

Hart County School System



Charter System Application

DISTRICT NAME

Hart County

DISTRICT ADDRESS

Hart County Board of Education

PO Box 696

284 Campbell Drive

Hartwell, Georgia 30643

Dr. John D. Barge

State School Superintendent

DECEMBER 2012

INTRODUCTION

The Charter Schools Act of 1998 established a flexibility option for Georgia school districts that wish to become a Charter System. A Charter System is a local school district that operates under the terms of a charter contract between the State Board of Education and the local Board of Education. The system receives flexibility in the form of waivers of certain state laws, rules, and guidelines in exchange for greater accountability for increased student performance and an emphasis on school-based leadership and decision making.

Your Charter System Application is a petition to the Georgia State Board of Education asking it to create or renew your charter system. The evaluation of your Application will be led by the Charter Schools Division of the Georgia Department of Education, in partnership with others within the Department (including the Finance and Budget Office, the Office of School Improvement, the Office of School Turnaround, and the Accountability Division) and with the independent Charter Advisory Committee (CAC) that was also established by the Charter Schools Act.

The evaluation of your Application will focus on whether implementing the charter system proposed in your Application will lead to the improved academic performance you are promising in exchange for freedom from much of Georgia's education law, rules and guidelines. It will also determine whether the proposed charter system would comply with all applicable laws, rules, regulations, policies and procedures (including the Charter Schools Act of 1998, as amended [O.C.G.A. §§ 20-2-2060 through 20-2-2071], State Board of Education Rule 160-4-9-.04 et. seq., and Department of Education Guidelines accompanying the Charter School Rules); whether your proposed academic plans are viable; and whether the charter system is in the public interest.

Please note that submitting a Charter System Application does not guarantee that a charter will be granted. It does guarantee, however, that the Georgia Department of Education will work closely with you to improve your chances of State Board of Education approval of your charter system contract.

DEADLINE AND SUBMISSION PROCEDURES

Your Charter System Application must be approved by your local Board of Education in accordance with the rules and regulations of your local board. After local submission, review and approval, charter system applications must be received at the address below by November 1 of the year prior to the start of the July-June fiscal year in which the charter system contract would go into effect. Early submissions are encouraged.

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Application Package checklist

Your Charter System Application Package must comply with the following submission procedures.

- ☐ An Application Package includes an original and two copies of the following items:
 - ☐ **SYSTEM APPLICATION COVER SHEET** (Use the form on page 3; the form may not be altered in any way).
 - ☐ **CHARTER SYSTEM APPLICATION** (Your answers to the questions posed on pages 4-6).
 - ☐ The Charter System Application is limited to 50 double-spaced pages using an 11-point Times New Roman font and one-inch margins with a header showing the school system's name and a footer showing consecutive page numbers.
 - ☐ The original must be signed in blue ink. Stamped signatures will not be accepted.
 - ☐ **ASSURANCES FORM AND SIGNATURE SHEET** (Use the Assurances Form and Signature Sheet below on pages 7-9; the Form and the Sheet may not be altered in any way).
 - ☐ The original must be signed in blue ink; stamped signatures will not be accepted.
 - ☐ **EXHIBITS** (See list of required Exhibits below on page 10).
 - ☐ Required Exhibits should be as limited in size as possible (no more than 5 pages per Exhibit). The only exceptions to this size limitation for Exhibits are your most recent annual audit, accreditation report, and strategic plan (to which you will provide online links).
 - ☐ All Exhibits must be tabbed.
- ☐ Your Application Package must be bound by a binder clip; do not enclose your Application Package in a notebook, binder, or folder.
- ☐ Your Application Package must also include a single CD or USB drive that includes a:
 - ☐ Microsoft Word version of your Charter System Application Cover Sheet
 - ☐ Microsoft Word version of your Charter System Application
 - ☐ PDF Version of your signed Assurances Form
 - ☐ Microsoft Word version of your Exhibits (except for your annual audit, accreditation report, and strategic plan)
 - ☐ PDF version of your most recent annual audit
 - ☐ PDF version of your most recent accreditation report
 - ☐ PDF version of your most recent strategic plan

Faxed or emailed copies will not be accepted. Only complete petitions that comply with these guidelines will be evaluated. Applications will not be returned; please keep a copy for your records.

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C H A R T E R S Y S T E M A P P L I C A T I O N

C O V E R S H E E T

Proposed Charter System Information			
Hart County Charter School System			
Please indicate whether this is a: New Petition X		How many schools in total are you proposing to include in your charter system? 5 Schools	
How many of each of the following schools are you proposing to include in your charter system?			
Primary School(s) 0		Middle School(s) 1	
Elementary School(s) 3		High school(s) 1	
On July 1 of what year do you want your charter contract to be effective? July 2014			
How many years are you proposing for the term of your charter contract? (Note that an initial charter cannot exceed five years) 5 years			
Charter System Street Address 284 Campbell Drive	City Hartwell	State Georgia	Zip 30643
Contact Person: Mr. Jerry Bell		Title: Superintendent	
Contact Street Address 284 Campbell Drive	City Hartwell	State Georgia	Zip 30643
Contact's phone number 706-376-5141	Contact's fax number 706-376-7046		Contact's E-mail Address jbell@hart.k12.a.us

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CHARTER SYSTEM APPLICATION

The Charter System Application includes six questions grouped into four sections. The first section is “The Case”, where you justify your schools system’s need for a charter. The final three sections focus on your Academic Plan, Local Governance Plan, and Use of the Charter System Funding. Please note that the italicized bullet points after each question are included to clarify the question being asked and to provide guidance regarding what we will be looking for in your answers.

THE CASE

1. What will you be able to do with a charter that you can’t do without a charter?

- *Use this question to present a brief executive summary that makes the case for your school system being granted a charter.*

The Hart County School System has gained the support and motivation of our community and schools to move forward with more flexibility from the state in order to develop a system that addresses the needs of our students, thus operating under charter system. The system will develop greater flexibility as we work to meet the needs of our students in conjunction with the appeals of the local community. Hart County predicts the following areas of flexibility will be used in the Hart County Charter: instructional programming, opportunities for students to earn credits for class through experience and community-based instruction, opportunities for students to earn high school credits in middle school, flexible uses of technology for instruction, funding, scheduling, seat time, credit by exam, course and graduation requirements, teacher certification requirements, school governance, tenure and others.

School Governance Teams will develop and demonstrate a deeper understanding of the potential of students and the schooling process. School Governance Teams will also be a part of developing and monitoring programs intended to strengthen outcomes for our high school graduates. Fostering a transparent system and constantly developing, articulating, and communicating measures of accountability to the public are strengths of the charter project.

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Accountability will reach beyond test scores into job preparedness ratings and post-secondary measures. Test results and career readiness, soft and motivational skills, will be valuable considerations to our accountability. Hart County's graduation rate is improving (moved from 57.9% in 2002 to 76.9%, 4 year cohort, in 2011). As students leave high school for careers or post-secondary schooling experiences, they are not adequately prepared partly due to limited resources and exposure in Hart County. Students need to be efficacious as they complete school, equipped with skills to be independent, productive citizens. Hart County must ramp up schooling, the learning and acquiring needed skills process, to include real life opportunities.

Hart County is a rural community of about 22,000 located in Northeast Georgia. The percentage of families and people whose income is below the poverty level is 23% (2013 Georgia County Guide, published by Carl Vinson Institute of Government and Georgia Cooperative Extension, The University of Georgia.)

Presently, approximately 42% of the land is considered farm/agricultural land. The local economy is led by poultry and egg agri-business.

Demographically, community members are 78.8% White, 18.9% Black, 3.3% Hispanic, and 1.1% other races. In 2011, the high school graduation rate was 72.5% (compared to 67.5% for the state of Georgia). Those holding a bachelor's degree or higher make up approximately 15% of the population (compared to 27% for the state of Georgia). People living below the poverty level 2011-12 was approximately 23% (compared to 26% for Georgia). The education and economic status, compared to the state, puts the Hart County community members in a precarious position.

The Hart County Board of Education submitted a letter of intent to the State Department of Education to become a charter system in May 2013. The 6-month process included many hours of meetings, presentations to the community and staff, media coverage, and conversations with existing charter systems. During the charter system planning meetings, the community expressed concern that students who are graduating from Hart County Schools are not skilled in problem-solving, critical thinking, reasoning, citizenship, and work ethic skills compounded with lagging basic technological skills that are

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needed for employment. Both locally and globally, our students need the stated tools to be competitive and productive in the working environment. The charter system development process is chronicled on the district web site: www.hart.k12.ga.us

The 6 month study for Hart County to become a charter system termed our case for wanting to become a charter system. Kindergarten through 12th grade student opportunities will be the primary purposes that drive the outcomes communicated by the Hart County stakeholders and community. The community, staff, and parents indicated the important role of Hart County Schools is to graduate students with strengths in the following areas:

1. Sound academic knowledge and skills
2. Critical thinking, reasoning, and problem solving
3. Work ethic enhanced with social skills and citizenship
4. Preparation for vocation/skilled employment

All Hart County students are the focus of the entire community charter planning effort. Greater flexibility is critical in the effort to serve and meet the needs of all students. The system serves more than 3,400 students enrolled in the elementary (3), middle (1) and high (1) schools. Our enrollment consists of approximately 67% white, 23% black, 6% Hispanic, and 3% multiracial students. More than 63% of the students are categorized as economically disadvantaged. Approximately 12% are categorized as students with disabilities. In 2010-11, two of the elementary schools and the middle school met adequate yearly progress (AYP); one elementary and the high school failed to make AYP.

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ACADEMIC OBJECTIVES, PLANS, AND WAIVERS

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

System student performance objectives should:

- *Show the system's student performance during the past five years.*
- *Reflect where the system envisions itself academically at the end of the proposed charter term.*
- *Indicate the expected rate of student performance growth in each year of the proposed charter term.*
- *Exceed the rate of growth mandated by the State.*
- *Demonstrate compliance with Georgia's ESEA Waiver.*
- *You are encouraged to include all or some of the components of the current draft of the Georgia Department of Education's College and Career Readiness Performance Index (CCRPI).*
- *You are urged to include cohort measures that show the progress over time of a single cohort of students.*
- *You are also urged to include national norm-referenced test results among your performance measures.*
- *Be specific, measurable, attainable, relevant, and time-based (SMART).*
- *Present graphs that show the past five years performance with the system student performance objectives for the each year of the proposed charter term plotted out to demonstrate graphically what the charter system is striving to achieve with its new innovations (see example below).*

Hart County School System monitors student performance on standardized tests. District and School Strategic Improvement Plans include data in order to make instructional decisions to increase student achievement. As a part of the District Strategic Improvement Plan, we developed a Balanced Scorecard to monitor the system's progress on SMART goals in four areas – Student Achievement, School Climate and Community Engagement, Efficient and Effective Operational and Support Functions, and Continuous System and School Improvement. The student achievement goals aligned with the expectations of the Elementary and Secondary Education Act (ESEA) as well as goals for other areas. Many of the goals in our District and School Strategic Improvement Plans align with the new accountability system, College and Career Ready Performance Index (CCRPI); however, there are some areas in this new accountability system that we have not been tracking. With the implementation of CCRPI, the transition to Common Core Georgia Performance Standards (CCGPS), and the accompanying assessments to be administered

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during the 2014-2015 school year, the Hart County School System will be examining student achievement goals and adjusting the goals to meet all federal and state accountability measures. The initial CCRPI report analyzing 2012-13 data released in September 2013 determined the benchmarks and appropriate expectations regarding the rate of student performance growth for each year of the proposed charter.

Student Performance Goal 1: The percentage of 3rd – 8th grade students meeting or exceeding state standards on each area of the CRCT (Reading, ELA, Math, Science, Social Studies) will exceed the state percentage of students meeting or exceeding on the CRCT by the 2017-2018 school year.

Student Performance Goal 2: The percentage of 3rd – 8th grade students exceeding state standards on each area of the CRCT (Reading, ELA, Math, Science, Social Studies) will meet or exceed the state percentage of students exceeding on the CRCT by the 2017-2018 school year.

Student Performance Goal 3: The percentage of high school students meeting or exceeding state standards on each EOCT (9th grade Literature, American Literature, Coordinate Algebra/Math I, Analytic Geometry/Math II, Physical Science, Biology, US History, Economics) will exceed the state percentage of students meeting or exceeding on the EOCT by the 2017-2018 school year.

Student Performance Goal 4: The percentage of high school students exceeding state standards on each EOCT (9th grade Literature, American Literature, Coordinate Algebra/Math I, Analytic Geometry/Math II, Physical Science, Biology, US History, Economics) will meet or exceed the state percentage of students exceeding on the EOCT by the 2017-2018 school year.

Student Performance Goal 5: The percentage of students meeting or exceeding state standards on the Grade 5 Writing Assessment, Grade 8 Writing Assessment, and Georgia High School Writing Test will exceed the state percentage of students meeting or exceeding on the writing assessments by the 2017-2018 school year.

Student Performance Goal 6: The percentage of students exceeding state standards on the Grade 5 Writing Assessment, Grade 8 Writing Assessment, and Georgia High School Writing Test will meet or

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exceed the state percentage of students exceeding on the writing assessments by the 2017-2018 school year.

Student Performance Goal 7: The Hart County graduation rate will meet or exceed the state graduation rate by the 2017-2018 school year.

Hart County School System's vision is to "be recognized for educational excellence." Consistent improvement resulting in progress for all students will close the achievement gap among the subgroups. Performance for all students is closely monitored through Insight Reports and the State Longitudinal Data System (SLDS) provided by the Georgia Department of Education. (See Charts in Exhibit 13)

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

- *Describe the educational innovations that will be implemented.*
- *Provide a clear explanation of how the innovations will increase student achievement.*
- *Describe the anticipated timeline for implementation of the innovations.*
- *Describe why the innovations are appropriate for this unique system.*

Hart County has provided examples of the educational innovations that will be implemented under the Charter System petition. Some of these innovations have started (data teams, waiver for class size). Some of the innovations are in the beginning discussion stages (change in graduation requirements, Bring Your Own Technology, changes in coursework at the high school). Intended innovations move forward with full implementation when the School Governance Teams, along with the local Board of Education and the faculty and staff, identify and safeguard the necessary plans, resources, and waivers. An evaluation system will be developed for each of the innovations to ensure the most effective and efficient use of student time. The timelines for each of the innovations will be driven by the needs of the students and the availability of the abovementioned plans, resources, and evaluation systems to warrant the readiness of the schools to implement the plans. During the planning and implementation process, the school level governance team will provide feedback on each school initiated innovation.

1. Data teams developed, trained and sustained in each school-

Data teams will continually focus on student work and instructional strategies. Teacher-led, school-level data teams meet at least twice a month to monitor student progress. Standards will be identified, measured, and monitored throughout the year to ensure that all students are accounted for and supported when and where needed. Hart County teachers formally began the training process for data teams in September 2013. As the data team process advances, a tighter focus on student progress and the impact of instructional strategies will be examined. The State Longitudinal Data System (SLDS) will be a pivotal tool utilized to integrate into the classroom -

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longitudinal data, standards, standards supported lessons, interventions for students with challenges and those needing enrichment, and much more.

2. Redefinition of graduation

Georgia's definition of graduation falls short of the expectations of Hart County community members. In Hart County, the community expressed the need for evidence that graduating students should be ready for the work force and/or post-secondary school. They want evidence that students can apply their knowledge to real life settings. The school governance teams will be involved, along with the business community, in redefining the requirements of graduation from Hart County High School. A variety of changes will occur in different courses, such as a pre-9th grade summer course, which will better prepare students for their high school experience. They will get Carnegie unit credit for their work. High school students will get help when they need it—not at the end of a course (after they have failed). Successful models of instructional support will be developed that focuses on the student, not the structure or rules of a program or remedial model. Another potential example of matching courses to the needs of students is offering credit by exemption in the high school (seat time). Many times students are forced to endure course work that they have already mastered. Students will have the opportunity to exempt select courses by taking an exam. There will need to be work with the Board of Regents to ensure that there is no penalty for awarding credit for those students who exempt courses.

3. Course work for admission requirements preparation

High school students will be prepared for admission requirements to technical schools and colleges. The business community will foster the high school efforts to help guide and instruct high school staff on areas where students need stronger preparation for college or a career. Students will receive instruction on these identified areas of need. Staff from Athens Technical College, the University of Georgia, and Clemson University will work with Hart County Schools to help develop course work and interventions that not only prepare students for entry into post-secondary options but help with transition into the work place. An initial conversation is in place

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with Hart Electric Membership Cooperation (EMC) and Georgia Power to provide instruction for high school students on the prerequisite skills required for entry level jobs and hiring standards.

4. Proactive support for struggling and advanced students

Systematically targeted interventions will be implemented, monitored, and revised based on student progress. We will exercise the broad flexibility of waivers to discount contrived limitations of the classroom, materials, and seat time. Student progress and mastery will be the standards for credit or exemption of course work. Proactive, aggressive support will be implemented for struggling and advanced students.

5. STEM application at all levels. Increased opportunities for students to demonstrate mastery in real-life, community-based settings (community service) and (Science, Technology, Engineering, and Mathematics) (STEM) skill development will continue at the middle and high schools and will be extended to the elementary level.

Under the charter system petition, the walls of the classroom will be expanded into many real world/life possibilities in the area of science and math. For example, rural farm and water studies, where students can see and apply their knowledge in meaningful ways, will become common opportunities for students. The intent of our initiative is to support elementary teachers not only as they develop greater mastery of the content (elementary science and mathematics endorsements) but greater confidence and competence as teachers.

The STEM innovation supports the wishes of the Hart County community. Students will apply critical thinking, reasoning, and problem solving skills to their work as they gain greater knowledge, which will be measured through hands-on experiences. The walls of the classroom will expand to include the outdoors as learning is redefined through the charter system process. Students will perform with new found work ethic, one of the areas of need determined by our community.

