

CHARTER SYSTEM RENEWAL APPLICATION

Charter System Information			
1. Full Name of Charter System: Coffee County School System	2. How many schools in total are included in your charter system? 12		
3. How many of each of the following schools will be included in your charter system?			
Primary School(s) 0	Middle School(s) 1	High School(s) 2 Freshman Campus 1	
Elementary School(s) 8			
4. Charter System Street Address 1311 S. Peterson Avenue	5. City Douglas	6. State Georgia	7. Zip 31533
8. Contact Person Dr. Morris Leis		9. Title Superintendent	
10. Contact Street Address 1311 S. Peterson Avenue	11. City Douglas	12. State Georgia	13. Zip 31533
14. Contact's Telephone Number 912-384-2086	15. Contact's Fax Number 912-383-5333	16. Contact's E-mail Address morris.leis@coffee.k12.ga.us	

CHARTER SYSTEM RENEWAL APPLICATION QUESTIONS

A. Essential or Innovative Features Implementation

1. What is the status of the implementation of each Essential or Innovative Feature included in your charter system contract?

The district is in full implementation of each Essential or Innovative Feature in our Charter System contract.

These include:

- Comprehensive literacy initiative (Birth to 12th)
- Career awareness for all elementary and middle schools
- Increased college readiness for high school students
- Viable employee recruitment and retention program
- Wiregrass Regional College and Career Academy

2. For those Essential or Innovative Features that are not on schedule, what are next steps?

The district is on schedule with its Essential and Innovative Features. We continue to work on expanding and improving our innovations to raise student achievement.

3. Are there any Essential or Innovative Features that should be deleted or added to your new charter system contract?

Not at this time.

B. Academic Accountability

1. How have your schools done on meeting the academic targets in your charter system contract?

The Coffee County schools have continued to meet most of the academic targets.

- (Yr 3) 2016, 83% (10 of 12) of our schools *are classified as **Beating the Odds***
- (Yr 2) 2015, 75% (9 of 12) of our schools *are classified as **Beating the Odds***
- (Yr 1) 2014, 42% (5 of 12) of our schools *are classified as **Beating the Odds***

Coffee County School System

SWD Grad Rate – *continues to increase* - FY16 (54%), FY15 (56%), FY14 (19%)

- FY17 *recognitions* – 3 High Progress Schools and 1 High Performing School
- Summer STEM Program - # of *STEM interns increasing* – FY17 (40), FY16 (38), FY14 (37), FY13 (20)
- AP Scholars - *remain positive* – FY16 (22), FY15 (28), FY15 (27)
- Zell Miller Scholars - *remain positive* – FY17 (20), FY16 (20), FY15 (26), FY15 (23)
- MOWR – *growing enrollments* - FY16 (415), FY15 (397), FY15 (343)
- Dual enrollment (courses taken) – *significantly growing* - FY16 (1090), FY15 (706), FY15 (325)
- CCRPI ratings – *Higher than state average each yr.* - FY16(75.5), FY15 (78.3), FY14 (77.8)
- Work-based learning enrollments have expanded from 74 first semester last year to 136 first semester this year

2. What steps have you taken on an annual basis at schools that did not meet their academic targets?

The district continues to analyze our data and work to implement innovative strategies to meet our academic targets.

3. What will you be doing for schools that fail to meet their academic targets in the future?

The district will identify barriers to meeting our targets and use our staff, LSGTs, community, and charter flexibility to help us meet those targets.

C. Local Schools Governance implementation

1. What are the main successes of your implementation of Local School Governance?

- The district has expanded the partnerships in our community with the local BOE and LSGTs.
- The LSGTs have provided more involvement and ownership from our parents and community in the success of our schools and district.
- The governance team implementation provides an ongoing opportunity for our stakeholders to work with the Charter System Foundation and other charter systems.
- The teams have provided input in budgets, staffing new principal selection, School Improvement Plans and goals, volunteer initiatives, innovations, and recommended improvements.

2. What barriers had to be overcome to implement Local School Governance?
 - Ensuring new members are trained each year.
 - Replacing new members in smaller schools.

3. What remains to be done to fully implement Local School Governance with fidelity?

Our LSGTs are fully being implemented. Each year, we strive to maximize school level governance.

D. Charter Supplement Uses

1. For what did the system use its annual charter system supplemental funds that were included in your QBE funding?
 - Establishment of college and career academy
 - Work-based learning and Great Promise Kids program
 - Expanded gifted/honors/AP offerings
 - Added pathways in grades 9-12
 - Added CTAE and other connections classes
 - Added 6th grade to an elementary school
 - Technology

2. Will any changes be made in the future to how the supplemental funds are used?

Charter funds will always be tied to strategic innovative goals.

EXHIBITS

1. Charter System Annual Report Form
2. Charter System Governance Matrix
3. College and Career Academy (CCA) Partners Roles and Responsibilities Chart
4. Charter System Contract
5. AdvancED/SACS Accreditation Executive Summary
6. AdvancED/SACS Accreditation External Team Exit Recommendation
7. Assurances Form and Signature Sheet
8. Board of Education Resolution

1. CHARTER SYSTEM ANNUAL REPORT

Coffee Co. Charter Systems - 2016 Annual Report

1. System Info

This section first asks you for key contact information, then gives you a chance to share your charter system's Accomplishments.

43 CONTACT INFORMATION FOR THE PERSON WHO COMPLETED THIS SURVEY

44	Tell us how best to reach you in case we have any questions about your survey answers	Put your contact information in this column
45	Your name	Joy Perren
46	Your title	Director of Assessment and Accountability
47	Your direct phone number	912-389-6520
48	Your email address	joy.perren@coffee.k12.ga.us

49 CONTACT INFORMATION FOR THE SUPERINTENDENT

50	Who is your Superintendent?	Put Superintendent contact information in this column
51	Superintendent's name	Dr. Morris Leis
52	Direct phone number	912-384-2086
53	Email address	morris.leis@coffee.k12.ga.us
54	Is this a new Superintendent for 2016-17?	No
55	If the Superintendent is new for this year, please list the former Superintendent's name for 2015-16	

56 CONTACT INFORMATION FOR YOUR CHARTER SYSTEM LIAISON

57	CHARTER SYSTEM LIAISON	Put information in this column
58	Name of your district's charter system liaison	Joy Perren
59	Charter system liaison's title	Director of Assessment and Accountability
60	Charter system liaison's direct phone number	912-389-6520
61	Charter system liaison's email address	joy.perren@coffee.k12.ga.us
62	Is this a new Charter System Liaison for 2016-17?	No
63	If new this year, please list the former Charter System Liaison's name for 2015-16	

64 LOCAL SCHOOL GOVERNING TEAMS/COUNCILS LIAISON: The person who facilitates communications between the GaDOE District Flexibility and Charter Schools Division and the chairs of each of your charter system's Local School Governing Teams/Councils

65	School Governing Teams/Councils Liaison	Put contact information in this column
66	Name of your district's School Governing Teams/Councils Liaison	Dr. James Banks
67	Title	Assistant Superintendent of Facilities & Operations
68	Direct phone number	912-384-2086
69	Email address	james.banks@coffee.k12.ga.us
70	Is this a new Liaison for 2016-17?	No
71	If new this year, please list the former Liaison's name for 2015-16	

72 BOARD OF EDUCATION CONTACT INFORMATION			
73 CHAIR OF YOUR BOARD OF EDUCATION	Enter answers for 2014-15 in this column	Enter answers for 2015-16 in this column	Enter answers for 2016-17 in this column
74 Name of your District's Board Chair	Judi Worrell	Adam Lott	Adam Lott
75 Direct Phone Number	912-384-4711	912-592-4212	912-592-4212
76 Email Address	judi.worrell@coffee.k12.ga.us	adam.lott@coffee.k12.ga.us	adam.lott@coffee.k12.ga.us
77 If you had more than one Board Chair last year, please enter:			
78 Direct Phone Number of earlier Board Chair	Bryan Preston	Judi Worrell	
79 Direct Phone Number	912-381-1787	912-384-4711	
80 Email Address	bryan.preston@coffee.k12.ga.us	judi.worrell@coffee.k12.ga.us	
81 CHARTER INFORMATION			
82 CHARTER BASICS	Put information in this column		
83 What is the beginning date of your current charter term (MM/DD/YYYY)?	7/1/2013		Your charter term is shown near the beginning of your charter contract. The start date will be July 1, YYYY and the end date will be June 30, YYYY
84 What is the ending date of your current charter term (MM/DD/YYYY)?	6/30/2018		
85 In what month and year was your first charter approved (MM/YYYY)?	6/1/2013		
86 When is your SACS reaccreditation?	June 30, 2019		
87 GaDOE now embeds the charter system contract renewal process within the SACS reaccreditation process. If your charter term does not end in the year of your next SACS accreditation, will you submit a charter amendment this year seeking a change in your charter term so it is aligned with your SACS reaccreditation cycle?	Yes		
88 CHARTER SYSTEM MISSION AND SIGNIFICANT ACCOMPLISHMENTS			
89 Please enter your charter system's official mission statement below.			
90 <i>Destination Graduation for College, Career, and Life</i>			
91 Please list up to five of your school system's significant accomplishments for the 2015-16 school year in the spaces below. If your school district has had any dramatic increases in student performance, please highlight those results as one of your accomplishments.			
92 Accomplishment #1	75% (9 Of 12) of our schools are classified as "Beating the Odds".		
93 Accomplishment #2	FY15 Graduation rate is the highest to date at 80%.		
94 Accomplishment #3	1 High Performing School - Ambrose Elementary; 1 Highest Progress School - Broxton Elementary		
95 Accomplishment #4	Coffee High School's STEM Summer Internship Program in partnership with local businesses has grown from 12 in FY13, 20 in FY14, 37 in FY15, and 41 in FY16.		
96 Accomplishment #5	Coffee High School has 26 Zell Miller Scholars in FY16 up from 10 in FY14.		
97 ADDITIONAL SUCCESS INDICATORS (Optional)			
98 Optional: Please enter any additional information you wish to provide that demonstrates the general success of your charter system.	Dual enrollment courses taken by Coffee County students has grown from 139 in FY13 to 706 in FY16. AP enrollment has grown from 139 in FY13 to 229 in FY16 with 27 AP Scholars and 3 National AP Scholars.		
99 CHALLENGES FACED IN 2015-16 SCHOOL YEAR (Required)			
100 Please describe any major challenges (besides funding) that your charter system faced in the 2015-16 school year.	Community poverty, technology problems with software programs, decrease in student enrollment		
101 How were these challenges addressed or how do you plan on addressing them in the 2016-17 school year?	Poverty - Boys and Girls Club partnership, technology - searching for Internet access for all students, enrollment decrease - building online options for students		

Coffee Co. Charter Systems - 2016 Annual Report

2. ACCOUNTABILITY

This section gives you a chance to review and provide Accountability information on the major academic and non-academic performance goals in your charter system contract.

The Accountability information comes from both your charter system contract (where you will find your goals and performance measures for each year) and your accountability system data (where you will find your actual performance for each year of your charter contract term)

Please review the data shown and let us know if you have any questions about the data. DO NOT CHANGE ANY DATA.

