

Gainesville City Charter System - 2015 Annual Report Form

1. INSTRUCTIONS

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

Your charter system's 2015 Annual Report requirement will be satisfied by completing this Charter Systems Annual Report Form and submitting the Form via email no later than 12:00 noon on Monday, November 2, 2015 (see *submission instructions below*).

OUTLINE

Tab 1: Instructions

Tab 2: Accountability

Tab 3: School Governance

Tab 4: Autonomy

Tab 5: Best Practices

Tab 6: Innovations

Tab 7: Other Info

Tab 8: School List

Tab 9: CCA (college and career academies), if applicable

INSTRUCTIONS FOR SUBMITTING YOUR ANNUAL REPORT FORM

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

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

- a. Pull down the File menu from the upper left of your screen
- b. Press "Save As"
- c. Select "Desktop" or whatever location you chose on your computer
- d. Enter "Your Charter System Name - Annual Report 2015" -- *but be sure to enter the actual name of your school district instead of "Your Charter System Name"*
- e. Press Save.

STEP TWO: Verify pre-populated information and/or answer all the questions in Tabs 2-8, and in Tab 9 if your systems has a College and Career Academy.

10

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

11

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

12

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

13

STEP FIVE: Enter "Annual Report 2015 - Your Charter System Name" as the Subject line of your cover email (be sure to replace "Your Charter System Name" with the actual name of your school district).

14

STEP SIX: Press Send.

15

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

16

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

17

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

18

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

19

If your submission is rejected, address the issues raised and then resubmit a completed Annual Report Form before the November 1, 2015 deadline.

20

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

21

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

22

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

23

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

24

Legal Documents/Governance Information

25

- Your charter system's current charter contract

26

- Contact information for Chair of the School Governing Board

27

- School Governing Teams/Councils meeting minutes for the 2014-15 school year

28

Academic Data and Other Information

29

- Information on progress toward your academic and other goals

30

- Significant accomplishments in the 2014-2015 school year

31

Enrollment Information

32

- Enrollment numbers for 2013-14 and 2014-15 school years

33

- Lottery data and enrollment process

34

Personnel Information

35

- Certification information

36

FILLING OUT THE REST OF THE 2015 ANNUAL REPORT FORM

37

To fill out the rest of the 2015 Annual Report Form, please provide answers to each question beginning with Tab 2 and proceeding from tab to tab until you are done.

38

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

39

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

40

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

41

42

THANK YOU!

43

You have reached the end of Tab 1: Instructions.

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

Charter Systems - 2015 Annual Report Form

2. ACCOMPLISHMENTS and ACCOUNTABILITY

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

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

Line #

44 CONTACT INFORMATION FOR THE PERSON WHO COMPLETED THIS SURVEY	
45 Tell us how best to reach you in case we have any questions about your survey answers	Put your contact information in this column
46 Your name	Priscilla Collins
47 Your title	Chief Professional Services Officer
48 Your direct phone number	(770) 815-5241
49 Your email address	priscilla.collins@gcscsk12.net

50 CONTACT INFORMATION FOR THE SUPERINTENDENT	
51 Who is your Superintendent?	Put Superintendent contact information in this column
52 Superintendent's name	Dr. Wanda Creel, Ed.D
53 Direct phone number	(770) 536-5275
54 Email address	wanda.creel@gcscsk12.net
55 Is this a new Superintendent for 2015-16?	
56 If the Superintendent is new for this year, please list the former Superintendent's name for 2014-15	

57 CONTACT INFORMATION FOR YOUR CHARTER SYSTEM LIAISON	
58 CHARTER SYSTEM LIAISON	Put information in this column
59 Name of your district's charter system liaison	Priscilla Collins
60 Charter system liaison's title	Chief Professional Services Officer
61 Charter system liaison's direct phone number	(770) 536-5275
62 Charter system liaison's email address	priscilla.collins@gcscsk12.net
63 Is this a new Charter System Liaison for 2015-16?	No
64 If new this year, please list the former Charter System Liaison's name for 2014-15	

65 ONLY IF DIFFERENT PERSON THAN THE CHARTER SYSTEM LIAISON ABOVE	
66 <u>School Governing Teams/Councils Liaison: The person who will facilitate communications between the GaDOE Charter Schools Division and the chairpersons of each of your charter system's School Governing Teams/Councils</u>	
67 School Governing Teams/Councils Liaison	Put contact information in this column
68 Name of your district's School Governing Teams/Councils Liaison	Priscilla Collins
69 Title	Chief Professional Services Officer
70 Direct phone number	(770) 536-5275
71 Email address	priscilla.collins@gcscsk12.net
72 Is this a new Liaison for 2015-16?	No
73 If new this year, please list the former liaison's name for 2014-15	

74 BOARD OF EDUCATION CONTACT INFORMATION			
75 CHAIR OF YOUR BOARD OF EDUCATION		Enter answers for 2014-15 in this column	Enter answers for 2015-16 in this column
76	Name of your District's Board Chair	Maria Calkins	Delores Diaz
77	Direct Phone Number	(404) 358-3558	(770) 534-4964
78	Email Address	maria.calkins@gcssk12.net	delores.diaz@gcssk12.net
79	If you had more than one Board Chair last year, please enter:		
80	Direct Phone Number of earlier Board Chair		
81	Direct Phone Number		
82	Email Address		

