Communities In Schools of Georgia

Mid-Year Formative Report

on Race to the Top

Performance Learning Centers

FY2014

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Submitted April 15th, 2014

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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. Richmond County Performance Learning Center opened in August of 2011, The Floyd County PLC opened in August of 2011 at the Floyd County Education and relocated to the Floyd County College and Career Academy in August of 2013, and the Carrollton City Performance Learning Center opened in August of 2012.

This mid-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 2013-14 year and the results for the students they served during the first semester of the 2013-14 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, a field support program administrator, 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. Reimbursement requests from the sites are processed by the field support program administrator. 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 First Semester 2013-14

CIS Summer Institute. PLC staff received intensive training at the CIS Summer Institute on July 17-18. The theme was "Making the Shift: Common Core for the PLC Classroom". Learning Facilitators from all three RT3 PLCs joined with those from other PLCs around the state in hands-on, active participation workshops which featured information and resources to help PLC staff to incorporate the Common Core Standards effectively. All participants were taught how to capitalize on the opportunity the Common Core shifts provide and gained new ideas for improving instruction in the PLC's blended learning environment. Separate workshops were held for literacy and math PLC learning facilitators designed by the PLC Curriculum Teams.

For ELA, Science, Social Studies and CTAE facilitators the first day focused on the big shifts involved in the Common Core Standards and featured online resources to help facilitators work towards those shifts. The PLC Curriculum Teams presented new units built in Module Creator to provide a sample framework for implementing the Common Core Literacy Standards. On the second day, Dr. Mary Lynn Huie, Literacy Trainer, oriented participants to the Literacy Design Collaborative and registered them on Module Creator to create rich projects in the PLC.

Math participants were oriented to the PLC Curriculum Resources wiki that the PLC Curriculum Team started, and shown how to add electronic resources (such as off-line assignments from jump drives) to the wiki, along with other techniques for increasing students' math skills.

Orientation for New Floyd County PLC Staff. A half-day orientation for new staff in the Floyd County PLC was held on August 2nd, 2013 before school started. Heather Garrett and Leslie Myles provided an overview to the PLC model with staff at the new PLC location at the College and Career Academy. Training covered the components of the PLC model, including providing the PLC manual and resources to assist the new PLC staff with implementing senior projects, service learning projects and college readiness.

MAP Pilot Trainings. CIS of Georgia launched a pilot of the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment during the first semester 2013-14. The MAP test could potentially replace the Pearson/NovaNET's Basic Achievement Skills Inventory (BASI) that assesses prospective PLC students' math and reading ability. Perhaps more importantly, MAP is now linked to Edgenuity coursework designed to remediate weaknesses. With this linkage, Individual Learning Plans are automatically generated using the MAP score information and can be assigned to a student with a click of the mouse. These plans contain lessons and quizzes to meet the student's skill deficits that reach into content from lower grades. Among the RT3 PLC sites, Carrollton City and Richmond County PLCs are participating in the pilot.

The first workshop, MAP administration training, was held on July 19, 2013 and facilitated by an expert from NWEA. The training prepared PLC staff from to:

- Develop and implementation plan to administer the MAP test
- Practice administering the test to students
- Communicate the purpose of the test to students and parents
- Assign the associated E2020/Edgenuity Individualized Learning Plans

The second workshop, Stepping Stones to Using Data, trained teachers, administrators (school and district level) to maximize the value of the data provided by the MAP assessments. Again led by expert from NWEA, the all-day workshop took place on October 1, 2013 and taught participants how to access, interpret, and apply data to inform instruction and monitor student academic growth. Attending PLC staff received resources to share workshop concepts with others within their schools and district.

Floyd County PLC Transition for 2013-14 School Year

Floyd County PLC underwent a significant transition at the end of the 2012-13 school year, with the district decision to close the existing location of the PLC due to the district's budget deficit and reopen the PLC in the 2013-14 school year at the College and Career Academy (CCA) campus.

All of the existing teachers and administrators at the original PLC location were reassigned and the PLC reopened in August of 2014 at the CCA campus with new school system staff. At the end of October, the CIS site coordinator for Floyd County PLC left for maternity leave and made the decision not to return to work. As such, the PLC has a completely new staff for the 2013-14 school year, in addition to a new location.

At the CCA, the PLC is housed in two large classrooms for the PLC with seats for 35 full-time students. The PLC is led by Alyson Lansdell and has two full-time highly qualified teachers who each support two subject areas - Jessica Rich (business and electives) and Carolyn Rowland (math and language arts. Social studies and science courses are supported by three part time teachers, Steve McGraw and Clint

Decker who teach social studies and Cindy Stinson who teaches science. Science is available every day during one block and Social studies is provided every other day during the 1st and 2nd blocks and daily during 3rd and 4th blocks. The PLC is able to increase capacity by allowing students to flow over into the Spice Lab, where teacher Zelda Buford supports math and Plato. Melody Noyes joined as the new CIS site coordinator early in the second semester. At this new location, PLC students have access to career training within the Academy and from the Georgia Northwest Technical College which is located across the street from the CCA.

The transition has gone smoothly and despite the small size, the PLC served nearly the same number of students that it did in the former location during the first semester and graduated more students, with 57 enrolled and 16 graduating first semester 2013-14.

PLC Program Development

The RT3 field support and evaluation members worked together with Jerry Randolph of Georgia DOE in 2011 to create a rubric for PLC program implementation, establishing a developmental timeline for implementation of the components of the PLC model and aligning with the Alternative Education Standards.

For each component, expectations are set for the level of proficiency during each semester of the first year, as well as for year 2 and 3 of PLC implementation. The PLC developmental rubric was first used in site visits from the CIS of Georgia Evaluation team visited in January of 2012, and the reviews have been conducted by the evaluation team each year of the Race to the Top grant. This year, Richmond County PLC was reviewed relative to the standards for Year 3 of implementation and Carrollton City PLC relative to Year 2 of implementation. The Floyd County PLC is compared relative to standards for Year 1 of implementation, given that the Floyd County PLC restarted this year in new location with completely new staff.

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 1st Semester	Floyd County	End of 1st Year		Carrollton City		Richmond County
		Expected	3/4/2014	Expected	Expected	3/3/2014	Expected	2/24/2014
ENROLLMENT/RECRUITMENT PROCESS								
PLC Orientation for all new students		EM	PR	PR	PR/EX	PR	PR/EX	PR
Established Enrollment Plan		EM	PR/EX	PR	PR/EX	PR	PR/EX	PR/EX
Waiting list to fill open seats in PLC			PR/EX	PR	PR/EX	PR	PR/EX	PR
75-100 students enrolled - If multi-program site - what constitutes PLC student?			PR	PR	PR/EX	PR	PR/EX	PR/EX
Creative scheduling utilized to open more PLC seats			EM	EM	PR/EX	PR/EX	PR/EX	PR/EX

Carrollton City. Carrollton City has developed its enrollment and recruitment according to schedule, and is proficient in providing orientation to students. Carrollton PLC offers a parent orientation at the end of the year and a parent night. There is outreach for recruitment. During orientation, staff and parent go over the student handbook.

They have a go-to counselor and a graduation coach at the traditional school who help recruit students for the PLC. Outreach is also conducted based on data pulled of students missing credits and those whose life circumstances, such as pregnancy, might make the program a good fit for the students. In addition to these more formal avenues of recruitment, PLC students have begun recruiting other students they believe might benefit from the PLC.

Creative Scheduling is in place, with the school utilizing additional technology to allow for enrollment of up to 15 additional students. PLC was at full enrollment (70) at the time of review.

Floyd County. The enrollment and recruitment process at the new Floyd County PLC is ahead of schedule with respect to recruitment and enrollment for a new PLC. The staff maintains and capitalizes on relationships from the base high schools. This includes:

- Speaking at faculty meetings to explain what the PLC is and who it is designed to serve at the beginning of the year to help alleviate confusion in the district and improve recruitment of appropriate students;
- The Academic Coordinator and CIS site coordinator personally conducting interviews of all student applicants on-site at their base high schools to make sure student applicants understand the program and that the program is a good fit for their needs.

In addition to traditional applicants, counselors often contact the PLC if they have students with special circumstances such as transfer students from out of state who will not earn credit in the traditional school environment and other students who can benefit from the program. With only 2 teachers and classrooms with overflow into the SPICE lab, the PLC is only able to accept about half of the applicants

and maintains a waitlist. The PLC does allow students to accelerate by working at home but must be in class to take exams (all except the medically homebound).

Richmond County. Richmond County PLC has made tremendous progress in enrollment and recruitment. The site has fully implemented the application and interview process resulting in reduced turnover among students. The PLC now has a wait list.

Richmond PLC has been able to open further room for students by having an evening program with a group of teachers who serve during one evening each a week and the virtual evening program is available for the rest of the week. The PLC has extended learning time Monday, Wednesday and Thursdays until 3 and the evening program at 6:30 pm on Tuesdays to provide students with additional learning time.

Student orientation is held every 9 weeks. All students go through the orientation each 9 weeks as Academic Coordinator Natalie Robinson indicated that students often forget policies in that span of time.

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 1st Semester	Floyd County	End of 1st Year		Carrollton City		Richmond County
		Expected	3/4/2014	Expected	Expected	3/3/2014	Expected	2/24/2014
ATTENDANCE (AC/SC)								
Attendance policy for absences and tardiness		PR	PR	PR/EX	PR/EX	PR	PR/EX	PR
All students made aware of attendance policy and sign form during orientation		PR	PR	PR/EX	PR/EX	na	PR/EX	PR
Review attendance records to offer placement options for students in violation of attendance policy (EOY Intent Form)		EM	EM	PR	PR/EX	PR	PR/EX	PR
Review attendance policy to determine if it has been effective and revise as needed prior to start of school year.			PL	PR	PR/EX	PR	PR/EX	PR

Commonality Across PLCs. All of the PLCs do have attendance policies, frequently adopting those of their district in general, and students are made aware of the policies. Enforcement of the policies is somewhat lax at all of the sites and students with attendance issues are dealt with on a case by case basis at all of the PLCs, given the challenges each of the students face. The AC in Floyd County indicated that if they release a student, the student will have no chance of earning credit for the year, so as long as they are making some progress academically, they allow them to stay in the program. The flexibility allows the PLCs to be a good environment for teen parents and students who must work to help support their families.

Carrollton City. Carrollton City has not had tremendous problems with attendance in the district overall and the PLC has been following the same trend. They do send home notes to parents and students do

sign the student handbook to ensure they are aware of the policies. Carrollton also does periodic attendance incentives to help maintain good attendance.

Floyd County. The Floyd County PLC has added incentives for students with perfect attendance, providing those who attend every day with gift certificates for pizza and featuring the students on their website. Currently, they are lenient with students who have poor attendance and take special circumstances into account. Non-attending students can continue for the year but they will not be allowed to return next year if they do not improve in this area.

Richmond County. Attendance has been a challenge at the Richmond County PLC. Transportation options for students are poor, which has made the situation worse. However, this year the attendance has improved considerably and the attendance policy is being enforced more often.   Students can be placed on Inactive status if they are non-attending and they are not allowed to come to the building while inactive.   All calls are documented and made by teachers, and the Site Coordinator Regina Reid. Next steps are letters and home visits. If a student is inactivated twice, the student will be unenrolled. PLC does offer the evening program for those who are inactivated.

Documentation. All of the PLCs are proficient or exemplary in their documentation of students.

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

		YEAR 1			YEAR 2		YEAR 3	
		End of 1st Semester	Floyd County	End of 1st Year		Carrollton City		Richmond County
		Expected	3/4/2014	Expected	Expected	3/3/2014	Expected	2/24/2014
DOCUMENTATION								
All student Pre-PLC information entered into CISDM		EM	PR	PR	PR/EX	EX	PR/EX	PR/EX
All current student demographics and case record entered in CISDM		EM	PR	PR	PR/EX	EX	PR/EX	PR/EX
Classes entered for each student		EM	PR	PR	PR/EX	EX	PR/EX	PR/EX
Intake information on all current students		EM	PR	PR	PR/EX	EX	PR/EX	PR/EX
Weekly Reports for every week/days school is in session		EM	PR	PR	PR/EX	EX	PR/EX	PR/EX
Level 1 and Level 2 services entered for active students		EM	PR	PR	PR/EX	EX	PR/EX	PR
Keep current all attendance and grade information for active		EM	PR	PR	PR/EX	EX	PR/EX	PR/EX
Record of all students exiting the program/EOY status entered		EM	PR	PR	PR/EX	EX	PR/EX	PR/EX
PLC Student Survey administered to students as they leave or at EOY		EM	PR	PR	PR/EX	EX	PR/EX	PR/EX

Carrollton City. Carrollton City was quick to develop proficiency in data collection and the quality of data collection continues. 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.

Floyd County. The CIS site coordinator is responsible for all student data entry at the Floyd County PLC. The new site coordinator has set up new mechanisms and procedures to ensure that she will have the

data she needs.   With the gap in staffing of the SC position, some data collection fell behind and the CIS ED and new SC worked diligently to get all elements entered for the mid-year reporting.

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 was primarily responsible for data entry at their site. This year, the administrative assistant is sharing the data collection duties. The site is now functioning well in the area of data collection, with clear protocols for collection and entry of all data. The URL for the PLC student surveys is posted prominently in the office to help to ensure that they have full participation.

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 1st Semester	Floyd County	End of 1st Year		Carrollton City		Richmond County
	Expected	3/4/2014	Expected	Expected	3/3/2014	Expected	2/24/2014
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	EM	PR	PR/EX	EM	PR/EX	PR
All learning facilitators exhibit consistency in methods of differentiated instruction that includes various learning styles, scaffolding for lower level students and acceleration	PL	PR	EM	PR	EM/PR	PR/EX	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	EM	EM	PR	Not Observed	PR/EX	PR
LFs should continue to use the technology and updated resources to enhance their curriculum		PR	PL	EM/PR	EM/PR	PR/EX	PR

Carrollton City. Carrollton City PLC has been using a hybrid model, utilizing the Edgenuity 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. Carrollton City PLC learning facilitators now have syllabi for all courses and are working with Richmond PLC sharing information on the use of the online curriculum. They are working on aligning some coursework with the Common Core curriculum and they have made changes based on the Common Core Standards.   Carrollton City PLC has been incorporating some project based learning, but are not where they want to be.

Promethian boards are used in the classroom. Edgenuity is being customized to include the standards, but they are struggling somewhat with the customization. The AC now knows how to customize to meet the basic standards for each of the courses and teachers may add in additional elements for those who can meet more challenging work.

Floyd County. Floyd County PLC is operating with 2 highly qualified teachers who facilitate two subject areas each. Since the site is new and the teachers are new to PLC, they have not had sufficient time to develop all syllabi for all courses with pacing guides, but they have implemented differentiated instruction ahead of schedule for a new site. They conduct weekly reviews with each of the students who have a transcript that they are responsible for, allowing the students to know where they stand with respect to coursework needed toward graduation.

Some students are in other areas of the CCA and take courses there. Students can work on tutorials at home, but must come to school to take tests unless they are homebound. This allows students to move faster. There is not much group work – it is very individualized to the needs of the students. Students do help one another.

Richmond County.   The PLC is using Edgenuity for the second year and the district has aligned the online curriculum with the Common Core Standards. This has been working well for the site, placing them on target in implementation of the Common Core Standards and they have further refined the curriculum into 30 power standards.

Learning facilitators have developed syllabi with individualized pacing for each student. Students have a final due date for completion of courses.   Each teacher starts the day with group instruction based on EOCT elements, providing students with extra supports for the tests.

