

CHARTER SYSTEM RENEWAL APPLICATION COVER PAGE

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

Charter System Information			
1. Full Name of Charter System Hart County Charter Systems	2. How many schools in total are included in your charter system (including college and career academies)? 6		
3. How many of each of the following schools will be included in your charter system? <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Primary School(s) 0</div> <div>High School(s) 1</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Elementary School(s) 3</div> <div>College and Career Academy(ies) 1</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Middle School(s) 1</div> </div>			
4. Charter System Street Address 284 Campbell Drive	5. City Hartwell	6. State Georgia	7. Zip 30643
8. Contact Person David Buddenbaum		9. Title Assistant Superintendent	
10. Contact Street Address 284 Campbell Drive	11. City Hartwell	12. State Georgia	13. Zip 30643
14. Contact's Telephone Number 706-376-5141	15. Contact's Fax Number 706-376-7046	16. Contact's E-mail Address dbuddenbaum@hart.k12.ga.us	

Charter SYSTEM Renewal
Application Questions

Essential or Innovative Features Implementation

1. What is the status of the implementation of each Essential or Innovative Feature included in your charter system contract?

Four of the seven innovative features are mostly or fully implemented and have resulted in change for our system in how instruction is implemented and planned for to help our students achieve. The three innovations that are partially implemented continue to be an area of focus for our county and we will continue to plan and implement them as our college and career academy is embedded into our charter renewal.

These are the seven innovative features:

- Data teams to focus on student progress and the impact of instructional strategies; (Fully)
- Redefinition of graduation that will allow students to earn credit in alternative ways, such as through content mastery; (Partially)
- Course work that will prepare students for entry into post-secondary option or the workforce (Partially)
- Targeted interventions for both advanced and struggling students; (Mostly)
- Science, Technology, Engineering, and Math (STEM) application at all levels (Mostly)
- Increased opportunities for student to demonstrate mastery in real-life, community-based settings (Partially)
- Bring Your Own Technology (BYOT) (Fully)

2. For those Essential or Innovative Features that are not on schedule, what are next steps?

The next step for the three innovative features that are partially implemented will be to add them to our charter renewal. The three innovative features fit the mission of our new college and career academy and will be a natural progression as we continue our work in this area. Through our college and career academy, we need to continue to examine how we prepare our students for their future especially as industry in our community continues to grow. To achieve this, we will continue to examine and align our graduation requirements to meet the needs of our students and community, adjust our course work to prepare students for their future, and provide opportunities for students to be part of the postsecondary workforce before they graduate. Each focus will ensure that we are planning for student success post-graduation. In order to accomplish these innovations, district staff will continue to meet with local school governance teams and the board of directors at the college and career academy to develop plans focused on developing, implementing and monitoring these innovations.

3. Are there any Essential or Innovative Features that should be deleted or added to your new charter system contract (including any college and career academies)?

School administration, teachers and local school governance teams have worked for the past year to review each of our current charter innovations and challenges. As a result of that work, we plan to streamline our innovations to increase our focus and provide clarity in what we desire to accomplish with our charter. Our previous innovations will be embedded into three new innovations to ensure they continue. Moving forward our three innovations addressed in our charter will be:

1. College and Career Academy “Real-life” workforce preparedness
2. Focus on Literacy
3. Create a culture of high performance for teachers, student, and the community

Academic Accountability

1. How have your schools done on meeting the academic targets in your charter system contract?

Overall, we have had an upward trend in our academic targets in the areas of growth and progress. The growth and progress has not been as consistent or rapid as we would hope, but there has been improvement. However the moving target of CCRPI calculations has made it hard to analyze true progress as a metric. With that being said, while we have not been above the state average in CCRPI as required in goal area one for charter systems, we have made gains each year in goal area two, where we compare our CCRPI scores to the prior year. As we continue our charter, we will continue to emphasize that all students have the expectation of improvement and growth and our goal will be to continue to improve each year.

2. What steps have you taken on an annual basis at schools that did not meet their academic targets?

At all schools, the implementation of Achievement Teams has provided focus on how students are performing on common formative assessments which is essential in monitoring growth of all students and the school as a whole. As a system, we have instructional coaches that focus and work with administration, grade levels, and department teams to analyze student performance and ensure that best practices for instruction are being implemented to help all students. In addition, we conduct District Support of Strategic Plan (DSSP) meetings at all schools to examine data and school improvement plans in order to identify areas of strengths and areas for improvement. The district then works closely with each school’s administrative team to plan improvement activities intended to address weak areas and continue growth in areas of strength.

3. What will you be doing for schools that fail to meet their academic targets in the future?

We continue to look at our data and measure it against our goals at each school and at the district level. All schools have areas for growth, so consistent implementation of the system’s strategic plan and innovative practices will continue to be the focus of each school and the district will monitor through our DSSP process. In addition, system and school leadership have begun working with Georgia Leadership Institute for School Improvement (GLISI) to identify specific root causes across the system for all students. As a result of this work, the identification of literacy instruction at Tier 1 has become a focus for the system and plans are being implemented to improve instruction in literacy.

Local Schools Governance implementation

1. What are the main successes of your implementation of Local School Governance?

As a system, Local School Governance Team (LSGT) members have become more involved in the many decisions that impact our students. Each LSGT has stated that having a better understanding of student achievement, decision making procedures, schools operations, and curriculum and instruction has been very beneficial and has had an impact on how they view the school and the system. Some of the main successes of the LSGT has been an increase in communication between schools and stakeholders on the understanding of the system's strategic plan development, input and approval of school level budgets and school improvement plans, input on the system's yearly calendar, pathway creation, and graduation requirements.

2. What barriers had to be overcome to implement Local School Governance?

The biggest barrier we have had as a system implementing LSGT has been our teams having a good understanding of their roles and responsibilities. It has gotten better each year as we have addressed this in our annual training by providing ongoing support of the different roles each LSGT can address. In addition the new school governance matrix that has been created as part of our charter renewal has already been beneficial in helping teams understand their role on the LSGT.

3. What remains to be done to fully implement Local School Governance with fidelity?

While LSGT teams are fully functional at each school we need to continue expanding their role by providing annual training to all LSGT members as well as guidance as to the expectations. By continuing our annual training and support and discussing the desire for increased decision making opportunities by LSGT teams, we will continue to strengthen our system and support our students.

Charter Supplement Uses

1. For what did the system use its annual charter system supplemental funds that were included in your QBE funding?

Supplemental funds were utilized in the area of technology, teacher development, and STEM as written in our charter and all items purchased were part of our system's strategic plan.

- STEM
 - Professional Learning, resources, and implementation
- Technology
 - Professional Learning, resources, and implementation
- Teacher/Leader Development
 - Professional Learning in the area of leadership, instruction, and resources

2. Will any changes be made in the future to how the supplemental funds are used?

No, Charter supplemental funds will continue to be tied to the system charter that supports the system's strategic plan.

ASSURANCES FORM AND SIGNATURE SHEET

The law requires your school district to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter System Renewal 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;
9. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
10. Shall provide state and federally mandated services for English Language Learners, as applicable;
11. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
12. Shall notify the state of any intent to contract with a for-profit entity for education management services;
13. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
14. Shall comply with federal due process procedures regarding student discipline and dismissal;
15. Shall be subject to all laws relating to unlawful conduct in or near a public school;
16. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
17. Shall have a written procedure for resolving conflicts between the system charter schools and the local board of education;

18. Shall comply with the provisions of O.C.G.A. § 20-2-211.1 relating to fingerprinting and criminal background checks;
19. Shall remit payments to TRS on behalf of employees;
20. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
21. Shall ensure that if the charter system participates in federal school meals programs, then each participating system charter school shall comply with all applicable state and federal laws;
22. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
23. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the system may build or occupy during the charter term and all other facility requirements as established by the Department;
24. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
25. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
26. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
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;
28. Shall use any funds appropriated for the QBE weight for charter systems, in accordance with recommendations of the school governance teams or to advance student achievement goals and school level governance training; and
29. Shall ensure that all new principals and other school leaders, central office staff, superintendents, and Board of Education members receive a detailed orientation session on their charter system commitments as part of their "on-boarding" process.

This Charter System Renewal Application, Assurances Form, and attached Exhibits were approved by the Hart County Board of Education on the 14th day of January, 2019.

Kimberly H. Pien
Chair, Local Board of Education

1/14/2019
Date

[Signature]
Superintendent, Local Board of Education

1/14/19
Date

If a Charter is granted, Petitioners assure that the charter system's 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.

Kimberly H. Pien
Chair, Local Board of Education

1/14/2019
Date

[Signature]
Superintendent, Local Board of Education

1/14/19
Date

HART COUNTY BOARD OF EDUCATION

RESOLUTION

WHEREAS, the Hart County Board of Education is the governing body of the Hart County School District.

WHEREAS, the Hart County Board of Education entered into a contract with the State Board of Education on or about January 14, 2019 for the operation of Hart County School District as a Charter System;

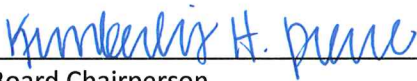
WHEREAS, the Hart County Board of Education recognizes the positive impact charter system status has had on increasing community engagement, student achievement, and flexibility throughout the Hart County School District;

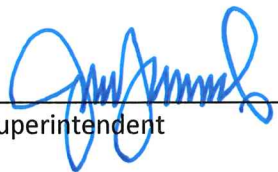
WHEREAS, the Hart County Board of Education seeks to renew its charter system contract;

NOW, THEREFORE, BE IT RESOLVED that the Hart County Board of Education authorizes the renewal of its charter contract with the State Board of Education and hereby submits the renewal petition and this Resolution to the State Board of Education for final approval.

