



Charter System Application

DISTRICT NAME

Fulton County Schools

DISTRICT ADDRESS

786 Cleveland Avenue, SW
Atlanta, Georgia 30315

Dr. John D. Barge
State School Superintendent

OCTOBER 2011

CHARTER SYSTEM APPLICATION COVER SHEET

Please enter the requested information in the gray boxes following each question. Thank you!

Proposed Charter System Information			
1. Full Name of Proposed Charter System Fulton County Schools			
2. Please indicate whether this is a: New Petition X or a Renewal Petition	3. How many schools in total are you proposing to include in your charter system? 92		
4. How many of each of the following schools are you proposing to include in your charter system? <div style="display: flex; justify-content: space-between;"> Primary School(s) Middle School(s) 17 </div> <div style="display: flex; justify-content: space-between;"> Elementary School(s) 57 High school(s) 14 </div>			
5. On July 1 of what year do you want your charter contract to be effective? 2012			
6. How many years are you proposing for the term of your charter contract? (Note that an initial charter cannot exceed five years) Five			
7. Charter System Street Address 786 Cleveland Avenue	8. City Atlanta	9. State Georgia	10. Zip 30315
11. Contact Person Dr. Robert Avossa		12. Title FCS Superintendent	
13. Contact Street Address 786 Cleveland Avenue	14. City Atlanta	15. State Georgia	16. Zip 30315
17. Contact's telephone number 404.763.6890	18. Contact's fax number 404.763.6798	19. Contact's E-mail Address Avossa@FultonSchools.org	

ASSURANCES FORM AND SIGNATURE SHEET

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 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 **Fulton County Schools** located in **Fulton** 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; and
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.

This Charter System Application, Assurance Form, and attached Exhibits were approved by the **Fulton County** Board of Education on the **15th** day of **November**, 2011.

Superintendent

Date

Chair, Local Board of Education

Date

If a Charter is granted, all Petitioners assure that the proposed charter system 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.

Superintendent

Date

Chair, Local Board of Education

Date

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The Fulton County Schools Charter System Petition

The parents, faculty, staff, and Board of Fulton County Schools (FCS) are accountable for building and maintaining a high performing system of schools. With that end in mind, the Fulton County Board of Education presents our charter system concept, a strategic approach to improve student achievement and to continue the advancement of our schools. We intend for this charter to drive our planning, goals, policies, budgets and administrative actions. We believe it will transform the culture of FCS. Our concept is built on research of teaching methods and curriculum, as well as operational and leadership best practices. We believe this comprehensive framework is most suited to FCS's unique communities, diverse families, and employees, all of whom seek to put our students first.

The petition is presented using the format required in the most recent Georgia Department of Education Charter System Application. For ease of reading, the queries from that application are indicated in an ***italicized bolded format.***

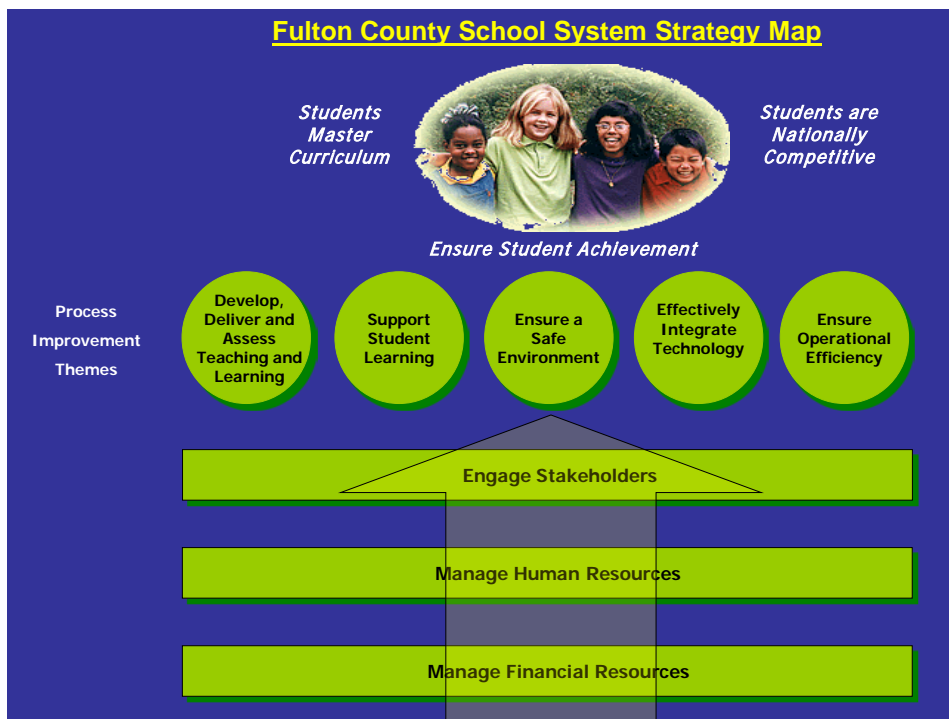
The Case

1. Why do you need a charter?

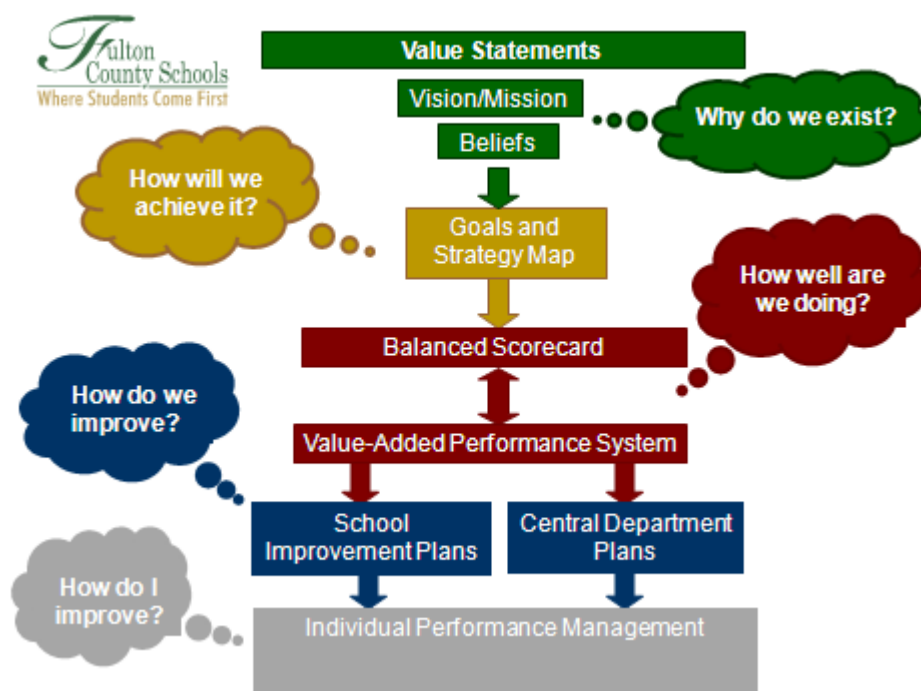
- What is your school system's motivation for applying to be a charter system?
 - To what extent are you being driven by district or community leadership, community members, funding issues, the need for waivers, study of the issue and the realization that being a charter is best for your school district at this point in your history, and/or other factors?

Fulton County Schools is motivated to become a charter system in order to increase the rate of student improvement and improve organizational effectiveness and efficiency. These objectives will allow our system to achieve our mission to educate every student to be a responsible, productive citizen.

Fulton County Schools currently employs targeted strategies to achieve increased student achievement and organizational excellence. These strategies are demonstrated in the following strategy map.



This strategy map is supported by detailed objectives, performance measures and targets included in the school system's Balanced Scorecard. The Balanced Scorecard in turn is supported through school and central department measurement and improvement plans. The Balanced Scorecard is available on our website and is included in the Appendix as [Attachment 2 – Performance Objectives as Listed in the FCS Balanced Scorecard](#).



This systemic and measured approach to improvement has resulted in a strong, effective school system. However, the pace of improvement does not meet our expectations. We can improve at a faster pace to achieve better results for our students. To do so, we need to streamline some of our current practices and focus our resources more effectively. The paradigm under which we work has been established by the Georgia Department of Education. While we respect and honor our partners in Georgia education, we believe that, if allowed to establish targeted and specific innovations that go beyond current state standards, we will be able to improve the rate of achievement, both for our students and for our organization. The avenue to those innovations is the charter system.

Fulton County Schools initiated its exploration of a charter system in October and November of 2010 by holding seven meetings throughout the community to gather input from parents, teachers, staff, and concerned citizens. In order to provide convenient options for parents, teachers, staff, and other stakeholders across the county to attend a forum and learn more about Fulton's charter system initiative, the system selected seven geographically dispersed locations and held meetings on varying weeknights.

Two sessions were held on each of the forum evenings. The first included school administrators, teachers and staff. The second included parents/guardians and other interested community members. The beginning of each forum was devoted to a large-group presentation that described a "charter system," and how it might affect Fulton County Schools. Host school leaders and Board members in attendance opened each session.

The second half of each meeting allowed participants to engage in small breakout sessions facilitated by selected Fulton County Schools' staff to discuss the following question:

Describe the ideal school for your student(s) in the following areas:

- Curriculum and Instruction
- School Culture
- Use of Funds
- Hiring of Teachers and Administrators
- Monitoring Results and Accountability

Participants generated ideas and prioritized their perceived impact. The over 2,800 comments during the small-group sessions at each community meeting were posted for public view at the conclusion of the last community forum in November. These materials remain accessible for viewing and downloading on the Fulton County Schools website.

The comments and tallied prioritization votes were entered into a database, sorted by general theme, and ranked by prevalence. These highlighted many similar concerns across the system's varied communities. Ideas about which paths lead to higher levels of student learning and life preparation were

consistent across geography (i.e. the host school locations) and attendance groups (e.g. teachers, staff, and parents/guardians).

In addition to the outreach effort directed towards Fulton's parents and other adults in the community, the system conducted focus groups with middle school (8th Grade) and high school (9th Grade) students. These student groups would be directly impacted in the 2012-2013 school year if implementation moved forward. We also obtained input from our Student Advisory Council, formed of juniors and seniors from each high school.

Fulton incorporated online and social media as part of an integrated communications plan, utilizing Facebook, Twitter, and its own website to announce events, post information, solicit comments, and provide timely status updates. Acknowledging the challenging work, home, and activity schedules of many of our stakeholders, we developed a communication plan that could effectively and conveniently include parents/guardians and community leaders.

Overall, the community forums and student discussion groups provided a wealth of information relevant to the charter system development. Besides the tangible data obtained over the nine-week effort, the engagement phase also created opportunities for over 90 Fulton County Schools staff members to serve as neutral facilitators and hear directly from a broad representation of stakeholders.

Overall results from these dialogues also fit into two distinct categories: concepts that would require a waiver from state law and those that would not require a waiver for implementation.

Recommendations Requiring Waivers from State Law

1. Flexible, Integrated, and Differentiated Instruction

The community voiced a strong desire for transformative change in Fulton's instructional methods, including new methods that provide more interactivity and problem-based teaching, increased flexibility in pacing, more utilization of the internet and web-based tools that align with the informational culture, and more opportunities for experiential learning.

2. Broader Curriculum Options

In addition to voicing a preference for new ways to teach Fulton's students, the forum participants also indicated a desire to create broader curriculum options, such as classes that prepare students for multiple pathways and that include vocational studies and life skills in addition to college readiness, new ways to earn course credit, flexibility in sequencing, expanded foreign language and fine arts.

3. Performance Management Enhancements

Staff, parents/guardians, and students repeatedly mentioned evaluation of teacher performance as an improvement opportunity for the system. There is strong interest in performance-based recruitment, placement and retention of all staff, but particularly of teachers. Stakeholders did not define standardized test scores as the sole measure of teacher performance.

4. More Local School Flexibility

Parents/guardians and community members wanted more flexibility in staffing and in the use of local school funds that closely fit with an individual community's needs.

5. Adaptations to School Culture to Drive Increased Student Achievement

Participants discussed increased and mandatory parent involvement as well as parental accountability as ways to strengthen the learning environment for students. Support for implementing school uniforms was evident in the feedback as one method of improving school culture.

Recommendations Not Requiring Waivers to State Law

1. Assessment

Although Fulton currently has a well-developed assessment and accountability system, enhancing this data with more value-added and growth measures, electronic student portfolios, projects and performance assessments, and wider access to interim progress data were frequently mentioned. Additionally, improving the timeliness and depth of

communication about student progress was frequently mentioned as an opportunity area for the system.

2. Technology

Integrating technology in meaningful ways was highly supported throughout the forums and the student focus groups. This included avenues to deliver instruction as well as to create products and access information. This was viewed as critical to preparing Fulton students for the future.

3. Professional Development

Both staff and the community supported improving the professional development of Fulton teachers to increase overall teacher quality and consistency throughout the system.

Specifically, attendees voiced a desire for content that is professionally led by subject-matter experts, is school- and community-based, collaborative, and continuous.

4. Class Size

There was general support for reduced class sizes as a method to increase teacher to student interactions that drive instructional gains.

5. School Calendar

Modifying the school calendar in various ways was seen as a positive way to increase instructional time and provide greater flexibility for families and staff. However, there was no consensus on a specific approach to modifying the school calendar.

Parents and students shared significant concerns relating to school culture and teacher effectiveness. In their discussion groups, students were candid in their ability to differentiate engaging and effective teachers from those that were less effective. The students' idea of a "good teacher" was consistent across both middle and high school levels, as well as with the ideas raised during the community forums, including:

1. Delivers engaging instruction;
2. Effectively uses technology;

3. Aligns class pace with students' needs; and
4. Maintains a positive and organized classroom culture.

Parents, principals, teachers, and staff expressed a desire for assurances that charter system initiatives have a research-based alignment with student achievement. In order to respond to this requirement, staff members designated as subject matter experts in their respective fields (i.e. Title I, gifted students, special needs students, foreign languages, fine arts) were assigned to forty-five (45) potential initiatives that aligned with feedback gathered during the Fall 2010 community engagement phase.

During this effort, this select group of Fulton staff members identified relevant studies, articles, and evidence of success that align with the list of prioritized ideas from the community. This filter ensured that all elements of a Fulton charter system petition would be both grounded in academic data and have stronger likelihoods of success if implemented.

- **What will you be able to do with a charter that you can't do without a charter?**

The charter system will enable our students to benefit from a customized learning experience that would be impossible without the charter system concept. The most obvious and apparent innovation is the FCS School Governance Council System. Currently bound by state laws to Local School Advisory Councils (LSAC), the FCS School Governance Council System will result in redesigned avenues of interaction between the local school community and the school system. Certified School Governance Councils will have the authority to design specialized educational experiences that will be tailored to the students in the local school. Foundational best practices will remain in place, as well as all federal laws and selected state laws and FCS policies. This will be accomplished through a monitored Request for Flexibility system which ensures that only research-based and effective innovations are implemented at schools to increase student achievement.

To support these School Governance Councils, the system will need to change how we approach our work.

We will alter how we recruit, hire, place, train, evaluate and dismiss every employee. Currently limited by state certification standards and the one-size fits all approach to compensation, the charter system is needed to not only attract the best talent for our system, but to give us the ability to retain top performers in the classroom.

To meet the needs of local students as envisioned by School Governance Councils, we will need to be released from the budgeting mindset that currently exists. This will alter the work of our Budget and Accounting Departments. Currently limited by state laws that dictate spending levels in categories that are not specifically based upon the needs of Fulton County students, the charter system will allow our financial and material resources to be aligned with student achievement. We will waive state funding requirements and categorical expenditure controls, and design budgeting systems and training which will give our School Governance Councils the pertinent information they will need to make wise decisions.

If our School Governance Councils are to truly impact students, we will need to have the authority to release them from some of the instructional designs of last century. The concept that students only learn in the classroom using physical resources is no longer valid. We will create a variety of system-wide support systems that will allow our School Governance Councils to employ innovative instructional methods both in and out of the classroom.

Finally, we anticipate that there will be some minor level of restructuring over the term of the charter in almost every department within the district. However, the scope and depth of those changes cannot be determined at this time. Much will depend on the type of approved innovations implemented by the School Governance Councils. Therefore, we reserve the right to make changes beyond those articulated in this petition to more effectively support our students. Such changes will be subject to the normal FCBOE practices and will be handled through our monthly Board Work Sessions, community meetings and Full Board Meetings.

There are some aspects of our system that will not change under the charter system. The Charter Schools Act of 1998 identifies a variety of laws and related practices that may not be altered by a charter system. No federal law or program will be waived under the FCS charter system. These include:

- No Child Left Behind
- Adequate Yearly Progress (AYP)
- Individuals with Disabilities in Education Act
- Program requirements for students with disabilities, limited English or in poverty
- Civil Rights Laws
- Accounting Standards
- Fair Labor Standards

There are specific State Laws that may not be waived such as those dealing with unlawful conduct, reporting requirements, a mandated brief period of Quiet Reflection, practices related to Open and Public Meetings/ Inspection of Public Records (so called Sunshine laws), and the requirement to use state assessments, currently the Criterion Referenced Competency Tests (CRCT), the Georgia Writing Assessment, and the End-of-Course Tests (EOCT).

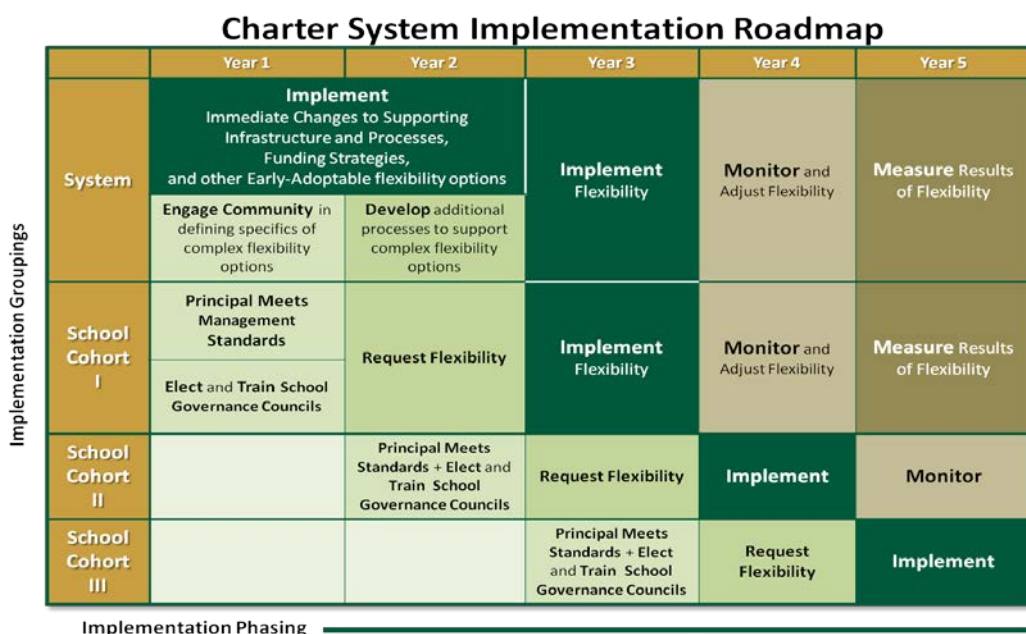
Additionally, the FCBOE has determined those system best practices and policies which will be retained under the charter to ensure a common focus on the system beliefs and value statements.

- Fulton Board of Education Policies (except as inconsistent with charter system)
- Code of Conduct for Board Members and Staff
- Superintendent Evaluation
- Required system best practices
- Purchasing Processes
- School improvement plan and school performance measures aligned with Balanced Scorecard
- Student Achievement Management System (SAMS)
- System student information system (currently eSchools Plus)
- Facility use and improvement procedures
- Georgia curriculum (as a base)
- Student Discipline Processes
- Student Support Services

- Talented and Gifted services
- Early Intervention/Remedial programs
- System-developed interim assessments
- Continuous achievement guidelines
- Key instructional strategies: standards, differentiation, data, assessment, school climate, professional learning communities, technology

FCS will request from the state the broad flexibility from the law as permitted by O.C.G.A. 20-2-2065(a). However, we have chosen to articulate the specific waivers we anticipate waiving within each section addressed by the charter. If additional waivers are required, the community will be made aware of those proposed waivers via the normal FCBOE practices and will be processed through our monthly Board Work Sessions, community meetings and Full Board Meetings.

The timeline for the charter system implementation is represented in the following chart. As indicated, the design of systemic flexibility options will be developed with more specificity during the first year. In fact, once the charter application is submitted to the Fulton County Board of Education we will begin immediately to design a set of detailed initiatives, action plans and timelines. This proposed process is included in the Appendix as [Attachment 1 – Steps to Strategic Plan Development](#).



ACADEMIC OBJECTIVES, PLANS, AND WAIVERS

2. What are your school system's student performance objectives for the proposed charter term?

System student performance objectives should:

- Show the system's student performance during the past five years
- Reflect where the system envisions itself academically at the end of the proposed charter term
- Indicate the expected rate of student performance growth in each year of the proposed charter term
- Exceed the rate of growth mandated by the State
- Demonstrate compliance with No Child Left Behind (NCLB) and State Annual Measurable Objectives (AMOs) and their successors.
- You are welcome – but not required – to include all or some of the components of the current draft of the Georgia Department of Education's College and Career Readiness Performance Index (CCRPI).
- You are urged to include cohort measures that show the progress over time of a single cohort of students.
- You are also urged to include national norm-referenced test results among your performance measures.
- Be specific, measurable, attainable, relevant, and time-based (SMART).
- Present graphs that show the past five years performance with the system student performance objectives for the each year of the proposed charter term plotted out to demonstrate graphically what the charter system is striving to achieve with its new innovations (see example below).
- Please feel free to present any additional graphs you desire to show a more nuanced picture of your charter system's academic goals and targets.

The Mission of Fulton County Schools is to educate every student to be a responsible, productive citizen. Our Vision is for all students to learn to their full potential. We believe the charter system will enable our school system to better achieve this mission and vision.