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			YEAR 2		YEAR 3	
	End of 1st Semester	Floyd County	End of 1st Year		Carrollton City		Richmond County
	Expected	3/4/2014	Expected	Expected	3/3/2014	Expected	2/24/2014
PROJECT-BASED LEARNING (PBL)							
Projects are aligned to standards and assigned by start of 2nd semester	PL	PL	EM		PR		
Projects are documented in a PBL Planning form		PL	EM	EM	PL	PR/EX	PL
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	EM	EM	EM/PR	EM/PR	PR/EX	EM/PR
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	EM/PR	PR/EX	EM/PR

Carrollton City. Carrollton City PLC has begun to implement project based learning at 8th grade and high school levels. At the time of last year's assessment, learning facilitators at the site had just received training in the PBL tools available within Edgenuity. The learning facilitators have been incorporating more project based learning into courses so students can be challenged based on their ability. Currently, project-based learning has not been fully incorporated into the course syllabi, but this is in the planning stages.

Floyd County. Since Floyd County PLC relocated this year and has a new staff, they have not had sufficient time to develop all syllabi and projects for this year. Students have done some project-based learning, but this has not yet been formalized.

Richmond County. Richmond County PLC has implemented project-based learning primarily led by Dr. Pennamon, the CTAE teacher and Mr. Pontoo, the social studies teacher. Projects within CTAE are individualized to the students and are focused on career.   Since these are individualized, projects have not been documented within the PBL planning form. Dr. Pennamon and Mr. Pontoo participated in the PLC CCGPS curriculum team/workshop last year and presented at the PLC Summer Institute. Dr. Pennamon's project was selected by the presenter Mary Lynn Huie to be submitted for "jurying" to be included on the exemplar list of modules from around the county.

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 1st Semester	Floyd County	End of 1st Year		Carrollton City		Richmond County
		Expected	3/4/2014	Expected	Expected	3/3/2014	Expected	2/24/2014
ACADEMIC SERVICE LEARNING (ASL)								
Staff implements at least one academic service learning project		PL	PL	PR	PR/EX	PR	PR/EX	PR
The PLC offers 2 or more academic service learning opportunities with all students participating in at least one project					EM	EM	PR	PR
The PLC has offers 3 or more academic service learning opportunities with all students participating in at least one project						PL	EM	PR
SENIOR PROJECTS								
The Senior Project should be developed and implemented, whereby complete all four parts of the Senior Projects		PL	PR/EX	EM	PR	EM/PR	PR	EM/PR

Carrollton City. Carrollton City PLC started academic service learning this year and is implementing senior projects. They have been connecting service learning with writing components. They do not yet have a large number of service learning projects for students to participate in. Senior projects are in the emerging to proficient stage. The Carrollton ELA teacher, Mrs. Gamble, is assessing and overseeing senior projects as part of senior English. The CIS site coordinator helps the students with the senior project planning and works with them on a timeline. They have had difficulty in getting students

interested in the senior project, as they are not receiving separate credit for it. It was suggested that they incorporate this component into other coursework.

Floyd County. Floyd County PLC has not yet had sufficient time to develop service learning projects with the move to the new location and a new site coordinator, but they are planning for this component. For a new site the PLC is well ahead of schedule on implementation of the senior projects, with this element fully implemented. Ms. Rowland, the English teacher, oversees the senior projects with students writing a paper and making a presentation before all of the staff. Students are encouraged to select a topic they are passionate about.

Richmond County. Richmond County PLC has continued to implement academic service learning this year. They have provided a number of options, but not all students have participated. So far this year, they have had 4 service learning projects including voter registration, a blood drive, a garden project and breast cancer awareness. Senior projects are in the emerging to proficient stage. The staff are working to tie these in with project-based learning and academic service learning, however they have difficulty getting student buy-in since they are not getting additional credit for the projects. They hope to have students actually work on senior projects commencing in their junior year, incorporating it as part of 11th grade literature.

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 1st Semester	Floyd County	End of 1st Year		Carrollton City		Richmond County
		Expected	3/4/2014	Expected	Expected	3/3/2014	Expected	2/24/2014
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/PR	PL		PR	PR	PR	PR/EX
Students take more responsibility for leading with teacher approval				PR	PR	EM	PR/EX	PR/EX
Two or more student-led sessions per week				PL	PR/EX	PL	PR/EX	EM/PR

Carrollton City. Carrollton City PLC lacks a large central space to conduct large scale Morning Motivation. However, they have implemented this year as daily announcements. Morning Motivation is led by a teacher and a student each day, with teachers rotating responsibility. Teachers do the main planning and they include an inspirational quote, news, announcements and student recognition.

Floyd County. Floyd County PLC has not implemented Morning Motivation yet – there is no large physical location to gather all of the students together. They work on individual student motivation and providing incentives.

Richmond County. Richmond County PLC has implemented Morning Motivation within homerooms and have a weekly whole-group Morning Motivation. Each homeroom has been designated as a tribe and they are work on projects together and motivation. The tribes give the students a feeling of inclusion and goals to work toward as a team. The halls are decorated with tribe artwork, progress toward course completion and motivational elements. At the whole-group Morning Motivation sessions held on Wednesdays, the tribes are awarded house points for their progress. Learning facilitators take the lead, but they have incorporated more student led elements this year.

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 1st Semester	Floyd County	End of 1st Year		Carrollton City		Richmond County
		Expected	3/4/2014	Expected	Expected	3/3/2014	Expected	2/24/2014
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	EX	PR	PR	EM	PR	PR/EX
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	EX	PR	PR/EX	EM/PR	PR/EX	PR/EX

Carrollton City. Carrollton City PLC learning facilitators conduct advisement once monthly, with all students assigned to a particular learning facilitator by grade level. For 8th grade students, the CIS site coordinator conducts advisement. They do Dress For Success every Thursday and advisement includes FAFSA and SAT assistance. The SC ensures that all student are GAcollege411 registered and charting their pathway for the next year. The SC maintains student folders, but they do not have full student notebooks and IDPs. These elements are emerging.

Floyd County. Floyd County PLC has been very innovative in working with the local technical colleges within their advisement. Lisa DiPrima, career counselor from Georgia Northwestern Technical College, works with the students on career planning, dual enrollment opportunities and provides COMPASS testing. Mr. Wheelis, a student doing practicum work at Georgia Highlands also provides supports to students in planning. Staff share other components of advisory both academic and non-academic. Students maintain a graduation form with the courses they have completed to encourage them to take responsibility for knowing what they need to complete to graduate and keep them focused on making progress toward graduation. The new CIS site coordinator will be focusing on college and career readiness and is developing notebooks for each of the students.

Richmond County. Richmond County PLC has fully implemented advisory. The homeroom teachers are the primary advisors for students and they have an admissions advisor. The academic coordinator (AC) has put a graduation requirements form into place, encouraging students to take ownership for their path to graduation. When students complete a course it is entered into their notebooks, 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. All of the seniors now have GAcollege411 accounts and update these. Parents are kept in the loop, with parents being given a copy of the course progress sheets at parent conferences.

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 1st Semester	Floyd County	End of 1st Year		Carrollton City		Richmond County
		Expected	3/4/2014	Expected	Expected	3/3/2014	Expected	2/24/2014
CAREER CAPSTONE/ JOB SHADOWING								
Site Coordinator coordinates with the technical college to set up Compass testing for graduating seniors		EM	EX	PR	PR	PR	PR	PR
Site Coordinator and Academic Coordinator establish a partnership with the technical college to get students dually enrolled		EM	EX	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	PR/EX	PR	PR	PR	PR	EM
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	PR	PR	PR	PL	PR	EM
Site Coordinator schedule group college tours, career/college day, job shadowing experiences with local businesses (hospitals, etc)		EM	PR	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			EX	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	PL	PR	PR	PR	PR

Carrollton City. Carrollton City PLC has made a lot of progress in implementing career capstone. Students do complete COMPASS testing with the help of West Georgia Technical College. It is free for the first time and they are charged $15 for each element that requires a retake, which has been a challenge. They do have some students participating in dual enrollment at West Georgia Technical College, but transportation has been a barrier. They have been meeting pathways in conjunction with the high school. The AC is seeking to cover all pathways fully within the PLC. One student is participating in an internship and they hope to do job shadowing in conjunction with senior projects. College visits have been conducted led by the PLC, and students also have access to participate in those offered by

the traditional school. Tours are currently paid for by RT3, and they are looking for donor support to continue these when funding ends.

Floyd County. Floyd County PLC provides many opportunities for Career Capstone and is ahead of schedule for a new site. Their partnership with Georgia Northwestern Technical College and Georgia Highlands has provided students with additional resources for testing and advisement. Students are given the option to participate in internships as the 4th class in their career pathway, but many are not electing to participate as they want to complete their degree quicker and many need to work. Lisa DiPrima from Georgia Northwestern conducts the Compass testing, and any student interested in dual enrollment is tested. They currently have several student participating in dual enrollment. They have partnerships that do not use up Hope grant funds, removing that barrier to dual enrollment.   Many community partners and college representatives come in to visit and speak with students.

Richmond County. Richmond County PLC has a relationship with Augusta Technical College which provides testing for students in September. They have a partnership for dual enrollment, and one student is participating. Plant Vogtle has been providing guest speakers to the PLC, but they do not really have many partnerships for internships. They hope to build these partnerships and there are a number of businesses within the area that they could potentially partner with, eliminating transportation as a barrier to implementation. The site coordinator has arranged college and technical college tours for students.

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 1st Semester	Floyd County	End of 1st Year		Carrollton City		Richmond County
		Expected	3/4/2014	Expected	Expected	3/3/2014	Expected	2/24/2014
INCENTIVE PROGRAM - Site Coordinator								
Establish and maintain school-wide incentive program for:		EM	PR	PR	PR	PR	PR	PR
* Attendance		EM	PR	PR	PR	PR	PR	PR
* Academic Achievement		EM	PR	PR	PR	PR	PR	PR
* Good Citizenship (participating in various activities)		EM	PR	PR	PR	PR	PR	PR
*Conduct		EM	PR	PR	PR	PR	PR	PR
Work with local businesses to build upon established partnerships for donations, awards and incentives		EM	PR	PR	PR	PR	PR	PR

Carrollton City. Carrollton City PLC has performed well in developing incentive programs. They have developed relationships with Papa John's, Chick-Fil-A, Taco Bell and Subway. Incentives include food coupons and gift cards. They have implemented a "Caught in the act" bucket, a behavior incentive program in which students can select prizes for good behavior. They have a Tacos for Grads incentive program with Taco Bell. A Student of the Month program has been implemented.

Floyd County. Floyd County PLC has a well-established incentive program. Students are recognized for perfect attendance with coupons for pizza. The PLC has a focus on recognition of student accomplishments – groups of students with perfect attendance and graduates are both featured in pictures on the school's website (http://floydcca.sharpschool.net/p_l_c). Graduates are celebrated, receiving a certificate and a graduation cupcake customized with the name of the graduate.

Richmond County. Richmond County PLC has been growing its incentive program for students this year. They had an awards ceremony during the first semester at the Kroc Center and students received items such as tablets, movie tickets and gift cards. Teachers have small incentives such as snacks while CIS handles getting bigger incentive items. Graduates receive a medal and a certificate. They will be doing another awards ceremony in the spring at the Snelling (Goodwill) Center. They maintain visibility of student progress through pictures of students in graduation caps in the AC's office. Student pictures are posted on the wall and their pictures are moved up with each credit they earn.

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 2		YEAR 3	
		End of 1st Semester	Floyd County	End of 1st Year	Expected	Carrollton City	Expected	Richmond County
		Expected	3/4/2014	Expected		3/3/2014		2/24/2014
MENTOR PROGRAM - Site Coordinator								
Actively recruiting, screening and training mentors		PL	PR	EM	PR	PR	PR	EM
Students are matched with mentors, either individually or in groups of 3-5 students		PL	PR	EM	PR	PR	PR	EM

Carrollton City. Carrollton City PLC has implemented its mentor program. A few retired West Georgia College professors are doing group mentoring. The SC Shae Holland conducts the mentor training including mandated reporting using the Georgia Power mentoring curriculum provided by CIS of Georgia. They recruited a group called "College Girls Rock" from West Georgia which includes 6-7 mentors who see to motivate and inspire young women to seek post-secondary education in order to achieve higher levels of success. Mentor training provided by the site coordinator includes potential topics for mentor-mentee discussions such as technology, drunk driving, cyber-bullying, sexting, and how to dress, among others.

Floyd County. Floyd County PLC had a difficult time implementing a mentor program at its original site, due to the remote location. With the move to the new location, they have begun to have some mentoring taking place. They have 3 students with mentors through CIS – their mentors have carried over from their enrollment in the traditional schools. They are working with industries near the new location to pull in additional mentors. Some of the teachers at the technical college are functioning in a mentor capacity and the teachers mentor the students.   The new SC is working on developing a volunteer database.

Richmond County. Richmond County PLC has continued to have difficulty attracting mentors. They currently have one mentor and one mentored student.

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 1l: Summary of Assessments of PLC Implementation - Parent Engagement

		YEAR 1			YEAR 2		YEAR 3	
		End of 1st Semester	Floyd County	End of 1st Year		Carrollton City		Richmond County
		Expected	3/4/2014	Expected	Expected	3/3/2014	Expected	2/24/2014
PARENTAL ENGAGEMENT								
At least 95% of parents are contacted **quarterly** via telephone, email, newsletter, home visits and/or visit the PLC for conferences		PR	EM	PR	PR	PR/EX	PR	PR
At least two PLC-provided workshops or other special events are offered per semester with documented outreach to help ensure participation		PL	PL	PR	PR	PR	PR	PR/EX

Carrollton City. 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 provided a Christmas parent luncheon paid for by local businesses. The Site Coordinator is currently working on developing an e-newsletter to inform parents. They have been doing parent outreach by including an item about the PLC in the traditional school newsletter. A FAFSA help session workshop and an awards banquet were held to further connect with parents.

Floyd County. Floyd County PLC has not yet developed parent programming, but they are planning to develop this area. The PLC does send reports of progress home to parents. The SC does make contacts with parents if students are missing classes.

Richmond County. Richmond County PLC has also performed well in engaging parents, with Ms. Worthy, the science teacher, heading up this area. They call parents as needed and held an open house on September 10th. They have had a number of parent engagement activities including PLC orientation, FAFSA support, and student progress. They have a website and newsletter. Conferences with parents take place on an as needed basis.

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 provides 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 County PLC, the CIS site coordinator is primarily responsible for entering information on the student experience at the PLC into CISDM. The Richmond County PLC, which started in the 2011-12 school year, and the Carrollton City PLC, which started in the 2012-13 school year, have adopted patterns in which data entry tasks shared between the site coordinators and administrative assistants. 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 2013-14. Challenges were encountered with data collections at the Richmond County PLC during their first year operations, and they have worked hard to improve quality and made great strides in their second year. This year, they have improved further, with data collection now shared between the administrative assistant who enters intake and academic information, and the site coordinator who enters student services and assists with academic information. Overall, the data quality at Richmond PLC has improved each year of the program.

Data collection at the Carrollton City has been exemplary from the program's inception, with data entry shared by the site coordinator and the administrative assistant. The team works well on data entry and has protocols in place to ensure that all data elements are entered.

At Floyd County PLC, data collection is the responsibility of the site coordinator. This year the PLC had a change in staffing for the site coordinator position. The original site coordinator left the program at the end of October on maternity leave and did not return, which presented some challenges, with data

collection shared by the CIS executive director and another CIS staff member until a new site coordinator was hired. Melody Noyes joined the PLC as the new site coordinator in February and in her short time with the PLC has developed better processes for collecting data which should ensure complete data for all students by the end of the year.