Adopted this the 14th day of January 2019.

Hart COUNTY BOARD OF EDUCATION


Board Chairperson


Superintendent

Charter Systems - 2018 Annual Report Form

1. System Info

This section first asks you for key contact information and system information

CONTACT INFORMATION FOR THE PERSON WHO COMPLETED THIS SURVEY	
Tell us how best to reach you in case we have any questions about your survey answers	Put your contact information in this column
Your name	David Buddenbaum
Your title	Assistant Superintendent
Your direct phone number	706-376-5141
Your email address	dbuddenbaum@hart.k12.ga.us

CONTACT INFORMATION FOR THE SUPERINTENDENT	
Who is your Superintendent?	Put Superintendent contact information in this column
Superintendent's name	Jaybez F. Floyd
Direct phone number	706-376-5141
Email address	jay.floyd@hart.k12.ga.us
Is this a new Superintendent for 2018-19?	
If the Superintendent is new for this year, please list the former Superintendent's name for 2017-18	

CONTACT INFORMATION FOR YOUR CHARTER SYSTEM LIAISON	
CHARTER SYSTEM LIAISON	Put information in this column
Name of your district's charter system liaison	David Buddenbaum
Charter system liaison's title	Assistant Superintendent
Charter system liaison's direct phone number	706-376-5141
Charter system liaison's email address	dbuddenbaum@hart.k12.ga.us
Is this a new Charter System Liaison for 2018-19?	
If new this year, please list the former Charter System Liaison's name for 2017-18	

LOCAL SCHOOL GOVERNING TEAMS/COUNCILS LIAISON: The person who facilitates communications between the GaDOE District Flexibility and Charter Schools Division and the chairs of each of your charter system's Local School Governing Teams/Councils	
School Governing Teams/Councils Liaison	Put contact information in this column
Name of your district's School Governing Teams/Councils Liaison	David Buddenbaum
Title	Assistant Superintendent
Direct phone number	706-376-5141
Email address	dbuddenbaum@hart.k12.ga.us
Is this a new Liaison for 2018-19?	
If new this year, please list the former liaison's name for 2017-18	

BOARD OF EDUCATION CONTACT INFORMATION			
CHAIR OF YOUR BOARD OF EDUCATION	Enter answers for 2016-17 in this column	Enter answers for 2017-18 in this column	Enter answers for 2018-19 in this column
Name of your District's Board Chair	Richard Sutherland	Matthew Honiotes	Matthew Honiotes
Direct Phone Number	706-376-5141	706-376-5141	706-376-5141
Email Address	rsutherland48@gmail.com	semagh@hartcom.net	semagh@hartcom.net
If you had more than one Board Chair last year, please enter:			
Direct Phone Number of earlier Board Chair			
Direct Phone Number			
Email Address			

CHARTER INFORMATION	
CHARTER BASICS	Put information in this column
What is the <i>beginning date</i> of your current charter term (MM/DD/YYYY)?	7/1/2014
What is the <i>ending date</i> of your current charter term (MM/DD/YYYY)?	6/30/2019
In what <i>month and year</i> was your <i>first charter approved</i> (MM/YYYY)?	5/1/2014
Does your Charter System Contract include a Georgia College and Career Academy?	No
If no, would you like to amend your contract to include a Georgia College and Career Academy?	Yes
At what stage in the TCSG certification process is your CCA	Certified
When is your SACS reaccreditation?	6/30/2021
GaDOE now embeds the charter system contract renewal process within the SACS reaccreditation process. If your charter term does <i>not</i> end in the year of your next SACS accreditation, will you submit a charter amendment this year seeking a change in your charter term so it is aligned with your SACS reaccreditation cycle?	No
Has the current charter system contract been amended?	No
If yes, when was the contract amended?	
What was the subject of the amendment?	

Your charter term is shown near the beginning of your charter contract. The start date will be July 1, YYYY and the end date will be June 30, YYYY

94 Personnel

FACULTY	Enter Answers in Space Below			
	2015-16	2016-17	2017-18	2018-19
What percent of your faculty and staff have had a fingerprint/background check for each school year? (Enter %)			100%	
What percent of your current faculty and staff have a clearance certificate from GaP5C? (Enter %)			100%	
What percent of your current faculty and staff have a Special Education Certification?			21%	
What percent of your current faculty and staff have Gifted Certification?			22%	
What percent of your current faculty and staff have ESOL Endorsement?			10%	

102 You have reached the end of Tab 1: System Info
Please proceed to Tab 2: Accountability and continue answering the questions there.

Please review the data shown and let us know if you have any questions about the data. DO NOT CHANGE ANY DATA.

ACADEMIC GOALS

	2017

1. Hart County School System 2018 Annual Report
2. Accountability

131	Elementary School												
132	English/Language Arts	N/A	N/A	N/A	N/A	60.3	57.7	63.6	55.7	66.9	60.0	61.19	60.9
133	Mathematics	N/A	N/A	N/A	N/A	63.8	57.6	66.8	62.4	69.8	63.9	64.99	63.7
134	Science	N/A	N/A	N/A	N/A	57.4	60.6	61.0	66.7	62.9	68.6	69.57	67.8
135	Social Studies	N/A	N/A	N/A	N/A	59.7	56.8	63.1	67.9	65.5	65.3	66.33	69.5
136	Middle School												
137	English/Language Arts	N/A	N/A	N/A	N/A	60.3	53.5	63.6	52.4	66.9	56.4	57.73	59.7
138	Mathematics	N/A	N/A	N/A	N/A	63.8	57.6	66.8	61.7	69.8	60.9	62.03	64.8
139	Science	N/A	N/A	N/A	N/A	57.4	50.2	61.0	51.0	62.9	50.8	52.28	43.0
140	Social Studies	N/A	N/A	N/A	N/A	59.7	56.9	63.1	53.3	65.5	60.4	61.55	71.2
141	End-of-Course Performance Targets												
142	9th Grade Literature	N/A	N/A	N/A	N/A	61.5	59.1	64.7	57.3	67.9	55.5	56.7	63.57
143	American Literature	N/A	N/A	N/A	N/A	59.0	57.3	62.4	57.0	65.8	55.2		
144	Coordinate Algebra	N/A	N/A	N/A	N/A	56.4	55.3	60.0	49.8	63.6	55.1	56.73	52.12
145	Analytic Geometry	N/A	N/A	N/A	N/A	55.6	49.4	59.3	65.1	63.0	55.7		
146	Physical Science	N/A	N/A	N/A	N/A	50.1	57.7	54.3	46.9	58.5	43.9	47.88	45.21
147	Biology	N/A	N/A	N/A	N/A	56.6	56.5	60.2	48.7	63.8	48.7		
148	U.S. History	N/A	N/A	N/A	N/A	61.6	62.2	64.8	69.9	68.0	74.8	77.6	70.4
149	Economics	N/A	N/A	N/A	N/A	58.3	64.0	61.8	71.0	65.3	79.2		
150	GRADUATION RATE												
151	Cohort Graduation Rate	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
152		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
153		71.8	85.2	72.6	88.1	79	94.0	79.4	92.4	80.6	96.5	62	95.7
154													
155	ORGANIZATIONAL GOALS												
156	Organizational Goal 1: The Charter System will be economically sustainable	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
157		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
158	Measure 1: Submission of a fiscally sound external audit	Yes		Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
159	Measure 2: Actual and proposed budgets demonstrate effective allocation of resources	Yes		Yes		Yes	yes	Yes	Yes	Yes	Yes	Yes	Yes
160	Measure 3: Yearly balance sheets demonstrate adequate cash reserves	Yes		Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
161	Measure 4: Meets all GAGAS (Generally Accepted Government Auditing Standards)	Yes		Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
162	Organizational Goal 2: Promote a positive school experience	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
163		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
164	Measure 1: According to data reported by the Governor's Office of Student Achievement Report Card, from a baseline established in Year 1 of the charter term, the Charter System shall decrease the percentage of students absent 15 days or more by at least 1% each year.	Yes		Yes		Yes	No	Yes	N/A	Yes	No	Yes	
165	Measure 2: From a baseline established in Year 1 of the charter term (2016-2017), the charter system will increase parent satisfaction annually by 5% as measured on the annual parent perception survey until parent satisfaction measures 90% at which time the Charter System shall maintain the 90% satisfaction rate.	Yes		Yes		Yes	N/A	Yes	N/A	Yes	No	Yes	
166	Measure 3: From a baseline established in Year 1 (2016-2017) the Charter System will increase parent participation annually by 5% up to 90% at which time the Charter System shall maintain the 90% participation rate.	Yes		Yes		Yes	N	Yes	N/A	Yes	No	Yes	
167	Legend:								Met		Progress Made		

Charter Systems - 2018 Annual Report Form

3. LOCAL SCHOOL GOVERNANCE

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

Your charter system is required to have high-functioning Local School Governance Teams/Councils with authority over key areas affecting the school's ability to improve academic achievement.

