

THE GEORGIA PARTNERSHIP *for Excellence in* **EDUCATION**

W E C A N ' T A F F O R D T O F A I L .

**PHOTOCOPY
PRESERVATION**



Vision: The Georgia Partnership for Excellence in Education envisions a dynamic, diverse, literate Georgia where all its citizens value learning and enjoy the benefits of being the world class benchmark for excellence in public education.

Mission: The mission of the Georgia Partnership is to be Georgia's foremost change agent and a significant leader in the journey to higher standards and increasing academic achievement for all students.

ANNUAL REPORT

96

THE GEORGIA PARTNERSHIP
for Excellence in **EDUCATION**
WE CAN'T AFFORD TO FAIL.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

THE GEORGIA PARTNERSHIP
for Excellence in EDUCATION

WE CAN'T AFFORD TO FAIL

1997

P
LAN

O
F
A
CTION

233 Peachtree Street
Suite 200
Atlanta, Georgia 30303
Tel: (404) 223-2280 ♦ Fax: (404) 223-2299

Board Orientation

Orientation of new board members will provide complete background material outlining history, bylaws, activities, and accomplishments of the Partnership. Handbooks will be provided to each member. Information included will be board member responsibilities, rosters, bylaws, steering committee descriptions and important dates.

Audit Committee

An Audit Committee has recommended an annual audit of the Partnership's financial records for each of the next three years. The firm Porter, Keadle, Moore, LLP will be performing the audit functions. The audit report will be presented each year to the Executive Committee.

Personnel and Compensation Committee

A Personnel and Compensation Committee will review staff responsibilities, objectives and accomplishments and recommend an appropriate appraisal process. Recommendations will be made to the Executive Committee for potential salary adjustments.

Regional Meetings

A series of regional meetings will be held in the spring to build board relations and awareness of critical education issues. Sessions will specifically target local school superintendents, school board members, business and community leaders, and other community partnership members. Meetings will be held in conjunction with Next Generation School Project celebrations.

Strategic Planning

The Partnership will continue each year to assess its ability to influence the quality of education in Georgia and determine how to best position itself for continuing leadership in education in the future through a formal strategic planning process. A one-day facilitated workshop will expand upon the Partnership's work on its vision and mission in 1996 as well as set a long-term strategic direction.

POLICY/GOVERNANCE

Legislative Symposium/Institute

Nationally recognized education professionals will join the Partnership to participate in a symposium for key state policy makers. The forum will provide a chance to discuss cutting edge issues of education restructuring and provide the necessary information before designing effective, coherent public policy.

Research and Scholarly Papers

Working with the Policy Research Center at Georgia State University and other leading education consultants, the Partnership will identify important education issues to the state, research the issues, and present accurate information to the public. Planned papers focus on the issues of funding, governance, technology, the need for public education, and literacy.

Policy/Governance Retreat and Steering Committee Meetings

Policy/Governance Steering Committee members will meet with key policy-makers from the Governor's Office, the Office of Planning and Budget, the State Department of Education, and the Senate and House Research offices to prioritize education issues and help in framing the recommendations for education reform for the business community. Steering Committee members will meet at least quarterly to guarantee that all viewpoints on issues are aired.

Education Committee - Georgia Chamber

Partnership staff will continue to gather current information, numerical and attitudinal data on education issues to assist in framing education improvement recommendations for the business community.

LOCAL PARTNERSHIPS

Bus Trip V

The Georgia Partnership's annual Bus Trip Across Georgia is part of an ongoing effort to support schools and communities working to improve the quality of education for their children. The Bus Trip is an opportunity for state business, education and government leaders to see the positive results of their involvement in and support of educational initiatives. In 1996, Bus Trip IV Schools and Communities: Learning Together traveled almost 2,000 miles around the state, visited twenty-three communities and included over 120 participants.

Local Partnerships Planning and Steering Committee Meetings

The mission of the Local Partnerships Steering Committee is to encourage, support and challenge communities to improve learning opportunities and academic achievement for all Georgians. This committee of statewide volunteers works with local communities to foster collaboration and improvement at all levels of education. Committee members are available to consult with community representatives to help develop improvement plans, prioritize issues and design strategies.

Georgia Association of Partners in Education Conference

For the past three years the Partnership has worked with GAPIE to bring technical assistance and educational workshops to local communities around the state. This cooperative effort continues this year with the annual GAPIE conference which will focus on "*Building Value-Added Partnerships*", February 26-28 in Savannah. The Partnership will sponsor several workshops to enhance community efforts at school improvement.

Ambassadors for Education

Continuing Partnership efforts to offer accurate information and opportunity to local communities for involvement in education, the Local Partnerships Steering Committee and GAPIE will continue to collaborate this year on the Ambassadors for Education Program. Focus this year will be on statewide promotion, the training of facilitators and leading of workshops.

Directors' Workshop

For the past two years the Local Partnership Steering Committee has sponsored a one day workshop for Georgia 2000 Directors, chamber of commerce representatives, community leaders, teachers, parents and volunteers to learn about efforts from around the state. Held in Warner Robins, the 1996 workshop featured sessions on school boards, grant writing, Ambassadors for Education, and a legislative panel.

Mini-Bus Trips

The Local Partnerships Steering Committee will continue to encourage and work with communities interested in sponsoring their own Bus Trips. These trips are designed for local business and civic leaders to be exposed to their own schools efforts towards improvement.

GSAMS Subcommittee

This sub-committee was formed to investigate the role of GSAMS in local communities, and how the committee can help better develop awareness and use of the system.

THE NEXT GENERATION SCHOOL PROJECT

The Next Generation School Project Grant Sites and Evaluation

The Next Generation School Project Grant Sites will be selected for the 1997-1998 school year through a Request for Proposal (RFP) process. The RFP will be sent to all school systems, RESAs, and others focused on school improvement in Georgia. A team of readers will review the applications, conduct on-site visits, and recommend projects to be funded to The Next Generation School Project Steering Committee and the Executive Committee of the Partnership, which in turn will recommend to the State Board of Education. The

The Next Generation School Project Grant Sites and Evaluation
(continued)

four-year evaluation of Grant Sites will continue into the 1997-98 school year. A report will be published.

(See *Publications* for RFP and Evaluation Report.)

The Next Generation School Project Annual Conference

A two-day conference will be an opportunity for The Next Generation School Project Grant Sites to share with one another and with other school systems in Georgia the successes that have been achieved in a "how-to" format.

Reform Network

The Next Generation School Project will identify those other state initiatives that are working on school reform to build a critical mass for substantial change. Groups identified for inclusion are League of Professional Schools, Charter Schools, International Baccalaureate, SREB Schools that Work, and others.

The Next Generation School Project Steering Committee Meetings

The Next Generation School Project Steering Committee will schedule monthly meetings to review the progress of the Project and ensure its continued viability.

The Next Generation School Project Celebration

The 1996-97 Grant Sites will be honored at a Partnership meeting and will be given a plaque of appreciation and recognition.

Phase II - Revisioning The Next Generation School Project

A team of project directors, steering committee members, and funders will participate in a two-day retreat to analyze three years of NGSP evaluation information, to re-visit the Nine Criteria, and to develop recommendations regarding a second phase of NGSP.

Using Test Data to Improve Student Learning

A task force comprised of project directors, steering committee members, and testing and instruction experts will publish its report on using levels scores from nationally norm-referenced tests to analyze achievement lines for individual students, to develop educational programs for individual students, and to design improvement strategies for groups of students, for schools, and for school systems.

Partnering with Atlanta City and Greene County Schools

Partners will have the opportunity to work with parents, teachers, and principals from Fowler Street School, Inman Middle School and Grady High School of the Atlanta Public School system and from all of the schools in the Greene County

Partnering with Atlanta City and Greene County Schools (continued)

School system to plan, implement, and evaluate activities which will assist these schools, improving in such areas as science, technology, reading, and staff training.

COMMUNICATIONS AND PUBLIC AWARENESS

Communications and Public Awareness Steering Committee Meetings

The committee will meet quarterly with three subcommittees meeting in addition on an as-needed basis. The committee consists of communications professionals, education leaders, and representatives from the business community. A retreat will be scheduled for 1997 to ensure a viable plan to accomplish goals.

CEO/Principal Shadowing

A Fall event will be planned in which CEOs are provided an opportunity to shadow a principal for a day in order to facilitate greater understanding and a first hand look at schools today.

Next Generation School Project Community Celebrations

Six celebrations will be planned around the state to congratulate communities that have implemented and accomplished school improvement efforts through The Next Generation School Project. Local education, government, and community leaders, media, and others will be invited to share in the spring events.

Speakers Bureau

The speakers bureau will be reactivated to write speeches, schedule speaking engagements, and recruit Partners to deliver our message statewide.

Tree of Excellence

A recognition tree will be unveiled in the Partnership office in an effort to thank individuals and groups for achieving excellence in education in our state. Lead lapel pins with "GPPE" inscribed will be given to those who earn a leaf on the tree.

Business Roundtable Summit

The Partnership will serve as an information source and publicity vehicle for the planning of a summit of BRT executives. Parallel publicity activities will be planned for GPPE.

Media Relations

One hundred fifty releases (one per Partner) will be completed by July, as well as ongoing media efforts, both on an information source level for local, state, and national media outlets; and toward coverage for events, reports, Partner profiles and policy recommendations.

Public Information

Brochures, fact sheets, issue papers, quarterly newsletters, monthly and weekly updates, an annual report, PSA distribution, videos, and a web page will be methods for keeping internal and external audiences informed of GPEE activities and issues.

PUBLICATIONS

GPEE Information

To let the interested public know, general information is published about the Partnership. It is distributed throughout the state and nation upon request.

Annual Report

An annual report for 1996 will be published for the first Partnership Board meeting on February 4, 1997. The report will include progress accounts from each of the four focus areas -- Policy/Governance, Communications and Public Awareness, Local Partnerships, and The Next Generation School Project.

Education•ary and Tech•tionary

These two previous publications will be updated and combined into one. The Education•ary was developed to provide commonly used education words translated into "everyday" language for laymen. The Tech•tionary is a supplement to the Education•ary with over 200 technology terms defined in easy-to-understand language.

The Matrix

The Matrix compiles many different community based collaborative initiatives which exist in Georgia. An updated version will serve as a resource guide for community members interested in working together to improve the lives of their children and families.

Newsletter

The Georgia Partnership for Excellence in Education newsletter provides information and a networking resource for all citizens of Georgia interested in improving education. Distribution is at 2,500 people per issue which includes local chambers of commerce, schools, superintendents, legislators, teachers, parents, and students.

The Next Generation School Project Annual Conference Report

A conference report which includes an agenda sampling, conference evaluations and comments from participants will sum up the proceedings of these two important conferences. Reports will be sent to conference participants, policy-makers, funders of the projects and the leadership of the Partnership.

Edu-Clip

A compilation of news clippings on the Partnership, education issues and individuals of interest, and community education projects will be completed on a quarterly basis. Distribution includes education editors, communications specialists and interested policymakers.

Visions of Georgia (Bus Trip)

A book recently created by the Georgia Partnership for Excellence in Education allows readers a glimpse into today's Georgia public schools. "Visions" carries the message of success and progress in our schools through the photographs of students, teachers, community leaders and parents featured in the book.

The Next Generation School Project - Evaluation Report and RFP

Research Papers

In-depth reports, position papers and monographs will be published on the following topics:

- Governance
- Technology
- Funding
- Using Test Data
- Do We Still Need Public Schools?
- Literacy
- NGSP-- Phase II: Revisioning
- Professional Development -- a multi-state report

OTHER EFFORTS

Georgia Business Forum (21st Century Leaders)

The 21st Century Leaders initiative is a collaborative effort of Georgia's business community, the Georgia Department of Education, and the University System of Georgia, facilitated by the Georgia Business Forum. The initiative links corporate leadership training and development resources with high school programs to prepare a diverse group of high potential public school students to meet the leadership challenges of the future.

Character Education

In 1996, *Linking School and Community through Character Education* was the theme of a statewide conference to be sponsored by the Partnership and the Georgia Humanities Council. Practical steps were discussed on how to develop an effective character education program. The Partnership will follow up with attendees and evaluate overall effectiveness.

Kids Voting Georgia

In 1996 the Partnership worked to help initiate this nonpartisan, nonprofit K-12 voter education program. The program focuses on educating students about the history, process and issues relating to voting in the United States. The Partnership will continue to play a leadership role in the development and implementation of the program statewide.

International Education

Over the past year the Partnership has developed professional ties to the partnership movement in Scotland. As a result of this relationship, the Partnership will continue to explore the possibilities for professional and educational links on an international level.

Teachers Center

Working with the state Department of Education and SERVE (SouthEastern Regional Visions for Education), the Partnership will work to advance the professional growth of Georgia teachers by developing a forum for them to bring, develop, pilot, evaluate and share new approaches to professional development.

Brown Middle School Project

The Partnership is working with the Atlanta Public Schools Board of Education and Superintendent to continue development of a proposal to transform the facilities and the instructional environment of Brown Middle School into a fully equipped state of the art facility, designed to meet the needs of students in the next century.

ADVISORY ROLE

The Georgia Partnership for Excellence in Education will continue to expand its influence by reaching out in an advisory role to leaders from business, education, and government.

Business-

- Georgia Chamber of Commerce
- Local chambers of commerce
- Georgia Economic Developers Association
- The Business Roundtable - state and national

Government

- Governor's Office
- Senate and House Education Committees
- Office of Planning and Budget

Education

- Local and state school boards
- Georgia School Boards Association
- Georgia School Superintendents Association
- Georgia Association of Educators
- Georgia Association of Educational Leaders
- Professional Association of Georgia Educators
- State Department of Education
- Technical and Adult Education
- University System
- Southern Regional Education Board
- SERVE
- P-16 Council
- Council for School Readiness
- Blue Ribbon Commission on QBE Funding
- School Improvement Panel and subcommittees
- Education Commission of the States
- Georgia State University College of Education Advisory Council
- West Georgia School of Business - Board of Visitors
- Education Leadership Georgia

Numerous Other Organizations and Agencies

The Georgia Partnership will further accelerate education improvement through interaction with numerous state initiatives by participating on boards, committees, task forces, work groups, and advisory groups. Presentations will be provided to a number of these groups as well.

Alternative Schools - Alternative schools or "Crossroads" is an initiative which provides effective education and personal growth opportunities for chronically disruptive, adjudicated and non-attending youth, grades 6-12. The Partnership is a member of the state level governance structure and plays a key role in the technical assistance and training.

Council for School Performance - The Council is to provide impartial, and accurate information so that schools and the communities they serve will have appropriate benchmarks for performance and accountability. The Partnership is working with the Council in helping communities produce community report cards.

Economic Development - Improving our educational system and upgrading the skills of the state's citizens are the most important keys to Georgia's ability to compete in the emerging global economy. The Partnership will continue its involvement with the Council of Economic Development Organizations (CEDO), the Economic Development Academy, the Georgia Economic Developers Association, the Georgia Chamber of Commerce, Georgia Tech's Economic Development Institute, local chambers of commerce, and the Atlanta Regional Commission through providing information, training, and serving on committees.

Columbia Group - The Partnership participates in a regional consortia of business sponsored education alliances. The group identifies common challenges and works to develop solutions and methods for increasing public awareness for education improvement.

Egleston Children Advocacy Advisory Council - The Advocacy Center, established by Egleston Children's Health Care System, reaches beyond hospital walls to advocate for children and their unique needs. Programs are created around safety, conflict resolution, prenatal care, school health, and building self esteem.

MOMB (Maximizing Opportunities, Minimizing Barriers Collaboration) - The Collaboration, comprised of representatives from the child care and education community, is charged with identifying collaborative opportunities for improving access, availability and quality of child care and educational services for families and children in Georgia.

Georgia Humanities Council - The Georgia Humanities Council is dedicated to supporting activities which foster the understanding and appreciation of the humanities by the citizens of Georgia. Grants are awarded to schools and organizations for character education projects which promote core ethical values as the basis of good character.

Policy Council for Children and Families - The Georgia Policy Council for Children and Families assess the conditions of children and families and the system established to serve them and to provide a strategy for improvement.

Georgia Children's Campaign - The Georgia Children's Campaign raises the awareness of the value of children in society, and the need to make them everyone's priority. The Campaign seeks to create action in the business community and the general public to improve conditions affecting Georgia's children.

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION

1997 PLAN OF ACTION

The staff of the Georgia Partnership for Excellence in Education expanded upon its examination and evaluation of areas of involvement for the Partnership. Members recommitted to the following staff team mission statement and proposed the following 1997 Plan of Action:

MISSION STATEMENT

The Mission of the Georgia Partnership is to be Georgia's foremost change agent and a significant leader in the journey to higher standards and increasing academic achievement for all students.

VISION STATEMENT

The Georgia Partnership for Excellence in Education envisions a dynamic, diverse, literate Georgia where all its citizens value learning and enjoy the benefits of being the world class benchmark for excellence in public education.

EXECUTIVE COMMITTEE/BOARD OF DIRECTORS/FULL PARTNERSHIP

Board of Directors/Full Partnership Meetings

Four Board of Directors/Full Partnership meetings will be held in 1997. These meetings fulfill the essential functions of educating members, interaction, socialization, business and recognition. Four meetings during the year provide for more intentional involvement of Partners.

Executive Committee

Quarterly Executive Committee meetings will be held each year. Meetings will communicate with members on the work of the Partnership, especially the advisory role the Partnership plays and its impact upon school improvement. Members will set the policy and direction for the organization.

Nominating Committee

The Chair will appoint a Nominating Committee to seek representation on the Partnership from business, education, government and the professions to ensure that the Partnership reflects the diversity of the statewide population and involves citizens with a strong interest in improving education.

THE
NEXT GENERATION
SCHOOL
PROJECT

GEORGIA PARTNERSHIP
FOR
EXCELLENCE IN EDUCATION

1997

The Next Generation School Project

In 1993, the Georgia Partnership for Excellence in Education incorporated The Next Generation School Project as one of its four primary initiatives. The objective of the resulting coalition, which joined the Governor, the Georgia General Assembly, the State Board of Education, the Georgia Department of Education, and state and local leadership in government, business, education, and communities, is to create a philosophical and financial climate for local schools and school systems to engage in educational improvement efforts. The continuing focus of the project is on significant student learning based on high expectations and a rigorous curriculum for each student. Nine enablers, referred to as the Nine Criteria, form the bases for improvement. Each of the criteria was derived from research and literature related to successful or promising practices and from a year-long process involving over 300 business, governmental, and educational leaders in Georgia. The Nine Criteria are to:

- * Establish a Community Collaborative
- * Emphasize World Class Performance
- * Personalize Instruction & Emphasize Continuous Progress
- * Emphasize Vocational Skills
- * Reorganize the Learning Environment
- * Use Telecommunications and Computing Technology as Tools
- * Attend to At-Risk Children and Youth and Their Families
- * Adopt the Continuous Improvement and Evaluation Processes
- * Provide Continuous Staff Development.

Upon Governor Zell Miller's recommendations, the 1993, 1994, and 1995 General Assemblies approved \$3.5 million in state funds. The Partnership secured more than \$3 million in private funds to match the state dollars. Grant sites were required to match grant funds on a 1:2 ratio - local funds to grant funds. The amount of local match significantly exceeded the required amount.

Within the broad parameters of the Nine Criteria, each grant site - with community, school, faculty, and parental input - planned its Next Generation activities based on its unique characteristics and on the goals and objectives it chose to emphasize. A comprehensive evaluation system was designed and has been applied for each year of the project. *The 1993-94, 1994-95, and 1995-96 Evaluation Report* documents all the accomplishments for each grant site and is available from the Georgia Partnership for Excellence in Education.

Test results from the 15 project sites that implemented activities directly related to improved classroom instruction and academic achievement demonstrate a clear

trend: The Next Generation School Project is making a positive and significant impact on educational improvement. Results show:

- * Progress was greater than normal on 104 tests (56%),
- * Progress was normal on 60 tests (32%), and
- * Progress was less than normal on only 22 tests (12%).

In the remaining fifteen project sites, proposed activities have either not been implemented long enough to be rationally related to growth in achievement test results or the activities were not designed to have a direct and widespread direct impact upon academic performance. For example, many systems used funds for professional development, others used funds to deal with a small number of at-risk students, while others prepared a foundation for improvement through school administrator and board member training. However, the trends established at this point clearly demonstrate that with each passing year the impact of The Next Generation School Project continues to grow.

USING TEST DATA
TO
IMPROVE
STUDENT LEARNING

EXECUTIVE SUMMARY

GEORGIA PARTNERSHIP
FOR
EXCELLENCE IN EDUCATION

1997

EXECUTIVE SUMMARY

First and foremost, the main tasks of schools are for teachers to teach and students to learn. Student achievement is the "bottom line" for schools. Although there are other important objectives, Georgia schools must increase the level of student learning. Analyzing current levels of student achievement and setting high expectations for every student's learning is one vehicle to increase student achievement. This was the paramount reason for the development of the report, *Using Test Data to Improve Student Learning*.

Specific reasons for developing this project were initially identified by the project directors of The Next Generation School Project grant sites. In their efforts to implement the grant criteria, particularly the one to "Personalize Instruction and Emphasize Continuous Progress," the project directors realized that they needed assistance in using available norm-referenced test data, for example, the Iowa Tests of Basic Skills (ITBS) used in all Georgia schools, to design individual programs of work for students. Similarly, as they seek to implement school improvement plans which emphasize significantly improved student learning in the areas of reading and mathematics, the project directors sought ways to use available norm-referenced test data to design and implement classroom, school, and/or school system improvement strategies.

On a much broader scale, the reality of the mandate issued in Senate Bill 11 needed to be addressed. Passed by the 1996 General Assembly, the legislation requires that "nationally norm-referenced instruments in reading, mathematics, science and social studies shall be administered to students in grades three, five and eight." It further ordered that teachers of grades three through twelve participate in annual staff development in order to know how to use the tests to improve student achievement, understand curriculum alignment and be knowledgeable about disaggregating student test data to pinpoint academic weaknesses.

Based on these perceived needs, the NGSP Steering Committee appointed a task force and charged it to develop a usable plan, a "how-to manual" that would assist teachers, administrators, and other educational leaders to effectively use norm-referenced test data to:

- Analyze achievement levels for individual students,
- Develop educational programs for individual students, and
- Design improvement strategies for groups of students, schools and school systems.

The focus of the document is to explore ways to use norm-referenced test data to significantly increase student learning by improving classroom instruction and enhancing the curriculum. It is intended to be a reference source and a compilation of systematic suggestions which, in total or in part, may be useful to teachers and administrators for their classrooms, schools and school systems.

The process explored is clearly developmental. It must be viewed as longitudinal, multi-year, even never-ending. Developmental milestones should be approached, accomplished and celebrated over time. Many schools are well underway in some of the identified activities; others have just begun. We trust that educators will take the parts of this report relevant to their unique circumstances, modify them and use them to significantly improve student achievement. Metaphorically, a school must crawl before it can walk, walk before it can run, and finish a 10K before it attempts a marathon.

Purposes of Norm-Referenced Testing

The reasons why we test are varied. The simple question, "Why do we test students?" elicits a wide range of answers, such as:

- * To monitor individual student progress.
- * To diagnose individual student strengths and areas to be improved.
- * To provide data to parents on the progress of their child individually and in relation to other students.
- * To provide data for improving the curriculum and the instructional strategies used in classrooms and in the school.
- * To assist in evaluating and improving the curriculum.
- * To provide longitudinal data for students, classes, schools, and school systems.
- * To determine progress toward established goals.
- * To provide data on the success of the school and school system.
- * To provide a measure of accountability to the stakeholders of the schools.

Depending on the circumstances, each of the above examples may be useful and, therefore, appropriate at a given time. However, for this report the emphasis will focus on using individual student norm-referenced test data to analyze achievement levels of individual students, to develop and implement individualized programs for students, and to design improvement strategies for groups of students, for schools, and for school systems.

The Impact On -- And Benefit To -- Teachers

"To teach is to touch the future." This wise, old saying has never been more profound than it is today. Yet the teacher's tasks are increasingly more difficult. By default, and in spite of their reluctance, the schools have assumed many parental roles. Additionally, the schools have increasing numbers of students who are difficult to teach. For teachers, "touching the future" is exceedingly more difficult than it was in the recent past. What will be the impact on teachers as schools move toward analyzing and using test data to individualize instruction and to design improvement strategies for their classrooms, schools and school systems? How, if at all, will they benefit from engaging in these tasks?

Accomplishing these tasks will enhance the professional lives of teachers by providing the tools for them to be more effective and efficient. If teachers sense that students are learning more in less time, that their time is used wisely with increased student learning a direct result, and that they have the authority to make decisions based on actual data on each student, teachers will more likely embrace this "new" way of thinking, planning and doing.

Teachers may benefit by:

- * Using objective data in planning for individual and group instruction;
- * Having access to information to develop individualized learning plans;
- * Having information for grouping and regrouping students for instruction;
- * Acquiring critical information in a timely manner to assist in managing instruction;
- * Gaining expertise in analyzing and using test data to improve student learning;
- * Being able to communicate consistent and reliable data to students, parents and the community;
- * Standardizing a process to be used proactively to improve student learning; and
- * Participating in staff development that will assist in these tasks.

If norm-referenced test data are to be used to improve student learning, teachers must be involved early and often in the process. There is simply no substitute for continuous staff development, and it must be considered no less a longitudinal commitment than the mandate in the legislation. Teachers must participate in the design and implementation of plans and activities which will accomplish the desired tasks. They must be consulted when fine tuning the discrete processes is necessary. They must be fully informed when changes are desired or imposed from any level.

System-Level Process

System-level educators should assume at least two roles - one as leader in the efforts to improve student learning and the other as supporter of schools and teachers in their similar efforts. System-level educators set the tone - high expectations for student achievement and rigorous curriculum for each student. Additionally, they assume the responsibility of securing the necessary resources and removing the barriers which threaten success.

The process for improving student achievement using norm-referenced test data can be used at the school system-level. It may be modified based on the characteristics and needs of the school system. Some school systems have made considerable progress in this arena and, thus, may be able to enter the process with many of the first steps accomplished. For others, this may be new, and beginning at the beginning may be more appropriate. The process is developmental, perhaps over several years. Successful experiences may prepare a school system to move to more complex plans and activities over time.

Planning teams of teachers, administrators from both the system and school levels, student services personnel, and parents should be included in the process. As appropriate, business and community leaders may be added to the team. Where system-level and school-level activities are occurring, the school planning teams and the system planning team should work collaboratively.

Detailed step-by-step processes, including forms, graphs, and glossary, are provided in the report.

School-Level Processes

Schools must take deliberate action in their efforts to improve student learning. Teachers are integral. They must be a part of the process and understand the impact on and benefit to them. Three processes, which will lead to additional activities or next steps to be taken in order to move to a higher level of achievement, may be employed to analyze and use norm-referenced test data to improve student learning in schools:

- * School-level process,
- * Process for grade levels, classrooms, and other groups of students, and
- * Individualized learning plans.

The process for improving student achievement using norm-referenced test data can be used at the school-level. It may be modified based on the characteristics and needs of individual schools. Some schools have made considerable progress in

this arena and, thus, may be able to enter the process with many of the first steps accomplished. For others, this may be new, and beginning at the beginning may be more appropriate. The process is developmental, perhaps over several years. Successful experiences may prepare a school to move to more complex plans and activities over time.

Teachers, administrators, student services personnel, parents, and business and community leaders should be included in the school level processes, as well. Where system-level and school-level activities are occurring, the school planning teams and the system planning team should work collaboratively.

The report includes processes for analyzing test data at each of the following levels: (1) School, (2) Grade, (3) Class, and (4) Individual student. Additionally, appendices include forms, charts, glossary, and other information which will assist educators.

Summary

We are convinced that if teachers know, intuitively or otherwise, that their students will benefit significantly, and when they see their roles in "touching the future" enhanced, then they will embrace using test data in new ways. And we are also convinced that with a great deal of support, technical assistance and sincere encouragement, teachers will succeed and, therefore, so will students.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

THE GEORGIA PARTNERSHIP
for Excellence in **EDUCATION**

WE CAN'T AFFORD TO FAIL.

A Key Element In
Renewing Georgia Schools

EVALUATION REPORT



THE NEXT GENERATION SCHOOL PROJECT

AN INITIATIVE OF THE GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION

The Next Generation School Project is a collaboration of the Georgia Partnership for Excellence in Education, Governor Zell Miller, the Georgia General Assembly, the State Board of Education, the Georgia Department of Education, and state and local leadership in business, government, and education.

The Next Generation School Project is made possible by a combination of public funds, private contributions, and local grants obtained by project sites.

Additional copies of The Next Generation School Project Evaluation Report can be obtained free of charge from:

The Next Generation School Project
The Georgia Partnership for Excellence in Education
233 Peachtree Street - Suite 200
Atlanta, Georgia 30303
Phone: 404-223-2280 • Fax: 404-223-2299 • E-mail: GPPE @ mindspring.com

This book may be reproduced without prior permission provided the source is cited as:

The Next Generation School Project
The Georgia Partnership for Excellence in Education
Atlanta, GA
© The Georgia Partnership for Excellence in Education

Cover Photos: Jennifer K. Cockrill

Clockwise:

Woodville Elementary School students prepare to "launch" the *Conquistador I*, a simulated space shuttle mission;
A Barnett Shoals Elementary student monitors a camera used for broadcasting the morning news show;
Teens at Jefferson County High School demonstrate proficiency on computers.



THE NEXT GENERATION SCHOOL PROJECT

**1993-94, 1994-95, & 1995-96
GRANT SITES**

Dr. Donna O'Neal
Project Director

"The leadership of the next generation is in school today. These young citizens will encounter global linkages, environmental realities, and exciting applications of science and technology to improve their quality of life. The Next Generation Schools are helping pave the way for the 21st Century."

Carl Swearingen, Chair
The Georgia Partnership for Excellence in Education
President, Georgia BellSouth

TABLE OF CONTENTS

Preface: Evaluation & Results	2
How to Use This Report: Data, Appendices, & Summary	3
The Next Generation School Project	4
Grant Sites Share Promising Practices	5
Table I	6-7
Next Generation School Project Partners & Donors	8
Atlanta City	9
Ben Hill County	10
Bibb County	11
Calhoun City	12
Carrollton City	13
Cartersville City	14
Clarke County	15
Coweta County	16
Dalton City	17
Decatur City	18
DeKalb County	19
Emanuel County	20
Floyd County	21
Gainesville City	22
Glascock County	23
Glynn County	24
Grady County	25
Gwinnett County	26
Habersham County	27
Houston County	28
Irwin County	29
Jackson County	30
Jefferson County	31
Jenkins County	32
Lowndes County	33
Muscogee County	34
Paulding County	35
Rockdale County	36
Savannah-Chatham County	37
Ware County	38
Appendices	39-42

EVALUATION

The Next Generation School Project Evaluation Report, published by the Georgia Partnership for Excellence in Education, provides a detailed look at the educational impact of The Next Generation School Project on 30 school systems (also called “grant sites” or “projects”) over the last three years.*

The goals of this evaluation report are twofold. First, it is necessary to account for the progress of the 30 grant sites over the years of implementation. Second, successes can be identified and replicated, while obstacles to educational improvement can be removed.

RESULTS

The Next Generation School Project is making a positive impact on student achievement. Grant sites report higher standardized test scores and other gains that reflect the goals of the nine criteria for the project. For grant sites, the foundation for success is a comprehensive look at where they are, where they want to be, and what improvement must be made to reach their goals. The support and involvement of teachers, school administrators, parents, and community and

business leaders has been critical to the success of this process. Identifying significant student learning as a central focus has enabled school systems to evaluate current policies, set practical goals, and effect changes for improvement.

One of the guiding principles of The Next Generation School Project is the recognition that school improvement is a local issue. Educators must be able to individualize programs to fit the needs of their own schools and communities. The broad parameters of the nine criteria enable schools to develop local improvements while raising the standard for all public education in Georgia. This is an abiding goal of the Georgia Partnership for Excellence in Education.

This year, 30 school systems reported statistical and/or narrative data. Fifteen school systems implemented programs that were designed to directly impact classroom instruction and student achievement. In other words, gains or losses in ITBS and TAP scores (nationally norm-referenced tests) and other accomplishments are attributed to the project. Other school systems implemented improvements in professional development, infrastructure for technology, and areas that will impact student achievement in the future. The reported results clearly demonstrate that The Next Generation School Project is making a difference.

*Projects vary in the number of years they have been Next Generation School Project grant sites - some one and some two years.

DATA

The Next Generation School Project Evaluation Report provides a thorough analysis of test data results from 15 grant sites.

Also included is a narrative of each of the 30 grant sites, an overview of the project, a listing of accomplishments, and other pertinent information.

Each year, The Next Generation School Project has been evaluated by an independent source. This evaluation was conducted by Carvin L. Brown, Ed.D., professor of educational leadership, University of Georgia.

APPENDICES

The appendices lists methodology for conducting the evaluation, a closer look at project funding, and an analysis of Next Generation School Project test results compared to national averages.

SUMMARY

The Georgia Partnership for Excellence in Education, a nonprofit, nonpartisan organization is a champion for school improvement aiming ultimately to improve student achievement in Georgia.

The philosophy of the Georgia Partnership for Excellence in Education is to encourage school systems to raise standards and to seek new and creative ways to improve student learning in order to prepare our future leaders. This evaluation reveals the four most important areas on which to focus to realize this goal: methods, people, time and resources.

Searches for proven, effective **methods** were conducted; **people** were emphasized — students, parents, teachers, board members, administrators, and other citizens. Reorganizing attempts to work smarter centered on existing **time** for learning, as well as expanding it. The entire community was added to the list of **resources**. Methods, people, time, and resources emerged as key essential elements in bringing about improvement.

THE NEXT GENERATION SCHOOL PROJECT

The Next Generation School Project is a school improvement process that has proven successful in large part due to one crucial characteristic - it is created and controlled by individual school systems. Nine field tested principles, called criteria, form the backbone of the project, but school systems interpret them according to their needs.

The program is focused on achievement for students and teachers alike - while it centers on a rigorous curriculum for students, it recognizes the importance of continuous staff development.

Upon Governor Zell Miller's recommendations, the General Assembly has approved \$3.5 million in funding since the project's beginning in 1993. The Georgia Partnership for Excellence in Education secured more than \$3 million in private funds to match state dollars. Grant sites, which were required to match half of their grant with locally raised funds, far exceeded the requirement. [See Table II in the appendices for a list of grant sites, a breakdown of grant amounts, and local matches for each year.]

The Georgia Partnership for Excellence in Education is a nonprofit, nonpartisan organization that unites leaders from business, education, and state government to work on improving education at the state and local levels.

The Georgia Partnership for Excellence in Education began in 1990, when business leaders from the Georgia Chamber of Commerce, the Georgia Economic Developers Association, and the Georgia Alliance for Public Education identified education as a pressing concern for economic development in Georgia. The result was the formation of an alliance of leaders who share a commitment to improve education.

The mission of the Georgia Partnership for Excellence in Education is to be Georgia's foremost change agent and a significant leader in the journey to higher standards and increasing academic achievement for all students.

The Next Generation School Project is one of the means to achieving this stated mission.

The project has nine components, referred to as "criteria," which were identified by over 300 educators, business and state government leaders, and others from all over the state after a year of research on "best practices." The nine criteria are:

- Establish a Community Collaborative
 - Emphasize World Class Performance
 - Personalize Instruction and Emphasize Continuous Progress
 - Emphasize Vocational Skills
 - Reorganize the Learning Environment
 - Use Telecommunications and Computing Technology as Tools
 - Attend to At-Risk Children and Youth and Their Families
 - Adopt Continuous Improvement and Evaluation Processes
 - Provide Continuous Staff Development
- [See appendices for a description of the nine criteria.]

Two factors set this project apart from others. For one, it focuses on the classroom, specifically, on significant student learning based on a rigorous curriculum and on high expectations for each student. Additionally, it emphasizes local control, in that schools and school systems that apply to be grant sites must use teacher, parent, and community input to design and manage their own plan, and must raise money to match allotted funds.

GRANT SITES SHARE PROMISING PRACTICES

In an effort to understand the impact and results of individual projects, Next Generation Project teachers, principals, and directors from the 1995-1996 grant sites were asked five questions:

- 1) How were you involved in The Next Generation School Project?
- 2) What were some examples of success?
- 3) Why did student achievement scores meet/exceed expectations?
- 4) Why did some achievement scores drop?
- 5) What have you learned that will be useful to you in the future?

Several themes, key to enhancing student learning, emerged from the interviews.

1. TEACHER LEARNING AND TRAINING

- Teachers spent time during the summer in staff development to learn computer programs. I am more computer literate, I can help students more.
- We have researched, we are trained, and we are using the computers.
- System wide planning for teacher training is important. We have a monthly session where ideas and tips are shared among 65 teachers.

