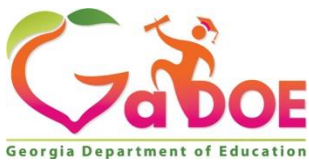


2020 Georgia Charter Systems Annual Report

**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,

In 2007, the Georgia General Assembly approved legislation establishing charter systems; a framework that granted broad flexibility for school systems, to foster innovation and improve student achievement. To date, there are 48 charter systems in Georgia – 11 cohorts beginning with the first in 2008 and the latest system converting this school year.

It takes at least five years of implementation for new charter systems to fully operationalize the charter system model. In addition to creating, training, and getting Local School Governance Teams operating at peak performance, time is also required to implement the new essential features and innovations included in each charter system contract. The flexibility granted to systems has certainly been instrumental in the academic improvements displayed by our students over the last five-to-eight years, and it has been critical in helping districts continue instruction and supports amidst the operational and budget impacts of the COVID-19 pandemic.

Every year, the GaDOE District Flexibility and Charter Schools Division conducts an Annual Report process for charter systems and compiles and conveys this information to the General Assembly on behalf of the State Board of Education. This year, in the absence of state assessment data and CCRPI calculations, we are sharing and highlighting the ways in which charter systems are utilizing their flexibility to continue focus on improving student achievement and to provide necessary supports and services to students and families.

The 2020 Charter Systems Annual Report is before you now.

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

Sincerely,

A handwritten signature in blue ink, appearing to read 'Scott Sweeney', is written over a light blue horizontal line.

Scott Sweeney, Chair
State Board of Education

Dear Members of the Georgia General Assembly,

Georgia law requires all charter systems to submit an annual report to the Georgia Department of Education (GaDOE) and requires the State Board of Education to annually report the status of the charter program to the General Assembly. [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. Our 2020 Charter Systems Annual Report is before you now.

We now have 46 charter systems in Georgia that are providing innovative opportunities for students through the broad flexibility granted them. Since the establishment of the first charter system in 2008-2009 we have learned several best practices about charter systems and district flexibility. Two key observations are that it takes at least five years of implementation for new charter systems to fully operationalize the charter system model. In addition to creating, training, and getting Local School Governance Teams to operate at peak performance, districts also need time to implement the new essential features and innovations included in each charter system contract.

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.

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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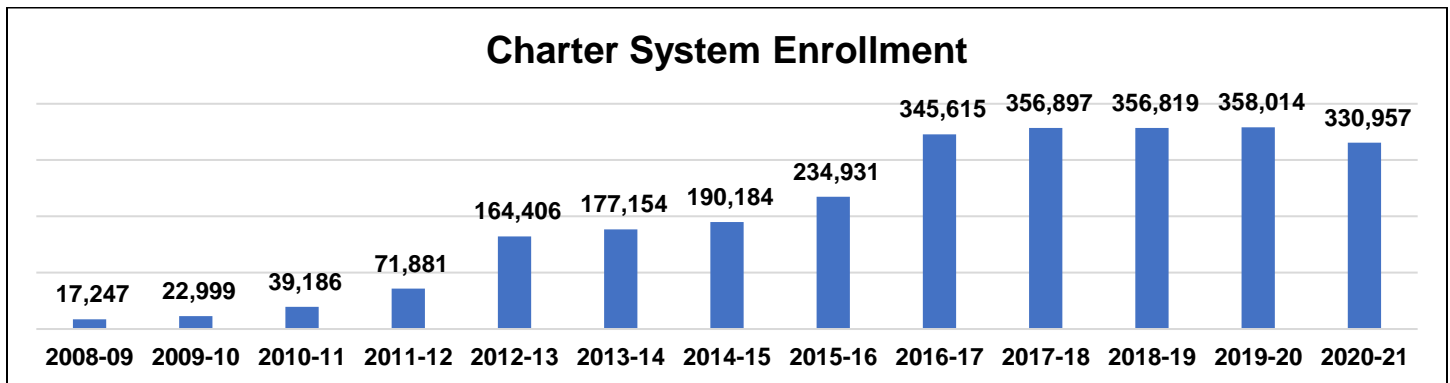
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For the 2020-2021 school year, there are 48 operating Charter Systems.

1	Atlanta Public	17	Decatur City	33	Lumpkin County
2	Banks County	18	Dougherty County	34	Madison County
3	Baldwin County	19	Dublin City	35	Marietta City
4	Barrow County	20	Evans County	36	Morgan County
5	Ben Hill County	21	Fannin County	37	Peach County
6	Calhoun City	22	Floyd County	38	Pelham City
7	Candler County	23	Franklin County	39	Putnam County
8	Carrollton City	24	Fulton County	40	Randolph County
9	Cartersville City	25	Gainesville City	41	Stephens County
10	Catoosa County	26	Gilmer County	42	Taliaferro County
11	Chattahoochee County	27	Glascocock County	43	Terrell County
12	Clarke County	28	Gordon County	44	Tift County
13	Coffee County	29	Haralson County	45	Union County
14	Colquitt County	30	Hart County	46	Vidalia City
15	Commerce City	31	Jasper County	47	Warren County
16	Dawson County	32	Liberty County	48	White County

Chattahoochee and Franklin County transferred from SWSS to Charter System during the 2019-2020 school year.

Charter System Enrollment



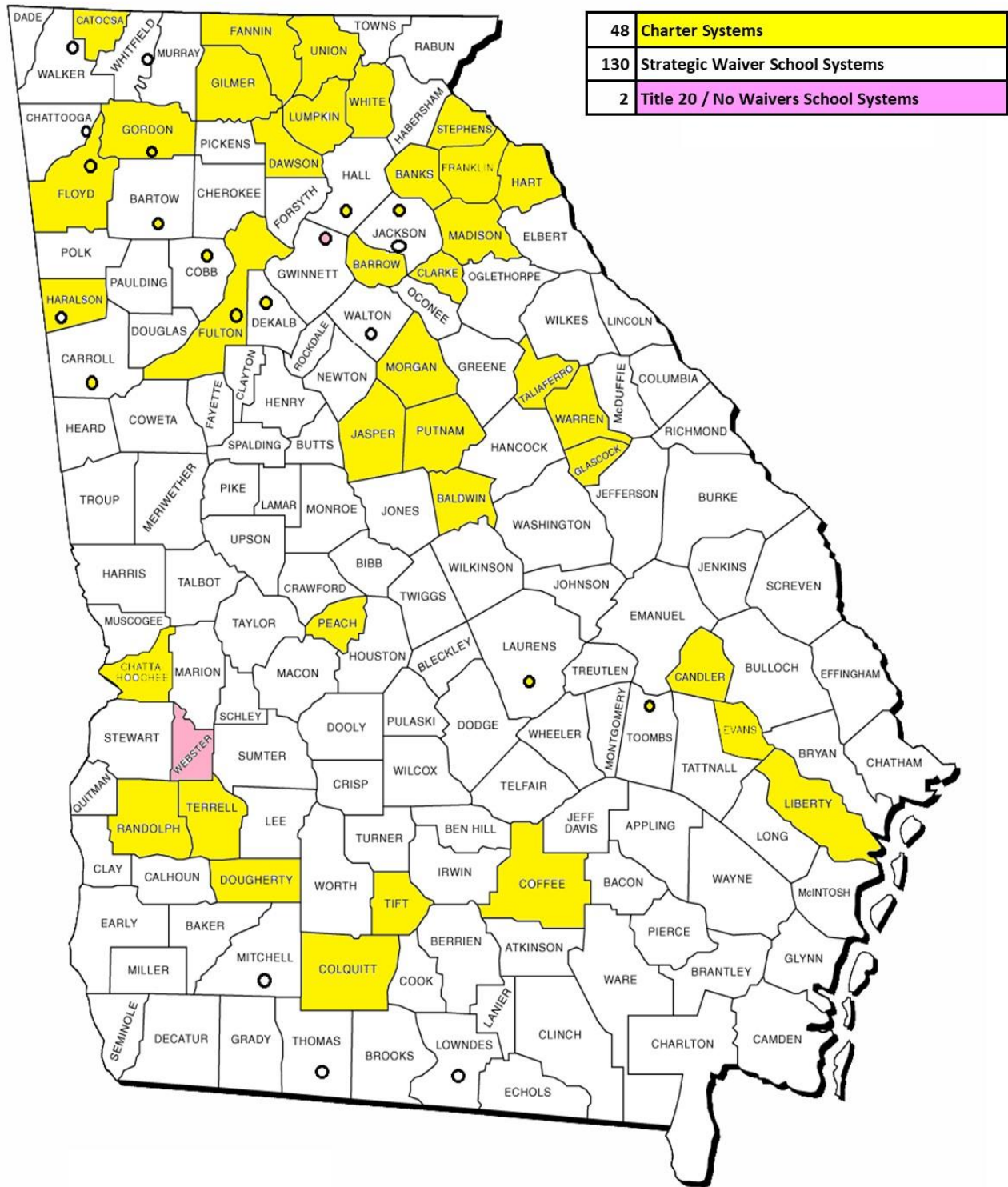
2020-2021 Demographics of Charter System Schools

Name	Total	White	Black	Hispanic	Asian	Indian	Pacific	Two or more Races
Charter Systems	327,437	40.4%	37.5%	15.8%	3.6%	*	*	2.7%

2020-2021 Support Services Enrollment for Charter System Schools

School Type	Special Education	English Language Learners	Free and Reduced Lunch Eligibility
Charter Systems	9.3%	4.7%	52.5%

Geographic Distribution of Georgia's 48 Charter Systems



Updated as of 06-22-2020

Charter System Performance Information

Due to the suspension of high-stakes state testing during the COVID-19 pandemic in 2020 – 2021, Milestones data are not available and a CRRPI was not able to be calculated and are not included in this report. Please contact local systems and schools directly to receive information about other system- and school-level academic performance data gathered during the pandemic.

For a historical look at performance data for charter systems and individual charter system 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>

The following pages include information, in alphabetic order, on each of the 46 charter systems in operation during the 2019-2020 school year. Additionally, each system answered the following questions in their annual report pursuant to O.C.G.A 20-2-2067 in response to the lack of academic performance data for the 2019-2020 school year.

- How does your system utilize Local Governance Teams?
- 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?
- Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.
- How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Atlanta Public Schools:

First year as a charter system: 2016-2017

Number of Schools in System: 67

College and Career Academy: Yes

2020-2021 Enrollment: 39,833

Total	White	Black	Hispanic	Asian	Two or more Races
39,833	16.7%	72.9%	7.6%	0.8%	1.9%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
12.4%	4.8%	68.5%

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

How does your system utilize Local Governance Teams?

- Input into the process for selecting the principal or school leader by the Superintendent/BOE
- Input into annual feedback on principal's performance/interaction with LSGT
- Input into preferred qualifications for principal and for staff positions created through the school-based solutions process
- Final recommendation for school budget
- Establish/monitor achievement of school improvement goals
- Create, maintain, and update the school-level strategic plan
- Develop and approve innovations aligned with the school strategic improvement plan
- Input into school operations that relate to school improvement goals and/or charter system goals
- Develop school-community communication strategies and creation of Parent/community involvement/engagement plan
- A GO Team member from each school is elected to sit on their Cluster Advisory
- A Cluster Advisory representative is then selected to sit on the District's Executive Committee
- GO Team members sit on district advisory teams/task force such as: Special Education, Budget and Finance, Parent Leaders Re-Opening Task Force

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 waivers to create intervention blocks or increase instructional time in a subject area
- School day waivers to increase the number of hours students are at school
- More funds pushed to schools through the Student Success Funding model, allowing school-level budget decisions
- Create cluster signature programs allowing each cluster to develop a signature program plan that responds to the needs and vision of the communities by utilizing flexibility to adopt the curriculum and instructional structures that best serve the cluster
- Creation of a College and Career Academy
- More funds pushed to schools through the Student Success Funding model, allowing school-level budget decisions

Schools are able to:

- Select curricular and instructional resources that align to their unique student population
- Create and implement a local formative assessment system to monitor students' progress and make warranted changes
- Design a professional learning system that would target the capacity building needs of their teachers and staff

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

To launch and monitor learning throughout the year, it is vital that the district continues to implement an assessment system designed to gauge students' academic levels and needs. To that end, APS is employing a balanced approach that incorporates a set of diagnostic tools ((Fountas & Pinnell Benchmark Assessment System, Star Early Literacy, Star Reading, and Math, etc.) to verify the identified requisite concepts and skills, classroom, and common grade level formative assessments (found in the units of study & curricular guidebooks), as well as district-level benchmark assessments, administered across all grade bands. The triangulation of these data points is used to monitor our students' progress, inform instructional changes, and provide the necessary targeted interventions for designated students.

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

To ensure operational excellence during the pandemic, the district provided guidance to our administrators, instructional coaches, and teachers as they continued to customize and strengthen the teaching and learning infrastructure designed to support face-to-face and, particularly, virtual environments and interactions. The guidance included social emotional learning strategies/practices; revised scope and sequence documents outlining prioritized content standards and requisite concepts and skills; curricular and instructional resources; assessments; and standards of service, which are a minimum set of expectations for each grade band used to inform planning, scheduling, and staffing of the school's educational program. In addition, being sensitive to your communities, while honoring schools' autonomy, scheduling guidance that reflected the standards of service and addressed both interactive virtual instruction and independent practice or completion of assignments along with direction for facilitating instruction, and sample lesson designs were also provided.

Ensured all students/staff had access to a working device and hotspots to students with no devices or connectivity challenges.

The Department of Instructional Technology worked to set up various systems to support virtual instruction in the District. Software integrations were completed to support virtual learning at each local school site to support unique programming at each school. Additionally, there were district-level software integrations that supported the larger district vision for synchronous/live instruction throughout the district.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

The innovative practices for positive behavior supports is mostly implemented. As part of its PBS strategy, the Social Emotional Learning (SEL) department was created and charged with leading the implementation of SEL programming inclusive of PBIS and Restorative Practices. Social Emotional Learning serves as the foundation of the district's positive behavior supports and is infused in both the academic and behavioral programming. Every staff member in the district receives SEL training and support that is framed using CASEL's (Collaborative for Academic, Social, and Emotional Learning) five core competencies. SEL is also at the core of the district's Definitions of Teaching and Leader Excellence and is a key driver for implementing the district's academic framework. As of today, all schools in APS have adopted an explicit SEL curriculum (Second Step in PK-8 and School Connect in 9-12) and have practices grounded in SEL that help to create safe and supportive learning environments.

In addition to school wide SEL programming for students, the district has also committed to building the SEL capacity of all adults and aligning policies and practices that shift from punitive to restorative. One portion of these practices includes Restorative Practices (RP) trainings at both the school and district level. To date, over 700 adults including the Safety and Security office have completed intensive RP training that focuses on the tenets of restorative practices, effective use of circles, and restorative conferencing. Additionally, the district also supports schools in the implementation of PBIS (Positive Behavior Interventions and Supports) and ensures its alignment with SEL practices.

As part of the next steps for PBS, the district will continue deepening the work through the academic system and whole child frameworks. This includes aligning practices (trauma informed, MTSS, instructional practices etc.) to support the capacity of the staff to model SEL skills and implement programming that nurtures a student's ability to make healthy and responsible decisions for both personal and academic choices.

Although the other essential/innovative features have been fully implemented, we believe that there is always room for improvements. Therefore, we will look to improve upon all essential/innovative features under our new 2020-2025 strategic plan.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

APS uses the state charter system supplement funds on strategies to support our flexible and autonomous model, this includes:

- Signature Program funds based on grade span and phase of implementation
- Cluster funds to address each cluster's academic programming needs
- Flex funds equivalent to a teacher's salary per school

Baldwin County Schools:

First year as a charter system: 2011-2012

Number of Schools in System: 6

College and Career Academy: Yes

2020-2021 Enrollment: 4,836

Total	White	Black	Hispanic	Asian	Two or more Races
4,836	24.6%	69.0%	2.0%	0.0%	4.4%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
12.7%	1.3%	92.9%

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

How does your system utilize Local Governance Teams?

Each school has an individual local governance team and we also have a district governance team with a representative from each school and they govern policies, budgeting, recruiting, safety, strategic planning, and school improvement.

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

Change is inevitable, and flexibility fosters the development of critical mass. Areas in which we have maximized flexibility to increase academics include seat time waiver, waiving GADOE curriculum requirements; offering additional courses beyond those funded by the state; utilizing industry certified instructors; providing extended learning opportunities that allow students to earn credit or course completion; awarding high school credit for coursework completed at the middle school level through acceleration and transition programs; implementing innovative programs such as the Montessori Academy and Baldwin Online Academy; delivering services by need, not a model; and transforming the entire high school to a college and career academy. These innovative programming options have resulted in improved student performance. The overall CCRPI for 2019 increased by 10% and the graduation rate has increased from 66% in 2015 to 90% in 2019.

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

We have continued to use the Map assessment which is administered three times a year. We also use the Reading Inventory to monitor students reading growth. At the high school level, we offered virtual summer school for credit recovery and at the elementary school, we held virtual Saturday Academic and STEAM summer programs.

