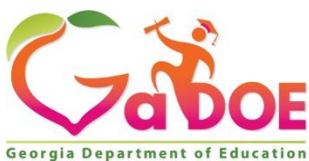


2020 Georgia's Charter Schools Program

**The Georgia Department of Education's District Flexibility
and Charter Schools Division's 2020 Annual Report
submitted on behalf of the State Board of Education to the
Georgia General Assembly**



December 31, 2020





Georgia General Assembly
State Capitol Building
Atlanta, GA 30334

December 31, 2020

Dear Members of the Georgia General Assembly,

One of the primary duties of a state is to provide high-quality public education opportunities for all students. As the Chairman for Georgia's State Board of Education, I am firmly committed to the Georgia Department of Education's (GaDOE) mission and vision of "offering a holistic education to each and every child in our state" in order to graduate students who are "ready to learn, ready to live, and ready to lead."

The State Board of Education is dedicated to innovation through flexibility and ensuring that high-quality public education opportunities are equitably distributed throughout the state of Georgia.

Georgia law requires all charter schools to submit an annual report to the Department of Education (GaDOE) each year and the State Board of Education to report to the General Assembly each year on the status of the charter program [see O.C.G.A. § 20-2-2067.1(c) and § 20-2- 2070].

To facilitate the meeting of these requirements, the GaDOE's District Flexibility and Charter Schools Division conducts an annual reporting process for charter schools. The Department then compiles this data and conveys this report to the General Assembly on behalf of the State Board of Education.

The 2020 Charter Schools Annual Report is before you now.

Thank you for your continued support of Georgia's public schools.

Sincerely,

A handwritten signature in blue ink that reads "Scott Sweeney". The signature is written in a cursive style.

Scott Sweeney, Chair
State Board of Education

Dear Members of the Georgia General Assembly,

As Georgia's State School Superintendent, my goal is to improve outcomes and expand opportunities for Georgia's public K-12 students. I've worked to create a culture of collaboration and innovation at the Georgia Department of Education (GaDOE) to ensure all children who graduate from our public schools are ready to learn, ready to live, and ready to lead. This includes our 116 local and state charter schools.

Georgia law requires all charter schools to submit an annual report to the Department of Education each year and the State Board of Education to report to the General Assembly each year on the status of the charter program [see O.C.G.A. § 20-2-2067.1(c) and § 20-2- 2070].

To facilitate the meeting of these requirements, the GaDOE's District Flexibility and Charter Schools Division conducts an annual reporting process for charter schools. The Department then compiles this data and conveys this report to the General Assembly on behalf of the State Board of Education.

This year has presented many challenges with the onset of the COVID-19 Pandemic. With the closure of schools and the suspension of state assessments during the 2019-2020 school year, the usual academic data is not available for the 2020 Annual Report. The information provided in this year's Annual Report highlights the challenges of the last school year and the resiliency displayed by our educators to ensure the continuation of instruction and supports for all of our students. A central theme in this report is the value of the flexibility provided by the General Assembly and State Board of Education. This flexibility was critical in helping districts and schools navigate the uncertain terrain at the height of the pandemic, and that flexibility will be even more necessary as we journey towards a stronger and more successful education system that works for all of Georgia's students.

The 2020 Charter Schools Annual Report is before you now.

Thank you for your ongoing dedication and hard work in helping to strengthen Georgia's public education system.

Sincerely,



Richard Woods
State School Superintendent



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Charter Schools in Georgia

Georgia's first charter school law was passed in 1993. This law allowed for the creation of conversion charter schools, which are charter schools that previously existed as a local school. The first three conversion charter schools were approved in 1995.

The charter school law was expanded in 1998, allowing for the addition of both start up locally approved charter schools (charter schools that did not previously exist as a traditional school) and state chartered special schools (schools created pursuant to Article VIII, Section V, Paragraph VII of the Georgia Constitution). Oglethorpe Charter School, which opened in Savannah-Chatham County, was the first locally approved start-up charter school and is still in operation today. In 2001, the first two state chartered special schools opened, Charter Conservatory for Liberal Arts and Technology (now Statesboro STEM Academy) and Odyssey School, which added Georgia's first virtual school -- the Georgia Cyber Academy – as a program in 2007.

In Georgia, locally approved charter schools operate under a three-party contract between the local board of education, the State Board of Education, and the nonprofit entity operating the charter school

In 2008, the state charter law was amended to establish the Georgia Charter Schools Commission, with the first Commission schools opening in 2009. In 2012 a constitutional amendment was approved by Georgia voters to allow for a new State Charter Schools Commission (SCSC), which authorizes state charter schools pursuant to Article 31A of O.C.G.A. Title 20. In 2010, the General Assembly established the "Building Resourceful Individuals to Develop Georgia's Economy Act", which established college and career academies. In 2016 a college and career academy was defined as a specialized school established as a charter school or pursuant to a contract for a strategic waivers school system or charter system, which formalizes a partnership that demonstrates a collaboration between business, industry, and community stakeholders to advance work force development between one or more local boards of education, a private individual, a private organization, or a state or local public entity in cooperation with one or more postsecondary institutions.

2020-2021 Charter Schools

There are 116 operational charter schools in Georgia for the 2020-21 school year. There are 77 locally approved charter schools and 39 state charter schools.

Georgia Charter Schools, 2020-21 Key: LCS=Locally-approved Charter (S)=Start-up Charter, (C)=Conversion Charter, (CCA)=College and Career Academy SCS=State Charter School Sorted by Type and School Name			
#	Charter School	County / District Served	Charter Type
1	Centennial Academy	APS	LCS(C)
2	Chamblee Charter High School	DeKalb	LCS(C)
3	Clubview Elementary School	Muscogee	LCS(C)
4	George Walton Comprehensive High School	Cobb	LCS(C)
5	Peachtree Charter Middle School	DeKalb	LCS(C)
6	William S. Hutchings College and Career Academy	Bibb	LCS (CCA)
7	Cairo High School and College and Career Academy	Grady	LCS (CCA)
8	7 Pillars Career Academy	Clayton	LCS(S)
9	Amana Academy	Fulton	LCS(S)
10	Atlanta Classical Academy	APS	LCS(S)
11	Atlanta Neighborhood Charter School (ES)	APS	LCS(S)
12	Atlanta Neighborhood Charter School (MS)	APS	LCS(S)
13	Berrien Academy Performance Learning Center	Berrien	LCS(S)
14	Bishop Hall Charter School	Thomas	LCS(S)
15	Brighten Academy	Douglas	LCS(S)
16	Charles R. Drew Charter School (ES)	APS	LCS(S)
17	Charles R. Drew Charter School (JA/SA)	APS	LCS(S)
18	Chattahoochee Hills Charter	Fulton	LCS(S)
19	Coastal Empire Montessori	Chatham	LCS(S)
20	DeKalb Academy of Technology & the Environment	DeKalb	LCS(S)
21	DeKalb PATH Academy	DeKalb	LCS(S)
22	DeKalb Preparatory Academy	DeKalb	LCS(S)
23	Fulton Academy of Science and Technology (FAST)	Fulton	LCS(S)
24	Hapeville Charter High School	Fulton	LCS(S)
25	Hapeville Charter Middle School	Fulton	LCS(S)
26	International Community School	DeKalb	LCS(S)
27	KIPP Atlanta Collegiate	APS	LCS(S)
28	KIPP Soul	APS	LCS(S)
29	KIPP Soul Primary	APS	LCS(S)
30	KIPP South Fulton Academy	Fulton	LCS(S)
31	KIPP STRIVE Academy	APS	LCS(S)
32	KIPP Strive Primary	APS	LCS(S)
33	KIPP Vision	APS	LCS(S)
34	KIPP Vision - Primary	APS	LCS(S)
35	KIPP WAYS	APS	LCS(S)

Georgia Charter Schools, 2020-21

Key: LCS=Locally-approved Charter

(S)=Start-up Charter, (C)=Conversion Charter, (CCA)=College and Career Academy

SCS=State Charter School

Sorted by Type and School Name

#	Charter School	County / District Served	Charter Type
36	KIPP WAYS - Primary	APS	LCS(S)
37	Lake Oconee Academy	Greene	LCS(S)
38	Leadership Preparatory Academy	DeKalb	LCS(S)
39	New Life Academy of Excellence	Gwinnett	LCS(S)
40	North Metro Academy for Performing Arts	Gwinnett	LCS(S)
41	Oglethorpe Charter School	Chatham	LCS(S)
42	Rise College Prep School	Fulton	LCS(S)
43	Rise Grammar School	Fulton	LCS(S)
44	Savannah Classical Academy	Chatham	LCS(S)
45	Savannah Classical Academy High School	Chatham	LCS(S)
46	Skyview Charter School	Fulton	LCS(S)
47	Susie King Taylor Community School	Chatham	LCS(S)
48	Tapestry Public Charter School	DeKalb	LCS(S)
49	The GLOBE Academy	DeKalb	LCS(S)
50	The GLOBE Academy	DeKalb	LCS(S)
51	The Kindezi School	APS	LCS(S)
52	The Kindezi School Old 4th Ward	APS	LCS(S)
53	The Main Street Academy	Fulton	LCS(S)
54	The Museum School of Avondale Estates	DeKalb	LCS(S)
55	Tybee Island Maritime Academy	Chatham	LCS(S)
56	Utopian Academy for the Arts Elementary School	Clayton	LCS(S)
57	Wesley International Academy	APS	LCS(S)
58	Westside Atlanta	APS	LCS(S)
59	Academy for Advanced Studies	Henry	LCS (CCA)
60	Bartow College and Career Academy	Bartow	LCS (CCA)
61	Central Educational Center	Coweta	LCS (CCA)
62	Chattahoochee Valley Academy	Chattahoochee	LCS (CCA)
63	Commodore Conyers College and Career Academy	Dougherty, Calhoun, Terrell, and Baker	LCS (CCA)
64	Douglas County College and Career Institute	Douglas	LCS (CCA)
65	Effingham College and Career Academy	Effingham	LCS (CCA)
66	Floyd County College and Career Academy	Floyd	LCS (CCA)
67	Golden Isles Career Academy	Glynn	LCS (CCA)
68	Griffin Region College and Career Academy	Spalding, Butts, and Pike	LCS (CCA)

Georgia Charter Schools, 2020-21

Key: LCS=Locally-approved Charter

(S)=Start-up Charter, (C)=Conversion Charter, (CCA)=College and Career Academy

SCS=State Charter School

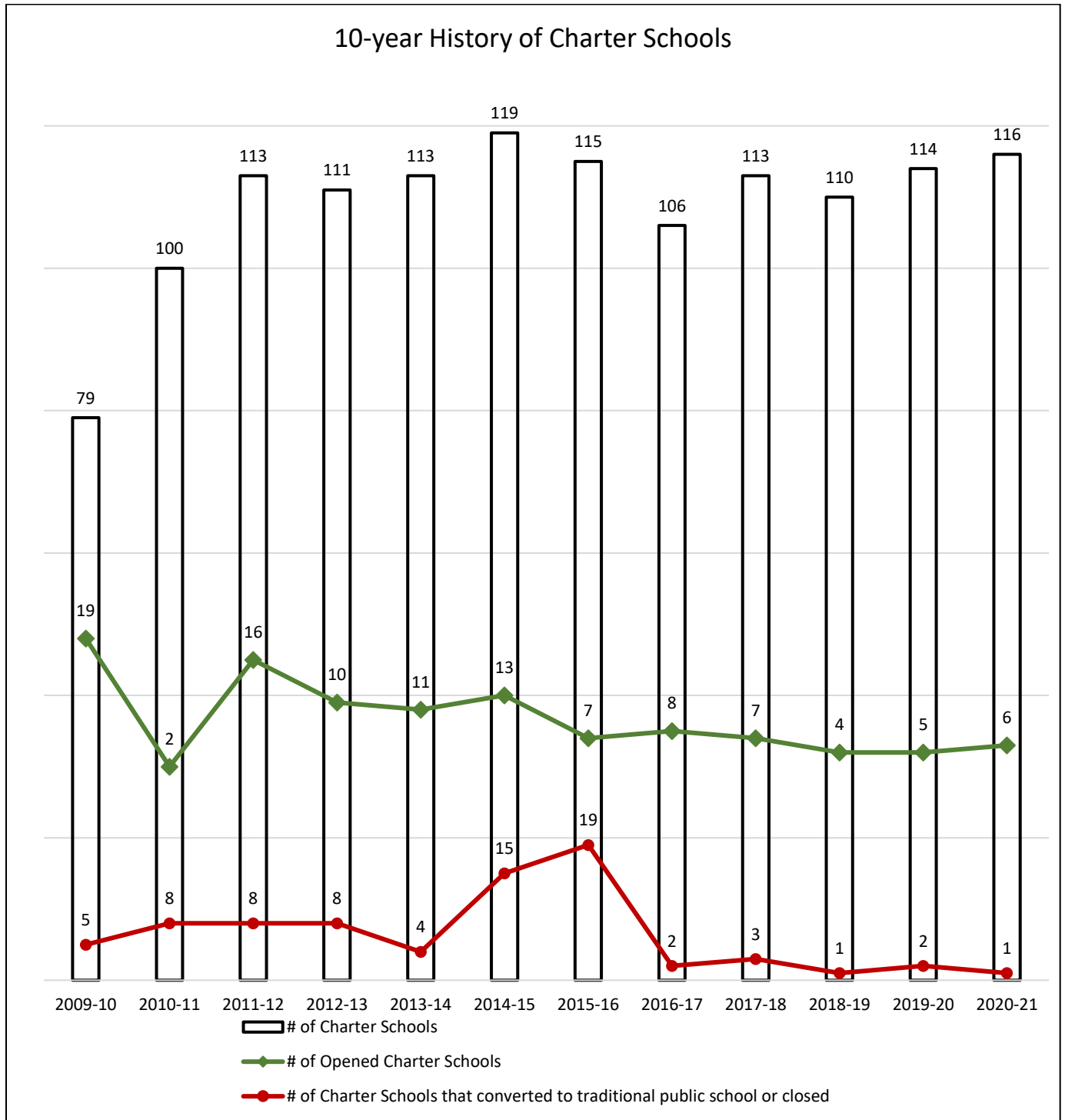
Sorted by Type and School Name

#	Charter School	County / District Served	Charter Type
69	Heart of Georgia College and Career Academy	Dublin City and Laurens	LCS (CCA)
70	Houston County College and Career Academy	Houston	LCS (CCA)
71	Newton College and Career Academy	Newton	LCS (CCA)
72	Northwest Georgia College and Career Academy	Whitfield and Murray	LCS (CCA)
73	Polk County College and Career Academy - Cedartown	Polk	LCS (CCA)
74	Polk County College and Career Academy - Rockmart	Polk	LCS (CCA)
75	Rockdale Career Academy	Rockdale	LCS (CCA)
76	Southeastern Early College and Career Academy	Vidalia City, Toombs, Montgomery and Treutlen	LCS (CCA)
77	ThINC College and Career Academy	Troup	LCS (CCA)
78	Academy for Classical Education	Bibb	SCS
79	Atlanta Heights Charter School	APS	SCS
80	Atlanta Unbound Academy	Fulton / Statewide	SCS
81	Baconton Community Charter School	Mitchell	SCS
82	Brookhaven Innovation Academy	DeKalb/ Statewide	SCS
83	Cherokee Charter Academy	Cherokee	SCS
84	Cirrus Academy Charter School	Statewide	SCS
85	Coastal Plains Charter High School	Candler	SCS
86	Coweta Charter Academy	Coweta	SCS
87	DELTA STEAM	Douglas, Fulton, Cobb, APS	SCS
88	DuBois Integrity Academy	Clayton	SCS
89	Ethos Classical	APS	SCS
90	Foothills Charter High School	Madison	SCS
91	Fulton Leadership Academy	Fulton	SCS
92	Furlow Charter School	Sumter	SCS
93	Genesis Academy for Boys	Statewide	SCS
94	Genesis Academy for Girls	Statewide	SCS
95	Georgia Connections Academy	Statewide	SCS
96	Georgia Cyber Academy	Statewide	SCS
97	Georgia Fugees Academy Charter School	DeKalb / Statewide	SCS
98	Georgia School for Innovation & the Classics	Richmond/ Statewide	SCS
99	Harriet Tubman School of Science & Tech	APS	SCS
100	International Academy of Smyrna	Cobb	SCS
101	International Charter Academy of Georgia	Statewide	SCS
102	International Charter School of Atlanta	Fulton/ Statewide	SCS
103	Ivy Preparatory Academy at Kirkwood	DeKalb	SCS

Georgia Charter Schools, 2020-21*Key: LCS=Locally-approved Charter**(S)=Start-up Charter, (C)=Conversion Charter, (CCA)=College and Career Academy**SCS=State Charter School***Sorted by Type and School Name**

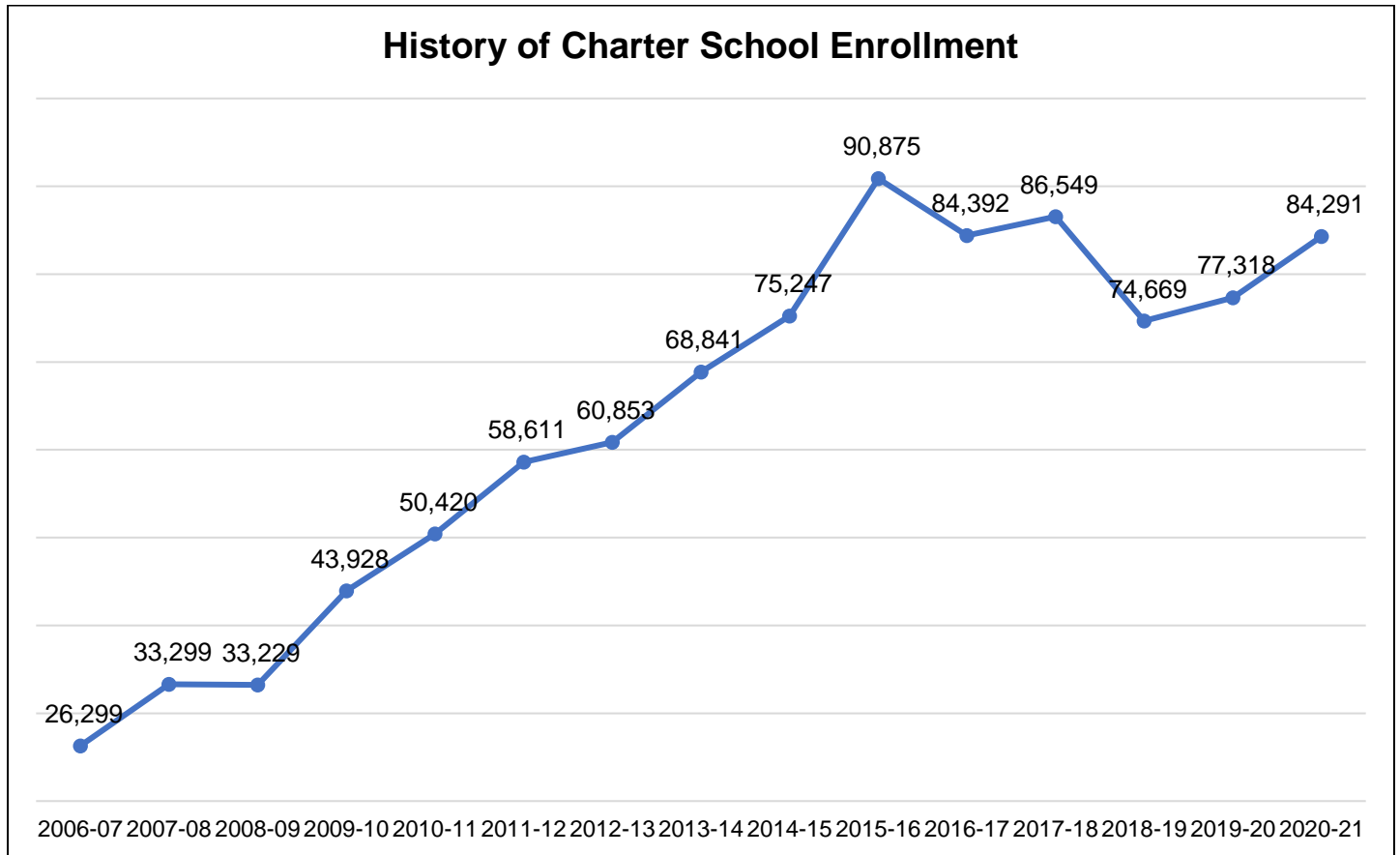
#	Charter School	County / District Served	Charter Type
104	Liberty Tech Charter School	Fayette/ Statewide	SCS
105	Mountain Education Center	Elbert	SCS
106	Odyssey School	Coweta	SCS
107	Pataula Charter Academy	Baker, Clay, Calhoun, Early, Randolph	SCS
108	Resurgence Hall	Fulton	SCS
109	School for Arts-Infused Learning (SAIL)	Statewide	SCS
110	Scintilla Charter Academy	Lowndes, Valdosta City	SCS
111	SLAM Academy of Atlanta	APS	SCS
112	Southwest Georgia STEM	Randolph/ Statewide	SCS
113	Spring Creek Charter Academy	Decatur, Miller, Seminole	SCS
114	Statesboro STEAM	Bullock	SCS
115	Utopian Academy for the Arts	Clayton	SCS
116	Yi Hwang Academy of Language Excellence	Statewide	SCS

Historical Growth of Charter Schools in Georgia



Between the 2019-20 and 2020-21 school year, (7) new charter schools opened, which included two (2) locally approved charter schools and five (5) state charter schools. During this timeframe one (1) locally approved charter school chose not to renew its charter contract.

Charter School Enrollment



NOTE: Enrollment numbers for college and career academy charter schools are self-reported, for 2020-21 school year this was 15,921

2021 Demographics of Charter Schools Compared to the State of Georgia

School Type	White	Black	Hispanic	Asian	Indian	Pacific	Multi
Locally Approved Charter Schools	25.0%	57.5%	10.5%	5.0%	0.0%	0.0%	2.0%
State Charter Schools	42.7%	41.4%	9.1%	2.0%	0.1%	0.0%	4.7%
Traditional Schools	38.5%	36.9%	17.4%	3.9%	0.2%	0.1%	3.2%

2021 Support Services

School Type	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Locally Approved Charter Schools	9.3%	4.7%	52.5%
State Charter Schools	11.7%	2.8%	41.4%
Traditional Schools	12.9%	9.0%	56.8%

Percentage of students attending charter schools by system:

System Name	% of Resident Students in Charter Schools
Greene County	33.6%
Randolph County	30.3%
Mitchell County	30.2%
Clay County	28.6%
Grady County	28.1%
Calhoun County	27.6%
Atlanta Public Schools	21.5%
Sumter County	14.0%
Webster County	13.1%
Terrell County	11.4%
Bibb County	11.2%
DeKalb County	10.6%
Stewart County	9.7%
Fulton County	9.2%
Decatur County	7.1%
Savannah-Chatham County	6.2%
Coweta County	5.5%
Valdosta City	5.5%
Gilmer County	5.3%
Early County	5.0%
Douglas County	4.9%
Clayton County	4.8%
Fannin County	4.7%
Baldwin County	4.3%
Wayne County	4.3%
Pickens County	4.1%
Berrien County	4.0%
Lowndes County	3.9%
Walton County	3.9%
Evans County	3.9%
Barrow County	3.9%
White County	3.9%
Union County	3.9%
Thomas County	3.8%
Cobb County	3.7%

System Name	% of Resident Students in Charter Schools
Oglethorpe County	3.7%
City Schools of Decatur	3.6%
Monroe County	3.6%
Richmond County	3.6%
Madison County	3.5%
Jeff Davis County	3.5%
Morgan County	3.4%
Toombs County	3.4%
Meriwether County	3.4%
Lumpkin County	3.4%
Screven County	3.3%
Towns County	3.3%
Stephens County	3.2%
Miller County	3.2%
Burke County	3.2%
Candler County	3.2%
Chattahoochee County	3.2%
Chattooga County	3.1%
Rabun County	3.0%
Murray County	3.0%
Cherokee County	3.0%
Seminole County	2.9%
Butts County	2.9%
Liberty County	2.9%
Muscogee County	2.8%
McIntosh County	2.8%
Elbert County	2.7%
Jackson County	2.6%
Clarke County	2.6%
Marietta City	2.5%
Commerce City	2.5%
Griffin-Spalding County	2.4%
Peach County	2.4%
Baker County	2.4%
Long County	2.4%
Columbia County	2.4%

System Name	% of Resident Students in Charter Schools
Habersham County	2.4%
Camden County	2.4%
Bulloch County	2.3%
Dawson County	2.3%
Hart County	2.3%
Talbot County	2.2%
Vidalia City	2.0%
Rockdale County	2.0%
Jefferson County	2.0%
Jenkins County	2.0%
Fayette County	2.0%
Macon County	2.0%
Franklin County	1.9%
Newton County	1.9%
Hancock County	1.9%
Wilkinson County	1.8%
Pulaski County	1.8%
Glynn County	1.8%
Coffee County	1.7%
Cartersville City	1.7%
Jefferson City	1.7%
Henry County	1.7%
McDuffie County	1.7%
Bacon County	1.6%
Gwinnett County	1.6%
Gainesville City	1.5%
Bartow County	1.5%
Colquitt County	1.5%
Lanier County	1.5%
Brooks County	1.4%
Lamar County	1.4%
Social Circle City	1.4%
Putnam County	1.4%
Quitman County	1.4%
Carrollton City	1.3%
Taylor County	1.3%
Lee County	1.3%
Thomasville City	1.2%

System Name	% of Resident Students in Charter Schools
Wilkes County	1.2%
Johnson County	1.2%
Warren County	1.2%
Polk County	1.2%
Haralson County	1.2%
Banks County	1.1%
Telfair County	1.1%
Twiggs County	1.1%
Pike County	1.1%
Worth County	1.1%
Houston County	1.1%
Dougherty County	1.1%
Forsyth County	1.1%
Crawford County	1.1%
Hall County	1.1%
Jasper County	1.0%
Paulding County	1.0%
Gordon County	1.0%
Montgomery County	1.0%
Tattnall County	1.0%
Emanuel County	1.0%
Effingham County	1.0%
Marion County	0.9%
Cook County	0.9%
Wilcox County	0.9%
Turner County	0.8%
Treutlen County	0.8%
Laurens County	0.8%
Schley County	0.8%
Dade County	0.8%
Rome City	0.8%
Irwin County	0.7%
Dodge County	0.7%
Crisp County	0.7%
Harris County	0.7%
Charlton County	0.7%
Thomaston-Upson County	0.7%
Carroll County	0.7%

System Name	% of Resident Students in Charter Schools
Walker County	0.7%
Heard County	0.7%
Ware County	0.7%
Bleckley County	0.7%
Pierce County	0.7%
Brantley County	0.7%
Troup County	0.7%
Ben Hill County	0.6%
Bryan County	0.6%
Jones County	0.6%
Lincoln County	0.6%
Appling County	0.6%
Washington County	0.6%
Dalton Public Schools	0.6%
Oconee County	0.5%
Tift County	0.5%
Wheeler County	0.5%

System Name	% of Resident Students in Charter Schools
Dooly County	0.5%
Floyd County	0.4%
Pelham City	0.4%
Whitfield County	0.4%
Glascocock County	0.4%
Catoosa County	0.3%
Bremen City	0.3%
Clinch County	0.2%
Trion City	0.2%
Buford City	0.2%
Dublin City	0.2%
Atkinson County	0.1%
Calhoun City	0.1%
Chickamauga City	0.0%
Echols County	0.0%
Taliaferro County	0.0%

Charter School Performance Information

Due to the suspension of high-stakes state testing during the COVID-19 pandemic in 2019-2020, Milestones data and CCRPI calculations are not available. As such, this information is not included in this report. We have highlighted the incredible efforts by our educators and schools to ensure the continuation of student learning and supports during these unprecedented times.

