

Charter Systems - 2014 Annual Report Form

1. INSTRUCTIONS

All charter systems are required by law to submit an Annual Report to the Georgia Department of Education by October 1 of each year [O.C.G.A. §20-2-2067.1(c)].

Your charter school's 2014 Annual Report requirement will be satisfied by completing this Charter Systems Annual Report Form and submitting the Form via email no later than 12:00 noon on Wednesday, October 1, 2014 (see *submission instructions below*).

OUTLINE

Tab 1: Instructions

Tab 2: Accountability

Tab 3: School Governance

Tab 4: Autonomy

Tab 5: Best Practices

Tab 6: Innovations

Tab 7: Other Info

Tab 8: CCA (college and career academies), if applicable

INSTRUCTIONS FOR SUBMITTING YOUR ANNUAL REPORT FORM

To properly submit your Annual Report Form you must perform the following steps.

STEP ONE: Before you go any further, save this Excel spreadsheet on your computer. To do this:

- a. Pull down the File menu from the upper left of your screen
- b. Press "Save As"
- c. Select "Desktop"
- d. Enter "Your Charter System Name - Annual Report 2013" -- *but be sure to enter the actual name of your school district instead of "Your Charter System Name"*
- e. Press Save.

STEP TWO: Answer all the questions in Tabs 2-6, and in Tab 7 if applicable.

Be sure to Save your file frequently while you are working on it so that you don't lose any of your answers (see lines 4-8 above).

11 **STEP THREE:** Once you have completed your Annual Report Form, Save your file one last time (*see lines 4-8 above*).

12 **STEP FOUR:** Attach your completed file to an email addressed to BOTH lerste@doe.k12.ga.us AND jclarkedodd@doe.k12.ga.us.

13 **STEP FIVE:** Enter "Annual Report 2014 - Your Charter System Name" as the Subject line of your cover email (*be sure to replace "Your Charter System Name" with the actual name of your school district*).

14 **STEP SIX:** Press Send.

15 **STEP SEVEN:** Check to be sure you receive an email within one business day from lerste@doe.k12.ga.us or jclarkedodd@doe.k12.ga.us in which we confirm that we received your submission.

16 **STEP EIGHT:** Check to be sure that you receive a follow-up email within two additional business days.

17 a. Once we receive your initial submission, we will review it to see if you answered all required questions.

18 b. We will then send you a follow-up email saying your submission was complete or that your submission is rejected.

19 If your submission is rejected, address the issues raised and then resubmit a completed Annual Report Form before the October 1, 2014 deadline.

20 **PLEASE NOTE:** Your charter system's legal obligation to submit an Annual Report is not met until you receive a follow-up email confirming that your submission or resubmission is complete.

21 You should not wait until October 1 to submit your Annual Report -- since you may have missed something and therefore would have no time to revise and resubmit your Annual Report Form and still make the deadline.

22 **We strongly recommend that you start answering the questions in your Annual Report Form IMMEDIATELY upon receipt of this file.**

Documents or Information you may need as you answer the questions in this Annual Report Form

Legal Documents/Governance Information

- Your charter system's current charter contract
- Contact information for Chair of the School Governing Board
- School Governing Teams/Councils meeting minutes for the 2013-14 school year

Academic Data and Other Information

- Information on progress toward your academic and other goals
- Significant accomplishments in the 2013-2014 school year

Enrollment Information

- Enrollment numbers for 2013-14 and 2014-15 school years
- Lottery data and enrollment process

Personnel Information

- Certification information

36

FILLING OUT THE REST OF THE 2014 ANNUAL REPORT FORM

37

To fill out the rest of the 2014 Annual Report Form, please provide answers to each question beginning with Tab 2 and proceeding from tab to tab until you are done.

38

Instructions are provided throughout the Annual Report Form to clarify what is being requested and where you should place your answers.

39

Please note that if you are asked to type in an answer, the cell will expand to hold your entire answer.

40

This Annual Report Form has been formatted so you can print the first four or five columns of all 7 tabs at once. To do so, select File from the menu in the upper left of your screen, select Print, and then select Print Entire Workbook.

41

If you need additional info about anything in the Annual Report Form, please send your questions via email to BOTH lerste@doe.k12.ga.us AND jclarkedodd@doe.k12.ga.us and be sure to include the specific line number(s) about which you are asking. You will receive a reply within two business days.

42

THANK YOU!

43

You have reached the end of Tab 1: Instructions.

Please proceed to Tab 2: Accountability and begin answering the questions there.

Charter Systems - 2014 Annual Report Form

2. ACCOMPLISHMENTS and ACCOUNTABILITY

This section first asks you for key contact information, then gives you a chance to share your charter system's Accomplishments as well as provide Accountability information on the major academic and non-academic performance goals in your charter system contract.

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

Line #

44 CONTACT INFORMATION FOR THE PERSON WHO COMPLETED THIS SURVEY		
45	Tell us how best to reach you in case we have any questions about your survey answers	Put your contact information in this column
46	Your name	Priscilla Collins
47	Your title	Chief Achievement and Accountability Officer
48	Your direct phone number	(770) 815-5241
49	Your email address	priscilla.collins@gcssk12.net

50 CONTACT INFORMATION FOR THE SUPERINTENDENT		
51	Who is your Superintendent?	Put Superintendent contact information in this column
52	Superintendent's name	Dr. Wanda Creel, Ed.D
53	Direct phone number	(770) 536-5275
54	Email address	wanda.creel@gcssk12.net
55	Is this a new Superintendent for 2014-15?	Yes
56	If the Superintendent is new for this year, please list the former Superintendent's name for 2013-14	Dr. Merrienne Dyer, Ph.D

57 CONTACT INFORMATION FOR YOUR CHARTER SYSTEM LIAISON		
58	CHARTER SYSTEM LIAISON	Put information in this column
59	Name of your district's charter system liaison	Priscilla Collins
60	Charter system liaison's title	Chief Achievement and Accountability Officer
61	Charter system liaison's direct phone number	(770) 536-5275
62	Charter system liaison's email address	priscilla.collins@gcssk12.net
63	Is this a new Charter System Liaison for 2014-15?	yes
64	If new this year, please list the former Charter System Liaison's name for 2013-14	Dr. Merrienne Dyer

65 FILL OUT THIS SECTION ONLY IF Your School Governing Teams/Councils Liaison is a DIFFERENT PERSON THAN THE charter system liaison entered ABOVE		
66 <u>School Governing Teams/Councils Liaison</u> : The person who will facilitate communications between the GaDOE Charter Schools Division and the chairpersons of each of your charter system's <u>School Governing Teams/Councils</u>		
67	School Governing Teams/Councils Liaison	Put contact information in this column
68	Name of your district's School Governing Teams/Councils Liaison	Priscilla Collins
69	Title	Chief Achievement and Accountability Officer
70	Direct phone number	(770) 536-5275
71	Email address	priscilla.collins@gcssk12.net
72	Is this a new Liaison for 2014-15?	Yes
73	If new this year, please list the former liaison's name for 2013-14	Dr. Merrienne Dyer