2. COMMUNITY INVOLVEMENT

- For at-risk students, we've implemented a volunteer program. We have parents, business, and community members who volunteer time to meet with a student who is identified by a classroom teacher as needing an additional boost in some academic area.
- Parents got really involved . . . we brought them in for an hour with students . . . we want all students to have access . . . and it is really possible.
- Public relations is wonderful! One of our teachers interviewed parents and students and wrote an article on Internet training for parents and students for the *Atlanta Constitution*.

3. FINANCIAL AND TECHNOLOGICAL RESOURCES

- The NGSP grant has enabled us to get started and attract attention for more support.
- The NGSP grant gave us resources which enabled us to hope that we could DO something to make a difference.
- Through funding from a school business partnership, we have connected on-line with schools in Scotland. We communicate with them via e-mail, and teachers have traveled to Scotland to meet students and teachers.

4. COORDINATION, COLLABORATION, COMMITMENT

- Continuity of these programs is critical.
- We have adopted the Quality Philosophy, and we are involving other schools in our system.
- We came together and designed a data set for the entire system. We determined significant indicators of student performance that we wanted to evaluate year after year that would merge into our five-year academic achievement plan.
- Our success has been a result of teamwork, partnerships, and having a vision for what could happen.

5. CHANGING GOALS AND EXPECTATIONS

- More challenging programs have changed student attitudes, have improved their self-esteem. They have become more participatory, eager to please . . . themselves. Student morale is great this year!
- Reorganization (block scheduling) has given us the flexibility to do the things we need to do.
- The sky is the limit! We didn't have a vehicle, now we do. . . it changed our expectations and got the spark going. We now have reduction in fights, grade retentions, suspensions, drop-outs . . . just in one year's time!
- Kids are like sponges . . . we set the goals . . . you WILL learn . . . they soak it up. Of course, it will take a few years for significant increases to show up in test scores, but they are LEARNING!
- We are building a base. It will take time for things to change. We have to take one step at a time, do it well, and stick with it.

TABLE I

Grant Site	Grade Levels	Test*	PROGRESS		
			Greater Than Average	Average	Less Than Average
Carrollton City	6 to 7	ITBS Capitalization	X		
	5 to 7	ITBS Capitalization	X		
	6 to 7	ITBS Core Total		X	
	5 to 7	ITBS Core Total	X		
	5 to 7	ITBS Language Arts Total	X		
	6 to 7	ITBS Language Arts Total	X		
	6 to 7	ITBS Maps Diagrams			X
	5 to 7	ITBS Maps Diagrams		X	
	5 to 7	ITBS Math Computation	X		
	5 to 8	ITBS Math Computation		X	
	4 to 7	ITBS Math Computation	X		
	6 to 7	ITBS Math Computation	X		
	5 to 7	ITBS Math Concepts		X	
	5 to 8	ITBS Math Concepts	X		
	4 to 7	ITBS Math Concepts		X	
	6 to 7	ITBS Math Concepts		X	
	5 to 8	ITBS Math Data Interpretation	X		
	6 to 7	ITBS Math Data Interpretation		X	
	4 to 7	ITBS Math Data Interpretation	X		
	5 to 7	ITBS Math Data Interpretation	X		
	5 to 7	ITBS Math Total	X		
	5 to 8	ITBS Math Total	X		
	4 to 7	ITBS Math Total	X		
	5 to 7	ITBS Punctuation	X		
	6 to 7	ITBS Punctuation	X		
	6 to 7	ITBS Reading Comprehension		X	
	5 to 7	ITBS Reading Comprehension	X		
	4 to 7	ITBS Reading Comprehension	X		
	6 to 7	ITBS Reading Comprehension		X	
	5 to 8	ITBS Reading Comprehension		X	
	5 to 7	ITBS Reading Total	X		
	4 to 7	ITBS Reading Total		X	
	5 to 8	ITBS Reading Total		X	
	6 to 7	ITBS Reading Total		X	
	5 to 8	ITBS Reading Vocabulary		X	
	4 to 7	ITBS Reading Vocabulary		X	
	5 to 7	ITBS Reading Vocabulary		X	
	6 to 7	ITBS Reading Vocabulary		X	
	5 to 7	ITBS Reference Materials		X	
	6 to 7	ITBS Reference Materials			X
	6 to 7	ITBS Science		X	
	5 to 7	ITBS Science	X		
	5 to 7	ITBS Sources of Information		X	
	6 to 7	ITBS Sources of Information			X
	6 to 7	ITBS Social Studies	X		
	5 to 7	ITBS Social Studies	X		
	5 to 7	ITBS Spelling	X		
	6 to 7	ITBS Spelling	X		
	6 to 7	ITBS Usage Expression		X	
	5 to 7	ITBS Usage Expression		X	

Grant Site	Grade Levels	Test*	PROGRESS		
			Greater Than Average	Average	Less Than Average
Cartersville City	3 to 5	ITBS Math Advanced Skills		X	
	8 to 10	TAP Math Advanced Skills	X		
	9 to 10	TAP Math Advanced Skills		X	
	8 to 11	TAP Math Advanced Skills	X		
	8 to 9	TAP Math Advanced Skills	X		
	8 to 11	TAP Math Total			X
	3 to 5	ITBS Math Total	X		
	8 to 10	TAP Math Total		X	
	9 to 10	TAP Math Total		X	
	8 to 9	TAP Math Total			X
	8 to 10	TAP Reading Advanced Skills		X	
	3 to 5	ITBS Reading Advanced Skills		X	
	9 to 10	TAP Reading Advanced Skills		X	
	8 to 9	TAP Reading Advanced Skills			X
	8 to 11	TAP Reading Advanced Skills			X
	3 to 5	ITBS Reading Total	X		
	8 to 11	TAP Reading Total			X
	9 to 10	TAP Reading Total		X	
	8 to 9	TAP Reading Total		X	
	8 to 10	TAP Reading Total		X	
Coweta County	1 to 2	ITBS Math Advanced Skills	X		
	3 to 4	ITBS Math Advanced Skills	X		
	7 to 8	ITBS Math Advanced Skills	X		
	2 to 3	ITBS Math Advanced Skills			X
	4 to 5	ITBS Math Advanced Skills		X	
	4 to 5	ITBS Math Total			X
	3 to 4	ITBS Math Total	X		
	1 to 2	ITBS Math Total	X		
	7 to 8	ITBS Math Total		X	
	2 to 3	ITBS Math Total			X
	7 to 8	ITBS Reading Advanced Skills			X
	3 to 4	ITBS Reading Advanced Skills		X	
	2 to 3	ITBS Reading Advanced Skills			X
	4 to 5	ITBS Reading Advanced Skills			X
	1 to 2	ITBS Reading Advanced Skills	X		
	1 to 2	ITBS Reading Total	X		
	2 to 3	ITBS Reading Total			X
	3 to 4	ITBS Reading Total		X	
	4 to 5	ITBS Reading Total		X	
	7 to 8	ITBS Reading Total			X

EVALUATION RESULTS

Test results from the 15 project sites that implemented activities directly related to improved classroom instruction and academic achievement demonstrate NGSP is making a positive and significant impact. Results show:

- ◆ Progress was greater than average on 104 tests (56% of tests)
- ◆ Progress was average on 60 tests (32% of tests)
- ◆ Progress was less than average on only 22 tests (12%)

KEY

Average progress means that students learned at the same rate* as in previous years. 32% of Next Generation School Project tests show average progress - compared to only 8% nationally.

[*For further analysis see Table III in the appendices.]

RATE OF LEARNING:

Greater than Average: 4% or higher.

Average: $\pm$ 4%.

Less than Average: - 4% or lower.

ITBS: Iowa Tests of Basic Skills.

TAP: Tests of Achievement and Proficiency.

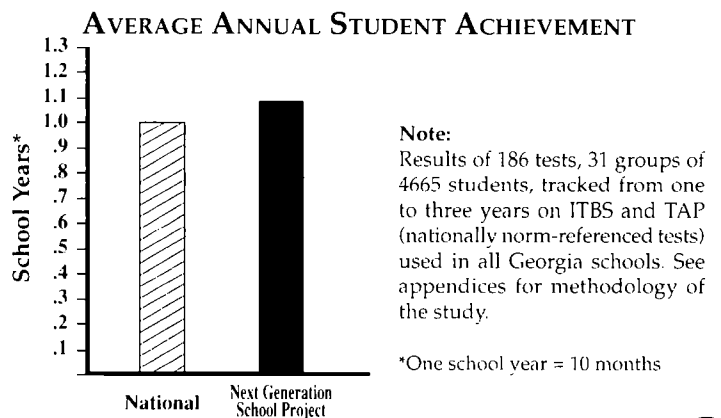
Grant Site	Grade Levels	Test*	PROGRESS		
			Greater Than Average	Average	Less Than Average
Dalton City	5 to 6	ITBS Capitalization	X		
	3 to 4	ITBS Capitalization	X		
	3 to 4	ITBS Core Total	X		
	5 to 6	ITBS Core Total	X		
	5 to 6	ITBS Language Arts Total	X		
	3 to 4	ITBS Language Arts Total	X		
	3 to 4	ITBS Math Advanced Skills		X	
	5 to 6	ITBS Math Advanced Skills		X	
	3 to 4	ITBS Math Computation		X	
	5 to 6	ITBS Math Computation	X		
	5 to 6	ITBS Math Concepts	X		
	3 to 4	ITBS Math Concepts	X		
	5 to 6	ITBS Math Total	X		
	3 to 4	ITBS Math Total	X		
	3 to 4	ITBS Punctuation	X		
	5 to 6	ITBS Punctuation	X		
	5 to 6	ITBS Reading Advanced Skills	X		
	3 to 4	ITBS Reading Advanced Skills	X		
	3 to 4	ITBS Reading Total	X		
	5 to 6	ITBS Reading Total	X		
	3 to 4	ITBS Reading Vocabulary		X	
	5 to 6	ITBS Reading Vocabulary		X	
	3 to 4	ITBS Spelling	X		
	5 to 6	ITBS Spelling	X		
Emanuel County	5 to 6	ITBS Usage & Expression	X		
	3 to 4	ITBS Usage & Expression	X		
	5 to 6	ITBS Math Advanced Skills	X		
	5 to 6	ITBS Math Advanced Skills		X	
	5 to 6	ITBS Math Total	X		
	5 to 6	ITBS Math Total	X		
	5 to 6	ITBS Reading Advanced Skills	X		
	5 to 6	ITBS Reading Advanced Skills	X		
	5 to 6	ITBS Reading Total	X		
	5 to 6	ITBS Reading Total	X		
Floyd County	3 to 5	ITBS Math Advanced Skills		X	
	3 to 5	ITBS Math Total	X		
	3 to 5	ITBS Reading Advanced Skills	X		
Gainesville City	4 to 5	ITBS Core Total	X		
	4 to 5	ITBS Language Total	X		
	4 to 5	ITBS Math Total		X	
Grady County	4 to 5	ITBS Reading Total	X		
	5 to 7	ITBS Math Computation			X
	5 to 7	ITBS Math Concepts	X		
	5 to 7	ITBS Math Data Interpretation	X		
	5 to 7	ITBS Math Total	X		
	5 to 7	ITBS Reading Comprehensive	X		
	5 to 7	ITBS Reading Total	X		
	5 to 7	ITBS Reading Vocabulary	X		

Grant Site	Grade Levels	Test*	PROGRESS		
			Greater Than Average	Average	Less Than Average
Habersham County	3 to 5	ITBS Math Advanced Skills		X	
	3 to 5	ITBS Math Total	X		
	3 to 5	ITBS Reading Advanced Skills		X	
	3 to 5	ITBS Reading Total		X	
	3 to 5	ITBS Math Advanced Skills		X	
	3 to 5	ITBS Math Total		X	
	3 to 5	ITBS Reading Advanced Skills	X		
	3 to 5	ITBS Reading Total	X		
	3 to 5	ITBS Math Advanced Skills	X		
	3 to 5	ITBS Math Total		X	
Houston County	3 to 5	ITBS Math Advanced Skills	X		
	3 to 5	ITBS Math Total		X	
	3 to 5	ITBS Reading Advanced Skills		X	
Irwin County	3 to 5	ITBS Reading Total		X	
	9 to 10	TAP Math Advanced Skills		X	
	7 to 8	ITBS Math Advanced Skills	X		
	4 to 5	ITBS Math Advanced Skills	X		
	9 to 10	TAP Math Total		X	
	7 to 8	ITBS Math Total	X		
	4 to 5	ITBS Math Total	X		
	9 to 10	TAP Reading Advanced Skills		X	
	4 to 5	ITBS Reading Advanced Skills	X		
	7 to 8	ITBS Reading Advanced Skills			X
Jefferson County	4 to 5	ITBS Reading Total	X		
	9 to 10	TAP Reading Total		X	
	7 to 8	ITBS Reading Total			X
	8 to 9	TAP Math Advanced Skills		X	
	8 to 9	TAP Math Total			X
	8 to 9	TAP Reading Advanced Skills			X
	8 to 9	TAP Reading Total		X	
	3 to 5	ITBS Math Advanced Skills		X	
	3 to 5	ITBS Math Computation	X		
	3 to 5	ITBS Math Concepts	X		
Lowndes County	3 to 5	ITBS Math Total	X		
	3 to 5	ITBS Reading Advanced Skills	X		
	3 to 5	ITBS Reading Total	X		
	3 to 5	ITBS Vocabulary	X		
	3 to 5	ITBS Language Arts	X		
	3 to 5	ITBS Math Computation			X
	3 to 5	ITBS Math Total	X		
	3 to 5	ITBS Reading Advanced Skills	X		
	3 to 5	ITBS Reading Total	X		
	3 to 5	ITBS Reading Total	X		
Paulding County	3 to 5	ITBS Math Computation			X
	3 to 5	ITBS Math Total	X		
	3 to 5	ITBS Reading Advanced Skills	X		
Rockdale County	3 to 5	ITBS Reading Total	X		
	5 to 6	ITBS Math Advanced Skills	X		
	3 to 5	ITBS Math Advanced Skills	X		
	5 to 6	ITBS Math Total	X		
	3 to 5	ITBS Math Total	X		
	5 to 6	ITBS Reading Comprehension	X		
	3 to 5	ITBS Reading Comprehension	X		
	5 to 6	ITBS Reading Total	X		
	3 to 5	ITBS Reading Total	X		
	3 to 5	ITBS Reading Total	X		
TOTAL			104	60	22

Student achievement is measured by the number of months of knowledge a student gains per school year.

- The NATIONAL average is ten months (one school year) of increased knowledge per student
- The NEXT GENERATION SCHOOLS average eleven months (one school year plus one month) of increased knowledge per student

Students in The Next Generation School Project surpass the average national student. This finding is both statistically and practically significant.



NEXT GENERATION SCHOOL PROJECT PARTNERS & DONORS

Georgia Power Company and Foundation	David, Helen & Marion Woodward Foundation
Southwire Company	The First Union Foundation
Robert W. Woodruff Foundation, Inc.	Ray M. And Mary Elizabeth Lee Foundation
Milliken & Company	Lockheed Aeronautical Systems
Georgia Center for Advanced Telecommunications Technology	McDonald's Corporation
Tele-Communications, Inc.	National Service Industries
Georgia Public Television	NationsBank
BellSouth Foundation	Rock-Tenn Company
The Southern Company	Ida A. Ryan Charitable Fund
UPS Foundation	L.E. Schwartz & Son, Inc.
Primerica Financial Services	Swift Textiles, Inc.
IBM	Anonymous
Southern Bell	AT&T Foundation
CBIS	Synovus Financial Corporation
The University System of Georgia	Tull Charitable Foundation, Inc.
Trust Company of Georgia and related foundations	Wachovia Foundation of Georgia
West Georgia College	Southern Regional Education Board
Governor's Office	Equifax Foundation
Georgia General Assembly	Genuine Parts Company
Georgia Institute of Technology	The Coca-Cola Foundation
State Board of Education	Lettie Pate Evans Foundation
Georgia Department of Education	AFLAC
The Georgia Partnership For Excellence in Education	The Atlanta Foundation
Bank South	Metropolitan Atlanta Community Foundation
Mary Allen Lindsey Branan Foundation	...and the thousands of students, teachers, parents and community members across the State of Georgia who are working with The Next Generation School Project to provide the best quality of education for every citizen in Georgia.
Callaway Foundation, Inc.	
Citizens Trust Bank	

"The Next Generation School Project is not an end in itself. The objective is school improvement and academic achievement for all students. The evaluation that has been done sheds light on what works and what does not. I believe the work done to date gives us encouragement that there are answers to today's educational challenges and that many of the solutions are found in the nine principles. Evaluation is the compass that allows us to find our way to the objective."

John Varner

Co-Chair

The Next Generation School Project

"'If you build it, they will come.' This time - honored metaphor holds for The Next Generation School Project. If you do these things - the Nine Criteria - you will have effective schools. I wish we could put it on a bumper sticker."

Gail Thaxton

Assistant Superintendent

Grady County Schools

OVERVIEW...

The Atlanta City Schools received a developmental grant for the 1993-94 school year for Fowler Elementary School, Inman Middle School, and Grady High School which serve the Techwood Housing Project. The project focused on a training model in Total Quality Management and piloted the implementation of a transition process for students moving from elementary school to middle school.

For Fowler Street Elementary School and Inman Middle School, the long term focus is to establish learning as a powerful tool for self-help and as a lifelong commitment for residents of Techwood Homes. For The Next Generation School Project, Fowler Elementary employed the concept of a transition teacher for facilitating the changes students must experience in advancing from elementary to middle school. In addition, Total Quality Management training was provided for all cluster school principals and additional key staff.

Atlanta City Schools in collaboration with Georgia Institute of Technology and The Coca-Cola Corporation formed a planning coalition with twelve (12) schools to form life-long learning communities. These Learning Villages provided focused academic, social, and economic continuity as families who were at-risk made positive transitions from elementary to middle to secondary schools, and then to higher education and/or the world of work.

"The Quality concepts and processes are paying dividends for the Atlanta City Schools." Dr. Chuck Fuller, Director of Professional Development

Dr. Chuck Fuller • Director of Professional Development • Atlanta City Schools
2930 Forrest Hill Dr. SW Rm. 201 • Atlanta, GA 30315 • Office (404) 827-8657 • Fax (404) 763-5294



ATLANTA CITY

ACCOMPLISHMENTS...

- Developed and implemented a training model in Total Quality Management (TQM) and piloted the implementation of a transition process for students moving from elementary to middle school.
- Core team of principals and key central office personnel attended TQM training sessions.
- Created a model for expanding the training to include the full staffs of the pilot schools.
- Completed evaluations of each aspect of the training model to determine its perceived usefulness and efficacy.
- Designated a fifth grade teacher from Fowler Elementary School to serve as a transition teacher and transferred the teacher with the matriculating fifth grade class to Inman Middle School; the teacher is responsible for actively managing the students' adjustment to the middle school environment through individual and group support and structured activities.
- Designated a sixth grade teacher from Inman Middle School to serve as a transition teacher for fifth graders at Fowler Elementary School; the teacher's responsibilities included preparing the fifth grade students for matriculation at the end of the school year.

PERSONAL STORY...

The administrators who were taught the TQM philosophy participated in a class at Georgia Tech. These administrators realized that TQM was really a philosophy and a set of tools that would enable them to more efficiently create an environment of trust, empowerment, and inclusion.

"The Next Generation School Project helped us to 'pull it all together' through technology, the planning process, and the teaming concept." Gwendolyn Mayfield, Principal, Fowler Street School

"The transition teacher who went from the elementary school to the middle school to follow the students was very beneficial. It is very clear that the transition teacher concept makes a difference in the adjustment and well-being of students moving from elementary to middle school."

LESSONS LEARNED...

More than anything, the Atlanta project benefited from understanding the true nature of a collaborative effort. The planning efforts for the NGSP proposal were extremely beneficial and eye-opening. The Atlanta project was able to realize success because of the Total Quality Management philosophy introduced to participants.



BEN HILL COUNTY



LESSONS LEARNED...

In order to make positive lasting change, we must provide continuous staff

development and support for the staff initiating change. There must be continuous communication about our successes. Communication between schools, parents, students, and community will help to overcome the resistance to change. Additionally, involving parents in the change process can be very challenging but very rewarding.

"This class has helped me by improving my way of thinking. Once, everyone was calling me 'stupid.' Now look at me. I am making honor roll and staying out of trouble." Tamara, Student, Fitzgerald High School

"I love working on a team. Sharing and developing ideas together is much more valuable and productive than working alone. It seems to me that the days of walking into a classroom and closing the door as if the rest of the school did not exist has ended." Edwina Willcox, English Teacher

OVERVIEW...

The primary focus of the Ben Hill County Next Generation School Project has been to meet the needs of an ever increasing population of at-risk students. The secondary focus has been on the integration of technology into the instructional program.

Building upon the progress made as a Next Generation School Project developmental site in 1993-94, Ben Hill County continues to strive to meet the needs of at-risk students through alternative programs and non-traditional teaching strategies. Technology has enabled teachers to personalize instruction for all students and to support student learning in reading and mathematics.

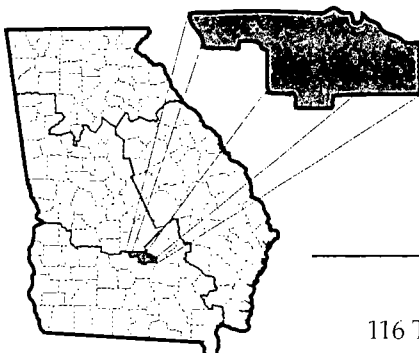
All of the schools have on-going improvement plans that incorporate the nine criteria of The Next Generation School Project.

PERSONAL STORY...

The Fitzgerald High School The Optional Program for Success (TOPS) project has made a positive difference in the lives of many students. At the beginning of the school year, one female student's standard response was "I can't do it." By the latter part of the year, teachers noticed a change in the student's attitude toward her school work. She was enthusiastic and successful. Also, one very street-smart 17 year old drop-out came back to school and gave the TOPS program and his teachers credit for a successful school year. He made a speech at the annual meeting encouraging students to stay in school.

"I was not focused on my school work. If it had not been for the TOPS program, I would be a high school drop-out today. Now, I know that I can graduate from high school." Dale, Student, Fitzgerald High School

"The Next Generation School Project has helped us to strengthen and enhance learning in our schools. It has helped us to meet the needs of all of the students through a variety of means." Butch Frye, Superintendent, Ben Hill County Schools



ACCOMPLISHMENTS...

- Fitzgerald High School's interdisciplinary ninth grade teaming project was approved for state validation.
- The after school latch key program was expanded to serve 40 students.
- The tech prep and apprenticeship programs were implemented.
- Fitzgerald High School continued the distance learning post-secondary options program with Valdosta State University.
- Homes and schools were connected through "Homework Hotlines" telephone connections.
- The cultural exchange program continued for the third year. The school system hosted a Japanese delegation of 18 students, 4 teachers, a principal, and mayors from the cities of Shiminito and Myogi, Japan.
- Student technology access was increased to 95% of all students.
- High school and middle school teachers have been trained in the use of individualized instruction software.
- The partners in education program is active and continues to enhance the educational programs in all schools.
- Upon the passage of a successful bond referendum, two new state-of-the-art schools were built.
- Staff development has been provided for teachers at all grade levels for the implementation of new science programs.

Sylvia Bryant • Special Projects Director • Ben Hill County Schools
116 Turk Court • Fitzgerald, GA 31750 • Office (912) 423-3320 • Fax (912) 423-5398

OVERVIEW...

The Bibb County Next Generation School Project, funded during the 1993-94 school year, focuses on a cluster of elementary schools, a middle school, and a high school which encompasses low achieving students and economically difficult communities. The Success program is a non-traditional school within a school and serves at-risk seventh graders who are achieving two grade levels below expectations. With an overall success rate of 81%, it provides the opportunity to progress two grade levels in one year. The Bibb Enhanced Instruction program, in five of the cluster's elementary schools, is a teaching strategy which stresses a "centers" approach, one of which is comprised of five computers in each K-6 classroom, used as a tool to reinforce and expand skills.

Three additional programs which show signs of success are the Arts Infusion Program, Bibb Effective Schools Team Program which emphasizes Quality Leadership principles, and foreign language at the elementary level. Additionally, Bibb County implemented a Mathematics and Health Sciences Magnet Program at Northeast High School.

LESSONS LEARNED...

Communication is a key factor to the success of improvement projects. Ongoing dialog among cluster schools and between community collaboratives and the school system is vital to ensure the continued support of the project.

Mr. Harry Trawick • Deputy Superintendent • Bibb County Schools
P.O. Box 6157 • Macon, GA 31208 • Office (912) 765-8504 • Fax (912) 765-8549



BIBB COUNTY

PERSONAL STORY...

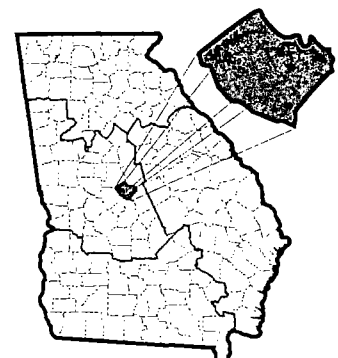
Alondra was a student in the Success Program at Appling Middle School during the 1994-95 school term. When she entered the program, she was being physically abused and ridiculed by her mother. She lacked determination and was not successful academically. Her academic progress the first six weeks would prove to be the turning point, she became an honor roll student and ambitious about her future as well.

"I have seen my son's aptitude for mathematics improve drastically since his interaction on the computers. On the recent Iowa Test of Basic Skills (ITBS), he scored in the 99th percentile. My wife and I directly attribute this superb achievement to skills learned from the computers. Adam's reading and spelling skills have also improved significantly. As a businessman, I am elated that computers in the classroom are raising the quality of education in Bibb County. The results for large employers such as GEICO Insurance Company are better educated and more valuable employees." John Mathis, Claims Supervisor, GEICO

ACCOMPLISHMENTS...

- Implemented an after-school tutorial program at one elementary school - in cooperation with a local church whose members tutor 20 at-risk third graders two afternoons a week.
- Installed and networked five computers and one printer in each K-3 classroom in three elementary schools.
- Implemented the Arts Infusion Program with each K-6 class receiving 30 minutes in each of the four areas of art, music, dance, and drama.
- Provided intensive staff development in the use of computer hardware and software for teachers and para-professionals.
- Middle school students are tutored Monday through Thursday by Mercer University students.
- Added mathematics and science programs to the Edunetics computer program at the high school; trained teachers to use the new program.
- Required all ninth graders to take a year long computer course, with one semester of keyboarding and one of spreadsheets, databases, and word processing.
- Provided distance learning for grades 1-4 at one elementary school in Spanish; grades 5-6 participated in the Foreign Language Survey in four languages: Latin, Spanish, French, & Japanese.
- Surveyed teachers regarding the Arts Infusion Program with 88% positive and enthusiastic and 12% indicating adjustments should be made.

"Since I have been in the Health Occupations class, I have learned about so many different careers in the health profession, I did not know that most of those careers existed. Now I am positive that the medical field is for me." Lakeishia, 11th Grade Student, Northeast High School



CALHOUN CITY



ACCOMPLISHMENTS...

- Revised mathematics curriculum to be more rigorous in order to accelerate student learning.
- Trained mathematics teachers.
- Implemented the development of an individual career plan for each student in grades 9-12 and a personal education plan for each student in grades 6-8.
- Implemented curriculum for students to obtain a technology endorsement to the high school diploma.
- Established peer tutoring program and expanded existing mentoring program.
- Individualized computer learning programs were expanded at the primary school and initiated at the elementary school in the areas of reading, mathematics, writing, and language arts.
- Initiated a computer loan program where ten notebooks and four printers are "checked-out" continuously.
- Retrofitted the former metals lab into a technology lab at the high school.
- Implemented voluntary community service requirement for the high school diploma with more than 100 students participating.
- Partnered with local businesses to implement an individual computer learning system available to students and citizens.

OVERVIEW...

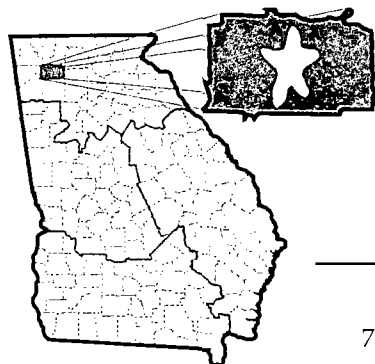
The Calhoun City 1993-94 Next Generation Project pledged to implement 44 projects, which we did successfully. The projects were linked by three common themes: (1) use Total Quality Management as the system/operational philosophy, (2) use modern technology as the tool to carry out work, (3) use community collaboratives to do the work. We were very successful in realizing the first two themes, less so the last.

"I've worked in the Calhoun City Schools for more than thirty years and the NGSP produced more change, more improvement, more differences in the way we do things than anything else I have ever experienced in education."

"Local business commitment, Board of Education commitment, QBE funding options, lottery funds and other assorted grants are all a part of our dramatic improvement in the Calhoun City Schools. Without The Next Generation School Project, it could never have happened. NGSP was the catalyst, not just in technology, but in raising standards in every facet of our operation. Thanks, NGSP!"

"The half-unit local graduation requirement in Computer Usage is quickly becoming unnecessary in that the NGSP's effect at the elementary and middle school has rendered the current nature of that introductory course unnecessary for students who have 'grown up' in our system. Would we have reached this point without NGSP? Eventually, we probably would have, but it would have taken ten or more years, rather than the five we have spent."

CALHOUN CITY



LESSONS LEARNED...

Attempting to implement 44 extra projects on top of your normal school operation is difficult. We learned we must prioritize and do fewer, bigger projects. Also, some of the public distrusts any kind of educational innovation. Extensive communication needs to be handled proactively.

Dr. Kay Baxter • Assistant Superintendent • Calhoun City Schools
700 W. Live Street • Calhoun, GA 30701 • Office (706) 629-6563 • Fax (706) 629-3235

OVERVIEW...

Carrollton City Schools believes so strongly in the framework set forth by The Next Generation School Project that the nine criteria have been the basis for our strategic planning for the last several years. This concept truly considers all citizens as an integral part of the educational process. Through the community collaborative component, representation of our community in redesigning the learning environment has ensured that the expectations, needs, and values of our community have been infused into the action plans. Our use of grant funds focused on the Learning Logic computer lab, an algebra model that enabled students to tap the power of new technologies. Additionally, we focused on personalizing instruction, delivering world class curriculum, and allowing students to progress at a far more challenging pace than possible in a traditional approach.

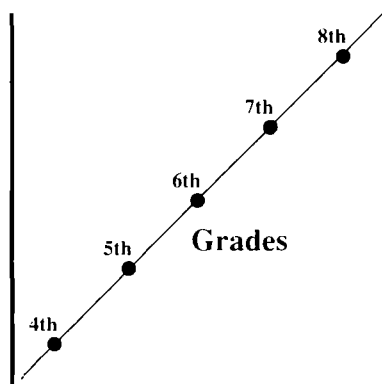


CARROLLTON CITY

ACCOMPLISHMENTS...

- Involved over 300 community members and educators on action teams for each of NGSP Nine Criteria which formed the strategic plan.
- Averaged 2.5 tours of schools each week for state, national, and international groups.
- Implemented a tutoring program where more than 55 high school students tutored elementary school students.
- Provided foreign language instruction in all grades K-12.
- Conducted one-week summer Student Leadership Academy for 28 juniors and seniors with monthly meetings and seven projects during the school year.
- Redesigned curriculum to include national standards.
- Provided computers at a ratio of one computer to three students with system-wide networking.
- Implemented cross-grade grouping in kindergarten and first grades.
- Based on survey, 80% of junior high school staff rely on the use of technology to improve instruction.
- Provided active learning experiences to all 1700 K-5 students in the elementary school science lab.
- Partnered with 40 local businesses to provide Junior Interview Day where all juniors participated in mock interviews with businesses.
- Produced 50 TV parenting programs which were made available to over 5000 local cable users.

CARROLLTON CITY



Of 50 ITBS Results*, 94% (47 of 50)
Showed Consistent Progress with 50%
(25 of 50) Indicating Greater
Than Normal Academic Growth

*Also see Table 1 on pp. 6-7.

"One avenue to improvement is the expansion of opportunities provided by business, other schools, and various agencies. We are making wonderful inroads in this community and I applaud the Carrollton City Schools for this effort." Janet Ayers, President, Carroll Technical Institute

LESSONS LEARNED...

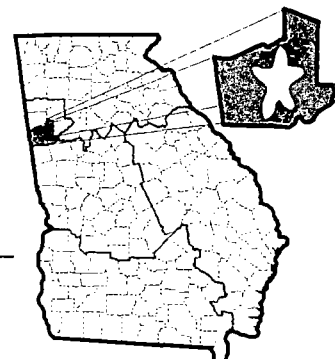
Our toughest lesson - perhaps the only defeat this system has known - resulted from our efforts to revise the school calendar. Following a year of research, we proposed a flexible calendar which would eliminate three months of instructional "down time" during the summer and offer remedial and enrichment opportunities. Special interest groups organized their opposition and defeated the proposal. Community members continue to request that we reconsider an alternative approach to the agrarian calendar.

"My education never stops; it is continuous. What I do in school must prepare me for the greater part of life where I will be learning forever." Vance, Carrollton High School Student.

PERSONAL STORY...

As you enter Pam Gable's fourth grade classroom, the first things you notice are the class' vision and mission statements prominently displayed on the wall. Written by her students, the statements capture their intent to be life-long learners and role-models for others. "I didn't realize these statements would have such an impact on fourth grade students," Mrs. Gable noted. "On occasion, when a child is disruptive, another child will quickly remind his peer of these goals. My reward is that these students are committed to their goals and will, I believe, apply them to their lives from now on."

Ms. Debbie Williams • Director of Student Services • Carrollton City Schools
601 Maple Street • Carrollton, GA 30117 • Office (770) 834-1868 • Fax (770) 834-4215



CARTERSVILLE CITY

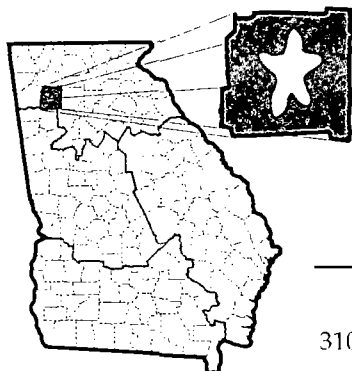


OVERVIEW...

Three major strands have been identified by the Cartersville School System as central to its progress as a 1993-94 Next Generation School site. A revised strategic plan expanded collaborative efforts and focused on developing education programs based on increased learning. Features of this include producing bilingual students and placing high school students alongside adults as both learn the skills needed to compete for jobs. As a second strand, technology is assessable to all teachers in grades 6-12 on a daily basis. The third strand involves a strong staff development program.

PERSONAL STORY...

In striving for improvements, school systems must not be overly broad in scope, but should narrowly define what the system is trying to do and keep it measurable. For example, there are many ways technology can be used in the classroom - but if student achievement is the ultimate goal - then the focus of effective technology must be on courseware that has student achievement as its focus.



ACCOMPLISHMENTS...

- Published a local report card on November 13, 1995, which was developed by local citizens, business, and industry leaders.
- Emphasized vocational skill development through the tech-prep program and the Cartersville Technology Center in collaboration with North Metro Technical Institute.
- Developed a seven-period school day and increased the minimum hours required for graduation.
- Developed school and school system technology plans in a collaborative effort with EduQuest, Georgia Tech and North Metro Tech.
- Completed teacher training on the use of the Internet and multimedia technologies.
- Implemented a training and support program for teachers.
- Increased instructional time from 330 minutes to 350 minutes - an additional 20 minutes each day for high school students.
- Implemented technology in the elementary school where every student spends 30 minutes or more per day on the computer developing language and math skills.
- Provided all teachers in grades 6-12 with Powerbooks, carrying case, printer, and software which improved communication with parents, reduced paperwork, and increased computer literacy among staff which led to increased use of computers by students in the classroom.
- Established a Technology Center with North Metro Technical Institute where high school students work side-by-side with industry personnel.
- Established the Northwest Georgia Next Generation Schools Consortium which shares teachers and students via GSAMS.
- Wired school buildings with a fiber optic backbone with twisted pairs in every instructional office area, retrofitted three school buildings, and wired a new school.
- Became a part of the PeachNet network in 1994 by invitation of the Georgia Board of Regents. Established an Internet hub on campus allowing 250 or more students simultaneous access to the Net; now the entire school system is on the Internet - with policy safeguards in place.
- Expanded foreign language to grades K-6.

"The Next Generation School Project provided our system with the impetus to make quantum advancement in the use of effective technology in the classroom" Greg F. Davis, small business owner and Chairman, Cartersville City Board of Education

ITBS	Reading Adv. Skills	Reading Total	Math Adv. Skills	Math Total
Grades 3-5 Years 93-95	A	G	A	G
Grades 8-9 Years 95-96	L	A	G	L
Grades 8-10 Years 94-96	A	A	G	A
Grades 9-10 Years 94-95	A	A	A	A
Grades 8-11 Years 93-96	L	L	G	L

Consistent Progress Was Demonstrated on 75% (15 of 20) ITBS Results*.

