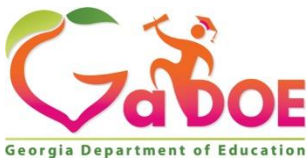


# 2021 Georgia Charter Systems Annual Report

**The Georgia Department of Education's District Flexibility  
and Charter Schools Division's 2021 Annual Report  
submitted on behalf of the State Board of Education to the  
Georgia General Assembly**



**December 31, 2021**



Georgia General Assembly  
State Capitol Building  
Atlanta, GA 30334

December 31, 2021

Dear Members of the Georgia General Assembly,

Georgia law requires all charter systems to submit an annual report to the Georgia Department of Education (GaDOE) and requires the State Board of Education to annually report the status of the charter program to the General Assembly. [see O.C.G.A. § 20-2-2067.1(c) and § 20-2- 2070]. To facilitate the meeting of these requirements, the GaDOE's District Flexibility and Charter Schools Division conducts an annual reporting process for charter schools. The Department then compiles this data and conveys this report to the General Assembly on behalf of the State Board of Education. Our 2020 Charter Systems Annual Report is before you now.

We now have 48 charter systems in Georgia that are providing innovative opportunities for students through the broad flexibility granted them. I am proud of the resilience and innovation from all of our educators, districts, and schools as they've worked tirelessly to ensure the opportunity for students to learn in-person, after enduring a difficult year with the onset of the pandemic and an uncertain start to the school year as a result of the Delta variant. While we were able to provide summative assessments last school year, the lingering effects of the pandemic significantly impacted testing participation rates and the validity of the 2020-21 assessment data. As such, the information provided in this year's Annual Report highlights the strategies and efforts of our educators to address lost learning opportunities, support remediation and acceleration, and ensure the continuation of instruction and supports for all of our students. This report particularly highlights the value of the flexibility provided by the General Assembly and State Board of Education, which proved critical in helping districts and schools navigate the uncertain terrain at the height of the pandemic and will be even more necessary as we journey towards a stronger and more successful education system that works for all of Georgia's students.

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

Sincerely

A handwritten signature in blue ink that reads "Richard Woods". The signature is written in a cursive style and is positioned above a thin yellow horizontal line.

Richard Woods  
State School Superintendent

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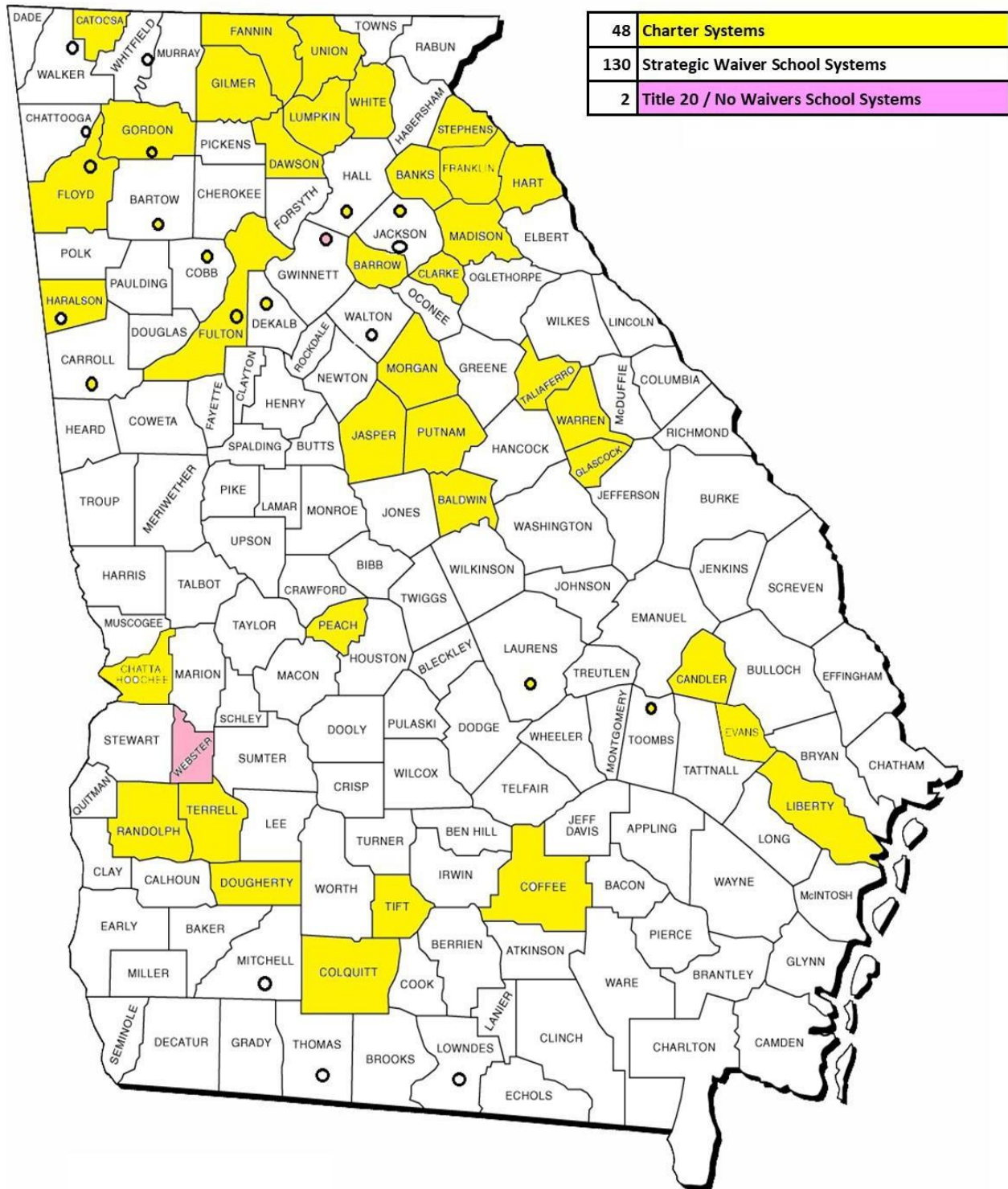
**For the 2021-2022 school year, there are 48 operating Charter Systems.**

|    | <b>Charter System</b>  | <b>Number of Schools</b> | <b>October 2021 FTE Count</b> |
|----|------------------------|--------------------------|-------------------------------|
| 1  | Atlanta Public Schools | 67                       | 38,764                        |
| 2  | Baldwin County         | 6                        | 4,730                         |
| 3  | Banks County           | 4                        | 2,706                         |
| 4  | Barrow County          | 16                       | 14,200                        |
| 5  | Ben Hill County        | 5                        | 2,989                         |
| 6  | Calhoun City           | 3                        | 4,142                         |
| 7  | Candler County         | 4                        | 2,140                         |
| 8  | Carrollton City        | 4                        | 5,437                         |
| 9  | Cartersville City      | 4                        | 4,432                         |
| 10 | Catoosa County         | 16                       | 9,899                         |
| 11 | Chattahoochee County   | 3                        | 876                           |
| 12 | Clarke County          | 21                       | 12,042                        |
| 13 | Coffee County          | 12                       | 7,322                         |
| 14 | Colquitt County        | 13                       | 8,710                         |
| 15 | Commerce City          | 4                        | 1,632                         |
| 16 | Dawson County          | 7                        | 3,642                         |
| 17 | Decatur City           | 9                        | 5,342                         |
| 18 | Dougherty County       | 22                       | 12,348                        |
| 19 | Dublin City            | 5                        | 2,186                         |
| 20 | Evans County           | 4                        | 1,759                         |
| 21 | Fannin County          | 5                        | 2,707                         |
| 22 | Floyd County           | 17                       | 8,448                         |
| 23 | Franklin County        | 5                        | 3,525                         |
| 24 | Fulton County          | 98                       | 83,418                        |

|    | <b>Charter System</b> | <b>Number of Schools</b> | <b>October 2021 FTE Count</b> |
|----|-----------------------|--------------------------|-------------------------------|
| 25 | Gainesville City      | 8                        | 7,670                         |
| 26 | Gilmer County         | 5                        | 4,034                         |
| 27 | Glascocock County     | 2                        | 529                           |
| 28 | Gordon County         | 10                       | 6,075                         |
| 29 | Haralson County       | 7                        | 3,074                         |
| 30 | Hart County           | 5                        | 3,487                         |
| 31 | Jasper County         | 4                        | 2,337                         |
| 32 | Liberty County        | 12                       | 10,226                        |
| 33 | Lumpkin County        | 5                        | 3,571                         |
| 34 | Madison County        | 7                        | 4,794                         |
| 35 | Marietta City         | 13                       | 8,400                         |
| 36 | Morgan County         | 4                        | 3,290                         |
| 37 | Peach County          | 6                        | 3,634                         |
| 38 | Pelham City           | 3                        | 1,323                         |
| 39 | Putnam County         | 4                        | 2,911                         |
| 40 | Randolph County       | 3                        | 684                           |
| 41 | Stephens County       | 6                        | 3,712                         |
| 42 | Taliaferro County     | 1                        | 135                           |
| 43 | Terrell County        | 3                        | 963                           |
| 44 | Tift County           | 11                       | 7,364                         |
| 45 | Union County          | 5                        | 2,882                         |
| 46 | Vidalia City          | 4                        | 2,358                         |
| 47 | Warren County         | 3                        | 565                           |
| 48 | White County          | 6                        | 3,577                         |

TOTAL: 491 330,991

# Geographic Distribution of Georgia's 48 Charter Systems



Updated as of 06-22-2020

## **Charter System Performance Information**

Due to the continuation of the COVID-19 pandemic in 2020-2021, CCRPI calculations are not available. As such, this information is not included in this report. However, 2021 accountability data is available to stakeholders that may assist with the understanding of the impact of the pandemic on student learning and support student learning in the future. This data can be found on the [CCRPI webpage](#). Please note data should be interpreted in the context of the pandemic and related learning disruptions. In general, year-to-year comparisons should not be made using school- and district-level data due to changes in students' learning environments and differences in participation in assessments. We have highlighted the incredible efforts by our educators and schools to ensure the continuation of student learning and supports during these unprecedented times.

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

**Georgia Department of Education (GaDOE) CCRPI Data:**

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

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

**GOSA Georgia Higher Learning and Earnings dashboard:**

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

**GOSA Schools Like Mine Dashboard** (provides a school-based comparison based on student population): <https://schoolslikemine.gosa.ga.gov/>

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

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

The following pages include information, in alphabetic order, on each of the 48 charter systems in operation during the 2021-2022 school year. Additionally, each system answered the following questions in their annual report pursuant to O.C.G.A 20-2-2067.

*NOTE: Free and Reduced Lunch data is not included, as there is a nationwide waiver regarding the requirements for free and reduced lunch participation for the 2020-2021 school year.*

- What are your Governance Team requirements? How did you meet those requirements?
- Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.
- How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.
- What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

## Atlanta Public Schools

First year as a charter system: 2016-2017  
 Number of Schools in System: 67  
 College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 38,764                 | 16.3% | 73.1% | 7.7%     | 0.8%  | 2.2%  | 11.1%             | 3.8%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### What are your Governance Team requirements?

#### Compliance Checks:

|  |  |
|--|--|
| • Members listed on website                                | • Agendas Missing from Website           |
| • Vacancies Filled   | • Meeting Summaries Missing from Website |
| • At least 6 Meeting Dates Posted Online                   | • Minutes Missing from Website           |
| • Budget Proposal & Presentation Uploaded                  | • Strategic Plan Posted on Website       |
| • Meetings with Public Comment Indicated                   | • Public Comment Format Posted           |
| • Number of meetings needed to meet 6 meeting requirements |  |

#### How did you meet those requirements?

- Beginning of school year, principals must submit first meeting dates.
- Office conducts at least 3 website reviews a year for all GO Teams to ensure webpages are updated with – GO

Team member names, meeting dates, public comment format, meeting documents and school’s strategic plan

- GO Teams must submit budget presentation
- Office checks for GO Team members completing training

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Atlanta Public Schools used the charter system supplemental funds to support our signature programs throughout the district. Each of our nine cluster schools (elementary, middle, and high) are anchored by a signature program which focuses on the vertical and horizontal alignment of academic programs for schools and neighborhoods.

These programs provide rigor, structure, focus and accountability across the cluster and ensure alignment through district, cluster, and school strategic plans. APS signature programs are:

- STEM/STEAM
- IB and College
- Career

In addition, schools received what APS called flex funds. These funds were provided to support school-based flexibility and autonomy. Clusters also received cluster funds to assist each cluster vertical and horizontal alignment of academic programs, including needed professional development.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

**Summer Academic Recovery Academy: June 2021 – June 2023** APS implemented the Summer Academic Recovery Academy, where over 11,000 students attended, as this provided students the opportunity for academic intervention and enrichment. The Summer Academic Recovery Academy (ARA) is a full-day summer program for all grade levels that includes and math learning each morning (4 hours) and hands-on lessons through Power Up programming in the afternoon. Students have the opportunity to receive virtual or in-person instruction that will help to address unfinished learning and academic learning loss, hands-on lessons via Power Up programming and high school course credit recovery in a focused and engaging environment with embedded whole-child and social- emotional supports.

Instructional Framework – Literacy/Math Instructional Block – Blended Approach

- Explicit Instruction: Teacher Directed
- Differentiated Interactive Instruction
- Targeted Instruction – Small Group Learning

**School-Based Intervention Block/Class/Course: August 2021 – May 2024** All schools must implement this, using District purchased curriculum. A minimum of 4 days per week (2 ELA: 2 Math). Whole Child Framework is embedded. Workshop Model including whole-group learning, small-group learning, independent reading and student application.

Implement K-12 two universal screeners:

- NWEA MAP
- BASC-3: Behavioral and Emotional Screening System

**All elementary schools implementing a 30- minute explicit phonics instruction block**

- Using Foundations: Wilson Language Training for K-2 student
- 5 days per week

The charter system model has become a vehicle to changing the culture throughout the organization: building an academic program that responds to diverse needs of all students.