74 BOARD OF EDUCATION CONTACT INFORMATION			
75	CHAIR OF YOUR BOARD OF EDUCATION	Enter answers for 2013-14 in this column	Enter answers for 2014-15 in this column
76	Name of your District's Board Chair	Maria Calkins	Maria Calkins
77	Direct Phone Number	(404) 358-3558	(404) 358-3558
78	Email Address	maria.calkins@gcssk12.net	maria.calkins@gcssk12.net
79	If you had more than one Board Chair last year, please enter:		
80	Direct Phone Number of earlier Board Chair		
81	Direct Phone Number		

82	Email Address	
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83 CHARTER SYSTEM MISSION AND SIGNIFICANT ACCOMPLISHMENTS															
84	Please enter your charter system's official mission statement below.														
85	<i>As one Gainesville, we will inspire, nurture, challenge, and prepare our students as we educate them to be successful in a 21st century global society.</i>														
86	Please list up to five of your school system's significant accomplishments for the 2013-14 school year in the spaces below. If your school district has had any dramatic increases in student performance, please highlight those results as one of your accomplishments.														
87	<table border="1"> <tr> <td>Accomplishment #1</td> <td>Eighty six percent (86%) of gifted students in grades 3-8 exceeded on the Reading Criterion Referenced Competency Test, an increase of 3 percentage points.</td> </tr> <tr> <td>88</td> <td>Accomplishment #2</td> <td>Seventy-six percent (76%) of students met/exceeded the Biology EOCT, an increase of 8 percentage points</td> </tr> <tr> <td>89</td> <td>Accomplishment #3</td> <td>Eighty percent (80%) of students met/exceeded the Economic Business Free Enterprise EOCT, an increase of 12 percentage points</td> </tr> <tr> <td>90</td> <td>Accomplishment #4</td> <td>Eighty two percent (82%) of students met/exceed the Physical Science EOCT, an increase of 15 percentage points</td> </tr> <tr> <td>91</td> <td>Accomplishment #5</td> <td>Sixty eight percent (68%) of 5th grade students met/exceeded the 5th Grade Writing Exam, an increase of 5 percentage points</td> </tr> </table>	Accomplishment #1	Eighty six percent (86%) of gifted students in grades 3-8 exceeded on the Reading Criterion Referenced Competency Test, an increase of 3 percentage points.	88	Accomplishment #2	Seventy-six percent (76%) of students met/exceeded the Biology EOCT, an increase of 8 percentage points	89	Accomplishment #3	Eighty percent (80%) of students met/exceeded the Economic Business Free Enterprise EOCT, an increase of 12 percentage points	90	Accomplishment #4	Eighty two percent (82%) of students met/exceed the Physical Science EOCT, an increase of 15 percentage points	91	Accomplishment #5	Sixty eight percent (68%) of 5th grade students met/exceeded the 5th Grade Writing Exam, an increase of 5 percentage points
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92 ADDITIONAL SUCCESS INDICATORS (Optional)			
93	<table border="1"> <tr> <td>Optional: Please enter any additional information you wish to provide that demonstrates the general success of your charter system.</td> <td>Three schools (Fair St IB World School, Gainesville Exploration Academy, and Ne</td> </tr> </table>	Optional: Please enter any additional information you wish to provide that demonstrates the general success of your charter system.	Three schools (Fair St IB World School, Gainesville Exploration Academy, and Ne
Optional: Please enter any additional information you wish to provide that demonstrates the general success of your charter system.	Three schools (Fair St IB World School, Gainesville Exploration Academy, and Ne		

94 CHALLENGES FACED IN 2013-14 SCHOOL YEAR (Required)						
95	<table border="1"> <tr> <td>Please describe any major challenges (besides funding) that your charter system faced in the 2013-14 school year.</td> <td>The rate of poverty as increased has indicated by free-reduced lunch data. There has been a rise in the number of families reported as homeless.</td> </tr> <tr> <td>96</td> <td>How were these challenges addressed or how do you plan on addressing them in the 2014-15 school year?</td> <td>Gainesville City Schools is using the framework of the UCLA Center for Mental Health in Schools, A Unified and Comprehensive System of Learning Supports, to address the barriers to learning and engage the community in helping us to meet the needs of students.</td> </tr> </table>	Please describe any major challenges (besides funding) that your charter system faced in the 2013-14 school year.	The rate of poverty as increased has indicated by free-reduced lunch data. There has been a rise in the number of families reported as homeless.	96	How were these challenges addressed or how do you plan on addressing them in the 2014-15 school year?	Gainesville City Schools is using the framework of the UCLA Center for Mental Health in Schools, A Unified and Comprehensive System of Learning Supports, to address the barriers to learning and engage the community in helping us to meet the needs of students.
Please describe any major challenges (besides funding) that your charter system faced in the 2013-14 school year.	The rate of poverty as increased has indicated by free-reduced lunch data. There has been a rise in the number of families reported as homeless.					
96	How were these challenges addressed or how do you plan on addressing them in the 2014-15 school year?	Gainesville City Schools is using the framework of the UCLA Center for Mental Health in Schools, A Unified and Comprehensive System of Learning Supports, to address the barriers to learning and engage the community in helping us to meet the needs of students.				

97 INSTRUCTIONS FOR CHARTER GOALS AND PERFORMANCE MEASURES ACCOUNTABILITY SPREADSHEET BELOW (REQUIRED)	
98	1. Enter all the school years in your charter term in the green cells.
99	NOTE: You should enter the First Year of your charter in the First Year column (Column F), the Second Year of your charter in the Second Year column (Column K), and so on.
100	2. For Column E, refer to your current charter contract for the TOP FIVE academic and the TOP FIVE non-academic goals and up to five related performance measures for each of those 10 goals.
101	3. Enter the Target Performance for each year of your current charter term.
102	4. Enter the Actual Performance for each year of your current charter term that has already passed.
103	5. Finally, answer the three questions asked (in Columns H, I & J for the First Year of your charter; in Columns M, N & O for the Second Year of your charter, and so on) regarding whether the goal was met and, if not, why not, and what you did to address the failure to meet the goal.
104	NOTE: If you are in the first year of a brand new charter system contract, enter only your Goals and Performance Targets for all years of your charter system contract's new term.

105 CHARTER GOALS AND PERFORMANCE MEASURES ACCOUNTABILITY SPREADSHEET (REQUIRED)				
106	Academic Performance Goals/Measures	Name of Goals and Performance Measures	Performance Targets for FIRST YEAR of Charter Term	Actual Performance for FIRST YEAR of Charter Term
107	ENTER THE SCHOOL YEAR IN THE GREEN CELLS		2013-2014	
108	Academic Goal 1	Increase performance in Reading/ ELA		
109	Performance Measure 1.1	Percent meeting/exceeding on Grade 3 Reading CRCT	97%	90%
110	Performance Measure 1.2	Percent meeting/exceeding on Grade 5 Reading CRCT	97%	92%
111	Performance Measure 1.3	Percent meeting/exceeding on Grade 6 Reading CRCT	98%	94%
112	Performance Measure 1.4	Percent meeting/exceeding on Grade 3 ELA CRCT	95%	89%
113	Performance Measure 1.5	Percent meeting/exceeding on Grade 5 ELA CRCT	96%	85%
114	Academic Goal 2	Increase performance in Math		