83 CHARTER SYSTEM MISSION AND SIGNIFICANT ACCOMPLISHMENTS											
84	Please enter your charter system's official mission statement below.										
85	<i>As one Gainesville, we will inspire, nurture, challenge, and prepare our students as we educate them to be successful in a 21st century global society.</i>										
86	Please list up to five of your school system's significant accomplishments for the 2013-14 school year in the spaces below. If your school district has had any dramatic increases in student performance, please highlight those results as one of your accomplishments.										
87	<table border="1"> <tr> <td>Accomplishment #1</td> <td>One hundred one students earned an industry certification.</td> </tr> <tr> <td>Accomplishment #2</td> <td>Three hundred ninety seven students completed pathways.</td> </tr> <tr> <td>Accomplishment #3</td> <td>Students meeting expectations on the Coordinate Algebra EOC test increased to 59% of students taking the test in Winter of 2014 over 35% in 2013.</td> </tr> <tr> <td>Accomplishment #4</td> <td>Students meeting expectations on the Analytic Geometry EOC test increased to 85% of students taking the test in Winter of 2014 over 61% in 2013.</td> </tr> <tr> <td>Accomplishment #5</td> <td>Students meeting expectations on the US History EOC test increased to 68% of students taking the test in Winter of 2014 over 41% in 2013.</td> </tr> </table>	Accomplishment #1	One hundred one students earned an industry certification.	Accomplishment #2	Three hundred ninety seven students completed pathways.	Accomplishment #3	Students meeting expectations on the Coordinate Algebra EOC test increased to 59% of students taking the test in Winter of 2014 over 35% in 2013.	Accomplishment #4	Students meeting expectations on the Analytic Geometry EOC test increased to 85% of students taking the test in Winter of 2014 over 61% in 2013.	Accomplishment #5	Students meeting expectations on the US History EOC test increased to 68% of students taking the test in Winter of 2014 over 41% in 2013.
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Accomplishment #5	Students meeting expectations on the US History EOC test increased to 68% of students taking the test in Winter of 2014 over 41% in 2013.										

92 ADDITIONAL SUCCESS INDICATORS (Optional)	
93	Optional: Please enter any additional information you wish to provide that demonstrates the general success of your charter system.

94 CHALLENGES FACED IN 2014-15 SCHOOL YEAR (Required)	
95	Please describe any major challenges (<i>besides funding</i>) that your charter system faced in the 2014-15 school year.
96	How were these challenges addressed or how do you plan on addressing them in the 2015-16 school year?

ACCOUNTABILITY (Required)

This section gives you a chance to share your school's progress on the major academic measures.

Charter Systems - 2015 Annual Report Form

3. SCHOOL GOVERNANCE

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

Line #

128

SCHOOL GOVERNING TEAMS/COUNCILS

129	SCHOOL GOVERNING TEAMS/COUNCILS, MEMBERS, AND MEETINGS	2013-14	2014-15	2015-16
130	How many of your schools have <u>active</u> School Governing Teams/Councils – All, Most, Half, Some, or None?	All	All	All
131	On average, <u>how many voting members</u> are on the School Governing Teams/Councils at your schools?	8	8	8
132	What is the <u>range</u> of the <u>number</u> of voting members on the School Governing Teams/Councils at your schools? (Enter range as <u>lowest number -to-highest number</u> .)	7 to 14	6 to 14	6 to 14
133	On average, <u>how many</u> meetings did your district's local School Governing Teams/Councils have last year, and how many are scheduled for this year?	6	6	6
134	On average, how many School Governing Teams/Councils <u>members</u> typically <u>attended</u> School Governing Team/Council meetings last year?	8	8	8

135	TRAINING FOR SCHOOL GOVERNING TEAMS/COUNCILS	2013-14	2014-15	2015-16
136	How many <u>hours</u> of training were (and will be) offered to your School Governing Team/Council members?	6	6	6
137	<u>Who</u> did (or will) provide the training?	GSBA and district staff	Superintendent-district staff	Superintendent-district staff
138	What <u>topics</u> were and will be covered in the training?	Open Meetings, FERPA, Code of Ethics, Gainesville City Schools Roles and Responsibilities, and Site Based Governance Protocols	Roles and Responsibilities of being a SGC member, Open Meetings, Strategic Planning, Ferpa	Roles and Responsibilities of being a SGC member, Open Meetings, Strategic Planning, Ferpa
139	On average, how many School Governing Team/Council members typically attended training? (All, Most, Half, Some, None)	Most	Most	Most
140	How many School Governing Team/Council members attended <u>all</u> training sessions? (All, Most, Half, Some, None)	Most	Most	Most
141	How many School Governing Team/Council members attended <u>at least one</u> training session? (All, Most, Half, Some, None)	All		

142	CHARTER SYSTEM TRAINING FOR SCHOOL ADMINISTRATORS	2013-14	2014-15	2015-16
143	How many <u>hours</u> of charter system training were (and will be) offered to your School Administrators?	8	8	8
144	<u>Who</u> did (or will) provide the training?	Superintendent- GSBA	Superintendent-district staff	Superintendent-district staff
145	What <u>topics</u> were and will be covered in the training?	Roles and Responsibilities, Open Meetings, By-Laws Guidance, Facilitating Governance	Roles and Responsibilities of being a SGC member, Strategic Planning, Personnel, Budgeting	Roles and Responsibilities of being a SGC member, Strategic Planning, Personnel,
146	On average, how many School Administrators typically attended training? (All, Most, Half, Some, None)	All	All	All
147	How many School Administrators attended <u>all</u> training sessions? (All, Most, Half, Some, None)	All	All	All
148	How many School Governing Team/Council members attended <u>at least one</u> training session? (All, Most, Half, Some, None)	All		

149

You have reached the end of Tab 3: School Governance.