Hiring, retaining, and developing high-quality talent for teaching and leadership roles; and



developing the resources and refining the systems to support our academic vision.

As a Charter System, APS has been able to use the seat time waiver to develop intervention blocks and use title funds to support the Summer Academic Recovery Academy. APS will continue implementing changes to the instructional delivery model to improve instructional quality.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Listed below are the formative assessments APS used during the 2020-2021 school year.

- School-Based Common Assessments
- Developed assessments for the schools
- ReadyGEN – Literacy K-5
- Fountas & Pinnell Classroom – Literacy K-5
- Units of Study – K-12 – Mathematics, English Language Arts, Social Studies and Science – Formative Assessment are built into the units
- District Benchmark Assessment – K-12 - Mathematics, English Language Arts, Social Studies and Science

## Baldwin County Schools

First year as a charter system: 2011-2012  
Number of Schools in System: 6  
College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 4,730                  | 23.4% | 68.2% | 3.4%     | 0.0%  | 5.0%  | 12.0%             | 1.7%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

Each Charter System School shall utilize a Governing Council as its governing body, which shall operate with the intent and purpose of maximizing school-level decision-making. The Governing Councils shall be responsible for complying with and carrying out the provisions of the Charter, including compliance with all applicable law.

The Governing Councils shall maximize school-level governance, which is defined as decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations. The Governing Council at each Charter System School shall be subject to the control and management of the Local Board.

The decision-making authority of the principal of each Charter System School, the School Governing Council of each Charter System School, and the Local Board in personnel decisions, including hiring school principals and teachers; financial decisions; curriculum and instruction; resource allocation; establishing and monitoring the achievement of school improvement goals; and school operations shall be implemented. Annual Training. The Local Board shall adopt an annual training program that includes, at a minimum, an explanation of charter system culture and expectations. All Local Board members, all Governing Council members, the Superintendent, key Local District staff, and principals of Charter System Schools shall be trained.

The Governing Councils shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of each Charter System School. The Governing Councils shall maintain their adopted policies, budgets, meeting agendas, and minutes and shall make such documents available for public inspection. Conflicts of Interest. The Charter System shall establish a formal policy to prevent and disclose conflicts of interest. Members of the Governing Councils and Charter System School employees shall abide by such conflicts of interest policy.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

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

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students?**

Baldwin County School System has utilized flexibility provided by the Charter by serving students based on need rather than a state-required label of (EIP, Gifted, etc.) Criteria are still used to identify students for these programs, but the flexibility allows teachers to serve students based on their performance and no labels or criteria set by the state. We also waived seat time for students learning virtually.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year? What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

The Baldwin County School District used the MAP assessment which is administered in the Fall, Winter and Spring.

## Banks County Schools

First year as a Charter System: 2013-2014  
Number of Schools in System: 4  
College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 2,706                  | 86.0% | 0.0%  | 11.4%    | 0.0%  | 2.7%  | 14.9%             | 4.9%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**How does your system utilize Local Governance Teams? How did you meet those requirements?**

Meeting attendance is a requirement. We met the requirements by hosting meetings at mutually agreed upon times or virtually.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

The funds are used to pay for paraprofessionals at the elementary school and primary school to focus on Agricultural education. Additionally, funds are used to support the professional development relative to our goals.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students?**

We have provided and will continue to provide afterschool tutoring for those academically at-risk. We have also hired additional EIP teachers at the lower grades to help support achievement interrupted because of the pandemic. We have also relied heavily on the reduced calendar waiver, credit recovery and seat time waiver.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Common formative assessments and benchmarks were utilized to support instruction as well as Fountas Pinnell and Map.

## Barrow County Schools

First year as a Charter System: 2011-2012  
Number of Schools in System: 16  
College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 14,200                 | 52.7% | 14.1% | 23.6%    | 3.8%  | 5.5%  | 15.5%             | 11.0%                     |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

- Two (2) Parents, elected by parents, must have child(ren) currently enrolled in this school. May be employee of the school system, but not this school.
- Two (2) Business/Community Representatives, Principal appointment, May not be employed at this school. It is preferred that they not be a parent of child(ren) at the school. If they are, they must remember that they represent the community voice.
- Two (2) Teachers, elected by teachers, must currently teach in the school
- One (1) Principal of the school, may not serve as chairperson
- Two (2) Students (optional at elementary and middle), serves on the Superintendent’s Advisory Committee, must be currently enrolled in the school
- One (1) Assistant Principal, ex officio

### **Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Charter funds are used to staffing to work with students and teachers (mathematics, language and cultural diversity, digital media, learning supports, behavior supports, technology). Funds are also used to support innovative practices and strategies for program flexibility (ArtsNow).

### **How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Academic interventionists (personnel) for small group support, summer enrichment programs (flexible programming and promotion, placement, and retention), credit recovery (promotion and retention, graduation requirements, awarding units of high school credit), virtual learning (educational programs), extended learning time (scheduling for instruction)

### **What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

NWEA Map Growth, Text Reading, DIBELS, Comprehension (TRC)

## Ben Hill County Schools

First year as a Charter System: 2017-2018  
Number of Schools in System: 6  
College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 2,989                  | 41.1% | 43.9% | 12.6%    | 0.0%  | 2.6%  | 12.0%             | 3.7%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

The Governance Team requirements: comply with and carrying out the provisions of the charter, including compliance with all applicable law, assisting in personnel decisions, financial decisions, curriculum, and instructions, help to improve academic achievement, and ensure that the school is operating safely for all students and stakeholders. This will occur through regular meetings and monitory training.

### **Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

The funds have been used to purchase surveillance cameras to cover critical areas on the schools campus, fencing to provide additional safety, a golf cart at the high school to provide mobile transportation to the student parking lot as well as to be used for after school sporting events, funding has been used to purchase incentives for students' good behavior and for staff appreciation. Funding has also been used to assist in community outreach programs that focused on getting parents involved in their children schools.

### **How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students?**

BHCCSS addressed unfinished/interrupted learning by using the charter waiver to adjust instructional teaching times, hiring additional teachers to teach smaller groups of students, purchasing additional instructional resources that were not required by the state, but aligned with the academic standards. BHCCSS also, used the waiver to employ college degreed individual from non-educational teaching fields to teach students in critical areas/subjects.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

MAP Growth Measure, USA Test Prep, and teacher created formative assessments

**Calhoun City Schools**

First year as a Charter System: 2011-2012  
 Number of Schools in System: 3  
 College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 4,142                  | 49.8% | 6.2%  | 38.0%    | 1.6%  | 4.4%  | 10.4%             | 17.1%                     |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

Governance teams are comprised of faculty, parents, and community members who maximize school-level governance while upholding the mission and vision of Calhoun City Schools. Members are required to participate in annual training opportunities while also attending public meetings. Members of the governance teams all attended the Charter System Foundation annual conference virtually in order to meet training requirements, in addition to other training opportunities led by Dr. Michele Taylor and her team. Elections are held annually to fill any vacancies on the governance teams.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Charter system funds have been allocated specifically for the construction of the new early learning academy that will support early learning initiatives across the system. In addition, governance teams work to support the decision making process for all funds allocated specifically for school improvement initiatives based on the system and school-level improvement plans.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Calhoun City Schools continues to offer a myriad of supports for our learners who experienced an interruption to their learning experience. Although CCS was open every day of the school year in FY21, we recognize that many students experienced quarantines, etc. Funds and resources were utilized to provide technology, Wi-Fi access, and curriculum for students who did not have access to the traditional classroom. The expansion of our online learning academy to include Pre-K and elementary grades, which was new for our system. Currently, tutoring, remedial instruction, and development of interventions and curriculum are a priority for our system. Our charter allows us the flexibility to utilize funding to best support the needs of our students with limited restrictions.



**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Our primary formative assessment used in all grades K-12, is the Measure of Annual Progress (MAP) provided by NWEA.

**Candler County Schools**

First year as a Charter System: 2015-2016  
 Number of Schools in System: 4  
 College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 2,140                  | 48.8% | 27.8% | 21.0%    | 0.0%  | 2.4%  | 15.3%             | 3.3%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**  
 Attend a certain percentage of scheduled meetings

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

- Salaries/Benefits for additional positions to enhance learning
- Supplements for staff for additional classes - video production/technology classes
- IT repair classes
- Chorus contracted services
- Dance contracted services
- Art and AG class supplies
- Computer equipment
- Transportation for school internships
- Graduation/Career specialist
- TA for technology

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Differentiation throughout the district with an emphasis on virtual learning

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Navy, MAP, and locally designed assessments

## Carrollton City Schools

First year as a Charter System: 2014-2015  
Number of Schools in System: 4  
College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 5,437                  | 37.8% | 33.1% | 22.6%    | 1.0%  | 5.5%  | 11.5%             | 8.8%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

CCS LSGTs are used to maximize school level governance and the involvement of parents, teachers, and community members in such governance. LSGTs are granted decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.

LSGTs provide recommendations and input for consideration to the CCS BOE. In addition, our schools utilize LSGT members as a liaison between the school and the community in the dissemination and provision of information.

LSGTS must have 7 members:

- Principal Appointed Community member
- Appointed school employee
- Two elected certified staff
- Two elected parents/community

LSGTS meet seven times a year:

- Meetings are to be publicized and open to the public.
- CCS was able to meet the specific requirements.
- There were instances where the meets were held virtually due to COVID 19, but notification and access was provided to the public.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

- Five (5) Reach Scholarships annually funding to support teacher retention and attract high quality teachers to CCS
- Program support for CES Academies
- Supplementing CHS Pathway course additions.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students?**

**Please provide specific examples of waivers utilized.**

CCS has analyzed student performance data to identify needs of students. Address for meeting the needs of students has occurred through Tier I and II classroom support. Professional Development to help teachers with planning and implementing acceleration and remediation.

The use of flexibility in waiving Early Intervention and Remedial Programs and promotion and retention to better support student needs. Waiving instruction in social graces and etiquette and Health and Physical Education programming was implemented. Flexible service models to allow students opportunity for credit recovery has been utilized. Allowing school principals to determine the needs and how that relates to class size has been established. Waiving Employment, conditions of Employ- Duty Free lunch occurred as students were best served by eating lunch in classrooms to mitigate the spread of COVID.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

CCS utilized STAR reading and math K-8 for screening and progress monitoring student growth. The entire system has developed benchmark assessments for core academic courses aligned to Georgia's Standards of Excellence for grades K-12.

The system implemented HMH Reading inventory for grades 3-11 at beginning, middle and end of year checkpoints. In PreK PALS and PPVT were implemented. Grades K-3 utilized Dibels. In grades K-12 all ELA courses completed range-finding for quarterly writing benchmark assessments.

## Cartersville City Schools

First year as a Charter System: 2010-2011

Number of Schools in System: 4

College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 4,432                  | 50.1% | 20.8% | 22.0%    | 0.8%  | 6.3%  | 11.0%             | 11.2%                     |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

Minimum 7 members:

- Principal
- Two (2) Business Reps
- Two (2) Parents
- Two (2) Teachers

Others

- Parents elected
- Teachers elected
- Businesses selected and appointed

Serve 2 Years Staggered

- If someone leaves/quits, if only 90 left leave it blank. If more than 90 days have to have a vote within 30 days
- Meet at least 6x / School Year and it be Open to Public
- Each member has one vote (must be present to vote)
- Keep minutes
- No remuneration
- Follow Parliamentary Procedures
- We meet the requirements by setting this as a basis for conducting business and training new members

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

The district consolidates all of its funds together, including Charter Funds.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students?**

CCS currently offers tutoring, modified school day on Wednesdays to provide additional support to struggling learners, credit recovery during the school day, after-school tutoring, Boys and Girls Clubs, and other after-school care providers also offer after-school tutoring.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

All 2nd -10th-grade students were tested quarterly using NWEA MAP assessments, and students in grades K-1st were tested with AIM's Web assessments to determine areas of individual strength, weaknesses, and growth.

Teachers in grades K-5th utilize shared formative assessments for all instructional units. Teachers are also using Moby Max and Espark for weekly formative assessments and computer-aided instruction.

## Catoosa County Schools

First year as a Charter System: 2016-2017  
 Number of Schools in System: 16  
 College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 9,899                  | 90.9% | 1.5%  | 4.3%     | 0.7%  | 2.7%  | 16.4%             | 1.7%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

- Each governance team is comprised of 7 - 9 positions including the school principal (non-voting); 2 certified teachers who must be employed at the school; 2 parents who must have a child enrolled in the school; 2 business/community members that have a significant tie to the community; and secondary schools may have 1 - 2 students.
- LSGT members may not serve on multiple teams. Each school submits LSGT members to the superintendent’s office at the beginning of the school year.
- Teams meet 8 times per year during school months, including one annual training. Members must attend 50% of meetings. Agendas are published on Simbli, and minutes and attendance are maintained.
- Catoosa’s Charter System funding is directed to each school by FTE, and LSGTs determine how to allocate the additional funds based on their school’s needs to improve student achievement. Each LSGT reviews achievement data makes recommendations to be approved by the superintendent and submits an annual budget.
- LSGTs approve fundraisers and use of funds from this source. Principals submit fundraiser requests to be approved by the board of education.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

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

Below is how each school chose to spend their allocated funds.

- Battlefield Primary - \$46,634 Funds were used to employ an interventionist teacher.
- Battlefield Elementary - \$51,150 Funds were used to employ a STEAM teacher and instructional materials.
- Boynton Elementary - \$61,863 Funds were used to employ a STEM teacher and part-time academic coach.
- Cloud Springs Elementary - \$37,496 Funds were used to employ additional paraprofessionals
- Graysville Elementary - \$53,881 Funds were used to employ a computer lab paraprofessional and data specialist.