115	Performance Measure 2.1	Percent of meeting/exceeding on Grade 3 Math CRCT	88.00%	73%
116	Performance Measure 2.2	Percent meeting/ exceeding on Grade 5 Math CRCT	94%	86%
117	Performance Measure 2.3	Percent meeting/ exceeding on Grade 8 Math CRCT	88%	77%
118	Performance Measure 2.4	Percent meeting/exceeding on Coordinate Algebra EOCT	77%	
119	Performance Measure 2.5	Percent meeting/ exceeding on Analytic Geometry EOCT	70%	
120	Academic Goal 3	Increase the number of students proficient in college prep coursework		
121	Performance Measure 3.1	Percent meeting/exceeding on Am Lit&Comp EOCT	97%	89.00%
122	Performance Measure 3.2	Percent meeting/ exceeding on Grade 9 Lit&Comp EOCT	85%	80%
123	Performance Measure 3.3	Percent meeting/exceeding in Biology EOCT	85%	76%
124	Performance Measure 3.4	% of AP students scoring 3 or higher on AP exams	63%	48%
125	Performance Measure 3.5	% of students proficient on the GHSWT	96%	82%
126	Academic Goal 4	Increase number of students entering Grade 3 reading on grade level		
127	Performance Measure 4.1	Percent of second grade proficient on diagnostic screen	80%	40%
128	Performance Measure 4.2			
129	Performance Measure 4.3			
130	Performance Measure 4.4			
131	Performance Measure 4.5			
132	Academic Goal 5	Increase student performance on the ACT and SAT		
133	Performance Measure 5.1	Average score on ACT	20.5	19.2
134	Performance Measure 5.2	Average score on SAT	1400	Scores aren't back
135	Performance Measure 5.3			
136	Performance Measure 5.4			
137	Performance Measure 5.5			
138	Non-Academic Performance Goals/Measures	Name of Goals and Performance Measures	Performance Targets for FIRST YEAR of Charter Term	Actual Performance for FIRST YEAR of Charter Term
139	ENTER THE SCHOOL YEAR IN THE GREEN CELLS		2013-2014	
140	Non-Academic Goal 1	Survey ratings: Percentage of parents satisfied with GCSS	94	88
141	NA Performance Measure 1.1			
142	NA Performance Measure 1.2			
143	NA Performance Measure 1.3			
144	NA Performance Measure 1.4			
145	NA Performance Measure 1.5			
146	Non-Academic Goal 2	School Climate Star Rating for District	3	Info not available
147	NA Performance Measure 2.1			
148	NA Performance Measure 2.2			
149	NA Performance Measure 2.3			
150	NA Performance Measure 2.4			
151	NA Performance Measure 2.5			
152	Non-Academic Goal 3	Percent of teachers and leaders with Proficient or Exemplary LEMs and	90	Info not available
153	NA Performance Measure 3.1			
154	NA Performance Measure 3.2			
155	NA Performance Measure 3.3			
156	NA Performance Measure 3.4			
157	NA Performance Measure 3.5			
158	Non-Academic Goal 4	Star Rating on Financial Performance for District	3	Info not available
159	NA Performance Measure 4.1			
160	NA Performance Measure 4.2			
161	NA Performance Measure 4.3			
162	NA Performance Measure 4.4			
163	NA Performance Measure 4.5			
164	Non-Academic Goal 5	Increase the number of students participating in dual enrollment	20	18
165	NA Performance Measure 5.1			
166	NA Performance Measure 5.2			
167	NA Performance Measure 5.3			
168	NA Performance Measure 5.4			
169	NA Performance Measure 5.5			

You have reached the end of Tab 2: Accountability.

Please proceed to Tab 3: School Governance and continue answering the questions there.

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3. SCHOOL GOVERNANCE

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

Line #

171	SCHOOL GOVERNING TEAMS/COUNCILS		
172	SCHOOL GOVERNING TEAMS/COUNCILS, MEMBERS, AND MEETINGS	Enter answers for 2013-14 in this column	Enter answers for 2014-15 in this column
173	How many of your schools have <u>active</u> School Governing Teams/Councils -- All, Most, Half, Some, or None?	All	All
174	On average, <u>how many voting members</u> are on the School Governing Teams/Councils at your schools?	8	8
175	What is the <u>range</u> of the <u>number</u> of voting members on the School Governing Teams/Councils at your schools? (Enter range as <u>lowest number</u> -to- <u>highest number</u> .)	7 to 14	6 to 14
176	On average, <u>how many</u> meetings did your district's local School Governing Teams/Councils have last year, and how many are scheduled for this year?	6	6
177	On average, how many School Governing Teams/Councils <u>members</u> typically <u>attended</u> School Governing Team/Council meetings last year?	8	
178	TRAINING FOR SCHOOL GOVERNING TEAMS/COUNCILS	Enter answers for 2013-14 in this column	Enter answers for 2014-15 in this column
179	How many <u>hours</u> of training were (and will be) offered to your School Governing Team/Council members?	6	6
180	<i>Who</i> did (or will) provide the training?	GSBA and district staff	Superintendent-district staff
181	What <u>topics</u> were and will be covered in the training?	Open Meetings, FERPA, Code of Ethics, Gainesville City Schools Roles and	Roles and Responsibilities of being a SGC member, Open Meetings, Strategic
182	On average, how many School Governing Team/Council members typically attended training? (All, Most, Half, Some, None)	Most	
183	How many School Governing Team/Council members attended <i>all</i> training sessions? (All, Most, Half, Some, None)	Most	
184	How many School Governing Team/Council members attended <i>at least one</i> training session? (All, Most, Half, Some, None)	All	

185	CHARTER SYSTEM TRAINING FOR SCHOOL ADMINISTRATORS	Enter answers for 2013-14 in this column	Enter answers for 2014-15 in this column
186	How many <i>hours</i> of charter system training were (and will be) offered to your School Administrators?	8	8
187	<i>Who</i> did (or will) provide the training?	Superintendent- GSBA	Superintendent-district staff
188	What <i>topics</i> were and will be covered in the training?	Roles and Responsibilities, Open Meetings, By-Laws Guidance Facilitating	Roles and Responsibilities of being a SGC member, Strategic Planning, Personnel, Budgeting
189	On average, how many School Administrators typically attended training? (All, Most, Half, Some, None)	All	
190	How many School Administrators attended <i>all</i> training sessions? (All, Most, Half, Some, None)	All	
191	How many School Governing Team/Council members attended <i>at least one</i> training session? (All, Most, Half, Some, None)	All	

192	You have reached the end of Tab 3: School Governance.
193	Please proceed to Tab 4: Autonomy and continue answering the questions there.

Charter Systems - 2014 Annual Report Form

4. AUTONOMY

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

Charter system Autonomy also requires that schools within the charter system each have high-functioning School Governance Teams/Councils with authority over key areas affecting the school's ability to improve academic achievement.

The first set of questions below asks which of the many charter system freedoms from State law, rules and regulations your charter system has used or will use.

The second set of questions asks which waivers of state education law are most valuable to your charter system.

This third set of questions asks about the many ways the School Governance Teams/Councils at each of your schools have exercised Autonomy or will exercise Autonomy this year or in the next three years.

