

PAULDING COUNTY PLAN FOR COMMUNITY ENGAGEMENT

Paulding County Schools
and the
Advisory Board on Community Engagement

October 2013

*a conversation about the
urgency of preparing all
students for college and
careers*

PAULDING COUNTY PLAN FOR COMMUNITY ENGAGEMENT

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Paulding County Community Engagement Executive Summary

With a focus on preparing students for graduation and beyond, the Paulding County School District has embarked on a partnership project with the Georgia Leadership Institute for School Improvement, the Georgia Partnership for Excellence in Education, and Thinkgate. The purpose of this partnership is to better equip Paulding County school leaders and to increase community awareness of and support for the college readiness and career preparedness of Paulding County students.

The Superintendent of the Paulding County School District, Cliff Cole, appointed 31 Paulding County citizens to the Paulding County School District Advisory Board on Community Engagement (See Appendix A for a list of advisory board members). These individuals represent the following:

Local businesses and industries	Central office personnel
Postsecondary institutions	Principals
Faith community	Teachers
Chamber of Commerce	Parents
Health care industry	Students

The role of the advisory board is to provide guidance for the community engagement portion of the project. The goals of the board are:

- Engage a broad coalition of community stakeholders in activities that will result in a plan for community support of school improvement efforts, especially those focused on secondary school leadership development and students' postsecondary and career readiness.
- Oversee the implementation of the plan and report progress to the community.

The tasks that were given to the board are:

1. Analyze school district and community data
2. Plan an Education Summit
3. Participate in the Education Summit
4. Analyze additional data
5. Develop a plan to engage the community in efforts to increase students' postsecondary and career readiness – including goals, objectives, strategies, individuals/entities responsible, time frames, and measures of success
6. Oversee implementation of the plan
7. Analyze progress of plan implementation
8. Report progress to the community
9. Revise plan, as needed
10. Re-enter step 6 above.

The advisory board reviewed an extensive amount of data on the school district and the Paulding County community (See Appendix B for the data packet). It also assisted in planning an Education Summit which was held at a local church and attracted more than 80 individuals representing various sectors of the Paulding County community. After a presentation from Dr. Steve Dolinger, President of the Georgia Partnership for Excellence in Education, on the link between an educated workforce and the economic vitality of a community, Superintendent Cole provided the audience an overview of some of the important initiatives Paulding County schools are undertaking. Those in attendance were divided into five breakout sessions to answer the following questions:

- How do we better prepare Paulding students for college and careers?
- What are the barriers to graduation and how do we eliminate them?
- How do we more effectively engage parents and the community?
- How can we better prepare eighth grade students for high school?
- How can we better communicate about college and career readiness issues?

Following the breakout sessions, individuals reported briefly on their breakout session discussions (See Appendix C for breakout session responses).

The advisory board asked to hear directly from business and industry leaders and postsecondary institutions about the knowledge, skills, and work ethics they look for and to hear from students themselves about the issues they face regarding their readiness for postsecondary study and careers. Thus, an Education Summit 2.0 was held and included three panel discussions:

- Three business and industry leaders
- Three postsecondary institution representatives
- Eight Paulding County students.

The panelists also entertained questions

In addition to advisory board members, all individuals who attended the Education Summit were invited to the Summit 2.0, with more than 60 persons attending (See Appendix D for Education Summit 2.0 comments).

Based on the review of school system and community data, Economics of Education Summit, and Education Summit 2.0, the advisory board determined it would focus on three areas:

- Preparation for postsecondary study and careers
- Involvement of the community in the schools
- Community awareness of the importance of students' readiness for postsecondary study and preparedness for careers.

The advisory board created the Paulding County Plan for Community Engagement which includes three goals to be accomplished in partnership with the Paulding County School System and with guidance from the advisory board and the three following Task Forces:

- Postsecondary and Career Opportunities Task Force
- Community Involvement Task Force
- Postsecondary and Career Awareness Task Force.

Goal I involves the creation and/or enhancement of programs, such as apprenticeships, job shadowing and mentoring programs, and other opportunities to explore postsecondary and career options for Paulding County students. The Postsecondary and Career Opportunities Task Force will:

- Research effective mentoring, student apprenticeship, and job shadowing programs and other opportunities to explore postsecondary and career options
- Evaluate and revise such programs and opportunities
- Survey businesses, parents, and students to determine interest in participating
- Formalize and implement new programs and exploration opportunities
- Gather measurement data and evaluate the effectiveness of the programs and exploration opportunities
- Re-plan, as appropriate
- Seek and obtain funds needed, if any.

Goal II focuses community and business leaders, as well as educators, parents, and students, on the importance of students' readiness for postsecondary study and preparedness for careers. With leadership from the Postsecondary and Career Awareness Task Force, the first objective centers on increasing community involvement in the Paulding County schools by creating and/or enhancing career awareness volunteer programs and other community involvement opportunities. The process for creating and/or enhancing the programs are:

- Research effective programs
- Evaluate and revise, as necessary, existing programs
- Plan and implement programs in schools that do not have them
- Gather measurement data and evaluate the effectiveness of the programs
- Re-plan, as appropriate
- Seek and obtain funds needed, if any.

In order to create a successful plan for community awareness, in the next objective the Postsecondary and Career Awareness Task Force will survey educational, community, and social service organizations, as well as businesses/industries in Paulding County, to determine:

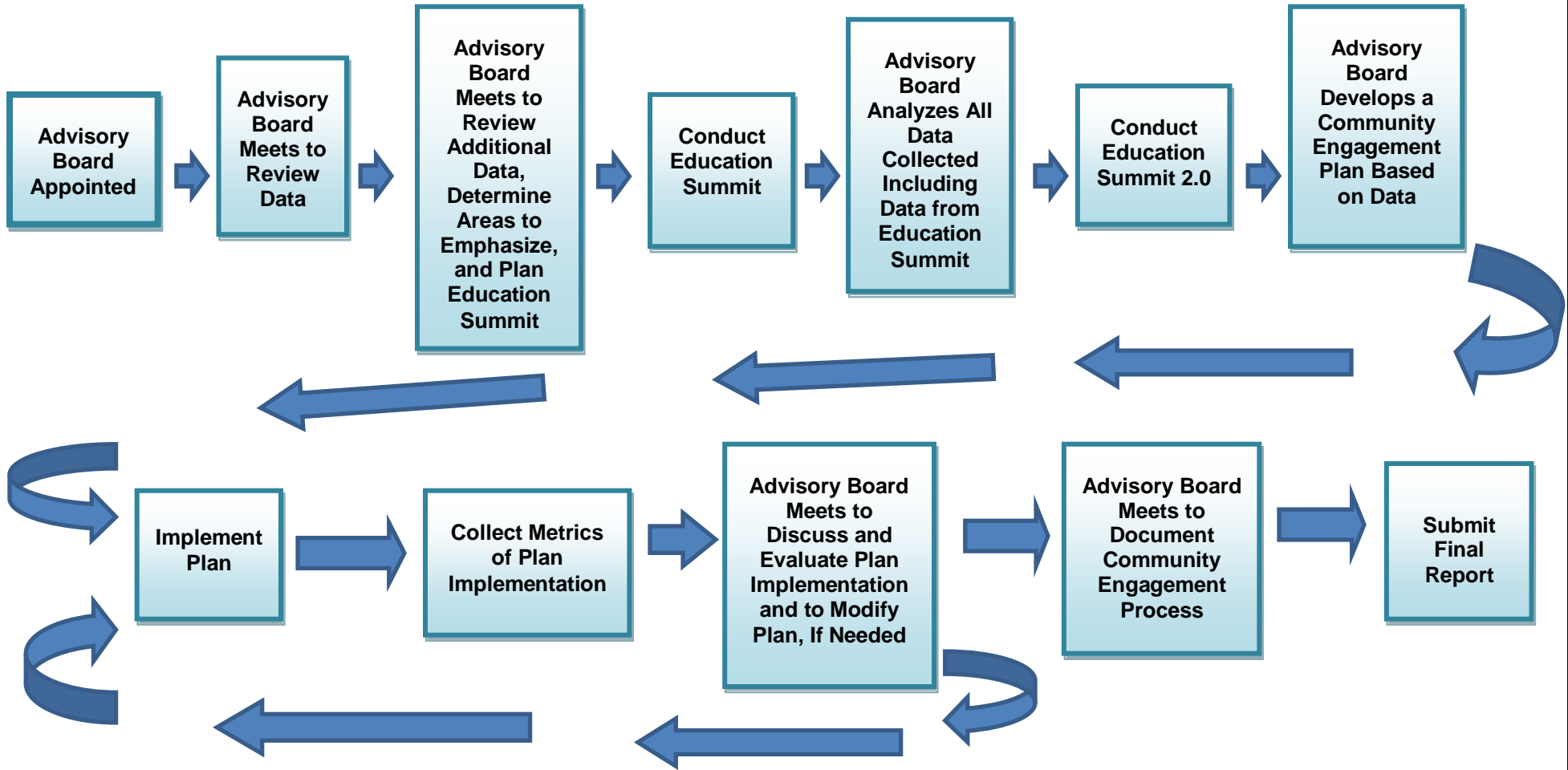
- Existing communication tools and messages that are used to focus on awareness, such as career fairs and visits to postsecondary institutions
- Other existing tools that could be used
- Tools that could be created
- Messages that are currently communicated
- Messages that should be communicated.

Based on the survey responses, the Postsecondary and Career Awareness Task Force will create a Community Awareness Plan including:

- Messages to be communicated
- Audiences
- Communication tools
- Individuals/entities responsible
- Time frames
- Measures of success
- Other information, as needed.

The Community Awareness Plan will be implemented and evaluated using measurement data specified in the plan. Based on the evaluation results, the Awareness Plan will be revised, as appropriate.

Paulding County Community Engagement Flow Chart



Goals, Objectives, and Strategies of the Paulding County Plan for Community Engagement

Goal I: To assist the Paulding County Schools in preparing students for postsecondary study and careers

1. Existing programs and other opportunities to explore postsecondary and career options
 - 1a. Research elements of effective mentoring, apprenticeship, and job shadowing programs and other exploration opportunities
 - 1b. Evaluate existing programs
 - 1c. Revise existing programs, as needed, based on research
 - 1d. Evaluate effectiveness
 - 1e. Revise, as needed, based on research
 - 1f. Re-Plan with objective 2
 - 1g. Identify and seek funds, if needed.
2. New programs and other opportunities to explore postsecondary and career options
 - 2a. Use 1 above
 - 2b. Survey businesses' and organizations' interest in participating
 - 2c. Contact and/or meet with businesses to plan programs and other opportunities
 - 2d. Survey students' and parents' interests in such programs and other opportunities
 - 2e. Contact and/or meet with interested students and parents
 - 2f. Plan new programs and other opportunities
 - 2g. Implement programs and other opportunities
 - 2h. Collect data for baselines
 - 2i. Evaluate effectiveness
 - 2j. Revise and replicate programs and other opportunities
 - 2k. Re-plan with objective 1
 - 2l. Identify and seek funds, if needed.

Goal II: To increase knowledge and awareness among students, parents, community and business leaders, and educators of the importance of students' readiness for postsecondary study and preparation for careers

3. Existing career awareness volunteer programs and other community involvement opportunities in the schools
 - 3a. Research elements of effective programs
 - 3b. Evaluate existing programs
 - 3c. Revise existing programs, as needed, based on research
 - 3d. Evaluate effectiveness
 - 3e. Revise, as needed, based on research
 - 3f. Re-plan with objective 4
 - 3g. Identify and seek funds, if needed.
4. New career awareness volunteer programs and other community involvement opportunities
 - 4a. Use 3 above
 - 4b. Survey businesses', organizations', and others' interest in participating
 - 4c. Contact and/or meet with those interested to plan programs
 - 4d. Survey students' and parents' interests in such programs
 - 4e. Contact and/or meet with interested students and parents
 - 4f. Plan new programs
 - 4g. Implement programs
 - 4h. Collect data for baselines
 - 4i. Evaluate effectiveness
 - 4j. Revise and replicate programs
 - 4k. Re-plan with objective 3
 - 4l. Identify and seek funds, if needed.
5. Community Awareness Plan
 - 7a. Identify
 - Existing communication tools and messages
 - Other existing tools that could be used
 - Tools that could be created
 - Messages that are currently communicated
 - Messages that should be communicated by surveying appropriate businesses, organizations, and other entities
 - Contacting and/or meeting with those interested
 - 5b. Establish baselines
 - 5c. Based on 5a, create a Community Awareness Plan to include
 - Messages to be communicated
 - Audiences
 - Communication tools to be used
 - Individuals/entities responsible
 - Time frames
 - Measures of Success
 - Other information, as needed
 - 5d. Implement Community Awareness Plan
 - 5e. Collect measurement data
 - 5f. Evaluate effectiveness
 - 5g. Re-plan
 - 5h. Identify and seek funds, if needed.

PAULDING COUNTY PLAN FOR COMMUNITY ENGAGEMENT

Goal I: To assist the Paulding County Schools in preparing students for postsecondary study and careers

Areas of Emphases	Objectives	Strategies ¹	Individuals/Entities Responsible	Time Frames	Measures of Success	Analyses of Results
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Preparing Students for Postsecondary Study and Careers</p>	<p>1. To increase the effectiveness of and participation in <u>existing</u> programs² and other opportunities to explore postsecondary and career options in the Paulding County Schools</p>	<p>1a. Research elements of effective programs and other exploration opportunities Create checklist of components of effective programs and other opportunities</p>	<p>Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force³</p>	<p>TBD</p>	<p>100% of checklists created and based on research</p>	
		<p>1b. Based on strategy 1a, create evaluation survey and/or focus group questions Establish effectiveness indicators Establish effectiveness thresholds of evaluation survey and/or focus group responses Establish participation thresholds for each program and opportunity Collect location of and participation in existing programs and opportunities Conduct survey and/or focus groups of educators, students, and parents involved in existing programs and exploration opportunities regarding effectiveness and continuous improvement suggestions Analyze survey and/or focus groups responses Compare to established thresholds Use results of 1b as baseline data</p>	<p>Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force</p>	<p>TBD</p>	<p>Effectiveness indicators established based on research Thresholds established for:</p> <ul style="list-style-type: none"> • Number and location of existing programs and other existing exploration opportunities • Number and location of students, parents, and others participating in each existing program and opportunity • Effectiveness of each existing program and opportunity <p>Survey and/or focus groups completed and responses analyzed Baselines established</p>	
		<p>1c. Based on research and strategies 1a and 1b, revise, as necessary, existing programs and other exploration opportunities, based on research</p>	<p>Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force</p>	<p>TBD</p>	<p>Number of existing programs and exploration opportunities needing revision 100% of number of existing programs and exploration opportunities needing revisions revised 100% of revisions based on research</p>	

¹ When appropriate, combine efforts in objectives 1 – 5; survey questions in all objectives should be combined, as appropriate.

² “Programs” include but are not limited to apprenticeship, job shadowing, and mentoring programs.

³ Postsecondary and Career Opportunities Task Force is comprised of representatives of Paulding businesses and industries; educational, community, and social service organizations; and Paulding County educators, students, and parents; and others.

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Goal I: To assist the Paulding County Schools in preparing students for postsecondary study and careers

Areas of Emphases	Objectives	Strategies ¹	Individuals/Entities Responsible	Time Frames	Measures of Success	Analyses of Results
		1d. Evaluate existing programs and opportunities Conduct survey and/or focus groups as in strategy 1b Collect data as identified in this document Analyze data Compare to baseline and threshold data	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force	TBD	Survey and/or focus groups completed and responses analyzed Evaluation completed Numbers of students participating in each community volunteer program and opportunity increased by at least 25% Effectiveness of each community volunteer program and opportunity increased by at least 25%	
		1e. Based on checklists, data, evaluation results, continuous improvement suggestions, and research revise existing programs and other exploration opportunities, as appropriate, with objective 2	Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force	TBD	100% of revisions completed and based on research and data	
		1f. Re-plan with objective 2	Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force	TBD	2014-15 planned and implementation begun	
		1g. Identify and seek funds needed to accomplish this objective	Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force	TBD	Funds Identified and obtained	

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Areas of Emphases	Objectives	Strategies ⁴	Individuals/Entities Responsible	Time Frames	Measures of Success	Analyses of Results
Preparing Students for Postsecondary Study and Careers	2. To increase the effectiveness of and participation in <u>new</u> student programs ⁵ and other opportunities to explore postsecondary and career options in the Paulding County Schools	2a. Use strategies and measurements in objective 1	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force ⁶	TBD	Strategies and measurements used	
		2b. Create a survey of businesses and organizations to determine interest in participating in programs and/or other exploration opportunities Survey strategically selected businesses and organizations in Paulding County Receive and analyze survey responses	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force	TBD	Survey created and disseminated 90% of surveys disseminated returned Survey responses analyzed Information needed evident from the surveys	
		2c. Contact and meet with businesses and organizations that responded positively to the survey to discuss and plan for programs and/or other exploration opportunities	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force	TBD	100% who responded positively were contacted and/or met with	
		2d. Create a survey of students and parents to determine interest in participating in programs and other exploration opportunities Survey students and parents Receive and analyze survey responses	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force	TBD	Survey created and disseminated 90% of surveys disseminated returned Survey responses analyzed Information needed evident from the surveys	
		2e. Contact and/or meet with students and parents who responded positively to the survey	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force	TBD	100% who responded positively were contacted and/or met with	

⁴ When appropriate, combine efforts in objectives 1 – 5; survey questions in all objectives should be combined, as appropriate.

⁵ “Programs” include but are not limited to apprenticeship, job shadowing, and mentoring programs.

⁶ Postsecondary and Career Opportunities Task Force is comprised of representatives of Paulding businesses and industries; educational, community, and social service organizations; and Paulding County educators, students, and parents; and others.

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Areas of Emphases	Objectives	Strategies ⁴	Individuals/Entities Responsible	Time Frames	Measures of Success	Analyses of Results
		2f. Based on research and strategies 2a – 2e and objective 1, plan new a programs and other exploration opportunities Establish thresholds	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force	TBD	100% of new programs and other opportunities planned based on strategies and data in objective 1 Thresholds established for: <ul style="list-style-type: none"> • Number and location of new programs and other new exploration opportunities • Number and location of students, parents, and others participating in each new program and opportunity • Effectiveness of each new program and opportunity 	
		2g. Implement new programs and other exploration opportunities	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force	TBD	100% of new programs and other opportunities implemented with fidelity based on objective 1	
		2h. Mid-year, collect baseline data Analyze data Compare to thresholds	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force	TBD	Baseline data collected: <ul style="list-style-type: none"> • Number and location of new programs and other new exploration opportunities • Number and location of students, parents, and others participating in each new program and opportunity • Effectiveness of each new program and opportunity 100% of measurement data collected Comparisons completed	
		2i. Evaluate new programs and opportunities Conduct survey and/or focus groups as in objective 1 Analyze survey and/or focus group responses Collect data as identified in this document Compare to baseline data Compare to thresholds	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force	TBD	Surveys and/or focus groups competed and responses analyzed 100% of measurement data collected Comparisons to thresholds completed Numbers of students participating in each program and exploration opportunity met participating thresholds by at least 80% Effectiveness of each program and exploration opportunity met its threshold by at least 80%	

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Areas of Emphases	Objectives	Strategies ⁴	Individuals/Entities Responsible	Time Frames	Measures of Success	Analyses of Results
		<p>2j. With objective 1, based on checklists, measurement data, evaluation results, and research, revise and implement programs and other exploration opportunities Replicate in the schools that do not have them, as appropriate</p>	<p>Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force</p>	<p>TBD</p>	<p>Number of new programs and exploration opportunities revised with fidelity Number of replications of each program and opportunity Number of schools participating Number of educators, students, and parents participating</p>	
		<p>2k. Re-plan with objective 1</p>	<p>Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force</p>	<p>TBD</p>	<p>2014-15 planned and implementation begun</p>	
		<p>2l. Identify and seek funds needed to accomplish this objective</p>	<p>Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement, the Paulding County Schools and the Postsecondary and Career Opportunities Task Force</p>	<p>TBD</p>	<p>Funds Identified and obtained</p>	

PAULDING COUNTY PLAN FOR COMMUNITY ENGAGEMENT

Goal II: To increase knowledge and awareness among students, parents, community and business leaders, and educators of the importance of students' readiness for postsecondary study and preparation for careers

Areas of Emphases	Objectives	Strategies ⁷	Individuals/Entities Responsible	Time Frames	Measures of Success	Analyses of Results
Community Awareness and Involvement	3. To increase the effectiveness of and participation in <u>existing</u> career awareness volunteer programs and other community involvement opportunities in the Paulding County Schools	3a. Research elements of effective career awareness volunteer programs and other community involvement opportunities Create checklist of components of effective career awareness volunteer programs	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Community Involvement Task Force ⁸	TBD	100% of checklists created and based on research	
		3b. Based on research, create evaluation survey and/or focus group questions Establish effectiveness indicators Establish effectiveness thresholds of evaluation survey and/or focus group responses Establish participation thresholds for each program and opportunity Collect location of and participation in existing programs and opportunities Conduct survey and/or focus groups of educators and community members involved in existing programs and opportunities regarding effectiveness and continuous improvement suggestions Analyze survey and/or focus group responses Compare to established thresholds Use results of 3b as baseline data	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Community Involvement Task Force	TBD	Effectiveness indicators established and based on research Thresholds established for: <ul style="list-style-type: none"> • Number and location of existing career awareness volunteer programs and opportunities • Number and location of community members and others participating in each existing program and opportunity • Effectiveness of each existing volunteer program and opportunity Survey and/or focus group responses completed and responses analyzed Baselines established	
		3c. Based on research revise, as necessary, career awareness volunteer programs and other community involvement opportunities	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Community Involvement Task Force	TBD	Number of existing programs and opportunities needing revision 100% of number of existing programs and opportunities needing revisions revised 100% of revisions based on research and data	

⁷ When appropriate, combine efforts in objectives 1 – 5; survey questions in all objectives should be combined, as appropriate.

⁸ Community Involvement Task Force is comprised of representatives of Paulding businesses and industries; educational, community, and social service organizations; and Paulding County educators, students, and parents; and others.

