



Houston County School District

Strategic Measures of System Success (SMoSS)

Our mission is to produce high achievement for all through continuous growth.

Our vision is to be the standard for world-class education.

The Purpose of the HCSD SMoSS

The HCSD SMoSS serves as the school district's balanced scorecard, which is a tool used to track and measure progress on strategic actions included in the HCSD 2023-2028 Strategic Plan. This comprehensive balanced scorecard incorporates objectives for both student achievement and nonacademic goals associated with initiatives affecting student performance across diverse departments within the school district. While we take pride in surpassing Georgia's benchmarks on numerous aspects of student achievement, we do not view this accomplishment as our sole indicator of success. Aligned with our commitment to continuous improvement, we set ambitious goals aimed at increasing our performance from the preceding year. Because of our high expectations, our balanced scorecard shows data in red indicating that we did not meet our target on that measure. This transparency underscores our commitment to improve results each year, as we firmly believe that establishing challenging goals is vital to fostering a culture of excellence in learning and growth.

The HCSD SMoSS is aligned to the four goal areas listed below from the 2023-2028 Strategic Plan:

| Goal 1 | Goal 2 | Goal 3 | Goal 4 |
|------------------------|---------------------------------------|---------------------------------|------------------------|
| Student Achievement | Student and Stakeholder Engagement | Organizational Effectiveness | Learning and Growth |



HCSD Strategic Measures of System Success

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|-------------|
| Baseline |
| Not Meeting |
| Maintaining |
| Progressing |
| Target |

Goal Area 1: Student Achievement

| Focus Area | Actions | Measure | Grade | Score Attainment | | | | | | Target |
|---------------------------------------|---|--|-------|------------------|------|------|------|------|------|--------|
| | | | | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
| High Quality Instruction: Reading | SG1-PO1-IA -AS1-Systematically plan, review, and adjust written and aligned curriculum, instruction, and assessment resources for all grade levels and all content areas. | % of students at or above the reading Lexile midpoint on the EOG | 3 | 52.1 | - | 50.4 | 52.7 | 49.5 | 48.8 | 50.34 |
| | SG1-PO1-IA -AS8-Review and revise system-level essential standards to assist teachers in determining school-level essential standards. | % of students at or above the reading Lexile midpoint on the EOG | 5 | 65.3 | - | 62.1 | 60.4 | 58.8 | 68.7 | 69.64 |
| | SG1-PO1-IA -AS10-Provide explicit instruction in the areas of fluency, phonemic awareness, and phonics in K-3 classrooms. | % of students at or above the reading Lexile midpoint on the EOG | 8 | 69.3 | - | 64.8 | 63.2 | 63.9 | 70.8 | 71.68 |