Line #

WAIVERS

195	WHICH WAIVERS DID YOUR SYSTEM USE?	Enter YES only for those waivers that were/are being used in each School Year	
196	Which of the following waivers did your charter system use in each year?	2013-14	2014-15
197	Most Frequently Used		
198	65% Rule		
199	Attendance	YES	YES
200	At-will contracts		
201	Calendar flexibility	YES	YES
202	Certification - Teachers	YES	
203	Certification - Administrators		
204	Certification - Others	YES	YES
205	Class size	YES	YES
206	Expenditure controls (expenditure of funds required)		
207	Personnel required (employee classification)		
208	Salary schedule - Rates		
209	Salary schedule - Bonuses		
210	Others Used Regularly		
211	Alternative/Non-Traditional Education Programs (to address seat time requirements in grades 6-12)	YES	YES
212	Comprehensive Health and Physical Education as it relates to required minutes of instruction		
213	Early Intervention Program (EIP) delivery requirements	YES	YES
214	English Language Learning Program (EL) delivery requirements	YES	YES
215	Gifted Program delivery requirements	YES	YES
216	Guidance Counselors		
217	Promotion, Placement and Retention as it relates to protocols in the decision making process		
218	Remedial Education Program (REP) delivery requirements		
219	Seat time associated with the Graduation Rule	YES	YES
220	Statewide Passing Score (for districts desiring to issue standards based report cards in grades 4-12)	YES	YES
221	Other Waivers Also Used (Please insert in space below)		
222			
223			
224			
225	MOST VALUABLE WAIVERS USED BY THE SYSTEM	Enter Yes only for the MOST valuable waivers in each School Year	
226	Which of the following waivers were most valuable to your charter system in each year?	2013-14	2014-15
227	Most Frequently Used		
228	65% Rule		
229	Attendance	YES	YES
230	At-will contracts		

231	Calendar flexibility	YES	YES
232	Certification - Administrators	YES	
233	Certification - Others	YES	
234	Certification - Teachers	YES	
235	Class size		
236	Expenditure controls (expenditure of funds required)		
237	Personnel required - employee classification		
238	Salary schedule - Bonuses		
239	Salary schedule - Rates	YES	
240	Others Used Regularly		
240	Alternative/Non-Traditional Education Programs (to address seat time requirements in grades 6-12)	YES	YES
241	Comprehensive Health and Physical Education as it relates to required minutes of instruction	YES	YES
242	Early Intervention Program (EIP) delivery requirements	YES	YES
243	English Language Learning Program (EL) delivery requirements	YES	YES
244	Gifted Program delivery requirements	YES	YES
245	Guidance Counselors		
246	Promotion, Placement and Retention as it relates to protocols in the decision making process	YES	YES
247	Remedial Education Program (REP) delivery requirements	YES	YES
248	Seat time associated with the Graduation Rule		
249	Statewide Passing Score (for districts desiring to issue standards based report cards in grades 4-12)		
250	Other Waivers Also Used (Please insert in space below)		
251			
252			
253			

254	PROBLEMS USING WAIVERS	Enter Yes for any waiver you had a problem implementing in each School Year		Enter answers in spaces below		
255	For which of the following waivers did your system have problems with any division or department within GaDOE while using the waiver in each year? Which GaDOE division or department? What was the problem? If it was not resolved to your satisfaction, how can we assist in a final resolution?	2013-14	2014-15	Which GaDOE division or department?	What was the problem?	If it was not resolved to your satisfaction, how can we assist in a final resolution?
256	Most Frequently Used					
257	65% Rule					
258	Attendance					
259	At-will contracts					
260	Calendar flexibility					
261	Certification - Administrators					
262	Certification - Others					
263	Certification - Teachers	YES		Professional Standards Commission	Title IIA requires letters to be sent to parents indicating a non HI-Q	Unsure-Title IIA
264	Class size					
265	Expenditure controls (expenditure of funds required)					
266	Personnel required - employee classification					
267	Salary schedule - Bonuses					
268	Salary schedule - Rates					
269	Others Used Regularly					
270	Alternative/Non-Traditional Education Programs (to address seat time requirements in grades 6-12)					
271	Comprehensive Health and Physical Education as it relates to required minutes of instruction					
272	Early Intervention Program (EIP) delivery requirements					
273	English Language Learning Program (EL) delivery requirements					
274	Gifted Program delivery requirements	YES		GaDoe Gifted Division		
275	Guidance Counselors					
276	Promotion, Placement and Retention as it relates to protocols in the decision making process					
277	Remedial Education Program (REP) delivery requirements					
278	Seat time associated with the Graduation Rule					
279	Statewide Passing Score (for districts desiring to issue standards based report cards in grades 4-12)	YES		Data Collections Division		
280	Other Waivers Also Used (Please insert in space below)					
281						

282					
283					

284	CHARTER SYSTEM <u>SCHOOL AUTONOMY</u>				
285	INSTRUCTIONS: For each of the following lines, please indicate whether <u>All</u> , <u>Most</u> , <u>Half</u> , <u>Some</u> , or <u>None</u> of your charter system's School Governing Teams/Councils either directly or indirectly made or affirmed such decisions.				
286	Use the three columns to the right to distinguish between last year (2013-14), this year (2014-15), and planned use in the next three years (2015-16 through 2017-18).				
287	NOTE: PLEASE ANSWER AFFIRMATIVELY ONLY WHEN THE SYSTEM OR SCHOOLS CAN PROVIDE <u>HARD EVIDENCE</u> THAT THE SCHOOL GOVERNING TEAMS/COUNCIL WERE INVOLVED IN SUCH DECISIONS.				
288	You are <u>not</u> required to provide the hard evidence as part of your Annual Report, but we will be following up later in the school year with a study of the impact of the use of autonomy on academic, financial, and operational performance. Examples of the use of autonomy will be requested at that time.				

289	CONTROL OVER THE PEOPLE IN THE SCHOOL	Enter <u>All</u> , <u>Most</u> , <u>Half</u> , <u>Some</u> , or <u>None</u> for each School Year		
290		2013-14	2014-15	2015-16 through 2017-18
291	Selection of principal	All	All	All
292	Professional development requirements and planning for staff	Most	Most	Most
293	Selection of professional development vendors and resources	None	None	None
294	Evaluation of staff	None	None	None
295	Issuance of annual employment contracts from the non-profit governing board	None	None	None
296	At-will employment	None	None	None
297	Control over number of positions budgeted, type of positions, qualifications, roles, and job descriptions	Some	Some	Some
298	Determine whether certification will be required	Some	Some	Some
299	Control over ALL hiring decisions, transfers, promotion, demotion, lateral moves, and termination of all faculty and staff	Some	Some	Some
300	Manage human resources independent of the central office, including human resources policies, procedures, and handbooks	Some	Some	Some
301	Establish work schedules of faculty and staff (hours per day, days per year, calendars, etc.)	Some	Some	Some
302	Establish compensation model including salary schedules, bonus or performance based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated)	Some	Some	Some
303	Establish pay scale, experience, training, and other matters related to substitute teachers	Some	Some	Some
304	Other examples of personnel autonomy and use of personnel waivers (enter in space below)			
305				
306				

307	CONTROL OVER WHAT OCCURS IN THE SCHOOL	Enter <u>All</u> , <u>Most</u> , <u>Half</u> , <u>Some</u> , or <u>None</u> for each School Year		
308		2013-14	2014-15	2015-16 through 2017-18
309	Selection of curriculum, including any changes in curriculum as needed to improve student achievement	Most	Most	Most
310	Choose instructional delivery model(s)	Most	Most	Most
311	Selection of courses and programs offered	Half	Most	Most
312	Choice of textbooks, technology, and instructional materials	Most	Most	Most
313	Establish additional graduation requirements	Most	Most	Some