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 first semester of the 2013-14 school year. In all, 223 students were enrolled at the three Performance Learning Center locations over the first semester of the year, with Carrollton City PLC serving a total of 76 students, Floyd County PLC serving a total of 57 students and Richmond County serving 90 students. On average, 198.2 students were actively enrolled per month at the PLCs, with an average of 12 students exiting each month. The PLCs added students each month as students exited, bringing on an average of 30.8 new students each month.

In total, 60 students exited during the first semester of the year, 30 of which were graduates. Among the graduates were 12 students who indicated they would be continuing their education beyond high school, with 5 planning to enter a 4-year college, 2 into a 2-year college program, 3 into technical college and 2 through entry into the military.

Among the other exiting students were 3 who transferred to their home high school or out of the system, 21 dropouts including 1 who went on to pursue a GED, 1 who exited to the Department of Juvenile Justice (DJJ) and 1 student who exited to the Ombudsman alternative program.

Table 2: Enrollment and Exits at all PLCS First Semester 2014

RT3 PERFORMANCE LEARNING CENTERS FIRST SEMESTER 2014	Month						
STUDENT ENROLLMENT	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Students Enrolled At the End of Previous Month	69	183	200	201	184	167.4	Average
# of Students Added During the Month	114	22	16	1	1	30.8	Average
# of Students Exited During the Month	0	5	15	14	26	12.0	Average
# Enrolled at End of the Month	183	200	201	188	159	186.2	Average
Total Students Active During Month	183	205	216	202	185	198.2	Average
Total Enrolled Year To Date	183	205	221	222	223	223.0	Total
STUDENT EXIT REASONS	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
Returned to Home High School	0	0	0	0	0	0	Total
Transferred from School System	0	2	0	0	1	3	Total
Dropped Out	0	1	5	5	13	24	Total
Department of Juvenile Justice	0	0	1	0	0	1	Total
GED	0	1	0	0	0	1	Total
Other	0	0	0	1	0	1	Total
Certificate of Attendance	0	0	0	0	0	0	Total
Graduated Total (See Detail Below)	0	1	9	8	12	30	Total
To 4 Year College	0	0	2	2	1	5	Total
To 2 Year College	0	1	0	1	0	2	Total
To Technical College	0	0	1	1	1	3	Total
To Military	0	0	2	0	0	2	Total
To Employment	0	0	4	1	4	9	Total
Other Graduate/Unknown	0	0	0	3	6	9	Total

Carrollton City PLC Enrollment

At Carrollton City PLC, 76 students were enrolled over the course the first semester of the year, an increase over the previous year total. Thirty-one students enrolled at the end of the 2012-13 school year returned to the PLC program after the summer, a retention rate of 73.8% in the program. On average, 72 students per month were actively enrolled monthly at the PLC, with an average of 1 student exiting each month. Carrollton City PLC added an average of 9 new students per month.

In total, 5 students exited during the first semester of the year. Among the exiting students were 2 who transferred out of the system, 2 dropouts including 1 pursuing a GED, and 1 student who exited to the Ombudsman alternative program.

Table 2C: Enrollment and Exits at Carrollton City PLC First Semester 2014

SITE: Carrollton City PLC	Month						
STUDENT ENROLLMENT	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Students Enrolled At the End of Previous Month	31	71	71	72	70	63.0	Average
# of Students Added During the Month	40	3	1	0	1	9.0	Average
# of Students Exited During the Month	0	3	0	2	0	1.0	Average
# Enrolled at End of the Month	71	71	72	70	71	71.0	Average
Total Students Active During Month	71	74	72	72	71	72.0	Average
Total Enrolled Year To Date	71	74	75	75	76	76.0	Total
STUDENT EXIT REASONS	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
Returned to Home High School	0	0	0	0	0	0	Total
Transferred from School System	0	2	0	0	0	2	Total
Dropped Out	0	0	0	1	0	1	Total
Department of Juvenile Justice	0	0	0	0	0	0	Total
GED	0	1	0	0	0	1	Total
Other	0	0	0	1	0	1	Total
Certificate of Attendance	0	0	0	0	0	0	Total
Graduated Total (See Detail Below)	0	0	0	0	0	0	Total
To 4 Year College	0	0	0	0	0	0	Total
To 2 Year College	0	0	0	0	0	0	Total
To Technical College	0	0	0	0	0	0	Total
To Military	0	0	0	0	0	0	Total
To Employment	0	0	0	0	0	0	Total
Other Graduate/Unknown	0	0	0	0	0	0	Total

Floyd County PLC Enrollment

At Floyd County PLC, 57 students were enrolled over the first semester of the year. Although the PLC has a smaller capacity than in the previous years, recruitment has been very successful and the enrollment at the new location has nearly matched enrollment at mid-year the previous year. Eleven students enrolled at the end of the 2012-13 school year returned to the PLC program after the summer, a retention rate of 47.8% in the program. On average, 50.64 students per month were actively enrolled

at the PLC, with an average of 3.2 students exiting each month. Floyd PLC added students each month as students exited, bringing on an average of 9.2 new students each month.

In total, 16 students exited during the first semester of the year, all of which were graduates, an increase of 11 graduates over first semester of the 2013 school year. Floyd County PLC documented student plans upon graduation for some of the graduates. Two students left with plans to attend a 4-year college, 2 with plans to attend a 2-year college, 2 planning to attend technical college, 1 entering the military, and 9 unspecified.

Table 2F: Enrollment and Exits at Floyd County PLC First Semester 2014

SITE: Floyd County PLC	Month						
STUDENT ENROLLMENT	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Students Enrolled At the End of Previous Month	11	51	50	52	43	41.4	Average
# of Students Added During the Month	40	0	5	1	0	9.2	Average
# of Students Exited During the Month	0	1	3	6	6	3.2	Average
# Enrolled at End of the Month	51	50	52	47	37	47.4	Average
Total Students Active During Month	51	51	55	53	43	50.6	Average
Total Enrolled Year To Date	51	51	56	57	57	57.0	Total
STUDENT EXIT REASONS	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
Returned to Home High School	0	0	0	0	0	0	Total
Transferred from School System	0	0	0	0	0	0	Total
Dropped Out	0	0	0	0	0	0	Total
Department of Juvenile Justice	0	0	0	0	0	0	Total
GED	0	0	0	0	0	0	Total
Other	0	0	0	0	0	0	Total
Certificate of Attendance	0	0	0	0	0	0	Total
Graduated Total (See Detail Below)	0	1	3	6	6	16	Total
To 4 Year College	0	0	1	1	0	2	Total
To 2 Year College	0	1	0	1	0	2	Total
To Technical College	0	0	1	1	0	2	Total
To Military	0	0	1	0	0	1	Total
To Employment	0	0	0	0	0	0	Total
Other Graduate/Unknown	0	0	0	3	6	9	Total

Richmond County PLC Enrollment

At Richmond County PLC, 90 students were enrolled over the course of the first semester of the 2013-14 school year, a decrease from the previous year as the PLC moved to a single session per day. Twenty-seven students enrolled at the end of the 2012-13 school year returned to the PLC after the summer, a retention rate of 73% of students. On average, 75.6 students per month were actively enrolled at the PLC, with an average of 7.8 students exiting each month. Richmond County PLC also added students each month as students exited, bringing on an average of 12.6 new students each month.

In total, 39 students exited during the first semester of the year, fourteen of which were graduates, an increase of 8 over first semester of the 2013 school year. Richmond County PLC did not fully document student plans upon graduation, however 3 did have plans to attend 2-year college and one was documented as continuing education in the military. Among the other exiting students was 1 student who transferred out of the system, 23 dropouts, and 1 student entering the juvenile justice system.

Table 2R: Enrollment and Exits at Richmond County PLC First Semester 2014

SITE: Richmond County PLC	Month						
STUDENT ENROLLMENT	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Students Enrolled At the End of Previous Month	27	61	79	77	71	63.0	Average
# of Students Added During the Month	34	19	10	0	0	12.6	Average
# of Students Exited During the Month	0	1	12	6	20	7.8	Average
# Enrolled at End of the Month	61	79	77	71	51	67.8	Average
Total Students Active During Month	61	80	89	77	71	75.6	Average
Total Enrolled Year To Date	61	80	90	90	90	90.0	Total
STUDENT EXIT REASONS	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
Returned to Home High School	0	0	0	0	0	0	Total
Transferred from School System	0	0	0	0	1	1	Total
Dropped Out	0	1	5	4	13	23	Total
Department of Juvenile Justice	0	0	1	0	0	1	Total
GED	0	0	0	0	0	0	Total
Other	0	0	0	0	0	0	Total
Certificate of Attendance	0	0	0	0	0	0	Total
Graduated Total (See Detail Below)	0	0	6	2	6	14	Total
To 4 Year College	0	0	0	0	0	0	Total
To 2 Year College	0	0	1	1	1	3	Total
To Technical College	0	0	0	0	0	0	Total
To Military	0	0	0	0	1	1	Total
To Employment	0	0	1	0	0	1	Total
Other Graduate/Unknown	0	0	4	1	4	9	Total

Student Demographics. During the 2013-14 school year, 223 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 2014 school year is ethnically diverse, with 51.6% of students being African American, 2.7% Hispanic, 6.3% multi-racial, 0.4% Native American and 39.0% 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 (91.2%).

As to gender, more females were enrolled overall (54.7%) than males (45.3%). This is the reverse of the trend of the first semester of the 2012-13 school year. Overall, African American females had the largest enrollment across all PLCs (27.4%), followed by African American males (24.2%), white females (20.2%) and white males (18.8%).

Student Grade Level. Freshmen comprised 10.8% of PLC students, with 16.1% being sophomores, 28.7% being juniors, and 41.7% classified as seniors during first semester 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 2014

Gender	Ethnicity	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total
All Students	Black or African American	5	16	18	36	40	115
		2.2%	7.2%	8.1%	16.1%	17.9%	51.6%
	Hispanic	0	2	0	1	3	6
		0.0%	0.9%	0.0%	0.4%	1.3%	2.7%
	Multi-Racial	0	1	1	9	3	14
		0.0%	0.4%	0.4%	4.0%	1.3%	6.3%
	Native American	0	0	0	1	0	1
		0.0%	0.0%	0.0%	0.4%	0.0%	0.4%
	White	1	5	17	17	47	87
		0.4%	2.2%	7.6%	7.6%	21.1%	39.0%
	Total	**6**	**24**	**36**	**64**	**93**	**223**
		2.7%	**10.8%**	**16.1%**	**28.7%**	**41.7%**	**100.0%**
Female	Black or African American	2	9	12	17	21	61
		0.9%	4.0%	5.4%	7.6%	9.4%	27.4%
	Hispanic	0	2	0	1	2	5
		0.0%	0.9%	0.0%	0.4%	0.9%	2.2%
	Multi-Racial	0	1	1	6	2	10
		0.0%	0.4%	0.4%	2.7%	0.9%	4.5%
	Native American	0	0	0	1	0	1
		0.0%	0.0%	0.0%	0.4%	0.0%	0.4%
	White	0	1	9	10	25	45
		0.0%	0.4%	4.0%	4.5%	11.2%	20.2%
	Female Total	**2**	**13**	**22**	**35**	**50**	**122**
		0.9%	**5.8%**	**9.9%**	**15.7%**	**22.4%**	**54.7%**
Male	Black or African American	3	7	6	19	19	54
		1.3%	3.1%	2.7%	8.5%	8.5%	24.2%
	Hispanic	0	0	0	0	1	1
		0.0%	0.0%	0.0%	0.0%	0.4%	0.4%
	Multi-Racial	0	0	0	3	1	4
		0.0%	0.0%	0.0%	1.3%	0.4%	1.8%
	White	1	4	8	7	22	42
		0.4%	1.8%	3.6%	3.1%	9.9%	18.8%
	Male Total	**4**	**11**	**14**	**29**	**43**	**101**
		1.8%	**4.9%**	**6.3%**	**13.0%**	**19.3%**	**45.3%**

The table title spans: TOTAL First Semester 2014 RT3 PLCs Student Grade Level, Gender and Ethnicity

Carrollton City PLC Student Ethnicity, Gender and Grade Level

The student population served by Carrollton City PLC during the first semester of the 2014 school year is ethnically diverse, with 55.3% of students being African American, 2.6% Hispanic, 14.5% multi-racial and 27.6% white. Compared to the district ethnic distribution, African American students are over-represented at nearly double the district population (30.5% African American in district), and white students constitute slightly over half the percentage attending in the district overall (45.2%).

As to gender, more females were enrolled at Carrollton City PLC overall (60.5%) than males (39.5%). Overall, African American females had the largest enrollment (35.5%), followed by African American males (19.7%), white males (15.8%) and white females (11.8%).

The Carrollton City PLC serves students from 8th grade to 12th grade. Eighth grade students constituted 7.9% of PLC enrolled students, with 19.7% being freshmen, 25.0% being sophomores, 25.0% being juniors, and 22.4% classified as seniors during the first semester of the year.

Table 3C: Student Demographics at Carrollton City PLC First Semester 2014

SITE: Carrollton City PLC		Student Grade Level, Gender and Ethnicity				
Gender	**Ethnicity**	**8th Grade**	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**	**Total**
All	Black or African	5	9	11	9	8	**42**
Students	American	6.6%	11.8%	14.5%	11.8%	10.5%	**55.3%**
	Hispanic	0	1	0	0	1	**2**
		0.0%	1.3%	0.0%	0.0%	1.3%	**2.6%**
	Multi-Racial	0	1	1	7	2	**11**
			1.3%	1.3%	9.2%	2.6%	**14.5%**
	White	1	4	7	3	6	**21**
		1.3%	5.3%	9.2%	3.9%	7.9%	**27.6%**
	Total	**6**	**15**	**19**	**19**	**17**	**76**
		7.9%	**19.7%**	**25.0%**	**25.0%**	**22.4%**	**100.0%**
Female	Black or African	2	5	9	6	5	**27**
	American	2.6%	6.6%	11.8%	7.9%	6.6%	**35.5%**
	Hispanic	0	1	0	0	1	**2**
		0.0%	1.3%	0.0%	0.0%	1.3%	**2.6%**
	Multi-Racial		1	1	5	1	**8**
		0.0%	1.3%	1.3%	6.6%	1.3%	**10.5%**
	White		1	3	2	3	**9**
		0.0%	1.3%	3.9%	2.6%	3.9%	**11.8%**
	Female Total	**2**	**8**	**13**	**13**	**10**	**46**
		2.6%	**10.5%**	**17.1%**	**17.1%**	**13.2%**	**60.5%**
Male	Black or African	3	3	2	3	4	**15**
	American	3.9%	3.9%	2.6%	3.9%	5.3%	**19.7%**
	Multi-Racial	0	0	0	2	1	**3**
		0.0%	0.0%	0.0%	2.6%	1.3%	**3.9%**
	Hispanic	0	0	0	0	0	**0**
		0.0%	0.0%	0.0%	0.0%	0.0%	**0.0%**
	White	1	3	4	1	3	**12**
		1.3%	3.9%	5.3%	1.3%	3.9%	**15.8%**
	Male Total	**4**	**7**	**6**	**6**	**7**	**30**
		5.3%	**9.2%**	**7.9%**	**7.9%**	**9.2%**	**39.5%**

Floyd County PLC Student Ethnicity, Gender and Grade Level

The student population served by Floyd County PLC during the first semester of the 2014 school year is largely white, with 91.2% of students being white, 5.3% African American, 1.8% Hispanic, and 1.8% multi-racial. While the district student population is comprised mostly of white students (81.5%), white students are represented at a rate higher than the district average.

As to gender, more females were enrolled first semester at Floyd County PLC overall (52.6%) than males (40.4%). Overall, white females had the largest enrollment (52.6%), followed by white males (38.6%), and African American females (5.3%).