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Areas of Emphases	Objectives	Strategies ⁷	Individuals/Entities Responsible	Time Frames	Measures of Success	Analyses of Results
		<p>3d. Evaluate existing programs and opportunities Conduct survey and/or focus groups Collect data as identified in this document Analyze data Compare to baseline and threshold data</p>	<p>Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Community Involvement Task Force</p>	<p>TBD</p>	<p>Surveys and/or focus groups completed and responses analyzed Evaluation completed Numbers of students and community members participating in each program and opportunity increased by at least 25% Effectiveness of each volunteer program and opportunity increased by at least 25%</p>	
		<p>3e. Based on checklists, data, evaluation results, continuous improvement suggestions, and research, revise existing programs and opportunities, as appropriate</p>	<p>Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement, the Paulding County Schools and the Community Involvement Task Force</p>	<p>TBD</p>	<p>100% of revisions completed and based on research and data</p>	
		<p>3f. Re-plan with objective 6</p>	<p>Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement, the Paulding County Schools and the Community Involvement Task Force</p>	<p>TBD</p>	<p>2014-15 planned and implementation begun</p>	
		<p>3g. Identify and seek funds needed to accomplish this objective</p>	<p>Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement, the Paulding County Schools and the Community Involvement Task Force</p>	<p>TBD</p>	<p>Funds Identified and obtained</p>	

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Areas of Emphases	Objectives	Strategies ⁹	Individuals/Entities Responsible	Time Frames	Measures of Success	Analyses of Results
Community Awareness and Involvement	4. To increase the effectiveness of and participation in <u>new</u> career awareness volunteer programs and other community involvement opportunities in the Paulding County Schools	4a. Use strategies and measurements in objective 3	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Awareness Task Force ¹⁰	TBD	Strategies and measurements used	
		4b. Create a survey of businesses and organizations to determine interest in participating in career awareness volunteer programs and other community involvement opportunities Survey strategically selected businesses and organizations in Paulding County Receive and analyze survey responses	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	Survey created and disseminated 90% of surveys disseminated returned Survey responses analyzed Information needed evident from the surveys	
		4c. Contact and meet with businesses and organizations that responded positively to the survey to discuss and plan for career awareness volunteer programs and other community involvement opportunities	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	100% who responded positively were contacted and/or met with	
		4d. Create a survey of school administrators to determine interest in having a career awareness volunteer program and/or other community involvement opportunities Survey administrators Receive and analyze survey responses	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	Survey created and disseminated 90% of surveys disseminated returned Survey responses analyzed Information needed evident from the surveys	
		4e. Contact and/or meet with administrators who responded positively to the survey	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	100% who responded positively were contacted and/or met with	

⁹ When appropriate, combine efforts in objectives 1 – 5; survey questions in all objectives should be combined, as appropriate.

¹⁰ Postsecondary and Career Awareness Task Force is comprised of representatives of Paulding businesses and industries; educational, community, and social service organizations; and Paulding County educators, students, and parents; and others.

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Areas of Emphases	Objectives	Strategies ⁹	Individuals/Entities Responsible	Time Frames	Measures of Success	Analyses of Results
		4f. Based on research and objective 3, plan new career awareness volunteer programs and other community involvement opportunities Establish thresholds	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	100% of new programs and opportunities planned based on strategies and data in objective 3 Thresholds established for: <ul style="list-style-type: none"> • Number and location of new career awareness volunteer programs and opportunities • Number and location of community members and others participating in each new program and opportunity • Effectiveness of each new program and opportunity 	
		4g. Implement new volunteer programs and opportunities	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	100% of new programs and opportunities implemented with fidelity based on objective 3	
		4h. Mid-year, collect baseline data Analyze data Compare to thresholds	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	Baseline data collected: <ul style="list-style-type: none"> • Number and location of new career awareness volunteer programs and opportunities • Number of community members participating in each new program and opportunity • Effectiveness of each new program and opportunity 100% of measurement data collected Comparisons completed	
		4i. Evaluate new programs and opportunities Conduct survey and/or focus groups as in objective 3 Analyze survey and/or focus group responses Collect data as identified in this document Compare to baseline data Compare to thresholds	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	Surveys and/or focus groups completed and responses analyzed 100% of measurement data collected Comparison to thresholds completed Numbers of students participating in each program and opportunity met participating thresholds by at least 80% Effectiveness of each program and opportunity met its threshold by at least 80%	

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Areas of Emphases	Objectives	Strategies ⁹	Individuals/Entities Responsible	Time Frames	Measures of Success	Analyses of Results
		4j. With objective 3, based on research, checklists, data, and evaluation results, revise and implement programs and opportunities Replicate in the schools that do not have them, as appropriate	Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement, the Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	Number of new programs and other community involvement opportunities revised with fidelity Number of replications of each program and opportunity Number of schools participating Number of educators, students, parents, and community members participating	
		4k. Re-plan with objective 3	Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement, the Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	2014-15 planned and implementation begun	
		4l. Identify and seek funds needed to accomplish this objective	Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement, the Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	Funds Identified and obtained	

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Areas of Emphases	Objectives	Strategies ¹¹	Individuals/Entities Responsible	Time Frames	Measures of Success	Analyses of Results
Community Awareness and Involvement	5. To design and implement a Community Awareness Plan using a variety of media to publicize the importance of students' postsecondary readiness and career preparedness	5a. Identify <ul style="list-style-type: none"> • Existing communication tools and messages that are used to focus on awareness, such as career fairs and visits to postsecondary institutions • Other existing tools that could be used • Tools that could be created • Messages that are communicated • Messages that should be communicated by <ul style="list-style-type: none"> • Creating a survey to gather such data • Disseminating survey to appropriate businesses, organizations, and other entities • Receiving and analyzing survey responses • Contacting and/or meeting with those that responded positively to the survey Receive and analyze survey responses	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Awareness Task Force ¹²	TBD	Businesses, organizations, and other entities identified Information needed evident from the surveys 100% of those responding positively contacted Number of existing tools and messages identified Number of potential tools and messages identified 90% of surveys disseminated returned Survey responses analyzed Information needed evident from the surveys	
		5b. Use appropriate measures of 5a as baselines	Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	Baselines established	

¹¹ When appropriate, combine efforts in objectives 1 – 5; survey questions in all objectives should be combined, as appropriate.

¹² Postsecondary and Career Awareness Task Force is comprised of representatives of Paulding businesses and industries; educational, community, and social service organizations; and Paulding County educators, students, and parents; and others.

PAULDING COUNTY PLAN FOR COMMUNITY ENGAGEMENT

Goal II: To increase knowledge and awareness among students, parents, community and business leaders, and educators of the importance of students' readiness for postsecondary study and preparation for careers

Areas of Emphases	Objectives	Strategies ¹¹	Individuals/Entities Responsible	Time Frames	Measures of Success	Analyses of Results
		<p>5c. Based on 5a, create a Community Awareness Plan (example Appendix C) to include:</p> <ul style="list-style-type: none"> • Messages to be communicated • Audiences • Communication tools to be used • Individuals/entities responsible • Time frames • Measures of Success • Other information, as needed 	<p>Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Awareness Task Force</p>	<p>TBD</p>	<p>Plan created based on 5a above</p>	
		<p>5d. Implement Community Awareness Plan</p>	<p>Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Awareness Task Force</p>	<p>TBD</p>	<p>Plan implemented with fidelity</p>	
		<p>5e. Collect data as identified in this document Compare to baseline data</p>	<p>Chamber of Commerce Workforce Development Committee, the Paulding County Schools and the Postsecondary and Career Awareness Task Force</p>	<p>TBD</p>	<p>Measurement data collected</p>	

PAULDING COUNTY PLAN FOR COMMUNITY ENGAGEMENT

Goal II: To increase knowledge and awareness among students, parents, community and business leaders, and educators of the importance of students' readiness for postsecondary study and preparation for careers

Areas of Emphases	Objectives	Strategies ¹¹	Individuals/Entities Responsible	Time Frames	Measures of Success	Analyses of Results
		5f. Evaluate the effectiveness of the implementation of the Community Awareness Plan	Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement, Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	Survey businesses, organizations and other entities involved Survey educators, students, and parents involved in programs and exploration opportunities regarding their effectiveness and continuous improvement suggestions Survey responses analyzed	
		5g. Re-plan	Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement, Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	2014-15 planned and implementation begun	
		5h. Identify and seek funds needed to accomplish this objective	Chamber of Commerce Workforce Development Committee, the Advisory Board on Community Engagement Paulding County Schools and the Postsecondary and Career Awareness Task Force	TBD	Funds Identified and obtained	

COMMUNITY AWARENESS PLAN

PAULDING COUNTY SCHOOL DISTRICT

Focused on Learning

Community Awareness Plan

Goal I: To create an awareness among students, parents, community and business leaders, and educators of the importance of students' readiness for postsecondary study and careers

Messages	Messages From	Messages To	Communication Tools	Time Frames	Individuals/Entities Responsible	Measures of Success		Analyses of Results
1. Importance of interpersonal skills, team work, work ethic, persistence, meeting deadlines	Student Advisors and Counselors	Students and Parents	Meetings and Other Communications	October 2013 and Ongoing	Paulding County Central Office Personnel, Counselors, Advisors			
	College and Career Recruiters	Students and Parents	Career and Postsecondary Fairs	November 2013 March 2014	Career and Postsecondary Fair Planners Paulding County Central Office Personnel College and Career Recruiters			
	Chamber of Commerce	Business Leaders	Paulding Business Association Luncheon	November 2013	Chamber of Commerce Leaders			
2. Awareness of postsecondary opportunities	Student Advisors and Counselors	Students and Parents	Meetings and Other Communications	October 2013 and Ongoing	Paulding County Central Office Personnel, Counselors, Advisors			
	College Recruiters	Students and Parents	Career and Postsecondary Fairs	November 2013 March 2014	Career and Postsecondary Fair Planners Paulding County Central Office Personnel College and Career Recruiters			
Etc.								

APPENDICES

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Appendix A
Paulding County Advisory Board on Community Engagement

Paulding County Advisory Board on Community Engagement

Name	Title and Organization
Cliff Cole	Superintendent Paulding County School District
Brian Otott	Associate Superintendent Paulding County School District
Bonnie Cochran	Executive Director, Elementary Education Paulding County School District
Susan Browning	Executive Director, Secondary Education Paulding County School District
Sue Myers	Director, Title and School Improvement Paulding County School District
Jason Freeman	Principal Hiram High School
Marores Perry	Assistant Principal East Paulding High School
Cassandra Dobbs	Principal P B Ritch Middle School
Jared Noblet	Teacher North Paulding High School
Angie Harris	Teacher South Paulding High School
Kevin Kirby	Director of Member Services Paulding Chamber of Commerce
Jamie Gilbert	Paulding Economic Development Executive Director
Jessica Bedsole	Human Resources Wellstar Hospital,
Kevie Dixon	Executive Director Boys and Girls Club
Joseph L. Brice	Pastor Providence Presbyterian Church
Amy Mollohan	Executive Director Paulding County School District Foundation
Cathy Ledbetter	Paulding Campus Dean Georgia Highlands College
Terri Collins	Educational Outreach Coordinator Kennesaw State University
Linda Hazelip	Academic Affairs Chattahoochee Technical College
Doug Williams	Manager Academy Sports
Randy Riggs	Sales Marketing Director Stars and Strikes
Annisa Katzman	President Paulding Parent Teacher Student Association
Nina Lauter	Coordinator Family Connections
Donna Green	Parent East Paulding High School
Cori Thames	Parent North Paulding High School
Crowe, Barbara	Parent Dobbins Middle School
Zach Toler	Student Paulding County High School, Student
Victoria Reaid	Student East Paulding High School
Jim McMichen	Director of Operations Visiting Angels
Susan Goethe	Director of Counselors Paulding County School District
Jennifer Walters	Business Development Officer Members First Credit Union

**Appendix B
Paulding County Schools Data Packet**

PAULDING COUNTY SCHOOL DISTRICT

Focused on Learning

Paulding County Schools DATA PACKET

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Table I: Third, Fifth & Eighth Grades Student Achievement Data,¹³ 2010-2011ⁱ

School System/ Georgia	Reading			English/Language Arts			Mathematics			Social Studies			Science		
	3 rd Grade	5 th Grade	8 th Grade	3 rd Grade	5 th Grade	8 th Grade	3 rd Grade	5 th Grade	8 th Grade	3 rd Grade	5 th Grade	8 th Grade	3 rd Grade	5 th Grade	8 th Grade
Paulding County	95	96	98	90	93	92	84	92	86	84	74	76	84	75	65
Georgia	94	95	97	89	93	93	81	92	86	81	71	73	80	77	67

Table II: End-of-Course Tests Scores,¹⁴ 2010-2011ⁱⁱ

School System/Georgia	9 th Literature & Composition All Students	American Literature All Students	Math I All Students	Math II All Students	Biology All Students	Physical Science All Students	US History All Students	Economics, Business & Free Enterprise All Students
Paulding County	84	89	61	50	70	74	64	66
Georgia	82	88	61	57	69	75	65	73

¹³ Percent of students who "Meet" and "Exceed" expectations.

¹⁴ Percent of students who score "Pass" and "Pass Plus"

Table III: Georgia High School Graduation Tests Scores,¹⁵ 2010-2011ⁱⁱⁱ

School System/ Georgia	English Language Arts	Mathematics	Social Studies	Science	Writing
Paulding County	93	88	85	94	96
Georgia	91	87	82	92	96

Table IV: Graduation Rates & District Performance Score, 2010-2011, Unless Otherwise Noted

School System/ Georgia/ Nation	EdWeek		U.S. Office of Education	Office of Student Achievement ¹⁶ Graduation Rate Percent							EdWeek
	Graduation Rate (CPI ^{17 iv}) (2008)	Graduation Rate of Change (CPI ^{18 v}) 1998 - 2008	AFGR ^{19vi} (2008-2009)	All Students	Asian Students	Hispanic Students	White Students	Black Students	Economically Disadvantaged Students	Students with Disabilities	DPS ^{20vii} (2008)
Paulding County	70.2	+24.9	71.8	76.0	88.5	71.8	77.1	72.0	71.4	35.1	99.9
Georgia	58.8	N/A	N/A	67.5	79.2	57.6	75.5	59.8	59.4	29.8	N/A
National	73.4	+7.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100

¹⁵ Percent of students who scored "Pass" and "Pass Plus"

¹⁶ Office of Student Achievement, www.gaosa.org

¹⁷ Cumulative Promotion Index

¹⁸ Cumulative Promotion Index

¹⁹ Averaged Freshman Graduation Rate

²⁰ District Performance Score Captures the district's graduation performance relative to other school systems with similar characteristics. A score of 100 point indicates that the district's graduation rate is exactly as would be expected, based on its size, student composition, and other characteristics. Districts with scores greater than 100 points are outperforming expectations

Table V: SAT Scores, High School Seniors Most Recent, 2010-2011^{viii}

School System/Georgia/Nation	Verbal, Mathematics & Writing	Verbal & Mathematics	Verbal	Mathematics	Writing
Paulding County	1347	911	459	452	436
Georgia	1431	964	481	483	467
Nation	1483	1000	494	506	483

Table VI: ACT Scores, 2010-2011^{ix}

School System/Georgia/Nation	Composite	English	Mathematics	Reading	Science Reasoning
Paulding County	19.2	18.5	19.1	19.5	19.3
Georgia	20.6	20.1	20.7	20.8	20.3
Nation	21.1	20.6	21.1	21.3	20.9

Table VII: Fall and Spring Enrollment for Paulding County School District, Three School Years^x

2010-2011 REPORT CARD

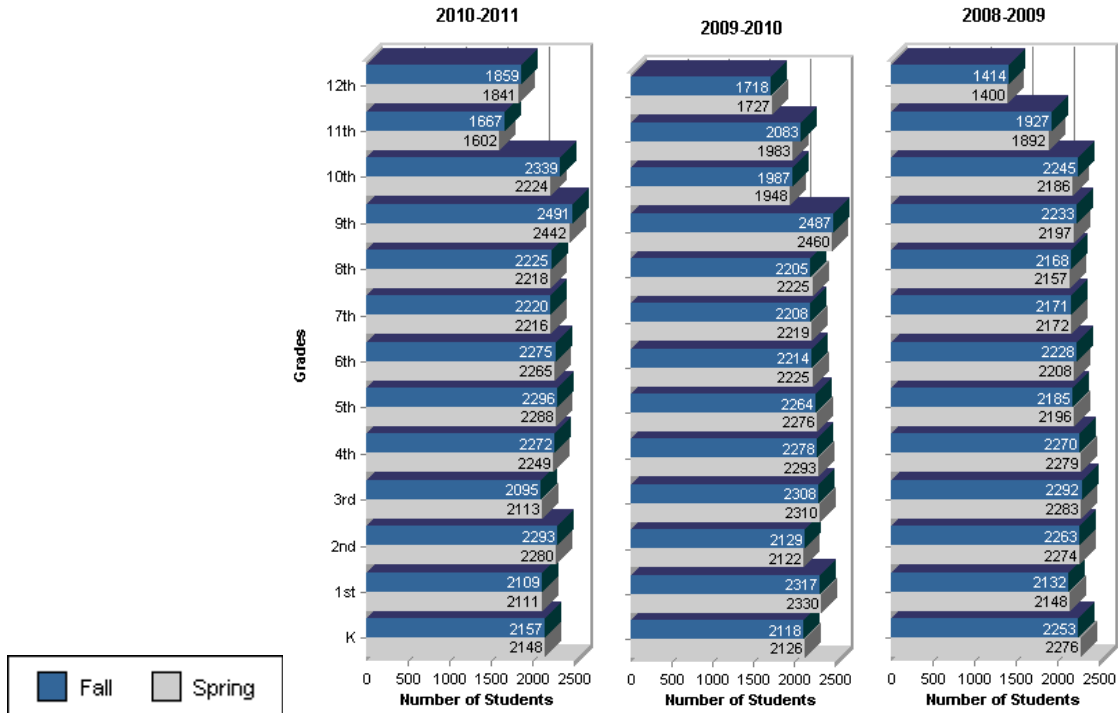
All Schools

Paulding County

Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

Fall and Spring Enrollment for Three Academic Years



Percentage of Enrollment

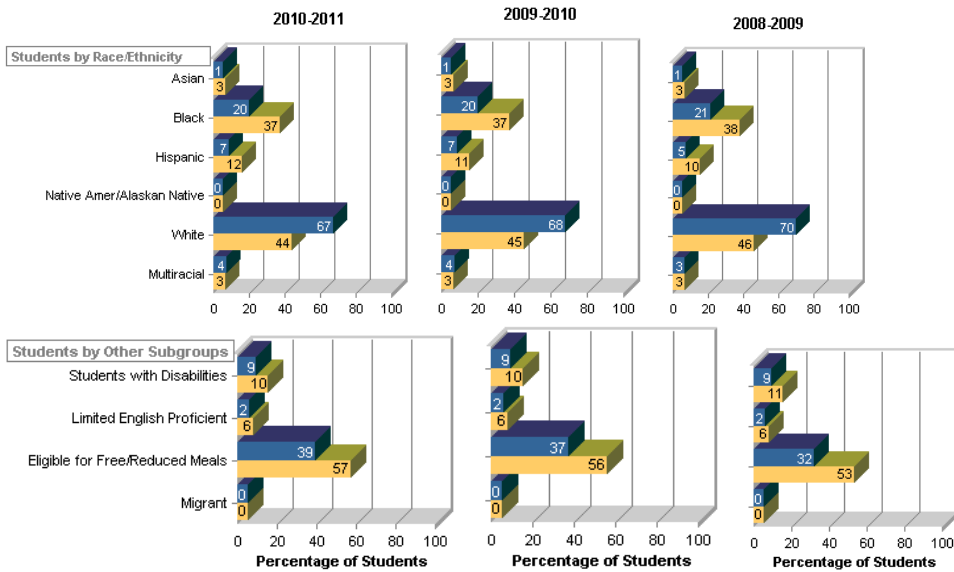


Table VIII: Enrollment in Compensatory Programs, Paulding County School District^{xi}

2010-2011 REPORT CARD

All Schools

Paulding County

Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

Enrollment in Compensatory Programs

Program	Program Enrollment	% of Student Population
Special Education (Grades K-12) (PK)	2,541 106	9.0% N/A
English to Speakers of Other Languages (ESOL) (Grades K-12)	326	1.2%
Early Intervention Program (EIP) (Grades K-5)	2,004	15.2%
Remedial Education (Grades 6-8)	876	13.0%
Remedial Education (Grades 9-12)	344	4.1%

Table IX: Enrollment Selected Programs, Paulding County School District^{xii}

2010-2011 REPORT CARD

All Schools

Paulding County

Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

Enrollment in Selected Programs

Program	Program Enrollment	% of Student Population
Gifted (Grades K-12)	1,648	5.8%
Vocational Labs (Grades 9-12)	5,172	61.9%
Alternative Programs (Grades K-12)	274	1.0%