150

Please proceed to Tab 4: Autonomy and continue answering the questions there.

Charter Systems - 2015 Annual Report Form

4. AUTONOMY

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

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

The first set of questions below asks which of the many charter system freedoms from State law, rules and regulations your charter system has used or will use, which waivers your system believes are most valuable, and if you have any problems with implementing waivers.

The second set of questions asks you to describe the problems you have with implementing waivers.

This third set of questions asks about the many ways the School Governance Teams/Councils at each of your schools have exercised Autonomy or will exercise Autonomy through the 2016-17 school year.

Line #

WAIVERS

152	WHICH WAIVERS DID YOUR <u>SYSTEM</u> USE?	Most Valuable Waiver	Problems with Waivers	Enter YES only for those waivers that were/	
153	Which of the following waivers did your charter <u>system</u> use in each year?	Yes or No	Yes or No	2013-14	2014-15
154	Most Frequently Used				
155	65% Rule				
156	Attendance	Yes	Yes	YES	YES
157	At-will contracts	Yes	No		
158	Calendar flexibility			YES	YES
159	Certification - Teachers	Yes	No	YES	Yes
160	Certification - Administrators				
161	Certification - Others			YES	YES
162	Expenditure controls (expenditure of funds required)				
163	Personnel required (employee classification)				
164	Salary schedule - Rates				
165	Salary schedule - Bonuses				
166	Others Used Regularly				
167	Alternative/Non-Traditional Education Programs (to address seat time requirements in grades 6-12)	Yes	No	YES	YES
168	Comprehensive Health and Physical Education as it relates to required minutes of instruction				
169	Early Intervention Program (EIP) delivery requirements	Yes	No	YES	YES
170	English Language Learning Program (EL) delivery requirements	Yes	No	YES	YES
171	Gifted Program delivery requirements	Yes	No	YES	YES
172	Guidance Counselors				
173	Promotion, Placement and Retention as it relates to protocols in the decision making process				
174	Remedial Education Program (REP) delivery requirements				
175	Statewide Passing Score (for districts desiring to issue standards based report cards in grades 4-12)			Yes	Yes
176	Other Waivers Also Used (Please insert in space below)				
177					
178					
179					

180	HAS YOUR SYSTEM HAD ANY PROBLEMS USING WAIVERS		
181	Enter answers in spaces below		
182	Waiver	What department had the problem	What was the problem?
183			
184			
185			
186			
187			
188			
189			
190			
191			
192			
193			
194			

195	CHARTER SYSTEM SCHOOL AUTONOMY
196	INSTRUCTIONS: For each of the following lines, please indicate whether All, Most, Half, Some, or None of your charter system's School
197	
198	NOTE: PLEASE ANSWER AFFIRMATIVELY ONLY WHEN THE SYSTEM OR SCHOOLS CAN PROVIDE <u>HARD EVIDENCE</u> THAT THE SCHOOL
199	You are <u>not</u> required to provide the hard evidence as part of your Annual Report, but we will be following up later in the school year with a

200	CONTROL OVER THE PEOPLE IN THE SCHOOL	Enter All, Most, Half, Some, or None for each School Year			
		2013-14	2014-15	2015-16	2016-17
201	Selection of principal	All	All	Some	Some
202	Professional development requirements and planning for staff	Most	Most	Some	Some
203	Selection of professional development vendors and resources	None	None	None	None
204	Evaluation of staff	None	None	None	None
205	Issuance of annual employment contracts from the non-profit governing board	None	None	None	None
206	At-will employment	None	None	None	None
207	Control over number of positions budgeted, type of positions, qualifications, roles, and job descriptions	Some	Some	Some	Some
208	Determine whether certification will be required	Some	Some	Some	Some
209	Control over ALL hiring decisions, transfers, promotion, demotion, lateral moves, and termination of all faculty and staff	Some	Some	All	All
210	Manage human resources independent of the central office, including human resources policies, procedures, and handbooks	Some	Some	None	None
211	Establish work schedules of faculty and staff (hours per day, days per year, calendars, etc.)	Some	Some	Some	Some
212	Establish compensation model including salary schedules, bonus or performance based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated)	Some	Some	None	None
213	Establish pay scale, experience, training, and other matters related to substitute teachers	Some	Some	None	None
214	Other examples of personnel autonomy and use of personnel waivers (enter in space below)				
215					
216					
217					