The following pages include information about Georgia's charter schools, organized by authorizing district (for locally approved charter schools). Each section includes details about the charter schools within the authorizing district, the year of charter approval, current contract dates, and student enrollment and demographics. Additionally, included are responses from each school to the following questions from their annual report:

- How has flexibility allowed you to improve the performance of your students (*Please provide examples of waivers you may utilize to ensure student success*)?
- What have you done to ensure academic success with the suspension of the annual state assessments?
- What changes, if any, have you implemented during the pandemic to ensure operational excellence?

For a historical look at performance data for charter schools, please see the following links:

Georgia Department of Education (GaDOE) CCRPI Data:

<https://www.gadoe.org/CCRPI/Pages/default.aspx>

Governor's Office of Student Achievement (GOSA) School Grades Report (provides school and system reports for all public elementary, middles, and high schools in Georgia. These reports are based on school performance, and include other useful information about the schools, such as performance on statewide assessments, demographics, graduation rate, and additional academic and non-academic information):

<https://schoolgrades.georgia.gov/>

GOSA Georgia Higher Learning and Earnings dashboard:

<https://gosa.georgia.gov/georgia-higher-learning-and-earnings>

GOSA Schools Like Mine Dashboard (provides a school-based comparison based on student population):

<https://schoolslikemine.gosa.ga.gov/>

GaDOE Financial Transparency Dashboard (provides financial data, such as provides budget and expenditure information, for each public-school system and school):

<https://www.gadoe.org/Finance-and-Business-Operations/Financial-Review/Pages/School-System-Financial-Information.aspx>

Authorizer information: Atlanta Public Schools
Number of Traditional Schools in the System: 67

Number of Charter Schools: 19

2020 – 2021 Enrollment: Charter Schools - 9,642 Traditional Schools - 39,833

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Atlanta Public Schools	39,833	6,661	16.7%	29,054	72.9%	3,033	7.6%	328	0.8%	757	1.9%
Charter Schools	9,642	1,483	15.4%	7,792	80.8%	189	2.0%	0	0.0%	178	1.8%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Atlanta Public Schools	12.4%	4.8%	68.5%
Charter Schools	9.2%	1.0%	69.2%

Charter School	Charter Type	Year Charter Opened	Current Charter Start	Current Charter End	Grades Served in 2020-2021
Centennial Academy	Conversion	2014	7/1/2019	6/30/2024	K-8
Atlanta Classical Academy	Start-up	2014	7/1/2019	6/30/2024	K-12
Atlanta Neighborhood Charter School (ES)	Start-up	2001	7/1/2016	6/30/2021	K-5
Atlanta Neighborhood Charter School (MS)	Start-up	2005	7/1/2016	6/30/2021	6-8
Charles R. Drew Charter School (ES)	Start-up	2000	7/1/2017	6/30/2021	K-5
Charles R. Drew Charter School (JA/SA)	Start-up	2012	7/1/2017	6/30/2022	6-12
KIPP Atlanta Collegiate	Start-up	2011	7/1/2019	6/30/2024	9-12
KIPP Soul Primary	Start-up	2019	7/1/2019	6/30/2024	K-3
KIPP Soul Academy	Start-up	2020	7/1/2019	6/30/2024	5
KIPP STRIVE Academy	Start-up	2009	7/1/2019	6/30/2024	5-8
KIPP Strive Primary	Start-up	2014	7/1/2019	6/30/2024	K-3
KIPP Vision	Start-up	2010	7/1/2019	6/30/2024	5-8
KIPP Vision - Primary	Start-up	2014	7/1/2019	6/30/2024	K-4
KIPP WAYS	Start-up	2003	7/1/2019	6/30/2024	5-8
KIPP WAYS - Primary	Start-up	2014	7/1/2019	6/30/2024	K-4
The Kindezi School	Start-up	2010	7/1/2015	6/30/2020	K-8
The Kindezi School Old 4th Ward	Start-up	2016	7/1/2015	6/30/2020	K-8
Wesley International Academy	Start-up	2007	7/1/2018	6/30/2023	K-8
Westside Atlanta	Start-up	2013	7/1/2018	6/30/2023	K-5

The following pages include detailed information about the charter schools authorized by Atlanta Public Schools, including the name of the school, type of charter, year the school opened, grades served, 2020-2021 enrollment details, as well as responses from schools included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

Atlanta Public Schools Charter School Information:

Centennial Academy – Locally-Approved Charter School (Conversion)

Opened – 2014

Grades Served – K-8

2020-2021 Enrollment- 670

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Atlanta Public Schools	39,833	6,661	16.7%	29,054	72.9%	3,033	7.6%	328	0.8%	757	1.9%
Centennial Academy	670	0	0.0%	617	92.1%	33	4.9%	0	0.0%	20	3.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Atlanta Public Schools	12.4%	4.8%	68.5%
Centennial Academy	6.0%	3.5%	100.0%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Centennial Academy has made sufficient progress towards the academic accountability goals in the charter as indicated by exceeding Atlanta Public Schools (APS) in College and Career Readiness Performance Indicator (CCRPI) data for two of the last three years. Additionally, Centennial has been recognized by the Georgia Department of Education for “Beating the Odds” consecutively for the last three years. The flexibility of implementing an educational program focused on applied STEAM integrated learning and hiring based on a STEAM curriculum and applied learning, while establishing partnerships with local universities such as Georgia Tech and Georgia State University, as well as community partners such as the Georgia Aquarium. These partnerships have allowed Centennial to improve the performance of our scholars. We have used the maximum flexibility allowed by law and incorporated waivers for hiring non-certified teachers to ensure that we had the opportunity to bring in STEAM subject-matter expertise.

What have you done to ensure academic success with the suspension of the annual state assessments?

Although the annual state assessments have been suspended, we have set goals for Centennial Academy in that 60% of our scholars will demonstrate proficiency in Math and ELA as measured by STAR benchmark data by the end of the academic year and 60% of scholars will meet their Typical Growth measure as indicated by iReady assessment data.

In order to mitigate the projected learning loss and ensure academic success, Centennial has implemented the innovative practices below:

- Deliver norm-based assessments, both STAR and i-Ready

- Create and administer quarterly common assessments in English Language Arts, Math, and Social Studies
- Restructure instructional time to provide for intensive small group interventions
- Deliver professional development opportunities on data-driven instructional and intervention practices
- Expand social-emotional support by implementing a Social-Emotional Learning (SEL) curriculum
- Encourage trauma-informed care and practices by forging partnerships with wraparound care providers

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

As a result of the pandemic, it has been critical to ensure operational excellence at Centennial Academy by supporting the extra-educational needs of our scholars. A couple of examples including arranging for weekly onsite food distribution for all of our families in coordination with Atlanta Public Schools as well as ensuring wireless connectivity and devices for our most vulnerable scholars. To date, we have distributed over 500 devices and 100 internet hotspots.

Atlanta Classical Academy – Locally-Approved Charter School (Start-up)

Opened – 2014

Grades Served – K-12

2020-2021 Enrollment- 649

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Atlanta Public Schools	39,833	6,661	16.7%	29,054	72.9%	3,033	7.6%	328	0.8%	757	1.9%
Atlanta Classical Academy	649	461	71.0%	111	17.1%	77	11.9%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Atlanta Public Schools	12.4%	4.8%	68.5%
Atlanta Classical Academy	7.8%	4.2%	15.0%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Flexibility is most important in the hiring of our leaders and teachers (Certification Requirement of Hired Professionals - O.C.G.A. Section 20-2- 200, Professional Standards Commission Rule 505-2-.09 1(a)). Because of the unique programming ACA seeks to provide, depth of content knowledge and mastery will be more critical and as important for potential faculty as pedagogical training. Although ACA will seek to hire certificated staff (and will support staff in completing this process), content specialists will be the focus of recruitment. For specialized areas such as Latin, certificated candidates may not necessarily be the best fit. Greater content mastery and depth of content knowledge enables faculty at ACA to provide a more content-rich approach to academics that is critical to a classical education.

Other important elements of flexibility and waivers are those related to budgeting, hiring practices, textbook selection, values and character education, course listings, class sizes, continuing education, and duty-free lunch period.

What have you done to ensure academic success with the suspension of the annual state assessments?

K-6 students begin their academic day at 8:30AM and finish their day at 2PM. They have a variety of breaks throughout the day, with the aim of balancing social-emotional learning, synchronous instruction, asynchronous instruction, and independent work.

Classwork is organized through a variety of digital platforms, with Google Classroom serving as the primary hub for communication and classwork. Live instruction is done through Zoom.

Academic success in the lower school is gauged through both in-class assessments and MAP assessments. MAP provides teachers and parents with targeted, specific data related to

students' comprehension and skills, with a particular emphasis on reading and math. During-class assessments are targeted to reflect the sort of learning that is done on a daily basis. Both formative and summative assessments, given both in one-on-one (virtual) and all-class (virtual) environments, provide teachers with a gauge of students' understanding.

At the beginning of the year, each class in the upper school began with an academic boot camp that focused on developing essential skills for success. Teachers prepared these lessons over the summer months with an eye toward mitigating potential learning loss that may have begun when we first went virtual in March.

Upper school students are receiving daily live instruction that follows the normal bell schedule of a school day. This means classes run from 8:30AM - 3:50PM. All classes are recorded and made available to students who might miss class because of a sickness or some other reason.

On Fridays, we have carved out time for students to meet their teachers for individual tutorials to receive extra help. We have also instituted advisories on Fridays so that students can connect with faculty members on a more personal level and receive emotional support during a trying time.

All teachers are using Google Classroom as the main platform for distributing and receiving student work. On Sunday evening each week, students log into their classes and see their assignments scheduled out by day. Teachers also provide students with exact instructions for how to upload their daily work. To the extent that it is possible, we aim to create homework assignments where students are working with books, notes, and pencils away from a computer.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

In response to the COVID-19 pandemic, our school made the transition to virtual learning per direction from our local authorizer, Atlanta Public Schools. We were able to distribute devices to every student that requested one. We purchased technology to assist our teachers including video conferencing licenses, external monitors, cameras, and microphones where needed. Our academic calendar was adjusted to allow teacher training and preparation, and our daily schedule was adjusted to accommodate the challenges of remote learning. Our student services team has invested hundreds of hours identifying and connecting with struggling and new students to ensure they have the personal connections and materials they need in order to succeed. We have been grateful to GaDOE for the flexibility it has provided us during this challenging time.

From a health & safety perspective, we have invested in temperature scanning kiosks, electrostatic disinfection machines, air purification equipment, and additional cleaning staff in order to provide a healthy campus for the return of our faculty and students.

Atlanta Neighborhood Charter School – Locally-Approved Charter School (Start-up)

Opened – ES 2001, MS 2005

Grades Served – K-8

2020-2021 Enrollment – 583 Total - ES 375; MS 208

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Atlanta Public Schools	39,833	6,661	16.7%	29,054	72.9%	3,033	7.6%	328	0.8%	757	1.9%
Atlanta Neighborhood Charter School	583	428	73.4%	113	19.4%	0	0.0%	0	0.0%	42	7.2%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Atlanta Public Schools	12.4%	4.8%	68.5%
Atlanta Neighborhood Charter School	10.7%	1.3%	7.8%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

There are specific waivers that are key to ANCS’ success. ANCS develops and implements its own student-centered curriculum as well as pacing of the content. In order to balance the schools’ academic and SEL foci, the use of the school day and schedule configuration(s) allow ANCS to offer a range of programs to support the learning process. For example, because regular professional development is vital to ANCS’ success, the school provides weekly professional development and collaborative planning time by releasing students early one day per week to provide training and development. The school also annually adopts a calendar that may be different from traditional schools in APS. Finally, the waiver of teacher certification is especially important as it allows the school to hire in-field experts and help them successfully transition to the classroom.

What have you done to ensure academic success with the suspension of the annual state assessments?

ANCS has utilized its existing regimen of classroom-level summative assessments and the Measure of Academic Progress (MAP) test to continue to closely track students’ academic attainment during the suspension of annual state assessments. MAP is usually administered three times per year. While we did miss the Spring 2020 administration due to the COVID-19 closure, we resumed testing this fall. We analyze MAP results all the way down to the individual student and use the specific skills assessments to drive differentiation in the classroom. A focus on growth will continue to guide assessment, with previous student performance being utilized to inform instruction and direct future assessment.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

- We assembled a team of support staff that now meet regularly to track progress on the shifts and accommodations needed to support faculty and students.
- We have created a technology team to respond quickly to internet connectivity issues and ensure that all students have a functioning device to support virtual learning.
- We have contracted with an accounting firm to help track COVID closure related expenses.
- We have a standing governing board report/update on COVID-related concerns impacting operations
- We have twice surveyed our parents and faculty to gather input/feedback on our virtual learning schedule, access to technology and academic effectiveness.
- We have increased communications to parents, faculty and staff to ensure that the school family has the most up to date information.
- We have added a COVID-19 health data visual to our weekly school newsletter.
- We have shortened the school day to manage screen time and improve wellness.

Charles Drew Charter School – Locally-Approved Charter School (Start-up)

Opened – ES 2000, JA/SA 2012

Grades Served – K-12

2020-2021 Enrollment – 1,855 - ES 989, JA/SA 866

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Atlanta Public Schools	39,833	6,661	16.7%	29,054	72.9%	3,033	7.6%	328	0.8%	757	1.9%
Charles Drew Charter School	1,855	421	22.7%	1,302	70.2%	61	3.3%	0	0.0%	71	3.8%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Atlanta Public Schools	12.4%	4.8%	68.5%
Charles Drew Charter School	9.4%	0.2%	38.9%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Drew’s flexibility across many areas of the three academies has resulted in improved outcomes for students. Drew’s extended day allows us to schedule Professional Learning Community meetings during the school day which allows us to keep data at the forefront of student academic success. Our flexibility in our scheduling allows for additional participation in more than 19 enrichment classes and support classes for students at the Junior and Senior Academies. Drew’s flexibility also allows for instructional autonomy to purchase resources and curricula that align with Drew’s identified best practices. Having an extended year allows for additional instructional time for our students. From a human resources perspective, having flexibility allows for more selectivity in staff recruitment and innovative initiatives, such as the annual performance-based bonus.

What have you done to ensure academic success with the suspension of the annual state assessments?

Drew modified its existing assessment plan to ensure that all students were assessed at the beginning of the year. All K-10 students were assessed in Reading and Math using NWEA’s MAP assessment. Teachers also continued to receive targeted support from the coaching staff. Social-emotional supports were incorporated throughout the regular school days (Monday, Tuesday, Thursday and Friday) along with social-emotional support on Wellness Wednesdays. Individualized intervention has also continued for students with Individualized Education Plans and 504 plans, including on-going assessments and progress monitoring using early literacy assessments (Aimswab and Happy Numbers), STAR for SST students and scheduled semester benchmarks. Additionally, Drew staff ensured that all students had access to a device and received instructional materials at the beginning of the year and will continue to receive new materials each quarter.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Drew has implemented substantial changes during the pandemic to ensure operational excellence. These include a comprehensive overhaul of facilities and maintenance processes that follow or exceed CDC and APS guidance on re-opening for all staff entering and working in Drew's school buildings. These include, but are not limited to:

- Implementing a mask mandate for anyone on campus
- Implementing touchless hand sanitizer stations around the campus
- Implementing electrostatic cleaning of classrooms and high touch areas
- Installed new HVAC system at EA
- Increased filters to MERV 13 (from Merv 11)
- Implementing a sign package with one-way staircases

Opened – 2003

Grades Served – K-12

2020-2021 Enrollment- 3,921

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Atlanta Public Schools	39,833	6,661	16.7%	29,054	72.9%	3,033	7.6%	328	0.8%	757	1.9%
KIPP Metro Atlanta	3,921	0	0.0%	3,921	100.0%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Atlanta Public Schools	12.4%	4.8%	68.5%
KIPP Metro Atlanta	9.2%	0.6%	95.1%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

We have used flexibility this year in a number of different ways. This includes utilizing the seat time waiver to tailor key instruction in a developmentally appropriate manner. The ability to tailor our staffing model to meet the needs of our scholars has enabled us to focus our resources efficiently and effectively to further our scholars’ performance.

What have you done to ensure academic success with the suspension of the annual state assessments?

Once it was announced that the annual state assessments would be suspended, we began to reassess our assessment strategy to ensure that we were meeting the needs of our scholars. This included administering the MAP Growth assessment at the beginning of the year, using short-cycle formative assessments (e.g., Exit Tickets), and refining our interim assessments. At the same time, we worked to redesign our instructional delivery model and academic schedule. We prioritized key standards and allowed time for re-teach to ensure that our scholars receive and master the most important content. Additionally, we know that for our scholars to excel academically, their physical and mental wellbeing must be at the center of our work. Accordingly, we have implemented robust supports to ensure our scholars’ needs are met, including SEL curriculum, daily and weekly small group, homeroom, and grade level meetings and intensive outreach to connect with all of our scholars.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Our guiding principles for our operations during the pandemic have been safety and excellence. Through that lens, we started by reevaluating all operations in light of federal, state and local guidance.

Additionally, to ensure that our scholars had access to technology, supplies and nutrition, like they would typically, we provided all scholars with Chromebooks and families who required it with wireless hotspots. Our school nutrition team pivoted to provide all scholars with meals to last a full week, available for pickup directly from our schools or from bus routes on Wednesdays.

During this time, our facilities team have been working to ensure that our buildings are equipped with necessary materials and outfitted to meet emerging guidance.

Our Health Services Team became certified in poison control, took part in necessary COVID-19 training and have continued to expand their professional development. Additionally, our School Nurse has served as a key liaison between federal, state and local health officials and has been instrumental in ensuring we implement the latest guidance from all sources.

Finally, our school-based operations teams have worked tirelessly to ensure that the needs of our staff, scholars and families are met.

The Kindezi Schools – Locally-Approved Charter School (Start-up)

Opened – 2010

Grades Served – K-8

2020-2021 Enrollment- 873

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Atlanta Public Schools	39,833	6,661	16.7%	29,054	72.9%	3,033	7.6%	328	0.8%	757	1.9%
Kindezi Schools	873	36	4.1%	837	95.9%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Atlanta Public Schools	12.4%	4.8%	68.5%
Kindezi Schools	12.0%	0.0%	100.0%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (*Please provide examples of waivers you may utilize to ensure student success*)?

The flexibility has allowed our program to maintain a small class size. As a result, we are able to provide more individualized instruction and targeted intervention for our scholars. Additionally, the scheduling flexibility allowed us to provide a longer instructional day and flex our schedule to include additional student supports through the implementation of an intervention/enrichment block.

What have you done to ensure academic success with the suspension of the annual state assessments?

Continuing to utilize MAP (Measurement of Academic Progress) testing projections to determine student level of performance and to calculate their growth. This data strongly correlates to state performance outcomes.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Kindezi has maintained safety, wellness and growth for its students, staff and community by implementing virtual learning through the first semester of SY21. To support Kindezi's academic programming, operations teams are meeting the needs of virtual classrooms in the first and second quarter, maintaining 1:1 Chromebook provision and internet access, while also preparing for varying forms of in-person classroom environments, as we look forward to reopening school sites. Facilities teams have made building improvements to mechanical systems, de-densified classroom space and reconfigured common areas to accommodate physical distancing during the school day and have implemented new protocols that help to mitigate the spread of COVID-19 and ensure students and staff remain safe. Currently, operations are working to formalize reopening plans and train teams to pivot process, based on COVID-19 status and community needs.

Wesley International Academy – Locally-Approved Charter School (Start-up)

Opened – 2007

Grades Served – K-8

2020-2021 Enrollment- 792

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Atlanta Public Schools	39,833	6,661	16.7%	29,054	72.9%	3,033	7.6%	328	0.8%	757	1.9%
Wesley International Academy	792	78	9.8%	651	82.2%	18	2.3%	0	0.0%	45	5.7%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Atlanta Public Schools	12.4%	4.8%	68.5%
Wesley International Academy	8.4%	0.7%	54.4%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

The opportunity and ability to hire teachers who are working on their certification, but not yet fully certified has helped us attract young and talented teachers entering the profession. We have worked closely with local colleges and universities to find teachers who are skilled in their content areas but may be lacking proper credentials. Through ongoing support and initiatives as well as an onsite new teacher mentoring program, we are able to provide in-house teacher development and improve our teacher retention rates. This consistency in staff and teachers has had a positive impact on student success as evidenced by our internal assessments and previous years' milestones data.

What have you done to ensure academic success with the suspension of the annual state assessments?

Given the suspension of annual state assessments we have relied highly on internal assessments to determine student learning and instruction. In both PYP and MYP, our teachers utilize the mastery connect and I Ready platforms to assess student learning. For the first portion of the year, our students also took STAR and MAP assessments to monitor their performance in relation to their peers. All of this data is used by administration and teachers to support individual students and adjust instruction accordingly. All teachers regardless of subject or grade-level participate in monthly data-talks with the administrative team. In addition, we continue to send teams to Harvard's Data Wise program and use this framework for all conversations regarding student data.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Even though we did not have any students in the building after March 13, we continued to provide support for students and families from counseling to technology and everything in

between. We distributed computers and hotspots to every student in need of a device and created a regular "check-in" schedule with our staff and families to ensure that everyone had what they needed. Our operations team made sure that the building remained clean even though there were no students in the building. We are continuing this level of cleanliness and operational focus as we prepare for the inevitable return of students and staff whenever that may be.

Westside Atlanta – Locally-Approved Charter School (Start-up)

Opened – 2013

Grades Served – K-5

2020-2021 Enrollment- 299

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Atlanta Public Schools	39,833	6,661	16.7%	29,054	72.9%	3,033	7.6%	328	0.8%	757	1.9%
Westside Atlanta	299	59	19.7%	240	80.3%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Atlanta Public Schools	12.4%	4.8%	68.5%
Westside Atlanta	9.2%	0.6%	50.6%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Flexibility has always been key for Westside and our school community. Our smaller class size and focus on language and literacy have allowed us to truly meet the instructional needs of your students. We have developed staff to provide small group instruction for students who may otherwise not receive additional support in a larger setting. These "intervention" teachers provided remediation as well as extension instruction for all grade levels. This instruction has continued during virtual learning.