Fulton County Schools is the first school system in the nation to use the Balanced Scorecard to measure its performance. The Student Achievement section of our Balanced Scorecard includes the following objectives which will be the Academic Objectives of the charter system:

- Improve student achievement in reading
- Improve student achievement in English/language Arts
- Improve student achievement in math
- Improve student achievement in science
- Improve student achievement in social studies

- Meet State and Federal Requirements
- Increase the High School Graduation Rate
- Improve Performance on National Assessments and Rankings
- Increase Students Successfully Prepared for College or Career.

Within each of these objectives, performance measures are set that provide static comparisons from one year to the next as well as cohort growth and comparative measures. Performance measures are also set to assess the system's populations with traditionally lower performance; specifically students who are low-income, black, Hispanic, in 9th grade, special education, or have limited English.

FCS has used the Balanced Scorecard for more than ten years to monitor system performance and direct systemic improvement efforts. The Balanced Scorecard results for the past five years as well as proposed targets for the years of the charter system are included in the appendix as [Attachment 2 – Performance Objectives as Listed in the FCS Balanced Scorecard](#) and can be found on our system website: www.fultonschools.org. We do make the caveat that, as state standards and tests change, these performance measures and targets will change. Therefore, we reserve the right to amend these specific targets during the course of the charter system implementation. Any such amendments would be addressed using the FCBOE legislative process which includes Open Meetings and monthly community meetings to gather input.

We are also including charts showing trends and five-year targets in some of the areas that would be specifically targeted by this charter system contract – Advanced Placement results, SAT scores, high school graduation, dropout rate, 9th graders on track, math and science performance for all levels. These charts are attached in the appendix as [Attachment 3 – Charter System Performance Data](#).

3. **What specific actions will the system take to achieve the student performance objectives during the proposed charter term?**

- **Describe the educational innovations that will be implemented.**

To be productive citizens in the changing economy, our students will need to follow pathways to success that are built upon real world experiences as well as solid academic foundations. Along these

pathways, students must develop skills in the areas of communications, professionalism, critical-thinking and decision-making processes. Therefore, through the charter system we seek to maintain academic rigor while bringing practical relevance to the learning experience.

In order to do so, we will implement the following system-wide innovations:

- Create credit-bearing internships, community projects, apprenticeships and other real-world experiences for high school students aligned with their career and academic interests.
- Teach applications of science and math, in addition to theory, by using professional instructors, in addition to certified teachers, and developing practical, relevant and current course lessons and projects in partnership with corporations.
- Develop “blended” courses at the high school level that allow students some opportunities for independent, online learning combined with classroom instruction. Students could earn credit without being physically present in the school. Teachers could manage larger classes through blended learning environments where all students were not physically present at the same time.
- Establish semester-long courses allowing students to explore a greater variety of subjects.
- Develop flexible, individualized programs of study including a broader array of choices responsive to student interests and needs.
- Utilize university partnerships to offer higher-level courses via distance learning to greater numbers of students, during and outside of the regular school day
- Expand joint post-secondary opportunities, with a focus on those leading to certification in a specific field.
- Establish an elective course at middle school involving corporate job-shadowing or community projects.
- Increasing class size or reducing class time in subjects with greater mastery in order to reduce class sizes or increase time in subjects where students are less proficient.

- Expand blended and online learning to allow students to “flex” their high school day so that they can participate in career and community-oriented activities while enrolled in high school.
- Establish more rigorous coursework, either through developing additional courses or partnering with colleges and universities, to allow our students to excel beyond a traditional high school curriculum and compete internationally at the highest levels.
- Ensure that all students are provided information and access to blended and virtual learning opportunities.
- Establish formal partnerships with external providers of quality, rigorous online content.

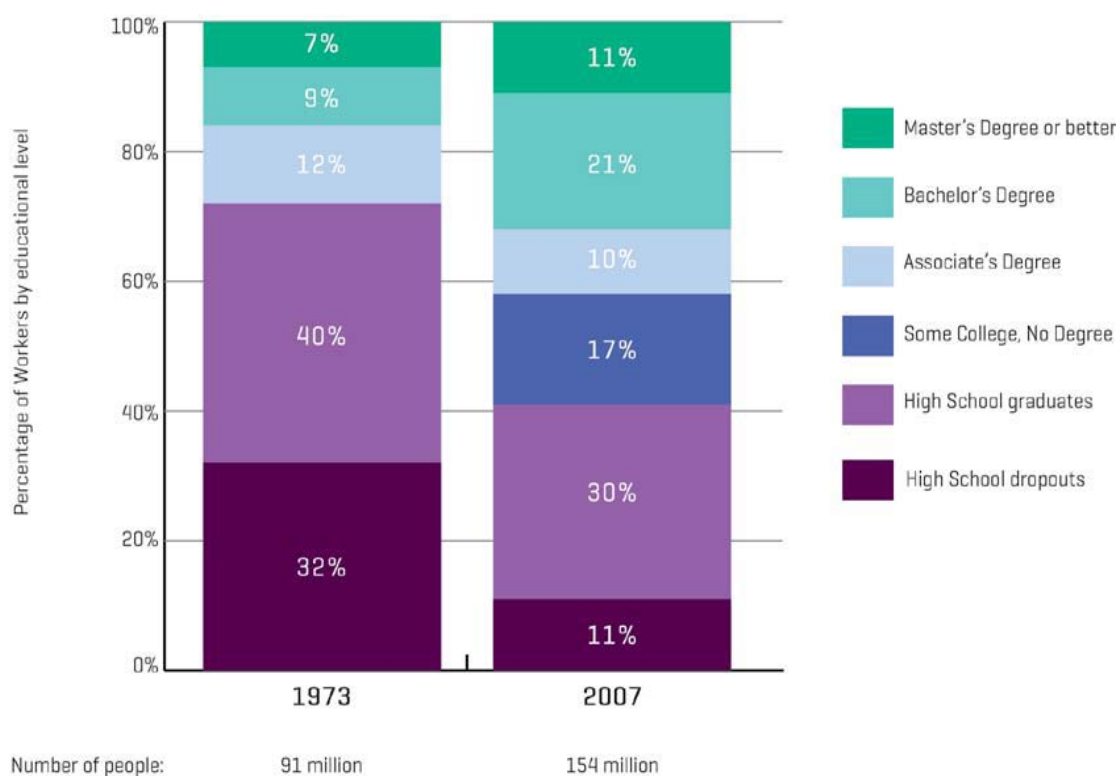
We recognize that these innovations are most relevant at the high school level. Through our School Governance Councils we will allow localized innovations at elementary and middle school that may expand curricular offerings. Elementary and middle school innovations may also extend time or decrease class size for certain subjects through staffing changes in other areas. The process that will be used to develop these school level innovations is described in the “Governance” section of this document.

- **Provide a clear explanation of how the innovations will increase student achievement.**

In February 2011 the Harvard Graduate School of Education published a report entitled “Pathways to Prosperity” which challenges many of our assumptions about the best models to prepare students for post-high school success. Nearly 70% of those who graduate from high school in the United States go on to college within two (2) years, but only about 40% of Americans have an Associates or Bachelors-level degree by their mid-twenties. This has remained at this level despite long efforts to improve it.

As shown in the following chart from the report, persons employed with only a high school diploma dropped 25% between 1973 and 2007 (from 40% of the working population to 30% of the working population). In contrast, those employed with a Bachelors or Masters-level degree doubled

during this same time period. But those employed with some college or an Associates-level degree more than doubled – from 12% to 27%.



Source: March CPS data, various years; Center on Education and the Workforce.

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As stated in the report, 27% of people with post-secondary licenses or certificates—credentials short of an associate’s degree—earn more than the average bachelor’s degree recipient. Our current system places far too much emphasis on a single pathway to success: attending and graduating from a four-year college after completing an academic program of study in high school.

The report cites several national business groups, including the Partnership for 21st Century Skills, as stating that high school graduates in general lack the skills necessary for success in the workplace such as communication, professionalism, critical-thinking, decision-making and prior work experience. Given the scope and breadth of the systemic innovations articulated earlier in this document and the space limitations of the charter system application format, it is not possible to include all of the various research indicating that curriculum offerings featuring more rigor, as well as increased hands-on, interactive, and real world approaches to teaching and learning will result in improved student achievement. However, the charter system will undoubtedly create the opportunity for more students to further develop the skills needed for success, thus improving student achievement both in high school and in life.

- **Describe the anticipated timeline for implementation of the innovations**

Immediately following submission of the charter system application, Fulton County Schools will engage in a comprehensive and inclusive process to develop specific initiatives and action plans to support the areas of improvement for Instruction. This process is outlined in Attachment 1 – Steps to Strategic Plan Development. The first year of our charter system implementation will be spent developing the approaches to these innovations, using national experts and including all of our stakeholders. In the second year some of these innovations may be tested in schools that are ready. We expect system-wide implementation to occur in year three.

Year 1	Year 2	Year 3	Year 4	Year 5
Implement Immediate Changes to Supporting Infrastructure and Processes, Funding Strategies, and other Early-Adoptable Flexibility options		Implement Flexibility	Monitor and Adjust Flexibility	Measure Results of Flexibility
Engage Community in defining specifics of Complex Flexibility options	Develop additional processes to support Complex Flexibility options			

- **Describe why the innovations are appropriate for this unique system**

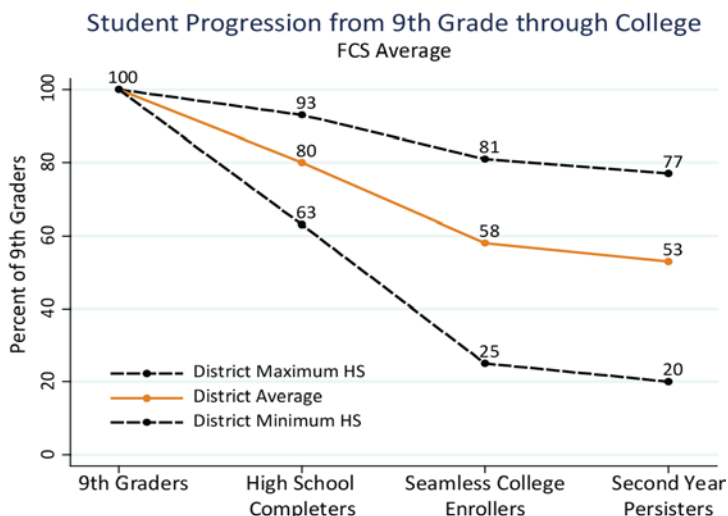
According to the Harvard Strategic Data Project, FCS high school completion rates (percentage of 9th graders graduating on time) vary from 63% to 93%. The rate of 9th graders who are “seamless” college enrollers varies from 25% to 81% among FCS high schools.



HARVARD UNIVERSITY

STRATEGIC DATA PROJECT

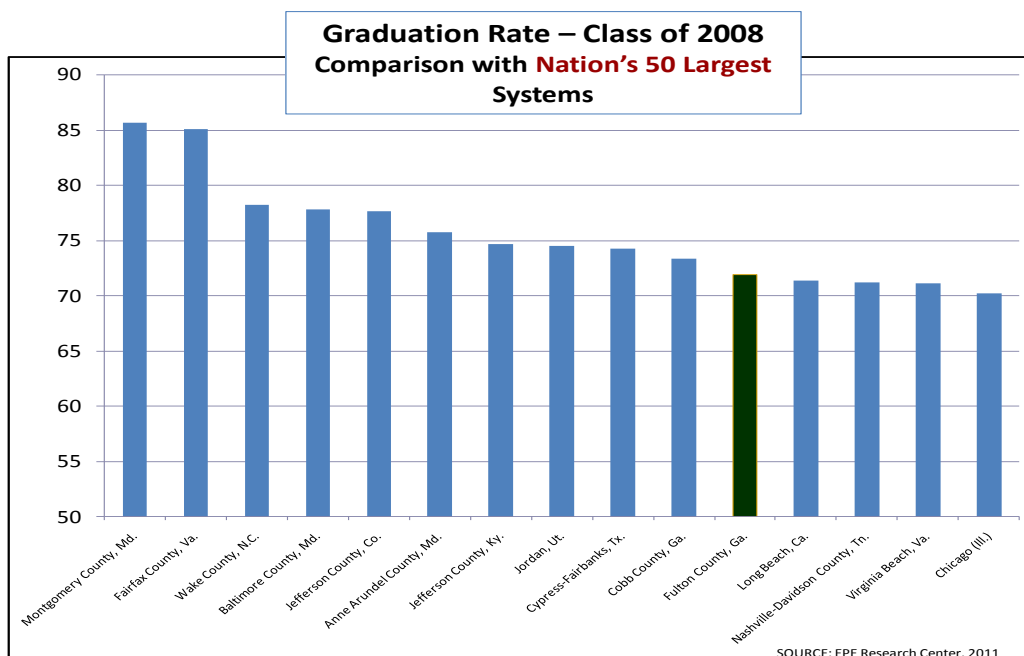
FCS college enrollment rates exceeds national estimates



By comparison, nationwide **70%** of ninth graders graduate, **40%** seamlessly enroll in college and **30%** persist to their second year.

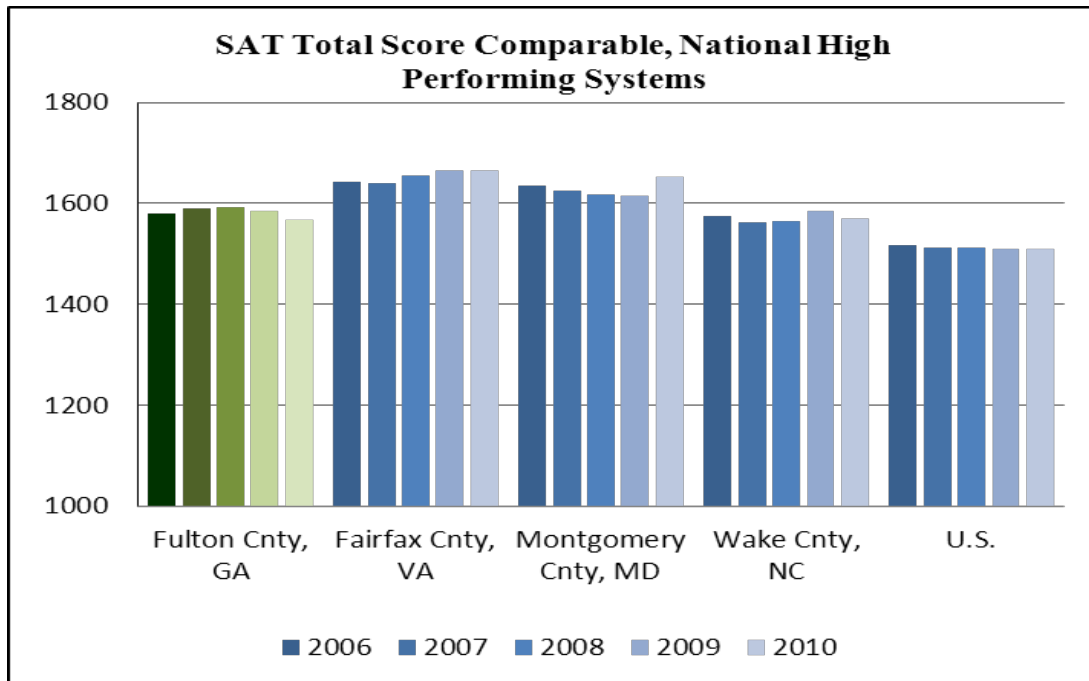
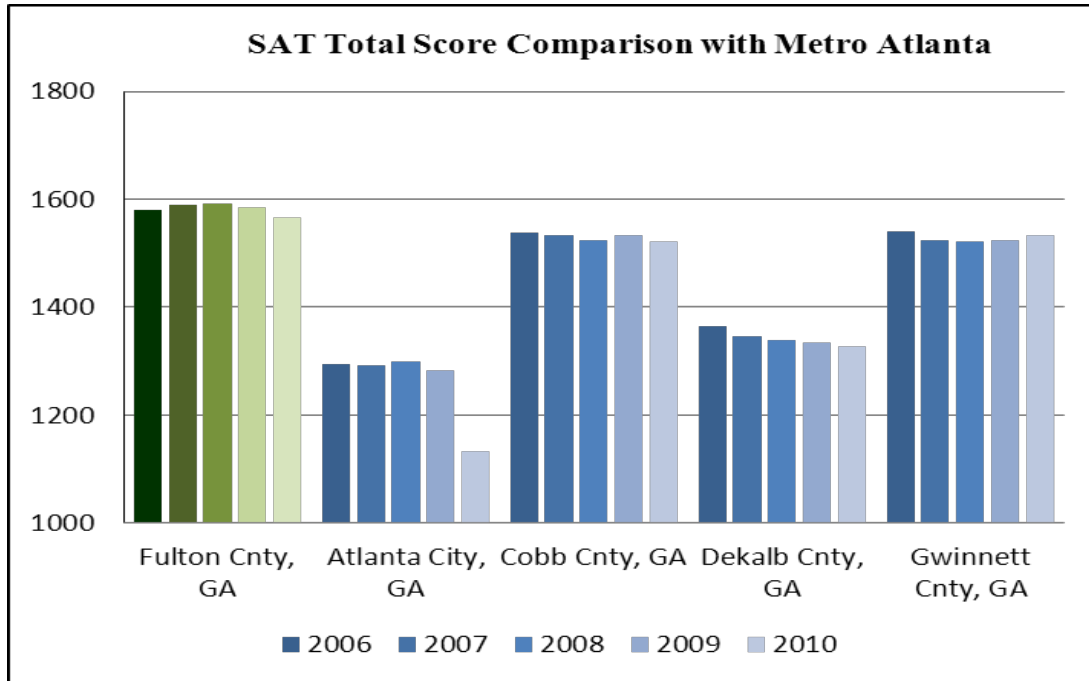
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A recent report of the nations' graduation rates shows that Fulton is 11th of the fifty largest districts, with a 71.9% graduation rate based upon a nationally comparative model. However, it is well behind some districts with similar demographic profiles. Montgomery County, MD, has the highest rate with 85.7% followed by Fairfax County, VA, with 85.1%.



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Additionally, while Fulton County Schools remain at the top of Georgia school systems in SAT scores and performs well above the national average, Fulton schools fall behind several nationally comparable school systems. Moreover, Fulton County Schools' SAT scores have declined 13 points over the past five years while the nation has declined nine points.



The implication of this national research and school system data is that our schools need to prepare all our students for the full range of post-secondary options, four year university to immediate job placement. While Fulton County Schools has had relative success with measures related to college and career readiness, there are significant variances in performance among our schools, and other similar school systems in the nation are having greater results.

4. Which of the specific actions in the academic plan require a waiver of state law, rule, or guidelines?

- **Although you will be granted a broad flexibility waiver if you are granted a charter, please numerate specific actions, the required waivers, and provide examples of how they will be implemented.**

Action/Waiver	Examples
O.C.G.A 20-1-160 (a) related to school day segments	Will allow blended classes, mentorships, internships, apprenticeships for credit, etc.
O.C.G.A. 20-2-200, Certification Requirement of Hired Professionals	Will allow for the hiring of uncertified subject matter experts as teachers in elective courses
O.C.G.A. 20-2-182 (i) Class Size	Will allow flexibility of class sizes for smaller core classes and larger elective courses, seminar classes with discussion labs, focused enrichment /remediation programs, etc.
GADOE Rule 160-4-2-.02	Will allow the ability to design individual or specialty classes
O.G.C.A. 20-2-1010 and Electronic Format of Textbooks: O.C.G.A. Section 20-2-1015 and SBE Rule 160-4-4-.10(k):	Will allow the ability to select textbooks more aligned with FCS curriculum and specialty courses

Organizational Objectives, Plans, and Waivers

Organizational Objective: The system will identify, develop, place and retain teachers and principals who possess specific, effective skills and talents which are aligned with the needs of students in each particular school.

5. What are the system's organizational performance objectives for the term of the charter contract?

- **Indicate the system's organizational performance over the past five years ,**

FCS has used the Balanced Scorecard for more than ten years to monitor system performance and direct systemic improvement efforts. The Balanced Scorecard results for the past five years as well as proposed targets for the years of the charter system are included in the appendix as [Attachment 2 – Performance Objectives as Listed in the FCS Balanced Scorecard](#) and can be found on our system website: www.fultonschools.org. Below are the objectives and performance measures in the Human Resources Area of the Balanced Scorecard.

Hire qualified staff for all positions	Percentage of teaching positions vacant at the 20th day of school*
	Percentage of teacher vacancies in "hard to staff" areas at the start of school
	Percentage of teachers meeting highly qualified requirements
	Percentage of teachers advancing on the Career Ladder
	Percentage of teachers advancing on their performance rating
	Percentage of principal vacancies during the school year
	Percentage of non-teaching positions vacant at start of school*

Retain qualified teachers	Annual retention rate of Certified employees
	Percentage of effective new teachers retained for at least three years
	Average days of principal vacancy
	Composite rating of staff engagement from survey
Ensure all staff have skills to achieve results in their position	Percentage of employees participating in professional development aligned with performance management

The most recent AdvancED Report (January 2010) indicated that FCS has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

The system is currently moving to a new evaluation system for all teachers and principals. The move to the new system, STEP 2 Achieve (Supporting Teacher Excellence Program), signals that expectations for teacher performance have been raised, and focuses on achievement by connecting teacher performance to student performance. In addition, a principal evaluation system designed by Mid-continent Research for Education and Learning (McREL) is being implemented this year.

Even with the addition of these new tools, however, we and our stakeholders still see additional areas for improvement. Even with the useful data we are gathering on teacher and principal performance, we are not proactively using that information to increase student achievement.

- **Reflect where the system envisions itself organizationally at the end of the charter term.**

At the conclusion of the charter term, FCS will have an effective and on-going process in place to identify effective teacher/principal skills and talents. We will have developed a matrix of these skills and talents aligned with general student and subgroup achievement. This matrix will establish which skills

and talents are most effective in which setting or with which student characteristics. The FCS employee performance and talent management systems will reflect these relationships.

We will establish a system to allow for career advancement for our teachers through a “Career Ladder” which will reward and retain the most effective teachers while allowing them to remain in the classroom.