G = Greater than average academic progress
A = Average academic progress
L = Less than average academic progress

*Also see Table 1 on pp. 6-7.

Dr. Harold Barnett • Superintendent • Cartersville City Schools
310 Old Mill Road • Cartersville, GA 30120 • Office (770) 382-5880 • Fax (770) 387-7476

OVERVIEW...

The Athens-Clarke County community continues to work toward becoming an educational system which increases student learning based on high expectations and rigorous curriculum. One of the goals of the Clarke County School District's Next Generation School Project continues to be the connection of activities across schools and community. During the 1993-1994 school year through the NGSP, the Clarke County School District began the process of connecting its expertise and innovations through technology with the installation of a fiber optic backbone in each school. Also, school-based and district-level instructional technology plans were developed based on the strengths and instructional needs of each school. Currently thirty-seven local area networks are operational in the district, and instructional programs have expanded capabilities by tying into the backbone established in Phase I of the Next Generation School Project. The ultimate goal remains for all classrooms, once connected, to reach throughout the building; across the district; and across the state, the nation, and the world.

PERSONAL STORY...

Clarke County's Fourth Street Elementary School, the only accelerated school in Georgia, has done an excellent job of maximizing services to their students, 75% of whom qualify for free and reduced-price lunches. Chapter I funding and NGSP funding enhanced computer use at the school, provided a computer lab used for student classes during the day and parent classes at night, and provided for the purchase of computers that families can check out to use at home.

The school has a policy of no pull-out programs for remediation, and it has a number of special curricular programs to enhance student performance such as Reading Recovery, Talents Unlimited, and Higher Order Thinking Skills. The students at the school also have impacted state legislation on gifted children by participating in a study on multiple criteria for gifted eligibility.

"The apprenticeship program may lead to permanent employment in one of the local hospitals, as well as other opportunities for career development."

Clarke County Schools Administrator

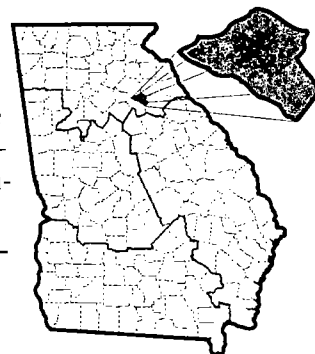
CLARKE COUNTY

ACCOMPLISHMENTS...

- Implemented a K-12 mathematics curriculum based on National Council of Teachers of Mathematics Standards and evaluated by guidelines set forth in a comprehensive in service professional development plan funded by a \$275,000 Eisenhower Education grant in partnership with the University of Georgia.
- Developed a K-12 science curriculum according to the curriculum development model established by the Clarke County School District Strategic Plan.
- Expanded the use of satellite delivered instruction by adopting the University of Alabama's Integrated Science Series for Grades 6-8.
- Expanded Reading Recovery Program.
- Expanded apprenticeship program which initially focused only on health care careers to include banking apprenticeships.
- Upgraded school-based and district-level instructional technology plans to meet future needs.
- Added 340 drops to 19 schools' fiber optic backbones to accommodate continued instructional technology hardware purchases.
- Provided in-class access to the On-line Public Access Catalogs (OPAC) and other resources of school media centers via the fiber optic backbone.
- Expanded Micro-communities at three elementary schools where students govern a town; apply skills learned during the regular school day; and operate banks, offices, cafeterias, and retail stores to include school TV broadcast stations which link to Intermedia Cable Service and have the capability of broadcasting programming on Channel 16, the Clarke County School District educational channel.
- Implemented the use of the Athens Newspapers, Inc., Audiotext system to establish a "Classroom Connection" through which teachers and school district personnel can communicate to parents and the community vital information such as homework assignments, classroom news, upcoming events, attendance, registration information, bus route information, and other instructional and public relations messages.

LESSONS LEARNED...

Time is a major issue in improving educational opportunities for students. One strategy for overcoming this barrier was the creation of a common format for schools to report the status of their school in relation to various initiatives and requirements. One person from each site was trained in the reporting format, thus, we had a systematic way of being accountable for the goals and objectives set by the schools and district. Also, we developed a meaningful way to communicate our progress.



Ms. Carolyn Smith • Project Director • Clarke County Schools
440 Derring Extension • Athens, GA 30606 • Office (706) 354-1203 • Fax (706) 357-5347

COWETA COUNTY



ACCOMPLISHMENTS...

- Participated with three schools in Scotland sharing cultural and economic information through the Internet and teleconferencing technologies.
- Expanded industry-driven school-to-work programs at Newnan High School.
- Used laser disc technology as a teaching tool with approximately 239 students in grades 3, 4, and 5 and 420 students in grades 6, 7, and 8.
- Connected eleven schools and two central office sites via fiber optic cable to each other and the Internet.
- Developed long-term partnerships with businesses in the areas of technology and communications.
- Enhanced students' science instruction at elementary and middle school through laser disc technology, with the multimedia format providing more meaningful learning experiences and immediate feedback to stimulate student interest.
- Provided on-going staff development for school technologists who train other teachers emphasizing multi-media, networking, integrating technology into the curriculum, and distance learning.
- Provided multimedia hardware and software for the high school Health Occupations class which emphasize individual student learning, where students monitor and evaluate their progress.
- Expanded wide-area network into more of a "community" network including others such as the local newspaper and the Chamber of Commerce.
- Provided students in a chemistry class in each high school with a computer and Internet access for home use with a web site set up specifically for chemistry research and for linking with professionals who work in the areas studied in class.
- Trained over 540 teachers and many classes of students to use the Internet.

OVERVIEW...

The Coweta County Next Generation Project focuses on restructuring the learning environment through an intra- and inter-school technology network. The network will link into the "information superhighway" via the Shenandoah Technology Resource Center, the West Georgia RESA fiber-optic based Distance Learning/Multimedia Resource Project, and the Newnan Water and Light's fiber optic network. It is the only project of its kind in the state.

Coweta County's additional strong collaborative efforts are helping support a 400+ community volunteer mentoring program as well as a parental involvement program that begins with the birth of a child and particularly serves the needs of at-risk children.

"Newnan Water and Light is pleased to give back to the community by focusing on the education of students, our biggest asset and resource." Ellis Cadenhead, Assistant General Manager, Newnan Water and Light

PERSONAL STORY...

"This year as a senior I have used the computer the most, particularly in health occupations. Just recently, my grandmother had a knee replaced. I used A.D.A.M Orthopedics to show me what actually happened during the operation. I will be entering college soon, and I will be able to use the knowledge that I have learned here to help me in pursuit of higher education." Allison, Student, Newnan High School

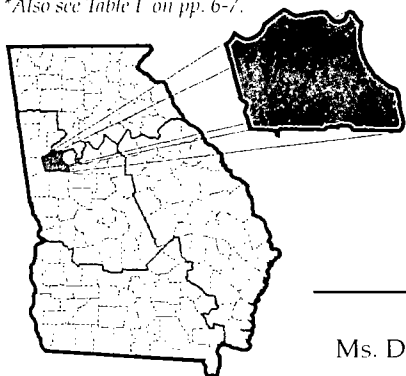
ITBS

Grades		Reading Adv. Skills		Math Adv. Skills	
1995	1996	Reading Total	Math Total	Reading Total	Math Total
1st	2nd	G	G	G	G
2nd	3rd	L	L	L	L
3rd	4th	A	A	G	G
4th	5th	L	A	A	L
7th	8th	L	L	G	A

Consistent Gains in 60% (12 of 20) ITBS Results*.

G = Greater than average academic progress
A = Average academic progress
L = Less than average academic progress

*Also see Table 1 on pp. 6-7.



"Evans Middle School students and teachers are partnering with Grange Academy in Ayrshire, Scotland. Representatives of Evans Middle School visited Ayrshire in June to expand the project to more schools. Many students and teachers from Scotland are planning to visit our schools in October 1997. We have had video conferences and conference calls and have corresponded by e-mail several times a week. Students on both sides have learned a great deal about the world economy, including marketing, importing, and exporting. The Next Generation School Project has been a huge success in Coweta County, in my opinion. The money that was received gave us the impetus to dream dreams we had never thought possible." Geraldine Welch, Media Specialist, Evans Middle School

LESSONS LEARNED...

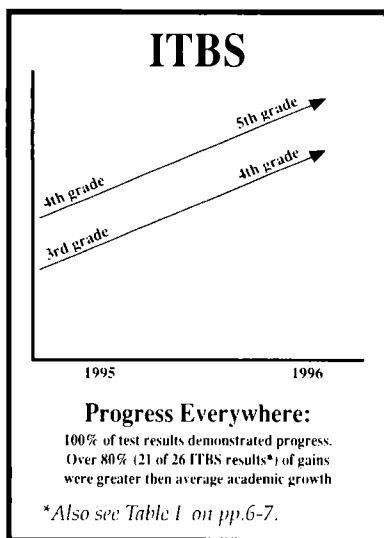
The amount of time taken to establish LAN and Internet connections delayed implementation of the project. It was difficult to get all the key players together at strategic periods of time to address technical concerns and brainstorm solutions and alternatives to key issues. Additionally, we had limited technical staff to focus on the placement of hardware and software in the schools.

Mr. Gary Waters • Director of Technical Support Services
Ms. Dale Von Kohr • Instructional Technology Coordinator • Coweta County Schools
P.O. Box 280 • Newnan, GA 30264 • Office (770) 254-2800 • Fax (770) 254-2828

OVERVIEW...

The Dalton Public Schools' 1993-94 Next Generation School Project focused on the implementation of the Individual Learning System (ILS), a computer package which emphasizes continuous progress of individual students by providing challenging opportunities to master the content of the curriculum. Other priorities of the project are Reading Recovery for students who are achieving below grade level and Spanish instruction in the elementary grades.

The Project enhanced and consolidated school-community collaborative learning projects addressing the nine criteria. Dalton Public Schools' major thrust with the NGSP was identifying and assisting students who are at-risk, training staff in intervention strategies, and developing integrated ILS using technology to ensure continuous progress of students thereby raising expectations and providing challenging opportunities in the mastery of curriculum goals and concepts.



"I'd just like to thank everyone of the teachers involved in Reading Recovery. To have Brandon read his books at bedtime, to see him help his brothers was a great joy to my husband and me." Tricia Person, Reading Recovery Parent

Ms. Sheila Evans • Director of Curriculum • Dalton City Schools
P.O. Box 1408 • Dalton, GA 30722 • Office (706) 278-8766 • Fax (706) 226-4583



DALTON CITY

ACCOMPLISHMENTS...

- Implemented an elementary foreign language program where all kindergarten and first grade students receive 30 minutes of Spanish instruction daily.
- Initiated a two-language kindergarten class at Roan School where students are taught in both Spanish and English.
- Added the "Accelerated Program" in one school and the "Electronic Bookshelf" in two schools, which encourage reading and assess comprehension. Students are reading! reading! reading!
- Developed Science Scholars Program for advanced science learning in community, professional, and industry settings.
- Designed program with Dalton College for Tech Prep students to receive college credit.
- Expanded ILS computer software program to 268 stations.
- Trained teachers to implement ILS systems and other NGSP initiatives.
- Implemented distance learning for students.
- Provided before and after school ILS tutorial and study program at the junior high school.
- English as a Second Language (ESOL) students tutored by members of the Spanish Clubs of Dalton College and Dalton High School.
- Trained two teachers in Direct Instruction Reading, and they are using it in their classrooms.
- Installed computer labs with 24 computers.
- Matched 15 Big Buddies with Little Buddies.

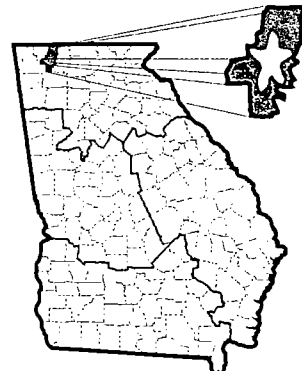
PERSONAL STORY...

For a third-grade boy at Brookwood Elementary School, the computerized ILS has opened a new world of learning and new avenues for communicating with those around him. He could not read and English was not his primary language; he had been labeled a non-communicator who would probably never read. After several weeks as one of the first students to use the ILS - a computerized curriculum that allows each child to work at his or her own pace - he unexpectedly asked the principal if he could read her a story. This child is now a regular reader, reads aloud in class, writes page-length stories, and is an eager speaker.

"The NGSP has been a tremendous benefit to our school system. It has given us goals on which to focus and has provided us a vision toward which to strive. In addition, the ILS, Reading Recovery, and Spanish programs have enriched our curriculum and provided our students additional resources." Tom Bartley, Principal, Westwood School

LESSONS LEARNED...

Student progress in the Individualized Learning System computer software system varied from school to school depending on the amount of time students spent daily using the program. For some schools, scheduling was a concern.



DECATUR CITY



"Positive results of study groups vary from more hands on, inquiry-based instruction, to high teacher morale, to plans for a

community based, student run environmental project. Through study groups, the entire school learning community -- faculty, parents, students, community groups and businesses -- has focused on the development of an outdoor center for students." Sherenette Jackson, Principal, Winnona Park Elementary School

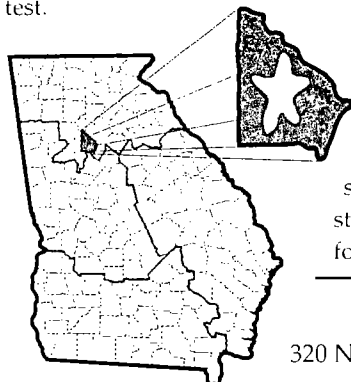
OVERVIEW...

Strong community collaboration provides the cornerstone for The Next Generation School Project strategy for the City Schools of Decatur. The school system believes that the critical element to harnessing the energy, generating the resources, and constructing the vision necessary to create a next generation school system is establishing close, harmonious working relationships with all segments of the Decatur community. The grant provided opportunities for professional development and interaction among students, school staff and the community. Working together in writing and thinking teams, participants devised strategies that will move the school system from an industrial age to an information age model.

The Leap Program was designed for regular education students who have failed one to two grades yet have completed the sixth grade. This program affords students the opportunity to complete the seventh and eighth grades within the same year and thus decreases the likelihood that these students will drop out of school.

PERSONAL STORY...

Decatur students continue to acquire top scores on state standardized tests. On the Iowa Tests of Basic Skills, given in the spring of 1995, students in grades 3, 5, 8, and 11 scored well above state average in all subjects. On the graduation test, the class of 1995 scored first in the state in writing and 6th in language arts and reading out of 180 systems in Georgia. On the Scholastic Aptitude Test (SAT) Decatur High School's class of 1995 scored 386 on the verbal part and 458 on the math part for a total of 844. A total of 86% of the seniors took the test.



ACCOMPLISHMENTS...

- The Decatur Atlanta Outward Bound Center is providing experiences for students that enable them to achieve and solve problems in an outdoor environment.
- The Special Education In-School Scouting Program was created to provide special education students the chance to enrich themselves through scouting during the regular school day.
- Professional study teams were organized to examine and improve instruction and the assessment of students. Also, professional study teams designed measurement systems to determine the impact of instructional improvement efforts on the students.
- The Special Instructional Assistance Program provides developmentally appropriate learning experiences to all kindergarten students.
- The Targeted Achievers Program has been implemented to provide educational enrichment for those students who are high achievers but do not qualify for the state's gifted program.
- In order to allow students more opportunity to take vocational courses, Decatur High School has implemented a seven period school day. Tech Prep is now offered to students to prepare them for careers in the technical areas.
- The Career and Vocational Education Center provides extensive resources to assist students in making academic and vocational choices after high school.
- Computer labs have been installed at Renfro Middle and Decatur High schools.
- A computer based foreign language lab and writing lab have been implemented at Decatur High School.
- The IBM Writing Express Lab was installed at Glenwood Elementary School.
- Electronic search and microfiche retrieval systems have been implemented in media centers, and distributed network systems have been installed.
- Electronic encyclopedias have been installed in all media centers.
- Staff development efforts have been linked to school improvement goals.
- Staff development activities focus on technology, curricular concepts, instructional strategies, learning organizations, and assessment strategies necessary to meet student, staff, and community goals.

LESSONS LEARNED...

With respect to our community leadership team initiatives, we have not progressed as quickly as we would have liked. We underestimated the logistical and management burden involved in coordinating programming and recruiting individuals across the school system and the community. We are currently addressing this shortcoming by establishing a steering committee of teachers, administrators, students, and community persons to perform precisely this function.

Ms. Faye Wilson • Project Director • Decatur City Schools
320 North McDonough Street • Decatur, GA 30030 • Office (404) 370-4405 • Fax (404) 370-4413

OVERVIEW...

With the resources of Emory University, Egleston Children's Hospital, Fernbank Science Center, Benjamin Franklin Academy, Georgia State University, and others, the technology rich Clifton Corridor provides a link to the world far beyond the reaches of the Druid Hills community. Within this unique configuration of educational and research institutions, students and teachers are exploring ideas and learning from world class scholars and professionals from around the world. The goals of the consortium are to: train teachers to infuse technology across the curriculum; provide students with access to the unique science programs originating at Fernbank Science Center; provide a level of normalcy for hospital-bound students through opportunities to attend school via distance learning; and use technology to eliminate the barriers of distance, time, limited resources, and physical disabilities.

The 1994-95 Next Generation School Project monies allowed for facilitating the design and implementation of the first multi-site distance learning environment in DeKalb County. The 1995-96 Next Generation School Project provided resources to expand the boundaries of the Druid Hills Community Consortium to include Shamrock Middle School; Benjamin Franklin Academy, a private alternative school; The Centers for Disease Control and Prevention; Georgia State University, a collaborator in a co-reform initiative, Project TREE's (Technology Rich Education Environments) funded by a grant from The Coca Cola Foundation; Berkmar High School, a Gwinnett County school collaborating in Project TREE's; and Taylor Road Middle School, a Fulton County School collaborating in Project TREE's.

LESSONS LEARNED...

Time and money! We never seem to have enough of either. We need to continue to train teachers and support them in their efforts to make the changes needed to provide the learning environment that meets our learners' needs. We have made tremendous progress, but there is so much we are not doing for some students. We cannot afford to wait.

Ms. Nancy Clark • Project Director • DeKalb County-Druid Hills High School
1798 Haywood Dr. • Atlanta, GA 30307 • Office (404) 325-4755, ex 215 • Fax (404) 315-8327
E-Mail: clarkn@rehoboth.co.dekalb.k12.ga.us

DEKALB COUNTY

ACCOMPLISHMENTS...

- Provided distance learning classes for all faculty.
- Restructured the master schedule to include academic teams and alternate-day block scheduling for all ninth grade students, with teachers sharing common planning time.
- Provided "shadowing" opportunities to students at consortium sites.
- Provided students access to information via local area network, wide area network, and the Internet.
- Provided telephones in all classrooms which has increased dramatically communication with parents.
- Provided access to programming offered via satellite by installing a television in each classroom.

Ninth Grade Alternate-Day Block Schedule			
	1994-95	1995-96	Increase
Daily Attendance	92.1%	94.3%	2.2%
Honor Roll	35 students 16.5%	62 students 29.2%	12.7%
	1994-95	1995-96	Decrease
Failing one or more classes	71 students 33.5%	39 students 18.56	14.9%
In-School Suspension	45 students 21.2%	20 students 9.5%	11.7%

"I am very glad that I joined this class because I have learned to use computers, and video technology, and to communicate with other schools through distance learning. This class will help me in the future if I decide to go in the communications field. When I use my computer at home, I look at it in a totally different way because I can understand the language of the computer." Quincy, Druid Hills High School Student

PERSONAL STORY...

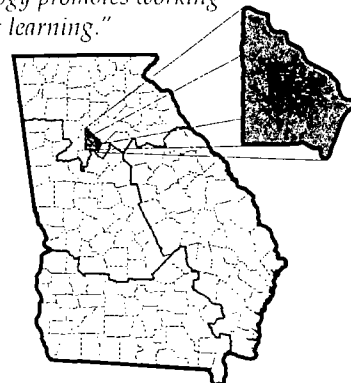
During the fall semester of 1995, over 70 Emory University students served as tutors at Druid Hills High School and Fernbank Elementary School. Eric S. stated "Before taking on this adventure of tutoring, I tried to remember what it was like for me in first grade. I had no idea what to expect from these kids. I found out that teaching first graders takes time, patience and originality... Helping these kids, I've come to appreciate the teaching profession."

Comments from the Jim Lehrer News Hour Videography Staff:

"This is great! I wish I had had this technology available to me when I was a student. These students will be ready for the high tech jobs when they graduate from high school."

"If I had children I would insist that they come to school here! What a wonderful learning opportunity you have at Druid Hills!"

Dr. Stephen R. Portch, Chancellor of the University System, after observing a distance learning Spanish class involving students at Druid Hills High School, Fernbank Elementary School, and Egleston Children's Hospital, "Some people's fear is that technology equals isolated learning, but the reality is that technology promotes working in teams. And that gets to the bottom line: advancing student learning."



EMANUEL COUNTY



PERSONAL STORY...

One graduate of Emanuel County Schools now enrolled in the Ivan Allen School of International Affairs at Georgia Tech,

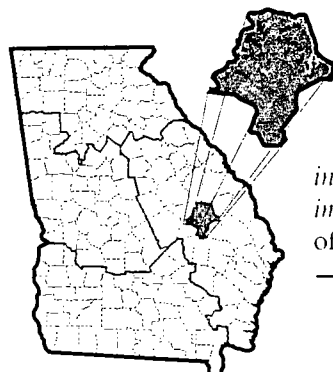
states that the opportunity to obtain two years each of three foreign languages (French, Japanese, and Spanish) through the regular on-site program of study as well as through the distance learning options that were available gave her experiences which led her to choose the area of international relations. As an extra note, she is now in her sixth quarter of French at Georgia Tech.

OVERVIEW...

The Emanuel County Next Generation School Project was designed to address each of the nine criteria through three primary avenues: technology, staff development, and quality philosophy. The priorities emerged following numerous work sessions by design teams comprised of community leaders, parents, service agency representatives, and educators. Emanuel County has continued the work that was implemented three years ago with its first NGSP proposal.

The emphases are to: expand the use of technology as a resource for the schools and the community; provide personalized professional development opportunities for educators and community collaborative team members; and expand personalized instructional options for young people. "Our community and school leaders, our parents, and our students have expressed hopes and dreams for so many improvements - they are now realities."

"We continue to be focused on long-term improvement. While celebrating our successes, we spend time reflecting on our opportunities for growth as we address our challenges. We maintain a commitment to our belief in the strategic planning process and the necessity of planning our work and working our plan." Dr. Betty Y. Brown, Superintendent



LESSONS LEARNED...

We have affirmed three major lessons! Planning, perseverance, and progress have a strong correlation! Wise investments of time, resources, and energy on a daily basis will have tremendous impact on long-term, significant improvement opportunities. New dreams within our vision continue to emerge as prior dreams become our present realities!

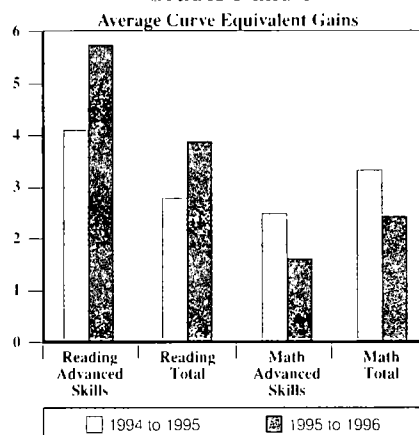
ACCOMPLISHMENTS...

- Expanded technology, including a Learning Logic lab, within the math curriculum.
- Implemented new school-to-work opportunities including apprenticeships.
- Emphasized work ethics within the classrooms.
- Provided parent outreach options through the new parent resource center.
- Offered parent seminars and "homework help" sessions for parents.
- Established "Take Home the Technology" resource learning centers in some schools to provide training and resources for parents, students, and staff.
- Expanded the Tech Prep collaboration with Swainsboro Technical Institute.
- Employed a full-time K-5 foreign language teacher.
- Initiated distance learning foreign language explorations in middle grades.
- Began a foreign language multi-media technology pilot program with Georgia Tech.
- Implemented the High Schools That Work program, a school-wide initiative.
- Piloted a rural entrepreneurship education program at the elementary level.
- Established a night high school as an extension of the regular day program.
- Piloted a "Celebration of Excellence in Emanuel County" showcase seminar featuring each of our schools and both local post-secondary institutions.
- Added the performing arts curriculum to an elementary school.

"The commitment to the vision of continuous improvement in education in Emanuel County is solid within our school system and -- as importantly -- within our citizenry. We know that our investments in education are important and significant for our students; additionally, they are important and significant for the wellbeing of our community." John M. Neighbors, Chairman of Emanuel County Board of Education and Vice President, First Liberty Bank

Dr. Jamie Lawrence • Assistant Superintendent • Emanuel County Schools
P.O. Box 130 • Swainsboro, GA 30401 • Office (912) 237-6674 • Fax (912) 237-3404

ITBS Grades 5 and 6



Academic Progress on ALL ITBS Results*

*Also see Table 1 on pp. 6-7.

OVERVIEW...

The Floyd County Next Generation School Project was designed to: reduce student retentions and failures at Cave Spring Elementary through a multi-age, continuous progress model; expand the total quality philosophy throughout the school system; pilot Discipline-Based Arts Education to determine the impact on student achievement; develop an employability program for emotionally disordered students to increase academic performance and reduce dropouts; and implement technology in the tech-prep program in order to increase enrollment in technical courses and to reduce dropouts.

LESSONS LEARNED...

It takes time to effect change. The total quality philosophy is not a "quick fix" approach to school improvement. It will be three to five years before some real progress can be measured.

ACCOMPLISHMENTS...

- Decreased inappropriate behavior, suspensions, and absenteeism through the Coosa High Transition to Work program with 90% of the students sharing a marked reduction in absenteeism from the previous year.
- Developed basic carpentry and woodworking programs to help students master skills and knowledge in the construction and fine crafts fields.
- Purchased computers and software to improve student knowledge and skills related to effective employment application, search, and interview strategies, and time and budget activities for independent living.
- Implemented the Job Training Partnership Act Youth Competency Program.
- Implemented a multi-age continuous progress program including the use of computer hardware and software to improve the instructional program and student behaviors related to learning which produced: significant positive changes in student behaviors; reduced retentions; reduced SST (Student Support Team) referrals; and improved attendance, behavior and attitudes.
- Increased the use of technology in applied courses which helped reduce failure rates markedly in the three of four schools where it was instituted. Problem solving, writing, and research skills improved for those using these applied technologies.
- Increased academic achievement averaging an academic gain of one grade level in reading and/or math skills in the Employment Training Program.
- Increased employment of part-time jobs for behavior disordered students.
- Reduced absenteeism and suspensions.
- Increased parent involvement with over eighty percent of parents present for student conferences and educational planning meetings.



FLOYD COUNTY

At Cave Springs Elementary School: retentions were reduced 8%; attendance improved 10%; student referrals for misbehavior were reduced; and continuous improvement has been accepted as a goal in all schools as a result of quality training. At Pepperell Elementary School, the Discipline-Based Arts Program has raised awareness and created a greater interest in the arts. Students are engaged in more critical thinking than in previous years. Tech Prep courses' failure rate was reduced by 26% in three high schools. The Employability Program has reduced absences and suspensions. Student achievement has increased.

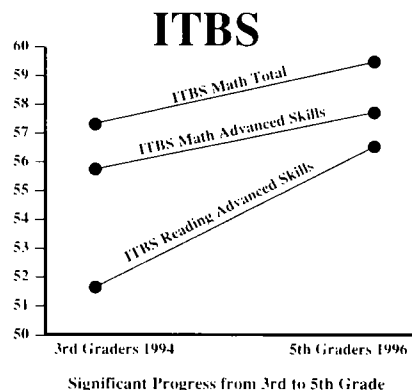
PERSONAL STORY...

As a result of the multi-age, continuous progress program at Cave Spring Elementary, the school climate has improved tremendously. The school looks like a "home away from home." The school has become more "child-centered" than previously. Parental involvement has increased. There are many parent volunteers, and a highlight of the year is "family fun day," where there is a series of outdoor activities including a picnic. In the 1995-96 school year, only four students (1%) of the 310 in kindergarten through grade five were retained.

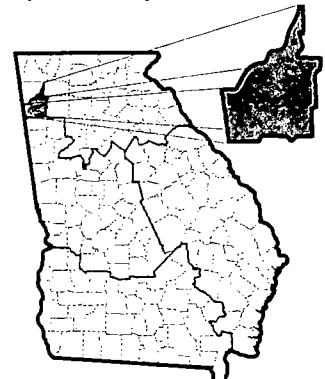
Parents are provided guidance in parenting skills. Books and audio and video tapes may be purchased by parents or loaned to them.

Cave Spring was named a Georgia School of Excellence this year. Over 500 visitors have come to the school to observe the operation.

"As juvenile probation officers, we often have the opportunity to work closely with the staff of the Employment Training Program located at Coosa High School...Often there are noticeable changes in the student's performance in the following areas such as: emphasis on positive/acceptable work habits, decrease in out of school suspensions, marked improvements in attendance, which in turn lead to better academic performance. It is important to note that many of the young people may not only have challenges that they face academically, but other factors such as involvement with the judicial system." Al Abernathy and Tim Little, Floyd County Probation Officers



**Also see Table 1 on pp. 6-7.*



Mr. Wayne Huntley • Administrative Assistant • Floyd County Schools
600 Riverside Drive • Rome, GA 30161 • Office (706) 234-1031 • Fax (706) 236-1824

GAINESVILLE CITY



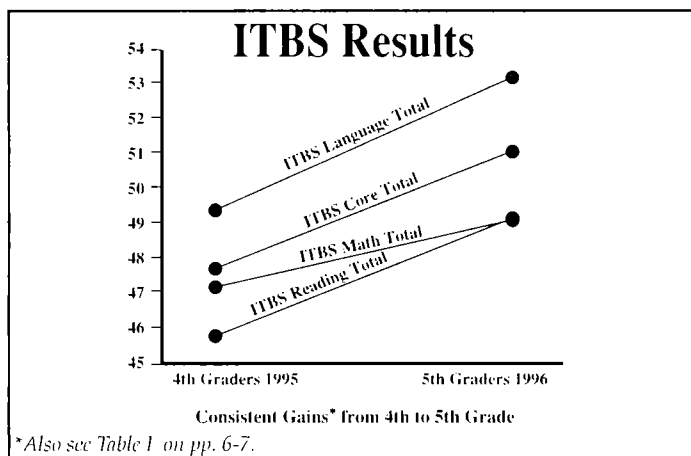
"In continuous progress, my child has benefited from being in a stable learning environment for two years. The continuous progress program has been very effective in meeting my child's needs." Margot Mickle - Parent

OVERVIEW...

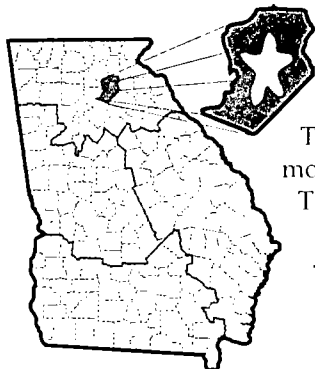
Responding to its community strategic plan goal of raising student achievement, the Gainesville City School System's Next Generation School Project pursued an increased emphasis upon continuous progress and personalized instruction. The system organized two-thirds of its kindergarten through grade three classes in a model that allowed each student to progress at his/her own rate with emphasis on the skills, abilities, and learning styles of each child. Both teachers and parents volunteered for the program. Over fifty percent of the K-3 students are in their second year of the program.

An alternative learning school is fully operational for students who do not learn in the traditional school. An evening school is available for students who have dropped out of school but want to complete their education. Another emphasis is bringing parents into the school to become more involved with their children's education.

The NGSP also focused on implementing an apprenticeship program and expanding vocational opportunities. The high school will pilot a four period block schedule.



The focus of The Next Generation School Project was to implement the strategic plan developed by parents, business leaders, and educators. Although the grant did not provide all the funds needed, it was the seed that germinated into the system growing and developing programs, that otherwise might have stayed on the drawing board for several more years. We have concrete proof that the community plan is alive, addressing needs and making a difference for students because of The Next Generation School Project.



LESSONS LEARNED...

The Gainesville City Schools learned the value of good planning and of adapting and modifying plans as implementation occurs. The staff is more comfortable with change now. The grant pushed teachers and administrators to really analyze what they were doing and to address problems in a logical, sequential manner.

ACCOMPLISHMENTS...

- Redesigned the structure of the high school instructional program to provide six additional segments of instructional time during the 4 years.
- Provided an instructional technology program that connects the classroom with the four corners of the earth, the Internet.
- Implemented a work ethic and career awareness program in all K-5 classes and developed Tech Prep and apprenticeship programs.
- Increased the instructional day by 30 minutes in the elementary schools.
- Implemented team teaching in the elementary schools, and all continuous progress classes are served by two-teacher teams.
- Distributed the Computer Curriculum Corporation (CCC) individualized software program to all K-3 classrooms.
- Equipped and networked all fourth and fifth grade classrooms, upgraded the Fair Street lab and classroom hardware to support the new software releases, and installed the National Geographic "Kids Network" program and Globe program for the fifth grade.
- Used the GALAXY classroom science program in all first grade classes over distance learning networks.
- Trained teachers in all elementary schools in the software and distance learning programs.
- Developed a mentoring program in which 18 mentors were matched with students.

"Academically, continuous progress meets my child's needs by putting a greater emphasis on each child's needs by building on strengths and teaching to weaknesses. The individual evaluation tells me where my child is academically and about his specific strengths and needs." Katie Denning - Parent

Dr. Alan Zubay • Superintendent • Gainesville City Schools
850 Century Place • Gainesville, GA 30505 • Office (770) 536-5275 • Fax (770) 287-2004

OVERVIEW...

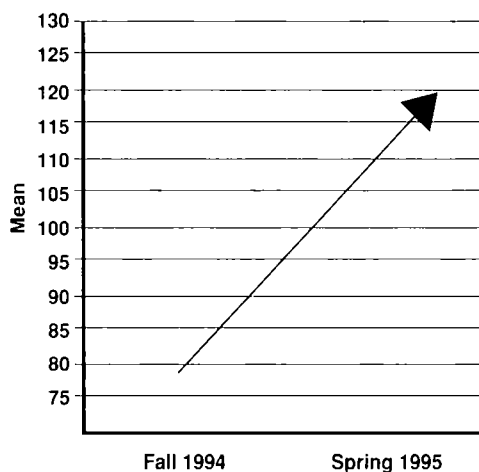
The Glascock County Next Generation School Project was designed to begin to move our school, community, and county into a technologically rich environment. When the doors opened in the new K-12 facility, the adventure of multi-media technology and global classrooms with capabilities of information retrieval and unlimited resources became a reality.

The school system also focused on several community initiatives, mentoring programs, revising instruction in technical and career programs, and increasing parental support and involvement in their children's education. Now we have tasted success, we want more and are beginning to believe that we are limited only by our imagination and capacity to dream.



GLASCOCK COUNTY

1994-95 KINDERGARTENERS DEVELOPMENTAL SKILLS CHECKLIST*



*Kindergarten performance assessment test used in all Georgia school systems.

"What I like about the computer is that I get to write about anything I want, that is if Ms. Butler tells us to write. The computer helps me learn about number problems and reading." Linsey, Third Grader

PERSONAL STORY...

"I've had a Power Mac in my classroom for two years and the enhancements it has brought to my instructional methods are innumerable! As a social studies teacher, I can make geographical concepts come alive. Often I have a classroom full of students surrounding me at the computer as we utilize some of our software. They are avid learners and always inquisitive about the computers." Joan McBride, Social Studies Teacher

ACCOMPLISHMENTS...

- Implemented mentoring programs for students and professional staff.
- Developed interdisciplinary units of instruction.
- Implemented the Apple Early Learning Lab for grades K-2 with each student in these grades spending one hour per school day in the lab.
- Began to automate circulation and catalog services of the media center and expanded the video distribution network.
- Initiated the networking of media resources in order to provide in-class access.
- Upgraded and expanded classroom use of computer and multimedia technology.
- Assessed faculty and staff needs and provided training programs to ensure faculty staff competence in the use of technology.
- Created an interagency collaborative to address the needs of at-risk students and their families, including a parent-school network to encourage parental participation in their children's learning process.

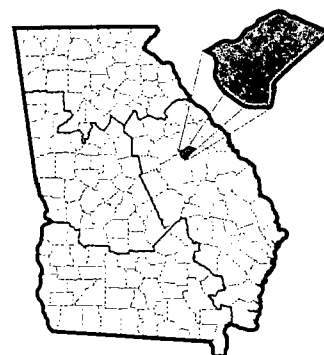
"You wouldn't think that a computer could improve student-teacher or parent-teacher relations, but through the use of ClassMaster, I've found a tool to help me. ClassMaster's ability to give immediate averages as well as complete printouts of each assignment with the date, grade, and page makes the communication part of my job much easier. Parents like the fast response and students don't have to hear, 'I haven't averaged yet.' My favorite part is that after all these years, I finally have a secretary!" Alecia Hilson, Middle School Teacher

"I like computers because they are fun. I like doing math and Sammy's Science House. I like to paint too." Megan Spell, First Grader

LESSONS LEARNED...

