

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective A: Increase student achievement and growth

Cabinet Leader: Lee Anne Rice

Initiative #1: Increase student achievement

Performance Measures:

- Establish baseline; 3% increase of the gap as measured by Content Mastery in CCRPI by content areas and student groups.

Checkpoints

December	March
Achievement Baseline for Content Mastery was established with GA Milestones Spring 2022: <ul style="list-style-type: none"> ES: 92.1 MS: 88.1 HS: 91.1 	End Of Course (EOC)/End Of Grade (EOG) exams will be administered April 24- May 12; Results from Milestones testing will be available in July.

Year-end Results

Content Mastery scores in CCRPI will be available in November 2023. Below are results from the 2023 Georgia Milestones Assessment broken down by grade level and course.

EOG		2023					
Subject	Grade	% Beg	% Dev	% Pro	% Dis	% ≥ Pro	% ≥ Dev
ELA	Grade 3	18	21	34	27	61	82
ELA	Grade 4	16	27	34	23	57	84
ELA	Grade 5	11	25	45	19	64	89
ELA	Grade 6	14	23	43	20	63	86
ELA	Grade 7	14	24	45	18	63	86
ELA	Grade 8	13	25	39	23	62	87
Math	Grade 3	8	21	37	35	71	92
Math	Grade 4	7	20	36	37	73	93
Math	Grade 5	11	21	28	40	68	89
Math	Grade 6	8	27	34	31	65	92
Math	Grade 7	8	23	31	38	69	92
Math	Grade 8	8	27	37	28	65	93
Science	Grade 5	17	21	40	23	62	83
HS Physical Science	Grade 8	22	27	36	16	52	78
Social Studies	Grade 8	12	28	36	24	60	88

EOC Course	Forsyth County					
	% Beg	% Dev	% Pro	% Dis	% ≥ Pro	% ≥ Dev
American Literature	8	25	51	16	69	93
Algebra I	12	25	34	29	63	88
Biology	10	19	39	32	71	90
US History	12	32	44	13	57	89

% Beg = Percent of students scoring at Beginning

% Dev = Percent of students scoring at Developing

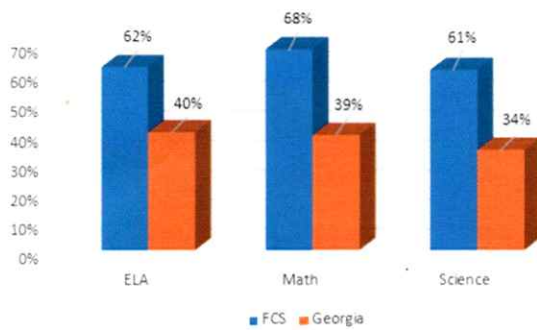
% Pro = Percent of students scoring at Proficient

% Dis = Percent of students scoring at Distinguished

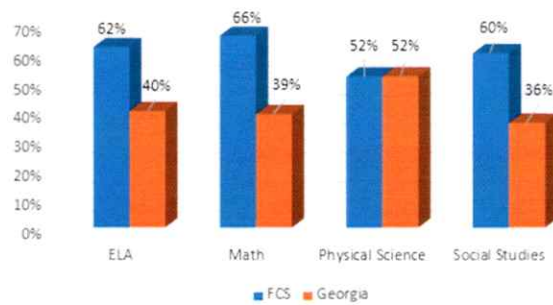
% ≥ Pro = Percent of students scoring at Proficient or higher