Line #	ACADEMIC GOALS	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	BEAT THE ODDS (BTO)	Target	Actual	Target	Actual								
104	Goal 1: During each year of its first five-year charter term, the Charter System shall "beat the odds"	Yes	N/A	Yes	N/A	Yes	N/A	Yes	NA	Yes		Yes	
107	Charter System "beat the odds"	Yes	N/A	Yes	N/A	Yes	N/A	Yes	NA	Yes		Yes	
108	Goal 2: During each year of its first five-year charter term, each System Charter School shall "beat the odds"	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
110	Number of schools included in charter system contract	11		12		12		12					
111	Number of schools that Beat the Odds	11	5	12	5	12	9	12	9	0		0	
112	% of Schools that Beat the Odds	100%	45%	100%	42%	100%	75%	100%	75%	100%	#DIV/0!	100%	#DIV/0!
113	CCRPI												
114	Goal 3: The Charter System will demonstrate proficiency and/or improvement on the CCRPI. With Year 1 as the baseline, APS will increase its CCRPI by at least 2.0 points annually to close the gap between the system and the state												
115	Measure 1: CCRPI score (minus Challenge Points) shall be better than the State average CCRPI each year (must increase CCRPI by at least 2.0 points annual)	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
117	Overall System Average	71.2	70.2	69.3	68.1	71.5	64.9						
118	Elementary School Average	73.0	70.7	69.0	69.9	70.2	73.2						
119	Middle School Average	72.0	72.5	72.0	67.2	70.6	67.8						
120	High School Average	68.6	67.6	66.8	64.1	73.8	68.1						
121	Measure 2: CCRPI score (minus Challenge Points) shall be better than the District's own previous year CCRPI	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
123	Overall District Average		70.2	70.2	68.1	68.1	69.8	69.8					
124	Elementary School Average		74.9	70.7	69.9	69.9	73.2	73.2					
125	Middle School Average		66.1	72.5	72.5	67.2	67.6	67.6					
126	High School Average		70.1	62.6	62.6	64.1	69.4	69.4					
127	MILESTONES												
128	State Performance Targets:	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
130	End-of-Grade Performance Comparison to previous year												
131	3rd Grade												
132	English/Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	33.0	34.5	66.9		70.2	
133	Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	39.5	36.4	69.8		72.8	
134	Science	N/A	N/A	N/A	N/A	N/A	N/A	33.5	28.6	64.6		68.2	
135	Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	29.0	27.7	66.5		69.9	
136	4th Grade												
137	English/Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	30.9	28.9	66.9		70.2	
138	Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	39.4	40.7	69.8		72.8	
139	Science	N/A	N/A	N/A	N/A	N/A	N/A	37.0	40.4	64.6		68.2	
140	Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	39.2	46.6	66.5		69.9	
141	5th Grade												
142	English/Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	36.0	36.5	66.9		70.2	
143	Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	40.4	44.0	69.8		72.8	
144	Science	N/A	N/A	N/A	N/A	N/A	N/A	40.4	40.1	64.6		68.2	
145	Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	33.7	38.5	66.5		69.9	
146	6th Grade												
147	English/Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	31.9	36.6	66.9		70.2	
148	Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	26.2	40.5	69.8		72.8	
149	Science	N/A	N/A	N/A	N/A	N/A	N/A	39.8	42.9	64.6		68.2	
150	Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	27.0	28.8	66.5		69.9	
151	7th Grade												
152	English/Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	33.6	33.3	66.9		70.2	
153	Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	28.2	33.8	69.8		72.8	
154	Science	N/A	N/A	N/A	N/A	N/A	N/A	40.5	39.8	64.6		68.2	
155	Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	35.3	36.9	66.5		69.9	
156	8th Grade												
157	English/Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	29.9	40.7	66.9		70.2	
158	Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	29.3	38.6	69.8		72.8	

159	Science	N/A	N/A	N/A	N/A	N/A	N/A	29.1	41.1	64.6		68.2		
160	Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	21.6	18.0	66.5		69.9		
161	End-of-Course Performance Comparison to previous year													
162	9th Grade Literature	N/A	N/A	N/A	N/A	N/A	N/A	34.3	35.3	67.9		71.1		
163	American Literature	N/A	N/A	N/A	N/A	N/A	N/A	19.8	27.8	65.8		69.2		
164	Coordinate Algebra	N/A	N/A	N/A	N/A	N/A	N/A	19.0	5.0	65.6		67.2		
165	Algebra I	N/A	N/A	N/A	N/A	N/A	N/A		71.3					
166	Analytic Geometry	N/A	N/A	N/A	N/A	N/A	N/A	3.8	6.8	63.0		66.7		
167	Geometry	N/A	N/A	N/A	N/A	N/A	N/A		6.2					
168	Physical Science	N/A	N/A	N/A	N/A	N/A	N/A	25.5	34.2	58.5		62.7		
169	Biology	N/A	N/A	N/A	N/A	N/A	N/A	31.7	41.3	63.8		67.4		
170	U.S. History	N/A	N/A	N/A	N/A	N/A	N/A	12.6	23.4	68		71.2		
171	Economics	N/A	N/A	N/A	N/A	N/A	N/A	21.5	29.9	65.3		68.8		
172	MILESTONES													
173	State Performance Targets:		Target	Actual										
174			2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
175	End-of-Grade Performance Targets													
176	3rd Grade													
177	English/Language Arts	N/A	N/A	N/A	N/A	60.3	33	63.6	24	66.9		70.2		
178	Mathematics	N/A	N/A	N/A	N/A	63.8	39	66.8	30	69.8		72.8		
179	Science	N/A	N/A	N/A	N/A	57.4	34	61.0	27	64.6		68.2		
180	Social Studies	N/A	N/A	N/A	N/A	59.7	29	63.1	28	66.5		69.9		
181	4th Grade													
182	English/Language Arts	N/A	N/A	N/A	N/A	60.3	31	63.6	29	66.9		70.2		
183	Mathematics	N/A	N/A	N/A	N/A	63.8	39	66.8	41	69.8		72.8		
184	Science	N/A	N/A	N/A	N/A	57.4	37	61.0	40	64.6		68.2		
185	Social Studies	N/A	N/A	N/A	N/A	59.7	39	63.1	47	66.5		69.9		
186	5th Grade													
187	English/Language Arts	N/A	N/A	N/A	N/A	60.3	36.0	63.6	36.0	66.9		70.2		
188	Mathematics	N/A	N/A	N/A	N/A	63.8	40.0	66.8	44.0	69.8		72.8		
189	Science	N/A	N/A	N/A	N/A	57.4	40.0	61.0	40.0	64.6		68.2		
190	Social Studies	N/A	N/A	N/A	N/A	59.7	34.0	63.1	33.0	66.5		69.9		
191	6th Grade													
192	English/Language Arts	N/A	N/A	N/A	N/A	60.3	32	63.6	37	66.9		70.2		
193	Mathematics	N/A	N/A	N/A	N/A	63.8	26	66.8	41	69.8		72.8		
194	Science	N/A	N/A	N/A	N/A	57.4	40	61.0	43	64.6		68.2		
195	Social Studies	N/A	N/A	N/A	N/A	59.7	27	63.1	24	66.5		69.9		
196	7th Grade													
197	English/Language Arts	N/A	N/A	N/A	N/A	60.3	34	63.6	33	66.9		70.2		
198	Mathematics	N/A	N/A	N/A	N/A	63.8	28	66.8	34	69.8		72.8		
199	Science	N/A	N/A	N/A	N/A	57.4	41	61.0	39	64.6		68.2		
200	Social Studies	N/A	N/A	N/A	N/A	59.7	35	63.1	37	66.5		69.9		
201	8th Grade													
202	English/Language Arts	N/A	N/A	N/A	N/A	60.3	30	63.6	41	66.9		70.2		
203	Mathematics	N/A	N/A	N/A	N/A	63.8	29	66.8	39	69.8		72.8		
204	Science	N/A	N/A	N/A	N/A	57.4	29	61.0	43	64.6		68.2		
205	Social Studies	N/A	N/A	N/A	N/A	59.7	22	63.1	38	66.5		69.9		
206	End-of-Course Performance Targets													
207	9th Grade Literature	N/A	N/A	N/A	N/A	61.5	34	64.7	25.3	67.9		71.1		
208	American Literature	N/A	N/A	N/A	N/A	59.0	20	62.4	27.8	65.8		69.2		
209	Coordinate Algebra	N/A	N/A	N/A	N/A	56.4	19	60.0	0.0	63.6		67.2		
210	Algebra I	N/A	N/A	N/A	N/A	N/A	N/A	21.0	21.2					
211	Analytic Geometry	N/A	N/A	N/A	N/A	55.6	4	59.3	0.0	63.0		66.7		
212	Geometry	N/A	N/A	N/A	N/A	N/A	N/A		6.2					
213	Physical Science	N/A	N/A	N/A	N/A	50.1	26	54.3	24.2	58.5		62.7		
214	Biology	N/A	N/A	N/A	N/A	56.6	32	60.2	41.3	63.8		67.4		
215	U.S. History	N/A	N/A	N/A	N/A	61.6	13	64.8	23.4	68		71.2		
216	Economics	N/A	N/A	N/A	N/A	58.3	21	61.8	29.9	65.3		68.8		

217	GRADUATION RATE											
218	Cohort Graduation Rate											
219	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
220	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
221	71.5	70.5	72.5	74.1	78.8	80.4	80.6	Pending	82.4		86	
222	ACCELERATED ENROLLMENT											
223	Increase the percentage of graduates earning credit for accelerated enrollment by 5%											
224	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
225	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
226			Baseline	201	210	187	210	220				
227	NATIONAL ASSESSMENTS											
228												
229	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
230	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
231	Increase the average total SAT score by a minimum of 0.4 percent each year											
232	Increase the percentage of students taking either SAT or ACT by 2% each year											
233	ORGANIZATIONAL GOALS											
234	Organizational Goal 1: The Charter System will be economically sustainable											
235	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
236	Measure 1: Submission of a fiscally sound external audit											
237	Measure 2: Actual and proposed budgets demonstrate effective allocation of resources											
238	Measure 3: Yearly balance sheets demonstrate adequate cash reserves											
239	Measure 4: Meets all GAGAS (Generally Accepted Government Auditing Standards)											
240	Organizational Goal 2: Promote a positive school experience											
241	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
242	Measure 1: According to data reported by the Governor's Office of Student Achievement Report Card, from a baseline established in Year 1 of the charter term, the Charter System shall decrease the percentage of students absent 15 days or more by at least 1% each year.											
243	Measure 2: From a baseline established in Year 1 of the charter term (2016-2017), the charter system will increase parent satisfaction annually by 5% as measured on the annual parent perception survey until parent satisfaction measures 90% at which time the Charter System shall maintain the 90% satisfaction rate.											
244	Measure 3: From a baseline established in Year 1 (2016-2017) the Charter System will increase parent participation annually by 5% up to 90% at which time the Charter System shall maintain the 90% participation rate.											
245	Legend:						Met			Progress Made		

246 You have reached the end of Tab 2: Accountability. Please proceed to Tab 3: Local School Governance and continue answering the questions there.

Coffee Co. Charter Systems - 2016 Annual Report

3. LOCAL SCHOOL GOVERNANCE

This section gives you a chance to share with us required information about the Local School Governance Teams/Councils at each of your schools.

Your charter system is required to have high-functioning Local School Governance Teams/Councils with authority over key areas affecting the school's ability to improve academic achievement.

247 SCHOOL GOVERNING TEAMS/COUNCILS

248 INSTRUCTIONS: For each of the following questions, please provide the answer requested in the space provided for last year (2015-16) and for this year (2016-17)

249	SCHOOL GOVERNING TEAMS/COUNCILS, MEMBERS, AND MEETINGS	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
250	How many of your schools have active School Governing Teams/Councils – All, Most, Half, Some, or None?	All	All	All	All		
251	On average, how many voting members are on the School Governing Teams/Councils at your schools?	9	9	9	All		
252	What is the range of the number of voting members on the School Governing Teams/Councils at your schools? (Enter range as lowest number-to-highest number.)	9	All schools have 9.	All schools have 9.	All		
253	On average, how many meetings did your district's local School Governing Teams/Councils have last year, and how many are scheduled for this year?	6	6	6	All		
254	On average, how many School Governing Teams/Councils members typically attended School Governing Team/Council meetings last year?	8-9	8-9	8-9	Most		
255	TRAINING FOR SCHOOL GOVERNING TEAMS/COUNCILS	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
256	How many hours of training were (and will be) offered to your School Governing Team/Council members?	10	10	10	10		
257	Who did (or will) provide the training?	Superintendent and Principals using Modules developed by central office staff.	Superintendent and Principals using Modules developed by central office staff. In addition, a GSBA consultant conducted 2 hours of additional training on conducting effective SGC meetings. This training was a joint meeting for all school governing councils and the local board of education.	Superintendent and Principals using Modules developed by central office staff. In addition, a GSBA consultant conducted 2 hours of additional training on conducting effective SGC meetings. This training was a joint meeting for all school governing councils and the local board of education.	Superintendent and Principals using Modules developed by central office staff. In addition, a GSBA consultant conducted 2 hours of additional training on conducting effective SGC meetings. This training was a joint meeting for all school governing councils and the local board of education.		

258	What topics were and will be covered in the training?	Module 1: Bylaws, roles and responsibilities of council, and meeting protocol Module 2: Parent and community engagement strategies Module 3: School/System Improvement Plans, student performance data Module 4: Educational programs, curriculum, special services, and professional learning	Module 1: Bylaws, roles and responsibilities of council, and meeting protocol Module 2: Parent and community engagement strategies Module 3: School/System Improvement Plans, student performance data Module 4: Educational programs, curriculum, special services, and professional learning	Module 1: Bylaws, roles and responsibilities of council, and meeting protocol Module 2: Parent and community engagement strategies Module 3: School/System Improvement Plans, student performance data Module 4: Educational programs, curriculum, special services, and professional learning Module 5:			
259	On average, how many School Governing Team/Council members typically attended training? (All, Most, Half, Some, None)	all	all	all			
260	How many School Governing Team/Council members attended all training sessions? (All, Most, Half, Some, None)	all	all	all			
261	How many School Governing Team/Council members attended at least one training session? (All, Most, Half, Some, None)	all	all	all			

262	CHARTER SYSTEM TRAINING FOR SCHOOL	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
263	How many hours of charter system training were (and will be) offered to your School Administrators?	10	6	6	6		
264	Who did (or will) provide the training?	Superintendent, central office staff, GaDOE Charter division - Greater Capacity Consortium (Mark Cannon).	Superintendent, central office staff, GSBA consultant.	Superintendent, central office staff, GSBA consultant.	Superintendent, central office staff, GSBA consultant.		
265	What topics were and will be covered in the training?	All topics listed in the Modules above. In addition, Greater Capacity topics included: Charter System Governance Structure, Governance Rules, and Best Practices.	All topics listed in the Modules above. In addition, charter system updates, conducting effective meetings and parliamentary procedures, and Strategic Plan/CLIP updates.	All topics listed in the Modules above. In addition, charter system updates, conducting effective meetings and parliamentary procedures, and Strategic Plan/CLIP updates.	All topics listed in the Modules above. In addition, charter system updates, conducting effective meetings and parliamentary procedures, and Strategic Plan/CLIP updates.		
266	On average, how many School Administrators typically attended training? (All, Most, Half, Some, None)	ALL	ALL	ALL	All		
267	How many School Administrators attended all training sessions? (All, Most, Half, Some, None)	ALL	ALL	ALL	All		
268	How many School Governing Team/Council members attended at least one training session? (All, Most, Half, Some, None)	ALL	MOST	MOST	All		

270

INSTRUCTIONS: For each of the following lines, please indicate whether All, Most, Half, Some, or None of your charter system's School Governing Teams/Councils either directly or indirectly made or affirmed such decisions.