Sophomores comprised 7.0% of Floyd County PLC students during first semester, with 22.8% being juniors, and 64.9% classified as seniors.

Table 3F: Student Demographics at Floyd County PLC 2014

SITE: Floyd County PLC	Ethnicity	Student Grade Level, Gender and Ethnicity				
Gender	Ethnicity	9th Grade	10th Grade	11th Grade	12th Grade	Total
All Students	Black or African American	0	0	0	3	3
		0.0%	0.0%	0.0%	5.3%	5.3%
	Hispanic	0	0	1	0	1
		0.0%	0.0%	1.8%	0.0%	1.8%
	Multi-Racial	0	0	1	0	1
		0.0%	0.0%	1.8%	0.0%	1.8%
	White	0	4	11	37	52
		0.0%	7.0%	19.3%	64.9%	91.2%
	Total	**0**	**4**	**13**	**40**	**57**
		0.0%	**7.0%**	**22.8%**	**70.2%**	**100.0%**
Female	Black or African American	0	0	0	3	3
		0.0%	0.0%	0.0%	5.3%	5.3%
	Hispanic	0	0	1	0	1
		0.0%	0.0%	1.8%	0.0%	1.8%
	Multi-Racial	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%
	White	0	2	6	22	30
		0.0%	3.5%	10.5%	38.6%	52.6%
	Female Total	**0**	**2**	**7**	**25**	**34**
		0.0%	**3.5%**	**12.3%**	**43.9%**	**59.6%**
Male	Black or African American	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%
	Multi-Racial	0	0	1	0	1
		0.0%	0.0%	1.8%	0.0%	1.8%
	Hispanic	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%
	White	0	2	5	15	22
		0.0%	3.5%	8.8%	26.3%	38.6%
	Male Total	**0**	**2**	**6**	**15**	**23**
		0.0%	**3.5%**	**10.5%**	**26.3%**	**40.4%**

Richmond County PLC Student Ethnicity, Gender and Grade Level

The student population served by Richmond County PLC during the first semester of the 2014 school year is largely African American, with 77.8% of students being African American, 15.8% white, 3.3% Hispanic, 2.2% Multi-racial and 1.1% Native American. African American students are represented at a rate higher than the district average (72.7% African American). White students are slightly under-represented relative to the district population (19%).

As to gender, more males were enrolled at Richmond County PLC overall (53.3%) than females (46.7%). Overall, African American males had the largest enrollment (43.3%), followed by African American females (34.4%), and white males (8.9%). White females made up 6.7% of the students, followed by female Hispanic students and female multi-racial students, each constituting 2.2% of the student population.

Freshmen comprised 10.0% of Richmond County PLC students, with 14.4% being sophomores, 35.6% being juniors, and 40% classified as seniors.

Table 3R: Student Demographics at Richmond County PLC First Semester 2014

SITE: Richmond County PLC	Student Grade Level, Gender and Ethnicity				
Gender	Ethnicity	9th Grade	10th Grade	11th Grade	12th Grade	Total
All Students	Black or African American	7	7	27	29	70
		7.8%	7.8%	30.0%	32.2%	77.8%
	Hispanic	1	0	0	2	3
		1.1%	0.0%	0.0%	2.2%	3.3%
	Multi-Racial	0	0	1	1	2
		0.0%	0.0%	1.1%	1.1%	2.2%
	Native American	0	0	1	0	1
		0.0%	0.0%	1.1%	0.0%	1.1%
	White	1	6	3	4	14
		1.1%	6.7%	3.3%	4.4%	15.6%
	Total	**9**	**13**	**32**	**36**	**90**
		10.0%	**14.4%**	**35.6%**	**40.0%**	**100.0%**
Female	Black or African American	4	3	11	13	31
		4.4%	3.3%	12.2%	14.4%	34.4%
	Hispanic	1	0	0	1	2
		1.1%	0.0%	0.0%	1.1%	2.2%
	Multi-Racial	0	0	1	1	2
		0.0%	0.0%	1.1%	1.1%	2.2%
	Native American	0	0	1	0	1
		0.0%	0.0%	1.1%	0.0%	1.1%
	White	0	4	2	0	6
		0.0%	4.4%	2.2%	0.0%	6.7%
	Female Total	**5**	**7**	**15**	**15**	**42**
		5.6%	**7.8%**	**16.7%**	**16.7%**	**46.7%**
Male	Black or African American	3	4	16	16	39
		3.3%	4.4%	17.8%	17.8%	43.3%
	Hispanic	0	0	0	1	1
		0.0%	0.0%	0.0%	1.1%	1.1%
	White	1	2	1	4	8
		1.1%	2.2%	1.1%	4.4%	8.9%
	Male Total	**4**	**6**	**17**	**21**	**48**
		4.4%	**6.7%**	**18.9%**	**23.3%**	**53.3%**

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 2013-14 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, 0.8 years older than expected, juniors 0.7 years older and seniors 0.2 years older on average.

The maximum ages for the grade levels indicate that some of the students are as much as 4.2 years over the maximum expected age for their grade level. For 9th graders, the highest age reported was 18.6, for sophomores the highest age was 19.4, for juniors 21.2 and 21.7 for seniors. Across all grade levels, African American students tended to be older, with African American males being the oldest group on average in grades 10 through 12.

Table 4: Student Age by Grade Level, Gender and Ethnicity - All PLCs 2014

First Semester 2014 RT3 PLCs														Student Grade Level, Gender and Ethnicity		
Age at Beginning of the Year		9th Grade			10th Grade			11th Grade			12th Grade			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	16	14.1	18.5	16.5	15.2	18.7	17.8	16.4	21.2	18.6	15.1	21	17.4	13.9	21.2
	Hispanic	16.8	15	18.6				16.9	16.9	16.9	18.6	17.6	19.5	17.5	15	19.5
	Multi-Racial	14.1	14.1	14.1	15	15	15	16.8	16.2	17.4	18.1	17.6	18.5	16.6	14.1	18.5
	Native American							19.3	19.3	19.3				19.3	19.3	19.3
	White	14.2	14.2	14.2	16.8	15.7	18.8	16.8	16.1	18.3	17.5	15.9	18.7	17.2	14.2	18.8
	Total Females	15.8	14.1	18.6	16.6	15	18.8	17.4	16.1	21.2	18	15.1	21	17.3	13.9	21.2
Male	Black or African American	16.7	15	17.9	17.8	15.5	19.4	18.3	16.3	19.6	19.1	17.5	21.7	18.1	12.9	21.7
	Hispanic										18.1	18.1	18.1	18.1	18.1	18.1
	Multi-Racial							18.2	17.9	18.5	17.5	17.5	17.5	18	17.5	18.5
	White	15.1	14	17.1	16.7	15.8	18.5	17.3	16.7	18.1	17.9	16.8	20	17.2	13.8	20
	Total Males	16.1	14	17.9	17.2	15.5	19.4	18.1	16.3	19.6	18.4	16.8	21.7	17.7	12.9	21.7
Total	Black or African American	16.3	14.1	18.5	16.9	15.2	19.4	18.1	16.3	21.2	18.8	15.1	21.7	17.7	12.9	21.7
	Hispanic	16.8	15	18.6				16.9	16.9	16.9	18.4	17.6	19.5	17.6	15	19.5
	Multi-Racial	14.1	14.1	14.1	15	15	15	17.2	16.2	18.5	17.9	17.5	18.5	17	14.1	18.5
	Native American							19.3	19.3	19.3				19.3	19.3	19.3
	White	14.9	14	17.1	16.8	15.7	18.8	17	16.1	18.3	17.7	15.9	20	17.2	13.8	20
	Total	16	14	18.6	16.8	15	19.4	17.7	16.1	21.2	18.2	15.1	21.7	17.5	12.9	21.7

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 older than the expected maximum age, sophomores 0.1 years older, juniors 0.1 years older and seniors 0.4 years younger than the expected maximum age.

The maximum ages for the grade levels indicate that some of the students are as much as 2.9 years over the maximum expected age for their grade level. For 9th graders, the highest age reported was 17.9, for sophomores the highest age was 17.3, for juniors 18.9 and 19.1 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 Carrollton City PLC could graduate on-time or early.

Table 4C: Student Age by Grade Level, Gender and Ethnicity - Carrollton City PLC First Semester 2014

SITE: Carrollton City PLC													Student Grade Level, Gender and Ethnicity		
Age at Beginning of the Year		9th Grade			10th Grade			11th Grade			12th Grade			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	15	14.1	16.3	16.2	15.2	17.3	17.3	16.4	18.9	17.5	15.1	19.1	16.3	13.9	19.1
	Hispanic	15	15	15							17.6	17.6	17.6	16.3	15	17.6
	Multi-Racial	14.1	14.1	14.1	15	15	15	16.6	16.2	17.4	17.6	17.6	17.6	16.2	14.1	17.6
	White	14.2	14.2	14.2	15.9	15.7	16.1	16.5	16.2	16.8	17.6	17	18.7	16.4	14.2	18.7
	Total Females	14.8	14.1	16.3	16	15	17.3	16.9	16.2	18.9	17.6	15.1	19.1	16.3	13.9	19.1
Male	Black or African American	16	15	17.9	15.9	15.5	16.3	17	16.3	17.6	17.8	17.5	18.3	16.1	12.9	18.3
	Multi-Racial							18	17.9	18.2	17.5	17.5	17.5	17.9	17.5	18.2
	White	14.5	14	14.7	16.4	15.8	17.1	18.1	18.1	18.1	17.4	17.3	17.4	16.1	13.8	18.1
	Total Males	15.4	14	17.9	16.2	15.5	17.1	17.5	16.3	18.2	17.6	17.3	18.3	16.3	12.9	18.3
Total	Black or African American	15.5	14.1	17.9	16.1	15.2	17.3	17.2	16.3	18.9	17.6	15.1	19.1	16.2	12.9	19.1
	Hispanic	15	15	15							17.6	17.6	17.6	16.3	15	17.6
	Multi-Racial	14.1	14.1	14.1	15	15	15	17	16.2	18.2	17.6	17.5	17.6	16.7	14.1	18.2
	White	14.4	14	14.7	16.2	15.7	17.1	17	16.2	18.1	17.5	17	18.7	16.2	13.8	18.7
	Total	15.1	14	17.9	16.1	15	17.3	17.1	16.2	18.9	17.6	15.1	19.1	16.3	12.9	19.1

Students at Floyd County PLC also did not have as wide a gap in age compared with expectations. Sophomores were on average 0.2 years older than the maximum expected age, juniors with 0.1 year older than the maximum 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 years over the maximum expected age for their grade level. For sophomores the highest age was 16.5, for juniors 17.6 and 20.0 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 90 percent of the students enrolled at the Floyd County PLC have the potential to graduate on-time or early.

Table 4F: Student Age by Grade Level, Gender and Ethnicity - Floyd County PLC First Semester 2014

SITE: Floyd County PLC													Student Grade Level, Gender and Ethnicity		
Age at Beginning of the Year		9th Grade			10th Grade			11th Grade			12th Grade			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										18.2	17.5	19.2	18.2	17.5	19.2
	Hispanic							16.9	16.9	16.9				16.9	16.9	16.9
	White				16.1	15.9	16.2	16.6	16.1	17.1	17.5	15.9	18.6	17.2	15.9	18.6
	Total Females				16.1	15.9	16.2	16.6	16.1	17.1	17.6	15.9	19.2	17.3	15.9	19.2
Male	Multi-Racial							18.5	18.5	18.5				18.5	18.5	18.5
	White				16.3	16.1	16.5	17.1	16.7	17.9	17.7	16.8	20	17.4	16.1	20
	Total Males				16.3	16.1	16.5	17.3	16.7	18.5	17.7	16.8	20	17.5	16.1	20
Total	Black or African American										18.2	17.5	19.2	18.2	17.5	19.2
	Hispanic							16.9	16.9	16.9				16.9	16.9	16.9
	Multi-Racial							18.5	18.5	18.5				18.5	18.5	18.5
	White				16.2	15.9	16.5	16.8	16.1	17.9	17.6	15.9	20	17.3	15.9	20
	Total				16.2	15.9	16.5	16.9	16.1	18.5	17.6	15.9	20	17.4	15.9	20

Of the three Race to the Top PLCs, Richmond County PLC students were by far much farther behind, with freshmen being on average 2.5 years older than expected, with a maximum age of 18.6, sophomores being 2 years older with a maximum age of 19.4, juniors 1.3 years older with a maximum age of 21.2 and seniors 1.1 years older with a maximum age of 21.7. The high age of the Richmond students may account, in part, for higher number of dropouts at the site. Given the age composition of the student population at Richmond County PLC during first semester, it is possible that as many as a third of the students may be able to accelerate enough to graduate on time.

Table 4R: Student Age by Grade Level, Gender and Ethnicity - Richmond County PLC 2014

SITE: Richmond County PLC														Student Grade Level, Gender and Ethnicity		
Age at Beginning of the Year		9th Grade			10th Grade			11th Grade			12th Grade			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	17.3	16.3	18.5	17.5	16.2	18.7	18.1	17	21.2	19.1	17.3	21	18.3	16.2	21.2
	Hispanic	18.6	18.6	18.6							19.5	19.5	19.5	19.1	18.6	19.5
	Multi-Racial							17.3	17.3	17.3	18.5	18.5	18.5	17.9	17.3	18.5
	Native American							19.3	19.3	19.3				19.3	19.3	19.3
	White				17.9	16.7	18.8	18	17.7	18.3				17.9	16.7	18.8
	Total Females	17.5	16.3	18.6	17.7	16.2	18.8	18.1	17	21.2	19.1	17.3	21	18.3	16.2	21.2
Male	Black or African American	17.5	17.3	17.9	18.7	18	19.4	18.6	17.3	19.6	19.3	17.9	21.7	18.8	17.3	21.7
	Hispanic										18.1	18.1	18.1	18.1	18.1	18.1
	White	17.1	17.1	17.1	17.8	17.1	18.5	17.9	17.9	17.9	18.9	18	19.8	18.3	17.1	19.8
	Total Males	17.4	17.1	17.9	18.4	17.1	19.4	18.6	17.3	19.6	19.2	17.9	21.7	18.7	17.1	21.7
Total	Black or African American	17.4	16.3	18.5	18.2	16.2	19.4	18.4	17	21.2	19.2	17.3	21.7	18.6	16.2	21.7
	Hispanic	18.6	18.6	18.6							18.8	18.1	19.5	18.7	18.1	19.5
	Multi-Racial							17.3	17.3	17.3	18.5	18.5	18.5	17.9	17.3	18.5
	Native American							19.3	19.3	19.3				19.3	19.3	19.3
	White	17.1	17.1	17.1	17.8	16.7	18.8	18	17.7	18.3	18.9	18	19.8	18.1	16.7	19.8
	Total	17.5	16.3	18.6	18	16.2	19.4	18.3	17	21.2	19.1	17.3	21.7	18.5	16.2	21.7

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 with during the first semester, 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 (30.9%), low socio-economic status (15.7%), low educational expectations (13.9%), parents with low education levels (4.9%) and family disruption (4.5%).

For student risk factors, overage for grade (31.8%), poor academic performance (31.4%), and retained in grade (29.6%) were most common, followed by low commitment to school (18.8%), poor attendance (12.1%), and lack of effort (10.8%). Adult obligations such as teen parenting (5.4%) and pregnancy (3.1%) are a smaller but an extremely high-risk group. Overall, the number and percent of PLC students with parenting obligations has nearly doubled since last year.