% ≥ Dev = Percent of students scoring at Developing or higher

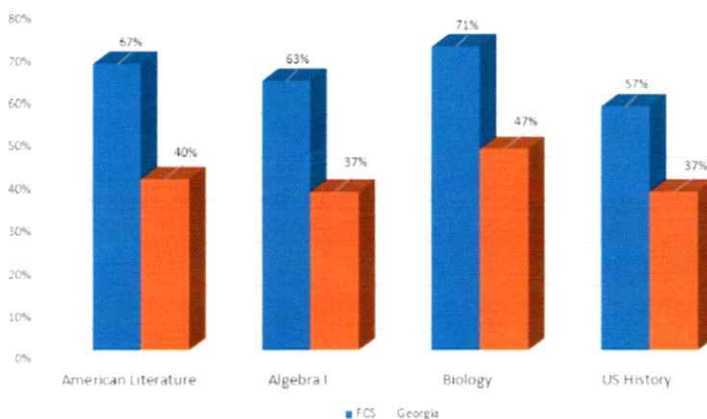
2023 EOG Grades 3-5



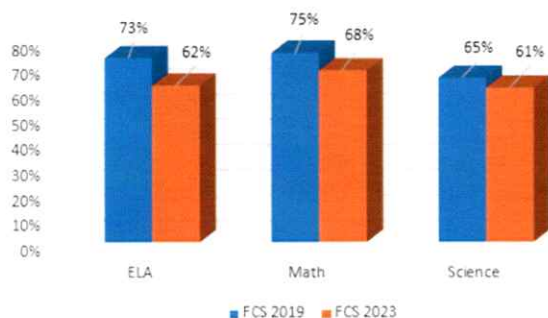
2023 EOG Grades 6-8



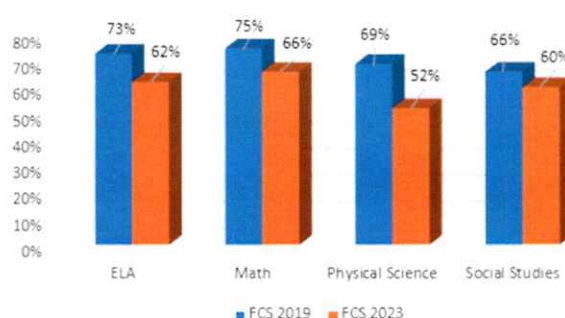
2023 EOC



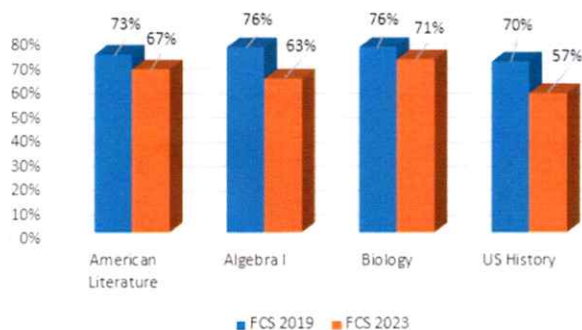
FCS EOG 3-5 2019 to 2023



FCS EOG 6-8 2019 to 2023



FCS EOC 2019 to 2023



Reflection on Results:

In the 15 EOG tests administered to our students, Forsyth County Schools ranked 1st for large systems (over 1000 students tested) in 11 tests (Grade 3 ELA/Math, Grade 4 ELA/Math, Grade 5 ELA/Math, Grade 6 ELA/Math, Grade 7 ELA/Math, and Grade 8 Math), 2nd in 3 tests (Grade 5 Science, Grade 8 ELA/Social Studies), and 4th in one test (Grade 8 HS Physical Science).

In the 4 EOC tests we administered to our students, Forsyth County Schools ranked 1st for large systems (over 1000 students tested) in 3 tests (American Literature, Algebra I, and Biology) and 2nd in one test (US History).

While we have not regained our achievement levels from before COVID-19 impacted our instruction, these results show that we are moving in a positive direction and continue to lead the state in academic performance.

During 2022-2023, Content Specialists from the Teaching and Learning department provided professional learning and curriculum support to schools across the district based on the goals and action steps in their School Improvement Plans. A concerted focus was on providing job-embedded, on-going, relevant, content-focused learning opportunities with time for practice, feedback, and reflection. This work will continue in 2023-2024 with an intentional focus on our Instructional Framework, specifically in the Plan, Implement, and Monitor phases.

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective A: Increase student achievement and growth

Cabinet Leader: Lee Anne Rice

Initiative #2: Increase student growth

Performance Measures:

- Establish baseline once growth data becomes available, again; 3% increase of the gap as measured by Progress in CCRPI by content areas and student groups.

Checkpoints

December

Growth Baseline for Math & ELA will be established with GA Milestones 2023.