| | SG1-PO1-IA -AS12-Provide explicit reading instruction to support academic growth and achievement of all learners. | % of students at or above the reading Lexile midpoint on the EOG | 11 | 74.7 | - | 61.4 | 70.8 | 70.3 | 70.0 | 70.90 |
| | SG1-PO1-IA -AS13-Develop and maintain access to courses and curriculum through online learning opportunities for all students. | % of students reading at or above grade level on the American Lit EOC | | | | | | | | |
| High Quality Instruction: Mathematics | SG1-PO1-IA -AS1-Systematically plan, review, and adjust written and aligned curriculum, instruction, and assessment resources for all grade levels and all content areas. | % of students scoring at <u>Proficient Learner</u> or above on the Math EOG | 3 | 55.0 | - | 47.0 | 55.0 | 50.5 | 53.0 | 54.41 |
| | SG1-PO1-IA -AS2-Provide explicit instruction in the areas of Standards of Mathematical Practice and Mathematical Modeling. | % of students scoring at <u>Proficient Learner</u> or above on the Math EOG | 5 | 45.0 | - | 41.0 | 46.0 | 43.7 | 47.0 | 48.59 |
| | SG1-PO1-IA -AS8-Review and revise system-level essential standards to assist teachers in determining school-level essential standards. | % of students scoring at <u>Proficient Learner</u> or above on the Math EOG | 8 | 44.0 | - | 44.0 | 42.0 | 46.2 | 52.0 | 53.44 |
| | SG1-PO1-IA -AS9-Use a balanced assessment system to meet individual learners' needs. | % of students scoring at <u>Proficient Learner</u> or above on the Math EOG | HS | 50.0 | - | 38.0 | 47.0 | 44.0 | 59.4 | 60.62 |
| | SG1-PO1-IA -AS12-Provide explicit math instruction to support academic growth and achievement of all learners. | % of students scoring at <u>Proficient Learner</u> or above on the Algebra EOC | | | | | | | | |
| High Quality Instruction: Science | SG1-PO1-IA -AS1-Systematically plan, review, and adjust written and aligned curriculum, instruction, and assessment resources for all grade levels and all content areas. | % of students scoring at <u>Proficient Learner</u> or above on the Science EOG | 5 | 48.0 | - | 46.0 | 44.0 | 43.7 | 47.2 | 48.78 |
| | SG1-PO1-IA -AS3-Provide teachers with resources to plan or adapt inquiry lessons that integrate three dimensions of science learning. | % of students scoring at <u>Proficient Learner</u> or above on the Science EOG | 8 | 37.0 | - | 40.0 | 39.5 | 36.0 | 34.7 | 36.66 |
| | SG1-PO1-IA -AS5-Provide experiences and examples of student engagement in all science and engineering practices integrated with disciplinary core ideas and cross-cutting concepts. | % of students scoring at <u>Proficient Learner</u> or above on the Science EOG | HS | 52.0 | - | 43.0 | 53.0 | 51.0 | 50.9 | 52.37 |
| | SG1-PO1-IA -AS8-Review and revise system-level essential standards to assist teachers in determining school-level essential standards. | % of students scoring at <u>Proficient Learner</u> or above on the Biology EOC | | | | | | | | |