271	CONTROL OVER THE PEOPLE IN THE SCHOOL	Enter All, Most, Half, Some, or None for each School Year					
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
272							
273	Selection of principal	All	All	All	All		
274	Professional development requirements and planning for staff	None	None	None	None		
275	Selection of professional development vendors and resources	None	None	None	None		
276	Evaluation of staff	None	None	None	None		
277	Issuance of annual employment contracts from the non-profit governing board	None	None	None	None		
278	At-will employment	None	None	None	None		
279	Authority to provide input on the number of positions budgeted, type of positions, qualifications, roles, and job descriptions	None	None	None	All		
280	Determine whether certification will be required	None	None	None	Some		
281	Authority to provide input on ALL hiring decisions, transfers, promotion, demotion, lateral moves, and termination of all faculty and staff	None	None	None	None		
282	Manage human resources independent of the central office, including human resources policies, procedures, and handbooks	None	None	None	None		
283	Establish work schedules of faculty and staff (hours per day, days per year, calendars, etc.)	None	All	All	All		
284	Establish compensation model including salary schedules, bonus or performance based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated)	None	None	None	None		
285	Establish pay scale, experience, training, and other matters related to substitute teachers	None	None	None	None		
286	Other examples of personnel autonomy and use of personnel waivers (enter in space below)						

#REF1	CONTROL OVER WHAT OCCURS IN THE SCHOOL	Enter All, Most, Half, Some, or None for each School Year					
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
#REF1	Selection of curriculum, including any changes in curriculum as needed to improve student achievement	None	None	None	Some		
#REF1	Choose instructional delivery model(s)	None	None	None	Some		
#REF1	Selection of courses and programs offered	None	None	None	Some		
#REF1	Choice of textbooks, technology, and instructional materials	None	None	None	Some		
#REF1	Establish additional graduation requirements	None	None	None	None		
#REF1	Set course and credit requirements	None	None	None	None		
#REF1	Establish seat time	None	None	None	Some		
#REF1	Set student technology and physical education skill requirements	None	None	None	Some		
#REF1	Create or modify Career Pathway curricula	None	None	None	Some		
#REF1	Choose dual enrollment options	None	None	None	Some		
#REF1	Choose credit recovery options	None	None	None	Some		

#REF!	Utilize on-line learning platforms (e.g., Georgia Virtual School)	None	None	None	Some		
#REF!	Establish additional mastery level requirements for performance	None	None	None	None		
#REF!	Select additional formative and/or summative assessment to determine student levels of mastery and growth	None	None	None	None		
#REF!	Establish delivery model, scheduling, staffing, and supplemental services for ELL, SPED, gifted and remedial programs	None	None	None	None		
#REF!	Establish curriculum maps, pacing charts, and methods for monitoring the curriculum	None	None	None	None		
#REF!	Establish lesson plan requirements for teachers	None	None	None	None		
#REF!	Set school calendar, including length of school year, holidays, early release days, etc.	All	All	All	All		
#REF!	Set daily/weekly school and/or class schedules, including length of school day	None	None	None	Some		
#REF!	Select co-curricular and extracurricular activities	Some	Some	Some	Some		
#REF!	Establish after school and Saturday programs as needed	None	None	None	None		
#REF!	Set enrichment and/or advisory periods as needed	None	None	None	Some		
#REF!	Establish fieldtrips including locations, date	None	None	None	None		
#REF!	Establish placement and promotion criteria	None	None	None	None		
#REF!	Set class size / student:teacher ratios	None	None	None	None		
#REF!	Set staff-to-student ratios for non-class times (i.e., lunch, recess, specials, transitions, etc.)	None	None	None	None		
#REF!	Set grading and reporting policies, plans, process, schedules, and formats	None	None	None	None		
#REF!	Manage curriculum and instruction affairs independent of the central office, including curriculum and instruction policies, procedures, and handbooks	None	None	None	Some		
#REF!	A non-staff member serves on the school improvement planning team				All		
#REF!	Other examples of curriculum and instruction autonomy and use of waivers (enter in space below)						

#REF!	#REF!	Enter All, Most, Half, Some, or None for each School Year					
#REF!	CONTROL OVER THE SCHOOL'S FINANCES & BUDGET	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
#REF!	Set budget priorities with funds received and exercise discretion over expenditure for all state and local funds, and as permissible, federal funds	None	Some	Some	Some		
#REF!	Manage fiscal affairs independent of the central office, including financial policies and standard operating procedures	None	None	None	None		
#REF!	Ensuring that the school receives all the per-pupil funding to which it is entitled and raising additional funds through fundraising efforts	None	None	None	Some		
#REF!	Maintain a reserve fund	None	None	None	None		
#REF!	Other examples of finance or budget autonomy and use of waivers (enter in space below)						

#REF!	#REF!	Enter All, Most, Half, Some, or None for each School Year					
#REF!	CONTROL OVER THE SCHOOL'S OPERATIONS	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
#REF!	Determine how the school uses the facility	None	None	None	Some		
#REF!	Establishes school partnerships for school growth	Some	All	All	All		
#REF!	Selects vendors aligned with needs of the school	None	None	None	None		
#REF!	Manages transportation decisions, including authority to contract for transportation service	None	None	None	None		

#REF!	Manages food service decisions, including authority to contract for food service	None	None	None	None		
#REF!	Selects information systems (i.e., Student Information System, financial information systems)	None	None	None	None		
#REF!	Establishes school size	None	None	None	None		
#REF!	Establishes school grade span different from typical primary, elementary, middle and high school public school models (i.e., 4-8, K-8, K-12)	None	None	None	Some		
#REF!	Authority over attendance policies	None	None	None	Some		
#REF!	Establish student code of conduct and behavior policies, plans, processes, and formats	None	Some	Some	Some		
#REF!	Manage operational affairs independent of the central office, including operational policies, standard operating procedures, and handbooks	None	Some	Some	Some		
#REF!	Authority over fundraisers and the use of these funds	All	All	All	All		
#REF!	Other examples of operational autonomy and use of waivers (enter in space below)						

Coffee Co. Charter Systems - 2016 Annual Report

4. WAIVERS

The basic "Charter Bargain" is an exchange of "Autonomy" for "Accountability" in which a charter system is granted the freedom to waive most state education law in exchange for agreeing to being held accountable for higher school performance.

These questions ask which of the many charter system freedoms from State law, rules and regulations your charter system has used or will use - and which are most valuable to your charter system.

Line #

362 WHICH WAIVERS DID YOUR SYSTEM USE?		Enter YES only for those waivers that were/are being used in each School Year							
363	Which of the following waivers did your charter system use in each year?	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
364 ACADEMIC PROGRAM FLEXIBILITY									
365	Educational Programs: General programs, Early Intervention Program (EIP), Remedial Education, Alternative Education, and English Language Learners								
366	Organization of Schools; Middle School Programs; Schedule	No	No	No	Yes				
367	Competencies and Core Curriculum, Online Learning	Yes	Yes	Yes	Yes				
368	Promotion & Retention	Yes	Yes	Yes	Yes				
369	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	Yes	Yes	Yes	Yes				
370	Health & Physical Education Program except as prohibited by O.C.G.A. §20-2-82(e)	No	No	No	No				
371	School Attendance, Compulsory Attendance as it relates to the attendance protocol	Yes	Yes	Yes	Yes				
372 HUMAN RESOURCES FLEXIBILITY									
373	Class-size and Reporting requirements	Yes	Yes	Yes	Yes				
374	Personnel Required	Yes	Yes	Yes	Yes				
375	Employment, Conditions of Employment as it relates to Duty Free Lunch	No	No	No	No				
376	Salary Schedule Requirements	No	No	No	No				
377	Certification Requirements	No	No	Yes	Yes				
378	School Day and Year for Students and Employees	Yes	Yes	Yes	Yes				
379 FINANCIAL FLEXIBILITY									
380	Direct Classroom Expenditure Control	Yes	Yes	Yes	Yes				
381	Scheduling for Instruction/Program Enrollment & Appropriations (except to the extent it relates to funding)	Yes	Yes	Yes	Yes				
382	QBE Financing except to the extent it relates to funding	Yes	Yes	Yes	Yes				
383	Categorical Allotment requirements, Article 6 of Chapter 2 of Title 20	Yes	Yes	Yes	Yes				
384 OTHER WAIVERS USED									
385									
386									
387									
388									
389									
390									

You have reached the end of Tab 4: Waivers

423				
-----	--	--	--	--

424 OTHER USES OF CHARTER SYSTEM SUPPLEMENTAL FUNDING

425 Instructions: First enter all other uses of your charter system supplemental funds. Then, in the columns to the right, indicate whether each additional use is Fully, Mostly, Partially, or Not Yet implemented -- and if each use promoted school level governance and/or improved student achievement.

425	In the spaces below, list all other uses of your charter system supplemental funds. Enter one additional use per line.	Indicate in this column whether each additional use is Fully, Mostly, Partially, or Not Yet implemented	In this column, enter YES if the use will promote school level governance	In this column, enter YES if the use will promote improved student achievement
428	College and Career Academy Operation	Fully	Yes	Yes
429				
430				
431				
432				
433				
434				
435				
436				
437				
438				
439				
440				
441				
442				
443				
444				
445				

446 You have reached the end of Tab 5: Waivers.

447 Please proceed now to Tab 6: School List and provide the information requested there.

Coffee Co. Charter Systems - 2016 Annual Report

6. School List

INSTRUCTIONS FOR SCHOOL LIST

- The list of schools below are all school in your district, including those that are not a part of your charter system contract.
- Please add any missing schools, including those that were part of your district during your charter term but are no longer included.
- For each school on the list (including any schools you added), please place a "1" in all school-year columns in which the school was a part of your charter system.
- Please verify System ID and School ID

Line #

CHARTER SYSTEM SCHOOL INFORMATION : "1" = "Included in Charter System"

#	School Name	System ID	School ID	Charter Status 2012-2013	Charter Status 2013-2014	Charter Status 2014-2015	Charter Status 2015-2016	Charter Status 2016-2017	Charter Status 2017-2018	Charter Status 2018-2019	Charter Status 2019-2020	Charter Status 2020-2021	Charter Status 2021-2022	Charter Status 2022-2023	Charter Status 2023-2024	Charter Status 2024-2025
448	1	Indian Creek Elementary	634 100	1	1	1	1									
449	2	Ambrose Elementary School	634 102	1	1	1	1									
450	3	Coffee Middle School	634 108	1	1	1	1									
451	4	Satilla Elementary School	634 182	1	1	1	1									
452	5	Broxton-Mary Hayes Elementary	634 191	1	1	1	1									
453	6	Coffee County High School	634 195	1	1	1	1									
454	7	Eastside Elementary School	634 282	1	1	1	1									
455	8	Nicholls Elementary School	634 291	1	1	1	1									
456	9	George Washington Carver Freshman Campus	634 308	1	1	1	1									
457	10	West Green Elementary School	634 3052	1	1	1	1									
458	11	Westside Elementary School	634 5050	1	1	1	1									
459	12	Wiregrass Regional Career Academy	634 114	1	1	1	1									
460	13															
461	14															
462	15															
463	TOTAL # OF SCHOOLS IN CHARTER SYSTEM			0	12	12	12	12	0	0	0	0	0	0	0	0

ENROLLMENT		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
464	How many students did you / do you expect to have enrolled in your system		7647	7725	7673	Currently 7719								

THANK YOU!!

YOU HAVE NOW COMPLETED YOUR 2016 ANNUAL REPORT. PLEASE RETURN TO TAB 1 FOR SUBMISSION

2. CHARTER SYSTEM GOVERNANCE MATRIX

Directions: LSGTs must have 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. The second column of the matrix below describes the minimum amount of authority which must be granted to each LSGT in order to comply with the law. However, how that minimum authority is implemented is at the discretion of the district. Applicants should use the third column of the matrix below to describe the implementation of minimum authority in each category. The fourth column provides examples of additional authority which districts may choose to grant to LSGTs. Please use the fourth column to list any additional authority LSGTs will be granted. The fifth column should be used to describe the implementation of any additional authority.