In addition to instructional support, we continue to develop of counseling support services. Our school began with a part-time school counselor and we have since grown to a Counseling and Equity of Department of 4 staff members. This includes: two school counselors (elementary and middle grades), Equity and Service Coordinator (who provides resources for teachers and families, leads critical conversations around equity in education, organizes service-learning projects, and organizes mindfulness activities for the school community), Family Engagement Coordinator (who leads parent workshops, coordinates donations and distribution). Our school community continues to provide us with positive feedback on our full wrap around approach for our school community.

What have you done to ensure academic success with the suspension of the annual state assessments?

During this time with the suspension of annual state assessments, we have continued to administer the Measure of Academic Progress (MAP) Assessment as well as administering formative assessments based on grade-level essential standards. This has assisted us in ensuring that our instruction and acquisition of grade level content is mastered.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Prior to the pandemic, we applied for the Payroll Protection Program (PPP). This grant/loan has been extremely helpful to our operations. PPP, along with CARES Act Funding, has allowed us to cover payroll and benefits during this unexpected time. These funds have helped us to manage our budget more effectively, in addition to streamlining expenses.

Authorizer information: Berrien County Schools

Number of Traditional Schools in the System: 4

Number of Charter Schools: 1

2020 – 2021 Enrollment: Charter Schools – 58 Traditional Schools - 2,900

2020-2021 Enrollment											
Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Berrien County Schools	2,900	2,157	74.4%	382	13.2%	255	8.8%	0	0.0	106	3.7%
BAPLC	58	58	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Berrien County Schools	10.0%	2.3%	66.2%
BAPLC	6.0%	0.0%	38.8%

Berrien Academy Performance Learning Center – Locally-Approved Charter School (Start-up)

Opened – 2004

Grades Served – 9-12

2020-2021 Enrollment- 58

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

We utilize waivers of seat time and class size.

What have you done to ensure academic success with the suspension of the annual state assessments?

We use formative assessments such as USATestPrep to monitor student progress.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

During the pandemic, we have utilized school choice options. 66% of our students chose a virtual school model. 34% chose face to face instruction. We are also offering in house small group counseling to meet the social emotional needs of our students. In addition, we are offering virtual group counseling sessions. School meals are available for no cost to us in house and virtual students.

Authorizer information: Chatham County Schools

Number of Traditional Schools in the System: 52

Number of Charter Schools: 5

2020 – 2021 Enrollment: Charter Schools - 1,737 Traditional Schools - 33,290

2020-2021 Enrollment											
Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Chatham County Schools	33,290	7,360	21.1%	19,960	60.0%	4,087	12.3%	489	1.5%	1,394	4.2%
Chatham Charter Schools	1,737	502	28.9%	1093	62.9%	126	7.3%	0	0.0%	16	0.9%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Chatham County Schools	12.9%	5.6%	60.0%
Chatham Charter Schools	10.8%	2.0%	58.1%

Charter School	Charter Type	Year Charter Opened	Current Charter Start	Current Charter End	Grades Served in 2019-20
Coastal Empire Montessori	Start-up	2008	7/1/2018	6/30/2023	K-5
Oglethorpe Charter Schools	Start-up	1999	7/1/2018	6/30/2023	6-8
Savannah Classical Academy	Start-up	2013	7/1/2019	6/30/2024	K-12
Susie King Taylor Community School	Start-up	2017	7/1/2017	6/30/2022	K-8
Tybee Island Maritime Academy	Start-up	2013	7/1/2018	6/30/2023	K-5

The following pages include detailed information about the charter schools authorized by Savannah-Chatham Schools, including the name of the school, type of charter, year the school opened, grades served, 2020-2021 enrollment details, as well as responses from schools included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

Coastal Empire Montessori – Locally-Approved Charter School (Start-up)

Opened – 2008

Grades Served – K-5

2020-2021 Enrollment- 218

2020-2021 Enrollment											
Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Chatham County Schools	33,290	7,360	21.1%	19,960	60.0%	4,087	12.3%	489	1.5%	1,394	4.2%
Coastal Empire Montessori	218	73	33.5%	128	58.7%	17	7.8%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Chatham County Schools	12.9%	5.6%	60.0%
Coastal Empire Montessori	10.9%	2.0%	64.0%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Apart from the curricular and pedagogical innovations listed in the previous question, which are fundamental to CEMCS's autonomy as a charter school, the most important flexibility involves staffing, professional development and instructional-centered operations. The ability to provide CEMCS teachers with formal Montessori training and both off- and on-site informal professional development that supports our approach (e.g., positive discipline, PBIS, non-violent conflict resolution, Montessori grace and courtesy) is necessary for the normalization and success of our students. It also contributes greatly to the positive school climate at CEMCS.

What have you done to ensure academic success with the suspension of the annual state assessments?

At CEMCS, we maintained our benchmark testing protocols up until the pandemic-related closure in March, just fitting in spring testing, so that we could see a full year's growth for our students. With reduced class sizes that allow for both Montessori-grounded individualized instruction and EIP reduced-class-size service, our instructional, observational and assessment protocols were not substantially affected by the suspension of state testing. Finally, in addition, our MTSS protocols is quite robust, providing children with targeted, needed support that is measured by more relevant and informative assessment than state testing offers.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

The CEMCO Board voted in March 2020 to close the CEMCS campus to in-person learning, and our program transitioned to being virtual for the remainder of the 2019-20 school year. The

move to a fully-virtual model necessitated many changes, but the core of our Montessori elementary program remained intact. Our teaching staff moved their instruction online, showing the utmost in creativity, and our operations shifted to being run from largely remote locations. Enhanced communication with families, especially through the use of our website, telephone call-out and school social media allowed families and students to feel like the school staff was there for them and the school community was still united. Communication continued into and through the summer since so many uncertainties persisted.

Oglethorpe Charter School – Locally-Approved Charter School (Start-up)

Opened – 1999

Grades Served – 6-8

2020-2021 Enrollment- 586

2020-2021 Enrollment											
Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Chatham County Schools	33,290	7,360	21.1%	19,960	60.0%	4,087	12.3%	489	1.5%	1,394	4.2%
Oglethorpe Charter School	586	62	10.6%	443	75.6%	65	11.1%	0	0.0%	16	2.7%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Chatham County Schools	12.9%	5.6%	60.0%
Oglethorpe Charter School	9.0%	3.0%	68.7%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

The flexibility of curriculum autonomy has allowed us to continue with the split math curriculum providing every student with a double block of math from 2 different teachers with one teacher focusing on the algebra and statistics related standards while the other math teacher focuses on the geometry standards of the curriculum. The ELA split has allowed us to give every student a double block of language arts with one language arts teacher focusing on the writing standards and the other language arts teacher focusing on the reading standards. We also added the Flying Classroom to our curriculum to help boost our science scores and to provide integrated project learning with our core academic teachers that were partnered with our marine science teacher and STEM and engineering teacher.

What have you done to ensure academic success with the suspension of the annual state assessments?

We are using MAP testing as our diagnostic tool to check on student growth and teaching the curriculum virtually using the google classroom platform and its learning platform. We are teaching the same standards that would normally be taught in order to have the students prepared for annual assessments when they do resume.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We are approaching this year the same way that we would approach a non-pandemic year providing live lessons via Microsoft Teams, Zoom, and Google Meets. The required workload for the students addressing all of the required standards has not changed. We are trying to be

mindful of daily screen time for both students and teachers. We have also had to follow the lead of the opening of schools by the Savannah Chatham County School System due to our transportation agreement with them. Our students are bused from every neighborhood in Chatham County. We began hybrid in-person learning 2 days a week for our 6th graders on October 5th. We are due to begin in-person learning with our 7th and 8th graders on October 26th.

Savannah Classical Academy – Locally-Approved Charter School (Start-up)

Opened – 2013

Grades Served – K-12

2020-2021 Enrollment- 367

2020-2021 Enrollment											
Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Chatham County Schools	33,290	7,360	21.1%	19,960	60.0%	4,087	12.3%	489	1.5%	1,394	4.2%
Savannah Classical Academy	367	42	11.4%	281	76.6%	44	12.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Chatham County Schools	12.9%	5.6%	60.0%
Savannah Classical Academy	8.1%	2.5%	77.5%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Use of teacher certification and state program waivers as well as flexibility from the authorizing's LEA's policies and practices, have allowed us to operate more efficiently with higher student outcomes when compared to similar students and grade bands of other LEA students and schools. SCA has the highest percentage of HS students participating in dual enrollment (35%) of all LEA schools. SCA Kindergarten student's GKIDS scores has surpassed the LEA' 2024 GKIDS goal of 85% for Personal and Social Development for the current and previous two years. SCA's Graduation rate was 91%.

What have you done to ensure academic success with the suspension of the annual state assessments?

Remediated students that needed without fear of getting farther behind. Tried new instructional strategies and resources. Revised and updated the digital supports for students and staff. Continued to hold to our standards of content mastery. Held summer school to help students. Retained some students that were not meeting standards.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Revised all school safety protocols.
 Offered both virtual and on-campus options
 Separated from the LEA and now operate our own USDA and GADOE approved School Nutrition Program

All of the following:

- Portable Thermometers - Access control
- Thermal Cameras – Access control / Continuous Monitoring
- StepWells - Footwear decontamination
- Overhead UV-C Light – Sanitation and virus deactivation
- Plasma Bipolar Ionization added to HVAC system - Air with Surface Sanitation and Virus Deactivation (creates a treated entry pass through and constant treatment of common areas)
- Two Types of Touchless/Automated Hand Sanitation Stations
- Individualized Furniture – Distancing
- Transparent Desk Shields – Distancing
- Various PPE
- Bottled Water and Reusable Water Bottles
- Water Bottle Filling Stations
- Signage for Distancing and Promotion of Healthy Habits
- Negative Pressure Isolation Lounge with Dedicated Entry/Exit
- Foggers – Daily whole building sanitation
- Cameras with audio in all Classrooms

Susie King Taylor Community School – Locally-Approved Charter School (Start-up)

Opened – 2013

Grades Served – K-5

2020-2021 Enrollment – 291

2020-2021 Enrollment											
Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Chatham County Schools	33,290	7,360	21.1%	19,960	60.0%	4,087	12.3%	489	1.5%	1,394	4.2%
Susie King Taylor Community School	291	57	20.7%	218	79.3%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Chatham County Schools	12.9%	5.6%	60.0%
Susie King Taylor Community School	10.8%	0.0%	56.3%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Being able to create a school calendar based on our innovations and the needs of our students has been the ultimate flexibility especially in a year where the district has restricted opening of schools due to COVID-19.

What have you done to ensure academic success with the suspension of the annual state assessments?

We have fully implemented Restorative Justice and utilize RESET, which is an in-school suspension program where the student spends the day with our Dean of Social Emotional Learning to analyze the behaviors, identify desired replacement behaviors, and to implement restorative actions to the community stakeholders that their behavior has impacted.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We have purchased additional PPE, allowed for families to choose the model that best fits their needs at this time. We are hoping to be able to continue to offer a virtual option long after COVID is over as it allows us to have small class sizes while students who perform better at home can learn virtually.

Tybee Island Maritime School – Locally-Approved Charter School (Start-up)

Opened – 2017

Grades Served – K-8

2020-2021 Enrollment – 275

2020-2021 Enrollment											
Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Chatham County Schools	33,290	7,360	21.1%	19,960	60.0%	4,087	12.3%	489	1.5%	1,394	4.2%
Tybee Island Maritime School	275	268	92.1%	23	7.9%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Chatham County Schools	12.9%	5.6%	60.0%
Tybee Island Maritime School	17.4%	1.5%	20.2%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Flexibility has provided many opportunities for us to monitor student growth and progress using student-centered approaches to learning. In addition, flexibility means our teachers can incorporate many project and problem-based learning goals within all content areas. This means our students can deepen their understanding of the standards through maritime studies, whether it is an Adopt-a-Ship project, field trips on vessels, or connections to local maritime industry partners. In addition, we are working closely with the GADOE STEAM Certification Team to highlight our STEM and STEAM education environment and the learning opportunities we provide through hands-on, cross-curricular experiences for students. Those experiences occur in their traditional classrooms or in our Makerspace, Digital Arts, Robotics, and Coding Lab, Mandarin Chinese classes, or Art & Design Studio.

What have you done to ensure academic success with the suspension of the annual state assessments?

Our teachers monitored student performance throughout the spring while we transitioned to remote learning. We are a 1:1 iPad school with students taking the devices home nights and weekends. This made our transition to remote learning accessible for all our families immediately and allowed for close progress monitoring. As we returned in the fall, our teachers expanded on our successes from the spring and have implemented various measures of success tied directly to communication to our parents of student progress on standards.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

TIMA resumed In-Person instruction with a Phased-In Approach starting October 5, 2020. Operationally, there is a Mask Mandate for All (to include transportation). We added a school nurse and have instituted Pre-entry assessments through the utilization of a Prescreening procedure for Health Certification & Contact Tracing, with temperature checks and verification of prescreening upon arrival. There are No visitors allowed to campus - only students and staff. We have also staggered schedules in hallways/common areas, so classes don't intermingle, encouraging limited movement of both students and staff whenever possible. A true benefit of being a charter school on an island means we can still have recess on the beach and supplemental outdoor instruction.

Ionization systems were installed into our HVAC systems. We worked closely with our LEA on a Supplemental Transportation Agreement so they would provide 5 days service/week for a cost to survey respondents that indicated transportation "required" to return – most important for our economically disadvantaged students. Cleaning and Sanitization increased by the TIMA Custodian with significant support from Savannah Professional Maintenance (SPM). Sanitization Mats installed at each entry way for students to sanitize their shoes as they cross thresholds and enter learning spaces. We created and implemented a Daily and Weekly schedule with additional staff from the SPM team, to include a weekly Deep Cleaning of entire campus. Outdoor dining spaces were also created for all grade levels.

Authorizer information: Clayton County Schools

Number of Traditional Schools in the System: 65

Number of Charter Schools: 2

2020 – 2021 Enrollment: Charter Schools - 212 Traditional Schools - 49,624

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Clayton County	49,624	262	0.5%	35,890	72.3%	11,861	23.9%	1,176	2.4%	435	0.9%
Charter Schools	212	0	0%	212	100%	0	0%	0	0%	0	0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Clayton County Schools	10.8%	3.0%	93.0%
Charter Schools	12.3%	5.8%	0.0%

Charter School	Charter Type	Year Charter Opened	Current Charter Start	Current Charter End	Grades Served in 2020-21
7 Pillars Career Academy	Start-up	2019	7/1/2019	6/30/2024	6-10
Utopian Academy of the Arts	Start-up	2020	7/1/2020	6/30/2025	K-1

The following pages include detailed information about the charter schools authorized by Clayton County Schools, including the name of the school, type of charter, year the school opened, grades served, 2020-2021 enrollment details, as well as responses from schools included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

Clayton County Schools Charter School Information:

7 Pillars Career Academy – Locally-Approved Charter School (Start-up)

Opened – 2019

Grades Served – 6 -7

2020-2021 Enrollment- 84

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Clayton County	49,624	262	0.5%	35,890	72.3%	11,861	23.9%	1,176	2.4%	435	0.9%
7 Pillars Career Academy	84	0	0%	84	100%	0	0%	0	0%	0	0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Clayton County Schools	10.8%	3.0%	93.0%
7 Pillars Career Academy	19.8%	6.3%	0.0%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

The flexibility waiver on instructor accreditation has been critical to allow us to bring in individuals who have a wealth of experience in the field but not a teaching background. For example, our School Social Worker teaches our Social and Emotional Learning class. She has taught many curriculums to youth in DFACS care but does not have a traditional teaching license.

What have you done to ensure academic success with the suspension of the annual state assessments?

We have been able to provide our students with more opportunities for small group tutoring, one on one instruction, and we were able to provide a two-week virtual intensive for our students prior to the first day of school that focused on foundational skills needed to tackle the current year's curriculum.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We hold regular school hours for parents that need technology, academic, or social supports. We also offer Thursday night school each Thursday from 6 to 7:30pm our teachers and staff meet with parents to go over what has been taught that week, what students will be working on the next week, and any updates on building operations. Parents are also able to ask questions and gain clarity.

Utopian Academy for the Arts (ES) – Locally-Approved Charter School (Start-up)

Opened – 2020

Grades Served – K-1

2020-2021 Enrollment- 128

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Clayton County	49,624	262	0.5%	35,890	72.3%	11,861	23.9%	1,176	2.4%	435	0.9%
Utopian Academy for the Arts ES	128	0	0%	128	100%	0	0%	0	0%	0	0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Clayton County Schools	10.8%	3.0%	93.0%
Utopian Academy for the Arts ES	7.5%	5.4%	0.0%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

Authorizer information: Cobb County Schools

Number of Traditional Schools in the System: 103

Number of Charter Schools: 1

2020 – 2021 Enrollment: Charter Schools - 2,704 Traditional Schools - 103,091

Charter School Student Demographics within Cobb County Schools:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Cobb County	103,091	35,607	34.5%	32,565	31.7%	25,325	24.6%	5,344	5.2%	4,159	4.0%
Charter Schools	2,704	1,737	64.2%	152	5.6%	181	6.7%	550	20.3%	84	3.1%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Cobb County	13.7%	11.1%	40.0%
Charter Schools	10.3%	1.9%	3.4%

The following pages include detailed information about the charter schools authorized by Cobb County Schools, including the name of the school, type of charter, year the school opened, grades served, 2020-2021 enrollment details, as well as responses from schools included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

Cobb County Schools Charter School Information:

George Walton Charter High School – Locally-Approved Charter School (Conversion)

Opened – 1998

Grades Served – 9-12

2020-2021 Enrollment- 2,704

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (*Please provide examples of waivers you may utilize to ensure student success*)?

Our curriculum waiver has been the most beneficial to our school over time. We utilize this waiver to adjust curriculum based on student need while ensure we continue to teach all Georgia Standards of Excellence. Examples have been

- Adding additional units as either supplement or remediation in courses.
- Continuing to offer a 3-level development course for our struggling learners.
- Offering embedded course work within our STEM Academy.
- Developing our own International Spanish Academy curriculum which challenges students who have more language acquisition than a traditional student.

During the pandemic, we have utilized our waivers to approach remote learning in a way which best supports the high academic standards of Walton High School versus the school district. We quickly found in March we needed to adjust our approach to include synchronous sessions and did so by allowing time each day for each subject area. With the district starting the year remote and implementing a new LMS system, we have been flexible in using different technology to assess and instruct students. Our Governance Board has approved our use of instructional funds to focus on purchasing technology – both hardware and software- to help our teachers deliver instruction. With the optional return to face-to-face learning, we have created our own daily bell schedule and academic expectations different from the samples provided by our local district. We continue to adjust the choice model to ensure the expectation of the community is met.

What have you done to ensure academic success with the suspension of the annual state assessments?

Following the college admission process, we tend to focus on rigor of curriculum as the first measure of student success. We carefully monitor our student grade profile to look for inconsistencies and look at locally developed summative data for each course. Our teachers analyze this data for strengths/weaknesses and needs for acceleration and remediation. We utilize our AP test instructional reports to look at adjustments needed to curriculum. These tests were altered this year, so you do have to take that into consideration. Also, the PSAT data is essential for us to focus on curriculum gaps year to year. Teacher leaders and administration carefully study by grade level and test question to determine areas of concern and how to address those in a far-reaching curricular way. This past year, the principals at both our feeder middle schools met with the Walton principal to compare PSAT 8 data with PSAT data of the same group in 9th grade. We shared data and looked for common threads of strength/weakness.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

The most significant changes we have implemented is moving to remote learning and working with technology access/implementation. On the student side, we needed to ensure all students had a working device with internet access. We are in a situation where most of our families already had this, but we did distribute devices as well as acquire a few hotspots. One of the main concerns parents had in the spring was the lack of a districtwide/schoolwide LMS system. We chose to utilize the district new LMS system which has taken extensive training as well as had many technology issues getting started. We have had to make some additional purchases of technology solutions – specifically as it relates to assessments. We have had to implement changes when we have safety issues surrounding zoom. Also, as parents and students have given us feedback about struggles with technology, we have had to adjust practice to ensure student navigation of the platform has not affect learning more than content acquisition. Now as we are planning on move back to a choice option for face-to-face learning, we are working on mitigation and safety plans. This include obtaining PPE, enough cleaning supplies as well as looking at ways to try to socially distance in large spaces such as hallways and lunchrooms. We have made new procedures for student arrival, hallway/stairway travel, and the lunchroom. Additionally, we have followed all CDC and State guidelines for contact tracing, positive case reporting and notification. This will become even more important as we start with face-to-face learning on November 5th.

Authorizer information: DeKalb County Schools

Number of Traditional Schools in the System: 121

Number of Charter Schools: 10

2020 – 2021 Enrollment: Charter Schools - 7,434 Traditional Schools - 82,392

Charter School Student Demographics within DeKalb County Schools:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
DeKalb County	82,392	8,043	9.8%	52,306	63.5%	15,968	19.4%	5,232	6.4%	843	1.0%
Charter Schools	7,434	1,998	26.9%	2,966	39.9%	1,672	22.5%	593	8.0%	205	2.8%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
DeKalb County	10.9%	17.9%	70.9%
Charter Schools	9.2%	14.2%	42.3%

Charter School	Charter Type	Year Charter Opened	Current Charter Start	Current Charter End	Grades Served in 2019-20
Chamblee Charter High School	Conversion	2001	7/1/2016	6/30/2021	9-12
DeKalb Academy of Technology & the Environment (D.A.T.E.)	Start-up	2005	7/1/2016	6/30/2021	K-8
DeKalb PATH Academy	Start-up	2002	7/1/2015	6/30/2020	5-8
DeKalb Preparatory Academy	Start-up	2012	7/1/2019	6/30/2022	K-8
International Community School	Start-up	2002	7/1/2019	6/30/2022	K-5
Leadership Preparatory Academy	Start-up	2010	7/1/2015	6/30/2020	K-8
Peachtree Charter Middle School	Conversion	2001	7/1/2016	6/30/2021	6-8
Tapestry Public Charter School	Start-up	2014	7/1/2019	6/30/2022	6-12
The GLOBE Academy	Start-up	2013	7/1/2018	6/30/2023	K-8
The Museum School of Avondale Estates	Start-up	2010	7/1/2017	6/30/2022	K-8

The following pages include detailed information about the charter schools authorized by DeKalb County Schools, including the name of the school, type of charter, year the school opened, grades served, 2020-2021 enrollment details, as well as responses from schools included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

DeKalb County Schools Charter School Information:

Chamblee Charter High School – Locally-Approved Charter School (Conversion)

Opened – 2001

Grades Served – 9-12

2020-2021 Enrollment- 1,752

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
DeKalb County	82,392	8,043	9.8%	52,306	63.5%	15,968	19.4%	5,232	6.4%	843	1.0%
Chamblee Charter High School	1,752	570	32.5%	375	21.4%	511	29.2%	225	12.8%	71	4.1%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
DeKalb County	10.9%	17.9%	70.9%
Chamblee Charter High School	8.5%	12.0%	34.2%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

The primary waiver CCHS is able to utilize during this charter term is to manage a limited amount of state and local funds earned by CCHS students. Four primary benefits contribute to improved student performance. This flexibility has permitted stipends for cross-curricular STEAM faculty training to improve instruction. This flexibility has also significantly reduced delays in receiving equipment and supplies that support instruction, due to making decisions in-house and bypassing normal District approvals. This flexibility has also contributed to the establishment of a significant financial reserve that can be directed towards Essential and Innovative Features. This flexibility has permitted the establishment of stipends for CCHS faculty who earn ESOL endorsement, to improve ESOL instruction. The ESOL student population has increased greatly during this charter term.

What have you done to ensure academic success with the suspension of the annual state assessments?

We have monitored passing rates by teachers and monitored students and their work. In addition, we have asked our teachers to continually plan as a content team and work together in a vertical pattern to ensure key skills are taught.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We have added additional parent workshops and teacher training on technology and parent training on technology; a virtual website; our staff has googled numbers that are shared with the community to allow for ease of communication; a weekly principal's post.

DeKalb Academy of Technology and the Environment (D.A.T.E.) – Locally-Approved Charter School (Start-up)

Opened – 2005

Grades Served – K-8

2020-2021 Enrollment - 742

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
DeKalb County	82,392	8,043	9.8%	52,306	63.5%	15,968	19.4%	5,232	6.4%	843	1.0%
D.A.T.E.	742	0	0.0%	689	92.9%	53	7.1%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
DeKalb County	10.9%	17.9%	70.9%
D.A.T.E.	3.5%	4.3%	62.3%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Flexibility and Waivers requested and approved for the Academy have created accountability, growth, and student success in our various levels of organization, governance, financial independence, and student achievement. D.A.T.E. needed to waive many more of the provisions in the law, rules, and guidelines that give the local or state Board of Education or the local or State Superintendent certain specific authority over the operation of schools under their jurisdiction that would be contrary to the operation of the charter school.