314	Set course and credit requirements	Most	Most	Most
315	Establish seat time	Most	Most	Most
316	Set student technology and physical education skill requirements	Most	Most	Most
317	Create or modify Career Pathway curricula	Most	Most	Most
318	Choose dual enrollment options	Most	Most	Most
319	Choose credit recovery options	Most	Most	Most
320	Utilize on-line learning platforms (e.g., Georgia Virtual School)	Most	Most	Most
321	Establish additional mastery level requirements for performance	Most	Most	Most
322	Select additional formative and/or summative assessment to determine student levels of mastery and growth	Most	Most	Most
323	Establish delivery model, scheduling, staffing, and supplemental services for ELL, SPED, gifted and remedial programs	All	All	Most
324	Establish curriculum maps, pacing charts, and methods for monitoring the curriculum	Most	Most	Most
325	Establish lesson plan requirements for teachers	Some	Some	Some
326	Set school calendar, including length of school year, holidays, early release days, etc.	All	All	Some
327	Set daily/weekly school and/or class schedules, including length of school day	All	All	All
328	Select co-curricular and extracurricular activities	All	All	All
329	Establish after school and Saturday programs as needed	All	All	All
330	Set enrichment and/or advisory periods as needed	All	All	All
331	Establish fieldtrips including locations, date	All	All	All
332	Establish placement and promotion criteria	Some	Some	Some
333	Set class size / student:teacher ratios	All	All	All
334	Set staff-to-student ratios for non-class times (i.e., lunch, recess, specials, transitions, etc.)	All	All	All
335	Set grading and reporting policies, plans, process, schedules, and formats	Some	Some	Some
336	Manage curriculum and instruction affairs independent of the central office, including curriculum and instruction policies, procedures, and handbooks	Some	Some	Some
337	Approval of school improvement goals and oversight of SIP implementation	All	All	All
338	Other examples of curriculum and instruction autonomy and use of waivers (enter in space below)			
339				
340				

341	CONTROL OVER THE SCHOOL'S FINANCES & BUDGET	Enter All, Most, Half, Some, or None for each School Year		
342		2013-14	2014-15	2015-16 through 2017-18
343	Set budget priorities with funds received and exercise discretion over expenditure for all state and local funds, and as permissible, federal funds	All	All	All
344	Manage fiscal affairs independent of the central office, including financial policies and standard operating procedures	All	Some	Some
345	Ensuring that the school receives all the per-pupil funding to which it is entitled and raising additional funds through fundraising efforts	All	All	All
346	Maintain a reserve fund	Most	Most	Most
347	Other examples of finance or budget autonomy and use of waivers (enter in space below)			
348				
349				
350				

351	Enter All, Most, Half, Some, or None for each School Year		
-----	-----------------------------------------------------------	--	--

352	CONTROL OVER THE SCHOOL'S OPERATIONS	2013-14	2014-15	2015-16 through 2017-18
353	Determine how the school uses the facility	All	All	All
354	Establishes school partnerships for school growth	All	All	All
355	Selects vendors aligned with needs of the school	Most	Most	Most
356	Manages transportation decisions, including authority to contract for transportation service	None	None	Some
357	Manages food service decisions, including authority to contract for food service	Some	Some	Some
358	Selects information systems (i.e., Student Information System, financial information systems)	Some	Some	Some
359	Establishes school size	None	None	None
360	Establishes school grade span different from typical primary, elementary, middle and high school public school models (i.e., 4-8, K-8, K-12)	None	Some	Some
361	Authority over attendance policies	Some	Some	Some
362	Establish student code of conduct and behavior policies, plans, processes, and formats	Some	Some	Some
363	Manage operational affairs independent of the central office, including operational policies, standard operating procedures, and handbooks	Some	Some	Some
364	Other examples of operational autonomy and use of waivers (enter in space below)			
365				
366				
364				

365	<p>You have reached the end of Tab 4: Autonomy.</p> <p>Please proceed to Tab 5: Best Practices and continue answering the questions there.</p>
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Charter Systems - 2014 Annual Report Form

5. BEST PRACTICES

Charter systems are known for implementing "Best Practices" in many areas -- from academics to operations to finances to governance.

This section gives you a chance to share all the best practices your system and the schools within your system have already implemented or plan to implement this year.

We will be following up with you later in the school year for a separate study of the impact your best practices had on your district's performance outcomes -- and we will be sharing what is working in Georgia's charter systems in a report from that study.

INSTRUCTIONS: For each best practice listed, please enter YES for those that your system OR schools have already implemented or will implement -- including partial implementation.

Please enter YES only for those best practices for which your system or schools can provide hard evidence of full or partial implementation.

Enter YES in the third answer column if the best practice is a component of/or an Innovation in your charter system contract.

Note: You do NOT have to provide hard evidence of these best practices as part of your Annual Report. It is not until we follow up with you later for the separate study of the impact your best practices had on your performance outcomes (mentioned above) that we will ask to see examples of the best practices being implemented in your system or at your schools.

Line #

366

BEST PRACTICES

367

Instructions: Enter YES for each best practice listed below that your system and/or schools can provide hard evidence that they already (or will) implement the practice. For each YES, indicate YES again in the rightmost column if the practice is a component of/or an Innovation in your charter system contract.

368

For which of the following CURRICULUM best practices can your system and/or schools provide hard evidence that they already (or will) implement the practice?

Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract

369

CURRICULUM

Enter YES only for those that apply in each School Year

370

2013-14

2014-15

371

Advanced courses for middle grades

YES

YES

YES

372

Advanced Placement courses

YES

YES

YES

373

Career and technical education courses

YES

YES

YES

374

College and career academy

375

Core Knowledge

376

Expeditionary Learning

YES

YES

YES

377

Foreign language starting in early grades

YES

YES

YES

378	If yes, at which grade did/will you start a foreign language? <i>(Enter grade for each year)</i>	Kindergarten	Kindergarten	
379	Gateway to College			
380	International Baccalaureate Program	YES	YES	YES
381	Learning-Focused	YES		
382	Montessori			
383	Multiple Intelligences	YES	YES	YES
384	Museum model			
385	Paideia			
386	Success for All			
387	STC for Children			
388	STEM	YES	YES	YES
389	STEAM	YES	YES	YES
390	Thematic Learning	YES	YES	YES
391	Dual/Joint Enrollment in a post-secondary institution	YES	YES	YES
392	Work-based learning or internships outside of school for which students earn course credit	YES	YES	YES
393	Other Curriculum best practices <i>(Please insert in space below)</i>			
394				
395				
396				

397	For which of the following <u>INSTRUCTION</u> best practices can your system and/or schools provide hard evidence that they already (or will) implement the practice?			Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract
398	INSTRUCTION	Enter YES only for those that apply in each School Year		
399		2013-14	2014-15	
400	Constructivist or post-constructivist	YES	YES	YES
401	Daily schedule posted for students to see	YES	YES	YES
402	Data-driven instruction	YES	YES	YES
403	If Yes to data-driven instruction, which method(s) does your school use?			
404	Student data binders in classroom	YES	YES	YES
405	Data wall in faculty workroom or other non-public area	YES		
406	Data wall in common area of the school	YES	YES	YES
407	<i>Other data-driven instruction (please enter below)</i>			
408				
409				
410	Differentiated instruction	YES	YES	YES
411	Dual language			
412	Essential questions being addressed that day are posted for students to see	YES	YES	YES
413	Hands-on, inquiry-based learning	YES	YES	YES
414	Online or virtual courses	YES	YES	YES
415	Performance grouping (flexible grouping), with frequent regrouping	YES	YES	YES

