to PLC, a gain of 5.8 points on average in social studies. The greatest change in social studies was at Floyd County PLC, with a mean difference of 8.9 points. Improvement in social

studies is significant at the p<0.0001 level across all sites and improvement in social studies is significant at each of the individual PLC sites.

Table 16: Paired T-Test Results for Social Studies

		Paired Differences						Sig.
Site	Mean Differences	C+4		95% Confidence Interval of the Difference		t	df	(2-tailed)
	(Post – Pre)	Deviation	Mean	Lower	Upper			
2013 RT3 PLC Sites	5.812	12.204	1.028	3.780	7.844	5.655	140	0.000
Carrollton City	4.006	12.104	1.679	0.636	7.376	2.386	51	0.021
Floyd County PLC	8.886	11.243	1.606	5.656	12.115	5.532	48	0.000
Richmond County PLC	4.395	13.008	2.057	0.235	8.555	2.137	39	0.039

<u>Mathematics</u>. Table 17 shows descriptive statistics for high school mathematics across all PLCs and by individual PLC sites. Included are the number of students enrolled in and completing mathematics courses, average, average number of credits earned, number with pre/post comparison for means difference testing, the percent of students who demonstrated improvement in mathematics compared to pre-PLC performance and the average pre- and post- subject area grades. Pre-post testing was possible with 120 of the students, with 63.3% showing improvement. Pre-post testing includes all mathematics courses taken by students during their enrollment in PLC and may include courses taken during the 2012 and 2013 school years.

Of the 285 high school students enrolled in PLC during the 2013 school year, 144 took at least one course in mathematics. Students averaged mathematics class grades of 78.7 and earned an average of 1.119 credits in that subject area in 2013. Carrollton City students posted an average grade of 74.9 with 1.207 credits earned, Floyd County students posted an average grade of 84.0 with average 1.104 credits earned and Richmond County students 75.9 with an average of 0.937 credits earned. Pre-post testing was possible with 52 of the Carrollton City, 43 of the Floyd students and 25 of the Richmond County Students, with 59.6%, 72.1% and 56.0% showing improvement, respectively.

Table 17: Descriptive Statistics for Mathematics by Site

Performance Learning Center	Number of Student Enrolled in and Completing Mathematics Courses	Average in Mathematics	Average Credits Earned in Subject Area in 2013	Pre-Post	Percent of Students Improved	Pre- Average	Post - Average
All Sites	144	78.7	1.119	120	63.3%	73.9	78.8
Carrollton City	53	74.9	1.207	52	59.6%	73.1	75.3
Floyd	57	84.0	1.104	43	72.1%	74.0	85.3
Richmond	34	75.9	0.937	25	56.0%	75.2	74.9

Table 18 enumerates improvement across all PLCs and by individual PLC in the discipline of mathematics. Mean difference testing compares program year PLC math averages to performance before entry into the PLC. On average, students in the PLC improved their math average to 78.8 from 73.9 prior to PLC, a gain of 4.93 points on average in math. Floyd County posted the greatest gains at 11.335. Improvement in math is significant at the p<0.0001 across all PLCs and at Floyd County PLC. Improvement at Carrollton City PLC approaches one-tailed significance. Improvement at Richmond County is not statistically significant, with students on average posting poorer math scores at PLC.

Table 18: Paired T-Test Results for Mathematics

		Pair	ed Differen	ces				Sig.
Site	Mean Std. S Differences Deviation		Std Frror		dence Interval Difference		df	(2-tailed)
	(Post – Pre)	Deviation	ivicari	Lower	Upper			
2013 RT3 PLC Sites	4.927	15.432	1.409	2.137	7.716	3.497	119	0.001
Carrollton City	2.154	9.778	1.356	-0.568	4.876	1.588	51	0.118
Floyd County PLC	11.335	21.569	3.289	4.697	17.973	3.446	42	0.001
Richmond County PLC	-0.328	6.669	1.334	-3.081	2.425	-0.246	24	0.808

Science. Table 19 shows descriptive statistics for science across all PLCs and by individual PLC sites. Included are the number of students enrolled in and completing science courses, average in science, average number of credits earned in science during 2013, number with pre/post comparison for means difference testing, the percent of students who demonstrated improvement compared to pre-PLC performance and the average pre- and post- subject area grades. Pre-post testing was possible with 123 of the students, with 62.6% showing improvement. Pre-post testing includes all science courses taken by students during their enrollment in PLC and may include courses taken during the 2012 and 2013 school years.

Of the 285 high school students enrolled in PLC during the 2013 school year, 153 took at least one course in science. Students averaged science class grades of 78.2 and earned 1.105 credits in that subject area in 2013. Carrollton City students posted an average of 75.6 with 0.776 credits earned, Floyd County students posted an average grade of 83.0 with average 1.51 credits earned and Richmond County students 75.2 with 1.106 credits earned. Pre-post testing was possible with 52 of the Carrollton City students, 39 of the Floyd students and 32 of the Richmond County Students, with 51.9%, 76.9% and 62.5% showing improvement, respectively.

Table 19: Descriptive Statistics for Science by Site

Performance Learning Center	Number of Student Enrolled in and Completing Science Courses	Average in Science	Average Credits Earned in Subject Area in 2013	Pre-Post	Percent of Students Improved	Pre- Average	Post - Average
All Sites	153	78.2	1.105	123	62.6%	74.0	78.0
Carrollton City	53	75.6	0.776	52	51.9%	73.0	75.6
Floyd	56	83.0	1.510	39	76.9%	74.5	83.7
Richmond	44	75.2	1.106	32	62.5%	75.2	74.8

Table 20 enumerates improvement across all PLCs and by individual PLC in the discipline of science. Mean difference testing compares program PLC science averages to performance before entry into the PLC. On average, students in the PLC improved their science average to 78.0 from 74.0 prior to PLC, an average gain of 3.94 points on average in science. Improvement in science is significant at the p<0.003 overall and for Floyd County. The levels of improvement in science at Carrollton City and Richmond County are not statistically significant.

Table 20: Paired T-Test Results for Science

		Paired Differences						Sig.
Site	Mean Differences	C+4 (Std. Error Mean 95% Confidence Int of the Difference				(2-tailed)
	(Post – Pre)	Wican	Lower	Upper				
2013 RT3 PLC Sites	3.941	14.234	1.283	1.401	6.482	3.071	122	0.003
Carrollton City	2.617	16.083	2.230	-1.860	7.095	1.174	51	0.246
Floyd County PLC	9.205	12.008	1.923	5.313	13.098	4.787	38	0.000
Richmond County PLC	-0.322	11.772	2.081	-4.566	3.922	-0.155	31	0.878

<u>Elective Courses</u>. Table 21 shows descriptive statistics for electives across all PLCs and by individual PLC sites. Included are the number of students enrolled in and completing electives courses, average in elective courses, and average number of elective course credits earned during the year.

Of the 231 students enrolled in PLC, 158 took and completed at least one elective course. Students averaged elective class grades of 82.2 and earned an average of 2.94 credits on average in elective courses. Carrollton County students posted an average of 81.55 and earned an average of 3.79 credits in electives, Floyd County students posted an average grade of 81.55 with average 3.31 credits earned and Richmond County students 78.03 with 1.57 credits earned.

Table 21: Descriptive Statistics for Electives by Site

Performance Learning Center	Number of Student Enrolled in and completing Elective Courses	Average in Electives	Average Credits Earned
All Sites	158	82.20	2.94
Carrollton City	52	81.55	3.79
Floyd	58	86.24	3.31
Richmond	48	78.03	1.57

<u>Elective Courses</u>. Table 22 shows descriptive statistics for average course grades and credits earned by PLC high school across all PLCs and by individual PLC sites. Included are the number of students enrolled in and completing courses in 2013 and across 2012 and 2013, course averages for 2013 and overall, and average number of credits earned per student in 2013 and overall.

Average Grades and Credits Earned Across All Courses. In 2013, 202 students enrolled in and completed at least one course at PLC. Average across all course grades for 2013 was 80.4 and students completing courses averaged 5.03 credits earned during the year. Of all students enrolled in 2013, 217 completed courses in 2012 and/or2013, posting average grades of 80.6 and earning an average 5.67 credits during their time at PLC.

Table 22: Descriptive Statistics for Average Grades and Credits Earned by Site

Performance Learning Center	Number of Student Enrolled in and completing Courses in 2013	Average Grade over All Courses Completed in 2013	Average Credits Earned 2013	Number of Student Enrolled in 2013 and completing Courses 2012 or 2013	Average Grade over All Courses Completed at PLC	Average Credits Earned Per PLC Student
All Sites	202	80.4	5.03	217	80.6	5.67
Carrollton City	55	77.9	7.43	55	77.9	7.43
Floyd	75	84.5	5.79	78	87.7	6.85
Richmond	72	78.0	2.41	84	78.5	3.417

On average, Carrollton City PLC high school students posted the lowest course average at 77.9, but students on average completed more credits at the PLC, earning an average of 7.43 per student during 2013. Students completing courses at Floyd County PLC posted an average of 84.5 and on average, students earned 5.79 credits. Richmond County students earned 2.41 credits on average in 2013.

<u>PLC Middle School Student Academic Performance</u>. Carrollton City PLC enrolled 8 eighth grade students in their PLC during the year. Table 23 provides descriptive statistics on the academic performance of those students. On average, middle school students improved their academic average 7 points, increasing to 81.6 during PLC from 74.6 prior to entering the program. Improvement in academic average and math performance are statistically significant despite having a small group size.

Table 23: Descriptive Statistics for Academic Performance Carrollton City PLC Middle School Students

PLC Middle School Students	Pre-PLC	During PLC	Average Change
Academic Average	74.6	81.6	7.0
Math	68.6	78.3	9.6
Language Arts	77.3	79.3	2.0
Science	80.9	80.1	-0.8
Social Studies	71.4	78.6	7.2

Student Survey Results. At the end of the year at PLC or as students exit the PLC throughout the year, students are asked to complete a survey to gain their impressions of the PLC environment and how they feel about themselves at the PLC. A total of 160 students were surveyed during or at the end of the school year across the three PLC sites: 42 at Carrollton City, 72 at Floyd County, and 46 at Richmond County. The results of the surveys received are presented on the pages that follow.

Grade Levels of PLC Student Respondents. Below is a chart of the number of respondents based on grade level. Overall, over two-thirds of the surveys in Floyd County were completed by graduating seniors. Richmond PLC's surveys were completed by 13 graduating seniors, nine 12th graders, and twenty-four 9th, 10th, and 11th graders. Twenty-six of Carrollton City's 9th graders completed half of the surveys, along with eight 8th graders, three 10th graders, seven 11th graders, and three graduating seniors. Overall, 40 percent of respondents were graduating seniors.