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This will ultimately ramp up the need for waivers in order to accommodate new learning environments and classroom learning experiences.

Focus on priority goals identified from the charter system survey of staff, community, and parents.

As part of the planning process for the Charter System, staff, parents, and community members were asked to participate in a brief survey to identify their priorities for education in Hart County. This project was supported by the Hart County Archway Partnership. The University of Georgia's Carl Vinson Institute of Government designed the questionnaire, oversaw data collection, analyzed the data, and wrote the report. Hart County community, staff, and parents provided information about the following areas:

- Values for K-12 education
- Satisfaction with current K-12 education
- Opinions about curriculum
- Educational environment of K-12 schools

The community, staff, and parents indicated the important role of Hart County Schools is to graduate students with strengths in the following areas:

- Sound academic knowledge and skills
- Critical thinking, reasoning and problem solving
- Work ethic enhanced with social skills and citizenship
- Preparation for vocation/skilled employment

6. School Governance Teams will keep their focus on the community priorities when developing and improving instruction.

Waivers will be granted in order to facilitate programs that support these priority areas. The task of the School Governance Team is to identify instructional processes, examine root causes, find solutions to barriers (which will exercise the use of waivers), look for resources, plan for implementation, and implement processes to work towards meeting priority areas. The planning

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process for innovative practices will align with the district planning process, which is a Plan, Do, Check, Act cycle of improvement. Through this cycle, innovations will be carefully planned, implemented, and monitored. Data will be analyzed to make decisions on how to improve instructional processes. The first step in the planning process is to ask community members to provide input regarding career-ready outcomes that graduates will need to be successful in the work place. Workforce skills and dispositions will be emphasized throughout the K-12 curriculum with community providers offering support and instruction to students and staff. Performance assessments and skill application benchmarks will be developed in the high school to ensure career preparedness for graduates. The business community will articulate desired entry level skills with the focus on the determined priority levels and will be facilitators and liaisons to students and staff. They will communicate the strengths and weaknesses of Hart County graduates entering the workforce. Benchmarks of skill achievement will be developed and applied in the high school setting.

Examples of educational innovation in progress: As we move into our third year of CCGPS implementation, we are exploring ways to utilize extended planning time on Wednesdays as additional professional learning times. Currently, professional learning community (PLC) meetings are scheduled after regular school hours on Thursdays; teachers collaborate and participate in professional learning sessions during PLC meetings.

The Hart County School System provides an alternative program by contracting with teachers for extended day to provide core academic instruction for those students who are not successful in the traditional school environment for Grades 6-12. The alternative program has modified seat time hours for grades 6-8, which differ from state requirements, but is able to serve the educational needs of the students with an alternate schedule. Additionally, Hart County is a partner with the Mountain Education Charter High School (MECHS). The MECHS students need to complete high school in an alternative setting with flexible considerations offered to time and pacing.

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Another educational innovation that was started in FY13 was Bring Your Own Technology (BYOT). The teachers are able to more fully integrate technology applications into instruction since all students have the opportunity to bring their own electronic devices. We hope to continue to expand these opportunities at the high school and in lower grades as we grow the capacity through policy and procedure and as teachers buy into cooperative learning coupled with electronic instructional structure.

Hart County School System continues to pioneer creative ways to impart curriculum to the students. The School Governance Teams and the community will be critical as we formulate plans and processes to prepare our students for post-secondary options. In Hart County, post-secondary options include technological, agricultural, and manufacturing career opportunities, as well as educational opportunities at UGA, Athens Technical College, and Clemson University.

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

- *Although you will be granted a broad flexibility waiver if you are granted a charter, please list specific waivers needed to implement the educational innovations you have proposed.*

Hart County has determined several areas of potential waiver requests based on the charter system preparation process. Specific needs for waiver requests will push forward as we grow as a charter system. Broad flexibility is the initial request in the charter petition; therefore, eliminating continued waiver requests from the GDOE. The process, school governance teams at the charge, will propose waivers by way of the district governance team to ensure compliance with federal, state, and local laws.

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Required Waivers and Potential on Student Achievement:

- 1. Graduation Requirements** - The Hart County community is an advocate of graduation requirements beyond test scores. Students will be required to demonstrate their knowledge in a project-based format. Students will need to demonstrate proficiency in work skills and post-secondary entry skills that are necessary for success. Suggestions of course discussions are: personal finance, pre-9th grade course, job preparedness, preparing for success in post-secondary schools (study skills), and expansion of the work-based learning concept to include paid internships on farms (have the focus on real life basic skills match classroom instruction).
- 2. Gifted Program Requirements** – Hart County School System will be exploring alternative instructional programming for gifted students through advanced content models at different grade levels. Waivers will be used to meet the needs of all students through creative instructional programming.
- 3. Early Intervention Program (EIP) and other remedial courses** –As data teams analyze data on a monthly basis, they will be able to identify students at all grade levels that need immediate access to interventions or remediation. The schools will make the intervention process as fluid as possible for these students. We will exercise waivers at all levels to serve students who continue to need support in order to prevent failure. High school students are often experiencing the continued failure without remediation, resulting in failing the course. Ultimately, intervention or support is required to recover the credit.

At the middle and high schools, that level of support is most often a reaction or non-existent. Little funding as well as federal or state course work or programs are available.
- 4. Seat time Waiver** - Students entering high school who must sit a required numbers of hours in order to receive credit for course work. Hart County will implement an exemption rule where students can receive course credit if they are able to demonstrate competency in specific courses.

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As stated before, we will work to push the boundaries of our classrooms into learning environments outside of school. Alternative classroom locations will be sought in which students can earn credit such as credit by exam and credit by application of skills through community and work-based experiences. We will waive the required minimum hours to earn Carnegie Units towards graduation. We want to make sure that students are able to earn full credit for any coursework that is completed through these alternatives.

5. **BYOT** Currently cohorts of students are permitted to bring their phones or other electronic devices to the classroom. Teachers are finding the power in having all students with access to the internet, social networks, and other electronic sources. Classroom boundaries are expanded not only to the farms and businesses of Hart County but to states and countries beyond our schools and classrooms. Presently, we are piloting BYOT in the high school with immediate plans of expanding the capabilities to the middle and elementary schools.

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Governance

A key characteristic of charter systems is their decentralized decision-making structure. It is imperative that local school governing councils demonstrate autonomy and decision-making authority.

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

- *Highlight the differences between the current local school governance structure and the new structure your new charter system will implement.*
- *Address the formation of the local school governing councils, including how members are selected, the terms of members, and how and why members may be removed.*
- *Describe the general responsibilities for the principal at each charter system school, the local school governing council at each charter system school, the system governing council (if applicable), and the local board of education in the areas of budget, resource allocation, personnel decisions (primarily principal selection, evaluation, and termination), establishing and monitoring the achievement of school improvement goals, curriculum and school operations.*
 - *Presenting this responsibility description in the form of a chart or a grid would be helpful to both you to ensure you've captured everything – and to us as we review your Application.*
 - *Provide a timeline for governance training to be provided to principals and members of the local school governing councils in order to build the capacity needed to make decisions in the above-mentioned areas*

Hart County has five elected Board Of Education (BOE) members who serve four year terms, staggered service. Two BOE members will end their terms in December 2014; the other three BOE members will end their terms in December 2016. The BOE members elect the chairperson.

All policies are introduced during public BOE meetings and put on the table for 30 days for public review, feedback, and consideration. The superintendent gathers feedback from stakeholders and communicates that information to the BOE. At the public BOE meeting after the 30 days, policy is voted upon and adopted. All policies are accessible to the public. Prior to presentation to the public, the district's legal counsel, Harbin, Hartley, and Hawkins, LLP, review all proposed policies to ensure

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compliance with local, state, and federal laws. Additionally, Harbin, Hartley, and Hawkins provide advance notice to the superintendent for all future policies needed to sustain compliance with new local, state, and federal laws. Hart County also uses the capabilities offered by GSBA's e-Board in order to offer transparent accountability.

Each Hart County school has a School Council. The schools created their councils based upon the guidelines that were set forth in the 2007 General Assembly, which changed the composition of school councils to include the following:

- The principal
- At least two certificated teachers elected by the teachers
- A number of parents or guardians elected by the parents, so that parents make up a majority of the school council (two parents must be local business owners)

As a member of the School Council, the role is to serve in an advisory capacity for a two-year term.

Each school is permitted to determine the parameters of their role through the council's bylaws.

The councils must meet at least four times per school year and a quorum of members must be present in order to conduct business. All of the meetings are subject to the Open Meetings Act and the Open Records Act. The School Councils are responsible for reviewing and providing input regarding the development and monitoring of the School Strategic Improvement Plan, new policies and procedures, school budget, extra-curricular activities, parent involvement, and academic progress. The School Council members have been trained by RESA facilitators. In past years, the agenda topics for council meetings have been limited to little more than operational concerns and policy changes.

The School Councils will convert to the Governance Teams as Hart County matures in the Charter System in 2014. The Governance Teams will have increased opportunities to participate in the decisions and procedures of policies.

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Plan for the Governance Structure

Hart County's transition to governance structure will be consistent and pervasive. Training, to include topics identified and scheduled by the group, will be provided for participants in order to perform their duties as school governance team members. School Councils will provide the beginning structure with a few additional members (described below). By-laws will be drafted, revised, and approved. The public will have a transparent lens to all processes, procedures, and actions.

Information will be available for the public to review following the Open meeting (sunshine law).

Meetings will be posted on e-Board and in public view just like the regular school board meetings.

The school governance team will support schools in order to achieve greater opportunity to positively impact student achievement. A review process will be put in place so that all school governance teams can monitor their own performance to ensure effectiveness. A standards-based rubric must be developed to measure and help guide the work of the governance team.

School Governance Team Structure

School council members currently serving the school will be invited to continue and serve on the new School Governance Teams. Teams will meet for no more than one hour, once a month at each school.

Training topics and support will be provided. Meetings dates and times will be determined by each school. Conversations with school council to determine interest in remaining as the new school governance teams is the charge of the principal.

School Governance Teams will abide by the following:

- 6-9 members voted to serve on staggered 3-5 year terms
- Principal will be the chairperson for the first two years
- Teachers (2) elected by teachers (principal may appoint 1 teacher)
- Parents (2) elected by parents
- Students (1-2) selected by the school-based leadership team (middle/high only)
- Community/business people (2) selected by the school-based governance team

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These representatives do not have to have students in the system.

- Option to train as a substitute for the school

Responsibilities – Board of Education, Superintendent, Principal, School Governance Teams

Hart County Board of Education will maintain their current rights and responsibilities. The superintendent will remain in place with the same responsibilities. Principals will still be in place with the same responsibilities. Teachers and other staff will still be in place with the same responsibilities. School Councils will have new authority. School Councils will become the School Governance Team.

Below are the responsibilities and authority associated with each School Governance Team. As the team matures, additional areas of authority will emerge. A by-laws template will be created for each team to establish their operations.

Responsibilities of the Principal, the School Governance Teams (SGT), and the Board of Education

Responsibility	Principal	SGT	BOE
Budget	Create school budget with local leadership team; implement the budget	Review budgets for school, Title I, Charter Funds, Fundraisers and expenditures, etc. and offer feedback to principal	Make informed decisions with principal/ SGT feedback
Resource Allocation	Present information to SGT about resource allocation	Review past allocations and make recommendation to principal Review and approve fundraisers and the expenditures of funds raised	Make informed decisions with principal/ SGT feedback
Personnel	Interview applicants; make recommendations to superintendent	Provide principal or superintendent with input regarding principal applicants. Serve on interview panel	Make informed decisions with principal/ SGT feedback

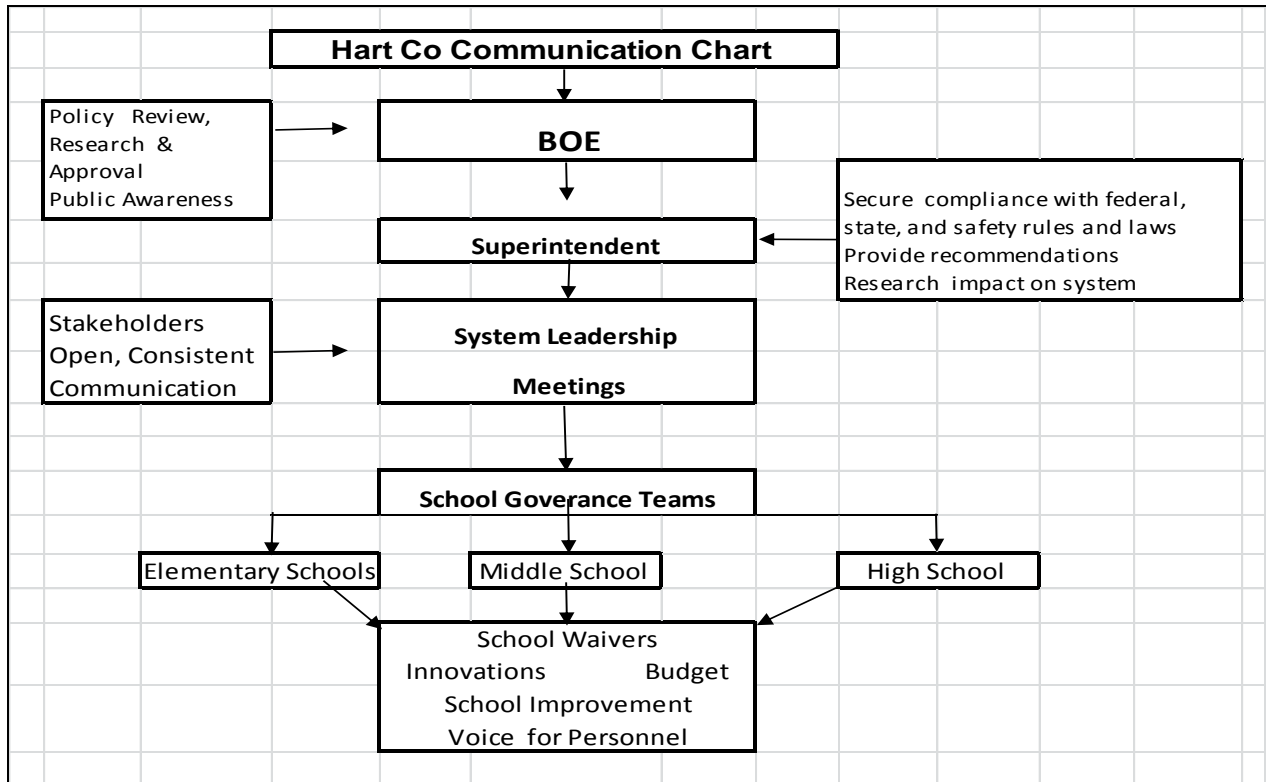
Hart County School System

Responsibility	Principal	SGT	BOE
School Improvement	Create SIP with local leadership team and faculty/staff input; present SIP to the SGT for corrections or changes	Review the SIP and provide principal/ BOE with recommendations Approve SIP and allotment of funds requested	Make informed decisions with principal/ SGT feedback
Curriculum	Present information to the SGT regarding curriculum changes or issues	Review curriculum and provide input or recommendations to the principal/BOE	Make informed decisions with principal/ SGT feedback
School Operations	Present all fieldtrip and fundraisers to the SGT	Review requests and provide input which will be used to veto or approve the requests	Make informed decisions with principal/ SGT feedback
Parent Involvement	Present all parent involvement activities and plans to the SGT	Review activities, funds, proposed expenditures and plans. Provide input or recommendations to the principal	Make informed decisions with principal/ SGT feedback

Depending upon the nature of the request, the system staff committee will review the request, collect evidence, and make a recommendation to the superintendent. Following the chart of responsibilities, the superintendent will proceed with the waiver request. The principal will encourage new levels of participation from School Governance Team members. The duties and responsibilities of the School Governance Team will continue to change and adapt to the needs of the school. The bylaws will be amended as needed. The minutes of each meeting will be available to the community members and parents. Hart County Charter System will publicize the dates, times, and minutes of School Governance Team meetings through e-Board. This will allow the system to remain transparent in their intention and action.

The communication flow chart shown below will keep all processes and actions on track.

Hart County School System



School Governance Team Training

Training for the School Governance Team will be held monthly. There will be a common training template prepared by central office leadership cadre and RESA. Principals and school leadership teams will be responsible for redelivering the information as well as making additions specific to their school. The topics for training may include, but are not limited to: meeting etiquette, sunshine laws, school improvement plans, progress monitoring, school budget, curriculum, instructional technology, personnel, strategic planning, federal and state programs, effective schools, and special education law. Training modules will be available to new members. Training will be continually offered because the member terms are staggered. Topics will be fully developed before governance teams are charged with making decisions.

Hart County School System

Proposed topics training schedule and outline are below:

August 2014 – Purpose, Meeting Etiquette, Sunshine Laws, and Effective Meetings

(Pre-planning for all School Governance Teams- 2 hours for all SGTs)

September 2014 – School Strategic Improvement Plans and SACS Recommendations

October 2014 – Report of Progress, Budgeting Process

November 2014– By-Laws

December 2014 – Effective Decision Making

January 2015 – Budgeting Process

February 2015 – Technology Integration, BYOT

March 2015 – Hiring Practices and Human Resource Protocols

April 2015 – Family and Community Engagement

May 2015 – Strategic Planning

June 2015 – Summary Reports, Education and Governance

Year Two Topics:

Assessment, Special Education Law, Personnel Issues, Effective School Practices, Federal Programs, Budgeting Process, School Improvement Plan, Strategic Planning

Year Three Topics:

School Governance Teams will complete a ~~Topics~~ needs-assessment to determine year three topics.

Hart County School System

FUNDING

6. If funds are appropriated for the QBE weight for charter systems, for what purposes would you use the additional funds you would earn as a charter system?

- *A school system's decision to become a charter system should not be based on the expectation of additional funding, since the funding is not guaranteed.*
- *There are no limitations or requirements on the use of such funds.*

The provision of \$100 per pupil in extra funds for Charter Systems would enhance additional resources for the educational innovations described in the charter. The School Governance Teams would determine the greatest educational need and decide the use of these expenditures in a manner that would best support students' achievement goals, priorities, and needs of the Hart County School System.