Table 5: Risk Factors - All PLCs 2014

2014 Race To The Top PLC Students		Ethnicity and Gender													Student Risk Factors by Race and Gender
Number & Percent of Students with Risk Factor		Ethnicity and Gender														Grand Total
		Black or African American			Hispanic			Multi-Racial			Native American		White			Grand Total
Risk Factor Type	Risk Factor	F	M	Total	F	M	Total	F	M	Total	F	Total	F	M	Total	
Family	Family disruption	4	2	6	0	0	0	0	0	0	0	0	2	2	4	10
		1.8%	0.9%	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.9%	1.8%	4.5%
	High family mobility	2	1	3	0	0	0	0	0	0	0	0	0	1	1	4
		0.9%	0.4%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	1.8%
	Lack of family conversations about	4	3	7	0	0	0	0	0	0	0	0	0	2	2	9
		1.8%	1.3%	3.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.9%	4.0%
	Large number of siblings	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1
		0.0%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
	Low educational expectations	9	11	20	0	0	0	2	3	5	0	0	3	3	6	31
		4.0%	4.9%	9.0%	0.0%	0.0%	0.0%	0.9%	1.3%	2.2%	0.0%	0.0%	1.3%	1.3%	2.7%	13.9%
	Low parent/guardian contact with school	4	4	8	0	0	0	0	0	0	0	0	1	0	1	9
		1.8%	1.8%	3.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.4%	4.0%
	Low socioeconomic status	14	10	24	0	0	0	1	1	2	0	0	5	4	9	35
		6.3%	4.5%	10.8%	0.0%	0.0%	0.0%	0.4%	0.4%	0.9%	0.0%	0.0%	2.2%	1.8%	4.0%	15.7%
	Not living with both natural parents	24	26	50	1	0	1	4	2	6	1	1	4	7	11	69
		10.8%	11.7%	22.4%	0.4%	0.0%	0.4%	1.8%	0.9%	2.7%	0.4%	0.4%	1.8%	3.1%	4.9%	30.9%
	Parents with low education levels	6	3	9	0	0	0	0	0	0	0	0	1	1	2	11
		2.7%	1.3%	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	0.9%	4.9%
	Sibling has dropped out of school	0	1	1	0	0	0	0	1	1	0	0	0	0	0	2
		0.0%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%
Family Risk Factors Total		**67**	**62**	**129**	**1**	**0**	**1**	**7**	**7**	**14**	**1**	**1**	**16**	**20**	**36**	**181**
Student	Aggressive behavior	0	2	2	0	0	0	0	1	1	0	0	0	0	0	3
		0.0%	0.9%	0.9%	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%
	Emotional disturbance	2	0	2	0	0	0	0	1	1	0	0	0	0	0	3
		0.9%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%
	Excessive after school work hours	3	1	4	1	0	1	0	0	0	0	0	0	1	1	6
		1.3%	0.4%	1.8%	0.4%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	2.7%
	Excessive social activity out of school	0	3	3	0	0	0	0	0	0	0	0	0	1	1	4
		0.0%	1.3%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	1.8%
	High risk behavior (e.g., alcohol, drugs, etc.)	1	2	3	0	0	0	0	1	1	0	0	3	0	3	7
		0.4%	0.9%	1.3%	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	0.0%	0.0%	1.3%	0.0%	1.3%	3.1%
	High risk peer group (e.g., gangs)	2	4	6	0	0	0	0	0	0	0	0	0	2	2	8
		0.9%	1.8%	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.9%	3.6%
	Lack of effort	6	8	14	0	0	0	0	1	1	0	0	4	5	9	24
		2.7%	3.6%	6.3%	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	0.0%	0.0%	1.8%	2.2%	4.0%	10.8%
	Low commitment to school	12	18	30	0	0	0	1	2	3	0	0	3	6	9	42
		5.4%	8.1%	13.5%	0.0%	0.0%	0.0%	0.4%	0.9%	1.3%	0.0%	0.0%	1.3%	2.7%	4.0%	18.8%
	Low educational expectations	0	2	2	0	0	0	0	1	1	0	0	1	2	3	6
		0.0%	0.9%	0.9%	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	0.0%	0.0%	0.4%	0.9%	1.3%	2.7%
	Misbehavior	3	5	8	0	0	0	0	1	1	0	0	1	1	2	11
		1.3%	2.2%	3.6%	0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	0.0%	0.0%	0.4%	0.4%	0.9%	4.9%
	No extracurricular activity	1	0	1	0	0	0	0	0	0	0	0	1	0	1	2
		0.4%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.4%	0.9%
	Other	39	40	79	2	0	2	10	2	12	1	1	11	15	26	120
		17.5%	17.9%	35.4%	0.9%	0.0%	0.9%	4.5%	0.9%	5.4%	0.4%	0.4%	4.9%	6.7%	11.7%	53.8%
	Over age for grade	23	31	54	1	0	1	3	1	4	1	1	3	8	11	71
		10.3%	13.9%	24.2%	0.4%	0.0%	0.4%	1.3%	0.4%	1.8%	0.4%	0.4%	1.3%	3.6%	4.9%	31.8%
	Poor academic performance	16	11	27	0	1	1	1	0	1	0	0	21	20	41	70
		7.2%	4.9%	12.1%	0.0%	0.4%	0.4%	0.4%	0.0%	0.4%	0.0%	0.0%	9.4%	9.0%	18.4%	31.4%
	Poor attendance	7	9	16	0	0	0	0	2	2	0	0	7	2	9	27
		3.1%	4.0%	7.2%	0.0%	0.0%	0.0%	0.0%	0.9%	0.9%	0.0%	0.0%	3.1%	0.9%	4.0%	12.1%
	Pregnancy	4	0	4	0	0	0	0	0	0	0	0	3	0	3	7
		1.8%	0.0%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	1.3%	3.1%
	Retained in grade	19	33	52	2	1	3	2	0	2	1	1	3	5	8	66
		8.5%	14.8%	23.3%	0.9%	0.4%	1.3%	0.9%	0.0%	0.9%	0.4%	0.4%	1.3%	2.2%	3.6%	29.6%
	Teenage Parent	7	3	10	0	0	0	0	1	1	0	0	1	0	1	12
		3.1%	1.3%	4.5%	0.0%	0.0%	0.0%	0.4%	0.0%	0.4%	0.0%	0.0%	0.4%	0.0%	0.4%	5.4%
Student Risk Factors Total		**145**	**172**	**317**	**6**	**2**	**8**	**18**	**13**	**31**	**3**	**3**	**62**	**68**	**130**	**489**
All Risk Factors Total		**212**	**234**	**446**	**7**	**2**	**9**	**25**	**20**	**45**	**4**	**4**	**78**	**88**	**166**	**670**

Risk Factors for Carrollton City PLC Students. The table below displays student and family risk factors for students first semester 2013-14 at Carrollton City PLC. The most common family risk factors at that site were students not living with both natural parents (32.9%), followed by low educational expectations (23.7%) and low socioeconomic status at 19.7% of students. The most common student risk factors were overage for grade (19.7%) and low commitment to school (19.7%). Nearly 8 percent of the student population were pregnant or teens with children.

Table 5C: Risk Factors - Carrollton City PLC 2014

SITE: Carrollton City PLC		Student Risk Factors by Race and Gender												
Number & Percent of Students with Risk Factor		Ethnicity and Gender												
		Black or African American			Hispanic			Multi-Racial			White			Grand Total
Risk Factor Type	Risk Factor	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
Family	Family disruption	0	1	1	0	0	0	0	0	0	0	0	0	1
		0.0%	1.3%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%
	Lack of family conversations about school	2	2	4	0	0	0	0	0	0	0	1	1	5
		2.6%	2.6%	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	1.3%	6.6%
	Low educational expectations	8	4	12	0	0	0	2	2	4	0	2	2	18
		10.5%	5.3%	15.8%	0.0%	0.0%	0.0%	2.6%	2.6%	5.3%	0.0%	2.6%	2.6%	23.7%
	Low socioeconomic status	7	4	11	0	0	0	1	0	1	0	3	3	15
		9.2%	5.3%	14.5%	0.0%	0.0%	0.0%	1.3%	0.0%	1.3%	0.0%	3.9%	3.9%	19.7%
	Not living with both natural parents	11	4	15	0	0	0	4	2	6	1	3	4	25
		14.5%	5.3%	19.7%	0.0%	0.0%	0.0%	5.3%	2.6%	7.9%	1.3%	3.9%	5.3%	32.9%
	Parents with low education levels	3	3	6	0	0	0	0	0	0	0	1	1	7
		3.9%	3.9%	7.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	1.3%	9.2%
	Sibling has dropped out of school	0	0	0	0	0	0	0	1	1	0	0	0	1
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	1.3%	0.0%	0.0%	0.0%	1.3%
Family Risk Factors Total		**31**	**18**	**49**	**0**	**0**	**0**	**7**	**5**	**12**	**1**	**10**	**11**	**72**
Student	Aggressive Behavior	0	1	1	0	0	0	0	0	0	0	0	0	1
		0.0%	1.3%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%
	Excessive after school work hours	1	0	1	1	0	1	0	0	0	0	1	1	3
		1.3%	0.0%	1.3%	1.3%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	1.3%	1.3%	3.9%
	Excessive social activity out of school	0	1	1	0	0	0	0	0	0	0	0	0	1
		0.0%	1.3%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%
	Lack of effort	1	1	2	0	0	0	0	0	0	1	1	2	4
		1.3%	1.3%	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	1.3%	2.6%	5.3%
	Low commitment to school	6	5	11	0	0	0	1	1	2	0	2	2	15
		7.9%	6.6%	14.5%	0.0%	0.0%	0.0%	1.3%	1.3%	2.6%	0.0%	2.6%	2.6%	19.7%
	Low educational expectations	0	0	0	0	0	0	0	1	1	0	1	1	2
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	1.3%	0.0%	1.3%	1.3%	2.6%
	Misbehavior	1	1	2	0	0	0	0	0	0	0	0	0	2
		1.3%	1.3%	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.6%
	No extracurricular activity	1	0	1	0	0	0	0	0	0	0	0	0	1
		1.3%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%
	Other	21	12	33	1	0	1	8	2	10	5	9	14	58
		27.6%	15.8%	43.4%	1.3%	0.0%	1.3%	10.5%	2.6%	13.2%	6.6%	11.8%	18.4%	76.3%
	Over age for grade	5	3	8	0	0	0	1	1	2	0	5	5	15
		6.6%	3.9%	10.5%	0.0%	0.0%	0.0%	1.3%	1.3%	2.6%	0.0%	6.6%	6.6%	19.7%
	Poor academic performance	3	1	4	0	0	0	0	0	0	0	0	0	4
		3.9%	1.3%	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%
	Poor attendance	2	0	2	0	0	0	0	1	1	0	1	1	4
		2.6%	0.0%	2.6%	0.0%	0.0%	0.0%	0.0%	1.3%	1.3%	0.0%	1.3%	1.3%	5.3%
	Pregnancy	2	0	2	0	0	0	0	0	0	2	0	2	4
		2.6%	0.0%	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.6%	0.0%	2.6%	5.3%
	Retained in grade	1	1	2	0	0	0	0	0	0	0	1	1	3
		1.3%	1.3%	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	1.3%	3.9%
	Teenage Parent	0	1	1	0	0	0	1	0	1	0	0	0	2
		0.0%	1.3%	1.3%	0.0%	0.0%	0.0%	1.3%	0.0%	1.3%	0.0%	0.0%	0.0%	2.6%
Student Risk Factors Total		**44**	**27**	**71**	**2**	**0**	**2**	**11**	**6**	**17**	**8**	**21**	**29**	**119**
All Risk Factors Total		**75**	**45**	**120**	**2**	**0**	**2**	**18**	**11**	**29**	**9**	**31**	**40**	**191**

Risk Factors for Floyd PLC Students. The table below displays student and family risk factors for students at Floyd PLC first semester. The most common family risk factors were low socioeconomic status at 12.3% of students, low educational expectations (8.8%), and not living with both natural parents (8.8%). Poor academic performance was the most common student risk factor at 66.7% and lack of extracurricular activities (52.6%) and poor attendance (12.3%).

Table 5F: Risk Factors - Floyd PLC 2014

SITE: Floyd County PLC 2014											
Number & Percent of Students with Risk Factor		**Ethnicity and Gender**									**Grand Total**
		Black or African American			**Multi-Racial**			**White**			
Risk Factor Type	**Risk Factor**	**F**	**M**	**Total**	**F**	**M**	**Total**	**F**	**M**	**Total**	
Family	Family disruption	0	0	0	0	0	0	2	0	2	**2**
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.5%	0.0%	3.5%	**3.5%**
	Lack of family conversations about	0	0	0	0	0	0	0	1	1	**1**
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	**1.8%**
	Low educational expectations	0	0	0	0	1	1	3	1	4	**5**
		0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	5.3%	1.8%	7.0%	**8.8%**
	Low parent/guardian contact with school	0	0	0	0	0	0	1	0	1	**1**
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	1.8%	**1.8%**
	Low socioeconomic status	0	0	0	0	1	1	5	1	6	**7**
		0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	8.8%	1.8%	10.5%	**12.3%**
	Not living with both natural parents	1	0	1	0	0	0	2	2	4	**5**
		1.8%	0.0%	1.8%	0.0%	0.0%	0.0%	3.5%	3.5%	7.0%	**8.8%**
	Parents with low education levels	0	0	0	0	0	0	1	0	1	**1**
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	1.8%	**1.8%**
Family Risk Factors Total		**1**	**0**	**1**	**0**	**2**	**2**	**14**	**5**	**19**	**22**
Student	Aggressive behavior	0	0	0	0	1	1	0	0	0	**1**
		0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	0.0%	0.0%	0.0%	**1.8%**
	Emotional disturbance	0	0	0	0	1	1	0	0	0	**1**
		0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	0.0%	0.0%	0.0%	**1.8%**
	Excessive social activity out of school	0	0	0	0	0	0	0	1	1	**1**
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	**1.8%**
	High risk behavior (e.g., alcohol, drugs, etc.)	0	0	0	0	1	1	3	0	3	**4**
		0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	5.3%	0.0%	5.3%	**7.0%**
	High risk peer group (e.g., gangs)	0	0	0	0	0	0	0	1	1	**1**
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	**1.8%**
	Lack of effort	0	0	0	0	1	1	3	1	4	**5**
		0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	5.3%	1.8%	7.0%	**8.8%**
	Low commitment to school	0	0	0	0	1	1	3	1	4	**5**
		0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	5.3%	1.8%	7.0%	**8.8%**
	Low educational expectations	0	0	0	0	0	0	1	1	2	**2**
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	3.5%	**3.5%**
	Misbehavior	0	0	0	0	1	1	1	0	1	**2**
		0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	1.8%	0.0%	1.8%	**3.5%**
	No extracurricular activity	1	1	2	1	3	4	8	15	23	**30**
		1.8%	1.8%	3.5%	1.8%	5.3%	7.0%	14.0%	26.3%	40.4%	**52.6%**
	Other	0	0	0	0	0	0	1	1	2	**2**
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	3.5%	**3.5%**
	Over age for grade	0	0	0	0	0	0	1	0	1	**1**
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	1.8%	**1.8%**
	Poor academic performance	3	0	3	0	0	0	18	17	35	**38**
		5.3%	0.0%	5.3%	0.0%	0.0%	0.0%	31.6%	29.8%	61.4%	**66.7%**
	Poor attendance	0	0	0	0	1	1	5	1	6	**7**
		0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	8.8%	1.8%	10.5%	**12.3%**
	Pregnancy	0	0	0	0	0	0	1	0	1	**1**
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	1.8%	**1.8%**
Student Risk Factors Total		**3**	**0**	**3**	**0**	**7**	**7**	**38**	**24**	**62**	**72**
All Risk Factors Total		**4**	**0**	**4**	**0**	**9**	**9**	**52**	**29**	**81**	**94**

Risk Factors for Richmond PLC Students. The table below displays student and family risk factors for first semester students at Richmond PLC. The most common family risk factors was not living with both natural parents at 43.3% of students, low socioeconomic status and low educational expectations at 14.4% and low parent/guardian contact with the school.   For student risk factors, retained in grade (70%) and overage for grade (61.1%) were most common, followed by poor academic performance (31.1%), low commitment to school (24.4%), poor attendance (17.8%) and lack of effort (16.7%). Teenage parents made up 11.1% of the student population.