The Academy’s rich and authentic academic plan required the adaptability granted by the broad flexibility waiver to activate its academic and organizational goals. The Academy’s goals, as well as the overall school structure would be weakened without these waivers. The academic plan required flexibility in the academic materials and resources offered to its faculty and staff and students. More importantly, the curriculum was designed, implemented and executed by highly trained and competent staff who are well versed in the triage foci and who have a “whatever it takes attitude”. The Academy required use of textbooks other than those prescribed by the State and Board per O.C.G.A. §20-2-1010. The technological, environmental, agricultural theme must be evident throughout all texts used in order to inculcate this method of teaching, and customary textbooks are not always focused on this theme. Waiver of this rule has enhanced the likelihood of serving the academy’s goals by virtue of their infusion throughout the core curriculum. Also, the use of the waiver has allowed for enhanced student engagement, and full integration of the environment, technology, and agricultural sciences into all curriculum areas. In addition, because of the waiver, teachers and parents have been more involved and conscious of the relevance and importance of content related material selected by the Academy.

In terms of the Academy's organization leadership and governance, O.C.G.A. § 20-2-85 & 86 require public schools to have a school council to provide input into the running of the school. Section 85 further provides that the C.E.O. shall be the leader of the school. As a charter school, D.A.T.E. is required to have a Board of Directors. D.A.T.E.'s Board of Directors is made up of community members, as well as parents/guardians of students enrolled at the school. By utilizing a Board of Directors made up of parents and community members; a Parent Teacher Organization; and parental committees; greater parental involvement has occurred, which has enhanced the Charter School Concept and the accountability of teachers and leadership to ensure students are being successful. With the use of sub committees on the board, parental involvement, community involvement, and teacher involvement are all active in making decisions to improve student growth and success.

The Academy also required the waiver of TITLE 20 Education Chapter 2. Elementary and Secondary Article 17. to Teachers and Other School Personnel Part 7 relating to termination, suspension, nonrenewable, demotion and reprimand of teaching staff (O.C.G.A. §20-2-940). In the D.A.T.E. employee contract, each employee "acknowledges that his/her job duties set forth in the attached job duties (...) are general only and that employee is required to perform other tasks as may be as signed by the school's CEO, Headmaster, or designated personnel. The employee understands and agrees that the provisions of O.C.G.A. Section 20-2-940 are not applicable to this employment Agreement and hereby waives any present due process right-in connection with termination other than those rights provided for by this agreement or terms in the employee handbook. Officer or Headmaster acting in cooperation with the Board may exercise this authority at his or her discretion." With this waiver, the organization has maintained a standard of accountability, where student success comes first.

What have you done to ensure academic success with the suspension of the annual state assessments?

Our Academy has continued to support students' success through ongoing virtual teaching and learning with asynchronous and a synchronous activity. With an attendance rate of 93% and above, our instructors are continually monitoring the progress of students. Moreover, additional staff has been assigned to support students in either, one on one, or small group sections for students exhibiting learning delays or deficiencies. Faculty and Staff have also implemented conventional and unconventional methods of assessing students using standardized and nonstandard assessments to assist with their measurements of the teaching and learning processes. There has been ongoing collaboration with parents and students with regular conferences days every week to ensure that the two-way communication is viable and proactive to ensure academic access and success. Moreover, the Academy has continued to provide Virtual MAP standardized testing to ensure a level of validity and accuracy for progress monitoring. This will aid the teachers in understanding students learning levels and various methods of differentiating instruction, while implemented virtual learning and upon students' return.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

The Academy has implemented an Infectious Disease Policy, specifically to address the Pandemic COVID-19 for all stakeholders of parents, staff, and students. This policy includes operational and safety decisions related to students or employees infected with communicable diseases, non-disclosure and disclosure of health-related information, appropriate educational settings, Virtual learning attendance and engagement, Virtual Learning Code of Conduct, Internet Policy, and Health and Wellness protocols for all stakeholders.

In addition, the academy has continued to place emphasis on sanitation and facility improvement/enhancements to ensure that well-being, safety, and the quality of or students remain of high importance. Various tools, such as social media, website, Instagram, and email alerts have been ongoing to all stakeholders of various learning opportunities, health and wellness services, and financial opportunities that are available, these wrap around services we have provided continue to support our mission and vision with our student's families as we continue to operate as normal as we can during the pandemic.

DeKalb Path Academy – Locally-Approved Charter School (Start-up)

Opened – 2002

Grades Served – 5-8

2020-2021 Enrollment - 347

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
DeKalb County	82,392	8,043	9.8%	52,306	63.5%	15,968	19.4%	5,232	6.4%	843	1.0%
DeKalb Path Academy	347	0	0.0%	52	15.0%	295	85.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
DeKalb County	10.9%	17.9%	70.9%
DeKalb Path Academy	8.4%	51.1%	73.9%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

The following waivers ensure that PATH continues to succeed and perform at the top of all schools in its demographic:

- Longer school day and year
- Teacher authored curriculum
- Homogeneous class groupings and differentiated scheduling

While PATH's waivers are not limited to those listed above, the above listed waivers have the biggest impact and provide us to most flexibility to be able to consistently achieve at the levels we do.

What have you done to ensure academic success with the suspension of the annual state assessments?

PATH teachers continue to plan innovative standards-based curricula & assessments. They also continue to maximize our homogenous class groupings and differentiated scheduling to ensure consistent student achievement. This virtual season, which we are still in for the protection of our families and staff, has only increased our ability and initiative to connect with our students and implement our curriculum virtually. The result has been an increased use of technological resources and tools to impact student's achievement.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Operations have been minimally impacted due to our school being 100% virtual. Thankfully, PATH had a strong foundation of technological resources which allowed us to provide all students with a device and platform through which they could access classes every day. We

have also been able to provide technical assistance through various ways to assist our community with this transition to virtual learning.

DeKalb Preparatory Academy – Locally-Approved Charter School (Start-up)

Opened – 2012

Grades Served – K-8

2020-2021 Enrollment - 544

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
DeKalb County	82,392	8,043	9.8%	52,306	63.5%	15,968	19.4%	5,232	6.4%	843	1.0%
DeKalb Preparatory Academy	544	0	0.0%	544	100.0%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
DeKalb County	10.9%	17.9%	70.9%
DeKalb Preparatory Academy	7.3%	1.2%	76.6%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Specific waivers related to Dekalb Preparatory Academy include: the school schedule; class size; school day and school year for students and employees; salary schedules; and teacher certification remain vital for institutional success. However, one waiver that has allowed us to perform better is the class size waiver. With the waiver, we can keep our class sizes below the maximum class size requirement as indicated by the GaDOE. Additionally, this allows our teachers to provide differentiated instruction that is tailored to the needs of the students. Finally, having the ability to implement Extended School Day/Year instruction allows the school the opportunity to provide quality rigorous and quality instruction to our students for 7.5 hours in the day and for 192 days as opposed to the traditional school calendar of 180 days. We maximize the additional time to remediate, accelerate, and evaluate the scholar’s level of mastery throughout the year and as we prepare to transition into the next school year’s grade-level standards.

What have you done to ensure academic success with the suspension of the annual state assessments?

Our practice has been to always conduct a diagnostic assessment at the beginning of the year, middle of the year, and end of the year using the NWEA MAP. We use NWEA MAP to assist us in determine gaps in instruction for the students, set goals for academic growth, and tailor an individualized instructional plan for the scholars’ success. To facilitate these opportunities for intervention and acceleration we use the data from the MAP assessments to group students accordingly in the classrooms and provide support instruction to those in need based on their performance on the assessment. These students receive additional support from Interventionist in a designed breakout room in Google Classroom for students in grades 3rd – 8th, to address student learning deficits. As aforementioned, each student has an individualized learning plan

through Success Maker that aligns with the NWEA MAP to address their instructional deficits. Furthermore, teachers use bi-weekly assessments to determine mastery of standards and re-teach when needed. Finally, the Response to Intervention process is in full implementation to ensure that students are receiving multi-tiered approaches to meet the needs of students academically and behaviorally.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Currently, we are implementing 100% virtual instruction. At the end of the 2019 -2020 school year, we were thrust into the role of providing virtual instruction for our scholars. This was a daunting task as we discovered, all of our students did not have access to computer technology at home. Therefore, it became paramount for the school to acquire enough technology for a 1:1 technology ratio for our scholars. Before the start of school, each student was provided a computer to use at home for them to access all educational platforms. We decided on using Google Classroom as our instructional delivery platform. This allows the students and parents to stay up to date with assignments and in constant communication with teachers. Furthermore, we provided training for students and parents on the use of Google Classroom and other various platforms used as additional resources. Additionally, our teachers received extensive training on all educational platforms for three weeks before students started attending classes. Furthermore, we have revised our Professional Learning Calendar for the year to acquire best practices for virtual teaching and learning. Finally, to measure the effectiveness of our practices, we solicit parental feedback through surveys and make modifications as needed based on the data.

International Community School – Locally-Approved Charter School (Start-up)

Opened – 2002

Grades Served – K-5

2020-2021 Enrollment – 375

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
DeKalb County	82,392	8,043	9.8%	52,306	63.5%	15,968	19.4%	5,232	6.4%	843	1.0%
International Community School	375	76	20.3%	150	40.0%	0	0.0%	149	39.7%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
DeKalb County	10.9%	17.9%	70.9%
International Community School	2.5%	43.1%	73.6%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Our flexibility allows us to staff our school in such a way that our students and their families become members of our Beloved Community. We are able to hire staff who speak the 33 languages of our students, and we are able to weight our lottery in order to ensure that we always serve at least 50% ESOL students. We also are able to use our flexibility to make a school calendar that is most conducive to our students and staff. Most importantly, we are able to funnel our time, energy, and resources into our innovative features: IB, multi-cultural family programming, culturally and linguistically responsive teaching, and a holistic learning environment.

What have you done to ensure academic success with the suspension of the annual state assessments?

Our ESOL staff have pushed into grade level homerooms this fall to assess every single child individually on their reading levels. We have now begun daily small group guided reading lessons differentiated for each child. We also have distributed Chromebook and supply kits for each 6 weeks that we are in virtual learning in order to close the technology gap for all students. We also allocated an entire week to parent-teacher conferences to ensure families were ready to engage with virtual learning. As a result, ICS has seen an average weekly attendance of 90+% in live learning sessions.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

ICS has amended its learning and working schedule to ensure maximum learning for students while also providing flexibility for our staff with small children at home. We have also followed CDC health and safety guidelines at the physical school building such as only allowing essential

personnel during substantial community spread, mandating masks inside the building, investing in additional handwashing stations, sanitizer, plexiglass shields, improved ventilation, and additional precautions in hallways and other common areas. In addition, we have created protocols for cleaning high-touch surfaces in the building on a frequent basis once students and staff return to the facility. We have also worked with our transportation vendor to implement increased safety standards on buses.

Leadership Preparatory Academy – Locally-Approved Charter School (Start-up)

Opened – 2010

Grades Served – K-8

2020-2021 Enrollment – 345

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
DeKalb County	82,392	8,043	9.8%	52,306	63.5%	15,968	19.4%	5,232	6.4%	843	1.0%
Leadership Preparatory Academy	345	0	0.0%	345	100.0%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
DeKalb County	10.9%	17.9%	70.9%
Leadership Preparatory Academy	4.2%	0.0%	64.3%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

The ability to waive teacher certification requirements has made a significant difference in our ability to hire teachers who provide instruction in math, science and technology. The teachers that we have on our team are industry professionals who make valuable contributions to our scholars.

What have you done to ensure academic success with the suspension of the annual state assessments?

We continued to use MAP to ensure that our students were on track. Additionally, we created individual learning plans for each student to track student mastery against the core curriculum.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We have provided extensive training to our teachers to ensure that they have a deeper knowledge based when utilizing online learning tools.

GLOBE Academy – Locally-Approved Charter School (Start-up)

Opened – 2013

Grades Served – K-8

2020-2021 Enrollment – 1,068

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
DeKalb County	82,392	8,043	9.8%	52,306	63.5%	15,968	19.4%	5,232	6.4%	843	1.0%
GLOBE Academy	1,068	451	42.2%	308	28.8%	166	15.5%	64	6.0%	79	7.4%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
DeKalb County	10.9%	17.9%	70.9%
GLOBE Academy	7.3%	4.2%	19.2%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

We are able to have a robust Dual Language Immersion model by utilizing the class size waiver and the certification waiver for our language teachers from other countries.

What have you done to ensure academic success with the suspension of the annual state assessments?

We use teacher created assessments, common reading and math formative assessments, our MAP assessment data, and our language assessment data to know where students are and where they need to be.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

It is an all-hands-on deck approach with the involvement of our community. We have implemented many surveys to ensure staff, students, and families have what they need to be successful in this type of environment. Our counseling staff has also created a student engagement team to check on students that are engaged to find out if it is social emotional or academic.

Peachtree Charter Middle School – Locally-Approved Charter School (Conversion)

Opened – 2001

Grades Served – 6-8

2020-2021 Enrollment – 1,468

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
DeKalb County	82,392	8,043	9.8%	52,306	63.5%	15,968	19.4%	5,232	6.4%	843	1.0%
GLOBE Academy	1,468	481	32.8%	218	14.9%	576	39.2%	155	10.6%	38	2.6%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
DeKalb County	10.9%	17.9%	70.9%
GLOBE Academy	11.9%	26.2%	32.0%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Seat time flexibility has allowed PCMS students to engage in both music and language courses, which otherwise would have been impossible to schedule and accommodate due to seat time requirements.

What have you done to ensure academic success with the suspension of the annual state assessments?

PCMS teachers are engaging in district MAP testing as well as grade level based common assessments, which are used to frequently monitor student achievement and differentiate instructional techniques to ensure each student's needs are being met.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Our teachers have also become strong users of pop out rooms, where students can engage in small group learning opportunities and discussion groups that the teachers pops in and out of the monitor and participate in. Finally, PCMS has focused heavily on mental health and student engagement to help keep student well-being and interest front and center.

Museum School Avondale Estates – Locally-Approved Charter School (Start-up)

Opened – 2010

Grades Served – K-8

2020-2021 Enrollment – 556

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
DeKalb County	82,392	8,043	9.8%	52,306	63.5%	15,968	19.4%	5,232	6.4%	843	1.0%
Museum School Avondale Estates	556	309	55.6%	187	33.6%	43	7.7%	0	0.0%	17	3.1%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
DeKalb County	10.9%	17.9%	70.9%
Museum School Avondale Estates	9.3%	2.5%	27.0%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

We implement the museum model creating an inquiry-based and experiential collaborative learning environment.

What have you done to ensure academic success with the suspension of the annual state assessments?

We have continued to monitor our students' progress using a variety of assessment systems, including i-Ready, Accelerated Reader, STAR Math, and MAP. We have also continued a formative assessment process of teachers evaluating students on a standards-based report throughout the year. Additionally, we have created virtual student portfolios and continue to hold virtual quarterly parent conferences.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

During the initial stage of the pandemic, we had our cleaning services due a deep clean of the entire building. During the period of time of the pandemic when the building was not being used, we took advantage of that time to make repairs and updates, as well as get ahead on our usual summer cleaning. We have transitioned almost all of our operational services (HR, Purchasing, Maintenance, Technology Support, etc.) to virtual platforms to ensure efficiency.

Tapestry Public Charter School – Locally-Approved Charter School (Start-up)

Opened – 2014

Grades Served – 6-12

2020-2021 Enrollment – 237

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
DeKalb County	82,392	8,043	9.8%	52,306	63.5%	15,968	19.4%	5,232	6.4%	843	1.0%
Tapestry Public Charter School	237	111	46.8%	98	41.4%	28	11.8%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
DeKalb County	10.9%	17.9%	70.9%
Tapestry Public Charter School	46.7%	8.8%	26.8%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Tapestry has been able to hire highly qualified electives teachers in art and music who do not have their full certification in these subject areas. This degree of flexibility has afforded us the ability to provide students with instruction from individuals who possess a wealth of professional experience, teaching passion, and expert subject mastery in these areas while they are work towards completing the requirements for certification.

What have you done to ensure academic success with the suspension of the annual state assessments?

Student achievement continues to be Tapestry’s top priority during the pandemic. We have placed an even greater emphasis on benchmark and MAP testing in light of the recent suspension of the annual state assessments, with testing occurring in the fall, winter, and spring this year. This emphasis ensures students are meeting their academic goals.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Tapestry Public Charter School was built around the three ideals of innovation, individualization, and inclusion. Part of our commitment to innovation has been the usage of 1:1 student computers since our founding seven years ago, and our staff is consistently trained on how best to utilize them to produce positive student learning outcomes. Since our founding in 2014, our students have participated in monthly virtual days where they complete all of their work online; we believe that these virtual days helped to prepare our students to seamlessly transfer into a fully virtual learning environment as a result of the pandemic. By utilizing the supportive measures detailed below, we were able to achieve 95% participation from our student body

during the months of March, April, and May in the 2020 school year. This is even more remarkable when you consider that 50% of our school consists of students with disabilities.

The virtual schedule we utilize during virtual learning works like this: on Mondays, Tuesdays, Thursdays, and Fridays, students log into Google Classroom at the scheduled class time each day. Wednesdays are reserved for staff meetings and teacher planning. Students use Wednesdays as a Virtual Study Hall to continue to work on projects. There is no expectation that the students meet with their teachers on that day, however, teachers are available for questions and support from 8:30 am – 3:30 pm. Every day by 8:30 am teachers upload a new video or another format of a lesson. Students are to engage in learning and complete the identified assignments. Each assignment has a due date and time, so students are to listen to and/or read through the directions carefully in order to turn in the material on time. Below are the additional mandates we have in place for remote learning:

- Every teacher will make some sort of technical contact with each student in his/her class every day. The contact will be in the form of an email, chat, Google Meets or comment on a Google Doc. Students are expected to respond to their teachers' contacts.
- Teachers will monitor student work on Go Guardian. Go Guardian is a platform that allows teachers to view the screens of the students. We use this technology in the classroom to monitor students' use of the internet and it will be an invaluable tool to support students while they work at home.
- Special Education teachers will provide accommodated and/or adjusted material for all students with an IEP that requires such changes.
- Special Education teachers will contact students and parents on their caseload twice a week to check on progress and offer additional supports.

We also send video messages and hold meetings with parents prior to initiating virtual learning so that they could ask questions and clarify any misunderstandings.

Additionally, during the summer months, we devoted professional development hours training our teachers to be better prepared to support our students in the fall as we resumed a virtual learning environment again. These 'Summer Institutes' were focused on modifying our existing curriculum so that each course has virtual activities and learning opportunities embedded within them, which should allow us to maximize our students' learning regardless of how school ends up being structured in the fall.

Authorizer information: Fulton County Schools

Number of Traditional Schools in the System: 97

Number of Charter Schools: 10

10 start-up charter schools

2020 – 2021 Enrollment: Charter Schools - 5,323 Traditional Schools - 82,925

Charter School Student Demographics within Fulton County Schools:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Fulton County	82,925	22,572	27.2%	34,207	41.3%	13,619	16.4%	10,288	12.4	2,237	2.7%
Charter Schools	5,323	341	6.4%	4,043	76.0%	487	9.1%	388	7.3%	64	1.2%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Fulton County	10.8%	9.3%	41.4%
Charter Schools	8.8%	5.8%	59.6%

Charter School	Charter Type	Year Charter Opened	Current Charter Start	Current Charter End	Grades Served in 2019-20
Amana Academy	Start-up	2005	7/1/2019	6/30/2024	K-8
Chattahoochee Hills Charter	Start-up	2013	7/1/2019	6/30/2022	K-8
Fulton Academy of Science and Technology	Start-up	2016	7/1/2016	6/30/2021	K-7
Hapeville Charter Middle School	Start-up	2004	7/1/2019	6/30/2022	6-8
Hapeville Charter High School	Start-up	2004	7/1/2019	6/30/2022	9-12
KIPP South Fulton Academy	Start-up	2003	7/1/2018	6/30/2023	5-8
Rise College Prep School	Start-up	2015	7/1/2020	6/30/2025	6-8
Rise Grammar School	Start-up	2015	7/1/2020	6/30/2025	K-4
Skyview Charter School	Start-up	2016	7/1/2016	6/30/2021	9-12
The Main Street Academy	Start-up	2010	7/1/2015	6/30/2020	K-8

The following pages include detailed information about the charter schools authorized by Fulton County Schools, including the name of the school, type of charter, year the school opened, grades served, 2020-2021 enrollment details, as well as responses from schools included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

Fulton County Schools Charter School Information:

Amana Academy – Locally-Approved Charter School (Start-up)

Opened – 2005

Grades Served – K-8

2020-2021 Enrollment - 777

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Fulton County	82,925	22,572	27.2%	34,207	41.3%	13,619	16.4%	10,288	12.4	2,237	2.7%
Amana Academy	777	141	18.1%	348	44.8%	105	13.5%	141	18.1%	42	5.4%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Fulton County	10.8%	9.3%	41.4%
Amana Academy	8.6%	16.7%	39.7%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Flexibility has allowed us to continue implementing the EL Education whole-school design model which incorporates STEM education (formally Expeditionary Learning) to build students’ capacity for three dimensions of high achievement: mastery of knowledge and skills, character, and high-quality student work. It has also allowed Amana Academy to pursue STEM school certification, offer Arabic world language instruction, and implement single-gender classrooms in middle grades (where schedules permit). Waivers we have utilized to ensure student success include class size determination (e.g max at 24 in grades 4-8), expenditure control (e.g., EL Education professional development and STEM resources), teacher certification for unique courses (e.g., Arabic), salary schedule requirements, and school calendar (e.g., adding fall break).

What have you done to ensure academic success with the suspension of the annual state assessments?

In addition to on-level instruction, we continue to offer personalized learning to students to address their unique needs based on their academic levels. To support learning and monitor growth progress, we administer the FastBridge and iReady assessments during the fall, winter, and spring. These assessments allow us to diagnose students’ academic levels at the top of the year and measure their growth over the course of the year. iReady in particular sets a personalized learning path for every student to meet them where they are and move them aggressively to on-grade level and advanced proficiency throughout the school year. Based on mid-year data, we are able to make proficiency predictions from FastBridge and iReady. We use this data to make adjustments to our instructional and personalized learning approach from winter to spring.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We have offered a robust virtual school option that allows students to access learning that best aligns to their unique needs. Students can take advantage of live synchronous lessons daily or recorded asynchronous lessons if they are unable to attend the live sessions. Teachers also hold live small group sessions daily to provide personalized learning to students of varying academic levels. Our teachers hold office hours to meet with students and parents to discuss any challenges students may be facing. We have moved structures and rituals to a virtual platform, such as weekly community circle assembly, semester-end Celebrations of Learning (where students present their semester-long learning to parents), student-led conferences, and 8th grade passages. This move has allowed us to continue to maintain EL Education core practices unique to Amana at the heart of our programming. In addition to offering live face-to-face instruction, we also provide students with access to daily recorded asynchronous lessons that they may access according to their own schedules. We recognize that families are facing new challenges with their children learning from home. By being flexible and offering more than one way that students can access learning at this time increases students' chances of academic success. Parent feedback has confirmed that providing these options has allowed them to better support their children during remote learning. Our response to the pandemic has been recognized by the National Alliance for Public Charter Schools at https://www.publiccharters.org/sites/default/files/documents/2020-08/napcs_pi_report_rd3.pdf?fbclid=IwAR230EHViuQN3c8BGj-bLPKeTG5dIcvut0jLFtIRe63A-OnOwV-jLnEEdtg

Chattahoochee Hills Charter School – Locally-Approved Charter School (Start-up)

Opened – 2013

Grades Served – K-8

2020-2021 Enrollment - 468

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Fulton County	82,925	22,572	27.2%	34,207	41.3%	13,619	16.4%	10,288	12.4	2,237	2.7%
Chattahoochee Hills Charter School	468	0	0.0%	453	96.8%	15	3.2%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Fulton County	10.8%	9.3%	41.4%
Chattahoochee Hills Charter School	9.7%	0.4%	60.2%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

The Flexibility of annual days and daily schedule has greatly enhanced our instructional practices.

What have you done to ensure academic success with the suspension of the annual state assessments?

Due to the suspension of the annual state assessments, CHCS has implemented the use of IReady diagnostics assessments and interim benchmark assessments to monitor our student's growth.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

With the advent of Zoom, we are able to meet more frequently. This has enhanced the planning and implementation of processes and procedures for the growth of our school.

Fulton Academy of Science and Technology (F.A.S.T.) – Locally-Approved Charter School (Start-up)

Opened – 2016

Grades Served – K-8

2020-2021 Enrollment - 593

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Fulton County	82,925	22,572	27.2%	34,207	41.3%	13,619	16.4%	10,288	12.4	2,237	2.7%
F.A.S.T.	593	200	33.7%	109	18.4%	15	2.5%	247	41.7%	22	3.7%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Fulton County	10.8%	9.3%	41.4%
F.A.S.T.	7.7%	7.4%	4.1%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Our schedule has provided us more time to work with students. In addition, we believe that our emphasis on student ownership of learning, independent thinking skills, problem solving, and innovative curricula such as FOSS science and Singapore Math has allowed students to excel.

What have you done to ensure academic success with the suspension of the annual state assessments?