Under the charter system, School Governance Councils and principals will then have the information they will need to select and retain faculty and staff with the best mix of skills and talents to meet the needs of students at their particular school.

Finally, our students will experience increased achievement levels due to the strategic placement of teachers and principals with specific, effective skills and talents that are aligned with the needs of students at each particular school.

Unlike the current teacher evaluation systems in use in many systems which simply records observations of teacher classroom activities, the FCS performance and talent management system will be a tool to increase student achievement.

We would propose to add six additional performance measures to the FCS Balance Scorecard under the objective “Ensure all staff has skills to achieve results in their position”.

- Percentage of teacher vacancies in “hard to staff areas” at the start of school
- Percentage of new teachers retained more than three years
- Percentage of teachers advancing on the Career Ladder
- Percentage of effective teachers advancing on performance rating
- Average days of principal vacancies during the school year
- Percentage of new principals retained more than three years

We will establish baseline measures and targets for each of these six areas by Year Three of the charter.

These measures currently appear in the Balanced Scorecard included in the appendix as [Attachment 2 – Performance Objectives as Listed in the FCS Balanced Scorecard.](#)

6. *What specific actions will the system take to achieve the organizational performance objectives?*

- *Describe the organizational innovations that will be implemented during the proposed charter term.*

FCS will identify credentials, skills and behaviors in teachers and principals that align with student achievement. These factors will be compiled from student surveys, student work and classroom observations as well as measures such as standardized test scores and teacher qualifications. Those “effectiveness factors” which are related to improved student achievement, whether in general or in an identified sub group, will be incorporated into a new employee and talent management systems.

While our revised Teacher (STEP 2Achieve) and Principal Evaluation System will better differentiate performance and will provide better performance feedback to teachers and principals, both lack the validated effectiveness measures we will develop under the research phase of this charter. Therefore, FCS will implement enhancements to STEP 2 Achieve and the Principal Evaluation System to incorporate teacher and principal effectiveness factors and gather performance management data. This will entail:

- designing complex, statistical models to measure student growth for inclusion in the evaluation systems;
- creating e-portfolios for all students which will allow teachers to easily monitor and document student mastery of learning objectives over time;
- enhancing the classroom observation rubric; and
- conducting online customer feedback surveys with students, parents/guardians, teachers, and principals to identify growth areas, e.g., content knowledge, instructional strategies, classroom management, leadership responsibilities, etc.

The system’s professional development programs will also be redesigned. Once teacher/principal needs and strengths are identified, existing staff will have the opportunity to expand their professional growth. The Professional Learning Department will design customized and responsive programs and modules based on the growth opportunities identified with the performance management data and

diversify the delivery systems. Professional development will be possible in large group, small group, school-wide or on an individual basis. Additionally, the district will address the performance needs of those teachers and principals in the mid-range performance levels, not just the lowest performing levels.

The effectiveness factors will be integrated into the system's recruiting and hiring processes. The district plans to partner with Teach for America (TFA) to add corps members and build capacity in its highest-need schools. These factors will also be used to enhance the Quality Educator Staffing for Today and Tomorrow (QUESTT) Residency Program, an alternative preparation program for teachers who have transitioned to the profession from other fields. The program will be broadened to incorporate multiple sources of feedback to reflect the effectiveness factors and will reflect local requirements for certification.

Finally, the effectiveness factors will be incorporate into FCS' Principal Induction Program, launched in June 2011. Through the FCS partnership with Emory University, onboarding coaches will work under the charter system with new principals to review the predictive factors of principal effectiveness and to create and execute a 90-Day Plan, i.e., the game plan for the first three months on the job.

System Support for School Level Placements

Once the process is in place to accurately identify those teachers and principals with effective skills and talents aligned with student characteristics, School Governance Councils will have the information they need to make informed and effective decisions about the personnel requirements needed within each distinct school in FCS and the principal will have the information needed to recommend the most qualified teachers for each school. The responsibilities and processes for those hiring decisions are outlined in the governing council and academic sections of this document.

To retain and reward effective teachers, FCS will alter certain processes that define career progression and compensation in our system. FCS will create a teacher Career Ladder to incentivize highly effective teachers to stay in the classroom. Levels in the Career Ladder will follow a progression such as novice, master, model, and lead teacher. Performance-based criteria for success at each level in the Career Ladder for teachers will be defined and accompanied by changes in the salary schedule.

Effective teachers will be recognized and rewarded and will be encouraged to share their experiences, practices, and techniques with other teachers.

- **Provide a clear explanation of how the innovations will increase organizational effectiveness.**

FCS has conducted an extensive review of the literature related to teacher and principal effectiveness. There is a large body of research demonstrating that teacher effectiveness impacts student achievement more than other identified factors, such as the size of the class or the school a student attends. Additionally, a major national research project beginning in 2008, and other evidence-based research studies indicate that successful implementation of specific strategies will result in more effective teachers. This project has identified certain systemic practices that will improve teacher effectiveness: multiple measures of teacher effectiveness (not just test scores), accurate teacher evaluations, meaningful tenure, differentiated pay based on the multiple measures of teacher effectiveness, the strategic placement of teachers, and targeted professional development.

The data regarding principal effectiveness is equally compelling. The meta-analysis on the impact of school leadership on student achievement described in R. J. Marzano's book, School Leadership that Works, and other research on principal effectiveness had already influenced district strategies to launch a principal induction program. Through the charter system, we will enhance performance management systems to include student growth data at the school level, create career growth opportunities for aspiring principals, and introduce entrepreneurial and innovative professional development for principals to improve their leadership practices.

- **Describe the anticipated timeline for implementation of the innovations**

FCS will spend the first year of the charter focused on research, development and program design. During the second year, it will begin implementation of various initiative components to formulate baseline data and integrate new programming into any remaining existing processes. During years three through five of the charter system, FCS will continue to collect feedback, analyze data for continuous improvement and make policy changes based on the data collected from our accountability

systems to include stakeholder and employee satisfaction in addition to performance data. See the Charter System Implementation Roadmap referenced earlier in this document.

- **Describe why the innovations are appropriate for this unique system.**

FCS has identified specific gaps in its human capital pipeline through extensive community outreach and targeted research. During the exploration phase of becoming a charter system, the community offered more than 2,873 comments. From teachers, parents/guardians, principals and central staff, the need for performance-based retention and placement decisions for all staff, especially teachers, was the second most common item mentioned, falling only behind the desire for instructional flexibility (see academic objectives).

Specific research on FCS' human capital pipeline confirmed this as an area for concern. The bulk of this research was conducted through the district's participation in the Strategic Data Project (SDP) – a \$15 million national education initiative administered by Harvard University's Center for Education Policy and Research. One of the strategies of Harvard's SDP is to conduct rigorous diagnostic analyses of teacher effectiveness. "Learning about Teacher Effectiveness: The SDP Human Capital Diagnostic" summarizes Harvard researchers' findings within FCS. The team of researchers linked student test and demographic data to teacher human resource data to calculate teacher effectiveness. Overall, researchers found that teacher effectiveness varies substantially in FCS.

Key findings are described below:

- *Recruitment:* High poverty schools have greater proportions of novice and newly hired teachers than low poverty schools.
- *Placement:* On average, less experienced teachers are placed with lower performing students - both district-wide and within specific FCS schools.
- *Development:* FCS teachers become more effective during their first two years in the classroom after which teacher effect improvements are generally small and inconsistent.

Additionally, teachers with advanced degrees are no more effective than teachers without advanced degrees.

- *Evaluation:* It is possible to predict future teacher effectiveness. After ranking novice FCS teachers in quartiles using two years of math teacher effectiveness data, these teachers, on average, performed similarly in their third year. These findings hold true for ELA, as well.
- *Retention / Turnover:* FCS retains its most effective novice math teachers at higher rates than its least effective novice math teachers. This is not true for novice ELA teachers or experienced teachers in either math or ELA.

Finally, analysis of principal turnover in FCS also points to the need to ensure FCS implements appropriate strategies for hiring, supporting, and retaining effective principals. Currently, FCS has 94 principals (not including start-up charters), of whom 55 lead high-need schools. The table indicates the years of service of these principals.

	1-5 Years	6-10 Years	11-20 Years	21-29 Years	30 + Years
Number of Principals	3	7	53	18	13

At the beginning of the 2011-12 school year, the district had filled 21 principal vacancies, the majority of which were created due to retirement. The staffing forecast for the 2012-2013 school year includes ten new principals and six new principals for the 2013-2014.

There is a critical need to replace retiring principals with new principals who are well prepared to effectively lead, especially in high-need schools, under the charter system model of enhanced community involvement and to work closely with School Governance Councils. In addition, long-serving principals need an appropriate performance management system to assist them in identifying areas for development and to support their growth.

7. **Which of the specific actions in the organizational plan require a waiver of state law, rule, or guidelines?**

- **Enumerate the specific action, the required waivers, and provide examples of how they will be implemented.**

Action/Waiver	Examples
O.C.G.A. 20-2-200, Certification Requirement of Hired Professionals	Will allow for the hiring of uncertified teachers in non-core classes and flexibility in designing alternative pathways to certification
O.C.G.A. 20-2-182 (i) Class Size	Will allow flexibility of class sizes for smaller core classes and larger elective courses, seminar classes with discussion labs, focused enrichment /remediation programs, etc.
O.C.G.A. 20-2-201(c) - Appropriate Organizations to provide In-Service or Continuing Education	Will allow for specialized in-service training
O.C.G.A. 20-2-1010 - State Board to prescribe textbooks	Will allow ability to select textbooks to more completely align with FCS curriculum or specialty classes
O.C.G.A. 20-2-167, sections (a)(1), (a)(2), and (a)(3) - Expenditure of Funds	Will allow resources to be focused on student achievement
O.C.G.A. 20-2-212, 20-2-212.1, 20-2-212.2 Teacher Salary Schedules and Increases	Will allow a Career Ladder and differentiated salaries
O.C.G.A. 20-2-171 Minimum Direct Classroom Expenditures	Will allow resources to be focused on student achievement
O.C.G.A. 20-2-182, O.C.G.A. 20-2-184, O.C.G.A. 20-2-185, O.C.G.A. 20-2-186 Program weights	Will allow flexibility in staffing allocations
O.C.G.A. 20-2-184.1 Funding for Additional Days of Instruction	Will allow for customization of remediation programs
O.C.G.A. Section 20-2-85 - Establishment of school councils O.C.G.A. Section 20-2-86 - Requirements of school councils	Will allow for establishment of School Governance Councils.

Governance

8. What is the system's plan to maximize school level governance?

The objective is to implement local school innovations that will be responsive to local school needs and supported by research. FCS will accomplish this by designing School Governance Councils and supplying them with the information and resources they need to create effective, innovative practices.

- **What are the differences between the current local school governance structure and the new structure the system will implement?**

Current Local School Advisory System

A two-tiered system of Local School Advisory Councils (LSAC) currently exists in FCS: Local School Advisory Councils and Cluster Advisory Councils. In addition, FCS has the following: Superintendent's Community Council, Parent Advisory Council, Principal Advisory Council, Teachers Advisory Council, and Student Advisory Council. These bodies consisting of elected and/or appointed members have no decision-making authority, but offer advice to the system in many areas of interest such as school-based community services, communications, extracurricular activities, etc.

A survey of existing LSACs in the system indicated the following:

- When asked about common federal compliance programs (i.e. Title I, ESOL, etc.), approximately one third of LSAC members did not know if their school participated in the federal program.
- Most LSACs do not monitor school budget on a monthly basis.
- Most LSACs do not review common school reports such as school improvement plans.
- While many LSACs members did not feel they needed training, most identified a wide variety of training interests.

Proposed School Governance Council System:

The existing LSACs will be replaced with School Governance Councils (SGC) by Year Three of the charter contract. These SGCs will have the opportunity to earn increased levels of decision making

authority with the goal of increasing student achievement. This authority will be operationalized through a Request for Flexibility process described later in this document. SGCs operate under the control and management of FCBOE and will follow FCBOE policies unless otherwise waived.

Transition to School Governance Councils:

Current Local School Advisory Councils will convert to SGCs over a three year-period. Each LSAC, at their initiative, will decide when to participate in a required SGC training program. The training will be offered to cohorts of schools during Years One, Two, and Three of the charter system. The first year of a SCG will be considered a “planning year” during which time the school will hold elections and SGC members and the principal will attend training and investigate flexibility options. Thereafter, training will be conducted annually for newly elected members of School Governance Councils. Existing School Governance Councils may request additional training on specific topics as well. Every effort will be made to ensure each of the three initial training cohorts is representative of all school levels (elementary, middle and high), all student populations, and a variety of communities.

- **Address the formation of the local school governing councils, including how members are selected, the terms of members, and how and why members may be removed.**

School Governance Council (SGC) Organizational Structure

School Governance Councils will initially have the following membership:

- 3 parents/guardians elected by the parents/guardians with children enrolled at the school (one vote per family)
- 2 teachers elected by the teachers
- 2 school-based staff appointed by the principal
- 2 community members nominated by the principal and approved by the remaining SCG members
- for high schools, 2 students elected by the students (non-voting)

The SGC membership will adhere to the following guidelines:

- Principals will serve as non-voting members of the SGCs.
- SGCs can request to alter the positions listed here through the Request for Flexibility process.

- SGC members will serve exclusively on the School Governance Council and may not be elected officials from any government entity
- Parent/guardian representatives may not be employees of the school. School staff representatives may not be parents/guardians at the school.
- SGC members will serve voluntarily and will not receive payment for services.
- Each member of the SGC will be fingerprinted and have a criminal record check processed prior to elections or final board appointment.
- Each SGC will have officers consisting of a chair, vice chair, and parliamentarian.

Basic Responsibilities of SGC

Upon successful completion of FCS certification in the planning year (described on page 43), SGCs will have authority to fulfill the following responsibilities:

- Approval of School Improvement Plan and updates
- Approval of Annual Budget and related allocations
- Participation in the selection of the principal
- Serve as the Title I Committee (as permitted under federal regulations)
- Manage the Request for Flexibility process

These basic responsibilities of School Governance Councils align with the following areas of decision-making authority as identified in The Charter Schools Act of 1998: personnel decisions, financial decisions, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.

Terms of SGCs

All SGC members shall serve a two-year term. No member shall serve more than two consecutive terms. Terms will be staggered to ensure continuity.

Elementary and high school elections/appointments will take place in the spring before the end of the school year to afford as much planning time as possible before the start of the school year. Because

fully one third of middle schools are going to always be newcomers to the school, (compared to one sixth and one fourth at other levels), middle school elections/appointments will take place in the fall before the 20 Day Count to allow for participation in the elections by the incoming sixth grade families. All elections will follow the procedures outlined in the FCS SGC Bylaws.

In the planning year, the first year of the School Governance Council, the following elections/appointments will take place to establish a staggered rotation:

- one parent/guardian slot with a one year term, two parent/guardian slots with a two year terms
- one teacher slot with a two year term, one teacher slot with a two year term
- one staff with a one year term, one staff with a two year term
- one community slot with a one year term, one community slot with a two year term

New members are in **bold** for each year of operation.

<u>Planning Year</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>
Parent 1	Parent 1	Parent 4	Parent 4	Parent 7
Parent 2	Parent 2	Parent 2	Parent 5	Parent 5
Parent 3	Parent 3	Parent 3	Parent 6	Parent 6
Teacher 1	Teacher 1	Teacher 3	Teacher 3	Teacher 5
Teacher 2	Teacher 2	Teacher 2	Teacher 4	Teacher 4
Staff 1	Staff 1	Staff 3	Staff 3	Staff 5
Staff 2	Staff 2	Staff 2	Staff 4	Staff 4
Community 1	Community 1	Community 3	Community 3	Community 5
Community 2	Community 2	Community 2	Community 4	Community 4

Students will serve two-year terms and will be elected by general student body. Students will not participate in the Planning Year. One student will be elected as a freshman. One student will be elected as a junior. In the first year of the SGC the following elections will take place to establish a staggered rotation:

- Lower Classman slot with a two-year term
- Upper Classman slot from the senior class with a one-year term

<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>
Lower Classman 1 (9th gr)	Lower Classman 1 (10 th gr)	Lower Classman 2 (9th gr)	Lower Classman 2 (10 th gr)	Lower Classman 3 (9th gr)
Upper Classman 1 (12th gr)	Upper Classman 1 (11th gr)	Upper Classman 1 (12 th gr)	Upper Classman 2 (11th gr)	Upper Classman 2 (12 th gr)

Removal of SGC Members

Any voting SGC member may be removed by an affirmative vote of a two-thirds majority of the SGC for violation of the FCS Governing Council Code of Conduct (to be constructed in Year One).

Request for Flexibility (RFF)

The ultimate value of the School Governance Council system lies in the vision of its members and the innovation such Councils will bring to our schools. At this writing, we cannot predict the Requests for Flexibility which will arise from these groups. However, the intent of the Requests for Flexibility will be to increase student achievement through academic and/or organizational innovation.

To ensure this intent is being fulfilled, the system will establish a list of standards by which SGC Requests for Flexibility will be evaluated. Requests for Flexibility applications will follow a format designed during Year One of the charter system with the input from stakeholders.

While certain basic steps in the Requests for Flexibility (RFF) process are outlined below, it is expected that the nuances of the Request for Flexibility process will be determined in partnership with stakeholders during the first two years of the charter system.

However, the basic process as currently envisioned is as follows:

1. A SGC must obtain FCS certification status.
2. A draft Request for Flexibility application will be written following a FCS approved format.
3. The certified SGC will present the draft Request for Flexibility application to the faculty and staff, parents/guardians, and at high school, to the students, and allow 30 days for input following the presentation. Public input on the draft must be shared in SGC Minutes and included in the appendix of the application.
4. After this public comment period, the draft Request for Flexibility application will be voted upon by the SGC. All RFF applications must be approved by no less than a two-thirds majority of the SGC.
5. If the RFF concept will impact other schools in the cluster, the application may be presented to the Cluster Advisory Council (CAC). The CAC is described later in this document. The application will be reviewed by the CAC to determine any impact upon other schools in the cluster. A listing of potential impacts, both positive and negative, will be included in the appendix of the application. The CAC will not vote on the application.
6. The Request for Flexibility application will be submitted to FCS for review. Unless otherwise noted in the process, Requests for Flexibility will be evaluated by appropriate central staff in a process to be determined (see Classifications of Requests for Flexibility).
7. The draft Request for Flexibility application and required appendices will be submitted to the Area Superintendents for approval or denial. If approved by the Area Superintendents, it will be sent to FCS Superintendent for final approval or denial. The Fulton County Board of Education will be notified of all Request for Flexibility decisions.

8. All approved Requests for Flexibility will be included in the database and made available to SGCs throughout the system.

Classifications of Requests for Flexibility

Requests for Flexibility will be classified into two groups.

1. Universal Requests for Flexibility

Based on community feedback gathered during the petition development process, certain initiatives were consistently and frequently mentioned as desired areas of flexibility. These commonly identified areas of interest impact the local school only and require no additional resources to implement.

- Expectations for parent involvement
- Dress codes for students
- Professional development focus aligned with the School Improvement Plan
- All currently existing school level authority

The Universal Request for Flexibility application will be abbreviated and will not require central office staff review, a documentation of student need, or related research to justify its implementation. The areas of local governance council decision-making authority as identified in The Charter Schools Act of 1998 which aligns with the Universal Requests for Flexibility will be: curriculum and instruction (limited), resource allocation (limited), and school operations (limited).

2. Earned Requests for Flexibility

The Earned Request for Flexibility will be more extensive. It will include:

- alignment of the request with the School Performance Report and School Improvement Plan;
- response to stakeholder input;
- a detailed plan for implementation and evaluation;
- a detailed analysis of any impact upon school budget and personnel;
- documented academic need of the student population; and
- research supporting the request.

Following are examples of the types of initiatives which might be classified as Earned Requests for Flexibility:

- Additional elective courses at middle and high school or additional subjects at elementary schools
- Blended learning to include online or virtual components
- Blended learning to include field experiences such as outside research, internships, job shadowing
- Use of non-certified teachers for elective courses
- Restructuring of TAG services
- Restructuring of ESOL services
- Restructuring of EIP services
- Modifying class sizes
- Allocation of resources, including staff positions
- Modification of courses to address requirements for multiple subject areas, such as co-teaching Social Studies and Language Arts or co-teaching Social Studies and Drama
- Within earned positions, extending the school day or school year for students needing remediation opportunities or desiring additional courses
- Innovative uses of technology for instruction
- Scheduled time for subjects and/or courses within the system calendar.

The areas of SGC decision-making authority as identified in The Charter Schools Act of 1998 which align with the Earned Requests for Flexibility may be: personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.

System Support for School Governance Councils

The resources of the system will be made available to the SGCs to support and guide them in their work. While the specific needs of individual Councils will vary according to the school, most services will be available to all SGCs in the second year of the charter system contract.

These will include but will not be limited to:

- A standard set of FCS Bylaws, a FCS Code of Conduct, and a FCS School Governance Council Confidential Self-Assessment tool all developed in the first year of the charter system.
- A governance training program in the areas of legal guides, financial standards, system programs to include assessment and accountability, governing best practices, federal compliance requirements, communications, public relations, and reporting expectations.
- A monitoring process to ensure that SGCs understand and meet the expectations of the school, the system, and any obligations under specific Requests for Flexibility. This will include a technology component such as the current BoardDocs in use by FCBOE to ensure transparent and timely posting of meeting dates, times, locations and minutes. This open communication will assist the SGC in realistically and effectively establishing the scope of their activities as well as enable the system to identify and understand the needs of the Councils. The process will allow the system to refine offerings and practices to more effectively meet those needs in a timely fashion.
- A database of potential Flexibility initiatives which will include research as well as contact information for existing schools employing the flexibility. This database will be shared with Governance Councils. Additionally, Governance Councils will be able to participate in the system's "Annual Best Practices" presentations to learn about successful innovations being used in schools throughout the system. Eventually, the initial research database will be largely populated by the work of School Governance Councils. As each Council develops research based Requests for Flexibility, the research will be made available to all School Governance Councils

through the database as well as the School Improvement Plans and School Performance Reports for schools employing the flexibility.