Table X: Dropout Rates – Grades 9 – 12, Paulding County School District^{xiii}

2010-2011 REPORT CARD

All Schools

Paulding County

Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

Three-Year Comparison of Dropout Rates for Grades 9-12

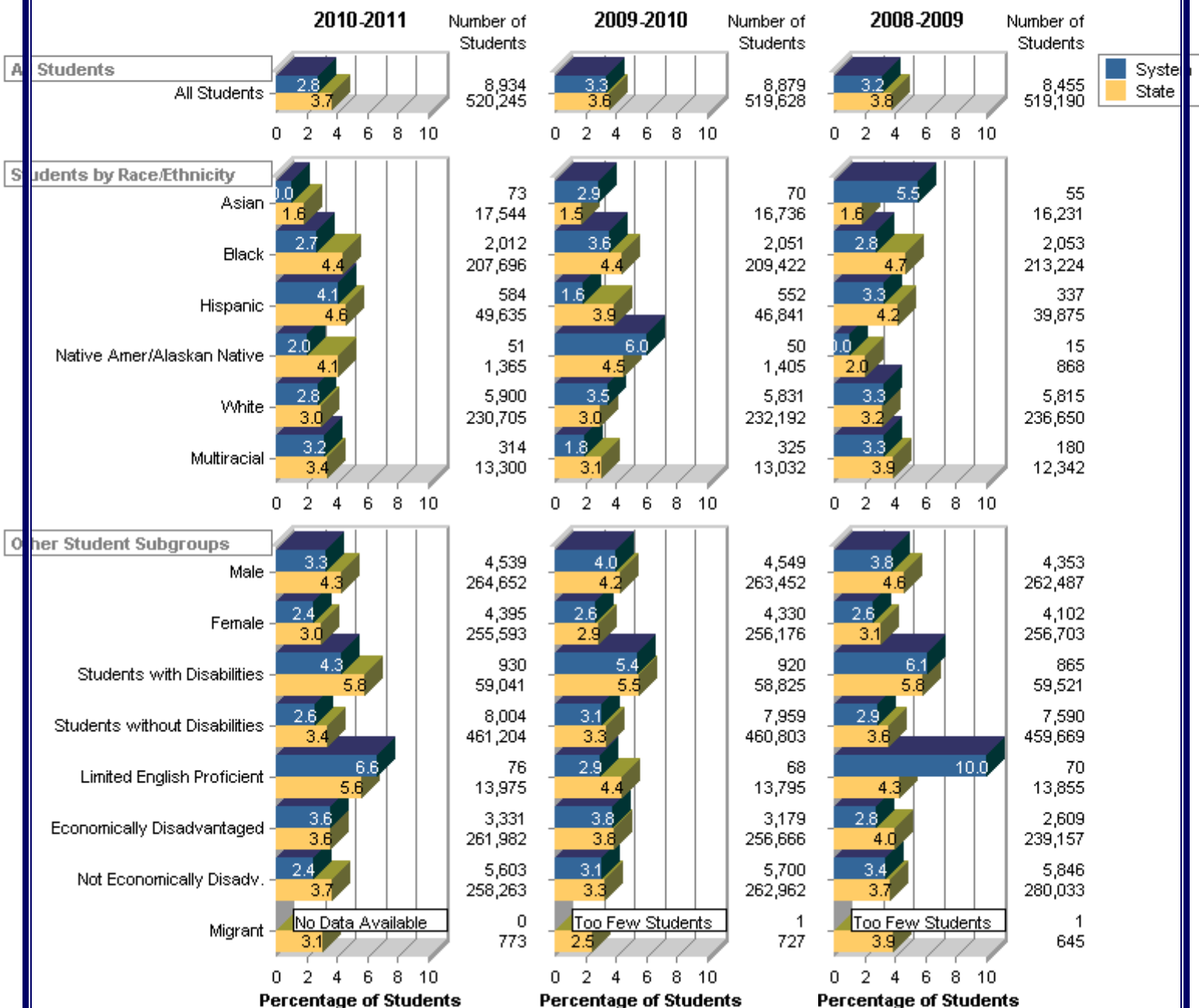


Table XI: Dropout Rates – Grades 7 – 12, Paulding County School District^{xiv}

2010-2011 REPORT CARD

All Schools

Paulding County

Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

Three-Year Comparison of Dropout Rates for Grades 7-12

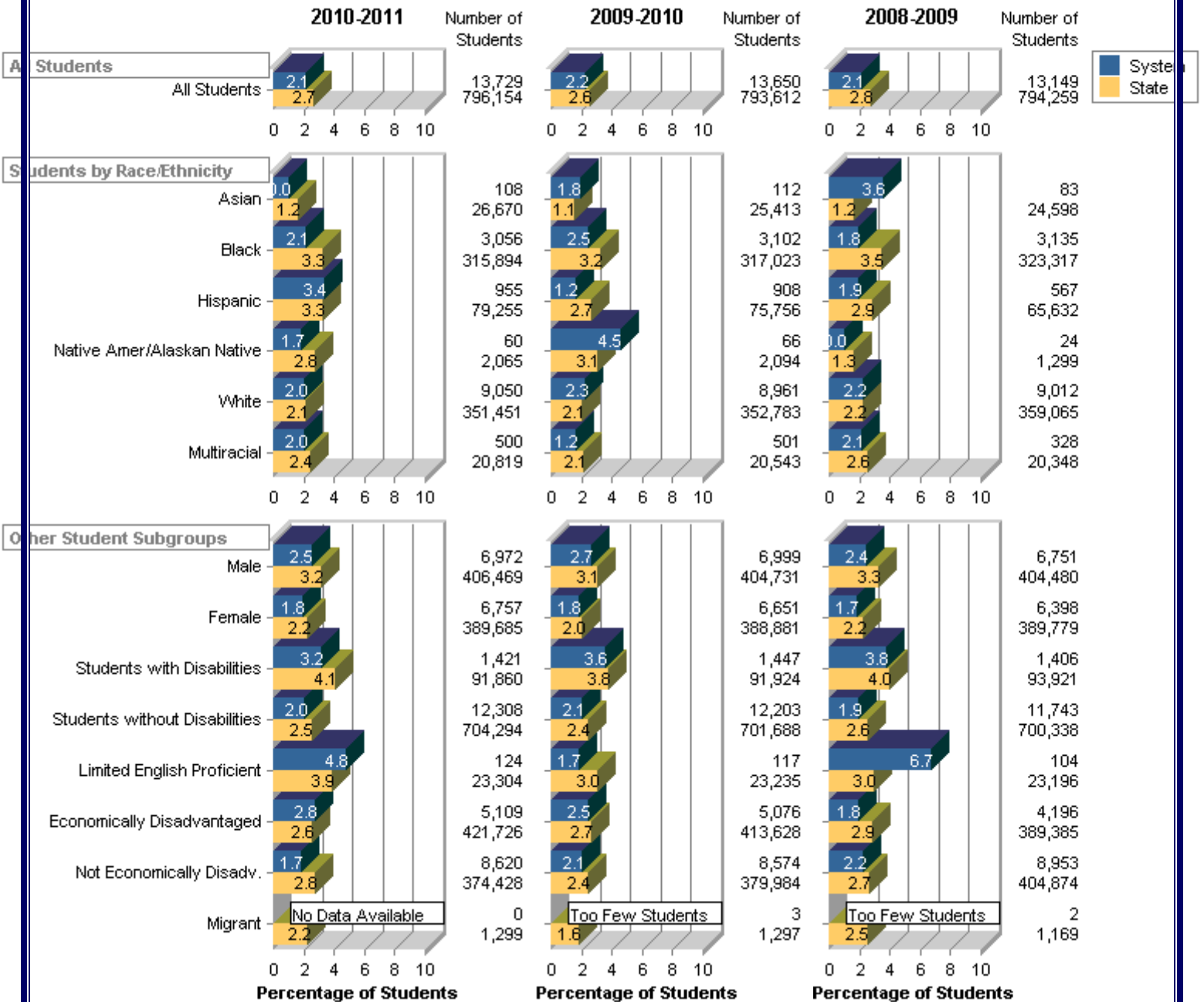


Table XII: Student Absenteeism, Paulding County School District & State of Georgia^{xv}

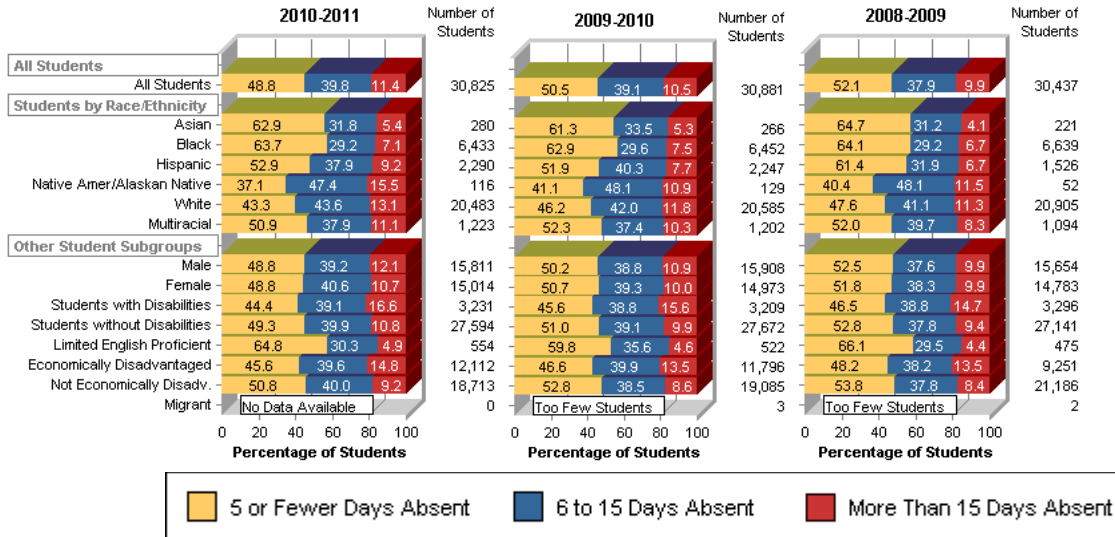
2010-2011 REPORT CARD

All Schools

Paulding County

Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12; Enrollment: 28,298

Percentage of Students by Range of Days Absent For All Students and All Subgroups



2010-2011 REPORT CARD

All Schools

State of Georgia

Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12; Enrollment: 1,633,596

Percentage of Students by Range of Days Absent For All Students and All Subgroups

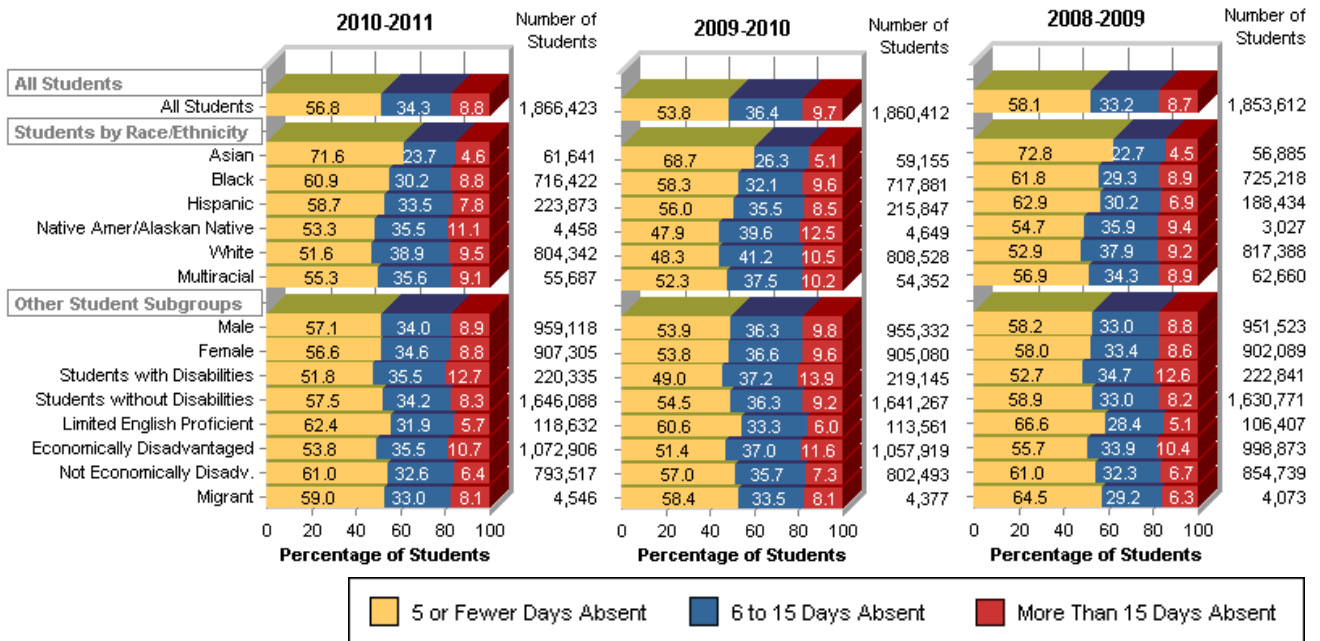


Table XIII: Third Grade CRCT Scores, Paulding County School District^{xvi}

2010-2011 REPORT CARD

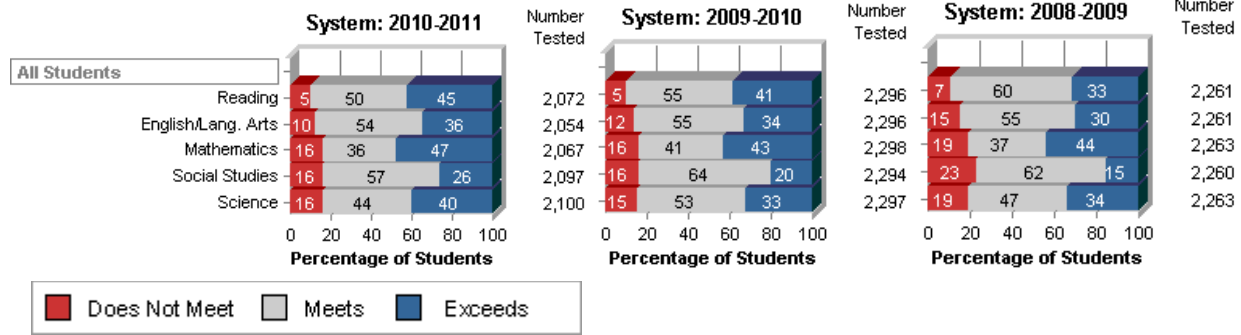
All Schools

Paulding County

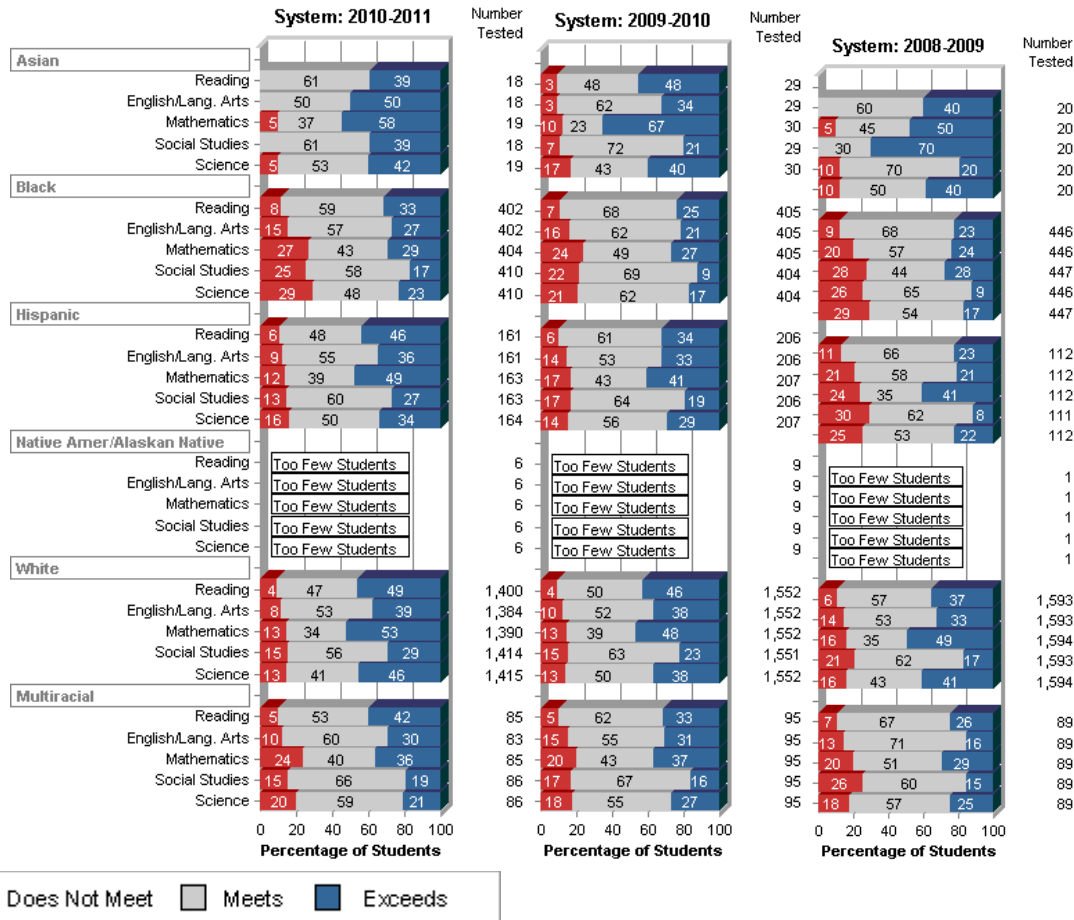
Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

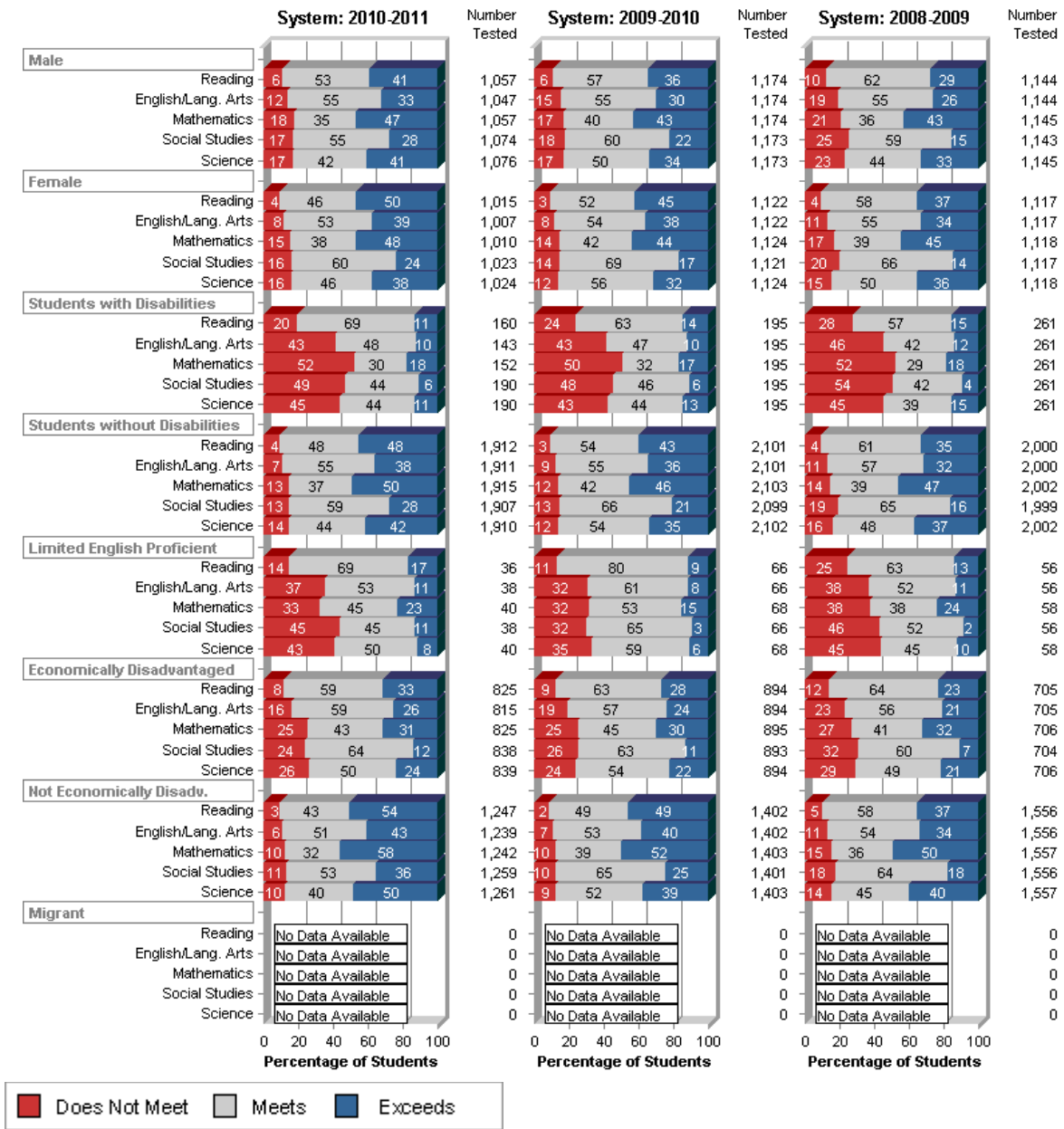
3rd Grade - Georgia Criterion-Referenced Competency Tests (CRCT) Percentage of Students at Each Performance Level: Comparison For All Students



3rd Grade - Georgia Criterion-Referenced Competency Tests (CRCT) Percentage of Students at Each Performance Level: Comparison By Race/Ethnicity



3rd Grade - Georgia Criterion-Referenced Competency Tests (CRCT) Percentage of Students at Each Performance Level: Comparison By Other Subgroups



*GOSA does not report on fewer than 10 students.

NOTE: Report Cards reflect test results for all students tested while Adequate Yearly Progress reports reflect test results for students that fit the full-academic year definition.

Note: In the 2005-2006 year, the curriculum taught to Georgia K-12 students began to transition from the Quality Core Curriculum Standards(QCC) to the Georgia Performance Standards(GPS). As a result, the assessments that are given to students throughout the year transitioned also. It should be noted that results for tests based on QCC curriculum are not comparable to those results that are based on the GPS curriculum. The GPS implementation schedule for grades and subjects can be found here. Year 2 on the table denotes when the subject tests transitioned to the GPS curriculum. Test results before that transition year(QCC) cannot compare to test results in that year and the years after (GPS).

NOTE: Beginning with the 2005-2006 school year, some assessments and their scoring have changed as a result of the Georgia Performance Standards (GPS) implementation. For more information on the GPS, [click here](#), and for more information on the state assessments, [click here](#).

Table XIV: Fifth Grade CRCT Scores, Paulding County School District^{xvii}

2010-2011 REPORT CARD

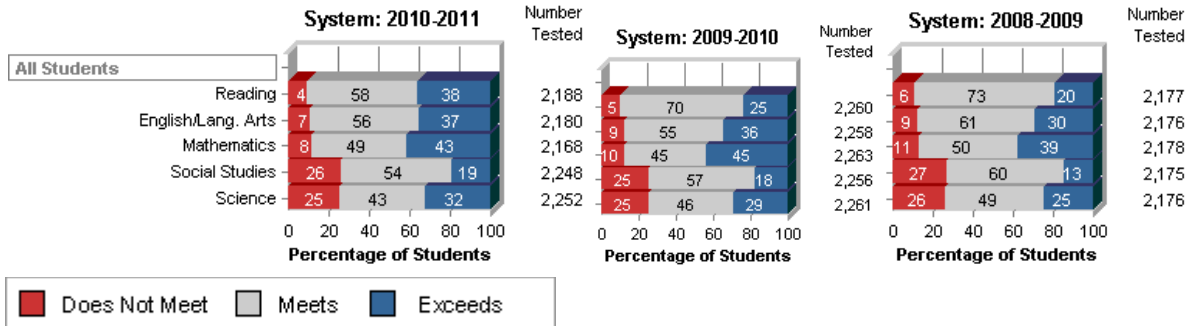
All Schools

Paulding County

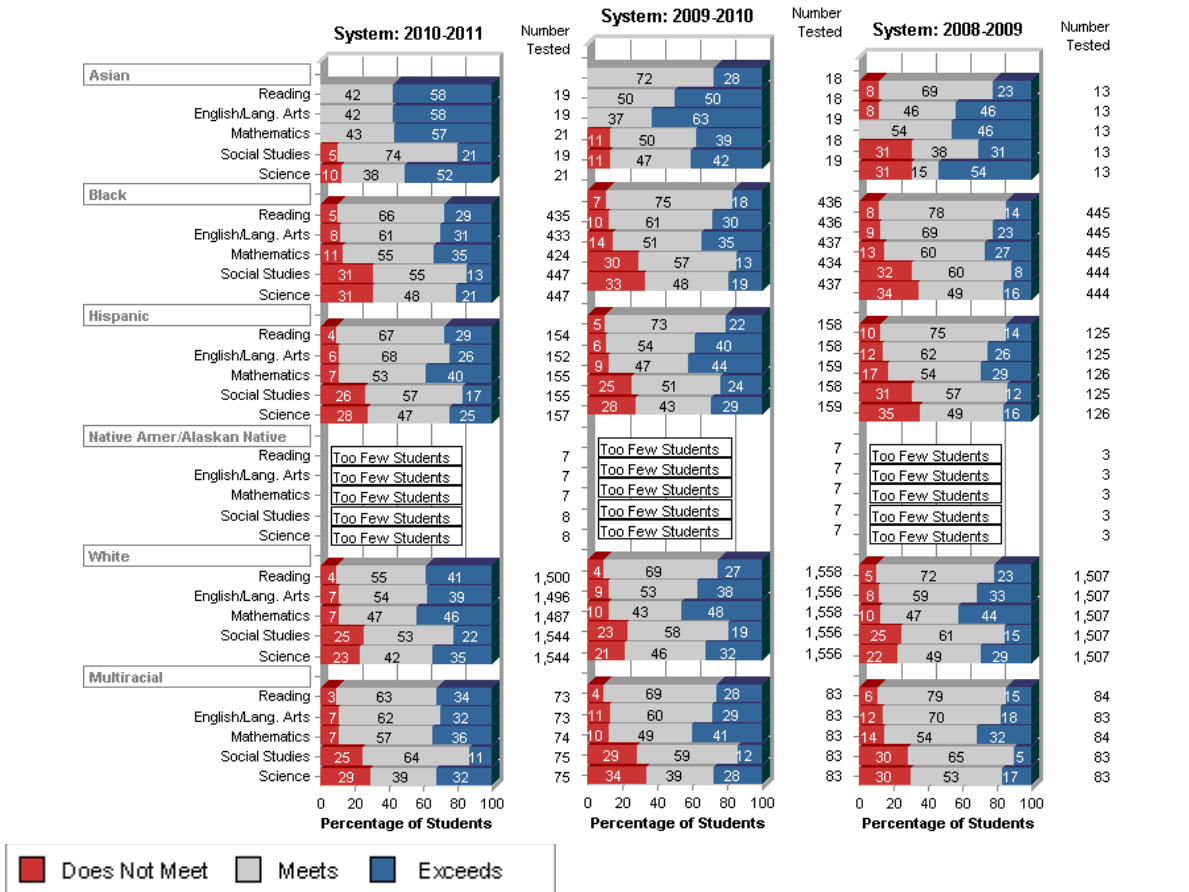
Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