Table 24: Student Surveys: Grade Level

Grade Level	Carrollton City	Floyd	Richmond	All Sites
8th	19%	0	0	5%
9th	50%	3%	13%	18%
10th	7%	18%	15%	14%
11th	17%	7%	24%	14%
12th	0%	4%	20%	8%
12th -Graduating	7%	68%	28%	41%
Number of cases	42	72	46	160

Post-Secondary Plans. Table 25 displays the percent of graduating seniors who indicated that they plan to continue their education by attending college, technical college or military. Nearly all (98%) of graduating seniors indicated that they did plan to continue their education beyond high school. Table

Table 25: End of the Year Student Surveys: Plans upon graduation

Do you have plans to continue your education by attending college, technical college, or	Carrollton City	Floyd	Richmond	All Sites
Yes	67%	100%	100%	98%
No	33%			2%
Number of cases	3	48	13	64

Graduating seniors were asked if they had already been accepted into a college or other post-secondary program at the time they completed the survey. While nearly all of the graduating students indicated that they plan to continue their education, only 10 (15.9%) of the respondents had actually been accepted into a post-secondary program at the time of the survey.

Page 51 of 64

Table 26: End of Year Student Surveys: Acceptance to Post-Secondary Options

Have you already been accepted into college, technical college, or through the military?	Carrollton City	Floyd	Richmond	All Sites
Yes	0%	17%	15%	16%
No	100%	83%	85%	84%
Number of cases	2	48	13	63

Pursuing Post-Secondary Options. Table 27 below presents which post-secondary options the graduating students indicated that they plan to pursue. Students are given the option of selecting more than one option, such as attending both 2 and 4-year colleges. Overall, 41% indicated they plan to pursue a 4 year college degree, 37% of students indicated they plan to attend a 2-year college, 22% plan to obtain an associate's degree, 6% of students plan to attend a technical college diploma program, and 13% indicated that they plan to enlist in the military.

Table 27: Student Surveys: Planned Post-Secondary Options

Which post-secondary option(s) do you plan to pursue?	Carrollton City	Floyd	Richmond	All Sites
4-yr college	0%	44%	38%	41%
2-yr college	100%	38%	23%	37%
Technical college-Associate's Degree	100%	15%	38%	22%
Technical college-Diploma Program	0%	4%	15%	6%
Military	0%	8%	31%	13%
Number of cases	2	48	13	63

Paying for Post-Secondary Education. Table 28 presents graduate plans to pay for their post-secondary education. Overall, it does appear that most of graduates do have clear plans as to how they will pay for education.

Table 28: End of Year Student Surveys: Plans to Pay for Post-Secondary Education

How do you plan to pay for your post- secondary education?	Carrollton City	Floyd	Richmond	All Sites
Hope Scholarship	0%	58%	15%	3%
Hope Grant	0%	50%	0%	0%
Submitted FAFSA application	100%	19%	15%	3%
Private Loan	0%	27%	15%	3%
Parent/Guardian Financial Assistance	0%	35%	31%	6%
Military	0%	13%	23%	5%
Work	0%	50%	46%	10%
Other	0%	4%	0%	0%
Number of cases	2	48	13	63

Page 52 of 64

At Carrollton City PLC, all of the graduating seniors who responded to the question indicated that they have submitted FAFSA applications. At Floyd County PLC, nearly half plan to work, while a third plan to seek assistance from parents/guardians. At Floyd and Richmond County PLCs, students indicated a wider variety of options to pay for their education. At Floyd PLC, 50% or more of students plan to pay through the Hope Scholarship or grant programs and/or by working. At Richmond County PLC, the most common source of funding for post-secondary education would come from the student working (46%), followed by parent/guardian assistance (31%) and the military (23%). At both Floyd and Richmond County, less than a fifth of the graduating senior indicated that they had submitted a FAFSA application to help cover the costs of their education.

Student Survey Questions for All Students

Tables 29 and 30 present how respondents feel they have changed since being a student at the PLC. Ninety-four percent of students across all sites indicated that they "Agree Somewhat" or "Strongly Agree" with the statement that their grades have improved since being at the PLC. Of the individual sites, students at Floyd County PLC were most likely to indicate that they "Strongly Agree" that they have improved their grades.

With respect to improvement in attendance overall, 85% indicated that they had improved their attendance. Nearly all (93%) of the students indicated that they are more focused on school work at the PLC. With respect to wanting to graduate from high school, 96% of students across all schools agreed they want to graduate from high school. The majority of students at the individual PLCs do want their diploma.

Submitted: August 31st, 2013

Page 53 of 64

Table 29: End of Year Student Surveys: Outcomes Since Starting at the PLC

Since Starting at the PLC:	Site	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree	Number of Cases
	All Sites	5%	1%	40%	54%	154
My grades have	Carrollton City	7%	5%	41%	46%	41
improved.	Floyd	3%	0%	19%	78%	68
	Richmond	7%	0%	69%	24%	45
	All Sites	4%	12%	32%	53%	152
I have improved my	Carrollton City	10%	10%	25%	55%	40
school attendance	Floyd	1%	12%	28%	58%	67
	Richmond	2%	13%	42%	42%	45
	All Sites	4%	3%	24%	69%	156
I am more focused on	Carrollton City	5%	0%	38%	58%	40
my school work.	Floyd	3%	1%	15%	80%	71
	Richmond	4%	9%	27%	60%	45
	All Sites	3%	1%	4%	92%	157
I want to graduate	Carrollton City	2%	2%	0%	95%	41
from high school	Floyd	3%	0%	4%	93%	71
	Richmond	2%	0%	9%	89%	45

Table 30 provides student responses to the statement that they "get into less trouble" since attending PLC. Across all PLCs 11% of students indicated that their behavior had not been a problem, and 83% indicated that they have improved their behavior and get in less trouble since they entered the PLC. Seventy-five percent of student respondents from Richmond, 92% from Floyd County and 71% frfom Carrollton City indicated they improved their behavior since coming to PLC.

Table 30: End of the Year Student Surveys: Improvement in Behavior

Since Starting at the PLC:	Site	Not Applicable, Never in Trouble	Strongly Disagree	Ü	Agree Somewhat	Strongly Agree	Number of Cases
	All Sites	11%	3%	4%	15%	67%	157
Lastinto loss trouble	Carrollton City	17%	10%	2%	19%	52%	42
I get into less trouble.	Floyd	7%	0%	1%	7%	85%	71
	Richmond	14%	2%	9%	23%	52%	44

Tables 31 and 32 summarize student responses to questions concerning the environment at PLC. A goal of the PLC is to create a supportive and caring environment in which students can excel. Across all sites, 92% of PLC students "Agreed Somewhat" or "Strongly Agreed" that at the PLC the teachers and staff care about them. Students at PLC indicate that they feel they can be academically successful, with only 2 students disagreeing.

Table 31: End of Year Student Surveys: PLC Environment

At the PLC:	Site	Strongly	Disagree	Agree	Strongly	Number
At the PLC.		Disagree	Somewhat	Somewhat	Agree	of Cases
	All Sites	1%	6%	21%	71%	156
The teachers and staff	Carrollton City	0%	5%	34%	61%	41
care about me.	Floyd	1%	6%	9%	84%	70
	Richmond	2%	9%	29%	60%	45
I los con Aleca I con le c	All Sites	1%	0%	14%	85%	155
I know that I can be	Carrollton City	0%	0%	24%	76%	41
academically successful.	Floyd	3%	0%	10%	87%	69
successiui.	Richmond	0%	0%	11%	89%	45
	All Sites	1%	6%	18%	75%	153
I have developed new	Carrollton City	0%	13%	18%	70%	40
goals for my future.	Floyd	3%	1%	19%	76%	68
	Richmond	0%	7%	16%	78%	45
	All Sites	3%	1%	24%	72%	156
I am a good student	Carrollton City	2%	0%	22%	76%	41
I am a good student.	Floyd	4%	0%	20%	76%	70
	Richmond	0%	4%	33%	62%	45
	All Sites	1%	4%	21%	73%	156
I am able to complete	Carrollton City	0%	0%	29%	71%	41
more school work.	Floyd	3%	0%	9%	89%	70
	Richmond	0%	16%	33%	51%	45

As part of the PLC Roadmap to Success, students at the PLC are actively encouraged to plan for their futures. Students in the PLC establish goals for their futures and are given assistance in developing plans to achieve those goals. Under "I have developed new goals for my future," 96% of all respondents indicated that they had developed goals for the future. At the individual PLC sites, the majority (88% or more) at each PLC indicated that they had developed future goals since coming to PLC.

It is important for students to feel accomplished and have confidence as a good student in order to succeed in the classroom. Ninety-six percent of students from all three PLCs agreed that at the PLC "I am a good student". Ninety-four percent of students feel that at PLC, that they are "able to complete more school work."

The Classroom Environment at the PLC Encourages Learning. A classroom environment conducive to learning is important for a student to be successful in school, and 85% of students "Agreed" or "Strongly Agreed" that the classroom environment at the PLC encourages learning. Only 5% of students disagreed with this statement.

Table 32: End of the Year Student Surveys: Classroom Environment

The classroom environment at the PLC encourages learning.	Strongly	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Number of Cases
All Sites	3%	2%	9%	23%	62%	154
Carrollton City	5%	5%	5%	35%	50%	40
Floyd	4%	0%	3%	14%	78%	69
Richmond	0%	2%	22%	27%	49%	45

How safe do you feel at the Performance Learning Center. A safe place to learn and grow is extremely important for all students. Table 33 below provides responses to safety in the PLC. Across all PLCs, 89% of students indicated that they feel safe at the PLC. Carrollton City and Richmond County PLCs each had one student who indicated that they did not feel at all safe at the PLC.

Table 33: End of the Year Student Surveys: Safety

How safe do you feel at the Performance Learning Center?	Carrollton City	Floyd	Richmond	All Sites
Not Safe at All	3%	0%	2%	1%
Somewhat Safe	18%	3%	13%	10%
Mostly Safe	23%	18%	29%	22%
Very Safe	58%	79%	56%	67%
Number of cases	40	68	45	153

Would you recommend the Performance Learning Center to other students. In terms of recommending the PLC to other students, 97% of the students across all Performance Learning Centers would recommend it. Only 1 student from Richmond PLC and 4 students from Carrollton City PLC would not recommend the school to others.

Page 55 of 64

Table 34: End of the Year Student Surveys: Recommend the Program

Would you recommend the Performance Learning Center to other students?	Carrollton City	Floyd	Richmond	All Sites
Yes	90%	100%	98%	97%
No	10%	0%	2%	3%
Number of cases	41	69	45	155

Activities Experience for Career and College Readiness skills. Table 35 provides responses to whether students experienced college and career readiness activities while attending PLC. Students indicated either "Yes," "No," or "Don't Know" to whether or not the activities were provided to them.