- Heritage High School - \$131,814 Funds were used to purchase instructional software, professional development for all staff members, instructional supplies, and student/faculty travel.
- Heritage Middle School \$98,204 Funds were used to employ a full-time academic coach, instructional software, and an outdoor classroom.
- Lakeview-Fort Oglethorpe High School - \$98,099 Funds were used to employ a full-time academic coach, professional development for staff, progress monitoring tools for Reading/ELA, and media equipment.
- Lakeview Middle School - \$83,815 Funds were used to employ an additional ELA teacher and instructional software.
- Performance Learning Center - \$9,243 Funds were used to purchase technology equipment and classroom supplies.
- Ringgold Primary - \$49,575 Funds were used to employ a part-time art teacher and part-time teacher to run a STEM lab.
- Ringgold Elementary - \$48,209 Funds were used to employ a STEAM teacher.
- Ringgold Middle School - \$81,291 Funds were used to purchase instructional software and employ teachers to run the after school tutoring program focused on language arts and mathematics.
- Ringgold High School - \$107,867 Funds were used to employ a full-time academic coach and professional development for staff regarding the PLC process, PBIS, and RTI.
- Tiger Creek Elementary - \$46,424 Funds were used to employ an interventionist teacher.
- West Side Elementary - \$49,260 Funds were used to purchase Leader in Me materials, professional development for all staff members, and instructional software.
- Woodstation Elementary - \$49,122 Funds were used to employ a STEAM teacher.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students?**

Districtwide process was used to identify priority essential standards during the 2020-2021 school year. This allowed teachers to focus instruction on the skills and concepts that absolutely needed to be mastered if our students were going to be successful in the future. The list is also a resource for the 2021-2022 school year when school schedules are interrupted.

Utilizing the seat time waiver, each school has a designated time in the schedule for interventions of students who are below grade level in reading and math and for students not mastering the current essential standards.

Cares Act Funds were used to support both the academic and social emotional needs of our students through school-level summer extension programs.

Seat-time flexibility continues to be used for K-12 digital instruction in our online academy.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Teachers used collaboratively developed common formative assessments (CFAs) by unit. Elementary and High School used NWEA MAP as our benchmark assessment for reading and math three times each year. Middle school used iReady Math and Reading Plus for reading as their benchmark assessments three times each year. Kindergarten students used the G-Kids Readiness Checklist at the beginning of the year to identify students needing additional support. G-Kids continues to be used as the formative assessment throughout the year. Work



Sampling Online was utilized to monitor the learning (GELDS) of our Pre-Kindergarten students. Additionally, Lexia, Dreambox Math, and PowerUp programs were used to support students receiving Tier 3 support. This also allows teachers to monitor progress between benchmark assessments.

## Chattahoochee County Schools

First year as a Charter System: 2020-2021

Number of Schools in System: 3

College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 876                    | 51.7% | 32.8% | 13.8%    | 0.0%  | 1.7%  | 15.7%             | 1.3%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

To reflect the diverse demographics of the community (Military, federally connected, rural, and race) and be majority community leaders and parents.

These requirements were met by ensuring that at least one military representative was included as a governance member and one local parent, and one community member were included. Additionally, at a minimum, the parent or community members will reflect 35% minorities.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Funds were used for extensive professional development in formative assessment to drive instructional practices. Additionally, funds were used to support the "Culture of Excellence" that the OneHeartBeat community has embraced. This includes ensuring access to more STEM opportunities and strengthening the 1:1 technology plan for all students.

### **How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students?**

Flexibility in seat time and the instructional calendar allowed for the system to create more half days to promote small group tutoring sessions based on need. Additionally, a focus on literacy using an adopted, evidence-based literacy program was initiated. Aligning specials, connections and electives to the College Career Academy pathways has strengthened the focus for transitioning to the world of work and becoming college and career ready.

### **What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

NWEA Measures of Academic Progress for grades K-9 and for grades 10th-12th utilized the Benchmarks on USA Test Prep to support instructional needs derived by student data

## City of Decatur Schools

First year as a Charter System: 2008-2009  
Number of Schools in System: 9  
College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 5,342                  | 66.4% | 19.1% | 3.5%     | 3.0%  | 8.0%  | 8.4%              | 2.5%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

CSD School Governance Team Requirements are outlined in our School Leadership Team Manual (found here - <https://www.csdecatur.net/domain/141>)  
In addition, the requirements are reviewed annually in our training for new and returning members.

### **Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Charter funds greatly assisted us in allowing Local School Governance Teams to offset the costs to best serve our families based on our community's health and safety concerns.

City Schools of Decatur students were exclusively learning virtually until January 2021 for elementary students and March 2021 for middle and high school students.

To better serve working families, we provided small group childcare. When we were able to bring students back to the building, we hired additional staff to closely adhere to CDC guidelines regarding social distancing and cohorting by keeping class sizes small.

The funds were also used to offset the costs of technology purchases to aid virtual learning for students that did not have access to technology and reliable internet at home. In addition, we added staff to support students who were learning virtually, and in-person and support remediation efforts outlined in question 20.

### **How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

We addressed unfinished/interrupted learning for students in several ways. First, we developed a robust, district-wide virtual learning plan. Having a strong district-wide plan that minimized learning interruption reduced the adverse impact on our students. Data supports that our district did not experience learning loss to the extent that other Georgia districts saw.

However, we do recognize that some students require intensive academic support due to instructional interruptions. Therefore, we have increased the number of intervention teachers throughout the district to bring students to grade level. We are closely monitoring data to ensure student growth.

We are offering additional support programs outside the school day for students K-12 as well, including:

- Expanded summer options
- Saturday programs
- Intersession programs during fall and winter break
- expanded extended day tutoring
- started a virtual program, expanding what is in our charter

All blanket waivers provided by the GaDOE and USDOE allowed us the flexibility to pivot to meet the ever-changing needs of our students and families during the pandemic.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Assessment in the virtual environment was a challenge, so we offered a variety of creative solutions to our teachers to inform their instruction and monitor student progress. Whether virtual or in-person, our teachers met daily with their students, so they were able to utilize typical classroom formative assessments such as quizzes, exit tickets, and informal checks for understanding.

We did not offer MAP or Milestones virtually, but we assessed our youngest students utilizing Acadience and introduced Keenville for math. We continued to use Fountas and Pinnell assessments to monitor reading benchmarks for our elementary students.

Our teachers also used a wide variety of options to assess student understanding, such as Nearpod lessons, KAHOOT! Padlet, and Google survey.

## Clarke County Schools

First year as a Charter System: 2016-2017  
 Number of Schools in System: 21  
 College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 12,042                 | 20.8% | 49.1% | 26.5%    | 0.5%  | 3.0%  | 15.0%             | 13.6%                     |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

The requirements/goals set for our Governance Teams are for them to approve their particular school's Strategic Plan, approve their schools budget recommendations, participate in the hiring process when hiring a new principal, and approve Better Everyday Grant fund spending and school innovation ideas.

During our monthly LSGT Meetings, there are checkups and follow-ups to assure all of their set expectations are being met. Also, we have a Fall and Spring LSGT University to provide training, guidance, and support to all of our Governance Team members.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

The additional Charter System funds were divided up amongst our 21 schools in what we called our "Better Everyday Grant Funds". Our schools used these funds on Strategies and Innovations to support their Strategic Goals. Programs like Franklin Covey's "Leader in Me".

Funds were used to grow STEM-based learning opportunities for students and to provide those students with opportunities to learn STEM skills required for 21st Century careers. We also had some schools create "classroom libraries" with diverse and multi-cultural books to address their literacy initiatives.

A portion of the funds is used to fund our Governance & Flexibility Specialist position which supports our Charter System and Local School Governance Teams.

Lastly, we had staff, LSGT members, and administrators attend the "Reimagining Education Summer Institute" where they learned skills that will assist with addressing their Equity and Cultural Competency school needs.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

We provided professional learning for building leaders focused specifically on Tier I instruction. Recognizing that our beginning of the year diagnostic data may show a significant increase in the number of students currently performing below grade level, we cautioned leaders not to go straight to Tier 2 & 3 intervention support.

Through data analysis, schools were able to identify trends that may indicate unfinished learning. If that is the case, they would prepare teachers to use Tier I differentiation strategies to fill these gaps.

Waiver examples we utilized were:

- Seat time waiver: Since students were primarily instructed in an online environment, the seat time was waived.
- Attendance waiver: Schools used the GaDOE definition regarding attendance (being in class, being an active participant, etc.)
- Promotion/Retention waiver: Since students were online last year, we didn't use the promotion/retention guidelines that are based on the performance on standardized tests.
- EOC as 0.01%: For high school students, we followed the state's recommendation of counting the EOC as 0.01% of the final grade.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

iReady Diagnostic Assessment (K-12), Interim Assessments (3-12), OnDemand Writing Assessment (K-8), GKIDs (K), BAS Reading Assessment (K-5)

## Coffee County Schools

First year as a Charter System: 2013-2014  
 Number of Schools in System: 12  
 College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 7,322                  | 46.4% | 30.0% | 21.5%    | 0.0%  | 2.1%  | 11.6%             | 9.7%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

Governance teams are required to adhere to the Coffee County School Governing Council By-Laws. Administrators clearly relay content within the By-Laws to school governance councils. Scheduled meetings include presentations of annually reviewed training modules to establish foundational awareness of various district practices while ensuring compliance with policies. New administrators are offered opportunities for additional training and support.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

The development and continuation of opportunities provided through the college and career academy serves as a vehicle to advance student achievement goals. The college and career academy continues to pursue avenues for students to experience success, recently providing the Diploma Option B.

The system also utilizes an adjusted salary schedule as an additional measure to support retention and recruitment. Security improvement measures continue to be strengthened as additional security personnel are utilized to promote safe learning environments for all students and staff.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

The district has utilized the charter contract to secure waivers to address unfinished/interrupted learning for all students. A waiver was used to allow the implementation of flexible scheduling and waive seat time requirements. This waiver allowed us to address individual learning needs of students without being restricted by scheduling parameters.

Scheduling was adjusted to provide additional support where needed rather than creating/adhering to a schedule that was guided by traditional seat time requirements.

An additional waiver was used to waive teacher certification. This waiver allowed us to employ staff who were content specialists from four-year degree career fields who may not have gone

through a traditional education program. These content specialists are able to contribute to the content field through their knowledge of real world experience while including practices related to their area of expertise.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

The system utilized formative assessment options provided by the Georgia Department of Education, as well as local assessment options. BEACON was introduced and utilized in some elementary schools and the middle school. Keenville was used for first and second grade students across the district. GKIDS 2.0 was utilized in each Kindergarten class, whether in-person or virtual.

Locally, Curriculum Based Measures (CBM) data was gathered through Acadience progress monitoring in reading and math. Reading inventories were provided throughout the school year to monitor progress and gauge students' lexile growth. Individual Phonics Inventories (IPI) and Individual Decoding Inventories (IDI) were utilized to assess students' foundational knowledge and guide instructional practices to better support learners.



## Colquitt County Schools

First year as a Charter System: 2015-2016  
 Number of Schools in System: 13  
 College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 8,710                  | 40.0% | 26.5% | 32.4%    | 0.2%  | 0.9%  | 12.6%             | 18.0%                     |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

#### LSGT Requirements:

- The LSGT shall be composed of eight members, seven of whom shall be voting members. Additionally, secondary principals may appoint one student enrolled in their school. The membership shall include:
  - School principal who shall serve as a non-voting member.
  - Two parents/guardians of students enrolled in the school.
- A parent/guardian is eligible to serve only when their child is enrolled in the school.
- A parent/guardian who will have a child enrolled at the school for the following year will be eligible for election to serve on the LSGT beginning July 1 of the year the student will first be enrolled in the school.
- An employee of the school system may serve as a parent representative in the school in which his or her child is enrolled if such employee does not work at that school.
- A substitute teacher employed in the school may serve as a parent representative if the teacher has a child enrolled at the school.
- School board members may not serve on the LSGT.
- Parent/guardian may serve on more than one LSGT if otherwise qualified
  - Two certificated classroom teachers who are employed full-time at the school.
- Includes all classes of teachers assigned full-time to the school
  - One certificated leadership or support staff member who is employed full-time at the school.
- Includes assistant principal, counselor, media specialist, instructional coach, or other certificated leadership or support personnel
  - One community member who resides in Colquitt County and who is not formally associated with the school either as a parent/guardian or as an employee of the school system in any capacity.
- Shall be at least 18 years of age at time of election
- Shall be eligible to vote
  - One member from the Colquitt business community who resides in Colquitt County and who is not formally associated with the school as an employee of the school system in any capacity.
- Shall be at least 18 years of age at time of election
- Shall be eligible to vote
  - Secondary school principals shall have the prerogative to appoint one student enrolled in their school to serve a one-year term as a non-voting member of the LSGT. LSGT members shall receive no remuneration to serve on the LSGT or any committees that

may be established from time to time. Reimbursement for travel expenses is not permitted.