416	Project-based learning	YES	YES	YES
417	RTI (Response to Intervention) for <i>advanced</i> students	YES	YES	YES
418	RTI (Response to Intervention) for <i>remedial</i> students	YES	YES	YES
419	Standards being taught that day are posted for students to see	YES	YES	YES
420	Virtual learning	YES	YES	YES
421	Other Instruction best practices <i>(Please insert in space below)</i>			
422				
423				
424				
425				

426	For which of the following <u>ASSESSMENT</u> best practices can your system and/or schools provide hard evidence that they already (or will) implement the practice?			Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract
427	ASSESSMENT	Enter YES only for those that apply in each School Year		
428		2013-14	2014-15	
429	Use of a norm-referenced test (other than state assessments)			
430	If your school uses a norm-referenced test or tests, please indicate which tests below for each year			
431	ITBS			
432	MAP			
433	Other (Please enter names of tests below)			
434	EasyCBM	YES	YES	
435				
436	Other Assessment best practices <i>(Please insert in space below)</i>			
437				
438				
439				
440				

441	For which of the following <u>EFFECTIVE TEACHERS</u> best practices can your system and/or schools provide hard evidence that they already (or will) implement the practice?			Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract
442	EFFECTIVE TEACHERS	Enter YES only for those that apply in each School Year		
443		2013-14	2014-15	
444	Continuous professional development in curriculum, instruction, and assessment	YES	YES	YES
445	Professional development is <i>aligned</i> with instructional and/or operational <i>data</i>	YES	YES	YES
446	Professional development is aligned with staff needs	YES	YES	YES
447	On-site, full-time Curriculum Implementation Specialists in major subject areas			
448	Curriculum Implementation Specialists spend time in the classrooms every day team teaching, coaching, modeling, and observing	YES	YES	YES

449	On-site, full-time Behavioral Intervention Specialist			
450	Behavioral Intervention Specialist spends time in the classrooms every day team teaching, coaching, modeling, and observing			
451	New teacher mentoring and coaching	YES	YES	YES
452	Teacher visits to effective schools and classrooms	YES	YES	YES
453	Teacher peer-to-peer observations and feedback	YES	YES	YES
454	Teacher collaborative <i>planning</i>	YES	YES	YES
455	Teacher collaborative <i>grading</i>	YES	YES	YES
456	Other <i>teacher-based</i> professional development (enter below)			
457				
458				
459	Other <i>professional development</i> best practices (Please insert in space below)			
460				
461				
462				
463	Other <i>Effective Teachers</i> best practices (Please insert in space below)			
464	STEM and Robotics	YES	YES	YES
465	International Baccalaureate PYP	YES	YES	YES
466	One-to-One Technologies	YES	YES	YES

467	For which of the following <u>INSTRUCTIONAL LEADERSHIP</u> can your system and/or schools provide hard evidence that they already (or will) implement the practice?			Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract
468	INSTRUCTIONAL LEADERSHIP	Enter YES only for those that apply in each School Year		
469		2013-14	2014-15	
470	Frequent classroom observations by Principal	YES	YES	YES
471	Weekly observations of every classroom by Principal			
472	Daily observations of every classroom by Principal			
473	School focus walks			
474	Review of focus walk data with staff			
475	Regular review of instructional and operational data with staff	YES	YES	YES
476	If Yes to "Regular review of instructional and operational data with staff", how frequently do these reviews occur?	weekly	weekly	
477	Use of leadership teams and master teachers	YES	YES	YES
478	Monitor curriculum maps and lesson plans regularly	YES	YES	YES
479	If Yes to "Monitor curriculum maps and lesson plans regularly", how frequently does this monitoring occur?	weekly	weekly	
480	Monitor fidelity to the instructional model and/or school philosophy	YES	Yes	YES
481	If Yes to "Monitor fidelity to the instructional model and/or school philosophy", how frequently does this monitoring occur?	monthly	monthly	
482	Monitor the use and effectiveness of professional development	YES	YES	YES
483	If Yes to "Monitoring the use and effectiveness of professional development", how frequently does this monitoring occur?	quarterly	quarterly	
484	Monitor SPED compliance	YES	YES	YES

485	If Yes to "Monitor SPED compliance", how frequently does this monitoring occur?	monthly	monthly	
486	Monitor RTI process	YES	YES	YES
487	If Yes to "Monitor RTI process", how frequently does this monitoring occur?	monthly	monthly	
488	Other Instructional Leadership best practices <i>(Please insert in space below)</i>			
489	<i>Unified and Comprehensive Systems of Learning Support</i>	YES	YES	YES
490	UCLA Model	YES	YES	YES
491				

492	For which of the following <u>EFFECTIVE OPERATIONS</u> best practices can your system and/or schools provide hard evidence that they already (or will) implement the practice?			Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract
493	EFFECTIVE OPERATIONS	Enter YES only for those that apply in each School Year		
494		2013-14	2014-15	
495	Block schedule	YES	YES	
496	Hybrid block schedule	YES	YES	YES
497	Shortened class-time	YES	YES	YES
498	Shortened day			
499	Extended day	YES	YES	YES
500	Extended year or year-round school			
501	Extended week or weekend classes			
502	Start the day with ELA/Reading			
503	Start the day with 90 minutes or more of ELA/Reading			
504	Uninterrupted 90 minutes or more of ELA/Reading at some point during the day			
505	ELA/Reading taught across the curriculum	YES	YES	YES
506	An hour or less of Math			
507	90 minutes or more of Math			
508	Math taught across the curriculum	YES	YES	YES
509	An hour or less of Science			
510	90 minutes or more of Science			
511	Science taught across the curriculum	YES	YES	YES
512	An hour or less of Social Science			
513	90 minutes or more of Social Science			
514	Social Science taught across the curriculum	YES	YES	YES
515	Specials rotation includes Music	YES	YES	YES
516	Specials rotation includes Art	YES	YES	YES
517	Specials rotation includes Physical Education	YES	YES	YES
518	Specials rotation includes a foreign language	YES	YES	YES
519	Other Specials included in the rotation <i>(please list below)</i>			
520				
521				
522				