HCSD Strategic Measures of System Success

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| Baseline |
| Not Meeting |
| Maintaining |
| Progressing |
| Target |

Goal Area 1: Student Achievement (cont.)

| Focus Area | Actions | Measure | Grade | Score Attainment | | | | | | Target 2025 |
|--|--|---|-------|------------------|------|------|-------|-------|-------|-------------|
| | | | | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | |
| High Quality Instruction: Social Studies | SG1-PO1-IA -AS1-Systematically plan, review, and adjust written and aligned curriculum, instruction, and assessment resources for all grade levels and all content areas. | % of students scoring at <u>Proficient Learner</u> or above on the Georgia Social Studies EOG | 8 | 42.0 | - | 46.0 | 47.0 | 41.1 | 44.1 | 45.78 |
| | SG1-PO1-IA-AS4-Provide teachers with resources to plan or adapt inquiry lessons that integrate the College, Career, and Civic (C3) Framework in Social Studies. SG1-PO1-IA -AS8-Review and revise system-level essential standards to assist teachers in determining school-level essential standards. | US History CCRPI Content Mastery Score | HS | 78.9 | - | - | 74.7 | 81.8 | 98.0 | 98.06 |
| High and Clear Expectations | SG1-PO1-IB-AS1-Provide students with data-driven insights that align to standards, emphasizing their strong areas and outlining actionable next steps for growth. | % of parents who state their child's school has high expectations for student achievement | K-12 | 95.4 | 96.3 | 94.0 | 95.3 | 94.2 | 99.5 | 99.52 |
| | SG1-PO1-IB-AS2-Utilize strategies that emphasize and encourage all learners to use higher-order thinking skills. SG1-PO1-IB-AS3-Monitor the implementation of intervention, enrichment, and extension strategies. | % of students who state their school has high standards for achievement | 6-12 | 86.6 | 86.1 | - | 85.1 | 85.3 | 83.0 | 83.52 |
| Digital Integration and Engagement | SG1-PO1-IA-AS13-Develop and maintain access to courses and curriculum through online learning opportunities for all students. SG1-PO1-ID-AS1-Identify, recommend, and evaluate digital resources. SG1-PO1-ID-AS2-Integrate digital resources into teacher, learning, and operations to improve student performance. SG1-PO1-ID-AS3-Ensure all students that require assistive technology per their IEP or 504 plan have been evaluated for and have access to appropriate technology. | Effective Learning Environment Observation Tool Digital Learning District rating | K-12 | - | - | - | 2.1 | 2.0 | 2.0 | 2.20 |
| Ensuring Subgroup Achievement Growth | SG1-PO1-IA-AS7-Implement learning strategies to support Economically Disadvantaged (ED) students, Student With Disabilities (SWD), and English Learners (EL) to access curriculum. | Elementary School CCRPI Closing the Gaps score | 3-5 | 100.0 | - | - | - | 24.1 | 100.0 | 100.00 |
| | SG1-PO2-IB-AS1-Support the implementation of engaging practices that meet the needs and interests of all groups of learners. | Middle School CCRPI Closing the Gaps score | 6-8 | 91.7 | - | - | - | 25.0 | 87.0 | 87.39 |
| | SG1-PO2-IB-AS2-Provide resources related to culturally responsive teaching and leadership practices that reflect the perspective of all stakeholders. | High School CCRPI Closing the Gaps score | 9-12 | 81.9 | - | - | - | 51.4 | 88.9 | 89.23 |
| High School Students Graduating College & Career Ready | SG1-PO2-IC-AS1-Utilize YouScience to assist students with enrolling in pathways. SG1-PO2-IC -AS2-Prepare crosswalks of End of Pathway Assessments (EOPAs) versus course standards. SG1-PO2-IC -AS4-Encourage participation in the Advanced Placement (AP) program. SG1-PO2-IC -AS5-Encourage participation in dual enrollment opportunities. SG2-PO2-IA -AS3-Communicate and highlight the benefits of Advance Placement (AP) classes and taking the AP exam. SG3-PO2-IA -AS6-Maintain/Expand Youth Apprenticeship Program to include classified departments. | % of graduates in the four year cohort | 12 | 87.9 | 89.6 | 88.8 | 89.5 | 87.6 | 91.2 | 91.46 |
| | | % of graduates in the five year cohort | 12 | 89.4 | 89.5 | 92.5 | 90.3 | 90.2 | 89.0 | 89.33 |
| | | % of graduates enrolling in post-secondary | Grad | 50.1 | 55.3 | 55.6 | 64.7 | 53.5 | | - |
| | | % of graduates earning accelerated learning credits | Grad | 94.9 | - | 66.2 | 76.6 | 100.0 | 100.0 | - |
| | | # of students participating in Youth Apprenticeship Program | HS | 28.0 | 48.0 | 59.0 | 61.0 | 65.0 | 70.0 | 70.90 |
| | | # of passed End of Pathway Assessments | HS | 780.0 | - | - | 554.0 | 585.0 | 866.0 | 858.02 |
| | | Average ACT composite score | 9-12 | 20.5 | 21.0 | 21.8 | 20.6 | 20.3 | 20.1 | 20.58 |
| | | SAT Total Mean score | 9-12 | 1068 | 1060 | 1086 | 1068 | 1051 | 1054 | 1070.38 |
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HCSD Strategic Measures of System Success