218	CONTROL OVER WHAT OCCURS IN THE SCHOOL	Enter All, Most, Half, Some, or None for each School Year			
		2013-14	2014-15	2015-16	2016-17
219	Selection of curriculum, including any changes in curriculum as needed to improve student achievement	Most	Most	Most	Most
220	Choose instructional delivery model(s)	Most	Most	Most	Most
221	Selection of courses and programs offered	Half	Most	Most	Most
222	Choice of textbooks, technology, and instructional materials	Most	Most	Most	Most
223	Establish additional graduation requirements	Most	Most	None	None
224	Set course and credit requirements	Most	Most	Some	Some
225	Establish seat time	Most	Most	Some	Some
226	Set student technology and physical education skill requirements	Most	Most	Most	Most
227	Create or modify Career Pathway curricula	Most	Most	Some	Some
228	Choose dual enrollment options	Most	Most	Some	Some
229	Choose credit recovery options	Most	Most	Some	Some
230	Utilize on-line learning platforms (e.g., Georgia Virtual School)	Most	Most	Some	Some
231	Establish additional mastery level requirements for performance	Most	Most	Some	Some
232	Select additional formative and/or summative assessment to determine student levels of mastery and growth	Most	Most	Some	Some
233	Establish delivery model, scheduling, staffing, and supplemental services for ELL, SPED, gifted and remedial programs	All	All	Some	Some
234	Establish curriculum maps, pacing charts, and methods for monitoring the curriculum	Most	Most	Some	Some
235	Establish lesson plan requirements for teachers	Some	Some	Some	Some
236	Set school calendar, including length of school year, holidays, early release days, etc.	All	All	All	All
237	Set daily/weekly school and/or class schedules, including length of school day	All	All	All	All
238	Select co-curricular and extracurricular activities	All	All	All	All
239	Establish after school and Saturday programs as needed	All	All	All	All
240	Set enrichment and/or advisory periods as needed	All	All	All	All
241	Establish fieldtrips including locations, date	All	All	All	All
242	Establish placement and promotion criteria	Some	Some	Some	Some
243	Set class size / student:teacher ratios	All	All	All	All
244					

245	Set staff-to-student ratios for non-class times (i.e., lunch, recess, specials, transitions, etc.)	All	All	All	All
246	Set grading and reporting policies, plans, process, schedules, and formats	Some	Some	Some	Some
247	Manage curriculum and instruction affairs independent of the central office, including curriculum and instruction policies, procedures, and handbooks	Some	Some	None	None
248	Other examples of curriculum and instruction autonomy and use of waivers (enter in space below)				
249					
250					
251					

252	CONTROL OVER THE SCHOOL'S FINANCES & BUDGET	Enter All, Most, Half, Some, or None for each School Year			
253		2013-14	2014-15	2015-16	2016-17
254	Set budget priorities with funds received and exercise discretion over expenditure for all state and local funds, and as permissible, federal funds	All	All	All	All
255	Manage fiscal affairs independent of the central office, including financial policies and standard operating procedures	All	Some	None	None
256	Ensuring that the school receives all the per-pupil funding to which it is entitled and raising additional funds through fundraising efforts	All	All	All	All
257	Maintain a reserve fund	Most	Most	Most	Most
258	Other examples of finance or budget autonomy and use of waivers (enter in space below)				
259					
260					
261					

262	CONTROL OVER THE SCHOOL'S OPERATIONS	Enter All, Most, Half, Some, or None for each School Year			
263		2013-14	2014-15	2015-16	2016-17
264	Determine how the school uses the facility	All	All	All	All
265	Establishes school partnerships for school growth	All	All	All	All
266	Selects vendors aligned with needs of the school	Most	Most	Most	Most
267	Manages transportation decisions, including authority to contract for transportation service	None	None	None	None
268	Manages food service decisions, including authority to contract for food service	Some	Some	None	None
269	Selects information systems (i.e., Student Information System, financial information systems)	Some	Some	None	None
270	Establishes school size	None	None	None	None
271	Establishes school grade span different from typical primary, elementary, middle and high school public school models (i.e., 4-8, K-8, K-12)	None	Some	None	None
272	Authority over attendance policies	Some	Some	Some	Some
273	Establish student code of conduct and behavior policies, plans, processes, and formats	Some	Some	All	All
274	Manage operational affairs independent of the central office, including operational policies, standard operating procedures, and handbooks	Some	Some	Some	Some
275	Approval of school improvement goals and oversight of SIP implementation	All	All	All	All
276	Other examples of operational autonomy and use of waivers (enter in space below)				
277					
275					

276 You have reached the end of Tab 4: Autonomy.
Please proceed to Tab 5: Best Practices and continue answering the questions there.

Charter Systems - 2015 Annual Report Form

5. BEST PRACTICES

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

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

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

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

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

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

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

Line #

277

BEST PRACTICES

278

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

279

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

280

CURRICULUM

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

Enter YES only for those that apply in each School Year

281

2013-14

2014-15

2015-16

2016-17

282

Advanced courses for middle grades

YES

YES

Yes

Yes

283

Advanced Placement courses

YES

YES

Yes

Yes

284

Career and technical education courses

YES

YES

Yes

Yes

285

College and career academy

286

Core Knowledge

287

Expeditionary Learning

YES

YES

Yes

Yes

288

Foreign language starting in early grades

YES

YES

Yes

Yes

289

If yes, at which grade did/will you start a foreign language?
(Enter grade for each year)