Hart County operates a system of continuous improvement and review of program effectiveness to ensure that maximum resources are generated and in place to support student achievement. Progress monitoring is required in order to study and review consistency and fidelity of practices to ensure good stewardship and maximum use of limited resources. Local, state, and federal funds will continue for the system based on student enrollment and program participation. Given a broader flexibility in spending, restrictions remain to support school and district instructional and operational goals.

School budget design and approval, Title I budget approval, field trip approval, fund raiser budget approval, and budget for charter system funds from the Georgia Department of Education are a few of the financial areas with which the School Governance Teams will be involved. Business operations will continue to have control of all fiscal matters as audits, ordering, payroll, accounts receivable, and billing. The superintendent and the board of education will continue to hold the responsibilities of the budget approval.

Hart County School System

EXHIBITS

The following Exhibits are required to complete your Charter System Application Package. Please tab the Exhibits to match the item numbers below. Exhibits should be as limited in size as possible (no more than 5 pages per Exhibit). The only exceptions to this size limitation for Exhibits are your most recent annual audit and your most recent accreditation report.

1. Signed local Board of Education resolution approving the creation of the charter system.
2. Notice that was sent to each principal within the proposed charter system regarding required hearings on the charter system application.
3. Description of how stakeholders, including parents and community members, were involved in the development of the Charter System Application.
 - *This is where you can describe the process you used to develop your Application.*
4. A list of all schools to be included in the charter system, including new schools or college and career academies that will be formed throughout the life of the charter, with an indication of which existing schools are currently in Needs Improvement status.
5. A brief description of the charter system that includes the name, the mission, grades served, the focus of the curriculum, instructional methods to be used, including any distinctive or unique instructional techniques or educational programs to be employed, and other pertinent information.
 - *Your description will be used by the Department to provide information to the public about applicants and new charter systems.*
6. Local school governance training timeline including training topics.
7. Conflict of interest policy for local school governing councils.
8. A list of business arrangements or partnerships with existing schools, educational programs, businesses and non-profits and the nature of the services provided, including disclosure of any potential conflicts of interest.
9. A brief description of the system's fiscal history and whether the system is or has ever operated under a fiscal deficit.
10. Online link to the school system's most recent annual audit.
11. Online link to the school system's most recent accreditation report.
12. Online link to the school system's most recent strategic plan.
13. Student Performance Goals and Graphs

Hart County School System
A S S U R A N C E S F O R M A N D
S I G N A T U R E S H E E T

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

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

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

Hart County School System

9. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
10. Shall provide state and federally mandated services for English Language Learners, as applicable;
11. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
12. Shall notify the state of any intent to contract with a for-profit entity for education management services;
13. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
14. Shall comply with federal due process procedures regarding student discipline and dismissal;
15. Shall be subject to all laws relating to unlawful conduct in or near a public school;
16. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
17. Shall have a written procedure for resolving conflicts between the system charter schools and the local board of education;
18. Shall comply with the provisions of O.C.G.A. § 20-2-211.1 relating to fingerprinting and criminal background checks;
19. Shall remit payments to TRS on behalf of employees;
20. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
21. Shall ensure that if the charter system participates in federal school meals programs, then each participating system charter school shall comply with all applicable state and federal laws;
22. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
23. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the system may build or occupy during the charter term and all other facility requirements as established by the Department;

Hart County School System

24. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
25. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
26. Shall acknowledge that all criteria used to calculate QBE funding may not be waived; and
27. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter system.

This Charter System Application, Assurance Form, and attached Exhibits were approved by the Hart County Board of Education on the 14th day of October, 2013.

Superintendent

Date

Chair, Local Board of Education

Date

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

Superintendent

Date

Chair, Local Board of Education

Date

Hart County School System

Exhibit 2: Notice that was sent to each principal within the proposed charter system regarding required hearings on the charter system application.

From: Kathy Leard
Sent: Saturday, September 14, 2013 12:06 AM
To: Principals
Cc: Shelby W. Brown; Charlyene Harmon
Subject: Charter System Hearing Notice

Allow this to serve as a notice to forward to your staff to remind them of the two required public hearings for our Charter System petition. The date and times are as follows:

5:00 pm Thursday, September 19, 2013

5:00 pm Monday, September 23, 2013

Both hearings will be held at the Hart County Central Office Board Room.

Mr. Bell will present the information in the Charter System Application. The power point will be posted on the district web site in conjunction with the hearings. The presentation for the Charter Petition items was distributed earlier.

The information in the hearing power point is taken directly from the community and system charter planning meetings that were held through the summer April 2013 through September 2013. The Hart County Board of Education will accept the recommendation for and hopefully approve the charter system petition at the October 14, 2013 Regular Board meeting. The petition will be submitted to the Georgia Department of Education by October 17, 2013. The petition must be submitted to and received by the Georgia Department of Education by November 1, 2013.

Kathy Leard
Associate Superintendent
Hart County Schools
284 Campbell Drive
Hartwell, Georgia 30643

706-376-5141
706-376-7046 (Fax)

Hart County School System

Exhibit 3: Description of how stakeholders, including parents and community members, were involved in the development of the Charter System Application. (This is where you can describe the process you used to develop your Application.)

In May 2013 the Hart County Board of Education submitted a letter of intent with the Georgia Department of Education to become a charter system. The process, which started immediately, included several steps such as looking closely at the Strategic Plan to identified areas of strength and need. All discussions ultimately focused on the charge to determine if the charter system status would promote the work and vision of the system - Hart County Schools will be recognized for educational excellence.

Hart County exercised the option to delay the decision of declaring an operational model until 2015, however, before coming to that conclusion information and discussions helped expedite the current initiative. During summer and fall 2013, Hart County worked with community and staff members to create the charter system petition that will determine operational procedures for Hart County Schools. Please find all of the study process on the system web site.

Starting again in April 2013 through September 2013 visits were made to community and school organizations to describe the charter system option. Hart County citizens were invited to all phases of the planning process. School research committees were formed to study the petition requirements. School research teams conducted action research by contacting different charter systems to gain an understanding of what was effective and why. All presentations were made available on the system web site.

This information was distributed to all schools and made available during faculty, School Council and PTO meetings. A summary of the individual school findings was compiled and presented for feedback until the proposal reflected the desire of the Hart County community.

In fall 2012, a new strategic planning process emerged which focused on guiding the student achievement process the new strategy integrated the required state and federal planning procedures. The planning process included identifying measurable district level student achievement goals. Additionally, individual school developed school level goals, which supported the district level goals. All planning has now been

Hart County School System

integrated into the system's web-based e-Board site which is available to all stakeholders. The district's annual school improvement plan (LEA plan) is interwoven within the Strategic Plan to ensure that all actions are aligned to the strategic goals of the district. Each school has developed data teams which focus on the specific needs of students. The STEM initiative is moving forward in all schools.

We intend to ramp up our number of teachers enrolled in the gifted endorsement program to extend their skills for supporting more rigorous instruction to include more hands-on project based programs for all students. Alternative graduation requirements are hot topics and aggressively discussed. Hart County School System is excited about the “change agent” the community is positioning to become in our future.

The charter system application is the result of community determined opportunities: educational innovations, the governance structure, and the waivers and flexibility that would be needed to support the identified outcomes for students in Hart County. A broad flexibility waiver will be a part of the Hart County appeal in order to avoid long process to move forward with additional waivers. Potential waivers needed to realize our vision: creating new high school graduation requirements that allow students flexibility in how credits are earned—through exam, middle school offerings of high school courses, and experience and community based instruction; expanding and redefining both remedial and gifted options and delivery models; instituting performance-based measures; allowing a wide variety of technology that fits the needs of the students and community; redefine seat time; flexibility with state and local funds; teacher certification; align resources to respond to the needs of all students; and provide support for students outside of formula funding guidelines.

Hart County School System

Exhibit 4: A list of all schools to be included in the charter system, including new schools or college and career academies that will be formed throughout the life of the charter, with an indication of which existing schools are currently in Needs Improvement status.

1. Hartwell Elementary School
2. North Hart Elementary School
3. South Hart Elementary School
4. Hart County Middle School
5. Hart County High School

Hart County School System

Exhibit 5: A brief description of the charter system that includes the name, the mission, grades served, the focus of the curriculum, instructional methods to be used, including any distinctive or unique instructional techniques or educational programs to be employed, and other pertinent information.

Your description will be used by the Department to provide information to the public about applicants and new charter systems.

Hart County School System, in conjunction with the support of the community and internal stakeholders, is applying to become a charter system. This opportunity will increase flexibility that will broaden state regulations, ultimately providing increased flexibility from the state in order to develop a school system that will be more responsive to the needs of our students. Simultaneously, as we meet the students' needs we reflect the needs, wishes, and desires of the community. Enrollment in Hart County is approximately 3,400 students (Pre-K to 12th grades). The system consists of three elementary schools (Pre-K to 5th grade), one middle school (6-8) and one high school (9-12).

"Hart County Schools will be recognized for educational excellence." Our system vision holds us to becoming recognized as a leader in advancing student achievement. Hart County Continuous Improvement Strategic Plan flushes out the relentless, pervasive commitment to student achievement and academic excellence for all students. The strategic plan is made public on the system web site and is a product of internal and external stakeholders who foster and promote high quality educational opportunities. The Hart County mission statement, "The mission of the Hart County School System is to prepare all students to meet the challenges of tomorrow," ensures that our students will benefit from a community of educationally committed individuals. As a whole, the internal and external community is aware of and focused on the rigorous and well-rounded curriculum that will prepare our students to compete in a global economy. The community quality of life is only as strong as the people in it. In order for Hart County graduates to secure a sustainable occupation wherever they may choose, as well as improve the quality of life within their community and other locations, they must make themselves more marketable. Students must be equipped with citizenship, work ethic, and solid work skills.

Hart County School System

The community, staff, and parents indicated the important role of Hart County Schools is to graduate students with strengths in the following areas:

- Sound academic knowledge and skills
- Critical thinking, reasoning and problem solving
- Work ethic enhanced with Social Skills & Citizenship
- Preparation for vocation/skilled employment

The community, School Governance Teams, school administration and teachers will keep focus on these priorities when developing and improving instructional processes. Innovative solutions will be explored to better serve the students. Waivers will be granted in order to facilitate programs that support these priority areas. Possible areas to enhance service to students are: new high school graduation requirements that allow students flexibility in earned credits —through exam, middle school offerings of high school courses, and experience and community based instruction; expanding and redefining both remedial and gifted options and delivery models; instituting performance-based measures; allowing a wide variety of technology, BYOT; redefine seat time; allow credit for academic application of skills and knowledge; flexibility with state and local funds; teacher certification; align resources to respond to the needs of all students; and provide support for students outside of formula funding guidelines. The Charter System will mature as the School Governance Teams are developed and trained. These pivotal teams will better understand the potential of students and the educational process thus will be called on to take an active role in the work of the charter.

Belief Statements

1. Schools provide safe, secure, and nurturing environments for all.
2. All students have the right to an education and the responsibility to learn.
3. Quality education requires that all partners (students, parents, educators, and community) support
4. and participate in the learning process.
5. All partners are valued and treated with respect.

Hart County School System

Exhibit 6: Local school governance training timeline including training topics.

Listed below is the intended time line for governance training for the Hart County School System school-level governance teams. There will be introduction governance training in August 2014 for all teams in order to establish an operational framework for the school governance teams. A template for training will be created for all schools to follow. Schools will have the option of adding additional topics based on the needs or interests of each school.

Proposed topics training schedule and outline are below:

Year One Topics:

August 2014 – Purpose, Meeting Etiquette, Sunshine Laws, and Effective Meetings

(Pre-planning for all School Governance Teams- 2 hours for all SGTs)

September 2014 – School Improvement Plans and SACS recommendations

October 2014 – Report of Progress, Budgeting Process

November 2014 – By-Laws

December 2014 – Effective Decision Making

January 2015 – Budgeting Process

February 2015 – Technology Integration, BYOT

March 2015 – Hiring Practices and Human Resource Protocols

April 2015 – Family and Community Engagement

May 2015 – Strategic Planning

June 2015 – Summary Reports, Education and Governance

Year Two Topics:

Assessment, Special Education Law, Personnel Issues, Effective School Practices, Federal Programs, Budgeting Process, School Improvement Plan, Strategic Planning

Year Three Topics:

SGTs will complete a Topics needs-assessment to determine year three topics.

Hart County School System

Exhibit 7: Conflict of interest policy for local school governing councils.

Board Policy

Descriptor Code: BHA

Board Member Conflict of Interest

The Hart County Board of Education shall adhere to these Conflict of Interest provisions, as set forth in state law. **Georgia Code O.C.G.A. 20-02-0049 Rule 160-5-1-.36**

Financial Governance

1. No Board member shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, or employment for himself or herself, his or her immediate family member, or others.
2. No Board member shall act in his or her official capacity in any matter in which he or she, his or her immediate family member, or any business organization in which he or she has a material financial interest, that would reasonably be expected to impair his or her objectivity or independence of judgment.
Compliance with Code Section 20-2-505 shall not constitute a violation of this paragraph.
3. No Board member shall solicit or accept or knowingly allow his or her immediate family member or business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that board member in the discharge of his or her official duties. This paragraph shall not apply to the solicitation or acceptance of contributions to the campaign of an announced candidate for elective public office if the local board of education member has no knowledge or reason to believe that the campaign contribution, if accepted, was given with the intent to influence the local board of education member in the discharge of his or her official duties. For purposes of this paragraph, a gift, favor, loan, contribution, service, promise, or other thing of value shall not include the items contained in subparagraphs (a)(2)(A) through (a)(2)(J) of Code Section 16-10-2.
4. No Board member shall use, or knowingly allow to be used, his or her official position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her official position for the purpose of securing financial gain for himself or herself, his or her immediate family member, or any business organization with which he or she is associated.
5. No Board member or any of his or her immediate family members or business organization in which he or she has an interest shall represent any person or party other than the local board of education or local school system in connection with any cause, proceeding, application, or other matter pending before the local

Hart County School System

school system in which he or she serves or in any proceeding involving the local school system in which he or she serves.

6. No Board member shall be prohibited from making an inquiry for information on behalf of a constituent if no fee, reward, or other thing of value is promised to, given to, or accepted by the local board of education member or his or her immediate family member in return therefor.
7. No Board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the local board of education, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.
8. No Board member may also be an officer in any organization that sells goods or services to that local school system, except as provided in Code Section 20-2-505 and excluding nonprofit membership organizations.
9. No Board member shall sell to any county board any supplies or equipment used, consumed, or necessary in the operation of any public school in this state unless there are fewer than three sources for such supplies or equipment within the county; provided, however, that any purchase pursuant to this subsection for supplies or equipment that is equal to or greater than \$10,000.00 shall be approved by a majority of the members of the board in an open meeting. Any member violating this shall be guilty of a misdemeanor.
10. No local board may do business with a bank or financial institution where a Board member is an employee, stockholder, director or officer when such board members owns 30% or more stock in that institution.
11. No Board member may have a financial interest in school buses, bus equipment or supplies provide services for buses owned by the Board, or sell gasoline to the Board from a corporation in which the Board member is a shareholder.
12. No Board member shall accept a monetary fee or honorarium in excess of \$101.00 for a speaking engagement, participation in a seminar, discussion panel, or other activity that directly relates to the official duties of that public officer or the office of that public officer. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for a meeting which are provided to permit participation in a panel or speaking engagement at the meeting shall not be monetary fees or honoraria.

Conduct As Board Member

1. No Board member shall disclose to or discuss any information which is subject to attorney-client privilege belonging to the local board of education to any person other than other Board members, the Board attorney, the local school superintendent, or persons designated by the local school superintendent for such purposes unless such privilege has been waived by a majority vote of the whole Board.

Hart County School System

2. No Board member shall vote on the employment or promotion of any of his or her immediate family members. No immediate family member of a Board member may be employed or promoted unless a public, recorded vote is taken separately from all other personnel matters.
3. No Board member may be employed in any position in the school district in which they serve.
4. No Board member shall hold another county office.
5. No Board member shall be employed by the State Department of Education or serve concurrently as a member of the State Board of Education.
6. No Board member shall serve on the governing body of a private elementary or secondary educational institution.

Each member of this Board understands and acknowledges that no person shall be eligible for election as a member of a local board of education unless he or she:

1. Has read and understands the code of ethics and the conflict of interest provisions applicable to members of local boards of education and has agreed to abide by them; and
2. Has agreed to annually disclose compliance with the State Board of Education's policy on training for members of local boards of education, the code of ethics of the local board of education, and the conflict of interest provisions applicable to members of local boards of education.

Each person offering his or her candidacy for election as a member of a local board of education shall file an affidavit with the officer before whom such person has qualified for such election prior to or at the time of qualifying, which affidavit shall affirm that he or she meets all of the qualifications required pursuant to this subsection. This subsection shall apply only to local board of education members elected or appointed on or after July 1, 2010.

Hart County School System

Exhibit 8: A list of business arrangements or partnerships with existing schools, educational programs, businesses and non-profits and the nature of the services provided, including disclosure of any potential conflicts of interest.

To ensure that Hart County's resources target the most critical areas of instruction the budgeting process was revised in FY11 which allowed many conversations with administration and staff. Each principal, with input from their staff, met with the central office team to present their goals for the next school year. The resources that were necessary for achieving the school goals were articulated. The focus in each conversation was to shield the classroom from the negative impact of reduced local and state funding. The process was open and accessible to everyone.

Adequate insurance is in place to protect the fiscal operation of the school district. There is also property and liability insurance (Trident), auto and bus insurance (State Farm), and workman's comp insurance (Employee's Assurance Company). Rates for all policies are reviewed annually. Procedures are in place to ensure compliance with state and federal programs. All required records are maintained for federal programs, student records, and student testing.