Table 5R: Risk Factors - Richmond PLC 2014

SITE: Richmond County PLC 2014					Student Risk Factors by Race and Gender										
Number & Percent of Students with Risk Factor															
		Black or African American			Hispanic			Multi-Racial		Native American		White			Grand Total
Risk Factor Type	Risk Factor	F	M	Total	F	M	Total	F	Total	F	Total	F	M	Total	
Family	Family disruption	4	1	5	0	0	0	0	0	0	0	0	2	2	7
		4.4%	1.1%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%	2.2%	7.8%
	High family mobility	2	1	3	0	0	0	0	0	0	0	0	1	1	4
		2.2%	1.1%	3.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	1.1%	4.4%
	Lack of family conversations about school	2	1	3	0	0	0	0	0	0	0	0	0	0	3
		2.2%	1.1%	3.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.3%
	Large number of siblings	0	1	1	0	0	0	0	0	0	0	0	0	0	1
		0.0%	1.1%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
	Low educational expectations	1	7	8	0	0	0	0	0	0	0	0	0	0	13
		1.1%	7.8%	8.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	14.4%
	Low parent/guardian contact with school	4	4	8	0	0	0	0	0	0	0	0	0	0	8
		4.4%	4.4%	8.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.9%
	Low socioeconomic status	7	6	13	0	0	0	0	0	0	0	0	0	0	13
		7.8%	6.7%	14.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	14.4%
	Not living with both natural parents	12	22	34	1	0	1	0	0	1	1	1	2	3	39
		13.3%	24.4%	37.8%	1.1%	0.0%	1.1%	0.0%	0.0%	1.1%	1.1%	1.1%	2.2%	3.3%	43.3%
	Parents with low education levels	3	0	3	0	0	0	0	0	0	0	0	0	0	3
		3.3%	0.0%	3.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.3%
	Sibling has dropped out of school	0	1	1	0	0	0	0	0	0	0	0	0	0	1
		0.0%	1.1%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
Family Risk Factors Total		35	44	79	1	0	1	0	0	1	1	1	5	6	87
Student	Aggressive behavior	0	1	1	0	0	0	0	0	0	0	0	0	0	1
		0.0%	1.1%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
	Emotional disturbance	2	0	2	0	0	0	0	0	0	0	0	0	0	2
		2.2%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%
	Excessive after school work hours	2	1	3	0	0	0	0	0	0	0	0	0	0	3
		2.2%	1.1%	3.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.3%
	Excessive social activity out of school	0	2	2	0	0	0	0	0	0	0	0	0	0	2
		0.0%	2.2%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%
	High risk behavior (e.g., alcohol, drugs, etc.)	1	2	3	0	0	0	0	0	0	0	0	0	0	3
		1.1%	2.2%	3.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.3%
	High risk peer group (e.g., gangs)	2	4	6	0	0	0	0	0	0	0	0	1	1	7
		2.2%	4.4%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	1.1%	7.8%
	Lack of effort	5	7	12	0	0	0	0	0	0	0	0	3	3	15
		5.6%	7.8%	13.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.3%	3.3%	16.7%
	Low commitment to school	6	13	19	0	0	0	0	0	0	0	0	3	3	22
		6.7%	14.4%	21.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.3%	3.3%	24.4%
	Low educational expectations	0	2	2	0	0	0	0	0	0	0	0	0	0	2
		0.0%	2.2%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%
	Misbehavior	2	4	6	0	0	0	0	0	0	0	0	1	1	7
		2.2%	4.4%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	1.1%	7.8%
	Other	18	28	46	1	0	1	2	2	1	1	5	5	10	60
		20.0%	31.1%	51.1%	1.1%	0.0%	1.1%	2.2%	2.2%	1.1%	1.1%	5.6%	5.6%	11.1%	66.7%
	Over age for grade	18	28	46	1	0	1	2	2	1	1	2	3	5	55
		20.0%	31.1%	51.1%	1.1%	0.0%	1.1%	2.2%	2.2%	1.1%	1.1%	2.2%	3.3%	5.6%	61.1%
	Poor academic performance	10	10	20	0	1	1	1	1	0	0	3	3	6	28
		11.1%	11.1%	22.2%	0.0%	1.1%	1.1%	1.1%	1.1%	0.0%	0.0%	3.3%	3.3%	6.7%	31.1%
	Poor attendance	5	9	14	0	0	0	0	0	0	0	2	0	2	16
		5.6%	10.0%	15.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%	0.0%	2.2%	17.8%
	Pregnancy	2	0	2	0	0	0	0	0	0	0	0	0	0	2
		2.2%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%
	Retained in grade	18	32	50	2	1	3	2	2	1	1	3	4	7	63
		20.0%	35.6%	55.6%	2.2%	1.1%	3.3%	2.2%	2.2%	1.1%	1.1%	3.3%	4.4%	7.8%	70.0%
	Teenage Parent	7	2	9	0	0	0	0	0	0	0	1	0	1	10
		7.8%	2.2%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%	1.1%	11.1%
Student Risk Factors Total		98	145	243	4	2	6	7	7	3	3	16	23	39	298
All Risk Factors Total		133	189	322	5	2	7	7	7	4	4	17	28	45	385

Student Daily Attendance. Table 6 below shows the average student daily attendance at each PLC for each month of the first semester. 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, need to work, 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 88.9%. Attendance at the Floyd County PLC averaged 86.2% per month over the first semester. Attendance at Richmond County PLC was the lowest of the 3 PLCs at 79.1% attendance per month; however, this is a significant improvement in attendance compared to last year when the site had 60.1% student attendance.

Table 6: Daily Attendance All PLCs 2014

SITE: Carrollton City PLC	Month						
Attendance	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
Average Daily Attendance	91.6	90.5	89	86.8	86.4	88.9	Average
Attendance	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
SITE: Floyd County PLC	Month						
Attendance	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
Average Daily Attendance	92.7	90.7	86.4	79.8	81.2	86.2	Average
SITE: Richmond County PLC	Month						
Attendance	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
Average Daily Attendance	82.4	75.9	80.6	87.7	69.1	79.1	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 during the first semester of the 2013-14 school year.

According to our developmental timeline, mentoring is a service that is expected to be in 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 has been the most successful and with the move to its new location Floyd County PLC now has a few students who are mentored. Richmond County PLC did not report any mentoring activity during the first semester.

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 19.8 students with a tutor per month. With the absence of a site coordinator for much of the first semester, the Floyd County PLC did not report any tutorial activity. Richmond also did not report any tutoring, however, their new

schedule allows for extended learning time each afternoon where students can receive one-on-one assistance from the learning facilitators.

Parent involvement is very much encouraged at the PLC. Across all PLCs, 697 parent phone contacts and 43 parent conferences were held during the first semester. Parents are encouraged to visit the PLCs and 143 parents did visit during the first half of 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 96 students per month participated in Charting for Success lessons during the first semester. PLCs reported a total of 64 students applying to post-secondary study as part of the program and 8 completed the FAFSA, which represents a tremendous increase during the first semester compared to all of last year.

Table 7: Community and Parent Involvement and College/Career Readiness at All PLCs 2014

First Semester 2014 RT3 PLCs	Month						
Community Involvement	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Students in need of a mentor	30	70	71	58	12	48.2	Average
Total Students Matched with a Mentor	0	17	17	17	17	13.6	Average
# of Students Mentored During the Month	0	10	10	2	2	4.8	Average
# of Students Tutored	15	2	2	1	0	4.0	Average
# of students matched with a tutor (among active students)	30	30	30	1	8	19.8	Average
# of students in need of a tutor	67	70	71	30	9	49.4	Average
Parent Involvement	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Home Visits	1	1	10	0	2	14	Total
# Parent Phone Contacts	62	171	116	201	147	697	Total
# of Parent Conferences	5	6	13	12	7	43	Total
# of Parents Visiting PLC	56	30	12	14	31	143	Total
College and Career Readiness	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Students Participating in Charting for Success Lesson	51	120	142	124	43	96.0	Average
# of Students Applying to Postsecondary Study	0	24	14	24	2	64	Total
# of Students Accepted to Post-Secondary Study	0	0	0	0	0	0	Total
# of Students Completing FAFSA	0	4	4	0	0	8	Total

Table 7C: Community and Parent Involvement and College/Career Readiness - Carrollton City PLC 2014

SITE: Carrollton City PLC	Month						
Community Involvement	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Students in need of a mentor	30	70	71	58	10	47.8	Average
Total Students Matched with a Mentor	0	15	15	13	13	11.2	Average
# of Students Mentored During the Month	0	10	10	2	2	4.8	Average
# of Students Tutored	15	2	2	1	0	4.0	Average
# of students matched with a tutor(among active students)	30	30	30	1	8	19.8	Average
# of students in need of a tutor	67	70	71	30	8	49.2	Average
Parent Involvement	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Home Visits	1	1	1	0	2	5	Total
# Parent Phone Contacts	62	99	50	119	74	404	Total
# of Parent Conferences	2	5	8	8	1	24	Total
# of Parents Visiting PLC	53	5	5	11	31	105	Total
College and Career Readiness	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Students Participating in Charting for Success Lesson	51	70	71	71	10	54.6	Average
# of Students Applying to Postsecondary Study	0	0	0	8	2	10	Total
# of Students Accepted to Post-Secondary Study	0	0	0	0	0	0	Total
# of Students Completing FAFSA	0	0	0	0	0	0	Total

Table 7F: Community and Parent Involvement and College/Career Readiness - Floyd PLC 2014

SITE: Floyd County PLC	Month						
Community Involvement	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Students in need of a mentor	0	0	0	0	2	0.4	Average
Total Students Matched with a Mentor	0	2	2	2	2	1.6	Average
# of Students Mentored During the Month	0	0	0	0	0	0.0	Average
# of Students Tutored	0	0	0	0	0	0.0	Average
# of students matched with a tutor(among active students)	0	0	0	0	0	0.0	Average
# of students in need of a tutor	0	0	0	0	1	0.2	Average
Parent Involvement	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Home Visits	0	0	0	0	0	0	Total
# Parent Phone Contacts	0	15	12	12	13	52	Total
# of Parent Conferences	3	1	0	0	6	10	Total
# of Parents Visiting PLC	3	0	0	0	0	3	Total
College and Career Readiness	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Students Participating in Charting for Success Lesson	0	30	39	37	33	27.8	Average
# of Students Applying to Postsecondary Study	0	0	4	0	0	4	Total
# of Students Accepted to Post-Secondary Study	0	0	0	0	0	0	Total
# of Students Completing FAFSA	0	0	0	0	0	0	Total

Table 7R: Community and Parent Involvement and College/Career Readiness - Richmond PLC 2014

SITE: Richmond County PLC	Month						
Community Involvement	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Students in need of a mentor	0	0	0	0	0	0.0	Average
Total Students Matched with a Mentor	0	0	0	0	0	0.0	Average
# of Students Mentored During the Month	0	0	0	0	0	0.0	Average
# of Students Tutored	0	0	0	0	0	0.0	Average
# of students matched with a tutor(among active students)	0	0	0	0	0	0.0	Average
# of students in need of a teacher	0	0	0	0	0	0	Average
Parent Involvement	Aug-13	Sep-13	Oct-13	Nov-13	Dec-14	YTD	YTD TYPE
# of Home Visits	0	0	9	0	0	9	Total
# Parent Phone Contacts	0	57	54	70	60	241	Total
# of Parent Conferences	0	0	5	4	0	9	Total
# of Parents Visiting PLC	0	25	7	3	0	35	Total
College and Career Readiness	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	YTD	YTD TYPE
# of Students Participating in Charting for Success Lesson	0	20	32	16	0	13.6	Average
# of Students Applying to Postsecondary Study	0	24	10	16	0	50	Total
# of Students Accepted to Post-Secondary Study	0	0	0	0	0	0	Total
# of Students Completing FAFSA	0	4	4	0	0	8	Total

Student Exit Status. Tables 8A and 8B show status for students at each site for the 223 students taking part in the Race to the Top PLC program during first semester of the 2013-14 school year. Table 8A provides summary figures and 8B more detailed information on the reasons the PLC students exited.

Among the 223 first semester students, 30 (13.5%) achieved their high school diplomas, with Floyd County PLC graduating 16 students and Richmond County graduating 14 students during first semester. Twelve of the graduates left with plans to continue their education through college, technical college or the military.

Three students transferred out of the PLCs during the first semester, with 1 of those returning to their home school. The most common exits for the first semester was for graduates, followed by those exits which would be classified as dropouts, with a total of 25 students leaving the program for lack of attendance or academic progress and one going on to a GED program. The highest number of dropouts came from Richmond County PLC, not surprising given the high age of students in the program. One student exited to DJJ and another to the Ombudsman alternative program.

The three Race to the Top PLCs had 163 students who were still enrolled in the PLC at the start of the second semester, including 71 students at Carrollton City PLC, 41 at Floyd County PLC and 51 at Richmond County PLC.

Table 8A: Student Status First Semester 2013-14

Student Status	Carrollton City PLC		Floyd County PLC		Richmond County PLC		Total	
	N	%	N	%	N	%	N	%
Graduates	0	.0%	16	28.1%	14	15.6%	30	13.5%
Dropouts	2	2.6%	0	.0%	23	25.6%	25	11.2%
Transfers	2	2.6%	0	.0%	1	1.1%	3	1.3%
Other Exit	1	1.3%	0	.0%	1	1.1%	2	.9%
Still In PLC	71	93.4%	41	71.9%	51	56.7%	163	73.1%
Total	76	100.0%	57	100.0%	90	100.0%	223	100.0%

Table 8B: Student Status Detail First Semester 2013-14

Student Status		Carrollton City PLC		Floyd County PLC		Richmond County PLC		Total	
		N	%	N	%	N	%	N	%
Graduates	Graduated to 4-yr College	0	.0%	2	3.5%	0	.0%	2	.9%
	Graduated to 2-yr College	0	.0%	2	3.5%	3	3.3%	5	2.2%
	Graduated Technical College	0	.0%	2	3.5%	0	.0%	2	.9%
	Graduated Military	0	.0%	1	1.8%	1	1.1%	2	.9%
	Graduated Employment	0	.0%	0	.0%	1	1.1%	1	.4%
	Graduated (other)	0	.0%	0	.0%	2	2.2%	2	.9%
	Graduated Plans Unknown	0	.0%	9	15.8%	7	7.8%	16	7.2%
Dropouts	Dropped Out	1	1.3%	0	.0%	23	25.6%	24	10.8%
	GED	1	1.3%	0	.0%	0	.0%	1	.4%
Transfers	Transferred Out of System	2	2.6%	0	.0%	0	.0%	2	.9%
	Transferred to Home School	0	.0%	0	.0%	1	1.1%	1	.4%
Other Exit	DJJ	0	.0%	0	.0%	1	1.1%	1	.4%
	Ombudsman Transfer	1	1.3%	0	.0%	0	.0%	1	.4%
Still In PLC	Still Enrolled End of First Semester	71	93.4%	41	71.9%	51	56.7%	163	73.1%
Total		76	100.0%	57	100.0%	90	100.0%	223	100.0%

Table 9 shows the total number of graduates for each PLC site during the first semester of 2013-14 school year. Overall, 30 students graduated from two of the three RT3 PLCs during the first semester of

this year, with Carrollton City PLC having no graduates first semester, Floyd County PLC graduating 16 and Richmond County PLC graduating 14 students.