Change is always difficult, but, will be almost impossible without the firm commitment of school and system administrators and the local board of education. We must be careful that this "firm agreement" is not lip-service only. Change also takes time. We must set realistic time lines and build a solid foundation even though the funding may be tenuous. Once the process is in motion, other unexpected avenues of funding open up.

Ms. Dorothy Reynolds • Superintendent • Glascock County Schools
P.O. Box 205 • Gibson, GA 30810 • Office (706) 598-2291 • Fax (706) 598-2611



GLYNN COUNTY



"The significant thing about our Next Generation grant is that it served as a catalyst for renewed focus on technology in the district and the expansion of the Systems Thinking Project." Pam Lewis, Assistant Superintendent for Instruction

OVERVIEW...

The Next Generation Grant for Glynn County Schools targeted technology coordination and training for teachers, a systems thinking project for students and teachers, GSAMS implementation, and the renewal for the district's administrative team. Laptop computers were purchased as part of The Next Generation School Project for student and teacher training in Systems Thinking specialized instruction in systems thinking theory also was provided for middle school gifted students and their teachers. As a result, elementary, middle, and high school teachers are now incorporating Systems Thinking concepts into their instruction. This Next Generation seed money enabled the Glynn County Schools to receive \$100,000 in additional funding from a private foundation to expand further the use of Systems Thinking.

**Systems Thinking is a means of addressing issues and solving problems by looking at how and why things happen within a system. Systems Thinking enables one to look at the relationships which affect systems and people within them.*

LESSONS LEARNED...

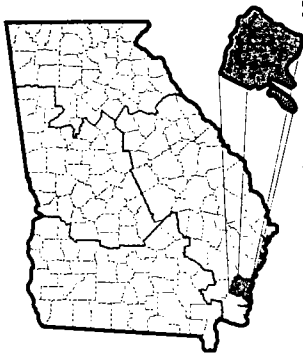
Originally, we had planned to create a Next Generation Advisory Board comprised of representatives from existing groups such as Partners in Education, Family Connections, and Technology Committees. Because of busy schedules and commitments, we decided to merge the Next Generation with an existing umbrella organization. We learned to avoid creating additional layers of quasi-bureaucracy. We certainly learned the value of teacher training both in our technology initiative and in our Systems Thinking Project. Teachers can never have enough opportunities for training.

"I learned that it isn't as easy as we think it is for people in the real world, such as our parents. I also learned that if you don't set goals for your future and don't go to college to become something, then it will be tough for you in the real world." Kristen - Seventh Grader

PERSONAL STORY...

Some teachers, participating in laptop training, became so involved that they were seen at the Glynn County Schools Employee Talent Show working away on their laptops!

Glynn County Schools used some of the laptop computers purchased with Next Generation funds to allow gifted students to develop models of different situations and to create computer simulations. Once they were taught the basics of using the software, they worked independently on the laptops. Students had to evaluate their own work, explain it to others, and make adjustments. It was a true problem-solving experience.



ACCOMPLISHMENTS...

- Trained an additional 200 teachers in use of technology and classroom applications through laptop computers and many other staff development courses.
- Installed 3 GSAMS classrooms.
- Provided music theory and Latin III courses through GSAMS to both high schools.
- Provided specialized staff development to groups such as media specialists, high school mathematics teachers, and chemistry teachers using the GSAMS system.
- Provided monthly "envisioning" activities for members of school technology committees to enable them to better plan for technology, including trips to other school systems, special speakers, and targeted awareness level training.
- Provided a two day training academy for all administrators focusing on a variety of instructional technologies, including Internet, GSAMS, networking, integrated software packages, presentation software, and other technologies used in the schools.
- Added "rolling labs" of laptop computers to middle schools to enhance systems thinking activities involving computers to occur all year long.
- Expanded the teaching of modeling on the computer to students not enrolled in the gifted program.
- Hired a full-time mentor for the Systems Thinking Program to work one-on-one with teachers in implementing a variety of models.
- Increased Reading Recovery program services.
- Established study groups for administrators.

Ms. Paula Galland • Coordinator of Media & Technology • Glynn County Schools
2301 Stonewall Street • Brunswick, GA 31520 • Office (912) 261-3872 • Fax (912) 267-4234
E-mail: paula@gnatnet.net

OVERVIEW...

The Next Generation School Project continues to be a change agent for Grady County Schools. Each of the nine criteria frames school improvement initiatives that thrust the system forward to higher achievement levels, more effective school-community partnerships and greater resources. Working to implement the nine criteria has led to many innovations that have resulted in a major shift in the planning, delivery, and evaluation of education in Grady County classrooms.

The 1995-96 project focused on empowering staff to develop school improvement initiatives incorporating the principles of higher achievement of all learners, support strategies for at-risk students, action plans, and staff development. Administrators served to guide the school-improvement process by clarifying system achievement goals and priorities and ensuring that teachers had the conditions and tools necessary for impacting classroom teaching and learning.

The capacity and confidence for school improvement continues to increase in Grady County. An attitude shift is evident as a result of The Next Generation School Project.

SAT SCORES - SENIORS

STUDENTS	# TESTED	AVERAGE VERBAL	AVERAGE MATH	TOTAL
College Prep				
1994-95	12	478	448	926
1995-96	51	503	493	996
Others				
1994-95	11	350	346	696
1995-96	28	368	350	718

ACCOMPLISHMENTS...

- Increased real-world work skills knowledge with two area businesses training six teachers at job sites.
- Established school and school system improvement committees.
- Planned and implemented curriculum alignment strategies.
- Implemented block schedule model at one elementary school.
- Implemented an accelerated learning plan at all schools.
- Planned Youth Apprenticeship Program and hired coordinator.
- Completed a system-wide plan to target higher student achievement.
- Completed renovation and construction project at Cairo High School.
- Expanded distance learning high school courses.
- Installed e-mail at three schools.
- Planned an alternative school day schedule at Northside Elementary and received waiver from the State Board of Education.

Ms. Gail Thaxton • Assistant Superintendent • Grady County Schools
P.O. Box 300 • Cairo, GA 31728 • Office (912) 377-3701 • Fax (912) 377-3437

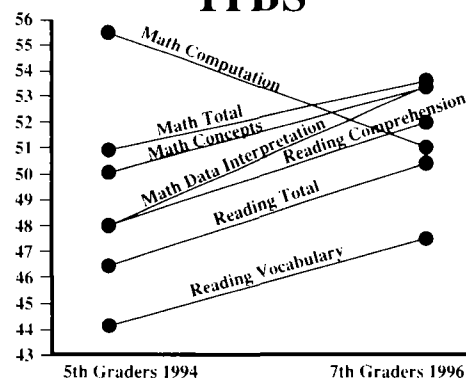


GRADY COUNTY

PERSONAL STORY...

"The 1995-96 school year was a watershed year for Grady County Schools as we experienced actual benefits of implementing comprehensive school improvement under The Next Generation School Project. In spring 1996, students demonstrated higher achievement on the norm-referenced test scores, particularly in mathematics. Pass rates on the Georgia High School Graduation Test improved. Administrators and teachers realized tangible results for their efforts to improve achievement with innovations such as block schedule models, Accelerated Reader programs, and curriculum alignment strategies. Success has led to an explosion of ideas focused on improving the learning environment and on using technology to enhance instruction. As a school leader, my role has shifted from driving school improvement planning to one of giving common direction to groups of experts empowered to bring about improved achievement, and it is a great position to be in," Gail Thaxton, Associate Superintendent

ITBS

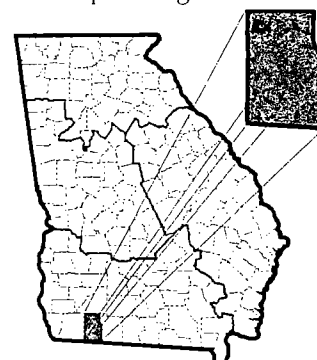


Progress in 6 of 7 Curriculum Areas Note: Grady County selected Math Computation as its major 1996-97 focus in school improvement for grades 1 through 7.

*Also see Table 1 on pp. 6-7.

Lessons Learned...

While site-based school improvement planning is a priority for Grady County Schools, experience has shown that leaders need to develop and communicate system goals and assist schools in responding to those goals through their site-based planning.



GWINNETT COUNTY



"The main importance of the AKS (Academic Knowledge and Skills) is that it makes certain that parents, teachers, and students all know exactly

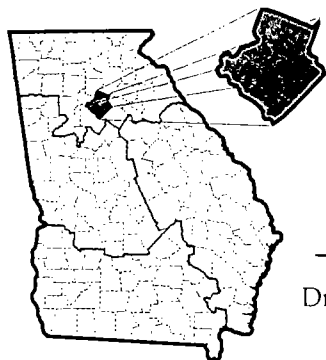
OVERVIEW...

The original design of the 1993-94 Gwinnett County Next Generation School Project was altered significantly. Based on extensive community and school system input during the 1995-1996 school year, Gwinnett has revised and validated its curriculum as the essential knowledge and skills each student will be expected to achieve. Improving student achievement has been the call from Gwinnett's internal and external stakeholders.

Accountability of achieving these high academic standards will be measured by multiple assessments, including nationally normed tests, criterion based assessments at the state and local level, and teacher developed classroom assessments. Local school accountability for school improvement will be lead by Councils for School Improvement at each school site. Each educator and parent was provided with the AKS (Academic Knowledge and Skills) by grade level so the home and school could work cooperatively to reach high academic standards.

LESSONS LEARNED...

Involving the community in setting and validating the direction of the school system is essential for long-term success. The process of collecting and evaluating data regarding internal and community support of the curriculum provides the common platform for school improvement.



what the expectations are at each level of instruction. The AKS is a clear-cut outline of skills that should eliminate the ambiguities and inconsistencies from grade to grade and school to school. With these clearly stated goals, everyone involved in a child's education begins with the same strong structure for optimal student success."
Carol Boyce, Parent & GEMS Oversight Committee Member

Academic Knowledge & Skills Implementation Timeline

August 1996-June 1997	Introduce & teach AKS in Language Arts, Mathematics, Social Studies, and Science in all schools; student achievement assessed by teachers.
Spring 1997	Field test the Gateway Assessment process. Use information gained to refine testing program.
August 1997-June 1998	Introduce & teach AKS in other subject areas in all schools.
Spring 1998	Pilot the Gateway Assessment Program in grades 4, 7, and 10. Make further refinements.
August 1998-June 1999	Implement the Gateway Assessment Program.

ACCOMPLISHMENTS...

- As a result of the feedback received from last year's review of the strategic plan and the focus of new leadership in the system, the K-12 curriculum went through an extensive school and community review. Over 3200 teachers, parents, administrators and community members provided voluntary input into the validation of the Academic Knowledge and Skills (AKS) as the essential curriculum for all students to achieve promotion to the subsequent grade and school level.
- The GEMS Oversight Committee was convened as a cross functional team of parents, community members, classroom teachers, and administrators. In addition to recommending revisions and/or approval of the AKS, its role is also to provide ongoing recommendations regarding appropriate target grade levels, formats and composition of the Gateway Assessment Program based on pilot and field test data.
- On June 13, 1996, the Gwinnett Board of Education adopted the first phase of the Academic Knowledge and Skills (AKS) for language arts, mathematics, science, and social studies. The AKS describes the standards against which student achievement will be measured in these areas from kindergarten through graduation.
- The AKS is used as the basis for curriculum decisions that include driving the selection of core materials, planning of instructional lessons and units, and professional development. AKS for additional subject areas will be developed and approved as part of a cyclical review process.
- Development began on The Gateway Assessment Program with CTB McGraw Hill and Test Scoring and Reporting Service to measure student achievement of Gwinnett's unique curriculum. The Gateway Assessment will be in place for the 1998-1999 school year for students in grades 4, 7 and 10 to measure student progress on the AKS.
- Local schools convened and provided leadership training for Councils for School Improvement comprised of parents, community members, teachers and the principal as the vehicle for site-based decision making.
- Eighty hours of Quality Training was undertaken by 140 local school and central office administrators.
- Twelve thousand staff development credits were completed by professionals during the summer of 1996.

Dr. Cindy Loe • Executive Director of Educational Programs • Gwinnett County Schools
P.O. Box 343 • Lawrenceville, GA 30246 • Office (770) 513-6619 • Fax (770) 513-6648

OVERVIEW...

In utilizing the funds provided by The Next Generation School Project, the Habersham County School System established a priority for increasing student achievement through the use of computer technology in the elementary instructional program. The school system continues to emphasize this priority by utilizing the computer labs at each of the eight elementary school sites. Every teacher received at least four hours training in the use of the lab software, and they are receiving additional training this year in the use of communications software to facilitate use of the local and wide area networks. The expectation of the school system is that students will become more computer literate at an early age and that gains in the instructional program will be reflected in student performance. Through comprehensive training, teachers have become comfortable using technology as the powerful tool it is to increase student achievement. Students are taught a more rigorous curriculum, and they work at their individual paces receiving remediation and enrichment as needed.

"The lab has been one of the best things I have seen. Students just learn so much while they learn the keyboarding skills. I wish that both of my children had had the chance to be involved in the computer lab program." Kathryn Smith, Parent

LESSONS LEARNED...

The most important lesson learned in Habersham County is the value of ongoing staff development experiences for teachers. Without the training experiences provided in the use of the computer, teachers never would have accepted the computer as an instructional tool.

Ms. Judy Forbes • Curriculum Director • Habersham County Schools
P.O. Box 467 • Clarkesville, GA 30523 • Office (706) 754-4725 • Fax (706) 754-1549



HABERSHAM COUNTY

ACCOMPLISHMENTS...

- All schools have become involved in the school improvement process, with most school staffs involved in writing school improvement grants.
- Every elementary school student receives instruction on a regular basis in the computer labs funded by NGSP. Students have multiple opportunities for enrichment in reading and mathematics and other academic areas.
- The school system's technology plan creates technology local area and wide area networks which will allow communication among all schools and interaction with Internet.

HABERSHAM COUNTY

ITBS*	1993	1995	1994	1996
	3rd Graders	5th Graders	3rd Graders	5th Graders
Reading Adv. Skills	G		A	
Reading Total	G		A	
Math Adv. Skills	A		A	
Math Total	A		G	

G = Greater than average academic progress
A = Average academic progress

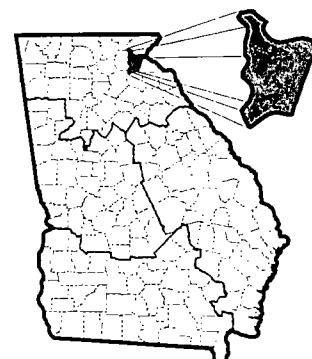
Average and Above Average Progress in Reading and Math for Two Consecutive Years

*Also see Table 1 on pp. 6-7.

"I am just amazed at what these children are able to do. They come into the lab and head straight for their computer and start working - no time wasted. I am just so excited about this program. We came here from the metro area, and our children did not have experiences as advanced as this." Elizabeth Pyron, Director of 3:00 Project & Parent

PERSONAL STORY...

A member of the Habersham County Chamber of Commerce Education Committee, a retired clergyman and senior counselor to a number of agencies, came by one of the schools to view the computer lab in action. He was assigned a computer and, after working on skills for ten or so minutes, conversed with a first grader sitting next to him. The clergyman told the little boy that he had just purchased a home computer and that he was having some difficulties getting adjusted to it. The first grader told the gentleman, "the computer is easy to work, don't be nervous about it."



HOUSTON COUNTY



PERSONAL STORY...

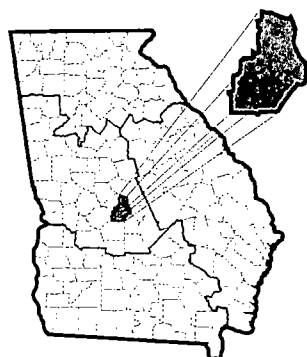
Perry Middle School has begun implementation of school-wide quality management. One of the goals the school community has decided to work on is student achievement. The faculty has developed strategies and activities to implement this goal. Teachers had been wondering if their efforts had been working. Part of the answer came in a student conversation overheard by a physical education teacher. One student was fussing about "having to take another old test." He told the others that he wasn't going to worry about it and was just going to "mark all the 'c' choices." The group gathered around the student and told him: "No, you are not. If you do bad on the test, you will make all of us look bad!" Faced with such positive peer pressure, the student readily agreed to do his best. In an era where many young people eschew academic excellence, where some hide their academic talents for fear of ridicule from peers, Perry Middle School teachers know from a simple, overheard conversation that what they are engaged in is having a positive influence on children.

OVERVIEW...

The Houston County School System received a developmental Next Generation grant for the 1993-94 school year. Areas addressed included: leadership training for the steering committee, a planned workshop for elementary teachers to learn to incorporate learning style research into classroom practice, training for personnel to coordinate a community service program for "at risk" students, technology training for technology coordinators from all schools in the county, and the establishment of a summer scholars colloquium to extend the school year and provide enhancement for selected students. The following were emphasized during the 1994-95 grant year: an integrated technology academic learning center at Perry Elementary School, the "Reading Recovery" program, summer scholars' colloquium, technology in fine arts in the middle schools, and the implementation of quality management within the school system.

ACCOMPLISHMENTS...

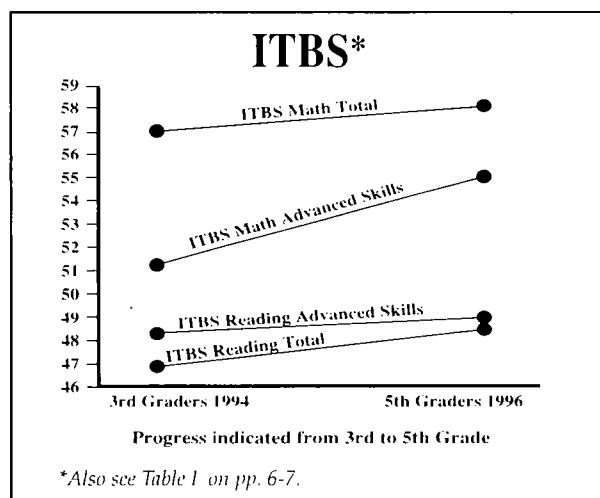
- Established a comprehensive, integrated multi-media technological learning system at Perry Elementary School which sets goals to personalize instruction, provides appropriate assessment and feedback, and monitors continuous progress of each student.
- Implemented system-wide for at-risk first grade students, Reading Recovery, a developmental and remedial reading program which involves intensive individual attention with appropriate materials and strategies, with a private corporation providing tuition for teacher training and the system paying salaries for six teachers.
- Provided computers, software, and keyboards in the music programs of five middle schools, with teachers trained to use these tools of technology in order to enhance the learning process.
- Continued to train board members, superintendent, principals, steering committee members, and teachers in quality leadership philosophy.
- Implemented, for a second year, a Summer Scholars Colloquium which extended the school year for more than 100 high school and middle school students with shared interests and abilities and provided them the opportunity to pursue two weeks of in-depth study under the direction of a teacher/mentor.
- Involved persons in the community collaborative to help pass a \$34.5 million bond referendum.
- Included teachers in recruiting for new teachers and serving on interview panels.



LESSONS LEARNED...

We have learned that change from "the way we've always done it" comes very slowly. Dramatic, instant solutions to problems occur very rarely. Keys to change include keeping all constituencies informed, laying a solid foundation for change, encouraging extensive involvement in the change process, clarifying benefits to groups and individuals, and being persistent. Involving the community in the schools' problems helps them to become part of the solution.

Mr. Gerald Boyd • Coordinator of Language Arts & Media Services • Houston County Schools
P.O. Drawer N, • Perry, GA 31069 • Office (912) 988-6200 • Fax (912) 988-6259



"I like coming to the computer lab. If I make a mistake, it helps me to get the right answer over and over." Marcus, a Fifth Grader at Perry Elementary School

"The teachers and I thoroughly enjoyed the program. We served students who shared common interests and had teachers who employed techniques of active learning. We felt this was the way school should be year round. We appreciate the opportunity afforded by the Next Generation grant." Gay Nelson, Coordinator of the Summer Scholars' Colloquium

OVERVIEW...

The Next Generation School Project in Irwin County was and continues to be an integral part of the system's mission for school improvement. A key in this focus was the provision of an exemplary, comprehensive staff development program for school personnel to acquire skills to teach and work in a technology environment. The school environment is continuing to change so students can use technology to prepare them for their futures. These changes helped lead the school system to reach its goals: i.e., improve student achievement, spend more time on learning tasks, and integrate higher order thinking skills into the curriculum. We are confident that we are moving in the right direction. More than fifty (50) school systems have visited the Irwin County schools in the past eighteen months to view our progress.

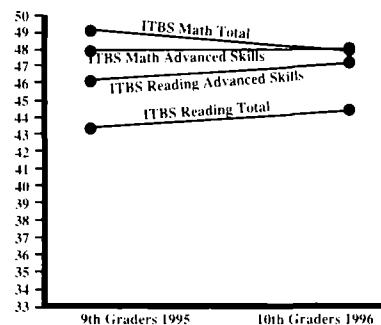
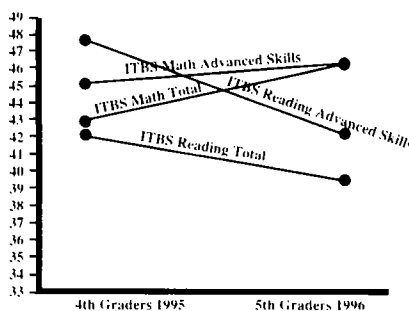
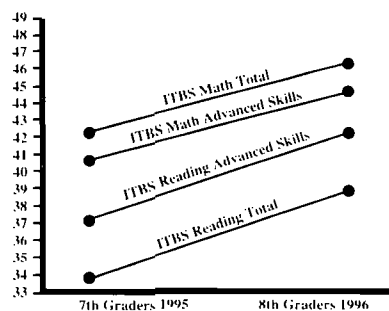


IRWIN COUNTY

ACCOMPLISHMENTS...

- Extended the Collaborative Council to serve as an interagency council for all school populations, Pre-K through grade 12.
- Provided a comprehensive technology staff development program for professional and paraprofessional staffs.
- Implemented and integrated technology in all content areas and across the curriculum in grades, Pre-K through 12.
- Implemented technology program for students in alternative education program emphasizing vocational skills, careers, and academic areas.
- Applied use of state-of-the-art vocational labs in the areas of technology, home economics, agriculture, business, and exploratory technology.
- Utilized the connectivity of all the schools by making software programs available to individualize educational plans for students.
- Expanded the community based education and work study programs.
- Connected file servers to elementary school.
- Provided upgrades in memory and hard drives for computer workstations, increased memory for file servers, and expanded licenses for software.
- Used Internet via Peachnet as an instructional resource. A policy guide was developed for students and staff in the use of the Internet.

ITBS & TAP Results*



*Also see Table 1 on pp. 6-7.

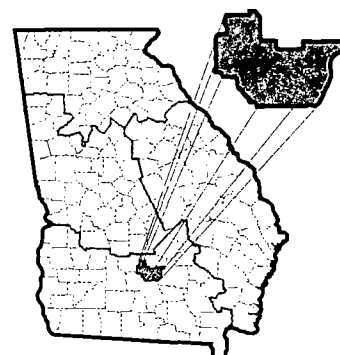
"The community can take great pride in its schools in Irwin County. All of our students attend classes in a technological environment and facilities less than ten years old. Our teachers are competent in their use of technology as a resource and/or tool in the instructional process. They have tremendous resources because of the connectivity of our schools. The Next Generation School Project allowed us to accomplish this feat." Warren Mixon, Chair, Irwin County Board of Education

"I can make math come alive for my students using the motivational and challenging Edunetics software program. The students comment that it helps them to understand equations because they can see what is physically happening to the equation." Elizabeth Portier, Eighth Grade Math Teacher

PERSONAL STORY...

An eighth grade student went from a non-achiever in the language arts area to one who excelled by using "Linkway," a computer software program, to do his writing assignments and use his artistic ability. Not only did his grades improve, but also his self-confidence in his writing ability. He became more proficient quickly and easily because of the technology that was available to him in the classroom.

Ms. Mary Ann McDaniel • Curriculum Coordinator • Irwin County Schools
P.O. Box 225 • Ocilla, GA 31774 • Office (912) 468-7485 • Fax (912) 468-7220



JACKSON COUNTY



LESSONS LEARNED...

Major computer installations were very slow and we learned that planning must be flexible. Teachers wanted to start on computers in September, but a basic

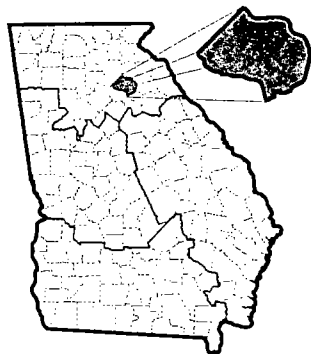
lab framework only became available in late November, and individual classroom connections were finalized in the spring.

OVERVIEW...

The major objective of the 1994-95 Next Generation School Project for Jackson County Schools was to improve student achievement through technology. With funding from two grants and local funds, a major networked learning system was installed at Jackson County Comprehensive High School. This site also serves five school systems from 3:30 p.m. to 10:30 p.m. daily as the Regional Evening School. Through a combination of a laboratory and departmental "plug and play" computers on carts, the school provides large group, small group, and individual student access to the computer system. Students in both schools, plus GED students, were able to improve their skills for the graduation test and to obtain a thorough assessment for furthering their education. The faculties of both schools have received extensive training so that integration of technology into classroom instruction has increased exponentially. Outreach to the community has been initiated through community education classes. People are using technology to achieve academic and personal goals.

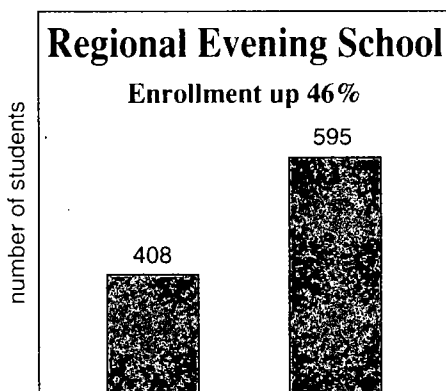
PERSONAL STORY...

A former drop-out has returned to the Regional Evening School high school diploma program and has experienced new success through computer opportunities. This student has great difficulty getting to school because he does not have reliable transportation. He is able to use the computer to clock in time in large blocks and thus get credit in classes that he might not be able to attend otherwise. He began with a very limited technological background and has progressed more than he ever imagined. It is this experience with technology that motivates him to stay in school. He now aspires to a career in technology.



"I'm tickled the way the Evening School is using the computer lab this second year. When students come to us for the first time, we can test them with the TABE (Test of Adult Basic Education) to find out what they need. Then teachers can correlate more specific remedial software to their classes. We've been filled up (in the lab) almost every night this semester." Sandra Mock, Secretary of the Regional Evening School

"I think that this project brought a whole new level of technological awareness to our school. It's started teachers thinking about new ways to integrate technology into their courses. It's given struggling students a new way to succeed in high school. It's become a hub for staff development, in our school, system, and RESA area. I could go on and on about The Next Generation School Project." Jane Scales, Assistant Principal, Jackson County Comprehensive High School



ACCOMPLISHMENTS...

- Trained all school and system leadership personnel and board members in the quality philosophy which resulted in revising the Strategic Plan.
- Applied the quality principles to the planning and evaluation process of the Staff Development Council.
- Enrolled 69 students in computer related continuing education classes.
- Graduated 40 of the 69 students enrolled in computer related courses at the Regional Evening School.
- Provided extended day program for all pre-kindergarten students at all five elementary schools.
- Analyzed the Regional Evening School in order to develop strategies to keep students enrolled in school, resulting in social service support.
- Implemented new software programs for Jackson County High School and provided additional computer training for staff.
- Developed multimedia portfolio software with the University of Georgia for Macintosh and piloted the program with students and parents.
- Enhanced vocational offerings through the Tech-Prep program and trained teachers for these classes.
- Formalized the technology curriculum for the sixth, seventh, and eighth grades.
- Expanded the Pre-K after school program to the K-5 population.
- Networked the computer system at the high school and the evening school.
- Wired seven schools for computers and installed 10-base T cable in schools with five drops per room.
- Purchased equipment for Video Journalism class.
- Identified 20 families of eighth graders who were at-risk and offered summer classes to both these students and their parents.
- Developed and offered parenting courses through inter-agency collaboration.

Dr. Mary Leuzinger • Project Director • Jackson County Schools
1660 Winder Hwy. • Jefferson, GA 30549 • Office (706) 367-5151 • Fax (706) 367-9457

OVERVIEW...

Through a strong, vital community collaborative, the Jefferson County Next Generation School Project has focused on providing an atmosphere of learning where students access and use a variety of technologies; work and problem solve both individually and cooperatively; identify, arrange, and allocate all available resources; and have the interpersonal skills and flexibility to work in a constantly changing environment.

The schools have organized an array of innovations, opportunities, and services for our students in order to prepare them for their futures. These changes include reorganizing the learning environment with four-by-four semesterized block scheduling, establishing a faculty and support system of services for at-risk students, providing intense staff development in the use of technology, and establishing a dynamic, integrated program combining academic and vocational initiatives including apprenticeships, a career academy, applied courses, service learning, and interdisciplinary teaming.

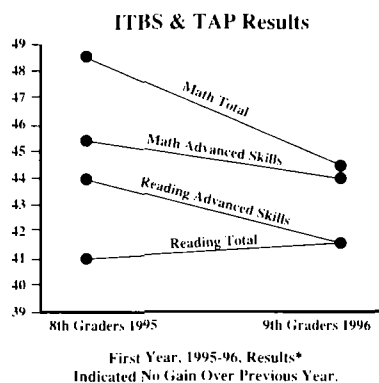
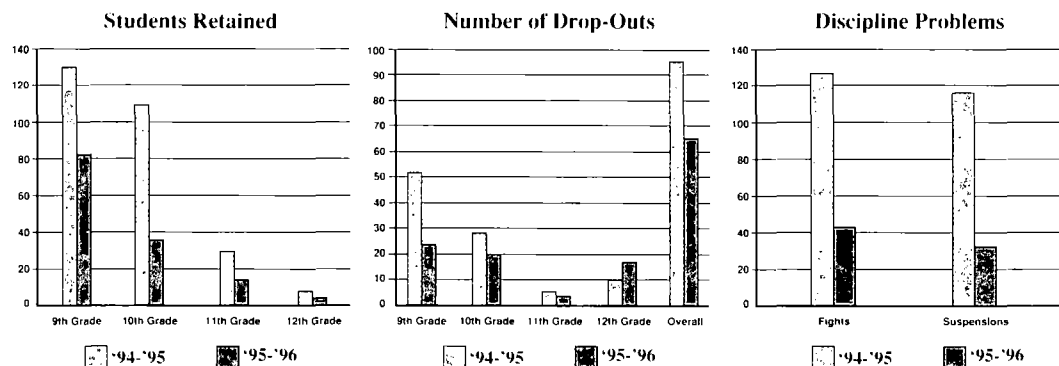


JEFFERSON COUNTY

ACCOMPLISHMENTS...

- Reorganized the learning environment by implementing four-by-four semesterized block scheduling at Jefferson County High School and welcomed over 650 visitors who came to study the schedule and its implications for instruction.
- Introduced staff development for technology which encompassed training for teachers on computers and software which were purchased to establish a foreign language lab and multi-media stations.
- Expanded and upgraded the vocational program with applied courses, apprenticeships, interdisciplinary teaming, and service learning.
- Established one of six career academies in the state which helps students identify career interests early, individualizes their instruction, and provides mentorships, internships, and apprenticeships in the career interest area.

"I think the Career Academy is a good program because it gives students a chance to really see what they want to do with their lives. Too many students graduate and don't know what to do."
Willie, 10th grader, Jefferson County High School



*Also see Table 1 on pp. 6-7.

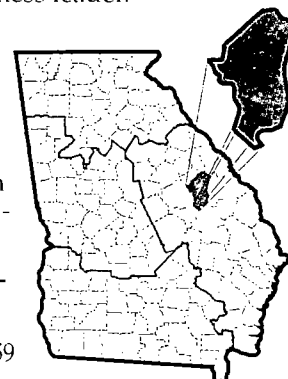
PERSONAL STORY...

Jefferson County High School commits to offering students school-based and work-based opportunities which relate to each student's career interest area. A local industry needed someone to work with computer assisted drafting. Chad displayed interest and promise in the field of engineering. Through the school's vocational advisory committee the two were linked. Chad applied the skills he learned at school in the educational technology lab to the real-world and gained tremendous practical experience. The industry was amazed at the human resources the public school produced. "It has been a great pleasure to have Chad work with us as an intern this summer. Chad has accomplished mathematical solutions, overcome organizational challenges, and provided excellent support to our staff. In particular, he has shown himself to be very well prepared in utilizing computer drafting," stated John Lewis, business leader.

LESSONS LEARNED...

The staff and administration have learned that the only things that stand in our way are the limits of our own imagination. Jefferson County has been described for too long with discouraging statistics related to drop outs, employment rates, literacy rates, and children born to poverty. Through thoughtful strategic planning and school and community collaboration, Jefferson County has come to believe in itself, its youth, and its schools.

Ms. Donnie Hodges • Curriculum Director • Jefferson County Schools
P.O. Box 449 • 431 West 9th Street • Louisville, GA 30434 • Office (912) 625-7626 • Fax (912) 625-7459



JENKINS COUNTY



LESSONS LEARNED...

Preparing students and teachers for the next generation requires curricular and instructional

change. While in the midst of change, immediate results are difficult to see. However, over time, many successes are achieved through the planned change process.

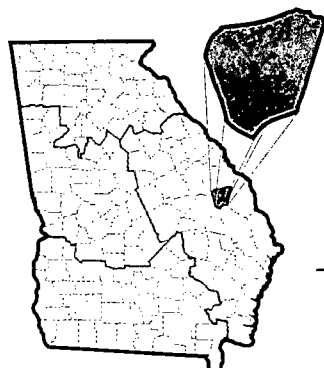
OVERVIEW...

The 1993-94 Jenkins County Next Generation School Project is based on its system strategic plan. Through a school improvement process, the system focused on revitalizing its instructional program, relinking its learning environments, realigning its schools and the community, and replacing outdated roles with new relationships. Over the next five years the system will emphasize establishing a process of continuing critical study, designing the structure of its organization's units and subunits, redesigning its decision-making models, and implementing a school improvement plan in each school. The Next Generation School Project is based on school improvement planned through the individual school strategic planning process. The system continues to emphasize improving student performance, well-defined mechanisms for assessing student mastery of identified goals and objectives, and means for substantially involving faculty, parents, and community in the operation of the school.

PERSONAL STORY...

A community leader came by the schools to tour the technology labs and classrooms. She was in awe at all the opportunities for the students in Jenkins County. She said, "I never dreamed the students had so many technological resources to work with in my own county. I would not have known about this, if I had not come to see for myself."

An average fifth grade student who had never received recognition began to participate in the Jenkins County Elementary School's Networked Accelerated Reader Program. Within a year, she had read approximately 100 books and passed tests on each one. Because of rewards and recognitions, the student began to excel in all subjects. She is now an honor roll student and is attempting more challenging tasks. Her success story, similar to other students' successes, has fostered increased interest in reading.



"The technology at our school will help me out a lot because I've had experience with keyboarding, real work simulations, and critical thinking skill activities." Jaywana, Jenkins County Student

ACCOMPLISHMENTS...

- The strategic planning process has moved to the school level.
- A cadre of mentor teachers were trained to work with beginning teachers.
- The school system implemented the middle school concept.
- The primary and elementary schools began computer network installation.
- Accelerated Reader was implemented in Jenkins County Elementary School.
- Teachers received technology training in the following courses: Pagemaker, Internet, Introduction to Technology, and Introduction to Windows.
- The primary and elementary schools served as originating sites for several student produced programs via distance learning.
- Satellite classes such as Latin were offered for students.
- Fifth grade students participated in GALAXY via satellite.
- Distance learning classes were offered for students and teachers.
- Each school is implementing an ongoing curriculum alignment plan to enhance test scores.
- The system has established school/community Internet user groups which meet regularly in the schools.
- The schools have a reciprocal relationship with the business community.
- Plans are underway to establish a parent resource center.

Ms. Veronica Cowart • Director of Instructional Services • Jenkins County Schools
P.O. Box 660 • Millen, GA 30442 • Office (912) 982-6000 • Fax (912) 982-6002

OVERVIEW...

The Hahira Cluster of the Lowndes County School System was awarded a Next Generation School Project Developmental Grant in 1993. The project aim was to provide laptop computers for use in student assessment, staff development for using technology, and total quality philosophy training throughout the school system.