All meetings of the LSGT shall be held at the school and in a location determined by the principal with the exception of meetings in which LSGT training occurs. Those meetings may be held at any location designated by the superintendent or his designee. The LSGT shall conduct a minimum of six regular meetings during the school year. Additional meetings may be called by the chairperson, the principal, or at the request of a majority of the members of the LSGT. The secretary or principal shall be responsible for public notification through the school and system web-sites at least three days in advance of any and all meetings of the LSGT. Notice of meetings shall be sent by e-mail, fax, or mail to LSGT members at least seven days prior to a meeting of the LSGT. The superintendent may waive the seven-day requirement. The LSGT is subject to O.C.G.A § 50-14-1 et seq., relating to open and public meetings, in the same manner as local boards of education. A regularly scheduled meeting which does not have a quorum of the members present does not have to be rescheduled. Most schools held the required number of meetings, but many members were absent throughout the year.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

2020-2021 Investment, Purpose, Amount: Total: \$965,439.00  
Director of ELA and Gifted Education, To Support District Renewal Innovative Feature 2014 Action #2.3, \$137,203.44  
Resource Gifted Teachers at Elem Level, To Support District Renewal Innovative Feature 2014 Action #2.3, \$200,000.00  
Director of MTSS, To Support District Renewal Innovative Feature 2014 Action #2.2, \$127,404.24  
Director of STEM, To Support District Renewal Innovative Feature 2014 Action #2.1, \$153,111.04  
Elementary STEM Teacher, To Support District Renewal Innovative Feature 2014 Action #2.1, \$48,385.12  
Director of Early Learning, To Support District Renewal Innovative Feature 2014 Action #2.2, \$123,977.64  
Director of Assessment, To Support District Renewal Innovative Feature 2019 Action #10.1, \$50,357.52  
Illuminate Assessment System, To Support District Renewal Innovative Feature 2019 Action #10.1, \$75,000.00  
Test Development PL Consultant/Stipends, To Support District Renewal Innovative Feature 2019 Action #10.1 \$50,000.00

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Summer school/credit repair opportunities for MS/Junior High/ High School students June/July 2021  
Extended year access to online learning programs for Elementary Students June/July 2021  
Summer school/credit repair opportunities for MS/Junior High/ High School students June/July 2021

Extended year access to online learning programs for Elementary Students June/July 2021

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

DIBELS Acadience, GKIDS, BEACON (some schools), Reading Inventory, Illuminate Assessments, Edgenuity Assessments

## Commerce City Schools

First year as a Charter System: 2014-2015  
 Number of Schools in System: 4  
 College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 1,632                  | 74.4% | 7.0%  | 17.7%    | 0.0%  | 0.9%  | 12.6%             | 7.0%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

Our Governance Teams meet a minimum of six times during the school year.  
 Each building principal chairs the School Governance Team.  
 The building principals are responsible for elections of new members and assigning training.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

All expenditures must be approved by the local school governance teams. The funds during 2020-2021 were used to purchase Chromecarts and Chromebooks for the schools. The funds were also used to purchase iReady Reading and iReady Math for each school. This program closes learning gaps in reading and math and provides rigorous on-grade level instruction.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Charter funds were used to purchase iReady Reading and iReady Math for our students in grades K-8 to close learning gaps and provide on-grade level instruction. Class size waivers were used, and certification waivers were used.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

The formative assessments included a diagnostic assessment and quarterly benchmark assessments using iReady Reading, iReady Math, Math 180, Read 180, and System 44. Our system also uses MAP formative assessments in grades 9-12.

## Dawson County Schools

First year as a Charter System: 2010-2011

Number of Schools in System: 7

College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 3,642                  | 88.1% | 0.0%  | 11.9%    | 0.0%  | 0.0%  | 16.2%             | 4.7%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

Governance Team Members are required to understand what it means to be a charter system, how school governance teams are comprised, the process for conducting a meeting, the governing by-laws, and how to apply the governing matrix in the five specified areas.

Governance teams must be comprised of parents, teachers, the principal, and business/community partners. Elections are held in April - May of each year.

Parents and teachers are nominated and elected.

Business/Community partners are recommended by the principal and/or chairperson and voted on by the team. Each governance team appoints a chairperson, vice-chair, and secretary.

A minimum of six meetings is held per year. Meetings follow Robert's Rule of Order and fulfill the requirements of the Open Meetings Act. Notifications for meetings dates are published. Minutes from meetings are posted to each school's website. Quorums are required to hold meetings.

School-level governance teams are also responsible for approving all fundraisers and ensuring that the use of the funds supports school/district initiatives and goals. They are also responsible for reviewing feedback from stakeholders and finalizing the school calendar.

In addition to school-level governance teams, the superintendent also has a system governance team comprised of school-level governance team members. This team meets directly with the superintendent throughout the year.

The district relies heavily on the school governance teams to support the school and district-level goals and act as a liaison to our community. This model has created a culture of trust and transparency in which stakeholders are informed and working collaboratively.

These requirements are monitored by district support staff, and support is provided to schools on an ongoing basis.

Apart from the meetings, our schools and district also involve our governance team in every continuous improvement process (charter 5-Year Review, Cognia Accreditation, annual District Improvement Plan, annual School Improvement Plans, and annual Comprehensive Needs Assessments). The governance teams play a vital role in the planning and decision-making processes of the district.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Dawson County Schools has a very competitive mini-grant process for using additional funds earned. Schools write grants focused on literacy and innovation. School governance teams approve and submit the grants. A committee of stakeholders evaluates the grants to ensure alignment with our strategic plan and improvement goals. These grants have helped the district expand its Engineering, Fine Arts, and CTAE programs into elementary and middle school.

Examples are grants from 2020-21 include an outdoor tranquility classroom, virtual reality lab, video broadcasting green screen, book vending machines, and computer kits for STEM labs. Additionally, charter funds are utilized to provide scholarships to students to attend STEM summer camp.

Dawson County Schools partners with the National Inventors Hall of Fame and Nordstrom to hold Camp Invention during the summer. In 2020-2021, the district hosted the largest camp in the southeast. Charter funds were used to provide scholarships to students who could not afford to attend.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

The district provided in-person and virtual learning options for students during the 2020-2021 school year. Eighty-seven to ninety-three percent of students attended in-person learning throughout the year. In kindergarten - fifth grade, students were taught by a live teacher, which means we had to utilize seven full-time teachers to make this option available. The class size waiver was utilized.

Every student in Dawson County has an iPad. In years past, charter funds have been used to train and implement a learning management system, support teachers for using instructional technology, and providing an online learning curriculum which was used during the 2020-2021 school year to deliver the virtual option to 6th-12th.

All of those things contributed to the district being able to serve students during the pandemic years with little or no downtime. All students (in-person and virtual) participated in the NWEA Map assessment, which allowed us to continue to assess learning levels and plan interventions as we would in a normal year. We utilized that data to analyze student performance and made necessary adjustments to instruction. We used our MTSS framework to analyze data, provide interventions, and adjust instruction for students.

Since we were able to provide quality online options for students immediately and because the majority of our students attended in-person, our students in almost every area performed well above state and RESA on state testing. Local common assessment data was used throughout the year to monitor the progress of all students. Lexia learning was also utilized to fill gaps with students reading levels.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

NWEA Map Assessment (fall, winter, spring benchmark), District common assessment data (quarterly, by instructional units), Fountas & Pinnell Benchmark Assessment for Kindergarten - 5th Grades. The district uses the data teams for learning frameworks for professional learning communities. Data from these assessments are analyzed by teams, instructional strategies are determined, and interventions/enrichment is planned.

## Dougherty County Schools

First year as a Charter System: 2016-2017  
 Number of Schools in System: 22  
 College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 12,348                 | 2.8%  | 94.8% | 2.4%     | 0.0%  | 0.0%  | 11.8%             | 2.1%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

LSGTs are required to meet monthly (10 times per year). While there was disruption during the 2019-2020 school year, 90% of the LSGTs in DCSS met (virtually) at least 10 times during the 2020-2021 school year.

Also, the 4 required Superintendent's Charter Advisory Panel meetings (where LSGT members meet with the superintendent quarterly) were held virtually.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Charter System funds were distributed and used in the same manner as before:

- 50% of funds appropriated directly to schools' budgets
- 50% of funds appropriated used to support the Charter System
- Office staffed with a consultant and administrative staff, and Innovative Grants awarded competitively from the LSGTs' grant applications.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

DCSS has taken innovative approaches to mitigating the effects of disrupted learning. Launching an initiative called RACE-to-Learn in the spring of 2021, the district gave students various opportunities not only to recover from learning loss but also to accelerate learning.

RACE is an acronym meaning: Remediation-Acceleration-Credit recovery-and-Enrichment. The multiple paths to learning coupled with social emotional supports included in remediation blocks and extended learning times, and a full and robust summer program (over 7000 students registered).

Having the flexibility to offer extended remediation/grading windows and expanded staffing options through charter waivers helped to support the district's efforts to ensure every student has multiple opportunities for success.



**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

The district (in fall of 2020) purchased evidence-based universal screeners for reading and mathematics in an effort to ensure student progress - even in a virtual learning environment - was being measured throughout the year. The screeners serving also as benchmark tools, produced data that informed reading and mathematics interventions for students who were performing at basic and below basic levels in reading and mathematics.

These interventions were then embedded into the daily curriculum to ensure that students were being remediated with grade level expectations. Teachers were also given a variety of other formative assessment tools to utilize throughout daily and weekly lessons to check understanding, develop targeted and skills-based small groups for individualized instruction.

Additionally, the district uses an assessment platform that houses teacher-made formative assessments, common formative assessments, and vetted unit assessments.

Specifically, some of our formative assessments include:

- Reading Inventory
- Math Inventory
- HMH Read 180
- HMH System 44
- AMIRA
- Classworks
- SchoolCity Assessment Suite

## Dublin City Schools

First year as a Charter System: 2011-2012  
Number of Schools in System: 5  
College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 2,186                  | 6.6%  | 93.4% | 0.0%     | 0.0%  | 0.0%  | 11.1%             | 0.9%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

Meet monthly  
Standard Agenda Items that follow Governance Team Matrix  
12 hours of training:  
3 Hours During the Year  
3 Hours training alongside Board of Education  
3 Hours of Regional Training by Charter Foundation or equivalent  
2 Hour with Superintendent  
1 Hour with Principals  
Meetings posted on EBoard Simbli  
Training requirements are logged on training form

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Funds were used to implement Themes of our Themed Elementary Schools:  
Susie Dasher STEAM School Science Technology Engineering and Math – Added additional support and personnel in the Arts  
Hillcrest LEAP School - Leadership Environment and Public Service. Supported Implementation of the Leader In ME.  
Dublin Middle School - Added additional support and personnel in the Arts  
Moore Street School and Dublin High School – Flexible Scheduling Initial Course credit in addition to the regular schedule for students).  
Dublin High School – International Baccalaureate

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Summer remediation and enrichment sessions were offered at the elementary campuses in which each grade level's focus was based on the prioritized grade level standards of study in the areas of reading and math. Instructional staff were strategically selected to match teachers'

strengths with students' deficit areas in this setting. Additionally, through the vertical collaborative planning process, academic coaches and teachers were able to pace and plan for instruction based on focus standards and discuss key strategies and non-negotiables resources which should be used for maximum impact so that instructional time is not wasted throughout the course of the year. For example, an emphasis was

placed on the depth of instruction rather than the pace in order to identify and address gaps in learning. Students were also provided options for synchronous and asynchronous learning through Google Classroom. In an attempt to address other aspects of the whole child, DCS expanded its wellness efforts by creating the Department of Behavioral Health which included tripling the counseling staff, doubling the nursing staff, and implementing a variety outreach programs including video podcasts ("Be Well with Mrs. Tonia," "Nurse's Notes," "Kids Minute of Wellness"), a live mental health response button (The Shamrock), and grant programs like the dental health screening initiative. Another example of meeting the needs of the whole child came forth through our school nutrition program, who delivered breakfast and lunch to students across the district during the summer and during the asynchronous learning that took place in Fall Semester 2020. At the middle and high school level, the 21st Century Afterschool and summer program was utilized to address unfinished/interrupted learning.

We were better able to service our students based on their identified needs as opposed to a "label," as well as allowing more flexibility in our scheduling. For example, with the 2-hour instructional blocks in the elementary setting, we were able to place a stronger emphasis on literacy and math skills while still exposing students to the science and social studies content. In middle and high school, we utilized flexibility with class schedules, school day, school year, and staffing to address unfinished/interrupted learning.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

We utilized data from multiple sources to inform/support instruction for the 2021-22 school year. These include GADOE BEACON, Math Inventory, Reading Inventory, Acadience, Phonological Awareness Literacy Skills (PALS), and USA Test Prep. Additionally, data reviewed in conjunction with the aforementioned measures included: Read 180, System 44, iReady, Galaxy, Holly Lane, Informal Decoding Inventory, and common classroom assessments.

## Evans County Schools

First year as a Charter System: 2019-2020  
Number of Schools in System: 4  
College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 1,759                  | 35.9% | 35.0% | 27.5%    | 0.0%  | 1.7%  | 13.9%             | 14.2%                     |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

Our SGTs are involved with personnel, finances, curriculum and instruction, school operations, and school improvement goals at each school. They have been surveyed from the district level regarding school calendars, instructional makeup days and Covid-19 mitigation efforts. Their feedback and recommendations are provided to the BOE on quarterly basis through principal presentations.

### **Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

These are funds are used to employ a College and Career Academy CEO and to support pathway courses and promotional materials in all schools.

### **How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

We have utilized our flexibility to the greatest extent in teacher certification using industry experts. Currently we have charter waived teachers in math, science, firefighting, accounting, audio-visual arts, chorus, healthcare, media services, counseling, food and nutrition, art, and alternative education.

In addition to expanding workforce development pathways aligned to our region, we have been able to maintain small class sizes and add intervention specialists to address learning gaps.

### **What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

MAP

## Fannin County Schools

First year as a Charter System: 2015-2016  
 Number of Schools in System: 5  
 College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 2,707                  | 95.4% | 0.0%  | 4.6%     | 0.0%  | 0.0%  | 16.3%             | 2.2%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

Our SGT's maximize school-level governance, which is defined as decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.

**Personnel decision making:** Last year, two of our five SGT's interviewed and then recommended a Principal to the LBOE for hiring for the 2021-22 school year. SGT members reviewed applications/resumes of finalists for the position and then developed the questions used during the interview process.

**Financial decisions:** All federal budgets that were allocated to the school level as well as Charter fund allocations were approved by the individual SGT's.