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

We created a local task force of members to develop a plan to safely reopening schools for the 2020-2021 school year. The task force members included representatives from the school district, parents, businesses, community members, health care professionals, local emergency and law enforcement personnel, faith-based organizations, civic and non-profit organizations, and representatives from all three local colleges/universities. During the month of June and July, the task force researched different options and created subcommittees: Teaching and learning, Supplemental Learning, Afterschool, Saturday Academy, and Summer School, School Operations Safety and Security Extracurricular

Activities, Mental Health and Wellness Pandemic Response and Communication, Facilities Transportation and Equipment, and School Meals, Staffing, and Volunteers. With the information gathered, we held a series of virtual town hall meetings to update our community on our reopening plan. During the virtual town hall meetings, Dr. Noris Price discussed the Georgia Department of Education guidance document and walked the audience through the rationale and details of the potential models for reopening schools. As a result of the feedback we received from our parents, we decided to offer parents two options: in-person instruction or remote learning. Two-thirds of our families choose remote learning for the first nine-weeks.

In addition, to eliminate the digital divide that existed in the spring, the board approved buying Chromebook for every student to use at school or home for online instruction, buses were equipped with Wi-Fi were placed strategically around the county to assist families that lacked connectivity and Wi-Fi antennas were installed outside of each school. If a student needed Wi-Fi for instructional use, they were provided with a personal 'hotspot' to receive online instruction without leaving home.

Working with the Chief Financial Officer, the superintendent has continued to make recommendations to the board that support spending all dollars (federal, state, and local) wisely and carefully. The system has a healthy fund balance, which means that no teacher was furloughed for the 2020-2021 school year. Additionally, no extracurricular programs had to be cut, i.e., middle school band, dance, and music, and art at the elementary school levels because of careful and thoughtful spending. At each Board meeting, the superintendent shows how spending, providing resources and hiring professionals all align with the Strategic Plan (2019 – 2024). To meet students' emotional, physical, and challenging needs, the Board approved additional personnel (Nurses, Behavioral Specialists, and Instructional Coaches) to help meet students' various needs.

In June, the citizens of Baldwin County vote to extend E-SPLOST for another 5 years. 76% of voters, voted in favor of the Baldwin County School District Education SPLOST. This is the 6th renewal of E-SPLOST in Baldwin County. ESPLOST funds from the 5-year extension of the 1% sales tax for the Baldwin County School District will go towards critical improvements and special projects at all school locations. This investment has completely transformed our schools and classrooms into 21st-century learning environments. ESPLOST has helped with installing new roofs and HVAC units, upgrading technology infrastructure, renovating existing schools, installing new playground equipment as well as the purchase of new buses, instructional technology, and computing devices for the classrooms. In addition, E-SPLOST dollars have funded secure vestibule entry-points and camera monitoring systems at all school locations, helping to keep our students and staff as safe. It has also allowed us to fund construction improvements for our athletics programs including the new Baldwin High School Athletic Complex, new track surfacing, and new bleachers at Braves Stadium.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Yes, we were able to implement STEAM initiatives by developing cross-curricular units and career pathways by integrating science, technology, art, and mathematics throughout the curriculum to help ensure mastery of standards and increase student achievement. Each elementary school has a full-time STEAM teacher, and we are working towards becoming STEAM certified as a district by the GADOE. Forty teachers have completed their STEM endorsement.

Working with representatives from Ford Next Generation Learning (NGL), the Technical College System of Georgia, the Baldwin County Development Authority, Local School Governance Teams, and key stakeholders, a strategic plan that met the mission and vision of the Baldwin County School District was developed and implemented. The strategic plan includes a particular emphasis on three main focus areas, which are student achievement, school & community partnerships, and recruiting & retaining high performing staff. Those focus areas are complete with numerous strategies and goals, which include ensuring that students acquire and apply the knowledge and skills required to be prepared for college and career success, developing support and wrap-around services for students

through community and other statewide partnerships, and providing quality professional learning to support and sustain the recruitment and retention of quality work staff. The strategic plan is a culmination of almost two years of work, taking a comprehensive look at our schools and our community and developing ways we believe will help tailor the curriculum we provide to the workforce needs of Baldwin County.

The entire high school has been converted to a College and Career Academy, offering a wide range of pathways to meet the workforce needs of our community and state. The high school programs of study provide students options through educational opportunities such as dual enrollment with CGTC, Georgia College, or Georgia Military College as work-based learning and internship programs.

As far as the International Baccalaureate Program, we are still in the research phase. Due to COVID-19 Pandemic, we were unable to begin the certification process. We plan to revisit IB during the 2021-2022 school year or as the pandemic safety restrictions are lifted.

The Baldwin High School College and Career Academy serves students in grades 9-12 and has continued to raise the awareness and expectations of students at all grade levels, especially 8th grade. Each BCCA program participates in an 8th grader career night to provide students and parents with information about the career paths available at the BCCA. Participation includes incorporating field trips to the BCCA for 6th-8th graders, employment of skills and interest assessments through workshops, and partnerships with Oak Hill Middle School.

Foothills Education Charter High School, Ombudsman Alternative Education Program, and Performance Learning Center Programs continue to offer students options for completing their high school education.

Baldwin County School System has utilized flexibility provided by the Charter by serving students based on need rather than a state-required label of (EIP, Gifted, etc.). Criteria are still used to identify students for these programs, but the flexibility allows teachers to serve students based on their performance and not labels or criteria set by the state.

The district provided teachers time to engage in Professional Learning Communities focused on developing and implementing a collaborative planning model each week using real-time progress monitoring tools. We also have collaborative planning within academic content areas, and we utilize our academic teams in all content areas.

Baldwin County also used the Striving Readers Comprehensive Literacy grant funding to create, develop, and implement a district-wide PreK-12 literacy program and implemented a STEM summer program.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

The Baldwin County Board of Education utilized the supplemental funds to create an elementary band program for students in grades 3-5, start a dance program at the middle and high school levels, hire 4 STEAM teachers and offer a 4-week summer STEAM program to students.

Banks County Schools:

First year as a Charter System: 2013-2014

Number of Schools in System: 4

College and Career Academy: No

2020- 2021 Enrollment: 2,599

Total	White	Black	Hispanic	Asian	Two or more Races
2,599	88.1%	0.0%	10.7%	0.0%	1.2%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
15.4%	5.0%	51.6%

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

How does your system utilize Local Governance Teams?

These have the authority to make recommendations to the superintendent regarding key areas impacting the school's ability to increase student achievement.

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 continue to utilize seat time waivers, calendar waivers, certification waivers

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

We continue to utilize local assessments to help to ensure accountability.

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

We are following to the extent possible guidelines and recommendations of the CDC and DPH.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

All are fully implemented with the exception of foreign language in k-12. Because of the inability to find qualified teaching candidates, we amended our innovative feature to include supporting the teaching of agriculture in all grade levels k-12 and we have implemented fully this innovation.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Funds have been used to support our 1:1 initiative (technology) and personnel for the agriculture program in k-12.

Barrow County Schools:

First year as a Charter System: 2011-2012

Number of Schools in System: 16

College and Career Academy: Yes

2020-2021 Enrollment: 13,865

Total	White	Black	Hispanic	Asian	Two or more Races
13,865	54.9%	13.7%	21.8%	4.0%	5.6%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
15.4%	10.4%	45.6%

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

How does your system utilize Local Governance Teams?

Barrow County utilizes Local Governance Teams participate in decisions including personnel, finance and resource allocation, curriculum and instruction, school improvement, and school operations. Team members serve on system hiring committees to interview applicants for principal vacancies and provide feedback on principal performance through survey results provided by the Superintendent. LSGTs provide approval for school level purchases over \$25,000 pending LBOE final approval in addition to approving budget priorities aligned with school improvement plans, selection of vendors for school resources, and approving fundraising budgets. Additionally, LSGTs provide input into changes of instructional delivery models that are aligned to system designated instructional delivery models. LSGTs also approve school-wide professional learning plans and new course offerings, pending the final BOE approval. Local school improvement plans, SIPs, are approved by LSGTs. For school operations, LSGTs have input on the district code of conduct, provide feedback on proposed school facility enhancements, system calendar, field trips, partners in education, local school Teacher of the Year (TOTY), and approval of the school handbook.

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

Academic program flexibility has helped Barrow County Schools support students through scheduling, programming, instructional delivery options, and opportunities for credit attainment. Waivers utilized to ensure student success include Early Intervention Program (EIP); Remedial Education; Organization of Schools: Middle School Programs; Schedule; Online Learning; Competencies and Core Curriculum; Health & Physical Education Program; Class Size and Reporting; Personnel Required; Certification Requirements; and Direct Classroom Expenditure Control.

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

To measure students' current level of learning, regression, and progress, teachers have been able to create local assessments (TestPad), Measures of Academic Progress (MAP), reading screeners, and Keenville. Following analysis of students' current levels of learning, appropriate remedial, extension, and refinement assignments and activities have been provided. Students have multiple opportunities and modes to demonstrate standards mastery that would provide insight on academic progress.

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

Waivers have provided opportunities to exercise academic and program flexibility. Students have the opportunity to attend school through in-person or online formats. Early Intervention (EIP), remedial programming, and staffing and allocation decisions has been adjusted to meet the needs of students. Additionally, adjustment have been made in the areas of pathways expansion, credit bearing internships, and virtual learning.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Yes

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Staffing: Teachers, Literacy Content Specialist; Math Content Specialist; Director of Innovative Learning (STEM/STEAM); Language and Cultural Diversity Specialist

Programming: Project Search, ArtsNow, Center for Innovative Teaching, learning supports and dual enrollment initiatives

Ben Hill County Schools:

First year as a Charter System: 2017-2018

Number of Schools in System: 6

College and Career Academy: Yes

2020- 2021 Enrollment: 2,910

Total	White	Black	Hispanic	Asian	Two or more Races
2,910	41.0%	45.1%	12.8%	0.0%	1.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
12.6%	3.5%	82.6%

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

How does your system utilize Local Governance Teams?

School Governance Teams meet regularly to review school processes and make recommendations for change, provide feedback, and approve the school improvement plan, review data from the school, make suggestions for curriculum initiatives, provide rewards to students, fundraising help, and to budget and spend their school governance team funds.

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

- Implement flexible scheduling to meet the needs of students
- Implement a fully functioning Wall-to-Wall College and Career Academy design at Fitzgerald High School College and Career Academy as part of our charter
- Waive certification to employ technical specialist to teach at the FHSCCA in various CTAE fields
- Waive Early Intervention Program Rules (EIP) (Rule 160-4-2-.17-Early Intervention Program (EIP)) to meet all students' needs for intervention in reading and mathematics standard by standard in grades K-5
- Waive Title 20 - Education Chapter 2 - Elementary and Secondary Education Article 6 - Quality Basic Education
- Part 3 - Educational Programs § 20-2-154. Remedial education program to meet all students' needs for intervention in reading and mathematics standard by standard in grades 6-12
- Consolidation of Title Funds
- Member of the Assessment Consortium for Navy for Common Formative Assessment in grades 3-11 in language and mathematics and use MAP as to progress monitor growth

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

We have a systemwide RTI plan that ensures every student will receive intervention/acceleration based on their mastery of locally identified power standards in grades K-12. The plan has been effective in promoting growth for our students. Our primary and elementary schools were identified as rewards schools for growth last year for growth. We also use Navy for common formative assessments in language and math to assess student progress on standard and use MAP for as a student growth monitor.

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

Ben Hill County Schools is a K-12 1-1 device district. We offered students and parents choices of virtual learning, a hybrid face to face model, and regular school choice. Transitions for students have been limited to maintain social distancing. We have implemented safety measures such as spraying of office buildings, buses, classrooms to ensure students and staff are safe. Each classroom teacher was provided with a bottle of solution to clean after each passing period. Each school has its own sprayer so if a student or teacher displays Covid-19 symptoms, each classroom or common area can be sprayed immediately. All staff and students in grades 6-12 are mandated to wear masks. Lunchrooms have plexi glass in place to ensure safety in serving lines and offices have plexiglass to provide a barrier between the public and school office staff. The district has partnered with the local health department and Dorminy Medical Center for COVID-19 testing of all employees and trained school nurses on the protocol to follow for assessing students and staff on signs of Covid symptoms. Social distancing, handwashing, and mask are encouraged in all schools and signs are displayed throughout the buildings to remind students and staff of those practices. Each school has water bottle filling stations to protect students.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

The FHSCCA has been implemented as part of our contract. The FHSCCA CEO and principal work together to make this a success. The FHSCCA has a governing board the meets to oversee the academy. All schools have governance teams in place. Also, the district uses flexible scheduling and individual student portfolios to track student progress to meet the needs of all learners.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Ben Hill was awarded Charter System Supplemental Funds received during the 2019-2020 school year for the first time. Each local school governance was provided with an amount based on their FTE. The total amount allocated to the school governance teams was \$126,356. Schools purchased Accelerated Reader to help promote the literacy goals in the district. LSGT supported an initiative to upgrade the bandwidth to support 1-1 initiatives for students in grades K-12 and bought laptop protective covers for the devices. The remainder of the supplemental funds went toward staffing schools and buying supplies for direct instruction.

Calhoun City Schools:

First year as a Charter System: 2011-2012

Number of Schools in System: 3

College and Career Academy: Yes

2020- 2021 Enrollment: 4,131

Total	White	Black	Hispanic	Asian	Two or more Races
4,131	50.6%	6.2%	37.8%	1.4%	4.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
10.0%	15.8%	55.6%

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

How does your system utilize Local Governance Teams?

LSGTs assist with budget planning, provide input and guidance into curriculum and innovative practices, are involved in the approval process of SIPs, and participate in the SIP process, and have input in school operations.

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

Calhoun City has used flexibility in instructional delivery model, scheduling, staffing and supplemental services for ELL, gifted and remedial programs, selection of curriculum as needed to improve student achievement, and additional assessments to determine student levels of mastery and growth to improve the performance of students and ensure student success.

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

Calhoun City has continued using NWEA MAP as a universal screener and used MAP Conditional Growth to revise school improvement plans and monitor student achievement.

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

Calhoun City Schools implemented virtual meetings, communication and teaching and learning to ensure operational excellence during the pandemic.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Two Essential and Innovative Features from the contract were partially implemented:

1. Ensure the Calhoun City Schools can meet the unique academic, resource, and support needs of all schools by leveraging flexibility in order to best advance teaching and learning at every school
2. Facilitate new thinking about engaging instructional experiences and environments for students' learning needs today through the increased use of digital resources, embedded courses, innovative instructional models, and advanced learning opportunities

Due to the pandemic in FY20, these Essential and Innovative Features were not fully implemented. Both Essential and Innovated Features are expected to be fully implemented in FY21.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

The Charter System Supplemental Funds were used to help fund the construction of the Early Learning Academy.

Candler County Schools:

First year as a Charter System: 2015-2016

Number of Schools in System: 4

College and Career Academy: No

2020- 2021 Enrollment: 2,175

Total	White	Black	Hispanic	Asian	Two or more Races
2,175	45.4%	30.7%	31.4%	0.0%	4.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
14.6%	2.8%	84.1%

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

How does your system utilize Local Governance Teams?

Each meets bi-monthly to listen, discuss, and advise.

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

Every decision we make is student focused. If our students need access to class, content, experience, etc. then we utilize Charter Flexibility to make it happen- primarily certification waivers.

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

We have quarterly reviews at each school in addition to a consistent system of Plan/Do/Check/Act with all initiatives.

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

All LFH students are assigned to a professional adult to monitor progress and overall, well-being.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

We have implemented a lot.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

We fund the stipends for experts to come in and teach our students content that we could otherwise not provide- computer repair, video production, dance, art, among others.

Carrollton City Schools:

First year as a Charter System: 2014-2015

Number of Schools in System: 4

College and Career Academy: No

2020-2021 Enrollment: 5,318

Total	White	Black	Hispanic	Asian	Two or more Races
5,318	39.7%	32.6%	21.3%	1.0%	5.4%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
11.0%	8.1%	48.5%

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

How does your system utilize Local Governance Teams?

CCS LSGTs are used to maximize school level governance and the involvement of parents, teachers, and community members in such governance. LSGTs are granted decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations. LSGTs provide recommendations and input for consideration to the CCS BOE. In addition, our schools utilize LSGT members as a liaison between the school and the community in the dissemination and provision of information.

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

Academic Programs:

1. Early Intervention program- Implement a flexible service model that allows students who are struggling to receive EIP support even if they are not identified and funded as EIP.
2. Remedial Education Program- Used in relation to the school-wide percentage of students served. Used to provide intervention based on student needs in math and ELA through a variety of delivery models, instructional time, etc.
3. Graduation Requirements- Require 28 credits to graduate instead of 23, substitution of marching band for physical education requirement, encourage financial literacy for students who have not taken college or AP economics.
4. Organization of Schools; Middle School Programs: Schedule- Flexibility in the required minimum 55 consecutive minutes for common planning, reducing some middle school classes by 5-10 minutes in order to offer high school credit for some subjects in 8th grade, reduced instructional time for middle school students at the online academy to allow time to ride the bus to and from their home schools.
5. Promotion and Retention- Student performing below grade level are not automatically retained, transition program offered as an alternative to retention for student who did not master the previous year's grade-level standards.
6. Limited English Proficient Program- Use of innovative instructional model that allow ESOL-endorsed content teachers to provide differentiated instruction flexibility for the exit criteria
7. Alternative Education Program- Flexible service models, online and blended learning models

Health & Physical Education Program except as prohibited by O.C.G.A.- Waive the required time for elementary PE to provide flexibility for other non-core courses, use time for a recess equivalency

8. Awarding credit for the purpose of substitution of equivalent or higher-level requirements- Flexibility for allowing credit recovery options

9. Public School Choice- Flexibility for open enrollment, no guaranteed spots for transfer students through the grade band (dependent on academic performance, behavior, attendance)

10. Instruction in social graces and etiquette- Waived the requirement for instruction in social graces and etiquette to focus on social-emotional learning skills and positive behavior interventions and supports

Financial:

11. Categorical Allotment- Funds are moved from one category to another to address local needs

12. Scheduling for instruction/program enrollment and appropriations (except to the extent it relates to funding) Block scheduling rather than six periods, alternative program scheduled as half-day for core courses.