Table 9: Number of Graduates First Semester 2013-14 School Year by PLC Site

	All Sites	Carrollton City	Floyd	Richmond
Number of Graduates	30	0	16	14

Table 10 below enumerates the number of first semester graduates in Richmond County that came from schools classified by the Georgia Department of Education as "Priority" or "Focus" schools. Nine of the 14 graduates from Richmond PLC during first semester of the 2013-14 school year were from four of the lowest performing schools in the state. Three students officially graduated from Academy of Richmond County High School, which is classified as a focus school. Six students graduated from high schools classified as Priority - School Improvement Grant sites - 3 from Glenn Hills, 1 from Lucy C. Laney High Schools, and 2 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 1st Semester 2013-14

Richmond County Lowest Performing High Schools	Classification	Number of Graduates
Academy of Richmond County High School	Focus (Grad Rate)	3
Glenn Hills High School	Priority - SIG	3
Lucy C. Laney High School	Priority - SIG	1
T.W. Josey High School	Priority - SIG	2
Total Graduates from Priority or Focus High Schools		**9**

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 6 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 138 of the students, with 65.9% showing improvement from their pre-PLC performance, increasing their average from 74.7 to 79.5 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 through 2014 school years.

Of the 217 high school students enrolled in PLC during first semester, 178 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 79.5 and earned an average of 2.01 credits in academic subject areas during first semester. Sixty-six Carrollton City PLC high school students posted an average of 79.1, with students earning an average of 2.04 credits in academic subject areas. The 45 Floyd County students taking and completing academic courses posted an average grade of 81.6 with 2.10 credits earned during the first semester, and the 67 Richmond County students who completed academic courses posted an average grade of 78.6 with 1.93 academic course credits earned during first semester.

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 Subjects	Average Credits Earned in Academic Subject Areas in 2014	Number with Pre-Post Comparison	Percent of Students Improved	Pre-Average	Post - Average
All Sites	178	79.5	2.01	138	65.9%	74.7	79.5
Carrollton City	66	79.1	2.04	66	65.2%	73.4	79.1
Floyd	45	81.6	2.10	39	59.0%	78.0	81.5
Richmond	67	78.6	1.93	33	75.8%	73.3	78.0

Pre-post testing was possible with 66 of the Carrollton City students, 39 of the Floyd students and 33 of the Richmond County Students, with 65.2%, 59.0% and 75.8% showing improvement, respectively.

Table 12 enumerates improvement across PLCs and by individual PLC in academic average (average of all academic courses taken). Mean difference testing compares first semester PLC academic averages to performance before entry into the PLC. On average, students in the PLC improved their academic average to 79.5 from 74.7 prior to PLC, a gain of 4.8 points on average academically. The greatest change in academic average was at Carrollton City PLC, with a mean difference of 5.6. Students at Floyd County PLC improved an average of 3.6 points and Richmond County students improved 4.7 points on average. 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

Site	Paired Differences					t	df	Sig. (2-tailed)
	Mean Differences (Post – Pre)	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
2014 RT3 PLC Sites	4.821	11.131	0.948	2.947	6.695	5.088	137	0.000
Carrollton City	5.624	12.376	1.523	2.582	8.667	3.692	65	0.000
Floyd County PLC	3.582	11.121	1.781	-0.023	7.187	2.011	38	0.050
Richmond County PLC	4.679	8.322	1.449	1.728	7.630	3.230	32	0.003

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 first semester, average grade in language arts, average number of credits earned first semester, 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 105 of the students, with 70.5% showing improvement. Pre-post testing includes all language arts courses taken by students during their enrollment in PLC and may include courses taken from the 2012 to 2014 school years.

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 2014	Number with Pre-Post Comparison	Percent of Students Improved	Pre- Average	Post - Average
All Sites	141	81.8	0.72	105	70.5%	76.4	82.5
Carrollton City	66	83.4	0.51	65	72.3%	70.1	84.4
Floyd	31	76.8	0.92	21	42.9%	75.7	79.6
Richmond	44	82.9	1.00	19	94.7%	71.6	82.7

Of the 217 high school students enrolled in PLC during the first semester 2014, 141 took and completed at least one course in language arts. Students averaged language arts class grades of 81.8 and students earned an average of 0.72 credits in that subject area during first semester 2014. Carrollton City High School students posted an average of 83.4 in language arts with an average of 0.51 credits earned, Floyd County students posted an average grade of 76.8 with average 0.92 credits earned and Richmond County students 82.9 with 1.0 credits earned first semester.

Pre-post testing was possible with 65 of the Carrollton City students, 21 of the Floyd students and 19 of the Richmond County Students, with 72.3%, 42.9% and 94.7% showing improvement, respectively.

Table 14 enumerates improvement across all PLCs and by individual PLC in the discipline of language arts. Mean difference testing compares language arts averages during PLC to performance before entry

into the PLC. On average, high school students in the PLC improved their language arts average to 82.5 from 76.4 prior to PLC, a gain of 6.1 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 Richmond County PLC, with a mean difference of 11.1. Improvement in language arts average is significant at the p<0.0001 level for the Richmond County and Carrollton City PLCs (gain of 5.3 points). Students at Floyd County made modest gains (an average of 3.9 points), but overall improvement among students enrolled first semester was not statistically significant.

Table 14: Paired T-Test Results for Language Arts

Site	Paired Differences					t	df	Sig. (2-tailed)
	Mean Differences (Post – Pre)	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
2014 RT3 PLC Sites	6.091	11.129	1.086	3.938	8.245	5.608	104	0.000
Carrollton City	5.338	10.778	1.337	2.668	8.009	3.993	64	0.000
Floyd County PLC	3.900	13.669	2.983	-2.322	10.122	1.307	20	0.206
Richmond County PLC	11.089	7.811	1.792	7.325	14.854	6.189	18	0.000

Social Studies. 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 during first semester, 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 116 of the students, with 55.2% showing improvement. Pre-post testing includes all social studies courses taken by students during their enrollment in PLC and may include courses taken between the 2012 and 2014 school years.

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 First Semester 2014	Number with Pre-Post Comparison	Percent of Students Improved	Pre- Average	Post - Average
All Sites	151	79.2	0.68	116	55.2%	73.8	78.6
Carrollton City	66	76.5	0.44	66	53.0%	71.0	76.5
Floyd	36	86.0	1.05	24	70.8%	75.7	85.5
Richmond	49	77.9	0.82	26	46.2%	79.1	77.5

Of the 217 high school students enrolled in PLC during the first semester of the 2014 school year, 151 took at least one course in social studies. Students averaged social studies class grades of 79.2 and earned an average of 0.68 credits in that subject area during first semester 2014. Carrollton City students posted an average grade of 76.5 with 0.44 credits earned, Floyd County students posted an average grade of 86.0 with average 1.05 credits earned and Richmond County students 77.9 with 0.82 credits earned. Pre-post testing was possible with 66 of the Carrollton City students, 24 of the Floyd students and 26 of the Richmond County students, with 53.0%, 70.8% and 46.2% showing improvement, respectively.

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 78.6 from 73.8 prior to PLC, a gain of 4.8 points on average in social studies. The greatest change in social studies was at Floyd County PLC, with a mean difference of 9.8 points. Improvement in social studies is significant at the $p<0.05$ level across all sites and improvement in social studies is significant at the Floyd and Carrollton City PLC sites.

Table 16: Paired T-Test Results for Social Studies

Site	Paired Differences					t	df	Sig. (2-tailed)
	Mean Differences (Post – Pre)	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
2014 RT3 PLC Sites	4.791	22.847	2.121	0.589	8.992	2.258	115	0.026
Carrollton City	5.500	22.851	2.813	-0.117	11.117	1.955	65	0.055
Floyd County PLC	9.763	22.885	4.671	0.099	19.426	2.090	23	0.048
Richmond County PLC	-1.600	22.232	4.360	-10.580	7.380	-0.367	25	0.717

Mathematics. 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 during first semester 2014, 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 106 of the students, with 62.3% showing improvement. Pre-post testing includes all mathematics courses taken by students during their enrollment in PLC and may include courses taken between the 2012 and 2014 school years.

Of the 217 high school students enrolled in PLC during the 2014 school year, 130 took at least one course in mathematics. Students averaged mathematics class grades of 78.9 and earned an average of 0.8 credits in that subject area during first semester 2014. Carrollton City students posted an average

grade of 78.0 with 0.62 credits earned, Floyd County students posted an average grade of 83.9 with average 0.89 credits earned and Richmond County students 77.0 with an average of 1.15 credits earned. Pre-post testing was possible with 65 of the Carrollton City, 22 of the Floyd students and 19 of the Richmond County Students, with 56.9%, 68.2% and 73.7% 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 2014	Number with Pre-Post Comparison	Percent of Students Improved	Pre- Average	Post - Average
All Sites	130	78.9	0.80	106	62.3%	74.0	78.9
Carrollton City	65	78.0	0.62	65	56.9%	74.4	78.0
Floyd	27	83.9	0.89	22	68.2%	76.8	84.2
Richmond	38	77.0	1.15	19	73.7%	69.1	75.8

Table 18 enumerates improvement across all PLCs and by individual PLC in the discipline of mathematics. Mean difference testing compares program PLC math averages to performance before entry into the PLC. On average, students in the PLC improved their math average to 78.9 from 74.0 prior to PLC, a gain of 4.9 points on average in math. Floyd County posted the greatest gains at 7.4 points, followed by Richmond at 6.6 points and Carrollton City at 3.6 points gained. Improvement in math is significant at the $p<0.0001$ across all PLCs and at the $p<.05$ level at each of the individual PLCs.

Table 18: Paired T-Test Results for Mathematics

Site	Paired Differences					t	df	Sig. (2-tailed)
	Mean Differences (Post – Pre)	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
2014 RT3 PLC Sites	4.925	12.343	1.199	2.547	7.302	4.108	105	0.000
Carrollton City	3.585	12.348	1.532	0.525	6.644	2.340	64	0.022
Floyd County PLC	7.405	14.064	2.998	1.169	13.640	2.469	21	0.022
Richmond County PLC	6.637	9.939	2.280	1.846	11.427	2.911	18	0.009

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 first semester 2014, 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 99 of the students, with 60.6% showing improvement. Pre-post testing includes all science courses taken by students during their enrollment in PLC and may include courses taken between the 2012 and 2014 school years.

Of the 217 high school students enrolled in PLC during the first semester of the 2014 school year, 137 took at least one course in science. Students averaged science class grades of 79.1 and earned 0.73 credits in that subject area during the first semester 2014. Carrollton City students posted an average of 79.0 with 0.54 credits earned, Floyd County students posted an average grade of 82.6 with average 0.90

credits earned and Richmond County students 77.1 with 1.14 credits earned. Pre-post testing was possible with 63 of the Carrollton City students, 19 of the Floyd students and 17 of the Richmond County Students, with 61.9%, 70.8% and 64.7% 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 2014	Number with Pre-Post Comparison	Percent of Students Improved	Pre- Average	Post - Average
All Sites	137	79.1	0.73	99	60.6%	71.6	79.2
Carrollton City	64	79.0	0.53	63	61.9%	70.1	79.3
Floyd	29	82.6	0.90	19	70.8%	77.3	81.8
Richmond	44	77.1	1.14	17	64.7%	71.1	76.3

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 79.2 from 71.6 prior to PLC, an average gain of 7.6 points on average in science. Improvement in science is significant at the $p<0.0001$ overall and was significant for Carrollton City (9.2 point gain) and Richmond County (5.1 point gain). Students in Floyd County on average improved by 4.5 points, however the gain is not statistically significant, possibly due to the small sample size.

Table 20: Paired T-Test Results for Science

Site	Paired Differences					t	df	Sig. (2-tailed)
	Mean Differences (Post – Pre)	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
2014 RT3 PLC Sites	7.603	21.245	2.135	3.366	11.840	3.561	98	0.001
Carrollton City	9.210	25.200	3.175	2.863	15.556	2.901	62	0.005
Floyd County PLC	4.495	13.343	3.061	-1.936	10.926	1.468	18	0.159
Richmond County PLC	5.124	8.681	2.106	0.660	9.587	2.433	16	0.027

Elective Courses. 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 first semester of the school year.

Of the 217 high school students enrolled in PLC during first semester 2014, 129 took and completed at least one elective course. Students averaged elective class grades of 80.3 and earned an average of 1.01 credits on average in elective courses. Carrollton County students posted an average of 78.2 and earned an average of 1.13 credits in electives, Floyd County students posted an average grade of 85.3 with average 0.63 credits earned and Richmond County students 79.5 with 1.14 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	129	80.3	1.01
Carrollton City	63	78.2	1.13
Floyd	33	85.3	0.63
Richmond	33	79.5	1.14

Average Grades and Credits Earned Across All Courses. 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 during first semester 2014 and during their overall time of enrollment at PLC between 2012 and 2014, course averages for first semester 2014 and over the course of their enrollment at PLC, and average number of credits earned per student during first semester 2014 and over the course of their enrollment at PLC.

During the first semester of 2014, 174 students enrolled in and completed at least one course at PLC. Average across all course grades for first semester 2014 was 79.7 and students completing courses averaged 2.65 credits earned during the first semester of the 2014 school year. The 66 students completing coursework at Carrollton City PLC completed an average of 3.04 credits during first semester, with an average of 78.2. The 44 Floyd County PLC students who completed coursework during first semester 2014 earned an average of 2.49 credits and had an average of 83.1. The 64 students who completed coursework at Richmond County PLC during the first semester of 2014 earned an average of 2.33 credits and had an average of 78.9 in the courses they enrolled in.

Of all students enrolled during first semester 2014, 184 completed courses between 2012 and 2014, posting average grades of 80.1 and earning an average 4.4 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 1st Semester 2014	Average Grade over All Courses Completed during 1st Semester 2014	Average Credits Earned First Semester 2014	Number of Student Enrolled in 2014 and completing Courses at PLC 2012-2014	Average Grade over All Courses Completed at PLC	Average Credits Earned Per PLC Student
All Sites	174	79.7	2.65	184	80.1	4.4
Carrollton City	66	78.2	3.04	72	79.7	5.3
Floyd	44	83.1	2.49	45	82.7	4.6
Richmond	64	78.9	2.33	67	78.6	3.2

On average, Carrollton City PLC high school students posted a course average of 79.7 at PLC and earned 5.3 credits during their time there. Students completing courses at Floyd County PLC posted an average

of 82.7 and on average, students earned 4.6 credits. Richmond County students posted an average of 3.23 and earned 3.2 credits on average.

PLC Middle School Student Academic Performance. Carrollton City PLC enrolled 6 eighth grade students in their PLC during first semester of the 2014 school year. Table 23 provides descriptive statistics on the academic performance of those students. On average, middle school students improved their academic average 15.3 points, increasing to 90.5 during PLC from 75.2 prior to entering the program. Improvement in academic average is 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	75.2	90.5	15.3
Math	86.5	89.0	2.5
Language Arts	89.3	86.3	-3.0
Science	64.0	92.0	28.0
Social Studies	60.8	94.5	33.8

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 gauge their impressions of the PLC environment and how they feel about themselves at the PLC.   A total of 28 of the 60 students who exited during the first semester were surveyed across two PLC sites: 12 at Floyd County and 16 at Richmond County. Carrollton City did not survey any of the 5 students who exited in the fall semester, so there are no results to report at this time. The results of the surveys received from Floyd and Richmond Counties 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. The majority of the surveys completed by Floyd and Richmond County students were graduating seniors. Overall, 92% of respondents were graduating seniors.