Kindergarten

Kindergarten

290

Gateway to College

291

International Baccalaureate Program

YES

YES

Yes

Yes

292

Learning-Focused

YES

No

No

No

293

Montessori

294

Multiple Intelligences

YES

YES

Yes

Yes

295

Museum model

296

Paideia

297

Success for All

298

STC for Children

299

STEM

YES

YES

Yes

Yes

300

STEAM

YES

YES

Yes

Yes

301

Thematic Learning

YES

YES

Yes

Yes

302

Dual/Joint Enrollment in a post-secondary institution

YES

YES

Yes

Yes

303	Work-based learning or internships outside of school for which students earn course credit		YES	YES	Yes	Yes
304	Other Curriculum best practices <i>(Please insert in space below)</i>					
305						
306						
307						

308 For which of the following INSTRUCTION best practices can your system and/or schools provide hard evidence that they already (or will) implement the practice?						
309 INSTRUCTION		Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract	Enter YES only for those that apply in each School Year			
310			2013-14	2014-15	2015-16	2016-17
311	Constructivist or post-constructivist		YES	YES	YES	YES
312	Daily schedule posted for students to see		YES	YES	YES	YES
313	Data-driven instruction		YES	YES	YES	YES
314	If Yes to data-driven instruction, which method(s) does your school use?					
315	Student data binders in classroom		YES	YES		
316	Data wall in faculty workroom or other non-public area		YES	Yes		
317	Data wall in common area of the school		YES	YES		
318	Other data-driven instruction <i>(please enter below)</i>					
319						
320						
321	Differentiated instruction		YES	YES	YES	YES
322	Dual language					
323	Essential questions being addressed that day are posted for students to see		YES	YES	YES	YES
324	Hands-on, inquiry-based learning		YES	YES	YES	YES
325	Online or virtual courses		YES	YES	YES	YES
326	Performance grouping (flexible grouping), with frequent regrouping		YES	YES	YES	YES
327	Project-based learning		YES	YES	YES	YES
328	RTI (Response to Intervention) for <i>advanced</i> students		YES	YES	YES	YES
329	RTI (Response to Intervention) for <i>remedial</i> students		YES	YES	YES	YES
330	Standards being taught that day are posted for students to see		YES	YES	YES	YES
331	Virtual learning		YES	YES	YES	YES
332	Other Instruction best practices <i>(Please insert in space below)</i>					
333						
334						
335						
336						

337 For which of the following ASSESSMENT best practices can your system and/or schools provide hard evidence that they already (or will) implement the practice?						
338 ASSESSMENT		Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract	Enter YES only for those that apply in each School Year			
339			2013-14	2014-15	2015-16	2016-17
340	Use of a norm-referenced test (other than state assessments)					
341	If your school uses a norm-referenced test or tests, please indicate which tests below for each year					
342	ITBS					
343	MAP					
344	Other (Please enter names of tests below)					
345	EasyCBM		YES	Yes		
346						
347	Other Assessment best practices <i>(Please insert in space below)</i>					

348					
349					
350					
351					

352 For which of the following EFFECTIVE TEACHERS best practices can your system and/or schools provide hard evidence that they already (or will) implement the practice?						
353	EFFECTIVE TEACHERS	Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract	Enter YES only for those that apply in each School Year			
			2013-14	2014-15	2015-16	2016-17
355	Continuous professional development in curriculum, instruction, and assessment		YES	YES	YES	YES
356	Professional development is <i>aligned</i> with instructional and/or operational <i>data</i>		YES	YES	YES	YES
357	Professional development is aligned with staff needs		YES	YES	YES	YES
358	On-site, full-time Curriculum Implementation Specialists in major subject areas					
359	Curriculum Implementation Specialists spend time in the classrooms every day team teaching, coaching, modeling, and observing		YES	YES	YES	YES
360	On-site, full-time Behavioral Intervention Specialist					
361	Behavioral Intervention Specialist spends time in the classrooms every day team teaching, coaching, modeling, and observing					
362	New teacher mentoring and coaching		YES	YES	YES	YES
363	Teacher visits to effective schools and classrooms		YES	YES	YES	YES
364	Teacher peer-to-peer observations and feedback		YES	YES	YES	YES
365	Teacher collaborative <i>planning</i>		YES	YES	YES	YES
366	Teacher collaborative <i>grading</i>		YES	YES	YES	YES
367	Other <i>teacher-based</i> professional development (enter below)					
368						
369						
370	Other <i>professional development</i> best practices (Please insert in space below)					
371						
372						
373						
374	Other <i>Effective Teachers</i> best practices (Please insert in space below)					
375	STEM and Robotics		YES	YES	YES	YES
376	International Baccalaureate PYP		YES	YES	YES	YES
377	One-to-One Technologies		YES	YES	YES	YES

378 For which of the following INSTRUCTIONAL LEADERSHIP can your system and/or schools provide hard evidence that they already (or will) implement the practice?						
379	INSTRUCTIONAL LEADERSHIP	Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract	Enter YES only for those that apply in each School Year			
			2013-14	2014-15	2015-16	2016-17
381	Frequent classroom observations by Principal		YES	YES	YES	YES
382	Weekly observations of every classroom by Principal					
383	Daily observations of every classroom by Principal					
384	School focus walks					
385	Review of focus walk data with staff					
386	Regular review of instructional and operational data with staff		YES	YES	YES	YES
387	If Yes to "Regular review of instructional and operational data with staff", how frequently do these reviews occur?		weekly	weekly	weekly	weekly
388	Use of leadership teams and master teachers		YES	YES	YES	YES
389	Monitor curriculum maps and lesson plans regularly		YES	YES	YES	YES
390	If Yes to "Monitor curriculum maps and lesson plans regularly", how frequently does this monitoring occur?		weekly	weekly	weekly	weekly
391	Monitor fidelity to the instructional model and/or school philosophy		YES	Yes		
392	If Yes to "Monitor fidelity to the instructional model and/or school philosophy", how frequently does this monitoring occur?		monthly	monthly	YES	YES
393	Monitor the use and effectiveness of professional development		YES	YES	YES	YES