- A talent pool of potential community members as well as regular “meet and greet” events to allow SGCs to recruit needed talent to enhance council capacity.
- All SGCs will be encouraged to participate in an annual FCS skills review to identify those skills sets the current board members possess and suggest the characteristics which might enhance the Council’s functioning. This information will be used to inform the recruitment process for potential new Council members. The skills review tool will be developed during the first year of the charter contract.
- A principal training program to provide professional development in skills necessary to lead in an innovative environment. This will be guided by FCS’s partnership with Emory University business professors to design professional learning experiences to support school-level innovation. The program will be developed during the first year of the charter contract. (See Organizational Plan addressed earlier in this document)
- Appropriate system personnel to implement SGC support and monitoring.

As the School Governance Councils develop, the system fully expects that the foundational support services offered to the Councils will develop as well.

Governance Council Certification

SGCs must earn FCS certification before they can submit a Request for Flexibility. Initial Certification will take place during the planning year and will entail:

- Successful completion of the FCS training program by all new SGC members; and
- Documentation that the school principal has met basic “school leader management standards.”

Continued Certification will entail:

- An electronic portfolio containing evidence of successful management of the following performance requirements:
 - Participation in FCS Governance Council Confidential Self-Assessment tool;
 - Approval of School Improvement Plan and updates;
 - Approval of Annual Budget and related allocations;
 - Conducting Open Meetings; and
 - Open and inclusive election process as detailed in the standard FCS SGC Bylaws.

Evidence of poor governance as documented through the FCS monitoring practices may result in the loss of certification and the related authority to submit or implement a Request for Flexibility.

Accountability for SGCs

We will establish a central staff function to monitor and support School Governance Councils.

This area will have the following responsibilities:

- Monitor SGC voting processes
- Ensure meeting dates, times, locations and minutes are publicly posted
- Review the annual, confidential self-assessment completed by all members
- Arrange interventions such as training or facilitation as warranted.

Through our Constituent Services function we will also monitor and track calls related to the practices of SGCs so that we can provide systemic support as indicated.

With over one hundred schools in the system, it is possible that some SGCs will not fulfill their responsibilities in such a way that student achievement is increased. In such circumstances, the Fulton County Board of Education retains the authority to require specific school level interventions, including reconstitution of the school faculty and staff, the dissolution of the School Governance Council as well as the revocation of approved Requests for Flexibility. Such actions will not require the support of the SGC.

The criteria and a process for such actions will be developed in the first year of the charter.

The broad circumstances which may trigger such a loss of certification and local governance authority include:

- If the health and safety of students are being threatened by the actions of the SGC,
- If a majority of the parents/guardians or guardians of students enrolled at the school vote to request the termination of its SGC,
- If a majority of the faculty and staff at the school vote to request the termination of its SGC,
- If the SGC fails to comply with the directives of the FCBOE,
- If the SGC fails to follow generally accepted standards of fiscal management,
- If there is a violation of applicable federal, state, or local laws or court orders,
- If there is substantial evidence that the continued operation of the SGC would be contrary to the best interests of the students or the community,
- Evidence of poor governance as documented through the FCS monitoring practices, or
- Evidence that the academic measures on the School Performance Report do not reach minimally satisfactory levels over a set period of time.

Cluster Advisory Council (CAC) Organizational Structure

The cluster of schools will follow the definition of a high school cluster in the GADOE Rule 160-4-9-.04, namely “a public high school and all of the public middle and public elementary schools which contain students who matriculate to such high school. The schools in a high school cluster may include charter schools, local schools, or a combination of both.” In the event of “split feed patterns,” FCBOE reserves the authority to establish cluster memberships. Until all the schools in a particular cluster have operating SGCs (Year Three), the membership will be a hybrid of SGC and LSAC representatives.

Cluster Advisory Councils will have the following membership:

- 1 parent or community representative from each of the SGCs in the cluster.
- 1 principal or his/her designee from each of the SGCs in the cluster
- The FCS Area Superintendent assigned to the cluster

The SGC membership will adhere to the following guidelines:

- Area Superintendents will serve as non-voting members of the CACs.
- Principals may not chair the CAC, but they will be voting members of the body.

Basic Responsibilities of Cluster Advisory Councils (CACs)

The support of the schools in the cluster will be the sole function of the CAC. CACs operate under the control and management of FCBOE.

- Evaluate Requests for Flexibility - Using a format established by the system and upon request from a member school or the area superintendent, the CAC may be asked to determine if the initiatives in a Request for Flexibility will have an impact (positive, neutral or negative) upon the other schools in the cluster. The CAC findings may be included in the Request for Flexibility application. The CAC will have no authority to “approve or deny” a SGC’s Request for Flexibility.
- Cluster-wide coordination on community events - The CAC will also offer member schools the opportunity to coordinate on common local events (i.e. festivals, special events, etc.).
- Cluster-wide coordination on Requests for Flexibility – The CAC may offer member schools the opportunity to coordinate on common Requests for Flexibility such as cluster-wide curriculum offerings or shared specialty training needs.

CACs have no decision-making authority as defined by the Charter Schools Act of 1998.

Terms of Cluster Advisory Councils (CACs)

- All CAC parent or community members shall serve a one year term and shall not serve more than two consecutive terms.
- Principals will serve for as long as they serve at their school and may not be the chair
- **Describe the general responsibilities for the principal at each charter system school, the local governance at each charter system school, the system governing council (if applicable), and the local board of education in the areas of budget, resource allocation, personnel decisions (primarily principal selection, evaluation, and termination), establishing and monitoring the achievement of school improvement goals, curriculum and school operations.**

Areas	<i>Principal</i>	<i>SGC</i>	<i>CAC</i>	<i>Superintendent</i>	<i>FCBOE</i>
	<i>Manages Requests for Flexibility</i>	<i>Approves and Governs Requests for Flexibility</i>		<i>Approves Requests for Flexibility and Manages Accountability</i>	<i>Receives reports of Requests for Flexibility decisions</i>
<i>Budget</i>	Recommends school budget	Approves school budget	None	Recommends system budgets Establishes budget processes	Approves system budgets Oversees budget processes
<i>Resource Allocation</i>	Recommends material and personnel allocations	Approves material and personnel allocations	None	Establishes and monitors allocation processes	Oversees allocation processes
<i>Personnel Decisions</i>	Recommends hiring/placing/removal of teachers/staff Evaluates teachers and staff	Participates in principal selection and evaluation	None	Recommends hiring/placing/removal of principals and staff Establishes employee performance and talent management systems	Hires/evaluates/removes Superintendent Approves superintendent's recommendations
<i>Goals (termed School Improvement Plans (SIP) and School Performance Reports (SPR))</i>	Provides performance data and guidance to SGC regards SPR Implements SIP	Evaluates school achievement via SPR Selects components of SIP Monitors progress	None	Establishes and monitors School Performance Report (SPR) systems to inform local school communities Establishes and monitors Information systems to inform SIP decisions	Oversees Information systems and School Performance Evaluation processes
<i>Curriculum and Instruction (CAI)</i>	Provides subject matter expertise and guidance regards CAI methods Implements FCS Curriculum	Develops proposed innovations	Assesses implications of Requests for Flexibility upon request	Establishes and monitors FCS foundational Curriculum/Instructional practices Establishes research database regards CAI	Oversees FCS foundational Curriculum/Instructional practices
<i>Operations</i>	Manages Operations to comply with all health, safety, federal, and otherwise required programs and activities	Develops proposed innovations	Assesses implications of Requests for Flexibility upon request	Establishes and monitors FCS operational practices to comply with all health, safety, federal, and otherwise required programs and activities	Oversees FCS operations

- **Provide a timeline for governance training to be provided to principals and members of the local school governing councils in order to build the capacity needed to make decisions in the above-mentioned areas.**

Schools will transition to the School Governance Council model over the first three years of the charter.

As indicated earlier, the first year of transition will be a Planning Year in which the SGC members receive extensive training. We plan to work with external experts in public, private and nonprofit governance structures to design this training. We have current partnerships established with the Emory Goizueta Business School and the Carl Vinson Institute at the University of Georgia for this purpose. We expect to contract with a training provider to assist us in delivering the training during the first three years, but will absorb the ongoing training responsibilities into our staff responsibilities. We will provide training via a variety of mechanisms to reduce the burden on the SCG members. While there will be need for some limited face-to-face interaction, we will also use online content, video streaming and virtual conference technology.

We will also provide extensive training to our principals to operate in this new environment. This training will begin immediately upon approval of the charter system contract. Training will be provided in areas such as collaborative leadership, conflict management, innovation, change management, project management and program evaluation. We anticipate using national experts to assist in this training as well as leveraging our current partnerships with the North Highland Company and the Goizueta Business School.

We have applied for several grants to support this training effort, including Georgia's Innovation Fund grant.

Financial Objectives, Plans, and Waivers

Financial Objective: The system will ensure that the financial resources in each school support the school's improvement plan to increase student achievement.

9. **What are the system's financial performance objectives for the term of the charter contract?**

- **Describe the system's financial performance over the past five years**
- **Reflect where the system envisions itself financially at the end of the charter term.**
- **Indicate the anticipated financial targets in each year**
- **Include objectives related to fiscal feasibility required for implementation and sustainability of system organizational and academic plans.**
- **Be specific, measurable, attainable, relevant, and time-based (SMART).**

FCS has used the Balanced Scorecard for more than ten years to monitor system performance and direct systemic improvement efforts. The Balanced Scorecard results for the past five years as well as proposed targets for the years of the charter system are included in the [Appendix as Attachment 2 – Performance Objectives as Listed in the FCS Balanced Scorecard](#) and can also be found on our system website: www.fultonschools.org. Below are the objectives and performance measures in the Manage Financial Resources area of the FCS Balanced Scorecard.

Control loss	Percentage of general fund dollars in lost property (exc. catastrophic events)*
Reduce FTE losses through effective staffing	Amount of FTE dollars for ESOL, TAG, and Exceptional Children*
	FTE dollars lost*
Increase competitive grants and donations	Dollar amount of grants and donations*
	Number of grants*
Maintain adequate reserves	General fund balance at year-end*
Sound fiscal management	Variance of Budget to Actual *
	Revenue
	Expenses

These objectives are related to the fiscal feasibility required to implement and sustain the charter system's organizational and academic plans. As mentioned earlier in this document, the most recent AdvancED Report (January 2010) indicated that FCS has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

10. What specific actions will the system take to achieve the financial performance objectives?

- **Describe the financial innovations that will be implemented.**

Under the charter system, FCS will retain systemic flexibility from the state's funding constraints and will include SGCs in the budget process.

Currently, there are a variety of codes that require FCS to earn and allocate funds based on the state's formula. While the state's process is appropriate and understandable in certain circumstances, as applied currently, in select instances it prevents the system from focusing its resources in manners that target student achievement. In some cases the state's process prevents the local school from most efficiently or effectively using its resources to the benefit of the specific student body.

There are a number of specific systemic actions FCS will take under the charter system in order to improve the efficiency of our internal operations and provide increased flexibility to our local School Governance Councils in the budget approval process.

The FCS system will retain funding flexibility in the areas of direct instruction, media center and staff development, summer school programming and minimum direct classroom expenditures. Additionally, we retain flexibility in distributing funds for staffing, specifically as it relates to superintendents, assistant principals, media specialists, secretaries, accountants, nurses and certain other personnel. This flexibility will result in the system's ability to allocate resources to school's based upon student needs, rather than strictly on state formulas.

The Board of Education will continue to use site-based budgeting and site-based management through the "Bottom-Up" budget development approach, meaning each school-will be fully empowered through the budgeting process that provides reasonable flexibility, high accountability, innovation, and results-driven budget recommendations aligned with each school's improvement plan and the district's

overall mission. The school leadership will have more flexibility over how they allocate and spend their dollars, as long as they positively impact student achievement, follow district conversion guidelines and abide by federal rules, and the charter system contract. This flexibility will enable deployment of staff according to their school's needs.

Starting in October of each year, the school allotment formulas and guidelines are reviewed based on stakeholder feedback and the district's strategic plan. Each December, the Planning Department releases the student forecast and the Budget Department will prepare the preliminary budget assumptions for the next year. FCS budget allocations to local schools will follow the approved school allotment formulas for the system. The local school, working through the Request for Flexibility process outlined earlier in this document, may request approval to adjust how those allotments are used. In February or March, each principal, in conjunction with his/her leadership team, will conduct budget development and review sessions with the SGC. This approved budget will be returned by the school principal to the respective Area Superintendent. This timing will allow schools to proceed with preliminary planning for the upcoming school year. In June, the FCBOE will approve final budgets and final millage rates. The final budgets will then be reconciled and uploaded in the FCS financial system. On 10 Day Count, all school allotments will be adjusted based on actual enrollments.

School principals will be responsible for the management of all funds involving school activities. Management of school funds requires strict compliance with the FCS accounting procedures for local schools. Each local school which either receives or expends any funds not accounted for in the School System's central offices must maintain an appropriate set of accounting records documenting these transactions. FCS maintains an internal audit function which routinely audits the receipts and expenditures at each school. Each principal shall make a monthly report of all receipts and disbursements to the Superintendent. Under the charter system, this monthly report will also be shared with the School Governance Council.

- **Provide a clear explanation of how the innovations will increase financial performance.**

Such innovations will allow the system to focus on funding student achievement and direct system allocations to that achievement. Given the sophistication of the current financial management system (SAP), we are confident that we will be able to glean the increased efficiencies from a targeted budgeting process. Additionally, such an approach will give the School Governance Councils more flexibility when allocating their local resources to meet the needs of students at each distinct school. A link to the current allocation formulas used to fund our schools are located in the [Appendix as Attachment 15 – Link to FY12 School Allotment Guidelines.](#)

- **Describe the anticipated timeline for implementation of the innovations**

Year 1	Year 2	Year 3	Year 4	Year 5
Implement Immediate Changes to Supporting Infrastructure and Processes, Funding Strategies, and other Early-Adoptable Flexibility options		Implement Flexibility	Monitor and Adjust Flexibility	Measure Results of Flexibility
Engage Community in defining specifics of Complex Flexibility options	Develop additional processes to support Complex Flexibility options			

- **Describe why the innovations are appropriate for this unique system**

FCS has a long history of strong financial management and a unique approach to budgeting. Proactive, rather than reactive, the FCS budgeting system is built on identified student needs and a complex student forecasting system. The flexibility inherent in this approach would continue FCS progress toward flexibility with accountability. The process for local school flexibility is detailed in the governance section of this document.

11. Which of the specific actions in the financial plan require a waiver of state law, rule, or guidelines?

- **Enumerate the specific action, the required waivers, and provide examples of how they will be implemented.**

Action/Waiver	Examples
O.C.G.A. 20-2-167, sections (a)(1), (a)(2), and (a)(3) - Expenditure of Funds	Will allow resources to be focused on student achievement
O.C.G.A. 20-2-212, 20-2-212.1, 20-2-212.2 Teacher Salary Schedules and Increases	Will allow a Career Ladder and differentiated salaries
O.C.G.A. 20-2-171 Minimum Direct Classroom Expenditures	Will allow resources to be focused on student achievement
O.C.G.A. 20-2-182, O.C.G.A. 20-2-184, O.C.G.A. 20-2-185, O.C.G.A. 20-2-186 Program weights	Will allow flexibility in staffing allocations
O.C.G.A. 20-2-184.1 Funding for Additional Days of Instruction	Will allow for customization of remediation programs

Appendix Items

1. Steps to Strategic Plan Development
2. Performance Objectives as Listed in the FCS Balanced Scorecard
3. Charter System Performance Data and Targets in Graphic Presentation
4. Signed local Board of Education resolution approving the creation of the charter system.
5. Notice that was sent to each principal within the proposed charter system regarding required hearings on the charter system application.
6. Description of how stakeholders, including parents and community members, were involved in the development of the Charter System Application.
7. A list of all schools to be included in the charter system, including new schools or college and career academies that will be formed throughout the life of the charter, with an indication of which existing schools are currently in Needs Improvement status.
8. A brief description of the charter system that includes the name, the mission, grades served, the focus of the curriculum, instructional methods to be used, including any distinctive or unique instructional techniques or educational programs to be employed, and other pertinent information.
9. Local school governance training timeline including training topics.
10. Conflict of interest policy for local school governing councils.
11. A list of business arrangements or partnerships with existing schools, educational programs, businesses and non-profits and the nature of the services provided, including disclosure of any potential conflicts of interest.
12. A brief description of the system's fiscal history and whether the system is or has ever operated under a fiscal deficit.
13. Copy of the school system's most recent annual audit.
14. Copy of the school system's most recent accreditation report.
15. Link to FY12 School Allotment Guidelines

1. Steps to Strategic Plan Development

(Link to [Page 11](#))

Areas of Focus

(developed through prior input of community forums, online comments, student focus groups, principals, central department leaders, Superintendent's advisory groups)

- People – hiring and developing the best talent
- Instruction – practices that drive student learning
- Resources – efficient allocations to support students
- School Management – data-driven empowerment and innovation
- Technology – utilizing technology to support instruction and decision-making

Steps for Strategic Plan Development

November

- Gain consensus on strategic plan development approach
- Release RFP for Organizational Redesign (requesting Fulton Education Foundation funding)

December

- Recruit members of Focus Area Planning Teams and schedule meetings (central facilitator assigned to each)
 - Central experts
 - School representatives
 - Outside experts
- Select firm to manage Organizational Redesign effort

January/February

- Convene planning teams for each Area of Focus to define initiatives
- Organizational Redesign process

March

- Cabinet reviews initiatives
- Assessment and Accountability staff develop performance measures
- Present draft strategic plan and organizational design to Board
- Present plan to Superintendent Advisory groups: Parent, Student, Teacher, Community
- Present plan at three Town Hall community meetings
- Develop implementation plans and budgets

April

- Present final Initiatives, Org Design and Budget to Board
- Create communication materials and methods to define the new direction
 - Current state of the system
 - Case for change
 - Future strategic plan
 - Initiatives and implementation plans

2. Performance Objectives as Listed in the FCS Balanced Scorecard

(Links to [Page 3](#), [Page 13](#), [Page 22](#), [Page 24](#), and [Page 46](#))

The FCS Balanced Scorecard has been used by the Fulton County Board of Education and system leaders for more than 10 years to monitor system performance and direct improvement efforts. Under the charter system, this will continue to be used to monitor progress toward the student achievement and operations performance objectives. The FCS Balanced Scorecard is posted on the FCS website for community reference at the following address: http://portal.fultonschools.org/About_Fulton/Balanced_Scorecard/Pages/default.aspx.




The attached FCS Balanced Scorecard was introduced to the FCBOE for First Read on November 8, 2011. It is anticipated that the vote to approve the Balanced Scorecard will take place on December 20, 2011. At that time, the approved version will be forwarded to the Georgia Department of Education for consideration. The changes being reviewed by the FCBOE are indicated.

Notes for interpreting the Balanced Scorecard:

It is not possible to compare CRCT test scores from one year to the next, as the scales on which performance is based, varies. Converting student scores to Z scores allows us to overcome this problem and evaluate growth in performance over time. Z scores typically range from -3.0 to +3.0, and any movement in a positive direction signifies growth from one year to the next.

ITBS was been re-normed for 2009-10 school year.