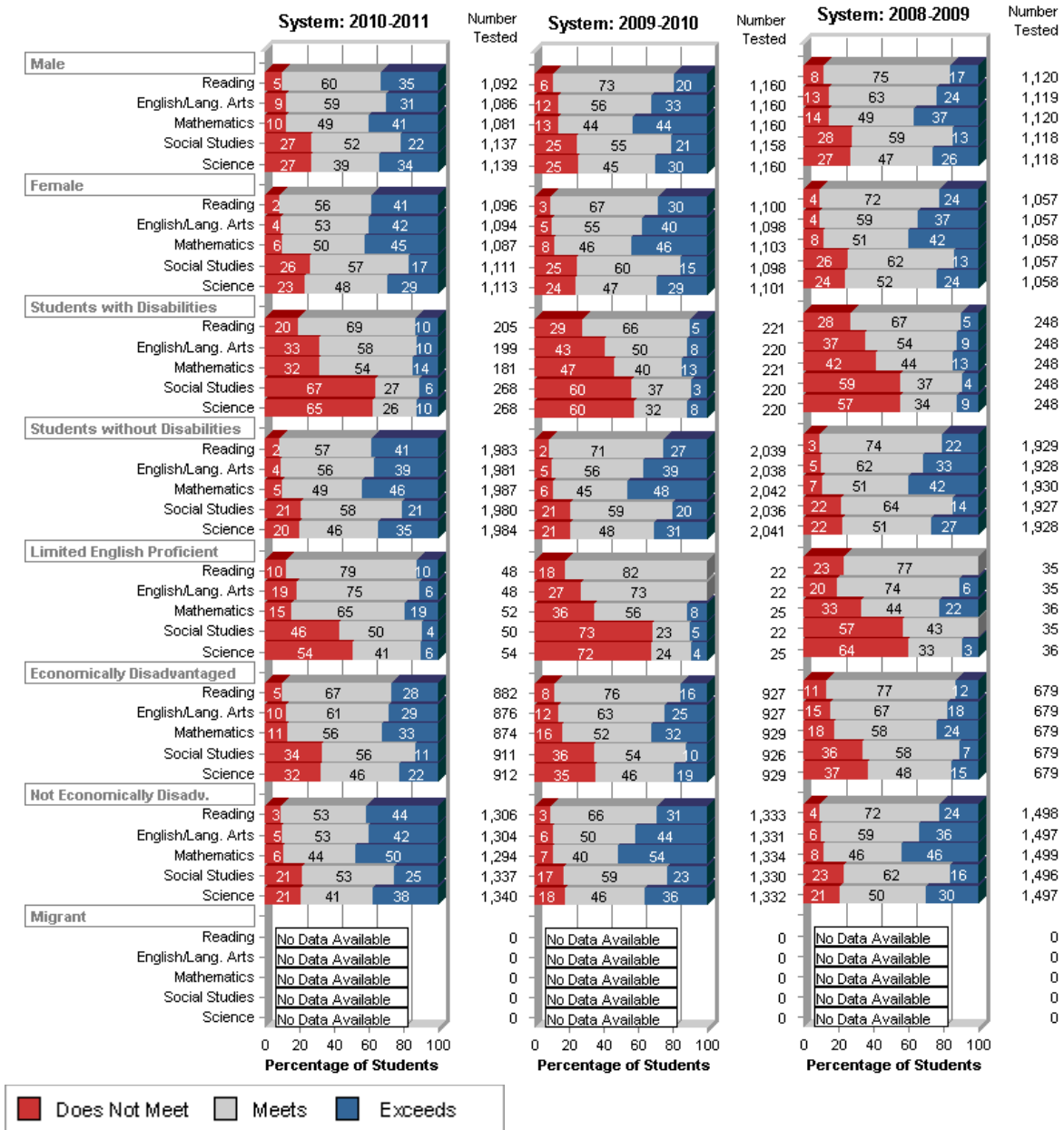
5th Grade - Georgia Criterion-Referenced Competency Tests (CRCT) Percentage of Students at Each Performance Level: Comparison For All Students



5th Grade - Georgia Criterion-Referenced Competency Tests (CRCT) Percentage of Students at Each Performance Level: Comparison By Race/Ethnicity



5th Grade - Georgia Criterion-Referenced Competency Tests (CRCT) Percentage of Students at Each Performance Level: Comparison with Other Subgroups



*GOSA does not report on fewer than 10 students.

NOTE: Report Cards reflect test results for all students tested while Adequate Yearly Progress reports reflect test results for students that fit the full-academic year definition.

Note: In the 2005-2006 year, the curriculum taught to Georgia K-12 students began to transition from the Quality Core Curriculum Standards (QCC) to the Georgia Performance Standards (GPS). As a result, the assessments that are given to students throughout the year transitioned also. It should be noted that results for tests based on QCC curriculum are not comparable to those results that are based on the GPS curriculum. The GPS implementation schedule for grades and subjects can be found here. Year 2 on the table denotes when the subject tests transitioned to the GPS curriculum. Test results before that transition year(QCC) cannot compare to test results in that year and the years after (GPS).

NOTE: Beginning with the 2005-2006 school year, some assessments and their scoring have changed as a result of the Georgia Performance Standards (GPS) implementation. For more information on the GPS, [click here](#). and for more information on the state assessments, [click here](#).

Table XV: Eighth Grade CRCT Scores, Paulding County School District^{xviii}

2010-2011 REPORT CARD

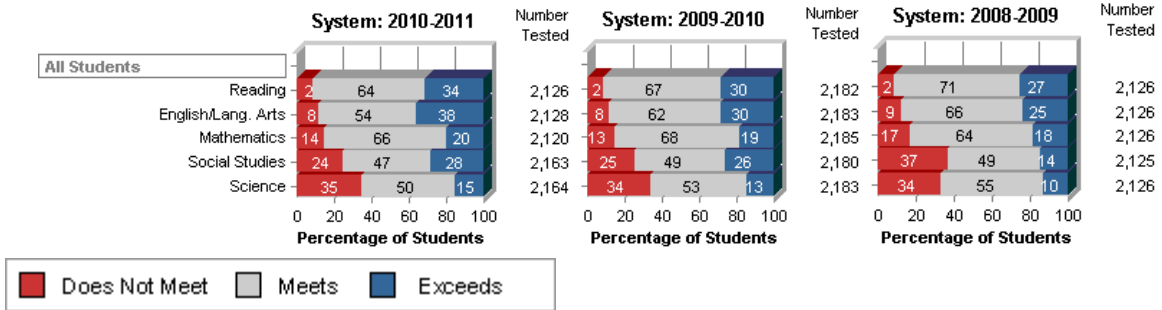
All Schools

Paulding County

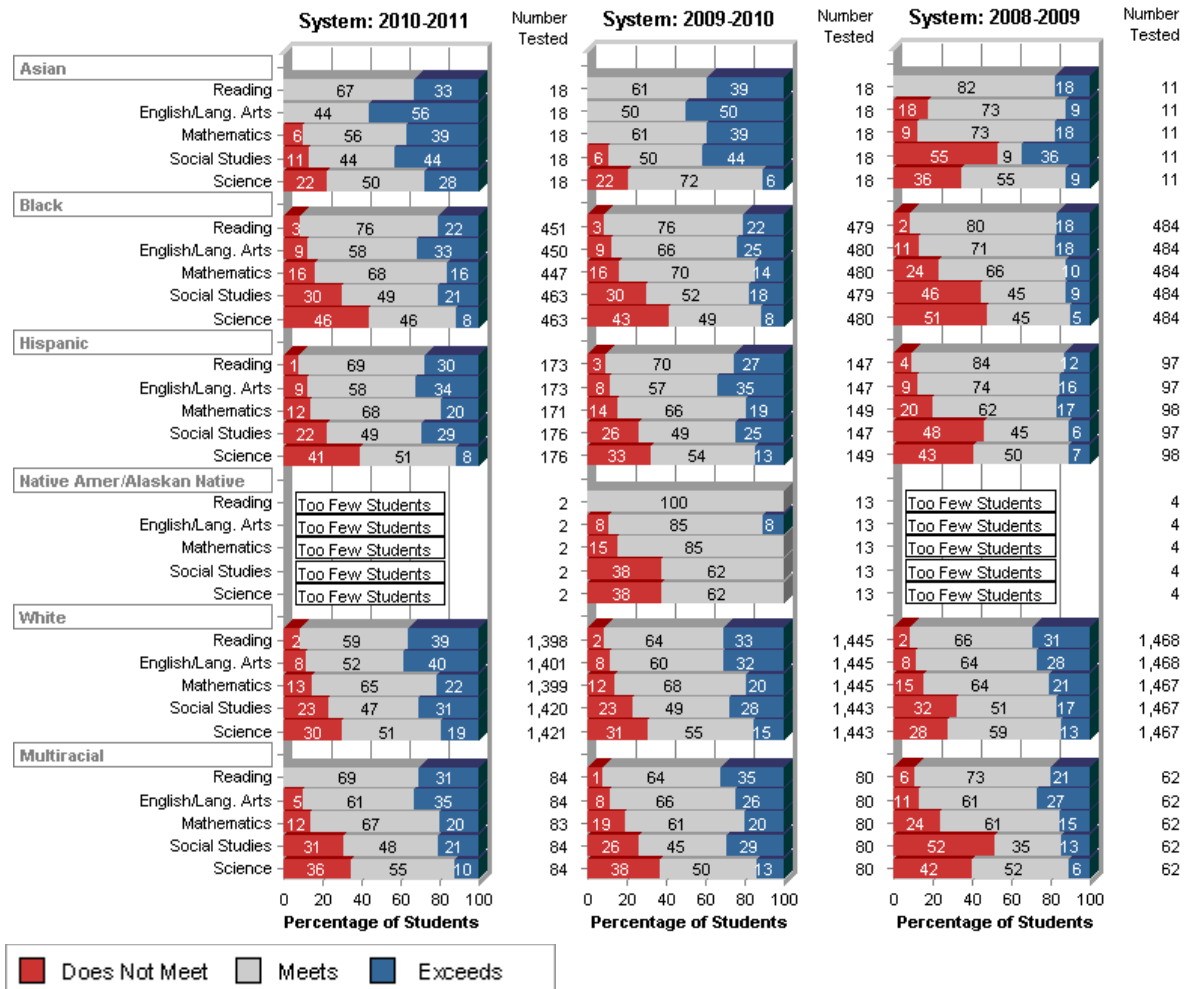
Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

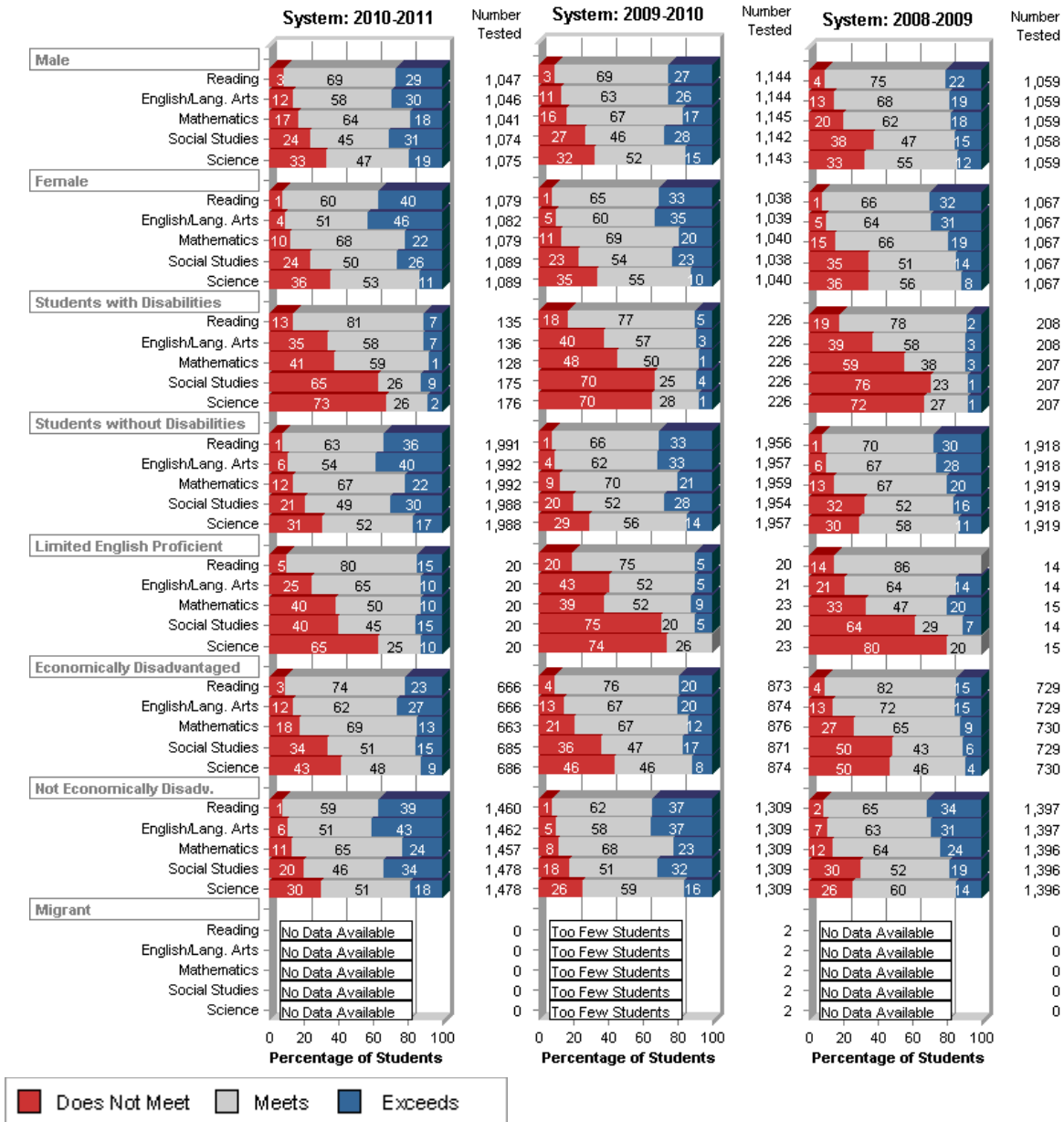
8th Grade - Georgia Criterion-Referenced Competency Tests (CRCT) Percentage of Students at Each Performance Level: Comparison For All Students



8th Grade - Georgia Criterion-Referenced Competency Tests (CRCT) Percentage of Students at Each Performance Level: Comparison By Race/Ethnicity



8th Grade - Georgia Criterion-Referenced Competency Tests (CRCT) Percentage of Students at Each Performance Level: Comparison By Other Subgroups



*GOSA does not report on fewer than 10 students.

NOTE: Report Cards reflect test results for all students tested while Adequate Yearly Progress reports reflect test results for students that fit the full-academic year definition.

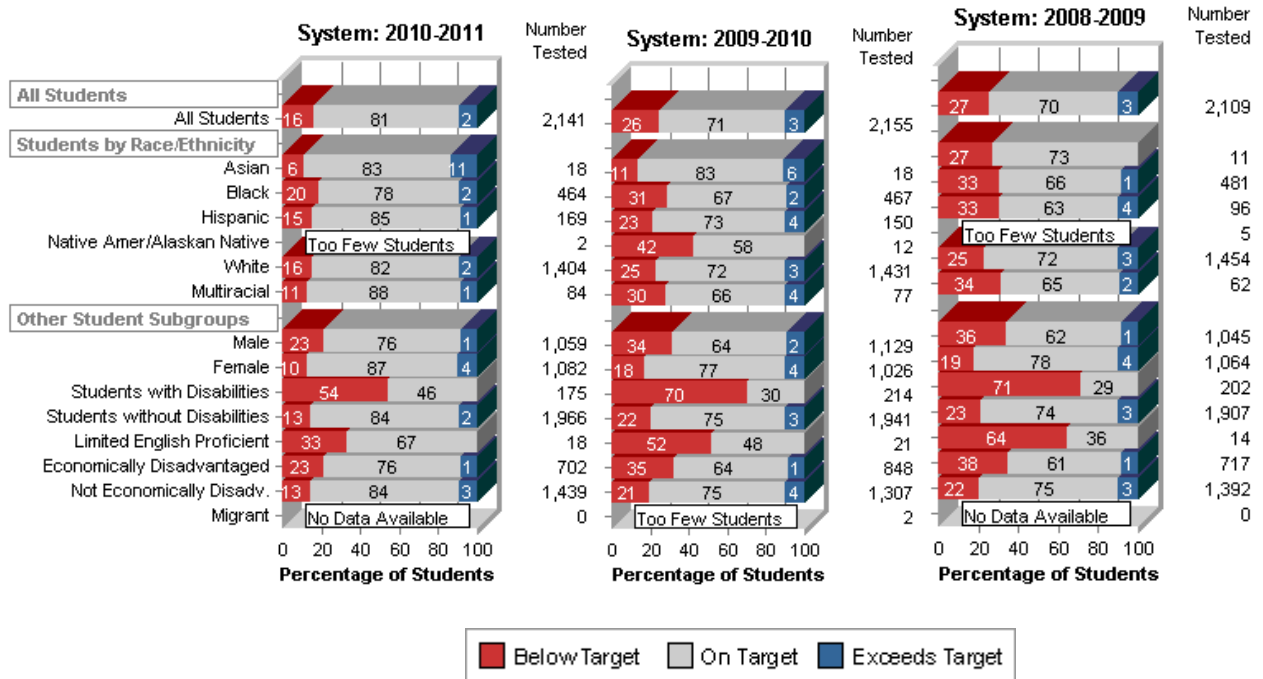
Note: In the 2005-2006 year, the curriculum taught to Georgia K-12 students began to transition from the Quality Core Curriculum Standards (QCC) to the Georgia Performance Standards (GPS). As a result, the assessments that are given to students throughout the year transitioned also. It should be noted that results for tests based on QCC curriculum are not comparable to those results that are based on the GPS curriculum. The GPS implementation schedule for grades and subjects can be found here. Year 2 on the table denotes when the subject tests transitioned to the GPS curriculum. Test results before that transition year(QCC) cannot compare to test results in that year and the years after (GPS).

NOTE: Beginning with the 2005-2006 school year, some assessments and their scoring have changed as a result of the Georgia Performance Standards (GPS) implementation. For more information on the GPS, [click here](#). and for more information on the state assessments, [click here](#).

Table XVI: Eighth Grade Writing Assessment Scores, Paulding County School District^{xix}

2010-2011 REPORT CARD

Eighth Grade Writing Assessment (EGWA)
Percentage of Students at Each Performance Level



* GOSA does not report on fewer than 10 students.

Table XVII: End-of-Course Tests Scores, Paulding County School District^{xx}

2010-2011 REPORT CARD

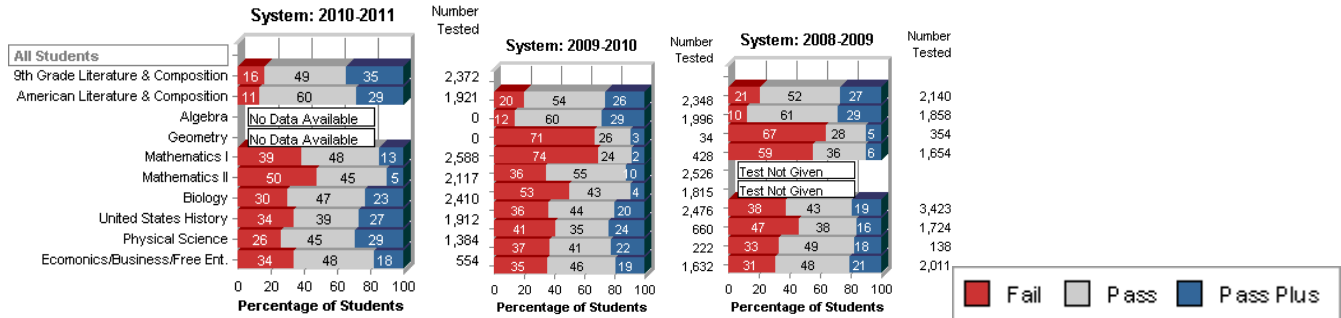
All Schools

Paulding County

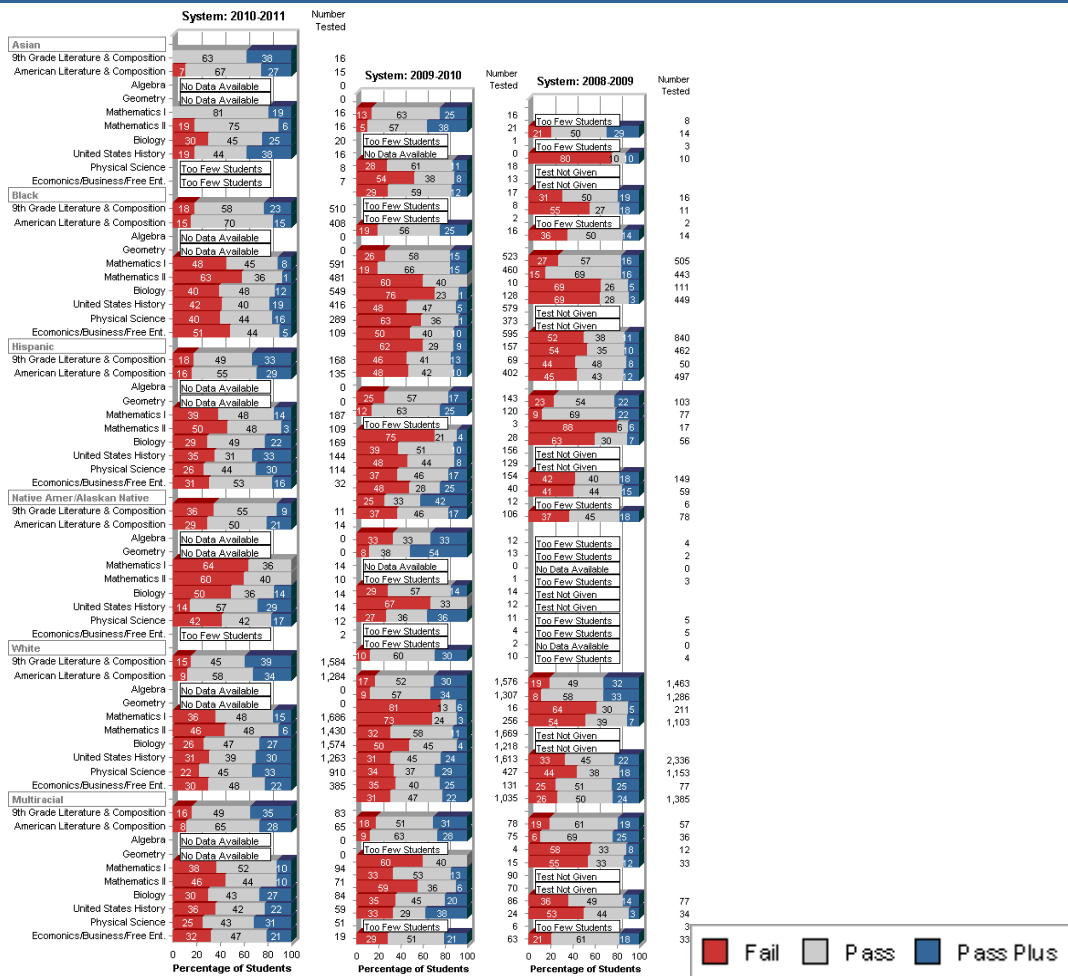
Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