13. State funded K-8 subjects and 9-12 courses for students entering 9th grade in 2008 and subsequent years (except as it relates to funding)- Used to offer certain courses for high school credit in 8th grade

Human Resources:

14. Class-size and reporting requirements- School principals are allowed to determine needs and how that relates to class size

15. Certification Requirements- All certification requirements waived except special education, used for CTAE positions that are difficult to fill

16. School Day and Year for Students- 161 instructional days with 22 professional learning days (COVID), Use of flexibility with professional learning days with documented service time

17. Salary Schedule requirement- System-developed salary schedule based on the needs of staff and students and available funding.

18. Employment, conditions of employment- Duty free lunch- teachers assigned to lunch duty when staff is short-handed

19. Media programs- Waived media committee requirement, flexibility is used to provide student interns to support media specialists

20. Fair Act Dismissal- Waived tenure status when examining factors related to contract renewal Substitute teacher requirements (to the extent it allows for the employment of teachers certified by another state)

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

CCS led professional learning session this summer in the development of formative and summative assessments aligned to the rigor of the GSE for grade level/ course implementation. Additional resources for practice and assessment of grade level/ course skills were added as instructional supplements. Teacher teams meet weekly to analyze short cycle assessment results and develop instructional supports for remediation and acceleration. Teacher teams meet quarterly to analyze benchmark data at the deepest level in order to make instructional adjustments. Administration and Teacher Leaders will be completed instructional rounds by observing classrooms and providing feedback for continuous improvement over the school year. Students will have the opportunity for remediation in free after school tutoring as well as Tier II and Tier III support during the school day.

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

CCS offers at-home and on-campus learning options for all students. A rigorous curriculum matching the on-campus instructional package is provided to remote learners. Each family participating in remote learning has a facilitator assigned to support the technical and academic needs of the student. The on-campus address is focused on the safe and consistent mask wearing, social distancing and hygiene procedures. Transportation and feeding of students include safeguards for social distancing and hygiene as well. Transition and traffic flow of students is heavily guided to maintain safe distance and

often includes outdoor movement. CCS believes that students learn best while in school and is making every effort to afford all students that advantage. While instructional models appear whole class, the teacher is expected to provide individual support for learner needs. Remediation supports for all K-12 students are in place during the school day and free tutoring with transportation is provided after school hours.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

All essential and innovative features are currently implemented and being monitored for success. Carrollton City Schools works diligently to customize the learning experience for each student. Flexible service models are used in supporting both students in greatest academic need as well as the most aggressive academic students. Post-secondary partnerships continue to be developed and are used in the creation of internship opportunities for students, new pathway courses in engineering, technology, and construction and through the STREAM initiative with CS Britton to revitalize the water flow of Buffalo Creek running through the CCS campus. Opportunities for virtual and blended learning have exceeded the limits of the Performance Learning Center and spilled over into the high school with the inclusion of AP Psychology, Forensic science, Environmental science, advanced composition, AP Language and AP Literature online hybrid offerings for students. Implementation of the Senior Capstone Project which has been vetted through the ELA course development of student portfolios has yielded full presentation from 14 students who completed their fine arts diploma seal last school year. This project will continue with the support of Advisement classes to further the work.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

2019-2020 Charter System Supplemental Funds were used by CCS for the following: 5 Reach Scholarships annually, funding to support teacher retention and attract high quality teachers to CCS, program support for CES Academies, and supplementing CHS Pathway course additions.

Cartersville City Schools:

First year as a Charter System: 2010-2011

Number of Schools in System: 4

College and Career Academy: No

2020- 2021 Enrollment: 4,521

Total	White	Black	Hispanic	Asian	Two or more Races
4,521	50.6%	21.0%	21.4%	0.8%	6.2%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
10.6%	9.0%	44.3%

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

How does your system utilize Local Governance Teams?

Local governance teams are a vital part of the communication link throughout the system. Cartersville is a "school system" and not a system of schools. It is critical in our setup that councils provide input to both local school issues and that of the system. Councils are advisory in fundamental nature but are encouraged to think outside-the-box to address school and system concerns.

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 student scheduling allows schools to better address the instructional needs of more students and provides for a broader range of academic and elective courses to meet both current and future endeavors for students. Schools have been able to do such things as designating specific days for differentiated instruction for all students, identifying students struggling with academic content to provide more specific support and remediation, establishing uninterrupted intervention focus especially for Tier 2/Tier 3 students in smaller sized classrooms, and providing additional courses to support STEM programming and remedial reading. Flexible scheduling has also allowed more effective instructional models for specific student populations such as ESOL, Gifted, and Special Education.

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

Annual assessments are only one small indicator or measure of any student's academic success. We are much more interested in student progress as measured by their own level of understanding and not necessarily in comparison with other students. We have implemented NWEA's Measure of Academic Progress (MAP) Growth and DIEBLS to establish what students are ready to learn and to evaluate the growth of each student based upon on on-going assessment of student readiness. MAP allows for continual assessment over the course of the school year instead of a catch-all end of year assessment. Teachers also continue to develop common formative assessments and collaborative teaming to monitor progress and adjust instruction to meet the needs of all students.

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

The district provides a total online virtual learning option for all K-12 students. The four virtual academies (one for each school) are a direct extension of our brick-and-mortar buildings using dedicated teachers in the Cartersville Virtual Academy. This setup allows those teachers to be singularly focused on providing the best online learning experience for students choosing this option.

Virtual therapy session options are made available for speech, occupational therapy, physical therapy, vision, and hearing services. Additionally, the district began the 20-21 school year using a hybrid schedule to reduce the number of students in the building and promote social distancing. Gradually, we have resumed full in-house operations over time with the flexibility to move to a hybrid or completely digital model at any time as needed. The school calendar was adjusted to allow more time for teachers to prepare for the new operational structure. Students and staff are highly encouraged to wear face coverings when appropriate social distancing is not possible. Each school has doubled its efforts in maintaining a clean and safe environment. Large gatherings have been eliminated as much as possible at all schools and student transitions have been reduced or modified. School meals are being administered in the classroom to help mitigate the spread of the pandemic. In cases where students must be isolated or quarantined because of the virus, online platform learning is being utilized to keep students progressing with their academic endeavors.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

GateKey has been fully implemented and adjusted to better target our high-achieving, low-income students. We now identify qualified students in grades 9 through and enhanced the selection process to help ensure maximum return on investment. We currently have 48 GateKey students in high school, 54 students attending college, 48 in the workplace, and 2 in the military. We will sign an additional 10-12 students in the 20-21 school year. STEM opportunities and feeder classes for high school programs have been developed and are being implemented currently to enhance alignment between middle school preparation and content with high school courses and pathways. Schools are given flexibility in scheduling and program delivery models to best meet the needs of all students. With the advent of the Cartersville Virtual Academy, students are being served in a greater variety of ways to best meet individual needs. The Embry-Riddle Aeronautical dual partnership is fully implemented.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Charter supplemental funds have been primarily used to implement and support academic lead teachers in each of our schools. These positions provide embedded support for professional growth and support of classroom teachers especially given the pandemic situation. The district also uses an amount to seed the Cartersville Schools Foundation for the GateKey Scholarship program.

Catoosa County Schools:

First year as a Charter System: 2016-2017

Number of Schools in System: 16

College and Career Academy: No

2019- 2020 Enrollment: 9,768

Total	White	Black	Hispanic	Asian	Two or more Races
9,768	92.6%	1.3%	3.5%	0.6%	2.1%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
16.5%	1.2%	41.8%

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

How does your system utilize Local Governance Teams?

Assistance to the Catoosa County BOE, the superintendent, and the school principal in developing and nurturing broad-based participation by the community and parents in the education of the children and youth who attend the school.

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 - focus on learning, focus on collaboration, intervention time, etc.
- Time requirements for EIP and REP (we develop the support programs based on effective practices and not time requirements)
- Class size requirements
- Catoosa U utilizes waivers on required time and certification requirements for Work-based learning
- Promotion/retention based on a variety of factors and not a single test score

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

- Teacher collaboration on priority essential standards - which align to common formative assessments – which aligns to specific Tier 2 support
- Provided additional training and support so teachers can collaborate on instructional strategies showing strong student learning results
- Give and use a strong universal screener and benchmark assessment K-11
- Face-to-face and full digital students all have a designated time for Tier 3 support
- Strengthened our Academic Student Intervention Team (A-SIT) process to ensure mastery of expected learning

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

- Designed our digital learning environment to incorporate the effective elements of operating as a professional learning community
- Provided additional training on effective practices for digital collaborative teams and digital instructional practices
- Align digital learning expectations with priority essential standards
- Flexible attendance requirements

- Provided additional designated time for students to receive extra support from teachers while on the hybrid schedule
- Designated a certain day of the week for collaboration between face-to-face and digital teachers (if needed) and for individualized student support
- Weekly digital meetings between district leaders, school leaders, and digital team leaders
- Specialized professional learning for digital team leaders

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Yes. The only Essential and innovative Feature not implemented fully is - Increase the number of STEM certified teachers and explore STEM certified schools- this has been implemented partially due to Covid-19. Some teachers have been pulled for digital learning.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Catoosa County Public Schools received \$1,114,388 in Charter System Supplemental Funds. The CCPS Board of Education has made the commitment to pass along all charter funds directly to the schools with the understanding that it must be spent with the goal of increasing student achievement. Each school's allocation is determined by the October FTE count from the previous year. Below is how each school chose to spend their allocated funds.

Battlefield Primary - \$44,385 Funds were used to employ an interventionist teacher.

Battlefield Elementary - \$46,945 Funds were used to employ an interventionist teacher.

Cloud Springs Elementary - \$30,818 Funds were used to employ a .49 interventionist teacher.

Graysville Elementary - \$48,748 Funds were used to employ a computer lab paraprofessional and data specialist.

Heritage High School - \$126,232 Funds were spent to employ a part time reading specialist, a web based instructional software, and professional development for staff members.

Heritage Middle School - \$87,158 Funds were spent to employ a full-time academic coach, and instructional software to increase student learning.

Lakeview-Fort Oglethorpe High School - \$91,875 Funds were spent to employ a full-time academic coach, and professional development for the staff.

Lakeview Middle School - \$72,837 Funds were spent to employ a full-time academic coach, and instructional software.

Ringgold Elementary - \$44,764 Funds were used to employ a teacher to run a STEAM lab for the students.

Ringgold High School - \$100,625 Funds were spent on Professional Learning Communities, and PBIS.

Ringgold Middle School - \$72,457 Funds were spent to purchase online programs, to pay teachers to run the after-school tutoring program focused on language arts and mathematics, and on professional development.

Ringgold Primary - \$43,626 Funds were used for a part time art teacher, a part time teacher to run a STEM lab, and a part time attendance counselor.

Tiger Creek Elementary - \$42,014 Funds were used to employ an interventionist teacher.

West Side Elementary - \$52,888 Funds were used to support their school innovations- Leader in Me, Response to Intervention (RTI), Technology, and Professional Learning Community.

Woodstation Elementary - \$39,358 Funds were used to employ an interventionist teacher.

Clarke County Schools:

First year as a Charter System: 2016-2017

Number of Schools in System: 21

College and Career Academy: Yes

2020- 2021 Enrollment: 11,948

Total	White	Black	Hispanic	Asian	Two or more Races
11,948	20.4%	50.8%	25.9%	0.5%	2.4%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
15.3%	11.1%	77.4%

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

How does your system utilize Local Governance Teams?

Our Local School Governance Teams is strictly focused on the improvement of student achievement at each CCSD school. In their work as a governing body, LSGTs work with school leaders to set goals for the school and develop a plan to attain them. They help design strategies to boost student learning and serve as a bridge to the full school community. They aim is to foster closer communication and collaboration between schools, families, and the community, by providing input into school-level decisions. CCSD LSGT members provide guidance in school-level decisions that set the direction of the school and design school-level innovations that are responsive to their local school needs and align with their school goals and priorities with goals of improving student achievement.

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

Hiring of staff who do not hold a certification; Contracted with local manufacturing training company, Workforce Innovators of America to train high school students in welding. Partnered with Innovative Healthcare Institute to train high school students in phlebotomy and certified nursing assisting. We waived seat time and hours due to the covid-19 pandemic which allowed a seamless transition to virtual learning back in March. The Clarke County School District (CCSD) used grant funding through Emory University and the Northeast Georgia Health Clinic to construct a school-based health clinic at Hilsman middle school. This has allowed us to provide covid-19 testing to staff and students at no cost to them.

This year, we are looking at ways to repurpose some of the Charter System Supplemental funds to bring educational support to our neighborhoods in the community. We recognize now, more than ever, the importance and value of family and community engagement in supporting student learning. We have to pour resources into our community that help parents, community leaders, and organizations support our students' academic success, whether this be through literacy buses, numeracy nights, parent universities, or other research-based practices, we have to help our families and community help us on our mission. We are working with the Carl Vinson Institute at UGA to further develop modules and trainings for our LSGT's. We are also developing an LSGT Innovation Guide to help inform our schools of what innovations have been launched in other school districts. We feel this can help spark some inspiration about ways that the LSGT can create innovations that impact student achievement.

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

Though the state has suspended the annual state assessments, we have decided to still administer several assessments throughout the year to monitor and support our student's academic achievement. All students started the school year taking an assessment, so our teachers and school leaders had a metric of where the student was academically after the closure back in March. We also have worked with the College Board and ACT to ensure our high school students still have access to these assessments so we can measure their college and career readiness. As a district we decided to still administer ELA and mathematics assessments to our students in grades 3-8th as well as high school science, social studies, and other EOC courses.

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

We recognize that many students have dealt with loss, major changes in routine, and just confusion about what is going on around them, so we have implemented daily social emotional lessons for students. Our counseling team has been trained and all teachers have recently undergone SEL training to better understand how to support our students. We have daily 15-minute lessons. We have also had to train our teachers on how to be quality online teachers so have purchased multiple resources and sent teachers and department chairs to trainings so we can implement train the trainer models. We have deployed communication tools to keep a pulse on how our community feels about our actions and so we can quickly address their concerns and needs. We have partnered with many community organizations to ensure they have the support they need as they support students in the virtual learning process. Many of our community organizations have created remote learning zones and Pods. We ensure that these groups have access to student meals and know who to contact in case there are technology issues. We have also deployed Wi-Fi hotspots to students and on busses in neighborhoods where wireless internet is limited. Our meal distribution model allowed us to serve over 650,000 meals this summer and community partnerships helped us to support our staff with meals as well.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

We have implemented most of what we listed in our contract under Essential and Innovative Features including our Athens Community Career Academy, a diversity recruitment and retention plan for staff, a school-based health center, and a network of community members to help communicate with traditionally hard to reach parents and families. Additionally, though we already operated as a 1:1 digital device school district, the pandemic allowed us to push our thinking and expand our devices to all grades, K-12 and also pushed us to focus on digital literacy for both parents and students.

Due to our leadership transitions with our Superintendent, the work of our board of education, and the recent Cognia accreditation review, we have not actualized all parts of our contract. We still believe in the work of CCSD as a Charter System and therefore we have requested an extension of Charter System contract for one additional year to allow time for the continuation of our work.

Additionally, we now have a division who supports the work of our Charter System. This Division is focused on maximizing our flexibility and pushing our school and district leaders to think more about the opportunities we have as a Charter System. They also are working to ensure we meet the features that we listed in our Charter System contract.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Our Charter System developed an equitable allotment formula similar to what is used with Title I. In tandem with that, we use a grant process by which a majority of Charter System Supplemental Funds are allotted to our schools through our Better Every Day grant. Each of our 21 schools is eligible to apply for a grant to use their funds. Each school is allotted \$20,000 and receives an additional amount based on the poverty rate of the students they serve in their school. The remaining funds stay at the central office and we used those funds to develop training modules for our LSGT members and to bring

on a coordinator to assist with the training, development, and support of our LSGT's. Because of COVID-19 pandemic, many of our schools were not able to move forward with the innovations that they proposed so we allowed our LSGT's to repurpose their funds in innovative ways to support students in the remote learning model. Some schools used their funds for manipulative packages, virtual bookbags, and even coordinated back to school drive-thru events to teach parents how to support their child with remote learning. We also used funds to create a paraprofessional to teacher training program to increase the recruitment and retention of CCSD teachers.

Coffee County Schools:

First year as a Charter System: 2013-2014

Number of Schools in System: 12

College and Career Academy: Yes

2020-2021 Enrollment: 7,337

Total	White	Black	Hispanic	Asian	Two or more Races
7,337	47.1%	30.1%	21.1%	0.0%	1.6%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
10.9%	9.2%	87.5%

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

How does your system utilize Local Governance Teams?