523	Multi-age grouping			
524	Grades subdivided into small groups such as "houses" or "families"	YES	YES	YES
525	Single gender classes	YES	YES	YES
526	Single gender school			
527	Small class sizes			
528	If small class sizes, what is average class size?			
529	Looping	YES		
530	Personalized student learning plans	YES	YES	YES
531	Personalized Student Achievement Plans (PSAPs)	YES	YES	YES
532	Before school program	YES	YES	YES
533	After school program	YES	YES	YES
534	Pre-Kindergarten program	YES	YES	YES
535	Community service opportunities	YES	YES	YES
536	School nutrition program (breakfast/lunch)	YES	YES	YES
537	Wrap-around services for <i>students</i>	YES	YES	YES
538	What services are offered to <i>students</i> ?	social work, counseling, drug abuse	social work, counseling, drug abuse	
539	Wrap-around services for <i>families</i>	YES	YES	
540	What services are offered to <i>families</i> ?	Surveys of family needs are conducted	Surveys of family needs are conducted	
541	Succession plan for Principal	YES	YES	YES
542	Succession plan for other school leaders	YES	YES	YES
543	Vertical and horizontal teaming	YES	YES	YES
544	Regular assemblies	YES	YES	YES
545	If Yes to "Regular assemblies", how frequently do the assemblies occur?	quarterly- monthly	quarterly- monthly	
546	Regular communication with <i>all stakeholders</i> via newsletters, website, social media, etc.	YES	YES	YES
547	If Yes to "Regular communication...", how frequently does such communication occur?	weekly- daily	weekly- daily	
548	If Yes to "Regular communication...", how frequently does communication with <i>parents</i> occur?	weekly- daily	weekly- daily	
549	Use of community members and resources to enhance instructional program	YES	YES	YES
550	Other Effective Operations best practices (<i>Please insert in space below</i>)			
551	Unified and Comprehensive Systems of Learning Supports (UCLA Framework Model)			
552				
553				

554	For which of the following <u>ORGANIZATIONAL CULTURE</u> best practices can your system and/or schools provide hard evidence that they already (or will) implement the practice?	Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract				
555	ORGANIZATIONAL CULTURE				Enter YES only for those that apply in each School Year	
556					2013-14	2014-15
557	Current student work placed on classroom and hallway walls				YES	YES
558	Positive discipline plan (<i>Enter name of program below</i>)	YES	YES	YES		

559	Positive Behavioral Interventions & Supports (PBIS)	YES	YES	YES
560				
561				
562	Student uniforms			
563	Faculty & staff uniforms			
564	Collaborative culture among leadership, faculty & staff	YES	YES	YES
565	Professionalism apparent across leadership, faculty & staff	YES	YES	YES
566	Good working relationships across the leadership, faculty & staff	YES	YES	YES
567	Personal relationships don't interfere with leadership, faculty & staff professional relationships	YES	YES	YES
568	Leadership avoids favoritism	YES	YES	YES
569	Parents feel welcome in the building	YES	YES	YES
570	Parent involvement and volunteering is strong	YES	YES	YES
571	Parents feel empowered within the school but do not interfere with school operations	YES	YES	YES
572	Parents have effective organizations to engage them in supporting the school	YES	YES	YES
573	Personal relationships don't interfere between parents and leadership, faculty & staff	YES	YES	YES
574	Bright colors on walls and floor	YES	YES	YES
575	Well-lit classrooms	YES	YES	YES
576	Well-lit common areas	YES	YES	YES
577	Clean building	YES	YES	YES
578	Clean restrooms	YES	YES	YES
579	Clean school grounds	YES	YES	YES
580	Building in good repair	YES	YES	YES
581	Grounds in good repair	YES	YES	YES
582	Other Effective Operations best practices <i>(Please insert in space below)</i>			
583				
584				
585				

586	For which of the following LOCAL SCHOOL GOVERNANCE best practices can your system and/or schools provide hard evidence that they already (or will) implement the practice?	Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract		
587				GOVERNANCE
588		2013-14	2014-15	
589	School Governance Teams/Councils have a leadership succession plan	YES	YES	YES
590	School Governance Teams/Councils meetings focus primarily on education	YES	YES	YES
591	School Governance Teams/Councils meetings include frequent review of student assessment results	YES	YES	YES
592	School Governance Teams/Councils meetings include a review of curriculum effectiveness	YES	YES	YES

593	School Governance Teams/Councils meetings include a review of the effectiveness of instructional methods	YES	YES	YES
594	School Governance Teams/Councils members participate in guided classroom walkthroughs at least once per year			
595	School Governance Teams/Councils members focus on governance and stay out of management decision making	YES	YES	YES
596	School Governance Teams/Councils members do not interfere with school operations	YES	YES	YES
597	School Governance Teams/Councils members donate volunteer time to the schools	YES	YES	YES
598	School Governance Teams/Councils members donate financially to the schools			
599	Other Governance best practices <i>(Please insert in space below)</i>			
600	School Governance Councils review Board Policy submitted to them after first reading by Board of Education for comment and			
601				
602				

603	For which of the following <u>OTHER BEST PRACTICES</u> can your system and/or schools provide hard evidence that they already (or will) implement the practice?			Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract
604	OTHER BEST PRACTICES <i>(enter below)</i>	Enter YES only for those that apply in each School Year		
605		2013-14	2014-15	
606	Strategic Plan aligned to the Georgia Initiatives, Charter System goals, using the framework of the UCLA <i>Unified and</i>	YES	YES	YES
607	Regular and systematic collaboration with community and business partners	YES	YES	YES
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614 **You have reached the end of Tab 5: Best Practices.**

615 **Please proceed now to Tab 6: Innovations and answer the questions there.**

Charter Systems - 2014 Annual Report Form

6. INNOVATIONS AND KEY QUESTIONS

This section gives you a chance to share information on your charter system's Essential Innovative Features.

Line #

616	INNOVATIONS
617	<p>Instructions: First enter the <u>Essential Innovative Features included in your charter system contract</u>. Then, in the columns to the right, indicate whether each Innovation is <u>Fully</u>, <u>Mostly</u>, <u>Partially</u>, or <u>Not Yet</u> implemented; whether you need to use any <u>waivers</u> to implement it; and whether you are using (or will use) all or part of the <u>charter system supplemental funding</u> to support implementation</p>

	In the spaces below, list the <u>Essential Innovative Features included in your charter system contract</u> . List one Innovation per line.	Indicate in this column whether each Innovation is <u>Fully</u> , <u>Mostly</u> , <u>Partially</u> , or <u>Not Yet</u> implemented.	Enter YES if you need to use any <u>waivers</u> to implement it	Enter YES if you are using (or will use) all or part of the <u>charter system supplemental funding</u> to support implementation
618				
619				
620	Open Enrollment for Parental School Choice- with transportation provided	Fully		YES
621	Elementary magnet theme programs with specialized program offerings	Fully		YES
622	World language instruction or experience in every school	Mostly		YES
623	Leadership programs and career pathways enhancements at middle and high school	Mostly		YES
624	Specialized Science, Technology, and Math Programs: Robotics in elementary, middle, and high school	Mostly		YES
625	Specialized middle and high school programs to focus on personalized learning and leadership development	Fully		YES
626	Use of the UCLA Mental Health in Schools framework to address barriers to learning and re-engage students who are experiencing underachievement.	Fully		
627	STEAM Director to promote innovation in schools	Fully		
628	Director of College and Career Readiness to support personalized learning	Fully		
629	Partnership with Boys and Girls Club to provide afterschool tutoring and enrichment	Fully		YES
630	Use of 1 to 1 technology devices	Partially		YES
631	Implementing blended learning on all campuses	Partially		YES
632	Implementing innovative modes of professional development e.g. use of video and social networking tools to showcase outstanding	Not Yet		YES
633	Implementing teacher and leader evaluation instruments using electronic platform	Fully		
634	Implementing student centered teaching strategies to personalize learning through differentiation	Partially		YES
635				
636				
637				

638	OTHER USES OF CHARTER SYSTEM SUPPLEMENTAL FUNDING
639	<p>Instructions: First enter all <u>other uses</u> of your charter system supplemental funds. Then, in the columns to the right, indicate whether each additional use is <u>Fully</u>, <u>Mostly</u>, <u>Partially</u>, or <u>Not Yet</u> implemented; and whether each use <u>promoted school level governance</u> and/or <u>improved student achievement</u>.</p>

	In the spaces below, list all <u>other uses</u> of your	Indicate in this column whether each additional	In this column, enter YES	In this column, enter YES if the use promoted
640				

641	charter system supplemental funds. Enter one additional use per line.	use is <u>Fully, Mostly, Partially, or Not Yet</u> implemented	if the use promoted <u>school level governance</u>	<u>improved student achievement</u>
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660	You have reached the end of Tab 6: Innovations.
661	Please proceed now to Tab 7: Other Info and answer the questions there.