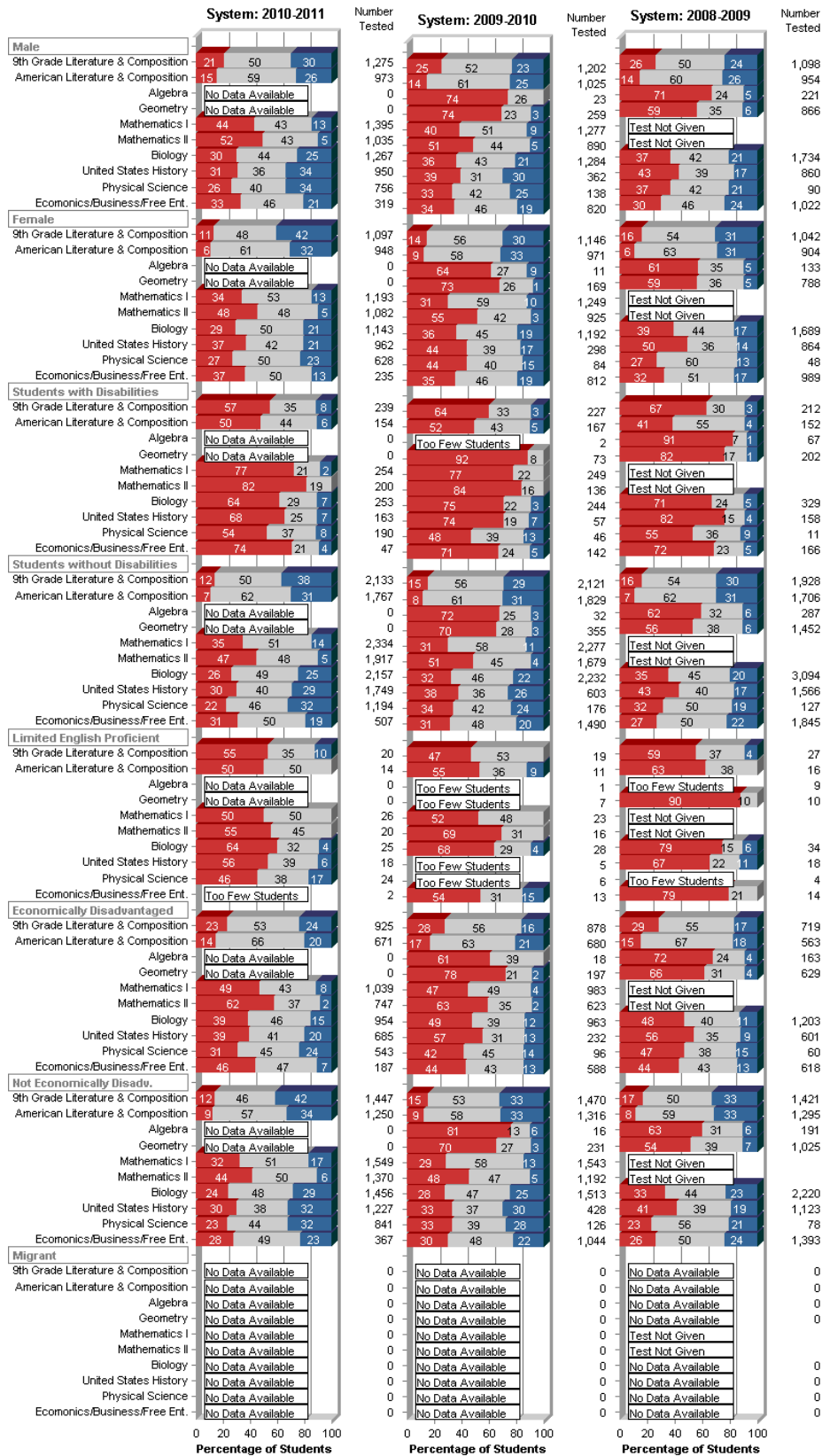
End-of-Course Tests All Students



End-of-Course Tests Students by Race/Ethnicity



End-of-Course Tests Other Student Subgroups



Fail Pass Pass Plus

Table XVIII: Georgia High School Writing Test Scores, Paulding County School District^{xxi}

2010-2011 REPORT CARD

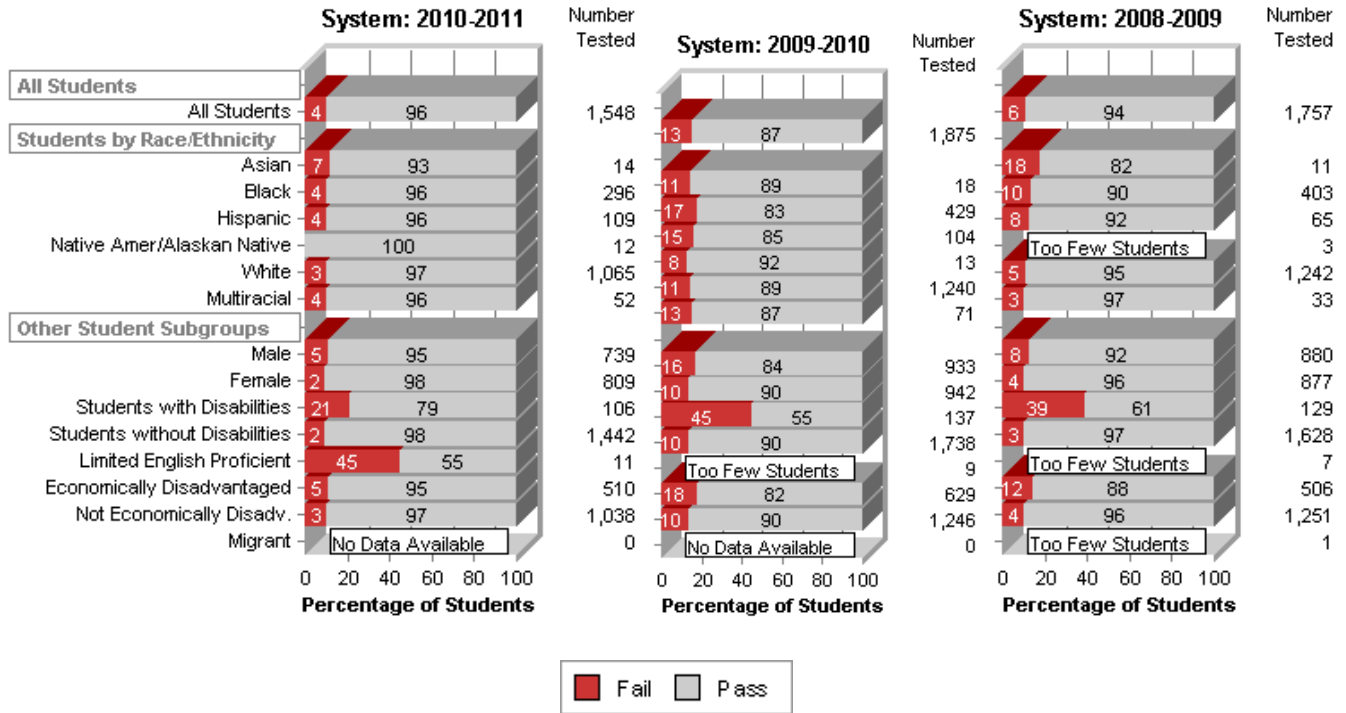
All Schools

Paulding County

Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

Georgia High School Writing Test (GHSWT) - Writing Percentage of 11th-Grade 1st-Time Test Takers at Each Performance Level



* GOSA does not report on fewer than 10 students.

NOTE: Report Cards reflect test results for all students tested while Adequate Yearly Progress reports reflect test results for students that fit the full-academic year definition.

Table XIX: Georgia High School Graduation Tests Scores, Paulding County School District^{xxii}

2010-2011 REPORT CARD

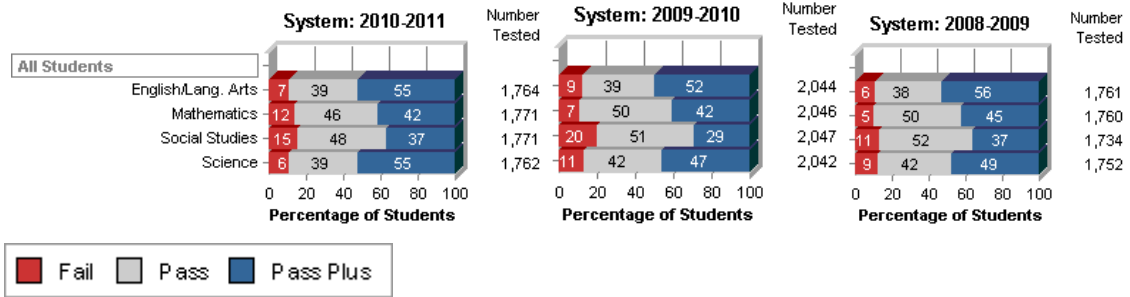
All Schools

Paulding County

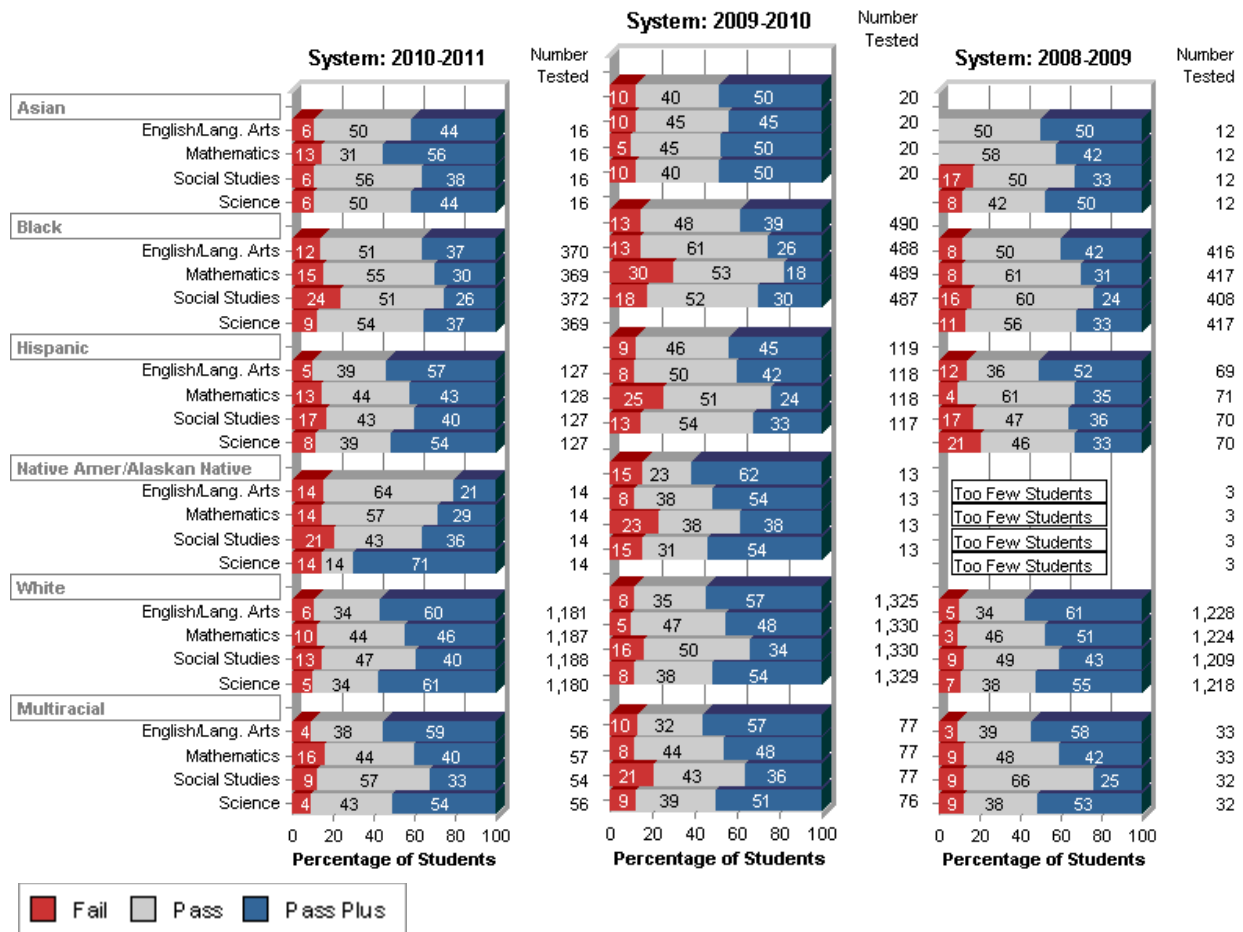
Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

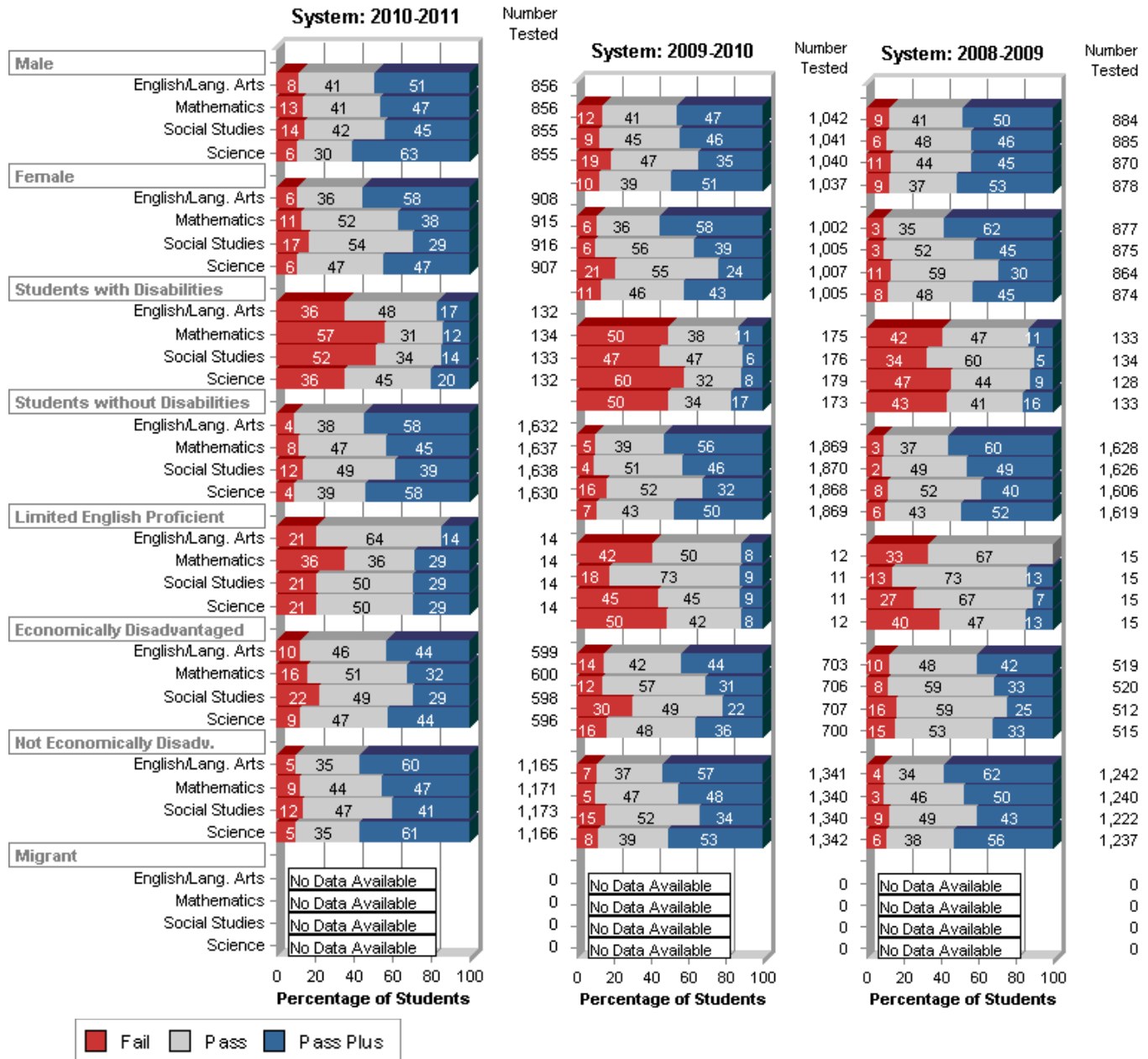
Georgia High School Graduation Tests (GHSGT) Percentage of 1st-Time Test Takers at Each Performance Level: Comparison For All Students



Georgia High School Graduation Tests (GHSGT) Percentage of 1st-Time Test Takers at Each Performance Level: Comparison By Race/Ethnicity



Georgia High School Graduation Tests (GHSGT) Percentage of 1st-Time Test Takers at Each Performance Level: Comparison By Other Subgroups



*GOSA does not report on fewer than 10 students.

NOTE: Starting in the 2009-2010 school year, the percentage of students reflects First Time Test Takers regardless of grade level.

NOTE: Report Cards reflect test results for all students tested while Adequate Yearly Progress reports reflect test results for students that fit the full-academic year definition.

Note: In the 2005-2006 year, the curriculum taught to Georgia K-12 students began to transition from the Quality Core Curriculum Standards(QCC) to the Georgia Performance Standards(GPS). As a result, the assessments that are given to students throughout the year transitioned also. It should be noted that results for tests based on QCC curriculum are not comparable to those results that are based on the GPS curriculum. The GPS implementation schedule for grades and subjects can be found here. Year 2 on the table denotes when the subject tests transitioned to the GPS curriculum. Test results before that transition year(QCC) cannot compare to test results in that year and the years after (GPS).

NOTE: Beginning with the 2005-2006 school year, some assessments and their scoring have changed as a result of the Georgia Performance Standards (GPS) implementation. For more information on the GPS, [click here](#), and for more information on the state assessments, [click here](#).

Table XX: Advanced Placement Exams, Paulding County School District^{xxiii}

2010-2011 REPORT CARD

All Schools
Paulding County

Advanced Placement Exams

Number of Students Taking Tests	455
Number of Tests Taken	635
Number of Test Scores 3 or Higher	314
Percentage of Test Scores 3 or Higher	49.4%

Advanced Placement(AP) Course Participation by Race\Ethnicity - Number of Participants and Percentage of Enrollment

Course Description	All Students	Asian	Black	Hispanic	Native Amer / Alaskan Native	White	Male	Female
Biology	4	0	0	0	0	4	3	1
	(33%)	(0%)	(0%)	(0%)	(0%)	(36%)	(60%)	(14%)
Calculus AB	8	0	1	0	1	6	4	4
	(21%)	(0%)	(25%)	(0%)	(100%)	(21%)	(19%)	(24%)
Chemistry	12	0	0	5	0	7	9	3
	(75%)	(0%)	(0%)	(100%)	(0%)	(64%)	(75%)	(75%)
Economics: Macro	2	0	0	0	0	2	1	1
	(13%)	(0%)	(0%)	(0%)	(0%)	(18%)	(14%)	(13%)
English Lang/Comp	82	0	5	8	1	66	34	48
	(54%)	(0%)	(26%)	(89%)	(50%)	(60%)	(62%)	(49%)
English Lit/Comp	30	1	1	2	1	25	13	17
	(49%)	(50%)	(20%)	(40%)	(100%)	(52%)	(59%)	(44%)
Govt & Pol: U.S.	6	1	0	1	0	4	4	2
	(33%)	(50%)	(0%)	(50%)	(0%)	(31%)	(36%)	(29%)
History: U.S.	43	0	4	5	1	30	26	17
	(46%)	(0%)	(31%)	(56%)	(100%)	(48%)	(53%)	(38%)
History: World	70	1	4	1	0	59	30	40
	(55%)	(100%)	(40%)	(33%)	(0%)	(58%)	(57%)	(54%)
Human Geography	11	0	0	0	0	10	7	4
	(48%)	(0%)	(0%)	(0%)	(0%)	(50%)	(54%)	(40%)
Overall - exams	314	3	16	30	4	248	152	162
	(49%)	(38%)	(27%)	(65%)	(80%)	(52%)	(54%)	(46%)
Physics B	3	0	0	0	0	3	2	1
	(60%)	(0%)	(0%)	(0%)	(0%)	(60%)	(67%)	(50%)
Psychology	25	0	1	2	0	22	12	13
	(63%)	(0%)	(33%)	(67%)	(0%)	(65%)	(67%)	(59%)
Spanish Lang	10	0	0	5	0	4	4	6
	(63%)	(0%)	(0%)	(83%)	(0%)	(57%)	(80%)	(55%)
Statistics	1	0	0	0	0	1	1	0
	(25%)	(0%)	(0%)	(0%)	(0%)	(25%)	(50%)	(0%)
Studio Art: 2-D Design	5	0	0	1	0	3	0	5
	(45%)	(0%)	(0%)	(50%)	(0%)	(43%)	(0%)	(50%)
Studio Art: Drawing	2	0	0	0	0	2	2	0
	(67%)	(0%)	(0%)	(0%)	(0%)	(67%)	(67%)	(0%)

Table XXI: Graduation Rates, Paulding County School District^{xxiv 21}

2010-2011 REPORT CARD

All Schools

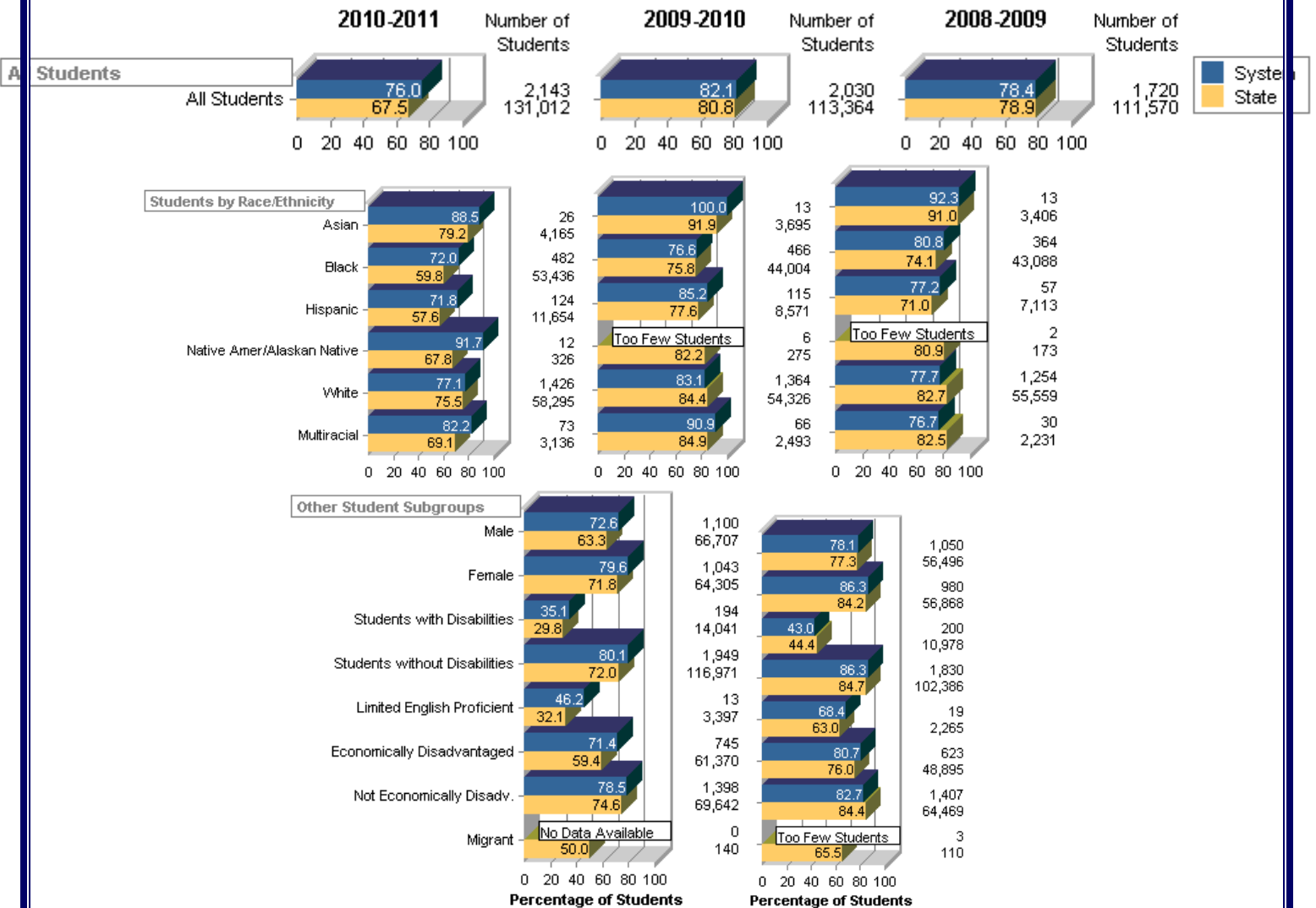
Paulding County

Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

Beginning with the 2010-2011 school year, the high school graduation rate was calculated using the cohort calculation method.