Governance Teams provide input in the following manner:

- *Personnel Decisions
- *Financial Decisions & Resource Allocation
- *Curriculum and Instruction
- *Establishing and Monitoring Achievement of School Improvement Plans
- *School Operations

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

1. Blended/hybrid learning/Flexible Scheduling
2. Increased college readiness for high school students
3. College and Career Academy - Seat Time and Early Graduation
4. School Based Budget development process
5. Staff Efficiency
6. Allocations based on needs

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

1. Utilized Illuminate Benchmark Assessments
2. Following March's school closing, virtual learning was launched to ensure that learning continued for the remainder of the 2019-2020 school term.
3. Progress Monitoring
4. Special Education Department - continued with IEP monitoring and support of students
5. Virtual Summer School for Grades 9-12

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

1. Following school closings, ongoing administrative meetings were held to plan and develop guidance during the pandemic. Administrative groups were formed to address facilities, wellness, curriculum and instruction, technology, and school operations. As a result, a "Back to School Guidance" document was created to ensure operational excellence throughout the district. A virtual learning program was

also created to provide an option for families with extenuating health needs as well as families who were uncomfortable with in-person instruction.

2. District wide remote learning occurred from March 2020 - May 2020 to provide instruction and support for students.
3. The School Nutrition Department and Transportation Department partnered to ensure that all students of Coffee County were delivered meals following school closures, during spring break and into the summer months.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Yes

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

1. The funds were used to launch a new police department within Coffee County Schools. Armed officers were placed at each elementary school.
2. A new Work Based Learning Coordinator was hired to undergird the Great Promise Partnership in order to further support at-risk students.
3. The supplemental funds help to support teacher retention by sustaining an additional step 23 on the Teacher Salary Schedule.

Colquitt County Schools:

First year as a Charter System: 2015-2016

Number of Schools in System: 13

College and Career Academy: No

2020-2021 Enrollment: 8,799

Total	White	Black	Hispanic	Asian	Two or more Races
8,799	41.0%	26.5%	31.3%	0.2%	1.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
12.5%	18.1%	86.8%

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

How does your system utilize Local Governance Teams?

LSGT meet regularly with school administrators and teachers to review goals, outcomes, and budget needs.

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 system does not use a majority of the available flexibility options and follows requirements set out by Georgia Code Title 20: An * notes a waiver utilized by the system on an as needed basis

Alternative/Non-Traditional Education Programs (to address seat time) *
requirements in grades 6-12) *
Certification - Teachers*
Class Size*

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

The system avails itself of a robust K-12 benchmark/screener system that includes: DIBELS, SRI, and i-ready assessments. The schools are also using the GADOE endorsed BEACON assessments at will.

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

N/A

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Additional Action Steps for Charter Essential and Innovative Features

Innovative Feature: 2014 Charter Application Action #2.1 PARTIALLY IMPLEMENTED

Description: Implement an alternative framework for teaching through merging multiple STEM models into a STEAAM (science, technology, engineering, art, agriculture, and mathematics) framework for delivery of instruction

Next Steps: Kick off GADOE Elementary Ag Education Pilot in 3 Schools, Continue to increase # of STEM endorsed teachers through local cohort with RESA, Continue to complete steps required for

GADOE STEM/STEAM certification at the first 3 elementary schools, begin the certification process at the MS and 2 more elementary schools, Mini Grants for teachers to fund STEM/STEAM experiences for students, Local acceptance of marching band & athletics for physical fitness credit

Innovative Feature: 2014 Charter Application Action #2.2 PARTIALLY IMPLEMENTED

Description: Implement alternative organizational and instructional strategies for students in K-5 who are developmentally delayed, are English learners, or have special needs

Next Steps: Evaluate added online learning resources for EL intervention, direct instruction resources for RTI literacy (K-9) and math (K-7), SWD literacy intervention strategies/resources, effectiveness of recently acquired interventionists and ELT time for fidelity and impact on student achievement; add resources for SWD math intervention, Continue to add interventionists/ resources to decrease the need for tier 2/3 support and the needs of schools that serve most of the district's bottom quartile, Summer ELT Time for students moving in the RTI Tiers and/or acceleration

Innovative Feature: 2014 Charter Application Action #2.3 PARTIALLY IMPLEMENTED

Description: Evaluate the gifted program to ensure rigor, consistency, effectiveness, and better articulation among elementary, middle, junior high, and high school programs

Next Steps: Evaluate effectiveness of GT testing processes, the GEAR center, PackerX, Progressive Packer Pathway, advanced content/resource at all schools, the local GT endorsement offerings, and AP/DE programming in relation to student achievement, Evaluate GT service/funding model, level of GADOE compliance, and staffing in relation to student needs at all schools and funding to consider alternate models, Addition of GT teachers at elementary schools with large GT populations to differentiate instruction or increase advanced content offerings

Innovative Feature: 2014 Charter Application Action #3.2 PARTIALLY IMPLEMENTED

Description: Implement appropriate delivery models for learning which include blended, hybrid, and virtual learning opportunities for students

Next Steps: Continue to increase teacher certification in GAFE at each school for blended/ hybrid learning, Evaluate virtual learning opportunities in relation to student achievement, Explore flexible scheduling options in relation to 1:1 technology to increase student opportunity and engagement, Actively seek full implementation of 1:1 technology in grades 3-12

The following table summarizes Essential or Innovative Features that were added in the system's new charter contract and approved by GADOE in the Spring of 2020:

Innovative Feature
Description

Innovative Feature * NEW: 2019 Charter Renewal Application Action Step #10.1

Increase use formative assessment practices to give teachers actionable information about the next steps in learning that each student needs

Added

Innovative Feature * NEW: 2019 Charter Renewal Application Action Step #10.2

Increase fidelity of Professional Learning Community processes at grade level/course number level to clarify essential standards, respond to student effort based on data, and increase student mastery at grade level performance

Added

These steps are currently underway in the district for the 2020-21 school year as part of the district improvement process

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

The Colquitt County School System utilized its annual charter system supplemental funds that were included in QBE funding to fund the expertise of a Director of K-12 Gifted and Talented programming, a

Director of Response to Intervention, a Director of STEM education, a Director of Migrant Education programming, and a Director of Early Learning. These positions support the district's essential/innovative features included in the system's first charter system contract regarding individual school efforts to improve birth-to-five year old education, STEM education, Gifted and Talented programming, and alternative instructional strategies for groups of students who are developmentally delayed or below mastery level. Additionally, these funds provided the ability of the district to increase student access to technological devices and e-tools; this effort is in line with the district's innovative intent to personalize learning through the integration of digital technology into the learning environment. The system also utilized funds to invest in resources required for the teaching of fine arts as prioritized by the district's innovative feature tied to STEAM education.

Commerce City Schools:

First year as a Charter System: 2014-2015

Number of Schools in System: 4

College and Career Academy: No

2019- 2020 Enrollment: 1,612

Total	White	Black	Hispanic	Asian	Two or more Races
1,612	73.2%	8.1%	17.7%	0.0%	1.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
12.4%	7.0%	43.3%

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

How does your system utilize Local Governance Teams?

Each school has a local governance team comprised of parents, teachers, and community leaders. The teams meet at least six times per school year. They make decisions concerning approval of all expenditures of charter system funds; personnel; and a focus on student achievement.

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 system has utilized certification waivers for teaching positions that are difficult to staff- special education and math. Our system has also utilized class size waivers which give us flexibility to add students to classrooms. Our system has also used the seat time waivers in order to reduce the number of instructional days (not minutes).

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

Our system utilizes iReady diagnostics and formative assessments to assess academic progress in reading and math for grades K-8. In grades 9-12, our system utilizes the MAP assessment.

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

Our system has changed arrival times and procedures. We have also required masks on the school buses. Our system is conducting daily fogging of instructional areas and school buses, and we are using all custodians to constantly wipe touch surfaces. Finally, our system has hired full-time nurses for each school to assist with keeping our students and staff as healthy as possible.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Our system has fully implemented the Essential and Innovative Features, including integrated professional development; technology applications for learning for students and staff; and increased career options.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Charter funds were used to purchase supplemental iReady materials in the areas of reading and math so that all students receive on grade level enrichment/acceleration in reading and math.

Dawson County Schools:

First year as a Charter System: 2010-2011

Number of Schools in System: 7

College and Career Academy: No

2020-2021 Enrollment: 3,520

Total	White	Black	Hispanic	Asian	Two or more Races
3,520	89.9%	0.0%	10.1%	0.0%	0.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
16.2%	4.3%	37.4%

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

How does your system utilize Local Governance Teams?

We utilize our governing councils for feedback and decision making in the five areas of personnel, financial decision/resource allocation, curriculum and instruction, school improvement, and school operations. For example, our LGTs approve all fundraisers, help devise the school calendar, and serve on interview committees for the hiring of administrators. Additionally, we have a system-level council that is comprised of two members of each school LGT. This team meets with the superintendent throughout the year.

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 waived the middle school program criteria to realign our grade levels. We have a 6-7 middle school and 8-9 junior high school. Doing this allowed us to use our personnel and facility space to better meet the needs of students. Since the realignment, we have gone from offering 0 high school credits to 8th-grade students to awarding over 500 credits per year. We have also reduced our 9th-grade retention rate and increase our dual enrollment participation.

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

We utilize NWEA Map for K-10. Additionally, we give common district assessments to monitor the implementation of the standards and to adjust instruction based on student needs.

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

We remained committed to starting school on time for the 2020-2021 school year. During March - April of last year, we deployed an iPad to all students in K-12. We worked hand in hand with teachers to utilize our learning management system, flipped classrooms, and other digital resources to meet the needs of all students. We also delivered meals to all students via bus routes during the spring. This allowed us to stay connected with students. We had a communication plan and an action plan to reach out to any student who went silent. Our schools revamped their PBIS expectations to be relevant to the online environment. We continued to offer student support throughout the process. We involved our parents, community, and stakeholders in collecting feedback about the spring so that we could establish reopening guidelines and safety protocols. We developed K-5 and 6-12 online learning guidelines for the 2020-2021 school year. We opened as scheduled on 8/7 for face-to-face learning. We also went live on the same day with 500 (15%) virtual students. We have been in school for 7

weeks, and we feel that the district has been able to meet the needs of our families. Our online students have participated in our benchmarking, so we can continue to monitor their learning and close achievement gaps. We have trained our custodial staff to clean/disinfect properly. We have been able to carry out our enhanced safety protocols and have gained confidence in our community and with parents that we are doing everything possible to keep kids safe and provide an optimal learning environment.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

- a. FULLY IMPLEMENTED AND EMBEDDED IN YEARLY PRACTICE-Continue to award innovative grants to teachers to improve student achievement in math, science, and social studies at each individual school.
- b. FULLY IMPLEMENTED AND EMBEDDED IN YEARLY PRACTICE -Quarterly monitoring student achievement data (both formative and summative) at the school and district level with district approved data collection documents which allow proactive monitoring of student progress so any necessary changes can occur earlier in the school year.
- c. FULLY IMPLEMENTED AND EMBEDDED IN YEARLY PRACTICE - Implement Camp Invention, a STEM summer extended learning experience that allows students to “explore science, technology, and their own innate creativity, inventiveness and entrepreneurial spirit” and provide scholarships and reduced fees for low-income families.
- d. FULLY IMPLEMENTED AND ONGOING - Partner with post-secondary institutions in the surrounding community allowing students to benefit from specialized instructors, online course offerings, and dual enrollment.
- e. FULLY IMPLEMENTED AND ONGOING - Expand extended learning opportunities during the school year for students to include before or after school tutorial support services.
- f. FULLY IMPLEMENTED AND EMBEDDED IN YEARLY PRACTICE - Participate in the REACH scholarship program (an integral tenet of the Complete College Georgia Initiative) a needs-based mentorship and scholarship program designed to encourage students, starting in middle school, to persist in their educational pursuits. Students are provided with the academic, social, and financial support needed to graduate from high school, access college, achieve post-secondary success, and be prepared for the 21st Century workforce; and
- g. FULLY IMPLEMENTED IN YEAR 5 - Realignment from a traditional middle and high school model to a middle school that serves grades 6-7, a junior high school that serves grades 8 -9, and a high school that serves grades 10-12, thereby, allowing the system to provide more academic opportunities to its students, with the overall goal of increasing the graduation rate and increasing student achievement by providing an advanced curriculum for 6th, 7th, and 8th graders, academic and elective high school credit offerings for 8th graders, intensive credit-recovery for 9th graders who do not meet promotion criteria, earlier focus on Career Pathways at Junior High (8th-9th grades) and increasing Move on when Ready (MOWR) opportunities by partnering

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

The district used charter funds to award charter mini grants for innovation in our schools. For example, we awarded funds for a virtual lab, 3-D printing equipment, an elementary STEM Lab, and personalized chef attire for culinary arts. The district funded scholarships for Camp Invention, which has served almost 200 students each year for the past two years. Even with the pandemic, we worked with the

camp to provide an in-person experience for our students this past summer. Funds were used to purchase digital resources/web subscriptions.

City of Decatur Schools:

First year as a Charter System: 2008-2009

Number of Schools in System: 9

College and Career Academy: Yes

2020-2021 Enrollment: 5,510

Total	White	Black	Hispanic	Asian	Two or more Races
5,510	67.2%	18.4%	3.9%	3.1%	7.4%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
8.4%	2.5%	10.9%

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

How does your system utilize Local Governance Teams?

1. Set the vision and goals for the district.
2. Adopt policies that give the district direction to set priorities and achieve its goals.
3. Hire and evaluate the superintendent.
4. Adopt and oversee the annual budget.
5. Manage the collective bargaining process for employees of the district.

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 City Schools of Decatur to improve the performance of our students. The following programs required waivers to implement:

1. Implementation of International Baccalaureate Program in Grades 11-12, creating seamless IB education for grades 4-12
2. Extending foreign language learning for all students
3. Implementation of criterion-based grading

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

City Schools of Decatur will deliver virtual assessments. With the suspension of state assessments, we have had to develop a virtual assessment plan that has a greater focus on formative and diagnostic tools that can be administered online. Teachers are using classroom assessment, formative assessment, and assessment tools that can be conducted online to understand student's levels of learning. Tools being utilized include GKIDS, Star Early Literacy, Star Reading, Kernville, i-Ready Diagnostic, and classroom formative and summative assessment.

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

City Schools of Decatur provided internet access to all district students. Setup virtual tutoring programs. Provided lunch to all students in the district, free to the end of the year. Provided Chromebooks to all district students. Provided support to teachers and staff. came up with innovative ways to have students meet in small group activities. Provided a mid-week break from the demands of online learning so students could engage in self-directed activities focused on wellness.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Due to the pandemic, implementation of partially implemented Essential and Innovative features was sidelined. Having to shift to online learning and with limited staff and resources, the plans had to be changed. CSD will begin implementing the Essential and Innovative Features that are partially implemented upon our return to full in-person instruction.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

City Schools of Decatur did not use any Charter System Supplemental Funding to support implementation.

Dougherty County Schools:

First year as a Charter System: 2016-2017

Number of Schools in System: 21

College and Career Academy: Yes

2020- 2021 Enrollment: 12,648

Total	White	Black	Hispanic	Asian	Two or more Races
12,648	3.0%	94.4%	2.5%	0.0%	0.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
11.3%	2.0%	100.0%

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

How does your system utilize Local Governance Teams?

LSGTs collaborate with the school's administration and leadership personnel to set direction, monitor progress, and consider innovative needs that improve student achievement and support school improvement. The superintendent also uses representatives of the LSGTs as a system level advisory panel as one channel to seamlessly disseminate information to LSGTs and to measure the pulse of the community. He meets with them once per quarter in the Superintendent's Charter Advisory Panel meetings (SCAP).

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

Since we use broad flexibility as provided by the charter system contract the following are just a few of the areas that we would have needed waivers to ensure student success:

- Consolidated Funding
- Serving Students by Need versus Label
- Hiring Qualified Personnel (Teachers) while securing certification
- Class-size minimums/maximums
- Scheduling Extended Learning Periods in Middle and High Schools where/when needed
- Dual Enrollment for High School Students

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

In lieu of the annual state assessments DCSS has increased formative assessments to guide and measure the progress of students. The district uses reading and math inventory screeners to identify students' areas of challenge and provide early intervention and remediation services our RTI Program which provides services to address individualized student needs. Additionally, the district uses the Georgia Center for Assessment Writing Assessments to provide data on students' writing ad to inform targeted Professional Learning that helps teachers to meet the instructional needs of students. We also use READ 180, System 44 and Classworks as targeted intervention to address individual students' needs. For 2020-2021, the district is using the GaDOE's BEACON Assessment.

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

DCSS Administration Taskforce, led by our superintendent and in collaboration with county, city, and community leaders, responded very deliberately to the "hot spot outbreak" of the COVID-19 in

Dougherty County. A very robust operational plan was amended to give succinct and systematic direction to the protocols recommended by the County Board of Health, Phoebe Hospital Systems, and the CDC. Inclusive wraparound services (which were in place largely because of the charter system initiative [Wraparound Services was an Essential Feature], were used to find, serve, and sometimes save children and their families. While many operational procedures were established and implemented prior to the pandemic, they were adapted and now remain at a level of fluidity in order to meet the changing needs of children and families of DCSS.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

DCSS has fully implemented all of the Essential and Innovative Features included in our contract, with one exception. It was decided that single-sex classes were not a needed innovation at this time. Principals, leadership teams, in collaboration with LSGTs assessed the need for the proposed classes (@ middle schools) and decided on other innovations that yielded the desired improvement in student behavior, attendance and overall engagement.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

The DCSS used the Charter System Supplemental Funds during the 2019-2020 school year in the same way as in previous years:

- Each school was awarded an allotment based on FTE,
- Maintenance of the Charter System Office (includes an internal consultant and an administrative assistant) for recruiting, planning, training, and directing LSGTs, and other charter system affairs as directed by the superintendent, and
- Charter System Innovative Grants were awarded to schools and overseen by LSGTs through a rigorous competitive application processes to increase student achievement and overall school improvement.