394	If Yes to "Monitoring the use and effectiveness of professional development", how frequently does this monitoring occur?		quarterly	quarterly	quarterly	quarterly
395	Monitor SPED compliance		YES	YES	YES	YES
396	If Yes to "Monitor SPED compliance", how frequently does this monitoring occur?		monthly	monthly	monthly	monthly
397	Monitor RTI process		YES	YES	YES	YES
398	If Yes to "Monitor RTI process", how frequently does this monitoring occur?		monthly	monthly	monthly	monthly
399	Other Instructional Leadership best practices (Please insert in space below)					
400	Unified and Comprehensive Systems of Learning Support		YES	YES	YES	YES
401	UCLA Model		YES	YES	YES	YES
402	Positive Behavior Intervention Support				YES	YES

For which of the following EFFECTIVE OPERATIONS best practices can your system and/or schools provide hard evidence that they already (or will) implement the practice?						
EFFECTIVE OPERATIONS	Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract	Enter YES only for those that apply in each School Year				
		2013-14	2014-15	2015-16	2016-17	
406	Block schedule	YES	YES	YES	YES	
407	Hybrid block schedule	YES	YES	YES	YES	
408	Shortened class-time	YES	YES	YES	YES	
409	Shortened day					
410	Extended day	YES	YES	YES	YES	
411	Extended year or year-round school					
412	Extended week or weekend classes					
413	Start the day with ELA/Reading					
414	Start the day with 90 minutes or more of ELA/Reading					
415	Uninterrupted 90 minutes or more of ELA/Reading at some point during the day					
416	ELA/Reading taught across the curriculum	YES	YES	YES	YES	
417	An hour or less of Math					
418	90 minutes or more of Math					
419	Math taught across the curriculum	YES	YES	YES	YES	
420	An hour or less of Science					
421	90 minutes or more of Science					
422	Science taught across the curriculum	YES	YES	YES	YES	
423	An hour or less of Social Science					
424	90 minutes or more of Social Science					
425	Social Science taught across the curriculum	YES	YES	YES	YES	
426	Specials rotation includes Music	YES	YES	YES	YES	
427	Specials rotation includes Art	YES	YES	YES	YES	
428	Specials rotation includes Physical Education	YES	YES	YES	YES	
429	Specials rotation includes a foreign language	YES	YES	YES	YES	
430	Other Specials included in the rotation (please list below)					
431						
432						
433						
434	Multi-age grouping					
435	Grades subdivided into small groups such as "houses" or "families"	YES	YES	YES	YES	
436	Single gender classes	YES	YES	YES	YES	
437	Single gender school					
438	Small class sizes					
439	If small class sizes, what is average class size?					
440	Looping	YES	No	No	No	
441	Personalized student learning plans	YES	YES	YES	YES	
442	Personalized Student Achievement Plans (PSAPs)	YES	YES	YES	YES	
443	Before school program	YES	YES	YES	YES	
444	After school program	YES	YES	YES	YES	
445	Pre-Kindergarten program	YES	YES	YES	YES	
446	Community service opportunities	YES	YES	YES	YES	
447	School nutrition program (breakfast/lunch)	YES	YES	YES	YES	
448	Wrap-around services for students	YES	YES	YES	YES	

449	What services are offered to <i>students</i> ?		social work, counseling, drug abuse	social work, counseling, drug abuse		
450	Wrap-around services for <i>families</i>		YES	YES		
451	What services are offered to <i>families</i> ?		Surveys of family needs are conducted	Surveys of family needs are conducted	social work, counseling, drug	social work, counseling, drug
452	Succession plan for Principal		YES	YES	YES	YES
453	Succession plan for other school leaders		YES	YES	YES	YES
454	Vertical and horizontal teaming		YES	YES	YES	YES
455	Regular assemblies		YES	YES	YES	YES
456	If Yes to "Regular assemblies", how frequently do the assemblies occur?		quarterly- monthly	quarterly- monthly	monthly-quarterly	monthly-quarterly
457	Regular communication with <i>all stakeholders</i> via newsletters, website, social media, etc.		YES	YES	YES	YES
458	If Yes to "Regular communication...", how frequently does such communication occur?		weekly- daily	weekly- daily	weekly-daily	weekly-daily
459	If Yes to "Regular communication...", how frequently does communication with <i>parents</i> occur?		weekly- daily	weekly- daily	weekly-daily	weekly-daily
460	Use of community members and resources to enhance instructional program		YES	YES	YES	YES
461	Other Effective Operations best practices (<i>Please insert in space below</i>)					
462						
463						
464						