Table 35: End of the Year Student Surveys: College and Career Readiness Skills

During your time at the PLC, did you experience any of the following activities to develop your career and college readiness skills?												
Note: Top is the count of respondents,	Car	rollton	City		Floyd		R	ichmond		All Sites		
Bottom % is percentage of total			Don't			Don't			Don't			Don't
respondents to the element.	Yes	No	know	Yes	No	know	Yes	No	know	Yes	No	know
Completing the Self-Assessment &	23	5	14	40	11	19	29	7	9	92	23	42
Career Interest Inventories	55%	12%	33%	57 %	16%	27%	64%	16%	20%	59%	15%	27%
Conduct Career Exploration	24	6	12	44	9	17	28	11	6	96	26	35
Colluct Caleer Exploration	57%	14%	29%	63%	13%	24%	62%	24%	13%	61%	17%	22%
College Tour(s)	18	14	10	42	41	20	9	30	14	89	48	20
college rour(s)	43%	33%	24%	100%	59%	29%	13%	67%	31%	57%	31%	13%
Completing College Applications	15	17	10	28	33	9	21	20	4	64	70	23
completing conege Applications	36%	40%	24%	40%	47%	13%	47%	44%	9%	41%	45%	15%
Practice Writing Admission Letters/Essay	19	14	9	42	23	5	25	18	2	86	55	16
Fractice writing Admission Letters/Essay	45%	33%	21%	60%	33%	7%	56%	40%	4%	55%	35%	10%
Researching Financing College	19	13	10	34	29	7	25	17	3	78	59	20
Researching Financing Conege	45%	31%	24%	49%	41%	10%	56%	38%	7%	50%	38%	13%
Complete the FAFSA	18	10	14	11	42	17	12	25	8	41	77	39
complete the FAI SA	43%	24%	33%	16%	60%	24%	27%	56%	18%	26%	49%	25%
Write a Resume	19	13	10	40	26	4	22	21	2	81	60	16
write a Resume	45%	31%	24%	57%	37%	6%	49%	47%	4%	52%	38%	10%
Practice Job Interviewing	13	20	9	40	23	7	32	12	1	85	55	17
Fractice Job Interviewing	31%	48%	21%	57 %	33%	10%	71%	27%	2%	54%	35%	11%
Learn to Dress for Success	24	8	10	58	8	4	42	2	1	124	18	15
Learn to Diess for Success	57%	19%	24%	83%	11%	6%	93%	4%	2%	79%	11%	10%
Develop Communication Skills	32	1	9	56	8	6	41	3	1	129	12	16
Develop Communication Skins	76%	2%	21%	80%	11%	9%	91%	7%	2%	82%	8%	10%
Complete Job Applications	19	13	10	46	19	5	27	17	1	92	49	16
Complete Job Applications	45%	31%	24%	66%	27%	7%	60%	38%	2%	59%	31%	10%
Develop a List of References for	20	12	10	45	18	7	26	18	1	91	48	18
Applications for Employment	48%	29%	24%	64%	26%	10%	58%	40%	2%	58%	31%	11%
Participate in Student Leadership, such	21	11	10	41	24	5	38	6	1	100	41	16
as Morning Motivation planning	50%	26%	24%	59%	34%	7%	84%	13%	2%	64%	26%	10%

Across all sites, 50% or more of students had experienced all of the college and career readiness with the exception of completing college application and the FAFSA, most likely because this is usually done as students approach graduation. At each of the individual PLCs 50% or more of the students indicated

Page 56 of 64

that they had experienced the following college and career readiness skills: completion of a self-assessment and career interest inventory, conducting career exploration, learning to dress for success, developing communication skills, and participating in student leadership activities.

Across all of the PLC sites, Floyd County PLC had the most consistent college and career readiness support, with 50% or more of respondents indicating that they had experienced 11 of the 14 skill areas. In addition, all of the Floyd PLC students did have the opportunity to participate in college tours.

Conclusions

All of the Race to the Top PLCs are progressing largely as expected according to the PLC developmental timeline. In its first year, Carrollton City PLC has introduced the first middle school students into the PLC and has maintained close ties with the traditional school, allowing students to return for individual courses and extracurricular activities. While the students are not improving their grades as much as is normally expected, on average students are completing more credits than the other PLCs. Five students did graduate from the Carrollton City PLC this year.

Floyd County PLC has continued to build on a strong start and continues to innovate in student advisement and monitoring. Students at the Floyd County PLC have demonstrated significant improvement academically in all subject areas. The PLC increased student enrollment this year and graduated 30 students. As the Floyd County PLC moves to the College and Career Academy Campus for the 2013-14 school it is hoped that the program will continue to build.

Richmond County PLC, after a difficult first year due to absence of an academic coordinator, has made great strides in implementing the model under the leadership of the new AC. The site continues to have some challenges with student attendance and transportation to the school site. Despite this, the program graduated 29 students in its second year, twelve from priority or focus schools. The site has become innovative in attempts to help students to complete their high school education. Through the redirection of already-allocated RT3 funds, CIS of Georgia enabled the Richmond County PLC to host a Summer Math Progression Program to help PLC students lacking math skills complete their math credit and up to one other course. The data for the program are being finalized and it is likely that even more students graduated from the district in 2013 which will be reported at a later date.

There are some elements of the model continue to be challenges among all sites including recruitment and placement of mentors. Sites are making efforts to implement the Common Core into the PLC curriculum and CIS of Georgia is supporting these efforts through the work of the PLC curriculum teams. CIS of Georgia will continue to work with these sites to support full implementation of the model during year 3 of the grant.

APPENDIX A: Summer Institute 2012 Evaluations – Summary Tables

Re	elevant					Quality Ir	nfo
	Number of	Percent				Number of	Percent
	responses	Responses				Responses	Responses
Disagree Somewhat	4	0.9%			Fair	7	1.6%
Agree Somewhat	60	13.8%			Good	76	17.5%
Strongly Agree	372	85.3%			Excellent	352	80.9%
Total	436	100.0%			Total	435	100.0%
	Apply				Trainer		
	Number of	Percent				Number of	Percent
	Responses	Responses				Responses	Responses
Strongly Disagree	1	0.2%			Fair	5	1.2%
Disagree Somewhat	1	0.2%			Good	66	15.2%
Agree Somewhat	78	17.9%			Excellent	363	83.6%
Strongly Agree	355	81.6%			Total	434	100.0%
Total	435	100.0%					
			Overall				
			Number of	Percent			
			Responses	Responses			
		Fair	10	2.3%			
		Good	73	16.8%			
		Excellent	351	80.1%			
		Total	434	100.0%			

Session Ratings – Relevance of Session to Job

	Session content was relevant to my job.										
Session Name	Disagree	Somewhat		Somewhat		ly Agree		otal			
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %			
Attitude Science	0	0.00%	0	0.00%	11	100.00%	11	100.00%			
Breakfast Keynote: Bill Milliken, Co-											
Founder and Vice Chairman of	0	0.00%	4	6.90%	54	93.10%	58	100.00%			
Communities in Schools Capstone	0	0.00%	5	33.30%	10	66.70%	15	100.00%			
CIS Site Coordinators: Reframing Out	- 0	0.00 /6	<u> </u>	33.30 /6	10	00.7078	13	100.00 /6			
Work to Include Student Engagement and											
Principles	0	0.00%	3	12.00%	22	88.00%	25	100.00%			
College Career Readiness: Charting for Success	0	0.00%	6	22.20%	21	77.80%	27	100.00%			
College/Careeer Readiness Track:											
Creating Pathways of Access and	0	0.00%	1	9.10%	10	90.90%	11	100.00%			
Success for Underrepresented Students College/Career Readiness Track: Just		0.0070	•	01.070		00.0070	• • • • • • • • • • • • • • • • • • • •	100.007			
Dual It!	1	11.10%	0	0.00%	8	88.90%	9	100.00%			
Instructional Day: Using PLC Curriculum Resources to Design Your Courses and	0	0.00%	3	21.40%	11	78.60%	14	100.00%			
Integrating Project-Based Learning Intake Process Interviewing Potential	0	0.0070	<u> </u>	21.4070	- ''	7 0.00 70	17	100.0070			
Students	1	4.50%	3	13.60%	18	81.80%	22	100.00%			
Keynote - Practical Classroom Strategies	0	0.00%	0	0.00%	23	100.00%	23	100.00%			
Keynote: Personal Learning Networks	2	6.10%	8	24.20%	23	69.70%	33	100.00%			
Life Skills through Morning Motivation	0	0.00%	1	5.90%	16	94.10%	17	100.00%			
Lions, Otters, Beavers, RetrieversOh My!	0	0.00%	1	7.10%	13	92.90%	14	100.00%			
MATH Learning Facilitators: Math CCGPS Implementation Workshop	0	0.00%	0	0.00%	4	100.00%	4	100.00%			
PLC Coordinators and CIS Executive	0	0.000/	2	10.000/	10	00.000/	20	100.000/			
Directors: Reshaping the Way We Lead	0	0.00%	2	10.00%	18	90.00%	20	100.00%			
PLC Enhancement/Expansion Opportunity Track: ACT's College Readiness											
Solutions	0	0.00%	2	20.00%	8	80.00%	10	100.00%			
PLC Enhancement/Expansion Opportunity	0	0.00%	0	0.00%	2	100.00%	2	100.000/			
Track: Apex Learning	0	0.00%	0	0.00%		100.00%		100.00%			
PLC Enhancement/Expansion Opportunity Track: Classroom, Inc.'s Virtual Internship	0	0.00%	6	66.70%	3	33.30%	9	100.00%			
PLC Learning Facilitators: Using LDC to	0	0.00%	4	50.00%	4	50.00%	8	100.00%			
Make the CCGPS Transition Easier PLC School Leadership Creative											
Scheduling and PLC Data Reporting	0	0.00%	0	0.00%	7	100.00%	7	100.00%			
Round Robin for Academic Coordinators	0	0.00%	0	0.00%	6	100.00%	6	100.00%			
Round Robin for Executive Directors	0	0.00%	0	0.00%	2	100.00%	2	100.00%			
Round Robin for Mathematics Learning Facilitators	0	0.00%	0	0.00%	6	100.00%	6	100.00%			
Round Robin for Science Learning Facilitators	0	0.00%	0	0.00%	5	100.00%	5	100.00%			
Round Robin for Site Coordinators	0	0.00%	3	33.30%	6	66.70%	9	100.00%			
Round Robin for Social Studies Learning											
Facilitators	0	0.00%	0	0.00%	7	100.00%	7	100.00%			
Senior Project Video	0	0.00%	4	16.70%	20	83.30%	24	100.00%			
The Power of Peace Project	0	0.00%	0	0.00%	7	100.00%	7	100.00%			
Welcome - CIS PLC from the Beginning	0	0.00%	3	17.60%	14	82.40%	17	100.00%			
Who Am I Online - Creating your 21st Century Internet Presence	0	0.00%	1	7.10%	13	92.90%	14	100.00%			

Session Ratings – This session provided me with knowledge/skills I will be able to apply at my school site.