Hart County School System

Hart County School Partners

The following businesses and agencies partner with Hart County High School to provide Work Based Learning opportunities for students as well as grant opportunities for all schools:

Dodd Precision	Pharma Tech
Machining	Zaxby's
High Top Tree	Arby's
Service	Dairy Queen
QualityFoods	Love's Truck Stop
Ingles	Walmart
Hart C.S S (21 st	Target
CCLC)	Hart EMC
New York	Georgia Power
Pizza	Home Depot
HFI	Fenner Dunlop
Total Home Care	Fabritex
Todd C. Townsend, Attorney	SD Automotive

The following businesses are supporters of our Good Dog incentive program by offering discounts or free products for students. Elementary and Middle school receive incentives in the regular day and afterschool program.

Walmart	Foothills Outfitters
Tena's Jewlery	Mi Jalisco
Little Caesars	New York Pizza
Dairy Queen	Funopolis
Big Rack Tackle Shack	McDonalds
Karew Sports	Dressing Dreams
Emmanuel College Bowling	Huddle House
CVS	Ingles
Bailes Cobb	Zaxby's

The following businesses support athletic programs:

Tri-County Chevrolet
First Citizens Bank
Hart EMC
Non profit
First Baptist Church Hartwell
First Methodist Church
Liberty Baptist Church
Bio Baptist Church
Cross Roads Baptist
Hart County Police Depart.
Hart County Sheriff's Depart

List not limited to partners included.

Hart County School System

Exhibit 9: A brief description of the system's fiscal history and whether the system is or has ever operated under a fiscal deficit.

Exhibit 9: Hart County Six year GF History (Exhibit folder)

Hart County School System

Exhibit 10. Online link to the school system's most recent annual audit.

Exhibit 10 Hart County Completed 2012 Audit (Exhibit folder)

<https://www.audits.ga.gov/rsaAudits/viewMain.aud;jsessionid=D0D200FCEA2C9111F0B445D14E8D95A6>

Hart County School System

Exhibit 11. Online link to the school system's most recent accreditation report.

Exhibit 11 Hartwell Elementary APR 2010

Exhibit 11 Hartwell Elementary APR submitted APR May 2012

Exhibit 11 North Hart APR 2010

Exhibit 11 North Hart Accepted APR May 2013

Exhibit 11 South Hart APR 2010

Exhibit 11 South Hart APR ACCEPTED 4-12

Exhibit 11 HCMS APR accepted 2010

Exhibit 11 HCMS APR 2009

Exhibit 11 HCMS APR accepted 2012

Exhibit 11 HCHS APR 2008

Exhibit 11 HCHS APR accepted 2009

Please find Exhibit 11 files in the Exhibit folder.

Hart County School System

Exhibit 12. Online link to the school system's most recent strategic plan

Exhibit 12 Hart County Schools Strategic Plan 2013-14

Please find Exhibit 12, Hart County Strategic Plan 2013-14, Exhibit folder.

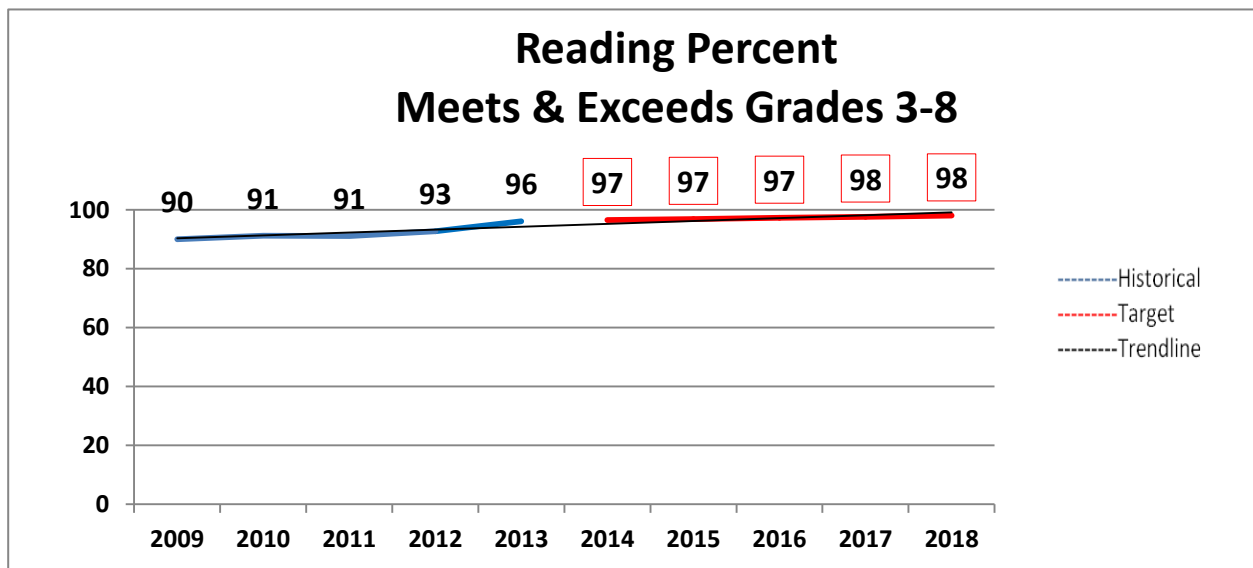
Hart County School System

Exhibit 13: School system's student performance objectives based on the State Performance Targets for the proposed charter term

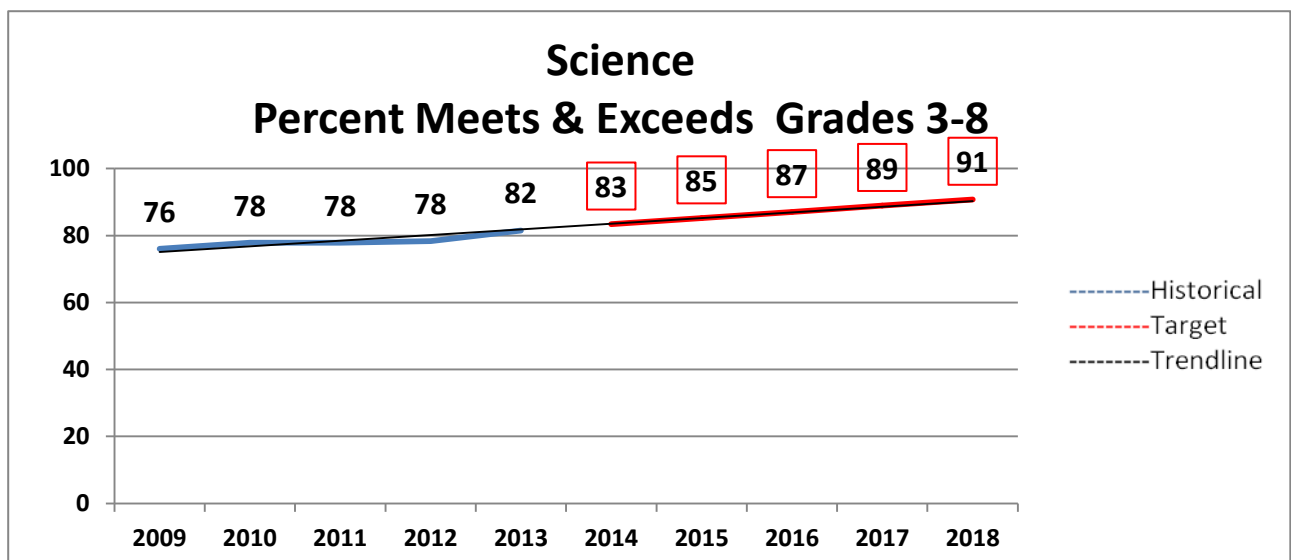
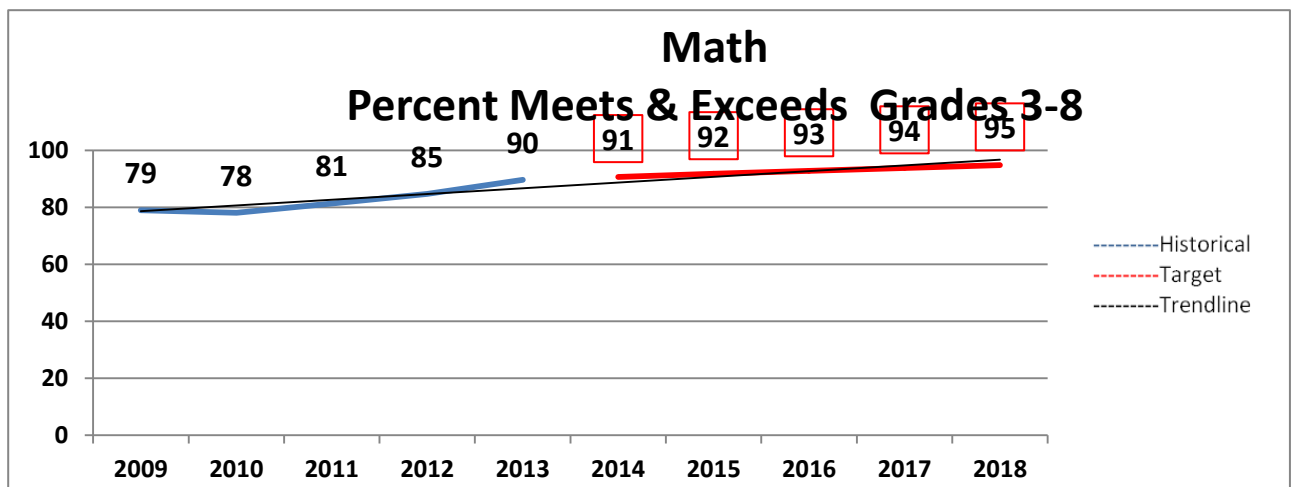
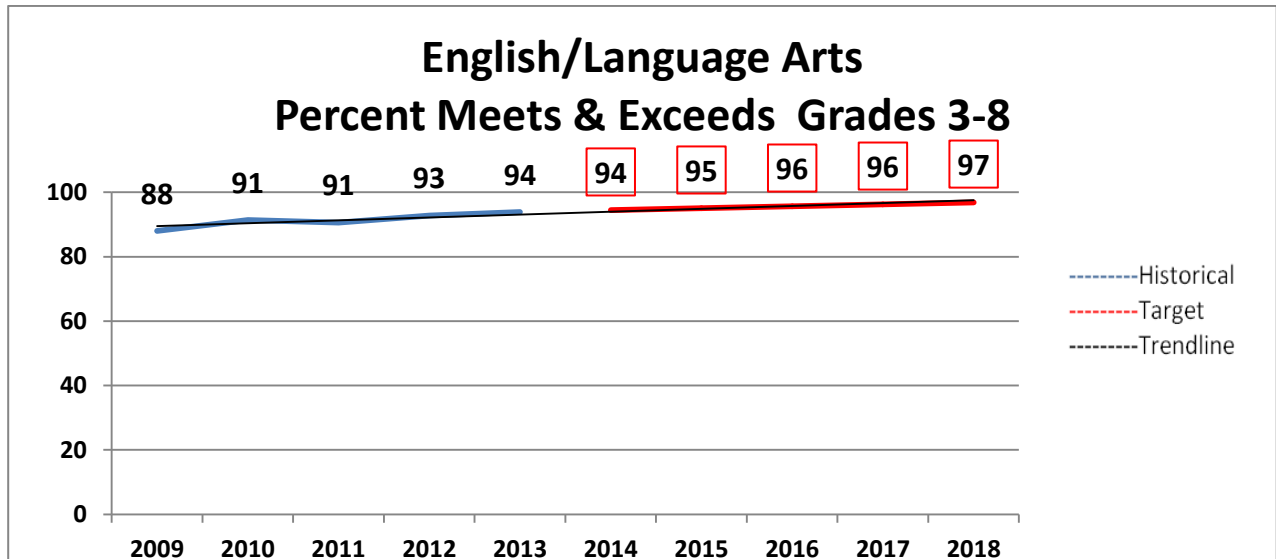
In this area, we are seeking to maintain high achievement. Additionally the SMART goals reflect the need to increase achievement as we provide rigorous educational initiatives for students in order to move toward “exceeds” performance level. Thus, when provided with greater flexibility under the Charter System, we project increased percentages as students meeting and exceeding on standardized tests

The new accountability system, the College and Career Ready Performance Index (CCRPI), is reflected in the District Strategic Plan and School Improvement Plans as we address all of the indicators.

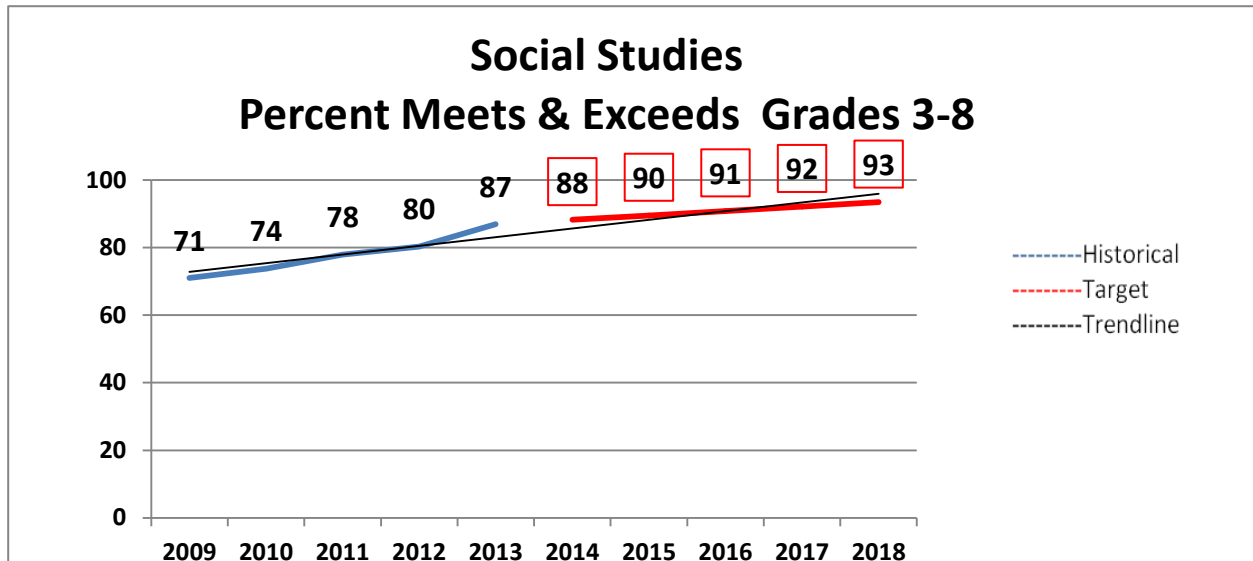
Student Performance Goal 1: The percentage of 3rd – 8th grade students meeting or exceeding state standards on each area of the CRCT (Reading, ELA, Math, Science, Social Studies) will exceed the state percentage of students meeting or exceeding on the CRCT by the 2017/2018 school year.



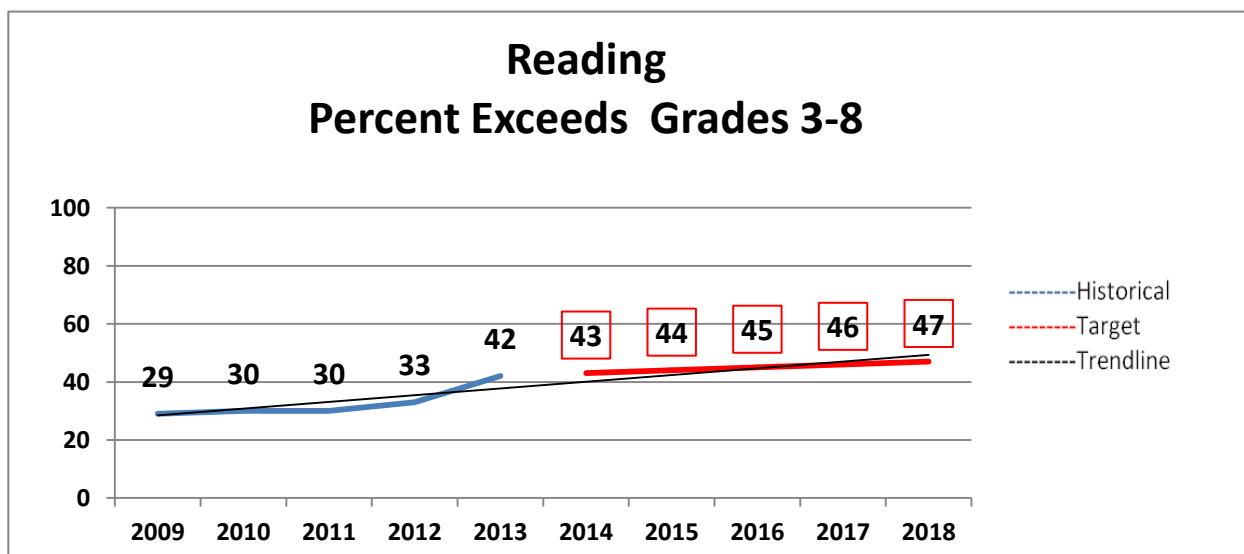
Hart County School System



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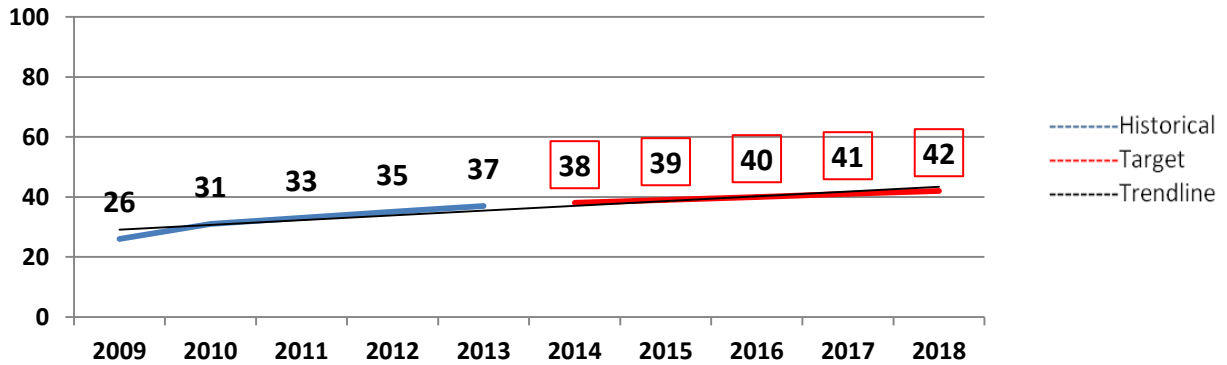