Growth Baseline for English Language Proficiency was established with ACCESS in Winter 2022:

- ES: 94.93
- MS: 56.73
- HS: 53.69

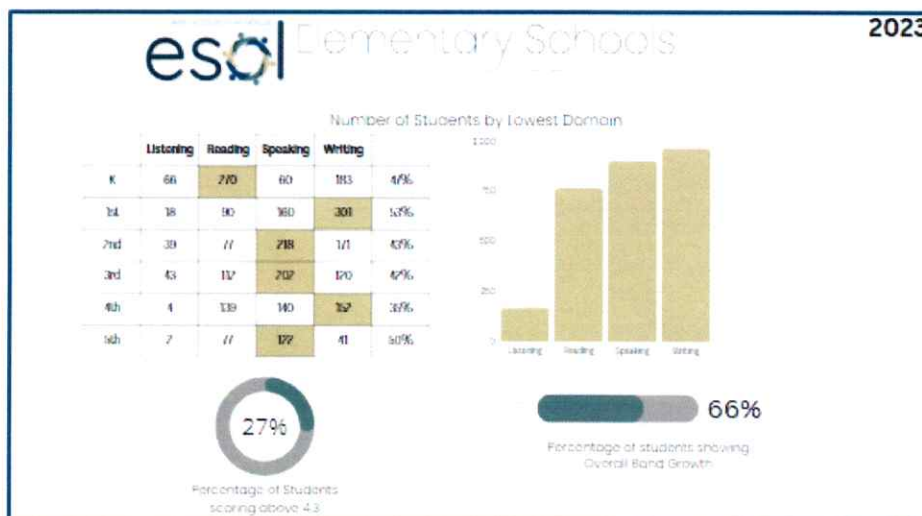
March

- Student Growth Percentiles will be generated this year for Math and English/Language Arts.
- Progress points based on ACCESS testing results will also be generated.
- Results for both are expected in November 2023.

Year-end Results

Student Growth Percentiles and English Language Proficiency Progress Points will be published with the release of the 2023 CCRPI report in November 2023.

Below are results from the ACCESS test for English Learners showing areas of strength and growth for each level.

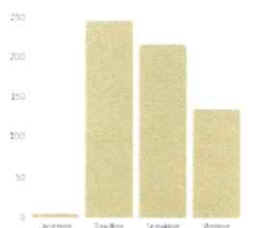


Number of Students by Lowest Domain

	Listening	Reading	Speaking	Writing	Percentage Per Grade Level
6th	3	85	59	49	43%
7th	1	83	87	45	40%
8th	2	78	70	42	41%



Percentage of Students scoring above 4.3



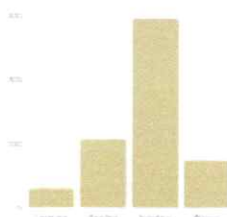
41%
Percentage of students showing Overall Band Growth

Number of Students by Lowest Domain

	Listening	Reading	Speaking	Writing	Percentage Per Grade Level
9th	10	27	107	21	65%
10th	6	35	94	18	61%
11th	8	19	56	21	54%
12th	7	26	38	14	45%



Percentage of Students scoring above 4.3



40%
Percentage of students showing Overall Band Growth

Reflection on Results: While we will not have district-level growth results from 2023 until November, preliminary data analysis shows that our English Learners continue to require support in language acquisition, specifically in the areas of speaking, writing, and reading. The Teaching and Learning Department has provided three English Learner coaches to support teachers and students with instructional, engagement, and assessment strategies in the classroom. Those coaches provide professional learning, model instructional strategies, co-teach in classrooms, and provide feedback to teachers. In addition, all schools have access to a Newcomer Specialist who can help teachers with strategies specifically designed for students new to our country to help them learn language and content simultaneously.

The Student Support, Special Education, and Teaching and Learning departments collaborate to support schools, graduation coaches, instructional coaches, interventionists, and teachers with Multi-Tiered Systems of Support (MTSS). School teams use data from universal screening, classroom assessments, benchmark assessments, and interventions to monitor the progress of all students and provide remediation or enrichment to meet students' needs. This framework allows teachers to focus on the differentiated, individual needs of our students.

**Forsyth County Schools
2022-2027 Strategic Planning**

Goal Area: The Learner Experience

Performance Objective B: Increase student engagement

Cabinet Leader: Lee Anne Rice

Initiative #1: Provide learning experiences that foster cognitive engagement

Performance Measures:

- Professional development for teachers and leaders in engagement strategies
- Classroom observations of engagement strategies
- Identify / develop an engagement assessment tool and establish a baseline; increase levels of cognitive engagement in each future year.

Checkpoints

December	March
School & district leaders and instructional coaches are defining cognitive engagement during 2022-2023 while discussing types of engagement, instructional strategies, and look-fors in the classroom.	Continuing discussions are being facilitated among content teams, Student Support, Special Education, School Safety, and Teaching & Learning departments. A joint training was held by these departments for assistant principals.