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| Baseline |
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| Progressing |
| Target |

Goal Area 2: Student and Stakeholder Engagement (* denotes areas of expected decrease)

| Focus Area | Actions | Measure | Grade | Score Attainment | | | | | | Target 2025 |
|--|--|---|-------|------------------|------|------|------|------|-------|----------------|
| | | | | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | |
| Supportive Learning Environment | SG2-PO1-IA-AS1- Increase opportunities for family engagement and wraparound services. | % of parents who feel that their child's school encourages parental engagement | K-12 | 93.1 | 93.1 | 85.8 | 91.3 | 92.6 | 92.9 | 93.11 |
| | SG2-PO1-IA-AS6-Increase the number of students who have a trusted adult in whom to confide on a regular basis by implementing Sources of Strength at identified high schools and middle schools. | | | | | | | | | |
| | SG2-PO1-IA-AS9-Partner with churches to provide transportation for families to the Lindsey Support Center. | % of students who know an adult at their school that they trust for help | 6-12 | 64.4 | 78.0 | - | 74.1 | 75.2 | 76.9 | 77.54 |
| | SG2-PO1-IA-AS10-Provide a StoryWalk for the community to engage students in reading and provide a welcoming environment to families in our school district. | | | | | | | | | |
| Positive Student Engagement | SG2-PO1-IA-AS11-Increase the number of PBIS schools in the district designated as operational and distinguished. | % of students who feel they are recognized for good behavior | 6-12 | 60.4 | 62.6 | - | 59.8 | 63.0 | 60.9 | 62.03 |
| | | % of schools earning PBIS Operational or Distinguished Status | K-12 | 11.0 | - | - | 31.0 | 29.0 | 59.5 | 63.55 |
| | SG2-PO1-IB-AS1-Promote PBIS strategies schoolwide to increase positive student behavior. | Effective Learning Environment Observation Tool Well-Managed rating | K-12 | - | - | - | 3.4 | 3.4 | 3.4 | 3.47 |
| | SG2-PO1-IB-AS2-Implement monthly Effective Learning Environment Observation Tool (cleot) walkthroughs to monitor and implement strategies for student engagement. | In School Suspension (ISS) Rate* | K-12 | 15.2 | 11.4 | 8.2 | 13.1 | 14.1 | 13.6 | 12.24 |
| | SG2-PO1-IB-AS3-Provide professional learning for teachers and leaders on strategies for increasing student engagement. | Out of School Suspension (OSS) Rate* | K-12 | 4.8 | 3.1 | 2.6 | 5.0 | 5.4 | 5.6 | 5.04 |
| | | | | | | | | | | |
| Stakeholder Engagement and Communication | SG2-PO2-IA-AS1-Increase the use of student-created digital content. | % of parents who feel that their child's school communicates well with parents | K-12 | 88.5 | 86.8 | - | - | 88.8 | 87.8 | 88.17 |
| | SG2-PO2-IA-AS2-Provide opportunities for students to demonstrate personal efficacy and responsibility for their success. | | | | | | | | | |
| | SG2-PO2-IA-AS3-Communicate to all stakeholders and highlight the benefits of Advance Placement (AP) classes and taking AP exams. | % of parents who state they are actively involved in activities at their student's school | K-12 | 85.2 | 82.6 | - | - | 81.6 | 80.1 | 80.70 |
| | SG2-PO2-IA-AS4-Continue the implementation of ASPIRE to assist Students with Disabilities (SWD) with self advocacy. | | | | | | | | | |
| | SG2-PO2-IA-AS5-Provide high school students with access to scholarships and special programs such as Youth Leadership, Golden Eagle, Governor's Honors, etc. | # of positive media stories | K-12 | - | - | - | 234 | 269 | 279.0 | 280 |
| | SG2-PO2-IC-AS1-Publicize ways stakeholders may communicate with schools by creating information resources for central registration, the system website, and social media. | | | | | | | | | |
| | SG2-PO2-IC-AS2-Solicit community and business sponsorships for various district projects. | | | | | | | | | |
| | SG2-PO2-IC-AS3-Increase the use of system social media to keep stakeholders informed and solicit feedback. | | | | | | | | | |



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| Target |

Goal Area 2: Student and Stakeholder Engagement (* denotes areas of expected decrease)

Continued

| Focus Area | Actions | Measure | Grade | Score Attainment | | | | | | Target 2025 |
|------------|---|---|-------|------------------|------|------|------|------|------|----------------|
| | | | | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | |
| Attendance | SG2-PO1-IB-AS3--Provide professional learning for teachers and leaders on strategies for increasing student engagement. SG2-PO2-1A-AS2--Provide opportunities for students to demonstrate personal efficacy and responsibility for their success. Actions from SG3 and SG4: SG3-PO1-1A-AS12-Provide guidance to school administrators on differentiated discipline, charge letters, and the tribunal process. SG3-PO1-IE-AS6-Expand the use of the Infinite Campus Social Worker App. SG4-PO1-IB-AS1-Conduct training and support for leaders on implementation of the Multi-Tiered System of Supports framework (i.e., PBIS, RTI, progress monitoring, attendance protocols, etc.). | % of students absent less than 10% of enrolled days | 9-12 | 85.5 | - | - | - | 78.4 | | 3.00 |
| | | Teacher attendance rate* | All | 13.8 | - | 12.0 | 14.0 | 26.4 | 15.2 | 14.71 |



HCSD Strategic Measures of System Success

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| Baseline |
| Not Meeting |
| Maintaining |
| Progressing |
| Target |

Goal Area 3: Organizational Effectiveness (* denotes areas of expected decrease)