School Level Governance Decision-Making Matrix

System Name: Coffee	Minimum LSGT Authority	How and When Minimum Authority will be Implemented	Additional LSGT Authority*	How and When Additional Authority will be Implemented
Personnel Decisions	LSGTs shall recommend the principal or school leader for selection by the BOE	Fully implemented	Examples include: Input on principal goals, feedback on principal performance, type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions, distribution methods for incentive funds	In FY18 Feedback on principal performance Attributes and qualifications for school administrators
Financial Decisions and Resource Allocation	LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs	In progress Full implementation planned for FY18	Examples include: School budget approval, budget priorities aligned with school improvement plan, use of charter system funds, vendors for school resources, fundraising budget	In progress Full implementation planned for FY18 for Budget priorities aligned with school imp plan Fundraising budget
Curriculum and Instruction	LSGTs shall have input into the selection of the curriculum and accompanying materials consistent with the district's Essential and Innovative Features as included in the charter contract	This part was not in our original charter contract. Will train this year (FY18) and implement FY19	Examples include: approval of instructional delivery innovations that would traditionally require a waiver, approval of instructional programs and materials consistent with innovations, graduation requirements, new course offerings, opportunities for student acceleration/remediation	In progress New course offerings
Establishing and monitoring the achievement of school improvement goals	LSGTs shall approve the school improvement plan and provide oversight of its implementation	Fully implemented	Examples include: LSGT members serving as members of the school improvement planning team, LSGT approval of any innovations that would traditionally require a waiver of state law	In progress As charter system. we have blanket waivers
School Operations	LSGTs shall have input into school operations that are consistent with school improvement and charter goals	Fully implemented	Examples include: approval of use of instructional time during school day, partners in education, co-curricular and extra-curricular activities, stakeholder surveys, parent involvement, communications strategies, school-level policies, volunteer support, field trips, fundraisers, student dress code, student discipline plan	In progress Partners in education Extra-curricular activities Parent involvement Volunteer support Fund raisers Student discipline plan

*The LBOE retains its constitutional authority

3. CCA PARTNERS ROLES & RESPONSIBILITIES

Georgia College and Career Academy Partners Roles and Responsibilities Chart

Standard 1: Governance and Leadership Operates under shared governance and leadership that support the Academy's performance contract, maintain liaison with business and industry partners, and fully utilize flexibility to support student performance and school effectiveness.	GCCA Certification Standards and Assurances	GCCA included within a charter system contract						
		GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
Ensure the GCCA has a written mission statement that is focused on workforce development and student success and represents stakeholder needs as defined in the Performance Contract.	S1-A1	✓	✓	✓	✓	✓	✓	✓
Comply with Performance Contract requirements, including tracking of annual performance goals, flexibility waiver utilization, governing board training (including any required LSGT training for GCCAs within a charter system), and (where applicable) fiscal management and administration, and credentials of the chief financial officer.	S1-A2	✓	✓	✓	✓	✓	✓	✓
Ensure the majority of the GCCA's governing board members represent business and industry. The career academy follows the protocol set for school governance	S1-A3	✓	✓	✓	✓	✓	✓	✓
Implement a consistent process to ensure that its activities avoid conflicts of interests	S1-A4	✓	✓	✓	✓	✓	✓	✓
Work in concert with applicable established school processes and procedures consistent with the Performance Contract.	S1-A5	✓	✓	✓	✓	✓	✓	✓
Adopt and change by-laws as needed to support the Performance Contract and to define processes required of the GCCA Board	S1-A6	✓	✓	✓	✓	✓	✓	✓
Participate in annual training and take responsibility for governance, position development, and visionary focus and may have fiduciary responsibilities.	S1-A7	✓	✓	✓	✓	✓	✓	✓
Support the autonomy of school leadership to carry out its responsibilities for meeting achievement and instructional goals without micro-managing	S1-A8	✓	✓	✓	✓	✓	✓	✓
Encourage a culture of collaborative learning with business partners, CTAE, core academics, and postsecondary institutions by creating expectations and opportunities for collaboration with and across disciplines	S1-A9	✓	✓	✓	✓	✓	✓	✓
Conduct on a regular basis an in-depth review of program expenditures to ensure effective use of resources and materials	S1-A10	✓	✓	✓	✓	✓	✓	✓
Collaborate with postsecondary institutions to ensure that students receive college credits	S1-A11	✓	✓	✓	✓	✓	✓	✓
Ensure the CEO has knowledge and training related to work force and economic development	S1-A12	✓	✓	✓	✓	✓	✓	✓
Ensure the GCCA Roles and Responsibilities Chart reflects any Memoranda of Understanding (MOU) and other agreements among the GCCA, district, the local technical college partner, and other higher education, business, and community partners -- and that all partners fully execute their roles and fulfill their responsibilities	S1-A13	✓	✓	✓	✓	✓	✓	✓

In the event that the parties disagree, the parties will pursue a resolution that considers that the district's BOE retains control and management over the GCCA while considering the spirit of the GCCA partnership. In the event that neither the GCCA governing board can resolve an issue, the final resolution will come from the District's BOE Chair and the resolution of the conflict will ensure that the mission of the GCCA is not compromised nor does it prevent any of the parties from operating according to legal obligations or the individual policies of any party	S1-A14	✓	✓	✓	✓	✓	✓	✓
Select, evaluate, retain, transfer, promote, demote, and/or terminate the CEO	S1-A15	✓	✓	✓	✓	✓	✓	✓
Select, evaluate, retain, transfer, promote, demote, and/or terminate principal, faculty and all other staff	S1-A16	✓	✓	✓	✓	✓	✓	✓
Utilize flexibility, including the teacher certification waiver where needed, to provide the best instructors possible	S1-A17	✓	✓	✓	✓	✓	✓	✓
Align budget priorities with the strategic integrated work force development operations plan, including personnel, curriculum, supply, equipment, maintenance, and operations costs	S1-A18	✓	✓	✓	✓	✓	✓	✓
Establish compensation model including salary ranges, bonus or performance-based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated)	S1-A19	✓	✓	✓	✓	✓	✓	✓
Personnel Decisions								
Ensure the CEO is fully supported in the ongoing efforts at work force development	S1-A20	✓	✓	✓	✓	✓	✓	✓
Evaluate the principal (LKES), teachers (TKES) and all other staff	S1-A21	✓	✓	✓	✓	✓	✓	✓
Manage day-to-day human resources	S1-A22	✓	✓	✓	✓	✓	✓	✓
Manage HR processing, including employment contracts and benefits administration	S1-A23	✓	✓	✓	✓	✓	✓	✓
Financial Decisions and Resource Allocation								
Adopt a budget to fund the implementation of the strategic integrated work force development operations plan	S1-A24	✓	✓	✓	✓	✓	✓	✓
Determine number and type of personnel positions budgeted, including qualifications, roles, and job descriptions	S1-A25	✓	✓	✓	✓	✓	✓	✓
Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds	S1-A26	✓	✓	✓	✓	✓	✓	✓
Establish financial policies and standard operating procedures	S1-A27	✓	✓	✓	✓	✓	✓	✓
Maintain a reserve fund	S1-A28	✓	✓	✓	✓	✓	✓	✓
Ensure sound fiscal management and monitor budget implementation	S1-A29	✓	✓	✓	✓	✓	✓	✓
Ensure GCCA receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent) and GCCA partners, including funds for payment of CEO; costs related to facility(y)(ies), equipment, and furnishings owned by the district for use by the GCCA, including for renovation, maintenance, equipment and furnishings; costs related to the internet connections and networking for the GCCA; and any other agreed upon continuing or one-time revenue	S1-A30	✓	✓	✓	✓	✓	✓	✓

Hold the CEO accountable for implementing the strategic integrated work force development operations plan on schedule and within budget	S1-A31	✓	✓	✓	✓	✓	✓	✓
Operational Decisions								
Provide input into school operations that is consistent with Strategic Integrated Work Force Development Operations Plan and performance contract goals, including adopting human resources policies, procedures, and handbooks	S1-A32	✓	✓	✓	✓	✓	✓	✓
Establish school partnerships for CCA growth	S1-A33	✓	✓	✓	✓	✓	✓	✓
Develop communications strategies, including stakeholder surveys, parent involvement, volunteer support	S1-A34	✓	✓	✓	✓	✓	✓	✓
Manage transportation decisions, including authority to contract for transportation service	S1-A35	✓	✓	✓	✓	✓	✓	✓
Manage the facility or facilities that are owned and operated by the school system for use of the GCCA	S1-A36	✓	✓	✓	✓	✓	✓	✓
Maximize the use of the facility among all Academy partners	S1-A37	✓	✓	✓	✓	✓	✓	✓
Standard 2: Strategic Planning and Sustainability - Maintains and communicates a purpose and direction that fully utilizes flexibility to support a commitment to high expectations for learning as well as shared values and beliefs about teaching and learning.	GCCA Certification Standards and Assurances	GCCA included within a charter system contract						
		GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
Adopt a strategic plan that addresses specific interim and long-term goals, regularly reviews progress against its goals, identifies strategies to improve its results, and holds itself accountable for implementing improvement strategies and determining impact.	S2-A1	✓	✓	✓	✓	✓	✓	✓
Provide pathway options that meet employment needs of the region and state and take into account students' interests	S2-A2	✓	✓	✓	✓	✓	✓	✓
Adopt policies, processes, and procedures to guide GCCA efforts to hire, place, and retain qualified professional and support staff	S2-A3	✓	✓	✓	✓	✓	✓	✓
Publicize programs addressing high priority career fields and encourage students to enroll in these programs	S2-A4	✓	✓	✓	✓	✓	✓	✓
Monitor comprehensive information about student learning and conditions that support learning.	S2-A5	✓	✓	✓	✓	✓	✓	✓
Regularly communicate student and school performance data to all stakeholders, including data on GCCA students vs. general population students	S2-A6	✓	✓	✓	✓	✓	✓	✓
Implement a process to receive input from students to increase institutional effectiveness	S2-A7	✓	✓	✓	✓	✓	✓	✓
Ensure the GCCA actively participates in the Georgia College and Career Academy Network (GCCAN)	S2-A8	✓	✓	✓	✓	✓	✓	✓
Create dual enrollment agreements and maximizes dual credit/articulated opportunities with post-secondary partners.	S2-A9	✓	✓	✓	✓	✓	✓	✓
Establish a process to ensure a high degree of collaboration between the GCCA governing board and the local board of education	S2-A10	✓	✓	✓	✓	✓	✓	✓
Adopt and implement a marketing plan that is inclusive in its recruitment and retention of all students	S2-A11	✓	✓	✓	✓	✓	✓	✓
		GCCA included within a charter system contract						

Standard 3: Teaching and Assessing for Learning - Ensure curriculum, instructional design, and assessment practices fully utilize flexibility to support and ensure teacher effectiveness and student learning	GCCA Certification Standards and Assurances	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
Establish and maintain a culture with innovative practices that ensures students are college and career ready with coursework aligned to these expectations	S3-A1	✓	✓	✓	✓	✓	✓	✓
Instruct and evaluate students on work ethics and employability skills through its programs of study, including application of academic knowledge and skills, problem solving, work behavior, critical thinking, teamwork, communications, creativity and innovation, and awareness of the global marketplace	S3-A2	✓	✓	✓	✓	✓	✓	✓
Use data that goes beyond standardized test scores to identify student learning needs	S3-A3	✓	✓	✓	✓	✓	✓	✓
Encourage student participation in career and technical student organizations (CTSOs) and other professional organizations	S3-A4	✓	✓	✓	✓	✓	✓	✓
Ensure the GCCA has evidence of its strong commitment to instructional practices that includes active student engagement, a focus on depth of understanding, and the application of knowledge and skills	S3-A5	✓	✓	✓	✓	✓	✓	✓
Establish shared accountability for student learning between the school and all stakeholders	S3-A6	✓	✓	✓	✓	✓	✓	✓
Collaborate with stakeholders to improve teaching and learning	S3-A7	✓	✓	✓	✓	✓	✓	✓
Ensure all professional growth opportunities are targeted to specific instructor needs	S3-A8	✓	✓	✓	✓	✓	✓	✓
Ensure high quality and rigorous course descriptions and course syllabi, aligned with TCSG and Career Pathways standards where applicable and with industry standards in all cases	S3-A9	✓	✓	✓	✓	✓	✓	✓
Ensures access to support to address the physical, social, financial and emotional needs of students in the school	S3-A10	✓	✓	✓	✓	✓	✓	✓
Implement a process to provide career development planning for students	S3-A11	✓	✓	✓	✓	✓	✓	✓
Ensure close coordination with students' home high schools, and with technical colleges to address other student needs such as counseling, assessment, referral, and educational planning	S3-A12	✓	✓	✓	✓	✓	✓	✓
Adopt and implement a plan to increase student enrollment and success in courses that offer dual and concurrent enrollment credits	S3-A13	✓	✓	✓	✓	✓	✓	✓
Ensure all requirements for delivery of services for English Learner (EL), special education (SPED), gifted, and remedial programs are met	S3-A14	✓	✓	✓	✓	✓	✓	✓
Establish curriculum and activities that promote the success of students in the work force, including soft skills and employability skills	S3-A15	✓	✓	✓	✓	✓	✓	✓
Establish assessments to determine the success of the work force development provided by the Academy	S3-A16	✓	✓	✓	✓	✓	✓	✓
Establish methods for monitoring the implementation with fidelity of the work force development curriculum and activities	S3-A17	✓	✓	✓	✓	✓	✓	✓