Student Performance Goal 2: The percentage of 3rd – 8th grade students exceeding state standards on each area of the CRCT (Reading, ELA, Math, Science, Social Studies) will meet or exceed the state percentage of students exceeding on the CRCT by the 2017/2018 school year

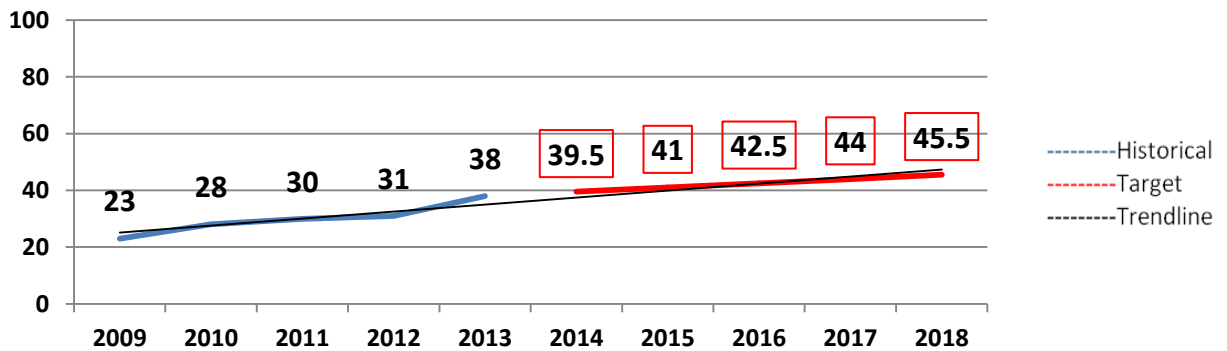


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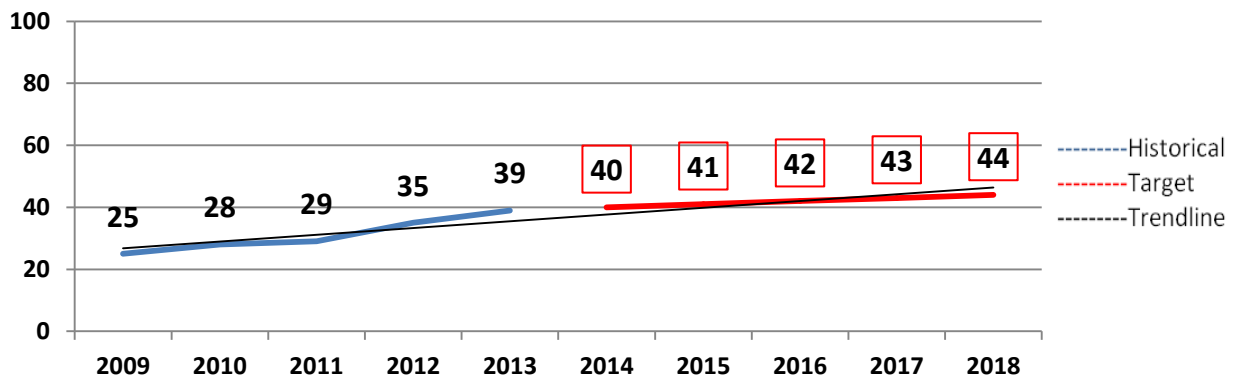
English / Language Arts Percent Exceeds Grades 3-8



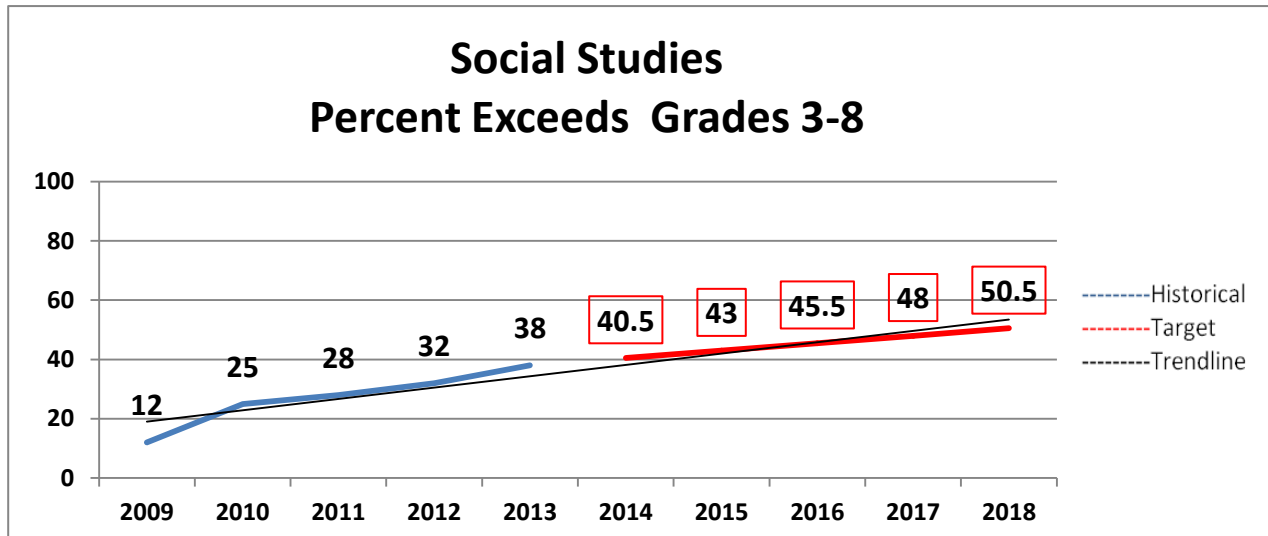
Mathematics Percent Exceeds Grades 3-8



Science Percent Exceeds Grades 3-8

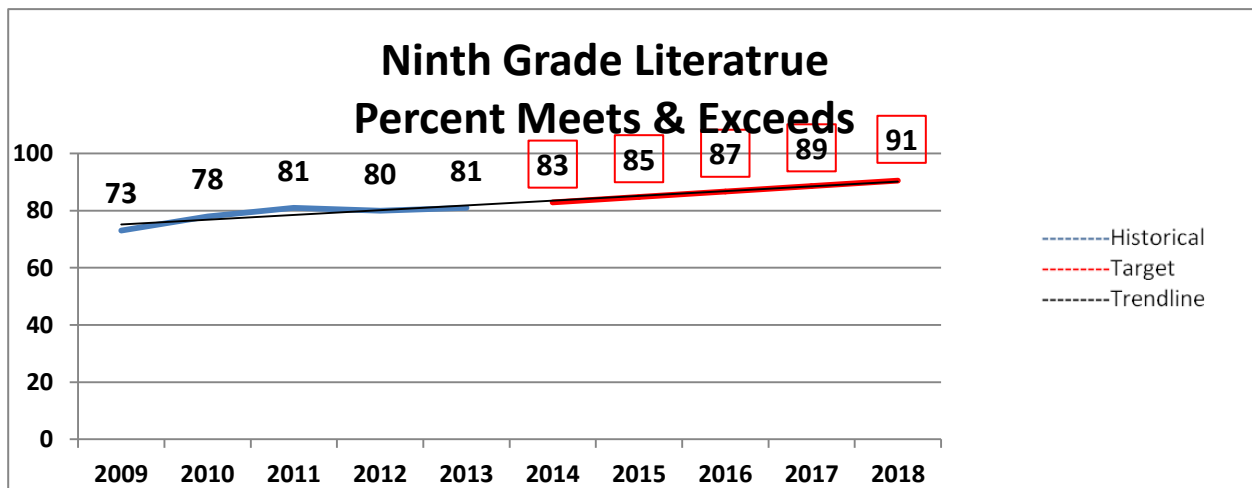


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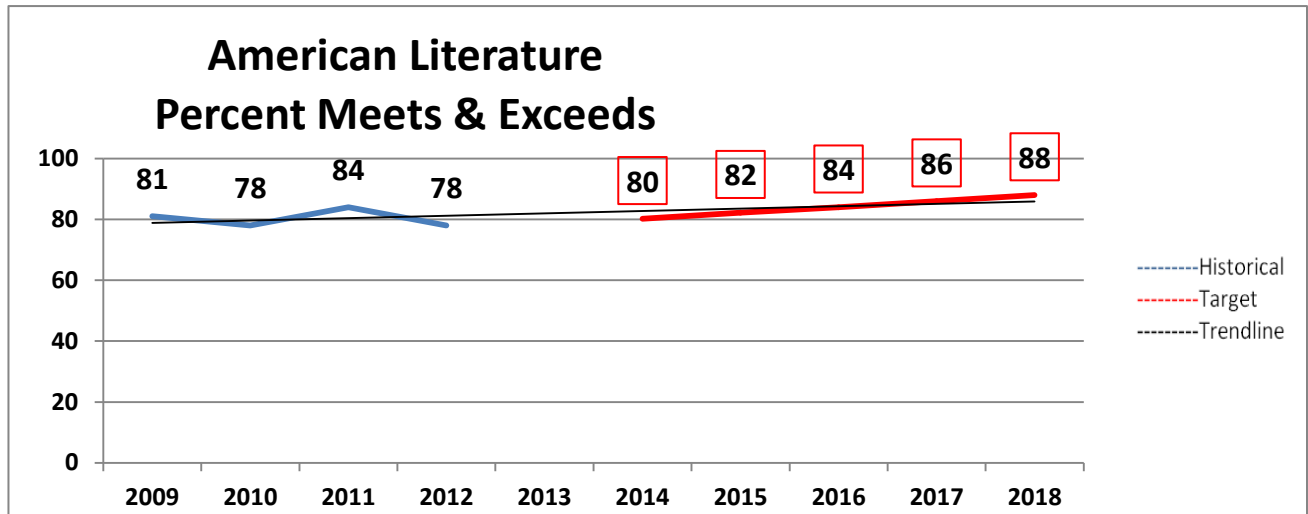
Student Performance Goal 3: The percentage of high school students meeting or exceeding state standards on each EOCT (9th grade Literature, American Literature, Coordinate Algebra/Math I, Analytic Geometry/Math II, Physical Science, Biology, US History, Economics) will exceed the state percentage of students meeting or exceeding on the EOCT by the 2017/2018 school year.

Hart County High School shifted the curriculum sequence starting in 2013 to better align with the flow of CCGPS and to provide the students with the best opportunity for success. As a result, in the Spring of 2013, less than 20 students took the American Lit, Physical Science, and US History EOCT's.

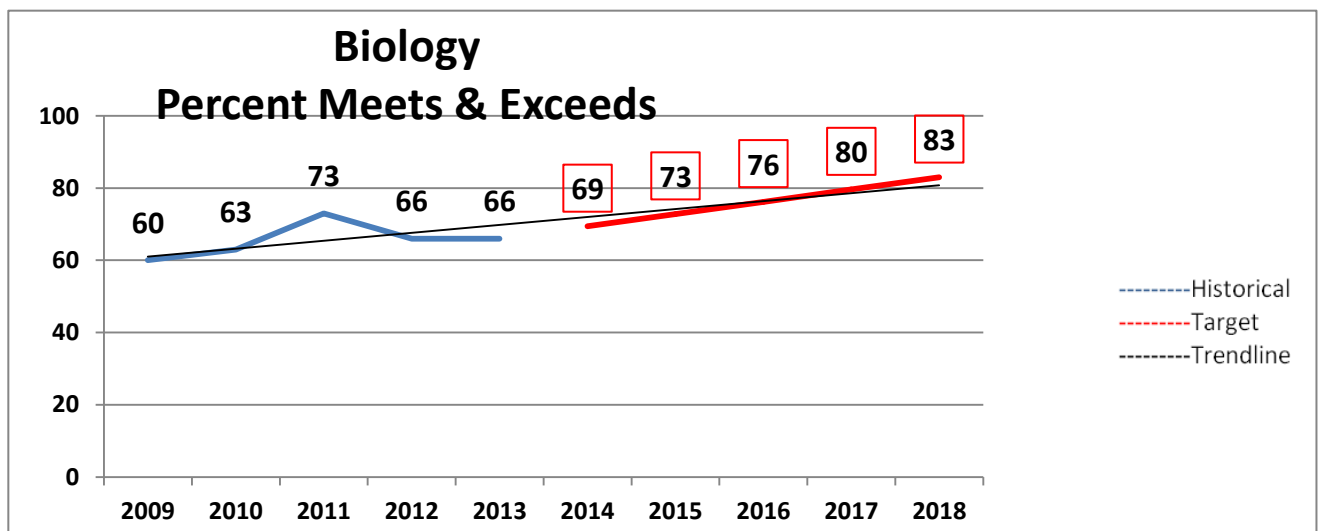


	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
9th Lit	73	78	81	80	81	83	85	87	89	91

Hart County School System

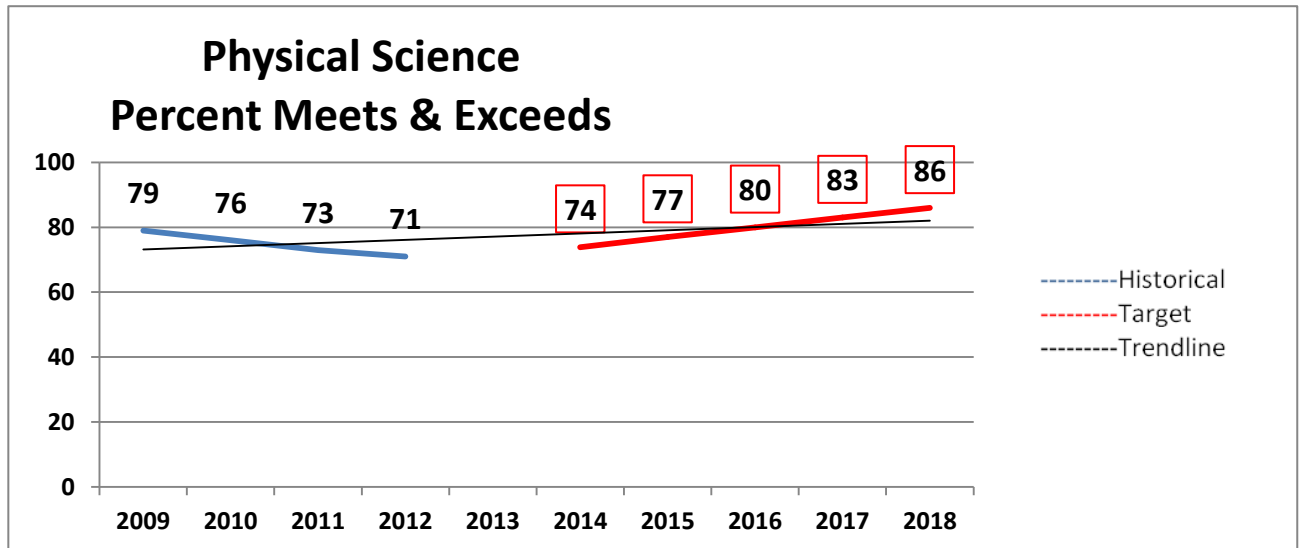


	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Am Lit	81	78	84	78		80	82	84	86	88

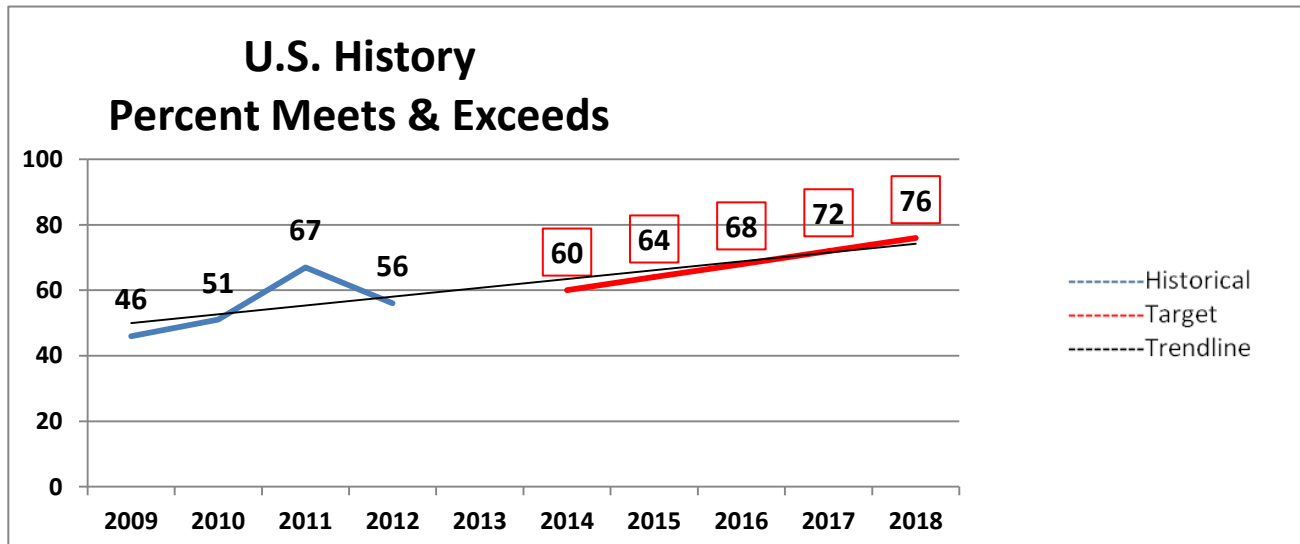


	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Biology	60	63	73	66	66	69	73	76	80	83