Year-end Results

The focus of the 2022-2023 school year was to increase teachers' and leaders' knowledge and skills regarding cognitive engagement. Members of the Teaching and Learning Department provided professional learning opportunities in all content areas to enable teachers to learn and implement engagement strategies in their classrooms.

Strategies shared included the following:

- SREB instructional and assessment practices
- Kagan Engagement Structures
- Integrated Performance Assessments
- Interactive Discussions/Socratic Seminar
- Project/Problem-Based/Inquiry-Based Learning
- Simulations/Virtual Labs
- Building Thinking Classrooms
- 360 Degree Mathematics Instructional Framework
- S3 Strategies involving academic discourse and student movement
- High Leverage Instructional Strategies
- Sheltered Instruction Observation Protocol (SIOP)
- 5E Model of Instruction (Engage, Explore, Explain, Elaborate, Evaluate)

Reflection on Results:

In 2022-2023, an intentional focus was on student interaction and dialogue. Professional learning sessions centered on instructional strategies that allowed students to move, interact, discuss, apply, and share their learning. In the years post-COVID, helping students and teachers build relationships, establish cooperative structures, and interact effectively is critical in fostering authentic engagement in the classroom. Rather than pulling teachers to the central office for training, our content specialists, ESOL coaches, and professional learning coaches spent much of their time in schools working with teachers, modeling strategies, providing feedback, and offering support.

Members of the Student Support, School Safety, Special Education, and Teaching and Learning departments collaborated to provide support to assistant principals around student behavior and engagement.

For 2023-2024, the Teaching and Learning Department is meeting with principals and assistant principals to calibrate instructional expectations and identify observable actions from teachers and students. Schools are collecting data on these identified actions to begin creating a tool to measure cognitive engagement. Professional learning for teachers will continue in effective instructional strategies that foster student interaction, critical and creative thinking, problem solving, real-world application, and student efficacy and ownership. In addition, multiple departments have continued to collaborate to provide a multi-session Classroom Behavior Solutions Workshop to teachers and leaders to support behavioral and cognitive engagement in the classrooms.

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective C: Develop and sustain consistent assessment and grading practices

Cabinet Leader: Lee Anne Rice

Initiative #1: Establish consistent assessment practices across the district.

Performance Measures:

- Identify / develop a measurement tool and establish a baseline; increase levels of consistency.

Checkpoints

December	March
School & district leaders and teachers are meeting for Think Tank sessions during 2022-2023 to identify and adopt assessment principles that will drive our grading and assessment work.	We have a committee of school and district reps scheduled to attend the National Conference on Assessment and Grading in Atlanta in April.

Year-end Results

- We have hired an Assessment Coordinator for 2023-2024 who will lead much of this work.
- We collaborated with representative teachers and leaders from all middle and high schools during the 2022-2023 school year to build common understandings and review best practices and research related to assessment and grading.
- We met with the Superintendent's Student and Teacher Advisory Groups to solicit their feedback and finalized a document outlining the FCS Principles and Practices for 2023-2024 that was shared with school and district leaders at the June Leadership Retreat.



FCS Assessment & Grading Foundations



Our Why

*Assessment practices must build hope, efficacy, and achievement for learners and educators.
In doing so, we ensure a safe, connected, and thriving learning community for all.*

Assessment & Grading Principles

Students experience **hope** when we recognize:

- Assessment's purpose is to facilitate instruction and advance learning, not to merely document performance.
- All students can learn; the speed of learning varies.

Students experience **efficacy** when we recognize:

- Grades are communication, not compensation.
- Assessment should provide students with actionable feedback for improvement; recovering from a setback is a valuable learning lesson.
- Students' future learning and success depend on ethical, accurate assessment and reporting practices.

Students experience **achievement** when we recognize:

- We teach and assess for proficiency, not short-term memory.
- Grades communicate the proficiency level of the knowledge and skills a student has acquired; anything that diffuses the grade accuracy is removed.
- Learning is measured by a student's performance against a standard, not their performance in comparison to other students.

Assessment & Grading Practices

Common success criteria are used to evaluate student learning.

This means collaborative teams clearly align:

- assessments to learning targets & success criteria.
- formative assessments to summative assessments.
- learning experiences to assessments.