Line #

169	SCHOOL GOVERNING TEAMS/COUNCILS						
170	INSTRUCTIONS: For each of the following questions, please provide the answer requested in the space provided for last year (2015-16) and for this year (2016-17)						
171	SCHOOL GOVERNING TEAMS/COUNCILS, MEMBERS, AND MEETINGS	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
172	How many of your schools have <u>active</u> School Governing Teams/Councils -- All, Most, Half, Some, or None?		All	All	All	All	All
173	On average, <u>how many voting members</u> are on the School Governing Teams/Councils at your schools?		8	8	8	8	8
174	What is the <u>range</u> of the <u>number</u> of voting members on the School Governing Teams/Councils at your schools? (Enter range as <u>lowest number-to-highest number</u> .)		6 to 10	6 to 10	6 to 10	6 to 10	8 to 12
175	On average, <u>how many</u> meetings did your district's local School Governing Teams/Councils have last year, and how many are scheduled for this year?		10	10	6 to 10	10	10
176	On average, how many School Governing Teams/Councils <u>members</u> typically <u>attended</u> School Governing Team/Council meetings last year?		6	6	6 to 10	8	8
177	TRAINING FOR SCHOOL GOVERNING TEAMS/COUNCILS	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
178	How many <u>hours</u> of training were (and will be) offered to your School Governing Team/Council members?		4	5	3	3	3
179	Who did (or will) provide the training?		Lynn Plunkett, Resa, Local	Local, Martha Greenaway and Pioneer Resa	Pioneer RESA	Lynn Plunkett and Local Training	Lynn Plunkett
180	What <u>topics</u> were and will be covered in the training?		Legal Issues associated with Governance, School Improvement, Finance and Funding, Needs Assessment	Legal Issues associated with Governance, School Improvement, Finance and Funding, Needs Assessment	Funding, School Governance Legal Issues	Charter Rules, Charter Renewal, School Improvement, Legal Issued associated with School Governance, Curriculum	Charter Renewal, System Governance Rules and Guidelines
181	On average, how many School Governing Team/Council members typically attended training? (All, Most, Half, Some, None)		Most	Most	Most	Most	
182	How many School Governing Team/Council members attended <u>all</u> training sessions? (All, Most, Half, Some, None)		Most	Most	Most	Most	
183	How many School Governing Team/Council members attended <u>at least one</u> training session? (All, Most, Half, Some, None)		All	All	Most	All	
184	CHARTER SYSTEM TRAINING FOR SCHOOL ADMINISTRATORS	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
185	How many <u>hours</u> of charter system training were (and will be) offered to your School Administrators?		4	5	3	3	3
186	Who did (or will) provide the training?		Lynn Plunkett, Resa, Local	Local, Martha Greenaway and Pioneer Resa	Pioneer RESA	Lynn Plunkett	Lynn Plunkett
187	What <u>topics</u> were and will be covered in the training?		Legal Issues associated with Governance, School Improvement, Finance and Funding, Needs Assessment	Legal Issues associated with Governance, School Improvement, Finance and Funding, Needs Assessment	Legal Issues, School Governance, Finance, and Facilities	Charter Rules, Charter Renewal, School Improvement, Legal Issued associated with School Governance, Curriculum	Charter Renewal, System Governance Rules and Guidelines
188	On average, how many School Administrators typically attended training? (All, Most, Half, Some, None)		All	All	All	All	
189	How many School Administrators attended <u>all</u> training sessions? (All, Most, Half, Some, None)		All	All	All	All	
190	How many School Governing Team/Council members attended <u>at least one</u> training session? (All, Most, Half, Some, None)		All	All	All	All	
191	CHARTER SYSTEM SCHOOL AUTONOMY						
192	INSTRUCTIONS: For each of the following lines, please indicate whether <u>All</u> , <u>Most</u> , <u>Half</u> , <u>Some</u> , or <u>None</u> of your charter system's School Governing Teams/Councils either directly or indirectly made or affirm						

1. Hart County School System 2018 Annual Report
3. Local School Governance

193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213	CONTROL OVER THE PEOPLE IN THE SCHOOL	Enter All, Most, Half, Some, or None for each School Year					
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Selection of principal		Most	Most	Most	None	
	Professional development requirements and planning for staff		Most	Most	Some	Most	
	Selection of professional development vendors and resources		None	None	None	None	
	Evaluation of staff		None	None	None	None	
	Issuance of annual employment contracts from the non-profit governing board		None	None	None	None	
	At-will employment		None	None	None	None	
	Authority to provide input on the number of positions budgeted, type of positions, qualifications, roles, and job descriptions		None	None	Some	Most	
	Determine whether certification will be required		None	None	Some	Some	
	Authority to provide input on ALL hiring decisions, transfers, promotion, demotion, lateral moves, and termination of all faculty and staff		None	None	None	None	
	Manage human resources independent of the central office, including human resources policies, procedures, and handbooks		None	None	None	None	
	Establish work schedules of faculty and staff (hours per day, days per year, calendars, etc.)		None	None	None	None	
	Establish compensation model including salary schedules, bonus or performance based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated)		None	None	None	None	
	Establish pay scale, experience, training, and other matters related to substitute teachers		None	None	None	None	
	Other examples of personnel autonomy and use of personnel waivers (enter in space below)						

214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245	CONTROL OVER WHAT OCCURS IN THE SCHOOL	Enter All, Most, Half, Some, or None for each School Year					
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Selection of curriculum, including any changes in curriculum as needed to improve student achievement		None	None	Some	Some	
	Choose instructional delivery model(s)		None	Some	Some	Some	
	Selection of courses and programs offered		Some	Some	Some	Some	
	Choice of textbooks, technology, and instructional materials		Some	Some	Some	Some	
	Establish additional graduation requirements		None	None	None	Some	
	Set course and credit requirements		None	None	None	Some	
	Establish seat time		None	None	None	None	
	Set student technology and physical education skill requirements		None	None	None	Some	
	Create or modify Career Pathway curricula		Some	Some	Some	Some	
	Choose dual enrollment options		Some	Some	Some	Some	
	Choose credit recovery options		None	None	None	None	
	Utilize on-line learning platforms (e.g., Georgia Virtual School)		Some	Some	Some	Some	
	Establish additional mastery level requirements for performance		None	None	None	None	
	Select additional formative and/or summative assessment to determine student levels of mastery and growth		None	None	None	None	
	Establish delivery model, scheduling, staffing, and supplemental services for ELL, SPED, gifted and remedial programs		None	None	None	None	
	Establish curriculum maps, pacing charts, and methods for monitoring the curriculum		None	None	None	None	
	Establish lesson plan requirements for teachers		None	None	None	Some	
	Set school calendar, including length of school year, holidays, early release days, etc.		Most	Most	Most	All	
	Set daily/weekly school and/or class schedules, including length of school day		None	None	None	Some	
	Select co-curricular and extracurricular activities		None	Some	Some	Some	
	Establish after school and Saturday programs as needed		Some	Some	Some	Some	
	Set enrichment and/or advisory periods as needed		Some	Some	Some	Some	
	Establish fieldtrips including locations, date		Some	Some	Some	Some	
	Establish placement and promotion criteria		None	None	None	None	
	Set class size / student:teacher ratios		None	None	None	None	
	Set staff-to-student ratios for non-class times (i.e., lunch, recess, specials, transitions, etc.)		None	None	None	None	
	Set grading and reporting policies, plans, process, schedules, and formats		None	None	None	None	
	Manage curriculum and instruction affairs independent of the central office, including curriculum and instruction policies, procedures, and handbooks		None	None	None	None	
	A non-staff member serves on the school improvement planning team				Some	Most	
	Other examples of curriculum and instruction autonomy and use of waivers (enter in space below)						

1. Hart County School System 2018 Annual Report
3. Local School Governance

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251	CONTROL OVER THE SCHOOL'S FINANCES & BUDGET	Enter All, Most, Half, Some, or None for each School Year					
252		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
253	Set budget priorities with funds received and exercise discretion over expenditure for all state and local funds, and as permissible, federal funds		None	Some	Some	Most	
254	Manage fiscal affairs independent of the central office, including financial policies and standard operating procedures		None	SOME	None	None	
255	Ensuring that the school receives all the per-pupil funding to which it is entitled and raising additional funds through fundraising efforts		None	Some	Some	All	
256	Maintain a reserve fund		None	None	None	None	
257	Other examples of finance or budget autonomy and use of waivers (enter in space below)						
258							
259							
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263	CONTROL OVER THE SCHOOL'S OPERATIONS	Enter All, Most, Half, Some, or None for each School Year					
264		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
265	Determine how the school uses the facility		Some	Some	some	All	
266	Establishes school partnerships for school growth		Some	Some	some	All	
267	Selects vendors aligned with needs of the school		None	None	some	None	
268	Manages transportation decisions, including authority to contract for transportation service		None	None	none	None	
269	Manages food service decisions, including authority to contract for food service		None	None	none	None	
270	Selects information systems (i.e., Student Information System, financial information systems)		None	None	none	None	
271	Establishes school size		None	None	none	None	
272	Establishes school grade span different from typical primary, elementary, middle and high school public school models (i.e., 4-8, K-8, K-12)		None	None	none	None	
273	Authority over attendance policies		None	None	none	None	
274	Establish student code of conduct and behavior policies, plans, processes, and formats		None	None	none	Some	
275	Manage operational affairs independent of the central office, including operational policies, standard operating procedures, and handbooks		None	None	none	None	
276	Authority over fundraisers and the use of these funds				some	Some	
277	Other examples of operational autonomy and use of waivers (enter in space below)						
278							
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283 **You have reached the end of Tab 3: Local School Governance.**
Please proceed to Tab 4: Waivers and continue answering the questions there.