Hahira Elementary School is a multi-age, continuous progress school. The curriculum is integrated through themes with emphasis on a hands-on approach to learning and the use of real life experiences.

The parent component is a strength, providing parent volunteers and encouraging strong community relationships. Parent support is outstanding with over 98% attendance at parent conferences which are conducted three times a year. Parents and community leaders provided over 4000 volunteer hours in classrooms in 1995-96. A special training project with Valdosta State University provides an additional 7000 hours of classroom laboratory experiences and student teaching time.

"We have been fortunate to have participated in a model technology project called BRIDGES: Building Academic and Technological Bridges Across the Curriculum. BRIDGES was implemented in four classroom mini-labs with additional stations in five other classrooms. All students in grades 3, 4, and 5 participate, with plans to include all students. The project involves reading, writing, mathematics, science, social studies, Internet, CD-Rom, several encyclopedias, special ESOL instructional software, and a writing center which includes keyboarding, desktop publishing, and word processing." Lyndal Webb, Principal, Hahira Elementary School

Ms. Lyndal Webb • Principal • Hahira Elementary School • Lowndes County Schools
350 Claudia Drive • Hahira, GA 31632 • Office (912) 245-2292 • Fax (912) 249-4914

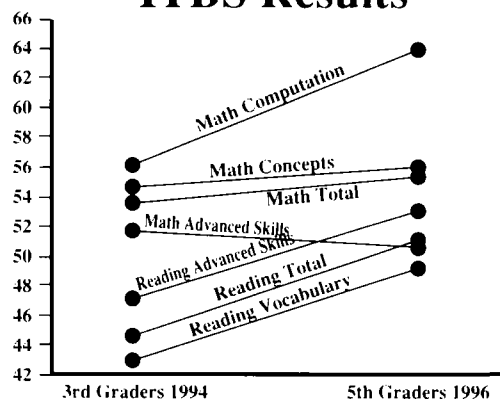


LOWNDES COUNTY

ACCOMPLISHMENTS...

- Achieved student gains at all grade levels as measured by the ITBS.
- Purchased laptops and necessary software for teachers in the elementary and middle schools to assist teachers in generating parent reports.
- Increased the use of technology skills by teachers using laptop computers.
- Purchased additional computers to ensure that only two teachers share a computer.
- Extended continuous progress skills continuum through the eighth grade.
- Invited students from private pre-school programs to visit Hahira Elementary School for lunch and for participation in classes.
- Constructed a school site pond, nature trail, and outdoor learning areas which were designed by students, faculty, and parents.
- Taught 600 students in the Accelerated Reader Program.
- Enrolled 350 students in BRIDGES, the Computer Curriculum Corporation Model Technology Project.
- Developed a school wide newspaper, HES News, through the use of technology.
- Broadcast, KIDS LIVE, by the Student Council each morning through the use of technology.
- Trained five school-based technology specialists to provide assistance on-site to students and teachers.
- Utilized Valdosta State University's Mobile Training Lab for on-site technology training for all personnel.
- Provided staff development in *Teaming and Teaching Strategies* during a summer workshop for all staff at the Moody Air Force Base.
- Provided over 3000 hours of staff development including classes, conferences, and workshops for teachers.

ITBS Results



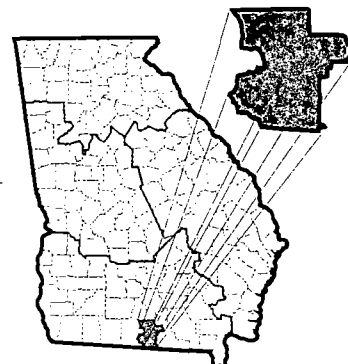
Significant Progress* in 7 of 8 Curriculum Areas from 3rd to 5th Grade

*Also see Table 1 on pp. 6-7.

"The notebook computers have been a tremendous asset to planning and assessing in my classroom. I feel it is important for the children to see their teachers modeling the use of technology." Teresa Hall, First-Second Grade Teacher

LESSONS LEARNED...

Just adding laptop computers and printers did not immediately solve the record-keeping and assessment dilemma for teachers. Training sessions should have been the number one priority. The developmental monies only provided the initial impetus. Five school-based technology specialists have provided additional training and technological support.



MUSCOGEE COUNTY



PERSONAL STORY...

Tacora entered fourth grade with weak academic skills. Her poor attendance compounded her academic problems. Her teacher, mother, and school administrators were concerned about the child's grades and frustrated that the cycle of failure and absence appeared to be accelerating.

The Next Generation School Project Summer Program halted the downward spin on the failure spiral. The personal attention she received allowed Tacora to remediate her skills deficiencies. She attended every day of the summer program to meet her attendance contract. At the end of the summer, Tacora was ready for fifth grade - both academically and emotionally. During the school year, her Next Generation teacher monitored her attendance and her academic progress by consulting with her classroom teacher on a regular basis. To help keep her self-expectations high, her business mentor kept in constant contact with her through telephone calls and school visits.

On the way to the Awards Day Assembly, Tacora beamed with excitement. She knew she had earned the right to receive her first Perfect Attendance Award. Upon hearing her name over the speaker system, Tacora rose with pride to accept her award. Her joy doubled, however, as she heard her name announced a second time...this time to accept the Most Improved Student Award.

OVERVIEW...

The Muscogee County School District was a first year recipient of The Next Generation School Project funding during the 1995-96 school year. Through the project, students whose poor attendance was interfering with their academic success were identified. Students were selected from a cluster of three schools - elementary, middle and high - which traditionally share over 25% of the system's student enrollment. School counselors identified approximately ten students from each school who were failing courses, but whose academic indicators predicted at least average achievement.

Twenty-nine students attended a four week extended summer session to remediate academic deficiencies. Individualized remediation programs were enhanced using computer assisted instruction and take-home computers.

The project relied heavily on community Partners in Education. In all, four businesses provided mentors that began year-long relationships with student participants during the summer session. Mentors, along with program administrators and teachers, monitored the academic achievement and the attendance of student participants throughout the school year.

"I feel the Next Generation Project makes the students feel very special and boosts their self esteem. I think it is important for the children to feel like another adult besides their parents and teachers values them and wants them to be successful. The mentors love the relationships just as much. It is a wonderful feeling to know you have been important in the life of a child." Kathy Wilson, Mentor, Synovus Data Corporation

LESSONS LEARNED...

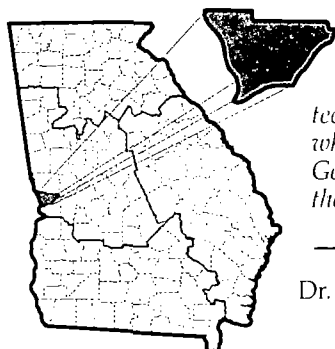
The project was more successful with younger students than with older students. Three reasons for this are:

- Business mentors met more often and had more varied experiences with the elementary students than their middle or high school counterparts.
- Elementary and middle school participants took greater advantage of the take-home computers during the school year than high school participants.
- Parents of the elementary school students were more receptive to the program than parents of older students. As students get older, it is much more difficult to positively improve attitudes toward school and to modify poor academic behaviors.

"The Next Generation Project was very exciting. I enjoyed working on the computers and working with my mentor. I loved being able to take the computers home!"
Joseph, Sixth Grade Student,
Britt David Elementary

ACCOMPLISHMENTS...

- Redefined "at-risk" students to include attendance as one criterion.
- Improved attendance for 59% of participating students.
- Improved academic achievement of middle school participants.
- Donated more than 1,450 hours of business mentor time for student participants.
- Improved attitudes toward school of elementary and middle school participants as reported by their teachers.
- Demonstrated the importance of good work habits to high school participants through business mentor shadowing experiences.
- Used technology to remediate academic skills for every participant.
- Remediated academic deficiencies of every program participant during the extended summer session.
- Identified and provided personalized instruction to students who have poor attendance and, thus, poor academic achievement.



"With only ten students in the Next Generation classroom, teachers and students are able to build a more personal rapport with each other. Students become more comfortable with the technology, their teacher, other students, their abilities, and with the educational process in general when they can interact in the close, personal environment that has been developed in the Next Generation Project. This kind of success translates into better attendance and academic performance the following school year." Tony Mitchell, Teacher, Extended Year Summer Program

Dr. Carol Vander Gheynst • Coordinator of Educational Training • Muscogee County Schools
P.O. Box 2427 • Columbus, GA 31902 • Office (706) 649-0868 • Fax (706) 649-1906

OVERVIEW...

The overriding goal of Paulding County's 1993-94 Next Generation School Project was to improve teaching and learning. One strategy was to develop a curriculum that set and communicated high expectations. Objectives that were attempted and accomplished include: 1) Establish an active, viable, caring "umbrella community collaborative"; 2) Set high standards/expectations for all; 3) Purchase and install an organized system of technology whereby each school's network would be interconnected via fiber optics to all other schools and the central office; 4) Provide comprehensive, sustained, long-term professional development in the areas of technology, leadership skills, communication, and teaching strategies/learning styles; 5) Improve the vocational program via industry certification, applied courses, apprenticeship program; 6) Reorganize the learning environment via scheduling changes, tutorial programs, alternative school, and community and adult education classes; 7) Establish a prekindergarten program that develops parenting skills and a Family Connection initiative that focuses on family needs, and institute a mentoring program into the alternative school, and 8) Develop processes that involve participatory decision-making among school-based personnel, parents, and community which focus on the goal of improving teaching and learning.

LESSONS LEARNED...

It is important that schools set a few "tightly written" goals, collect baseline data, benchmark progress on a regular basis, and celebrate success. When progress is not quickly evident, school systems must stay the course. When "implementation dips" occur, educators tend to head right back to the starting line. However, if the schools gain consensus among the board, the superintendent, and other system leaders before beginning the journey, then they can ban together and stand united to stay the course. A trust relationship is imperative and will go a long way toward support, even when statistics do not show immediate improvement.

Ms. Hazel Ratliff • Director of Curriculum • Paulding County Schools
522 Hardee Street • Dallas, GA 30132 • Office (770) 443-8000 • Fax (770) 443-8089



PAULDING COUNTY

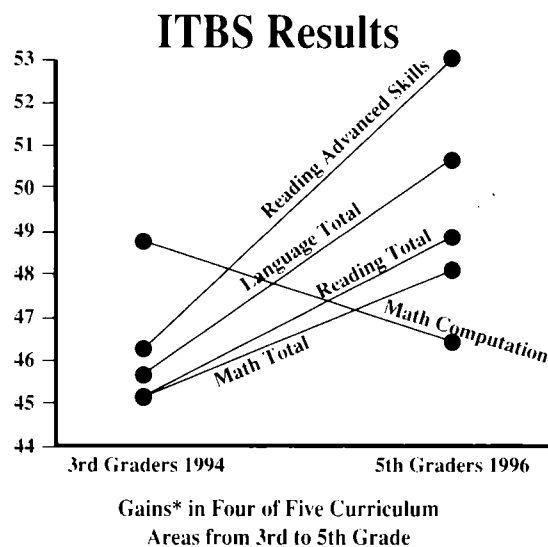
ACCOMPLISHMENTS...

- Required that most English, mathematics, science, and social studies courses meet college preparatory standards.
- Increased the enrollment in foreign languages for ninth graders by 40%.
- Reduced suspensions at middle and high schools by 50%.
- Increased the number of Pre-K students by 200%.
- Established 36 partnerships with businesses.
- Team of teachers visited France and French educators reciprocated.
- Installed Adult Literacy computer labs at two sites.
- Established apprenticeship program in banking.
- Established dropout prevention program.
- Increased the number of individuals in the GED program to 350.

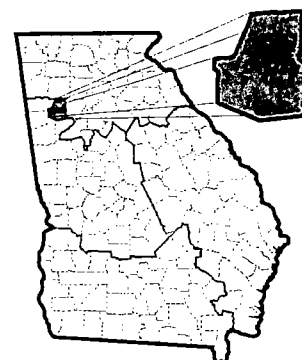
PERSONAL STORY...

A young sophomore experiencing the pain of both family difficulties and a move to another town just two years from graduation failed every subject while developing a deep and hurtful hatred for his new home. Following an expulsion from school, he was given an ultimatum to go the alternative education program at Matthews Learning Center or lose the opportunity for an education. He chose the first option, and his life began to turn around. With lower pupil-teacher ratios, extended counseling services, and a personal mentor from the community, his grades and attendance soared. He has returned to his home school and is an honor roll student. He is planning for his transition to college rather than a trip to jail.

"Having my child participate in the Pre-K Program has enabled me to learn parenting skills that are benefiting my other children as well. In volunteering in the classroom and being treated with respect, I gained the confidence and skills that enabled me to become a full-time parapro in the Pre-K Program." Pre-K parent



*Also see Table 1 on pp. 6-7.



ROCKDALE COUNTY



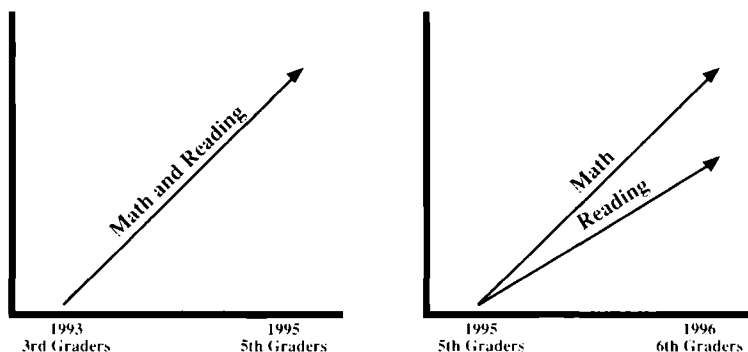
LESSONS LEARNED...

Implementing technology into classroom instruction cannot happen overnight. The need for more time and resources for training is a barrier frequently expressed by teachers and administrators.

OVERVIEW...

The Rockdale County Public Schools' Next Generation School Project was designed to address all nine criteria with special emphasis on using technology in classrooms. Shoal Creek Elementary, Memorial Middle School, and Salem High School received equipment and software and the teachers were trained to use them to improve student learning. Among the many changes resulting from the project are: increased community participation, greater use of technology by students individually, improved student understanding of the skills required in the workplace, more effective use of classroom time, improved levels of student performance, and a significant increase in teacher participation in technology staff development activities. The NGSP grant not only provided technology opportunities for the three schools in the project, but also it was quite unexpectedly the incentive in 1994 for passing a \$5 million technology bond issue in Rockdale County. Every student in the district now has access to the same technology that was originally made possible through NGSP funding.

ITBS Results



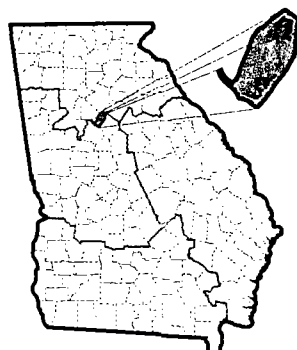
Consistent and Significant Progress* 3rd to 5th and 5th to 6th Grade

*Also see Table 1 on pp. 6-7.

PERSONAL STORY...

Eric is one of those kids who could easily fall through the cracks. At age 17 he is still many credits short for graduation. His record of disciplinary problems is extensive. Eric's Algebra teacher was frustrated. An assessment using Computer Curriculum Corporation's (CCC) SuccessMaker software showed that Eric was extremely deficient in mathematics. He began working on the CCC courseware during his regular math class. After just 9 hours on Math Concepts and Skills, Eric increased his scores dramatically. Not only has he experienced academic growth, his behavior has improved. His math teacher said, "Eric was in over his head before and wouldn't try. Now he asks to try problems the rest of the class is doing. His discipline is better and that has affected the whole class."

"We see more interest on the parents' side. They are reinforcing technology at home and are impressed with what their children are learning at school." Steve Elrod, Principal, Shoal Creek Elementary School



ACCOMPLISHMENTS...

- Increased volunteers with 178 volunteering at Shoal Creek, 100 at Salem, and 250 at Memorial.
- Trained staff in continuous improvement concepts resulting in 62% indicating improvement in problem solving techniques, 75% indicating increased awareness of shared vision, and 80% indicating increased communication among teachers.
- Individualized reading and writing instruction for the first grade resulting in the number of students who scored "fluent" and "exceptionally fluent" more than doubling in 1993-94.
- Increased the use of technology in the classrooms of Salem High School: 1,083 reports, 527 public performances, 1,405 classroom presentations, 557 multi-media or software presentations, 387 videos, 107 slide presentations, 971 portfolios, and 656 others.
- Redesignated the elementary school where groups of classes contain one of each of the grades K-5 and students remain together throughout their elementary careers.
- Extended the hours students can use the school by staggering staff hours, adding one evening per week for Salem's media center and the computer lab.
- Increased teacher proficiency in new technologies for use in the classroom.
- Honored by "Technology and Learning" magazine as national teacher of the year, Ginger Curylo, Memorial Middle School, for her work in using computers in teaching *Romeo and Juliet*.

Ms. Sue Snow • Coordinator • Rockdale County Schools
954 N. Main Street • Conyers, GA 30207 • Office (770) 860-4239 • Fax (770) 918-9064

OVERVIEW...

The Savannah-Chatham County Public School System has the vision of becoming the best school system in Georgia through the process of "working together for every learner." Because of the opportunity to implement the goals established through The Next Generation School Project of 1993-94, the local school system has been able to fund several initiatives that have promoted customer service, building leadership, innovative opportunities for alternative education, and the development of employability skills. Six schools participated in The Next Generation Project: Bartow, Howard, Isle of Hope and Port Wentworth Elementary Schools, Bartlett Middle School and Savannah High School.

PERSONAL STORY...

At Savannah High School, several teachers incorporated quality principles and techniques in their classroom instructional procedures. This allowed students to have a greater voice in the management of instruction. Other benefits of this involvement of students include: preparation of students to serve effectively on the building leadership team, creation of a new senior leadership group to deal effectively with student issues, and selection of several students trained to serve with community, district, and state groups.

"Through this (NGSP) grant we were also able to hold faculty retreats to discuss academic standards, school improvement issues, school climate, and plans for block scheduling, school-to-work transition, etc."
Marie Ann Polite, Principal, Savannah High School

Dr. Pat Russo • Superintendent • Savannah-Chatham County Schools
208 Bull Street • Savannah, GA 31401 • Office (912) 651-7115 • Fax (912) 651-7665

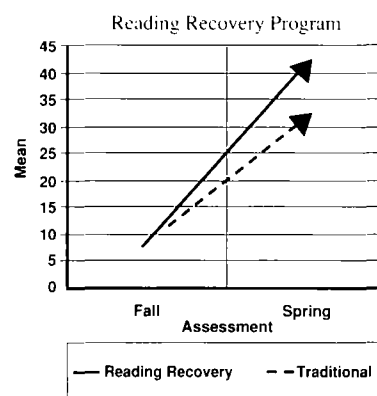
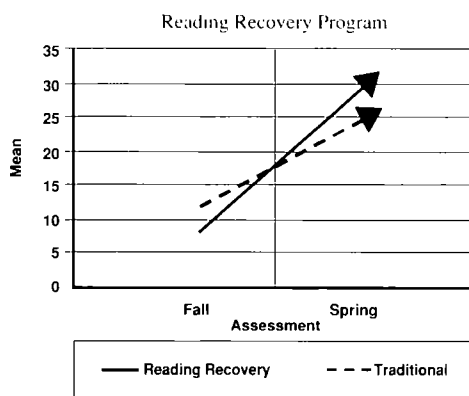


SAVANNAH-CHATHAM COUNTY

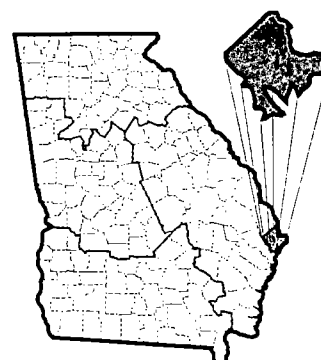
ACCOMPLISHMENTS...

- Reading Recovery was implemented.
- On the Iowa Test of Basic Skills (ITBS), grades two through six showed continued improvement in reading comprehension, while math scores improved in grades two through six and eighth grade.
- Seven schools, six elementary and one high school, posted scores above the national average at all grades and all subject areas tested on nationally norm-referenced tests.
- Duke University tapped 18 public school seventh-graders for its Talent Identification Program, 12 high school students were named to the Governor's Honors Program, and seven local students were named Georgia Scholars.
- The Savannah Public School Foundation grant program was revived, providing more than \$4,000 for innovative teaching projects.
- The Savannah Compact Agreement with Savannah Area Chamber of Commerce was renewed, with a strong emphasis on school-to-work transition programs.
- Public schools 1996 graduates were offered \$11.9 million in academic scholarships.
- For HOPE grants, 641 graduating seniors were declared eligible totaling approximately \$6 million.

SAVANNAH-CHATHAM COUNTY



"We believe that the best investment we can make for changing how we do things is through staff development and training." Karen S. Mathews, President, Savannah-Chatham County Board of Education



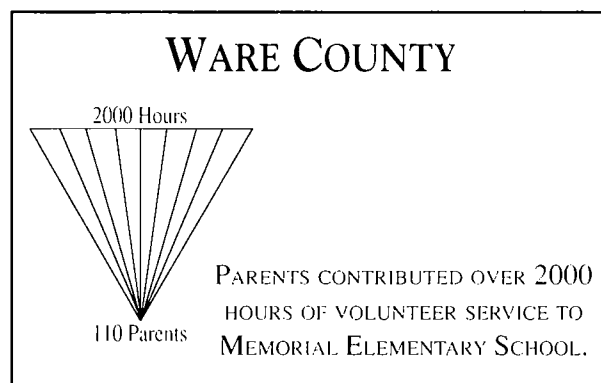


"Teachers will move from talking about 'all kids can learn' to believing it."

OVERVIEW...

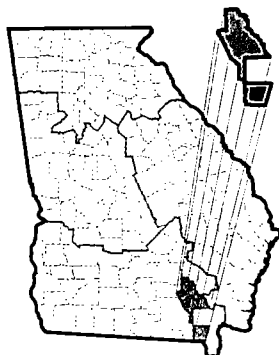
The focus of Ware County's 1993-94 Next Generation School Project was the establishment of "A Micro-Community of Learners" at Memorial Elementary School. Teachers, with the assistance of parents, business leaders, and others have restructured the curriculum to provide an interdisciplinary program which supports a "micro-community" in which students organize a "city" at school, develop a government, and work at "jobs" during the day. The "city" includes a bank, post office, government services, and jobs typical of a small city. Throughout the micro-community experience, basic skills of reading, writing, and arithmetic take on new and practical meanings. Addition, subtraction, multiplication, and division skills become crucial to ensure budgets are balanced, taxes are paid, and paychecks are received. Reading and writing become tools to develop, plan, operate, and market businesses. Students come to understand that accuracy of work is not just something required by teachers for grading purposes, but that it is crucial to being successful contributors and participants in the working world.

Training in the Total Quality Management Philosophy was provided to board members and district and school personnel.



PERSONAL STORY...

One Ware County student learned a vivid lesson about the sometimes abstract accounting principles of profit and loss. The student had to declare bankruptcy because his business sold goods cheaper than it cost to produce them. Even though his low prices drew long, steady lines of customers, his debt slowly accrued and his business failed. In the process of going to court to file bankruptcy, he located a wealthy "community member" who was willing to help him pay his debts and start his business anew. The student business owner vowed that, this time, the price of the goods he sold would exceed the cost to produce them!



ACCOMPLISHMENTS...

- Over 110 parents volunteered over 2000 hours in the schools.
- Thirty business and government leaders volunteered time in the micro-community.
- A Leadership Cadre was formed at each school.
- All schools developed an Implementation Plan which addressed the nine criteria of the Next Generation School Project, and each school reported its progress monthly.
- A Local Advisory Board was established.
- Sixty-four computers were added.
- The master schedule was revised to give teachers planning time together to address the academic needs of students.
- Students produced and broadcasted weekly newscasts for WKID closed circuit TV.
- Teachers participated in a process to select software for the computers that were installed.
- Many teachers and students were trained in the principles of Total Quality Management.
- A three-year master plan for staff development was designed.
- Faculties were trained in numerous areas such as using technology in the classroom, classroom management, learning styles, multiple-intelligences, and thinking skills.
- The school system established a peer coaching program for teachers to mentor and reinforce each other in effective teaching skills.
- Enhancing the vocational aspect of micro-community, the Georgia Department of Labor has an employment service in the school where students develop resumés, complete application forms, and interview for jobs.

LESSONS LEARNED...

During the 1993-94 grant year, the Ware County School System was in the middle of a multi-year consolidation process. Also, the NGSP project plan called for comprehensive change in delivery of instruction to children based on sound research about how students learn. During the year, it became apparent that all aspects of the project had not been communicated adequately to the parents and community. Additionally, there were attacks from special interest groups on the language used in the school design and on instructional delivery models. Teachers and staff became distracted with the attack from the outside. The administration continues to work to develop a plan to deal with parental and community concerns.

Dr. Pam Jackson • Assistant Superintendent • Ware County Schools
P.O. Box 1789 • Waycross, GA 31501 • Office (912) 287-2300 • Fax (912) 287-2310

METHODOLOGY

Within the broad parameters of the nine criteria each grant site - with faculty and community input - planned its Next Generation activities based on its unique characteristics and on the goals and objectives it chose to emphasize. Of the 30 sites, one-half (15) opted to use NGSP funds in a variety of ways not directly and immediately related to student learning, such as preparing for future student academic growth by investing in professional development activities for teachers and leaders; installing fiber optic networks to link schools and classrooms; focusing on the immediate and long term needs of at-risk students; and creating a foundation and climate for innovation and academic improvement.

The remaining 15 sites elected to implement programs directly related to academic performance for selected, targeted groups of students. The use of technology in classrooms and/or laboratories for direct instruction was a significant feature of all of these programs. This report focuses upon the evaluation of student academic performance in the fifteen sites where programs directly related to pupil learning.

Some 4,665 students in 31 different groups, in grades two through eleven, representing 15 Georgia school

systems were selected to participate in programs designed to positively affect student learning. Each student was tracked from one period of time to another on the Iowa Tests of Basic Skills. For example, some systems chose to implement programs for fourth and fifth graders. These students were tested at the end of their third grade year and again at the end of their fifth grade year. Progress was determined for each student and averaged across each group of students for each test. Thus, tests of reading and reading advanced skills, as well as mathematics and mathematics advanced skills, were administered at the end of third grade and at the end of fifth grade. Progress was reported on all four tests. Other districts chose to place programs in the sixth grade. Tests for these students were administered at the end of the fifth grade and again at the end of the sixth grade. Progress was reported for each of the tests administered. In all, programs were implemented in grades two through eleven at one or more sites. Tests were given to one or more groups of students at the end of the first grade, second grade, third grade, fourth grade, fifth grade, sixth grade, seventh grade, eighth grade, ninth grade, tenth grade, and eleventh grade. The difference between post-test and pre-test scores were calculated.

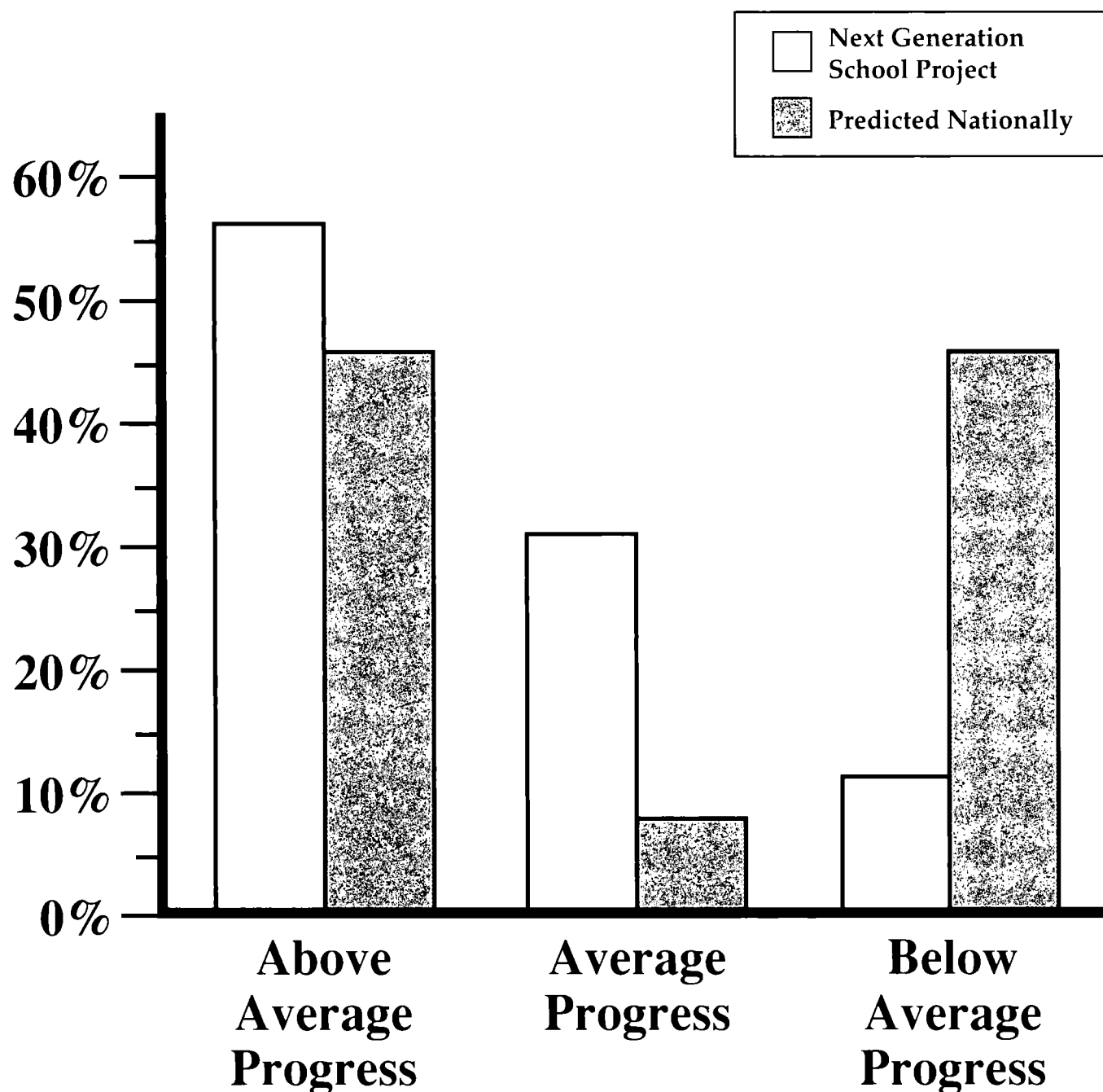
TABLE II: FUNDING 1993-94, 1994-95, & 1995-96
TABLE II

<u>1993-94 Grant Sites</u>	<u>Grant Funds*</u>	<u>Local Match</u>	<u>1994-95 Grant Sites</u>	<u>Grant Funds*</u>	<u>Local Match</u>
• Bibb County	\$285,000.00	\$386,838.21	• Coweta County	\$170,000.00	\$86,686.44
• Calhoun City	\$285,000.00	\$233,730.26	• Decatur City	\$170,000.00	\$85,395.79
• Carrollton City	\$285,000.00	\$1,699,982.00	• DeKalb County-Druid Hills	\$170,000.00	\$218,580.00
• Cartersville City	\$285,000.00	\$250,124.80	• Floyd County	\$170,000.00	\$220,000.00
• Clarke County	\$285,000.00	\$245,866.25	• Gainesville City	\$170,000.00	\$218,868.27
• Dalton City	\$285,000.00	\$213,414.73	• Glynn County	\$170,000.00	\$147,300.00
• Emanuel County	\$285,000.00	\$202,227.21	• Grady County	\$170,000.00	\$121,828.00
• Gwinnett County	\$285,000.00	\$530,000.00	• Houston County	\$170,000.00	\$220,000.00
• Habersham County	\$285,000.00	\$332,525.98	• Irwin County	\$170,000.00	\$420,000.00
• Paulding County	\$285,000.00	\$360,106.00	• Jackson County	\$170,000.00	\$85,000.00
• Rockdale County	\$285,000.00	\$380,260.00	• Jenkins County	\$170,000.00	\$95,007.00
• Savannah-Chatham County	\$285,000.00	\$140,804.33	Development Site		
• Ware County	\$285,000.00	\$354,062.23	• Glascock County	\$77,000.00	\$38,500.00
Development Sites			Evaluation	\$53,000.00	\$34,720.00
• Atlanta City	\$60,000.00	\$32,086.82	SUBTOTAL	\$2,000,000.00	\$1,991,885.50
• Ben Hill County	\$60,000.00	\$62,308.50			
• Houston County	\$60,000.00	\$468,582.70	1995-96 Grant Sites	Grant Funds**	Local Match
• Lowndes County	\$60,000.00	\$31,391.75	• Bibb County	\$80,000.00	\$151,754.17
Evaluation	\$55,000.00	\$20,000.00	• Carrollton City	\$80,000.00	\$1,371,250.00
SUBTOTAL	\$4,000,000.00	\$5,944,311.40	• Clarke County	\$80,000.00	\$60,000.00
			• Decatur City	\$80,000.00	\$42,625.00
			• DeKalb County-Druid Hills	\$80,000.00	\$154,400.00
			• Emanuel County	\$80,000.00	\$65,018.03
			• Gainesville City	\$80,000.00	\$194,283.96
			• Glynn County	\$80,000.00	\$161,350.00
			• Grady County	\$80,000.00	\$70,700.00
			• Irwin County	\$80,000.00	\$447,500.00
			• Jefferson County	\$80,000.00	\$55,299.00
			• Muscogee County	\$80,000.00	\$64,998.00
			Evaluation	\$40,000.00	\$30,000.00
			SUBTOTAL	\$1,000,000.00	\$2,869,178.16
			GRAND TOTAL	\$7,000,000.00	\$10,805,375.06

* One-half state funds, one-half private funds.

** State funds.

TABLE III: THE NEXT GENERATION SCHOOL PROJECT RESULTS COMPARED TO RESULTS PREDICTED NATIONALLY



KEY: **Average Progress:** Students' rate of learning was the same as in previous years tested (within $\pm 4\%$)
Above Average Progress: Students' rate of learning was greater than in previous years tested (4% or greater)
Below Average Progress: Students' rate of learning was less than in previous years tested (4% or less)

Predicted Nationally: Based on nationally norm-referenced achievement tests: ITBS and TAP.
NGSP: 4,665 students in 31 groups on a combined total of 186 tests.

NINE CRITERIA FOR THE NEXT GENERATION SCHOOL PROJECT

1. *ESTABLISH A COMMUNITY COLLABORATIVE*

Join the efforts of leaders from education, community, government, private agencies, business and industry, and parents to focus on the academic needs of all children and youth to support and enhance teaching and learning.

2. *EMPHASIZE WORLD CLASS PERFORMANCE*

Focus on the knowledge and skills with which students should exit school, then align curriculum and assessment to support the standards.

3. *PERSONALIZE INSTRUCTION AND EMPHASIZE CONTINUOUS PROGRESS*

Plan instruction around each student's skills and abilities, rather than grade level. Train teachers to use a repertoire of instructional skills in order to educate individual students.

4. *EMPHASIZE VOCATIONAL SKILLS*

Provide practical training for students who choose not to go on to secondary education.

5. *REORGANIZE THE LEARNING ENVIRONMENT*

Expand school day, week, and months to emphasize greater student achievement. Use existing time more effectively. Emphasize flexibility in the use of space,

personnel, and students in order to achieve personalized instruction.

6. *USE TELECOMMUNICATIONS AND COMPUTING TECHNOLOGY AS TOOLS*

Integrate technology from pre-kindergarten through postsecondary education as a means of achieving personalized instruction.

7. *ATTEND TO AT-RISK CHILDREN AND YOUTH AND THEIR FAMILIES*

Utilize community collaboratives, preschool programs, and home curriculum to address needs of fragile populations.

8. *ADOPT CONTINUOUS IMPROVEMENT AND EVALUATION PROCESSES*

Require long-term involvement of community leaders, teamwork, shared decision-making, communication, customer satisfaction, use of data for decision-making, and innovation.

9. *PROVIDE CONTINUOUS STAFF DEVELOPMENT*

Establish leadership experiences for community leaders, school board members, teachers, administrators, and other school system employees.