Assessments are designed to monitor and adjust instruction and provide feedback to help students understand content.

This means collaborative teams:

- use graded and non-graded formative assessments to adjust instruction and address student needs.
- employ a variety feedback methods to inform students of their progress.
- engage students in using data and feedback for self-assessment and reflection.

Grades accurately reflect student progress towards mastery of course-specific standards.

This means that collaborative teams:

- provide an opportunity to reassess essential knowledge and skills.
- use M instead of 0 to communicate missing work.

Published: 5/30/2023

Reflection on Results: Any changes to assessment practices bring differing opinions and emotional responses. This year, we took time to meet with various stakeholder groups to ask questions, seek feedback, and listen. In addition, we sent representatives from the district and multiple schools to attend the National Conference on Assessment and Grading in Atlanta last spring. Most importantly, we learned that some of our assessment practices were not bringing the outcomes we hoped. As a result, we coupled the feedback we received from stakeholders with research-based

practices to create a new Assessment and Grading Foundations document. This document centers on beliefs and principles to ground our work in our purpose for assessing: to build hope, efficacy, and achievement for learners and educators in order to ensure a safe, connected, and thriving community for all.

We have aligned our assessment practices with the FCS Instructional Framework to provide consistency and coherence with instruction and assessment. Our schools' Professional Learning Communities help collaborative teams identify learning targets and success criteria based on the course standards, align assessments to those targets, and provide learning experiences that promote mastery of standards. Teachers also use formative assessments to gauge student understanding and adjust instruction before summative assessments are given.

During the 2023-2024 school year, each school has identified a Professional Learning Leadership Team that meets six times during the year with district directors and professional learning specialists. During these collaborative sessions, the PLL teams review school improvement goals and action steps and support the work of the school's PLC process. Our Assessment Team has created a menu of professional learning opportunities available for teachers and leaders. Administrators, PLL teams, leadership teams, and collaborative teams may request personalized training based on their unique needs. In addition, our Assessment Coordinator has created a FCS Impact Team with representatives from each vertical team to explore the impact of effective assessment practices. Finally, we will be piloting Mastery Connect, a formative assessment program, with teachers at multiple schools across the district.

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective C: Develop and sustain consistent assessment and grading practices

Cabinet Leader: Lee Anne Rice

Initiative #2: Implement consistent grading practices across the district.

Performance Measures:

- Establish baseline and targets via gradebook audit reports; increase levels of consistency

Checkpoints

December	March
School & district leaders and teachers are meeting for Think Tank sessions during 2022-2023 to identify and adopt assessment principles that will drive our grading and assessment work.	We have a committee of school and district representatives who will attend the National Conference on Assessment and Grading in Atlanta in April.

Year-end Results

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FCS Assessment & Grading Foundations



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 - employ a variety feedback methods to inform students of their progress.
 - engage students in using data and feedback for self-assessment and reflection.
- Grades accurately reflect student progress towards mastery of course-specific standards.
- This means that collaborative teams
- provide an opportunity to reassess essential knowledge and skills.
 - use M instead of O to communicate missing work.

Reflection on Results:

Implementing consistent grading practices across the district requires a foundational focus on developing common beliefs and practices regarding grading and assessment that are grounded in research. In meeting with parents, students, teachers, and leaders, we see a wide range of opinions about what grades represent and how students should be assessed. The most challenging topics relate to behaviors impacting grades (i.e., taking off points for late work), multiple reassessment opportunities, and zeros for missing work.

For the 2023-2024 school year, we have created a document linking Assessment Principles to Assessment Practices and expect teachers to follow these guidelines as a first step in aligning grading practices across the district. These practices include the following:

- Teachers will use an "M" in Campus Portal to communicate to parents and students that work is missing. The "M" will calculate as a 0 in the gradebook to reflect that teachers are unable to assess student's mastery of that standard and will demonstrate the impact that missing work has on the student's overall performance.
- Teachers will offer an opportunity to reassess essential knowledge and skills. Multiple opportunities to retake every assignment places priority on the grade, not the learning, and does not promote deep understanding. Allowing students a second chance to demonstrate mastery of essential standards ensures that students move through the course or to the next level with critical foundational understandings.

Professional learning for school and district leaders during the 2023-2024 school year will include research on assessment practices and an analysis of data based on course grades and standardized test scores.