We anticipated the shutdown and began training our staff on digital learning before schools closed. Using teacher and parent feedback, we continued adapting our program and opened this year with lessons learned. 90% of our families expressed confidence in our delivery and we even assigned someone to work with parents and students struggling with technology. Last spring, we implemented the MAP testing which showed typical expected growth. Our Fall numbers showed very few students being impacted significantly by the shutdown.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We revised our online program, added a voluntary Genius Hour which 100 children signed up to do, hired two additional paraprofessionals and reassigned specialists to work with teachers on one-to-one learning. We ensured that all students had access to devices.

Hapeville Charter School – Locally-Approved Charter School (Start-up)

Opened – 2004

Grades Served – 6-12

2020-2021 Enrollment – 1,205 Total - MS – 513; HS – 692

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Fulton County	82,925	22,572	27.2%	34,207	41.3%	13,619	16.4%	10,288	12.4	2,237	2.7%
Hapeville Charter	1,205	0	0.0%	1,015	84.2%	190	15.8%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Fulton County	10.8%	9.3%	41.4%
Hapeville Charter	12.2%	4.5%	79.8%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Yes, the waivers for salary schedule requirements, certification requirements, and class size requirements have helped to improve the performance of our students. Specifically, the three waivers listed have allowed Hapeville Charter schools to be competitive with surrounding schools in regards to salaries without causing a long-term increase in salaries. The salary schedule that was developed allowed the organization to target individuals with certain levels of experience and education while mitigating long term risk associated with salary schedules. Certification requirements have allowed us to be flexible in finding the best instructors for our students. Some of the best instructors we have encountered have come from business and industry. Certification requirements allow us to be flexible in selecting staff members. Class size requirements again have allowed us to be flexible. We can prioritize class sizes based on data and scheduling requirements. It also allows us to have numbers in some classes higher and others lower to best serve students. Land and building size flexibility has allowed us to remain operational at lower costs and allocate more money toward instruction.

What have you done to ensure academic success with the suspension of the annual state assessments?

With the annual state assessments being reinstated, we will continue to monitor the academic success of our students by collecting and analyzing informal assessment data. Based on students' ongoing performance, teachers will provide standards-based remediation and target students who are falling below grade level. We will provide extended learning opportunities outside of the school day in small groups and individual basis. As an effort to support teaching and learning, teachers will engage in continuous professional learning to ensure they possess the content knowledge and pedagogical skills needed to teach both the remote and face to face

learning environment. Regularly using student data to implement instruction coupled with enhancing teacher content knowledge will ensure the academic success of our students.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

During the pandemic, we have improved technology access for our students. We have invested in technology devices to ensure students can access online learning platforms whether they are working from home or school. In addition, we have worked to improve our technology network to allow more students and faculty to participate in online learning while learning from school.

KIPP South Fulton Academy – Locally-Approved Charter School (Start-up)

Opened – 2003

Grades Served – 5-8

2020-2021 Enrollment – 404

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Fulton County	82,925	22,572	27.2%	34,207	41.3%	13,619	16.4%	10,288	12.4	2,237	2.7%
KIPP South Fulton Academy	404	0	0.0%	360	89.1%	15	3.2%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Fulton County	10.8%	9.3%	41.4%
KIPP South Fulton Academy	7.0%	5.1%	74.6%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (*Please provide examples of waivers you may utilize to ensure student success*)?

We have used flexibility this year in a number of different ways. This includes utilizing the seat time waiver to tailor key instruction in a developmentally appropriate manner. The ability to tailor our staffing model to meet the needs of our scholars has enabled us to focus our resources efficiently and effectively to further our scholars’ performance.

What have you done to ensure academic success with the suspension of the annual state assessments?

Once it was announced that the annual state assessments would be suspended, we began to reassess our assessment strategy to ensure that we were meeting the needs of our scholars. This included administering the MAP Growth assessment at the beginning of the year, using short-cycle formative assessments (e.g., Exit Tickets), and refining our interim assessments. At the same time, we worked to redesign our instructional delivery model and academic schedule. We prioritized key standards and allowed time for re-teach to ensure that our scholars receive and master the most important content. Additionally, we know that for our scholars to excel academically, their physical and mental wellbeing must be at the center of our work. Accordingly, we have implemented robust supports to ensure our scholars’ needs are met, including SEL curriculum, daily and weekly small group, homeroom, and grade level meetings and intensive outreach to connect with all of our scholars.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Our guiding principles for our operations during the pandemic have been safety and excellence. Through that lens, we started by reevaluating all operations in light of federal, state and local guidance.

Additionally, to ensure that our scholars had access to technology, supplies and nutrition, like they would typically, we provided all scholars with Chromebooks and families who required it with wireless hotspots. Our school nutrition team pivoted to provide all scholars with meals to last a full week, available for pickup directly from our schools or from bus routes on Wednesdays.

During this time, our facilities team have been working to ensure that our buildings are equipped with necessary materials and outfitted to meet emerging guidance.

Our Health Services Team became certified in poison control, took part in necessary COVID-19 training and have continued to expand their professional development. Additionally, our School Nurse has served as a key liaison between federal, state and local health officials and has been instrumental in ensuring we implement the latest guidance from all sources.

Finally, our school-based operations teams have worked tirelessly to ensure that the needs of our staff, scholars and families are met.

RISE Schools – Locally-Approved Charter School (Start-up)

Opened – 2015

Grades Served – K-8

2020-2021 Enrollment – 786 ES – 478 MS – 308

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Fulton County	82,925	22,572	27.2%	34,207	41.3%	13,619	16.4%	10,288	12.4	2,237	2.7%
RISE Schools	786	0	0.0%	699	88.9%	87	11.1%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Fulton County	10.8%	9.3%	41.4%
RISE Schools	7.0%	5.1%	71.3%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

We have used our broad waivers in the areas of scheduling, staffing, academic programming.

What have you done to ensure academic success with the suspension of the annual state assessments?

- Continued to provide instruction through the end of May
- Continued to provide all services with scholars who receive special education services
- Created mobile distribution plan to make access to technology and learning resources more accessible
- Provided Wi-Fi and computers to scholars
- Increased social-emotional supports

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

- Adjusted our staffing to meet operational needs
- Reallocated funding to improve distance learning
- Improved our technology infrastructure
- Revised staff professional development plan
- Focus on staff wellness and sustainability

Skyview Charter School – Locally-Approved Charter School (Start-up)

Opened – 2016

Grades Served – 9-12

2020-2021 Enrollment – 271

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Fulton County	82,925	22,572	27.2%	34,207	41.3%	13,619	16.4%	10,288	12.4	2,237	2.7%
Skyview Charter School	271	0	0.0%	271	100.0%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Fulton County	10.8%	9.3%	41.4%
Skyview Charter School	11.8%	2.4%	84.8%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (*Please provide examples of waivers you may utilize to ensure student success*)?

Flexibility has allowed Skyview to provide a range of services to improve the performance of at-risk students who had previously been unsuccessful in a traditional school environment. These include:

- flexible scheduling for students (two 5-hour session options for instruction each day), which allows them to continue learning while still having time to manage activities such as employment, family care, etc.
- a blended learning model which combines direct, face-to-face, small and large group, individual, and technology-enhanced instruction, allowing each student to learn at their own pace according to their individual needs; and
- wrap-around social services to meet the individual needs of students, helping them deal with barriers to success such as pregnancy, drug addiction, mental health issues, etc.

Following are examples of waivers utilized to ensure student success:

- School Day and School Year - allowing students to choose among morning or afternoon 5-hour instructional periods, with the ability to attend both and further accelerate academic achievement.
- Teacher Salary Schedules and Increases - using its flexibility to establish teachers' salary schedules and increases that reflect local market conditions and individual educational credentials.
- Textbooks - using textbooks and materials other than those prescribed by the State Board of Education, instead selecting materials that will be the most effective with the target student population; and

- Credit Earning - using the broad flexibility waiver to award credit based on mastery rather than seat time.

What have you done to ensure academic success with the suspension of the annual state assessments?

Despite the suspension of the annual state assessments, Skyview High School implemented a successful comprehensive Continuity of Learning Plan (CLP) that ensured access and flexibility, as well as academic, personal and social supports to all of our students. Skyview demonstrated academic success by graduating 62 students with a standard high school diploma. The average graduated student initially arrived at the school nearly three years behind their expected grade level. In addition to the continued increase in number of graduates, Skyview students increased their rate of credit earning by 100% as compared to their previous traditional high school setting; 46% increased their GPA to over a 2.0; and 90% improved their reading skills by a full grade level or more.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

When the pandemic crisis hit, Skyview High School was well positioned to pivot from a blended to a virtual instructional model and, as a result, enabled staff and students to engage in high quality remote instruction by implementing a comprehensive Continuity of Learning Plan (CLP). The School ensured operational excellence by implementing the following key components of the CLP:

- Students were able to access to their digital curriculum from home through mobile, tablet or computer devices.
- Teachers and support staff were able to continue direct instruction, progress monitoring and remedial support via digital communication and telephonic outreach.
- Students without digital access were provided paper-pencil packets generated from current curriculum products. Teachers and support staff maintained regular contact as students worked through off-line learning materials.
- School staff monitored and recorded student engagement in on-line and off-line learning and recorded daily attendance for students demonstrating engagement.

The Main Street Academy – Locally-Approved Charter School (Start-up)

Opened – 2010

Grades Served – K-8

2020-2021 Enrollment – 819

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Fulton County	82,925	22,572	27.2%	34,207	41.3%	13,619	16.4%	10,288	12.4	2,237	2.7%
The Main Street Academy	819	0	0.0%	788	96.2%	31	3.8%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Fulton County	10.8%	9.3%	41.4%
The Main Street Academy	5.9%	1.3%	60.2%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (*Please provide examples of waivers you may utilize to ensure student success*)?

Flexibility has allowed Skyview to provide a range of services to improve the performance of at-Valuable Waivers

- Educational Programs: General programs, Early Intervention Program (EIP), Remedial Education, Alternative Education, and English Language Learners
- Certification Requirements
- Direct Classroom Expenditure Control

The Main Street Academy implements a School-wide Enrichment Model that emphasizes instruction in the expressive arts, physical education and foreign language; flexible learning groups; and extended school hours. The certification requirements waiver permits The Main Street Academy to achieve its performance goals by ensuring it will be able to hire teachers who are best suited to meet the needs of the student body and to effectively deliver the curriculum. All professional staff is certified or an expert in the area in which they are teaching. The Main Street Academy spends all public funds in accordance with the laws and rules applying to charter schools. The Main Street Academy has rolled over any excess money from QBE Funds to the following year to improve upon or expand instructional programs and resources. This includes one-to-one Chromebook in grades one through eight as well as a school-wide social and emotional learning curriculum, Leader in Me.

What have you done to ensure academic success with the suspension of the annual state assessments?

The Main Street Academy utilizes i-Ready a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. Its online assessment and instructional toolbox helps teachers provide all students a path to proficiency and growth in reading and mathematics.

Student Academic Advisory - all instructional staff and leadership are assigned 10-13 students - focus on goal setting, assistance, and celebration. Students will converse with their advisors monthly about their academic progress and receive guidance for accomplishing their goals. Flexible Learning Groups now include reading content in grades Kindergarten - 5th.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

The Main Street Academy has revised the school safety plan to include COVID-19 protocols for students, staff, contractors, and visitors.

Authorizer information: Greene County Schools

Number of Traditional Schools in the System: 3

Number of Charter Schools: 1

2020 – 2021 Enrollment: Charter Schools - 1,052 Traditional Schools - 1,431

Charter School Student Demographics within Greene County Schools:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Greene County	1,431	159	11.1%	1,000	69.9%	256	17.9%	0	0.0%	16	1.1%
Lake Oconee Academy	1,052	777	73.9%	128	12.2%	100	9.5%	0	0.0%	47	4.5%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Greene County	14.4%	1.2%	97.8%
Lake Oconee Academy	9.5%	4.0%	7.7%

Charter School	Charter Type	Year Charter Opened	Current Charter Start	Current Charter End	Grades Served in 2019-20
Lake Oconee Academy	Start-up	2007	7/1/2016	6/30/2024	K-12

The following pages include detailed information about the charter schools authorized by Greene County Schools, including the name of the school, type of charter, year the school opened, grades served, 2020-2021 enrollment details, as well as responses from schools included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

Greene County Schools Charter School Information:

Lake Oconee Academy – Locally-Approved Charter School (Start-up)

Opened – 2007

Grades Served – K-12

2020-2021 Enrollment – 1,052

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (*Please provide examples of waivers you may utilize to ensure student success*)?

The things LOA was doing with technology and learning gave us a jump start when we had to move to full virtual learning. LOA was using some of those features for students who needed to be out of school for various reasons - sickness, class conflicts in dual enrollment, homebound, etc. The previous experience made the conversion smoother and the use of technology for synchronous and asynchronous learning and combining learning modalities.

What have you done to ensure academic success with the suspension of the annual state assessments?

LOA has purchased NWEA (pre-test/post-test) to ensure achievement and growth are happening. LOA used NWEA because it has been used here before, so there is some comparative value. Also, Greene County Schools uses it also thus allowing some comparison, if appropriate.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

LOA has between 85 and 90 percent of the students face to face. The remaining students are required to be online during the class time, so all learning is synchronous. In case of severe sickness or other factors the learning can be asynchronous. Also, we have instituted the "6 Ps," which is a list that contains the expected study habits and protocols.

Authorizer information: Gwinnett County Schools

Number of Traditional Schools in the System: 137

Number of Charter Schools: 2

2020 – 2021 Enrollment: Charter Schools - 841 Traditional Schools - 174,813

Charter School Student Demographics within Gwinnett County Schools:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Gwinnett County	172,813	34,187	19.6%	56,664	32.4%	57,887	33.1%	19,455	11.1%	6,620	3.8%
Charter Schools	841	0	0.0%	658	78.2%	165	19.6%	0	0.0%	18	2.1%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Gwinnett County	13.3%	19.9%	50.3%
Charter Schools	4.4%	0.2%	43.6%

Charter School	Charter Type	Year Charter Opened	Current Charter Start	Current Charter End	Grades Served in 2019-20
New Life Academy of Excellence	Start-up	2011	7/1/2019	6/30/2024	K-8
North Metro Academy for Performing Arts	Start-up	2014	7/1/2014	6/30/2021	K-5

The following pages include detailed information about the charter schools authorized by Gwinnett County Schools, including the name of the school, type of charter, year the school opened, grades served, 2020-2021 enrollment details, as well as responses from schools included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

Gwinnett County Schools Charter School Information:

New Life Academy of Excellence – Locally-Approved Charter School (Start-up)

Opened – 2011

Grades Served – K-8

2020-2021 Enrollment – 533

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Gwinnett County	172,813	34,187	19.6%	56,664	32.4%	57,887	33.1%	19,455	11.1%	6,620	3.8%
New Life Academy of Excellence	533	0	0.0%	387	72.6%	128	24.0%	0	0.0%	18	3.4%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Gwinnett County	13.3%	19.9%	50.3%
New Life Academy of Excellence	5.1%	16.2%	24.9%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

NLAE utilizes broad flexibility from law, rule, and regulations allowed under O.C.G.A. §20-2-2065(a). NLAE does not follow Gwinnett County Public Schools’ administrative policies, teacher contracts, or state or District Teacher Salary Schedule. NLAE offers several extended day programs such as Saturday School for Grades 3-8 to offer remediation on Math and Reading and afterschool programs for dual language learners. Like many charters, NLAE also may use its existing waiver to regarding staff and teacher certification and seat time requirements to support academic programs. The waiver is only used when it is necessary to permit the flexibility that makes it possible to offer NLAE’s innovations in an affordable, timely and efficient manner.

What have you done to ensure academic success with the suspension of the annual state assessments?

Due to COVID-19 during SY2019 -2020, NLAE transitioned all students grades K-8th to Online Learning for all content areas. Teachers continued to teach according to the GCPS AKS Curriculum Map/ Pacing Guide outlined for the last 9 weeks of the school year. NLAE Teachers developed and administered Grade Level Common Assessments at the end of the school year to ensure content mastery of the AKS curriculum, and as a Benchmark Assessment for the upcoming school year. NLAE Teachers connected with their students through Zoom, Google

Classroom, and Classkick. Teachers utilized Flex Fridays for one-on-one tutoring, small group tutoring, and Student/Parent conferences.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

NLAE has given parents the opportunity to choose between In-person and Digital Learning for their children to receive instruction. NLAE currently has 80% of the students participating in Digital Learning and 20% of the students are participating in In-Person Learning. We are currently offering the Traditional and Concurrent Model. Due to COVID-19, NLAE has also implemented safety protocols, which include the following: 1. taking temperatures daily for all students, teachers, and staff members 2. mandatory wearing of mask within the school building 3. smaller class sizes for social distancing. Lastly, NLAE provided Chromebook for greater than 10% of our school population.

North Metro Academy for Performing Arts – Locally-Approved Charter School (Start-up)

Opened – 2014

Grades Served – K-5

2020-2021 Enrollment – 308

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Gwinnett County	172,813	34,187	19.6%	56,664	32.4%	57,887	33.1%	19,455	11.1%	6,620	3.8%
North Metro Academy for Performing Arts	306	0	0.0%	271	88.0%	37	12.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Gwinnett County	13.3%	19.9%	50.3%
North Metro Academy for Performing Arts	3.0%	7.3%	76.7%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Flexibility has allowed us to improve the performance of our students by allowing us to hire professionals who are skilled in the Performing Arts department to work with our scholars. Some individuals may not have completed a traditional teacher preparation program but bring so much value.

What have you done to ensure academic success with the suspension of the annual state assessments?

State assessments generally serve as a measuring stick to assist in better understanding and addressing the extent of the gaps in learning among students and student populations. We realize that these gaps have been widened by the coronavirus pandemic. We are consistently revisiting our local school plan for improvement, supporting our professional learning communities, and providing additional training that better support our teachers using digital platforms. We have also initiated the MAP Test, or the Measure of Academic Progress, a computerized adaptive test which helps teachers, parents, and administrators improve teaching and learning and make informed decisions to promote a child's academic growth, We are committed to minimizing the digital divide and enhancing professional learning opportunities for teachers for distant learning. We are making careful and strategic decisions as to how we are spending Title One funds, ensuring that every child who needs an electronic device or hotspot has one and every child at home has access to the same materials that our in-

person scholars enjoy. We have also partnered with ARTS NOW, the leading professional learning organization for resourceful and innovative approaches that engage students through arts integration. The organization also provides professional learning opportunities, workshops, and resources on arts and arts integration for our teachers.

While maintaining and raising student achievement is on the minds of every educator, we believe that we must put supports in place for social and emotional learning. Making our students feel safe and secure during this pandemic is the substance for successful teaching and learning. Therefore, we have evaluated and streamlined our Student Support Team and PBIS to include in-person and digital learners. We have also provided additional opportunities for our parents to engage in digital learning sessions. Although we face challenges with the suspension of state-mandated assessments resulting from the pandemic we will continue to share our mission and vision for North Metro Academy of Performing Arts with our stakeholders and solicit their input for continuous improvement.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We were able to bolster our custodial staff by adding an extra day time member to help maintain our facilities at an optimum level during the day when staff and students are in the building. We also have an evening staff that comes in to sanitize and clean the entire building after staff and students have left. There is ongoing and continuous cleaning throughout each day in our building. Our custodial staff also participates in continuing education monthly to stay abreast of changes and to maintain their knowledge and skill of the work.

Making sure we were able to maintain effective and visible communication with our staff, students, parents, and community members was another priority of ours. We invested in additional signage throughout our building that speaks to the importance of handwashing and the process, wearing masks, and other safety measures. We have signage at all entry and exit points, restrooms, cafeteria, and throughout each hallway in the facility. They serve as constant reminders to staff and students daily to ensure they are doing their part.

One of our most notable operational updates was the creation of our Health Response Team. Our Health Response Team consists of 6 staff members who have a shared responsibility in the prevention and management of COVID-19 in our facility. Our Health Response Team supports our staff, students, parents, and visitors with the implementation of measures that decrease the spread of the virus, assists with the evaluation of staff and students who may become ill at school, and guide in the event of a reported positive case of COVID-19 or someone who has been exposed to COVID-19. The team communicates regularly to ensure compliance of all safety measures and to make sure they are abreast of any COVID related updates from the CDC and District.

Authorizer information: Thomas County Schools

Number of Traditional Schools in the System: 15

Number of Charter Schools: 1

2020 – 2021 Enrollment: Charter Schools - 197 Traditional Schools - 5,527

Charter School Student Demographics within Thomas County Schools:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Thomas County	5,527	2,907	52.6%	2,014	36.4%	406	7.3%	0	0.0%	200	3.6%
Bishop Hall Charter School	197	147	74.6%	50	25.4%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Thomas County	18.3%	2.2%	88.6%
Bishop Hall Charter School	11.4%	0.5%	76.8%

Charter School	Charter Type	Year Charter Opened	Current Charter Start	Current Charter End	Grades Served in 2019-20
Bishop Hall Charter School	Start-up	1999	7/1/2019	6/30/2024	9-12

The following pages include detailed information about the charter schools authorized by Thomas County Schools, including the name of the school, type of charter, year the school opened, grades served, 2020-2021 enrollment details, as well as responses from schools included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

Thomas County Schools Charter School Information:

Bishop Hall Charter School – Locally-Approved Charter School (Start-up)

Opened – 1999

Grades Served – 9-12

2020-2021 Enrollment – 197

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (*Please provide examples of waivers you may utilize to ensure student success*)?

Flexibility waivers, including the seat time waiver, have allowed Bishop Hall to extend the school day for many of our students. Bishop Hall is able to operate 8:00 AM. - 8:00 PM Monday through Thursday. Friday is a traditional 8:00 AM. - 4:00 PM. Schedule. Students that have jobs or young children are able to attend during times that work for them. The flexibility waiver also allows for more opportunities for remediation. If a student is struggling, they are allowed to continue working without the threat of being left behind. If at the end of a term they have not completed all assignments, they will not lose progress but will be allowed to continue working to successfully complete courses during the summer or next term.

What have you done to ensure academic success with the suspension of the annual state assessments?

To ensure academic success, Bishop Hall has contracted with The Georgia Center for Assessment to audit our benchmark exams. Suggestions made in the audit report are now being implemented. Over the summer teachers and administrators attended training presented by GCA to work on the intentionality of assignments as to how they related to the scope and rigor of state standards. Bishop Hall also contracted with McCrel International to audit our curriculum in non EOG and EOC academic courses. Because of the shutdown this “work in progress” with a final report due by the end of November. Suggestions that have been made are being implemented. Teachers have also undergone extensive training with Mobile Mind and My Viewboard to assist with the transition to a hybrid model with students attending class physically and remotely at the same time. These actions are all continuing “works in progress” to ensure school improvement.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Bishop Hall has begun offering our board members the option of attending meetings in person or by Zoom. This change has allowed for a seamless operation even during the shutdown. Participation has remained constant. Even though our building was closed to students, administrators and many teachers worked from the school daily during the closure. We were able to separate into rooms and held staff meetings twice a week via zoom. Teacher concerns and needs were able to be directly communicated and plans to solve issues made as a staff. Raised them.