Hart County School System

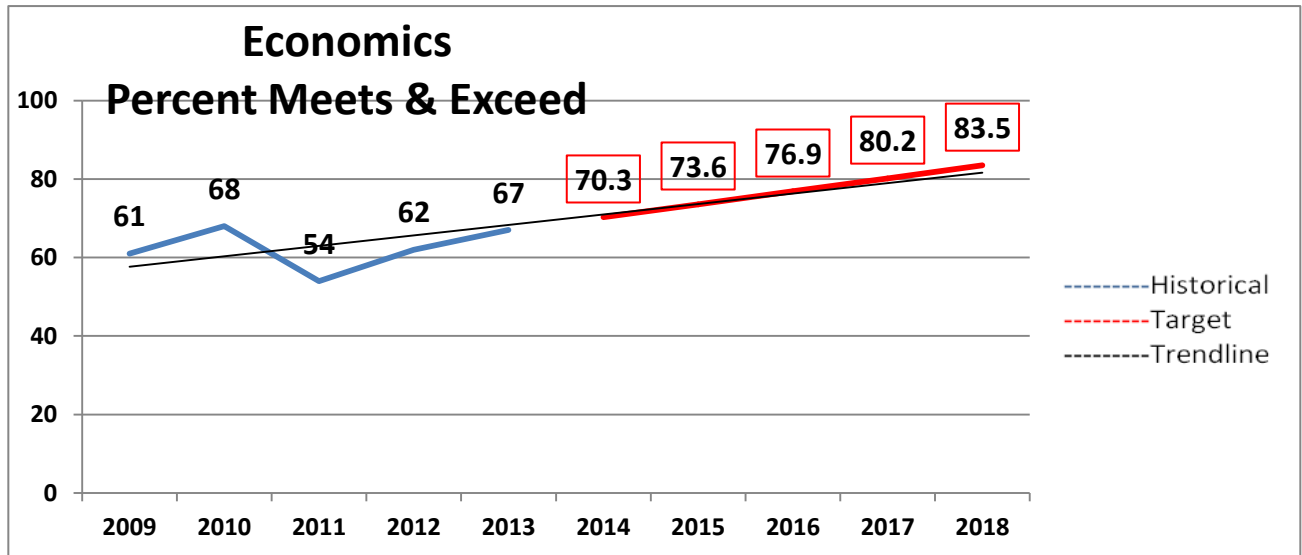


	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Phy Sci	79	76	73	71		74	77	80	83	86

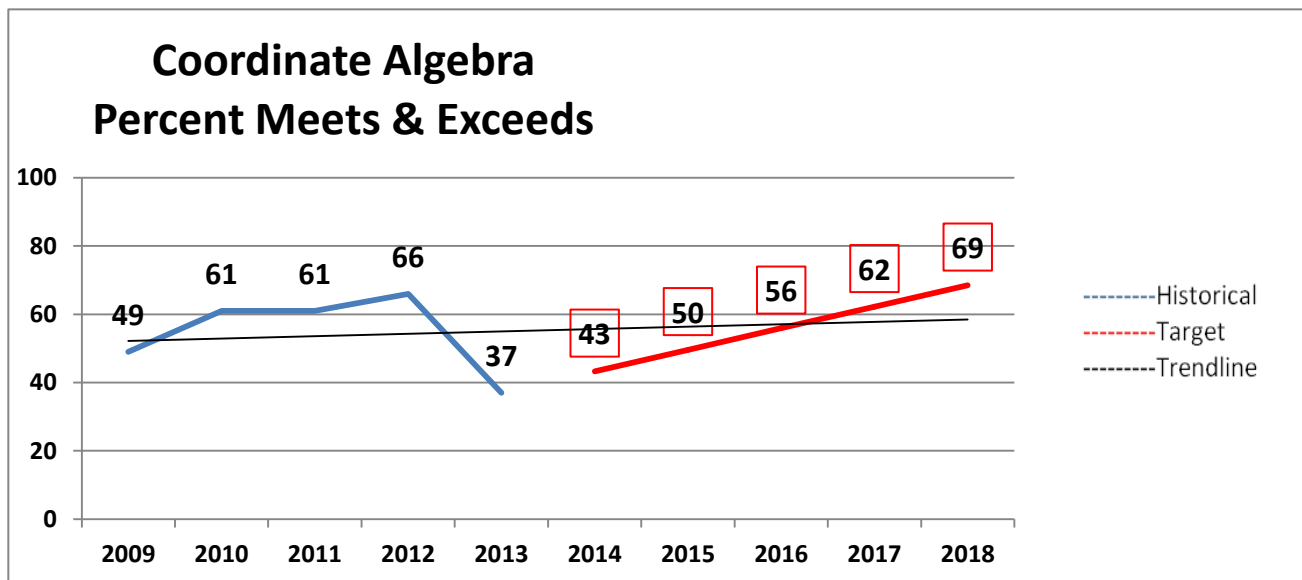


	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
US	46	51	67	56		60	64	68	72	76

Hart County School System

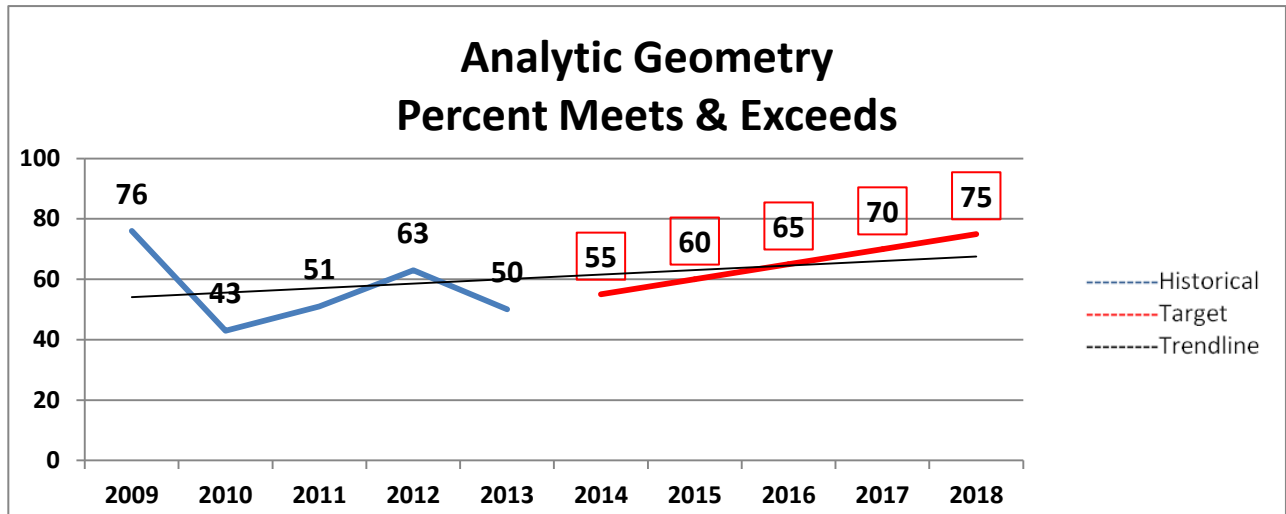


	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Econ	61	68	54	62	67	70.3	73.6	76.9	80.2	83.5



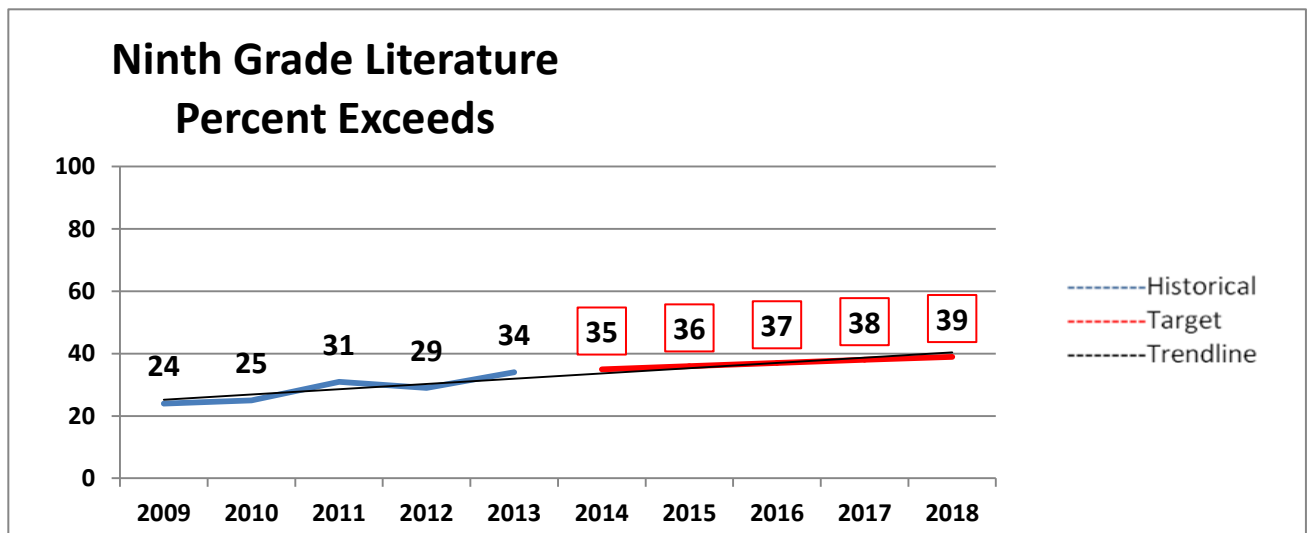
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Coord										
Alg	49	61	61	66	37	43	50	56	62	69
	Alg I	Math I	Math I	Math I	Coord Alg					

Hart County School System



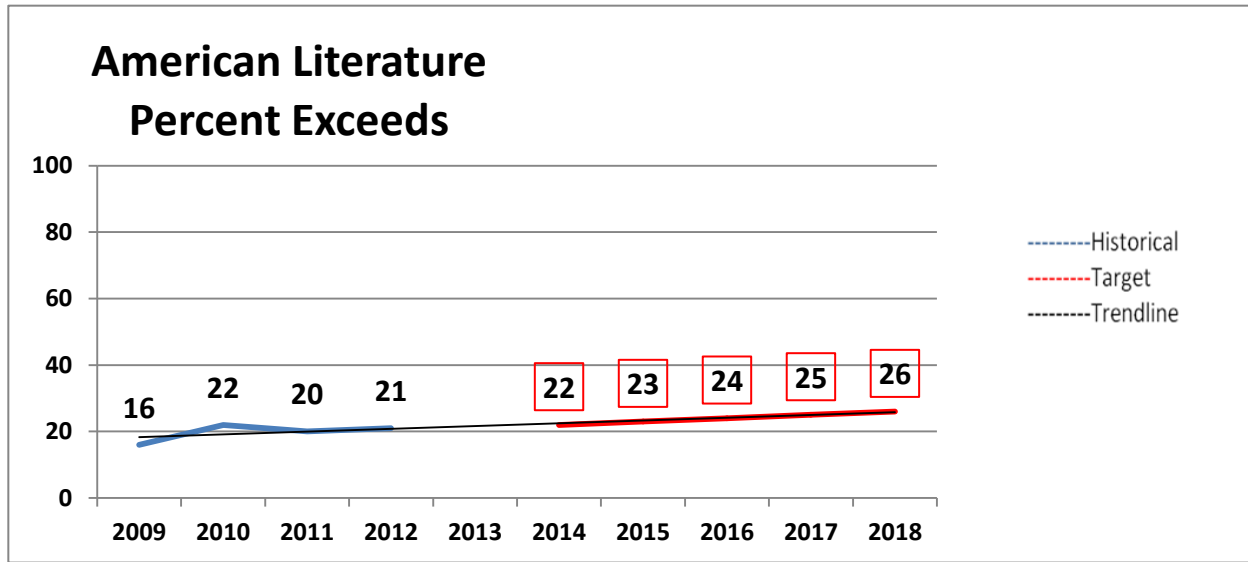
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Ana										
Geometry	76	43	51	63	50	55	60	65	70	75
					Ana					
	Geometry	Math II	Math II	Math II	Geometry					

Student Performance Goal 4: The percentage of high school students exceeding state standards on each EOCT (9th grade Literature, American Literature, Coordinate Algebra/Math I, Analytic Geometry/Math II, Physical Science, Biology, US History, Economics) will meet or exceed the state percentage of students exceeding on the EOCT by the 2017/2018 school year.

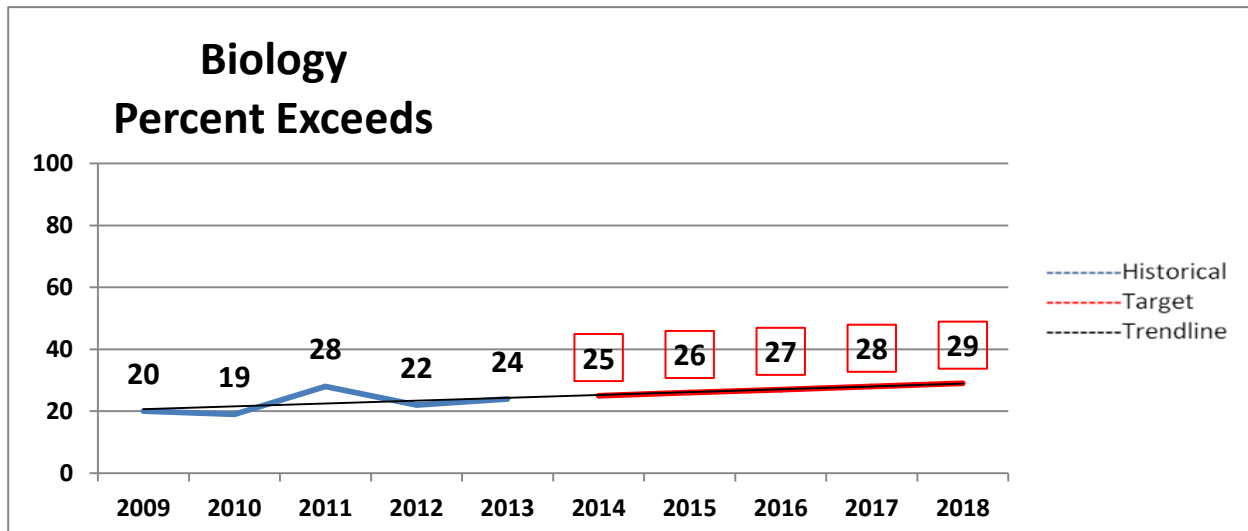


	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
9th lit	24	25	31	29	34	35	36	37	38	39

Hart County School System

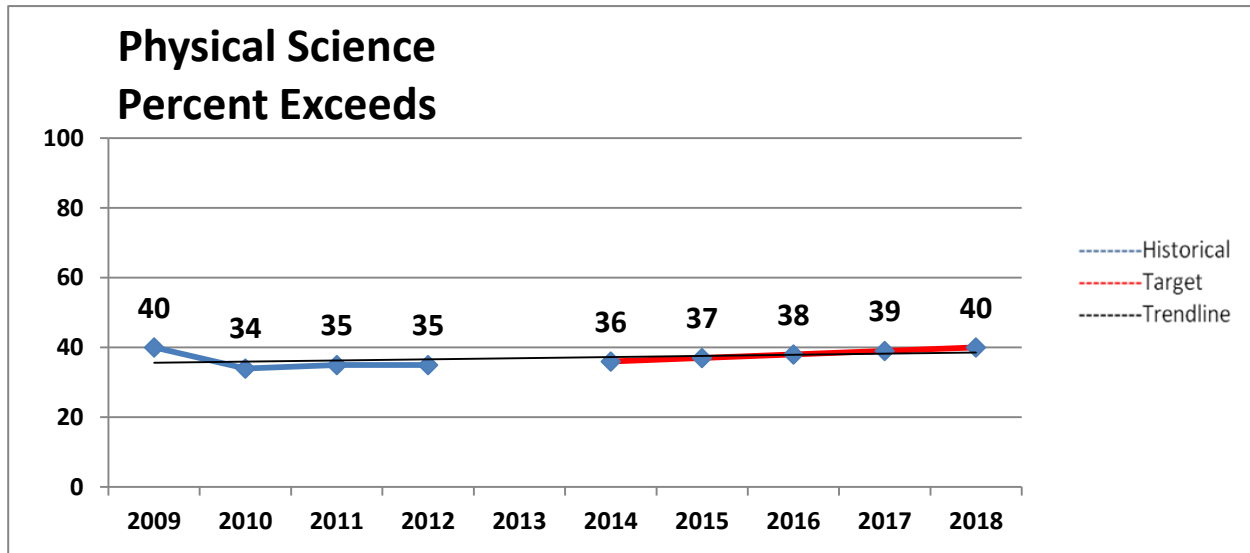


	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Am Lit	16	22	20	21		22	23	24	25	26



