



**CCSD – UGA – ACC Community Partnership
Summary Report on Progress by Chase and Gaines during the 2001-2006
Phase 1 of the Partnership for Community Learning Centers**

The first five years of the Partnership has been a combined effort of the faculty, staff, families, and students at Gaines and Chase; members of the CCSD central administration; UGA faculty (approximately 35 consistently involved) and students (approximately 250/year) from several colleges; and Athens community leaders and service providers.

Major Partnership Initiatives

1. **More time to learn, less time to forget.** We implemented a balanced, extended calendar based on a thorough analysis of the research on school calendars related to student achievement. For the first two years, all students had 15 additional days of instruction. All students had a balanced calendar for four years.
2. **Enriched curriculum.** With Athens Leisure Services we created academic enrichment intersessions for 3 weeks each year for the first four years, open to all students. We established UGA Arts and Sciences faculty speakers' bureau.
3. **Ongoing professional learning.** Schools hired literacy and math coaches and built professional learning time into the school schedule (PLA time). Teachers attended and presented at conferences, made site visits, and led planning retreats.
4. **Strengthened literacy and math curriculum.** Teachers earned reading endorsements in school-based UGA courses, implemented research-based balanced literacy instruction, and tailored assessments to instruction. Teachers and UGA faculty and students created school-based math professional learning, a math leadership team, and received grants to support math coaches.
5. **Strengthened science and art curricula.** UGA science majors worked with teachers to develop and teach science curriculum and activities, as well as many school-based art education projects including artists in residence.
6. **Active family engagement centers.** Centers offer GED, ESOL, family literacy, PACT time, coordination of social and health services, and family advocacy.
7. **School-based counseling services.** Services include behavioral consultation with teachers, parenting workshops, and crisis intervention, on-site COE Counseling Center, 5th grade transition groups, and culturally responsive discipline planning.
8. **Strengthened after-school programs.** School faculty and UGA recreation students provided programming and staffing that combined physical activity and teamwork with critical thinking skills.
9. **Integrated Spanish language and culture development.** Faculty participated in conversational Spanish classes, professional learning, and study groups that integrated

learning from classes in Mexico to create culturally-grounded curriculum and stronger relationships with Spanish-speaking families.

Student Achievement Gains

The school-university evaluation team designed on-going quantitative and qualitative research, collected and analyzed data, and reported data to various stakeholders. In addition to using data on an ongoing basis for instructional decisions, at several points both schools and their partners examined data for goal setting.

We have been very pleased with the increased learning of students at both schools, as evidenced in improved standardized test scores as well as multiple other formal and informal assessments. Both schools made Adequate Yearly Progress as required by the federal No Child Left Behind Act the first three years of the Partnership. Both Chase Street and Gaines moved off the "Needs Improvement" list of Georgia Schools.

From spring 2003 to spring 2005, the percentage of students in Partnership schools who met or exceeded standards on Georgia's Criterion-Referenced Competency Test in reading and language arts increased 19 percentage points, from 58 percent to 77 percent. Also during that time, the percentage of students meeting or exceeding CRCT standards in mathematics increased from 56 percent to 71 percent.

By comparison, district-wide performance on the reading and language arts portion of the CRCT in elementary schools showed a 13-point rise in the percentage of students meeting or exceeding standards, from 66 percent in spring 2003 to 79 percent in spring 2005. District-wide performance on the math portion of the CRCT saw a 10-point increase, from 62 percent to 72 percent, in that time. (Only students enrolled for the full academic year are included in charts below).

Percent of Students Meeting/Exceeding Standards Grades 3 – 5

CRCT Performance in All CCSD Elementary Schools				
Content Area	Spring 2003 (4th grade only)	Spring 2004	Spring 2005	Change in Students Meeting/Exceeding CRCT Standards (Percentage Points)
Reading/Language Arts	66%	73%	79%	+ 13
Mathematics	62%	71%	72%	+ 10

CRCT Performance in Partnership Schools				
Content Area	Spring 2003 (4th grade only)	Spring 2004	Spring 2005	Change in Students Meeting/Exceeding CRCT Standards (Percentage Points)

Reading/Language Arts	58%	69%	77%	+ 19
Mathematics	56%	68%	71%	+ 15

Recommendations for the Next Phase of the Partnership

1. **Develop a systemic partnership** among CCSD, the University of Georgia, and Athens community agencies and businesses. While all three groups need to share the leadership, CCSD must designate one or more leaders in the central office to serve as the primary facilitators of the Partnership to ensure integration with the District Continuous Improvement process.
2. **Provide leadership development at district and building levels and UGA in the development, implementation, and sustaining of authentic partnerships with a strong focus on teacher-led change initiatives.** All partners should participate in articulating and consistently adhering to shared values such as respectful and honest communication, processes that include parents and students in decision making, and coordination and follow-through among leaders.
3. **Research a school calendar that best supports the learning of the CCSD student population.** That may include an extended year and/or balanced calendar. Work with the ACC community to **develop the political will** to make difficult changes that may be needed to support increased academic achievement in CCSD.
4. **Build local, teacher-developed curriculum and instructional practices that incorporate the home languages and cultures of students and families.**
5. Support building-level **instructional coaches** who lead ongoing, in-depth **professional learning built into the school day and year.**
6. **Fully develop Family Engagement and Resource Centers** and the role of Family Engagement and Equity Specialists in each CCSD school. Continue relationship with COE Center for Counseling to provide school-based services for students and families. Provide school-based mental and physical health services and resources, enlisting ongoing community investment in meeting specific needs. Provide high-quality after-school programs that strike a balance in homework time and activities that stimulate critical thinking.