	Apply									
	Strongly	Disagree	Disagree	Somewhat	Agree Somewhat Strongly Agree				Total	
Session Name	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Attitude Science	0	0	0	0	0	0.0%	11	100.0%	11	100.0%
Breakfast Keynote: Bill Milliken, Co-Founder and Vice										
Chairman of Communities in Schools	0	0	0	0	6	10.3%	52	89.7%	58	100.0%
Capstone	0	0	0	0	6	40.0%	9	60.0%	15	100.0%
CIS Site Coordinators: Reframing Out Work to Include		_								
Student Engagement and Principles	0	0	0	0	3	12.0%	22	88.0%	25	100.0%
College Career Readiness: Charting for Success	0	0	0	0	6	22.2%	21	77.8%	27	100.0%
College/Careeer Readiness Track: Creating Pathways of	0	0	0	0	2	10.20/	0	01.00/	11	100.00/
Access and Success for Underrepresented Students	0	0	0	0	2	18.2%	9	81.8%	11	100.0%
College/Career Readiness Track: Just Dual It!	0	0	0	0	0	0.0%	9	100.0%	9	100.0%
Instructional Day: Using PLC Curriculum Resources to Design Your Courses and Integrating Project-Based Learning	0	0	0	0	4	28.6%	10	71.4%	14	100.0%
Intake Process Interviewing Potential Students	0	0	0	0	4	18.2%	18	81.8%	22	100.0%
Keynote - Practical Classroom Strategies	0	0	0	0	0	0.0%	23	100.0%	23	100.0%
Keynote: Personal Learning Networks	0	0	1	3.0%	16	48.5%	16	48.5%	33	100.0%
Life Skills through Morning Motivation	0	0	0	0	2	11.8%	15	88.2%	17	100.0%
Lions, Otters, Beavers, RetrieversOh My!	0	0	0	0	0	0.0%	14	100.0%	14	100.0%
MATH Learning Facilitators: Math CCGPS Implementation	_	_								
Workshop	0	0	0	0	0	0.0%	4	100.0%	4	100.0%
PLC Coordinators and CIS Executive Directors: Reshaping the	0	0	0	0	5	25.0%	15	75.0%	20	100.0%
Way We Lead	U	U	U	U	3	25.0%	15	75.0%	20	100.0%
PLC Enhancement/Expansion Opportunity Track: ACT's	0	0	0	0	1	10.0%	9	90.0%	10	100.0%
College Readiness Solutions						10.070		30.070		200.070
PLC Enhancement/Expansion Opportunity Track: Apex	0	0	0	0	0	0.0%	2	100.0%	2	100.0%
Learning										
PLC Enhancement/Expansion Opportunity Track: Classroom, Inc.'s Virtual Internship	0	0	0	0	5	55.6%	4	44.4%	9	100.0%
PLC Learning Facilitators: Using LDC to Make the CCGPS										
Transition Easier	1	12.5%	0	0	5	62.5%	2	25.0%	8	100.0%
PLC School Leadership Creative Scheduling and PLC Data										
Reporting	0	0	0	0	0	0.0%	7	100.0%	7	100.0%
Round Robin for Academic Coordinators	0	0	0	0	0	0.0%	6	100.0%	6	100.0%
Round Robin for Executive Directors	0	0	0	0	0	0.0%	2	100.0%	2	100.0%
Round Robin for Mathematics Learning Facilitators	0	0	0	0	0	0.0%	6	100.0%	6	100.0%
Round Robin for Science Learning Facilitators	0	0	0	0	0	0.0%	5	100.0%	5	100.0%
Round Robin for Site Coordinators	0	0	0	0	3	33.3%	6	66.7%	9	100.0%
Round Robin for Social Studies Learning Facilitators	0	0	0	0	0	0.0%	7	100.0%	7	100.0%
Senior Project Video	0	0	0	0	3	12.5%	21	87.5%	24	100.0%
The Power of Peace Project	0	0	0	0	0	0.0%	6	100.0%	6	100.0%
Welcome - CIS PLC from the Beginning	0	0	0	0	5	29.4%	12	70.6%	17	100.0%
Who Am I Online - Creating your 21st Century Internet										
Presence	0	0	0	0	2	14.3%	12	85.7%	14	100.0%

Session Ratings – How would you rate the quality of the information presented?

	Quality Info											
			Fair Good Excellen									
la		oor		_						tal		
Session Name	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %		
Attitude Science	0	0.0%	0	0.0%	0	0.0%	11	100.0%	11	100.0%		
Breakfast Keynote: Bill Milliken, Co-Founder and	0	0.0%	0	0.0%	5	8.6%	53	91.4%	50	100.0%		
Vice Chairman of Communities in Schools	0	0.00/	1	C 70/	4	26.70/	10	CC C0/	58	100.00/		
Capstone CIS Site Coordinators: Reframing Out Work to	0	0.0%	1	6.7%	4	26.7%	10	66.6%	15	100.0%		
CIS Site Coordinators: Reframing Out Work to Include Student Engagement and Principles	0	0.0%	1	4.2%	2	8.3%	21	87.5%	24	100.0%		
College Career Readiness: Charting for Success	0	0.0%	0	0.0%	6	22.2%	21	77.8%	27	100.0%		
College/Career Readiness Track: Creating	- 0	0.076	0	0.076	U	22.2/0	21	77.070	21	100.070		
Pathways of Access and Success for	0	0.0%	0	0.0%	2	18.2%	9	81.8%		100.0%		
Underrepresented Students		0.070	Ü	0.070	_	10.270	,	01.070	11	100.070		
College/Career Readiness Track: Just Dual It!	0	0.0%	0	0.0%	0	0.0%	9	100.0%	9	100.0%		
Instructional Day: Using PLC Curriculum		0.07.1		0.07.1		0.07.1						
Resources to Design Your Courses and	0	0.0%	1	7.1%	3	21.4%	10	71.5%		100.0%		
Integrating Project-Based Learning									14			
Intake Process Interviewing Potential Students	0	0.0%	0	0.0%	5	22.7%	17	77.3%	22	100.0%		
Keynote - Practical Classroom Strategies	0	0.0%	0	0.0%	0	0.0%	23	100.0%	23	100.0%		
Keynote: Personal Learning Networks	0	0.0%	3	9.1%	9	27.3%	21	63.6%	33	100.0%		
Life Skills through Morning Motivation	0	0.0%	0	0.0%	4	23.5%	13	76.5%	17	100.0%		
Lions, Otters, Beavers, RetrieversOh My!	0	0.0%	0	0.0%	1	7.1%	13	92.9%	14	100.0%		
MATH Learning Facilitators: Math CCGPS												
Implementation Workshop	0	0.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%		
PLC Coordinators and CIS Executive Directors:	0	0.00/	4	F 00/	-	25.00/	4.4	70.00/		400.00/		
Reshaping the Way We Lead	0	0.0%	1	5.0%	5	25.0%	14	70.0%	20	100.0%		
PLC Enhancement/Expansion Opportunity Track:	0	0.0%	0	0.0%	3	30.0%	7	70.0%		100.0%		
ACT's College Readiness Solutions	U	0.0%	U	0.0%	3	30.0%	,	70.0%	10	100.0%		
PLC Enhancement/Expansion Opportunity Track:	0	0.0%	0	0.0%	0	0.0%	2	100.0%		100.0%		
Apex Learning		0.070		0.070		0.070		100.070	2	100.070		
PLC Enhancement/Expansion Opportunity Track:	0	0.0%	0	0.0%	5	55.6%	4	44.4%		100.0%		
Classroom, Inc.'s Virtual Internship									9			
PLC Learning Facilitators: Using LDC to Make the	0	0.0%	0	0.0%	6	75.0%	2	25.0%	0	100.0%		
CCGPS Transition Easier									8			
PLC School Leadership Creative Scheduling and PLC Data Reporting	0	0.0%	0	0.0%	0	0.0%	7	100.0%	7	100.0%		
Round Robin for Academic Coordinators	0	0.0%	0	0.0%	2	33.3%	4	66.7%	6	100.0%		
Round Robin for Executive Directors	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%		
Round Robin for Mathematics Learning	-	0.070	-	0.070	-	0.070		100.070		100.070		
Facilitators	0	0.0%	0	0.0%	1	16.7%	5	83.3%	6	100.0%		
Round Robin for Science Learning Facilitators	0	0.0%	0	0.0%	1	20.0%	4	80.0%	5	100.0%		
Round Robin for Site Coordinators	0	0.0%	0	0.0%	3	33.3%	6	66.7%	9	100.0%		
Round Robin for Social Studies Learning												
Facilitators	0	0.0%	0	0.0%	0	0.0%	7	100.0%	7	100.0%		
Senior Project Video	0	0.0%	0	0.0%	5	20.8%	19	79.2%	24	100.0%		
The Power of Peace Project	0	0.0%	0	0.0%	0	0.0%	7	100.0%	7	100.0%		
Welcome - CIS PLC from the Beginning	0	0.0%	0	0.0%	2	11.8%	15	88.2%	17	100.0%		
Who Am I Online - Creating your 21st Century												
Internet Presence	0	0.0%	0	0.0%	2	14.3%	12	85.7%	14	100.0%		

Session Ratings – How would you rate the presentation skills of the trainer?

,	Trainer									
	F	Poor	F	-air	G	Total				
Session Name	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Attitude Science	0	0.0%	0	0.0%	0	0.0%	11	100.0%	11	100.0%
Breakfast Keynote: Bill Milliken, Co-Founder	U	0.070	U	0.070	U	0.070	11	100.070	11	100.070
and Vice Chairman of Communities in Schools	0	0.0%	0	0.0%	4	6.9%	54	93.1%	58	100.0%
Capstone	0	0.0%	0	0.0%	6	40.0%	9	60.0%	15	100.0%
CIS Site Coordinators: Reframing Out Work to		0.070		0.070		40.070		00.070	13	100.070
Include Student Engagement and Principles	0	0.0%	0	0.0%	4	16.0%	21	84.0%	25	100.0%
College Career Readiness: Charting for Success	0	0.0%	0	0.0%	4	14.8%	23	85.2%	27	100.0%
College/Careeer Readiness Track: Creating										
Pathways of Access and Success for	0	0.0%	0	0.0%	2	18.2%	9	81.8%		100.0%
Underrepresented Students									11	
College/Career Readiness Track: Just Dual It!	0	0.0%	0	0.0%	0	0.0%	9	100.0%	9	100.0%
Instructional Day: Using PLC Curriculum										
Resources to Design Your Courses and	0	0.0%	0	0.0%	3	21.4%	11	78.6%		100.0%
Integrating Project-Based Learning									14	
Intake Process Interviewing Potential Students	0	0.0%	0	0.0%	4	18.2%	18	81.8%	22	100.0%
Keynote - Practical Classroom Strategies	0	0.0%	0	0.0%	0	0.0%	23	100.0%	23	100.0%
Keynote: Personal Learning Networks	0	0.0%	3	9.1%	8	24.2%	22	66.7%	33	100.0%
Life Skills through Morning Motivation	0	0.0%	0	0.0%	2	11.8%	15	88.2%	17	100.0%
Lions, Otters, Beavers, RetrieversOh My!	0	0.0%	0	0.0%	1	7.1%	13	92.9%	14	100.0%
MATH Learning Facilitators: Math CCGPS										
Implementation Workshop	0	0.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%
PLC Coordinators and CIS Executive Directors:	0	0.00/	_	F 20/	_	26.20/	12	CO 40/		400.00/
Reshaping the Way We Lead	0	0.0%	1	5.3%	5	26.3%	13	68.4%	19	100.0%
PLC Enhancement/Expansion Opportunity	0	0.0%	0	0.0%	2	20.0%	8	80.0%		100.0%
Track: ACT's College Readiness Solutions	U	0.0%	U	0.0%	2	20.0%	٥	80.0%	10	100.0%
PLC Enhancement/Expansion Opportunity	0	0.0%	0	0.0%	0	0.0%	2	100.0%		100.0%
Track: Apex Learning	Ů	0.070	Ů	0.070	Ů	0.070		100.070	2	100.070
PLC Enhancement/Expansion Opportunity	0	0.0%	0	0.0%	3	33.3%	6	66.7%		100.0%
Track: Classroom, Inc.'s Virtual Internship			_	0.070	_	00.071	Ť		9	
PLC Learning Facilitators: Using LDC to Make	0	0.0%	0	0.0%	5	62.5%	3	37.5%		100.0%
the CCGPS Transition Easier									8	
PLC School Leadership Creative Scheduling and	0	0.0%	0	0.0%	0	0.0%	7	100.0%	_	100.0%
PLC Data Reporting		0.00/	_						7	
Round Robin for Academic Coordinators	0	0.0%	1	16.7%	1	16.7%	4	66.6%	6	100.0%
Round Robin for Executive Directors	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%
Round Robin for Mathematics Learning	0	0.0%	0	0.0%	1	16.7%	5	83.3%		100.0%
Facilitators	-	0.00/	-	0.00/		20.00/		00.00/	6	400.00/
Round Robin for Science Learning Facilitators	0	0.0%	0	0.0%	1	20.0%	4	80.0%	5	100.0%
Round Robin for Site Coordinators	0	0.0%	0	0.0%	2	22.2%	7	77.8%	9	100.0%
Round Robin for Social Studies Learning	0	0.0%	0	0.0%	1	14.3%	6	85.7%	_	100.0%
Facilitators	_	0.00/	-	0.00/	_	16.70/	20	02.20/	7	100.00/
Senior Project Video	0	0.0%	0	0.0%	4	16.7%	20	83.3%	24	100.0%
The Power of Peace Project	0	0.0%	0	0.0%	0	0.0%	7	100.0%	7	100.0%
Welcome - CIS PLC from the Beginning	0	0.0%	0	0.0%	2	12.5%	14	87.5%	16	100.0%
Who Am I Online - Creating your 21st Century	0	0.0%	0	0.0%	1	7.1%	13	92.9%	1.4	100.0%
Internet Presence]]			14	