**Curriculum & Instruction:** The school improvement goals for 2020-21 were reviewed frequently by SGT's along with progress monitoring and benchmark data to determine academic trends for the student populations.

**Resource allocation:** Resource allocation was part of the CNA and SI plan development process, with all SGT's reviewing the needs assessment and then budgeting funds or resources to meet the goals that were developed.

**School operations:** The SGT's all reviewed and amended the school dress codes as needed during the 2020-21 school year. The school level dress code responsibility has been delegated by the LBOE to the school SGT. Other school operations that were addressed included planning and attending school wide events, reviewing safety information and facility planning.

Our SGT's have access to an annual timeline of expectations. The principal, who is the permanent Chair, is responsible for benchmarking each SGT's progress toward meeting the stipulations of our Charter. The BOE has delegated a designee to attend all SGT meetings, and that individual offers technical support as needed.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed**

**explanation of how you utilized these funds.**

All of our SGT's were given the opportunity to review the Charter funds allocated to the district. Each one of the SGT's decided to use their share of Charter funds for a "plus one" position for their school, with the district paying the difference once the Charter allocation was depleted. At 4/5 schools the plus one position is that of a STEM/STEAM teacher. At the high school, the plus one position last year was a half-time intervention coordinator.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Thankfully, the Fannin County School System opened on time for the 2020-21 school year and did not shut down at any point. We did offer a virtual option for K-12 students, with about 10-15% of students participating in this option at some point during the school year.

Our Charter contract allows us flexibility as needed, particularly with class sizes and until this year, also with the EIP program. One of the tenets of our Charter is to serve by need, not label. With recent changes in EIP, there is less flexibility in that area. We offered a full school year to all students with only a few virtual days that were needed due to bad weather.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Students in 1st-12th grades take the MAP assessment in reading and math at least 2x per year. Students in 3rd-12th grades also took the Reading Inventory at least 2x per year.

In the lower elementary grades, our students take the Acadience tests (formerly DIBELS) at least 3x per year. Kindergarten students take the GKIDS 2.0 assessments throughout the year as well.

## Floyd County Schools

First year as a Charter System: 2010-2011  
Number of Schools in System: 17  
College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 8,448                  | 80.7% | 5.4%  | 11.5%    | 0.0%  | 2.4%  | 15.0%             | 4.9%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

LSGT members are required to:

- Be elected through a vote of their peers. (with the exception of the community members who are approved by LSGT members) Elections are held annually by September 1
- Participate in 3-5 hours of training annually. In person and remote trainings are available. Additionally, some on demand training is available on the system website.
- Actively participate in LSGT meetings and activities. At least 6 meetings are held annually.
- Abide by the Code of Ethics for Georgia Educators. Code of Ethics training is conducted as part of the annual training.

### **Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Funding for the 2020-21 school year has been focused on advancing student achievement goals and school level trainings. In response to the interruptions caused by COVID, summer school was provided to allow students to receive additional assistance and recover credits.

Chromebooks were purchased to assist with individualized learning needs and to help provide one-to-one instruction. Additionally, subject area interventionists have been employed to further assist in planning and providing instructional strategies.

### **How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Our system has addressed the interruptions in learning by providing take home Chromebooks to all students. Take home devices have allowed our teachers to better address individual student needs. Summer school and extended day opportunities have allowed student remediation and credit recovery.

Additionally, interventionists at the elementary level and instructional coaches at the middle and high school levels are available to assist teachers and students in closing learning gaps that may exist and to expand learning opportunities.

Our system has utilized waivers to adjust class sizes, seat time and to implement flexible grouping. Also, promotion/retention criteria have been examined for relevancy based on assessments and performance. Or school calendar has been adjusted to assist in teacher planning and professional learning.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

During the 2020-21 school year, our system primarily used MAPS and NAVVY to inform our instructional decisions.



## Franklin County Schools

First year as a Charter System: 2020-2021  
 Number of Schools in System: 5  
 College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 3,525                  | 75.3% | 10.4% | 10.0%    | 0.0%  | 4.4%  | 17.0%             | 4.8%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

- Teacher reps must be certified
- Must abide by the Code of Ethics, have process for removing those who do not abide
- Participate in yearly training
- Regularly attend meetings

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

2020-21 was our first year as a Charter System. We did not actually receive our charter funds until the spring. We used district funds to pay the salary of our School Improvement Director who uses predictive analytics to facilitate data meetings with principals and school teams.

Predictive data was used to determine which students needed evidenced-based interventions, additional support, or enrichment to meet their achievement goals. Since the funds were received late in the year, schools will spend the FY21 charter funds as carryover funds in FY22.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

We provided after-school programs for elementary students. We also provided summer learning programs for K-2 and middle school students in June & July of 2021.  
 Specific waivers utilized during the 2020-21 school year are: Certification, Promotion & Retention, Class Size, English Learner Program, Remedial Ed. Program, Middle School Program Funding.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

AimswEBPLUS reading screener for K-9, 3 times per year, Fountas & Pinnell benchmarks, K-5, Local benchmarks for tested subjects in grades 3-12, Common formative assessments for K-5, Bridges Number Corner assessments for K-2, Sight Word inventories for K-2

## Fulton County Schools

First year as a Charter System: 2012-2013  
 Number of Schools in System: 98  
 College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 83,418                 | 27.0% | 41.7% | 16.3%    | 12.1% | 2.9%  | 10.5%             | 8.9%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

All members complete new member onboarding (review and support from Governance Team). All councils complete Annual Budget Review (providing training, templates, and on-line forms). All members complete Council Self-Assessment & Principal Feedback Surveys (review and support from Governance Team). All councils meet at least 6 times per year (website audits and Governance Team member meeting attendance and support). Councils spend all allotted Charter Dollars (offered virtual help sessions to discuss expenditure options and created Charter Dollar Expenditure Form to track expenditures)

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Last year, Charter Dollars were managed by local school governance teams. Expenditures were made in alignment with school-level strategic plans and the major focuses of the district for Learning Loss recovery initiatives. Funds were spent on the following (note, this is not an exhaustive list):

- Virtual Curriculum Programs & Assessment Tools such as Generation Genius Math, Reading A-Z Subscriptions, Math in Practice, Phonics Interactive, WriteScore Writing and Reading Software, ALEKS Math Online Software, NewsELA, NearPod, USA TestPrep
- Teacher and staff allotments to mitigate staffing reductions due to decreased enrollment
- Professional Development for Teachers such as National Character/Chartacter.org Conference, Thomas Van Soelen consultation for inclusion and readiness differentiation, Mind the Gaps Virtual Training
- Electronic Devices and Supporting Hardware such as iPads, HDMI cables, digital monitors, laptop risers, wireless keyboards
- Applerouth Tutoring sessions
- Materials: Engage New York Workbooks, Classroom libraries, Math Manipulatives, Design Space Setups, Teenii STEM Physics science lab circuit learning kits

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Fulton County Schools has created FOCUS which is a systematic approach to accelerate student learning through an equitable lens. FOCUS is an acronym for:

"F" lexible timing for student learning

"O" pportunity for enhanced assessment

"C" urriculum mapping and learning acceleration

"U" niversal supports for students, teachers, and parents

"S" mall group instructions

FCS has created 6 departmental teams working collaboratively to develop unique learning opportunities for students, parents, and staff. FCS has offered robust enrichment options by extending times with summer school and after school options. All schools are implementing supplementary one-on-one or small group instruction for at least three 30 minute sessions per week (High-Dosage Small Groups).

FCS has selected high-quality assessments and is using the data to plan student instruction and support. The goal here is to minimize testing burdens and ensure a robust assessment strategy. Professional Development is being centered around fostering collaboration between FOCUS Response Teams, Professional Learning, and Leadership Development.

These processes have been largely supported by school governance teams who have aligned their annual initiatives to support these district goals. Parent Engagement has allowed for outreach and communication into communities to connect, engage and sustain system work.

Councils have utilized their Charter Dollar Expenditures to purchase learning supports, social emotional curriculums and professional development for teachers in their buildings.

FCS Departments and Schools (through Fulton's Value-Added Flexibility Process) have utilized waivers around instructional minutes, courses required for Graduation, physical education requirements, TAG Delivery models, School Allotment adjustments (local), off-campus privileges (to support college-style campuses and virtual learning opportunities) and the school calendar to support student learning and address interrupted learning.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Universal Screening & Diagnostics: iReady & MAP, Standards-Based Assessments:

Produced by Fulton Assessment Team and provided to all teachers had access to at least one assessment per curriculum standard.

Formative: WriteScore, GKids (kindergarten) and individualized support to school PLCs to develop class assessments and supports.

**Gainesville City Schools**

First year as a Charter System: 2008-2009  
 Number of Schools in System: 8  
 College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 7,670                  | 13.7% | 18.1% | 62.7%    | 2.6%  | 2.9%  | 10.1%             | 34.6%                     |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

GCSS requires local SGC teams to consist of at least seven members and to meet at least six times per year  
 SGCs must timely notify the public of all regular meetings and post such meetings at least one week in advance of the meeting, including on the school's website; called meetings require at least 24 hours' notice.  
 SGC members are required to attend at least 75% of all SGC meetings and all required training

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

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

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Gainesville City School System provided face to face instruction to more than 85% of our student population in the midst of the pandemic. In instances where students' traditional learning experiences were interrupted, the availability of 1:1 devices allowed students to continue to interact with teachers and receive instructional support at home. To additionally support students who may have experienced unfinished or interrupted learning, the district expanded its summer school program and served approximately 1000 students, with all schools participating. Further, our Charter School waiver allowed us to focus on mastery vs. seat time.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Universal Screeners - Dibels, Reading Inventory, iReady (Math), ALEKS (Middle School Math), PAL (Pre-K), Common assessments @ high school

## Gilmer County Schools

First year as a Charter System: 2014-2015  
 Number of Schools in System: 5  
 College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 4,034                  | 67.0% | 0.0%  | 33.0%    | 0.0%  | 0.0%  | 10.1%             | 19.2%                     |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

The membership of the governance team consists of a minimum of five members of whom a majority constitutes a quorum. Membership consists of one principal, who serves as co-chair of the SGT, at least one parent/guardian of a student in the school who are elected by the eligible parents/guardians of the school, at least one community member appointed by the principal and approved by the SGT who is a non-staff member, at least one full time certified non-administrative staff member.

The SGT membership can be expanded to as many as seven voting members, provided the ratio between parent/community members and certified staff members remain balanced. Members are elected to two-year terms.

The SGT meets at least six times annually. At this time, all schools SGT's have met these requirements.

During most of the 2020-2021 school year, COVID and social distancing was a concern so many meetings were hybrid with school members meeting in person and parents and community members joining virtually. In the spring, as COVID numbers went down, meetings were held face to face. By allowing the flexibility of virtual - hybrid meetings, our SGTs were still able to meet, communicate and met the minimum meeting number.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Gilmer County Schools used Charter funds to purchase the programs used for our virtual academy in grades K - 12 - Edgenuity, Odysseyware, & Pathblazer. Gilmer also used Charter funds to purchase technology - Interactive Panels for classrooms and Chromebooks (with cases) for students to use at school and when working at home (quarantined or virtual academy). Funds were also used for instructional resources

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Gilmer has used Charter flexibility to serve by need rather than label. We use a flexible schedule which embeds intervention and enrichment extension segments in math and ELA during the school day.

We utilize NWEA MAP to group students in these extensions and they are served based on their need. This provides teachers to serve all students with designated Tier I Core segments for math and ELA and then a designated Tier II intervention or enrichment (based on need) in math and ELA to close gaps from interrupted learning.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

During the 2020-2021 school year Gilmer Schools administered NWEA MAP to all students in grades K - 8, in person and virtual, to identify and support instruction.

We also administered Reading Inventory to students in grades 3 - 12, in person and virtual.

We also administered DIBELS to in person students in grades K - 3

## Glascok County Schools

First year as a Charter System: 2014-2015  
Number of Schools in System: 2  
College and Career Academy: No

| October 2021 FTE Count | White  | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|--------|-------|----------|-------|-------|-------------------|---------------------------|
| 529                    | 100.0% | 0.0%  | 0.0%     | 0.0%  | 0.0%  | 12.6%             | 0.0%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

- Three teachers (1 elementary, 1 middle, 1 high) nominated and elected by staff.
- Three parent members, apply to serve and elected by parent voting process.
- Three community members nominated by principals and voted upon by governance team members.

### **Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

The LGT recommended these funds be used to fund the following initiatives to advance student achievement and school level training:

- Tuition fees for high school students to attend the Warren County Career Academy dual enrollment partnership with OFTC
- Bus transportation to/from the career academy Accelerated Reader initiatives for students meeting reading goals
- Supplies to assist with Junior/Senior capstone projects and presentations
- Supplies to assist with PBIS implementation and school climate initiatives,
- Software subscriptions to assist with monitoring student achievement and tracking student progress (NWEA MAP, ETCH, MARS).