Select instructional delivery models, including Work Based Learning and online learning platforms (e.g., Georgia Virtual School)	S3-A18	✓	✓	✓	✓	✓	✓	✓
Create and maintain a school culture that mirrors the culture of the work force in the community	S3-A19	✓	✓	✓	✓	✓	✓	✓
Establish schools climate goals and manage plan to ensure goals are met	S3-A20	✓	✓	✓	✓	✓	✓	✓
Standard 4: Economic and Work Force Development - Develop Career Pathways, Dual Enrollment, and Post-Secondary Certifications which fully utilize flexibility to support an alignment to the economic and work force needs of the community and are driven and evaluated by its business partners.	GCCA Certification Standards and Assurances	GCCA included within a charter system contract						
		GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
Involve community stakeholders in development of the GCCA. (The development of the GCCA is an on-going process.)	S4-A1	✓	✓	✓	✓	✓	✓	✓
Actively solicit community and stakeholder input	S4-A2	✓	✓	✓	✓	✓	✓	✓
Ensure stakeholders provide fund-raising support or donated equipment and in-kind services to the GCCA	S4-A3	✓	✓	✓	✓	✓	✓	✓
Promote work-based learning activities and uses data to continuously improve the program	S4-A4	✓	✓	✓	✓	✓	✓	✓
Collaborate with employers to develop work-based learning opportunities for students and GCCA faculty and staff	S4-A5	✓	✓	✓	✓	✓	✓	✓
Utilize data collected from business partners to assure appropriate technical, work ethic, and employability skills are embedded in the curriculum	S4-A6	✓	✓	✓	✓	✓	✓	✓
Participate in economic development of the region and state to assure that a trained workforce is available	S4-A7	✓	✓	✓	✓	✓	✓	✓
The GCCA actively participates in economic development of the region and state to assure that a trained workforce is available	S4-A8	✓	✓	✓	✓	✓	✓	✓
Ensure the GCCA attracts and welcomes visitors as a function of its role in economic development	S4-A9	✓	✓	✓	✓	✓	✓	✓
Ensure the GCCA governing board and management collaborate to develop career pathways, dual enrollment, and postsecondary certifications which fully utilize flexibility to support an alignment to the economic and workforce needs of the community and are driven and evaluated by its business	S4-A10	✓	✓	✓	✓	✓	✓	✓
Ensures that an industry presence is reflected throughout in all aspects of the GCCA	S4-A11	✓	✓	✓	✓	✓	✓	✓
Select technology, instructional materials, and other resources aligned with community workforce development needs	S4-A12	✓	✓	✓	✓	✓	✓	✓
Ensure staff remains current in its ability to meet work force development needs through high quality professional development and externships	S4-A13	✓	✓	✓	✓	✓	✓	✓

<p>Recommend/Select curricula aligned to the Pathways , Dual Enrollment, and Post-Secondary Certifications, including any changes in curriculum as needed to Improve student achievement, with the assistance of the school system to define community work force needs precisely, including connecting the GCCA with local businesses and assisting in the collection and analysis of jobs-related information that can be used in developing and/or refining the curriculum</p>	<p>S4-A14</p>	✓	✓	✓	✓	✓	✓	✓
<p>Create and adopt a strategic integrated work force development operations plan (including performance goals and measures, and milestones and timelines) that will yield a high quality GCCA that manifests the vision and achieves the mission of the school, including a focus on preparing students to meet work force needs while integrating academics and advanced career/technical education programs in the school system</p>	<p>S4-A15</p>	✓	✓	✓	✓	✓	✓	✓
<p>Ensure Pathways are aligned with dual enrollment and postsecondary options through post-secondary partners</p>	<p>S4-A16</p>	✓	✓	✓	✓	✓	✓	✓

Standard 5: Performance Contract The GCCA fully utilizes flexibility provided by a performance contract and can meet annual state academic accountability goals by fulfilling state and federal accountability requirements. Specifically, GCCAs must meet applicable state performance targets. Likewise, GCCAs must fully utilize flexibility to support meet innovations, fiscal, and governing board requirements established in its performance contract.

GCCA Certification Standards and Assurances	GCCA included within a charter system contract						
	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
Meets its State Performance Goals, including:							
· Increase in the percentage of students earning college credits via dual enrollment by X% by the end of its contract term.	✓	✓	✓	✓	✓	✓	✓
· Increase in the number of students in work-based learning programs by X% during each year of its contract term.	✓	✓	✓	✓	✓	✓	✓
· Graduation rate exceeds that of the district and/or state by X% during each year of its contract term after a baseline is established in Year 1 of the performance							
· Increase in the percentage of students who earn technical certificates by X% by the end of the contract term after a baseline is established in Year 1 of the performance contract.	✓	✓	✓	✓	✓	✓	✓
· Increase in the percentage of students who are employed in a job directly related to technical certificates received or enrolled in post-secondary education within six months of graduation from high school by X% by the end of the contract term after a baseline is established in Year 1 of the performance contract	✓	✓	✓	✓	✓	✓	✓
Ensure the GCCA implements the innovations outlined in its performance contract.	✓	✓	✓	✓	✓	✓	✓
Ensure the GCCA maintains its fiscal integrity, as applicable, including:							
· Working Capital Ratio (current assets divided by current liabilities) is at least 1.0	✓	✓	✓	✓	✓	✓	✓
· Covers short term financial obligations	✓	✓	✓	✓	✓	✓	✓
· Unrestricted cash days: unrestricted cash/ (total expenses/365) is at least 45 days and one-year trend is positive	✓	✓	✓	✓	✓	✓	✓
· Maintains adequate cash on hand	✓	✓	✓	✓	✓	✓	✓
· Enrollment variance: (actual FTE- projected FTE)/ projected FTE is no more than 8%	✓	✓	✓	✓	✓	✓	✓
· Adequately predicts FTE to allow budgeting	✓	✓	✓	✓	✓	✓	✓
· Does not default on its loans	✓	✓	✓	✓	✓	✓	✓
· Efficiency Margin (Change in net assets/ total revenue) is above 0.0	✓	✓	✓	✓	✓	✓	✓
· Debt to Asset Ratio: (Total liabilities/ total assets) is below 95%	✓	✓	✓	✓	✓	✓	✓
· Presents no evidence of fraud	✓	✓	✓	✓	✓	✓	✓
· Submits annual audit report on time, conducted by a third party, and in accordance with GAGAS	✓	✓	✓	✓	✓	✓	✓
· Ensure the school meets all financial reporting guidelines including those related to grants	✓	✓	✓	✓	✓	✓	✓
Ensure the GCCA implements governing board autonomy with integrity, which includes:	✓	✓	✓	✓	✓	✓	✓
· Makes decisions at the school governing board level as indicated in the GCCA Partners Roles and Responsibilities Chart	✓	✓	✓	✓	✓	✓	✓

<ul style="list-style-type: none"> Utilizes the autonomy of the governing board as it is guaranteed by law regarding personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals and school operations. 	S5-A4	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Governing board follows governance best practices, which are also incorporated into the school's written 		✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Complies with Governing Board Training 		✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Adhere to Open and Public Meetings and Records laws 		✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Ensure Governing Board Members and employees sign and comply with conflict of interest policies 		✓	✓	✓	✓	✓	✓	✓
Provide input into school operations that are consistent with its Strategic Workforce Development Operations plan and performance contract goals, including establishing human resources policies, procedures, and handbooks.	S5-A5	✓	✓	✓	✓	✓	✓	✓
Meets Beating the Odds and CCRPI accountability goals as applicable.	S5-A6							
Manage day-to-day human resources including HR processing, employment contracts, and benefits.	S5-A7	✓	✓	✓	✓	✓	✓	✓
Manage transportation decisions, including authority to contract for transportation service.	S5-A8	✓	✓	✓	✓	✓	✓	✓
Manages the facility or facilities that are owned and operated by the school system for use of the GCCA.	S5-A9	✓	✓	✓	✓	✓	✓	✓
Maximizes the use of the facility among all Academy partners.	S5-A10	✓	✓	✓	✓	✓	✓	✓
Establishes and maintains a school culture that mirrors the culture of the workforce in the community.	S5-A11	✓	✓	✓	✓	✓	✓	✓
Establishes school climate goals and ensures these goals are met.	S5-12	✓	✓	✓	✓	✓	✓	✓

4. CHARTER SYSTEM CONTRACT

CHARTER FOR COFFEE COUNTY SCHOOLS

This Charter for Coffee County Schools (“Charter”) is entered into by the Coffee County Board of Education (“Local Board”) and the State Board of Education (“State Board”) (collectively referred to as “the parties”).

WHEREAS, the Local Board approved the petition proposing to establish a charter system pursuant to O.C.G.A. § 20-2-2060 et seq., the Charter Schools Act of 1998 (“Charter Schools Act”);

WHEREAS, the State Board finds that the petition complies with the provisions of the Charter Schools Act, and the rules, regulations, policies and procedures promulgated in accordance with O.C.G.A. § 20-2-2063 and further finds that the petition is in the public interest and promotes school level governance; and,

WHEREAS, pursuant to O.C.G.A. § 20-2-2063.2, the State Board grants this Charter to permit the Local Board to establish a charter system as defined in O.C.G.A. § 20-2-2062 (“Charter System”) in accordance with the terms and conditions of this Charter.

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Definitions. The terms below will be interpreted in accordance with the following definitions, unless and until federal or state law, or the state accountability system, is amended otherwise:
 - a. Elementary and Secondary Education Act as Amended (ESEA as Amended): The federal education statute, originally passed by the U.S. Congress in 1965, that defines the role of the federal government in public education and authorizes many of the major federal education programs, including Title I. This Act was reauthorized by Congress in 2015 as the Every Student Succeeds Act (ESSA).
 - b. College and Career Academy: A specialized school established as a charter school or pursuant to a contract for a strategic waivers school system or charter system, which formalizes a partnership that demonstrates a collaboration between business, industry, and community stakeholders to advance work force development between one or more local boards of education, a private individual, a private organization, or a state or local public entity in cooperation with one or more postsecondary institutions.
 - c. College and Career Ready Performance Index (CCRPI): A comprehensive school

improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.

- d. Georgia Department of Education (GaDOE or Department): The Georgia Department of Education is the state agency charged with the fiscal and administrative management of certain aspects of K – 12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.
 - e. Local Educational Agency (LEA): A Local Educational Agency is a local system pursuant to local board of education control and management.
 - f. State Board of Education (SBOE or State Board): The State Board of Education is the constitutional authority which defines education policy for public K – 12 education agencies in Georgia.
 - g. State Performance Target: The state performance target is set using all students with the goal of decreasing the percentage of students who are not proficient.
2. Charter Term. The State Board grants this Charter to the Local Board to operate a Charter System for a 5-year term beginning on July 1, 2018 and expiring on June 30, 2023.
 3. Responsibility. The Local Board shall ultimately be responsible for all duties to be performed by the Charter System and the schools within the Charter System under this Charter.
 4. Charter System Schools.
 - a. Except as expressly indicated herein, all schools with a CCRPI designation, including new schools opening during the term of this charter, within the approved Charter System shall be Charter System Schools.
 - b. The Charter System shall notify the Department of any new Charter System Schools prior to obtaining a School Code.
 - c. Locally-approved start-up charter schools, conversion charter schools with separate charters and schools with admissions criteria, including but not limited to alternative education centers and magnet schools, shall be excluded from the Charter System.
 - d. The following schools are not part of the Charter System: N/A.

e. Any College and Career Academy (“CCA”) opened by or any existing CCA included in the Charter System under the terms of this Charter must meet the definition of a College and Career Academy as defined in Section 1 above, the Charter System must notify the Department’s District Flexibility and Charter Schools Division and the Technical College System of Georgia of the opening, and the College and Career Academy must meet the following requirements related to College and Career Academies:

1. Provide proof that the CCA governing board will continue to serve as the Local School Governance Team (LSGT) for the CCA;
2. If an existing CCA is included in the Charter System, then the current CCA’s governing board would continue as the governing board of the College and Career Academy, using its current by-laws for operation and procedures for electing members;
3. Provide a signed Georgia College and Career Academy Partners Roles and Responsibilities Chart and, if preferred, an optional Memorandum of Understanding (MOU) between the College and Career Academy governing board, the charter system, and the CCA’s higher education and business partners, that provides the following:
 - Description of the CCA’s independence;
 - Description of the amount of funding the CCA will receive from the District;
 - Acknowledgement that the CCA Governing Board shall, in partnership with the District, exercise substantive control over and decision-making authority regarding personnel decisions, financial decisions, curriculum and instruction resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations; and
 - Description of any services and supports to be provided to the CCA by the local district.
4. The district’s charter system contract shall include the College and Career Academy as an Essential or Innovative Feature.