Session Ratings – OVERALL RATINGS

	Overall by Sessions										
Session Name	Poor Fair					ood	Exc	ellent	lent Total		
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
Attitude Science	0	0.0%	0	0.0%	0	0.0%	11	100.0%	11	100.0%	
Breakfast Keynote: Bill Milliken, Co-Founder											
and Vice Chairman of Communities in Schools	0	0.0%	0	0.0%	5	8.6%	53	91.4%	58	100.0%	
Capstone	0	0.0%	1	6.7%	5	33.3%	9	60.0%	15	100.0%	
CIS Site Coordinators: Reframing Out Work to		0.00/		4.00/		4.5.00/	20	00.00/	25	400.00/	
Include Student Engagement and Principles	0	0.0%	1	4.0%	4	16.0%	20	80.0%	25	100.0%	
College Career Readiness: Charting for Success	0	0.0%	0	0.0%	7	25.9%	20	74.1%	27	100.0%	
College/Careeer Readiness Track: Creating											
Pathways of Access and Success for	0	0.0%	0	0.0%	2	18.2%	9	81.8%	11	100.0%	
Underrepresented Students											
College/Career Readiness Track: Just Dual It!	0	0.0%	0	0.0%	0	0.0%	9	100.0%	9	100.0%	
Instructional Day: Using PLC Curriculum											
Resources to Design Your Courses and	0	0.0%	1	7.1%	3	21.4%	10	71.5%	14	100.0%	
Integrating Project-Based Learning											
Intake Process Interviewing Potential Students	0	0.0%	0	0.0%	5	22.7%	17	77.3%	22	100.0%	
Keynote - Practical Classroom Strategies	0	0.0%	0	0.0%	0	0.0%	23	100.0%	23	100.0%	
Keynote: Personal Learning Networks	0	0.0%	5	15.1%	7	21.2%	21	63.7%	33	100.0%	
Life Skills through Morning Motivation	0	0.0%	0	0.0%	3	17.6%	14	82.4%	17	100.0%	
Lions, Otters, Beavers, RetrieversOh My!	0	0.0%	0	0.0%	1	7.1%	13	92.9%	14	100.0%	
Implementation Workshop	0	0.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%	
PLC Coordinators and CIS Executive Directors:											
Reshaping the Way We Lead	0	0.0%	1	5.3%	4	21.0%	14	73.7%	19	100.0%	
PLC Enhancement/Expansion Opportunity	0	0.00/	0	0.00/	2	20.00/	0	00.00/	10	100.00/	
Track: ACT's College Readiness Solutions	U	0.0%	U	0.0%	2	20.0%	8	80.0%	10	100.0%	
PLC Enhancement/Expansion Opportunity Track: Apex Learning	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	
PLC Enhancement/Expansion Opportunity Track: Classroom, Inc.'s Virtual Internship	0	0.0%	0	0.0%	5	55.6%	4	44.4%	9	100.0%	
PLC Learning Facilitators: Using LDC to Make	0	0.0%	1	12.5%	6	75.0%	1	12.5%	8	100.0%	
the CCGPS Transition Easier		0.00/	-	0.00/		0.00/	-	400.00/	_	400.00/	
PLC Data Reporting	0	0.0%	0	0.0%	0	0.0%	7	100.0%	7	100.0%	
Round Robin for Academic Coordinators	0	0.0%	0	0.0%	1	16.7%	5	83.3%	6	100.0%	
Round Robin for Executive Directors	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	
Round Robin for Mathematics Learning Facilitators	0	0.0%	0	0.0%	1	16.7%	5	83.3%	6	100.0%	
Round Robin for Science Learning Facilitators	0	0.0%	0	0.0%	1	20.0%	4	80.0%	5	100.0%	
Round Robin for Site Coordinators	0	0.0%	0	0.0%	3	33.3%	6	66.7%	9	100.0%	
Round Robin for Social Studies Learning			<u> </u>		,	33.3/0					
Facilitators	0	0.0%	0	0.0%	1	14.3%	6	85.7%	7	100.0%	
Senior Project Video	0	0.0%	0	0.0%	3	12.5%	21	87.5%	24	100.0%	
The Power of Peace Project	0	0.0%	0	0.0%	0	0.0%	7	100.0%	7	100.0%	
Welcome - CIS PLC from the Beginning	0	0.0%	0	0.0%	2	12.5%	14	87.5%	16	100.0%	
Who Am I Online - Creating your 21st Century											
Internet Presence	0	0.0%	0	0.0%	2	14.3%	12	85.7%	14	100.0%	

ppendix B: Sample Common Core Georgia Performance Standard Modules	

Overview

Overview | The Civil Rights Movement: A Continuous Call to Action



The Civil Rights Movement: A Continuous Call to Action

by Melissa Campbell, Jason Hammett, Lynn Rambo, Heather Garrett, and Glenn

Pontoo

Students will analyze various civil rights issues, both historical and contemporary, to determine and implement a call to action in order to institute change.

Grades: 9 10 11 12

Discipline: Social Studies

Teaching Task: Task Template 8 (Argumentation and Problem/Solution)

Course: U.S. History/American Government

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Section 1: What Task?

TEACHING TASK

Task Template 8 — [3 Levels]

Argumentation & Problem/Solution

L1: Understanding that change begins with one person, examine civil rights issues that U.S. citizens are still deprived of to determine what actions you will make to implement change. After reading the Voting Rights Act of 1964, the Civil Rights Act of 1965, the Letter from Birmingham Jail, and 3 primary sources of your choice (to be chosen from the list of articles, songs, etc. provided.) on a contemporary civil rights issue approved by the teacher, write a series of blogs that identifies a problem with a contemporary civil rights issue and argues for a solution to that problem. Support your position with evidence from the text(s).

L3: Give examples from past or current events or issues to illustrate and clarify your position.

STUDENT BACKGROUND

No Student Background for this Module

EXTENSION

No Extension for this Module

Rubric							
Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
_	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.

Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

STANDARDS

Georgia — United States History

SSUSH21: The student will explain the impact of technological development and economic growth on the United States, 1945-1975.

SSUSH22: The student will identify dimensions of the Civil Rights Movement, 1945-1970.

SSUSH23: The student will describe and assess the impact of political developments between 1945 and 1970.

SSUSH24: The student will analyze the impact of social change movements and organizations of the 1960s.

Common Core Anchor Standards — Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards — Writing

W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Anchor Standards — Language

L.CCR.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Common Core Anchor Standards — Speaking and Listening

SL.CCR.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Custom Standards

Section 2: What Skills?

Selected Skills

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

TEXT SELECTION: Ability to identify appropriate texts

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as

appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

MiniTasks

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

SHORT CONSTRUCTED RESPONSE

After conducting a brief research on Nina Simone, and listening to her original song, "Mississippi Goddam" write a brief response of your first reaction to the song. Discuss the purpose of her writing this song. The last two tasks can be done using the Song Analysis Worksheet provided in "Uploaded Resources." Discuss an issue that makes you so upset that might make you want to write a song/rap or create artwork, etc. to explain your frustration.

Pacing: 1.5 hours

Scoring Guide: work meets expectations if:

Thoughtful response is written and the cause and effects of Nina Simone's song are discussed.

Teaching Strategies:

- · Link this task to earlier class content.
- Discuss student responses.
- Explain to students that they have the opportunity to make a change and speak out about injustice as Nina Simone did and they will begin by creating a series of blogs visible to their peers and others.
- Clarify timetable and support plans for the task. This unit usually takes about 3 weeks.
- Plan to do Power Points etc. to cover details of the Civil Rights Movement daily prior to students beginning their individual work on this project.

Notes:

The purpose of using Nina's performance is to show students that when something is taking place that you disagree with, you can actually do something about it. Nina chose to write a song documenting things taking place. Her music was heard worldwide and helped bring International attention to racial issues in the South. The Voting Rights Act and Civil Rights Acts were signed into law 1-2 years after this song was released. It can be argued that this song helped fuel the movement that made a change.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

NOTES

After reading the Civil Rights Act of 1965 once, briefly write your first thoughts. Then read a second time and take notes, documenting the cause and effects of the Civil Rights Act.

Do you believe that the Civil Rights Act should remain the same or be modified for current times? Explain in detail.

Pacing: 1.5 hours

Scoring Guide: work meets expectations if:

Accurate notes are taken and the cause and effects of the Civil Rights Act of 1965 are listed.

Reading Process

TEXT SELECTION: Ability to identify appropriate texts

NOTES

For each of the required texts, (The Voting Rights Act of 1964, Civil Rights Act of 1965, the Letter from a Birmingham Jail) and the 3 texts/songs, etc. of your choice (chosen from the digital articles and links provided,) list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.

Pacing: 5 days

Scoring Guide: work meets expectations if:

- Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).
- Includes reasonable evidence that work is credible and/or worthy of study.
- Includes background information about the author including city raised in, level of education, etc.