Charter Schools Authorized by State Charter School Commission

Number of Charter Schools: 39

2020-2021 Enrollment: 37,912

State Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Non-Charterers	1,611,311	620,601	38.5%	594,292	36.9%	280,951	17.4%	63,443	3.9%	52,024	3.2%
State Charter Schools	37,912	16,202	42.7%	15,677	41.4%	3,465	9.1%	745	2.0%	1,770	4.7%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Non-Charterers	12.9%	9.0%	56.8%
State Charter Schools	11.7%	2.8%	41.4%

The following pages include detailed information about the charter schools authorized by State Charter School Commission, including the name of the school, type of charter, year the school opened, grades served, 2020-2021 enrollment details, as well as responses from schools included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

Charter School	County / District Served / Location	Year Charter Opened	Current Charter Start	Charter End	Grades Served in 2020-21
Academy for Classical Education	Statewide / Bibb	2014	7/1/2019	6/30/2024	K-11
Atlanta Heights Charter School	APS	2010	7/1/2018	6/30/2021	K-8
Atlanta Unbound Academy	Statewide / Fulton	2020	7/1/2020	6/30/2025	K,6
Baconton Community Charter School	Mitchell, Lee, Dougherty, Baker, Worth	2000	7/1/2020	6/30/2025	PK-12
Brookhaven Innovation Academy	Statewide / DeKalb	2016	7/1/2016	6/30/2021	K-6
Cherokee Charter Academy	Cherokee, Cobb, Pickens, Bartow, Cartersville, Marietta	2011	7/1/2018	6/30/2023	K-8
Cirrus Academy Charter School	Statewide / Bibb	2015	7/1/2015	6/30/2021	K-8
Coastal Plains Charter High School	Statewide – Candler, Camden, Coffee, Colquitt, Evans, Glynn, Grady, Jeff Davis, Liberty, Long, Lowndes, Screven, Vidalia, Wayne	2017	7/1/2017	6/30/2022	9-12
Coweta Charter Academy	Coweta, Meriwether, Spalding	2010	7/1/2018	6/30/2023	K-8
DuBois Integrity Academy	Clayton	2015	7/1/2020	6/30/2025	K-5
Ethos Classical	APS, Fulton	2019	7/1/2019	6/30/2024	K-5
Foothills Charter High School	Madison, Jackson, Walton, Morgan, Greene, Oglethorpe, Clarke	2015	7/1/2020	6/30/2023	9-12
Fulton Leadership Academy	Fulton, APS, Clayton	2010	7/1/2018	6/30/2023	6-12
Furlow Charter School	Sumter	2015	7/1/2020	6/30/2025	K-11
Genesis Academy for Boys	Statewide / APS	2017	7/1/2017	6/30/2022	K-12
Genesis Academy for Girls	Statewide / APS	2017	7/1/2017	6/30/2022	K-12
Georgia Connections Academy	Statewide	2011	7/1/2018	6/30/2021	6-12
Georgia Cyber Academy	Statewide	2014	7/1/2020	6/30/2023	K-12
Georgia Fugees Academy Charter School	Statewide / DeKalb	2020	7/1/2020	6/30/2025	6-12
Georgia School for Innovation & the Classics	Statewide / Richmond	2015	7/1/2020	6/30/2025	K-8
International Academy of Smyrna	Cobb, Marietta	2006	7/1/2020	6/30/2023	K-8
International Charter Academy of Georgia	Statewide / Gwinnett	2019	7/1/2018	6/30/2023	K-5
International Charter School of Atlanta	Statewide / Fulton	2015	7/1/2020	6/30/2025	K-5
Ivy Preparatory Academy at Kirkwood	APS, DeKalb	2011	7/1/2018	6/30/2021	K-8
Liberty Tech Charter School	Statewide / Fayette	2016	7/1/2016	6/30/2021	3-8
Mountain Education Center	Elbert, Chattooga, Bartow, Pickens, Murray, Gilmer, Fannin, Dawson, Forsyth, Lumpkin, Union, White, Hall Habersham, Stephens, Rabun	2007	7/1/2013	6/30/2023	9-12
Odyssey School	Coweta	2004	7/1/2020	6/30/2025	K-8
Pataula Charter Academy	Baker, Clay, Calhoun, Early, Randolph, Miller, Terrell	2010	7/1/2018	6/30/2023	K-12
Resurgence Hall	Fulton, APS	2017	7/1/2017	6/30/2022	K-8

Charter School	County / District Served / Location	Year Charter Opened	Current Charter Start	Charter End	Grades Served in 2020-21
School for Arts-Infused Learning (SAIL)	Statewide / Columbia	2017	7/1/2017	6/30/2022	K-6
Scintilla Charter Academy	Brooks, Lowndes, Valdosta City	2015	7/1/2020	6/30/2022	K-5
SLAM Academy of Atlanta	APS, Fulton	2019	7/1/2018	6/30/2023	K-12
Southwest Georgia STEM	Statewide / Randolph	2016	7/1/2016	6/30/2021	K-5
Spring Creek Charter Academy	Decatur, Miller, Seminole	2019	7/1/2019	6/30/2024	K-12
Statesboro STEAM	Bullock	2002	7/1/2016	6/30/2021	6-12
Utopian Academy for the Arts	Clayton	2014	7/1/2020	6/30/2023	6-8

New State Charter Schools for 2020-2021 School Year

Charter School	County / District Served / Location	Year Charter Opened	Current Charter Start	Charter End	Grades Served in 2020-21
DELTA STEAM	Douglas, Fulton, Cobb, APS	2021	7/1/2019	6/30/2024	K,3
Harriet Tubman School of Science & Tech	APS	2021	7/1/2019	6/30/2024	K-3
Yi Hwang Academy of Language Excellence	Statewide / Gwinnett	2021	7/1/2019	6/30/2024	K-3

Academy for Classical Education – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Bibb County

Opened – 2020 (was a locally-approved charter school, 2014-2019)

Grades Served – K-12

2020-2021 Enrollment – 1,821

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Location	20,230	2,379	11.8%	16,593	82.0%	912	4.5%	135	0.7%	211	1.0%
Academy for Classical Education	1,821	1,279	70.2%	280	15.4%	64	3.5%	149	8.2%	49	2.7%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Location	10.7%	3.0%	99.9%
Academy for Classical Education	3.2%	2.0%	13.3%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

The class size waiver is one of the most useful waivers for ACE. This enables us to keep our K-5 classes at 20 students which enables teachers to be able to dedicate more time to individual students. The salary schedule requirements and expenditure control waivers allow us to work within the confines of our budget and to focus the budget on elements of instructional value for ACE as our original school financial goal intended.

What have you done to ensure academic success with the suspension of the annual state assessments?

We have continued to utilize high quality instruction with continuous benchmarking to ensure that teachers are teaching, and students are learning. ACE uses easyCBM in the Fall, Winter and Spring to assess student's in reading and math. In addition, ACE continued teaching daily, remotely from March 17th until May 22nd. ACE also continued with summer reading and math and students were required to turn this in and be tested the first week of this school year.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

One change has been in our delivery model. In late June we surveyed our parents to assess how many parents were interested in remote instruction or face-to-face instruction. Using that

information, we determined that school would open remotely for all students August 3, 2020. On August 17, 2020 ACE brought in face-to-face learners in Kindergarten, 1st and 2nd grades and teachers taught both face-to-face for the students attending and live remote for those at home. Monday, August 24, 2020, ACE brought in grades 3rd, 4th and 5th using the same model. Monday, August 31, 2020, the remaining 6th-12th grade students whose parents wanted them to attend face-to-face, returned to school and again, teachers taught those students as well as live remote. Approximately 80% of ACE students reported for face-to-face instruction.

Another change was in our weekly schedule. Students attend school either face-to-face or remotely Monday through Thursday. Fridays are used as a Remote Instruction day for all students. Students receive individualized and small group tutoring on Fridays and teachers assign recap lessons or intros to the next week. Quizzes are often done online on Fridays and students have until 11:59 Sunday night to turn in any other assignments. During this time, the buildings undergo deep cleaning by our custodial company and fumigation through Ecovasive, a company that uses a mist to kill germs and viruses.

Several changes took place in regard to health and safety. Students begin arriving at 7:00 A.M. and get a "grab and go" breakfast and then report to class or 1st period. Parents were asked to check temperatures each morning; students are asked to wear masks throughout the day (schedule breaks for all students were given throughout the day); halls were marked with signage indicating walk areas; bathrooms had limited capacity and were monitored; hand sanitizing stations were placed in every classroom, gym, dining halls, etc. All students have meals delivered to them except for seniors who are allowed to go to the dining room which accommodates them seated with the requisite space between and in front of them. Teachers are masked as well, and rooms are routinely aired and cleaned. All touch points are wiped down throughout the day. Larger rooms and the clinic were equipped with air purifying machines. Digital thermometers were given to teachers as were masks, gloves and sanitizing materials. Two large digital readers were purchased and placed in the two main offices.

Volunteers are used on a very limited basis and must be masked. The number of people entering the front office is limited to 5 or less. Safety glass was installed around both front desks to protect front office staff.

This year ACE hired a full-time substitute teacher (a certified elementary teacher) to serve as needed when teachers are out. Because all teachers utilize ZOOM for their remote learners, teachers who are out for any reason other than significant health issues, are able to continue teaching.

Atlanta Heights Charter School – State Charter School (Start-up)

Attendance Zone: Atlanta Public Schools

Location: Atlanta Public Schools

Opened – 2010

Grades Served – K-8

2020-2021 Enrollment – 1,821

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	39,833	6,661	16.7%	29,054	72.9%	3,033	7.6%	328	0.8%	757	1.9%
Atlanta Heights Charter School	739	0	0.0%	692	93.6%	47	6.4%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	12.4%	4.8%	68.5%
Atlanta Heights Charter School	8.3%	4.5%	100.0%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Flexibility has allowed us to focus in on the individual needs of our families. We are able to refine our approach with scholars to make learning accessible. We maintain high expectations for performance, while innovatively providing standards-based instruction that is rigorous.

What have you done to ensure academic success with the suspension of the annual state assessments?

We are continuously monitoring student progress both formatively and summatively. We utilize the NWEA MAP assessment, AIMSWEB, weekly common assessments, and quarterly Interim Assessments to ensure academic success. Data-driven decision making allows the framework for an instructional program designed to intentionally boost student outcomes.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

In terms of operational excellence, we have consistently maintained a close connection with our School Board. We receive continuous support, in tandem, from NHA personnel and representatives from the Service Center. Operational excellence is certainly a priority by all stakeholders.

Baconton Community Charter School – State Charter School (Start-up)

Attendance Zone: Mitchell County, Lee County, Dougherty County, Baker County, Worth County

Location: Mitchell

Opened – 2020 (was a locally-approved charter school, 2000-2019)

Grades Served – PK-12

2020-2021 Enrollment – 1,821

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	23,157	6,479	28.0%	15,750	68.0%	635	2.7%	73	0.3%	220	1.0%
Baconton Community Charter School	856	638	74.5%	150	17.5%	68	7.9%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	10.5%	1.9%	84.8%
Baconton Community Charter School	10.3%	1.8%	55.6%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Freedom to select curriculum that best meets the needs of our students is a key feature of our school; we can research and select what we need much more quickly than going through a traditional district-level process. A waiver from seat-time allows us to address students’ specific needs by giving them the instruction they need, rather than sitting idly in a class they are proficient in. We can transition to remediation or enrichment activities as needed. This is especially useful in our elementary grades where students are grouped & regrouped according to their academic needs. Certification waivers allow us to hire teachers with specific expertise regardless of teacher training background & certificated fields; one example this year is the addition of computer coding - our teacher has significant experience through real-world applications, and he is bringing that to our students. We have appreciated the waiver of gifted, remedial and EIP delivery formats as we have sought to improve our services in these areas.

What have you done to ensure academic success with the suspension of the annual state assessments?

We have continued to administer the MAP assessment in reading and math and review data produced by this test. This allows us to see where students are academically. We were

pleased with our Fall results which showed less academic loss than we anticipated, given the extent of the out-of-school period we experienced last spring. We had adopted several new computer programs for review, remediation and extension last school year; during our quarantine period in the spring, teachers relied on these programs as part of our instruction. This continued practice in reading and math proved very helpful in lessening the academic slide. We continued instruction as best we could in the spring through virtual classes and online assignments; though many students did not have adequate internet or computer access, our teachers made the best use of their time and resources to help these students. Our teachers have not let up! Regardless of state assessments, our teachers continue to implement the curriculum we have in place, which is focused on standards mastery.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We began the new school year with two weeks of virtual school and provided students with computers and hotspots as requested; we were fortunate to be able to purchase this equipment through additional funding streams. We now know which students need which equipment in the event of a return to virtual schooling. We allowed students with health concerns or immediate family risks to choose virtual schooling over in-person for the semester, and we have been very flexible with families in choosing to return to campus or to begin virtual at any point. We have implemented Google Meets with each class so that students who remain at home due to Covid concerns or temporary quarantine can tune in to class each period; this also allows effective instruction to continue when teachers are quarantined. We have added a few teacher planning days to our schedule to allow teachers a mental & physical break from the stress of running both in-person and online classes simultaneously. A couple of times we have transitioned to virtual schooling for high school for a period of a few days to a week in response to cases to prevent potential spread. Using the Google Suite for Education, the computer programs for reading & math, and their regular instructional techniques, our teachers are able to continue providing the excellent instruction to which we are accustomed whether face to face or online. In elementary school, we have an online teacher whose primary responsibility is working with our lowest performing students who have remained at home. Our special education teachers are working both with face to face and online students who have IEPs to ensure that they are getting the instruction and assistance they need to be successful.

Brookhaven Innovation Academy – State Charter School (Start-up)

Attendance Zone: Statewide

Location: DeKalb County Schools

Opened – 2016

Grades Served – K-7

2020-2021 Enrollment – 1,821

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Location	82,392	8,043	9.8%	52,306	63.5%	15,968	19.4%	5,232	6.4%	843	1.0%
Brookhaven Innovation Academy	517	93	18.0%	232	44.9%	136	26.3%	0	0.0%	56	10.8%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Location	10.9%	17.9%	70.9%
Brookhaven Innovation Academy	8.1%	14.4%	9.2%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Flexibility in the teacher certification waiver has allowed us to employ a 20+ year

What have you done to ensure academic success with the suspension of the annual state assessments?

We have invested in on-line tutoring through FEV tutor, identified GSE that need to be remediated this year, and aligned the remediation standards into the current year GSE. We have also invested in several software programs that support virtual learning and have required our teachers to become Google Educator certified.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

See previous answer

Cherokee Charter Academy – State Charter School (Start-up)

Attendance Zone: Cherokee County, Cobb County, Pickens County, Bartow County, Cartersville City, Marietta City

Location: Cherokee County Schools

Opened – 2011

Grades Served – K-8

2020-2021 Enrollment – 640

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	173,693	79,441	45.7%	40,817	23.5%	40,387	23.3%	5,977	3.4%	7,071	4.1%
Cherokee Charter Academy	640	341	53.3%	140	21.9%	142	22.2%	0	0.0%	17	2.7%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	13.4%	13.7%	39.1%
Cherokee Charter Academy	13.8%	7.0%	12.7%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

We typically do not utilize waivers at our school. The greatest flexibility that we have is how we teach our students. We follow the Georgia Standards of Achievement but are able to give our flexibility to our teachers in how they teach the standards.

What have you done to ensure academic success with the suspension of the annual state assessments?

We continue to give 3 diagnostic tests per year through iReady in order to measure student growth. In addition, we continue to give, and review standards based common assessments in each grade level to ensure students are mastering grade level standards.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Due to COVID we have reviewed and implemented additional safety protocols in order to ensure the health and safety of our students and staff. This includes additional sanitizing measures, classroom arrangements and adjustments to the schedule to ensure social distancing and no mixing of groups.

Cirrus Academy Charter School – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Bibb County Schools

Opened – 2015

Grades Served – K-8

2020-2021 Enrollment – 640

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Location	20,230	2,379	11.8%	16,593	82.0%	912	4.5%	135	0.7%	211	1.0%
Cirrus Academy Charter School	485	0	0.0%	485	100.0%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Location	10.7%	3.0%	99.9%
Cirrus Academy Charter School	4.4%	0.0%	100.0%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

The ability to provide for differentiated instruction, a modified instructional day and the flexibility of moving from face-to-face learning to virtual learning one day a week. We also used technological resources such as online programs utilizing their Chromebook.

What have you done to ensure academic success with the suspension of the annual state assessments?

We continued to use MAPS and BENCHMARK tests as tools for assessment. Along with Progress monitoring. STAR Reading and STAR Math were also introduced as secondary data to ensure proficiency toward the GA Milestone standards. To modify teaching we used Study Island and FRECKLES. Teachers also used TEACHER MADE assessments.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We created and implemented a PANDEMIC plan, and the school calendar was modified to offer extended day. A modified Instructional plan was also created.

Coastal Plains Charter High School – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Candler County, Camden County, Coffee County, Colquitt County, Evans County, Glynn County, Grady County, Jeff Davis County, Liberty County, Long County, Lowndes County, Screven County, Vidalia City, Wayne County

Opened – 2017

Grades Served – 9-12

2020-2021 Enrollment – 1,221

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Location	81,077	38,111	47.0%	25,731	31.7%	13,352	16.5%	200	0.2%	3,683	4.5%
Coastal Plains Charter High School	1,221	700	57.3%	336	27.5%	138	11.3%	0	0.0%	47	3.8%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Location	13.6%	3.4%	67.3%
Coastal Plains Charter High School	13.9%	2.1%	78.8%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Coastal Plains Charter High school allows our students the flexibility to work online in a controlled school environment or at home. All tests and cumulative tests are required to be completed at school in a supervised setting. The students have choices on work time, courses and teacher support in our on-site setting. The students have support from instructional staff and tutors in a small classroom setting, Monday through Thursday from 4:00 pm to 9:00 pm. They also have support of student services that offer mentors, counselors, and graduation coaches. Mentors meet weekly with students on-site or via the phone to continue to support student motivation, pacing, and learning. Students can choose which course to work on nightly and often schedule to work on a certain subject when certain teachers are scheduled. This flexibility gives the students the opportunity to decide which of the three courses to work on each day and whether they want to work from home or at school.

What have you done to ensure academic success with the suspension of the annual state assessments?

Coastal Plains Charter continued to have students complete USA Test Prep and teacher review packets, with one-on-one tutoring, for all EOC's courses during this transition time.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Coastal Plains teachers and staff moved to a full online service and worked with students via ZOOM or google meets to offer support on a daily basis as students worked on assignments.

Coweta Charter Academy – State Charter School (Start-up)

Attendance Zone: Coweta County, Meriwether County, Spalding County

Location: Coweta County

Opened – 2010

Grades Served – K-8

2020-2021 Enrollment – 751

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	32,993	16,759	50.8%	11,391	34.5%	3,370	10.2%	367	1.1%	1,106	3.4%
Coweta Charter Academy	751	527	70.2%	111	14.8%	66	8.8%	0	0.0%	47	6.3%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	12.2%	3.6%	47.5%
Coweta Charter Academy	10.7%	0.3%	18.3%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

CCAS does not typically utilize charter waivers. However, the flexibility built into our educational programming has allowed our teachers to focus on grade level standards and provide opportunities for continued learning and growth.

What have you done to ensure academic success with the suspension of the annual state assessments?

Although state assessments were suspended during 2019-2020, CCAS continues to focus on academic achievement and growth. We continued to administer our Spring Diagnostic Assessments in both Reading and Math. Based off of this information and teacher recommendations, we were able to offer summer tutoring for Reading and Math. Moving into FY21, we have continued to use data to drive instruction based off of Diagnostic I results. Results show additional remediation is needed in Math and ELA due to the loss of instructional days due to COVID-19. As a school, we have implemented our Colts in Training and Tier Time Programs to reteach needed skills that have been missed. Students not in the need of reteaching are assigned project based learning or instructional pathways to build on their needed skills.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

During the COVID -19 pandemic our top priority has been on staff and student health and safety. Without solid health and safety protocols, our students do not have the opportunity to learn and grow academically. We have slowly moved from a two day a week hybrid instructional plan to a four-day week and now 5-day week. We continue to offer Remote Learning for families. The purchase of 1:1 devices has allowed students to continue learning from anywhere and decreased opportunities for sharing of equipment. Within the building we have transitioned to directional hallways, increased hand sanitizing stations, altered schedules and decreased transitions in the building. We have required daily screenings, and that face coverings be worn at all times by all students and staff and purchased desk shields to support healthy students. Although the reduction of visitors and guest has impacted our volunteer opportunities, we have been able to reduce the number of people who may expose students and staff while at school. We have also purchased additional cleaning items and have implemented the use of electrostatic sprayers.

DuBois Integrity Academy – State Charter School (Start-up)

Attendance Zone: Clayton County

Location: Clayton County

Opened – 2015

Grades Served – K-5

2020-2021 Enrollment – 751

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	49,624	262	0.5%	35,890	72.3	11,861	23.9%	1,176	2.4%	435	0.9%
DuBois Integrity Academy	853	0	0.0%	830	97.3%	23	2.7%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	10.8%	3.0%	93.0%
DuBois Integrity Academy	6.5%	3.7%	90.7%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Flexibility has allowed DuBois Integrity Academy to improve academic performance by allowing us to implement an extended school day. The extended school day allows us more time to deliver personalized learning based on students individual learning targets and achievement needs. The flexibility also allows us to release teachers who have not met the expectations of providing quality engaging instruction, proven by student growth, improvement and development.

What have you done to ensure academic success with the suspension of the annual state assessments?

During the suspension of the annual state assessment, DuBois Integrity Academy continues to use Measures of Academic Progress MAP to measure student’s growth and academic success. MAP is administered three times a year. From the MAP data RIT groups are assigned for remediation and enrichment. Our RIT blocks consist of homogenous grouping of students where teachers provided a focused 45-50 minutes of direct instruction to address the skill needs of each particular group. We also administer an I-Ready diagnostic assessment which provides individualized progress monitored instruction. Additionally, we use STAR Reading which provides a baseline Lexile score that teachers use to align lessons for guided reading.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

During the pandemic DuBois Integrity Academy (DIA) has implemented all operational meetings virtually using the zoom platform. This includes our monthly Governance Board meetings, weekly staff meetings, weekly grade level, team meetings and professional development for teachers and staff.

We have also conducted several Parent University trainings to assist our parents with virtual instructional support coupled with ongoing technology support at info@duboisintegrityacademy.com

We purchased 2 additional software systems to support our virtual learning.

1. Classlink-provides parents and students with a 1-click access to our virtual platforms, Google Classroom, Zoom and all other educational software resources.

2. Go Guardian- provides our teachers/school the ability to monitor that students are remaining on appropriate sites. This is extremely helpful when students are released to various break out rooms and during their independent work time.

Also, during the pandemic, DIA has provided technology and internet access to over 300 households through our partnership with Inspire Edu and T-Mobile.

We have assigned grade level ambassadors to each grade level K-5 to assist with daily attendance monitoring.

We are providing weekly meals for over 500 families.

Ethos Classical – State Charter School (Start-up)

Attendance Zone: Atlanta Public Schools, Fulton County

Location: Atlanta Public Schools

Opened – 2019

Grades Served – K-5

2020-2021 Enrollment – 231

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	122,758	29,233	23.8%	63,261	51.5%	16,652	13.6%	10,616	8.6%	2,996	2.4%
Ethos Classical	231	0	0.0%	231	100.0%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	11.3%	4.0%	50.3%
Ethos Classical	5.4%	0.0%	75.9%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Waiver No. 1: Formation and Duties of Local School Councils – O.C.G.A. Sections 20-2-85 and 20-2-86. Allows for the autonomous governance of the Governing Board through development of by-laws, selection of members, and determination of highest-impact skill and experience representation of members.

Waiver No. 2: Expenditure Funds – O.C.G.A. Sections 20-2-167 and 20-2-86. Allows flexibility in how funds are allocated in budgeting, specifically regarding technology and curriculum.

Waiver No. 3: Teacher Salary Schedules and Increases – O.C.G.A. Sections 20-2-2012, 20-2-212.1, 20-2-212.2 and SBE Rule 160-5-2-.05. Allows adjusted teacher salaries and increases, appropriate for staff to receive a higher pay than APS’ teacher salary and schedule increases due to our extended time.

Waiver No. 4: Teacher Contracts – O.C.G.A. Sections 20-2-211(a), 20-2-211(b). Allows at-will employment contracts, allowing for streamlined dismissal for staff members who are not meeting professional expectations.

Waiver No. 5: School Administrator – O.C.G.A. Section 20-2-942 (1.1). Allows selection of School Administrator by Ethos Classical’s Governing Board.

Waiver No. 6: School Size - School Board Rule 160-5-4-.08. Allows for a slow-growth model as well as a reduced grade-level

What have you done to ensure academic success with the suspension of the annual state assessments?

Ethos Classical continues to progress monitor scholar learning throughout virtual learning using nationally normed assessments (UChicago STEP and NWEA MAP) as well as implement a robust RTI program that is progress monitored.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We have implemented a number of changes including moving to a full 1:1 ratio for all scholars, providing all learning materials at home, and adjusting our instructional model to meet the needs of our scholars.

Foothills Charter High School – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Madison County, Jackson County, Walton County, Morgan County, Greene County, Oglethorpe County, Clarke County

Opened – 2015

Grades Served – 9-12

2020-2021 Enrollment – 2,178

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Location	45,177	23,929	53.0%	12,241	27.1%	7,154	15.8%	436	1.0%	1,417	3.1%
Foothills Charter High School	2,178	1,128	51.8%	723	33.2%	240	11.0%	0	0.0%	87	4.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Location	13.7%	5.0%	52.8%
Foothills Charter High School	17.3%	1.8%	64.4%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

The following areas of flexibility were used: School year, certification, seat time, and expenditure controls.

What have you done to ensure academic success with the suspension of the annual state assessments?

We administered formative data with a customized USA test prep after each course to ensure content mastery. USA test prep is aligned to Georgia standards and EOC measures.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Went 100% virtual March 12 - August 12. We are now operational in person with the exception of three sites. We never stopped serving students. We implemented support measures such as academic advocates. Currently, any student or staff can work virtually if necessary or desired.

Fulton Leadership Academy – State Charter School (Start-up)

Attendance Zone: Fulton County, Atlanta Public Schools, Clayton County

Location: Fulton

Opened – 2010

Grades Served – 6-12

2020-2021 Enrollment – 276

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	172,382	29,495	17.1%	99,151	57.5%	28,513	16.5%	11,792	6.8%	3,431	2.0%
Fulton Leadership Academy	276	0	0.0%	276	100.0%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	11.2%	4.8%	62.7%
Fulton Leadership Academy	18.1%	0.0%	56.4%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Waiver Teacher Certification:

The waiver for teacher certification has allowed FLA to benefit its Scholars by hiring certified and non-certified teachers. Other noncertified members of the faculty continue the process of entering programs for certification in their content area, as well as in the area of Gifted. This flexibility puts effective teachers in front of our Scholars in a shorter period. With our professional development program, new hires continue to improve their pedagogical skills. Teachers without certifications have brought beneficial leadership capacity to the organization. As we continue to evolve into an efficient professional learning community, the waiver of teacher certification allows FLA to develop its leadership at all levels. Our leadership takes the personal responsibility to ensure those with talents to lead informally are provided the opportunity to impact the teaching core school wide.