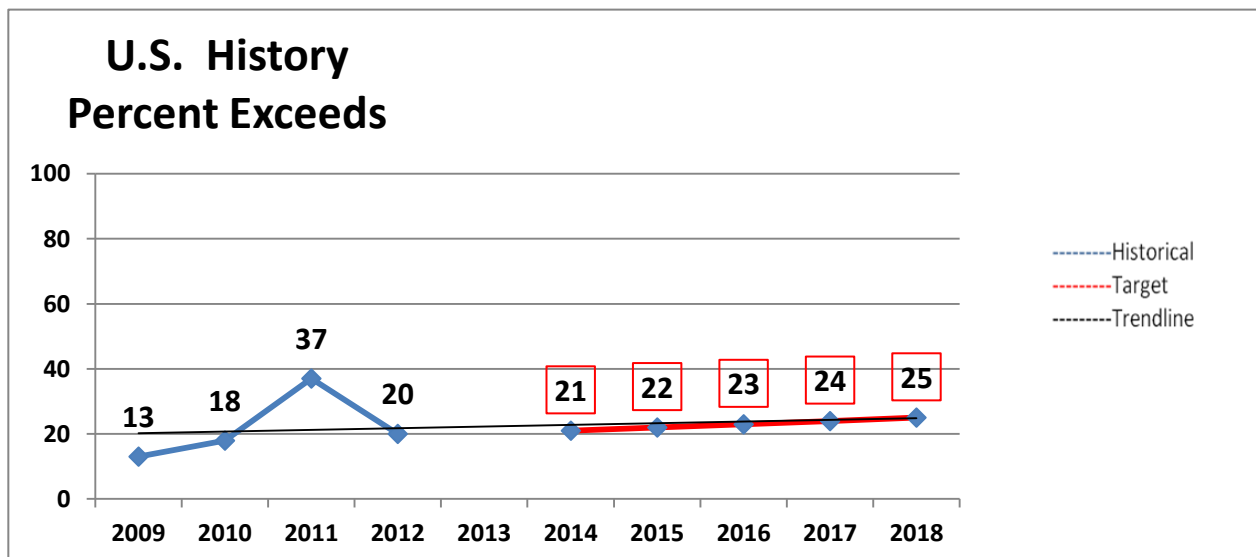
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Bio	20	19	28	22	24	25	26	27	28	29

Hart County School System



This data is declining over time, used increasing by 1% each year for the targets

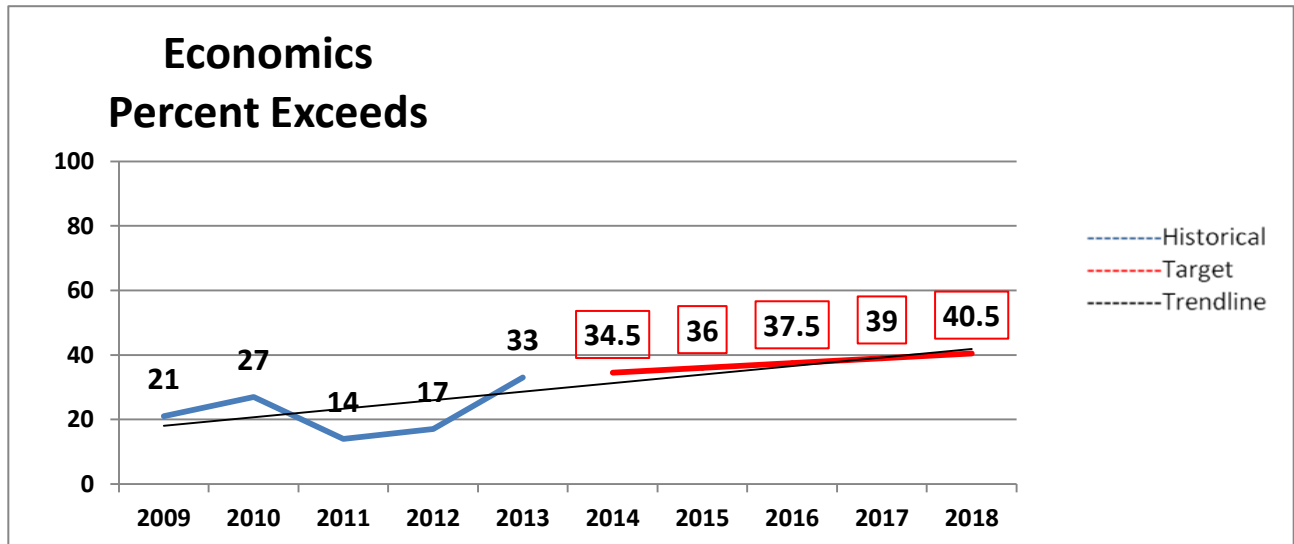
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Phy Sci	40	34	35	35		36	37	38	39	40



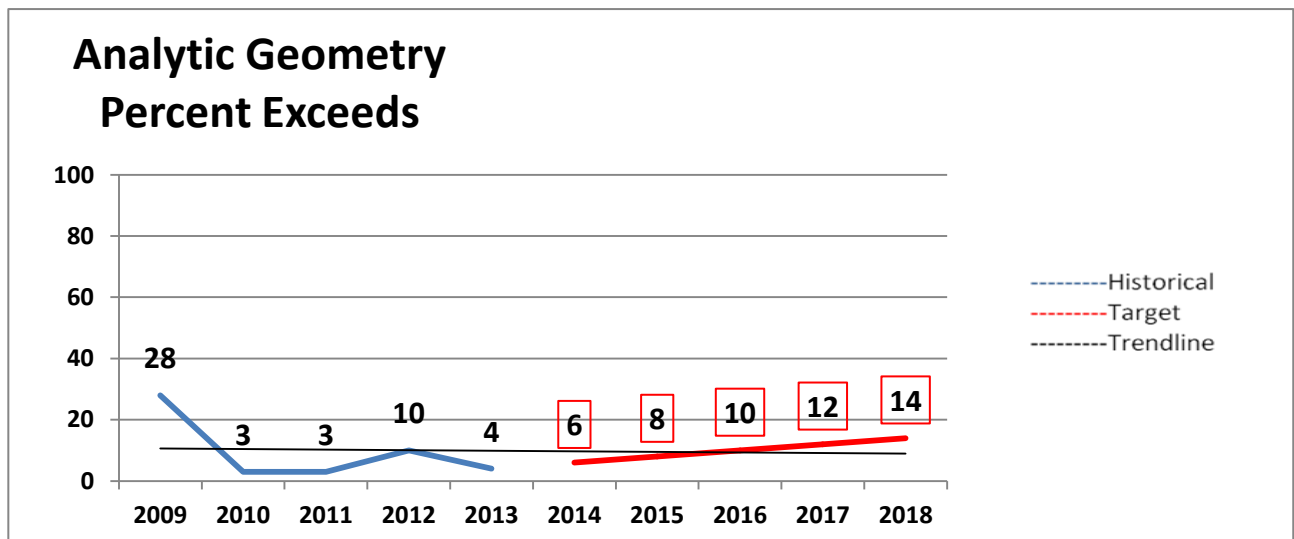
This data is declining over time, used increasing by 1% each year for the targets

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
US	13	18	37	20		21	22	23	24	25

Hart County School System

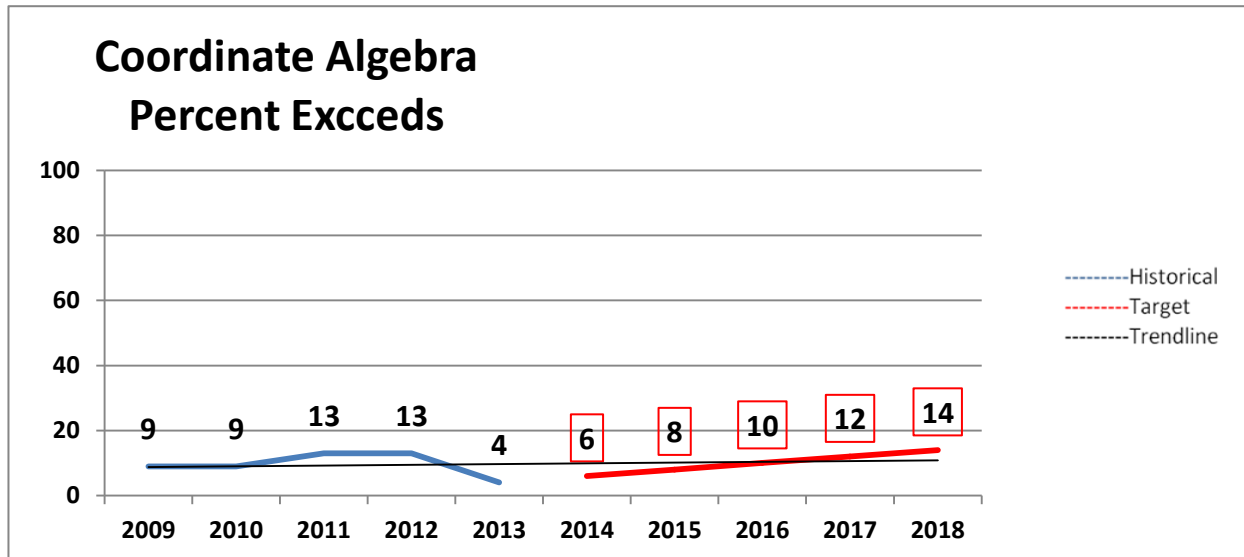


	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Econ	21	27	14	17	33	34.5	36	37.5	39	40.5



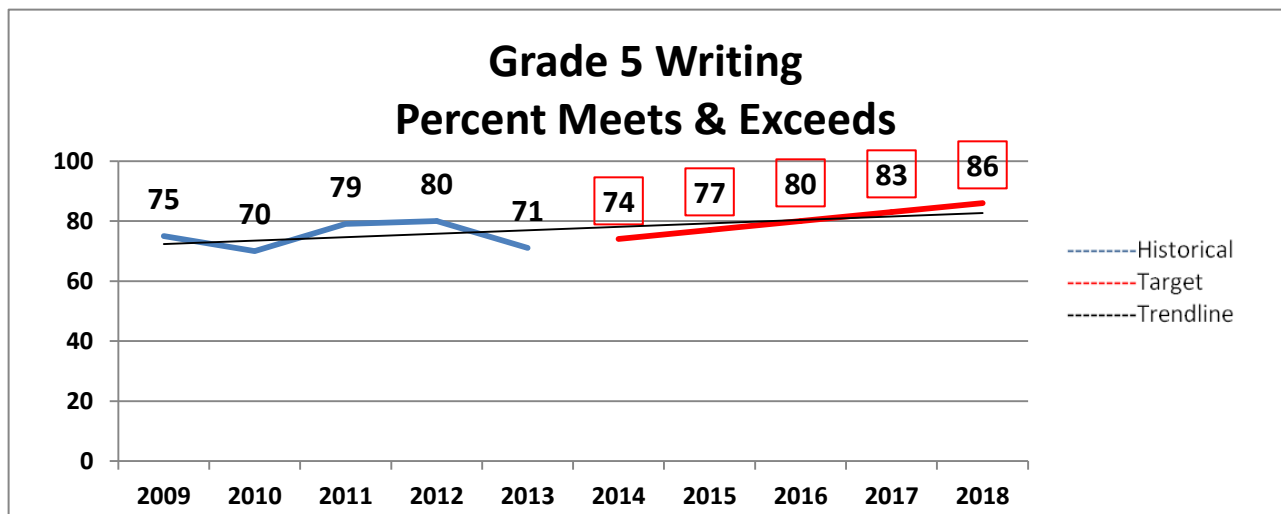
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
An Geom	28	3	3	10	4	6	8	10	12	14
Geom		math II	math II	math II	An. Geom.					

Hart County School System



	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Coord										
Alg	9	9	13	13	4	6	8	10	12	14
	Alg I	Math I	Math I	Math I	Coord. Alg.					

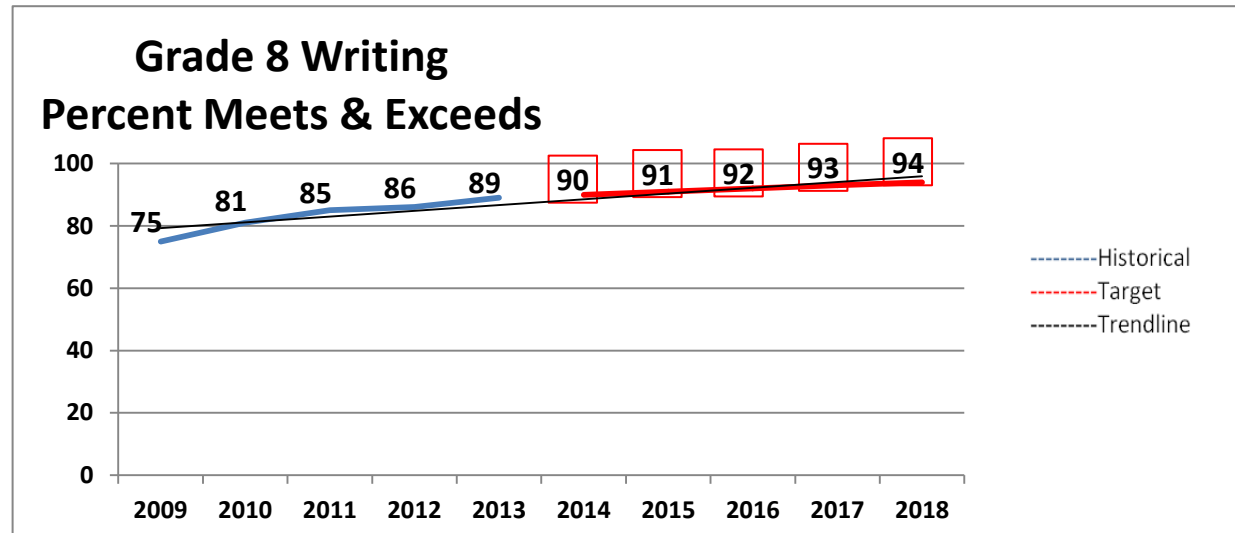
Student Performance Goal 5: The percentage of students meeting or exceeding state standards on the Grade 5 Writing Assessment, Grade 8 Writing Assessment, and Georgia High School Writing Test will exceed the state percentage of students meeting or exceeding on the writing assessments by the 2017/2018 school year.



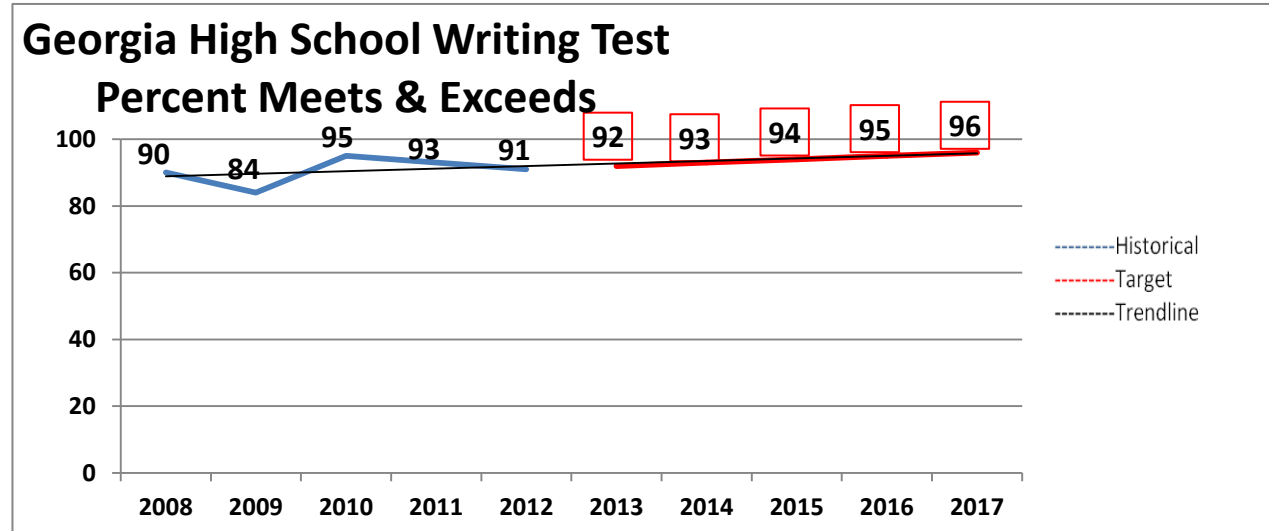
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Passing	75	70	79	80	71	74	77	80	83	86

Hart County School System

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Passing	75	70	79	80	71	74	77	80	83	86



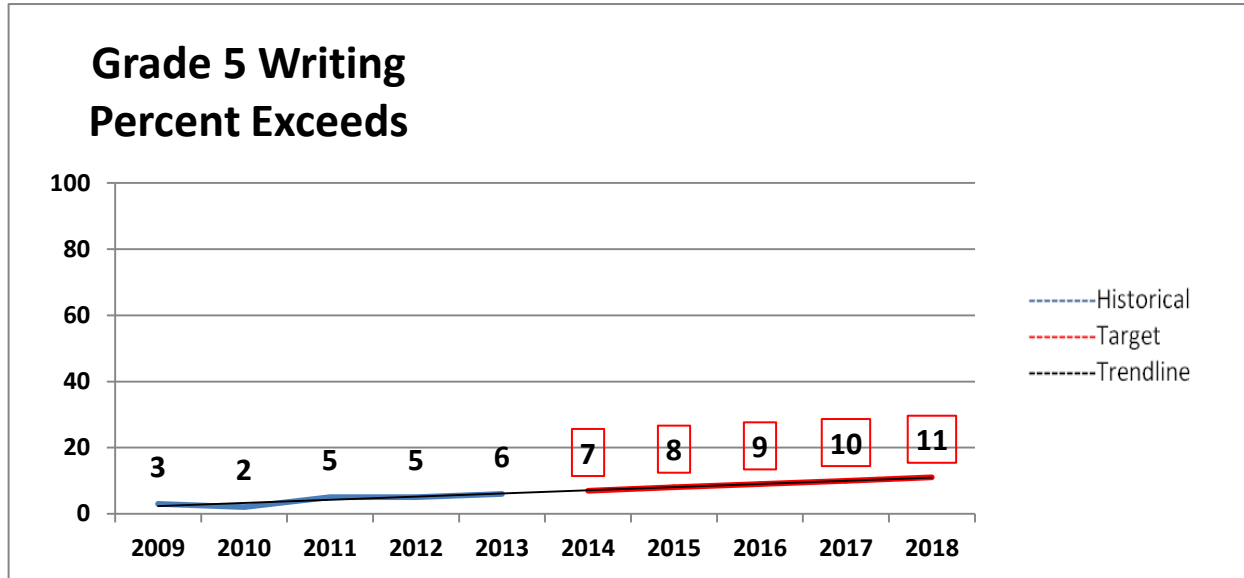
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Passing	75	81	85	86	89	90	91	92	93	94