Teaching Strategies:

- Provide citation guide and discuss why each element of citation is needed.
- Ask students to brainstorm what makes an author credible and/or worthy of study.
- Provide access to research sources for students to assess the texts.
- Note: for an "after researching" task, add teaching and time for students to select the texts they will use.

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

SHORT CONSTRUCTED RESPONSE

Read the lyrics for Bruce Hornsby's "The Way It Is." Then read the lyrics for 2Pac's "Changes." Answer the following: What is the author trying to accomplish? Which parts of the text show you that?

- L2 What competing arguments have you encountered or can you think of?
- L3 What historical or current examples can you note that relate to the task prompt?

Pacing: 2 hours

Scoring Guide: work meets expectations if:

• Answers questions with credible detailed responses.

Teaching Strategies:

- Invite students to brainstorm ways to figure out any author's intent.
- Invite students to share and discuss their answers for each text.
- After the discussion, allow them to add to their entries.

Notes:

Use this activity to assist students in understanding some of the contemporary issues that people face in the United States.

(Some students may have a difficult time determining current issues.)

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

LIST

Define Grassroots organization.

Then, in your notebook, list 10 words and 5 phrases essential to the texts. Add definitions, and for phrases, appropriate notes on connotation in this context.

Pacing: Daily, as primary sources are analyzed

Scoring Guide: work meets expectations if:

- · Lists appropriate phrases.
- Provides accurate definitions.

Teaching Strategies:

- After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.
- After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

SHORT CONSTRUCTED RESPONSE

Define "plagiarism" and list ways to avoid it.

Pacing: 30 minutes

Scoring Guide: work meets expectations if:

- Provides accurate definition
- Lists several appropriate strategies

Teaching Strategies:

- Discuss respect for others' work to assemble evidence and create texts.
- Discuss academic penalties for stealing others thoughts and words.

Notes:

Take this time to explain to students that changing a few words in someone else's sentence prior to using as your own, is still plagiarism.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES

From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.

- L2(a) What strategies will you use to discern "credible sources"?
- L2(b): What implications can your draw? (Tasks 11,12)
- L3 Why is it important in the process of inquiry to "identify gaps" or "unanswered questions" about the topic?

Scoring Guide: work meets expectations if:

- Identifies relevant elements.
- Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly.

Teaching Strategies:

- Teach a model format for note taking.
- Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

SHORT CONSTRUCTED RESPONSE

After creating a personal blog through Google, write your first blog as an introduction to the contemporary issue at hand. Include the causes and effects of the issue, which should include at least 2 quotations from the primary sources, text choices provided, as well as your personal reasons for interest in the subject.

Pacing: 2 hours

Scoring Guide: work meets expectations if:

The student accurately provides details about the contemporary civil rights issue and includes cited primary sources.

Teaching Strategies:

- Discussion-based strategies, such as seminar.
- Small group discussion using question.

Notes:

Have students turn in each blog to the teacher for revisions, etc. before allowing the blog to be entered on the Google blog site.

SHORT CONSTRUCTED RESPONSE

2nd Blog entry: Discuss how this contemporary issue is related to a historical issue such as voting rights, etc. Complete a brief comparison/contrast. Include 2 quotations from the sources provided and read earlier.

Comments: Read two blog entries of random classmates and leave a detailed response that also asks a question. i.e. It is interesting that you feel as though people should not have to show ID in order to vote. How do you propose that the government ensures that only U.S. citizens end up voting in political elections?

Pacing: 1 day

Scoring Guide: work meets expectations if:

A blog entry is completed that accurately compares and contrasts the contemporary issue to the historical issue through the use of citing primary sources provided. In addition, the student commented and posed a question to at least two other classmates' blogs.

Teaching Strategies:

Teach the students how to properly comment on each others blogs by avoiding generic comments such as I agree. and Very good. Instead, have them make comments that have examples in them such as: You stated that it violates a person's civil rights to require a Voter ID card. I find your opinion interesting because without Voter ID cards, there would be no way to determine if a person is a legal citizen or not and therefore eligible to vote. What do you propose should be done to counter this issue?

SHORT CONSTRUCTED RESPONSE

Answer each question, in detail, asked of you by classmates.

Create a new blog entry, at least two paragraphs, explaining the importance of acting immediately to solve the problem at hand. Students should include at least 2 direct quotations from primary sources provided in order to validate the importance.

Pacing: 1 day

Scoring Guide: work meets expectations if:

Each question is answered appropriately for an academic setting and the new blog entry reiterates the importance of acting immediately.

Two primary sources should be quoted as well.

Teaching Strategies:

Before beginning, explain to students once again how to express themselves appropriately, especially when they disagree with their counterparts. Monitor responses to questions and have them revise the entries/answers as necessary.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

SHORT CONSTRUCTED RESPONSE

Write an opening paragraph that will be used as an introduction to your final blog that

includes a controlling idea and sequences the key points you plan to make in your composition, i.e. a thesis statement.

Pacing: 1 hour

Scoring Guide: work meets expectations if:

- Writes a concise summary statement or draft opening.
- Provides direct answer to main prompt requirements.
- · Establishes a controlling idea.
- Identifies key points that support development of argument.

Teaching Strategies:

- Offer several examples of opening paragraphs.
- Ask class to discuss what makes them strong or weak.
- Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE

Create an outline based on your notes and reading in which you state the contemporary problem you wish to solve, sequence your points regarding why this problem should be addressed, the causes and effects (supporting evidence from provided primary sources listed under links and digital articles, and finally, your detailed call to action/solution.

Pacing: 1 day

Scoring Guide: work meets expectations if:

- Creates an outline or organizer.
- Supports controlling idea. Uses evidence from texts read earlier.
- Creates a call to action.

Teaching Strategies:

- Provide and teach one or more examples of outlines or organizers.
- Invite students to generate questions in pairs about how the format works, and then take and answer questions.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and

structure.

LONG CONSTRUCTED RESPONSE

Write an initial draft blog complete with opening, development, and closing; insert and cite textual evidence, that will make a call to action and provide specific details in solving the contemporary civil rights issue.

Pacing: 3 days

Scoring Guide: work meets expectations if:

- Provides complete draft with all parts.
- Supports the opening in the later sections with evidence and citations.
- Provides detailed solution to problem.

Teaching Strategies:

• Encourage students to re-read prompt partway through writing, to check that they are on track.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

LONG CONSTRUCTED RESPONSE

Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.

Peer edit one classmate's blog draft making notes to the above and providing feedback in written form.

Address concerns brought to your attention by your peer editor.

Pacing: 2 days

Scoring Guide: work meets expectations if:

- Provides complete draft with all parts.
- Supports the opening in the later sections with evidence and citations.
- Improves earlier edition.
- Provides valuable written feedback to peer about blog draft.

Teaching Strategies:

- Sample useful feedback that balances support for strengths and clarity about weaknesses.
- Assign students to provide each other with feedback on those issues.

EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE

Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.

Use action verbs to entice the reader to join the cause.

Pacing: 2 hours

Scoring Guide: work meets expectations if:

- Provides draft free from distracting surface errors.
- Uses format that supports purpose.

Teaching Strategies:

- Briefly review selected skills that many students need to improve.
- Teach a short list of proofreading marks.
- Assign students to proofread each other's texts a second time.

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

Turn in your complete set of drafts, plus the final version of your piece. Upload the final version as your last blog entry. It should contain an introduction, body (composed of several paragraphs detailing the problem, causes and effects and most importantly, a call-to-action that details a plan for a solution) and a conclusion recapping the importance of immediate action.

Pacing: 1 day

Scoring Guide: work meets expectations if:

• Fits the "Meets Expectations" category in the rubric for the teaching task.

Resources

Selected Articles



Speech by George Wallace on the 1964 Civil Rights Act.

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=19490&scrollTo=articles) Speech by George Wallace on the 1964 Civil Rights Act (2009)—Wallace, George Presents the text of a speech by the Alabama politician regarding the 1964 United States Civil Rights Act. His comments regarding the act; Reasons for his opposition to it.

1280L



I OCIVIL RIGHTS ACT OF 1964.

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=19490&scrollTo=articles) Cobblestone (May/Jun2010)—Lichtenstein, Alex

The article presents a brief historical account of the U.S. Civil Rights Act of 1964.

1110L



📘 🖱 WHAT OBAMA CAN LEARN FROM LBJ.

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=19490&scrollTo=articles) Newsweek (4/23/2012)—FRUM, DAVID

The article discusses "The Passage of Power," Robert A. Caro's biography of U.S. President Lyndon Johnson. Caro points to Johnson's successes, including the national insurance program Medicare and the U.S. Civil Rights Act of 1964. Caro suggests that Johnson's accomplishments came not from inspiring political rhetoric, but by mobilizing ruthless political power. Topics include the assassination of U.S. President John F. Kennedy and the tax cuts during Johnson's administration.

1070L



Rep. Rangel shows strong support of Voting Rights Act.

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=19490&scrollTo=articles) New York Amsterdam News (3/7/2013)—JOHNSON, STEPHON

The article reports on the support of New York Representative Charlie Rangel to the Voting Rights Act of 1965 in the U.S. and discusses the remarks of Supreme Court Judge Antonin Scalia regarding the legislation.

1300L



1965: A Decisive Turning Point in the Long Struggle for Voting Rights.

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=19490&scrollTo=articles) Crisis (15591573) (Jul/Aug2005)—Carson, Clayborne

Discusses the history of the voting rights of African Americans in the U.S. Significance of the Civil Rights Act of 1964 to African Americans; Prevalence of African American political activism in the beginning of 1965; Perception of the National Association for the Advancement of Colored People (NAACP) on the significance of voting rights to racial

advancement; Initiatives of NAACP to urge the implementation of the voting rights of African Americans.

1300L

I 🍏 Equality, Equity and Parity.

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=19490&scrollTo=articles) New York Amsterdam News (3/7/2013)—TATUM, ELINOR

The author reflects on the passage of the Voting Rights Act of 1965 in the U.S. and mentions the hearing of the court case Shelby v. Holder.

1270L

Voting Rights Act: Is major portion outdated? Supreme Court to hear arguments.

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=19490&scrollTo=articles) Christian Science Monitor (2/26/2013)—Richey, Warren

It is recognized as the most powerful and effective civil rights law in American history.

1440L

I Vanishing Votes.

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=19490&scrollTo=articles) Nation (5/17/2004)—Palast, Gregory

The author claims that, through various means, African Americans are being prevented from voting, and their votes are being undercounted when they are cast. On October 29, 2002, George W. Bush signed the Help America Vote Act (HAVA). Hidden behind its apple-pie-and-motherhood name lies a nasty civil rights time bomb. First, the purges. In the months leading up to the November 2000 presidential election, Florida Secretary of State Katherine Harris, in coordination with Governor Jeb Bush, ordered local election supervisors to purge 57,700 voters from the registries, supposedly ex-cons not allowed to vote in Florida. At least 90.2 percent of those on this "scrub" list, targeted to lose their civil rights, are innocent. You can argue all night about the number ultimately purged, but there's no argument that this electoral racial pogrom ordered by Jeb Bush's operatives gave the White House to his older brother. If you're black, voting in America is a game of chance. First, there's the chance your registration card will simply be thrown out. Second, once registered, there's the chance you'll be named a felon. At step three, the real gambling begins. The Voting Rights Act of 1965 guaranteed African-Americans the right to vote--but it did not guarantee the right to have their ballots counted. And in one in seven cases, they aren't. In the last presidential election, approximately 1 million black and other minorities voted, and their ballots were thrown away. And they will be tossed again in November 2004, efficiently, by computer--because HAVA and other bogus reform measures, stressing reform through complex computerization, do not address, and in fact worsen, the racial bias of the uncounted vote.