| Focus Area | Actions | Measure | Grade | Score Attainment | | | | | | Target 2025 |
|----------------|---|---|-------|------------------|------|------|------|------|------|----------------|
| | | | | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | |
| School Safety | SG1-PO2-IA -AS4-Improve the writing of Pre-K behavior intervention plans specific to the function and form of student behavior. | % of students indicating they feel safe at school | 6-12 | 74.7 | 72.9 | - | 72.6 | 70.8 | 69.2 | 70.16 |
| | SG2-PO1-IA -AS1-Increase opportunities for family engagement and parenting classes. | | | | | | | | | |
| | SG2-PO1-IA AS2-Increase the number of students who have a trusted adult in whom to confide on a regular basis. | % of teachers indicating they feel safe at school | K-12 | 95.2 | 95.1 | - | 92.6 | 96.1 | 93.4 | 93.60 |
| | SG3-PO1-IA-AS1-Provide resources for preventing accidents to district and building level leaders. | | | | | | | | | |
| | SG3-PO1-IA-AS2-Provide training for school and department supervisors to assist staff with proactive measures for reducing workman's compensation claims and accurately completing paperwork. | % of reported injuries for certified employees* | | 4.0 | 4.1 | 3.1 | 5.0 | 6.0 | 6.5 | 6.1 |
| | SG3-PO1-IA -AS3-Conduct inspections to guarantee personal safety and protect staff and students from potential environmental hazards. | | | | | | | | | |
| | SG3-PO1-IA -AS4-Provide and maintain perimeter fencing and gates to keep students and staff safe. | % of reported injuries for classified employees * | | 10.9 | 8.4 | 8.4 | 10.3 | 11.0 | 12.4 | 11.78 |
| | SG3-PO1-IA -AS5-Implement a door numbering system that will offer emergency services quicker response time in an emergency situation. | | | | | | | | | |
| | SG3-PO1-IA -AS6-Provide and maintain all doors and locksets to provide security for interior and exterior doors. | % of on time bus arrivals | | 99.7 | 99.3 | 99.4 | 99.1 | 98.9 | 92.9 | 93.11 |
| | SG3-PO1-IA -AS7-Conduct custodial inspection of facilities. | | | | | | | | | |
| Transportation | SG3-PO1-IA -AS8-Review system safety plans and monitor safety drills. | # of avoidable accidents/million miles* | | 13.1 | 14.9 | 23.8 | 16.5 | 8.5 | 8.5 | 8.08 |
| | SG3-PO1-IA -AS9-Monitor CCRPI School Climate safe and substance- free learning environment data. | | | | | | | | | |
| | SG3-PO1-IA -AS10-Provide guidance on differentiated discipline, charge letters, and the tribunal process. | | | | | | | | | |



HCSD Strategic Measures of System Success

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| Baseline |
| Not Meeting |
| Maintaining |
| Progressing |
| Target |

Goal Area 3: Organizational Effectiveness

(* denotes areas of expected decrease)

Continued

| Focus Area | Actions | Measure | Grade | Score Attainment | | | | | | Target 2025 |
|---------------------------|---|---|-------|------------------|--------|--------|--------|--------|--------|-------------|
| | | | | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | |
| School Nutrition | SG3-PO1-IC-AS1-Obtain and maintain a current ServSafe certificate for all School Nutrition Program managers. | % of schools with an average score of 95 or above on school kitchen health inspection score | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.00 |
| | SG3-PO1-IC-AS2 - Maintain an average score of 95 or above on school kitchen health inspection scores. | Average number of student lunches provided per day | | 19,915 | 17,076 | 19,504 | 22,218 | 20,660 | 21,413 | 21,695 |
| | SG3-PO1-IC-AS3 - Provide menu items that are appealing and healthy to students and staff. | | | | | | | | | |
| School Finance | SG3-PO1-IF-AS1-Monitor compliance with state and federal laws and regulations. | # of audit findings | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.00 |
| | SG3-PO1-IF-AS2-Allocate equitable resources to schools. | | | | | | | | | |
| | SG3-PO1-IF-AS3-Process payroll in a timely manner to meet established payroll deadlines. | | | | | | | | | |
| | SG3-PO1-IF-AS7-Facilitate learning resources adoption as funds permit, using state and local policies and procedures. | | | | | | | | | |
| Retention and Recruitment | SG3-PO2-IA - AS1-Issue a benefits survey for all full time, benefits eligible employees every 2-3 yrs. (renewal cycles). | Teacher retention rate | All | 91 | 91 | 93 | 94 | 94 | 88 | 88.36 |
| | SG3-PO2-IA - AS3-Attend recruitment fairs at colleges/universities. | | | | | | | | | |
| | Action Step 4-Conduct annual teacher recruitment fair. | | | | | | | | | |
| | SG3-PO2-IA - AS5-Partner with the Community and School Affairs Department for recruitment materials and communication of critical classified position openings. | | | | | | | | | |
| | SG3-PO2-IB - AS1-Provide drop-in sessions for open enrollment. | Teacher recruitment rate | All | 96 | 94 | 96 | 97 | 99 | 99 | 99.03 |
| | SG3-PO2-IB - AS2-Provide positive/supportive interactions with employees regarding benefits, leave, & retirement matters. | | | | | | | | | |
| | SG3-PO2-IB - AS3-Implement interactive process to review return to work with restrictions and make reasonable accommodations when able. | | | | | | | | | |
| | SG3-PO2-IB - AS4-Train supervisors on utilizing current evaluation systems to provide effective feedback. | | | | | | | | | |
| | SG3-PO2-IB - AS6-Provide high quality, researched-based induction for all beginning teachers and ongoing mentoring opportunities. | | | | | | | | | |