Dublin City Schools:

First year as a Charter System: 2011-2012

Number of Schools in System: 5

College and Career Academy: Yes

2020- 2021 Enrollment: 2,115

Total	White	Black	Hispanic	Asian	Two or more Races
2,115	3.0%	97.0%	0.0%	0.0%	0.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
12.2%	0.6%	100.0%

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

How does your system utilize Local Governance Teams?

We use them in decision making at the building level (hiring school level personnel including the principal, school calendar decisions, financial decisions, continuous school improvement decisions, etc.).

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 provided innovative education pathways and career opportunities (welding, construction, nursing, firefighter program, and early childhood education program). We now serve students in an all-day gifted model. We have employed industry certified personnel using our flexibility.

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

We are continuing to utilize the test blueprints. We are continuing our local formative assessments and benchmark testing utilizing GCA. We are continuing to progress monitor and universal screen students. We are in the process analyzing how Beacon can give us an indication of what kids know and are able to do in relation to the standards. Therefore, eliminating other formative options that we are using.

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

Using our flexibility, we offered parents learning environment choice. They could choose a modified on campus learning environment, a hybrid learning environment (choice on what classes you wanted to take in person or at home), and an online remote model (this involves a choice between Google Classroom teacher directed or self-paced utilizing Schools PLP). We modified our calendar with a September 8th start. We created a "Return to School Guide" in response to the pandemic.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Yes

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

We utilized funds to implement themed elementary schools (STEAM, LEAP, and the Irish Gifted Academy), Microsoft certifications at Dublin Middle School, and International Baccalaureate at Dublin High School.

Evans County Schools:

First year as a Charter System: 2019-2020

Number of Schools in System: 4

College and Career Academy: Yes

2020- 2021 Enrollment: 1,795

Total	White	Black	Hispanic	Asian	Two or more Races
1,795	35.7%	35.8%	27.2%	0.0%	1.3%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
13.7%	14.2%	96.9%

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

How does your system utilize Local Governance Teams?

LGTs review and provide input into School Improvement Plans, school budgets, operational procedures, CCA grant involvement, input into CCA Governing Board, and input into school intervention strategies and operational procedures; input into school operations during Covid-19.

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 utilized seat time waiver as well as a waiver on the number of instructional days to strengthen our dual enrollment, SB2 options, and work-based learning opportunities to improve graduation rate. These same waivers have been utilized by elementary to build in remediation and WIN (what I need) time to assist struggling learners. We have used certification waivers to bring in industrial/business math teachers, science teachers, and expand our offerings for fine arts of career exploration. These collective efforts have allowed us to establish academic and career pathways and build purpose into courses.

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

Our district has adopted Measures of Academic Progress (MAP) to benchmark student learning three times per year. It measures ELA, Math, and Science skills. The program allows teachers to determine specific individual interventions for each child as well as set individualized learning growth targets for each child.

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

In addition to involving our LGTs, we developed a local healthcare collaborative to develop mitigation plans for our district. We delayed school opening by 3 weeks due to significant community spread. We also offered virtual learning opportunities for students. When we opened after Labor Day, we established an A/B hybrid model where 1/2 of our students attended on Mondays and Tuesdays, while the other half attended Thursdays and Fridays. Wednesdays were used as a deep cleaning and disinfecting day. We followed this model for three weeks and returned to a traditional 5-day/week face-to-face model on September 28, 2020. Parents/students had the option during these three weeks to transition from virtual to face to face. Approximately 23% of our students remain on virtual. We have dedicated teachers/staff to these students. Fortunately, to date we have only had two positive cases and only had to quarantine 18 students.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

All essential and innovative features have been implemented. The only aspect that is lagging is the completion of the new Claxton High School which will house our Evans Region College and Career Academy.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

- Guitar classes @ CHS - \$11,500
- Chorus classes @ CMS/CHS - \$50,000
- Journalism classes @ CHS - \$15,000
- Parent involvement coordinator @ CES - \$18,000
- Computer technology classes @ CMS/CHS - \$50,000
- Enrichment materials and supplies (\$10,000 CES, \$5,000 CMS & CHS; \$501 SCA) = \$20,501
- SB2 transportation = \$3,500
- Charter Training/Travel = \$6,000
- Charter Promotional Materials - \$5,000
- CCA Consultant = \$20,000

Fannin County Schools:

First year as a Charter System: 2015-2016

Number of Schools in System: 5

College and Career Academy: No

2020- 2021 Enrollment: 2,760

Total	White	Black	Hispanic	Asian	Two or more Races
2,760	95.3%	0.0%	4.7%	0.0%	0.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
16.2%	2.1%	51.5%

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

How does your system utilize Local Governance Teams?

Every school has an SGT that meets at least 6 times per year as stipulated in the Charter contract. Our SGT's have significant decision-making authority at each of the 5 schools. The decision-making authority includes authority in personnel decisions, curriculum & instruction, resource allocation, approving & monitoring the School Improvement plan, and school operations.

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 class size waivers primarily but have also served students by need and not label since our first charter was approved in 2015. We have also combined many of our science and math courses so that we can improve our STEM implementations at each of the five schools. We have one GaDOE STEM certified school at this point but have three others that are in the pipeline toward obtaining this certification.

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

Though state-required assessments were suspended in the spring of 2020, Fannin County schools continue using formative assessments to measure the achievement of individual students. In 2018 we began using the MAP growth assessments as part of our universal screening process for MTSS in grades 1-12. Later that same year we were awarded the L4GA grant by the GaDOE and we began using additional formative assessments (Reading Inventory and DIBELS) to drive instruction as well as intervention and acceleration plans for our students. Since we returned to face-to-face instruction in early August, we have been pleased to note that the older the student, the less the school closures affected them academically. Our most fragile learners as identified through our local assessments are our first-grade students who missed critical skill instruction in the spring of 2020. The elementary schools are addressing these learning gaps and as we complete the first 25% of this school year, we are pleased with our student's progress.

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

We have been very fortunate to return to face-to-face instruction this fall. The vast majority of our students returned to school on August 7th. We have about 14% of the student population that chose to learn from home using a third-party platform (K-8 is Pearson Connexus and 9-12 is Odysseyware). We

have developed protocols and procedures to ensure that our at-home learners are making progress and are "attending" school daily.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

We have fully implemented all four of our essential or innovative features (flexible service models, STEM methodology, literacy initiative, and post-secondary options) but we continue to build on each of these pillars. Three schools are working toward either STEM or STEAM certification in the next two years. We are in the final year of our L4GA grant but are making plans now to apply for the next round of funding that will be awarded in FY 22. Our CTAE program is growing and has definitely become much more reflective of jobs in the area based on newly formed school/community relationships. We are very proud of our progress on each of our innovations and are committed to continuous improvement with each initiative.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

All five of the SGT's decided to use their Charter funding to add additional personnel to their school. Though the Charter funds did not fully cover the costs of adding the additional position, the BOE provided the additional funds to add the personnel. The additional position was determined by the school's goals and was also supported by the innovations in our Charter:

STEM teacher: Blue Ridge Elementary, West Fannin Elementary, East Fannin Elementary and Fannin County Middle School

Dual enrollment/work-based learning coordinator: Fannin County High School

Floyd County Schools:

First year as a Charter System: 2010-2011

Number of Schools in System: 17

College and Career Academy: Yes

2020- 2021 Enrollment: 8,719

Total	White	Black	Hispanic	Asian	Two or more Races
8,719	81.1%	6.3%	10.9%	0.0%	1.7%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
14.5%	4.9%	59.0%

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

How does your system utilize Local Governance Teams?

LSGT members and LSCC (school representatives from throughout the system) provide input on school and system level decisions regarding academics, personnel, finances, and strategic planning. The LSCC serves as the System Budget Steering Committee.

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 better meet the needs of individual students, schools, and our system to ensure increased academic success.

Examples of waivers include class size, seat time, school calendar, assessments, and promotion-retention criteria.

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

To ensure academic success, our system has implemented formative assessments, in addition to NAVVY and standards-based assessments.

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

Floyd County Schools offered remote learning and expectations with hold harmless grading during the shutdown period. All teachers have completed customized professional learning regarding online assessments and many teachers have earned online teaching endorsements and training to support new programs. Additionally, students continue to have the option of participating in a Virtual Academy in lieu of in person learning. Calendar adjustments have been made to assist in teacher planning. Community feeding continued throughout the shutdown. Mandatory disinfection continues and DPH guidelines are followed.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Yes

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Charter System Supplemental Funds have been used to assist in providing additional teaching platforms and programs, materials, and professional learning support for virtual and remote teaching. These funds also contributed to purchasing additional devices for student use for remote and virtual learning. Materials for assessments (MAP, NAVVY) were also supplemented through Charter Funds.

Fulton County Schools:

First year as a Charter System: 2012-2013

Number of Schools in System: 93

College and Career Academy: No

Number of Charter Schools: 13 - 10 locally approved start-up charter schools and 3 State Charter Schools.

2020- 2021 Enrollment: 82,925

Total	White	Black	Hispanic	Asian	Two or more Races
82,925	27.2%	41.3%	16.4%	12.4%	2.7%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
10.8%	9.3%	41.4%

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

How does your system utilize Local Governance Teams?

Our School Governance Councils develop, implement, and monitor school-level strategic plans, review and finalize the school budget, select principals when appropriate, communicate with the broader community, utilize State Charter Funds, utilize the district flexibility waivers, and provide feedback on district and principal performance.

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 district has used waivers to provide broader curriculum options including how we deliver talented and gifted instruction, and even waivers for physical education to allow for more rigorous student scheduling. The district utilizes instructional day and minute waivers to allow for more teacher professional development and PLC implementation. Individual schools still solicit flexibility waivers to overcome policy barriers to strategic plan implementation.

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

Fulton County has always approached instruction with a balanced assessment model that utilizes not just end-of-year assessments, but a robust set of assessment tools to monitor learning progress over the course of the year. We also developed several data dashboards for teachers, administrators, and district leaders to keep a tight watch on student growth throughout each school year.

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

The district has shifted to using online collaboration tools and meeting software to ensure that normal operations continue. District professional learning catalogues have been updated to provide online instruction in real-time to professionals and teachers. Focus lessons have been developed that focus explicitly on standards-mastery for prioritized standards. The district has put in several operational updates to facilities to make people aware of new health and hygiene recommendations as well as substantial IT investments to ensure that our network capability can support all students.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

We have implemented most of the essential and innovative features included in our contract. One area that we continue to focus on is performance management, and we have included several initiatives in our strategic plan to address this area in the future. The essential and innovative features of our contract may shift during our charter renewal process based on the evolving needs of our district.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Each school was given an equal allocation of those dollars, that the SGC was responsible for allocating to the needs of the school strategic plan. These dollars have been used by schools to increase professional development opportunities related to remote learning, upgrade facilities to ensure safety, and secure needed resources for instructional initiatives. Again, these funds must be voted on and approved by the school governance council.

Gainesville City Schools:

First year as a Charter System: 2008-2009

Number of Schools in System: 8

College and Career Academy: No

2020- 2021 Enrollment: 7,569

Total	White	Black	Hispanic	Asian	Two or more Races
7,569	13.4%	18.2%	63.6%	2.7%	2.1%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
9.5%	35.0%	69.7%

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

How does your system utilize Local Governance Teams?

LSGTs are utilized in the interviewing and selection process of principals; Members of the LSGTs provide input at regularly scheduled LSGT meetings on topics such as school budgets, number and type of personnel, curriculum, supply, and equipment costs; LSGTs provide feedback at regularly scheduled LSGT meetings on selection of curriculum and accompanying materials; LSGTs provide feedback during the development and monitoring of school improvement plans; LSGTs provide input into school operations that are consistent with school improvement and charter goals during regularly scheduled LSGT meetings as well as at LSGT training sessions, budget planning, and district improvement meetings

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 district has waived certifications for teachers in CTAE areas based on expertise and need of district; Implemented innovative modes of professional development (e.g., use of video and social networking tools) to provide examples of outstanding instructional practice; Implemented student centered teaching strategies to personalize learning through differentiation.

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

Teachers provided additional instructional support to students via Zoom or phone in small groups and individually. Learning packets were created by academic coaches and teachers. Additional support was provided by school counselors, graduation coaches, nurses, school social workers to address social emotional needs of students.

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

During the period of remote learning, meals (breakfast and lunch) were delivered to students; Open House format was revised and extended to allow students/parents to meet individually with teacher. Chromebooks and hot spots were provided to students to ensure access to live instruction, Gainesville Virtual Academy (GVA) was created to accommodate families who chose to continue remote instruction; Health Services Coordinator was hired to ensure district's practices were aligned to guidance provided by the Department of Public Health and to support schools in the event that staff members/students tested positive for COVID-19 or were exposed.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

No.

1. Using technology innovations such as 1:1 devices (tablets, net books, laptops, desktops, smart phones etc.) to support teachers and students (K-12) in blended learning environments to continuously improve student learning - This feature was not fully implemented (Mostly Implemented) due to funding constraints. The district is on track to fully implement this feature by the end of SY2021

2. Implementing blended learning on all of our campuses (Pre-K - 12) that combines face to face classroom methods with computer mediated activities to form an integrated instructional approach - This feature was not fully implemented due to lack of sufficient training opportunities for teachers. The district plans to provide additional professional learning opportunities for teachers on blended learning/integrated instructional approaches.

3. Implementing innovative modes of professional development (e.g., use of video and social networking tools) to provide examples of outstanding instructional practice - This feature was not fully implemented (Mostly Implemented)

4. Implementing student centered teaching strategies to personalize learning through differentiation. - This feature was not fully implemented (Mostly Implemented) -

YES

5. Implementing teacher and leader evaluation instruments (using electronic platform and 1:1 devices) -This feature was fully implemented

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

- Using technology innovations such as 1:1 device (tablets, net books, laptops, desktops, smart phones etc.) to support teachers and students (K-12) in blended learning environments to continuously improve student learning.
- Implementing blended learning on all of our campuses (Pre-K - 12) that combines face to face classroom methods with computer mediated activities to form an integrated instructional approach; software to support blended learning (Panorama, Google Classroom, Safari Montage, etc.)
- Implementing innovative modes of professional development (e.g., use of video and social networking tools) to provide examples of outstanding instructional practice; - Zoom accounts

Gilmer County Schools:

First year as a Charter System: 2014-2015

Number of Schools in System: 5

College and Career Academy: No

2020- 2021 Enrollment: 4,041

Total	White	Black	Hispanic	Asian	Two or more Races
4,041	68.3%	0.0%	31.7%	0.0%	0.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
9.8%	18.1%	58.4%

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

How does your system utilize Local Governance Teams?

Assist in interview process if a principal's position is vacant, approve annual fund raisers, provide input for budget for charter school funds allocated to the school, serve on school improvement planning teams, participate in school operation functions, such as developing school calendars, parent-community involvement plans, student dress code

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 flexibility in requirements and delivery of remedial and accelerated programs we serve students based on need rather than label. Our flexible schedule in grades K - 5 using NWEA MAP data to place students in learning progressions based on their RIT scores in math and ELA provides students the opportunity to receive remediation or acceleration, based on their MAP results. Our middle school also includes an Extended Learning Time to provide remediation or enrichment based on their MAP RIT bands. Students are best served to either close gaps or excel learning. We have also increased collaboration between the post-secondary institutions, business and industry members, community, and the schools. We have a partnership with two colleges in the community - University of North Georgia and Dalton State, and with Chattahoochee Technical College to provide dual enrollment opportunities for Gilmer High School students. The executive director of the Joint Development Authority has partnered with the high school to discuss needs for work-based learning placements, development of soft skills, and to partner with business and community members to provide mentors to high school students.

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

Three times a year student in grades K - 8th participate in NWEA MAP testing. This information from the MAP data is crucial to drive instruction and monitor student success in math and ELA. Students receive remediation or enrichment based on needs. Teachers can also monitor growth and progress throughout the year. Our K - 3 students also participate in DIBELS screening and students in grades 3 - 11 take the Reading Inventory three times a year. These assessments provide information for teachers to guide and improve instruction and monitor student mastery and progress. We continue with our flexible schedule in grades K - 8 which provides students with remediation or enrichment based on needs.

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

This past summer we developed two reopening committees composed of district and building administrators, teachers, academic coaches, parents and community agencies and members. One committee was a Safety and Operational Reopening Committee led by Dr. Shanna Downs, Superintendent and James Jones, Safety Director.