Charter System - 2018 Annual Report Form

4. USE OF WAIVERS

In exchange for the Charter System's agreement to meet or exceed the performance-based goals and measurable objectives set forth in your charter system contract, the State Board grants the maximum flexibility or waiver allowed by law to the Charter System.

This section allows you to share how you utilize the waivers granted by your charter system contract ensures the success of your students.

284	USE OF WAIVERS
285	Please choose the three (3) most valuable waivers your charter school has used in the past year.
286	Certification Requirements
287	QBE Financing except to the extent it relates to funding
288	Scheduling for Instruction/Program Enrollment & Appropriations (except to the extent it relates to funding)
289	Other (Please list below)
290	
291	
292	
293	
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295	What is the value of these waivers to your charter school?
296	Waivers allow the opportunity to build programs based on the need of the community. Our career academy has programs that are difficult to fill
297	with traditional education majors. By providing flexibility in our certification we can ensure the best person is in the position to work with our
298	students. In addition, by allowing flexibility with funding and scheduling of instruction our waivers ensure that we are providing student what is
299	needed for their success in the future. The waivers are invaluable for the development of a whole program for student success.
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319	You have reached the end of Tab 4: Use of Waivers
320	Please proceed to Tab 5: Innovations

Charter Systems - 2018 Annual Report Form

5. INNOVATIONS

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

Line #	
321	INNOVATIONS
322	<p>Instructions: Presented below are the <u>Essential or Innovative Features</u> included in your charter system contract. In the columns to the right of each item, please indicate whether it has been <u>Fully</u>, <u>Mostly</u>, <u>Partially</u>, or <u>Not Yet</u> implemented; whether you need to use any <u>waivers</u> to implement it; and whether you are using (or will use) all or part of the <u>charter system supplemental funding</u> to support its implementation.</p>

323	In the spaces below, list the <u>Essential or Innovative Features</u> included in your charter system contract. List one Innovation per line.	Indicate in this column whether each Innovation is <u>Fully</u> , <u>Mostly</u> , <u>Partially</u> , or <u>Not Yet</u> implemented.	Enter YES if you need to use any <u>waivers</u> to implement it	Enter YES if you are using (or will use) all or part of the <u>charter system supplemental funding</u> to support implementation
324				
325	Data teams to focus on student progress and the impact of instructional strategies;	Fully	No	
326	Redefinition of graduation that will allow students to earn credit in alternative ways, such as through content mastery;	Mostly	Yes	
327	Course work that will prepare students for entry into post-secondary option or the work force	Partially	Yes	
328	Targeted interventions for both advanced and struggling students;	Mostly	Yes	Yes
329	STEM application at all levels	Mostly	No	Yes
330	Increased opportunities for student to demonstrate mastery in real-life, community-based settings	Partially	No	Yes
331	Bring Your Own Technology (BYOT)	Fully	No	Yes
332				
333				
334	ADDITIONAL INNOVATIONS OR FEATURES NOT INCLUDED IN ABOVE			
335	Innovative technology to allow for increased teacher self reflection, student achievement and safety.	Mostly	No	Yes
336	Leadership Training for Administrators	Mostly	No	Yes
337				
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343	<u>OTHER USES OF CHARTER SYSTEM SUPPLEMENTAL FUNDING</u>
344	<p>Instructions: First enter all <u>other uses</u> of your charter system supplemental funds. Then, in the columns to the right, indicate whether each <u>additional</u> use is <u>Fully</u>, <u>Mostly</u>, <u>Partially</u>, or <u>Not Yet</u> implemented -- and if each use <u>promoted school level governance</u> and/or <u>improved student achievement</u>.</p>

345	In the spaces below, list <u>all other uses</u> of your charter system supplemental funds. Enter one additional use per line.	Indicate in this column whether each additional use is <u>Fully</u> , <u>Mostly</u> , <u>Partially</u> , or <u>Not Yet</u> implemented	In this column, enter YES if the use will promote <u>school level governance</u>	In this column, enter YES if the use will promote <u>improved student achievement</u>
346				
347	School Governance Training	Mostly	Yes	Yes
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Hart County Charter System
Charter Renewal
2020-2024

School Level Governance Decision-Making Matrix

System Name: Hart County Charter System	Minimum LSGT Authority	How and When Minimum Authority will be Implemented	Additional LSGT Authority*	How and When Additional Authority will be Implemented
Establishing and monitoring the achievement of school improvement goals	LSGTs shall approve the school improvement plan and provide oversight of its implementation	Currently, the LSGT participates in the development and approves the School Improvement Plan (SIP) as well as monitors the implementation of the SIP.	Examples include: LSGT members serving as members of the school improvement planning team, LSGT approval of any innovations that would traditionally require a waiver of state law	Over the next 3 years, LSGT will begin taking part in the strategic planning process related to the system's charter innovations and challenges.
Curriculum and Instruction	LSGTs shall have input into the selection of the curriculum and accompanying materials consistent with the district's Essential and Innovative Features as included in the charter contract	Currently, the LSGT proposes research- based instructional innovations aligned to the SIP and student data to the principal/BOE.	Examples include: approval of instructional delivery innovations that would traditionally require a waiver, approval of instructional programs and materials consistent with innovations, graduation requirements, new course offerings, opportunities for student acceleration/remediation	Over the next 3 years, LSGT will discuss what additional authority will be put in place in order to support strategic plan initiatives and goals related to curriculum and instruction.
Financial Decisions and Resource Allocation	LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs	Currently, the LSGT approves the proposed school budget and allocations before submission to Superintendent.	Examples include: School budget approval, budget priorities aligned with school improvement plan, use of charter system funds, vendors for school resources, fundraising budget	Over the next 3 years, LSGT will discuss approval of curriculum costs, supply costs, charter funds and make recommendation to principal/BOE in order to support the strategic plan initiatives and goals.
Personnel Decisions	LSGTs shall recommend the principal or school leader for selection by the BOE	Currently, the LSGT is part of the interview process for a principal candidate in the case of a vacancy. Except in the case of an administrative transfer by the Superintendent.	Examples include: Input on principal goals, feedback on principal performance, type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions, distribution methods for incentive funds	Over the next 3 years, LSGT will look at providing feedback on principal performance related to implementation and management of school improvement plan and areas of local school governance. In addition, LSGT will be encouraged to include LSGT on some personnel recommendations especially in the areas of College and Career areas as it relates to the system and school improvement plan.
School Operations	LSGTs shall have input into school operations that are consistent with school improvement and charter goals	Currently, the LSGT reviews field trip and fundraising requests and provide input which will be used to veto or approve the requests before being sent to the BOE.	Examples include: approval of use of instructional time during school day, partners in education, co-curricular and extra-curricular activities, stakeholder surveys, parent involvement, communications strategies, school level policies, volunteer support, field trips, fundraisers, student dress code, student discipline plan	Over the next 3 years, the LSGT will discuss what additional authority will be put in place in order to support strategic plan initiatives and goals in the areas of school operations.
*The LBOE retains its constitutional authority				

GCCCA - 2018 Annual Report Form

4. Georgia College and Career Academy Partners Roles and Responsibilities

This section provides you an opportunity to show the relationships your GCCA has established with its critical partners and how well your GCCA is doing at accomplishing the goals required to achieve Certification.

Review the data from last year and update to reflect if your school has reached an agreement with your GCCA's strategic partners on the respective roles and responsibilities of each partner as it relates to each of the decisions/goals listed.

INSTRUCTIONS

1. The rows in the matrix below describe the decisions that are made by a College and Career Academy's strategic partners. Place a checkmark in cells to show the agreement reached with your GCCA's strategic partners on the respective roles and responsibilities of each partner as it relates to each of the decisions/goals listed.

2. Please use the set of columns that describes your Academy: a GCCA with a stand-alone charter contract, a GCCA included within a charter system contract, or a GCCA included within a SWSS contract.

3. Once you have placed checkmarks in the appropriate cells, please highlight the decisions/goals in column B in green if your GCCA accomplished the goal and can provide the Assurances in the Certification Manual that was attached to the GCCA Annual Report email you received; highlight in yellow those decisions/goals for which your GCCA has only partially accomplished the goal; and highlight in red those decisions/goals on which your GCCA has not made no progress at all.

Please note that you are not required to provide as part of your Annual Report the Assurances described in the Certification Manual for Standards 1-4. Provision of such Assurances is only required when your GCCA is engaged in the Certification process. However, you will be asked for certain information in the three Accountability tabs that follow this tab, and you may be required to provide Assurances for Standard 5 upon request at any time as part of Performance Contract compliance for your GCCA or for your charter system or SWSS (if your GCCA was created through a charter system or SWSS contract).