1030L

Civil Rights Act of 1991.

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=19490&scrollTo=articles) Civil Rights Act of 1991 (2009)—

Presents the text of the United States' Civil Rights Act of 1991. Purpose of the bill in strengthening the Civil Rights Act of 1964; Right of employment regardless of race, religion, etc; Other statutes.

1460L

After Emancipation: The road to civil rights.

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=19490&scrollTo=articles) New York Amsterdam News (1/10/2013)—WILLIAMS, JASMIN K.

The article outlines the victories and struggles in attaining civil rights after the Emancipation Proclamation in the U.S. on January 1, 1863. It notes the claim of African Americans for a place as full citizens within the country. It accounts the emergence of leaders such as Medgar Evers, Roy Wilkens and Martin Luther King Jr. at the movement march in the 1960s. It also mentions the introduction of the Civil Rights Act of 1964 on June 20, 1963.

1340L

Uploaded Files

I written document analysis worksheet.pdf

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Written Document Analysis: Please use this document to analyze written primary sources.

I artifact analysis worksheet.pdf

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19490/648147748_Jun_24_2013_104254267.pdf)

Artifact Analysis Worksheet Please use this document to analyze artifacts.

I acartoon analysis worksheet.pdf

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19490/805100608_Jun_24_2013_104403718.pdf)

Cartoon Analysis Worksheet Please use this document to analyze political cartoons.

I map analysis worksheet.pdf

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Map Analysis Worksheet Please use this document to analyze maps.

I motion picture analysis worksheet.pdf

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Motion Picture Analysis Worksheet Please use this document to analyze motion picture clips.

I b photo analysis worksheet.pdf

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Photo Analysis Worksheet Please use this document to photos.

I noster analysis worksheet.pdf

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19490/1131881727_Jun_24_2013_104847141.pdf)

Poster Analysis Worksheet Please use this document to analyze posters.

I i sound recording analysis worksheet.pdf

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Sound Recording Analysis Worksheet Please use this document to analyze sound recording.

I Controversial Issue.pdf

 $(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19490/1317274035_Jun_24_2013_114221636.pdf) (literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19490/1317274035_Jun_24_2013_114221636.pdf) (literacybytechnology.s3.amazonaws.com/teacherresourceuploads/19490$

Controversial Issue: Use this graphic organizer to list arguments and counterarguments about your specific civil rights issue.

Keywords

Links*

Mystery of Iniquity (980L)

(http://www.youtube.com/watch?v=AqMG1JcR1Rg)

The following is Lauryn Hill performing Mystery of Iniquity live. It discusses civil rights being "played" out in court, according to her perception.

Mystery of Iniquity Lyrics (N/A)

(http://www.azlyrics.com/lyrics/laurynhill/mysteryofiniquity.html)

■ The Way it Is (1240L)

(http://www.youtube.com/watch?v=GIRQjzltaMQ)

Bruce Hornsby performing "The Way it Is" live. Use the sound analysis worksheet to analyze the lyrics.

The Way It Is lyrics (> 1600L)

(http://www.lyricsfreak.com/b/bruce+hornsby/the+way+it+is_20024963.html)

Use the sound analysis worksheet to analyze the lyrics.

Voting Rights Act of 1965 (1460L)

(http://www.ourdocuments.gov/doc.php?flash=true&doc=100)

Here is the official Act.

I Ocivil Rights of 1964 (1470L)

(http://www.ourdocuments.gov/doc.php?flash=true&doc=97)

Here is the official Act.

I Changes (clean version) by Tupac (1360L)

(http://www.youtube.com/watch?v=Oz5bzhv25iw)

This song was sampled directly from Bruce Hornsby's "The Way It Is." Compare & contrast the two songs focusing on each artist's background, etc.

I Changes lyrics (clean version) by Tupac (N/A)

(http://www.justsomelyrics.com/2313982/2pac-changes-(radio-edit)-lyrics.html)

(http://www.lyricsfreak.com/n/nina+simone/mississippi+goddam_20100636.html)

Please use at your discretion. This song was written by Nina Simone in response to the 16th Street Baptist Church bombing.

🗵 🍏 <u>Mississippi Goddam performed (940L)</u>

(http://www.youtube.com/watch?v=TkcuNX4vrS8)

Nina Simone is performing this live in Holland.

I 🍏 Letter from a Birmingham Jail (1190L)

(http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)

Analyze this original document to determine its impact.

I Miranda Decision Facts and Summary (> 1600L)

(http://www.uscourts.gov/educational-resources/get-involved/constitution-activities/fifth-amendment/mirar

Poem: "First they came for the Socialists..." (N/A)

(http://www.ushmm.org/wlc/en/article.php?ModuleId=10007392)

Have students read this poem and then use the Written Document Analysis Worksheet to analyze it closer.

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

Other Resources

Section 4: What Results?

Classroom Assessment Rubric					
Not Yet					
Focus	Focus Attempts to address prompt but lacks focus or is off-task.				
Reading/Research	Reading/Research Demonstrates weak use of reading material to develop argument.				
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.				
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.				
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.				
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language at tone are not appropriate to audience and purpose.				
	Meets Expectations				
Focus	Addresses the prompt and stays on task; provides a generally convincing response.				
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.				
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.				
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.				
Organization	Applies an appropriate text structure to address specific requirements of the prompt.				
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.				

Classroom Assessment Task

No Classroom Assessment Task for this module

Exemplar Work

Uploaded Files

<u>Civil Rights Act NOT in action.docx</u> (Approaches Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/19490/534053556_Jul_15_2013_023731270.docx)

Please click the following link for student work:

http://cra1965.blogspot.com/2013/03/civil-rights-act-not-in-action.html

Ready to Starve a Power Hungry Government.docx (Approaches Expectations)

 $(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/19490/1000771909_Jul_15_2013_024630203.docx)$

Note: This project was started late in the semester and therefore is not representative of

Module19490.pdf

waht the final products should look like. You may click on the following links for student work: http://cra1965.blogspot.com/2013/03/civil-rights-act-not-in-action.html http://xsarahbear7x.blogspot.com/2013/03/as-far-as-federal-government-goes-too.html Module19490.pdf

Comments

Author Notes

Other Comments

Overview

Overview | Jay Gatsby and the American Dream



Jay Gatsby and the American Dream

by Lynn Whittenburg, Heather Garrett, Michelle Carney, and Melissa Martin

We will explore the American dream and what it has meant to different people at different times, and we will look at whether or not Jay Gatsby's life and accomplishments embody the American dream as we understand it.

Grades: 9 10 11 12

Discipline: ELA

Teaching Task: Task Template 2 (Argumentation and Analysis)

Course: American Literature

Author Information:

Lynn Whittenburg (Catoosa County)
Heather Garrett (Communities in Schools, Georgia)
Michelle Carney (Douglas)
Melissa Martin (Floyd County)

Section 1: What Task?

TEACHING TASK

Task Template 2 — [3 Levels]

Argumentation & Analysis

- L1: Do Jay Gatsby's life and accomplishments embody the American Dream? After reading and viewing The Great Gatsby and related informational texts, write an essay that addresses the question and support your position with evidence from the text(s).
- L2: Be sure to acknowledge competing views.
- L3: Give examples from past or current events or issues to illustrate and clarify your position.

STUDENT BACKGROUND

Students will have a basic understanding of the 1920s in America.

EXTENSION

Students will make a list of their own "General Resolves" like those a young Jay Gatsby had written down, which would lead them to reaching their American Dream as they envision it.

Rubric							
Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
_	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.

Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

STANDARDS

Georgia — American Literature and Composition

ELAALRL1: The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

ELAALRL1.A: The student identifies, analyzes, and applies knowledge of the structures and elements of American fiction and provides evidence from the text to support understanding; the student: a. Locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures (i.e.,chronological, in medias res, flashback, frame narrative, epistolary narrative) in works of American fiction from different time periods. b. Identifies and analyzes patterns of imagery or symbolism. c. Relates identified elements in fiction to theme or underlying meaning. d. Analyzes, evaluates, and applies knowledge of the ways authors use techniques and elements in fiction for rhetorical and aesthetic purposes. e. Analyzes the influence of mythic, traditional, or classical literature on American literature. f. Traces the history of the development of American fiction.

ELAALRL2: The student identifies, analyzes, and applies knowledge of theme in a work of American literature and provides evidence from the work to support understanding.

ELAALRL2.A-D: The student: a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme. b. Evaluates the way an author's choice of words advances the theme or purpose of the work. c. Applies knowledge of the concept that a text can contain more than one theme. d. Analyzes and compares texts that express universal themes characteristic of American literature across time and genre (i.e., American individualism, the American dream, cultural diversity, and tolerance) and provides support from the texts for the identified themes.

ELAALRL3: The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods.

ELAALRL4: The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents.

ELAALRL5: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELAALRC2: The student participates in discussions related to curricular learning in all subject areas.

ELAALRC4.A-C: The student: a. Explores life experiences related to subject area content. b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects. c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

Common Core Anchor Standards — Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards — Writing

W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Anchor Standards — Language

L.CCR.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.CCR.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.CCR.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Common Core Anchor Standards — Speaking and Listening

SL.CCR.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.CCR.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.CCR.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.CCR.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Custom Standards

Section 2: What Skills?

Selected Skills

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

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TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

MiniTasks

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

SHORT CONSTRUCTED RESPONSE

Short Constructed Response

What is the American dream?

Students will write their answers to the following: What is the American dream? Has it changed? Do you think it is within reach of the average person? Have you reached it?

Pacing: 10-15 min.

Scoring Guide: work meets expectations if:

Student completes assignment.

SHORT CONSTRUCTED RESPONSE

List

What is the American dream?

Students will poll at least 5 people each, noting their age and sex, and ask the following questions: What is the American dream? Has it changed? Do you think it is within reach of the average person? Have you reached it?

Pacing: Approximately an hour over a period of a weekend and one or two class periods for managing the data

Scoring Guide: work meets expectations if:

Student turns in results from at least 5 people.

Teaching Strategies:

Data from poll

Students will take the results of the poll by all students, will put it into a wordle (wordle.net) typing in the information each person polled gave and choosing a theme, color scheme, pattern, etc. Students will then make a circle map containing all the opinions on the American Dream. Students will also graph the information by age and sex using Excel. Directions are found in resources for making the wordle.

Notes:

"Poll on the American Dream" and "Make a Wordle" are found in resources.

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

SHORT CONSTRUCTED RESPONSE

Students search images online for "American Dream", find one image, cartoon, graph, etc. that illustrates what they believe the American Dream means. They print it out and display and explain to the class.