465	For which of the following <u>ORGANIZATIONAL CULTURE</u> best practices can your system and/or schools provide hard evidence that they already (or will) implement the practice?					
466	ORGANIZATIONAL CULTURE	Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract	Enter YES only for those that apply in each School Year			
467			2013-14	2014-15	2015-16	2016-17
468	Current student work placed on classroom and hallway walls		YES	YES	YES	YES
469	Positive discipline plan (<i>Enter name of program below</i>)		YES	YES		
470	Positive Behavioral Interventions & Supports (PBIS)		YES	YES	YES	YES
471						
472						
473	Student uniforms					
474	Faculty & staff uniforms					
475	Collaborative culture among leadership, faculty & staff		YES	YES	YES	YES
476	Professionalism apparent across leadership, faculty & staff		YES	YES	YES	YES
477	Good working relationships across the leadership, faculty & staff		YES	YES	YES	YES
478	Personal relationships don't interfere with leadership, faculty & staff professional relationships		YES	YES	YES	YES
479	Leadership avoids favoritism		YES	YES	YES	YES
480	Parents feel welcome in the building		YES	YES	YES	YES
481	Parent involvement and volunteering is strong		YES	YES	YES	YES
482	Parents feel empowered within the school but do not interfere with school operations		YES	YES	YES	YES
483	Parents have effective organizations to engage them in supporting the school		YES	YES	YES	YES
484	Personal relationships don't interfere between parents and leadership, faculty & staff		YES	YES	YES	YES
485	Bright colors on walls and floor		YES	YES	YES	YES
486	Well-lit classrooms		YES	YES	YES	YES
487	Well-lit common areas		YES	YES	YES	YES
488	Clean building		YES	YES	YES	YES
489	Clean restrooms		YES	YES	YES	YES
490	Clean school grounds		YES	YES	YES	YES
491	Building in good repair		YES	YES	YES	YES
492	Grounds in good repair		YES	YES	YES	YES
493	Other Effective Operations best practices (<i>Please insert in space below</i>)					
494						
495						
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497 For which of the following LOCAL SCHOOL GOVERNANCE best practices can your system and/or schools provide hard evidence that they already (or will) implement the practice?						
498 GOVERNANCE		499 Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract	Enter YES only for those that apply in each School Year			
			2013-14	2014-15	2015-16	2016-17
500	School Governance Teams/Councils have a leadership succession plan		YES	YES	YES	YES
501	School Governance Teams/Councils meetings focus primarily on education		YES	YES	YES	YES
502	School Governance Teams/Councils meetings include frequent review of student assessment results		YES	YES	YES	YES
503	School Governance Teams/Councils meetings include a review of curriculum effectiveness		YES	YES	YES	YES
504	School Governance Teams/Councils meetings include a review of the effectiveness of instructional methods		YES	YES	YES	YES
505	School Governance Teams/Councils members participate in guided classroom walkthroughs at least once per year					
506	School Governance Teams/Councils members focus on governance and stay out of management decision making		YES	YES	YES	YES
507	School Governance Teams/Councils members do not interfere with school operations		YES	YES	YES	YES
508	School Governance Teams/Councils members donate volunteer time to the schools		YES	YES	YES	YES
509	School Governance Teams/Councils members donate financially to the schools					
510	Other Governance best practices <i>(Please insert in space below)</i>					
511						
512						
513						

514 For which of the following OTHER BEST PRACTICES can your system and/or schools provide hard evidence that they already (or will) implement the practice?						
515 OTHER BEST PRACTICES <i>(enter below)</i>		516 Enter YES in this column if the practice is a component of/or an Innovation in your charter system contract	Enter YES only for those that apply in each School Year			
			2013-14	2014-15	2015-16	2016-17
517	Strategic Plan aligned to the Georgia initiatives, Charter System goals, using the framework of the UCLA <i>Unified and Comprehensive System of Learning Supports</i>	Yes	YES	YES	YES	YES
518	Regular and systematic collaboration with community and business partners	Yes	YES	YES	YES	YES
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525 You have reached the end of Tab 5: Best Practices.

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

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6. INNOVATIONS AND KEY QUESTIONS

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

Line #

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

	In the spaces below, is your system's <u>Essential Innovative Features from your charter system contract</u> .	Indicate in this column whether each Innovation is <u>Fully, Mostly, Partially, or Not Yet</u> implemented.	Enter YES if you need to use any <u>waivers</u> to implement it	Enter YES if you are using (or will use) all or part of the <u>charter system supplemental funding</u> to support implementation
529				
530				
531	Using technology innovations such as 1:1 devices (tablets, net books, laptops, desktops, smart phones etc.) to support teachers and students (K-12) in blended learning environments to continuously improve student learning;	Mostly	No	Yes
532	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;	Mostly	No	Yes
533	Implementing innovative modes of professional development (e.g. use of video and social networking tools) to provide examples of outstanding instructional practice;	Mostly	No	No
534	Implementing student centered teaching strategies to personalize learning through differentiation.	Mostly	No	No
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549	<u>OTHER USES OR INNOVATIONS OF CHARTER SYSTEM SUPPLEMENTAL FUNDING</u>
550	<p>Instructions: First enter all <u>other uses or additional innovations</u> of your charter system supplemental funds. Then, in the columns to the right, indicate whether each additional use is <u>Fully, Mostly, Partially, or Not Yet</u> implemented; and whether each use <u>promoted school level governance</u> and/or <u>improved student achievement</u>.</p>