### **How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

The system utilized CARES funds to provide learning packets for students during interrupted learning periods as many students do not have reliable internet access in their homes. CARES funds were also used in June/July 2021 to provide PL for teachers and paraprofessionals on identifying and addressing learning loss through accelerated learning strategies. For the current school year, CARES funds are being used to offer high frequency tutoring sessions after school

### **What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**



NWEA MAP Reading, Language Usage, and Math in grades 3-10, Acadience Reading & Math in grades K-2

## Gordon County Schools

First year as a Charter System: 2011-2012  
Number of Schools in System: 11  
College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 6,075                  | 79.7% | 0.2%  | 19.3%    | 0.0%  | 0.8%  | 11.4%             | 7.1%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

- Publish annual meeting dates and location through online and print media sources
- Attend annual Charter System training with GA DOE and Charter System consultant to review roles and responsibilities.
- Follow all open meeting law requirements Sign annual conflict of interest statement
- The Communications Coordinator posts all meeting dates and submits these dates to the local newspaper for print.
- The Assistant Superintendent schedules the annual Charter System training and role is taken by each principal.
- A checklist is provided to the principals each year of Charter System topics and items to cover.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

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

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

The system utilized hybrid scheduling options at the middle and high school level that attended in-person instruction, when deemed necessary. The system developed a virtual option for students in grades K-12. The system developed a Summer Enrichment program for students in grades K-8 and a Summer Credit Recovery program for grades 9-12. The system utilized certification and seat time waivers.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

NWEA MAP, Reading Inventory

**Haralson County Schools**

First year as a Charter System: 2013-2014  
 Number of Schools in System: 7  
 College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 3,074                  | 97.7% | 0.0%  | 1.1%     | 0.0%  | 1.2%  | 16.0%             | 0.7%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

Have a Governing Body with the intent of maximizing school level decision making, uphold the mission of the Charter and ensure the Measurable Objectives are being met. SGTs are trained annually and meet 4-6 times per year to monitor the progress on the defined objectives.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

- An additional teacher (salary and benefits)
- Student supplies
- Computer equipment and software
- Professional Learning (registration, travel, and supplies)

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

The district implemented Academic After School (K-12) and a Monday School (6-12) this school year. In order to fill positions this year we had to use certification requirement waivers (certified teachers who may have been out of field)

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

NWEA MAP, Common Assessments are given 2-12 across all content

## Hart County Schools

First year as a Charter System: 2014-2015  
Number of Schools in System: 5  
College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 3,487                  | 64.4% | 22.3% | 8.8%     | 0.0%  | 4.5%  | 14.6%             | 4.0%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

Each Governance team has a set of bylaws that are reviewed each year. The bylaws have the requirements for their board. For the most part, they cover attendance, participation, yearly training requirement, communication with their school community, and ethics.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

All funds expended by the charter are directly linked to system and school charter schools and are monitored throughout the year. Each school creates a budget based on its strategic plan and approves the budget at the beginning of each year. The system then meets with each school throughout the year to discuss their strategic plans and support the school's needs as necessary. In addition, throughout the year and at the end of the year, the school evaluates its expenditures to see if they were effective. The remainder of the funds are based on the system goals of High Expectations, College and Career Preparation, and Literacy. The same process is used as the funds are only used to meet system strategic plan priorities and the funds used are then evaluated at the end of each year to identify their effectiveness.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

We have continued to purchase technology related to instruction. This past year we completed our project to put a video camera in each classroom as well as provide each student in the school system with a laptop. In addition, we purchased Wi-Fi hot spots for students that did not have access to the internet at home. This allowed us to have a virtual instructional program for K-12 students all year.

With that program, we did waive some seat time for elementary students as it was not viable to have 8 hours of instruction online. for K-5 students. We have also hired an MTSS coordinator who helps identify, plan, and implement plans for students that have continued to show needs.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Our system utilized NWEA MAP as well as common assessments that were built by each grade level and department.

## Jasper County Schools

First year as a Charter System: 2016-2017  
 Number of Schools in System: 4  
 College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 2,337                  | 67.7% | 19.0% | 9.1%     | 0.0%  | 4.2%  | 10.9%             | 4.4%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

Our charter and SGT bylaws indicate that the membership of the SGTs are as follows:

- The principal (non-voting member)
- 1 certified teacher who is nominated and elected by the teachers
- 1 certified teacher who is appointed by the principal
- 2 parents of students enrolled in the school and who are not employees at the school for which they have been nominated and elected by parents.
- 2-3 community members selected by the school governance team (may or may not have students in the system)
- 1-2 students in the middle and high schools who are selected by a nomination process from the student body which is overseen and facilitated by the school’s leadership team (students may not be a child of SGT member at the school)
- Option to train an addition parent, student, and teacher member to serve as a substitute for the school if needed Terms of SGT Members Staggered 2 year terms
- Terms run from July 1- June 30
- No voting member shall serve longer than 2 consecutive terms (4 years) Principal shall not serve as the chairperson of the SGT Required to attend mandatory overview training
- Expected to attend 60% of the schedule meeting per year Encouraged to attend at least one BOE meeting annually
- Removal of SGT members:
  - No longer meet the eligibility requirements defined in the charter application.
  - Classroom teachers no longer eligible to serve if they are no longer employed in JCCS.
  - Parents will be removed if their child withdraws from JCCS.
  - Students who withdraw from JCCS shall no longer be eligible to serve.
- Bylaws of SGT shall note that members may be removed with due cause by a majority vote of the team members actively in office.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to**

**advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

\$80,000 were allocated directly to the schools to support provision of STEAM related instruction. \$25,000 was allocated to provide supplements to lead STEAM teachers within each school. Their responsibilities were clearly defined, and they support effective STEAM implementation within their school. Funds were set aside to fund the Summer STEAM Camps and Summer Bridge Program for students. These mini courses provide ALL students an opportunity to engage in STEAM activities and provide additional instruction and time to complete the required course successfully. (This was NOT able to happen due to Covid)

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Jasper County Charter was able to remain in school the majority of the 2020-21 school. We had a brief delay in starting school and then had several "remote" learning days at specific schools throughout the year. During these times of high covid incidences, teaching was provided through google classrooms virtually. The district provided chrome books to students and hot spots throughout the community.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

We primarily utilize NWEA's MAP assessment, program evaluation data (IXL, USA TestPrep, etc.) along with district common assessments. Data from these multiple sources has been instrumental to address the learning needs of Jasper County Charter System's students.



## Liberty County Schools

First year as a Charter System: 2015-2016

Number of Schools in System: 12

College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 10,226                 | 21.3% | 54.2% | 14.5%    | 0.0%  | 9.9%  | 13.6%             | 1.4%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

The LSGT is required to meet a minimum of 10 times each year. Each team has seven members which include the principal, one certified staff, one classified staff, three parents, and one community member. LSGT members are expected to abide by the SGT Code of Conduct and bylaws. These requirements are met by ensuring clear expectations, frequent communication, and training and professional development.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Salaries and benefits to support innovative practices, digital content and software, equipment and supplies to support innovative practices, technology hardware to support student learning.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

We continue to offer tutoring and remediation at all grade levels both after school and on Saturday. The district has purchased new resources in reading and mathematics to assist with closing gaps and provide additional learning resources for use in the classroom. The district continues to use Canvas as a learning management system so students are able to continue to learn both in the classroom and outside of school. We are providing more virtual learning opportunities for students in grades K-12 not only for coursework but also remediation. Flexibility has allowed us the ability to make timely decisions based on the needs of the district. We have used flexibility for seat time, certification, scheduling, school year calendar, class size.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

NWEA Map, GKIDS, DIBELS, Mastery Connect, District formative assessments, GMAS

## Lumpkin County Schools

First year as a Charter System: 2014-2015  
 Number of Schools in System: 5  
 College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 3,571                  | 90.9% | 0.0%  | 8.6%     | 0.0%  | 0.5%  | 15.1%             | 2.2%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

The School Governance Team shall advise and make recommendations to the principal, local board of education, and local school superintendent on matters relating to school improvement and student achievement. Invited program directors to meetings to provide two-way communication on issues of school improvement and achievement. The School Governance Team shall recommend principal candidates in the case of a vacancy, except in the case of an administrative transfer by the superintendent. Actively participated in the hiring committee for the new LCMS principal for the 2021-2022 school year. The School Governance Team shall review and approve the school improvement plan. Actively participated in and signed off on the schoolwide plans for respective schools. The School Governance Team shall review school site budget and expenditure information. LSGTs approve any and every school-level budget item for allocated state charter funds. The School Governance Team has the authority to appoint committees, study groups, or task forces for such purposes as it deems helpful and may utilize existing or new school advisory groups. Representatives from LSGTs on various committees in each school, and on the College & Career Academy Steering Committee for Lumpkin County Schools. The School Governance Team shall have the same immunity as the local board of education in all matters directly related to the functions of the School Governance Team.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

In partnership with our local school governance teams, our business and industry, and our community partnerships, Lumpkin County School System creates real-life opportunities for students. A project in partnership with Habitat for Humanity enables construction students to build a house from the ground up resulting in more than \$500,000 in donations over the past four years. Not only are students learning necessary hard and soft skills, but our students learn the value of giving back to the community. The creation of a music recording studio and the development of a Music Industry Pathway at LCHS is the first of its kind and was possible due to our charter flexibility. This program allows a student to complete a pathway in music production covering all the bases from writing a song, playing an instrument, recording a song, and mixing the final record.

In the Lumpkin County School System and the surrounding Dahlonega/Lumpkin County region, commitment to educating the whole child is unparalleled. Staff, students, and community members work on numerous projects throughout the year displaying a continued desire to ensure student success. Two unique programs exemplifying this commitment are Senior Capstone Day and Senior Adulting Day where over seventy-five community volunteers are committed year after year in providing preparation for the next step in our students' lives after high school graduation. With the use of our allocated state charter funds supporting the associated costs of these innovative programs in Lumpkin County, these opportunities and partnerships would not be possible without our status as a charter system in Georgia.

By focusing on the whole child and our students' academic, physical, social, and emotional selves, our commitment to achieving excellence begins in elementary school with character development and a focus on twenty-first century skills, continues in middle school with a comprehensive positive behavior support program, and culminates in high school with an all-encompassing and individual graduation plan centered around colleges and careers.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Our mission and vision for the Lumpkin County School System is to educate and empower lifelong learners as we prepare all students for successful and productive lives in an ever-changing world. A primary tenet central to our success is the shared understanding of our educators that 'all students' means the path of success for one student can be very different from that of another. With such acknowledgement and commitment, Lumpkin County Schools, a premier charter system in Georgia, remains dedicated to a flexible and innovative approach to serving today's students.

Whether it is waiving certification requirements for a highly qualified, but not traditionally certified, teacher or simply waiving seat time for a student with a non-traditional path to success, we are focused on educating and empowering ALL students in Lumpkin County as we maximize our flexibility with relentless pursuit of student success.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Due to the impact of the COVID-19 impact on Lumpkin County Schools and education in the state of Georgia, the nation, and the entire world, our school system adopted MAP Growth as our formative assessment tool for 2021 and beyond.

## Madison County Schools

First year as a Charter System: 2012-2013  
Number of Schools in System: 7  
College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 4,794                  | 71.2% | 10.0% | 12.0%    | 2.1%  | 4.7%  | 16.7%             | 4.9%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

Our school governance teams meet monthly (10 times per year). 100% of schools fulfilled this. Governance Team members are required to have annual training. Most of our members attended the training and the others were sent materials, recordings, and other training pieces to fulfill this requirement.

### **Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

These funds are set aside in the budget for each school governance to decide on how the funds will be expended in alignment with their school improvement plans. Schools have spent this money on (STEM supplies, Remediation and Enrichment programs before and after school, innovative grant opportunities afforded teachers to apply for innovative ideas they have for their classrooms) to name a few examples of these expenditures.

### **How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Prior to COVID-19 Madison County Charter School System operated as an innovation our "Serve by Need not Label" initiative. This initiative strives to serve a student at their point of learning regardless of assigned labels based on individual student data. As we have been dealing with COVID-19 this has become even more necessary to meet and teach students where they are. Utilizing class size waivers, seat time waivers, certification waivers, and innovative model delivery methods, makes this possible to put the right teachers with the right students to maximize learning opportunities. We continue to break down data on student learning and teaching to maximize learning based on "Need" not "Labels".

### **What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**



## Marietta City Schools

First year as a Charter System: 2008-2009  
Number of Schools in System: 13  
College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 8,400                  | 20.4% | 36.8% | 39.1%    | 0.7%  | 3.0%  | 10.9%             | 21.1%                     |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

As outlined in the Charter Contract, requirements include:

- Annual training
- Set number of public meetings
- Annual audit

District level personnel outline expectations and create timelines to make sure all local schools adhere.

### **Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Charter funding is pushed down to the local school level with schools receiving funds based on enrollment. Local school governance teams vote on expenditures to meet the needs of the individual school. Funding is used in a variety of ways, including tutoring, interventions, software and technology, balanced literacy supplies and staff development.

### **How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

The interrupted learning for Marietta City School students has been addressed through additional personnel, flexible learning schedules, and increased academic interventions. Having a Charter Contract helps to offer autonomy and flexibility at the school level for administrators and school governance teams to examine and evaluate where their students were lacking academic growth, social emotional behaviors, and complete wrap around services.

### **What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Marietta City Schools administered MAP Growth three times and AMP through Schoology throughout the year as our formative assessments to help guide instruction. The MAP Growth assessment provided instructional guidance through norms, growth, summative testing predictions, and instructional guidance of Georgia standards for on and off grade level. The AMP assessments built by Marietta staff through an item bank to help guide instruction between the MAP Growth assessments.

## Morgan County Schools

First year as a Charter System: 2011-2012  
Number of Schools in System: 4  
College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 3,290                  | 67.8% | 22.6% | 7.0%     | 0.0%  | 2.5%  | 12.0%             | 2.5%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

- School based governance team should have a minimum of seven voting members.
- Minimum of three parents/guardians of students in the school will serve on the governance team.
- Minimum of nine meetings.
- Principal shall be a non-voting co-chair.
- Meetings are subject to open meetings act similar to monthly board of education meetings.
- The governance team makes a recommendation when a vacancy of school principal exists.
- By ensuring elections were held to fill all governance team positions.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Local School Governance teams provide recommendations on personnel allotment and budgeting decisions at the school level. The governance team directs the school towards achieving the student achievement goals. This helps ensure that school's efforts and resources are properly focused on those goals. The school governance teams provide input to support the continuous improvement of the schools. The includes the creation of the college and career academy, opportunities for credit earning internships and externships, and opportunities "expert" teachers who have extensive industry experience but may not hold a Georgia teaching certification.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**



MCCSS utilized prioritizing standards and vertical and horizontal collaboration to identify and address standards that are most important for student success based on the REAL criteria (readiness, endurance, leverage, assessed).