The following color key should be used.

	meeting or exceeding target
	maintaining / improving but not meeting target
	not meeting target

Student Achievement Measures

Goals	Objective	Measure Type	Performance Measure	Unit of Measure	Baseline Data			Actual	Target						
					2007-08	2008-09	2009-10	2010-11	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
STUDENTS MASTER CURRICULUM	Improve Student Achievement in Reading	Status	Criterion-Referenced Tests - Reading	Percentage of students meeting or exceeding expectations											
			Grades 3, 4, and 5												
			All Students		90% (39%)	90% (37%)	91% (39%)	92% (47%)	93%	93%	93%	94%	94%	95%	95%
			Limited English Proficient		79% (12%)	81% (11%)	85% (15%)	84% (17%)	88%	86%	88%	90%	91%	92%	93%
			Students w/Disabilities		68% (17%)	68% (14%)	72% (16%)	76% (22%)	80%	78%	80%	82%	84%	86%	88%
			Economically Disadvantaged		86% (20%)	86% (19%)	89% (20%)	88% (27%)	91%	90%	91%	92%	93%	94%	95%
			Black		83% (21%)	83% (19%)	86% (20%)	86% (27%)	89%	88%	90%	91%	92%	93%	94%
			Grades 6, 7, and 8												
			All Students		93% (31%)	94% (39%)	95% (41%)	95% (41%)	96%	96%	96%	96%	97%	97%	97%
			Limited English Proficient		71% (6%)	79% (11%)	84% (9%)	82% (12%)	87%	84%	86%	88%	90%	91%	94%
			Students w/Disabilities		74% (7%)	76% (10%)	73% (11%)	78% (12%)	77%	80%	82%	84%	86%	88%	90%
			Economically Disadvantaged		91% (13%)	93% (19%)	94% (22%)	95% (22%)	96%	96%	96%	97%	97%	97%	98%
			Black		89% (14%)	91% (20%)	91% (22%)	93% (23%)	94%	94%	95%	95%	96%	96%	97%
			Percentage of Limited English Proficient students that remain at or above grade level through two years of exiting the program in Reading	Percentage of students	--	93%	97%	12/1	99%						
		Value Added	Percentage of all students, system-wide, with a z-score increase on the CRCT-Reading for grades 2, 3, 4, and 5, using the state mean and standard deviation to calculate.	Percentage of students											
			All Students		--	49.5%	50%	54%	52%	56%	58%	60%	62%	64%	66%
			Limited English Proficient		--	48.2%	55%	53%	58%	55%	57%	59%	61%	63%	65%
			Students w/Disabilities		--	52%	50%	51%	53%	53%	55%	57%	59%	61%	63%

[illegible]

STUDENTS MASTER CURRICULUM			Limited English Proficient	Percent age of students	62% (18%)	72% (23%)	73% (24%)	82% (31%)	75%	84%	86%	88%	90%	91%	92%
			Students w/Disabilities		46% (17%)	51% (17%)	51% (18%)	69% (28%)	54%	73%	75%	77%	79%	81%	83%
			Economically Disadvantaged		64% (17%)	72% (23%)	75% (23%)	82% (33%)	78%	84%	86%	88%	90%	91%	92%
			Black		61% (17%)	68% (22%)	70% (21%)	79% (32%)	73%	82%	84%	86%	88%	90%	91%
			Grades 6, 7, and 8												
			All Students		73% (24%)	80% (31%)	81% (36%)	88% (40%)	85%	90%	91%	92%	93%	94%	95%
			Limited English Proficient		52% (12%)	60% (13%)	64% (18%)	72% (22%)	67%	75%	77%	79%	81%	83%	85%
			Students w/Disabilities		40% (5%)	46% (6%)	45% (6%)	57% (10%)	50%	62%	65%	68%	71%	73%	75%
			Economically Disadvantaged		56% (6%)	68% (10%)	72% (14%)	78% (17%)	78%	81%	83%	85%	87%	89%	90%
			Black		56% (7%)	67% (11%)	68% (14%)	76% (17%)	71%	79%	81%	83%	85%	87%	89%
			Percentage of Limited English Proficient students that remain at or above grade level through two years of exiting the program in Math		--	86%	90%	12/1	93%						
		Status	End of Course Test (Math I and Math II)	Percentage of students meeting or exceeding expectations											
			All Students		--	--	65% (19%)	66% (24%)	70%	69%	72%	75%	78%	81%	84%
			Limited English Proficient				41% (6%)	36% (9%)	--	45%	47%	49%	51%	53%	55%
			Students w/Disabilities				29% (4%)	29% (4%)	--	32%	35%	38%	41%	43%	45%
			Black				40% (3%)	43% (5%)	--	46%	49%	52%	55%	58%	61%
	Improve Student Achievement in Math	Value Added	Percentage of elementary schools whose CRCT Math regression residual improves when compared to a Metro sample, controlling for poverty	Percentage of schools		39%	56%	65%	59%	70%	70%	75%	75%	75%	75%
			Percentage of elementary schools whose CRCT Math regression residual improves when compared to a Metro sample, controlling for Percentage of Black students enrolled			43%	51%	60%	55%	65%	65%	70%	70%	75%	75%
			Percentage of middle schools whose CRCT Math regression residual improves when compared to a Metro sample, controlling for poverty			32%	70%	57%	72%	65%	70%	70%	75%	75%	75%
			Percentage of middle schools whose CRCT Math regression residual improves when compared to a Metro sample, controlling for Percentage of Black students enrolled			48%	52%	65%	55%	70%	70%	75%	75%	75%	75%

STUDENTS MASTER CURRICULUM			Percentage of high schools whose EOCT-Math 1 regression residual improves when compared to a Metro sample, controlling for poverty	Percentage of students		--	--	56%	60%	60%	65%	70%	70%	75%	75%
			Percentage of high schools whose EOCT-Math 1 regression residual improves when compared to a Metro sample, controlling for Percentage of Black students enrolled			--	--	69%	50%	75%	75%	75%	75%	75%	75%
			Percentage of all students, system-wide, with a z-score increase on the CRCT-Math for grades 2, 3, 4, and 5, using the state mean and standard deviation to calculate												
			All Students		--	50%	48%	52%	52%	54%	56%	58%	60%	62%	64%
			Limited English Proficient		--	60.4%	54%	59%	57%	61%	63%	65%	67%	69%	71%
			Students w/Disabilities		--	53%	47%	54%	52%	56%	58%	60%	62%	64%	66%
			Percentage of all students, system-wide, with a z-score increase on the CRCT-Math for grades 6, 7, and 8, using the state mean and standard deviation to calculate												
			All Students		--	51.1%	51%	52%	54%	54%	56%	58%	60%	62%	64%
			Limited English Proficient		--	53.1%	57%	52%	60%	54%	56%	58%	60%	62%	64%
			Students w/Disabilities		--	55.5%	51%	52%	56%	54%	56%	58%	60%	62%	64%
	Improve Student Achievement in Science	Status	Criterion-Referenced Tests - Science	Percentage of students meeting or exceeding expectations											
			Grades 3, 4, and 5												
			All Students		76% (36%)	80% (42%)	81% (44%)	82% (48%)	83%	85%	87%	89%	91%	92%	93%
			Limited English Proficient		53% (8%)	68% (15%)	70% (18%)	70% (20%)	73%	73%	76%	79%	82%	85%	88%
			Students w/Disabilities		52% (18%)	57% (21%)	58% (21%)	60% (24%)	61%	66%	70%	73%	76%	79%	82%
			Economically Disadvantaged		60% (12%)	68% (17%)	72% (22%)	73% (26%)	80%	76%	79%	82%	85%	87%	89%
			Black		59% (13%)	66% (19%)	68% (21%)	69% (25%)	70%	73%	77%	81%	83%	85%	87%
			Grades 6, 7, and 8												
			All Students		73% (21%)	75%(26%)	77% (29%)	79% (34%)	80%	82%	85%	87%	89%	91%	92%
			Limited English Proficient		44% (4%)	47% (5%)	46% (9%)	57% (13%)	49%	61%	64%	67%	70%	72%	75%
			Students w/Disabilities		42% (6%)	46% (6%)	43% (6%)	49% (10%)	48%	53%	56%	59%	62%	65%	68%
			Economically Disadvantaged		57% (5%)	58% (8%)	64% (11%)	70% (15%)	67%	73%	76%	79%	82%	85%	88%
			Black		57% (6%)	59% (9%)	62% (11%)	66% (15%)	65%	69%	72%	75%	78%	81%	84%
			End of Course Test (Biology and Physical Science)												

STUDENTS MASTER CURRICULUM			All Students		68% (30%)	70% (33%)	71% (34%)	75% (38%)	73%	77%	79%	81%	83%	85%	87%
			Limited English Proficient		40% (11%)	40% (9%)	36% (11%)	42% (10%)	45%	45%	48%	51%	54%	58%	60%
			Students w/Disabilities		39% (12%)	41% (14%)	48% (15%)	46% (14%)	51%	49%	52%	55%	58%	61%	64%
			Black		49% (12%)	55% (16%)	56% (14%)	61% (17%)	59%	63%	66%	69%	72%	75%	78%
		Value Added	Percentage of high schools whose EOCT-Biology regression residual improves when compared to a Metro sample, controlling for poverty	Percentage of schools		23%	15%	69%	20%	75%	75%	75%	75%	75%	75%
			Percentage of high schools whose EOCT-Biology regression residual improves when compared to a Metro sample, controlling for Percentage of Black students enrolled			46%	23%	69%	30%	75%	75%	75%	75%	75%	75%
			Percentage of ES students system-wide, with a z-score increase on the CRCT-Science for grades 4 and 5, using the state mean and standard deviation to calculate	Percentage of students											
			All Students		--	52.8%	52%	48%	55%	50%	54%	54%	56%	58%	60%
			Limited English Proficient		--	63.2%	52%	51%	58%	53%	55%	57%	59%	61%	63%
			Students w/Disabilities		--	53.1%	50%	51%	54%	53%	55%	57%	59%	61%	63%
			Percentage of MS students system-wide, with a z-score increase on the CRCT-Science for grades 6, 7, and 8, using the state mean and standard deviation to calculate												
			All Students		--	48.9%	54%	54%	56%	56%	58%	60%	62%	64%	66%
			Limited English Proficient		--	57.9%	60%	51%	62%	53%	55%	57%	59%	61%	63%
			Students w/Disabilities		--	53.3%	54%	47%	56%	49%	51%	53%	55%	57%	59%
	Improve Student Achievement in Social Studies	Status	Criterion-Referenced Tests - Social Studies	Percentage of students meeting or exceeding expectations											
			Grades 3, 4, and 5												
			All Students		90% (34%)	77% (23%)	78% (27%)	78% (30%)	80%	80%	82%	84%	86%	88%	90%
			Limited English Proficient		81% (7%)	61% (6%)	57% (8%)	62% (8%)	--	65%	68%	71%	74%	77%	80%
			Students w/Disabilities		71% (15%)	52% (8%)	51% (12%)	52% (14%)	--	55%	58%	61%	64%	67%	70%
			Economically Disadvantaged		86% (10%)	62% (6%)	66% (9%)	66% (10%)	--	68%	71%	74%	77%	80%	82%
			Black		83% (12%)	61% (8%)	63% (10%)	63% (1%)	--	65%	68%	71%	74%	77%	80%
			Grades 6, 7, and 8												
			All Students		64% (14%)	69% (24%)	75% (32%)	79% (45%)	78%	81%	83%	85%	87%	89%	90%
			Limited English Proficient		28%	30% (4%)	42% (4%)	58%	--	61%	64%	67%	70%	73%	76%

TS MASTER CURRIC					(3%)			(21%)							
			Students w/Disabilities		42% (3%)	38% (6%)	40% (7%)	46% (15%)	--	49%	52%	55%	58%	61%	64%
			Economically Disadvantaged		45% (2%)	49% (5%)	59% (11%)	67% (22%)	--	70%	72%	74%	76%	78%	80%
			Black		48% (3%)	51% (8%)	59% (13%)	64% (22%)	--	67%	70%	72%	74%	76%	78%
			End of Course Test (U.S. History and Economics)												
			All Students		75% (37%)	75% (43%)	75% (43%)	79% (48%)	78%	81%	83%	85%	87%	89%	91%
			Limited English Proficient		34% (7%)	37% (9%)	32% (5%)	35% (10%)	--	38%	41%	44%	47%	50%	53%
			Students w/Disabilities		36% (8%)	43% (12%)	51% (19%)	52% (20%)	--	55%	58%	61%	64%	67%	70%
			Black		53% (13%)	56% (18%)	59% (20%)	64% (24%)	--	67%	70%	72%	74%	76%	78%
	Increase the High School Graduation Rate	Status	Percentage of all students retained	Percentage of students											
			Grade 3		1.57%	1.8%	1.3%	1.0%	1.0%	0.9%	0.8%	0.6%	0.5%	0.5%	0.5%
			Grade 5		1.48%	1.3%	1.3%	0.9%	1.0%	0.8%	0.7%	0.6%	0.5%	0.5%	0.5%
			Grade 8		1.48%	2.1%	1.5%	1.2%	1.3%	1.1%	1.0%	0.9%	0.8%	0.7%	0.6%
			GHS GT - 11th grade first-time test takers only	Percentage of students passing all four areas											
			All Students		83%	86%	83%	81%	--	83%	85%	87%	89%	90%	91%
			Limited English Proficient		49%	56%	54%	12/1	59%	60%					
			Students w/Disabilities		41%	50%	45%	39%	52%	42%	45%	48%	51%	54%	57%
			Economically Disadvantaged		71%	77%	72%	12/1	77%	79%					
			Black		69%	75%	69%	66%	75%	69%	72%	75%	78%	81%	83%
			9th grade students on track for graduation	Percentage of students											
			All Students		78%	76%	77%	77%	82%	80%	82.5%	85%	87.5%	90%	92.5%
			Limited English Proficient		58%	63%	63%	51%	66%	55%	58%	62%	66%	69%	72%
			Students w/Disabilities		69%	71%	73%	67%	75%	70%	73%	76%	79%	82%	85%
			Economically Disadvantaged		64%	58%	62%	63%	66%	67%	70%	73%	77%	80%	85%
			Black		59%	63%	64%	66%	--	70%	73%	76%	79%	82%	85%
			Drop Out Rate												
			All Students		2.5%	4.2%	3.2%	12/1	3.00%	2.80%	2.50%	2.00%	2.00%	1.70%	1.50%
			Limited English Proficient		5.4%	6.8%	4.9%	12/1	4.80%	4.70%	4.60%	4.50%	4.40%	4.20%	4.00%
			Students w/Disabilities		2.6%	6.3%	5.3%	12/1	5.00%	4.70%	4.50%	4.25%	4.00%	3.75%	3.50%
			Economically Disadvantaged		3.6%	6.5%	4.9%	12/1	4.60%	4.30%	3.90%	3.60%	3.30%	3.10%	3.00%
			Black		3.3%	6.3%	4.7%	12/1	4.40%	4.10%	3.80%	3.50%	3.20%	2.90%	2.50%
	Increase the High School Graduation	Status	Graduation rate	Percenta ge of students											
			All Students		83.8%	84.4%	85.3%	85.6%	86%	86.5%	87.0%	87.5%	88.0%	88.5%	90.0%
			Limited English Proficient		54.7%	59.4%	69.1%	12/1	70%	72.0%	74.0%	76.0%	77.5%	79.0%	80.0%

STUDENTS ARE NATIONALLY COMPETITIVE	Rate		Students w/Disabilities		51.3%	57.5%	54.0%	12/1	56%	58.0%	60.0%	62.0%	64.0%	67.0%	70.0%
			Economically Disadvantaged		67.9%	73.6%	76.1%	12/1	78%	80.0%	82.0%	84.0%	86.0%	88.0%	90.0%
			Black		74.6%	76.2%	78.1%	12/1	80.0%	82.0%	84.0%	86.0%	87.5%	89.0%	90.0%
		Value Added	Percentage of schools whose regression residual with a Metro comparison group improves comparing rate of GHSGT passage for 11th grade first time test takers, and controlling for poverty	Percentage of schools	--	62%	31%	20%	45%	30%	35%	40%	45%	50%	55%
			Percentage of schools whose regression residual with a Metro comparison group improves comparing rate of GHSGT passage for 11th grade first time test takers, and controlling for percentage of Black students enrolled		--	54%	54%	27%	57%	35%	40%	45%	50%	55%	60%
	Meet State and Federal Requirements	Status	Percentage of schools making AYP	Percentage of schools											
			Elementary schools		94%	100%	90%	84%	100%	100%	100%	100%	100%	100%	100%
			Middle schools		74%	89%	78%	53%	100%	100%	100%	100%	100%	100%	100%
			High schools		60%	85%	47%	50%	100%	100%	100%	100%	100%	100%	100%
STUDENTS ARE NATIONALLY COMPETITIVE	Improve Performance on National Assessments and Rankings	Status	Norm-referenced tests - Reading	Percentile rank on ITBS			2000 norm/ 2005 norm								
			Grade 3		66	65	65 / 61	60	64	63	64	65	66	67	68
			Grade 5		68	65	67 / 61	59	64	62	63	64	65	66	67
			Grade 8		57	56	57 / 56	57	59	60	61	62	63	64	65
			Norm-referenced tests - Math												
			Grade 3		70	72	75 / 69	66	72	69	70	71	72	73	74
			Grade 5		72	69	71 / 66	63	69	66	67	68	69	70	71
			Grade 8		59	59	59 / 58	60	61	63	64	65	66	67	68
			All students maintaining or increasing from 5th to 8th grade (within a statistically significant range):	Percentage of students											
			Norm-referenced test												
			Reading		51.4%	50.7%	47.0%	45.3%	50.7%	47%	49%	51%	53%	55%	57%
			Math		50.4%	52.2%	48.3%	49.8%	52.2%	52%	54%	56%	58%	60%	62%
STUDENTS ARE NATIONALLY COMPETITIVE	Improve Performance on National Assessments and Rankings	Status	ITBS Performance of 8th grade students enrolled since 6th grade in Total Math	Percent equivalent of avg of scaled scores	62%ile	63%ile	59%ile	61%ile	63%ile	63%ile	64%ile	65%ile	66%ile	67%ile	68%ile
			Percentage of elementary schools whose ITBS-Reading regression residual improves when compared to a national sample, controlling for poverty	Percent age of schools	--	45%	44%	42%	50%	50%	55%	60%	65%	70%	75%

STUDENTS ARE NATIONALLY COMPETITIVE			Percentage of middle schools whose ITBS-Reading regression residual improves when compared to a national sample, controlling for poverty		--	30%	61%	83%	65%	90%	90%	90%	90%	90%	90%
			Percentage of elementary schools whose ITBS-Math regression residual improves when compared to a national sample, controlling for poverty		--	43%	49%	40%	50%	45%	50%	55%	60%	65%	70%
			Percentage of middle schools whose ITBS-Math regression residual improves when compared to a national sample, controlling for poverty		--	39%	70%	61%	75%	70%	75%	75%	75%	75%	75%
	Increase Students Successfully Prepared for College or Career	Status	SAT	Avg. Total Score											
			Math/Verbal Total				1052	1044	1065	1052	1056	1060	1064	1068	1072
			Writing Total				515	516	525	520	523	526	529	532	535
			SAT - Schools Achieving Targeted Gains	Percentage of schools											
			Math				23%	29%	42%	42%	60%	70%	70%	80%	80%
			Verbal				15%	7%	39%	39%	60%	70%	70%	80%	80%
			ACT - Composite Score	Avg. Composite score											
			All Students		22.2	22.2	22.5	22.4	22.8	22.8	23	23.2	23.4	23.6	23.8
	Increase Students Successfully Prepared for College or Career		AP/IB/Dual Enrollment	Percentage of high school students											
			Percentage of students enrolled in at least 1 AP/IB/Dual Enrollment class		39%	37%	42%	45%	45%						
			Percentage of students passing AP/IB exams		73%	75%	73%	70%	78%						
			Percentage of Pathways Completers							baseline					
			Percentage of 9th grade students completing career inventory							baseline					
			Percentage of graduates with work-ready certification							baseline					
	Increase Students Successfully Prepared for College or Career	Value Added	PSAT performance	Percentage of students											
			Reading Mean Score			49.7%	50%	51%	53%	53%	55%	57%	59%	61%	63%
			Math Mean Score			46.3%	36%	46%	50%	49%	51%	53%	55%	57%	59%
		Value Added	Percentage of high schools whose Critical Reading SAT regression residual, with a national comparison group improves while controlling for poverty	Percentage of schools		46.2%	30.8%	12/1	tbd						
			Percentage of high schools whose Critical Reading SAT regression residual, with a national comparison group improves while controlling for percentage of Black students enrolled			38.5%	30.8%	12/1	tbd						

			Percentage of high schools whose SAT-Math regression residual improves when compared to a National sample, controlling for poverty			76.9%	23.1%	12/1	tbd						
			Percentage of high schools whose SAT-Math regression residual improves when compared to a National sample, controlling for percentage of Black students enrolled			61.5%	30.8%	12/1	tbd						
			Percentage of high schools whose Advanced Placement pass rate regression residual improves when compared to a National sample, controlling for poverty			75.0%	53.8%	12/1	tbd						

Non Student Achievement Measures

Goals	Objective	Performance Measure	Unit of Measure	Baseline Data			Actual	Target						
				2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Develop, Deliver and Assess Teaching and Learning	Ensure a rigorous curriculum is developed and taught	Reports viewed in SAMS	No. of pages viewed in SAMS	314,572	1,676,551	2,596,718	12/1	3,000,000	3,150,000	3,300,000	3,450,000	3,600,000	3,750,000	4,000,000
		Aggregate number of observations of classroom curriculum implementation	No. of Learning Walks conducted	--	--	789	1227	600	600	650	700	750	800	850
		Percentage of ES students increasing placement Level	Pct. of students											
		Reading		--	7.2%	9.7%	12/1	12.20%						
		Math		--	4.1%	10.1%	12/1	16%						
	Increase use of authentic assessment	Number of schools utilizing the Classroom Assessment module	No. of schools	0	15	38	59	51	70	80	90	100	100	100
Support Student Learning	Increase early intervention	Percentage of at-risk high school students who graduate on time	Pct. of students	--	69.8%	70.3%	12/1	73%						
		Percentage of at-risk elementary school students who pass the CRCT in Reading and Math on the first attempt		--	50.8%	53.3%	12/1	55%						

		Percentage of at-risk middle school students who pass the CRCT in Reading and Math on the first attempt		--	45.8%	69.1%	12/1	72%						
		Percentage of identified students evaluated for Disabilities services within 60 days		79%	76%	82%	93%	85%	95%	96%	96%	97%	97%	98%
		Percentage of elementary and middle students who pass all sections of the CRCT retest		56%	42%	39%	43%	45%	45%	48%	50%	52%	54%	56%
		Percentage of high school students attending summer CHSGT remediation who pass all sections of the summer CHSGT		--	26.3%	30.8%	12/1	34%						
		Percentage of high school students with credit recovery						88%						
	Decrease incidences resulting in loss of instructional time	Number of office referrals	No. of office referrals						TBD					
	Improve student perceptions of school	Mean of student responses on the student perception survey	Composite score											
		Elementary School					3.46	baseline						
		Middle and High School*		--			3.11	baseline	3.2	3.25	3.3	3.35	3.4	3.45
Ensure a Safe Environment	Increase prevention and readiness for incidents	Percentage of schools meeting requirements of enhanced safety plans Percentage of schools passing safety checks	Pct. of schools							baseline				
	Increase school-level interventions for students with disciplinary infractions	Percentage of students with repeated, non-dangerous discipline infractions supported through school-level interventions	Pct. of students supported	--	--	--	--		baseline					
Effectively Integrate Technology	Increase student use and proficiency with technology	Percentage of students designated as proficient or above on the 21st Century Skills Assessment	Pct. of students						baseline					
Ensure Operational Effectiveness	Insure timely provision of resources to schools	Required items available at start of school*	Pct. of items available											
		Textbooks		--	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%
		Laptops for New Teachers		--	--		97%	100%	100%	100%	100%	100%	100%	100%
		Start of school materials				100%	92%	100%	100%	100%	100%	100%	100%	100%
		On-time bus delivery	Pct. of on-time delivery	--	97.0%	98.2%	99.0%	99%	99%	99%	99%	99%	99%	99%