Single Gender:

The waiver for single gender has allowed FLA to develop an instructional environment that allows the Scholars the courage to engage verbally during instruction. When in a dual gender

environment, male Scholars are prone not to engage verbally due to the presence of female classmates. This obvious benefit is not the most significant. The more significant observation have been the school's effective development of "The Passport to Manhood" program that instills character, fortitude, leadership and achievement within our Scholars in a manner that would not be as effective in a dual gender environment. Our Scholars learn how to be a well-dressed, well-groomed, well-spoken.

Our Scholars are proud to openly express their support and admiration of one another within The Brotherhood. There is a confidence that it is not only okay, but needful, for brothers to encourage one another along their educational and life journey. There is a strong likelihood that many of our Scholars would not have successfully graduated high school at high academic levels, attend colleges and universities, and enlist in the military. A much smaller number may not have completed high school at all without The Brotherhood of Fulton Leadership Academy.

What have you done to ensure academic success with the suspension of the annual state assessments?

To ensure the academic success with the suspension of the annual state assessments, Fulton Leadership Academy continues to administer internal assessments. Internal common assessments are administered monthly, and benchmarks are assessed every 9 weeks (quarterly). In addition, FLA conducts baseline assessments on new enrollees to develop a personalized learning plan.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

To ensure the operational excellence during the pandemic, Fulton Leadership Academy continues to follow CDC guidelines for strategies to help K-12 institutions operate in a safe school environment. We have measures in place to ensure its operational obligations continued successfully. For example, we have transitioned monthly committee and board meetings from in person to virtually while allowing the public to join all public meetings. We have revised our Pandemic/Infectious Disease plans to include alternatives for students who may be unable to wear masks and addressing the issues for students with special needs and disabilities. We have made adjustments to the schedule to accommodate school learning online and adjusted food service schedule to accommodate families needing school meals. Fulton Leadership Academy will continue to promote behaviors that reduce COVID-19 spread, prepare for when someone gets sick, maintain healthy environments and healthy operations.

Furlow Charter School – State Charter School (Start-up)

Attendance Zone: Sumter County

Location: Sumter County

Opened – 2021 (was a locally-approved charter school, 2015-2020)

Grades Served – K-12

2020-2021 Enrollment – 546

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	3,565	234	6.6%	2,864	80.3%	467	13.1%	0	0.0%	0	0.0%
Furlow Charter School	546	349	63.9%	96	17.6%	86	15.8%	0	0.0%	15	2.7%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	14.1%	7.2%	99.8%
Furlow Charter School	10.4%	4.5%	65.1%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Furlow Charter School has utilized academic flexibility to incorporate Project Based Learning into our curriculum. While we still take statewide assessments, we focus on real world connections and service learning through our project-based learning curriculum throughout all grades K-12. Furlow has taken advantage of school day waivers to allow for extended day during which students are given extra supports including world languages and service learning, graduation requirements for the purpose of substitution of higher-level requirements, and promotion and retention.

What have you done to ensure academic success with the suspension of the annual state assessments?

Academic success was ensured through our teachers continuing to provide virtual lessons during the school closures. Teachers provided asynchronous and synchronous instruction to either review standards already taught or continue on grade level content the students would have missed. Teachers recorded student participation during this time. Interventions and instructional scope/sequence were determined based on benchmark assessments through

NWEA MAP Growth. All support services for qualifying students continued through school closures (i.e., EIP, REM, Gifted, EL, Special Education).

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Although the extended day model has not been possible during school closure, continuing to provide the essential and innovative features of offering a project-based learning curriculum with a specific focus on service learning was ensured.

Furlow has also continued the commitment to attaining mission-specific goals, although some features have been modified. Specifically:

- 1) increasing access to educationally disadvantaged students by implementing several outreach strategies in anticipation of meeting six in the following year;
- 2) planning annual trainings for participation by the faculty, staff, and/or governing board in the areas of cultural diversity and poverty awareness in anticipation of at least 85% of the faculty, staff, and governing board in the following year; and,
- 3) plans for implementing at least two project-based learning units and/or interdisciplinary project-based exercises in anticipation of a common verification protocol in the following year.

Genesis Innovation Academy for Boys – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Atlanta Public Schools

Opened – 2017

Grades Served – K-8

2020-2021 Enrollment – 373

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Location	39,833	6,661	16.7%	29,054	72.9%	3,033	7.6%	328	0.8%	757	1.9%
Genesis Innovation Academy for Boys	373	0	0.0%	341	91.4%	32	8.6%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Location	12.4%	4.8%	68.5%
Genesis Innovation Academy for Boys	10.6%	5.3%	49.6%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Teacher Certification - We are able to hire teachers with subject matter expertise and teaching experience who worked in private schools, the private sector, or who let certification lapse due to financial issues. It has allowed us to hire talented teachers who we might not otherwise be able to pay given budget constraints.

School Day/Year - We are able to extend our school day and year for both scholars and teachers to get more instructional time and student work time.

What have you done to ensure academic success with the suspension of the annual state assessments?

We are using benchmark assessments such as MAP and Write Score to continue to track scholar performance independent of teacher-created assessments. We also use district-level assessments to give us a better sense of what all of our scholars are able to do.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We have purchased various educational software packages that provide options for virtual lessons for our teachers, automated scoring/grading of virtual assessments, and adaptive practice for our scholars.

Genesis Innovation Academy for Girls – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Atlanta Public Schools

Opened – 2017

Grades Served – K-8

2020-2021 Enrollment – 353

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Location	39,833	6,661	16.7%	29,054	72.9%	3,033	7.6%	328	0.8%	757	1.9%
Genesis Innovation Academy for Girls	353	0	0.0%	329	93.2%	24	6.8%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Location	12.4%	4.8%	68.5%
Genesis Innovation Academy for Girls	5.6%	3.6%	51.3%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Teacher Certification - We were able to hire talented teachers with extensive content knowledge who were not currently certified.

School Day/Year - We were able to create more instructional time and student work time throughout a longer school year and school day.

What have you done to ensure academic success with the suspension of the annual state assessments?

We use MAP and Writescore benchmark assessments to monitor student progress. We also use district created Unit Exams for additional assessment.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We purchased several platforms that allow teachers to have various options for virtual lessons, automated assessments and grading, and adaptive practice for scholars. We also provided Chromebooks to all scholars who needed one.

Georgia Connections Academy – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Statewide

Opened – 2011

Grades Served – 5-12

2020-2021 Enrollment – 4,986

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	1,611,311	620,601	38.5%	594,292	36.9%	280,951	17.4%	63,443	3.9%	52,024	3.2%
Georgia Connections Academy	4,986	2,233	44.8%	1,868	37.5%	452	9.1%	128	2.6%	305	6.1%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	12.9%	9.0%	56.8%
Georgia Connections Academy	12.1%	0.9%	36.0%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Georgia Connections Academy embodies the following essential and/or innovative features:

- 5th - 12th grade fully online school
- Robust learning management system (Connexus)
- Synchronous and asynchronous learning opportunities for all students
- Variety of online texts and instructional resources for students, teachers, and Learning Coaches
- Embedded rating and feedback systems

The innovative features and flexibility listed affords Georgia Connections Academy (GACA) the opportunity to personalize instruction for students in a virtual learning environment. Additionally, the faculty and staff at GACA leverages the data visualization tools embedded in Connexus to remediate and enrich student learning to maximize their full potential through both synchronous and asynchronous instruction. Furthermore, parents and learning coaches are able to access the learning management system in a manner that integrates them into the learning process for students and assists them in managing their students' learning environments. Connexus, the LMS integrates curriculum, technology, services, and instruction to ensure student-centered learning.

What have you done to ensure academic success with the suspension of the annual state assessments?

Students enrolled in Georgia Connections Academy are required to complete district assigned benchmark assessments each quarter. These benchmarks are designed to establish a baseline for content that our students have mastered. In addition, individual learning teams are also assigning common assessments and monitoring student performance and mastery of the standards regularly. The benchmark data in conjunction with the students' historical data obtained from the State Longitudinal Data Systems (SLDS) is compiled into a virtual data wall that is used to gather evidence of progress and monitor student growth. More specifically, GACA Teachers leverage data from the virtual data wall in conjunction with the formative assessment data to personalize instruction for students and ensure that we provide remediation or enrichment as needed.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Utilizing Georgia's Path to Recovery for K-12 Schools guidance document provided by the Georgia Department of Education and the Georgia Department of Public Health (DPH) and CDC Guidelines, Georgia Connections Academy (GACA) developed a COVID-19 school pandemic plan that provides a framework for improved school processes and designs to ensure the health and safety of GACA staff and students for the 2020/2021 school year. This plan included:

- Protocols for responding to confirmed cases of COVID-19;
- Processes for communicating with public health authorities to monitor COVID -19 transmission;
- Plans for communicating with stakeholders;
- Plans for safeguarding student information pursuant to FERPA;
- counseling students or staff reasonably suspected of COVID-19 infection

Furthermore, this plan outlined governance, any facility modifications, changes to the academic calendar, plan to assess student readiness, and the attendance policies.

Governance

A District Level COVID-19 Task Force, composed of the Executive Director, Testing Director, School Operations Manager, Federal Programs Director, Lead Principal, High School Principal and Business Manager, was developed to monitor and coordinate events around an infectious disease outbreak, as well as create work rules that could be implemented to promote safety through infection control. We meet monthly to discuss the trends, new findings, implications, and impact of COVID-19 on our school population.

As of July 9, 2020, there will be no additional changes to the Academic Calendar as all instruction is virtual. GACA is however, operating in Phase 1, which has been defined as a low-risk phase. All in-person events, except for those essential activities required by the Georgia Department of Education, and essential services that can only be offered in small in-person groups that are deemed crucial in providing an equitable learning environment for all our students are currently suspended. This includes in-person field trips, nonessential gatherings and visitors. The school will pursue virtual activities and events in lieu of field trips and in-person student activities. During this time only essential staff performing essential activities are permitted in the office. In addition, essential services required by the Georgia Department of Education, and essential services that can only be offered in small in-person groups that are deemed crucial in providing an equitable learning environment for all our students will be permitted.

Georgia Cyber Academy – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Statewide

Opened – 2014

Grades Served – K-12

2020-2021 Enrollment – 11,790

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	1,611,311	620,601	38.5%	594,292	36.9%	280,951	17.4%	63,443	3.9%	52,024	3.2%
Georgia Cyber Academy	11,790	4,261	36.1%	5,360	45.5%	1,026	8.7%	255	2.2%	835	7.1%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	12.9%	9.0%	56.8%
Georgia Connections Academy	13.8%	1.7%	42.4%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

As a non-traditional school flexibility in program offerings, educational model, and instructional methods allow Georgia Cyber Academy to tailor its program to ensure increased student performance. Due to the virtual educational environment offered by Georgia Cyber Academy students are provided with a flexible and individualized educational plan. Students are often able to complete schoolwork at a time that better suits their educational and personal needs. This flexibility allows increased opportunities for students with varying needs to excel and directly impacts student performance. Students with limiting health conditions, in need of related or extended instructional services, or with individual academic needs have opportunities for a flexible experience.

Georgia Cyber Academy has an Engagement Policy which allows students to earn flexibility through individual performance, academic success, and program compliancy. Students can earn a level of class/seat time flexibility on a continuum from traditional class structure to full flexibility. This continuum offers students the opportunity for reduced, in-class seat time. Flexibility in seat time allows for an individualized learning experience and opportunities for individual academic growth.

Further, flexibility allows Georgia Cyber Academy to set its own grading policy and academic expectations for students. With raised expectations Georgia Cyber Academy can hold students accountable to high learning standards, performance expectations, engagement levels, and overall increased student success.

It is important to note that Georgia Cyber Academy maintains compliance with all requirements under federal or state rule, law, and regulation, but also utilizes a blanket waiver to maintain flexible educational programming. This blanket waiver allows for the school to continuously review and adapt programming, procedure, and policy to meet the everchanging needs of a diverse student population and continuously increase overall student performance.

What have you done to ensure academic success with the suspension of the annual state assessments?

Students at Georgia Cyber Academy participate in numerous assessments throughout the year to evaluate their progress towards grade level proficiency. All students take the NWEA MAP Growth assessment three times a year (Fall, Winter, and Spring) and teachers as well as administrators use these growth metrics to determine which supports students need. Fall MAP data is used to strategically place students in instructional groups where teachers can target their instruction towards the specific needs of that group of students. Winter MAP data helps our instructors determine student growth during the first semester and offers the opportunity to address any deficit areas. Spring MAP data gives us information to determine student progress throughout the year, and their growth towards grade level proficiency in comparison to their peers and national student performance. Students in lower grades also complete the Reading Fluency portion of the MAP assessment to determine progress towards literacy.

There are six (6) instructional cycles throughout the year that culminate with a benchmark assessment we call our Interim Assessments. These assessments are designed to address the specific standards that were covered during that instructional cycle and are cumulative to reflect all standards since the beginning of the academic year. Data days are infused throughout the year to give data coordinators, curriculum teams, administrators, lead teachers, and teachers the opportunity to examine standard specific growth, and design individualized instruction based on those deficit areas.

Students who have been identified as needing additional academic supports through our Multi-tiered Systems of Support (MTSS) program, are assessed three times a year (Fall, Winter and Spring) through our iReady Diagnostic assessments. These assessments measure student achievement and success as students progress through the individualized learning pathways provided by the program. Teachers periodically progress monitor students in the program, and provide targeted interventions based on the diagnostic assessment results. Students that are identified as needing additional supports are assessed through the Classworks platform to provide further targeted instruction in addition to the interventions provided by the teachers.

As writing continues to be an essential component to assessing students' understanding of skills and concepts, we also administer the WriteScore writing assessment to students in grades 2-12. We administer two assessments: Informative Writing in the Fall, and Argumentative Writing in the Winter. Teachers use the results to tailor instruction that helps produce critical thinkers and proficient writers.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Office protocol and procedures have been developed to ensure staff, student, and family safety. Georgia Cyber Academy has installed hand sanitizing stations throughout the brick-and-mortar

office location. Staff and visitors are required to wear masks in common spaces. Social distancing recommendations are observed. Temperatures are taken and recorded daily for all staff and visitors. Staff and visitors complete a daily survey reporting potential concerns for exposure, temperature, and location. This ensures that Georgia Cyber Academy is keeping detailed records to implement effective contact tracing, as needed. Protocol including reporting, masks, social distancing, and hand sanitizing are not only implemented at the office, but also at any off-site event like testing, meetings, new teacher training and professional development.

Instructional time was not interrupted at Georgia Cyber Academy due to the pandemic. The school was able to continue serving students as they do under normal circumstances. Previously scheduled in-person fieldtrips, back to school events, and college visits were moved to virtual experiences that proved effective and well-received by students and families. Students and staff impacted by the pandemic have received ongoing support from the Counseling Department and Family and Student Support Teams. Developed protocols have ensured continued operational excellence at Georgia Cyber Academy.

Georgia School for Innovation & the Classics – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Richmond County

Opened – 2015

Grades Served – K-8

2020-2021 Enrollment – 731

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Location	27,395	4,056	14.8%	21,788	79.5%	1,059	3.9%	43	0.2%	449	1.6%
Georgia School for Innovations & the Classics	731	568	77.7%	96	13.1%	48	6.6%	0	0.0%	19	2.6%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Location	12.6%	1.7%	92.1%
Georgia School for Innovations & the Classics	9.7%	0.0%	0.0%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Students success can be attributed to having autonomy when choosing curriculum and related resources tailored to meet the needs of the communities we serve, such as those needed for the Agriculture Program, the Cybersecurity Pathway, and Healthcare classes. Teachers are also able to utilize the instructional methodologies and strategies that work best for them and their students.

Strategic budgeting allows us to keep class sizes small and hire additional instructional support staff, so the teacher to student ratio is more optimal. Waivers for teachers have allowed us the flexibility to hire highly qualified individuals, especially at the high school level, who are not necessarily certified teachers, but have in-depth knowledge and expertise in their field of study.

What have you done to ensure academic success with the suspension of the annual state assessments?

End of Year and End of Course assessments are not the only indicators of student performance. Our faculty maintains high expectations; academic success is measured by benchmark tests given periodically throughout the school year, as well as in-class formal and informal assessments. Some examples are pre-tests, post-tests, written and/or oral expression,

and performance-based projects. Teachers stay connected to the students and their families through multiple modalities to ensure access to educational materials and the continuity of learning.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

N/A

International Academy of Smyrna – State Charter School (Start-up)

Attendance Zone: Cobb County, Marietta City Schools

Location: Cobb

Opened – 2017 (was a locally-approved charter school, 2006-2017)

Grades Served – K-8

2020-2021 Enrollment – 362

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	111,382	37,267	33.5%	35,754	32.1%	28,584	25.7%	5,398	4.8%	4,379	3.9%
International Academy of Smyrna	362	0	0.0%	275	76.0%	87	24.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	13.6%	21.2%	41.3%
International Academy of Smyrna	3.4%	15.9%	54.4%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

As a school, we do not have to rely solely upon Milestones to make a decision regarding promotion or retention for a Scholar. We will utilize the totality of evidence from benchmark assessments and classroom performance to inform decisions. Being able to use multiple data points to determine a Scholar’s needs is critical as opposed to a large portion of the decision resting on one exam. We are able to select instructional programs, aligned to the standards, that fit the needs of our Scholars. Also, the flexibility related to the IAS hiring requirements allows the school to select the best qualified individual(s) for positions as long as they meet IAS’ minimum requirements for the position.

What have you done to ensure academic success with the suspension of the annual state assessments?

IAS has continued to use i-Ready as its benchmark assessment in both ELA & math, along with Beacon & Keenville. Teachers use common formative assessments within each core content unit to assess learning. The data from all assessments is used to make instructional adjustments to support improve academic success through the lens of differentiation, personalized assignments, and additional academic support such as tutoring.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Operationally, we monitor the level of COVID-19 spread within Cobb County by regularly attending meetings conducted by Cobb Douglas Department of Health. We made decisions based on the data from Cobb Douglas DPH to determine what academic model we would follow. Currently, we have adopted a hybrid model which allowed families to select in-person or virtual schooling based on the needs for their family. Since we have Scholars in the building, we have implemented the social distancing guidelines set forth by the CDC that include temperature checks for all entering the building, wearing masks, handwashing protocols, hand sanitizing stations throughout the building, desks and seating placed six feet apart within classrooms and the cafeteria, social distancing markers throughout the building, restricted visitors, water fountains are restricted, and we have increased sanitation throughout the building.

International Charter Academy of Georgia – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Gwinnett

Opened – 2019

Grades Served – K-5

2020-2021 Enrollment – 153

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Location	172,813	34,187	19.6%	56,664	32.4%	57,887	33.1%	19,455	11.1%	6,620	3.8%
International Charter Academy of Georgia	153	0	0.0%	41	26.8%	0	0.0%	62	40.5%	50	32.7%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Location	13.3%	19.9%	50.3%
International Charter Academy of Georgia	2.7%	45.2%	0.5%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

The School’s ability to waive teachers Georgia Certifications allow Japanese teachers with teaching certifications from Japan (The Minister of Education, Culture, Sports, Science, and Technology) to service students at the School. Flexibility in the curriculum allows students to learn leveled Japanese classes (JLA, JSOL 1, JSOL 2). ICAG offers instruction and experiences drawn from Japanese culture. Parents can offer feedback regarding the curriculum and best teaching practices for student learning. Teachers have autonomy in how the information is delivered to the student. Cultural events expose students to new experiences for example rice pounding and Japanese Tea Ceremony. These cultural experiences add to the student’s bank of knowledge and can be used to make academic decisions in both reading and writing.

What have you done to ensure academic success with the suspension of the annual state assessments?

The School will continue to use data to deliver high-quality instruction. The use of quarterly benchmark assessments, MAP, GKIDS, ACCESS, and the Japanese language assessment is used to measure growth and drive instructional decisions within the learning community. The data is used to differentiate instruction within classrooms to meet individual student needs. In

addition, the school uses data to make schoolwide decisions that affect the entire learning community, for example adding afterschool homework sessions for students.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Prior to school closing in March:

- 1) Posted the proper hand-washing posters by CDC in English and the Japanese Ministry of Health, Labor and Welfare in Japanese, in all of the bathrooms,
- 2) Placed hand sanitizing gels and wipes in each classrooms, cafeteria and main reception area,
- 3) Implemented the Distance Learning Plan in two days. Plan was also translated into Japanese for our Japanese families.

After school buildings closed in March:

- 1) In order to assist the families with transition to distance learning, the central office was open. To keep the central office staff healthy, a frequent hand-washing was enforced. Highly touched surfaces were cleaned with anti-bac wipes;
- 2) School buildings were closed to the families or visitors. If families needed to come to retrieve an item such as Chromebook, we have asked them to stay in their car and call the office. Office staff delivered the item to their car. If the families needed to sign paperwork, pens and clipboards were sanitized after each use;
- 3) For distribution of items to a large crowd such as student belongings, the school sent out the appointment request form. After the parent sent back the form, the school scheduled the pick-up time to reduce the crowd outside the buildings;
- 4) For teachers check-out at the end of school year, the school scheduled 2 teachers in the morning and 2 teachers in the afternoon per day to come so that the teachers could avoid the crowd in the buildings.

International Charter Academy of Atlanta – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Fulton

Opened – 2015

Grades Served – K-5

2020-2021 Enrollment – 828

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Location	82,925	22,572	27.2%	34,207	41.3%	13,619	16.4%	10,288	12.4%	2,239	2.7%
International Charter Academy of Atlanta	828	289	34.9%	204	24.6%	192	23.2%	66	8.0%	77	9.3%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Location	10.8%	9.3%	41.4%
International Charter Academy of Atlanta	5.5%	7.0%	0.5%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

We often utilize our waiver for teacher certification. As an immersion school, we need teachers with native or near native fluency in Spanish, Mandarin, French, and German.

What have you done to ensure academic success with the suspension of the annual state assessments?

We continue to regularly benchmark our students in ELA and math to find students who may be at risk. We continue to offer remediation and supportive services to all students struggling academically.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

During 100% online learning over the first 9 weeks of school, we greatly reduced class size to ensure better academic monitoring and delivery.

Ivy Preparatory Academy at Kirkwood – State Charter School (Start-up)

Attendance Zone: Atlanta Public School, DeKalb County

Location: Atlanta

Opened – 2011

Grades Served – K-8

2020-2021 Enrollment – 499

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zones	122,225	14,704	12.0%	81,360	66.6%	19,001	15.5%	5,560	4.5%	1,600	1.3%
Ivy Preparatory Academy at Kirkwood	499	0	0.0%	470	94.2%	29	5.8%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zones	11.4%	4.8%	70.1%
Ivy Preparatory Academy at Kirkwood	7.7%	0.8%	78.3%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Ivy Preparatory Academy fosters a culture of collaboration and passion for learning. Given the flexibility and opportunity to be innovative, scholar success and achievement are at the forefront of every decision. Class size is one of the first waivers that has allowed for the opportunity to increase scholar performance. Currently, our class sizes are an average of 23:1. Although our class sizes are not “small”, our instructional day allows for flexibility beyond the traditional six-hour day. Scholars are engaged in instruction for 6.5 hours. The additional thirty minutes allows for teachers to provide extended academic support in core content areas.

The second waiver is teacher certification. All of our teachers are not certified, however many of them possess advanced degrees in their subject matter: Bio-engineering, Mathematics, English, and Biology. With our school implementing STREAM this year, Science, Technology, Reading, Engineering, Arts and Mathematics, their professional knowledge and subject matter expertise has been an added bonus for our scholars. The third waiver is calendar flexibility. Our teachers participated in two full weeks of instructional pre-planning, where they were engaged in discussions aligned to maximizing the instructional block, depth of knowledge levels, assessment design and analyzing assessment data.

What have you done to ensure academic success with the suspension of the annual state assessments?

With the suspension of the annual state assessments, Ivy Preparatory Academy has a strong focus on the academic success and development of the whole girl. In order to provide a holistic experience for our girls to thrive, we will continually seek ways to support them with this transformation.

Academics

- Professional Learning Wednesdays: Equipping teachers with virtual tools to enhance instructional delivery for scholars.
- Asynchronous Learning Day: Implemented on Wednesdays; Independent learning time for scholars to reinforce and extend learning
- FEV Summer and Fall 2020 tutoring sessions: Scholars are engaged in small group tutorial ELA and Math sessions
- Technology: 1:1 devices provided to scholars at the beginning of the school year on a need's basis
- Academic Support: Teachers designate one hour of extended learning time after school weekly to provide scholars with additional support
- Our Voice Matters Unit: Scholars will engage in content area mini tasks that will support the development of the culminating task. The culminating task will allow scholars to tap into creativity, use real world processes, and activate their interests. During the first nine weeks of school, scholars will utilize critical thinking, collaboration, and self-management skills.