KEY:

Accomplished Fully

Partially Accomplished

**No Progress Made
At All**

Georgia College and Career Academy Partners Roles and Responsibilities Chart

[illegible]

[illegible]

[illegible]

257			GCCA with a stand-alone charter contract							GCCA included within a charter system contract							GCCA included within a SWSS contract						
258			School Nonprofit Governing Board	Charter School Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
308	Ensure the GCCA actively participates in the Georgia College and Career Academy Network (GCCAN)	S2-A8								✓	✓	✓											
309	Create dual enrollment agreements and maximizes dual credit/articulated opportunities with post-secondary partners.	S2-A9								✓	✓	✓	✓	✓	✓								
310	Establish a process to ensure a high degree of collaboration between the GCCA governing board and the local board of education	S2-A10								✓	✓	✓											
311	Adopt and implement a marketing plan that is inclusive in its recruitment and retention of all students	S2-A11								✓	✓	✓											
312	Standard 3: Teaching and Assessing for Learning - Ensure curriculum, instructional design, and assessment practices fully utilize flexibility to support and ensure teacher effectiveness and student learning	GCCA Certification Standards and Assurances	GCCA with a stand-alone charter contract							GCCA included within a charter system contract							GCCA included within a SWSS contract						
313			Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
314	Establish and maintain a culture with innovative practices that ensures students are college and career ready with coursework aligned to these expectations	S3-A1								✓	✓	✓			✓	✓							
315	Instruct and evaluate students on work ethics and employability skills through its programs of study, including application of academic knowledge and skills, problem solving, work behavior, critical thinking, teamwork, communications, creativity and innovation, and awareness of the global marketplace	S3-A2								✓	✓	✓			✓								
316	Use data that goes beyond standardized test scores to identify student learning needs	S3-A3								✓	✓	✓											
317	Encourage student participation in career and technical student organizations (CTSOs) and other professional organizations	S3-A4								✓	✓	✓											
318	Ensure the GCCA has evidence of its strong commitment to instructional practices that includes active student engagement, a focus on depth of understanding, and the application of knowledge and skills	S3-A5								✓	✓	✓											
319	Establish shared accountability for student learning between the school and all stakeholders	S3-A6								✓	✓	✓	✓	✓	✓	✓							
320	Collaborate with stakeholders to improve teaching and learning	S3-A7								✓	✓	✓	✓	✓	✓	✓							
321	Ensure all professional growth opportunities are targeted to specific instructor needs	S3-A8								✓	✓	✓											
322	Ensure high quality and rigorous course descriptions and course syllabi, aligned with TCSG and Career Pathways standards where applicable and with industry standards in all cases	S3-A9								✓	✓	✓	✓	✓	✓								
323	Ensures access to support to address the physical, social, financial and emotional needs of students in the school	S3-A10								✓	✓	✓											
324	Implement a process to provide career development planning for students	S3-A11								✓	✓	✓											
325	Ensure close coordination with students' home high schools, and with technical colleges to address other student needs such as counseling, assessment, referral, and educational planning	S3-A12								✓	✓	✓											
326	Adopt and implement a plan to increase student enrollment and success in courses that offer dual and concurrent enrollment credits	S3-A13								✓	✓	✓	✓	✓	✓	✓							
327	Ensure all requirements for delivery of services for English Learner (EL), special education (SPED), gifted, and remedial programs are met	S3-A14								✓		✓											
328	Establish curriculum and activities that promote the success of students in the work force, including soft skills and employability skills	S3-A15								✓	✓	✓			✓								

[illegible]

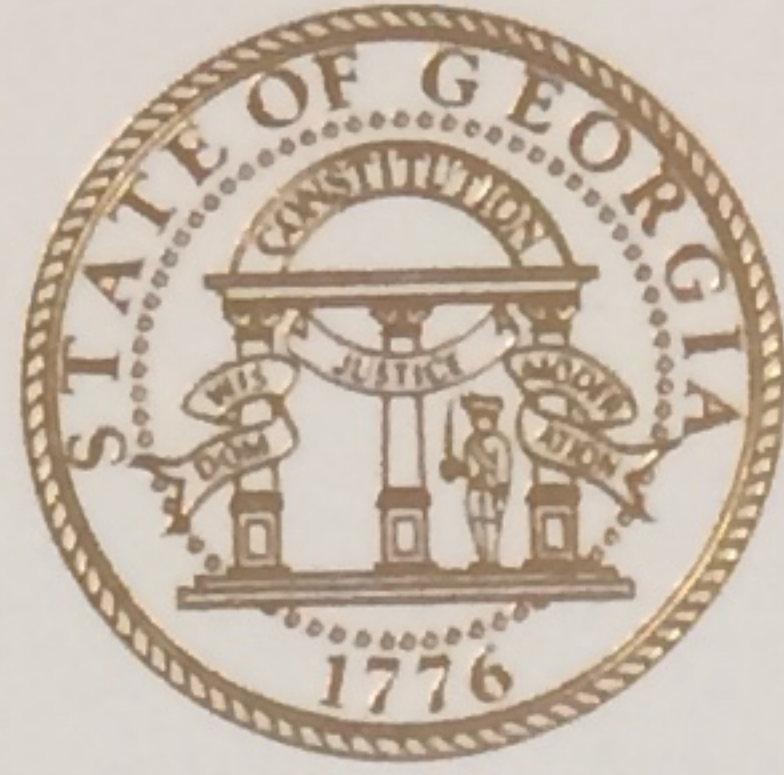
257			GCCA with a stand-alone charter contract							GCCA included within a charter system contract							GCCA included within a SWSS contract						
			School Nonprofit Governing Board	Charter School Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
258																							
349	Recommend/Select curricula aligned to the Pathways , Dual Enrollment, and Post-Secondary Certifications, including any changes in curriculum as needed to improve student achievement, with the assistance of the school system to define community work force needs precisely, including connecting the GCCA with local businesses and assisting in the collection and analysis of jobs-related information that can be used in developing and/or refining the curriculum	S4-A14								✓	✓	✓	✓	✓									
350	Create and adopt a strategic integrated work force development operations plan (including performance goals and measures, and milestones and timelines) that will yield a high quality GCCA that manifests the vision and achieves the mission of the school, including a focus on preparing students to meet work force needs while integrating academics and advanced career/technical education programs in the school system	S4-A15								✓	✓	✓			✓								
351	Ensure Pathways are aligned with dual enrollment and postsecondary options through post-secondary partners	S4-A16								✓	✓	✓	✓	✓	✓								

257			GCCA with a stand-alone charter contract						GCCA included within a charter system contract						GCCA included within a SWSS contract								
258			School Nonprofit Governing Board	Charter School Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
259	Standard 5: Performance Contract The GCCA fully utilizes flexibility provided by a performance contract and can meet annual state academic accountability goals by fulfilling state and federal accountability requirements. Specifically, GCCAs must meet applicable state performance targets. Likewise, GCCAs must fully utilize flexibility to support meet innovations, fiscal, and governing board requirements established in its performance contract.	GCCA Certification Standards and Assurances	GCCA with a stand-alone charter contract						GCCA included within a charter system contract						GCCA included within a SWSS contract								
260																							
261			Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
262	Meets its State Performance Goals, including:	SS.A1								✓	✓	✓											
263	· Increase in the percentage of students earning college credits via dual enrollment by X% by the end of its contract term.										✓	✓	✓										
264	· Increase in the number of students in work-based learning programs by X% during each year of its contract term.										✓	✓	✓										
265	· Graduation rate exceeds that of the district and/or the state by X% during each year of its contract term after a baseline is established in Year 1 of the performance										✓	✓	✓										
266	· Increase in the percentage of students who earn technical certificates by X% by the end of the contract term after a baseline is established in Year 1 of the performance contract.										✓	✓	✓										
267	· Increase in the percentage of students who are employed in a job directly related to technical certificates received or enrolled in post-secondary education within six months of graduation from high school by X% by the end of the contract term after a baseline is established in Year 1 of the performance contract										✓	✓				✓							
268	Ensure the GCCA implements the innovations outlined in its performance contract.	SS.A2								✓	✓	✓											
269	Ensure the GCCA maintains its fiscal integrity, as applicable, including:	SS.A3								✓		✓											
270	· Working Capital Ratio (current assets divided by current liabilities) is at least 1.0										✓		✓										
271	· Covers short term financial obligations										✓		✓										
272	· Unrestricted cash days: unrestricted cash/ (total expenses/365) is at least 45 days and one-year trend is positive										✓		✓										
273	· Maintains adequate cash on hand																						
274	· Enrollment variance: (actual FTE- projected FTE)/ projected FTE is no more than 8%										✓		✓										
275	· Adequately predicts FTE to allow budgeting										✓	✓	✓										
276	· Does not default on its loans										✓	✓	✓										
277	· Efficiency Margin (Change in net assets/ total revenue) is above 0.0										✓		✓										
278	· Debt to Asset Ratio: (Total liabilities/ total assets) is below 95%										✓		✓										
279	· Presents no evidence of fraud										✓	✓	✓										
280	· Submits annual audit report on time, conducted by a third party, and in accordance with GAGAS										✓	✓	✓										
281	· Ensure the school meets all financial reporting guidelines including those related to										✓	✓	✓										
282	Ensure the GCCA implements governing board autonomy with integrity, which includes:	SS.A4								✓	✓	✓											
283	· Makes decisions at the school governing board level as indicated in the GCCA Partners Roles and Responsibilities Chart										✓	✓	✓										
284	· Utilizes the autonomy of the governing board as it is guaranteed by law regarding personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals and school operations.										✓	✓	✓										

257			GCCA with a stand-alone charter contract						GCCA included within a charter system contract						GCCA included within a SWSS contract							
			School Nonprofit Governing Board	Charter School Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)
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*The LBOE retains its constitutional authority

289 You have reached the end of Tab 4: Partner Roles and Responsibilities
Please proceed to Tab 5: Innovations and continue answering the questions there.



Office of the Lieutenant Governor

AWARD OF CERTIFICATION

Proudly presented to

**HART COUNTY
COLLEGE AND CAREER ACADEMY**

In recognition of the Technical College

System of Georgia's designation of Georgia's certified

College and Career Academies

This certification was earned through a collaborative partnership between the Hart County Charter System, Athens Technical College, and the regional business community.