Table 22: First Semester Student Surveys: Grade Level

Grade Level	Floyd	Richmond	All Sites
9th	0%	0%	0%
10th	0%	6%	4%
11th	0%	0%	0%
12th	9%	0%	4%
12th -Graduating	91%	94%	92%
Number of cases	12	16	28

Post-Secondary Plans. Table 23 displays the percent of graduating seniors who indicated that they plan to continue their education by attending college, technical college or military. Nearly all graduating seniors (92%) indicated that they did plan to continue their education. Table 24 indicates whether students were accepted into a post-secondary program at the time of graduation. While nearly all of the graduating students indicated that they plan to continue their education, only 17% of respondents had actually been accepted into a post-secondary program at the time of the survey.

Table 23: First Semester Student Surveys: Plans upon graduation

Do you have plans to continue your education by attending college, technical college, or the military?	Floyd	Richmond	All Sites
Yes	91%	93%	92%
No	9%	7%	8%
Number of cases	11	15	26

Table 24: First Semester Student Surveys: Acceptance to Post-Secondary Options

Have you already been accepted into college, technical college, or through the military?	Floyd	Richmond	All Sites
Yes	30%	7%	17%
No	70%	93%	83%
Number of cases	10	14	24

Pursuing Post-Secondary Options. Table 25 below depicts what post-secondary options the graduating students indicated that they plan to pursue. Students are given the option of selecting all options that they plan to pursue, such as attending both 2 and 4-year colleges. In both Floyd and Richmond County, students had a range of plans. Overall, 38% intend to attend a 4-year college, and 25% a two-year college. About one-third plan to enroll in an associate's degree program at a technical college. Fewer plan to earn a Technical College Diploma (13%) or join the military (17%).

Table 25: First Semester Student Surveys: Planned Post-Secondary Options

Which post-secondary option(s) do you plan to pursue?	Floyd	Richmond	All Sites
4-yr college	30%	43%	38%
2-yr college	40%	14%	25%
Technical college-Associate's Degree	30%	36%	33%
Technical college-Diploma Program	20%	7%	13%
Military	20%	14%	17%
Number of cases	10	14	24

Paying for Post-Secondary Education. Table 26 presents graduate plans to pay for their post-secondary education. Overall, it appears that while some graduates do have clear plans as to how they will pay for education, others do not. Only 2 out of 24 completed a FAFSA application for financial aid. At Floyd County PLC, 60% plan to use the HOPE Grants to pay for their education, 40% HOPE Scholarships, 30% are relying on their parents/guardians to help with financial costs and 40% intend to work. At Richmond County PLC, most students (71%) foresee working to help pay for further education, and 43% are anticipating their parents/guardians will assist them financially. Across all sites, working is the most common anticipated funding source, followed by parent/guardian assistance, and HOPE Grants/HOPE Scholarships.

Table 26: First Semester Student Surveys: Plans to Pay for Post-Secondary Education

How do you plan to pay for your post-secondary education?	Floyd	Richmond	All Sites
Hope Scholarship	40%	14%	25%
Hope Grant	60%	14%	33%
Submitted FAFSA application	0%	14%	8%
Private Loan	10%	14%	13%
Parent/Guardian Financial Assistance	30%	43%	38%
Military	20%	14%	17%
Work	40%	71%	58%
Other	0%	0%	0%
Number of cases	10	14	24

Student Survey Questions for All Students

Tables 27 and 28 below show how respondents feel they have changed since being a student at the PLC. Eighty-six percent of students across both 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 Richmond County PLC were most likely to indicate that they "Strongly Agree" that they have improved their grades.

With respect to improvement in attendance overall, 86% indicated that they had improved their attendance. Students at Floyd County PLC were most likely to indicate that they "Strongly Agree" they had improved their attendance since entering PLC.

Most (85%) of the students indicated that they are more focused on school work at the PLC, with just three students (two from Floyd County and one from Richmond County) disagreeing with the statement.

With respect to wanting to graduate from high school, 93% of students across all schools agreed they want to graduate from high school. All 16 students (100%) from Richmond County PLC "Strongly Agreed" that they want to graduate.

Table 27: First Semester Student Surveys: Changes in Student since starting PLC

Since Starting at the PLC:	Site	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree	Number of Cases
My grades have improved.	All Sites	14%	0%	32%	54%	28
	Floyd	25%	0%	33%	42%	12
	Richmond	6%	0%	31%	63%	16
I have improved my school attendance	All Sites	14%	0%	29%	57%	28
	Floyd	25%	0%	17%	58%	12
	Richmond	6%	0%	38%	29%	16
I am more focused on my school work.	All Sites	12%	4%	12%	73%	26
	Floyd	18%	0%	18%	64%	11
	Richmond	7%	7%	7%	80%	15
I want to graduate from high school	All Sites	7%	0%	7%	86%	28
	Floyd	17%	0%	17%	67%	12
	Richmond	0%	0%	0%	100%	16

Table 28 provides student responses to the statement that they "get into less trouble" since attending PLC. Across all PLCs 19% of students indicated that their behavior had not been a problem, and 75% indicated that they have improved their behavior and get in less trouble since they entered the PLC.

Table 28: First Semester Student Surveys: Improvement in Behavior

Since Starting at the PLC:	Site	Not Applicable, Never in Trouble	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree	Number of Cases
I get into less trouble.	All Sites	19%	7%	0%	19%	56%	27
	Floyd	18%	9%	0%	18%	55%	11
	Richmond	19%	6%	0%	19%	56%	16

Tables 29 and 30 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, 89% of PLC students "Agreed Somewhat" or "Strongly Agreed" that at the PLC the teachers and staff care about them. Three students (two from Floyd County PLC and one from Richmond County PLC) did not feel this way.

Since students who come to PLC have been unsuccessful within the traditional school environment, it is the hope of the program that students will come to know that they can be successful as students. For all sites, 93% of students chose "Agree Somewhat" or "Strongly Agree" to the survey statement "I know that I can be academically successful." Only two students from Floyd County PLC indicated that they did not feel they could be successful in the PLC environment.

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," 93% of all respondents indicated that they had developed goals for the future. At the individual PLC sites, the majority (75% 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. Nearly all students (more than 95%) agreed to "I am a good student" and "I am able to complete more school work."

Table 29: First Semester Student Surveys: PLC Environment

At the PLC:	Site	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree	Number of Cases
The teachers and staff care about me.	**All Sites**	**7%**	**4%**	**18%**	**71%**	**28**
	Floyd	17%	0%	17%	67%	12
	Richmond	0%	6%	19%	75%	16
I know that I can be academically successful.	**All Sites**	**4%**	**4%**	**14%**	**79%**	**28**
	Floyd	8%	8%	17%	67%	12
	Richmond	0%	0%	13%	88%	16
I have developed new goals for my future.	**All Sites**	**4%**	**4%**	**7%**	**86%**	**28**
	Floyd	8%	0%	17%	75%	12
	Richmond	0%	6%	0%	94%	16
I am a good student.	**All Sites**	**4%**	**0%**	**18%**	**79%**	**28**
	Floyd	8%	0%	17%	75%	12
	Richmond	0%	0%	19%	81%	16
I am able to complete more school work.	**All Sites**	**4%**	**0%**	**22%**	**74%**	**27**
	Floyd	8%	0%	17%	75%	12
	Richmond	0%	0%	27%	73%	15

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 81% of students "Agreed" or "Strongly Agreed" that the classroom environment at the PLC encourages learning. Only three students (two from Floyd County PLC and one from Richmond County PLC) disagreed.

Table 30: First Semester Student Surveys: Classroom Environment

The classroom environment at the PLC encourages learning.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Number of Cases
All Sites	**11%**	**0%**	**7%**	**33%**	**48%**	**27**
Floyd	18%	0%	0%	27%	55%	11
Richmond	6%	0%	13%	38%	44%	16

How safe do you feel at the Performance Learning Center. A safe place to learn and grow is extremely important for all students. Table 31 below provides responses to safety in the PLC. Across all PLCs, 100% of students indicated that they feel safe at the PLC. No student at any site indicated that they do not feel safe at the PLC.

Table 31: First Semester Student Surveys: Safety

How safe do you feel at the Performance Learning Center?	Floyd	Richmond	All Sites
Not Safe at All	0%	0%	0%
Somewhat Safe	0%	0%	0%
Mostly Safe	18%	50%	37%
Very Safe	82%	50%	63%
Number of cases	11	16	27

Would you recommend the Performance Learning Center to other students. In terms of recommending the PLC to other students, 100% of the students across all Performance Learning Centers would recommend it. Not a single student at any site would not recommend the school to others.

Table 32: First Semester Student Surveys: Recommend the Program

Would you recommend the Performance Learning Center to other students?	Floyd	Richmond	All Sites
Yes	100%	100%	100%
No	0%	0%	0%
Number of cases	12	16	28

Activities Experience for Career and College Readiness skills. Table 33 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. Across all sites, 50% or more of students had experienced the following college and career readiness skills: Complete the Self-Assessment & Career Interest Inventories, Conducting Career Exploration, Completing College Applications, Practicing Writing Admission Letters/Essay, Researching Financing College, Learning to Dress for Success, Developing Communication Skills, Completing Job Applications, Developing a List of References for Applications for Employment and Participating in Student Leadership, such as Morning Motivation planning. The responses are based on students attending just one semester, and it is expected that the end-of-the-year student surveys will indicate that most students will have been exposed to most of these skills.

Table 33: First Semester Student Surveys: College and Career Readiness Skills

Note: Top is the count of respondents, Bottom % is percentage of total respondents to the element.	Floyd			Richmond			All Sites		
	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know
Completing the Self-Assessment & Career Interest Inventories	**7**	2	3	**11**	5	0	**18**	7	3
	58%	17%	25%	**69%**	31%	0%	**64%**	25%	11%
Conduct Career Exploration	**7**	5	0	**11**	5	0	**18**	10	0
	58%	42%	0%	**69%**	31%	0%	**64%**	36%	0%
College Tour(s)	**7**	5	0	**5**	10	1	**12**	15	1
	58%	42%	0%	**31%**	63%	6%	**43%**	54%	4%
Completing College Applications	**8**	3	1	**8**	8	0	**16**	11	1
	67%	25%	8%	**50%**	50%	0%	**57%**	39%	4%
Practice Writing Admission Letters/Essay	**8**	4	0	**8**	8	0	**16**	12	0
	67%	33%	0%	**50%**	50	0%	**57%**	43%	0%
Researching Financing College	**7**	5	0	**9**	6	1	**16**	11	1
	58%	42%	0%	**56%**	38%	6%	**57%**	39%	4%
Complete the FAFSA	**2**	9	1	**6**	9	1	**8**	18	2
	17%	75%	8%	**38%**	56%	6%	**29%**	64%	7%
Write a Resume	**4**	8	0	**5**	11	0	**9**	19	0
	33%	67%	0%	**31%**	69%	0%	**32%**	68%	0%
Practice Job Interviewing	**6**	6	0	**9**	7	0	**15**	13	0
	50%	50%	0%	**56%**	44%	0%	**54%**	46%	0%
Learn to Dress for Success	**6**	6	0	**15**	1	0	**21**	7	0
	50%	50%	0%	**94%**	6%	0%	**75%**	25%	0%
Develop Communication Skills	**8**	4	0	**12**	4	0	**20**	8	0
	67%	33%	0%	**75%**	25	0%	**71%**	29%	0%
Complete Job Applications	**6**	6	0	**10**	6	0	**16**	12	0
	50%	50%	0%	**63%**	38%	0	**57%**	43%	0%
Develop a List of References for Applications for Employment	**6**	6	0	**9**	7	0	**15**	13	0
	50%	50%	0%	**56%**	44%	0%	**54%**	46%	0%
Participate in Student Leadership, such as Morning Motivation planning	**6**	5	1	**9**	7	0	**15**	12	1
	50%	42%	8%	**56%**	44%	0%	**54%**	43%	4%

Both PLC sites had consistent college and career readiness support, with 50% or more of respondents indicating that they had experienced 12 of the 14 skill areas at Floyd County PLC and 11 of the 14 at Richmond County PLC.

Best and Least Liked Aspects of the PLC. When students were asked to describe the aspects of the PLC they liked best, the most common response (12 students) was about the teachers and/or staff. "The teachers are more involved in your work and there is more one on one time," wrote one student from Richmond County PLC. Another appreciated "How much the teachers motivate u to reach your goals." Several students also liked the self-pacing approach (6 students). As a Floyd County PLC student put it, "I get to work at my own pace and I'm not distracted by other students in the class because everyone actually does their work." Finally, three students liked that they could complete coursework quickly.

Students didn't have many criticisms of their PLCs. When asked to describe the aspect of their PLC they liked least, 8 of the 28 students had nothing negative to say. Two other students disliked sitting at a computer all day, and two did not like lunch. Other responses that came up only once included the dress code, lack of student involvement, "leaving early before regular school", computer malfunctions, long and complicated courses, the amount of writing required, and students who "come to play and not work."

PLC Helped Students to…Attending a PLC helped students achieve a variety of goals. When asked to describe something the PLC helped them accomplish, the most common response was that the PLC supported them in graduating, graduating early, or staying motivated to graduate (9 students). Others talked about less tangible achievements, such as becoming more independent (3 students), increasing or maintaining their focus (3 students), and preparing for college and/or careers (3 students). Others wrote about changes in their attitude. One Richmond County PLC student wrote that the PLC allowed them to "look at my life and want more for myself", and a second said the PLC helped him/her "to see I can push myself to do better."

PLC Should…When given the opportunity to suggest improvements to their PLC, the most common response was that no changes were needed (11 students). "Continue to keep up the good work," wrote one student from Floyd County PLC, and another from Richmond County PLC wrote, "stay around to help other students." Seven others suggested the PLC should expand and/or accept additional students. Three students gave more concrete suggestions, which included: having more teachers and tutoring, giving longer breaks, and integrating more activities.

Success Stories. Two students below describe their experiences at the PLC in their own words:

> "I was very impressed when I came to PLC. It was more than what I expected. We get to be very independent and work at our own pace, and the teachers help with any question you have. I enjoyed my senior year and actually didn't mind coming to school to finish. I was ready to drop out until I got into PLC." - Floyd County PLC graduating senior

> "PLC has helped me get the credits I need to graduate. Without them I probably would've stayed the whole year at my home school so now that I've graduated I can move on with my life and bring in some more income." - Richmond County PLC graduating senior.

Conclusions

All of the Race to the Top PLCs are progressing largely as expected according to the PLC developmental timeline. In its second year in operation, Carrollton City PLC has strengthened and students are showing significant improvement in all academic subject areas. They are increasing their visibility in the district by having an article in the traditional high school's newsletter, allowing parents and students to know more about the program.

Floyd County PLC started the first semester of the 2013-14 school year in a new location within the College and Career Academy with a new staff. While the site has less capacity, they actually served close to the same number of students as in the former location and graduated more than double the number of students during first semester. The new location has allowed students access to more college and career planning resources.

Richmond County PLC has made great strides in implementing the model over the past year. The site continues to have some challenges with transportation to the school site, but student attendance is up over previous years. Richmond PLC has homerooms organized as "Tribes" to help the students to feel more connected to the school and to work toward goals together. The program graduated 14 students during first semester 2013-14, more than double the number from first semester 2012-13.

CIS of Georgia is working to help the PLCs become stronger and more effective, making efforts to support implement of the Common Core Standards into the PLC curriculum in our trainings. Our pilot of Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment may help PLCs not only to assess student reading and math competency, but also link them to remediation that will help them to achieve.