	In the spaces below, list all <u>other uses or additional innovations</u> of your charter system supplemental funds. Enter <u>one additional use per line</u> .	Indicate in this column whether each additional use is <u>Fully, Mostly, Partially, or Not Yet</u> implemented	In this column, enter YES if the use will promote <u>school level governance</u>	In this column, enter YES if the use will promote <u>improved student achievement</u>
551				
552				

553	Open Enrollment for Parental School Choice- with transportation provided	Fully	Yes	YES
554	Elementary magnet theme programs with specialized program offerings	Fully	Yes	YES
555	World language instruction or experience in every school	Mostly	Yes	YES
556	Leadership programs and career pathways enhancements at middle and high school	Mostly	Yes	YES
557	Specialized Science, Technology, and Math Programs: Robotics in elementary, middle, and high school	Mostly	Yes	YES
558	Specialized middle and high school programs to focus on personalized learning and leadership development	Fully	Yes	YES
559	Use of the UCLA Mental Health in Schools framework to address barriers to learning and re-engage students who are experiencing underachievement.	Fully	Yes	
560	STEAM Director to promote innovation in schools	Fully		
561	Director of College and Career Readiness to support personalized learning	Fully		
562	Partnership with Boys and Girls Club to provide afterschool tutoring and enrichment	Fully		YES
563	Use of 1 to 1 technology devices	Partially	Yes	YES
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571	You have reached the end of Tab 6: Innovations.			
572	Please proceed now to Tab 7: Other Info and answer the questions there.			

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7. OTHER INFORMATION

This section gives you a chance to share basic information about your charter system and other issues.

Line #

573 CHARTER SYSTEM INFORMATION	
574	What is the name of your school district? Gainesville City Schools
575	What is the address of your school district's main office? (Fill in below)
576	Street address 1 508 Oak Street
577	Street address 2
578	City Gainesville
579	Zip Code 30501
580	What is the <i>beginning date</i> of your current charter term (MM/DD/YYYY)? 7/1/2013
581	What is the <i>ending date</i> of your current charter term (MM/DD/YYYY)? 6/30/2023
582	In what <i>month and year</i> was your <i>first</i> charter <i>approved</i> (MM/YYYY)? Jun-08

583 OTHER ISSUES

584 LEGISLATION		ENTER ANYTHING YOU THINK NEEDS TO BE DONE IN THIS REGARD
585	What areas do you think need to be addressed <u>legislatively</u> to promote a <u>stronger charter system environment</u> in Georgia?	We'd like the legislature to look carefully at the new QBE funding formula being proposed as it will negatively impact funding for nine school districts, six of which are Charter Systems. Additionally, we like the legislature to allow existing Charter Systems to amend their existing Charter based on any additional flexibility afforded to other Charter

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

588 **You have reached the end of Tab 7: School Info.**

589 **Please proceed now to Tab 8: School List and answer the questions there.**

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8. School List

INSTRUCTIONS FOR SCHOOL LIST

1. Please list **all** schools in your entire district, including those that are **not a part** of your charter system
2. Add any schools that were part of your system in the earlier years of your charter but are not included in this list already. **PLEASE PUT THESE SCHOOLS AT THE BOTTOM OF THE LIST.**
3. For each school on the list (including any schools you added), please place the number one in all school-year columns in which the school was a part of your charter system.
4. Please verify School and System ID

THANK YOU!!

Line #

590

CHARTER SYSTEM SCHOOL INFORMATION

591

#	School Name	System ID	School ID	Charter Status	Charter Status	Charter Status	Charter Status	Charter Status	Charter Status
				2008_200	2009_201	2010_201	2011_201	2012_201	2013_201
				9	0	1	2	3	4

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These columns are pre-populated with the current list of your schools in GaDOE's system

Fill these columns in only for those years since your charter first started

Be sure to add any schools that are no longer on the list, but which were on the list prior to this year.

602

#	School Name	System ID	School ID	Charter Status	Charter Status	Charter Status	Charter Status	Charter Status	Charter Status
				2008_200	2009_201	2010_201	2011_201	2012_201	2013_201
1	New Holland Core Knowledge Academy	776	104	1	1	1	1	1	1
2	Gainesville Middle School	776	110	1	1	1	1	1	1
3	Centennial Arts Academy	776	193	1	1	1	1	1	1
4	Gainesville Exploration Academy	776	204	1	1	1	1	1	1
5	Wood's Mill Academy	776	210	0	0	0	0	1	1
6	Enota Multiple Intelligences Academy	776	2050	1	1	1	1	1	1
7	Fair Street International Bacculaureate World School	776	2550	1	1	1	1	1	1
8	Gainesville High School	776	3050	1	1	1	1	1	1

612

IF YOUR CHARTER SYSTEM HAS A COLLEGE AND CAREER ACADEMY THAT WAS ESTABLISHED AS PART OF YOUR CHARTER SYSTEM, please proceed to Tab 9: CCAs and answer the questions there.

613

IF YOUR CHARTER SYSTEM DOES NOT HAVE A COLLEGE AND CAREER ACADEMY -- OR HAS A COLLEGE AND CAREER ACADEMY WITH ITS OWN CHARTER -- YOU HAVE NOW COMPLETED YOUR 2015 ANNUAL REPORT. PLEASE RETURN TO LINE #11 ON TAB 1 FOR SUBMISSION INSTRUCTIONS. THANK YOU!