Signed this 27th day of August, 2018.

A handwritten signature in black ink, reading "Casey Cagle".

Casey Cagle

Lt. Governor of Georgia



STATE BOARD GENERAL SESSION

Anne Kaiser, *Madam Chair*
Doug Carter, *Vice Chair*
Ben Bryant
Shan Cooper
Ben Copeland
Lynn Cornett
Jay Cunningham
Tommy David
Mary Flanders
Randall Fox
Buzz Law

Chunk Newman
Richard Porter
Sylvia Russell
Trey Sheppard
Shirley Smith
Michael Sullivan
Phil Sutton
Baoky Vu
Dinah Wayne
Tim Williams
Joe Yarbrough

Draft MINUTES

Thursday, August 2, 2018

11:15 a.m. – 11:42 a.m.

System Office

1800 Century Place, 2nd Floor

Atlanta, Georgia 30345

Absent: Jay Cunningham, Mary Flanders, Anne Kaiser, Phil Sutton

I. WELCOME AND CALL TO ORDER

Vice Chair Doug Carter

Vice Chair Doug Carter called the August 2, 2018 State Board meeting of the Technical College System of Georgia [TCSG] to order at 11:15 a.m. He welcomed the attending State Board members, the technical college presidents, and the TCSG staff and thanked everyone for their participation during their respective committees. He also thanked Dr. Mark Ivester, President of North Georgia Technical College (NGTC) and Amy Hulse, for their presentation during the Committee of the Whole which highlighted the history, work, and future of NGTC. He also thanked Joe Dan Banker, Assistant Commissioner, for his presentation on Workforce Development.

II. CHAIR'S COMMENTS

Vice Chair Doug Carter

Vice Chair Doug Carter's first order of business was to call for a motion to approve the minutes from the June 7, 2018 State Board meeting. Motion was made by Mrs. Shirley Smith, and was seconded by Mr. Joe Yarbrough, and was approved by the Board unanimously. Minutes stand approved.

III. COMMITTEE REPORTS

COMMITTEE CHAIRS

- Academic Affairs

Lynn Cornett

Major Code	Program Name	Program Development	Award Level	Credit Hours
AN71	Advanced Patient Care Assistant	Wiregrass Georgia	TCC	24
AS61	Animal Science	Athens	TCC	12
AD43	Associate Degree Nursing Surgical Technician Bridge	Gwinnett	Degree	61
PM12	Precision Manufacturing and Maintenance	Albany	Diploma	50
CN51	Certified Nursing Assistant	Gwinnett	TCC	18
EG12	Engineering Graphics	Albany	Diploma	46
IE11	IEC Electrical Apprenticeship	Georgia Northwestern	TCC	24
PPA1	Poultry Production and Processing	Athens	TCC	12
PF31	Professional Fire Apparatus Operator Engineer	Albany	TCC	16
SR12	Sustainable Renewable and Alternative Energy	Albany	Diploma	57

III. Ratification for Program Approvals

Motion (Ratification for Program approvals):

The motion was made by Dr. Lynn Cornett to ratify the Program Approvals that the Commissioner approved in July 2018. The motion was seconded by Mr. Joe Yarbrough and was unanimously approved by the State Board.

Albany Technical College

Diploma program in Precision Manufacturing and Maintenance, PM12, effective August 2018.

Degree program in Precision Manufacturing and Maintenance, PMA3, effective January 2019.

IV. College and Career Academy Update

Motion (Approval of Georgia Certified College and Career Academies):

The motion was made by Dr. Lynn Cornett that the college and career academies listed below be certified as Georgia College and Career



Academies, in accordance with the Dr. Joe Harless Georgia College and Career Academies certification process. The motion was seconded by Mr. Michael Sullivan and was unanimously approved by the State Board.

Discussion:

The Dr. Joe Harless Georgia College and Career Academies certification process partners the TCSG and the GaDOE Charter Division in a two-day accountability review of five standards:

- I. Governance and Leadership
- II. Strategic Planning and Sustainability
- III. Teaching and Assessing for Learning
- IV. Economic and Workforce Development
- V. Performance Contract

The Certification teams visited all CCA's listed below and found that they meet the applicable standards to be certified as Georgia College and Career Academies.

- Wiregrass Regional College and Career Academy, Douglas, GA.
- Houston County College and Career Academy, Warner Robins, GA
- W.S. Hutchings College and Career Academy, Macon, GA
- Central Education Center, Newnan, GA
- Hart Co College and Career Academy, Hartwell, GA

That concluded the report.

• **Adult Education**

Ben Copeland

- Total GED graduate for FY18: 10,613 which is a 5% increase over the FY17 graduate number.
- Total Duplicate Transcripts and/or Diplomas issued: 27,115
 - 82% ordered thru online request.
- Implementation of new GED e-Transcript option for transcript delivery.
 - Soft launch June 4, 2018 - 45% of requests utilized the new system during June.
- Marketing update: Adult Education is creating new 8 and 15 second commercials adapted from the previous 30 second commercials that ran last

CHARTER FOR Hart County COUNTY SCHOOLS

This Charter for Hart County Schools (“Charter”) is entered into by the Hart County Board of Education (“Local Board”) and the State Board of Education (“State Board”) (collectively referred to as “the parties”).

WHEREAS, the Local Board approved the petition proposing to establish a charter system pursuant to O.C.G.A. § 20-2-2060 et seq., the Charter Schools Act of 1998 (“Charter Schools Act”);

WHEREAS, the State Board finds that the petition complies with the provisions of the Charter Schools Act, and the rules, regulations, policies and procedures promulgated in accordance with O.C.G.A. § 20-2-2063 and further finds that the petition is in the public interest and promotes school level governance; and,

WHEREAS, pursuant to O.C.G.A. § 20-2-2063.2, the State Board grants this Charter to permit the Local Board to establish a charter system as defined in O.C.G.A. § 20-2-2062 (“Charter System”) in accordance with the terms and conditions of this Charter.

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Definitions. The terms below will be interpreted in accordance with the following definitions, unless and until federal or state law, or the state accountability system, is amended otherwise:
 - a. Elementary and Secondary Education Act as Amended (ESEA as Amended): The federal education statute, originally passed by the U.S. Congress in 1965, that defines the role of the federal government in public education and authorizes many of the major federal education programs, including Title I. This Act was reauthorized by Congress in 2015 as the Every Student Succeeds Act (ESSA).
 - b. College and Career Academy: A specialized school established as a charter school or pursuant to a contract for a strategic waivers school system or charter system, which formalizes a partnership that demonstrates a collaboration between business, industry, and community stakeholders to advance work force development between one or more local boards of education, a private individual, a private organization, or a state or local public entity in cooperation with one or more postsecondary institutions.
 - c. College and Career Ready Performance Index (CCRPI): A comprehensive school

improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.

- d. Georgia Department of Education (GaDOE or Department): The Georgia Department of Education is the state agency charged with the fiscal and administrative management of certain aspects of K – 12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.
 - e. Local Educational Agency (LEA): A Local Educational Agency is a local system pursuant to local board of education control and management.
 - f. State Board of Education (SBOE or State Board): The State Board of Education is the constitutional authority which defines education policy for public K – 12 education agencies in Georgia.
 - g. State Performance Target: The state performance target is set using all students with the goal of decreasing the percentage of students who are not proficient.
2. Charter Term. The State Board grants this Charter to the Local Board to operate a Charter System for a 5-year term beginning on July 1, 2019 and expiring on June 30, 2024 .
3. Responsibility. The Local Board shall ultimately be responsible for all duties to be performed by the Charter System and the schools within the Charter System under this Charter.
4. Charter System Schools.
- a. Except as expressly indicated herein, all schools with a CCRPI designation, including new schools opening during the term of this charter, within the approved Charter System shall be Charter System Schools.
 - b. The Charter System shall notify the Department of any new Charter System Schools prior to obtaining a School Code.
 - c. Locally-approved start-up charter schools, conversion charter schools with separate charters and schools with admissions criteria, including but not limited to alternative education centers and magnet schools, shall be excluded from the Charter System.
 - d. The following schools are not part of the Charter System: .

e. Any College and Career Academy (“CCA”) opened by or any existing CCA included in the Charter System under the terms of this Charter must meet the definition of a College and Career Academy as defined in Section 1 above, the Charter System must notify the Department’s District Flexibility and Charter Schools Division and the Technical College System of Georgia of the opening, and the College and Career Academy must meet the following requirements related to College and Career Academies:

1. Provide proof that the CCA governing board will continue to serve as the Local School Governance Team (LSGT) for the CCA;
2. If an existing CCA is included in the Charter System, then the current CCA’s governing board would continue as the governing board of the College and Career Academy, using its current by-laws for operation and procedures for electing members;
3. Provide a signed Georgia College and Career Academy Partners Roles and Responsibilities Chart and, if preferred, an optional Memorandum of Understanding (MOU) between the College and Career Academy governing board, the charter system, and the CCA’s higher education and business partners, that provides the following:
 - Description of the CCA’s independence;
 - Description of the amount of funding the CCA will receive from the District;
 - Acknowledgement that the CCA Governing Board shall, in partnership with the District, exercise substantive control over and decision-making authority regarding personnel decisions, financial decisions, curriculum and instruction resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations; and
 - Description of any services and supports to be provided to the CCA by the local district.
4. The district’s charter system contract shall include the College and Career Academy as an Essential or Innovative Feature.