Charter Systems - 2014 Annual Report Form

7. OTHER INFORMATION

This section gives you a chance to share basic information about your charter system, its grade structure, enrollment, and other issues.

Line #

662	CHARTER SYSTEM INFORMATION	
663	What is the name of your school district?	Gainesville City Schools
664	What is the address of your school district's main office? (Fill in below)	
665	Street address 1	508 Oak Street
666	Street address 2	
667	City	Gainesville
668	Zip Code	30501
669	What is the <i>beginning date</i> of your current charter term (MM/DD/YYYY)?	7/1/2013
670	What is the <i>ending date</i> of your current charter term (MM/DD/YYYY)?	6/30/2023

671

In what *month and year* was your first charter approved (MM/YYYY)?

Jun-08

672

INFORMATION ON ALL SCHOOLS IN YOUR SCHOOL DISTRICT

673

INSTRUCTIONS: Please list the following information for all the schools in your entire school district for the 2013-14 School Year, including those schools that are not a part of your charter system

674

Please enter the number of schools in each category below and then put the numerical breakdown of each category in the columns to the right

675

Pre-K

1

1

0

0

0

676

K only

0

0

0

0

0

677

K-1

678

K-2

679

K-3

680

K-4

681

K-5

5

5

0

0

0

682

K-6

683

K-7

684	K-8					
685	K-9					
686	K-12					
687	1-4					
688	2-4					
689	3-4					
690	3-5					
691	3-6					
692	4-5					
693	4-6					
694	4-7					
695	5-6					
696	5-7					
697	5-8					
698	6-7					
699	6-8	2	2	0	0	0
700	6-9					
701	7-8					
702	7-9					
703	8-9					
704	8-12					
705	9 only (freshman Academy)					
706	9-10					

707	9-12	2	2	0	0	0
708	10-12					
709	11-12					
710	Career academy (9-12)					
711	Career academy (Other grades)					
712	Alternative schools					
713	Other types of schools (List types and/or grade configurations below)					
714						
715						
716						
717						
718						

719	CHANGES IN THE SCHOOLS IN YOUR SCHOOL DISTRICT					
720	INSTRUCTIONS: Please enter the number of schools in each category below and then put the breakdown of each category in the columns to the right.					

721	Category	Total number of <u>All</u> Schools	Total number of these schools that are <u>a part of</u> your Charter System	Total number of these schools that are <u>NOT</u> a part of your Charter System	Total number of these schools that are locally-approved <u>charter schools</u>	Total number of <u>these</u> schools that are <u>ineligible</u> to be a part of your Charter System
721	New schools for the 2013-14 school year					
722	New schools for the 2014-15 school year					
722	Schools for the 2013-14 school year that were closed for 2014-15					
723	Schools for the 2013-14 school year that were merged into another school for 2014-15					
723	Existing schools that were not in the charter system for the 2013-14 school year but are now part of the charter system in 2014-15					
724	Of these, enter the number that were locally-approved charter schools in 2013-14					

725

ENROLLMENT AND LOTTERIES

726	ENROLLMENT	2013-14	2014-15
727	How many students were enrolled in your school district in each school year?	7,586	8,018

728	LOTTERY	2013-14	2014-15
729	How many schools in your charter system conducted a lottery to fill any open seats?	1	1

730	OTHER ISSUES
-----	---------------------

731	LEGISLATION	ENTER ANYTHING YOU THINK NEEDS TO BE DONE IN THIS REGARD
732	What areas do you think need to be addressed <u>legislatively</u> to promote a <u>stronger charter system environment</u> in Georgia?	

733	OTHER INFORMATION (Optional)	ENTER ANY ADDITIONAL INFORMATION YOU WOULD LIKE US TO HAVE ON ANY ISSUE
734	Please enter any other information you would like us to have on any issue.	

735	You have reached the end of Tab 7: School Info.
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736

IF YOUR CHARTER SYSTEM HAS A COLLEGE AND CAREER ACADEMY THAT WAS ESTABLISHED AS PART OF YOUR CHARTER SYSTEM, please proceed to Tab 8: CCAs and answer the questions there.

737

IF YOUR CHARTER SYSTEM DOES NOT HAVE A COLLEGE AND CAREER ACADEMY -- OR HAS A COLLEGE AND CAREER ACADEMY WITH ITS OWN CHARTER -- YOU HAVE NOW COMPLETED YOUR 2014 ANNUAL REPORT. PLEASE RETURN TO LINE #11 ON TAB 1 FOR SUBMISSION INSTRUCTIONS. THANK YOU!

Charter Systems - 2014 Annual Report Form

8. COLLEGE AND CAREER ACADEMIES (if applicable)

THESE QUESTIONS ARE FOR ONLY CHARTER SYSTEMS WITH A COLLEGE AND CAREER ACADEMY THAT WAS ESTABLISHED AS PART OF YOUR CHARTER SYSTEM

IF YOUR CHARTER SYSTEM DOES NOT HAVE A COLLEGE AND CAREER ACADEMY -- OR HAS A COLLEGE AND CAREER ACADEMY WITH ITS OWN CHARTER -- PLEASE GO TO LINE #754 BELOW.

Georgia's College and Career Academies are a critical part of the economic development component of education in our state. They are also an important part of your charter system.

This section gives you a chance to share with us some of the ways your college and career academy has used its status as part of your charter system to accomplish its mission.

Line #

738 COLLEGE & CAREER ACADEMY (CCA)			
739	Only answer these questions if your college and career academy (CCA) was established as part of your charter system contract	Provide answers for each School Year	
		740 2013-14	2014-15
741	How did your CCA use business input to set or change its curriculum?		
742	How many business leaders serve on your CCA's governing board?		
743	How are business groups involved in electing CCA governing board members?		
744	Who are your CCA's post-secondary partners?		
745	Are your CCA's post-secondary partners named in your charter system contract as part of your educational program?		
746	Is your CCA involved in the Georgia College and Career Academy Network?		
747	How many CCA students are in dual enrollment?		
748	How many CCA students are in internships or apprenticeships?		
749	How many CCA students earned certificates recognized by business and industry prior to graduation?		
750	Is your CCA's graduation rate higher than the district's graduation rate?		
751	What capital grants did your CCA receive?		
752	How were your CCA's capital grants utilized?		
753	What other information do we need to help us help your CCA succeed?	Enter answer below	

754 **You have reached the END of the 2014 Charter System Annual Report Form.**

755 **Please refer to Line #11 of Tab 1: Instructions for submission instructions.**

Thank you!