The other reopening committee was the Curriculum and Instruction Reopening Committee, led by Lottie Mitchell, Chief Academic Officer. The Safety/Operation Committee discussed safety measures and protocols and developed the Gilmer County School System COVID_19 Reporting Procedures. After providing a survey to gauge parents' willingness to send their children back to school, we discovered approximately 80% of parents responding wanted to send their children back to school. To meet the needs of parents, hesitate to send their children back to school, we expanded the Gilmer Virtual Academy to grades K - 12. Students and their families completed an application process and we purchased Edgenuity for grades 6 - 12 and Odysseyware for our elementary age students. We also purchased an additional program, Pathblazer, to provide students a learning path based on NWEA MAP

that provides additional remediation in math and ELA. Principals scheduled teachers to have either one or two segments to work with virtual academy students to act as facilitators to monitor progress, attendance, answer questions, etc. The Curriculum and Instruction Reopening Committee developed procedures to ensure students and teachers were prepared in the event of a school closure or for students who had to quarantine. Our 6 - 12 students were already 1:1 with Chromebooks and we made sure all grades 1 - 5 students were assigned Chromebooks to use during the school day. We use Google Classroom, and all teachers were instructed to plan lessons in Google Classroom so that in the event school had to close suddenly, students would have access to their assignments at home. Teachers of students in grades 1 - 5 were asked to plan lessons in Google Classroom and to provide an assignment once a week for students to complete on their Chromebooks in Google Classroom at home. This way, if the school had to close, teachers and students would be familiar with completing assignments in Google Classroom. Also, K - 5 students participating in the virtual academy were provided a district assigned Chromebook to use. The Superintendent, district administrators, and school level administrators communicate and meet regularly to ensure smooth operations during this crisis.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Most of the Essential and Innovative Features included in our contract have been fully implemented. The two areas which are not fully implemented are the wrap around services for students in partnership with community members and the College and Career Academy. We have been in the process of developing wrap around services, but the pandemic has made it difficult to continue the work of bringing in community support to provide and supplement wrap around services. We have aspects of a College and Career Academy, but our CTAE Coordinator has been tasked with exploring the application process for a College and Career Academy through TCSG. Restrictions due to COVID-19 have made it difficult to work toward implementing these two features, but our hope is to continue to plan and move forward as we are able to during this time of uncertainty.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

NWEA MAP in grades K - 8, Chromebooks 1:1 initiative in grades 6 - 12, Chromebooks for 1:1 in grades 1 - 5 at school and for Gilmer Virtual Academy students, supplemental instructional resources, Interactive panels in all K - 1 grade classrooms. Instructional Software in grades 3 - 8, flexible seating, PBIS SWIS subscriptions, Edgenuity for 2019-2020 Gilmer Virtual Academy.

Glascok County Schools:

First year as a Charter System: 2014-2015

Number of Schools in System: 2

College and Career Academy: No

2020-2021 Enrollment: 519

Total	White	Black	Hispanic	Asian	Two or more Races
519	100.0%	0.0%	0.0%	0.0%	0.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
11.8%	0.0%	58.9%

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

How does your system utilize Local Governance Teams?

Advisory committee for school; liaison between the school and community/parents

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 of seat time has allowed students to participate in Dual Enrollment course offerings and has allowed students to 'fast-track' for credit recovery.

Waiver of certification in Spanish-allowed system to hire a native Spanish speaker with a bachelor's degree in Sociology with a minor in Spanish.

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

Continued to provide formative assessments/benchmarks (NWEA MAP, STAR, etc.)

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

Developed schedule that was driven by the academic needs of our students while complying with COVID guidelines.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

We have fully implemented all essential and innovative features with the exception of career awareness and exploration programs at the elementary and middle school levels to better prepare students to make informed pathway decisions at the high school.

Beginning with the 2020-2021 school year, all middle school students in grades 6-8 are enrolled in a Career Discovery course during connection classes. Elementary students will participate in at least three career awareness lessons and students in 5th grade will complete a career portfolio by the end of the school year.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

We received \$58,608 in Charter System Supplemental Funds during the 2019-2020 school year. 60% funded tuition and transportation for our dual enrollment program; 16% for NWEA MAP assessment system and Student License Fees for Online Learning and Assessments; and 24% for Teacher and Student Supplies which included Accelerated Reader Recognitions, Capstone Senior Presentations, PBIS and School Climate Initiatives, Teacher, and Instructional Supplies for hands on distance learning packets provided to every student during the COVID School Closure.

Gordon County Schools:

First year as a Charter System: 2011-2012

Number of Schools in System: 11

College and Career Academy: Yes

2020- 2021 Enrollment: 6,008

Total	White	Black	Hispanic	Asian	Two or more Races
6,008	80.4%	0.0%	18.8%	0.0%	0.8%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
11.4%	6.7%	56.4%

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

How does your system utilize Local Governance Teams?

Local Governance Teams review school budgets, provide input on school calendars, participate in selection of principal vacancies, review school improvement plans, and review school budgets and expenditures

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

- Certification waivers have allowed the system to hire the most qualified individuals for CTAE classrooms, such as Mechatronics, Welding, Computer Science and Graphic Design, as well as STEAM classrooms at the elementary schools.
- Flexible scheduling has allowed us to maximize instructional time and provide focus time to provide interventions and enrichments for students.
- Class size waivers have been utilized to provide the most options for students.
- Seat time waivers have been utilized to provide innovative options for the academic calendar.

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

The system has used local data to continue to monitor student progress and set target goals for achievement through MAP, Reading Inventory, DIBELS, formative assessments.

The system also received a grant to work with students to recover credit at the high school level due to the challenges of last spring.

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

The system has implemented multiple changes which include additional custodial staff at schools, seating charts for classrooms and buses, rotating/staggering cafeteria schedules, staggered release of students during class changes at the middle and high school levels, no touch water dispensers, additional cleaning supplies that are specific to mitigating the spread of COVID-19. The system has also offered an online option for families that chose to not send their children back to in-person instruction during this time.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

No, the system has developed a new strategic plan for 2020-2025 and has changed directions with some of the initiatives of the system.

We have completed multiple innovative features, such as 1 to 1 technology.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

The system pays the salaries of the staff at Gordon County College & Career Academy, the system network specialist, the administrative supplies of the Gordon County College & Career Academy and the Director of Communications and Community Engagement.

Haralson County Schools:

First year as a Charter System: 2013-2014

Number of Schools in System: 7

College and Career Academy: No

2020- 2021 Enrollment: 3,046

Total	White	Black	Hispanic	Asian	Two or more Races
3,046	96.8%	0.0%	1.1%	0.0%	2.1%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
17.5%	0.6%	70.9%

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

How does your system utilize Local Governance Teams?

To help with school improvement plans, budgeting, and reviewing policies.

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 seat time to provide flexibility for teacher professional learning.

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

Continued with our MAP assessment program and administer formative assessments 3 times per year in order to provide information to guide instruction.

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

We have developed and implemented an online instruction professional learning community and trained 100% of our teachers in online instruction best practices. We also trained 100% of our administrators on how to evaluate and observe in our virtual instruction platform.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

We fully utilize seat time waivers and innovative practices in gifted and RTI services to continually schedule and serve all students according to their learning needs as identified on their MAP assessment scores.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

We used Supplemental funds to fund an extra teacher at the elementary level. We also used funds for supplemental instructional materials for literacy, math, art, music, and physical education.

Hart County Schools:

First year as a Charter System: 2014-2015

Number of Schools in System: 5

College and Career Academy: Yes

2020- 2021 Enrollment: 3,389

Total	White	Black	Hispanic	Asian	Two or more Races
3,389	64.8%	22.6%	8.6%	0.0%	4.5%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
15.0%	3.0%	50.0%

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

How does your system utilize Local Governance Teams?

All money is attached to our 3 Charter Initiatives of High Expectations, College and Career Expectations, and Literacy. Schools are given a portion to spend on initiatives that meet their needs in those areas as well.

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

Class size flexibility and financial process allow the school governance teams to be part of the decision-making process at the school level which allows for schools to allocate funds needed to support students especially in the area of PBIS.

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

We have continued local assessments to monitor student progress. At the school level, we have monitored curriculum pacing and progress through common assessments to ensure that all students are on track with the curriculum.

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

We have added a virtual component to our instruction. We have 18 dedicated virtual classrooms in grades K-5, and we have all classes in grades 6-12 available via video for students that have stayed home. As a result, we have enhanced our training and access to technology-based instruction.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

We are implementing our essential features fully at this time. Our entire budget is focused on preparing students for their future via high expectations, literacy, and college and career preparation. All schools focus on this with their strategic plans and the system monitors and provide support in this area throughout the school. year.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

A majority of the money was set aside for each school to spend based on their charter initiatives. Money that was not used by each school was used to continue our technology infrastructure and to support system charter initiatives for instruction. All money that was received was utilized for charter initiatives.

Jasper County Schools:

First year as a Charter System: 2016-2017

Number of Schools in System: 4

College and Career Academy: No

2020- 2021 Enrollment: 2,324

Total	White	Black	Hispanic	Asian	Two or more Races
2,324	67.5%	20.3%	9.0%	0.0%	3.2%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
11.3%	3.9%	57.6%

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

How does your system utilize Local Governance Teams?

School Governance Teams participate in the school improvement plan and budgeting process in our schools. SGTs work with the school administrators in determining final decisions on fundraisers, Title I budgets and expending of Charter Funds received. SGT collaborate with the school leaders in making decisions about instructional scheduling, course offerings and curriculum resources utilized. SGT review the school's progress in meeting SIP goals at a minimum annually and provide feedback for needed revisions and/or celebrations. SGT review and provided feedback on the student code of conduct, dress codes, progressive discipline plans, family engagement activities and other critical components of the school. One of our SGTs was intrically involved in the process of naming a new school principal.

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 scheduling has offered JCCS the opportunity to provide students needing additional support and instruction with a combined “double” block of instruction in Math at the high school level
- Flexibility in scheduling has allowed the primary, elementary and middle schools to provide students with a designated time to receive instruction to address their individual needs. (Flexible Service Models)
- Flexibility in scheduling has allowed JCCS to implement a variety of programs such as Read 180, Reading Horizons, etc.) to provide additional targeted instruction to address individual needs.
- Flexibility has allowed the district to provide blended learning experiences (virtual and face to face) within the classroom for our students.
- High school students have had the opportunity to earn high school credits for internships within the district (technology technician).
- Flexibility in certification requirements for teachers has allowed the district to expand and improve CTAE pathways that correspond to the needs within the community
- Flexibility to offer advanced study opportunities in for accelerated students -Middle school students have been given the opportunity to gain high school credit for courses successfully completed while in Middle school
- Flexibility to enroll under aged Kindergarten students who have demonstrated readiness for kindergarten.

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

JCCS administered the MAP in grades K -11 in the fall and winter of 2019-20. The spring administration was not conducted due to the COVID-19 restrictions. This data is reviewed at the district, school, class, and individual student levels to determine instructional needs at all levels. Between administrations of MAP, the teachers utilize grade/course formative assessments to analyze learning and effectiveness of teaching. Another source of data reviewed and utilized to monitor progress towards mastery of specific content is the numerous reports provided within the various software instructional programs within the district (Read 180, Reading Horizons Discovery and Elevate, Reflex, etc.)

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

Online platforms have been provided for each school based on the input of their instructional staff. Professional learning has been provided numerous times on utilizing virtual formats and planning engaging virtual instruction.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

This past summer JCCS was not able to implement the Summer STEAM Camps or Summer Bridge program due to the pandemic.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

\$80,000 were allocated directly to the schools to support provision of STEAM related instruction.

\$25,000 was allocated to provide supplements to lead STEAM teachers within each school. Their responsibilities were clearly defined, and they support effective STEAM implementation within their school.

Funds were set aside to fund the Summer STEAM Camps and Summer Bridge Program for students. These mini courses provide ALL students an opportunity to engage in STEAM activities and provide additional instruction and time to complete the required course successfully. (This was NOT able to happen due to COVID-19)

Liberty County Schools:

First year as a Charter System: 2015-2016

Number of Schools in System: 12

College and Career Academy: Yes

2020- 2021 Enrollment: 9,905

Total	White	Black	Hispanic	Asian	Two or more Races
9,905	22.6%	53.7%	14.0%	0.0%	9.7%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
13.6%	1.6%	65.4%

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

How does your system utilize Local Governance Teams?

Each of our schools have a School Governance Team with 7 members including 1 certified staff, 1 classified staff, 1 business/community partner, principal, and three parents. The SGT provides input in a variety of areas to include personnel, budget, curriculum, operations, and student achievement. The SGT participates in school improvement planning and recommends curricular materials based on the school improvement plan and student achievement.

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

Liberty County has been very fortunate to have broad flexibility in order to provide specialized programs and opportunities for students. We have utilized class size and seat time flexibility to allow us to run shuttles throughout the day so students can attend courses at the Liberty College and Career Academy and specialized courses at each high school. We are also using seat time flexibility for the credit repair and credit recovery programs in grades 9-12 and at the alternative education center. We have used flexibility in designing the district calendar to implement district-wide professional learning communities which meet four times each year. We are using class size flexibility based on school and district data and specific needs. We have implemented virtual learning in grades Pre-K through 12 not only to serve students during the pandemic but also to be used in the event of a school closure due to inclement weather and for our summer school programs. In addition, we have waived certification in some areas to allow us to hire professionals who specialize in areas such as dance, piano, construction, photography, engineering, and nursing.

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

Liberty County continues to use NWEA Map assessments as the universal screener in grades 1-9. In addition, the district provides formative assessments throughout the year. Students who are identified as more than two years below grade level in reading and/or math are provided additional support through a program that brings our retired educators back into the schools to provide one-on-one or small group instruction that focuses on closing identified gaps. We continue to provide targeted remediation and intervention through a variety of digital content sources and programs and flexible scheduling throughout the day. During the closure due to Covid-19, not only did the district continue to provide academic instruction and support virtually, the school counselors, social workers, psychologists, and therapists provided social and emotional lessons and support virtually. During the

month of July, the district provided its first virtual summer school for students in grades K-12 with a focus on core content remediation and acceleration, STEM, social and emotional support, and special interests.

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

In March 2020, LCSS closed its facilities and began providing virtual learning for all students. As a result, we identified some areas of challenge and some celebrations. We were forced to increase our bandwidth and upgrade technology infrastructure. We had iPads for all students in grades 3-12. As a result of the required closing, we are now 1:1 in PreK-12. We were already providing Canvas as a learning management system but did not require the use of Canvas by all teachers. As a result of the pandemic, all teachers are required to use Canvas whether in the classroom or virtual. This resulted in the need for additional professional learning for staff and admin. The district began holding all meetings and professional learning opportunities virtually and have continued to do so throughout the Covid-19 crisis. Additional supplies such as cleaning products and PPE were purchased for all schools and custodians' hours have been staggered to allow for additional time for cleaning after school each day. We have continued to provide breakfast and lunch for students via school pick-up lines and for those without transportation to retrieve meals, the bus drivers delivered to the bus stops.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

We have fully implemented all Innovative Practices included in the charter contract. We plan to continue to build on and expand the innovative practices as they are a valuable part of the academic success of the district. In addition, we have identified and implemented some new innovative practices as a result of experiences and information gained through the practices in the contract.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

- Paid partial salary & benefits of 4 teachers and 1 paraprofessional
- Paid partial salary & benefits of Academic Specialist
- Paid additional pay to teachers and RESSLA instructors to provide after school and Saturday school tutoring to students
- Program software licenses
- Travel for students & staff (supervising students) to attend STEM events
- Piano, dance, gaming and animation, and photography course materials and supplies
- Classroom supplies for STEM activities
- Computer licenses
- Science equipment
- Books/periodicals
- Dues and Fees to attend and provide STEM events
- PL Stipends
- PL Subs
- PL Travel costs

Lumpkin County Schools:

First year as a Charter System: 2014-2015

Number of Schools in System: 5

College and Career Academy: No

2020- 2021 Enrollment: 3,593

Total	White	Black	Hispanic	Asian	Two or more Races
3,593	90.1%	0.0%	8.0%	0.0%	1.9%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
15.8%	2.2%	41.5%

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

How does your system utilize Local Governance Teams?

The Lumpkin County School System has developed the School-Level Decision-Making Matrix that describes the decisions that the LGT will make. The LGT is utilized in personnel decisions, financial decisions, resource allocation, curriculum, and instruction, monitoring the school improvement goals, and school operations. The LGT shall recommend a principal candidate to the BOE. LGT has input into final recommendations for the school budget, give input to curriculum decisions, approve the school improvement plan, and give input into school operations such as fundraising, field trips, and dress code.

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 for LCSS to offer additional courses to students through certificate waivers. Class size waivers have also allowed LCSS to better meet the needs of students.

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

Our teachers are working harder than ever before. Teachers are assessing students through local assessments and are filling in learning gaps. Our teachers are learning how to use data to drive instruction.

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

We have a virtual option for students (k-12) who feel this is more conducive to their needs. Various teachers at all levels have been assigned to teaching virtually. These teachers are working within their own PLC and within their grade level/content area (face to face) to ensure that students who are taught virtually are provided with rigorous and relevant instruction just as the face-to-face students are. Our curriculum maps were reviewed extensively during the additional preplanning days that teachers were given to ensure that all teachers knew the skills that needed to be addressed. This included spiral skills from the previous grade level or content area as well as priority standards. Teachers were trained during the additional preplanning on tools such as Google Classroom so that instruction could continue even when a student was quarantined due to exposure.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Our implementation of the essential and innovative features of our Charter contract is not "one and done". Rather, we designed our innovative features to be ongoing each and every year in classrooms across our district. We encourage and support our teachers in their implementation of project-based learning, experiential learning, career exploration and preparation, and partnerships with our community every single year. It has become an expectation in our schools that the learning taking place in classrooms meets the essential and innovative features of the Charter contract.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Charter funds have been used to support instruction through the purchasing of additional resources and materials. The funds have also been used to assist with PBIS initiatives at each individual school. Funds were also utilized to support the REACH program within the district as well as Camp Inspiration, Adulting Day, and Capstone Day.