5. Mission Statement. Destination Graduation for College, Career, and Life

3. 6. Essential or Innovative Features. The Charter System shall implement, but is not limited to, the following innovations:

- Comprehensive literacy initiative (Birth to 12th)
- Career awareness for all elementary and middle schools
- Increased college readiness for high school students
- Viable employee recruitment and retention program
- Wiregrass Regional College and Career Academy

7. Maximum Flexibility Allowed by Law. In exchange for the Charter System's agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 9 below, the State Board shall grant the maximum flexibility allowed by law to the Charter System. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter System shall be entitled to the maximum flexibility allowed by state law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by the Local Board, State Board or the Georgia Department of Education ("Department"). Notwithstanding this maximum flexibility, the Charter System and each Charter System School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 18 below, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.

8. Accreditation. The district's accreditation pursuant to O.C.G.A. Section 20-3-519(6.1)(A) shall be maintained for the duration of the charter term.

9. Performance-Based Goals and Measurable Objectives. In exchange for the flexibility granted in Section 7 above, the Charter System agrees to meet or exceed the performance-based goals and measurable objectives that are designed to result in improvement of student achievement as set forth in Appendix A attached to this Charter.
10. Organizational Goals and Measurable Objectives. In exchange for the flexibility granted in Section 7 above, the Charter System agrees to meet or exceed the organizational goals and measurable objectives that are designed to result in improvement of organizational efficiency and school-level governance as set forth in Appendix A attached to this Charter.
11. Assessment and Accountability. Notwithstanding Sections 7 and 9 above, each Charter System School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-49, O.C.G.A. § 20-2-73, and the use of Teacher and Leader Effectiveness Systems, including Student Learning Objectives. The Charter System Schools are also subject to all federal accountability requirements under the Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.
12. Annual Report. The Charter System shall submit an annual report by November 1 of each year to the Georgia Department of Education that complies with all requirements set forth in O.C.G.A. § 20-2-2067.1(c), including but not limited to an indication of the Charter System's progress towards the goals and objectives stated in Section 9 above and all state-mandated assessment and accountability scores from the previous year.
13. Open Enrollment and Admissions. The Charter System shall enroll students in its Charter System Schools per the terms of this Charter and in accordance with State Board rules. Each Charter System School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. § 20-2-2066. Enrollment shall be open to any student in accordance with the following criteria:
 - a. Attendance Zone. Enrollment shall be open to any student who resides within the attendance zone for the Coffee County School System. The attendance zone for each Charter System School shall be determined by the Coffee County School System.
 - b. Admissions. Charter System Schools may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including but not limited to, requests for letters of recommendation, essays, resumes, or information regarding a student's school or community activities, grades, test scores, attendance record, or disciplinary history. Charter System Schools may use applications for the

purpose of verifying students' residence within the Charter System School's attendance zone. Charter System Schools may gather supplemental information from students after enrollment is determined.

- c. Random Lottery. If the number of timely applicants who reside in the attendance zone does not exceed the capacity of the Charter System School, the Charter System School shall allow students from outside the attendance zone an equal opportunity to enroll through the use of a random lottery process. Charter System Schools shall not conduct more than one lottery per grade per admissions cycle.
14. Withdrawal Without Penalty. The Charter System and each Charter System School shall comply with the provisions of O.C.G.A. § 20-2-2066(d).
 15. State and Federally Mandated Educational Services.
 - a. Students with Disabilities. The Charter System and each Charter System School shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. Special education teachers must have a bachelor's degree and must either be certified in special education or hold a special education license in Georgia.
 - b. English Language Learners. The Charter System and each Charter System School shall comply with all applicable state and federal laws and regulations relating to the provision of educational services to English Language Learners.
 - c. Supplemental Education. The Charter System and each Charter System School shall provide supplemental education services in required cases pursuant to State Board of Education Rule 160-4-5-.03 and Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.
 - d. Remediation. The Charter System and each Charter System School shall provide remediation in required cases pursuant to State Board of Education Rule 160-4-5-.01 and Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.
 16. Governance Structure.
 - a. Governing Body. Each Charter System School shall utilize a Governing Council as its governing body, which shall operate with the intent and purpose of maximizing

school-level decision making. The Governing Councils shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. For the purposes of the Appendix attached to this charter, the Governing Councils shall be designated as the School Governance Teams (SGTs).

- b. School-Level Governance. The Governing Councils shall maximize school-level governance, which is defined as 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.
- c. Control and Management by Local Board. The Governing Council at each Charter System School shall be subject to the control and management of the Local Board.
- d. Function. It shall be the function of the Governing Councils to maximize school-level governance, uphold the Charter System's mission and vision, set policy for each Charter System School, ensure effective organizational planning, and ensure that Performance-based Goals and Measurable Objectives set forth in Sections 9 and 10 are met.
- e. Decision-Making Authority. The decision-making authority of the principal of each Charter System School, the School Governing Council of each Charter System School, and the Local Board in personnel decisions, including hiring school principals and teachers; financial decisions; curriculum and instruction; resource allocation; establishing and monitoring the achievement of school improvement goals; and school operations shall be implemented.
- f. Annual Training. The Local Board shall adopt an annual training program that includes, at a minimum, an explanation of charter system culture and expectations. All Local Board members, all Governing Council members, the Superintendent, key Local District staff, and principals of Charter System Schools shall be trained.
- g. Public Meetings. The Governing Councils are subject to and shall comply with the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.*, and any subsequent amendment thereof. The Governing Councils shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of each Charter System School.
- h. Public Records. The Governing Councils are subject to and shall comply with the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.*, and any subsequent amendment thereof. The Governing Councils shall maintain their adopted policies,

budgets, meeting agendas and minutes and shall make such documents available for public inspection.

- i. Conflicts of Interest. The Charter System shall establish a formal policy to prevent and disclose conflicts of interest. Members of the Governing Councils and Charter System School employees shall abide by such conflicts of interest policy.
- j. Public Status. The Local Board assures that each Charter System School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. The Local Board further assures that the Charter System Schools shall not be home based.
- k. Governance Council Compensation. The Charter System shall not compensate Governance Council members in excess of reasonable expenses incurred in connection with actual attendance at council meetings or with performance of duties associated therewith.

17. Fiscal Control.

- a. Annual Audit. The Charter System shall be subject to an independent annual financial audit conducted by the Georgia Department of Audits and Accounts or an independent CPA licensed in Georgia as required by law.
- b. Federal Monitoring Requirements. Each Charter System School shall comply with all federal monitoring requirements related to the receipt of federal funds.
- c. Charter School Program Grant Funds Eligibility. In the event the Charter System seeks grant funds under the federal Charter School Program, the Charter System must satisfy all federal eligibility requirements as a prerequisite to applying for and receiving such funds.
- d. Insurance. Prior to opening, the Charter System shall secure adequate insurance coverage, and the Charter System shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia. Prior to execution of this Charter, the Charter System shall secure adequate insurance coverage and the Charter System shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia.
- e. Responsibility for Debts. The Charter System is solely responsible for all debts incurred by the Charter System and its governing body. Except as agreed hereto, the

State Board shall not be contractually bound to the Charter System or to any third party with whom the Charter System has a contract or from whom the Charter System has purchased goods or services.

18. Compliance with Other Laws, Rules, and Regulations. The Charter System and each Charter System School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia and all applicable federal, state and local laws that may not be waived pursuant to O.C.G.A. § 20-2-2065, including the following, which are listed by way of example and not by way of limitation.

- a. Civil Rights, Insurance, Health and Safety and Conflicting Interests. The Charter System and each Charter System School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.
- b. Asbestos Remediation. The Charter System and each Charter System School shall comply with the terms of any applicable asbestos remediation plan.
- c. Unlawful Conduct. The Charter System and each Charter System School shall be subject to all laws relating to unlawful conduct in or near a public school.
- d. Student Conduct and Discipline. The Charter System and each Charter System School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.
- e. State Board Rules. The Charter System and each Charter System School shall operate in accordance with all State Board Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 7 above.
- f. Prohibition on Discrimination. The Charter System and each Charter System School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, academic ability, the need for special educational services or any other characteristic protected by local, state or federal law.
- g. Reporting Requirements. The Charter System and each Charter System School shall be subject to all reporting requirements of O.C.G.A. §§ 20-2-160, 20-2-161(e), 20-2-

320 and 20-2-740.

- h. Tuition. The Charter System and each Charter System School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.
 - i. Brief Period of Quiet Reflection. The Charter System and each Charter System School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.
 - j. Individual Graduation Plans. The Charter System and each Charter System School shall comply with O.C.G.A. § 20-2-327 related to Individual Graduation Plans.
 - k. Family Educational Rights and Privacy Act. The Charter System and each Charter System School are subject to all provisions of the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event a Charter System School closes, it shall transmit all official student records in the manner prescribed by the State Board.
 - l. QBE Formula Earnings. The Charter System acknowledges that criteria used to calculate Quality Basic Education (QBE) funding may not be waived.
 - m. Funding. The Charter System acknowledges that, although becoming a Charter System provides a district maximum flexibility, waivers cannot be used to generate additional funding.
19. Compliance with Rules, Practices, Policies, and Procedures of the Department. The Charter System shall operate in accordance with the rules, practices, policies, and procedures established by the Department under the authority granted by O.C.G.A. § 20-2-2063 *et seq.*
20. Employment Matters. Employees at each Charter System School shall not be considered employees of the State Board or Department.
- a. Background Checks. Each Charter System School shall adopt background check procedures and shall ensure that all prospective staff members undergo a fingerprinting and background check prior to beginning employment at the Charter System School.
 - b. Teachers Retirement System. All teachers at each Charter System School shall be members of the Georgia Teachers Retirement System (TRS) and subject to its requirements unless otherwise provided by law.

21. Record Inspection. Subject to state and federal laws, the Local Board, the State Board, its agents, and the state auditor's office shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student at each Charter System School.

22. Facilities.

a. Should the Charter System choose to participate in capital outlay pursuant to O.C.G.A. §§ 20-2-260 through 20-2-262, the Charter System shall meet with all applicable Law, Rules, and Regulations.

a. Should the Charter System choose to not participate in capital outlay pursuant to O.C.G.A. §§ 20-2-260 through 20-2-262, the Charter System shall meet the following requirements:

i. Approval of Site and/or Facility. The Charter System shall obtain proper approval for all sites and/or facilities prior to committing to any certificate of lease or ownership, prior to commencing any construction and prior to student occupation. The Charter System shall contact the Georgia Department of Education's Facilities Services Division regarding the following:

1. Site Approval. No less than nine (9) months prior to proposed occupation, the Charter System shall contact the Facilities Services Division and obtain site approval. Once site approval has been granted, the Charter System will be issued a site code. The Charter System shall not commit to any certificate of lease or ownership, allow any construction to commence, nor allow student occupation prior to site approval.

2. Architectural Review. The Charter System shall submit and have approved by the Facilities Services Division all architectural plans for any facility that will house the Charter System during the charter term. The Charter System shall not commit to any certificate of lease or ownership, allow any construction to commence nor allow student occupation prior to architectural review.

3. School Code Approval. After securing both site approval and architectural review approval a school code shall be obtained. The Charter System shall properly obtain a school code prior to occupancy of the site and/or facility.

ii. Prior to the beginning of the charter term, the Charter System shall obtain

documentation from the Facilities Services Unit that the Department is in possession of the following documents for each Charter System School:

1. Documentation of Ownership or Lease Agreement. The Charter System shall obtain documentation of ownership or the lease agreement for each Charter System School.
 2. Certificate of Occupancy. The Charter System shall obtain a Certificate of Occupancy for each Charter System School.
 3. Emergency Safety Plan. The Charter System shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185, which plan shall be submitted to the Georgia Emergency Management Agency for each Charter System School.
- c. The Charter System further agrees that the list of requirements with regard to Facilities contained herein may not be exhaustive to the extent that they impact student health and safety and therefore the Charter System should approach the Facilities Services Unit prior to committing to any certificate of lease or ownership, allowing any construction to commence or allowing student occupation of a facility.
23. Grant Programs. To the extent that the Charter System wishes to participate in a state or federal grant program, the Charter System hereby acknowledges that the requirements of the grant program may not be waivable.
 24. Transportation. The Charter System and each Charter System School shall comply with all applicable laws governing transportation of students.
 25. Food Services. The Charter System and each Charter System School shall comply with all applicable laws governing food service for students.
 26. Agreements with Local Board. This Charter shall not preclude any Charter System School from entering into an agreement with the Local Board, provided no such agreement supersedes, overrides or conflicts with any provision of this Charter.
 27. Termination of Charter.
 - a. Termination Procedures. The parties acknowledge and agree that this Charter may be terminated following the procedures set forth in O.C.G.A. § 20-2-2068 and the accompanying State Board Rule.