HCSD Strategic Measures of System Success

Goal Area 4: Learning and Growth

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| Baseline |
| Not Meeting |
| Maintaining |
| Progressing |
| Target |

| Focus Area | Actions | Measure | Grade | Score Attainment | | | | | | Target 2025 |
|--------------------------------|---|--|-------|------------------|-------|-------|-------|-------|-------|-------------|
| | | | | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | |
| MAP Growth | SG4-PO1-IB-AS5-Facilitate on-going professional learning for school personnel on research-based models and instructional practices for all student groups. SG4-PO1-IC-AS3-Provide professional learning to support effective practices in all instructional areas. | % of students meeting or exceeding growth projections in math Fall to Fall | 2-10 | 48.8 | 39.8 | 61.5 | 58.6 | 54.4 | 55.1 | 56.45 |
| | | SG4-PO1-IC-AS9-Support the development of learning targets that are aligned with the intent of the standard. | | | | | | | | |
| | SG4-PO1-IC-AS11-Build teacher capacity to utilize data for planning lessons that promote higher order thinking skills. | % of students meeting or exceeding growth projections in reading Fall to Fall | 2-10 | 49.9 | 50.6 | 52.3 | 53.4 | 57.2 | 51.8 | 53.25 |
| | | | | | | | | | | |
| Foundational Skill Development | SG4-PO-IC-AS7-Build teacher capacity to assess and support growth of fluency, phonemic awareness, and phonics in K-3 classrooms. | % of students meeting or exceeding expectations in Foundational Skills: Phonics | K | 84.6 | - | 79.4 | 81.1 | 80.1 | 80.1 | 80.70 |
| | | % of students achieving Oral Reading Fluency status | 1 | 63.4 | - | 46.3 | 47.8 | 49.1 | 46.9 | 48.49 |
| | | % of students achieving Oral Reading Fluency status | 2 | - | - | 78.3 | 78.6 | 77.8 | 76.3 | 77.01 |
| Full-Time Enrollment Reporting | SG4-PO1-ID-AS3-Provide ongoing professional learning to school leaders and ATS clerks to improve accuracy of Full-Time Enrollment (FTE) reporting. | % of students who are fully-funded at the FTE count | K-12 | 99.7 | 99.8 | 99.7 | 99.6 | 99.7 | 99.8 | 99.81 |
| Professional Learning | SG4-PO1-IA-AS1-Provide ongoing training and support for school and district level personnel on effectively implementing processes with Professional Learning Communities (i.e., common assessments, essential standards, interventions, and enrichments). | % of satisfied responses on certified professional learning evaluations | | 100.0 | 100.0 | 100.0 | 99.7 | 99.8 | 99.7 | 99.71 |
| | SG4-PO1-IA-AS2-Develop annual collective commitments to determine the focus for monitoring Professional Learning Communities. | | | | | | | | | |
| | SG4-PO1-IB-AS1-Conduct training and support for leaders on implementation of the Multi-Tiered System of Supports framework (i.e., PBIS, RTI, progress monitoring, attendance protocols, etc.). | | | | | | | | | |
| | SG4-PO1-IB-AS2-Provide professional learning to support effective practices in all instructional areas. | % of participants satisfied with the Houston County Classified Leadership Summit | | - | - | - | - | - | - | 100.00 |
| | SG4-PO1-IB-AS3-Provide Assistant Principals of discipline professional learning opportunities related to instructional leadership. | | | | | | | | | |
| | SG4-PO1-IB-AS4-Provide an effective district Leadership Summit focused on best practices to support district and school improvement processes. | | | | | | | | | |
| | SG4-PO1-IB-AS5-Facilitate ongoing professional learning for school personnel on research-based models and instructional practices for all student groups. | % of participants satisfied with the Houston County Leadership Summit | | 100.0 | - | - | 100.0 | 100.0 | 100.0 | 100.00 |