Three-Year Comparison of Graduation Rates



²¹ One year of data missing for Other Student Subgroups on Office of Student Achievement Website, www.gaosa.org.

Table XXII: Exiting Credentials for High School Completers, Paulding County School District^{xxv}

2010-2011 REPORT CARD

All Schools

Paulding County

Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

Exiting Credentials for 2011 High School Completers

	Total	Black	White	Hispanic	Asian	Native Amer/ Alaskan Native	Multi- Racial	Male	Female
Graduates									
Diplomas with Both College Prep. & Voc.	455	96 21.1%	314 69.0%	19 4.2%	9 2.0%	3 0.7%	14 3.1%	186 40.9%	269 59.1%
Diplomas with College Prep Endorsements	844	195 23.1%	546 64.7%	51 6.0%	10 1.2%	7 0.8%	35 4.1%	386 45.7%	458 54.3%
Diplomas with Vocational Endorsements	397	77 19.4%	279 70.3%	23 5.8%	3 0.8%	1 0.3%	14 3.5%	271 68.3%	126 31.7%
Total Graduates	1,696	368 21.7%	1,139 67.2%	93 5.5%	22 1.3%	11 0.6%	63 3.7%	843 49.7%	853 50.3%
Other Completers									
Special Education Diplomas	71	19 26.8%	44 62.0%	5 7.0%	0 0.0%	1 1.4%	2 2.8%	52 73.2%	19 26.8%
Certificates of Attendance	61	30 49.2%	27 44.3%	3 4.9%	0 0.0%	0 0.0%	1 1.6%	13 21.3%	48 78.7%
Total Other Completers	132	49 37.1%	71 53.8%	8 6.1%	0 0.0%	1 0.8%	3 2.3%	65 49.2%	67 50.8%
Total High School Completers	1,828	417 22.8%	1,210 66.2%	101 5.5%	22 1.2%	12 0.7%	66 3.6%	908 49.7%	920 50.3%

Table XXIII: HOPE Scholarship Eligibility, Paulding County School District & Georgia

HOPE Scholarship Eligibility

	Paulding County	Georgia
Number of 2011 Graduates	1,676	89,702
Number Eligible	672	36,029
Percent Eligible	40.1%	40.2%

Table XXIV: ACT Scores, Paulding County School District^{xxvi}

2010-2011 REPORT CARD

All Schools

Paulding County

Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

Average ACT Scores (Composite & Subtest) for All Students at the System, State, and National Levels

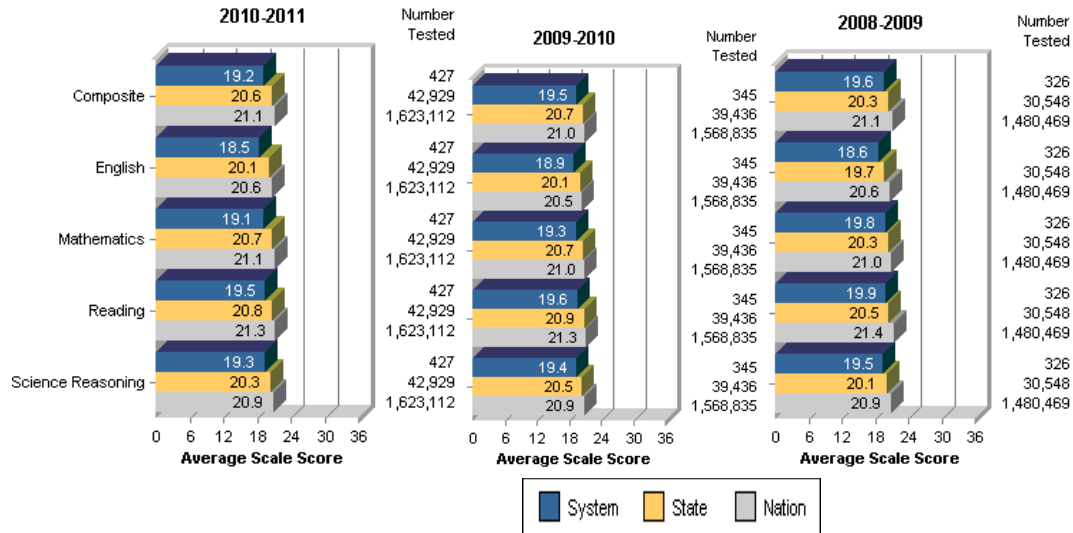


Table XXV: Most Recent SAT Scores, Paulding County School District^{xxvii}

2010-2011 REPORT CARD

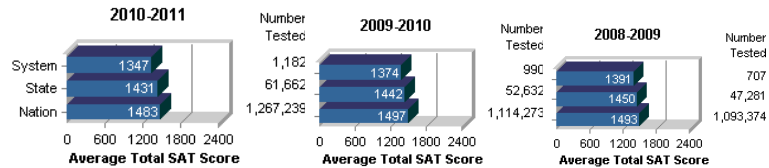
All Schools

Paulding County

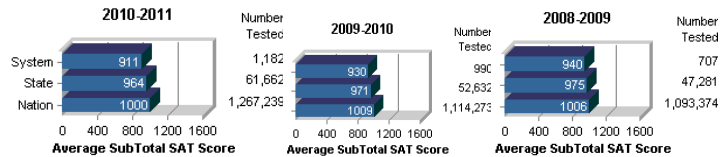
Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

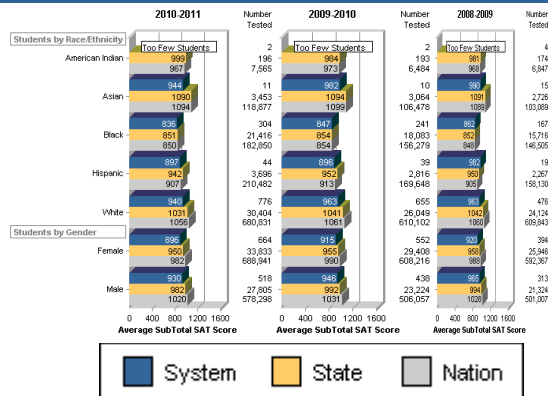
Average Total SAT Score for High School Seniors (Reflects Most Recent Scores for Verbal, Math and Writing) at the System, State, and National Levels



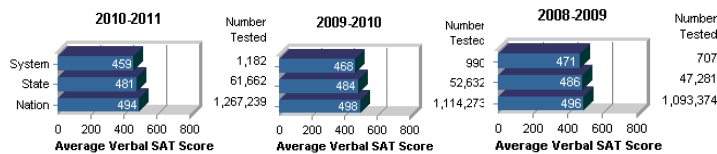
Average Sub Total SAT Score for High School Seniors (Reflects Most Recent Scores for Verbal and Math) at the System, State, and National Levels



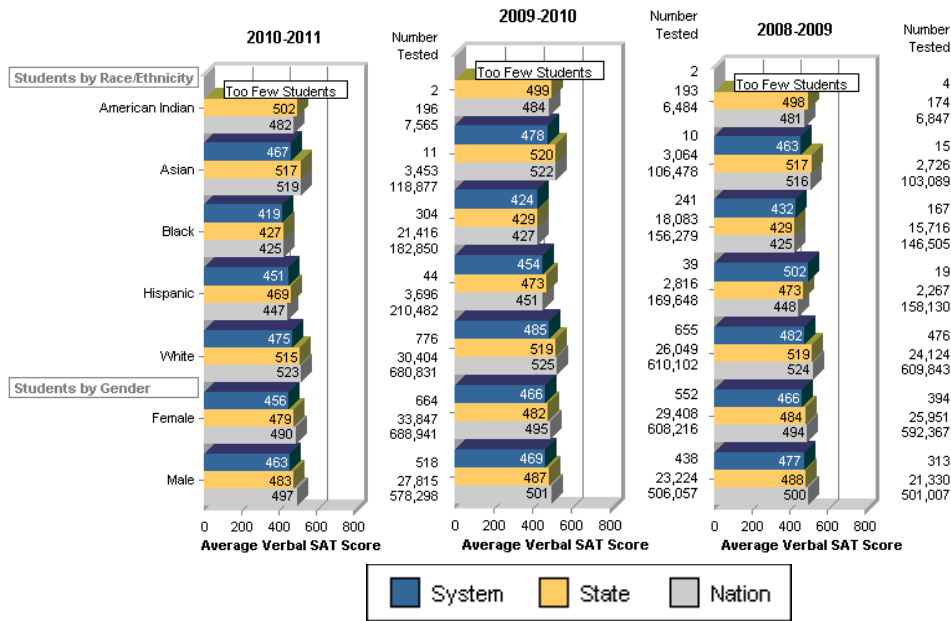
Average Sub Total SAT Score for High School Seniors by Subgroups (Reflects Most Recent Scores for Verbal and Math) at the System, State, and National Levels



Average Verbal SAT Score for High School Seniors (Reflects Most Recent Scores) at the System, State, and National Levels

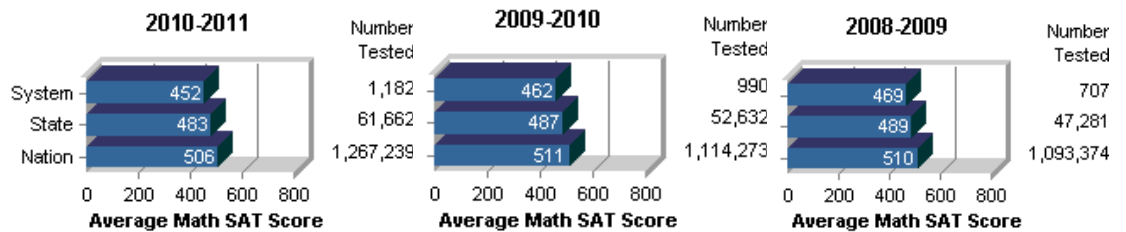


Average Verbal SAT Score for High School Seniors by Subgroups (Reflects Most Recent Scores) at the System, State, and National Levels

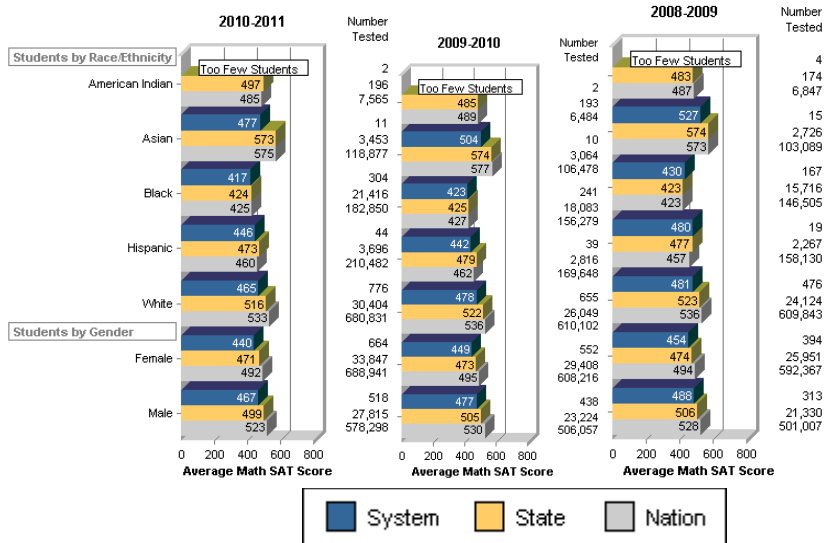


* GOSA does not report on fewer than 10 students.

Average Math SAT Score for High School Seniors (Reflects Most Recent Scores) at the System, State, and National Levels

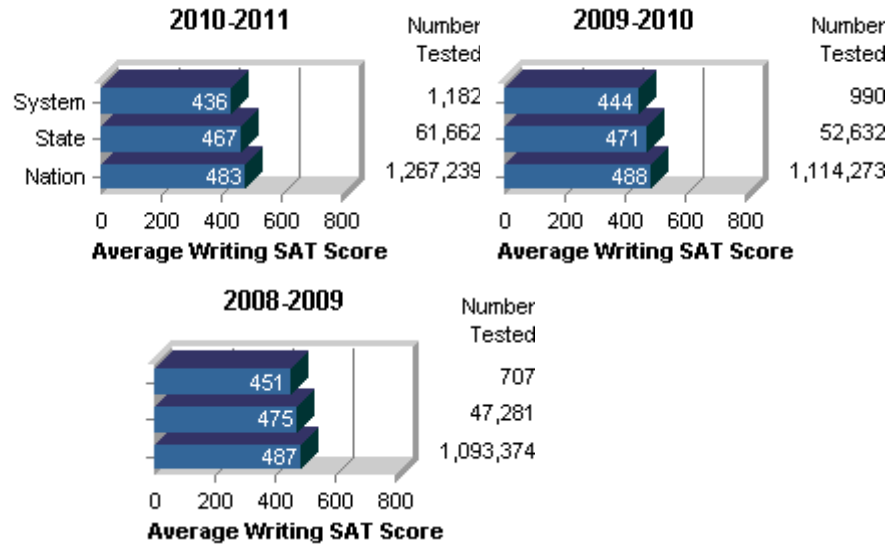


Average Math SAT Score for High School Seniors by Subgroups (Reflects Most Recent Scores) at the System, State, and National Levels

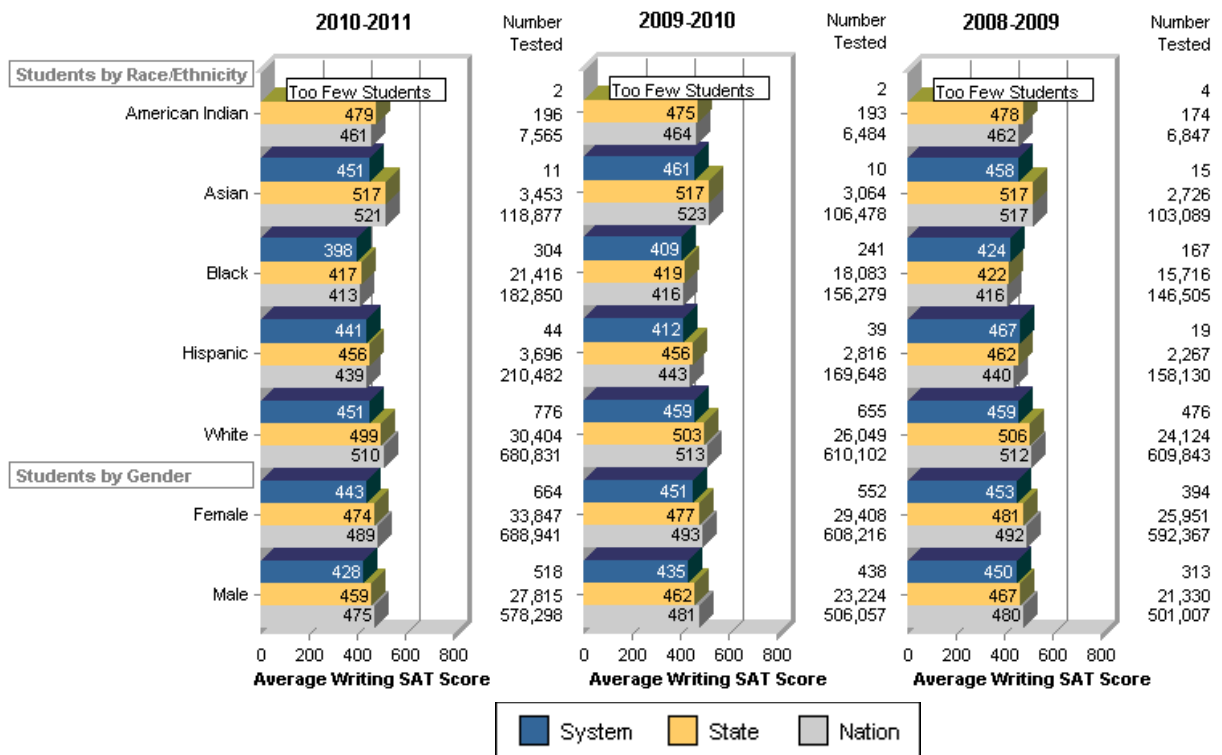


* GOSA does not report on fewer than 10 students.

Average Writing SAT Score for High School Seniors (Reflects Most Recent Scores) at the System, State, and National Levels



Average Writing SAT Score for High School Seniors by Subgroups (Reflects Most Recent Scores) at the System, State, and National Levels



* GOSA does not report on fewer than 10 students.

Table XXVI: Highest SAT Scores, Paulding County School District^{xxviii}

2010-2011 REPORT CARD

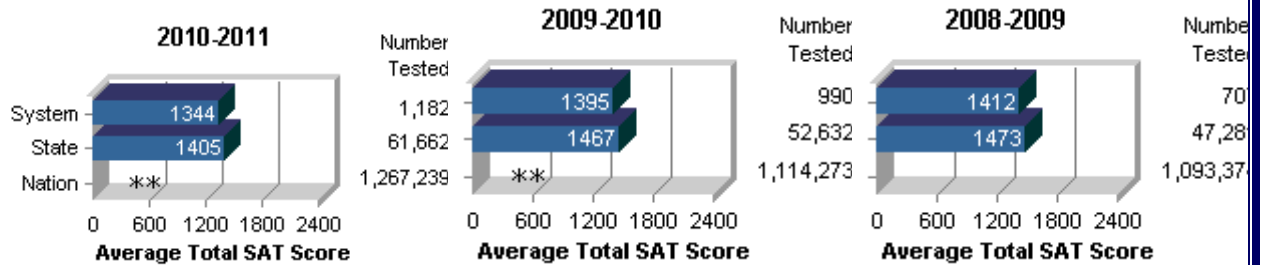
All Schools

Paulding County

Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

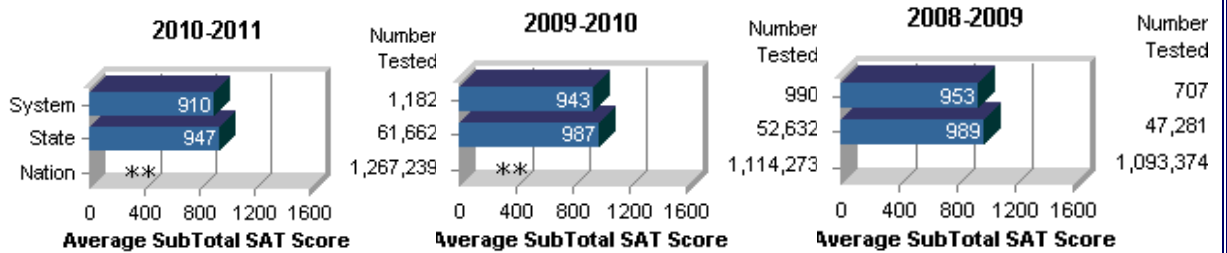
Average Total SAT Score for High School Seniors (Reflects Highest Scores for Verbal, Math and Writing) at the System, State, and National Levels



*GOSA does not report on fewer than 10 students.

** Only the average of the Most Recent SAT score is available at the National level.

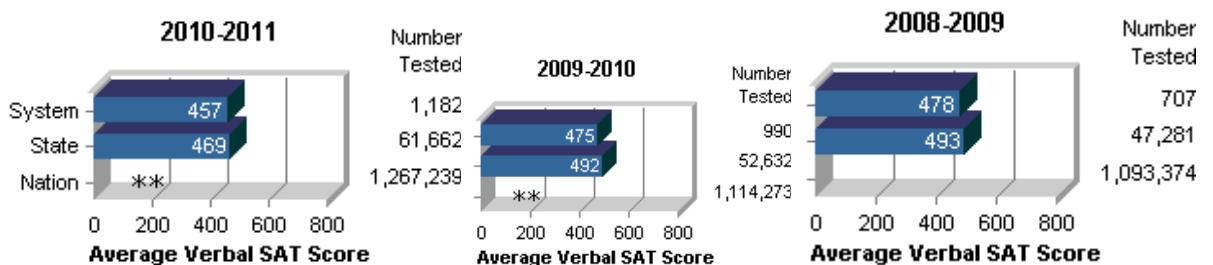
Average SubTotal SAT Score for High School Seniors (Reflects Highest Scores for Verbal and Math) at the System, State, and National Levels



*GOSA does not report on fewer than 10 students.