Pacing: One class period

Scoring Guide: work meets expectations if:

Student finds image that represents the American Dream as they believe it can be defined, prints it out, and shares with class why they believe it represents the American Dream.

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

SHORT CONSTRUCTED RESPONSE

Students will watch the New York Times video "Defining the American Dream" found in the links, taking notes with the "Notetaking guide for American Dream video" in resources.

Pacing: 15 min.

Scoring Guide: work meets expectations if:

Students will watch video and take notes.

Teaching Strategies:

Students combine what they learned about the American Dream from their poll and image with information from the video to understand what people mean and have meant at different times by the American Dream.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

LIST

In a quickwrite, paraphrase the teaching task. Add some notes of things you know about this issue.

Pacing: 10 minutes

Scoring Guide: work meets expectations if:

Their paraphrase correctly rewords the teaching task. They show understanding of the teaching task.

Reading Process

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

NOTES

Students will read, independently or as a class aloud, one chapter per day of the book, making notes in the "Notetaking Guide for The Great Gatsby".

Pacing: Twenty minutes per day

Scoring Guide: work meets expectations if:

Fills out notetaking guide while reading on setting, point of view, plot, characters, and symbolism as they relate to the American Dream.

Notes:

"Notetaking Guide for the Great Gatsby" is found in resources.

NOTES

Students will first watch the 1974 film The Great Gatsby, using the "Note-taking guide for The Great Gatsby" to take notes on the elements of fiction as used in the story, including comparing and contrasting various characters, the setting, what people say about Gatsby and what turns out to be true, the point of view, and the symbolism, especially noting how they relate to Gatsby's dream and the American Dream.

Pacing: 3 class periods

Scoring Guide: work meets expectations if:

Fills out notetaking guide while reading on setting, point of view, plot, characters, and symbolism as they relate to the American Dream.

NOTES

Students will then watch the 2013 film, doing the same thing and noting especially differences in the way the subject, characters, symbols, etc. are handled especially in relation to the American Dream

Pacing: 3 days

Scoring Guide: work meets expectations if:

Fills out notetaking guide while reading on setting, point of view, plot, characters, and symbolism as they relate to the American Dream.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

LIST

Students will create a list of all words they are unfamiliar with. They will create a list of these words and meanings and use in the story.

Pacing: 2 weeks while viewing and reading

Scoring Guide: work meets expectations if:

- · Lists appropriate phrases.
- Provides accurate definitions.

Teaching Strategies:

- After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.
- After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

SHORT CONSTRUCTED RESPONSE

Define "plagiarism" and list ways to avoid it.

Students will learn correct citation information for the book The Great Gatsby and both films, as well as other resources.

Pacing: Ongoing throughout unit

Scoring Guide: work meets expectations if:

- Provides accurate definition
- Lists several appropriate strategies

Teaching Strategies:

- Discuss respect for others' work to assemble evidence and create texts.
- Discuss academic penalties for stealing others thoughts and words.

Notes:

Space for citation information is found on the "Notetaking Guide to The Great Gatsby"

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES

Students will use notetaking guides found in resources as they read and view the different sources.

Pacing: Ongoing throughout unit

Scoring Guide: work meets expectations if:

Students correctly and completely fill out notetaking guides.

Notes:

Check the Resources and Links sections for all resources and notetaking guides.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

SHORT CONSTRUCTED RESPONSE

Students will divide into smaller groups and will make the following Thinking Maps: Double Bubble comparing and contrasting Jay and Nick, Double Bubble comparing and contrasting Jay and Tom, Double Bubble comparing and contrasting Jay and Daisy, a Tree Map showing the different ways the characters were portrayed in the book, 1974 film, and 2013 film, a Flow Map showing the plot events, and a Multi-Flow showing the causes and effects of Myrtle being hit and killed. Maps will be

displayed in the classroom.

Pacing: Two class periods

Scoring Guide: work meets expectations if:

Students complete maps correctly.

Teaching Strategies:

Thinking Maps

Notes:

Teachers who have not been trained in Thinking Maps can use another form of graphic organizer.

SHORT CONSTRUCTED RESPONSE

Socratic Seminar- Preparation beforehand and one class period. Two resources found in the links, "Socratic Seminar Instructions" and "More Socratic Seminar Information" give excellent guidelines on Socratic Seminar.

After reading, viewing, and taking notes, the class will conduct a Socratic Seminar on everything read and viewed and what they have to say about Jay Gatsby and the American Dream.

Pacing: Preparation beforehand and one class period

Scoring Guide: work meets expectations if:

Student comes to seminar with notes and questions and participates.

Notes:

The links for Socratic Seminar in the resources section give a lot of good information for those who might not have conducted a Socratic Seminar before.

SHORT CONSTRUCTED RESPONSE

Reading and Viewing commentaries- One class period.

Students will view two Crash Course Literature videos, Like Pale Gold and Was Gatsby Great? and will read "Editorial Observer: Jay Gatsby...".

Pacing: 1 day

Scoring Guide: work meets expectations if:

Students are present to view and read and add to their notes for writing from what

they learn.	
Notes:	
These are all found in the links and resources.	

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

SHORT CONSTRUCTED RESPONSE

Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition

Scoring Guide: work meets expectations if:

- Writes a concise summary statement or draft opening.
- Provides direct answer to main prompt requirements.
- Establishes a controlling idea.
- Identifies key points that support development of argument.

Teaching Strategies:

- Offer several examples of opening paragraphs.
- Ask class to discuss what makes them strong or weak.
- Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE

Students will first use the "Warrant Workout" in resources to plan their argument. They will then create a flow map based on their notes and reading in which you state their claim, sequence their points, note their supporting evidence, and put these in the order they will be discussed in their essay.

Pacing: One class period

Scoring Guide: work meets expectations if:

· Completes "Warrant Workout".

- Creates a flow map.
- Supports controlling idea. Uses evidence from texts read earlier.

Teaching Strategies:

- Provide and teach the Warrant Workout and the flow map.
- Invite students to generate questions in pairs about how the format works, and then take and answer questions.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

LONG CONSTRUCTED RESPONSE

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.

Scoring Guide: work meets expectations if:

- Provides complete draft with all parts.
- Supports the opening in the later sections with evidence and citations.

Teaching Strategies:

• Encourage students to re-read prompt partway through writing, to check that they are on track.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

NOTES

Students divide into groups of two-four and peer edit each other's papers. They will use colored highlighters to highlight the controlling idea and the supporting evidence. Use the "Peer Editing Guide" in resources.

Pacing: One class period

Scoring Guide: work meets expectations if:

Students identify the controlling ideas and supporting evidence in each other's papers.

Teaching Strategies:

Assign students to provide each other with feedback on those issues.

EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE

Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.

Scoring Guide: work meets expectations if:

- Provides draft free from distracting surface errors.
- Uses format that supports purpose.

Teaching Strategies:

- Briefly review selected skills that many students need to improve.
- Teach a short list of proofreading marks.
- Assign students to proofread each other's texts a second time.

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

Turn in your complete set of drafts, plus the final version of your piece

Scoring Guide: work meets expectations if:

• Fits the "Meets Expectations" category in the rubric for the teaching task.

Resources

Uploaded Files

I ● Teacher directions.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23191/1666895172_Jun_17_2013_160641575.docx)

Teacher Directions- These can be used for the teacher or for a student working independently.

I i Poll on the American Dream.docx

Poll on the American Dream

I ● Make a Wordle.docx

 $(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23191/495694682_Jun_17_2013_160939415.docx)$

Make a Wordle- this gives instructions for students to complete a Wordle with the information from their poll.

1 Marican Dream circle map.pptx

 $(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23191/1500926217_Jun_17_2013_171508805.pptx)$

Circle map for defining the American Dream

I Great Gatsby Bubble Map- to describe.pptx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23191/2070439194_Jun_17_2013_171559646.pptx)

Bubble map for describing characters using adjectives

I i Great Gatsby Double Bubble Map.pptx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23191/882854232_Jun_17_2013_171643185.pptx)

Double bubble map for comparison and contrast

I begin to the stages of plot or parts of essay.pptx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23191/784830795_Jun_17_2013_172236307.pptx)

Flow map to show plot events in the correct order or to show parts of an essay

Multi-flow map- causes and effects.pptx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23191/13727486_Jun_17_2013_172313762.pptx)

Multi-flow map to show causes and effects of an event

1 Peer Editing Guide.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23191/490387736_Jun_18_2013_142838269.docx)

Peer Editing Guide

I i Warrant Workout.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23191/1173610324_Jun_18_2013_142910377.docx)

Warrant Workout

Notetaking Guide for The Great Gatsby

 $(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23191/1478372547_Jun_20_2013_100956945.docx)$

Notetaking Guide for The Great Gatsby

I Motetaking Guide for Defining the Dream video.docx

 $(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23191/1598875166_Jun_20_2013_171749340.docx) \\$

Notetaking Guide for "Defining the Dream" video

Keywords

Links*

Like Pale Gold - The Great Gatsby Part I: Crash Course English Literature (1030L)

(http://www.youtube.com/watch?v=xw9Au9OoN88)

This is one of two excellent commentaries on The Great Gatsby. Note: If your school blocks youtube, download it to your computer from home.

Was Gatsby Great? The Great Gatsby Part 2: Crash Course English Literatu (940L)

(http://www.youtube.com/watch?v=cn0WZ8-0Z1Y)

I • Editorial Observer; Jay Gatsby, Dreamer, Criminal, Jazz Age Rogue, Is a Man for Our Times (N/A)

(http://www.nytimes.com/2002/04/07/opinion/editorial-observer-jay-gatsby-dreamer-criminal-jazz-age-rog This is an excellent opinion piece discussing how Jay Gatsby is relevant for our time.

(http://www.nytimes.com/video/2009/05/07/us/1194840031120/defining-the-american-dream.html) This video, to be used after students conduct their own poll and before reading the book and viewing the films, discusses the changing idea of the American Dream.

I Socratic Seminar Instructions (N/A)

(http://nwabr.org/sites/default/files/SocSem.pdf)

This link gives instructions on how to conduct a Socratic Seminar.

🍏 More Socratic Seminar information (N/A)

(http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html)

(http://owl.english.purdue.edu/owl/resource/717/06/)

This shows how to cite films and videos.

* These Lexile measures were computed automatically and did not undergo human review.

They are not certified measures and should not be published or recorded in any way.

Other Resources

I The Great Gatsby

by F. Scott Fitzgerald

I 🍎 The Great Gatsby- 1974 Film

I ● The Great Gatsby- 2013 Film

Section 4: What Results?

Classroom Assessment Rubric					
Not Yet					
Focus	Focus Attempts to address prompt but lacks focus or is off-task.				
Reading/Research	Reading/Research Demonstrates weak use of reading material to develop argument.				
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.				
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.				
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.				
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language at tone are not appropriate to audience and purpose.				
	Meets Expectations				
Focus	Addresses the prompt and stays on task; provides a generally convincing response.				
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.				
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.				
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.				
Organization	Applies an appropriate text structure to address specific requirements of the prompt.				
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.				

Classroom Assessment Task

No Classroom Assessment Task for this module

Exemplar Work

Uploaded Files

Module23191.pdf

Comments

Author Notes

Other Comments