5. Mission Statement. The mission of the Hart County Charter System is to prepare all individuals to meet tomorrow’s challenges by providing quality educational opportunities today.

6. Essential or Innovative Features. The Charter System shall implement, but is not limited to, the following innovations: College and Career Academy, Focus on Literacy, Developing a Culture of High Expectations.
7. Maximum Flexibility Allowed by Law. In exchange for the Charter System's agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 9 below, the State Board shall grant the maximum flexibility allowed by law to the Charter System. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter System shall be entitled to the maximum flexibility allowed by state law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by the Local Board, State Board or the Georgia Department of Education ("Department"). Notwithstanding this maximum flexibility, the Charter System and each Charter System School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 18 below, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.
8. Accreditation. The district's accreditation pursuant to O.C.G.A. Section 20-3-519(6.1)(A) shall be maintained for the duration of the charter term.
9. Performance-Based Goals and Measurable Objectives. In exchange for the flexibility granted in Section 7 above, the Charter System agrees to meet or exceed the performance-based goals and measurable objectives that are designed to result in improvement of student achievement as set forth in Appendix A attached to this Charter.
10. Organizational Goals and Measurable Objectives. In exchange for the flexibility granted in Section 7 above, the Charter System agrees to meet or exceed the organizational goals and measurable objectives that are designed to result in improvement of organizational efficiency and school-level governance as set forth in Appendix A attached to this Charter.
11. Assessment and Accountability. Notwithstanding Sections 7 and 9 above, each Charter System School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-49, O.C.G.A. § 20-2-73, and the use of Teacher and Leader Effectiveness Systems, including Student Learning Objectives. The Charter System Schools are also subject to all federal accountability requirements under the Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.
12. Annual Report. The Charter System shall submit an annual report by November 1 of each year to the Georgia Department of Education that complies with all requirements set forth in O.C.G.A. §

20-2-2067.1(c), including but not limited to an indication of the Charter System's progress towards the goals and objectives stated in Section 9 above and all state-mandated assessment and accountability scores from the previous year.

13. Open Enrollment and Admissions. The Charter System shall enroll students in its Charter System Schools per the terms of this Charter and in accordance with State Board rules. Each Charter System School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. § 20-2-2066. Enrollment shall be open to any student in accordance with the following criteria:

- a. Attendance Zone. Enrollment shall be open to any student who resides within the attendance zone for the Hart County School System. The attendance zone for each Charter System School shall be determined by the Hart County School System.
- b. Admissions. Charter System Schools may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including but not limited to, requests for letters of recommendation, essays, resumes, or information regarding a student's school or community activities, grades, test scores, attendance record, or disciplinary history. Charter System Schools may use applications for the purpose of verifying students' residence within the Charter System School's attendance zone. Charter System Schools may gather supplemental information from students after enrollment is determined.
- c. Random Lottery. If the number of timely applicants who reside in the attendance zone does not exceed the capacity of the Charter System School, the Charter System School shall allow students from outside the attendance zone an equal opportunity to enroll through the use of a random lottery process. Charter System Schools shall not conduct more than one lottery per grade per admissions cycle.

14. Withdrawal Without Penalty. The Charter System and each Charter System School shall comply with the provisions of O.C.G.A. § 20-2-2066(d).

15. State and Federally Mandated Educational Services.

- a. Students with Disabilities. The Charter System and each Charter System School shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. Special education teachers must have a bachelor's degree and must either be certified in special education or hold a special

education license in Georgia.

- b. English Language Learners. The Charter System and each Charter System School shall comply with all applicable state and federal laws and regulations relating to the provision of educational services to English Language Learners.
- c. Supplemental Education. The Charter System and each Charter System School shall provide supplemental education services in required cases pursuant to State Board of Education Rule 160-4-5-.03 and Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.
- d. Remediation. The Charter System and each Charter System School shall provide remediation in required cases pursuant to State Board of Education Rule 160-4-5-.01 and Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.

16. Governance Structure.

- a. Governing Body. Each Charter System School shall utilize a Governing Council as its governing body, which shall operate with the intent and purpose of maximizing school-level decision making. The Governing Councils shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. For the purposes of the Appendix attached to this charter, the Governing Councils shall be designated as the School Governance Teams (SGTs).
- b. School-Level Governance. The Governing Councils shall maximize school-level governance, which is defined as decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.
- c. Control and Management by Local Board. The Governing Council at each Charter System School shall be subject to the control and management of the Local Board.
- d. Function. It shall be the function of the Governing Councils to maximize school-level governance, uphold the Charter System's mission and vision, set policy for each Charter System School, ensure effective organizational planning, and ensure that Performance-based Goals and Measurable Objectives set forth in Sections 9 and 10 are met.
- e. Decision-Making Authority. The decision-making authority of the principal of each Charter System School, the School Governing Council of each Charter System School,

and the Local Board in personnel decisions, including hiring school principals and teachers; financial decisions; curriculum and instruction; resource allocation; establishing and monitoring the achievement of school improvement goals; and school operations shall be implemented.

- f. Annual Training. The Local Board shall adopt an annual training program that includes, at a minimum, an explanation of charter system culture and expectations. All Local Board members, all Governing Council members, the Superintendent, key Local District staff, and principals of Charter System Schools shall be trained.
- g. Public Meetings. The Governing Councils are subject to and shall comply with the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.*, and any subsequent amendment thereof. The Governing Councils shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of each Charter System School.
- h. Public Records. The Governing Councils are subject to and shall comply with the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.*, and any subsequent amendment thereof. The Governing Councils shall maintain their adopted policies, budgets, meeting agendas and minutes and shall make such documents available for public inspection.
- i. Conflicts of Interest. The Charter System shall establish a formal policy to prevent and disclose conflicts of interest. Members of the Governing Councils and Charter System School employees shall abide by such conflicts of interest policy.
- j. Public Status. The Local Board assures that each Charter System School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. The Local Board further assures that the Charter System Schools shall not be home based.
- k. Governance Council Compensation. The Charter System shall not compensate Governance Council members in excess of reasonable expenses incurred in connection with actual attendance at council meetings or with performance of duties associated therewith.

17. Fiscal Control.

- a. Annual Audit. The Charter System shall be subject to an independent annual financial audit conducted by the Georgia Department of Audits and Accounts or an independent

CPA licensed in Georgia as required by law.

- b. Federal Monitoring Requirements. Each Charter System School shall comply with all federal monitoring requirements related to the receipt of federal funds.
 - c. Charter School Program Grant Funds Eligibility. In the event the Charter System seeks grant funds under the federal Charter School Program, the Charter System must satisfy all federal eligibility requirements as a prerequisite to applying for and receiving such funds.
 - d. Insurance. Prior to opening, the Charter System shall secure adequate insurance coverage, and the Charter System shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia. Prior to execution of this Charter, the Charter System shall secure adequate insurance coverage and the Charter System shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia.
 - e. Responsibility for Debts. The Charter System is solely responsible for all debts incurred by the Charter System and its governing body. Except as agreed hereto, the State Board shall not be contractually bound to the Charter System or to any third party with whom the Charter System has a contract or from whom the Charter System has purchased goods or services.
18. Compliance with Other Laws, Rules, and Regulations. The Charter System and each Charter System School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia and all applicable federal, state and local laws that may not be waived pursuant to O.C.G.A. § 20-2-2065, including the following, which are listed by way of example and not by way of limitation.
- a. Civil Rights, Insurance, Health and Safety and Conflicting Interests. The Charter System and each Charter System School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.
 - b. Asbestos Remediation. The Charter System and each Charter System School shall comply with the terms of any applicable asbestos remediation plan.
 - c. Unlawful Conduct. The Charter System and each Charter System School shall be

subject to all laws relating to unlawful conduct in or near a public school.

- d. Student Conduct and Discipline. The Charter System and each Charter System School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.
- e. State Board Rules. The Charter System and each Charter System School shall operate in accordance with all State Board Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 7 above.
- f. Prohibition on Discrimination. The Charter System and each Charter System School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, academic ability, the need for special educational services or any other characteristic protected by local, state or federal law.
- g. Reporting Requirements. The Charter System and each Charter System School shall be subject to all reporting requirements of O.C.G.A. §§ 20-2-160, 20-2-161(e), 20-2-320 and 20-2-740.
- h. Tuition. The Charter System and each Charter System School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.
- i. Brief Period of Quiet Reflection. The Charter System and each Charter System School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.
- j. Individual Graduation Plans. The Charter System and each Charter System School shall comply with O.C.G.A. § 20-2-327 related to Individual Graduation Plans.
- k. Family Educational Rights and Privacy Act. The Charter System and each Charter System School are subject to all provisions of the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event a Charter System School closes, it shall transmit all official student records in the manner prescribed by the State Board.
- l. QBE Formula Earnings. The Charter System acknowledges that criteria used to calculate Quality Basic Education (QBE) funding may not be waived.