** Only the average of the Most Recent SAT score is available at the National level.

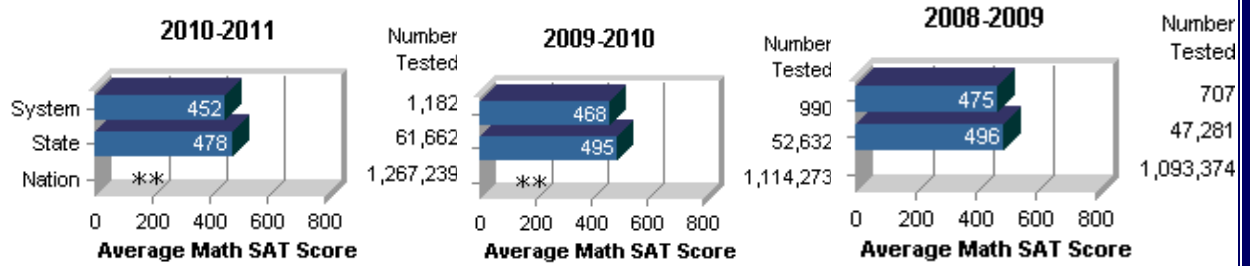
Average Verbal SAT Score for High School Seniors (Reflects Highest Scores) at the System, State, and National Levels



*GOSA does not report on fewer than 10 students.

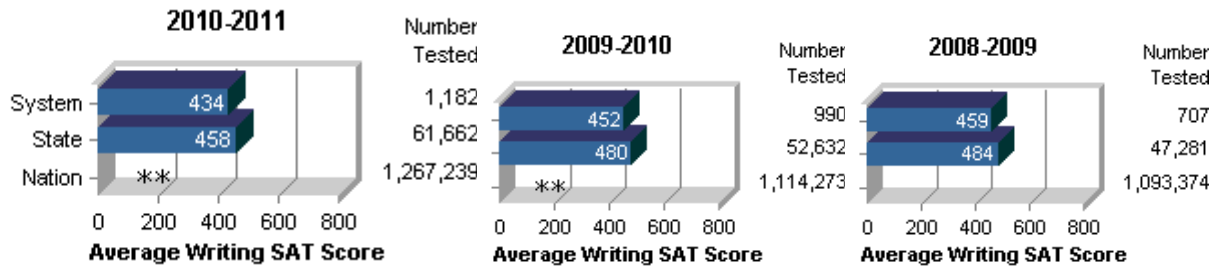
** Only the average of the Most Recent SAT score is available at the National level.

Average Math SAT Score for High School Seniors
(Reflects Highest Scores)
at the System, State, and National Levels



*GOSA does not report on fewer than 10 students.
 ** Only the average of the Most Recent SAT score is available at the National level.

Average Writing SAT Score for High School Seniors
(Reflects Highest Scores)
at the System, State, and National Levels



*GOSA does not report on fewer than 10 students.
 ** Only the average of the Most Recent SAT score is available at the National level.

Table XXVII: Certified Personnel Data, Paulding County School District^{xxix}

2010-2011 REPORT CARD

All Schools

Paulding County

Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

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More Information

Certified Personnel Data

		Administrators	Support Personnel	PK-12 Teachers
Positions	Number	137.00	128.00	1,742.98
	Average Annual Salary	\$84,376.06	\$62,911.70	\$53,773.97
	Average Contract Days	220.15	196.10	190.25
	Average Daily Salary	\$383.27	\$320.81	\$282.65
Personnel	Full-time	137	128	1,742
	Part-time	0	0	2
Gender	Male	51	18	366
	Female	86	110	1,378
Certificate Level	4 Yr Bachelor's	0	3	626
	5 Yr Master's	29	67	764
	6 Yr Specialist's	87	55	327
	7 Yr Doctoral	21	3	15
	Other *	0	0	12
Race/Ethnicity	Black	13	18	112
	White	121	106	1,578
	Hispanic	1	1	31
	Asian	1	0	5
	Native American	0	1	5
	Multiracial	1	2	13
Years Experience	< 1	0	0	2
	1-10	10	44	863
	11-20	72	48	639
	21-30	43	31	205
	> 30	12	5	35
	Average	19.15	15.26	12.09

*Includes One- and Two-Year Vocational Certificates.

Certified Staff Position Ratios
Teacher/Administrator Ratio 13:1
Teacher/Support Person Ratio 14:1
Teacher/Staff Ratio 7:1
Student Enrollment/All Teachers 16:1

Certified Personnel by Category

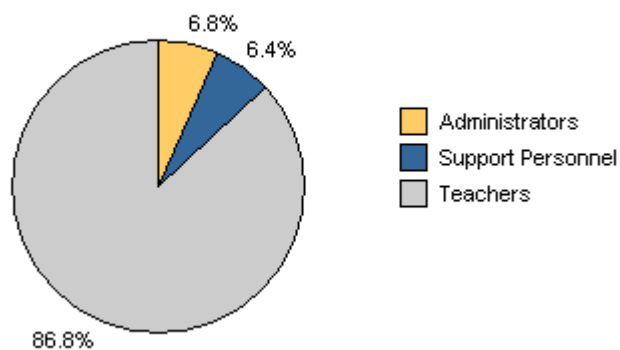


Table XXVIII: Fiscal Data, Paulding County School District^{xxx}

2010-2011 REPORT CARD

All Schools

Paulding County

Grade Range: PK, KK, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Enrollment: 28,298

Fiscal Data

FTE Count

FTE Count used for Allotment Calculation	28,606
Fall 2010-2011 FTE Count	28,298

K-12 Revenues

Sources:	General Fund	Per-cent	Per FTE	Title Programs	Lottery K-12 and All Other K-12	Bonded Debt	Capital Projects	School Nutrition	Grand Total	
									Total Amount	Per-cent
Local	\$61,378,836	30.9%	\$2,146	\$0	\$360,792	\$19,860,923	\$3,659,901	\$4,930,494	\$90,190,946	36.2%
State - QBE	\$130,068,519	65.4%	\$4,547	\$0	\$0	\$0	\$0	\$0	\$130,068,519	52.2%
State - Lottery	\$0	0.0%	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.0%
State - Other	\$2,167,701	1.1%	\$76	\$0	\$41,922	\$0	\$2,557,082	\$392,426	\$5,159,130	2.1%
Federal	\$5,320,242	2.7%	\$186	\$11,859,450	\$0	\$0	\$0	\$6,599,557	\$23,779,249	9.5%
Other	\$16,703	0.0%	\$1	\$0	\$0	\$0	\$0	\$14,694	\$31,397	9.5%
Total	\$198,952,001	100.0%	\$6,955	\$11,859,450	\$402,714	\$19,860,923	\$6,216,982	\$11,937,172	\$249,229,242	100.0%

K-12 Expenditures

Sources:	General Fund	Per-cent	Per FTE	Title Programs	Lottery K-12 and All Other K-12	Bonded Debt	Capital Projects	School Nutrition	Grand Total	
									Total Amount	Per-cent
Instruction	\$135,113,959	71.6%	\$4,723	\$7,527,796	\$39,687	\$0	\$0	\$0	\$142,681,442	56.7%
Media	\$3,835,695	2.0%	\$134	\$0	\$0	\$0	\$0	\$0	\$3,835,695	1.5%
Instruction Support	\$3,394,490	1.8%	\$119	\$2,790,955	\$88,121	\$0	\$0	\$0	\$6,273,565	2.5%
Pupil Services	\$6,055,888	3.2%	\$212	\$656,163	\$131,483	\$0	\$0	\$0	\$6,843,535	2.7%
General Admin.	\$2,293,214	1.2%	\$80	\$284,953	\$2,181	\$0	\$0	\$0	\$2,580,348	1.0%
School Admin	\$13,095,078	6.9%	\$458	\$156	\$0	\$0	\$0	\$0	\$13,095,233	5.2%
Transportation	\$8,970,425	4.8%	\$314	\$599,426	\$3,855	\$0	\$0	\$0	\$9,573,706	3.8%
Maint. & Ops.	\$16,030,088	8.5%	\$560	\$0	\$0	\$0	\$0	\$0	\$16,030,088	6.4%
Capital Projects	\$0	0.0%	\$0	\$0	\$0	\$0	\$11,401,748	\$0	\$11,401,748	4.5%
School Food	\$0	0.0%	\$0	\$0	\$0	\$0	\$0	\$11,755,634	\$11,755,634	4.7%
Debt Service	\$0	0.0%	\$0	\$0	\$0	\$27,502,875	\$3,675	\$0	\$27,506,550	10.9%
Total	\$188,788,836	100.0%	\$6,600	\$11,859,450	\$265,326	\$27,502,875	\$11,405,423	\$11,755,634	\$251,577,544	100.0%

Salaries and Benefits as Percentages of Revenues and Expenditures

	Salaries	Benefits	Total Salaries and Benefits	Percentage of Revenues		Percentage of Expenditures	
				Total of General Fund Lottery K-12 and All Other K-12	Total K-12	Total of General Fund Title Programs Lottery K-12 and All Other K-12	Total K-12
Teachers and Paraprofessionals	\$84,613,697	\$37,324,386	\$121,938,084	57.7%	48.9%	60.7%	48.5%
Teachers and Paraprofessionals	\$90,492,583	\$38,306,255	\$128,798,838	61.0%	51.7%	64.1%	51.2%
School Administration	\$7,764,288	\$3,290,814	\$11,055,102	5.2%	4.4%	5.5%	4.4%
School Administration	\$7,402,476	\$3,197,884	\$10,600,360	5.0%	4.3%	5.3%	4.2%
General Administration	\$989,079	\$405,013	\$1,394,092	0.7%	0.6%	0.7%	0.6%
General Administration	\$1,130,354	\$459,740	\$1,590,094	0.8%	0.6%	0.8%	0.6%

Table XXIX: Paulding County Schools National Center for Education Statistics (NCES) Data^{xxxi}



CCD Common Core of Data

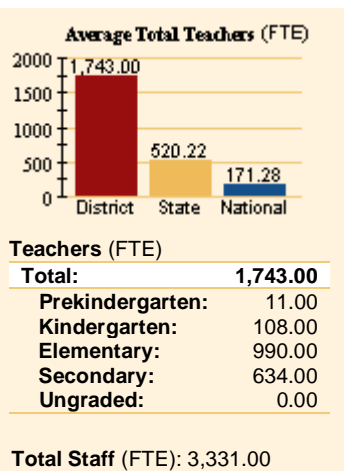
District Directory Information (2011-2012 school year) [Search Results](#) [Modify Search](#) [Data Notes/Grant IDs](#) [Help](#)

District Name: Paulding County schools for this district	NCES District ID: 1304020	State District ID: 710
Mailing Address: 3236 Atlanta Highway Dallas, GA 30132-0132	Physical Address: 3236 Atlanta Hwy Dallas, GA 30132-0132	Phone: (770) 443-8000
Type: Local school district	Status: No change	

District Details (2010-2011 school year; Fiscal data from 2008-2009)
Characteristics [Show Less](#)

County: Paulding County	County ID: 13223
Grade Span: (grades PK - 12) PK KG 1 2 3 4 5 6 7 8 9 10 11 12	Total Schools: 37
Locale: Rural: Fringe (41)	Total Students: 28,407
CSA/CBSA: 12060	Classroom Teachers (FTE): 1,743.00
Supervisory Union #: 000	Student/Teacher Ratio: 16.30
	ELL (formerly LEP) Students: 336
	Students with IEPs: 2,644

Staff



Total:	1,588.00
Instructional Aides:	305.00
Instruc. Coordinators & Supervisors:	32.00
Total Guidance Counselors:	58.00
Elementary Guidance Counselors:	23.00
Secondary Guidance Counselors:	35.00
Librarians/Media Specialists:	33.00
Library/Media Support:	33.00
District Administrators:	16.00
District Administrative Support:	29.00
School Administrators:	93.00
School Administrative Support:	107.00
Student Support Services:	88.00
Other Support Services:	794.00

Fiscal

	Amount	Amount per Student	Percent
Total Revenue:	\$279,339,000	\$10,009	
Revenue by Source			
Federal:	\$15,079,000	\$540	5%
Local:	\$113,581,000	\$4,070	41%
State:	\$150,679,000	\$5,399	54%
Total Expenditures:	\$310,704,000	\$11,133	
Total Current Expenditures:	\$234,460,000	\$8,401	
Instructional Expenditures:	\$156,480,000	\$5,607	67%
Student and Staff Support:	\$21,246,000	\$761	9%
Administration:	\$18,764,000	\$672	8%
Operations, Food Service, other:	\$37,970,000	\$1,361	16%
Total Capital Outlay:	\$67,013,000	\$2,401	
Construction:	\$63,153,000	\$2,263	
Total Non EI-Sec Education & Other:	\$2,100,000	\$75	
Interest on Debt:	\$7,079,000	\$254	

Note: Details do not add to totals due to rounding.
Note: Fiscal data (including per pupil count used in this table) from 2008-2009.

Census	
Total Population Under 18:	25,079
Hispanic or Latino:	553
Non Hispanic or Latino:	24,526
Population of one race:	24,624
White alone:	22,211
Black or African American alone:	2,026
American Indian or Alaska Native alone:	74
Asian alone:	84
Hawaiian or other Pacific Islander alone:	4
Some other race alone:	225
Population of two or more races:	455

Note: Census data from 2000.

NOTES

[†] indicates that the data are not applicable. For example, the enrollment and staff characteristics for districts that opened in the 2011-2012 school year will not be available until the full 2011-2012 file is released.

[–] indicates that the data are missing.

The directory information on district name, address, and phone number are preliminary data from initial submissions of district level data for 2011-2012.

Data provided on student membership and staffing are from the official district level data for 2010-2011. **Source:** CCD Public school district data for the 2010-2011, 2011-2012 school years

National Center for Education Statistics

Office of Educational Research & Improvement, U.S. Dept. of Education
 1990 K Street, NW, Washington, DC 20006, USA, Phone: (202) 502-7300
 National Center for Education Statistics - <http://nces.ed.gov>
 U.S. Department of Education

Table XXX: Paulding County EdWeek School District Graduation Report^{xxxii}

SCHOOL DISTRICT GRADUATION REPORT

**PAULDING COUNTY
DALLAS, GA**

Demographic Profile

	PAULDING COUNTY	National Average
SCHOOL SYSTEM — VITAL STATS		
Students	27,908	3,546
Schools	33	7
Locale	Rural	38% of students attend suburban schools

STUDENT POPULATION

Race/Ethnicity

American Indian/Alaska Native	0.2%	1.3%
Asian/Pacific Islander	0.8%	5.1%
Hispanic	5.0%	21.5%
Black (not Hispanic)	21.7%	17.0%
White (not Hispanic)	72.4%	55.1%

Poverty (Free or Reduced Lunch Eligibility) 32.3% 44.1%

English-Language Learners 1.4% 9.2%

Special Education 9.4% 12.4%

Graduation Analysis

	PAULDING COUNTY	National Average
Graduation Rate for All Students, Class of 2009	70.2%	73.4%

District Performance Score Captures the district's graduation performance relative to other school systems with similar characteristics. A score of 100 point indicates that the district's graduation rate is exactly as would be expected, based on its size, student composition, and other characteristics. Districts with scores greater than 100 points are outperforming expectations.

99.9 points 100 points

Ten-Year Trend

2009	70.2%	73.4%
2008	68.3%	71.7%
2007	64.4%	68.8%
2006	60.1%	69.2%
2005	64.1%	70.6%
2004	63.5%	70.0%
2003	57.0%	69.7%
2002	54.7%	69.3%
2001	67.6%	68.0%
2000	60.0%	66.8%
1999	45.3%	66.0%

Change over time, 1999 to 2009 (percentage points) +24.9 +7.3

Graduation Pipeline, Class of 2009

Where are students lost? Percent of students lost by grade Details may not sum to 100% due to rounding.

9th grade	37.0%	30.0%
10th grade	21.6%	26.6%
11th grade	30.1%	16.7%
12th grade	11.4%	26.6%

Note: — Indicates that data are not available or not applicable.

Table XXXI: Federal Education Budget Project Data, Paulding County Schools^{xxxiii}

Funding	2007	2008	2009	2010	2011
Per Pupil Expenditure (K-12)	\$10,394	\$8,709	\$8,401		
State average	\$9,102	\$9,718	\$9,649		
Per Pupil Expenditure Rank Within State	71st	165th	171st		
Federal Revenue Per Pupil	\$452	\$444	\$540		
State average	\$927	\$907	\$1,020		
District Operating Budget	\$210,363,000	\$235,982,000	\$236,560,000	\$235,000,000	
Title I	\$2,302,879	\$2,165,828	\$2,557,925	\$2,931,112	\$3,135,423
Title I Stimulus Estimated			\$1,738,164		
IDEA PART B	\$3,282,059	\$3,603,538	\$3,812,429	\$3,808,867	\$3,794,887
IDEA PART B Stimulus Estimated			\$4,042,000		
Federal School Meal Funding	\$3,849,354	\$4,310,534	\$5,005,527	\$5,710,910	
Federal School Commodities Funding	\$478,330	\$721,254	\$531,637	\$584,906	
Medicaid Reimbursements	\$157,718	\$241,720			
Pre-Kindergarten	2007	2008	2009	2010	2011
IDEA Section 619 Preschool Program Enrollment		256	249	256	237
IDEA Section 619 Preschool Program Funding	\$83,656	\$88,254	\$87,845		\$89,906
Demographics	2007	2008	2009	2010	2011

Demographics	2007	2008	2009	2010	2011
Total Students	25,669	26,857	27,908	28,444	28,407
Student Census Poverty Rate	7.5%	7.8%	9.3%	10.6%	
State average	18.0%	18.3%	20.8%	23.0%	
Student Census Poverty Rate Rank	175th	175th	175th	176th	
Free and Reduced Price Lunch Enrollment	28.8%	30.4%	32.3%	37.0%	39.2%
State average	50.3%	51.0%	53.0%	56.1%	57.4%
English Language Learner	1.4%	1.4%	1.4%	1.4%	1.2%
State average	5.5%	4.9%	5.0%	5.2%	4.9%
Special Education	10.5%	9.8%	9.4%	9.2%	9.3%
State average	12.1%	11.5%	10.9%	10.6%	10.6%
White Students	73.6%	71.0%	70.0%	67.6%	67.3%
State average	46.9%	46.1%	45.7%	45.0%	44.4%
African American Students	19.0%	20.5%	21.0%	20.1%	20.2%
State average	38.1%	38.0%	37.7%	37.4%	37.0%
Hispanic Students	4.4%	4.9%	4.9%	7.2%	7.4%
State average	9.2%	9.7%	10.0%	11.3%	11.9%
Asian Students	0.6%	0.7%	0.7%	0.9%	0.9%
State average	2.9%	3.0%	3.2%	3.3%	3.4%
American Indian Students	0.2%	0.1%	0.1%	0.4%	0.4%
State average	0.1%	0.2%	0.2%	0.3%	0.2%
Minority Students	24.2%	26.3%	26.7%	28.6%	28.9%
State average	50.4%	50.9%	51.1%	52.3%	52.6%
Achievement	2007	2008	2009	2010	2011

Achievement	2007	2008	2009	2010	2011
4th Grade Reading: District NCLB	83.0%	87.7%	88.2%	87.6%	
State average	84.8%	87.0%	87.2%	87.0%	
4th Grade Math: District NCLB	80.0%	64.6%	77.4%	79.1%	
State average	78.7%	70.0%	74.6%	75.0%	
8th Grade Reading: District NCLB	93.0%	96.0%	94.7%	94.0%	
State average	88.9%	93.0%	93.8%	94.0%	
8th Grade Math: District NCLB	82.0%	81.0%	72.8%	75.6%	
State average	81.9%	78.0%	80.7%	81.0%	
High School Reading: District NCLB	98.0%	91.0%	92.2%	91.0%	
State average	96.2%	91.0%	91.4%	91.0%	
High School Math: District NCLB	93.0%	95.0%	94.3%	92.0%	
State average	92.1%	93.0%	77.3%	77.0%	

Table XXXII: Community Data, Paulding County School District^{xxxiv}

Community Data

Number of Students Eligible to Receive Services through the Migrant Education Program	0
FY 2011 Average Monthly Number of Food Stamp Households	4,354
FY 2011 Average Monthly Number of TANF Families	114
2009 Per Capita Income	\$33,543
2011 Unemployment Rate	10.8%
2000 Census Population	81,678
2010 Census Bureau Population Estimate	142,324

Table XXXIII: Quick Facts, Paulding County, Georgia^{xxxv}

People QuickFacts	Paulding County	Georgia
Population, 2012 estimate	NA	9,919,945
Population, 2011 estimate	143,542	9,812,460
Population, 2010 (April 1) estimates base	142,324	9,687,663
Population, percent change, April 1, 2010 to July 1, 2012	NA	2.4%
Population, percent change, April 1, 2010 to July 1, 2011	0.9%	1.3%
Population, 2010	142,324	9,687,653
Persons under 5 years, percent, 2011	7.4%	7.0%
Persons under 18 years, percent, 2011	29.4%	25.4%
Persons 65 years and over, percent, 2011	7.6%	11.0%
Female persons, percent, 2011	51.0%	51.1%
White persons, percent, 2011 (a)	78.8%	63.2%
Black persons, percent, 2011 (a)	17.8%	31.0%
American Indian and Alaska Native persons, percent, 2011 (a)	0.4%	0.5%
Native Hawaiian and Other Pacific Islander persons, percent, 2011 (a)	0.1%	0.1%
Persons reporting two or more races, percent, 2011	2.0%	1.8%
Persons of Hispanic or Latino Origin, percent, 2011 (b)	5.3%	9.1%
White persons not Hispanic, percent, 2011	74.5%	55.5%
Living in same house 1 year & over, percent, 2007-2011	85.0%	83.0%
Foreign born persons, percent, 2007-2011	4.2%	9.7%
Language other than English spoken at home, percent age 5+, 2007-2011	6.1%	12.9%
High school graduate or higher, percent of persons age 25+, 2007-2011	87.9%	84.0%
Bachelor's degree or higher, percent of persons age 25+, 2007-2011	22.3%	27.5%
Veterans, 2007-2011	9,732	702,919
Mean travel time to work (minutes), workers age 16+, 2007-2011	38.1	27.0
Housing units, 2011	52,342	4,102,992
Homeownership rate, 2007-2011	81.5%	66.8%
Housing units in multi-unit structures, percent, 2007-2011	7.2%	20.5%
Median value of owner-occupied housing units, 2007-2011	\$147,700	\$160,200
Households, 2007-2011	47,691	3,490,754
Persons per household, 2007-2011	2.90	2.68
Per capita money income in the past 12 months (2011 dollars), 2007-2011	\$23,700	\$25,383
Median household income, 2007-2011	\$63,023	\$49,736
Persons below poverty level, percent, 2007-2011	9.0%	16.5%
Business QuickFacts	Paulding County	Georgia
Private nonfarm establishments, 2010	1,599	217,0991
Private nonfarm employment, 2010	14,444	3,315,2741
Private nonfarm employment, percent change, 2000-2010	57.3	-4.81
Nonemployer establishments, 2010	10,113	771,155
Total number of firms, 2007	11,811	901,105
Black-owned firms, percent, 2007	14.6%	20.4%
Women-owned firms, percent, 2007	30.6%	30.9%
Manufacturers shipments, 2007 (\$1000)	255,438	144,280,774
Merchant wholesaler sales, 2007 (\$1000)	176,471	141,962,359
Retail sales, 2007 (\$1000)	973,010	117,516,907
Retail sales per capita, 2007	\$7,607	\$12,326
Accommodation and food services sales, 2007 (\$1000)	108,987	16,976,235
Building permits, 2011	187	18,493
Geography QuickFacts	Paulding County	Georgia
Land area in square miles, 2010	312.22	57,513.49
Persons per square mile, 2010	455.8	168.4
Metropolitan or Micropolitan Statistical Area gaGA	Atlanta-Sandy Springs-Marietta, GA Metro Area	

Table XXXIV: Industry Employment Distribution Profile, Paulding County, Georgia^{xxxvi}

2nd Quarter, 2012.