Madison County Schools:

First year as a Charter System: 2012-2013

Number of Schools in System: 7

College and Career Academy: Yes

2020- 2021 Enrollment: 4,797

Total	White	Black	Hispanic	Asian	Two or more Races
4,797	71.8%	9.9%	11.8%	2.5%	3.9%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
17.6%	5.3%	53.7%

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

How does your system utilize Local Governance Teams?

- Approve Title I budget
- Approve fund raiser budget
- Member of budget committee
- Create and Approve charter QBE funds budget
- Recommend school level resources based on school plan
- Approve Expenditures for Charter Funds
- Participate on the Principal Interview Committee and/or other personnel committees designated by the Principal
- Member of planning team (review data, plan, results) for School Improvement Plan
- Member of planning team for curriculum needs
- Recommend waiver needs
- Approve field trips
- Member of safety committee

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 need vs label model on serving kids by needs not necessarily labels has allowed us to help students improve their academic performance through innovation in scheduling and classroom models. In order to do this, we utilize innovative models for Gifted, EIP, ESOL, and other services that students benefit from. We are able to do this through waivers on implementation models and class size.

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

We have implemented a 1:1 device initiative, integrated digital tools through a Learning Management system CANVAS as well as developed and implemented a professional development plan to train, students, staff, and parents on the new tools. We are also continuing to local system Benchmarks to monitor student growth as well as closing gaps that may have developed during the pandemic. We are also focusing on Social and Emotional Learning to help our students.

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

We have utilized CARES funds to offset some state funding shortfalls as well as adding enhanced cleaning to our facilities and purchasing appropriate PPE at all schools. We have also implemented a virtual learning options to best meet the needs of our students.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Yes, we are in full implementation of the essential and innovative features included in our contract.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Charter System Supplemental Funds are allocated to the schools for innovative programs such as STEAM teams, after school enrichment and remediation opportunities. innovation grants for teachers and classrooms to apply for with a focus on STEAM. Schools have also utilized the money to purchase technology pieces to enhance academic support. The School Governance Team approves these expenditures for innovative practices.

Marietta City Schools:

First year as a Charter System: 2008-2009

Number of Schools in System: 11

College and Career Academy: Yes

2020- 2021 Enrollment: 8,288

Total	White	Black	Hispanic	Asian	Two or more Races
8,288	20.0%	37.4%	39.3%	0.7%	2.6%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
11.4%	21.2%	57.3%

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

How does your system utilize Local Governance Teams?

Communication and Parent Involvement, Budgets, Resource Allocation, School Improvement, Personnel Decisions, Facility, Calendar, and Policy Input, Evaluation and Review of CCRPI, Principal Performance, & Hiring of Principal

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

Marietta City Schools is constantly pursuing creative and innovative ways to grow students academically and socially whether they are learning virtually or in-person. For in-person learning, we are seeking innovative solutions to keep children safe while still providing a high level of services for all children. For virtual learning, students have been provided hot spots, Chrome Books, and Professional Qualifications

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

Marietta City Schools utilized MAP Growth in 2019-2020 by administering the fall, and winter assessments. For 2020 we were able to administer the fall assessment via remote to the majority of our students while others were able to be administered onsite (mainly grades k-2). The information obtained from MAP Growth informs instructors exactly where each student is down to the standard (on, below, or above grade level), their Lexile level, and how they may perform on the Georgia Milestones this spring (Beginning, Developing, Proficient, or Distinguished Learner). Instructors are able to then focus on the learning gaps that have been created by COVID-19 or other circumstances to help put them back on track.

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

Virtual Learning/Meetings, Meal Delivery- 81 bus stops, Hotspots, Chrome Books, Flexible Scheduling.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

The essential and innovative features as outlined in the charter contract include school innovation grants to support district initiatives (ongoing), expansion of Marietta Student Life Center (completed),

founding of College and Career Academy at Marietta High School (completed), and waivers for SAT/ACT support (ongoing).

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Charter System Supplemental Funds were used to support school-based innovations specific to individual school improvement plans. In addition, funds support district positions of Executive Director of Innovative Practices and Executive Director of External Affairs. Also, funds were utilized to support the Charter Foundation Membership and ACT/SAT prep.

Morgan County Schools:

First year as a Charter System: 2011-2012

Number of Schools in System: 4

College and Career Academy: Yes

2020- 2021 Enrollment: 3,162

Total	White	Black	Hispanic	Asian	Two or more Races
3,162	66.5%	23.7%	6.9%	0.0%	2.9%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
11.2%	2.2%	41.1%

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

How does your system utilize Local Governance Teams?

The Governance Teams direct the schools towards achieving their mission and makes sure the school's efforts and resources are properly focused on that goal. The purpose of the SGT is to make decisions and provide input to support the continuous improvement of the school.

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

To provide smaller class sizes and offer programs that may not otherwise be an option. We utilize class size waivers and provide industry certified staff in certain areas.

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

We continue to use formative assessments such as MAP to guide instruction and provide a measurement for student growth. The schools have created locally developed assessments to monitor student progress on priority standards.

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

School employees teach and reinforce healthy hygiene practices. Hand sanitizer is available in every classroom as well as transportation. Classrooms and all common areas are disinfected every evening. Enhanced cleaning practices have been implemented throughout the system.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Yes

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

SGTs provide input and recommendations for school-level resources based on the School Improvement Plans. These recommendations include mini grants applied by teachers and staff to improve student achievement through innovative delivery models for areas such as literacy, ESOL, and Special Education.

Peach County Schools:

First year as a Charter System: 2016-201

Number of Schools in System: 6

College and Career Academy: No

2020- 2021 Enrollment: 3,554

Total	White	Black	Hispanic	Asian	Two or more Races
3,554	29.2%	53.2%	15.3%	0.0%	2.4%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
11.3%	5.7%	75.1%

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

How does your system utilize Local Governance Teams?

Schools' use their LSGT to develop a culture and climate that is autonomous to their individual school. LSGT members assist in special projects related to their school such as statue and memorials being selected and erected, serve on the interview team for school administrators. LSGT team members also look at grant opportunities and equipment that would be purchased with grant money such as CTAE equipment grants.

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 some class size waivers to provide students with the classes they need. We have also had to use certification waivers to fill teaching positions. Due to the pandemic during the FY20 school year we had to use waivers for the amount of time that students were served in classes due to transitioning to online instruction.

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

Peach County School District focuses on the use of a data-driven decision-making process (DDDM) to ensure that all students continue to grow despite suspension of the annual state summative assessments. This includes the ongoing collection of various sources of data including demographic, formative data, process data, and survey data to guide effective instructional practices. This DDDM has been in place during the FY20 and extends into the FY21 school year. Some of the formative assessments include: STAR, GKIDS, and teacher-created assessments/benchmarks, such as USA Test Prep. These data points are used to determine our needs assessment, create our district/school-based plans, and used to continue to collect and analyze process and performance data to drive school improvement.

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

The option to meet via "ZOOM" and or "Google Meets" has been offered so that feedback from the LSGT can continue as well as training for LSGT members. Masks are also worn during face-to-face meetings and training. All meeting dates, agendas, and notes are posted to the district's website to allow all stakeholders the opportunity to stay informed with LSGT business. A safety plan and guidance has been provided to the principals to ensure operational excellence.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

We have administered system-wide universal screenings in reading and math at the elementary with the purchase of FLOW360. We are using GRASP with some of our special education population. At the middle school we are using STAR reading. Our district has purchased Freckle for elementary, middle, and high school for FY21. We have one school that is not using the program yet. We will continue to provide universal screeners especially for our elementary population to ensure early intervention.

We work with local colleges to place students in our schools for practicums and student teaching. We met with Fort Valley State prior to the pandemic to discuss their program of recruiting paraprofessionals to earn their teaching degree. Fort Valley State's Dean of Education has shared with us some ways that Fort Valley State can assist us with professional learning opportunities. Central Georgia Tech also met with our team to discuss ways they can help us with our at-risk students. We will continue to expand this to partner with other colleges. Each school has community partners that offer incentives to the schools.

We continue to provide mentors and induction support for our newly hired teachers and instructional staff. We want to continually strengthen this support to retain effective teachers.

We implemented our first full year of PBIS during the FY20 school year with all of our schools. We are placing PBIS on hold for the FY21 school year as we regroup and redefine priorities following the school closure due to the pandemic.

We continue to implement RTI/MTSS with our staff and to provide training and school level representatives to help staff understand the role of the two in meeting the needs of students.

Through the purchase of our various programs, we are able to use student summary data to develop learner profiles to ensure that the educational needs, skills, and interest of each student is met. We are continuing to try to meet this innovation with the resources that we have.

We are implementing strategies learned from the GOSA reading grant with our Into Reading program at the elementary schools.

As we get ready to renew our Charter application in FY21, we will be reviewing and revising our essential and innovative features.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

We purchased Navvy Education assessments for the district. Reading textbooks and math textbooks were purchased primarily for the elementary and high school. Gallopade social studies resources were purchased for middle schools. Chromebooks and smartboards were purchased for Kay Road Elementary School (our CSI school). Sousaphones for PCHS band class were purchased. We paid teacher salaries to implement strategies.

Pelham City Schools:

First year as a Charter System: 2018-2019

Number of Schools in System: 3

College and Career Academy: Yes

2020- 2021 Enrollment: 1,305

Total	White	Black	Hispanic	Asian	Two or more Races
1,305	35.2%	61.1%	3.6%	0.0%	0.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
11.9%	2.2%	100.0%

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

How does your system utilize Local Governance Teams?

Personnel Decisions (administrative vacancies); financial and budgeting decisions, selection of curriculum

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

Pelham City Schools seeks all waivers for which we are eligible. Flexibility has allowed us to structure classrooms for small group in all subject areas-including math and the sciences. We were also able to purchase viable curriculum for all subjects and to maintain paraprofessionals in all grade levels PK-2.

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

We completed data digs into formative assessments and reviewed end of semester 1 summative data. We continued to do District Focus Walks and Impact checks until the suspension of school in March.

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

We have developed a reopening plan that focuses on the expectations of all employees and provides clear procedures for all areas, personnel, and students. We deep clean our buildings twice a week (Wednesday and Saturday). Students attend on the hybrid model--one half of students attend Monday & Tuesday and another half attends Thursday & Friday. Students with Disabilities may attend all 4 days as their IEP specifies.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Pelham High School continues to move toward becoming a College & Career Academy. COVID-19 greatly hindered this process with not just the closing of school, but of many of the business and post-secondary partners the school uses.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

We used supplemental funds to continue to build our technology infrastructure through networking devices, student devices, and teacher training. We used funds to continue to provide high school courses at the middle school level and support teachers of these subjects.

Putnam County Schools:

First year as a Charter System: 2010-2011

Number of Schools in System: 4

College and Career Academy: Yes

2020- 2021 Enrollment: 2,985

Total	White	Black	Hispanic	Asian	Two or more Races
2,985	43.3%	36.0%	17.1%	0.0%	3.7%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
14.4%	7.6%	98.3%

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

How does your system utilize Local Governance Teams?

Interview teams and hiring of staff, Building Yearly School Calendar, Developing Resources, Facility Planning, Budget Discussion on funding resources

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

Putnam County sponsors an instructional leader training for teachers who apply to be teacher leaders. PCCSS has their own program of building leadership skills for classroom teachers to make them more effective in communication, curriculum planning, assessment, parental interaction, and foundation of leadership.

Created a Putnam Endorsement for teachers providing pathways to teaching for non-traditional college graduates who have knowledge and apply for the PCCSS teachers training, they spend a year in training, learning about education at all levels and developing into classroom teachers with experience and support to become exceptional teachers for Putnam County Charter School System.

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

Putnam Charter School System has always used district level formative assessments along with NWEA MAP to evaluate all students and develop instructional models to meet their needs. We continue to expand NAVVY assessment for both Language Arts and Math in 3rd through High School. With the use of these local assessments, we have been able to assess our students both in-person and digital to continue to develop a long-term plan to meet the needs of our students to keep them on-track for individual learning pathways.

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

One to one technology, meal delivery, facility changes to support safety measures for students and staff: hand sanitizers throughout buildings, converting water fountains to water bottle options, screening and access to buildings, push to talk for buses, and modified classrooms. Allowing instructional choice between "in-person" and "digital" by building a hybrid teaching environment. Training teachers in the use of Teams, learning management software and digital instructional model, as well as expanding their use of Office 365 to help manage instruction and resources from school and home.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Yes, but continuing to expand and develop competency-based learning to allow students to progress through the curriculum at their own pace. Continuing to use the "Summer Inspiration" program as an extended learning opportunity for all students in core academics and expanding experiences through hands on learning through camps that span from fine arts, science, social studies, language arts, math, and careers.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

The funds are usually spent to provide "Summer Inspiration", an extended learning opportunity for all students that include engaging camp activities as well as extending learning for students in reading and math. Half the funds were spent in July and August of 2019 - 2020 and the remainder will be carried over to 2020 - 2021 to expand after school programs for in-person and digital as well as expand the "Summer Inspiration" program to include more additional learning for students who may have not reached mastery of standards in reading and math for their grade level.

Randolph County Schools:

First year as a Charter System: 2016-2017

Number of Schools in System: 3

College and Career Academy: Yes

2020 - 2021 Enrollment: 754

Total	White	Black	Hispanic	Asian	Two or more Races
754	0.0%	100.0%	0.0%	0.0%	0.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
13.1%	0.0%	100.0%

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

How does your system utilize Local Governance Teams?

The local governance teams make meaningful decisions that impact the education of the children in Randolph County. Decisions made by the governance team often relate to budgets, school activities and staffing for local schools, including sitting on interview panels for teachers and principals.

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 proven positive for our district in several ways. Because we are a rural district, with a low tax base and limited housing, it is difficult to hire and retain quality teachers. It is especially difficult to find special area, fine arts, career technical/exploratory teachers. Charter flexibility has allowed us to hire qualified, but non-certified teachers for elective courses. In addition, the district has been able to use class-size waivers (plus/minus 5) district-wide if necessary.

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

Our district continues to have a strong accountability system for teachers and students. Students still participate in progress monitoring through interventions, as well as 4.5-week benchmarks for all schools. Through MTSS, at-risk students are identified and given Tier 2 (and higher/lower if appropriate). The schools also employ various other formative and summative assessments to evaluate the student learning.

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

We have given parents the choice for their children's learning: in-person learning or virtual/remote learning. Right now, all three schools are at half capacity of students on campus. We will re-evaluate this model in January as we determine the status of the pandemic and what level of community spread our county is experiencing.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Over the past two years, both elementary and middle school have implemented a STEM Program as part of their curriculum. As of this year, the high school added a graphic design program. This would

cause all schools in the district be at full implementation level. We still have work to do concerning fidelity of implementation, however.

Our Summer Academy is at full implementation.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

We used the supplemental funds to purchase Chromebooks for K-5 students and provide professional development for teachers/leaders. Teachers and principals from all three levels attended the Ron Clark Academy (RCA) in Atlanta. The district leadership team thought that the RCA Experience could help our teachers/leaders learn better ways to engage students, promote academic excellence, build relationships, and create a positive climate and culture.

Stephens County Schools:

First year as a Charter System: 2014-2015

Number of Schools in System: 6

College and Career Academy: No

2020- 2021 Enrollment: 3,830

Total	White	Black	Hispanic	Asian	Two or more Races
3,830	74.5%	12.5%	4.3%	0.0%	8.7%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
15.4%	1.9%	65.4%

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

How does your system utilize Local Governance Teams?

Local Governance Teams discuss and approve a charter fund budget, review, and revise SGT by-laws, discuss, and approve curricular initiatives including school improvement plans, and if needed recommendations for personnel (specifically principal hiring)

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

Promotion & Retention, Graduation Requirements for the purpose of substitution of equivalent or higher level requirements which will assist students in acquiring the knowledge and skills necessary to be successful as they continue their education at the postsecondary level and/or enter the workforce, Health & Physical Education Program except as prohibited by O.C.G.A. §20-2-82(e), School Attendance, Compulsory Attendance as it relates to the attendance protocol, Class-size and Reporting requirements, Personnel Required, Employment, Conditions of Employment as it relates to Duty Free Lunch , Salary Schedule Requirements, Certification Requirements, School Day and Year for Students and Employees

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

The school are using a combination of the following to track academic progress in lieu of state assessments. MTSS, RTI, EIP, Universal Screeners and Common Benchmark Assessment, Reteaching and research-based strategies and interventions, Remediation and Enrichment, Goal setting, Formative and Summative Assessments, Progress Monitoring

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

Changes implemented: Cleaning and Sanitizing, Common Signage, Limiting outside visitors and guests, Availability of mask and sanitizer, Changes in lunch, arrival, dismissal, activity/connections, fire drills, recess, class transitions, etc. to ensure social distancing and safety, Encouraging virtual parent conferences and IEP meetings, Reduced/eliminated whole group gatherings including field trips, assemblies, etc., Added nursing paraprofessional to support the nurse, Implemented isolation room for quarantining, Purchased thermometers for staff for daily temperature checks for students.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Stephens County has fully implemented the Essential and Innovative Features of our contract through the following:

1. Enhancing our career preparedness programs at all grade levels
2. Examination of graduation requirements to provide alternative ways for students to earn course credit.
3. Applied interventions for students based on needs, including systematic targeting, implementation, review, and revision of interventions based on data.
4. Implemented flexibility in remedial and accelerated programs.
5. Improving the targeted coursework for high school students that will prepare them for admission requirements for technical schools and college.

Each practice is annually reviewed and adjusted in order to meet the ever-changing needs of Stephens County students

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Purchased instructional materials, software, and technology examples include Chromebook, instructional software, document cameras, headphones, consumable curriculum materials, web-based subscriptions, etc.