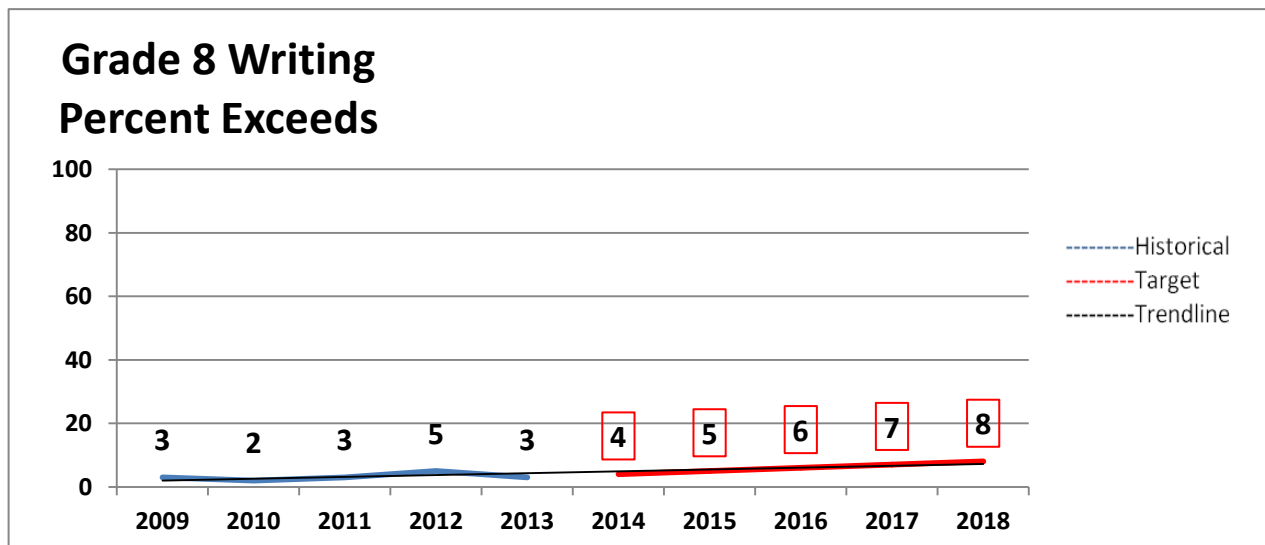
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Pass	90	84	95	93	91	92	93	94	95	96

Hart County School System

Student Performance Goal 6: The percentage of students exceeding state standards on the Grade 5 Writing Assessment, Grade 8 Writing Assessment, and Georgia High School Writing Test will meet or exceed the state percentage of students exceeding on the writing assessments by the 2017/2018 school year.

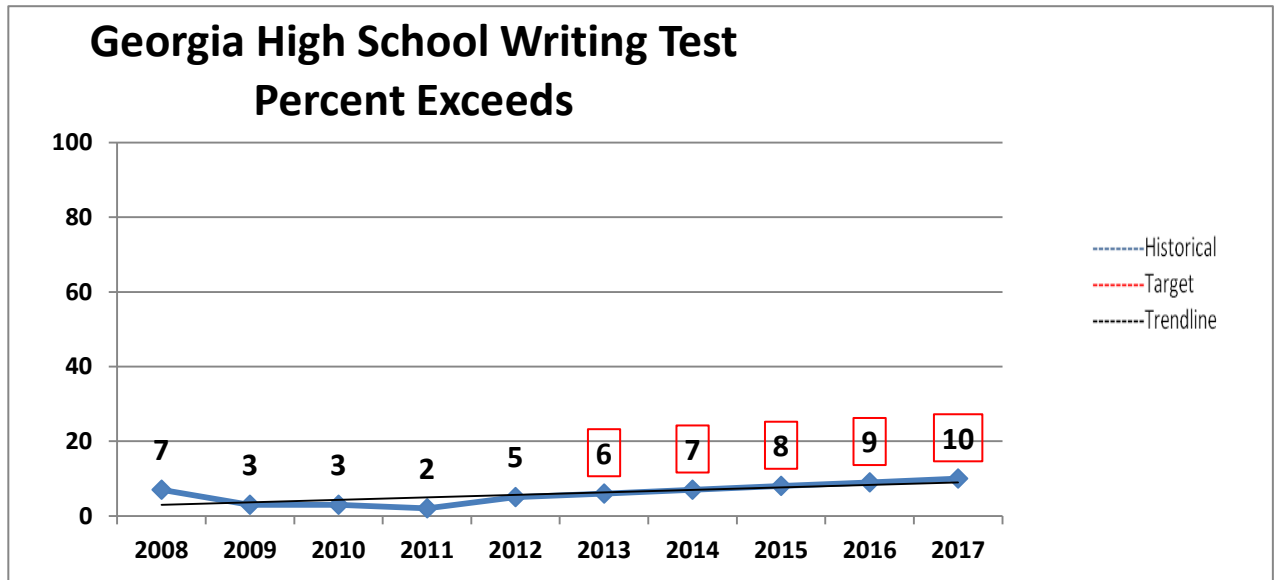


	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Exceeds	3	2	5	5	6	7	8	9	10	11



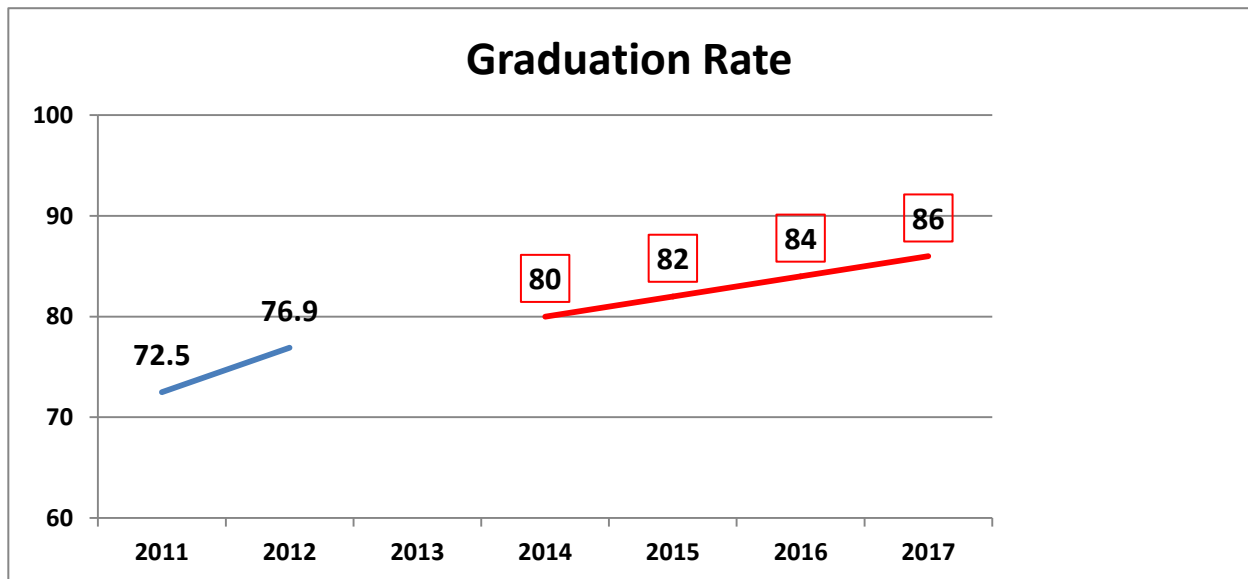
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Exceeds	3	2	3	5	3	4	5	6	7	8

Hart County School System



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Exceeds	7	3	3	2	5	6	7	8	9	10

Student Performance Goal 7: The Hart County graduation rate will meet or exceed the state graduation rate by the 2017/2018 school year



The targets are created at a 2% increase based on estimated speculation that the 2013 grad rate will be around 80%

Data begins with 2011 which was the first year that the graduation rate was calculated using the 4-Year Cohort Graduation Rate

Hart County School System

Exhibit 13

Hart County School System's Student Performance Data: 2009-2013

Performance Indicator	Grade	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
CRCT: % of students meeting or exceeding reading	3	87.0%	91.2%	88.1%	89.5%	93.1%
	4	90.2%	90.0%	90.5%	86.7%	94.7%
	5	86.1%	92.4%	88.2%	92.9%	89.8%
	6	90.8%	89.2%	92.5%	95.9%	98.3%
	7	89.3%	91.9%	93.2%	93.3%	98.4%
	8	91.4%	92.9%	96.5%	93.4%	99.6%
CRCT: % of students meeting or exceeding English/language arts	3	84.7%	90.7%	88.6%	91.1%	92.2%
	4	90.6%	88.3%	89.3%	87.9%	89.9%
	5	86.3%	92.0%	89.4%	94.9%	96.7%
	6	88.5%	92.5%	91.3%	94.7%	93.3%
	7	85.9%	93.4%	91.5%	92.5%	95.6%
	8	92.5%	91.6%	93.6%	95.7%	97.5%
CRCT: % of students meeting or exceeding mathematics	3	72.1%	82.2%	77.1%	83.9%	81.0%
	4	76.0%	71.5%	79.0%	73.6%	88.5%
	5	75.4%	80.1%	86.0%	87.9%	85.2%
	6	82.4%	72.5%	73.2%	87.2%	92.3%
	7	86.6%	90.0%	91.9%	92.1%	97.6%
	8	71.1%	76.3%	83.2%	74.5%	92.7%
CRCT: % of students meeting or exceeding science	3	80.6%	88.0%	80.2%	75.4%	79.2%
	4	76.4%	76.6%	80.2%	74.1%	80.9%
	5	73.8%	78.5%	73.8%	78.2%	75.6%
	6	75.6%	77.5%	75.2%	76.7%	80.6%
	7	77.3%	87.6%	86.0%	85.4%	90.4%
	8	70.5%	60.8%	73.1%	80.8%	82.9%
CRCT: % of students meeting or exceeding social studies	3	77.9%	80.2%	81.8%	76.1%	87.2%
	4	76.4%	73.4%	85.7%	72.5%	84.3%
	5	69.8%	70.1%	71.4%	81.5%	82.7%
	6	N/A	66.5%	68.3%	80.7%	85.8%
	7	N/A	86.8%	84.3%	83.0%	92.7%
	8	58.7%	66.1%	77.5%	88.8%	88.5%

Data Source: State Longitudinal Data System, Georgia Office of Student Achievement Report Card

Hart County School System

Performance Indicator	Grade	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
CRCT: % of students exceeding reading	3	29.5 %	25.3 %	27.4 %	38.3 %	46.5 %
	4	35.7 %	29.7 %	28.2 %	29.3 %	43.1 %
	5	17.6 %	22.8 %	27.3 %	23.3 %	26.4 %
	6	32.8 %	35.8 %	39.1 %	40.2 %	44.2 %
	7	18.2 %	22.5 %	23.3 %	27.9 %	35.9 %
	8	25.5 %	27.9 %	37.4 %	36.2 %	45.2 %
CRCT: % of students exceeding English/language arts	3	30.3 %	30.9 %	27.1 %	35.9 %	31.0 %
	4	28.0 %	25.9 %	26.6 %	23.4 %	34.3 %
	5	27.3 %	38.6 %	27.6 %	36.0 %	32.0 %
	6	31.7 %	23.8 %	33.2 %	30.5 %	27.2 %
	7	29.9 %	44.2 %	40.7 %	46.9 %	50.4 %
	8	24.8 %	36.7 %	46.2 %	40.9 %	47.5 %
CRCT: % of students exceeding mathematics	3	35.4 %	31.7 %	32.2 %	41.1 %	33.2 %
	4	22.4 %	31.3 %	29.0 %	22.3 %	44.4 %
	5	25.0 %	27.0 %	35.3 %	32.8 %	34.5 %
	6	17.2 %	20.0 %	22.0 %	29.3 %	31.8 %
	7	26.8 %	39.8 %	34.3 %	43.8 %	40.7 %
	8	11.2 %	13.3 %	24.3 %	19.2 %	35.2 %
CRCT: % of students exceeding science	3	34.0 %	27.9 %	27.9 %	35.2 %	36.2 %
	4	26.0 %	36.1 %	35.7 %	31.7 %	41.6 %
	5	28.9 %	31.9 %	33.0 %	39.5 %	30.5 %
	6	14.9 %	18.3 %	15.7 %	26.7 %	30.8 %
	7	32.0 %	39.0 %	40.3 %	48.2 %	54.4 %
	8	12.6 %	12.9 %	20.9 %	28.2 %	37.1 %
CRCT: % of students exceeding social studies	3	12.2 %	10.9 %	14.0 %	11.0 %	25.3 %
	4	11.8 %	17.6 %	15.9 %	14.3 %	28.0 %
	5	12.9 %	16.3 %	20.1 %	16.9 %	15.2 %
	6	N/A	33.9 %	29.8 %	44.1 %	45.7 %
	7	N/A	51.2 %	60.2 %	57.1 %	67.0 %
	8	13.0 %	20.3 %	34.0 %	48.5 %	44.7 %

Data Source: State Longitudinal Data System, Georgia Office of Student Achievement Report Card

Hart County School System

Performance Indicator	Grade	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
CRCT: % of students exceeding reading	3	29.5 %	25.3 %	27.4 %	38.3 %	46.5 %
	4	35.7 %	29.7 %	28.2 %	29.3 %	43.1 %
	5	17.6 %	22.8 %	27.3 %	23.3 %	26.4 %
	6	32.8 %	35.8 %	39.1 %	40.2 %	44.2 %
	7	18.2 %	22.5 %	23.3 %	27.9 %	35.9 %
	8	25.5 %	27.9 %	37.4 %	36.2 %	45.2 %
CRCT: % of students exceeding English/language arts	3	30.3 %	30.9 %	27.1 %	35.9 %	31.0 %
	4	28.0 %	25.9 %	26.6 %	23.4 %	34.3 %
	5	27.3 %	38.6 %	27.6 %	36.0 %	32.0 %
	6	31.7 %	23.8 %	33.2 %	30.5 %	27.2 %
	7	29.9 %	44.2 %	40.7 %	46.9 %	50.4 %
	8	24.8 %	36.7 %	46.2 %	40.9 %	47.5 %
CRCT: % of students exceeding mathematics	3	35.4 %	31.7 %	32.2 %	41.1 %	33.2 %
	4	22.4 %	31.3 %	29.0 %	22.3 %	44.4 %
	5	25.0 %	27.0 %	35.3 %	32.8 %	34.5 %
	6	17.2 %	20.0 %	22.0 %	29.3 %	31.8 %
	7	26.8 %	39.8 %	34.3 %	43.8 %	40.7 %
	8	11.2 %	13.3 %	24.3 %	19.2 %	35.2 %
CRCT: % of students exceeding science	3	34.0 %	27.9 %	27.9 %	35.2 %	36.2 %
	4	26.0 %	36.1 %	35.7 %	31.7 %	41.6 %
	5	28.9 %	31.9 %	33.0 %	39.5 %	30.5 %
	6	14.9 %	18.3 %	15.7 %	26.7 %	30.8 %
	7	32.0 %	39.0 %	40.3 %	48.2 %	54.4 %
	8	12.6 %	12.9 %	20.9 %	28.2 %	37.1 %
CRCT: % of students exceeding social studies	3	12.2 %	10.9 %	14.0 %	11.0 %	25.3 %
	4	11.8 %	17.6 %	15.9 %	14.3 %	28.0 %
	5	12.9 %	16.3 %	20.1 %	16.9 %	15.2 %
	6	N/A	33.9 %	29.8 %	44.1 %	45.7 %
	7	N/A	51.2 %	60.2 %	57.1 %	67.0 %
	8	13.0 %	20.3 %	34.0 %	48.5 %	44.7 %

Data Source: State Longitudinal Data System, Georgia Office of Student Achievement Report Card

Hart County School System

Performance Indicators	Subject	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
EOCT: % of students meeting or exceeding	9th Lit	73%	76%	79%	80%	80%
	Am Lit	81%	77%	84%	78%	too few students
	Bio	60%	62%	72%	65%	66%
	Phy Sci	78%	74%	72%	70%	too few students
	US Hist	46%	50%	66%	55%	too few students
	Econ	61%	67%	53%	61%	too few students
	Alg I	49%	N/A	N/A	N/A	N/A
	Geom	75%	70%	N/A	N/A	N/A
	Math I	N/A	60%	59%	65%	too few students
	Math II	N/A	43%	50%	62%	53%
	Coord. Alg	N/A	N/A	N/A	N/A	37%
EOCT: % of students exceeding	9th Lit	23%	25%	30%	28%	33%
	Am Lit	16%	22%	19%	21%	too few students
	Bio	20%	19%	27%	22%	24%
	Phy Sci	39%	33%	34%	34%	too few students
	US Hist	13%	18%	27%	19%	too few students
	Econ	20%	26%	13%	16%	too few students
	Alg I	9%	N/A	N/A	N/A	N/A
	Geom	27%	16%	N/A	N/A	N/A
	Math I	N/A	8%	12%	13%	too few students
	Math II	N/A	3%	3%	10%	4%
	Coord. Alg	N/A	N/A	N/A	N/A	3%

Data Source: State Longitudinal Data System, Georgia Office of Student Achievement Report Card

Hart County School System

Performance Indicator	Grade	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Writing: % of students meeting or exceeding	5	75%	70%	79%	80%	71%
	8	76%	83%	85%	86%	89%
	GHSWT	88%	81%	94%	93%	91%
Writing: % of students exceeding	5	3%	2%	5%	5%	6%
	8	3%	2%	3%	5%	3%
	GHSWT	7%	3%	4%	2%	5%
Graduation		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Graduation Rate 4 year cohort		77%	75.10%	76.90%	76.92%	TBD
Graduation Rate 5 year cohort					76.63%	TBD

Data Source: State Longitudinal Data System, Georgia Office of Student Achievement Report Card