NEXT GENERATION SCHOOL PROJECT STEERING COMMITTEE

Mr. John Varner
Co-Chair
The Next Generation School Project

Dr. Franklin Shumake
Co-Chair
The Next Generation School Project
Associate Dean for Evening Studies
Piedmont College

Hon. Kathy Ashe
Representative District 46
Georgia House of Representatives

Dr. Joy Berry
Executive Director
Georgia Human Relations
Commission

Dr. Randy Bohrer
Associate Director
Georgia Tech

Dr. Carvin Brown
Professor
University of Georgia

Ms. Sue Snow
Coordinator
Rockdale County Schools

Mr. Richard Downs
Manager, Corporate Tax
Georgia Power Company

Dr. Gail Fletcher
Executive Director
Georgia Council of Vocational
Education

Dr. Calvin Gill
Deputy School Superintendent
Georgia Department of Education

Ms. Gerry Hesse
Policy Analyst
Senate Research Office

Dr. Jeanie Jones
Associate Director
Council for School Performance

Dr. Anne Mein
Mathematics Coordinator
Georgia Department of Education

Dr. Jim Mullins
Community, Staff, & Government
Relations
DeKalb County Schools

Dr. Steve Preston
Director
Georgia Department of Education

Dr. John Rhodes
Director
Georgia Department of Education

Mr. Roy Richards
CEO
Southwire Company

Mr. John Thompson
Nuclear Security Manager
Georgia Power Company

Mr. Tom Upchurch
President
Georgia Partnership for Excellence in
Education

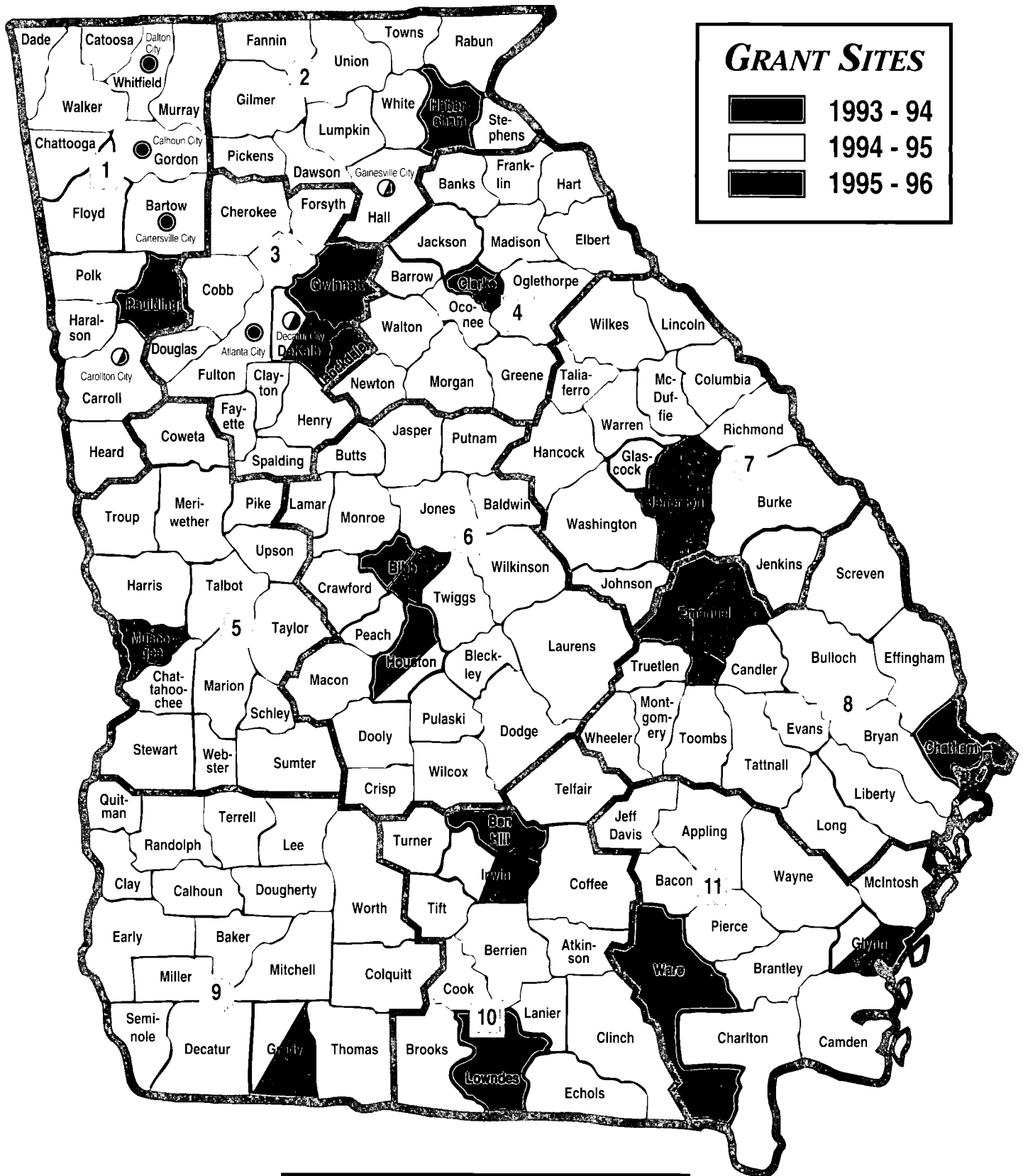
Mr. Jim Vaseff
Coordinator
Georgia Power Company

Dr. Donna O'Neal
Director
The Next Generation School Project

"The evaluation of Georgia's Next Generation School Project confirms three major purposes of developing the project: student achievement is increasing in those schools where specific content instruction was the focus of the project, particularly when computers were used as a tool to enhance instruction; virtually all of the projects provided a "lighthouse" educational experience where other schools could go to see and discuss specific improvements with local educators; and through the grant sites, other schools are encouraged to implement new and/or expanded efforts with students, teachers, and the school organization."

Franklin Shumake
Co-Chair
The Next Generation School Project
Associate Dean for Evening Studies
Piedmont College

THE NEXT GENERATION SCHOOL PROJECT



THE GEORGIA PARTNERSHIP
for Excellence in **EDUCATION**

Next Generation School Project Students Turn in Higher Test Scores

Macon Conference Reveals Students Learn More and at a Faster Rate

For Release Wed., January 29, 1997

Additional copies of the report available:

Contact: Susan Oliver, Director of Communications 404-223-2464 or
Georgia Partnership for Excellence in Education 770-954-3662

MACON— The Next Generation School Project annual conference, held at the Macon Conference Center, reveals that students in The Next Generation School Project (NGSP) learn more and at a higher rate than their counterparts throughout the nation, according to a three-year study using standardized test scores.

An impressive **88% of tests reflected average or greater than average progress**, compared to only 54% nationally, reports Dr. Carvin Brown, professor of educational administration at the University of Georgia, and principal evaluator for the project, using ITBS and TAP scores from 15 school systems (4,665 students divided into 31 groups, total of 186 tests).

Iowa Tests of Basic Skills* (ITBS) or Tests of Achievement and Proficiency* (TAP)

- 56% or 104 tests reflected above average progress *(46% predicted nationally)*
- 32% or 60 tests reflected average progress *(8% predicted nationally)*
- 12% or 22 tests reflected below average progress *(46% predicted nationally)*

(Test scores that increased by 4% or more = above average; within $\pm$ 4% = average; decreased by 4% or more = below average)

*National tests used in every Georgia classroom

Brown says the data are particularly significant because the same 31 groups of students were tested over a period of two to three years, showing how each group progressed over time.

"The leadership of the next generation is in school today. These young citizens will encounter global linkages, environmental realities, and exciting applications of science and technology to improve their quality of life. The Next Generation Schools are helping pave the way for the 21st Century," said Carl Swearingen, chair, Georgia Partnership for Excellence in Education, and president, Georgia BellSouth.

The other 15 NGSP school systems reported gains in a variety of criteria areas, including professional development of teachers, programs to help at-risk students, and infrastructure for technology, according to Brown's narrative report.

-more-

2-2-2 Next Generation scores high

The NGSP, sponsored by the Georgia Partnership for Excellence in Education, Governor Zell Miller, the Georgia General Assembly, the State Board of Education, and state and local leadership, helps public schools set high expectations, provide rigorous curricula, and offer significant academic opportunities for Georgia's students.

Over 300 government, business, and education leaders spent a year evaluating successful programs around the country, and created The NGSP. Nine "criteria" form the backbone of the project, and school systems are free to interpret them according to their needs.

"The key to this project is that school systems implement changes in their own way, guided by their community. Local control is crucial for school systems to 'own' their effort," said Tom Upchurch, president of the Georgia Partnership for Excellence in Education.

The nine criteria are field tested principles that empower communities to make changes for the better:

- establish a community collaborative (input from parents, business leaders, and others); emphasize world class performance (skills students need when they exit school); personalize instruction and emphasize continuous progress (plan instruction around each student's skills and abilities); emphasize vocational skills (connecting school to work); reorganize the learning environment (use time, space, and personnel more effectively); use telecommunications and computing technology as tools (enhances delivery of instruction); attend to at-risk children and their families (community collaboratives, home curriculum); adopt continuous improvement and evaluation processes (teamwork, data for decision-making, customer satisfaction, etc.); provide continuous staff development (leadership opportunities).

School systems reported common themes that have been critical to the success of the project, according to Brown. These include: investing time and resources for teacher training; facilitating community involvement; procuring financial technological resources; insuring coordination, collaboration and commitment of all parties; providing time for discussion, reflection and changing school goals and expectations.

The Georgia Partnership for Excellence in Education is a nonprofit, nonpartisan organization established in 1990 with education, government, business, and community leaders committed to improving education at the state and local levels.

The NGSP is a school improvement process that is created and controlled by individual school systems and their communities. The program is focused on achievement for students and teachers - while it centers on a rigorous curriculum for students, it recognizes the importance of continuous staff development.

###

2-2-2 Next Generation scores high

The NGSP, sponsored by the Georgia Partnership for Excellence in Education, Governor Zell Miller, the Georgia General Assembly, the State Board of Education, and state and local leadership, helps public schools set high expectations, provide rigorous curricula, and offer significant academic opportunities for Georgia's students.

Over 300 government, business, and education leaders spent a year evaluating successful programs around the country, and created The NGSP. Nine "criteria" form the backbone of the project, and school systems are free to interpret them according to their needs.

"The key to this project is that school systems implement changes in their own way, guided by their community. Local control is crucial for school systems to 'own' their effort," said Tom Upchurch, president of the Georgia Partnership for Excellence in Education.

The nine criteria are field tested principles that empower communities to make changes for the better:

establish a community collaborative (input from parents, business leaders, and others); emphasize world class performance (skills students need when they exit school); personalize instruction and emphasize continuous progress (plan instruction around each student's skills and abilities); emphasize vocational skills (connecting school to work); reorganize the learning environment (use time, space, and personnel more effectively); use telecommunications and computing technology as tools (enhances delivery of instruction); attend to at-risk children and their families (community collaboratives, home curriculum); adopt continuous improvement and evaluation processes (teamwork, data for decision-making, customer satisfaction, etc.); provide continuous staff development (leadership opportunities).

School systems reported common themes that have been critical to the success of the project, according to Brown. These include: investing time and resources for teacher training; facilitating community involvement; procuring financial technological resources; insuring coordination, collaboration and commitment of all parties; providing time for discussion, reflection and changing school goals and expectations.

The Georgia Partnership for Excellence in Education is a nonprofit, nonpartisan organization established in 1990 with education, government, business, and community leaders committed to improving education at the state and local levels.

The NGSP is a school improvement process that is created and controlled by individual school systems and their communities. The program is focused on achievement for students and teachers - while it centers on a rigorous curriculum for students, it recognizes the importance of continuous staff development.

###

EDUCATION WEEK

American Education's Newspaper of Record

MEDIA ADVISORY
For Immediate Release

CONTACT: Shep Raubom/Jon Adelman
202/467-8344

***Education Week To Release State-by-State Report Card on January 16, 1997;
States Graded and Ranked on Standards, Teaching, Funding, School Climate***

***Some States—WV, KY, VT, GA, IN, ME, NJ, NC, VA, TN, NY, CT—Come Out on Top;
But No State Can Boast a School System Adequate To Its Needs, Study Says***

School Systems "Riddled With Excellence But Rife With Mediocrity," Report Concludes

EDITORS: GRADES AND TEXT SUMMARIES AVAILABLE FOR EACH STATE

WASHINGTON, DC—In spite of more than a decade of reform activity and a myriad of promises by state policymakers, public education remains mired in mediocrity, according to *Quality Counts*, the first *Education Week/Pew* report on the status of public education in the 50 states. If improvement doesn't come soon, the report predicts, either "our democratic system and our economic strength...will be eroded, or alternative forms of education will emerge to replace public schools as we have known them."

The comprehensive 240-page analysis, produced by the nation's newspaper of record for precollegiate education, assesses and ranks each state on more than 75 key indicators. The indicators were selected on the basis of what research suggests makes schools effective. In addition, the report includes individual 2,500-word summaries of each state's educational progress and problems.

"In four categories that most affect student achievement—rigorous academic standards, a commitment to high quality teaching, a school culture that supports learning, and adequate and equitable funding—the states earn grades that no student would rush home to show Mom," says Ronald A. Wolk, the report's editor.

The report cards will be released on Thursday, January 16, 1997 at 10 a.m. in the First Amendment Lounge at the National Press Club, 529 14th Street, NW, Washington, DC.

Speakers at the event will include:

- Ronald A. Wolk, Publisher of *Education Week*;
- Joan Dykstra, President of the National PTA;
- Willis Hawley, Dean, School of Education, University of Maryland;
- Robert Sexton, Executive Director of the Prichard Committee for Academic Excellence, Kentucky; and
- Emerson Elliott, Former Director of the National Center for Education Statistics.

Education Week • 4301 Connecticut Avenue, N.W. • Suite 250 • Washington, D.C. 20008

Quotes Taken From Education Week's Study "Quality Counts"

Source: (Schulz, Elizabeth; *Education Week: Georgia*; Gubernatorial Guidance; January 22, 1997.)

- "Since Mr. Miller's re-election, Georgia's teachers have received annual 6% raises, and many in the state think their teachers will hit the national average by the end of the governor's term next year."

- "One of the most visible indications that Georgia is doing something right in education came when President Clinton proposed a college tuition-tax-credit program, modeled on the Georgia HOPE scholarship plan."

- "A wide range of education-oriented initiatives have been put in place during 'Miller Time':

- The general diploma has been phased out to ensure that more students take challenging academic courses.
- High school students now have the option of enrolling in postsecondary classes, with the state picking up the tab.
- \$50 million has been set aside for a telecommunications network to link rural schools with urban colleges and universities.
- Teachers vying for national certification for the National Board for Professional Teaching Standards have their fees paid and will see an automatic 5% pay increase if they succeed.
- Teachers are eligible for \$2,000 bonuses if their schools meet goals the teaching staff maps out in the school improvement plans.
- School safety zones have been created with increased penalties for crimes committed near schools."

- "Georgia was one of the first four states to enact charter school legislation and the first to adopt such legislation without restricting the number of charters available."

- "For example, a recent analysis by a RAND Corp. researcher found Georgia to be one the top 10 "value added" states. That means the state helps youngsters who usually don't do well in school achieve more."

- "The fact that so many in Georgia recognize that so much more needs to be done is less a sign of failure than evidence of a healthy ambition."

- Georgia's grades regarding educational policies were among highest marks given to any state. Georgia received an "A" in the area of standards and assessments, "B-" in the quality of teaching, and a "C" in school climate. In terms of funding for education Georgia received a "B-" in adequacy of funding, "B" in equity, and a "B" in allocation of resources.

GEORGIA

Gubernatorial Guidance

► Strong state leadership has helped Georgia schools usher in education reforms.

Georgia doesn't spring to mind as a pioneer in school reform, but the Peach State has experimented over the past decade with a number of innovative ideas and programs for its schools. Unfortunately, many have been hampered, even derailed, by inadequate funding and political jousting. And some observers complain that the state has little to show for its efforts.

Critics point out, for example, that Georgia students score below the national averages on both the math and reading sections of the National Assessment of Educational Progress. Still, they have shown significant progress when measured against the state's past performance. In fact, some make the case that the state has done much better than expected given its high percentage of disadvantaged students.

The roots of reform in Georgia date back to January 1986, when then-Gov. Joe Frank Harris spoke to the legislature on the sorry state of Georgia's schools and the need for improvement. It was the first time a Georgia governor had ever addressed the legislature specifically on education. In the speech, Gov. Harris unveiled a \$1 billion school-reform package based on the recommendations of a two-year study by a state commission. That panel had found that Georgia's students and schools were not performing well. On most 50-state comparisons, Georgia hovered near the bottom on measures of educational achievement. Just over half of the state's students graduated from high school.

"For too many years," Mr. Harris said at the time, "we have let 'minimum' or 'adequate' be our standards. But after today, we will accept nothing less than quality as our standard and excellence as our goal."

Like many other states at that time, Georgia moved on three fronts: It put state requirements in place, monitored student performance, and demanded accountability.

Three months after the governor's speech, the legislature unanimously passed the sweeping Quality Basic Education Act. It included mandatory, full-day kindergarten paid for by the state, the development of competencies that each student must master to graduate, and the creation of a statewide core curriculum based on those competencies. To measure the progress of students, the state established an annual testing program that included state criterion-referenced tests in grades 1, 3, 6, 8, and 10 and a national norm-referenced test in grades 2, 4, 7, and 9. Students were told they had to pass the Georgia Basic Skills Test to graduate.

The QBE, as the reform act became known, also raised teacher salaries by 10% and bumped up the pay of beginning teachers—from \$14,329 to \$16,000—to bring it closer to the starting salaries of other graduates of the Georgia university

system. In exchange for the raises, lawmakers demanded evidence of higher teacher quality.

Even before the QBE, Georgia was seen as a national leader in teacher credentialing. Teachers had to pass a test of the subjects they wished to teach and earn a positive performance review in their first year of teaching. The QBE went further, requiring all new teachers seeking certification to pass a general knowledge test, a subject-matter test, a writing test, and a performance assessment. The state even turned the screws on classroom teachers, requiring for the first time that they pass a subject-matter test every five years to renew their licenses.

To provide accountability, districts were required to undergo comprehensive evaluations at least once every five years. Teams of state residents, education professors, and teachers fanned out to schools across Georgia to ensure that they were meeting state standards.

The QBE carried a big stick. It authorized the Georgia board of education to withhold funds from districts failing to meet state standards. But policymakers didn't realize how tough it would be for many districts to clear the higher hurdles. Only seven school systems passed the first comprehensive evaluation outright. And 56 of the state's 181 school districts failed to meet state standards, even after a grace period.

By 1988, the poorest district in the state had not been able to correct deficiencies in 18 areas, and the Georgia board of education voted to withhold \$577,000 in state aid—two-thirds of the district's budget—if it did not make speedy improvement. Although the board never followed through on the threat, people began to view the accountability measures as overly burdensome on struggling districts and educators.

"QBE was a masterful piece of legislation, but even the chief framers will tell you that they erred," says Kay Pippin, the director of government relations for the Georgia Association of Educators. "They should have had reform bottom up instead of top down."

The fate of Georgia's Quality Core Curriculum, a compilation of 72 basic competencies that all students must master before completing high school, shows just how difficult top-down reform can be. The competencies were adopted in 1988, and districts were given five or six years to fully integrate them into their curricula. But variation in the capacities of local school districts impeded widespread implementation. Some districts simply didn't have the resources to put them in place.

The state is now revising the core curriculum with the help of a panel of 100 educators, including teachers who have felt frustrated by the current standards. Many believe they do not mesh closely enough with what is covered on the statewide tests. Although a new state board of education may delay the approval process, the department hopes to publish the revised standards early this year.

Some critics complain that Georgia has been overzealous at times in its pursuit of accountability. When it became the first state in the nation requiring kindergartners to pass a standardized test to go on to 1st grade, many childhood experts cried foul. They argued that standard are an un-

REPORT CARD

GEORGIA

Population: 7,201 million

Public school districts: 181

Public schools: 1,767

K-12 enrollment: 1,271 million

Minority: 41%

Pupils with disabilities: 9%

Urban: 20%

Suburbs and large towns: 32%

Rural and small towns: 48%

Children in poverty: 23%

Single parent families: 29%

K-12 expenditures, annual:

\$5.840 billion

GEORGIA

reliable predictor of achievement for young children that retaining children in kindergarten does not improve their chances for later success. In the two years that the test was in place, more than 10% of kindergartners were retained, most because they failed the test. Finally, the state abandoned the requirement, replacing the test with an assessment largely on teacher observation and judgment.

After a few years, Georgia also backed away from its performance-based teacher-certification system. The evaluation, which rated novices on 120 teaching behaviors over three class periods, stirred resentment.

Of the 30,000 teachers evaluated, only 25% passed the first time, but only 200 didn't pass after six tries—the maximum number allowed. (Another 13% quit along the way.) The evaluation system was the target of an unsuccessful lawsuit by a teacher who repeatedly failed.

In 1990, the state board decided to award a renewable teaching certificate to any graduate of an accredited teacher-training program who could pass a written subject-matter test. Candidates no longer to prove they could teach. A new evaluation system did require principals to conduct yearly on-the-job reviews, but it was not linked to licensing. Since implementation, 99% of the teachers passed the evaluation.

Many Georgians believe that the most important contribution of the QBE was in the area of school funding. Georgia is one of the states that have actually won lawsuits challenging their systems for financing public education.

When the Georgia Supreme Court upheld the funding system in 1981, the public schools were less dependent on local property taxes than those in most other states. Though the court found "serious disparities in educational opportunities" among schools, it did not blame the state, which at the time contributed two-thirds of all public school expenditures, compared with a national average of slightly more than half.

Still, the QBE included sweeping school-finance reform. It revised the state-aid formula to provide funding to districts on a per-pupil basis according to students' grade levels and needs. It also required districts to contribute the equivalent of a five-mill property tax to education; poor districts that exceeded this rate would get additional state money.

Though the QBE earmarked more funding to public education and ensured that those funds would be distributed more equitably, money earmarked for specific programs was, in some instances, slow in coming. "The biggest problem in our state," says one observer, "is not writing a reform bill but funding a reform bill."

In the first three years, many programs included in the act were only partially paid for, if at all. As a result, many were not launched on schedule. For example, the law included a program that provided for smaller classes in kindergarten and 1st grade, more learning opportunities, and increased interaction between teachers and parents of low-income children. The program wasn't funded until

1989, when the legislature approved the first major tax increase in 18 years.

Funding problems persisted into the first term of Gov. Zell Miller, a former teacher and strong education advocate. When Mr. Miller took office in 1991, he inherited a recession and no rainy-day money to cover lost revenue. Georgia faced a \$400 million shortfall from lower-than-expected sales and income tax collections. As a result, QBE spending was cut by \$66 million. A number of initiatives—including a pre-kindergarten program for disadvantaged 4-year-olds, elementary school foreign-language instruction, and a pay raise for some teachers—fell victim.

Mr. Miller fought hard to shelter schools from even bigger cuts. While other states were cutting programs and teaching jobs, he managed to freeze teacher salaries and hold funding almost steady. State aid to schools fell only 2.7% that year.

With a partial economic recovery the next year, Gov. Miller was able to restore funding that had been cut and more. The public-school budget increased 5%; teacher salaries rose 3%.

When he ran for his second term, the governor

promised to bring the salaries of Georgia's teachers up to the national average. "Never had a Georgia governor strove for the national average in anything and definitely not for something in education," says Kay Pippin of the state teachers' association. Since Mr. Miller's re-election, Georgia teachers have received annual 6% raises, and many in the state think their teachers will hit the national average by the end of the governor's term next year.

One of the most recent and visible indications that Georgia is doing

something right in education came when President Clinton proposed a college tuition-tax-credit program modeled on the Georgia HOPE scholarship plan. HOPE, or Helping Outstanding Pupils Educationally, grew out of a state lottery championed by Mr. Miller during his first run for governor. Voters approved the lottery in 1992, and the proceeds were earmarked for a number of education initiatives, including a pre-kindergarten program for at-risk children, technology upgrades for schools, and the HOPE scholarships.

Through HOPE, any Georgia student who has maintained a B average or better in high school can attend a state college or university tuition free. Those who attend private colleges in Georgia can receive up to \$3,000 toward their tuition. The idea is to give students an incentive to work hard in school.

In its first year, the lottery raked in \$360 million, which paid for 400 HOPE college scholarships, pre-kindergarten for 12,000 children, and satellite dishes for nearly every school in the state. Despite criticism that the HOPE scholarships promote grade inflation and waste college aid on students who don't need it, the state has thus far handed out grants to more than 200,000 students.

A wide range of other education-oriented initiatives have been put in place during "Miller Time," as

some Georgia educators refer to Gov. Miller's tenure.

- The general diploma has been phased out to ensure that more students take challenging academic courses.

- High school students now have the option of enrolling in postsecondary classes, with the state picking up the tab.

- \$50 million has been set aside for a telecommunications network to link rural schools with urban colleges and universities.

- Teachers vying for national certification from the National Board for Professional Teaching Standards have their fees paid and will see an automatic 5% pay increase if they succeed.

- Teachers are eligible for \$2,000 bonuses if their schools meet goals the teaching staff maps out in school improvement plans.

- School safety zones have been created with increased penalties for crimes committed near schools.

What's more, Georgia was one of the first four states to enact charter school legislation and the first to adopt such legislation without restricting the number of charters available.

Thomas Upchurch, the president of the Georgia Partnership for Excellence in Education, a school-business partnership, acknowledges that the casual observer may not be aware of all the state has accomplished. But important changes have taken place, he insists. Mr. Upchurch lives in the same Georgia county he grew up in. Back in the 1960s, he says, 80% of adults in his county did not have a high school diploma. Today, that figure has dropped to 40%.

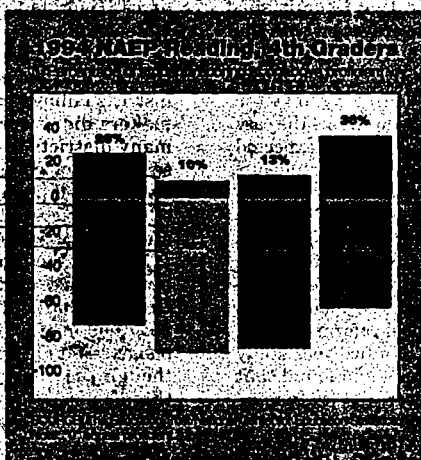
"We've moved from a society that did not value education to one that does," Mr. Upchurch says. "In the past, our good citizens worked hard with their hands, they contributed, they went to church. But now those jobs are gone, and we know that for our future we need to educate our whole population."

Data suggest that more than just attitudes are changing. In 1995, the Georgia Fund for Education, an affiliate of the Georgia Chamber of Commerce, tried to measure whether the QBE was meeting its goals. Among other things, lawmakers had hoped the sweeping reform law would reduce the number of students not finishing high school, raise SAT scores, and increase the number of students entering the basic skills.

From 1980 to 1990, the study found, the proportion of Georgia 16- to 19-year-olds who are not in school or have not received a high school diploma dropped from 17% to 14%. Between 1983 and 1993, the state's combined math and verbal SAT score rose 26 points, even as the percent of the population taking the college-entrance exam increased by 20%. As for mastery of the basics, the study reported that students in grades 1-8 showed "small but persistent" gains on state tests between 1984 and 1990. In addition, more Georgia students than ever before are taking and passing Advanced Placement exams. Since 1987, the number taking the tests jumped 167%.

Georgia also fares well in analyses that control for demographic characteristics over which the schools have no control. For example, a recent analysis by a RAND Corp. researcher found Georgia to be one of the top 10 "value added" states. That means the state helps youngsters who usually don't do well in school achieve more. Indeed, Georgia students do better than expected given such factors as parents' education, family income, and family size.

Although Georgia still lags on a wide range of national education comparisons, many in the state believe that will change. "We are going to shine,"



says Ms. Pippin of the state teachers' association. "But it takes time to turn a major institution around."

polymakers in the state are not all speaking with one voice when it comes to education. Changes in the governance of public education at both the local and state levels have brought both controversy and acrimony. In 1992, voters passed an amendment to the state constitution requiring that all local school boards be elected bodies that appoint local superintendents. Since the change, superintendents in more than half the districts in the state have changed hands.

In a governance twist at the state level, **Linda C. Schrenko** was elected state superintendent of schools in 1994, becoming the first Republican to hold that since Reconstruction. As a result, gridlock has come to education policymaking, with the state department of education headed by Ms. Schrenko squaring off against the state school board, which is appointed by Democratic Gov. Miller.

The state superintendent, the state board of education, the governor, local school boards, and system superintendents are all speaking to the public about education," one state observer says. "But there is no common theme, no common focus, no unity."

The state assessment system is one major point of contention. In 1991, Mr. Miller, still in his first term as governor, honchoed a bill to give the state, as he it, "fewer but tougher tests." The measure reduced the number of grades in which testing is required from nine to four. Students in grades 3, 5, and 8 are now tested to see whether they've mastered the state's curriculum goals and to find out how they up against national norms. In grade 11, students must pass a high school exit exam. Under the assessment law, individual student scores cannot be reported; scores are only released by school, district, the state as a whole.

The state superintendent, however, wants to move away from tests linked to the state curriculum and standards toward a system in which students take national norm-referenced tests each year. Such a move, Ms. Schrenko says, would make it possible to report individual scores for every student, something she supports. She also believes the change would **the state money.**

Many of the battles between the state chief and governor aren't nearly so substantive. Indeed, **petty bickering is quite common**, observers say. In an effort to stop the fighting and get down to business, Gov. Miller in October asked for the resignations of his entire state board of education. The governor likes to compare state policy to a turtle on a fence.

If you see a turtle sitting on a post, he says, you know it didn't get there by itself. The point, Mr. Miller says, is that he can't make reform happen single-handedly, and he is willing to do what has to be done to move the agenda.

The governor and other state policymakers know that Georgia has a long way to go to get world-class schools. Academic standards still need to be raised; children need more individualized instruction; the state needs to draft a long-range plan for technology; school funding needs to be increased and equal; school buildings need to be upgraded; teachers need more and better professional development. The list goes on.

The fact that so many people in Georgia recognize that so much more needs to be done is less a sign of failure than evidence of a healthy ambition.

ELIZABETH SCHULZ

How do good education policies become best practice in schools?

Since 1943, ASCD has helped educators at all levels develop the systems and skills they need to make the theory of teaching and learning into a practical reality in classrooms.

With hundreds of resources and meetings—and the leading journal of education practice,

Educational Leadership—

ASCD offers school systems **total solutions** for their professional development needs in curriculum, instruction, classroom management, and assessment.

How Education Policy Becomes Classroom Practice

GRADUATE Programs FOR THE Working PROFESSIONAL

The Leader in Innovative Graduate Programs

Ed.D. Program in Child and Youth Studies

- Appropriate for professionals who work with children (birth to age 18) and their families
- Nationwide program locations
- Monthly Saturday seminars or worldwide computer networking
- Summer Institute (held in July)
- Field-based practicums
- Nationally recognized faculty and distinguished guest lecturers

For more information, return the coupon, or call toll free: (800) 986-3223, Ext. 7031

Please send me information about the Ed.D. Program in Child and Youth Studies

Current Position _____

Highest Degree Earned _____ M.S. _____ Ed.S.

Name _____ (please print)

Address _____

City _____ State _____ Zip Code _____

Telephone: Home () _____

Work () _____

Return coupon to:

NOVA
SOUTHEASTERN
UNIVERSITY

Research Center for Advancement of Education
College Avenue, Fort Lauderdale, Florida 33314

Georgia Data

This table shows Georgia's scores, along with those of some of its neighboring states, in our five major areas.

- ☐ [Student Achievement](#)
- ☐ [Standards & Assessments](#)
- ☐ [School Climate](#)
- ☐ [Quality of Teaching](#)
- ☐ [Resources](#)

Georgia Student Achievement Data

For more information about these measures, see our [Student Achievement](#) page. N/A = State did not participate in NAEP testing. ? = Information not available.

	Fla.	Ga.	N.C.	S.C.
4th graders proficient or advanced in reading, 1994	23	26	30	20
8th graders proficient or advanced in math, 1992	15	13	12	15
4th graders reading at basic, NAEP 1994	27	26	29	28
4th graders reading below basic, NAEP 1994	50	48	41	52
8th graders in math at basic, NAEP 1992	34	35	35	33
8th graders in math below basic, NAEP 1992	51	52	53	52
	Fla.	Ga.	N.C.	S.C.
4th graders in math at proficient or advanced, NAEP 1992	13	15	13	13
4th graders in math at basic, NAEP 1992	39	38	37	35
4th graders in math below basic, NAEP 1992	48	47	50	52
State-funded preschool for disadvantaged, 1995	yes	yes	no	yes
Public high schools with AP courses, 1996	82	82	88	96
8th graders taking algebra, 1992	23	18	22	17

	Fla.	Ga.	N.C.	S.C.
Students taking upper-level math, 1994	?	?	45	?
Students taking upper-level science, 1994	?	?	24	?
16-19 year-olds not in school & not grads, 1993	12	10	11	11
1994 grads enrolling in college	49	59	51	58

Georgia School Climate Data

This table shows Georgia's scores, along with those of some of its neighboring states, in our School Climate category. For more information about these measures, see our [School Climate](#) page.

	Fla.	Ga.	N.C.	S.C.
Score	62	73	66	68
Grade	D-	C	D	D+
% elem. teachers w/fewer than 25 students	27	64	41	72
% secondary English teachers w/ fewer than 80 students per day	44	58	44	31
State permits site-based management	yes	yes	yes	local
% schools w/ decision-making body that includes teachers	73	48	63	53
	Fla.	Ga.	N.C.	S.C.
State grants waivers of education regulations	yes	yes	yes	yes
State open-enrollment program	limited	yes	no	yes
% secondary teachers who think physical conflicts among students is problem	58	52	41	49
% secondary teachers who think student possession of weapons is a problem	34	27	25	25
% principals who have great influence on hiring	88	84	87	92

% teachers in schools where teachers share beliefs about school's mission	81	88	88	89
	Fla.	Ga.	N.C.	S.C.
% teachers in schools with great deal of cooperation among teachers	77	82	79	76
% teachers in schools with clear goals, priorities	87	88	89	89
% teachers who report that student absenteeism is not serious problem	83	86	87	90
% teachers who report that student apathy is not serious problem	78	73	73	71
	Fla.	Ga.	N.C.	S.C.
% teachers who report that lack of parent support is not serious problem	67	67	71	65
% students in elem. schools with 350 students or fewer	2	8	13	13
% students in high schools with 900 students or fewer	6	17	33	33
State allows for charter schools	yes	yes	yes	yes

Georgia Resources Data

This table shows Georgia's scores, along with those of some of its neighboring states, in our Resources categories. For more information about these measures, see our [Resources](#) page.

ADEQUACY

	Fla.	Ga.	N.C.	S.C.
Score	81	80	80	80
Grade	B-	B-	B-	B-
Spending per pupil adjusted for regional costs, 1995	\$5,490	\$4,976	\$5,369	\$4,903
% change in inflation-adjusted spending, 1985-95	22	31	49	21

State's relative (%) fiscal effort in 1993	69	76	65	75
ALLOCATION				
	Fla.	Ga.	N.C.	S.C.
Score	75	83	78	67
Grade	C	B	C+	D+
% of 1994 expenditures spent on instruction	58	62	61	59
QED measure of investment in technology	High	High	High	Medium
% schools with at least 1 building in major disrepair	31	26	36	37
EQUITY				
	Fla.	Ga.	N.C.	S.C.
Score	79	86	90	89
Grade	C+	B	A-	B+
Relative equity in per-pupil spending among all state districts	79	86	90	89
ADDITIONAL INFORMATION				
	Fla.	Ga.	N.C.	S.C.
Unadjusted education spending per pupil, 1995	\$5,224	\$4,595	\$5,200	\$4,457
Education spending per \$1,000 in per capita income, 1995	\$34	\$38	\$41	\$41
Gap between districts at 5th & 95th percentiles in spending per pupil, 1992	\$1,202	\$1,628	\$1,221	\$1,494
Average 1995 teacher salary, adjusted for cost of living	\$35,598	\$35,688	\$34,340	\$34,169
Teachers as % of total staff, 1995	49	48	52	53
Pupils per multimedia computer, 1996	39	16	24	38

Georgia Standards & Assessments Data

This table shows Georgia's scores, along with those of some of its neighboring states, in our Standards & Assessments category. For more information about these measures, see our [Standards & Assessments](#) page.

? = Information not available. I = Incomplete.

	Fla.	Ga.	N.C.	S.C.
Score	86	94	100	85
Grade	B	A	A	B
State has adopted standards in core subjects	yes	yes	yes	3 subjects
Standards set high expectations	?	?	?	?
How state measures performance, 1995	Norm-Ref. Test; Criterion-Ref. Test; Writing Assessment	Norm-Ref. Test; Aligned Criterion-Ref. Test; Writing Assessment	Norm-Ref. Test; Aligned Criterion-Ref. Test; Performance and Writing Assessment	Norm-Ref. Test; Criterion-Ref. Test; Writing Assessment
If all four core subjects are assessed, 1995	2 of Core	More than Core	More than Core	3 of Core
	Fla.	Ga.	N.C.	S.C.
Mastery of standards will be linked to graduation/promotion	yes	yes	yes	yes
Schools and/or districts held accountable for student performance through public reporting, 1996	yes	yes	yes	yes
Schools and/or districts held accountable for student performance through consequences, 1996	yes	yes	yes	yes
Schools and/or districts held accountable for student performance through rewards, 1996	no	yes	no	yes
Participated in 1996 NAEP testing	yes	yes	yes	yes

Georgia Quality of Teaching Data

This table shows Georgia's scores, along with those of some of its neighboring states, in our Quality of Teaching category. For more information about these measures, see our [Quality of Teaching](#) page.