Taliaferro County Schools:

First year as a Charter System: 2017-2018

Number of Schools in System: 1

College and Career Academy: No

2020- 2021 Enrollment: 163

Total	White	Black	Hispanic	Asian	Two or more Races
163	0.0%	81.6%	18.4%	0.0%	0.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
18.3%	0.0%	100.0%

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

How does your system utilize Local Governance Teams?

Being as small as we are, we are continually meeting with, talking to, and listening for innovative ideas and ways to make our school/system better.

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. While certainly following necessary state and local guidelines, we are able to manipulate and schedule our students and classes to address individual, small group, and class/grade needs in order to meet particular needs of the student(s) for them to have a quality education that focuses on the students leaning abilities.

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

Our administration and teachers have and are construction teaching programs that address what we believe are pertinent assessment needs for the students. Our size allows us to create extensive programs that meet the curriculum expectations of the state while drilling down to student needs to prepare them for what are assessment needs.

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

We have made available to all of our students' computers to have at home, (new Dell 3310) and have ensured all of them have access to connectivity to do their work. Our teachers have received constant, quality professional training in virtual learning and have passed that on to our students. Our parents have been trained also to support their child's learning at home.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

Yes

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

We receive \$17,000 and utilize that to help pay teacher salaries.

Terrell County Schools:

First year as a Charter System: 2016-2017

Number of Schools in System: 3

College and Career Academy: No

2020- 2021 Enrollment: 1,086

Total	White	Black	Hispanic	Asian	Two or more Races
1,086	0.0%	100.0%	0.0%	0.0%	0.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
13.2%	0.7%	100.0%

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

How does your system utilize Local Governance Teams?

LSGTs help recommend school leader for selection by the BOE. LSGTs have input into the final recommendation for the school budget, including number and type of personnel curriculum costs, supply costs, equipment cost and maintenance and operations costs. LSGTs have input into curriculum selection. LSGTs have input in writing the School Improvement Plan. LSGTs have input into school operation that are consistent with school improvement.

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 CTATE course development 4C Academy. Flexibility in certification requirement to hire experienced (content/subject) experts in professional fields. Allow for instructional delivery models beyond the specified rule. allow for alternative service delivery models and to waive class size and teacher certification requirements.

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

District assessments were developed to monitor students' academic success.

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

Provided professional development to all staff on virtual learning and assessments to ensure students receive effective instruction in or out of the classroom.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

No. Opportunities for credit- bearing internships and apprenticeships has been a challenge for this innovation due to the lack of businesses in the town and students not having transportation to travel to work. However, the system is trying to come up with a way to provide transportation for students that need to travel to work.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

The funds were used to pay an Academic Coach at the high school.

Tift County Schools:

First year as a Charter System: 2016-2017

Number of Schools in System: 11

College and Career Academy: Yes

2020- 2021 Enrollment: 7,506

Total	White	Black	Hispanic	Asian	Two or more Races
7,506	41.8%	36.6%	20.5%	0.0%	1.1%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
11.2%	8.0%	40.4%

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

How does your system utilize Local Governance Teams?

LSGTs have been utilized in a variety of different ways. Some of these are listed below: LSGT members of each school have been on the interview team for principal vacancies. Members were part of the interview process and gave feedback on each candidate. Each school is allotted charter funding based on per-pupil allocation. LSGTs at each school vote on the budget of all charter funding. Budget items include personnel, software, STEM, supplies, and other innovative instructional practices. LSGT members have been part of the selection process of curriculum resources and materials. LSGTs are presented and participate in establishing the System Strategic Plan and the School Improvement plan. They are given current drafts of each and discussions are conducted quarterly at LSGT meetings. LSGT members lead small group discussions in the Strategic Planning Process. LSGTs are presented information concerning the operations of the school at various LSGT meetings. LSGT members may also request specific items to be placed on agendas for further discussions. LSGTs have approved the following in the past: Non-FTE support positions, Connections, Art, STEM, Gardening, Foreign Language instruction (K-5), Gifted Extensions. System CLIP revisions. Class size waivers, ESOL, and Gifted Instructional Models, REP/EIP. LSGTs approve all field trips and fundraisers and dress code at the school.

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 #1 Our requested plan is to have the ability for each school to establish homerooms based on the best interest of each individual student. All of our identified EIP students in reading and math will receive support. We will support EIP students through the use of our flexible learning block, the continued use of support specialists providing additional instruction in the classroom, and classroom rosters that are built on analyzing student needs. However, we do not want the restrictions associated with the identified state EIP models. We want to group students according to our data and students will be identified as needing the EIP support through the use of EIP rubrics and system benchmarks. This would allow EIP to be more fluid in nature as we would have the ability to provide students with EIP support without the demands of meeting the requirements of a particular model. In essence, EIP would be closely aligned with how we move students in and out of our RTI process. The ability to roster students without restriction coupled with our instructional design of Literacy Collaborative and our math instructional framework would increase our ability to meet the needs of identified EIP students. Our goal is to impact student achievement by doing what we do best each day. We believe that our building leaders and teachers have the ability to roster students and then devise a plan to provide additional

reading and math instruction. Our teachers participate in a very structured professional development program that supports best teaching practices. Our classroom practices are designed to meet the needs of all students. However, when a student is struggling to perform at grade level, we plan to use our intervention specialists in a number of different ways to provide accelerated instruction. This may be done by the support of a specialist within the normal classroom, through the use of small group instruction during flexible learning time, or through the use of other techniques designed by building leaders and teachers. Our goal is to identify students, serve students, and monitor progress. A key component to our success will rest in our ability to establish purposeful classroom rosters and in utilizing our EIP support specialists in many different ways to support accelerated instruction.

Waiver #2 Because of a varied level of academic abilities within the gifted population and a need to ensure class model equivalency, there was a need to include students not meeting advanced content criteria. METHOD AND DATA TO BE USED FOR MONITORING: Fountas and Pinnell benchmark results, TenMarks data (benchmark assessments), Eureka End of Module assessments, Write Score assessments, and Informal/ Formal teacher observations. All gifted identified students will be served by a gifted endorsed teacher, which maximizes student learning and funding opportunities.

Waiver #3 Certain certification requirements are better suited for different grade levels. Tift County School System continues to have (6-8) grade students not reaching grade level in literacy. We feel (K-5) certified teachers are better equipped to teach reading skills that (6-12) certified English Teachers. Many (6-12) English Certified Teachers did not true reading instruction in their undergrad work as (K-5) certified teachers did. Thus, we are using several (K-5) certified teachers to teach REP English at the middle school level.

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

As a local district at the end of the 2019-2020 school year, we created end-of-the-year progress checks. This allowed us to see the mastery of grade-level standards. When beginning the 2020-2021 school year, data points were collected for every student from Kindergarten through fifth grade to ensure individual needs are being met through our MTSS process.

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

Our local district has given students Pre-K -12 the option of participating in distance learning. Consistent practices have been put into place to ensure consistency across grade levels. Schools have created online learning plans to include regular meetings with classroom teachers.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

All of our Essential and Innovative Features have been put into the place. We fully understand that the work is never done, and we will continue to monitor, evaluate, and modify our plans accordingly.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

The Board of Education allocated 60% of the Charter Supplemental Funds to go toward the realignment of our grade configurations. These funds were used to upgrade facilities and make necessary renovations to accommodate different grade bands of students at different schools. 40% of the Charter Supplemental Funds were allocated to the schools based on a per-pupil allocation based on the previous year's school enrollment. Each principal then worked with their LSGT to construct a budget to address areas of need and/or innovation that align with their school improvement plans.

Union County Schools:

First year as a Charter System: 2014-2015

Number of Schools in System: 5

College and Career Academy: No

2020- 2021 Enrollment: 2,758

Total	White	Black	Hispanic	Asian	Two or more Races
2,758	96.3%	0.0%	3.7%	0.0%	0.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
14.3%	1.3%	47.7%

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

How does your system utilize Local Governance Teams?

We seek their guidance in the curriculum, incentives, facilities improvements, school improvements, and some staffing to a light degree.

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 high school received STEM certification this year and the schools across the district continue to rank high within our RESA, which happens to be the highest-ranking RESA in the state. We fully utilize charter flexibility in seat time, scheduling, STEM integration, and CTAE/Employability improvements.

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

We have continued to follow students' progress throughout their academics and electives. Those students who are choosing to work online and being unsuccessful are being brought back to traditional instruction. We are also utilizing additional programs to formatively measure student performance and progress monitoring such as Reading Inventory, MAP, ALEKS, Running Records, and Acadience.

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

We have allowed students to choose either online or traditional instruction. We have also moved to a four-day schedule for traditional face-to-face instruction with ALL students working online on Fridays. This opportunity allows for additional safety and mitigation measures while allowing teachers extra time to focus on their online students on Fridays. Friday work is heavily collaborative and structured with group meetings using various platforms such as Google meets and zoom.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

1. We fully integrate the use of our "Flexible Service Model" innovations.
2. We fully integrate our "STEM Partnerships" and have gained STEM certification for our high school.
3. We continue to expand our fully implemented "Postsecondary Partnerships" to foster future student success.
4. We continue to provide a "Global Engagement Through the Spanish Language" with K-12 Spanish opportunities.

5. "Leadership Development" Continues to be a work in progress and is still partially integrated.
6. "CTAE and Student Success Center Partnerships" Have become fully integrated and are a part of everyday instruction for those students within the student success center. This continues to be an additional opportunity for those students to also see success in the career pathways.
7. The "College and Career Academy" received the \$3 million facilities grant this year and we have created our governing board. The Global Pandemic has delayed our initial implementation, but we are working to begin CCA instruction in the 2021-22 fall semester.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Flexible Service Models = \$173,572

1. Our district allows schools to use Charter Innovation monies for school-specific innovations and is allocated based on the school's FTE. \$103,572
2. We utilized some monies for Instructional Technology purchases to aid in online learning for students during the shutdown. \$70,000

Integrated STEM Partnerships = \$2,485

1. The high school purchased a 3-D printer for the STEM program. The STEM group even used the printer during the shutdown to print N95 masks for the local hospital that partners with us in both STEM and CTAE. \$2,485

CTAE and Student Success Center Partnerships = \$105,700

1. Success Center Salaries and Benefits = \$102,700
2. Student Transportation = \$3,000

Marketing = \$11,600

Vidalia City Schools:

First year as a Charter System: 2014-2015

Number of Schools in System: 4

College and Career Academy: Yes

2020- 2021 Enrollment: 2,338

Total	White	Black	Hispanic	Asian	Two or more Races
2,338	40.0%	51.7%	7.7%	0.0%	0.7%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
11.8%	2.1%	72.3%

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

How does your system utilize Local Governance Teams?

The governance teams work with principals and staffs to make decisions and provide direction for each of the schools.

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 majority of the flexibility that we have been afforded has been used to waive certification requirements on a limited basis.

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

Our system utilizes multiple assessments to progress monitor and measure student progress outside the realm of state testing. The results that are generated from these assessments guide instruction and remediation.

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

We, like many other systems, have implemented a virtual option for students that is mostly teacher lead and not program based. We have provided teachers with Google Classroom Training and waiting on Chromebook shipments to make our system 1-1.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

We have not fully implemented our initial plan. One of the major components of our initial plan was to incorporate some form of foreign language at our elementary and primary levels. The system has struggled to find a place and time to integrate foreign language into the schedule each year and meet the demands of the existing state curriculum.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

We have continued to utilize the funding to provide foreign language instruction at the middle school level and art and music at the elementary and primary levels.

Warren County Schools:

First year as a Charter System: 2008-2009

Number of Schools in System: 3

College and Career Academy: Yes

2020 - 2021 Enrollment: 590

Total	White	Black	Hispanic	Asian	Two or more Races
590	6.4%	93.6%	0.0%	0.0%	0.0%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
18.0%	0.0%	100.0%

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

How does your system utilize Local Governance Teams?

review of schoolwide data; review, input, and feedback on schoolwide improvement plan; review, input, and feedback on Needs Assessment; review, input, and feedback on Strategic Plan; participation in the interview process for faculty and administration position openings; decision making on allotment of school funds for student activities; input and feedback on PBIS strategies and impact on student performance; input, feedback, and planning of parental involvement activities

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

Relative to required personnel, the flexibility allows Warren County to have a 49% Superintendent and a 49% Finance Director. This permits the shift of funds to cover added faculty and staff to support additional course offerings and/or reduce class sizes.

Relative to certification requirements, the flexibility allows Warren County to hire individuals with degrees in related content areas but who may not necessarily have a teaching certificate. More specifically, this has permitted the hiring of Art faculty members, a Middle School History faculty member, and a High School Science faculty member.

Relative to direct classroom expenditure, the flexibility has permitted covering the cost of a Media Specialist to serve all three schools, in addition to expenditures for transportation and maintenance related to everyday school activity.

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

Warren County Schools administered grade level benchmarks from Elementary through Middle School, in addition to High school administration of Lexile benchmarks at least twice during the school year. In addition, Warren County offered After School Tutoring programs, an enhanced Response to Intervention (Rtl)/Multi-Tiered Supports System (MTSS), alternative setting distance learning opportunities to meet the differing needs of students, and the preparation of waves of instructional packets throughout the quarantine. Faculty and administration also participated in a variety of training opportunities to better support students in distance/virtual learning.

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

Warren County offered After School Tutoring programs, an enhanced Response to Intervention (Rtl)/Multi-Tiered Supports System (MTSS), alternative setting distance learning opportunities to meet

the differing needs of students, and the preparation of waves of instructional packets throughout the quarantine. Faculty and administration also participated in a variety of training opportunities to better support students in distance/virtual learning. Faculty and administration worked in and through Zoom and Google Classroom to meet with students. School wide (and thus system-wide) plans for contacting and communicating with students/parents/guardians to support instructional goals were implemented. An extension to the end of the year grading period was instituted to allow for the return of instructional packets and also for review of those materials by faculty.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

The following items are included in our Essentials or Innovative Features: Youth Entrepreneurship Program, Youth Apprenticeship Program/Workforce Investment act Program, Dual Enrollment Classes, Spanish, and Technology.

Relative to the Youth Entrepreneurship Program, Warren County has implemented this program in conjunction with the Warren County Chamber of Commerce. This program runs on a rotational basis. Community business representatives, serving as mentors, partner with students.

Relative to the Youth Apprenticeship Program and Workforce Investment Act Program, which had formerly been fully implemented in Warren County is currently being reconfigured. The goal is to restart a version of this program in the near future.

Relative to Dual Enrollment, Warren County has been fully implementing this program since September 2012. Since its beginning, the number of students participating in programs has held steady. With continued student interest, additional program offerings (including most recently Cyber Security and Industrial Mechanical) have been added, in addition to the extension of offerings within previously existing programs (such as adding an additional year of the Welding program).

Relative to Spanish, while Spanish was not offered at the Elementary level during FY20, Spanish for Middle School continues and there have been opportunities for Middle School students to earn Carnegie credits towards High school graduation requirements. The High School offerings for Spanish have been expanded to now include the opportunity for Spanish III in addition to Spanish I and II.

Relative to Technology, Warren County has fully implemented a committed effort for near one-to-one technology at all grade level bands. Additional purchases of classroom set of Chromebooks continued to take place over the course of the FY20 school year so that the utilization of technology as a standard instructional resource is possible.

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Charter System Supplemental Funds received during the 2019-2020 school year were used for: instructional supplies and materials for classrooms, Media Center resources for student and faculty/staff use, student incentives, PBIS implementation, athletic program support, faculty mentor programs, Honor's Day events, and Field day activities.

White County Schools:

First year as a Charter System: 2010-2011

Number of Schools in System: 6

College and Career Academy: No

2020- 2021 Enrollment: 3,575

Total	White	Black	Hispanic	Asian	Two or more Races
3,575	92.0%	0.0%	5.1%	0.0%	2.9%

Special Education	English Language Learners	Free and Reduced Lunch Eligibility
15.6%	2.4%	52.8%

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

How does your system utilize Local Governance Teams?

- Monitor and oversee implementation of all local school actions consistent with Board of Education (BOE) policies, goals, objectives, budget, and School Governing Council actions
- Review policies, goals, and objectives to make recommendations
- Establish and supervise Principal selection process
- Develop the school budget consistent with all system and school goals and objectives
- Ensure that the minimum state curriculum is implemented in each classroom
- Recommend how to allocate resources based on data while adhering to guidelines
- Receive input from the community
- Identify areas of concern or need based on data

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 delivery models has allowed our system to create virtual learning opportunities for acceleration and remediation and to best serve students with differing educational needs. Our high school has implemented additional work-based learning opportunities and expanding college and career programs to ensure students are college and/or workforce ready upon graduation. In our elementary schools, we implemented researched based instruction system wide K-5.

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

WCSS utilizes NWEA Measure of Academic Performance (MAP) assessment. We have continued with this norm referenced assessment to measure student progress and change instruction as needed.

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

We have allowed our students to learn virtually. The Charter Supplemental Funds allowed to continue with current staff to ensure scheduling was optimal.

Have you fully implemented the Essential and Innovative Features included in your contract? If not fully implemented, please provide an explanation as to why, when, and how you plan to fully implement.

All items have been Fully Implemented

How did your system utilize the Charter System Supplemental Funds received during the 2019-2020 school year?

Our system utilized funds by providing salaries for staff. The additional staff allowed our system to maintain lower class size for K-12.

Contact Information

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