Social Emotional Learning

- Sister Circle- Scholars and teachers participate in morning meetings to develop a sense of community and build relationships
- Goal Setting- Scholars develop personal goals

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

- Purchased upgraded devices for teachers in order to execute virtual lessons
- Installed monitoring software on all non-Chromebook devices in order to provide tech support remotely
- Installed software on scholar devices that allows school to filter off-campus web browsing
- Installed new Firewall to better filter web browsing on-campus
- Installed 15 Wireless Access Points to add Wi-Fi coverage to entire school building
- Instituted new safety protocols to reduce the chance of COVID-19 exposure to staff
- Adjusted/added school breakfast/lunch distribution times to meet with parental scheduling needs
- Installed signage in each hallway, bathroom, and classroom encouraging social distancing, good hand hygiene, and wearing facial coverings
- Installed touch free temperature scanner to take and record the temperatures of all building entrants
- Secured PPE (facial coverings, plexiglass screens, touchless hand sanitizer dispensers) for all staff and students
- Secured two (2) disinfectant disbursement machines to be used in meeting rooms, bathrooms, offices, classrooms, and common areas
- Hired an Attendance Specialist to help verify and properly record student attendance

Liberty Tech Charter School – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Fayette County

Opened – 2016

Grades Served – 3-8

2020-2021 Enrollment – 499

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Location	19,514	8,871	45.5%	5,838	29.9%	2,584	13.2%	1,129	5.8%	1,092	5.6%
Liberty Tech Charter School	360	248	68.9%	112	31.1%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Location	10.6%	5.4%	25.5%
Liberty Tech Charter School	12.0%	0.5%	8.4%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

The ability to waive teacher certification requirements has made a significant difference in our ability to hire teachers who provide instruction in math, science and technology. The teachers that we have on our team are industry professionals who make valuable contributions to our scholars.

What have you done to ensure academic success with the suspension of the annual state assessments?

We continued to use MAP to ensure that our students were on track. Additionally, we created individual learning plans for each student to track student mastery against the core curriculum.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We have provided extensive training to our teachers to ensure that they have a deeper knowledge based when utilizing online learning tools.

Mountain Education Center – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Elbert County, Chattooga County, Bartow County, Pickens County, Murray County, Gilmer County, Fannin County, Dawson County, Forsyth County, Lumpkin County, Union County, White County, Hall County, Habersham County, Stephens County, Rabun County

Opened – 2017

Grades Served – 9-12

2020-2021 Enrollment – 2,356

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Location	138,038	86,838	62.9%	6,141	4.4%	29,293	21.2%	12,671	9.2%	3,095	2.2%
Mountain Education Center	2,356	1,794	76.1%	100	4.2%	366	15.5%	0	0.0%	96	4.1%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Location	13.9%	14.4%	39.2%
Mountain Education Center	15.4%	4.1%	1.3%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

MECHS utilizes the broad flexibility waiver. This allows us to waive seat time so that we may incorporate self-paced mastery learning for all students. The attendance waiver also allows our students to complete their education and graduation requirements at their own pace. Students do not fail. Education at MECHS is totally student centered.

What have you done to ensure academic success with the suspension of the annual state assessments?

Academic success is ensured by having each student obtain a mastery score of 80 in each course module before he or she can move to the next module and completion of the course. We utilize USATest Prep for the Milestone courses as a part of the course content. We identify domain weaknesses and maintain mastery learning at the completion of the course as well.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

MECHS has written and implemented a Pandemic Plan that includes phases of working, check-in procedures, classroom and other resources, and decision-making flow charts. MECHS is in compliance with all DPH screening procedures for all students and staff prior to entry, maintains social distancing, and has significantly reduced the amount of surfaces touched by more than one person through our procedures. MECHS has implemented a hybrid model for a virtual option for students Monday - Wednesday, and all students are virtual on Thursdays. We have nightly classroom wipe downs and encourage all staff and students to wear face guards or masks. Students have the option to choose the brick and mortar or virtual learning option and may change to and from at any point during the school year.

Odyssey School – State Charter School (Start-up)

Attendance Zone: Coweta County

Location: Coweta County

Opened – 2004

Grades Served – K-8

2020-2021 Enrollment – 297

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	21,679	12,777	58.9%	5,228	24.1%	2,483	11.5%	367	1.7%	824	3.8%
Odyssey School	297	148	49.8%	134	45.1%	15	5.1%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	11.2%	3.4%	35.0%
Odyssey School	11.4%	3.6%	43.1%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Waivers for Student Success

Academic:

- Organization of Schools; Middle School Programs Schedule- Middle school schedules reflect additional classroom time on daily lesson delivery for tested subjects.
- Competencies and Core Curriculum, Online Learning- Use of current curriculums in math and science include video discovery, kinesthetic lessons, differentiated lessons and unit assessments.
- Educational Programs: General programs, Early Intervention Program (EIP), Remedial Education, Alternative Education, and English Language Learners- Classroom participation with weekly assessments and support staff in each classroom during lesson delivery. Teacher, Paraprofessional, EIP specialist, Special Education and English Language Learners. Remediation in Reading and Math are pull out programs.

Human Resources:

- Class-size and Reporting requirements- K-3rd class size is 20 students. 4th thru 8th grade class size is 25 students. Paraprofessional in each classroom K-3rd. Paraprofessional shared in grades 4th and 5th.

- Employment, Conditions of Employment as it relates to Duty Free Lunch- Students have lunch in classroom. Teacher monitors classroom during lunch.

Finance:

- Direct Classroom Expenditure Control- Material purchased for support and development of classroom curriculum and consumables as needed or developed.

What have you done to ensure academic success with the suspension of the annual state assessments?

- Weekly unit assessment
- Unit assessments
- Use of Intervention specialists
- Remediation in Math and Reading
- Weekly lesson plan reviews and standards reviews by grade level.
- Curriculum Mapping grades K-8th to assure all standards are covered

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Pandemic Operational Excellence

School: Pre-Planning

Facilities:

- Building cleaned and classroom organized for 6' spacing of desks.
- Plexiglas partitions built for each desk and staff desk.
- Temperature reading cameras installed at entrances.
- Water bottle stations installed; public water fountain closed.
- Spacing marks on floors for hallway passing periods.
- Playground schedules adjusted for minimal participation.
- Car-line reorganized for spacing and controlled entry/exit of building.
- Building entry limited and restricted. No Visitors.
- Hand-sanitizing stations in each classroom, hall and entry way
- Hand-washing posters and hygiene instructions in all bathrooms.
- Busses cleaned and equipped for start-up.

Note: Face coverings required on bus and when entering building by all staff, scholars and visitors.

Week 1 – (August 31st to September 4th) Staff Pre-Planning Sessions
(Prior to Scholar arrival next week)

- Teachers and staff pre-planning sessions. COVID-19 training and procedures.
- Parent meetings with Google Classroom instruction and laptop assignments for Home Study.
- Hand sanitizing upon entering classroom. Cleaning of scholar workstation. Dailey Routine.
- Teachers set-up classroom and test run all programs, software, and parent connections.

Week 2 (First week of School Year - September 9th, 2020)

- Carline Process- Daily debriefs and modify process if needed.
- Bus Process- Temperature of scholars preloading, controlled entry to school.
- Entering Building – Cameras check body temperature. Nurse monitors scholars.
Scholars
- spacing while moving in halls to classroom.
- Classroom Process of safe entry and workstation cleaning.
- Frequent hand hygiene and proper use of bathrooms.
- Hall water stations for personal bottle re-fills.
- Later arrival protocol.

- Visitor protocol.
- Lunch process and monitoring.
- Playground cleaning and scheduling.
- Fire drill process and procedure.

Week 3 (Second week of School Year)

- Staff Meeting Protocol – Standards and Lesson Reviews by Grades.
- Student Attendance and progress by classroom.
- Weekly Nurse Report and General Health Status of Scholars and Staff.
- Benchmarking process for Face to Face and Remote scholars.
- Carline Process- Daily debriefs and modify process if needed.
- Bus Process- Temperature of scholars preloading, controlled entry to school.
- Entering Building – Cameras check body temperature. Nurse monitors scholars. Scholars spacing while moving in halls to classroom.
- Classroom Process of safe entry and workstation cleaning.
- Frequent hand hygiene and proper use of bathrooms.
- Hall water stations for personal bottle re-fills.
- Later arrival protocol.
- Visitor protocol.
- Lunch process and monitoring.
- Playground cleaning and scheduling.
- Fire drill process and procedure.

Week 4 (Third week of School Year)

- Academic Progress by Grade Level Meetings
- Early Interventions Program (EIP) schedules and assignments
- Special Education Individual Education Plans (IEP) Parent video conferences
- Begin Classroom Observations and Formal Walk Through
- Staff Meeting Protocol – Standards and Lesson Reviews by Grades.
- Student Attendance and progress by classroom.
- Weekly Nurse Report and General Health Status of Scholars and Staff.
- Benchmarking process for Face to Face and Remote scholars.
- Carline Process- Daily debriefs and modify process if needed.
- Bus Process- Temperature of scholars preloading, controlled entry to school.
- Entering Building – Cameras check body temperature. Nurse monitors scholars. Scholars spacing while moving in halls to classroom.
- Classroom Process of safe entry and workstation cleaning.
- Frequent hand hygiene and proper use of bathrooms.
- Hall water stations for personal bottle re-fills.
- Later arrival protocol.
- Visitor protocol.
- Lunch process and monitoring.
- Playground cleaning and scheduling

Pataula Charter Academy – State Charter School (Start-up)

Attendance Zone: Baker County, Clay County, Calhoun County, Early County, Randolph County, Miller County, Terrell County

Location: Calhoun County

Opened – 2010

Grades Served – K-12

2020-2021 Enrollment – 567

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	5,160	841	16.3%	4,276	82.9%	28	0.5%	0	0.0%	15	0.3%
Pataula Charter Academy	567	373	65.8%	159	28.0%	35	6.2%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	13.2%	0.7%	100.0%
Pataula Charter Academy	9.9%	0.9%	59.0%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

QBE Expenditures - Expenditures can be based on the needs of the school and students rather than formulas and expenditure requirements through financial waivers.
 School Day and Year for Students and Employees - We have an extended day to build in remediation/acceleration (personalized learning) every day. This extra time in the day allows us to have a shorter school year which saves us money.

What have you done to ensure academic success with the suspension of the annual state assessments?

Our students take NWEA MAP Growth, which allows us to analyze data to determine students' needs. Students MAP Growth scores are tied to Individualized Learning Paths in Edgenuity so student's can learn and practice skills at his/her level.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Students have the choice of face-to-face or distance learning this year. Students are staying in cohorts and cohorts do not mix. Students are required to masks during transitions, and classrooms are outfitted with clear dividers between desks. Staff and student temperatures are

taken upon entering the building each day. Teaching and signage of hygiene efforts to prevent the spread have been implemented. There has been increased sanitation of the building. A Pandemic Coordinator was hired to help plan, implement, and evaluate operations and communication during the pandemic.

Resurgence Hall – State Charter School (Start-up)

Attendance Zone: Atlanta Public Schools, Fulton County

Location: Fulton County

Opened – 2017

Grades Served – K-8

2020-2021 Enrollment – 320

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	122,758	29,233	23.8%	63,261	51.5%	16,652	13.6%	10,616	8.6%	2,996	2.4%
Resurgence Hall	320	0	0.0%	320	100.0%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	11.3%	9.3%	50.0%
Resurgence Hall	7.0%	0.0%	71.3%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Flexibility to hire allows us to fill our positions with candidates best positioned to advance the mission of the school, select our own curriculum and instructional methods based on the needs of our school community and the performance promises in our charter contract, and extended day allows for a more robust instructional program.

What have you done to ensure academic success with the suspension of the annual state assessments?

We utilize nationally recognized assessments such as the STEP and MAP along with our interim assessments and ongoing progress monitoring to ensure the academic success of our scholars.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We've implemented both an in-person and remote program that are both equally robust, rigorous and responsive to the needs of our school community.

School for Arts-Infused Learning – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Columbia County

Opened – 2017

Grades Served – K-7

2020-2021 Enrollment – 533

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Location	27,819	15,797	56.8%	6,015	21.6%	3,070	11.0%	919	3.3%	2,018	7.3%
School for Arts-Infused Learning	533	340	63.8%	90	16.9%	68	12.8%	0	0.0%	35	6.6%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Location	10.7%	2.4%	26.3%
School for Arts-Infused Learning	8.6%	0.6%	12.7%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Arts-Infusion is an approach to teaching and learning that infuses skills and content from an art form such as Dance, Music, Theater, Visual Arts or Kinesiology with a core subject area (Mathematics, Science, Language Arts, and Social Studies). The goal of infusing the two is to deepen a student’s understanding in the core subject area as well as the art form. This allows both disciplines to mutually support and strengthen each other. Through the flexibility of our school day, school calendar, smaller class size, and teacher certification waivers, we are able to ensure our scholars are actively engaged in the learning process. Their engagement and hands-on activities utilizing arts-infusion ensures our scholars will remember the academic goals set by the teacher.

What have you done to ensure academic success with the suspension of the annual state assessments?

SAIL has continued to relay to our families our high expectations and accountability. While Distance Learning was a challenge for our families in rural areas, we strive to hold each of our scholars accountable for their learning. We have done this through regular email communications from teachers and administration. We also strive to ensure our families feel

safe by communicating the many safety measures we have put in place. After all, if they don't feel safe, learning cannot occur. In addition, we continue to benchmark, and progress monitor all students, face-to-face learners and distance learners. We use this data to ensure academic progress and success.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

While SAIL cannot ensure social distancing, we do require face coverings for all our scholars and staff in the building. We also have daily temperature checks of our staff as they enter the building and our scholars as they exit their vehicles. We have hand sanitizer stations throughout the building, and we have disabled water fountains for only the use of touchless bottle fillers. We also adjusted the lunch routine so that students eat in the cafe and our Multipurpose Room (gym) to ensure students have additional spacing. During recess, each class stays in a designated area to ensure the classes are not intermingling. For grade levels that are departmentalized, the teachers are now rotating to homerooms for instruction to reduce the movement of students throughout the building.

Scintilla Charter Academy – State Charter School (Start-up)

Attendance Zone: Brooks County, Lowndes County, Valdosta City

Location: Brooks County

Opened – 2015

Grades Served – K-5

2020-2021 Enrollment – 579

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	20,636	7,860	38.1%	9,946	48.2%	1,999	9.7%	131	0.6%	700	3.4%
Scintilla Charter Academy	533	316	54.6%	192	33.2%	36	6.2%	0	0.0%	35	6.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	13.7%	3.4%	69.5%
Scintilla Charter Academy	11.9%	0.2%	39.8%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

By utilizing budget/spending flexibility, we are able to purchase furniture, supplies, and books based on the needs of our scholars and not the earned allotment for each each FTE category.

What have you done to ensure academic success with the suspension of the annual state assessments?

SCA plans to continue to partner with Navy in the FY21 school year. Navy, an assessment system being piloted in the state of Georgia through the Innovative Assessment Demonstration Authority (IADA), was fully implemented in grades 3-6 in FY20. Navy provides results at the standards level which allows teachers to pinpoint the standards that each student does not understand, so teachers can focus and personalize the support they give students. Beginning in the 2020-2021 school year, Navy is also offering a new suite of instructional 'practice checks' that are standards-level assessments that students can take from home. Navy Practice Checks will be shorter in length than Navy Competency Checks, and security is not required. Teachers will be able to view the items, and teachers will be able to use the items for instructional purposes. Navy will allow teachers to assign the Practice Checks for below grade-level standards (in addition to on-grade level standards) to students in their classes and will provide results to teachers and students. Teachers can assign these Practice Checks standard-by-

standard as needed. Results will allow teachers to identify key standards that students need to review or need the teacher's support to learn. Navvy assessments administered in FY21 will also include formative and summative writing assessments.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Monday and Tuesday and M-Z attending Wednesday and Thursday. On the Fridays during this period, no students attended to allow for deep cleaning and staff professional development

*Beginning Aug. 24, students returned to a traditional schedule with the exception of a 1 p.m. release Fridays for sanitation and staff professional development.

Friday Extended Professional Development and Sanitation Schedule: Beginning Aug. 24, students returned to a traditional schedule with the exception of a 1 p.m. release Fridays for sanitation and staff professional development.

Schoolwide Celebrations of Learning Shifted to Student-Led Conferences: Fall scholar-led conferences were held September 21st-October 8th. Scholars led the conferences sharing their work and explaining all they have learned since school started back.

Shift to Virtual Community Circle: Community Circle is a schoolwide weekly tradition designed to build and maintain school culture while celebrating the success of our scholars. SCA recently went live with a YouTube channel so that families could continue to engage with the school and participate in our virtual Community Circle each Friday.

A virtual learning model was designed through the collaboration of SCA's leadership team and instructional staff to ensure standards-based instruction through various instructional resources.

SLAM Academy of Atlanta – State Charter School (Start-up)

Attendance Zone: Atlanta Public Schools, Fulton County

Location: Atlanta

Opened – 2019

Grades Served – K-4

2020-2021 Enrollment – 86

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	122,758	29,233	23.8%	63,261	51.5%	16,652	13.6%	10,616	8.6%	2,996	2.4%
SLAM Academy of Atlanta	86	0	0.0%	86	100.0%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	11.3%	9.3%	50.0%
SLAM Academy of Atlanta	8.7%	0.0%	87.0%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Flexibility is a key component in increasing student performance. Following the IReady baseline assessment, we were able to identify areas where students were struggling academically. To bridge these gaps, we designed a school wide push in and pull-out tutorial program. Mr. Robinson, our Curriculum Specialist and Ms. Jones, our ESE Specialist, took the lead to identify, group, and educate students. Our students benefited from small group instruction and data driven targeted tutoring.

What have you done to ensure academic success with the suspension of the annual state assessments?

We have shifted our focus from state assessments to closing achievement gaps. We use iReady progress monitoring data and monthly growth checks to ensure academic success. In addition, we put together a robust professional learning plan for the 20-21 school year to ensure that our teachers entered the school year equipped to close learning gaps that may have opened due to the pandemic.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

We made a school wide quick pivot to Remote Live Instruction (RLI). Scholars were live with their teachers approximately 2-3 hours per day. The rest of the day was used for individualized learning plans via Software such as iReady, Reflex math, and Flocabulary.

Southwest Georgia STEM – State Charter School (Start-up)

Attendance Zone: Statewide

Location: Randolph

Opened – 2016

Grades Served – K-5

2020-2021 Enrollment – 352

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Location	754	0	0.0%	754	100.0%	0	0.0%	0	0.0%	0	0.0%
Southwest Georgia STEM	352	254	72.2%	19.3%	8.5%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Location	13.1%	0.0%	100.0%
Southwest Georgia STEM	13.9%	0.0%	64.8%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Flexibility allowed us to improve the performance of our students because we did not have to participate in annual state assessments and could focus on needs of the students. We were able to focus on the needs of the students and prepare work packets for the students to complete that helped close the gaps in reading and math. Teachers used STAR Reading and Math data to drive the focus of the packets and feedback that was provided to the students. Many of the waivers - other than testing - were used on more of an operational side instead of being connected directly to the student performance.

What have you done to ensure academic success with the suspension of the annual state assessments?

During the 19-20 school year, once the suspension of the annual state assessments was announced, we were able to allow teachers to focus in on the needs of the students. Though we were not in school, we were preparing students packets based on focus skills listed from STAR Reading and Math mid-year assessments. These assignments were posted on the school's website and printed for those without capabilities to print. Moving into the 20-21 school year, we were able to offer a Full Distance Learning option for the students and eliminated the need for packets of printed work. Since we will have state assessments this school year, we

are focusing on the content weighted items that will carry the bulk of the score on GMAs. These are the main areas for students in their current grade levels anyway.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

During the pandemic, we have learned from the abrupt school closure issued in March 2020. Instead of preparing packets of work for students, we have been able to provide training to teachers to operate with Full Distance Learning. We provided many days during pre-planning for teachers, as well as days of support throughout the year. Teachers are taxed with keeping instruction and assignments loaded into Google Classrooms, as well as attending to Face-to-Face learners Monday - Thursday (planning and virtual day on Friday). They are still adapting to this change from previous years. We also have learned to be flexible and understanding. We have learned about the power of a grant and how important grants can be as we were able to move to a full 1:1 school with almost enough devices for each student to have a Chromebook at home and at school. We are going through a complete policy overhaul to shore up loose ends and make sure everything that we have in place is being followed. We have followed as many of the CDC guidelines as possible throughout the entire pandemic. We know that the best place for our students is in a Face-to-Face environment and we strive to provide that for our students.

Spring Creek Charter Academy – State Charter School (Start-up)

Attendance Zone: Decatur County, Miller County, Seminole County

Location: Decatur County

Opened – 2019

Grades Served – K-6

2020-2021 Enrollment – 352

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	6,254	2,572	41.1%	6,137	50.2%	510	8.2%	0	0.0%	35	0.6%
Spring Creek Charter Academy	310	222	71.6%	88	28.4%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	10.7%	3.8%	100.0%
Spring Creek Charter Academy	9.4%	1.2%	61.5%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

QBE Expenditures - Expenditures can be based on the needs of the school and students rather than formulas and expenditure requirements through financial waivers.

School Day and Year for Students and Employees - We have an extended day to build in remediation/acceleration (personalized learning) every day. This extra time in the day allows us to have a shorter school year which saves us money.

What have you done to ensure academic success with the suspension of the annual state assessments?

Our students take NWEA MAP Growth, which allows us to analyze data to determine students' needs. Students MAP Growth scores are tied to Individualized Learning Paths in Edgenuity so student's can learn and practice skills at his/her level.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Students have the choice of face-to-face or distance learning this year. Students are staying in cohorts and cohorts do not mix. Students are required to masks during transitions, and classrooms are outfitted with clear dividers between desks. Staff and student temperatures are

taken upon entering the building each day. Teaching and signage of hygiene efforts to prevent the spread have been implemented. There has been increased sanitation of the building. A Pandemic Coordinator was hired to help plan, implement, and evaluate operations and communication during the pandemic.

Statesboro STEAM – State Charter School (Start-up)

Attendance Zone: Bullock County

Location: Bullock County

Opened – 2002

Grades Served – 6-12

2020-2021 Enrollment – 155

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	754	0	0.0%	754	100.0%	0	0.0%	0	0.0%	0	0.0%
Statesboro STEAM	155	101	65.2%	54	34.8%	0	0.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	15.1%	2.8%	59.6%
Statesboro STEAM	19.6%	0.0%	65.5%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

Statesboro STEAM Academy uses a broad flexibility waiver that allows the school the ability to improve students' performance by creating a space for innovation by hiring the most qualified professional adults to provide a wide-ranging, rigorous and engaging curriculum. Some examples of waivers used by Statesboro STEAM Academy that have proved most successful in improving student achievement are those that allow for the waiving of teacher certification, pay schedule, seat time, calendar, and schedule.

What have you done to ensure academic success with the suspension of the annual state assessments?

Statesboro STEAM Academy continues to monitor academic achievement through local and benchmark assessments that direct learning and instruction in the classroom.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Statesboro STEAM Academy has been able to ensure operational excellence during the pandemic by implementing procedures and protocols that keep students safe and healthy and ensures their emotional well-being is stable.

Utopian Academy for the Arts – State Charter School (Start-up)

Attendance Zone: Clayton County

Location: Clayton County

Opened – 2014

Grades Served – 6-8

2020-2021 Enrollment – 378

Charter School Student Demographics:

Name	Total	White		Black		Hispanic		Asian		Multi	
		#	%	#	%	#	%	#	%	#	%
Attendance Zone	49,624	262	0.5%	35,890	72.3%	11,861	23.9%	1,176	2.4%	435	0.9%
Utopian Academy for the Arts	378	0	0.0%	363	96.0%	15	4.0%	0	0.0%	0	0.0%

Name	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Attendance Zone	10.8%	3.0%	93.0%
Utopian Academy for the Arts	15.0%	0.2%	68.3%

The following are the responses from the schools to the questions included in their 2020 Annual Report pursuant to O.C.G.A 20-2-2067.

How has flexibility allowed you to improve the performance of your students (Please provide examples of waivers you may utilize to ensure student success)?

By waiving many restrictions with broad flexibility from many state laws, Utopian Academy for the Arts has operated with the autonomy to hire the qualified faculty and staff members necessary to execute school operations, the ability to modify instructional time, implementation of gender-based classroom environments, arts integration between core and arts-related courses, and a unique curriculum that is consistent with the vision of Utopian Academy for the Arts.

What have you done to ensure academic success with the suspension of the annual state assessments?

Utopian Academy has provided extensive supports to students in need of remediation through tutoring, ongoing collection of assessment data to support academic gaps and interventions necessary to fulfill loss during in-person instructional time.

What changes, if any, have you implemented during the pandemic to ensure operational excellence?

Modifications of student schedules, hiring of additional school staff, purchase of technology devices for one-to-one student learning at home, revised instructional curriculum and programming.

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