- b. Requests for Termination. The termination of this Charter may be requested by any School Governing Council following the procedures set forth in O.C.G.A. § 20-2-2068 (b) and the accompanying State Board Rule.
- c. Termination Grounds. In accordance with Sections 27(a) and (b), the State Board may terminate this Charter based on any of the following grounds:
 - i. The Charter System's failure to comply with any recommendation or direction of the State Board with respect to O.C.G.A. § 20-14-41;
 - ii. The Charter System's failure to adhere to any material term of this Charter, including but not limited to the performance goals set forth in Section 9 above;
 - iii. The Charter System's failure to meet generally accepted standards of fiscal management;
 - iv. The Charter System's violation of applicable federal, state, or local laws, or court orders;
 - v. The Charter System's failure to comply with any provision of O.C.G.A. § 20-2-2065;
 - vi. The existence of conditions that place the health, safety or welfare of students or staff of the Charter System in danger; or
 - vii. Other sufficient grounds the State Board finds appropriate to terminate the Charter as a result of evidence presented at the hearing on a request for termination.

28. Suspension.

- a. Pre-Opening Suspension. In the event the Charter System fails to comply with any provision set forth in this Charter that requires compliance prior to the opening of any Charter System School, the conversion to a Charter System may be suspended until a time after all requirements have been fulfilled by the Charter System and as determined by the Department. Suspension shall not result in an extension of the Charter term set forth above in Section 2.

- b. Emergency Suspension. In the event of an emergency, as solely determined by the State Board, the State Board, through a regular or special-called meeting, may suspend the operations of the Charter System until a termination hearing can be conducted, as set forth in O.C.G.A. § 20-2-2068 and the accompanying State Board Rule.

29. Renewal, Non-Renewal and Probationary Status.

- a. Renewal. The Charter may be renewed by agreement of the parties following the procedures set forth in the Charter Schools Act and accompanying State Board Rule.
- b. Non-Renewal. Any grounds for termination stated in Section 27(c) above may also be grounds for non-renewal. In addition, the State Board may elect not to renew the Charter if the petition for renewal does not comply with the Charter Schools Act and the rules, regulations, policies and procedures promulgated in accordance with the Charter Schools Act or if the State Board deems that the Charter System or a Charter System School has not sufficiently increased student achievement or is no longer in the public interest.
- c. Probationary Term. In the event the State Board determines that the Charter System has failed to comply with any provision of this Charter, the State Board may elect to grant a renewal for a probationary term, within which term the Charter School must come into compliance satisfactory to the Department.

30. Interventions and Sanctions. In accordance with O.C.G.A. § 20-14-41 and O.C.G.A. § 20-14-45 through § 20-14-49, the State Board shall impose one or more of the following interventions or sanctions for the Charter System and Charter System Schools that receive an unacceptable rating on student achievement, achievement gap closure, student progress, or any combination thereof:

- a. Issue public notice of the deficiency to the Local Board;
- b. Order a hearing to be conducted at the Charter System School by the Local Board with the participation of the Governing Council for the purpose of notifying the public of the unacceptable performance, the improvements in performance expected by the Governor's Office of Student Achievement, and the interventions that may be imposed under the Code sections if the performance does not improve within a designated period of time, and for the purpose of soliciting public comment on the initial steps being taken to improve performance;
- c. Order the preparation of an intensive school improvement plan that addresses each academic excellence indicator for which the Charter System School's performance is unacceptable, the submission of the plan to the State Board for approval, and

- implementation of the plan;
- d. Appoint a third-party specialist to conduct a comprehensive on-site evaluation of each low-performing Charter System School and, in cooperation with a turnaround coach and a regional educational service agency, recommend appropriate actions and assist in the development and monitor the implementation of an intensive school improvement plan focused on student achievement;
 - e. Conduct individual assessments of students identified as low-performing and provide them with various services and supports as needed, and screen all students to diagnose factors for low performance;
 - f. Create local collaborations to identify state and community resources that are available or that could be built upon, reallocated, or repurposed to address personal and community conditions impacting a Charter System School's performance;
 - g. Appoint a school master or management team to oversee and direct the duties of the principal of a Charter System School that has received an unacceptable rating for two consecutive years or more;
 - h. For a Charter System School that has received an unacceptable rating for three consecutive years or more after implementing an intensive school improvement plan and upon consultation with the Local Board (after an opportunity for a hearing):
 - i. Remove school personnel;
 - ii. Allow for the implementation of a state charter school or a special school, as defined in O.C.G.A. § 20-2-2062;
 - iii. Mandate the complete reconstitution of the school;
 - iv. Mandate that parents have the option to relocate their students to another public school chosen by the parents within the district;
 - v. Mandate the operation of the school by a private nonprofit third-party operator selected and contracted by the Local Board;
 - vi. Mandate the operation of the school by a successful school system and pursuant to funding criteria established by the State Board;
 - vii. Continue the implementation of the school's intensive student achievement improvement plan; or
 - viii. Mandate a complete restructuring of the school's governance arrangement and internal organization; or
 - ix. Any other interventions or requirements deemed appropriate for the school by the Chief Turnaround Officer and the State Board; or
 - i. For a Charter System School that has received an unacceptable rating for two consecutive years or more, upon consultation with the Local Board, in accordance with State Board rules, and in addition to any other interventions imposed, the State Board shall mandate public school choice, specified maximum class sizes, and site-based expenditure controls.

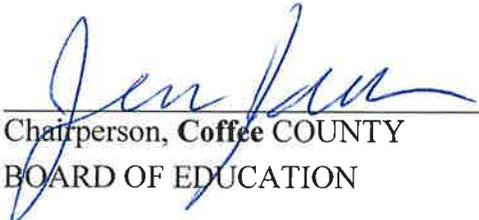
31. Temporary Extension. At the discretion of the Department and the local Superintendent, a Charter System may be extended for a grace period not exceeding sixty (60) days.
32. Amendments to Charter. Any material term of this Charter, to be determined by the Department, may be amended in writing upon the approval of the Local Board and the State Board. Any proposed amendment shall be made in accordance with O.C.G.A. § 20-2-2067.1 and the accompanying State Board Rule.
33. Administrative Clarifications. Any request for a clarification to a non-material term of this Charter, to be determined by the Department, shall be submitted in writing to the Department for review. Any non-material term of this Charter may be clarified upon written approval of the Department.
34. Non-Agency. Nothing in the Charter shall be construed as creating or constituting the relationship of a partnership, joint venture, (or other association of any kind or agent and principal relationship) between the parties thereto. No party to the Charter has the authority to enter into any contract or create an obligation or liability on behalf of, in the name of, or binding upon another party to the Charter.
35. Delegation. The parties agree and acknowledge that the functions and powers of each party may be exercised only by each party and may not be delegated to a third party without written agreement by the Local Board and the State Board.
36. Application of Amended Law. This Charter is subject to applicable state and federal laws and shall be deemed amended to reflect applicable changes to those laws upon the effective date of any such change.
37. Non-Waiver. No waiver of any breach of this Charter shall be held as a waiver of any other or subsequent breach.
38. Severability. If any provision of the Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.
39. Governing Law and Venue. This Charter shall be governed by, subject to, and construed under the laws of the State of Georgia. This Charter shall be interpreted in accordance with O.C.G.A. § 20-2-2060 *et seq.*, as amended within the term of this Charter. Any action brought by one party to this Charter against another party shall be brought in the Superior Court of Fulton.
40. Contradicting or Conflicting Provisions. If any provision of the Charter is determined to contradict or conflict with any other provision of the Charter, the contradiction or conflict shall

be resolved in favor of the broad flexibility guaranteed pursuant to O.C.G.A. § 20-2-2065 *et seq.*

41. Entire Agreement. This Charter sets forth the entire agreement between the Local Board and the State Board with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations, understandings, and undertakings between the Local Board and the State Board are superseded by this Charter. The petition submitted to and approved by the Local Board serves only as the formal application for a Charter System and does not constitute a contract between the State Board and the Local Board. This Charter supersedes any conflicting provision contained in the petition.

Chairperson, STATE BOARD OF EDUCATION

(Date)



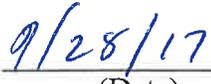
Chairperson, **Coffee** COUNTY
BOARD OF EDUCATION



(Date)



Superintendent, Coffee COUNTY SCHOOLS



(Date)

Appendices to Charter for Coffee County Schools

Appendix A

The State Board shall hold the Charter System accountable for the full performance of each of the academic goals listed below.

Goal 1: During each year of its first five-year charter term, each Charter System School shall “beat the odds” as determined by a formula measuring expected CCRPI without Challenge points. If less than all of the Charter System Schools beat the odds in the first year of the charter contract, the Charter System shall increase the number of Charter System Schools beating the odds each year so that all Charter System Schools will beat the odds in the fourth year of the charter contract.

- Schools that Beat the Odds are those with a higher CCRPI (without Challenge points) than similar schools serving similar students in Georgia.
- The Beating the Odds analysis predicts a range within which each school’s CCRPI is statistically expected to fall – given the school’s size, grade cluster, student demographics (including race/ethnicity, disability, English Learners, and poverty), and student mobility.
- If an individual school’s actual CCRPI is above the predicted range, then that school Beat the Odds.
- An annual unique cross-sectional dataset is created using information from the College and Career Ready Performance Index (CCRPI), the Governor’s Office of Student Achievement’s Report Card, and the Georgia Department of Education’s Student Record. *Beating the Odds* uses the CCRPI Single Score without Challenge points. Note that the factors may change during the charter term.

Goal 2: The Charter System will demonstrate proficiency and/or improvement on the CCRPI Single Score without Challenge Points.

1. Measure 1: Year 1 of the charter term will establish a CCRPI baseline. The Charter System’s CCRPI score shall be equal to or better than the State in Year 2, and better than the State in Years 3-5 of the charter contract.
2. Measure 2: If Charter System’s first year CCRPI score is lower than the State, it shall have until the end of Year 2 of the charter term to close the gap between the district and the State.

3. Measure 3: In Years 3-5 of the charter term, the Charter System's CCRPI score shall be better than the State.

The State Board shall hold the Charter System accountable for the full performance of each of the operational goals listed below.

Goal 3: Promote a positive school experience by providing a safe school environment.

Measure 1: According to data reported by the Governor's Office of Student Achievement Report Card, from a baseline established in Year 1 of the charter term, the Charter System shall decrease the percentage of students absent 15 days or more by at least 1% each year.

Measure 2: From a baseline established in Year 1 of the charter term (2016-2017), the charter system will increase parent satisfaction annually by 5% as measured on the annual parent perception survey until parent satisfaction measures 90% at which time the Charter System shall maintain the 90% satisfaction rate.

Measure 3: From a baseline established in Year 1 (2016-2017) the Charter System will increase parent participation annually by 5% up to 90% at which time the Charter System shall maintain the 90% participation rate.

Goal 4: The Charter System will be economically sustainable.

Measure 1: Each year, the charter system will operate in a fiscally sound manner as measured by an external audit.

Measure 2: Actual and proposed budgets for each school year will demonstrate effective allocation of resources.

Measure 3: Yearly balance sheets will demonstrate that the charter system maintains adequate cash reserves.

Measure 4: The charter system will meet all Generally Accepted Governmental Accounting Standards (GAGAS) as demonstrated by external, annual audit reports.

Goal 5: The Charter System will foster individual school-level governance.

Measure 1: All School Governing Teams will undergo annual governance training.

Measure 2: All School Governing Teams will meet a minimum of six times during the school year.

Measure 3: All School Governing Teams will have representation from a variety of stakeholders, such as teachers, parents and community leaders.

Measure 4: System will create a spreadsheet listing the decisions being made by each School Governing Team in the areas of personnel decisions, financial decisions and resource allocation, curriculum and instruction, establishing and monitoring the achievement of school improvement goals and school operations, to be updated quarterly and maintained through the duration of the charter term.

**5. ADVANCED/SACS ACCREDITATION EXECUTIVE
SUMMARY**

Part II: Conclusion

Summary of the External Review

In off-site and on-site review sessions, the AdvancED External Review Team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The AdvancED External Review Team began the system review of Coffee County School System (CCSS) headquartered in Douglas, GA, with a well-attended joint evening community meeting and dinner held on March 16, 2014. Those in attendance included the superintendent, team, central office supervisors, principals, board of education members, and numerous representatives of business and the community. An extensive examination of the review process was conducted with an emphasis on the five AdvancED standards, the use of the Effective Learning Environment Observation Tool (ELEOT), various interviews with CCSS and school stakeholder groups, observations of classrooms, and the examination of submitted system and school artifacts and surveys.

The team toured selected CCSS schools on Monday, March 17, conducted interviews in the CCSS central office on Tuesday, March 18, and departed CCSS in the afternoon of March 19. CCSS and all schools were well-prepared for the visit with all events planned and scheduled. Teachers, staff, students, and other stakeholder groups understood the review process in which CCSS and its schools were involved and were eager to participate in the various activities. There were open and honest discussions, interviews, and informal visits with administration and staff which provided valuable information to the team. This information, along with a review of artifacts and visits to classrooms, provided an overall view of the learning environment of CCSS and how thoroughly CCSS addressed the AdvancED standards for accreditation.