* = State requires some teachers to have a noneducation degree.

	Fla.	Ga.	N.C.	S.C.
Score	75	82	76	74
Grade	C	B-	C	C
% of teacher graduates from NCATE-accredited institutions	85	96	100	75
Incentives for teachers to seek national board certification through flexible hiring	no	yes	yes	no
Incentives for teachers to seek national board certification through license renewal	no	yes	yes	no
Incentives for teachers to seek national board certification through fee supports	no	yes	yes	no
	Fla.	Ga.	N.C.	S.C.
Incentives for teachers to seek national board certification through pay supplements	no	yes	yes	no
State belongs to INTASC	no	yes	yes	yes
State contributes to INTASC's assessment development	no	yes	no	yes
% secondary teachers who hold degree in subject they teach	62	68	66	63
% teachers inadequately licensed	8	4	5	6
Requires a major other than ed. for teaching license	no	no*	no	no*
	Fla.	Ga.	N.C.	S.C.
Independent professional standards board has been established in the state	no	yes	no	no

Requires K-12 standards in teacher ed.	yes	no	no	no
Courses in technology required for certification	no	yes	yes	yes
Number of weeks state requires for student teaching	12	10	10	12
Requires and funds new-teacher induction	partial	yes	proposed	no
% prof. dev. participants receiving support	80	76	84	74
	Fla.	Ga.	N.C.	S.C.
State requires assessment for teaching license	yes	yes	yes	yes
At least 9 hours of training (1994 data) in education technology	20	18	22	11
At least 9 hours of training (1994 data) in teaching methods	28	26	34	24
At least 9 hours of training (1994 data) in student assessments	13	8	15	8

Go to Georgia Report Card

For a complete list of sources of data, see "Data Sources and Notes"

REPORT CARD

GEORGIA

Click on the terms for more information about our indicators; click on grades to see the data behind them.

State Summary
State Data
Other States

Student Achievement (NAEP scores out of 100%)

Proficient readers - 4th grade: **26%**

Proficient in Math - 8th grade: **13%**

Standards and Assessments:

A

Quality of Teaching:

B-

School Climate: **C**

Resources

Adequacy: **B-**

Equity: **B**

Allocation: **B**

COMMENT: Strong education governors have moved the state forward. Despite a few missteps, Georgia has put promising policies in place and now must resist efforts of some to reverse direction.

OTHER INFORMATION:

Population: **7.201 million**

Public school districts: **181**

Public schools: **1,767**

Children in poverty: **23%**

Single parent families: **29%**

Annual K-12 spending: **\$5.840 billion**

K-12 enrollment: **1.271 million**

☐ Minority: **41%**

☐ Pupils with disabilities: **9%**

☐ Urban: **20%**

☐ Suburbs and large towns: **32%**

☐ Rural and small towns: **48%**

This report card is part of Quality Counts, a special report from Education Week on the Web.

© 1997 Editorial Projects in Education Inc.

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION

Local Partnerships

- The establishment of a statewide network of community and education based partnerships was one of the original recommendations of GPEE.
- This network was jump started in 1992 when the Governor worked with GPEE to form Georgia 2000 Partnerships, based on the then six national education goals, to communities across Georgia.
- Since 1992 over 100 communities have worked with GPEE to build community based collaboratives focused on improving education, many of them utilizing the Georgia 2000 model.
- The Next Generation School Project grew out of the Georgia 2000 model into its own community based improvement model.
- Over 70 communities still identify themselves as Georgia 2000 Partnerships.
- Several of the original Georgia 2000 communities are still flourishing (Macon, Albany, Emanuel, Cartersville/Bartow, Pickens County) while others are in various states of development.
- Dalton/Whitfield Co. became a Georgia 2000 community in November, 1996 with a proclamation from the Governor.
- In the past two years the LPSC has held two Georgia 2000 Directors' Workshops to help communities in all stages stay encouraged and inspired. Over 50 communities have been represented at the two workshops.
- The Local Partnerships Steering Committee continues to work with communities throughout Georgia to identify priorities, develop strategies and implement improvement efforts.
- A recent trend has been that communities that developed the steering committees around the national education goals, and then did not follow through on recommendations are looking to rebuild collaboratives that include whole communities.

- The greatest request the LPSC receives is for examples and contacts from other systems. Community reps want to learn from their counterparts.
- We highlight best practices and encourage networking through the Bus Trip and the Directors' Workshop. Over the past four years the Bus Trip has visited more than 70 communities statewide that are working on collaborative efforts to improve local education.

The Next Generation School Project

- The Next Generation School Project is a statewide school improvement effort supported by Governor Zell Miller, the Georgia General Assembly, the State Board of Education, Georgia businesses and foundations as partners with local school systems.
- Projects are created and controlled locally, designed around 9 principles which were identified by over 300 educators, business, and government leaders after a year of research on "what works."
- Projects focus on significant student learning based on a rigorous curriculum and high expectations for each student.
- The Next Generation School Project has a strong evaluation and accountability component.

Evaluation is focused on the impact of NGSP on students and schools.

NGSP followed 4,665 students in 31 groups over two and three years on a nationally norm-referenced test in grades two through eleven, representing 15 Georgia school systems.

Accountability for state and private dollars focuses on the effective use of state, private, and local funds.

- **Results:** Students in The Next Generation School Project are performing significantly better than the national average. A larger percentage of NGSP students are performing in the above average range of achievement than are students nationally, and a smaller percentage of NGSP students are performing in the below average range of achievement than are students nationally. NGSP students learn one year and one

month worth of knowledge for every one year in the classroom - well above the national average.

- **Facts:**
 - 36 Grant Sites all over Georgia
 - Over \$7 million in state and private/foundation funds matched with over \$11 million in local funds
 - Currently in 4th year of grants

Education Agenda

- To create a framework for academic and school improvement, the Partnership worked with the Georgia Chamber of Commerce in putting together its education agenda. Recommendations developed focused on some of the toughest issues facing Georgians. Actions resulting from this work included –

Standards and assessment – The School Improvement Panel is now in the midst of a comprehensive review and revision of the Quality Core Curriculum (identifying what our kids absolutely must know before graduating).

Funding – Through legislative action a Blue Ribbon Study Committee on QBE Funding was created to look at equity and adequacy issues of school funding.

Choice – The Georgia Chamber Board at its last annual meeting advocated public school choice.

Intervention and Readiness - AAA (Academic Advancement Act) legislation was introduced last year and will be reintroduced to provide incentives for low-achieving school systems to improve.

Advisory Role

- In its advisor capacity to other organizations and groups the Partnership fills its most important role. The Partnership is a catalyst for change by working with multiple groups representing business, education and government.

- It is through this work that the Partnership has developed a credibility for providing "best practice" advice on key education issues to the Governor's office, the Senate and House Education Committee, the State Board of Education, and others.

THE NEXT GENERATION SCHOOL PROJECT

The Next Generation School Project is a school improvement process that has proven successful in large part due to one crucial characteristic - it is created and controlled by individual school systems. Nine field tested principles, called criteria, form the backbone of the project, but school systems interpret them according to their needs.

The program is focused on achievement for students and teachers alike - while it centers on a rigorous curriculum for students, it recognizes the importance of continuous staff development.

Upon Governor Zell Miller's recommendations, the General Assembly has approved \$3.5 million in funding since the project's beginning in 1993. The Georgia Partnership for Excellence in Education secured more than \$3 million in private funds to match state dollars. Grant sites, which were required to match half of their grant with locally raised funds, far exceeded the requirement. [See Table II in the appendices for a list of grant sites, a breakdown of grant amounts, and local matches for each year.]

The Georgia Partnership for Excellence in Education is a nonprofit, nonpartisan organization that unites leaders from business, education, and state government to work on improving education at the state and local levels.

The Georgia Partnership for Excellence in Education began in 1990, when business leaders from the Georgia Chamber of Commerce, the Georgia Economic Developers Association, and the Georgia Alliance for Public Education identified education as a pressing concern for economic development in Georgia. The result was the formation of an alliance of leaders who share a commitment to improve education.

The mission of the Georgia Partnership for Excellence in Education is to be Georgia's foremost change agent and a significant leader in the journey to higher standards and increasing academic achievement for all students.

The Next Generation School Project is one of the means to achieving this stated mission.

The project has nine components, referred to as "criteria," which were identified by over 300 educators, business and state government leaders, and others from all over the state after a year of research on "best practices." The nine criteria are:

- Establish a Community Collaborative
 - Emphasize World Class Performance
 - Personalize Instruction and Emphasize Continuous Progress
 - Emphasize Vocational Skills
 - Reorganize the Learning Environment
 - Use Telecommunications and Computing Technology as Tools
 - Attend to At-Risk Children and Youth and Their Families
 - Adopt Continuous Improvement and Evaluation Processes
 - Provide Continuous Staff Development
- [See appendices for a description of the nine criteria.]

Two factors set this project apart from others. For one, it focuses on the classroom, specifically, on significant student learning based on a rigorous curriculum and on high expectations for each student. Additionally, it emphasizes local control, in that schools and school systems that apply to be grant sites must use teacher, parent, and community input to design and manage their own plan, and must raise money to match allotted funds.

SCHEDULE OF THE PRESIDENT

FOR

WEDNESDAY, FEBRUARY 5, 1997

157 FEB 4 PM 8:36

FINAL

SCHEDULING DIRECTOR:

ANNE HAWLEY

HOME: 703-553-8940

OFFICE: 202-456-2823

WHCA PAGER: 4039

SCHEDULING DIRECTOR:

STEPHANIE STREETT

HOME: 202-332-5651

OFFICE: 202-456-2823

WHCA PAGER: 4033

TRIP COORDINATOR:

NICOLE ELKON

HOME: 202-332-2350

OFFICE: 202-456-6481

WHCA PAGER:

PRESS COORDINATOR:

ANNE EDWARDS

HOME: 301-565-3101

OFFICE: 202-456-2921

WHCA PAGER: 4208

WEATHER:

Washington, DC

Mostly cloudy and breezy with chance of rain.

Wind south at 12 to 20 knots. Low 38 to 45.

High 50 to 55.

Augusta, Georgia

Partly cloudy. Wind south at 5 to 10 knots.

Low 45 to 50. High 60 to 65.

**SCHEDULE OF THE PRESIDENT
FOR
WEDNESDAY, FEBRUARY 5, 1997
FINAL**

NOTE:	THE UNIVERSITY OF ARKANSAS VS. THE UNIVERSITY OF TENNESSEE NCAA COLLEGE BASKETBALL GAME WILL BE TELEVISED AT 8:05 PM EST ON CHANNEL 29.
--------------	--

NOTE:	Staff vans depart from West Executive Basement at 9:15 am.
--------------	---

9:30 am-	MEETING
9:45 am	OVAL OFFICE Staff Contact: Erskine Bowles
9:55 am	THE PRESIDENT proceeds to the South Lawn
10:00 am	THE PRESIDENT departs the White House via Marine One en route Andrews Air Force Base [flight time: 10 minutes]
10:10 am	THE PRESIDENT arrives Andrews Air Force Base
10:25 am	THE PRESIDENT departs Andrews Air Force Base via Air Force One en route Bush Field, Augusta, Georgia [flight time: 1 hour, 30 minutes]
12:00 pm	THE PRESIDENT arrives Bush Field, Augusta, Georgia OPEN PRESS CLOSED PUBLIC
	Greeters: Lt. Governor Pierre Howard Agriculture Commissioner Tom Irvin State Senator Don Cheeks State Senator Charles Walker State Representative Ben Allen State Representative Alberta Anderson State Representative Henry Howard Mayor Larry Sconyers Former Representative Don Johnson

12:15 pm

THE PRESIDENT departs Bush Field via motorcade en route Augusta State University
[drive time: 20 minutes]

12:35 pm

THE PRESIDENT arrives Augusta State University, Physical Education Building

Greeters: William Bloodworth, Jr., President, Augusta State University
Julia Bloodworth
Paul Bloodworth
Nicole Bloodworth
Tom Allgood, Sr., Chairman, Board of Regents, Augusta State University
David Neal, President, Student Government, Augusta State University
Wynsome Bryant, Vice President, Student Government, Augusta State University
John Flower, Vice President, University Advancement, Augusta State University
Fred Barnabei, Vice President for Business and Student Affairs, Augusta State University
Bill Bompert, Vice President for Academic Affairs, Augusta State University
Francis J. Tedesco, President, Medical College of Georgia

12:40 pm-
12:45 pm

POLICE PHOTOS
HALLWAY
Physical Education Building, Augusta State University
WHITE HOUSE PHOTO ONLY

12:50 pm-
1:40 pm

**ROUND TABLE DISCUSSION ON K-12 EDUCATION
REFORMS**

DANCE STUDIO

Physical Education Building - Augusta State University

Remarks: Jordan Tamagni

Staff Contact: Bruce Reed

Event Coordinator: Nicole Elkon

POOL SPRAY (At the top)

- Governor Zell Miller makes brief opening remarks.
- **The President** makes brief remarks.
- A discussion begins.
- Upon conclusion of the discussion, **the President** departs.

1:45 pm-
1:50 pm

DRIVER/VOLUNTEER PHOTOS

HALLWAY

Physical Education Building - Augusta State University

WHITE HOUSE PHOTO ONLY

2:00 pm-
3:20 pm

**REMARKS ON THE HOPE SCHOLARSHIP PROGRAM
ARENA**

Physical Education Building - Augusta State University

Remarks: Carolyn Curiel

Staff Contact: Bruce Reed

Event Coordinator: Nicole Elkon

OPEN PRESS

- Off-stage announcement of **the President**, accompanied by Secretary Richard Riley, Department of Education, Senator Paul Coverdell, Senator Max Cleland, Governor Zell Miller, William Bloodworth, President, Augusta State University and Tanya Davis, Chair, Student Senate, Augusta State University, to "Ruffles and Flourishes" and "Hail to the Chief".
- William Bloodworth makes brief welcoming remarks and introduces Secretary Richard Riley, Department of Education.
- Secretary Richard Riley makes brief remarks and introduces Senator Max Cleland.
- Senator Max Cleland makes brief remarks and introduces Senator Paul Coverdell.

- Senator Paul Coverdell makes brief remarks and introduces Governor Zell Miller.
- Governor Zell Miller makes brief remarks and introduces Tanya Davis
- Tanya Davis makes remarks and introduces **the President**.
- **The President** makes remarks.
- Upon conclusion of remarks, **the President** works a ropeline and departs.

3:25 pm **THE PRESIDENT** departs Augusta State University via motorcade en route Bush Field
[drive time: 20 minutes]

3:45 pm **THE PRESIDENT** arrives Bush Field

4:00 pm **THE PRESIDENT** departs Bush Field via Air Force One en route Andrews Air Force Base
[flight time: 1 hour, 20 minutes]
OPEN PRESS
CLOSED PUBLIC

5:20 pm **THE PRESIDENT** arrives Andrews Air Force Base

5:30 pm **THE PRESIDENT** departs Andrews Air Force Base via Marine One en route the White House
[flight time: 10 minutes]

5:40 pm **THE PRESIDENT** arrives the White House

6:00 pm-
6:15 pm **BRIEFING**
RESIDENCE
Staff Contact: John Hilley

6:15 pm-
7:00 pm **CONGRESSIONAL MEETING**
RESIDENCE
Staff Contact: John Hilley
CLOSED PRESS

EVENING OFF

BC AND HRC RON THE WHITE HOUSE

**Georgia PTA
1997
Legislative Priorities**

At its November 1996 Board meeting, the Georgia PTA Board of Managers adopted the following legislative priorities:

EDUCATION

THE GEORGIA PTA supports public funding for trained health professionals in all public schools to ensure the physical safety and well-being of our children.

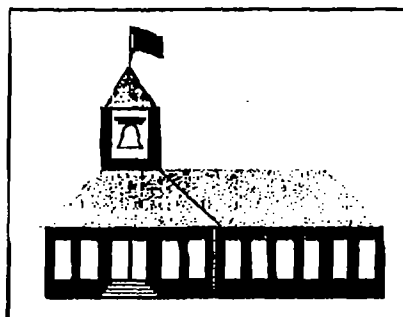
THE GEORGIA PTA supports a comprehensive health curriculum that provides age appropriate information regarding human sexuality and HIV/AIDS prevention.

THE GEORGIA PTA supports parental involvement in education and opposes any legislation that would create barriers to parental involvement, encourage litigation, and remove education decisions from the local communities and local boards of education.

THE GEORGIA PTA supports the inclusion of a parent involvement curriculum in each of the state's preservice teacher training programs.

THE GEORGIA PTA opposes all voucher proposals that would divert taxpayer dollars from public education.

THE GEORGIA PTA supports the election of state and local school board members on a nonpartisan basis, and the appointment of the state school superintendent by an elected state board of education.



HEALTH AND SAFETY

THE GEORGIA PTA supports legislation that would restrict underage access to alcohol and tobacco products and would prohibit the targeted advertising and promotion of such products to minors.

THE GEORGIA PTA supports legislation that would establish a graduated drivers license for teenage drivers, including a mandated 6 month period at the learning level followed by additional supervised driving periods and curfews.

THE GEORGIA PTA supports legislation that would protect children from firearm accidents and injuries.

THE GEORGIA PTA supports legislation that would encourage the HIV/AIDS testing of pregnant women and newborns.

PTA & ADVOCACY

PTA is, first and foremost, an advocacy organization. An advocate is someone who speaks on behalf of another. Thus, PTA members speak on behalf of children, who are unable to speak for themselves.

PTAs can and should work to secure adequate laws for the care and protection of children and youth, and to inform the public about issues affecting children.

Although PTAs may never support or oppose candidates who are seeking election to public office, it is perfectly legitimate and highly appropriate for PTAs to support (or oppose) the passage of legislation that would further (or hinder) the accomplishment of the PTA Objects and Mission. As long as a PTA complies with its bylaws and the lobbying limitations under the Internal Revenue Code, such activity is allowed, and encouraged.

Georgia PTA
Janice Cox, President
114 Baker Street, N.E.
Atlanta, Georgia 30308
Phone: (404) 659-0214 or
800-PTA-Today

Georgia PTA Legislative Chairman
Cathy Henson
4451 Club Lake Circle
Marietta, Georgia 30067
Phone: (770) 952-5379
FAX (770) 952-0629

The Georgia PTA is a tax exempt, non-profit organization under Section 501 (c) (3) of the Internal Revenue Code.

The PTA Mission

- ◆To support and speak on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children;
- ◆To assist parents in developing the skills they need to raise and protect their children; and
- ◆To encourage parent and public involvement in the public schools of this nation.

Objects of the PTA

- ◆To promote the welfare of children and youth in home, school, community and place of worship.
- ◆To raise the standards of home life.
- ◆To secure adequate laws for the care and protection of children and youth.
- ◆To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth.
- ◆To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education.



Georgia PTA
114 Baker Street, N.E.
Atlanta, Georgia 30308

Georgia PTA

1997

Legislative Priorities



Augusta State University, rich in both history and technology, is the primary public institution of higher education in Georgia's second largest city. It traces its beginnings to college-level courses offered at the Academy of Richmond County, chartered in 1783. Students with these post-secondary studies could earn advanced standing as sophomores or even juniors at the various universities in early America. In 1910, the school began to formally offer college-level courses, and these courses formed the curriculum for the Junior College of Augusta, which in 1925 became the first junior college in the state of Georgia. In 1957, the college left Richmond Academy to occupy the historic grounds of the former Augusta Arsenal (established in 1818), which had been closed in 1955. At its present main campus location on Walton Way, its rich history blends with that of the old Augusta Arsenal, which is equally as rich.

Originally, the arsenal was on the banks of the Savannah River. Its commandant, Capt. Matthew M. Payne, was visiting the Freeman Walker family at their Bellevue estate "on the Hill" when a swamp fever epidemic swept through the Augusta Arsenal, killing everyone at the site. Although Payne contracted the fever, he recovered, giving credit to the higher, healthier location of Bellevue. He recommended the arsenal be moved to the higher land of the Walker Estate, and in 1826 Congress authorized the purchase of 72 acres for the sum of \$6,000. The arsenal was relocated the following year alongside the plank road that became known as Walton Way.

Construction on the walled quadrangle began in 1827. Designed with gun portals and rifle and gun slits for added protection, the thick masonry walls connected four buildings that are still in use today. **Fanning Hall**, named in honor of Maj. A.C.W. Fanning, the second commanding officer, housed enlisted men and bachelor officers; it now houses administrative offices. **Rains Hall** served as officers' quarters; today, it is the office of the president and advancement staff. It is named for Lt. Col. George Washington Rains, commander of the arsenal under the Confederate States from 1862-65. (When Georgia seceded from the Union in January 1861, Gov. Joe Brown personally directed a campaign against the Augusta Arsenal; officers and enlisted men surrendered peaceably, and the Arsenal served the Confederate cause until federal troops occupied Augusta in May 1865.)

Payne Hall honors Col. Matthew Payne. Originally, arsenal headquarters, it now houses financial aid and academic affairs. It still bears identifying military insignia on its facade, and cannons that were cast from church bells during the Civil War in the arsenal's foundry still stand sentinel. The **Benet House** served as living quarters for the commandant. Designated as a National Historic Landmark, the building honors Col. J. W. Benet, commandant during World War I and one of the designers of the Benet-Mercer machine gun. He also was the father of two time Pulitzer prize winner Stephen Vincent Benet.

Bellevue Hall is the oldest building on campus and is the lone remaining structure from its days as a Southern country estate. Constructed around 1805, the building was the home of Freeman Walker, an early mayor of Augusta and a U.S. senator. Meaning *beautiful vista*, Bellevue has also been declared a national historic landmark.

Several other structures bear historical note. It is thought that parts of the **powder magazine** (located between the swimming pool and parking lot #25) were constructed at the original arsenal site on the Savannah River, dismantled, and rebuilt at its present site in 1872. **The Chateau**, a small building facing Rains Road, dates back to about 1880, and was originally a stable. The Bell Tower, located between Bellevue and Benet halls, houses the last steam locomotive bell used by Georgia Railroad. During the days of the Junior College of Augusta, students were summoned to class by the ringing of the bell.

Also, located on the edge of campus are two homes that have been donated to the college. The **Maxwell Alumni House**, facing McDowell Street, is the former home of Jefferson Maxwell. Built in 1917, it was designed by architect T. E. Wendell, and features three of the famed mantels that are the distinguishing hallmark of the architect. **Boykin Wright Hall**, fronting Pickens Road, was a gift from Marguerite Wright Hillman in memory of her father, Boykin Wright. It was constructed in 1900.

On the Arsenal Avenue side of campus are two one-acre cemeteries: a military cemetery and the Walker Family Cemetery. Descendants of Senator Freeman Walker still use the burial site.

The single most identifying element of Augusta State University is probably among the oldest and most cherished on campus. Arsenal Oak, the inspiration behind the university's logo, is located between Hardy Hall and Reese Library. The massive white oak is the largest and oldest in Augusta. Estimated to be more than 250 years old, the tree is 15 feet in circumference with roots extending about 40 yards beyond the drop line.

The arsenal played an important part in the history of our country, thriving from the time of the Seminole War of 1835 through World War II. The Second World War produced an enormous expansion of military activities: 50 new buildings were constructed for supply, maintenance, overhaul and storage of ordnance material, and fire control operations. When the arsenal curtailed its operations on February 28, 1955, its land and buildings were conveyed to Richmond County School System for use by the Junior College of Augusta. When the junior college joined the University System of Georgia in 1958, its name was changed to Augusta College. It became a senior college in 1963, and in 1996, it was renamed Augusta State University.

Today, the university serves nearly 6,000 students enrolled in more than 50 programs at the associate, baccalaureate, and graduate levels. Degrees offered by the university include:

- | | |
|---------------------------------------|-------------------------------------|
| • associate of arts | • bachelor of music |
| • associate of applied science | • bachelor of science |
| • associate of science | • master of business administration |
| • bachelor of arts | • master of education |
| • bachelor of business administration | • master of public administration |
| • bachelor of education | • master of science |
| • bachelor of fine arts | • specialist in education |

Several well-known alumni of Augusta State University:

Thomas F. Allgood, Sr., Georgia Senate, 1977-1990; Regent of the University System
of Georgia

D. Douglas Barnard, Jr., Representative, U.S. Congress, 1977-1993

Charles W. Walker, Georgia Senate Majority Leader, present

Linda C. Schrenko, supt., Georgia Department of Education

Nick Evans, president of Spantan Broadcasting

Augusta's University

Rich in both history and modern technology, Augusta State University is the primary public institution of higher education in Georgia's second largest city.

From the century-old oaks and magnolias that grace the grounds and thick masonry walls of the old Augusta Arsenal, the main campus is rich in reminders of bygone eras and of its military origins.

ASU traces its roots to college level classes offered at the Academy of Richmond County, chartered in 1783. Those courses formed the curriculum for the Junior College of Augusta, which in 1925 became the first public junior college in the state of Georgia. It changed its name to Augusta College in 1958 when it became part of the dynamic University System of Georgia.

On June 12, 1996, it became Augusta State University. Today, it offers:

- a highly qualified faculty devoted to excellence in teaching;
- more than 50 associate, bachelor, master, and specialist degree programs;
- opportunities to participate in study-abroad programs, co-op education, and internships;
- a student body diverse in age, race, and nationality;
- extensive evening classes;
- modern facilities that include a physical education and athletic complex comprising an arena, playing fields, 18-hole golf course, and tennis center;
- a soon-to-be constructed \$15 million science center; and
- easy accessibility to campus from throughout the Central Savannah River metropolitan area.

Augusta State University is an affirmative action / equal opportunity institution

Schools

Katherine Reese Pamplin School of Arts and Sciences
School of Business Administration
School of Education

Degrees

Graduate

Specialist in Education	EdS
Master of Business Administration	MBA
Master of Education	MEd
Master of Public Administration	MPA
Master of Science (in Psychology)	MS

Bachelor

Bachelor of Arts	BA
Bachelor of Business Administration	BBA
Bachelor of Fine Arts	BFA
Bachelor of Music	BM
Bachelor of Science	BS
Bachelor of Science in Education	BSE

Associate

Associate of Arts	AA
Associate of Science in Nursing	AS
Associate of Science	ASN
Associate of Applied Science	AAS

Degrees Conferred 1995 - 96

Specialist	18
Master	154
Bachelor	425
Associate	84
Total	681

Accreditations

SACS	Southern Association of Colleges and Schools to award associate, bachelor, master, and specialist degrees
NCATE	National Council for Accreditation of Teacher Education
NLN	National League of Nursing
NASM	National Association of Schools of Music

Fees

Tuition for 12 or more quarter h

In-state
Out-of-state

College Populatio

Students
Faculty
Staff

Enrollment

Class		
Joint Enrollment	34	Senior
Special Studies	614	Post-baccala
Freshman	1236	Graduate
Sophomore	1000	Auditors
Junior	797	Transient

Residence		
Residents of Georgia	4900	42 Other cou
Other states	593	Georgia seni
		(tuition waiv

Sex		
Female	3583	Male

Race		
Asian/Pacific Islander	188	Native Amer
Black, non-Hispanic	1053	White, non-H
Hispanic	91	Race not giv

Median Age		
Undergraduate	22	Graduate
	(average is 25)	

Youngest undergraduate student
Oldest undergraduate student
Youngest graduate student
Oldest graduate student

Student Origins

Counties

Richmond	2564	Jefferson	64	Aiken and	
Columbia	1577	Lincoln	67	Edgefield, S.C.	376
McDuffie	174	Wilkes	53	Other	572
Burke	114				

States

Alabama	2	Kentucky	3	Ohio	2
Alaska	3	Louisiana	2	Oklahoma	1
Arizona	2	Maryland	3	Pennsylvania	9
California	3	Massachusetts	1	South Carolina	399
Colorado	2	Michigan	3	Tennessee	4
Connecticut	1	Minnesota	1	Texas	5
Florida	23	Mississippi	2	Virginia	7
Georgia	4900	Missouri	4	Washington	2
Hawaii	2	New Jersey	1	West Virginia	2
Illinois	3	New York	1	Wisconsin	4
Indiana	3	North Carolina	8		
Iowa	2	North Dakota	1		

Countries

Argentina	1	Guyana	2	Paraguay	3
Armenia	1	Haiti	1	Poland	6
Bahamas	2	India	16	Portugal	2
Belize	1	Ireland	2	Russia	1
Bermuda	6	Jamaica	5	St. Christopher	1
Brazil	2	Japan	3	South Africa	3
Canada	5	Kenya	1	Sri Lanka	1
Chile	1	Korea, N.	1	Sweden	10
China	13	Korea-Republic of	11	Trinidad and Tobago	2
China-Republic of	1	Laos	3	Ukraine	1
Columbia	2	Mexico	2	United Kingdom	12
Czech Republic	1	Netherlands	1	Venezuela	4
Egypt	1	New Zealand	2	Yugoslavia	1
Estonia	1	Nigeria	2	Zambia	1
Germany	5	Norway	1		
Germany-Federal		Pakistan	1		
Republic	1	Panama	2		

Location

Two campuses comprise Augusta State University. The main campus, located on Walton Way, houses all administrative and academic units except athletics and the Department of Health and Physical Education, which are located on the Forest Hills campus. At the 240 acre Forest Hills campus on Wrightsboro Road, the university's Physical Education/Athletic Complex provides classrooms and a 3,500 seat arena. Adjoining the complex are fields for baseball, softball, soccer, and physical education as well as the Newman-Augusta Tennis Center and the Forest Hills Golf Course. These facilities are home to Jaguar athletic teams.

GEORGIA



Gubernatorial Guidance

REPORT CARD

GEORGIA

Population: 7,201 million

Public school districts: 181

Public schools: 1,767

K-12 enrollment: 1.271 million

Minority: 41%

Pupils with disabilities: 9%

Urban: 20%

Suburbs and large towns: 32%

Rural and small towns: 48%

Children in poverty: 23%

Single parent families: 29%

K-12 expenditures, annual:

\$5.840 billion

► Strong state leadership has helped Georgia schools usher in education reforms

Georgia doesn't spring to mind as a pioneer in school reform, but the Peach State has experimented over the past decade with a number of innovative ideas and programs for its schools. Unfortunately, many have been hampered, even derailed, by inadequate funding and political jousting. And some observers complain that the state has little to show for its efforts.

Critics point out, for example, that Georgia students score below the national averages on both the math and reading sections of the National Assessment of Educational Progress. Still, they have shown significant progress when measured against the state's past performance. In fact, some make the case that the state has done much better than expected given its high percentage of disadvantaged students.

The roots of reform in Georgia date back to January 1985, when then-Gov. Joe Frank Harris spoke to the legislature on the sorry state of Georgia's schools and the need for improvement. It was the first time a Georgia governor had ever addressed the legislature specifically on education. In the speech, Gov. Harris unveiled a \$1 billion school-reform package based on the recommendations of a two-year study by a state commission. That panel had found that Georgia's students and schools were not performing well. On most 50-state comparisons, Georgia hovered near the bottom on measures of educational achievement. Just over half of the state's students graduated from high school.

"For too many years," Mr. Harris said at the time, "we have let 'minimum' or 'adequate' be our standards. But after today, we will accept nothing less than quality as our standard and excellence as our goal."

Like many other states at that time, Georgia moved on three fronts: It put state requirements in place, monitored student performance, and demanded accountability.

Three months after the governor's speech, the legislature unanimously passed the sweeping Quality Basic Education Act. It included mandatory, full-day kindergarten paid for by the state, the development of competencies that each student must master to graduate, and the creation of a statewide core curriculum based on those competencies. To measure the progress of students, the state established an annual testing program that included state criterion-referenced tests in grades 1, 3, 6, 8, and 10 and a national norm-referenced test in grades 2, 4, 7, and 9. Students were told they had to pass the Georgia Basic Skills Test to graduate.

The QBE, as the reform act became known, also raised teacher salaries by 10% and bumped up the pay of beginning teachers—from \$14,329 to \$16,000—to bring them closer to the starting salaries of other graduates of the state university

system. In exchange for the raises, lawmakers demanded evidence of higher teacher quality.

Even before the QBE, Georgia was seen as a national leader in teacher credentialing. Teachers had to pass a test of the subjects they wished to teach and earn a positive performance review in their first year of teaching. The QBE went further, requiring all new teachers seeking certification to pass a general-knowledge test, a subject-matter test, a writing test, and a performance assessment. The state even turned the screws on classroom teachers, requiring for the first time that they pass a subject-matter test every five years to renew their licenses.

To provide accountability, districts were required to undergo comprehensive evaluations at least once every five years. Teams of state residents, education professors, and teachers fanned out to schools across Georgia to ensure that they were meeting state standards.

The QBE carried a big stick. It authorized the Georgia board of education to withhold funds from districts failing to meet state standards. But policymakers didn't realize how tough it would be for many districts to clear the higher hurdles. Only seven school systems passed the first comprehensive evaluation outright. And 66 of the state's 181 school districts failed to meet state standards, even after a grace period.

By 1988, the poorest district in the state had not been able to correct deficiencies in 18 areas, and the Georgia board of education voted to withhold \$577,000 in state aid—two-thirds of the district's budget—if it did not make speedy improvement. Although the board never followed through on the threat, people began to view the accountability measures as overly burdensome on struggling districts and educators.

"QBE was a masterful piece of legislation, but even the chief framers will tell you that they erred," says Kay Pippin, the director of government relations for the Georgia Association of Educators. "They should have had reform bottom up instead of top down."

The fate of Georgia's Quality Core Curriculum, a compilation of 72 basic competencies that all students must master before completing high school, shows just how difficult top-down reform can be. The competencies were adopted in 1988, and districts were given five or six years to fully integrate them into their curricula. But variation in the capacities of local school districts impeded widespread implementation. Some districts simply didn't have the resources to put them in place.

The state is now revising the core curriculum with the help of a panel of 100 educators, including teachers who have felt frustrated by the current standards. Many believe they do not mesh closely enough with what is covered on the statewide tests. Although a new state board of education may delay the approval process, the department hopes to publish the revised standards early this year.

Some critics complain that Georgia has been overzealous at times in its pursuit of accountability. When it became the first state in the nation requiring kindergartners to pass a standardized test to go on to 1st grade, many early childhood experts fowl. They argued that standardized tests are an un-

GEORGIA

reliable predictor of achievement for young children that retaining children in kindergarten does not imp

their chances for later success. In this case, that the test was in place, more than 10% of kindergartners were retained, most because they failed the test. Finally, the state abandoned the requirement, replacing the test with an assessment largely on teacher observation and judgment.

After a few years, Georgia also backed away from its performance-based teacher certification system. The evaluation, which rated novices on 120 teaching behaviors over three class periods, stirred resentment.

Of the 30,000 teachers evaluated, only 25% passed the first time, but only 200 didn't pass after six tries—the maximum number allowed. (Another 13% quit along the way.) The evaluation system was the target of an unsuccessful lawsuit by a teacher who repeatedly failed.

In 1990, the state board decided to award a renewable teaching certificate to any graduate of an accredited teacher-training program who could pass a written subject-matter test. Candidates no longer to prove they could teach. A new evaluation system did require principals to

conduct yearly on-the-job reviews, but it was not linked to licensing. Since implementation, 99% of the teachers passed the evaluation.

Many Georgians believe that the most important contribution of the QBE was in the area of school funding. Georgia is one of the states that have actually won lawsuits challenging their state for financing public education. When the Georgia Supreme Court upheld the funding system in 1981, the public schools were less dependent on local property tax than those in most other states. Though the

found "serious disparities in educational opportunities" among schools, it did not blame the state, which at the time contributed two-thirds of all public school expenditures, compared with a national average of slightly less than half.

Still, the QBE included sweeping school-finance reform. It revised the state-aid formula to provide funding to districts on a per-pupil basis according to students' grade levels and needs. It also required districts to contribute the equivalent of a five-mill property tax to education; poor districts that exceeded this rate would get additional state money.

Though the QBE earmarked more funding to public education and ensured that those funds would be distributed more equitably, money earmarked for specific programs was, in some instances, slow in coming. "The biggest problem in our state," says observer, "is not writing a reform bill but funding a reform bill."

In the first three years, many programs included in the act were only partially paid for, if at all. As a result, many were not launched on schedule. For example, the law included a program that provided for smaller classes in kindergarten and 1st grade, more learning opportunities, and increased interaction between teachers and parents of low-income children. The program wasn't funded until

1989, when the legislature approved the first major tax increase in 18 years.

Funding problems persisted into the first term of Gov. Zell Miller, a former teacher and strong education advocate. When Mr. Miller took office in 1991, he inherited a recession and no rainy-day money to cover lost revenue. Georgia faced a \$400 million shortfall from lower-than-expected sales and income-tax collections. As a result, QBE spending was cut by \$66 million. A number of initiatives—including a pre-kindergarten program for disadvantaged 4-year-olds, elementary school foreign-language instruction, and a pay raise for some teachers—fell victim.