		New construction completed on schedule and within budget*	Pct. of new construction projects completed	100%	100%	100%	93%	100%	100%	100%	100%	100%	100%	100%
	Reduce operational costs—Increase operational efficiency	Average response time for maintenance support	Avg. response time	77%	79%	82%	82%		85%	87%	87%	90%	90%	92%
		Percentage of square footage with energy star rating	Pct. of SF	12%	40%	43%	80%		80%	82%	82%	90%	92%	92%
Engage Stakeholders	Increase parent voluntarism	Number of volunteer hours—Increase Volunteers in Schools	No. of Volunteers	--	--	--	--	--	TBD					
	Improve school/parent communication	Teachers with a website integrated into FCS portal	Pct. of teachers	--	--	--	--	--	baseline					
		Percentage of students whose parents access student information online	Pct. of students	50%	57%	86%		baseline all schools						
	Increase community partnerships	Contributing business/community partners	No. of business/community partners	--	--	709	709	725	750	775	780	800	825	830
	Increase interagency collaborations	Interagency collaborations	No. of interagency collaborations	284	315	325	360	330	325	330	335	340	345	350
	Increase internal/external communication	Percentage of news releases resulting in news coverage	Pct. of news releases											
		Employee Communication rating	Rating						baseline					
Manage Human Resources	Hire qualified staff for all positions	Percentage of teaching positions vacant at the 20th day of school*	Pct. of allocated teaching positions	--	--	1%	0.42%	0.35%	0-1%	0-1%	0-1%	0-1%	0-1%	0-1%
		Percentage of teacher vacancies in "hard to staff" areas at the start of school	Pct. of allocated teaching positions						baseline					
		Percentage of teachers meeting highly qualified requirements	Pct. of teachers	--	95%	95.8%		96%						

		Percentage of teachers advancing on the Career Ladder	Pct. of teachers						baseline					
		Percentage of teachers advancing on their performance rating	Pct. of teachers								baseline			
		Percentage of principal vacancies during the school year	Pct. of vacancies						baseline					
		Percentage of non-teaching positions vacant at start of school*	Pct. of non-teaching positions	--	--	--	6.95%	5%	0-5%	0-5%	0-5%	0-5%	0-5%	0-5%
Manage Human Resources	Retain qualified teachers	Annual retention rate of Certified employees	Pct. of Certified Employee Separations	--	7.1%	12.5%	10.4%	baseline	10.0%	9.5%	9.0%	8.5%	8.0%	7.5%
		Percentage of effective new teachers retained for at least three years	Pct. of teachers										baseline	
		Average days of principal vacancy	Avg. no. of days						baseline					
		Composite rating of staff engagement from survey	Composite rating	--	3.36	3.25	3.32	3.5	3.5	3.5	3.5	3.5	3.5	3.5
	Ensure all staff have skills to achieve results in their position	Percentage of employees participating in system-sponsored professional development Percentage of employees participating in professional development aligned with performance management	Pct. of employees							baseline				
	Manage Financial Resources	Control loss	Percentage of general fund dollars in lost property (exc. catastrophic events)*	Pct. of general fund	0.02%	0.03%	0.03%	0.02%	0.02%	0.02%	0.01%	0.01%	0.01%	0.01%
Reduce FTE losses through effective staffing		Amount of FTE dollars for ESOL, TAG, and Exceptional Children*	FTE amount	\$50,754,933	\$62,613,012	\$66,857,625	\$73,052,696	\$70,000,000	\$75,000,000	78,000,000	\$80,000,000	\$82,000,000	\$84,000,000	\$86,000,000
		FTE dollars lost*	FTE amount	0.01%	0.01%	0%**	0%***	0%	0%	0%	0%	0%	0%	0%

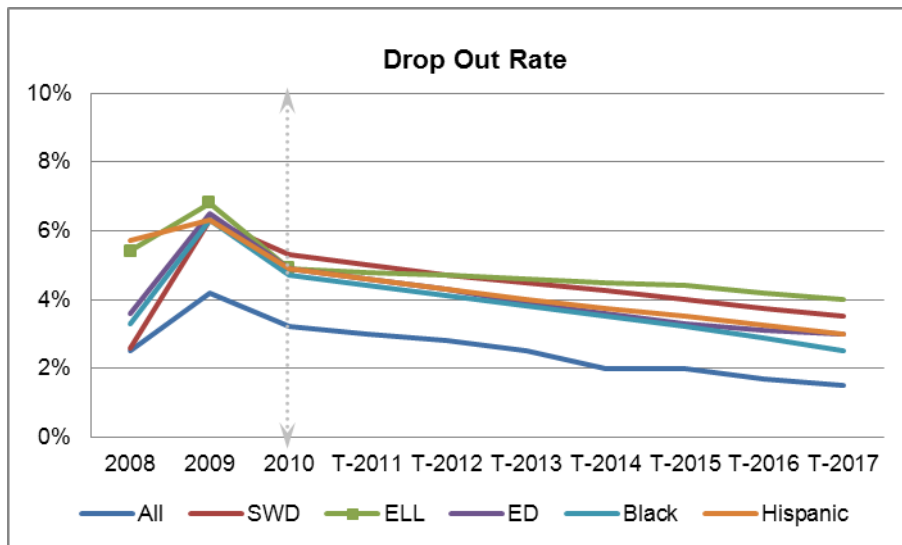
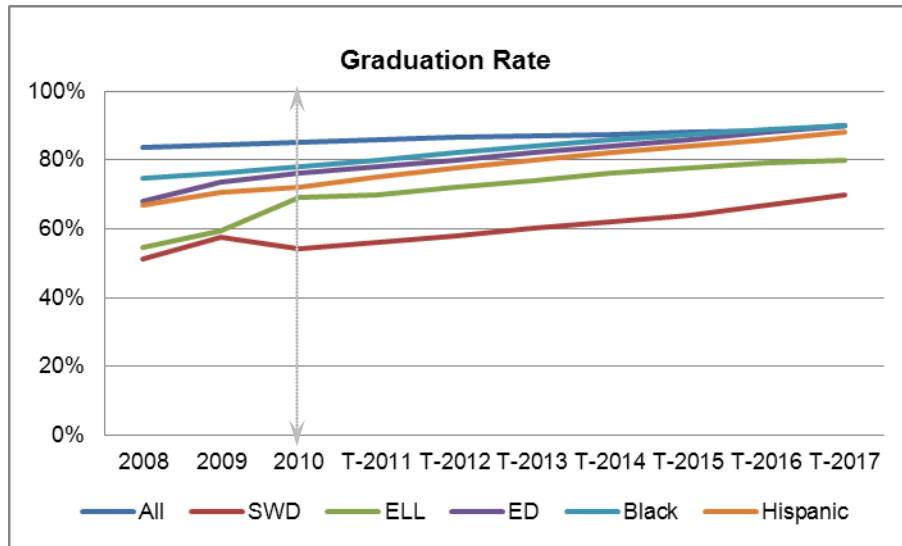
	Increase competitive grants and donations	Dollar amount of grants and donations*	Dollar amount	\$7,276,480	\$2,701,954	\$3,169,685	\$3,310,976	\$4,000,000	\$4,000,000	\$4,250,000	\$4,500,000	\$5,000,000	\$5,500,000	\$6,000,000
		Number of grants*	No. of grants	19	61	92	119	100	130	145	160	175	190	210
	Maintain adequate reserves	General fund balance at year-end*	General fund balance	13%	10%	14%	28%	10-14%	10-14%	10-14%	10-14%	10-14%	10-14%	10-14%
	Sound fiscal management	Variance of Budget to Actual *	Variance of budget to actual											
		Revenue		-0.59%	-2.1%	0.13%	0.97%	-1%+2%	-1%+2%	-1%+2%	-1%+2%	-1%+2%	-1%+2%	-1%+2%
		Expenses		0.27%	-2.0%	-3.36%	-5.09%	-2%+1%	-2%+1%	-2%+1%	-2%+1%	-2%+1%	-2%+1%	-2%+1%

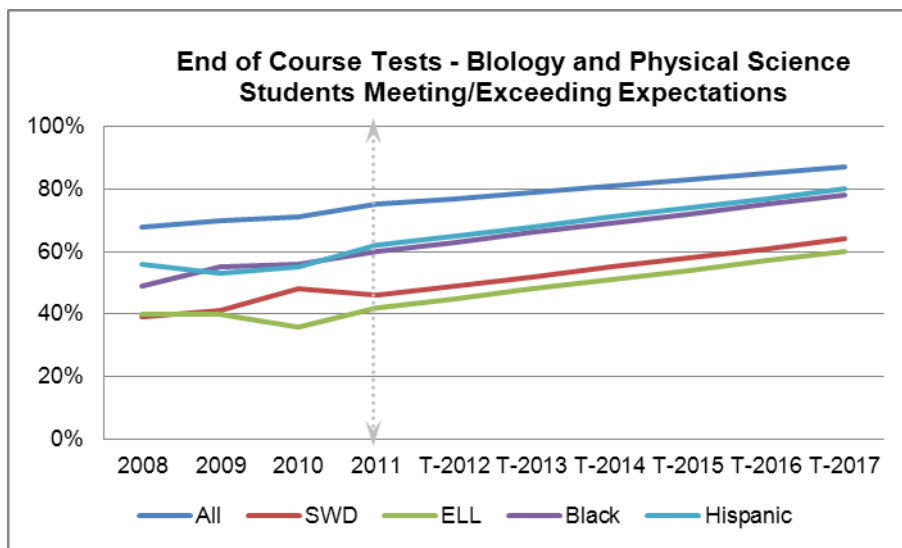
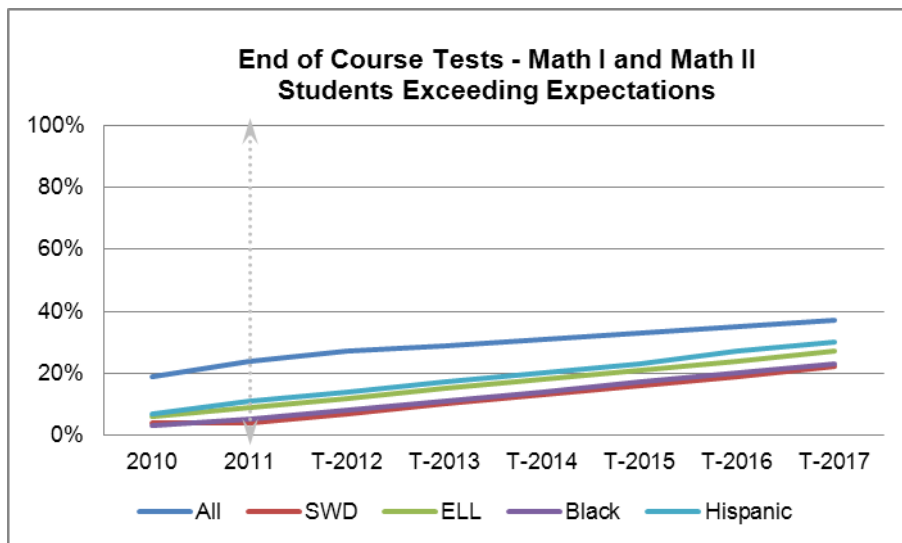
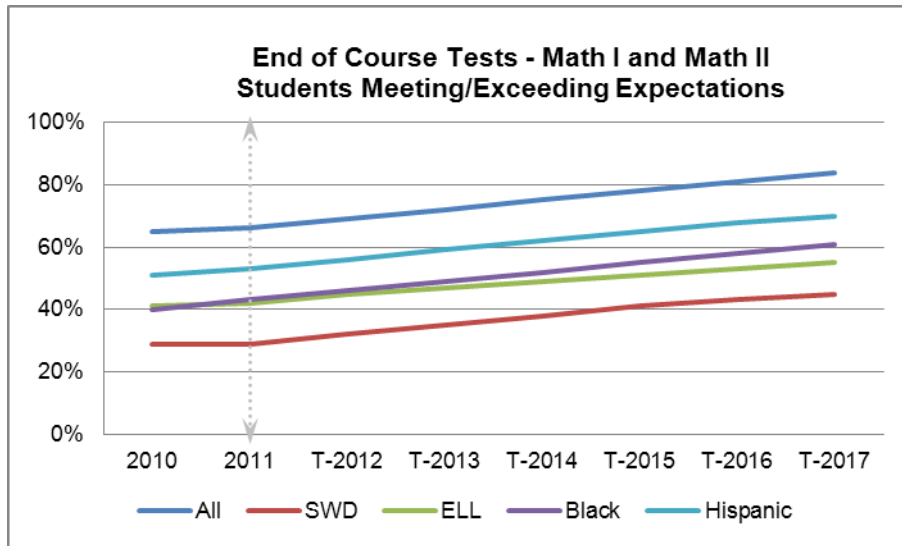
* Survey instrument changed to GA Student Health Survey II in 2010-11.

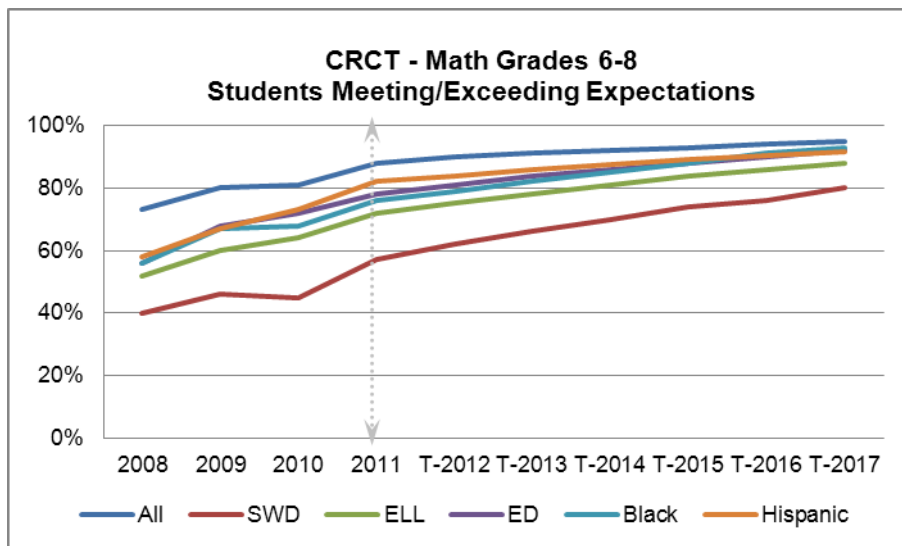
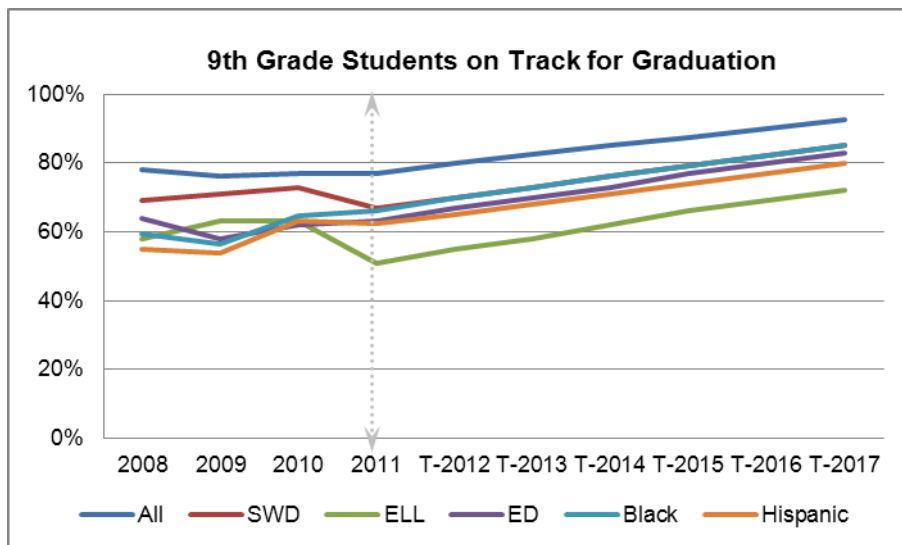
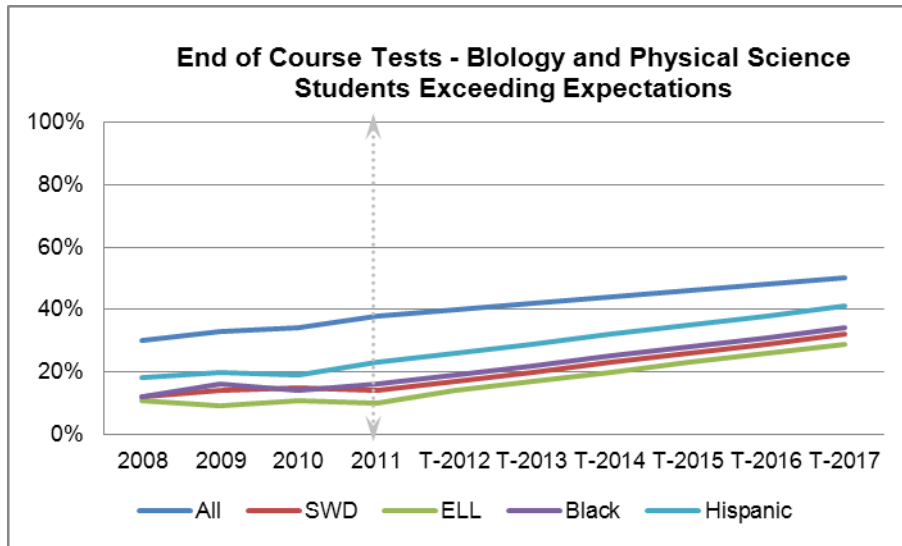
3. Charter System Performance Data and Targets in Graphic Presentation

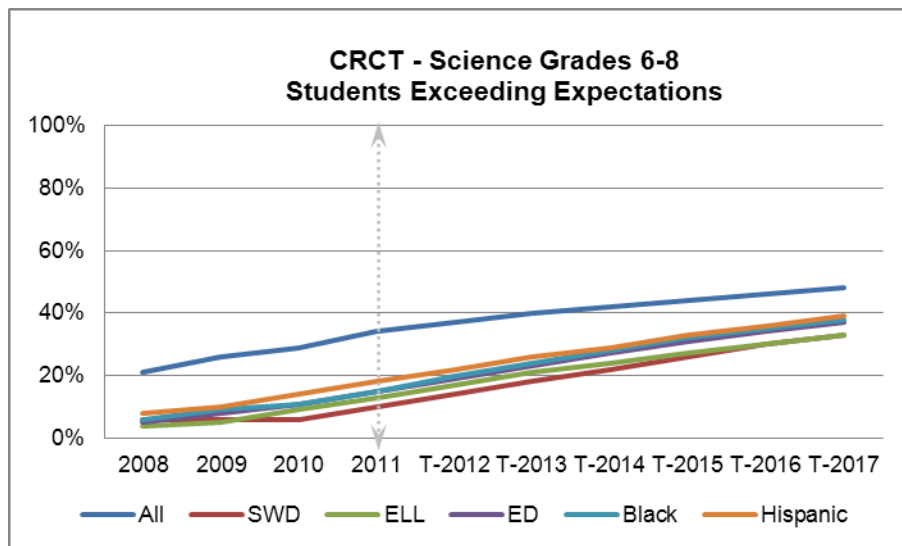
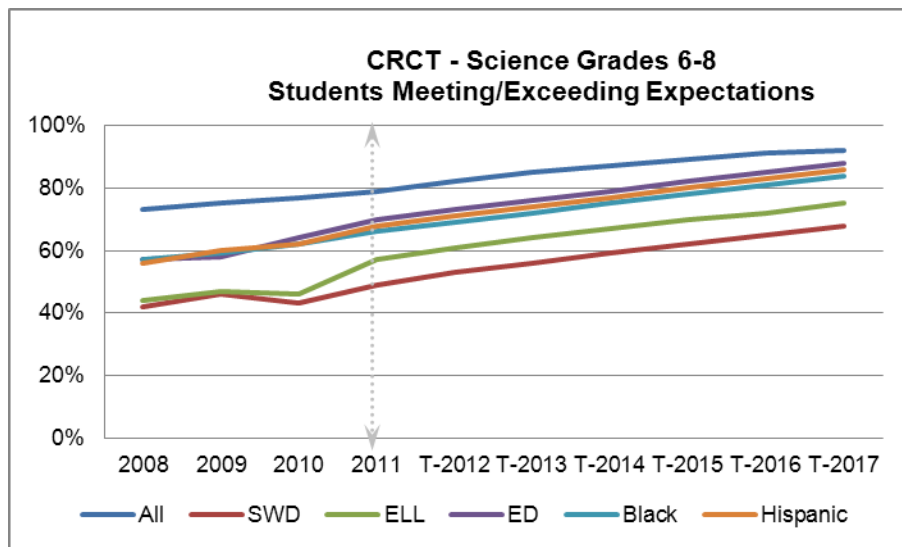
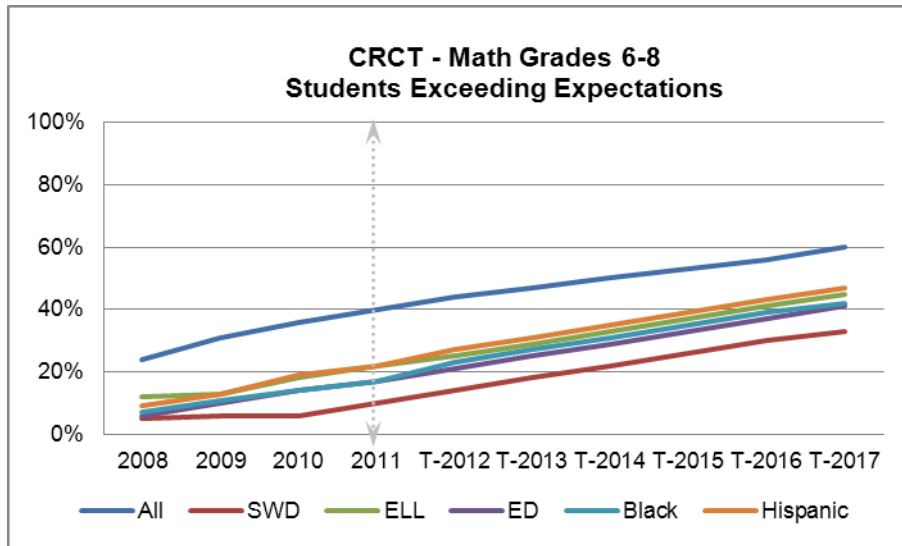
(Note: Gray dotted line reflects last year of actual data collected.)