Rank	Industry Sector	Establishments	Employees
1	Retail Trade (44 & 45)	232	3,774
2	Education Services	54	3,379
3	Accommodation and Food Services	128	2,810
4	Health Care and Social Assistance	118	1,654
5	Construction	321	1,429
6	Public Administration	20	1,124
7	Admin., Support, Waste Mgmt, Remediation	123	1,079
8	Manufacturing (31-33)	54	928
9	Professional, Scientific & Technical Svc	177	709
10	Transportation and Warehousing (48 & 49)	67	577
11	Other Services (except Public Admin.)	134	526
12	Wholesale Trade	90	466
13	Finance and Insurance	69	325
14	Real Estate and Rental and Leasing	60	237
15	Arts, Entertainment, and Recreation	20	225
16	Information	25	181
17	Management of Companies and Enterprises	9	40
18	Agriculture, Forestry, Fishing & Hunting	7	11
19	Mining	2	9
20	Utilities	3	7

**Exhibit I: Workforce Investment Act (WIA) One-Stop Workforce System^{xxxvii}
Summary for Job Seekers**

The Federal Workforce Investment Act was signed into law in August 1998, and went into effect in Georgia in July 2000. The Governor designated the Governor's Office of Workforce Development, under the leadership of Executive Director Tricia Pridemore, as the state agency responsible for the administration of WIA. The Governor also appointed the State Workforce Investment Board to aid in planning and developing Georgia's overall workforce system.

The state of Georgia is divided into 20 local service delivery areas. Within each local area, a Local Workforce Investment Board exists which is appointed by local elected officials. The Local Board is comprised of local business leaders and community representatives. Local Boards are responsible for the creation and maintenance of their local workforce system. They work to insure that the system is employer-led, demand-driven, customer-friendly, and continuously improving. While no two local systems look exactly alike, the state strives to maintain a streamlined system that is recognizable throughout the state.

The defining characteristic of WIA is the One-Stop Workforce Center. These centers provide job seekers and employers a wide range of services. Georgia has over 45 comprehensive One-Stop Centers, at least one per local area. In addition to the comprehensive One-Stop Centers, most local areas contain non-comprehensive sites that can provide some of the services offered by WIA. Non-comprehensive sites may include technical colleges, welfare offices and community based organizations.

The services provided by WIA are subject to participant eligibility and are separated into three categories. These are Core services, Intensive services, and Training services. While every OneStop Center, both comprehensive and non-comprehensive, will be able to provide Core services, not all non-comprehensive One-Stop Centers are able to provide access to Intensive and Training services. Core services usually include, among other services, new customer orientation to job seeker services, information on training/education offerings, financial aid application assistance, labor market information, and tips for regaining employment after a layoff.

Intensive services are provided to individuals if the participant is deemed eligible, and is determined to require more than core services, intensive services will be provided. Some of the Intensive services provided include individual career planning, short-term prevocational services, and comprehensive assessments.

Training Services are also provided to participants deemed eligible to receive them. If a participant is eligible for Training services, an Individual Training Account will be created that will be used to fund their training or re-education

To find the One-Stop Workforce Center near you visit: <http://wfia.cybernetixs.com/>

Exhibit II: Workforce Investment Act (WIA) Service Location, Paulding County^{xxxviii}

**Governor's Office of Workforce Development
Local Workforce Area Service Locations
Workforce Investment Act (WIA)
1 July 2012**

There are 20 WIA service areas in Georgia, and each workforce area has at least one comprehensive/full-service One-Stop Workforce Center where a wide range of workforce services are available to job seekers and employers. There are currently 46 full-service Career Centers in Georgia. In addition to these full service sites, many communities have additional locations where customers may access workforce services, sometimes called "satellites" or "service access points." Limited and/or specialized services are generally available in these locations. For more information, please contact a center directly, explain your interests and needs, and find out which location is best for you

**Northwest Georgia
(Area 1)**

**Bartow
Catoosa
Chattooga
Dade
Fannin
Floyd
Gilmer
Gordon
Haralson
Murray
Paulding
Pickens
Polk
Walker
Whitfield**

**Chattahoochee Technical
College/Paulding Campus
400 Nathan Dean Boulevard
Dallas, Georgia 30132
(770) 443-3622**

Dallas Vocational Rehabilitation Office

Exhibit III: Paulding County Certified Work Ready Community^{xxxix}

PROGRAMS AND INITIATIVES

Go Build Georgia

GOWD launched Go Build Georgia in January 2012. Go Build is a nationally-recognized awareness effort designed to educate young people and the public at large about the skilled trades, and how to pursue a career in these fields.

Workforce Investment Act (WIA)

The federal Workforce Investment Act (WIA) was signed into law in August 1998, and went into effect in Georgia in July 2000. The Governor designated the Governor's Office of Workforce Development (GOWD) as the state agency responsible for implementation of WIA in December 2011. As of July 1, 2012 GOWD oversees WIA.

Work Ready

The Certified Work Ready Communities program has also undergone several large-scale changes to make the program compliant with federal regulations and more responsive to the needs of its targeted audience. Counties who currently have Certified Work Ready Community grants no longer have goals based on the attainment of Georgia Work Ready Certificates. New community goals are improved high school graduation rate, improved high school attendance rate and improved post-secondary enrollment rate. The Governor's Office of Workforce Development is working with the Georgia Department of Education, the Technical College System of Georgia, and the University System of Georgia to collect and analyze data for these three measurements to set appropriate improvement goals for each county.

As of July 1, 2012, the Governor's Office of Workforce Development will cease to cover the cost of the Work Ready assessment, assessment realms, and the costs associated with the administration of the Work Ready assessment. Anyone looking to take the assessment should contact his/her local technical college. To find your local college please visit <https://tcsge.edu/>.

WHAT IS GEORGIA WORK READY?

What is Georgia Work Ready?

Georgia Work Ready was created to ensure that Georgia's workers have the best skills, easy access to training and world-class job opportunities. The backbone of the initiative is the Work Ready Certificate, which assesses the real world skills of Georgia's workers. Georgians can use their Work Ready Certificate to prove their work readiness to potential employers. Georgia also offers gap training aimed at helping to improve Certificate scores, enabling career growth and continued on-the-job success. This, combined with an innovative job profiling process that accurately identifies the exact skills required for specific jobs is helping create the perfect match between Georgia workers and jobs.

Benefits of Work Ready

Earning a Work Ready Certificate can be your ticket to the job you've always wanted. The Certificate verifies your work readiness skill level to potential employers and demonstrates your commitment to success. If you want to improve your skills, Georgia also offers free and easy-to-access training programs. All of this adds up to a competitive advantage, better job opportunities and a brighter future.

Additional benefits include:

- Confidence that core skills and work habits meet the needs of local employers
- Ranking above other job applicants lacking a Work Ready Certificate
- Better understanding of employers' requirements for job performance
- Determining skill improvements and training opportunities
- Realizing opportunities for career advancement and promotions
- Demonstrating on your resume an understanding of the skills employers want

CERTIFIED WORK READY COMMUNITIES

Communities

Certified Work Ready Communities have the skilled workforce that business demands and the educational infrastructure to drive economic growth and prosperity. To earn the designation, counties must:

- Demonstrate a commitment to improving public high school graduation rates through a measurable increase
- Drive citizens who have not received a high school diploma to take the General Educational Development (GED).

All of the current Certified Work Ready Communities are working on recertification plans to maintain their status.

GO BUILD GEORGIA

The Program

The Go Build Georgia program is designed to educate young people on the value of learning a trade, dispel their misconceptions about the skilled trade industry and inspire them to consider building a career as a skilled tradesman. Through this public awareness effort, public relations and social media campaign, Go Build aims to provide better opportunities for craft tradesmen, more highly skilled employees for businesses and enhanced economic development for Georgia and the nation.

There are five industries of focus involved in the program: manufacturing, industrial construction, transportation, energy, and telecommunications. It is within these industries that Georgia is seeing career opportunities.

The [Go Build Georgia website](#) provides a one-stop resource for students, parents and educators alike to discover the many opportunities in the skilled trades. By accessing the Go Build Georgia website, students can begin building their career trajectory, discover new careers and opportunities in the skilled trades, and find the necessary training to pursue a career in these trades.

High School Teams Project

The most recent development in the Go Build Georgia program is the establishment of the Go Build Georgia High School teams. High School teams are comprised of educators and industry leaders with the goal of promoting career paths in the skilled trades by hosting skilled trade career days, industry site visits and message dissemination. If you would like to be a part of a Go Build Georgia team contact our office at 404-463-5030.

<http://workforce.georgia.gov/go-build-georgia-0>

Appendix C
Paulding County Economics of Education Summit
Breakout Session Responses

**Paulding County
Economics of Education Summit
Breakout Session Responses**

What is college and career readiness?

- Empowerment - to make decisions
- Apply skills learned – to real life
- “Ready” – to transition to the next step without remediation
- Variety – ready for a variety of options
- Trends – ready for up-to-date trends (options and skills)
- Prepared for “success”
- Preparation begins in kindergarten and everyone up to 12th grade is responsible
- Flexible career options
- Found a “focus”
- Eliminate the “tech school” stigma
- Educating on college and career options
- Career ready does not always mean college ready
- Having skills and work ready communication skills
- College ready – academics
- Not needing remediation
- Have high school level skills – math and literacy
- A plan for how to access financial assistance
- Career planning
- Starts early (not just high school)
- Educate parents
- Professionalism
- Mastery of fundamentals
- Personal responsibility
- Relevant learning
- Solid foundation
- Support from all stakeholders
- Parent involvement
- After school opportunities
- Research skills
- Academic behaviors
- Collaboration
- Follow through

What are the barriers to college and career readiness?

- Finance and economics
- Access to information
- Lack of awareness
- Change in social model
- Lack of resources
- Lack of input from home
- At-risk students
- Addressing deficiencies early
- Lack of early intervention/pre-K
- Not knowing what to do college or career wise
- No plan after graduation
- Attitude and responsibility
- Parental and community support
- 14.2% lost
- Unrealistic college and career expectations
- 12th grade flexibility

What are the barriers for middle school students?

- Vertical alignment of curriculum
- Middle school scheduling
- Diverse coursework
- Student motivation – apathy
- School to parent communication needed even though kids are getting older
- Parent involvement

What can the community do to help middle school students stay on the path to college and career readiness?

- Crisis Interventions
- Mentoring (students, parents, community members)
- Parent Involvement programs in schools
- Relevant courses for today’s workforce
- Increase course offerings
- Better alignment of curriculum

Appendix D
Paulding County Schools Education Summit 2.0
What Do We Need?

Paulding County Schools Education Summit What Do We Need?

Issue	Postsecondary Institutions	Business/ Industry	Students	District Initiatives	Communication Plan Objective Number
1. Decrease "recovery" or "support" of extra credit, "do-overs" (understand high expectations because in business do-overs cost money)(demonstrate failure as a growth opportunity) (in terms of grade integrity, reinforcing bad habits, provide opportunities to "work" for it through tutoring)	√	√	√		1,3
2. Interpersonal skills, address student "entitlement" and lack of patience/work-ethic, persistence	√	√			1,3
3. Concern regarding lack of basic skills in high percentage of students (students needing learning support)	√	√		Support Courses, Increase differentiation, More collaborative ESEP courses,	1,3
4. Difference between student high school GPA and college GPA	√				1,3
5. Stress importance and hold accountable for deadlines	√	√	√		1,3
6. Increase counseling and guidance for 80% of students	√		√	TAA	
7. Better advisement (realistic) regarding postsecondary options (career opportunities, core transfers, information re credit transfers, use of email for communication, need for technical workers) (better planned TAA)	√	√	√	Implementation of Bridge Bill; Reality Fairs; Probe Fairs	1,3
8. Encouraging taking ACT/SAT and provide SAT prep opportunities	√		√	SAT RFP re Training	1,3
9. Share the meaning and importance of COMPASS assessments	√				1,3
10. Encourage back-up plans and alternate plans (exposure to job/industries in area of interest/availability)	√	√		Career Awareness Surveys Elementary/Middle ; 6-yr plans	1,3
11. Increase the number of college visits, group tours, and academic field trips	√		√		1
12. Increase communication skills; both written and oral	√	√		Writing goals in school improvement plans	1,3
13. Increase communication regarding advisement, opportunities, internships, etc.	√	√	√	Twitter, Facebook, Website	1,3
14. Student knowledge of personal finance		√			1,3
15. Exposure to life skills – completion of resumes, interviews, forms, applications		√		Interview Fairs at some high schools	1,3
16. Expand work-based learning, apprenticeships, job shadow, volunteer/community service and guest speaker opportunities		√	√		1,2,4
		√	√	3-part lesson framework	1,2,3

Issue	Postsecondary Institutions	Business/ Industry	Students	District Initiatives	Communication Plan Objective Number
17. Continue to develop collaborative skills, teamwork, engagement (possibly through promotion of students involvement in sports, extracurricular, co-curricular, clubs, and organizations)					
18. Develop rigorous pathways that mirror business opportunities and industry needs			√	Industry Certification	1,2,3
19. Allot teachers based upon program enrollment (not who retire) and schedule based on student interest (not convenience of where fit)			√		
20. Develop mentorship opportunities			√		3
21. Increase challenging and rigorous courses; number of AP courses			√	Innovations Grant – professional learning communities Training with high school teams; depth of knowledge training	1,2
22. Share information regarding scholarship opportunities		√	√		1,2,3

End Notes

ⁱ Governor's Office for Student Achievement, www.gaosa.org

ⁱⁱ Governor's Office for Student Achievement, www.gaosa.org

ⁱⁱⁱ Governor's Office for Student Achievement, www.gaosa.org

^{iv} The Editorial Projects in Education Research Center uses the Cumulative Promotion Index (CPI) method to calculate graduation rates. The CPI represents the high school experience as a process rather than a single event, capturing the four key steps a student must take in order to graduate: three grade-to-grade promotions (9 to 10, 10 to 11, and 11 to 12) and ultimately earning a diploma (grade 12 to graduation). Each of these individual components corresponds to a grade-promotion ratio.

The equation below illustrates the CPI formula for calculating graduation rates. The class of 2006-07, the most recent year of data available, is used as an example.

$$\text{CPI} = \frac{10\text{th graders, fall 2007}}{9\text{th graders, fall 2006}} \times \frac{11\text{th graders, fall 2007}}{10\text{th graders, fall 2006}} \times \frac{12\text{th graders, fall 2007}}{11\text{th graders, fall 2006}} \times \frac{\text{Diploma recipients, spring 2007}}{12\text{th graders, fall 2006}}$$

Multiplying the four grade-specific promotion ratios together produces the graduation rate, the percent of public school 9th graders who will complete high school on time with a regular diploma. The CPI counts only students receiving standard high school diplomas as graduates, following the definition of a graduate established by the No Child Left Behind Act.

We can use a simplified example to further demonstrate how the center calculates the CPI. Let us suppose that a particular school district currently has 100 students enrolled in each grade from 9 through 12. We will also assume that 5 percent of students currently in grades 9, 10, and 11 will drop out of school this year and that 5 percent of seniors will fail to earn a diploma at the end of the year. So, for example, we would count 100 9th graders at our starting point but only 95 10th graders the following fall.

$$\text{CPI} = \frac{95}{100} \times \frac{95}{100} \times \frac{95}{100} \times \frac{95}{100} = .815$$

Carrying out the calculation (shown above), we arrive at a graduation rate of 81.5 percent for this district. Given conditions in this hypothetical district (an effective 5 percent annual attrition rate for students at each grade level), only about 82 out of every 100 9th graders would be expected to finish high school with a diploma.

The CPI can be calculated for public school districts that have students enrolled in the secondary grades (9 through 12). State and national statistics are generated by aggregating the district-level data upward.

<http://edweek.org/apps/gmap/>

^v The Editorial Projects in Education Research Center uses the **Cumulative Promotion Index (CPI)** method to calculate graduation rates. The CPI represents the high school experience as a process rather than a single event, capturing the four key steps a student must take in order to graduate: three grade-to-grade promotions (9 to 10, 10 to 11, and 11 to 12) and ultimately earning a diploma (grade 12 to graduation). Each of these individual components corresponds to a grade-promotion ratio.

The equation below illustrates the CPI formula for calculating graduation rates. The class of 2006-07, the most recent year of data available, is used as an example.

$$\text{CPI} = \frac{10\text{th graders, fall 2007}}{9\text{th graders, fall 2006}} \times \frac{11\text{th graders, fall 2007}}{10\text{th graders, fall 2006}} \times \frac{12\text{th graders, fall 2007}}{11\text{th graders, fall 2006}} \times \frac{\text{Diploma recipients, spring 2007}}{12\text{th graders, fall 2006}}$$

Multiplying the four grade-specific promotion ratios together produces the graduation rate, the percent of public school 9th graders who will complete high school on time with a regular diploma. The CPI counts only students receiving standard high school diplomas as graduates, following the definition of a graduate established by the No Child Left Behind Act.

We can use a simplified example to further demonstrate how the center calculates the CPI. Let us suppose that a particular school district currently has 100 students enrolled in each grade from 9 through 12. We will also assume that 5 percent of students currently in grades 9, 10, and 11 will drop out of school this year and that 5 percent of seniors will fail to earn a diploma at the end of the year. So, for example, we would count 100 9th graders at our starting point but only 95 10th graders the following fall.

$$\text{CPI} = \frac{95}{100} \times \frac{95}{100} \times \frac{95}{100} \times \frac{95}{100} = .815$$

Carrying out the calculation (shown above), we arrive at a graduation rate of 81.5 percent for this district. Given conditions in this hypothetical district (an effective 5 percent annual attrition rate for students at each grade level), only about 82 out of every 100 9th graders would be expected to finish high school with a diploma.

The CPI can be calculated for public school districts that have students enrolled in the secondary grades (9 through 12). State and national statistics are generated by aggregating the district-level data upward.

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^{vi} Averaged Freshman Graduation Rates for Public School Students (AFGR) **Averaged Freshman Graduation Rates for Public School Students**

The averaged freshman graduation rate (AFGR) provides an estimate of the percentage of public high school students who graduate on time—that is, 4 years after starting 9th grade—with a regular diploma. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The incoming freshman class size is estimated by

summing the enrollment in 8th grade for one year, 9th grade for the next year, and 10th grade for the year after and then dividing by 3. The averaging is intended to account for higher grade retention rates in the 9th grade. Although not as accurate as an on-time graduation rate computed from a cohort of students using individual student record data, this estimate of an on-time graduation rate can be computed with currently available data. The AFGR was selected from a number of alternative estimates that can be calculated using cross-sectional data based on a technical review and analysis of a set of alternative estimates (Seastrom et al. 2006a, 2006b). AFGR estimates are based on the CCD "State Nonfiscal Survey of Public Elementary/Secondary Education", with ungraded enrollments distributed proportionally to reported enrollments by grade. AFGR estimates are presented for the 50 states and the District of Columbia.

National averaged freshman graduation rate for public school students: The AFGR among public school students in the United States for the class of 2004–05 was 74.7 percent.

State averaged freshman graduation rates for public school students: For the class of 2004–05, the AFGR ranged from 55.8 percent in Nevada to 87.8 percent in Nebraska. Seventeen states had rates of 80.0 percent or higher—Arizona, Connecticut, Idaho, Iowa, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, Utah, Vermont, and Wisconsin. Eleven states and the District of Columbia had rates below 70.0 percent—Alabama, Alaska, Florida, Georgia, Louisiana, Mississippi, Nevada, New Mexico, New York, South Carolina, and Tennessee.

Changes in rates from 2003–04 to 2004–05:

The AFGR among public school students in the graduating class of 2004–05 was lower than the rate for the class of 2003–04 (74.7 percent versus 75.0 percent). Twenty-nine states and the District of Columbia had higher AFGR in 2004–05 compared with 2003–04, and 18 states had lower rates. Oregon's rate remained the same and New York's and Wisconsin's data were not available for 2003–04. The lack of data from these two states that year is an important consideration when comparing the 2003–04 and 2004–05 national rates. Removing these states from the 2004–05 national counts results in a national rate of 75.1 percent—marginally higher than the 2003–04 rate that excludes these states. Imputing the missing 2003–04 data for New York and Wisconsin based on their 2002–03 rates results in a national estimate of 74.3 percent, which is lower than the 2004–05 rate that includes these two states.²⁷

<http://nces.ed.gov/pubs2008/dropout06/findings5.asp>

Data Source: Dr. Jeff Gagne, Director, Education Policies, Southern Regional Education Board (SREB), January 2012.

^{vii} DPS - District Performance Score - Captures the district's graduation performance relative to other school systems with similar characteristics. A score of 100 point indicates that the district's graduation rate is exactly as would be expected, based on its size, student composition, and other characteristics. Districts with scores greater than 100 points are outperforming expectations. Captures the district's graduation performance relative to other school systems with similar characteristics. A score of 100 point indicates that the district's graduation rate is exactly as would be expected, based on its size, student composition, and other characteristics. Districts with scores greater than 100 points are outperforming expectations. *Editorial Projects in Education Research Center*, www.edweek.org/rc

^{viii} Governor's Office for Student Achievement, www.gaosa.org

^{ix} Governor's Office for Student Achievement, www.gaosa.org

^x Source: Governor's Office for Student Achievement, www.gaosa.org

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^{xxx} Source: Governor's Office for Student Achievement, www.gaosa.org

^{xxxi} Source: http://nces.ed.gov/ccd/districtsearch/district_detail.asp

^{xxxii} Source: <http://www.edweek.org/apps/gmap> The Editorial Projects in Education Research Center uses the **Cumulative Promotion Index (CPI)** method to calculate graduation rates. The CPI represents the high school experience as a process rather than a single event, capturing the four key steps a student must take in order to graduate: three grade-to-grade promotions (9 to 10, 10 to 11, and 11 to 12) and ultimately earning a diploma (grade 12 to graduation). Each of these individual components corresponds to a grade-promotion ratio.

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^{xxxiii} <http://febp.newamerica.net/k12/GA/1304020#Funding>

^{xxxiv} Source: Governor's Office for Student Achievement, www.gaosa.org

^{xxxv} <http://quickfacts.census.gov/qfd/states>

^{xxxvi} Source: Labor Market Statistics, Quarterly Census of Employment and Wages Program <http://explorer.dol.state.ga.us/vosnet/lmi/area/areasummary.aspx?session=areadetail&geo=1304000223§ion=inndata&item=>

^{xxxvii} http://workforce.georgia.gov/sites/workforce.georgia.gov/files/related_files/site_page/ONLINE%20One-Stop%20Piece.pdf

^{xxxviii} <http://workforce.georgia.gov/sites/workforce.georgia.gov>

^{xxxix} <http://workforce.georgia.gov/programs-and-initiatives>