Mr. Miller fought hard to shelter schools from even bigger cuts. While other states were cutting programs and teaching jobs, he managed to freeze teacher salaries and hold funding almost steady. State aid to schools fell only 2.7% that year.

With a partial economic recovery the next year, Gov. Miller was able to restore funding that had been cut and more. The public-school budget increased 5%; teacher salaries rose 3%.

When he ran for his second term, the governor promised to bring the

salaries of Georgia's teachers up to the national average. "Never had a Georgia governor

strove for the national average in anything and definitely not for something in education," says Kay

Hippin of the state teachers' association. Since Mr.

Miller's re-election, Georgia teachers have received

annual 6% raises, and many in the state think

their teachers will hit the national average by the

end of the governor's term next year.

One of the most recent and visible indications

that Georgia is doing

something right in education came when President Clinton proposed a college tuition-tax-credit program modeled on the Georgia HOPE scholarship plan. HOPE, or Helping Outstanding Pupils Educationally, grew out of a state lottery championed by Mr. Miller during his first run for governor. Voters approved the lottery in 1992, and the proceeds were earmarked for a number of education initiatives, including a pre-kindergarten program for at-risk children, technology upgrades for schools, and the HOPE scholarships.

Through HOPE, any Georgia student who has maintained a B average or better in high school can attend a state college or university tuition free. Those who attend private colleges in Georgia can receive up to \$3,000 toward their tuition. The idea is to give students an incentive to work hard in school.

In its first year, the lottery raked in \$360 million, which paid for 400 HOPE college scholarships, pre-kindergarten for 12,000 children, and satellite dishes for nearly every school in the state. Despite criticism that the HOPE scholarships promote grade inflation and waste college aid on students who don't need it, the state has thus far handed out grants to more than 200,000 students.

A wide range of other education-oriented initiatives have been put in place during "Miller T" as

some Georgia educators refer to Gov. Miller's tenure.

- The general diploma has been phased out to ensure that more students take challenging academic courses.

- High school students now have the option of enrolling in postsecondary classes, with the state picking up the tab.

- \$50 million has been set aside for a telecommunications network to link rural schools with urban colleges and universities.

- Teachers vying for national certification from the National Board for Professional Teaching Standards have their fees paid and will see an automatic 5% pay increase if they succeed.

- Teachers are eligible for \$2,000 bonuses if their schools meet goals the teaching staff maps out in school improvement plans.

- School safety zones have been created with increased penalties for crimes committed near schools.

What's more, Georgia was one of the first four states to enact charter school legislation and the first to adopt such legislation without restricting the number of charters available.

Thomas Upchurch, the president of the Georgia Partnership for Excellence in Education, a school-business partnership, acknowledges that the casual

observer may not be aware of all the state has accomplished. But important changes have taken place, he insists. Mr. Upchurch lives in the same Georgia

county he grew up in. Back in the 1960s, he says, 80% of adults in his county did not have a high school diploma. Today, that figure has dropped to 40%.

"We've moved from a society that did not value education to one that does," Mr. Upchurch says. "In the

past, our good citizens worked hard with their hands, they contributed, they went to church. But

now those jobs are gone, and we know that for our future we need to educate our whole population."

Data suggest that more than just attitudes are changing. In 1995, the Georgia Fund for Education, an affiliate of the Georgia Chamber of Commerce,

tried to measure whether the QBE was meeting its goals. Among other things, lawmakers had hoped

the sweeping reform law would reduce the number of students not finishing high school, raise SAT

scores, and increase the number of students tending the basic skills.

From 1980 to 1990, the study found, the proportion of Georgia 16- to 19-year-olds who are not in

school or have not received a high school diploma dropped from 17% to 14%. Between 1983 and 1993,

the state's combined math and verbal SAT rose 26 points, even as the percent of the population

taking the college-entrance exam increased by 20%. As for mastery of the basics, the study reported

that students in grades 1-8 showed "small but persistent" gains on state tests between 1984 and

1990. In addition, more Georgia students than ever before are taking and passing Advanced Placement

exams. Since 1987, the number taking the jumped 167%.

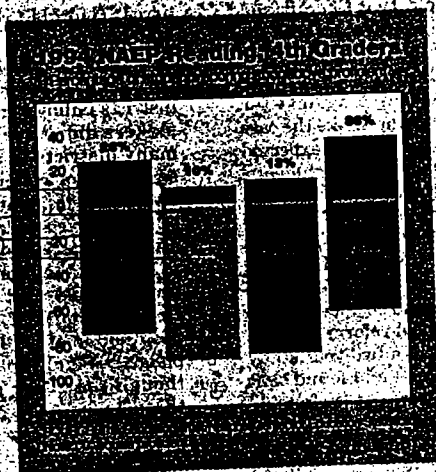
Georgia also fares well in analyses that control for demographic characteristics over which the schools

have no control. For example, a recent analysis by RAND Corp. researcher found Georgia to be one of the

top 10 "value added" states. That means the state helps youngsters who usually don't do well in school

achieve more. Indeed, Georgia students do better than expected given such factors as parents' education, family income, and family size.

Although Georgia still lags on a wide range of national education comparisons, many in the state believe that will soon change. "We are going to shine



says Ms. Pippin of the state teachers' association. "But it takes time to turn a major institution around."

Still, policymakers in the state are not all speaking with one voice when it comes to education. Changes in the governance of public education at both the local and state levels have brought both controversy and acrimony. In 1992, voters passed an amendment to the state constitution requiring that all school boards be elected bodies that appoint superintendents. Since the change, superintendencies in more than half the districts in the state changed hands.

In a governance twist at the state level, Linda C. Schrenko was elected state superintendent of schools in 1994, becoming the first Republican to hold that

Reconstruction. As a result, gridlock has come to education policymaking, with the state department of education headed by Ms. Schrenko squaring off against the state school board, which is appointed by Democratic Gov. Miller.

The state superintendent, the state board of education, the governor, local school boards, and system superintendents are all speaking to the public about education," one state observer says. "But there is no common theme, no common focus, no unity."

The state assessment system is one major point of contention. In 1991, Mr. Miller, still in his first term as governor, honchoed a bill to give the state, as he put it, "fewer but tougher tests." The measure reduced the number of grades in which testing is required from nine to four. Students in grades 3, 5, and 8

tested to see whether they've mastered the state's curriculum goals and to find out how they up against national norms. In grade 11, students must pass a high school exit exam. Under the assessment law, individual student scores cannot be reported; scores are only released by school, district, the state as a whole.

The state superintendent, however, wants to move away from tests linked to the state curriculum and standards toward a system in which students take national norm-referenced tests each year. Such a move, Ms. Schrenko says, would make it possible to report individual scores for every student, something she supports. She also believes the change would save the state money.

of the battles between the state chief and governor aren't nearly so substantive. Indeed, petty picking is quite common, observers say. In an effort to stop the fighting and get down to business, Gov. Miller in October asked for the resignations of his entire state board of education. The governor likes to compare state policy to a turtle on a fence.

If you see a turtle sitting on a post, he says, you know it didn't get there by itself. The point, Mr. Miller says, is that he can't make reform happen single-handedly, and he is willing to do what has to be done to move the agenda.

The major and other state policymakers know Georgia has a long way to go to get world-class schools. Academic standards still need to be raised; children need more individualized instruction; the state needs to draft a long-range plan for technology; school funding needs to be increased and equalized; school buildings need to be upgraded; teachers need more and better professional development. The list goes on.

The fact that so many people in Georgia recognize that so much more needs to be done is less a sign of allure than evidence of a healthy ambition.

ELIZABETH SCHULZ

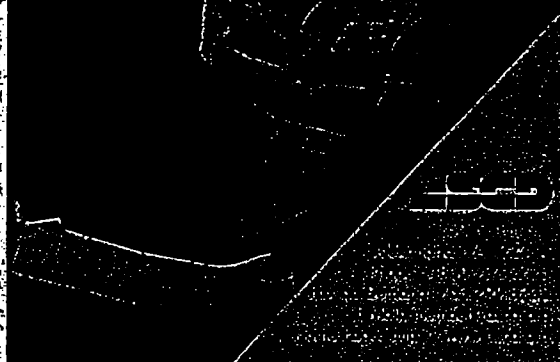
How do good education policies become best practice in schools?

Since 1943, ASCD has helped educators at all levels develop the systems and skills they need to make the theory of teaching and learning into a practical reality in classrooms.

With hundreds of resources and meetings—and the leading journal of education practice—

Educational Leadership—ASCD offers school systems total solutions for their professional development needs in curriculum, instruction, classroom management, and assessment.

How Education Policy Becomes Classroom Practice



GRADUATE Programs FOR THE Working PROFESSIONAL

The Leader in Innovative Graduate Programs

Ed.D. Program in Child and Youth Studies

- Appropriate for professionals who work with children (birth to age 18) and their families
- Nationwide program locations
- Monthly Saturday seminars or worldwide computer networking
- Summer Institute (held in July)
- Field-based practicum
- Nationally recognized faculty and distinguished guest lecturers

For more information, return the coupon, or call toll free: (800) 986-3223, Ext. 7031 (United States)

Please send me information about the Ed.D. Program in Child and Youth Studies.

Current Position _____
Highest Degree Earned _____ M.S. _____ Ed.S.
Name _____ (please print)
Address _____
City _____ State _____ Zip Code _____
Telephone: Home () _____
Work () _____

Return coupon to:

NOVA
SOUTHEASTERN
UNIVERSITY

Director Center for the Advancement of Education
College Avenue, Fort Lauderdale, Florida 33314

I. GEORGIA'S PROGRESS SINCE 1985

This section contains two parts. The first is an overview of Georgia's accomplishments since 1985. The second is a summary review of Georgia's experience with the Quality Basic Education Act of 1985 (QBE). A more detailed discussion of QBE is contained in Appendix A.

OVERVIEW

Some of Georgia's major accomplishments since the enactment of QBE in 1985 include:

- an improvement in the ability of Georgia's schools to hold students through to graduation and in the percentage of students passing the basic high school competency test;
- the creation of a more rigorous and uniform basic curriculum across the state, the abolition of the high school general track, the setting of higher standards for high school graduation, and the adoption of national goals;
- greater equity in school finance;
- a substantial investment of resources to keep at-risk students in school;
- the achievement and maintenance of a significant gain in SAT scores;
- access to higher education through the HOPE scholarship program and the post-secondary credit option;
- reduced student-teacher ratios;
- the creation of a voluntary pre-kindergarten program for at-risk four-year-olds;
- more students taking Advanced Placement courses and examinations;
- state funding to provide more counseling to students;
- state funding to initiate the Pay-for-Performance incentive program; and
- significant investments in school-related technology such as computers, satellite dishes, and distance learning networks.

Additionally, since the passage of QBE in 1985, a number of new programs or entities have been created in Georgia that enhance the overall climate for the continuing improvement of schools. Some examples include:

- the League of Professional Schools from the Program for School Improvement at the University of Georgia, which has acquired a national reputation for its work in developing school communities committed to improvement;
- the Georgia Partnership for Excellence in Education, which includes over 100 communities that have developed local partnerships involving schools, businesses, and community groups;
- the Next Generation School Project, sponsored by the Georgia Partnership for Excellence in Education, whose 28 participating sites address nine criteria for school improvement and are demonstrating significant progress toward improving student achievement;
- the Professional Standards Commission, whose mission is to simplify and improve teacher certification and to establish staff development requirements;
- the Council for School Performance, which is charged with the responsibility for developing indicators and reporting information about the progress of schools and districts toward local, state and national goals; and
- Schools for the Future and Charter Schools, which create opportunities for local schools to exempt themselves from state regulations in return for a rigorous performance contract.

With respect to increased revenue, the Georgia Lottery has created new money for the pre-kindergarten program, technology for the school and classroom, enhanced security in the schools, and the HOPE scholarship program for post-secondary education.

A reckoning of changes since 1985 must also mention the social conditions that affect both children and the schools. The "1994 Kids Count Factbook" produced by Georgians for Children ranks Georgia 47th among the fifty states in child well-being. Even though Georgia has improved in the 1990's compared to the 1980's on a number of the indicators, only Florida, Louisiana, and Mississippi are ranked lower in child well-being.

Nearly one in every four of Georgia's children lives in poverty. Furthermore, since the federal formula for determining the poverty level is almost 40 years old, an additional 60,000 Georgia families with children are not included in the poverty statistics, even though their incomes are between \$11,890 and \$14,863 for a family of three. The rate of children receiving free or reduced-price lunch increased 21.7% in the 1990's, compared to the 1980's.

Many child advocates believe that poverty is the single most significant factor endangering the overall development of children.

As is explained in Appendix A, the impact of these accomplishments in most cases is difficult to measure, either because it is too early or because the means of assessment do not yet exist. It is clear, however, that Georgia ranks high among the American states in level of effort, particularly in expanding access to education and in providing educational opportunities.

A SUMMARY REVIEW OF QBE

Georgia's Quality Basic Education Act (QBE) was enacted two years after the release of "A Nation at Risk," the 1983 national report that sounded a powerful alarm about the state of America's schools. Georgia acted early and decisively, in the aftermath of that report, to institute changes in its educational system.

QBE established six formal goals and recognized a variety of other needs related to achieving greater equity with respect to educational access, provision, and finance. Some conclusions about Georgia's progress toward the objectives of QBE are drawn below, and more details are provided in Appendix A.

QBE'S SIX FORMAL GOALS

A summary review of progress toward QBE's six goals must blend certain unknowns with promising gains in some areas and no significant recent change in others.

Reduce the number of dissatisfied teachers leaving Georgia's schools (Goal 1), and eliminate emergency teaching certificates and waivers for teaching out of specialty (Goal 3). Progress toward these two QBE goals, which focused on the Georgia teaching force, cannot be reliably measured. However, at least one indicator--lower student-teacher ratios--signifies important improvement in basic teacher working conditions.

The other four goals focused on Georgia's students. Progress toward these goals can be assessed more reliably.

Decrease the percentage of students failing to graduate from high school (Goal 2). Three different sets of data indicate progress in Georgia's capacity to keep students in school.

Decrease the percentage of students failing the Basic Skills Test in 10th grade (Goal 4). Georgia phased out the 10th grade Basic Skills Test in 1992, replacing it with the Georgia High School Graduation Test for 11th graders. A comparison of student performance on the Basic Skills Test during the four years prior to QBE to performance during the three years following QBE reveals no essential change in reading and math.

Increase significantly the scores of Georgia's students on the Scholastic Aptitude Test (SAT) (Goal 5). Georgia ranked 49th among the states in both verbal and math SAT scores in 1993. However, from 1983 to 1993, Georgia's average combined math and verbal SAT score increased dramatically by 26 points, from 818 to 844. That gain has been preserved while the number of students taking the SAT has increased. In 1993, over 65% of Georgia's students took the SAT. (By contrast, only 5% of students take this test in Iowa, which ranked No. 1 in SATs in 1993 with an average math score of 583 and an average verbal score of 520.)

Increase student mastery of basic skills in math, reading, and other subjects (Goal 6). Since the passage of QBE, efforts to improve schools and student assessment have had the unintended effect of making it more difficult to track change in student mastery. No single reliable and comprehensive system of assessment has been in place since QBE. Consequently, it is necessary to use partial indicators and some comparative data to assess change. A review of criterion-referenced test results from 1984 to 1991 reveals some encouraging gains in math and reading among first and eighth graders; and results from the National Assessment of Educational Progress put Georgia in the middle of 15 southern states but still somewhat below the national average.

QBE'S EQUITY GOALS

In addition to its six formal goals, QBE recognized a set of needs regarding equity of access, provision, and finance in Georgia's public education. The actions that Georgia has taken in implementing QBE have broadened the access of Georgia's students to more and better educational offerings; and although disparities in per-student spending continue, QBE introduced a measure of greater financial equity among Georgia's school systems through millage, equalization, and tax digest provisions.

A more detailed explanation of Georgia's progress toward the QBE equity goals is provided in Appendix A.

EDUCATION WEEK on the WEB

EDUCATION WEEK

ON THE WEB

THE ARCHIVES

THE ARCHIVES

THE ARCHIVES

THE ARCHIVES

Georgia

BY ELIZABETH SHULZ**Strong state leadership has helped Georgia schools usher in education reforms.**

Georgia doesn't spring to mind as a pioneer in school reform, but the Peach State has experimented over the past decade with a number of innovative ideas and programs for its schools. Unfortunately, many have been hampered, even derailed, by inadequate funding and political jousting. And some observers complain that the state has little to show for its efforts.

Critics point out, for example, that Georgia students score below the national averages on both the math and reading sections of the National Assessment of Educational Progress. Still, they have shown significant progress when measured against the state's past performance. In fact, some make the case that the state has done much better than expected given its high percentage of disadvantaged students.

The roots of reform in Georgia date back to January 1985, when then-Gov. Joe Frank Harris spoke to the legislature on the sorry state of Georgia's schools and the need for improvement. It was the first time a Georgia governor had ever addressed the legislature specifically on education. In the speech, Gov. Harris unveiled a \$1 billion school-reform package based on the recommendations of a two-year study by a state commission. That panel had found that Georgia's students and schools were not performing well. On most 50-state comparisons, Georgia hovered near the bottom on measures of educational achievement. Just over half of the state's students graduated from high school.

"For too many years," Mr. Harris said at the time, "we have let 'minimum' or 'adequate' be our standards. But after today, we will accept nothing less than quality as our standard and excellence as our goal."

Like many other states at that time, Georgia moved on three fronts: It put state requirements in place, monitored student performance, and demanded accountability.

Three months after the governor's speech, the legislature unanimously passed the sweeping Quality Basic Education Act. It included mandatory, full-day kindergarten paid for by the state, the development of competencies that each student must master to graduate, and the creation of a statewide core curriculum based on those competencies. To measure the progress of students, the state established an annual testing program that included state criterion-referenced tests in grades 1, 3, 6, 8, and 10 and a national norm-referenced test in grades 2, 4, 7, and 9. Students were told they had to pass the Georgia Basic Skills Test to graduate.

Overview

U.S. Report Card

The Indicators

How to Order

Index

The QBE, as the reform act became known, also raised teacher salaries by 10% and bumped up the pay of beginning teachers—from \$14,329 to \$16,000—to bring them closer to the starting salaries of other graduates of the Georgia university system. In exchange for the raises, lawmakers demanded evidence of higher teacher quality.

Even before the QBE, Georgia was seen as a national leader in teacher credentialing. Teachers had to pass a test of the subjects they wished to teach and earn a positive performance review in their first year of teaching. The QBE went further, requiring all new teachers seeking certification to pass a general-knowledge test, a subject-matter test, a writing test, and a performance assessment. The state even turned the screws on classroom teachers, requiring for the first time that they pass a subject-matter test every five years to renew their licenses.

To provide accountability, districts were required to undergo comprehensive evaluations at least once every five years. Teams of state residents, education professors, and teachers fanned out to schools across Georgia to ensure that they were meeting state standards.

The QBE carried a big stick. It authorized the Georgia board of education to withhold funds from districts failing to meet state standards. But policymakers didn't realize how tough it would be for many districts to clear the higher hurdles. Only seven school systems passed the first comprehensive evaluation outright. And 56 of the state's 181 school districts failed to meet state standards, even after a grace period.

By 1988, the poorest district in the state had not been able to correct deficiencies in 18 areas, and the Georgia board of education voted to withhold \$577,000 in state aid—two-thirds of the district's budget—if it did not make speedy improvement. Although the board never followed through on the threat, people began to view the accountability measures as overly burdensome on struggling districts and educators.

"QBE was a masterful piece of legislation, but even the chief framers will tell you that they erred," says Kay Pippin, the director of government relations for the Georgia Association of Educators. "They should have had reform bottom up instead of top down."

The fate of Georgia's Quality Core Curriculum, a compilation of 72 basic competencies that all students must master before completing high school, shows just how difficult top-down reform can be. The competencies were adopted in 1988, and districts were given five or six years to fully integrate them into their curricula. But variation in the capacities of local school districts impeded widespread implementation. Some districts simply didn't have the resources to put them in place.

NEXT PAGE >

A. R. JOHNSON HEALTH SCIENCE AND
ENGINEERING MAGNET HIGH SCHOOL
FAX - (706) 823-6933

FAX COVER SHEET

DATE: January 31, 1997

ATTENTION: Elizabeth Drye
(202) 456-5581

SENT FROM: Horace Lamback

THIS IS PAGE 1 of 10 PAGES.

Dear Mr. President:

The faculty, staff, and student body of A. R. Johnson Health Science and Engineering Magnet High School are excited about your visit to Augusta. We would love to have you visit our school, if your schedule permits.

Good luck and may God bless you as you take on the challenges of President these next four years.

**A. R. JOHNSON
HEALTH SCIENCE AND ENGINEERING
HIGH SCHOOL**

A. R. JOHNSON IN REVIEW



**HORACE T. LAMBACK
PRINCIPAL**

**JAMES F. THOMPSON
ASSISTANT PRINCIPAL**

THE MAGNET SCHOOL CONCEPT

Magnet schools simultaneously address two important social needs--*desegregation and educational innovation*. Magnets are schools with special program offerings which students choose to attend; spaces are filled within racial quotas so that the schools will be racially balanced. Magnet schools thus reward students for participating voluntarily in desegregation by offering them an innovative education.

Innovation in education is a necessity for all students in a rapidly changing society. From the progressive movement of the early 1900s to the local school initiatives of the 1960s and later, schools in our country have a long history of successfully using unconventional methods and content to engage students in the learning process. *Magnet schools have the potential of carrying this history of innovation into the next century (Metz, 1988).*

SCHOOL HISTORY

A. R. Johnson Health Professions High School was established during the 1980-81 school year as a pilot program after two years of in-depth study. The school began with an enrollment of ninety-seven (97) students and thirteen (13) teachers. With the assistance of the advisory board, which included representatives from the Medical College of Georgia, local physicians, and Richmond County school personnel, a program of study was devised which would provide opportunities for students to acquire skills and experiences in health-related areas. The innovative program would also emphasize academics requiring students to complete specific mathematics and science courses.

In 1984, the feasibility of adding an Engineering Program at A. R. Johnson was studied. Such a program would complement the established emphasis on science and mathematics.

In 1985, an Engineering Program was introduced, increasing program diversity and interest in the school. The goals of the program are to provide an enriched science and mathematics background, career orientation, and learning experiences related to Engineering fields. The name of the school was changed to A. R. Johnson Health Science and Engineering High School.

The school currently has an active enrollment of 432 students and 31 teachers. Students are drawn from all areas of the county. Admission is by a selection process which includes an application, test, interview, and essay.

Long range goals for the school include: Further expansion of the Engineering Curriculum, which already includes drafting technologies and a comprehensive hands-on technology course; expansion of the Health Science Curriculum to include Pharmacy and other allied health experiences.

STRENGTHS

The school makes optimum use of "hands-on training" and learning experiences from the surrounding medical and engineering facilities.

Several projects are on-going in the school that are supported by outside philanthropic agencies.

Teacher and student advisory groups are given an opportunity to provide input into the total school program.

There is a concerted effort on the part of the faculty and administration to attract business sponsors from within the community.

The productivity of the faculty and staff is reflective of the high standards and dedication required for the successful completion of the school's mission. Maximum results are evident.

A variety of clubs and activities are provided outside the classroom to meet student needs.

The outward signs of student recognition for achievement are visible throughout the school.

Democratic student leadership skills are encouraged through the Administrator's Student Advisory Council activities.

The Health Occupations Staff has provided many exemplary resources secured from their medical partnerships to enhance student instruction.

Excellent sites have been provided to students for obtaining one-on-one and hands-on clinical practicum experiences.

The Health Occupations students have established a positive reputation in the community as "responsible students."

The addition of the new Technology Center will enhance the Engineering Program that is already in place.

Red Cross Club has been recognized with the Top Award for service to the community for the last four years by the local Red Cross Chapter.

Rivers Projects is an interdisciplinary, interdepartmental curriculum to study water quality. It encourages students to relate water studies to several different subjects and enhances learning in an outdoor classroom. The program is designed for our 9th graders and so far we have involved approximately 300 students in the last two years. In addition, 50 upperclassmen have been trained as river assistants. The Rivers Team has conducted numerous inservice presentations throughout the state. "Rivers on the Road" will begin this year. Its purpose is to reward student assistants with the opportunity to study water outside the CSRA. This project has enabled teachers to work together for a common goal. Students learn how to better care for their river and the impact we all have on the Savannah River. They also learn to appreciate the history and geography of the area.

A. R. JOHNSON HEALTH SCIENCE AND ENGINEERING HIGH SCHOOL

GRADE LEVELS: 9 - 12

PROGRAM FOCUS: Health Careers Orientation
Pre-Engineering Comprehensive Math & Science Program

ACCREDITATION: Georgia Accrediting Commission
Southern Association of Colleges and Schools

ENROLLMENT:

1980-81 -- 97	1981-82 -- 258
1982-83 -- 267	1983-84 -- 315
1984-85 -- 339	1985-86 -- 392
1986-87 -- 387	1987-88 -- 425
1988-89 -- 380	1989-90 -- 400
1990-91 -- 439	1991-92 -- 440
1992-93 -- 440	1993-94 -- 444
1994-95 -- 455	1995-96 -- 432

TOTAL STAFF: 48

PRINCIPAL: Horace T. Lamback

ASST. PRINCIPAL: James F. Thompson

**FACULTY
AND
STAFF** 31 Counselors: 2 Media Specialist: 1
Secretaries: 5 Lunchroom Personnel: 4 Custodians: 5

COURSE RANGE:

Advanced Placement: Language Arts IV
U. S. History
Calculus

Foreign Languages: French, Latin, Spanish

Mathematics: Algebra (I, II, Advanced)
Calculus Adv.
Geometry
Probability, Stat

Computer Science: Computer Application, Basic
Programming

Science: Biology, Chemistry (General,
Advanced)
Physics (General, Advanced)
Physical Science
Anatomy and Physiology, Advanced

Health Careers: Patient Care, Public & Environmental

Health, Medical Office Assisting.
Medical Technology, Dental Assisting

Engineering:

Basic Drafting, Architectural Drafting.
Introduction to Technology I & II
Mechanical Drawing

**Research and
Development:**

Principles of Technology

GRADUATES:

1980-81 --	0	1981-82 --	0
1982-83 --	76	1983-84 --	48
1984-85 --	59	1985-86 --	48
1986-87 --	53	1987-88 --	90
1988-89 --	88	1989-90 --	89
1990-91 --	86	1991-92 --	75
1992-93 --	102	1993-94 --	90
1994-95 --	99	1995-96 --	93

**GEORGIA BASIC SKILLS TEST/
GEORGIA GRADUATION TEST:**

Over the years, we have had a 100% success rate of our students passing the exit tests.

SAT/ACT

Our students have always tested above the national average on SAT and ACT Tests.

COLLEGES/POST-SECONDARY SCHOOLS WHERE GRADUATES ARE CURRENTLY ENROLLED:

Air Force Academy
Augusta College
Augusta Tech
Bennett College
Clark/Atlanta College
Emory University
UGA
Georgia Southern
Georgia Tech
Agnes Scott
Southern College (TN)
Johnson C. Smith
Mercer University
Morehouse College
MGC
Harvard
Duke
University of Miami

Paine College
Spelman College
USC-Aiken
Tuskegee University
West Georgia College
Xavier University
Northwestern
Florida A & M University
Howard University
S. C. State
Hampton
Benedict
University of Alabama
Toccoa College
Fort Valley
NC A & T
Oglethorpe University
University of South Carolina

SCHOLARSHIPS:

Over the past 15 years, we have had numerous scholarships and awards given to our graduating seniors ranging in total amounts from \$100,000 to \$700,000.

Table II

RESULTS OF THE 1994-95 GEORGIA HIGH SCHOOL GRADUATION TEST

SCHOOL	WRITING			LANGUAGE ARTS			MATHEMATICS			SCIENCE			SOCIAL STUDIES		
	TESTED	SCORE	% PASSING	TESTED	SCORE	% PASSING	TESTED	SCORE	% PASSING	TESTED	SCORE	% PASSING	TESTED	SCORE	% PASSING
State		526	90		545	88		532	80		520	70		529	76
RESA		571	85		541	88		528	79		515	60-66		527	71-77
County	1817	519	83		538	84		524	74		509	57		522	71
ARC	215	518	81	217	543	90	219	522	78	204	512	63-69	204	526	76-82
Butler	352	512	76	366	532	84	376	518	68	337	505	51-57	349	517	67-73
Davidson	66	552	100	64	574	100	64	564	100	64	556	95-100	64	570	97-100
Glenn Hills	222	516	83	228	530	82	232	513	68	207	498	42-48	208	509	53-59
Hephzibah	325	521	88	313	538	87	311	523	78	266	511	61-67	261	523	72-78
Johnson	111	539	99	101	567	99	102	560	99	101	539	91-97	102	553	97-100
Joscy	181	510	73	204	525	78	205	516	67	161	490	28-34	163	505	50-56
Laney	143	509	74	154	531	81	148	517	74	129	479	15-21	134	500	39-45
Westside	199	526	91	221	550	93	202	535	86	179	527	72-78	177	541	83-89

GHSCT - 5

COMPARATIVE DATA

It can be gleaned from the change column in Table II that the majority of high schools decreased SAT scores on the verbal and mathematics portions of the test. Table III gives a more detailed account of school by school changes in mean scores for a longer period of time.

Table III

COMPARISON OF SAT SCORES
1990-1995

SCHOOL	1990		1991		1992		1993		1994		1995	
	V	M	V	M	V	M	V	M	V	M	V	M
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Nation	424	476	422	474	423	476	424	478	423	479	424	482
State	401	443	400	444	398	444	399	445	398	446	406	448
County	382	426	379	423	377	424	377	425	367	412	428	448
ARC	390	430	395	425	396	436	379	427	364	408	384	411
Butler	362	402	365	400	352	394	360	399	345	384	345	384
Davidson	489	492	495	500	495	496	485	514	479	523	487	532
Glenn Hills	310	372	325	381	330	385	333	378	332	359	320	368
Hephzibah	388	435	365	427	371	428	372	433	378	420	358	397
Johnson	418	468	420	451	414	467	428	480	403	473	438	497
Joscy	315	350	300	361	318	376	307	358	296	344	300	337
Laney	295	372	275	336	282	337	274	332	295	344	287	327
Westside	417	461	406	455	403	456	401	453	398	450	390	446

SAT - 6

Information taken from the Assessment Notebook 1994-95
Department of Guidance, Testing and Research
Richmond County Public Schools

SUMMARY SHEET --- 1994-95 SCORES

SCHOOL: **JOHNSON**

TEST	GRADE	% PASSED SCHOOL	% PASSED COUNTY	STATE	SCHOOL SCORES UP/DOWN FROM 93-94	
CHSGT	11 English	99	English 84	English 88		2
	Math	99	Math 74	Math 80		-1
	Science	94	Science 57	Science 70		(.)
	Social Stds.	99	Social Stds. 71	Social Stds. 76		(.)
	Writing	99	Writing 83	Writing 90		-1
		STATE	COUNTY	SCHOOL		
SAT	11 & 12 Verbal	406	Verbal 428	Verbal 438	Verbal	35
	Math	448	Math 482	Math 497	Math	24
		SCHOOL NPR	COUNTY NPR	STATE NPR		
TAP	11 Reading	70	Reading 33	Reading 46	Reading	-11
	Written Ex	78	Written Ex 43	Written Ex 53	Written Ex	(.)
	Math	85	Math 46	Math 56	Math	-7
	Soc. St.	81	Soc. St. 40	Soc. St. 51	Soc. St.	4
	Science	77	Science 44	Science 57	Science	-5

Information taken from the Assessment Notebook 1994-95
 Department of Guidance, Testing and Research
 Richmond County Public Schools

We have numerous graduates who have graduated from various Colleges/Universities and are now pursuing careers as:

Doctors
Pharmacists
Nurses
Physical Therapists
Dentists
Lab Technicians
School Teachers
Electrical Engineers
Ministers/Priests
Mechanical Engineers
Dental Hygienists
Aerospace Engineers
Nuclear Engineers
Emergency Medical Technicians
Armed Services
Medical Technologists
Computer Technologists
Respiratory Therapists

A High School for Health Science and Engineering

In September 1980, the Richmond County Board of Education implemented a new concept in secondary education, A. R. Johnson Health Professions High School. Designated as a specialty or magnet school, A. R. Johnson would include basic courses in language arts, mathematics, science, and social studies, plus additional courses related to health care professions. A. R. Johnson was the first high school in the state to offer this new concept.

In September 1985, the engineering program was added to the curriculum and the school was renamed A. R. Johnson Health Science and Engineering High School. The engineering program is designed to give students the additional science and math background needed to pursue successfully an engineering college program. Students are acquainted with all areas of engineering, in order to make better informed career choices.

Located near the Medical College of Georgia complex and working with the college and health care agencies in Richmond County, A. R. Johnson High School offers a great number of opportunities related to the health science and engineering fields. Career preparation, completed with on-the-job training, provides students with excellent backgrounds for advanced training in the health sciences and in engineering.

The four-year health science and engineering programs begin in the 9th grade. During the four-year program, students meet all graduation requirements prescribed by the Richmond County Board of Education and the State of Georgia. Students must also successfully complete specific requirements for A. R. Johnson. Johnson offers electives in foreign languages as well as advanced courses in mathematics, science, and language arts. Appropriate extracurricular activities and limited opportunities for participation in individual sports are available.

Career Opportunities

A. R. Johnson Health Science and Engineering Magnet High School offers excellent secondary preparation and orientation for some advanced career opportunities in positions that are in great demand in the expanding health care and engineering occupations, such as:

Medical Illustrator
Dental Hygienist
Emergency Medical Technician
Mechanical Engineer
Pharmacist
Biomedical Engineer
Nurse

Health Systems Engineer
Physicians Assistant
Respiratory Therapist
Electrical Engineer
Chemical Pharmacist
Nuclear Engineer
Medical Office Assistant

Radiologic Technologist
Medical Librarian
Civil Engineer
Ceramic Engineer
Dental Assistant
Medical Technologist

Eligibility for Admission

Students who will be in the 9th grade or 10th grade by August of each school term are eligible for the high school for health science and engineering. Selection will be made from the completed application process. Those accepted must meet the eligibility criteria set by A. R. Johnson Health Science and Engineering Magnet High School. The appropriate black/white ratio will be maintained.

Student Requirements

- * A "B" average or better in each major subject area (engineering students)
- * A "C" average or better in each major subject area (health science students)
- * Successful completion of the eighth or ninth grade without retention to enroll in the health science or engineering program
- * Good conduct and good attendance records as verified by the middle school officials
- * Richmond County resident
- * An interest in health science or engineering
- * An up-to-date medical immunization record
- * Completion of a signed contract by student and parent/guardian committing himself/herself to abide by the rules and regulations of the school and to attend A. R. Johnson Health Science and Engineering Magnet High School for one year
- * Satisfactory performance on a standardized test
- * Successful structured interview

Admissions

Students entering 9th grade or 10th grade in August of each school term who want to apply for admission to the health science and engineering high school should see their school counselor. Applications have been sent to each appropriate school in Richmond County. Additional applications can be obtained by calling 706-823-6934.

Transportation

Transportation will be provided for any accepted student who lives beyond the walking boundary of the school.

Advantages

For those interested in a health science or engineering career, Johnson offers an ideal program.

- * Unique instruction not available in a regular high school
- * Highly qualified health professions and engineering instructors
- * Equipment in simulated and actual hospital and engineering settings
- * A specialized curriculum giving current health care and engineering information

job experience in professional and engineering facilities
*Excellent preparation for college, professional, and technical schools

High School for Health Science and Engineering Application Request

I would like to receive an application to attend A. R. Johnson Health Science and Engineering High School.

Name _____

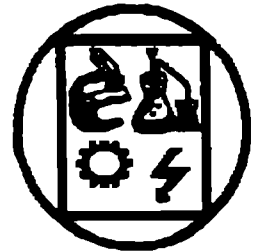
Address _____

Phone Number _____

Return to: **A. R. Johnson Health Science & Engineering Magnet High School**
1324 Laney-Walker Boulevard
Augusta, Georgia 30901



Is a Health Science or Engineering Career in your Future?



Johnson #1 (REV 1-86)

Some Facts About Health Science and Engineering

Health Science

- * Health, the second largest industry in our country, employs over 4.4 million workers.
- * In the Richmond County area and Georgia, health careers rank number one in the job market.
- * Incomes of health professionals greatly exceed the average and generally are higher than those of other professional workers.

Engineering

- * There are more than 1.1 million persons employed in the U.S. as engineers.
- * Engineering is one of the oldest professions in the world.
- * Incomes for engineers are one of the highest, with the majority of engineers being located on both the east and west coasts.

Complete the request in this brochure for further information and/or application, or call the high school for health science and engineering, 823 - 6933 and 823 - 6934.