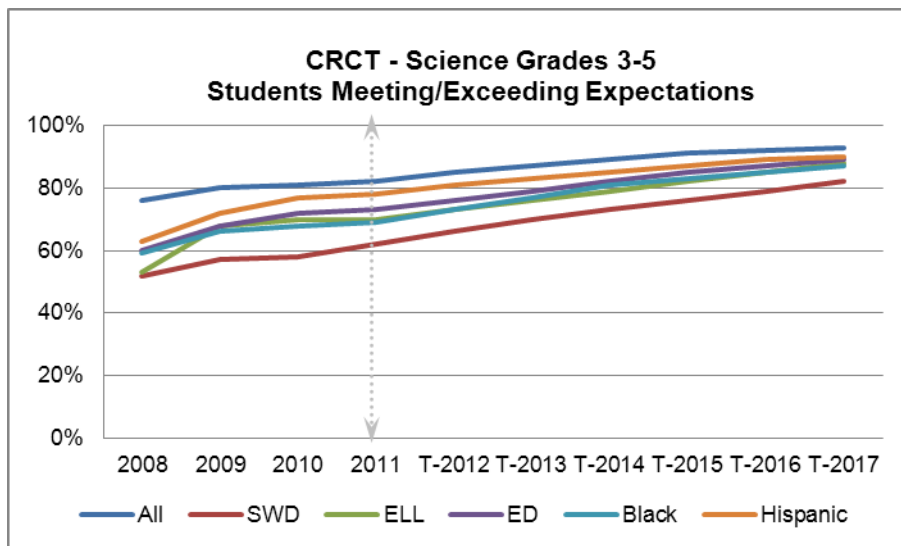
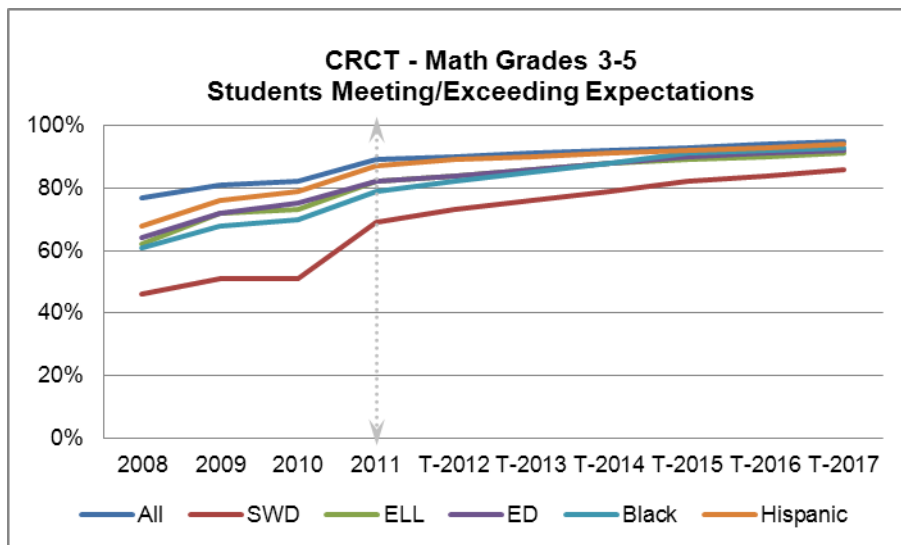
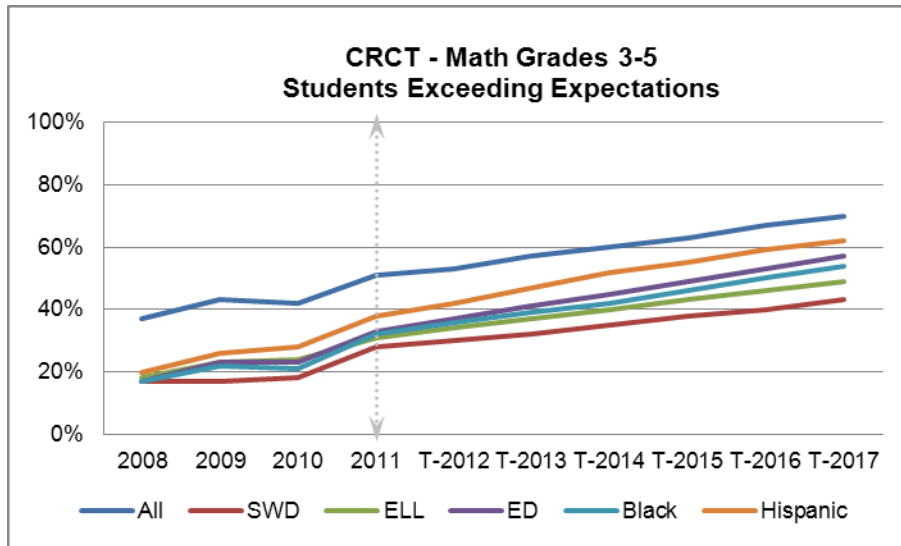
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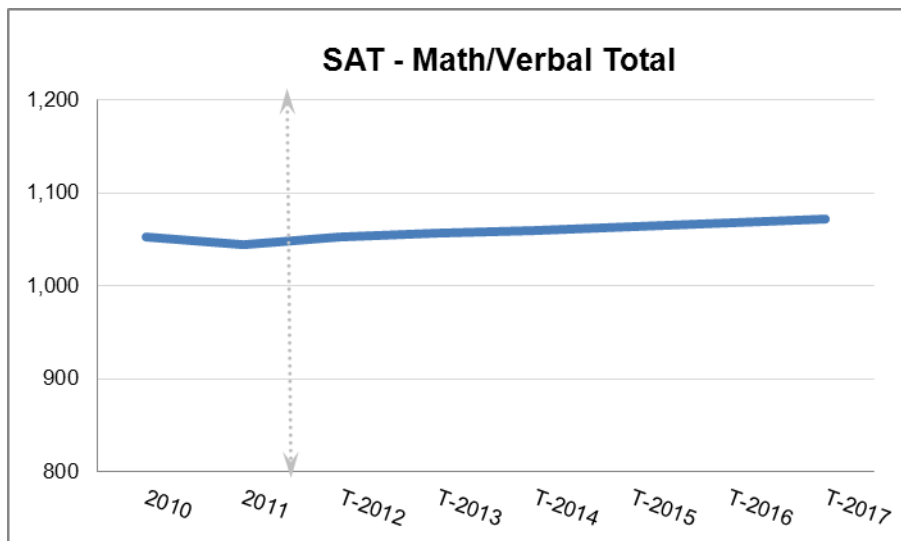
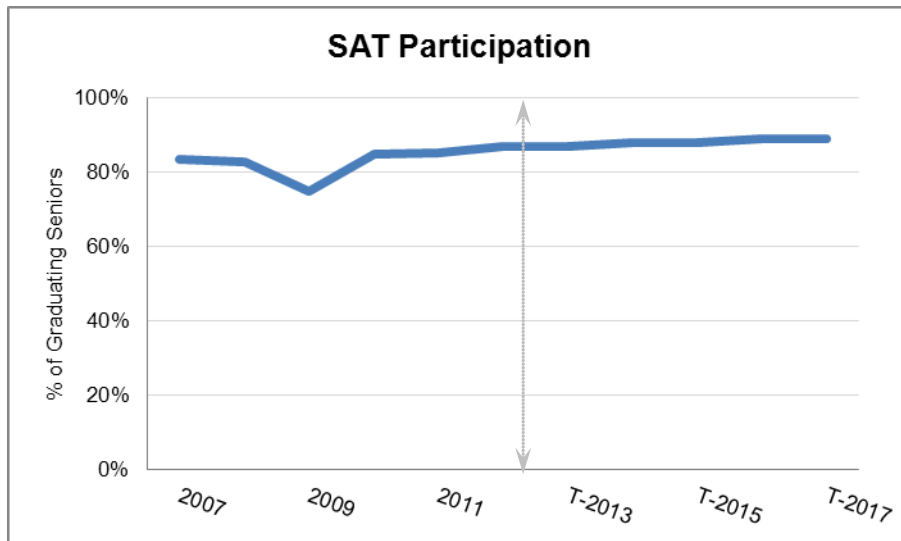
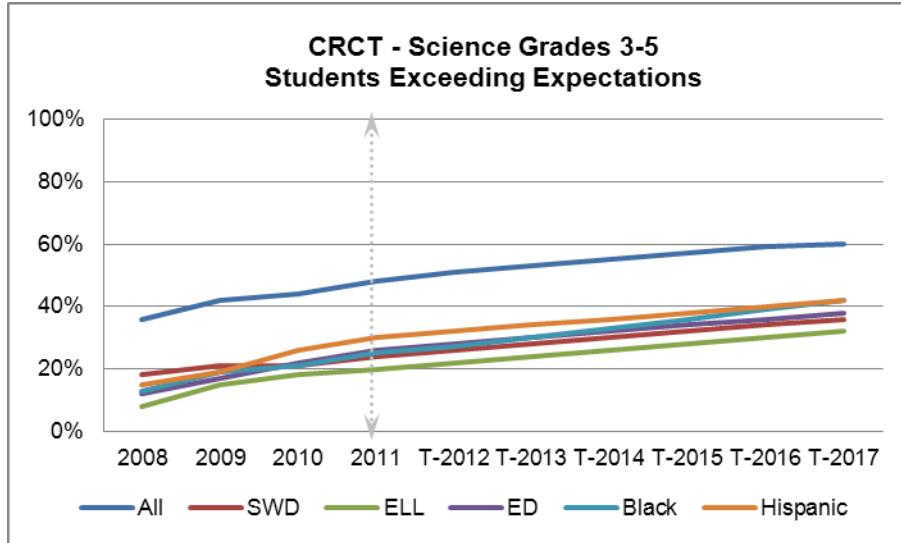


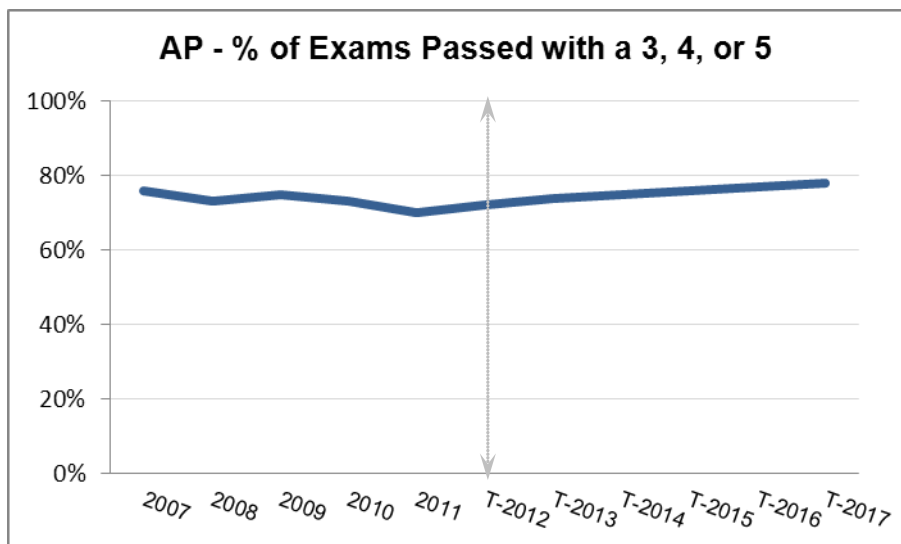
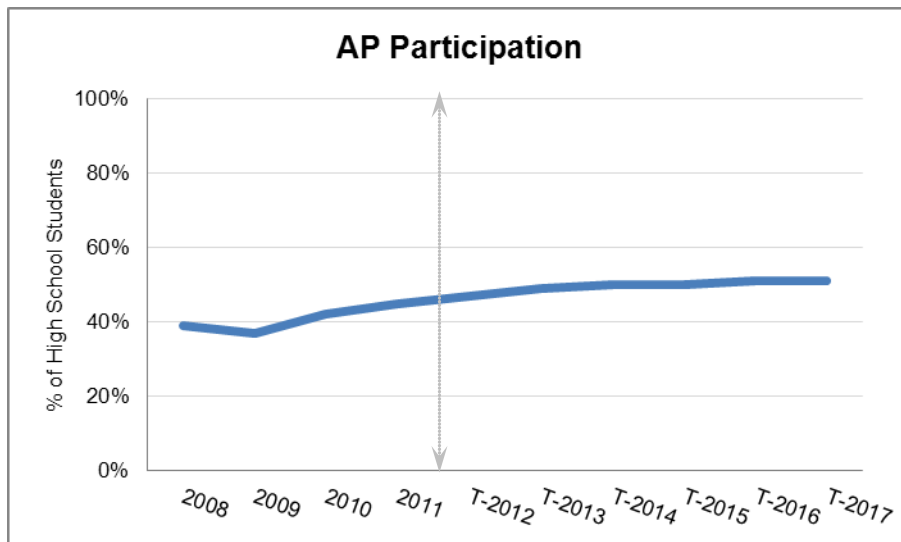
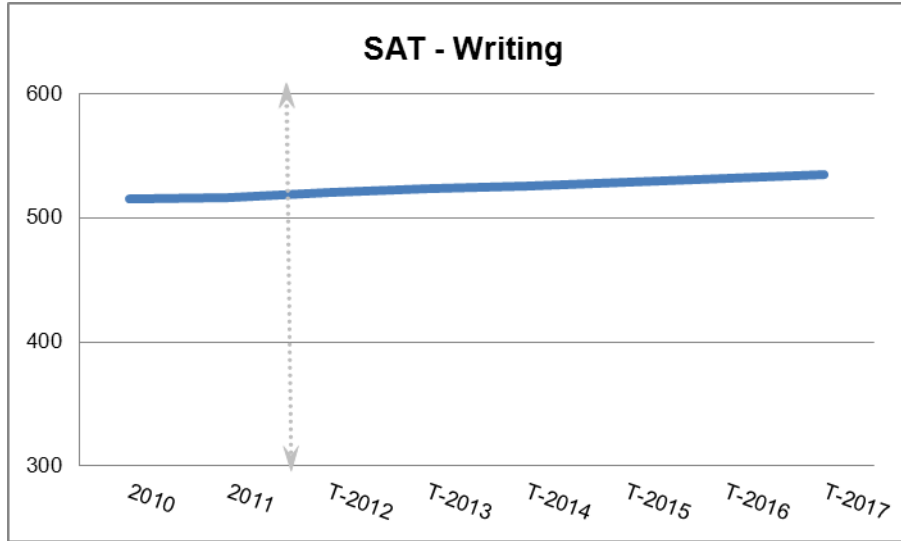












4. Signed local Board of Education resolution approving the creation of the charter system.



BOARD OF EDUCATION

Linda Schultz, *President*
Linda P. Bryant, *Vice President*
Julia C. Bernath • Gail Dean • Catherine Maddox
Linda McCain • Katie Reeves
Robert M. Avossa, Ed.D., *Superintendent*

At the November 15, 2011, meeting of the Fulton County Board of Education, the Fulton County Schools Charter System Petition was proposed and approved by the board.

WHEREAS the mission of Fulton County Schools is to educate every student to be a responsible, productive citizen;

WHEREAS the Fulton County Board of Education supports the mission of Fulton County Schools; and

WHEREAS the charter system proposal outlines a strategic approach to improve student achievement and to continue the advancement of our schools, thus fulfilling the mission of Fulton County Schools;

Therefore:

The members of the Fulton County Board of Education are in full support of the Fulton County Schools Charter System Petition.

Julia Bernath - Yes

Linda Bryant - Yes

Gail Dean - Yes

Catherine Maddox - Yes

Linda McCain - Yes

Katie Reeves – Yes

Linda Schultz – Yes

Linda Schultz, President
Fulton County Board of Education

5. A PowerPoint presentation was made at the monthly AdStaff to all principals on September 13, 2011, and was made available for download. Additionally, a summary paper of the concept was attached for distribution.



Proposed Charter System Communication Plan

Event	Timeframe	Presenter(s)	Format	Staff Support
Town Hall Conversations South Fulton Sandy Springs North Fulton	September 26 to October 6	Superintendent Avossa	Large Group Presentation with Community Questions	Greenway Mills Stowell
LSAC Cluster Meetings	September 15 to November 4	Board Members	Small Group Presentations with Community Questions	As Requested
Board Member Community Meetings	September and October	Board Members	Small Group Presentations with Community Questions	As Requested
Charter System Website	Ongoing	Staff Voice-Over with Power Point	Charter System Documents and Presentation with Online Feedback	N/A

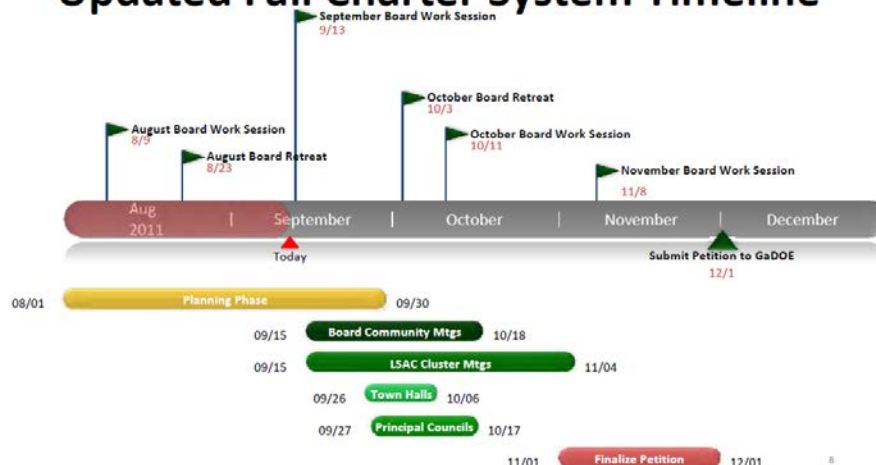


Other Staff Presentations

- Superintendent's Councils
 - September 27th: Principal Council
 - October 4th : Parent Council
 - October 5th: Community Council
 - October 13th: Teacher Council
 - October 17th: Student Council
- September AdStaff Meeting
 - September 30th
- Other Invitations



Updated Fall Charter System Timeline



Upcoming Decision Milestones

- October 11 Pre-Board Meeting
 - Share community input
 - Present draft charter petition for first reading
 - Continue Board Member community meetings
- November 8 Pre-Board Meeting
 - Present Final Petition for Board vote
 - Formal Board vote at November 15th Board Meeting
- December 1, 2011
 - Submit Fulton Charter System petition to GaDOE

6. Involvement of stakeholders, including parents and community members, in the development of the application.

Fulton County Schools involved stakeholders in two distinct processes. In October and November of 2010, FCS initiated its exploration by holding seven community forums throughout the county to gather input from parents, teachers, staff, and concerned citizens

Two sessions were held on each of the forum evenings. The first included school administrators, teachers and staff. The second included parents and other interested community members. The beginning of each forum was devoted to a large group presentation that described a “charter system,” and how it might affect Fulton County Schools. The second half of each meeting allowed participants to engage in small breakout sessions to discuss the following question:

Describe the ideal school for your student(s) in the following areas:

- *Curriculum and Instruction*
- *School Culture*
- *Use of Funds*
- *Hiring of Teachers and Administrators*
- *Monitoring Results and Accountability*

Ideas were recorded during the breakout sessions and prioritized by the participants. The information was scribed with the help of the over 90 FCS staff facilitators.

In addition to the outreach effort directed towards Fulton’s parents and other adults in the community, the system spent time with middle school (8th Grade) and current high school (9th Grade) students. These student groups would be directly impacted if implementation moved forward. Fulton County Schools also incorporated online and social media as part of an integrated communications plan, utilizing Facebook, Twitter, and its own website to announce events, post information and comments, and provide timely status updates.

The comments from all these sources as well as the tallied prioritization votes from the forums were entered into a database, sorted by general theme, and ranked by prevalence. The database was posted for public view at the conclusion of the last community forum in November. These materials remain accessible for viewing and downloading on the [Fulton County Schools Charter System section](#) of the website.

The forums highlighted many similar concerns across the Fulton school system community. Ideas about which paths lead to higher levels of student learning and life preparation were consistent across geography (i.e. the host school locations) and attendance groups (e.g. teachers, staff, and parents). Overall results from these dialogues also fit into two distinct categories: concepts that would be supported by waivers to state law and those that would not require a waiver for implementation.

FCS staff members designated as subject matter experts in their respective fields identified relevant studies, articles, and evidences of success that align with the list of prioritized ideas from the community. This filter ensured that all elements of a Fulton charter system petition would be both grounded in academic data and have stronger likelihoods of success if implemented.

A listing of those potential initiatives follows:

- Hands On Interactive Application
- Integrated Curriculum and Classes
- Promote Career Track Options
- Broaden Technology Curriculum Options
- Increase Advanced Placement and College Level Options
- Expand Foreign Language Offerings
- Expand Music and Fine Arts Offerings
- Vertical Alignment with Business and Colleges
- Performance Based Teacher Evaluations
- Improve Removal Processes for Ineffective Teachers
- New Teacher Supports
- Differentiated Teaching Strategies TAG
- Differentiated Teaching Strategies
- Local School Hiring Decisions
- Increase Flexibility in Staffing
- Increase Local School Budget Flexibility
- Local Level Budget Oversight and Management
- Cluster Alignment
- Parental Involvement
- Allow Required Student Uniforms
- Assessment Flexibility
- Augment Assessment Measures
- Qualitative Assessments
- More Autonomy in Class and Student Pacing
- Product Driven Mastery
- More Frequent Monitoring
- Timely Results
- Integrate Online Textbooks and Technology
- Online Instructional Content and Technology
- Equity in Technology Availability
- Maintain Updated Technology
- Institutionalize Professional Development
- Implement School Based Professional Development
- Broad Access to Professional Development
- Increased Levels of Instruction
- Increase Collaborative Planning
- Integrated and Continuous Professional Development
- Reduce Class Size
- Year Round School
- Broadened Online and Web Instruction
- Increase External Field Experiences.doc
- Seat Time Flexibility
- Student Selected and Driven Instruction
- New Course Credit Options

The second stage of community input into the development of the petition involved input on the petition structure itself. At the school board's September 13, 2011, work session, Superintendent Robert Avossa shared three main themes around which the charter initiatives were organized: People, Instruction, and Finances. A concept paper was presented at that time.