MAP testing revealed specific gaps in individual student learning which are addressed through differentiated instruction. Innovative EIP and REP models with extended learning time built into the master schedule allow for addressing grade level standards during core time and appropriate differentiation within the instructional day.

Credit recovery options at the high school level during the regular school year as well as summer school opportunities for students in grades K - 12 who have significant learning gaps have helped to minimize the impact of learning loss.

Our 1:1 technology also allows us to serve students through a variety of digital platforms including Google suite and iXL.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

We utilize MAP Growth in grades K - 10 for reading and math. Additionally, we use Acadience (formerly DIBELS Next) for foundational reading skills and Scholastic for running records for reading. Teacher created common formative assessments across contents and grade levels guide course corrections on an on-going basis.

## Peach County Schools

First year as a Charter System: 2016-201  
Number of Schools in System: 6  
College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 3,634                  | 28.7% | 53.6% | 16.2%    | 0.0%  | 1.5%  | 10.9%             | 5.9%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

The SGT shall consist of a minimum of seven members, of whom a majority shall constitute a quorum. Membership on the SGT shall be determined as follows:

- One (1) principal, who shall serve as non-voting member of the SGT; principal shall only vote in the event of a tie.
- Three (3) parents/guardians of a student in the School who are elected by the parents/guardians of the school.
- One (1) community member /business member, who is a non-staff member and who lives, works, or has a substantial connection in Peach County.
- One (1) full-time certified teacher who teaches core academic subjects and works the entire day at the school elected by members of the school staff.
- One (1) classified staff member at the school, elected by the school staff.

Note A: An employee of the local school system may serve as a parent representative on the SGT of a school in which his or her child is enrolled if such employee works at a different school.

Note B: A parent of a child assigned to an alternative education program does qualify for election as a parent in the home school where their child would attend.

Note C: Teachers who have been reassigned but are currently employed are eligible to vote and be elected as a teacher representative. Upon the effective date of the resignation, the teacher is disqualified to vote or hold office on the SGT.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

We used our charter system funds for the following:

- Instructional resources for teachers
- Support/PL for teachers to help implement innovative strategies.
- RTI tools and training to address individual students learning needs

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Due to the pandemic, we started off the year using a hybrid model, then transitioned to a 4 day in person week, and lastly to a five day week. Some of our students remained online the entire year.

Therefore, we addressed the interrupted learning by doing the following:

- We waived seat time for our learners.
- We waived school day and school year as we started the school year at the end of August and virtual students were not in school all day as traditional learners.
- We also waived instructional delivery because students were not in class but online instead.
- We offered summer school and recovery courses.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

We used the STAR as our diagnostic screener as well as our formative assessment completing it every 30 instructional days for elementary and 3 times a year for high school. We used Beacon for grades 3-8, GKIDS for kindergarten, Write Score for elementary/middle, State assessments (GMAS)

## Pelham City Schools

First year as a Charter System: 2018-2019  
Number of Schools in System: 3  
College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 1,323                  | 36.6% | 58.7% | 4.7%     | 0.0%  | 0.0%  | 11.4%             | 1.9%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

For Pelham Elementary and Pelham City Middle School:

- Principal
- Three (3) Teachers
- Four (4) parents
- A business representative

For Pelham High School:

- Once (1) CTAE teacher
- One (1) member appointed by the President & Board of Directors of Southern Regional Technical College
- One (1) member nominated by Pelham High School FFA Alumni to represent the agricultural and manufacturing industry
- One (1) member nominated by Hayes LTI and Anderson Manufacturing to represent manufacturing employers
- Three (3) members nominated by the President and Board of Directors of the Pelham Chamber of Commerce to represent healthcare, banking, and other employers.
- One (1) local employer nominated by the President and Board of Directors of the Mitchell County Development Authority.
- One (1) parent of a rising ninth grade student.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

At the recommendation of the Local Governance Teams, funds were used to provide additional professional learning to teachers in the area of literacy intervention and acceleration.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Our system has addressed interrupted learning through the hiring of additional interventionists and paraprofessionals to reduce class size and to provide training on interventions and acceleration. Through the use of class size and certification waivers, we were able to place qualified individuals in positions that would not normally be allowable without waivers.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Literacy:

- PALS (PreK)
- Acadience Reading (K-5)
- HMH Reading Inventory (3-12)

Math:

- IKAN (K-8)
- Formative assessments for each high school math subject area (Foundations of Algebra)
- Coordinate Algebra
- Analytic Geometry
- Advanced Algebra
- Trigonometry

## Putnam County Schools

First year as a Charter System: 2010-2011

Number of Schools in System: 4

College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 2,911                  | 42.6% | 36.3% | 18.2%    | 0.0%  | 2.8%  | 14.1%             | 7.7%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

Our SGA is a fully functioning decision-making body and according to our charter, "training will be on-going and cyclic as new members are added. While some training will be in house, PCCSS also recognizes that members be trained in key area such as responsibility in serving, protocols for decision making, conflict resolution and processes of decentralized authority."

Although many watched via Zoom due to COVID and limiting the number of guests in person to the building, Raymond James consulting was able to provide detailed training on not only on ESPLOST, but also on leading. They covered topics such as qualities of leaders, decision making, Stages of conflict, conflict resolution, and building relationships.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

The Charter System additional funds are used to support the Summer Inspiration Program. This program provides summer learning opportunities for all students. Students may participate in camps 4 days a week for 6 weeks, including activities for students with disabilities and English Language Learners. Each grade level provides an extended learning opportunity for students who may not have met their promotion expectations in both reading and math. High school students are provided an opportunity to work during the summer to support staff in working with the students at all levels of learning, as well as opportunities to participate experiential learning opportunities including trips to Sapelo and Albany State University. About 40% of the students participate during the summer from PreK to 12th grade.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Putnam County Charter School System used formative assessments (NAVVY & School City) to identify students who had not mastered at least 80% of their standards at a 70% level.

These students were provided "extended learning opportunities" during the summer to attend

3-hour classes in reading and math at least 4 days a week for 5 weeks. The instruction targets the standards necessary to bridge between their previous grade to their next year grade level.

Since becoming a Charter School System, the district has moved away from promotion based on grades and summative assessments and focused on Georgia State Standards and setting the promotion policy to incorporate this objective.

By using flexibility to establish common formative assessment as a district initiative and using this to drive instruction that allows our students time flexibility for learning and then using the charter funds to provide extended learning through this summer six weeks program to bridge the gap.

Education is no longer a stop-go concept from Spring to Fall but a continuum of learning throughout the year.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Kindergarten through 2nd Grade - School City Standards Mastery, 3rd through 8th Grade - NAVVY Standards Mastery, High School Courses - NAVVY and School City Standards Mastery

## Randolph County Schools

First year as a Charter System: 2016-2017

Number of Schools in System: 3

College and Career Academy: Yes

| October 2021 FTE Count | White | Black  | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|--------|----------|-------|-------|-------------------|---------------------------|
| 684                    | 0.0%  | 100.0% | 0.0%     | 0.0%  | 0.0%  | 13.1%             | 0.0%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

All LSGT are required to do the following:

- Communicate the work of the LSGT to stakeholders, including students, parents, community members, faculty, and staff
- Meet a minimum of 7 times during the school year
- Abide by the Randolph County Schools' governance regulations and procedures for Local School Governance Teams at all times

Participate in an annual LSGT self-assessment Each team met the requirements as reported by the building principal who chairs each LSGT

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Epiphany Curriculum and Professional Development, Instructional Software , Computers/tablets/Chromebooks

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

During the 2020-21 School year, RCSS addressed unfinished/interrupted learning in the following ways:

- High Frequency Tutoring
- Three to four students being taught by a teacher or paraprofessional
- Students could be taught during the school day or immediately afterwards Used ongoing formative assessment practices to measure growth and adjust instructions.
- Extended Year Learning Opportunities such as Summer Programming Virtual Learning (regular instruction, remediation, tutoring, credit recovery, etc.)

Being a Charter district helped with the Flexible Scheduling we were able to provide to all students, as virtual learning was the primary model being used for the greater part of the



school year. This was particularly helpful with being able to address the needs of students through small group instruction.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

The district used both formative and summative data to support instruction for the 2020-21 school year including:

- Benchmark assessment data from 2019-2020
- NWEA MAP data from summer school assessments
- most recent iReady Progress Monitoring Reports
- most recent 2019 Georgia Milestones Assessment (GMAS) data
- Georgia Alternate Assessment (GAA) results
- Student academic grade data
- Graduation rate
- Enrollment data
- Teacher/student attendance data

## Stephens County Schools

First year as a Charter System: 2014-2015  
 Number of Schools in System: 6  
 College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 3,712                  | 73.9% | 13.0% | 4.5%     | 0.0%  | 8.6%  | 15.7%             | 2.0%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

Team includes:

- Principal-appointed
- Teachers (2) - elected from eligible peers
- Parents (2) - elected from eligible peers
- Business/Community Members (2) - recommended by principal and approved by other SGT members.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Schools receive control on all charter funds outside of Charter Foundation System Dues. Principals coordinate with SGT to determine budget process for those funds for items to include but not limited to:

- Instructional materials to support innovations
- Equipment above and beyond other items secured by system
- Personnel trainings

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Waived certifications and classroom size. Providing services as needed if outside normal criteria (placing students that are high achievers in gifted or supportive services for student in special education areas should students not qualify with normal process as long as they do not violate other state federal requirements for those programs).

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Star Program, Beacon, Grade and course benchmarks, ESGI

## Taliaferro County Schools

First year as a Charter System: 2017-2018

Number of Schools in System: 1

College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 135                    | 11.1% | 88.9% | 0.0%     | 0.0%  | 0.0%  | 16.5%             | 1.7%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

N/A

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

For technology and technology training for teachers and students.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

We were able to provide professional training to our students and teachers on the best use of virtual teaching and learning. We were able to receive quality feedback from teachers and students as to its' effectiveness. We were and are able to better understand the processes of teaching and learning virtually, the importance of connectivity in the county, and steps to take to ensure our students, parents and community are better connected with Wi-Fi.

Even though every student in Taliaferro County K-12 has a personal computer for school and home use, being a Charter System, in this time of COVID, has allowed us to become a far more knowledgeable in the use (and non-use) of technology in the home as a quality teaching and learning platform.

Being a Charter System has allowed us great flexibility in addressing student learning needs during the COVID and being able to change to the needs of the students to ensure appropriate and relevant learning.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

State Mandated tests

## Terrell County Schools

First year as a Charter System: 2016-2017  
 Number of Schools in System: 3  
 College and Career Academy: No

| October 2021 FTE Count | White | Black  | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|--------|----------|-------|-------|-------------------|---------------------------|
| 449                    | 0.0%  | 100.0% | 0.0%     | 0.0%  | 0.0%  | 12.9%             | 0.7%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

- Bylaws
- Code of Ethics/Code of Conduct
- Roles
- Relationships, and responsibilities of the LSGT Effective governance meetings
- Parent and community engagement strategies
- School Improvement plan and system strategic plan/CCRPI projection
- Educational programs
- System curriculum overview
- Pathway options
- Educational funding
- Personnel earnings and allocation
- Student assessment
- College and Career-ready performance TCSS student assessment and School operations-daily management.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Charter System additional funds are used to provide an Academic Coach at Terrell High School.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Our system has addressed the unfinished/interrupted learning for students by having an unfinished teaching mindset shift. For example, unfinished teaching shifts the responsibility for students learning to our educators. This shift in thinking helps teachers and leaders focus on why students haven't mastered skills and what can be done to give them their best chance to succeed.

The charter contract helped support addressing unfinished/interrupted learning for our students in the following ways:

- Alternative/Non-Traditional Education Programs (to address seat time requirements in grades 6-12)
- Early Intervention Program (EIP) delivery requirements
- Certification – Teachers
  
- Calendar flexibility
- Personnel required (employee classification) Gifted Program delivery requirements
- English Language Learning Program (ELL) delivery requirements
- Attendance
- Promotion, Placement, and Retention as it relates to protocols in the decision-making process
- Comprehension Health and Physical Education as it relates to required minutes of instruction

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Peabody Picture Vocabulary assessment, Phonological Awareness Literacy Screen assessment, Star Reading/Star Math assessments, Acadience Reading assessment, Reading Inventory

## Tift County Schools

First year as a Charter System: 2016-2017

Number of Schools in System: 11

College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 7,364                  | 40.4% | 37.3% | 20.8%    | 0.2%  | 1.2%  | 11.3%             | 7.9%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

LSGTs are required to meet a minimum of (6) times a year. Many meetings were held virtually this past year through Google Meets due to COVID protocols. Each Member is required to go through the LSGT training session(s) each year. Tift County Schools has utilized LSGTs in a variety of different ways. Some of these are listed below:

- LSGT members of each school have been on the interview team for principal vacancies.
- Members were part of the interview process and gave feedback on each candidate. Each school is allotted charter funding based on per-pupil allocation.
- LSGTs at each school vote on the budget of all charter funding.
- Budget items include personnel, software, STEM, supplies, and other innovative instructional practices.
- LSGT members have been part of the selection process of curriculum resources and materials.
- LSGTs are presented and participate in establishing the System Strategic Plan and the School Improvement plan.

They are given current drafts of each, and discussions are conducted quarterly at LSGT meetings. LSGT members lead small group discussions in the Strategic Planning Process. LSGTs are presented with information concerning the operations of the school at various LSGT meetings.

LSGT members may also request specific items to be placed on agendas for further discussions. LSGTs have approved the following in the past:

- Non-FTE support positions
- Connections
- Art
- STEM
- Gardening
- Foreign Language instruction (K-5)
- Gifted Extensions
- System CLIP revisions
- Class size waivers

- ESOL, and Gifted Instructional Models
- REP/EIP
- LSGTs approve all field trips
- Fundraisers
- Dress code at the school

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

The Board of Education allocated 60% of the yearly Charter Supplemental Funds to go toward the realignment of our grade configurations. These funds were used to upgrade facilities and make necessary renovations to accommodate different grade bands of students at different schools.