There was a wide variety of stakeholder groups present during the visit and numerous interviews took place. The team interviewed all 5 Board members, 28 central office and school administrators, 57 teachers, 20 support staff, 29 parents/caregivers/stakeholders, and 21 students. Each group was well-informed about the mission and goals of CCSS and its schools, as well as future CCSS and school short- and long-range plans. The stakeholder group was open and readily discussed all questions asked by the team. Several persons interviewed volunteered additional information about CCSS and its schools that were not included in any team questions. In addition to the stakeholder groups mentioned above, the team randomly observed 64 classrooms utilizing the ELEOT protocol, and examined numerous bulletins, policy manuals, and other school documents.

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Accreditation Standards and Indicators.

Several themes were identified by the team as documents were examined, classrooms were observed, and interviews were conducted with various stakeholders. These noteworthy themes are elaborated upon below.

Through interviews and examination of artifacts, the team noted that a thoroughly developed system-wide strategic plan had been implemented and published by the CCSS. This comprehensive plan helped guide the continuous improvement efforts for CCSS, the schools, and stakeholders. It was clear that stakeholders were familiar with and

embraced the mission and vision of CCSS. In addition, CCSS maintained and communicated at all levels of the organization a purpose and direction for continuous improvement. This commitment to a culture that was based on shared values and beliefs about teaching and learning supported challenging, equitable educational programs for all students. However, each individual school in CCSS needs to implement processes that help ensure the inclusion of more stakeholders in the development, review, and publication of school-level improvement plans. This practice will help to empower and include additional school stakeholders in the school improvement process and will help the system-wide strategic plan to move forward, as well.

CCSS and school leadership along with the board have established procedures and policies that guide all levels of CCSS to accomplish a common mission and vision. Stakeholders repeatedly reported a strong sense of community characterized by a collaborative effort led by focused leadership to accomplish common goals. The evidence reviewed indicated procedures and expectations that are clearly defined, executed, and monitored. One stakeholder indicated "This is the best board that we've ever had," and board members clearly communicated that each decision was made with students' best interests in mind.

Teacher and administrative interviews indicated that students were provided with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that served to promote the shared mission and vision statements of CCSS. Positive trends in assessment results, curriculum alignment, and stakeholder involvement were all noted as strengths within CCSS. The team observed that a collaborative environment existed both within the schools and community at-large. Stakeholder interviews supported the team's finding of strong parent engagement. CCSS personnel were highly engaged in mentoring, coaching, and induction programs that aligned with CCSS educational beliefs. An inclusive professional development process was in place which provided a continuous program of professional learning for all professional and support staff. Survey data were used to evaluate existing professional learning opportunities and to develop additional CCSS and school level offerings. However, the team recognized that a system-wide student advocacy program whereby each student was well known by at least one adult advocate who supported that student's educational experience was currently not in place.

CCSS uses its available resources effectively to support its purpose and direction. Teachers in CCSS were committed to student success, and CCSS enjoyed a high retention rate. Facilities and equipment were maintained in order to provide a safe, clean, and healthy environment for students and staff. Staff noted that the strategic planning process allowed all personnel to become aware of what colleagues are doing and that all CCSS staff work together to meet approved goals. CCSS provides technology infrastructure and necessary equipment to support its needs. Although CCSS provided support systems to meet the physical, social, and emotional needs of its students, there was no formal process to evaluate the effectiveness of these support systems.

Finally, CCSS has established a culture that is focused upon continuous improvement of student achievement. CCSS has identified areas of strength and needed improvement. Based on student achievement results, teachers were provided personalized professional development offered by both CCSS and school instructional staff. In addition, CCSS engaged in a continuous improvement process to assure advancement in student learning, including readiness for and success at the next level. School leaders monitored performance and achievement of all students in order to ensure that teachers, instructional aids, and students are succeeding in the classroom. Each school leader reported periodically to central office instructional supervisors about the academic progress being made within the school, and changes were made routinely, as needed. However, the CCSS needs to review,

expand, and refine current professional development practices to ensure all professional and support staff are trained to evaluate, interpret, and use data to improve student learning. Further, CCSS needs a data management platform that provides a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and conditions that support learning.

During the on-site review, members of the External Review Team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team evaluated the quality of instruction and learning that took place classified around seven constructs or environments: equity, high expectations, support, engagement, progress monitoring and feedback, management, and use of technology.

The team utilized the ELEOT in observing 64 school classrooms and determined ratings for each of the seven learning environments measured through the use of the instrument. The compilation of the scores supports the following findings:

The observation protocol indicated that the classroom learning environment within CCSS was positive. As a result, the areas of highest rating on the ELEOT scale were the "Well-Managed Learning Environment" and "Supportive Learning Environment." The third highest area was "High Expectations of Learning." CCSS students were outstanding in several ways. Not only were they polite and orderly in class and as they moved about the various campuses, but they were attentive and focused in classrooms, as well. Students, as a whole, demonstrated evidence of a well-organized group who respectfully followed school rules. During class activities, students interacted with each other and worked well together and independently. It was obvious to the team that good student behavior was an expectation and part of the routine for attendance at all the system schools.

CCSS provided evidence of an equitable learning environment with many opportunities for student engagement. However, more opportunities for differentiated learning as well as opportunities for students to learn about their backgrounds and culture would enhance and enrich student learning opportunities. The lack of observed instances of these activities led to a lower ELEOT rating on the "Equitable Learning Environment" component. A high expectation for learning was observed in many situations and students were well-managed within the classroom. Exemplars for assessment were not evident in all classes observed which led to a lower ELEOT score in some areas. The team also noted the absence in some classes of progress monitoring in some situations which led to a lower score in the "Progress Monitoring and Feedback" area.

Although school staffs were prepared for the visit and all teachers observed provided instruction in a rich environment, an absence of the instructional use of technology to enhance teaching and learning was noted in many instances. System planners are continuing to enhance and add additional infrastructure capability to support technology in the future; however team observations supported the notion that more could be made of existing classroom technology. These observations led to a lower score in the "Digital Learning Environment."

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the criteria. Beginning with school year, 2013-14, AdvancED is introducing a new framework to describe the result of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student

success, AdvancED introduces an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ). The IEQ is comprised of three domains of performance: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring.

The three domains of performance are derived from the AdvancED Standards and Indicators; the Analysis of Student Performance; and the Engagement and Involvement of Stakeholders. Within each domain institutions will be able to connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that can be a valuable source of guidance for continuous improvement. Upon review of the findings in this report, institutional leaders should work with their staff to review and understand the evidence and rationale for each Required Action as well as the corresponding pathway to improvement described in the performance levels of the selected Indicator.

The IEQ provides a new framework that recognizes and supports the journey of continuous improvement. Your institution's IEQ is the starting point for continuous improvement. Your actions for improvement that have a positive impact will be reflected in your IEQ score.

IEQ Institutional Score: 307

Teaching and Learning Impact: 295
(Standards 3 and 5; Student Performance Criteria)

Leadership Capacity: 333
(Standards 1 and 2; Stakeholder Engagement Criteria)

Resource Utilization: 300
(Standard 4)

The team recommends that the Coffee County School System be accredited by the AdvancED Accreditation for a five-year term of accreditation.

The team would like to thank CCSS and school administration, all faculty, students, parents, and community for the warm, friendly welcome and for all comforts afforded during the system visit. The team would like to extend a special thank you to the various persons who provided meals, refreshments, and technology assistance during the visit.

**6. ADVANCED/SACS ACCREDITATION EXTERNAL
TEAM EXIT RECOMMENDATION**

Required Action

1. Design and implement a comprehensive, system-wide student advocacy program.

Related Indicator or Assurance: 3.9

Description:

Artifacts reviewed such as the self-assessment narrative and multiple formal and informal conversations and interviews with stakeholders indicate the lack of a pervasive, system-wide student advocacy program. These programs should contain structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience. While schools within the system have some components in place to address student advocacy, participation is not inclusive of every student at every school. The structure of the student advocacy program should allow school employees to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

2. Adopt a system-wide data management platform to house student assessment data in order to provide a comprehensive and complete picture of student learning and to evaluate the effectiveness of programs and instruction.

Related Indicator or Assurance: 5.2

Description:

No evidence was presented to show that a system-wide data management platform was in place to provide a comprehensive and complete picture of each student's academic performance as measured by state, district, and classroom assessment data. A comprehensive data management platform can enhance the system's abilities to improve student performance, as well as evaluate the effectiveness of programs and instruction.

7. ASSURANCES FORM AND SIGNATURE SHEET

Coffee County Board of Education

Dr. Morris C. Leis, Superintendent

Destination Graduation for College, Career and Life

Jesse Jowers, Chairman
Bryan Preston, Vice Chairman

Leola Johnson, Member
Adam W. Lott, Member
Reagan Miller, Member

ASSURANCES

The law requires your school district to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter System Renewal Application Package, you are providing the legal assurance that your charter system understands and will do these things. This form must be signed by a duly authorized representative of the school system.

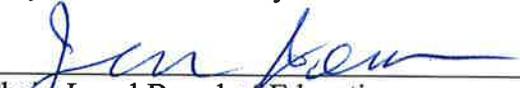
As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Coffee County School System located in Coffee County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school system:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
3. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
4. Shall be subject to the provisions of O.C.G.A. § 20-2-1050 requiring a brief period of quiet reflection;
5. Shall ensure that the system and the system charter school's governance boards are subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.;
6. Shall ensure that the system charter school governance board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
7. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;
8. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
9. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;

10. Shall provide state and federally mandated services for English Language Learners, as applicable;
11. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
12. Shall notify the state of any intent to contract with a for-profit entity for education management services;
13. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
14. Shall comply with federal due process procedures regarding student discipline and dismissal;
15. Shall be subject to all laws relating to unlawful conduct in or near a public school;
16. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
17. Shall have a written procedure for resolving conflicts between the system charter schools and the local board of education;
18. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
19. Shall remit payments to TRS on behalf of employees;
20. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
21. Shall ensure that if the charter system participates in federal school meals programs, then each participating system charter school shall comply with all applicable state and federal laws;
22. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
23. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the system may build or occupy during the charter term and all other facility requirements as established by the Department;
24. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
25. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
26. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
27. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter system;

28. Shall use any funds appropriated for the QBE weight for charter systems, in accordance with recommendations of the school governance teams or to advance student achievement goals and school level governance training; and
29. Shall ensure that all new principals and other school leaders, central office staff, superintendents, and Board of Education members receive a detailed orientation session on their charter system commitments as part of their "on-boarding" process.

This Charter System Renewal Application, Assurances Form, and attached Exhibits were approved by the Coffee County School Board of Education on the 28th day of September, 2017.



Chair, Local Board of Education



Date

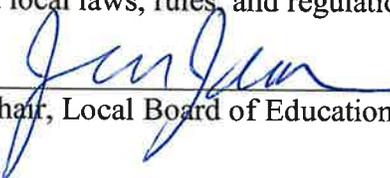


Superintendent, Local Board of Education

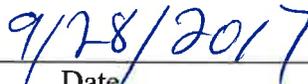


Date

If a Charter is granted, Petitioners assure that the charter system's programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.



Chair, Local Board of Education



Date

8. BOARD OF EDUCATION RESOLUTION

Coffee County Board of Education

Dr. Morris C. Leis, Superintendent
Destination Graduation for College, Career and Life

Jesse Jowers, Chairman
Bryan Preston, Vice Chairman

Leola Johnson, Member
Adam W. Lott, Member
Reagan Miller, Member

COFFEE COUNTY BOARD OF EDUCATION

RESOLUTION

WHEREAS, the County Board of Education is the governing body of the Coffee County School System.

WHEREAS, the Coffee County Board of Education entered into a contract with the State Board of Education to obtain charter system status for the Coffee County School System that is set to expire June 30, 2018;

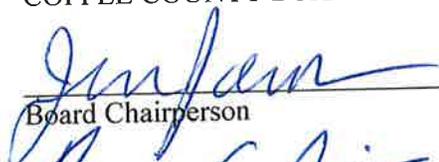
WHEREAS, the Coffee County Board of Education recognizes the positive impact charter system status has had on increasing community engagement, student achievement, and flexibility throughout the Coffee County School System;

WHEREAS, the Coffee County Board of Education seeks to renew its charter system contract for a five-year term to align the charter system renewal process with the district accreditation process;

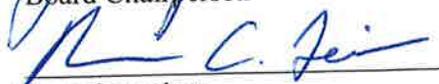
NOW, THEREFORE, BE IT RESOLVED that the Coffee County Board of Education authorizes the renewal of its charter contract with the State Board of Education and hereby submits the renewal petition and this Resolution to the State Board of Education for final approval.

Adopted this 28th day of September 2017.

COFFEE COUNTY BOARD OF EDUCATION



Board Chairperson



Superintendent