Three town hall meetings were held in early October at Milton Center in Alpharetta, Lake Forest Elementary School in Sandy Springs, and Westlake High School in Atlanta, to further discuss the Fulton County School System's proposed charter system model with the community. During a presentation at each town hall meeting, attendees had an opportunity to hear more about the proposed charter system framework, Fulton's continuing exploration process, as well as ask questions and give feedback. An

online presentation with voiceover was developed to assist community members and staff that were unable to attend the October Town Hall meetings.

Staff presented Fulton County Schools' draft Charter System petition and system performance targets for first reading during the October 11, 2011, Board work session. It was posted online and comments from stakeholders as well as feedback from the various community groups within the county (Superintendent's Council, Parents Council, Teachers Council, etc.) continued to be used to adjust the petition.

On November 8, 2011, the petition was presented to the Fulton County Board of Education for First Read. Each board member held community meetings over the next week to further discuss the petition. On November 15, 2011, the Fulton County Schools Charter System Petition was approved by a unanimous vote at the monthly board meeting.

7. Below is a list of all existing schools that will be included in the charter system. By following the hyperlink, the reader will be able to access the most recent demographic report, School Improvement Plan, and annual School Performance Report for each school as well as the school's self-designed website. Schools marked with an asterisk are classified Needs Improvement.

Elementary Schools

Abbotts Hill	5575 Abbotts Bridge Road, Johns Creek 30097
Alpharetta	192 Mayfield Road, Alpharetta 30009
Barnwell	9425 Barnwell Road, Johns Creek 30022
Bethune, Mary M.	5925 Old Carriage Drive, College Park 30349
Birmingham Falls	14865 Birmingham Highway, Milton 30004
Brookview	3250 Hammarskjold Drive, East Point 30344
Campbell	91 Elder Street, Fairburn 30213
Cliftondale	3340 West Stubbs Road, College Park 30349
Cogburn Woods	13080 Cogburn Road, Milton 30004
Conley Hills	2580 Delowe Drive, East Point 30344
Crabapple Crossing	12775 Birmingham Highway, Milton 30004
Creek View	3995 Webb Bridge Road, Alpharetta 30005
Dolvin	10495 Jones Bridge Road, Johns Creek 30022
Dunwoody Springs	8100 Roberts Drive, Sandy Springs 30350
Feldwood	5790 Feldwood Road, College Park 30349
Findley Oaks	5880 Findley Chase Drive, Johns Creek 30097
Gullatt, C.H.	6110 Dodson Drive, Union City 30291
Hapeville	3440 N. Fulton Avenue, Hapeville 30354
Heards Ferry	1050 Heards Ferry Road, Sandy Springs 30328
Hembree Springs	815 Hembree Road, Roswell 30076
Heritage	2600 Jolly Road, College Park 30349
High Point	520 Greenland Road N.E., Sandy Springs 30342
Hillside	9250 Scott Road, Roswell 30076
Holmes, Hamilton E.	2301 Connally Drive, East Point 30344
Ison Springs	8261 Ison Road, Sandy Springs 30350
Jackson, Esther	1400 Martin Road, Roswell 30076
Lake Forest	5920 Sandy Springs Circle, Sandy Springs 30328
Lake Windward	11770 E. Fox Court, Alpharetta 30005
Lee, Seaborn	4600 Scarbrough Road, College Park 30349
Lewis, S. L.	6201 Connell Road, College Park 30349
Liberty Point	9000 High Point Road, Union City 30291
Manning Oaks	405 Cumming Street, Alpharetta 30004
Medlock Bridge	10215 Medlock Bridge Pkwy., Johns Creek 30022
Mimosa	1550 Warsaw Road, Roswell 30076
Mount Olive	3353 Mount Olive Road, East Point 30344
Mountain Park	11895 Mountain Park Road, Roswell 30075
New Prospect	3055 Kimball Bridge Road, Alpharetta 30022
Nolan, Love T.	2725 Creel Road, College Park 30349
Northwood	10200 Wooten Road, Roswell 30076
Oak Knoll	2626 Hogan Road, East Point 30344
Oakley	7220 Oakley Terrace, Union City 30291

<u>Ocee</u>	4375 Kimball Bridge Road, Johns Creek 30022
<u>Palmetto</u>	505 Carlton Road, Palmetto 30268
<u>Parklane</u>	2809 Blount Street, East Point 30344
<u>Randolph, A. Philip</u>	5320 Campbellton Road S.W., Atlanta 30331
<u>Renaissance</u>	7250 Hall Road, Fairburn 30213
<u>River Eves</u>	9000 Eves Road, Roswell 30076
<u>Roswell North</u>	10525 Woodstock Road, Roswell 30075
<u>Shakerag</u>	10885 Rogers Circle, Johns Creek 30097
<u>State Bridge Crossing</u>	5530 State Bridge Road, Johns Creek 30022
<u>Stonewall Tell</u>	3310 Stonewall Tell Road, College Park 30349
<u>Summit Hill</u>	13855 Providence Road, Milton 30004
<u>Sweet Apple</u>	12025 Etris Road, Roswell 30075
<u>Tubman, Harriet</u>	2861 Lakeshore Drive, College Park 30337
<u>West, Evoline C.</u>	7040 Rivertown Road, Fairburn 30213
<u>Wilson Creek</u>	6115 Wilson Road, Johns Creek 30097
<u>Woodland Elementary</u>	1130 Spalding Drive N.E., Sandy Springs 30350

Middle Schools

<u>Autrey Mill</u>	4110 Old Alabama Road, Johns Creek 30022
<u>Bear Creek*</u>	7415 Herndon Road, Fairburn 30213
<u>Camp Creek</u>	4345 Welcome All Road, College Park 30349
<u>Crabapple</u>	10700 Crabapple Road, Roswell 30075
<u>Elkins Pointe</u>	11290 Elkins Road, Roswell 30076
<u>Haynes Bridge</u>	10665 Haynes Bridge Road, Alpharetta 30022
<u>Holcomb Bridge</u>	2700 Holcomb Bridge Road, Alpharetta 30022
<u>Hopewell</u>	13060 Cogburn Road, Milton 30004
<u>McNair, Ronald E.*</u>	2800 Burdett Road, College Park 30349
<u>Northwestern</u>	12805 Birmingham Highway, Milton 30004
<u>Renaissance*</u>	7155 Hall Road, Fairburn 30213
<u>River Trail</u>	10795 Rogers Circle, Johns Creek 30097
<u>Sandtown</u>	5400 Campbellton Road, Atlanta 30331
<u>Taylor Road</u>	5150 Taylor Road, Johns Creek 30022
<u>Webb Bridge</u>	4455 Webb Bridge Road, Alpharetta 30005
<u>West, Paul D.*</u>	2376 Headland Drive, East Point 30344
<u>Woodland</u>	2745 Stone Road, East Point 30344

High Schools

<u>Alpharetta</u>	3595 Webb Bridge Road, Alpharetta 30005
<u>Banneker, Benjamin*</u>	5935 Feldwood Road, College Park 30349
<u>Centennial</u>	9310 Scott Road, Roswell 30076
<u>Chattahoochee</u>	5230 Taylor Road, Johns Creek 30022
<u>Creekside*</u>	7405 Herndon Road, Fairburn 30213
<u>Independence*</u>	86 School Drive, Alpharetta 30009
<u>Johns Creek</u>	5575 State Bridge Road, Johns Creek 30022
<u>Langston Hughes</u>	7510 Hall Road, Fairburn 30213

<u>McClarlin, Frank*</u>	3605 Main Street, College Park 30337
<u>Milton</u>	13025 Birmingham Highway, Alpharetta 30004
<u>Northview</u>	10625 Parsons Road, Johns Creek 30097
<u>Roswell</u>	11595 King Road, Roswell 30075
<u>Tri-Cities*</u>	2575 Harris Street, East Point 30344
<u>Westlake</u>	2400 Union Road S.W., Atlanta 30331

Alternative Schools

<u>Crossroads/Second Chance – North</u>	791 Mimosa Boulevard, Roswell 30075
<u>Crossroads/Second Chance – South</u>	4025 Flat Shoals Road, Union City 30291

New Schools Under Construction

[Cambridge High School](#) (opens 2012), [Banneker High School](#) (replacement opens 2012)

The following conversions charter schools will not be included in the charter system, but will instead retain their current contract status. However, these schools will have the option to join the system charter if their governance board follows the appropriate process to revoke their existing contract or elects to not renew their contract.

<u>Spalding Drive Charter</u>	130 W. Spalding Drive N.E., Sandy Springs 30328
<u>Sandy Springs</u>	8750 Pride Place, Sandy Springs 30350
<u>Ridgeview*</u>	5340 S. Trimble Road, Sandy Springs 30342
<u>North Springs</u>	7447 Roswell Road, Sandy Springs 30328
<u>Riverwood</u>	5900 Raider Drive, Sandy Springs 30328

The following start up charter schools will not be included in the charter system, but will instead retain their current contract status.

<u>Amana Academy</u>	285 South Main Street, Alpharetta 30009
<u>Fulton Science Academy High School</u>	4100 Old Milton Parkway, Suite 100, Alpharetta 30005
<u>Fulton Science Academy Middle School</u>	1675 Hembree Road, Alpharetta 30009
<u>Fulton Sunshine Academy</u>	1335 Northmeadow Parkway, Roswell 30076
<u>Hapeville Career Academy</u>	6045 Buffington Road, Union City 30349
<u>Hapeville Middle School</u>	3535 South Fulton Avenue, Hapeville 30354
<u>KIPP South Fulton Academy</u>	1286 E. Washington Avenue, East Point 30344
<u>Main Street Academy (Lower)</u>	3480 E. Main Street, College Park 30337
<u>Main Street Academy (Upper)</u>	1805 Harvard Avenue, College Park 30337

8. A brief description of the charter system that includes the name, the mission, grades served, the focus of the curriculum, instructional methods to be used, including any distinctive or unique instructional techniques or educational programs to be employed, and other pertinent information.

The Fulton County Schools charter system mission is to educate every student to be a responsible, productive citizen. Serving over 93,000 children in grades pre-kindergarten through twelfth grades, the approaches employed in the FCS charter system will enable our students to benefit from a customized learning experience. Our continuous achievement framework for advancement allows each child to progress in language arts and math at their optimum pace and depth, expanding and compacting the curriculum as appropriate. The framework is implemented in all elementary and middle schools and includes a process for advancement in the current grade level and an acceleration process which allows a student to advance above grade level. While no child will be placed below their current grade level, there will be no artificial barrier to moving ahead. Students are accelerated when they demonstrate exceptional performance for their age appropriate grade level and exhibit strong skills for advancing a grade level.

The most obvious and apparent innovation is the FCS School Governance Council System. The FCS School Governance Council System redesigns the avenues of interaction between the local school community and the school system. Certified School Governance Councils have the authority to design specialized educational experiences that are tailored to the students in each local school. This is accomplished through a monitored Request for Flexibility process which ensures that research based, effective and locally championed innovations are implemented at schools to increase student achievement.

The role of the teacher is second only to the role of the parent in a child's education. To support the School Governance Councils, the system needed to change how it approached its work. The processes to recruit, hire, place, train, evaluate and dismiss all employees will be altered and compensation practices will be adjusted as well. We believe this will not only attract the best talent for our system, but will give us the ability to retain top performers in the classroom.

To meet the need of local students as envisioned by School Governance Councils, we will need to be released from the budgeting mindset that currently exists. The charter system will allow our financial and material resources to be aligned with student achievement. We will waive state funding requirements and categorical expenditure controls, and design a communication tool which will give our School Governance Councils the pertinent information they will need to make wise decisions.

Finally, if our School Governance Councils are to truly impact students, we will need to have the authority to release them from some of the instructional designs of last century. The concept that students only learn in the classroom from bound textbooks is no longer valid. We will create a variety of system-wide support systems which will allow our Governance Councils to employ innovative instructional methods both in and out of the classroom.

9. Local school governance training timeline including training topics.

FCS will create an Office of Innovation to lead the transition to a charter system and to provide technical support to school leaders and School Governance Councils (SGCs). The creation of this office will be included in the overall system reorganization which will be completed by Spring 2012. As the number of SGC grow over the first three years of the charter system, the staffing of the office will be increased to meet the need. It is anticipated that at the conclusion of Year Three, there will be an Office of Innovation support position associated with each Area Superintendent as well as a central office position to coordinate the activities of the new office.

During the 2012-13 school year, the Office of Innovation will create a governance certification program to include the topics such as legal guidelines, financial standards, assessment and accountability standards and principles, governing best practices, federal compliance requirements, communications, public relations, reporting requirements, collaborative decision making, ethics, and strategic planning and navigation. These will be captured as live presentations during the first cohort and will be ready for download during subsequent years via the FCS Portal as well as made available via Elluminate or a similar technology.

Additionally, the Office of Innovation will create a confidential SGC assessment tool that it will administer annually to council members to identify specific training needs or interventions. Additional training topics will be developed based on these assessments as well as in response to SGC requests.

10. Conflict of interest policy for local school governing councils.

The conflict of interest policy will be included in the basic bylaws template that will be followed by each SGC. We anticipate community input in the construction of those bylaws, but would expect that policy to align with that which is currently in place for the FCBOE. An initial draft is included for the reader's reference.

The Fulton County Schools School Governance Councils (SGC) shall adhere to these Conflict of Interest provisions as set forth in state law.

A. Financial Governance

1. No Council member shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, employment for himself or herself, any of his or her immediate family members, or others.
2. No Council member shall act in his or her official capacity in any matter in which he or she, any of his or her immediate family members, or any business organization in which he or she has a material financial interest, that would reasonably be expected to impair his or her objectivity or independence of judgment.
3. No Council member shall solicit or accept or knowingly allow any of his or her immediate family members or any business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that council member in the discharge of his or her official duties.
4. No Council member shall use, or knowingly allow to be used, his or her official position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her official position for the purpose of securing financial gain for

himself or herself, any of his or her immediate family members, or any business organization with which he or she is associated.

5. No Council member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the local board of education, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.

6. No Council member may also be an officer of any organization that sells goods or services to that local school system, except as provided in Code Section 20-2-505 and excluding nonprofit membership organizations.

7. No Council member shall sell to any county board any supplies or equipment used, consumed, or necessary in the operation of any public school in this state unless there are fewer than three sources for such supplies or equipment within the county; provided, however, that any purchase pursuant to this subsection for supplies or equipment that is equal to or greater than \$10,000.00 shall be approved by a majority of the members of the board in an open public meeting. Any member violating this shall be guilty of a misdemeanor.

8. No Council member shall accept a monetary fee or honorarium in excess of \$101.00 for a speaking engagement, participation in a seminar, discussion panel, or other activity which directly relates to the official duties of that Council member or the office of that Council member. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for a meeting which are provided to permit participation in a panel or speaking engagement at the meeting shall not be monetary fees or honoraria.

B. Conduct as a Council member

1. No Council member shall disclose to or discuss with any information which is subject to attorney-client privilege to any person other than other Council members, the school system attorney, the area superintendent, the system superintendent, or persons designated by the superintendent.

2. No Council member shall vote on the employment or promotion of any of his or her immediate family members. No immediate family member of a Council member may be employed or promoted unless a public, recorded vote is taken separately from all other personnel matters.

3. No Council member shall be employed by the State Department of Education or serve concurrently as a member of the State Board of Education.

C. Each member of this Board understands and acknowledges that no person shall be eligible for election as a member of a SGC unless he or she:

1. Has read and understands the code of ethics and the conflict of interest provisions applicable to members of the SGC and has agreed to abide by them; and

2. Has agreed to annually disclose compliance with the FCS policy on training for members of SGCs, the SGC code of conduct, and the conflict of interest provisions applicable to members of SGCs.

11. A list of business arrangements or partnerships with existing schools, educational programs, businesses and non-profits and the nature of the services provided, including disclosure of any potential conflicts of interest

In addition to the below listed system-wide partnerships, each local school has individual relationships within their local community. Although this information is reported to the Central Office, the number of partnerships across all the FCS schools is too numerous to include here. Below listed are the more significant relationships as documented by our Fulton Education Foundation membership records since January 2011. There are no conflicts of interest to report.

Emory University	Brock, Clay, Calhoun & Rogers	eInstruction
A.L. Grading Contractors, Inc.	Brown Design Group, Inc.	EMC Corporation
Absolute Software, Inc.	BRPH, Inc.	Enterprise Car Sales
Alexander & Company	Business Telephone Systems, Inc.	Evergreen Construction
Amacher Bros. Construction	C.O.L.A.	Fforg, Inc.
Ameritas Group Dental	Cabinets by Design	Follett Library Resources
Apple	Carere Music	Fulton Teachers' Credit Union
Armin Mechanical Inc.	CatalystTelecom	Gainesville Mechanical, Inc.
Artisan Partners Limited Partnership	CGLS Architects, Inc.	Garcia Hamilton & Associates, L.P.
AT&T	Collins Cooper Carnsi Architects	Gardner Spencer Smith
ATC Associates	CompassLearning	Tench & Jarbeau, PC
Automated Logic-Georgia	DACA LLC	Gas South LLC
Balfour Beatty	DAVISVISION	Generation Mortgage
Barton Marlow	Dell, Inc.	Geo-Hydro Engineers, Inc.
Blackboard Inc.	Dodge Learning Resources	Georgia Masonry Supplies
BrainPOP	Doster Construction	Georgia Power
Breedlove Land Planning, Inc.	eBryIT	Georgia's Own Credit Union
Brocade	ECS Southeast, LLC	Goode Van Alyke Architecture LLC
	Education Planners, LLC	Gray & Company

Greenberg Traurig LLP	Medcom	SouthCore Construction, Inc.
GreyStone Power	Mesirow Financial	SouthCore Construction, Inc.
GTRR, Inc.	Morgan Stanley Smith Barney	Southern Sun Asset Management
Gude Management Group	Multivista	SouthStar Energy Service, LLC
H.J. Russell & Company	Music & Arts	Southwest Plumbing & Heating Co. Inc.
Hardin Construction Co. LLC	NAPA Auto Parts	Spurlock And Associates
Hartford Life	Nisewonger Audio Visual Center, Inc.	Stevens & Wilkinson
Hartsfield-Jackson Atlanta Intl Airport	northhighland	Sun Trust Bank
Herndon Capital Management	Northside Hospital	SunGard Bethlehem
Hewlett Packard Company	Nova Engineering	Swofford Construction
Holt and Holt, Inc.	Parsons	Thinkgate, LLC
Houghton Mifflin-K-12	Pearson	Trend Micro
IKON offices	Pearson Digital	Triad Construction Company
Intel	PMA Management Corp.	Trustmark Voluntary Benefit Solutions
Invesco	Pond & Company	Unbounded Solution
J. Smith Lanier & Co	Promethean	UNUM
Jackson Music	Proven Learning	VALIC
Juniper Networks	Qualified Electrical Contractors, Inc.	Verizon Wireless
Ken Stanton Music	Renzulli Learning Consultant	Vision Wireless/Sprint
Laminex Family of Companies	Rhumblin Advisers Corp.	W.J. Ward Properties, Inc.
LANDesk Software	Ridgeworth Investments	Windstream
Layer3 Communications	Ronald McNair M.S.	Winter Construction
Legal Access Plans, LLC	Rush Enterprises	Xerox
Lincoln Financial Group	Scholastic	
Linda Shultz	Schoolnet	
LTC Solutions, Inc.	Seizert Capital Partners, LLC	

12. A brief description of the system’s fiscal history and whether the system is or has ever operated under a fiscal deficit.

Founded in 1871, the Fulton County School System is one of the oldest and largest school districts in Georgia. We assume the fiscal history since the economic downturn is of most importance in the charter system application review.

Fulton County Schools as well as other school systems in Georgia had to make tough decisions. We made major cuts in the early stages of the economic crisis. From fiscal year 2009 to fiscal year 2011 there were \$204 million in expenditure cuts. In alignment with most other school systems, 84% of our budget is comprised of salaries and benefits. The system reduced a significant number of positions and personnel costs by raising the class size maximum. Despite an increase of 6,800 students since FY 2008, staffing has decreased by 485 positions. Even though we increased millage rate for FY2011, we still have the lowest total millage rate of any of the comparable sized schools districts in Georgia.

Comparison of Millage Rates for FY11

Fulton	18.502
Gwinnet	20.55
Dekalb	22.98
Cobb	18.9
Atlanta	21.69

On May 19, 2011, the Superintendent proposed an \$818 million General Fund budget for the 2011-2012 school year. The general fund budget reflects a 3.8% increase from the current year, primarily due to a much needed Language Arts textbook adoption and elimination of furlough days.

We are projecting a fund balance of \$161,667,658 at the end of 2011 Fiscal Year and anticipating a fund balance of \$118,454,047 by the end of FY2012. For FY2012, the ending fund balance is expected to be 14.5% of the expenditure budget, which meets the Board policy. This policy is important in maintaining a good credit rating and being able to sustain any revenue delays or short term economic crisis.

For more information, the Red Book and Blue Book for the Fulton County Schools System is available on line at:

http://portal.fultonschools.org/departments/Financial_Services/Budget_Services/Pages/BudgetServices.aspx.

13. Copy of the school system's most recent annual audit.

A complete listing of the FCS Comprehensive Annual Financial Report is available online at:

http://portal.fultonschools.org/departments/Financial_Services/Accounting_Svs/Pages/default.aspx

14. Copy of the school system's most recent accreditation report. By clicking on the below link, the entire 95 page report will load.

**Fulton County Schools
Dr. Cindy Loe, Superintendent**

**District Summary
Standards Assessment Report**



**AdvancED District Accreditation
*For NCA CASI and SACS CASI Districts***

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15. Link to FY 12 School Allotment Guidelines

(Link to [Page 49](#))

The Informational Section of the FCS Blue Book contains the School Allotment Guidelines, statistical information, staffing information, proposed salary schedules, etc. The entire Blue Book and the entire Red Book are also posted on the FCS website for public reference.

http://portal.fultonschools.org/departments/Financial_Services/Budget_Services/Documents/FY%202012%20BLUE%20BOOK/Information%20Section.pdf