40% of the yearly Charter Supplemental Funds were allocated to the schools based on a per-pupil allocation based on the previous year's school enrollment.

Each principal then worked with their LSGT to construct a budget to address areas of need and/or innovation that align with their school improvement plans.

Tift County schools will continue to use the supplemental funds for innovative practices that directly align with our System Strategic Plan and individual School Improvement Plans.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Tift County Schools has addressed the unfinished/interrupted learning for students in the following ways:

- Extended day
- Extended year
- Learning from home options
- Additional online resources for learning support
- Hired additional instructors

Alternative methods for student support services, and designated instructors for online learning.

The multiple waivers used to conduct these strategies are listed below:

- Flexible Expenditure Controls: Principals receive school allocations from the district based on student needs. Funds were used to meet professional learning and resource needs. In addition to improving the quality of teaching and learning, these controls made the process easier or more efficient at the school level.
- Waiver for Alternative/Non-traditional education programs: Students are able to advance at their own pace at the secondary level. In 2019 - 2020, this waiver afforded several students to graduate with a general diploma from high school with or before their cohort.

- Teacher Certification: The Tift County School System modified the requirements for teachers (not including special education) to be hired.
- In an effort to maximize opportunities for flexibility without negatively impacting student achievement, waivers that may be utilized to ensure student success in the future are the health and personal fitness waiver and class size waivers to allow larger and smaller classes.
- Our requested plan is to have the ability for each school to establish homerooms based on the best interest of each individual student.
- All of our identified EIP students in reading and math will receive support. We will support EIP students through the use of our flexible learning block, the continued use of support specialists providing additional instruction in the classroom, and through classroom rosters that are built on analyzing student needs. However, we do not want the restrictions associated with the identified state EIP models. We want to group students according to our data and students will be identified as needing the EIP support through the use of EIP rubrics and system benchmarks. This would allow EIP to be more fluid in nature as we would have the ability to provide students with EIP support without the demands of meeting the requirements of a particular model. In essence, EIP would be closely aligned with how we move students in and out of our RTI process. The ability to roster students without restriction coupled with our instructional design of Literacy Collaborative and our math instructional framework would increase our ability to meet the needs of identified EIP students.

Our goal is to impact student achievement by doing what we do best each day. We believe that our building leaders and teachers have the ability to roster students and then devise a plan to provide additional reading and math instruction.

Our teachers participate in a very structured professional development program that supports best teaching practices. Our classroom practices are designed to meet the needs of all students.

However, when a student is struggling to perform at grade level, we plan to use our intervention specialists in a number of different ways to provide accelerated instruction. This may be done by support of a specialist within the normal classroom, through the use of small group instruction during flexible learning time, or through the use of other techniques designed by building leaders and teachers.

Our goal is to identify students, serve students, and monitor progress. A key component to our success will rest in our ability to establish purposeful classroom rosters and in utilizing our EIP support specialists in many different ways to support accelerated instruction.

Because of a varied level of academic abilities within the gifted population and a need to ensure class model equivalency, there was a need to include students not meeting advanced content criteria.

Method and data to be used for monitoring: Fountas and Pinnell

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**



As a local district at the end of the 2019-2020 school year, we created end of the year progress checks. This allowed us to see mastery of grade level standards. When beginning the 2020-2021 school year, data points were collected for every student Kindergarten through fifth grade to ensure individual needs are being met through our MTSS process. We have plans to fully implement the Illuminate Data Platform with Fastbridge Screener to identify learning gaps more clearly for all students in grades K-10.

We have also constructed common assessments that can be pushed out through Illuminate for students to take electronically. This data can be collected quickly and used to determine the appropriate instruction and support for each student. We have used our local assessment data such as benchmark data K-5, iStation, IXL, Illuminate data platform, common summative assessments, Beacon, and report cards to determine student, school, and system academic progress.

We feel like we have made significant strides with our curriculum and instruction; however, it is difficult to factor the learning gaps and loss of instruction due to COVID.

## Union County Schools

First year as a Charter System: 2014-2015  
 Number of Schools in System: 5  
 College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 2,882                  | 95.0% | 0.0%  | 4.4%     | 0.0%  | 0.5%  | 14.8%             | 1.6%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

**What are your Governance Team requirements? How did you meet those requirements?**

A team member will attend 75% or more of the scheduled Team meetings within the fiscal year beginning July 1. A team member who fails to do so may be asked to resign from the Team. The meeting schedule will be published for the entire year at the beginning of the fiscal year.

To achieve this, principals keep track of member support. Additionally, the use of ZOOM and Google Meets has minimized member absences. These platforms allow the member to meet with the in-person group virtually.

A team member will participate in required training annually, as required for service on the Team. Upon election or appointment to the Team, a member will complete the required training for certification. To meet and verify this, the school chose to provide virtual training for the SGTs.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Flexible Service Models: Each school is given a portion of charter funding based upon their FTE enrollment for student support. During the FY21 school year, \$72,825.00 was distributed at a rate of \$25 per FTE.

To support students and staff during the continuous and uncertain quarantines, communication was an absolute necessity! The school district utilized \$129,506.53 for communication services such as Zoom, DocuSign, Softdocs, and Internet hotspots for students without Internet access.

Student learning loss created by the pandemic is of no surprise to anyone. Thus, the school district chose to increase staff support at the Student Success Center, created to provide an alternative opportunity to those students who are unsuccessful in regular everyday instruction. The school district utilized the remainder of the charter funding to provide for that cost. This support called for better than \$91,000 in salaries and benefits.

How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students?

Throughout the entire 20-21 school year, quarantines constantly interrupted instruction and learning. Therefore, the school district utilized various waivers to ensure that students were provided continuity of instruction while understanding the individual needs of learners.

For example, struggling students were provided opportunities during summer school to minimize the gaps created during the year. This opportunity allowed students to receive individualized promotion/retention expectations while creating a learning plan for the following school year. Similarly, student attendance requirements were relaxed to accommodate the quarantines and related absences.

Lastly, the school day and year requirements were creatively adjusted to provide opportunities for routine cleaning of the facilities through the use of weekly virtual days for the entire student body. These virtual days provided our faculty and staff with additional time to collaborate with one another to maximize instructional impact.

### **What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

The Union County School District seeks to maximize its formative assessments across multiple grade levels to provide clear linear outlooks for students. The following grade-level assessments and respective frequencies are as follows:

- Pre-K: PALS (3 times per year), PPVT4 (2X per year).
- Kindergarten: GKIDS (ongoing), Acadience (3 times per year), MAP (3 times per year)
- 1st: Acadience (3 times per year), MAP (3 times per year)
- 2nd: Acadience (3 times per year), MAP (3 times per year)
- 3rd: Acadience (3 times per year), MAP (3 times per year), Reading Inventory (3X per year), EOG Reading
- 4th: MAP (3 times per year), Reading Inventory (3X per year), EOG Reading
- 5th: MAP (3 times per year), Reading Inventory (3X per year), EOG Reading
- 6th: MAP (3 times per year), Reading Inventory (3X per year), EOG Reading
- 7th: MAP (3 times per year), Reading Inventory (3X per year), EOG Reading
- 8th: MAP (3 times per year), MAP (3 times per year), Reading Inventory (3X per year), EOG Reading/EOC ELA
- 9th: Reading Inventory (3X per year), EOC ELA
- 10th: Reading Inventory (3X per year), EOC ELA
- 11th: Reading Inventory (3X per year), EOC ELA
- 12th: Reading Inventory (3X per year), EOC ELA

## Vidalia City Schools

First year as a Charter System: 2014-2015

Number of Schools in System: 4

College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 2,358                  | 39.8% | 50.7% | 8.8%     | 0.0%  | 0.8%  | 11.7%             | 2.3%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

We did not provide any training last year due to Covid.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

We have historically used the funds for middle school Spanish and art and music K-5.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

We did provide additional serves to our students through after school and summer school, but neither were tied to the Charter Contract.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Acadience, Beacon, SRI, IXL, DRA 3

## Warren County Schools

First year as a Charter System: 2008-2009  
 Number of Schools in System: 3  
 College and Career Academy: Yes

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 565                    | 5.8%  | 94.2% | 0.0%     | 0.0%  | 0.0%  | 18.3%             | 0.0%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

What are your Governance Team requirements? How did you meet those requirements?  
 Expectations of serving as a Governing Board member include (but are not limited to):

- Review of corresponding school-wide data
- Review, input, and feedback on corresponding school-wide improvement plan.
- Review, input, and feedback on corresponding school-wide Needs Assessment.
- Review, input, and feedback on system-wide Strategic Plan.
- Participation in the interview process for faculty and administration position openings; Participation in the succession plan process for the school system; decision making on allotment of school funds for student activities. Input and feedback on PBIS strategies and impact of student performance.
- Input, feedback, and planning of parental involvement activities. Input, feedback, and planning for impact of COVID on school activities.

Even though our school year was greatly impacted by COVID and, as such, so were Governing Board meetings, we were able to hold most meetings virtually via Zoom (with a few face-to-face as COVID conditions and case counts permitted) and participation still permitted members in carrying out expectations of their role.

Navigating the impact of COVID was a major component of Governing Board actions throughout FY21, which also concluded with the succession plan for Warren County School System coming to fruition as the retirement of the long-serving superintendent and the incoming of three new principals for the start of FY22.

**Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Charter System funds were utilized for instructional supplies and materials for classrooms, Media Center resources for student and faculty/staff use, student incentives and recognitions (and faculty incentives), supportive materials for PBIS implementation, athletic program support, faculty mentor programs, Honor's Day events (including awards/certificates, etc.), furniture needed to set up additional instructional activities/spaces, course-specific (science)

instructional supplies for lab related activities, student handbooks/academic planners to help students with organization.

**How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

Warren County School System continued to utilize flexibility in having a 49% Superintendent and 49% Finance Director. This permitted the use of funds towards the employment of additional faculty and staff to additional course offerings (including Art to all grade bands, kindergarten through high school) and added directly to students.

Warren County adopted an A/B schedule for FY21 wherein students attended in person 2 days per week and did learn-from-home format for 3 days per week. Administrators worked to group family members to attend face-to-face on the same days. [Many other safety measures were implemented to mitigate the impact of COVID on students, faculty, and staff.]

Accommodations were made to allow special education students additional days on campus to have more direct support. Additionally, for lower performing students and those who were not able to make enough progress on/during virtual learning, arrangements were made for those students to have additional time on campus as faculty/staff schedules were rearranged to be able to offer them additional in-person support in alternate learning environments (modifying auditorium/gym space, as applicable).

The flexibility afforded to Warren County due to waivers that allows smaller class sizes and the addition of faculty with content knowledge aided in being able to safely manage students given mitigation strategies. The value of lower student to teacher ratios cannot be underestimated, especially as faculty/staff worked to address learning loss/gaps due to the prolonged school closures at the end of the FY20 school year.

All students had access to chromebooks/laptops for use at home (for virtual/at home learning) and the system worked to have community sites and regionally dispersed hot spots for students with limited/no internet. The Media Specialist, who serves all three schools, played a vital role in assisting schools with access to and issuance of technology for students.

Since the State allowed the diminished value of End of Course testing weights for high school and that End of Grade assessments were not to be held against students (nor faculty) in grades 3-8, flexibility in promotion/retention criteria could be applied while awaiting student participation in Summer Skills Academy.

Warren County School System extended the end of the school year to accommodate offering a Summer Skills Academy (in the place of traditional Summer School). This format afforded students additional time wherein gaps of learning loss could be addressed. Summer Skills Academy lasted all the way up to the start of pre-planning for FY22. During Skills Academy, some changes for RTL were also implemented as a head start to plans for FY22.

**What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

Formative assessments utilized by Warren County School System to identify and support instruction for the 2020-2021 school year included: MobyMax (placement & benchmark), Renaissance Learning/STAR Reading, Reading A to Z, Edulastic, StemScopes, Brain Pop, Khan Academy, ACHIEVE3000, USA Test Prep, Storyworks, GKIDS, IXL, Middle School grade/subject-specific core benchmarks, Running Records, Sight Words, Reading Fluency, Math Facts [Math180 and Read180 were implemented at the end of May 2021 through July 2021 in Warren County Middle School to help identify students with gaps/learning loss.]

## White County Schools

First year as a Charter System: 2010-2011  
Number of Schools in System: 6  
College and Career Academy: No

| October 2021 FTE Count | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 3,577                  | 92.8% | 0.0%  | 4.2%     | 0.0%  | 3.0%  | 16.2%             | 2.2%                      |

*The following are the responses from systems to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.*

### **What are your Governance Team requirements? How did you meet those requirements?**

Positions are elected or appointed based on Charter requirements. For example, parent, staff, or community), five (5) meetings are held each year.

Team members should attend meetings, receive training by Principal, and stay informed of school level decisions.

### **Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achievement goals and school level training. Please provide a detailed explanation of how you utilized these funds.**

Funds are used to cover teacher salary and benefits. The additional teachers are used to lower class size.

### **How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.**

White County schools have added the following to address student learning loss:

- Summer school support,
- Additional teachers to maintain small class size
- Intervention teachers to help remediate, and

Professional development time for teachers to work together to identify gaps and learning and plan researched based interventions for students.

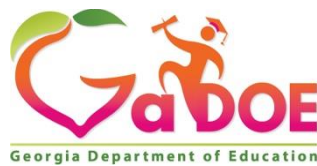
### **What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?**

White County School System utilized NWEA MAP in grades K-8, Scholastic Reading Assessment in grades K-5 and USA Test Pre in middle and high school.



## **Contact Information**

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