- m. Funding. The Charter System acknowledges that, although becoming a Charter System provides a district maximum flexibility, waivers cannot be used to generate additional funding.
19. Compliance with Rules, Practices, Policies, and Procedures of the Department. The Charter System shall operate in accordance with the rules, practices, policies, and procedures established by the Department under the authority granted by O.C.G.A. § 20-2-2063 *et seq.*
20. Employment Matters. Employees at each Charter System School shall not be considered employees of the State Board or Department.
- a. Background Checks. Each Charter System School shall adopt background check procedures and shall ensure that all prospective staff members undergo a fingerprinting and background check prior to beginning employment at the Charter System School.
 - b. Teachers Retirement System. All teachers at each Charter System School shall be members of the Georgia Teachers Retirement System (TRS) and subject to its requirements unless otherwise provided by law.
21. Record Inspection. Subject to state and federal laws, the Local Board, the State Board, its agents, and the state auditor's office shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student at each Charter System School.
22. Facilities.
- a. Should the Charter System choose to participate in capital outlay pursuant to O.C.G.A. §§ 20-2-260 through 20-2-262, the Charter System shall meet with all applicable Law, Rules, and Regulations.
 - a. Should the Charter System choose to not participate in capital outlay pursuant to O.C.G.A. §§ 20-2-260 through 20-2-262, the Charter System shall meet the following requirements:
 - i. Approval of Site and/or Facility. The Charter System shall obtain proper approval for all sites and/or facilities prior to committing to any certificate of lease or ownership, prior to commencing any construction and prior to student occupation. The Charter System shall contact the Georgia Department of Education's Facilities Services Division regarding the following:
 - 1. Site Approval. No less than nine (9) months prior to proposed occupation,

the Charter System shall contact the Facilities Services Division and obtain site approval. Once site approval has been granted, the Charter System will be issued a site code. The Charter System shall not commit to any certificate of lease or ownership, allow any construction to commence, nor allow student occupation prior to site approval.

2. Architectural Review. The Charter System shall submit and have approved by the Facilities Services Division all architectural plans for any facility that will house the Charter System during the charter term. The Charter System shall not commit to any certificate of lease or ownership, allow any construction to commence nor allow student occupation prior to architectural review.
3. School Code Approval. After securing both site approval and architectural review approval a school code shall be obtained. The Charter System shall properly obtain a school code prior to occupancy of the site and/or facility.

ii. Prior to the beginning of the charter term, the Charter System shall obtain documentation from the Facilities Services Unit that the Department is in possession of the following documents for each Charter System School:

1. Documentation of Ownership or Lease Agreement. The Charter System shall obtain documentation of ownership or the lease agreement for each Charter System School.
2. Certificate of Occupancy. The Charter System shall obtain a Certificate of Occupancy for each Charter System School.
3. Emergency Safety Plan. The Charter System shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185, which plan shall be submitted to the Georgia Emergency Management Agency for each Charter System School.

c. The Charter System further agrees that the list of requirements with regard to Facilities contained herein may not be exhaustive to the extent that they impact student health and safety and therefore the Charter System should approach the Facilities Services Unit prior to committing to any certificate of lease or ownership, allowing any construction to commence or allowing student occupation of a facility.

23. Grant Programs. To the extent that the Charter System wishes to participate in a state or federal

grant program, the Charter System hereby acknowledges that the requirements of the grant program may not be waivable.

24. Transportation. The Charter System and each Charter System School shall comply with all applicable laws governing transportation of students.
25. Food Services. The Charter System and each Charter System School shall comply with all applicable laws governing food service for students.
26. Agreements with Local Board. This Charter shall not preclude any Charter System School from entering into an agreement with the Local Board, provided no such agreement supersedes, overrides or conflicts with any provision of this Charter.
27. Termination of Charter.
 - a. Termination Procedures. The parties acknowledge and agree that this Charter may be terminated following the procedures set forth in O.C.G.A. § 20-2-2068 and the accompanying State Board Rule.
 - b. Requests for Termination. The termination of this Charter may be requested by any School Governing Council following the procedures set forth in O.C.G.A. § 20-2-2068 (b) and the accompanying State Board Rule.
 - c. Termination Grounds. In accordance with Sections 27(a) and (b), the State Board may terminate this Charter based on any of the following grounds:
 - i. The Charter System's failure to comply with any recommendation or direction of the State Board with respect to O.C.G.A. § 20-14-41;
 - ii. The Charter System's failure to adhere to any material term of this Charter, including but not limited to the performance goals set forth in Section 9 above;
 - iii. The Charter System's failure to meet generally accepted standards of fiscal management;
 - iv. The Charter System's violation of applicable federal, state, or local laws, or court orders;
 - v. The Charter System's failure to comply with any provision of O.C.G.A. §

20-2-2065;

- vi. The existence of conditions that place the health, safety or welfare of students or staff of the Charter System in danger; or
- vii. Other sufficient grounds the State Board finds appropriate to terminate the Charter as a result of evidence presented at the hearing on a request for termination.

28. Suspension.

- a. Pre-Opening Suspension. In the event the Charter System fails to comply with any provision set forth in this Charter that requires compliance prior to the opening of any Charter System School, the conversion to a Charter System may be suspended until a time after all requirements have been fulfilled by the Charter System and as determined by the Department. Suspension shall not result in an extension of the Charter term set forth above in Section 2.
- b. Emergency Suspension. In the event of an emergency, as solely determined by the State Board, the State Board, through a regular or special-called meeting, may suspend the operations of the Charter System until a termination hearing can be conducted, as set forth in O.C.G.A. § 20-2-2068 and the accompanying State Board Rule.

29. Renewal, Non-Renewal and Probationary Status.

- a. Renewal. The Charter may be renewed by agreement of the parties following the procedures set forth in the Charter Schools Act and accompanying State Board Rule.
- b. Non-Renewal. Any grounds for termination stated in Section 27(c) above may also be grounds for non-renewal. In addition, the State Board may elect not to renew the Charter if the petition for renewal does not comply with the Charter Schools Act and the rules, regulations, policies and procedures promulgated in accordance with the Charter Schools Act or if the State Board deems that the Charter System or a Charter System School has not sufficiently increased student achievement or is no longer in the public interest.
- c. Probationary Term. In the event the State Board determines that the Charter System has failed to comply with any provision of this Charter, the State Board may elect to grant a renewal for a probationary term, within which term the Charter School must come into compliance satisfactory to the Department.

30. Interventions and Sanctions. In accordance with O.C.G.A. § 20-14-41 and O.C.G.A. § 20-14-45 through § 20-14-49, the State Board shall impose one or more of the following interventions or sanctions for the Charter System and Charter System Schools that receive an unacceptable rating on student achievement, achievement gap closure, student progress, or any combination thereof:

- a. Issue public notice of the deficiency to the Local Board;
- b. Order a hearing to be conducted at the Charter System School by the Local Board with the participation of the Governing Council for the purpose of notifying the public of the unacceptable performance, the improvements in performance expected by the Governor's Office of Student Achievement, and the interventions that may be imposed under the Code sections if the performance does not improve within a designated period of time, and for the purpose of soliciting public comment on the initial steps being taken to improve performance;
- c. Order the preparation of an intensive school improvement plan that addresses each academic excellence indicator for which the Charter System School's performance is unacceptable, the submission of the plan to the State Board for approval, and implementation of the plan;
- d. Appoint a third-party specialist to conduct a comprehensive on-site evaluation of each low-performing Charter System School and, in cooperation with a turnaround coach and a regional educational service agency, recommend appropriate actions and assist in the development and monitor the implementation of an intensive school improvement plan focused on student achievement;
- e. Conduct individual assessments of students identified as low-performing and provide them with various services and supports as needed, and screen all students to diagnose factors for low performance;
- f. Create local collaborations to identify state and community resources that are available or that could be built upon, reallocated, or repurposed to address personal and community conditions impacting a Charter System School's performance;
- g. Appoint a school master or management team to oversee and direct the duties of the principal of a Charter System School that has received an unacceptable rating for two consecutive years or more;
- h. For a Charter System School that has received an unacceptable rating for three consecutive years or more after implementing an intensive school improvement plan and upon consultation with the Local Board (after an opportunity for a hearing):
 - i. Remove school personnel;
 - ii. Allow for the implementation of a state charter school or a special school, as defined in O.C.G.A. § 20-2-2062;
 - iii. Mandate the complete reconstitution of the school;
 - iv. Mandate that parents have the option to relocate their students to another public


- school chosen by the parents within the district;
- v. Mandate the operation of the school by a private nonprofit third-party operator selected and contracted by the Local Board;
 - vi. Mandate the operation of the school by a successful school system and pursuant to funding criteria established by the State Board;
 - vii. Continue the implementation of the school's intensive student achievement improvement plan; or
 - viii. Mandate a complete restructuring of the school's governance arrangement and internal organization; or
 - ix. Any other interventions or requirements deemed appropriate for the school by the Chief Turnaround Officer and the State Board; or
- i. For a Charter System School that has received an unacceptable rating for two consecutive years or more, upon consultation with the Local Board, in accordance with State Board rules, and in addition to any other interventions imposed, the State Board shall mandate public school choice, specified maximum class sizes, and site-based expenditure controls.
31. Temporary Extension. At the discretion of the Department and the local Superintendent, a Charter System may be extended for a grace period not exceeding sixty (60) days.
32. Amendments to Charter. Any material term of this Charter, to be determined by the Department, may be amended in writing upon the approval of the Local Board and the State Board. Any proposed amendment shall be made in accordance with O.C.G.A. § 20-2-2067.1 and the accompanying State Board Rule.
33. Administrative Clarifications. Any request for a clarification to a non-material term of this Charter, to be determined by the Department, shall be submitted in writing to the Department for review. Any non-material term of this Charter may be clarified upon written approval of the Department.
34. Non-Agency. Nothing in the Charter shall be construed as creating or constituting the relationship of a partnership, joint venture, (or other association of any kind or agent and principal relationship) between the parties thereto. No party to the Charter has the authority to enter into any contract or create an obligation or liability on behalf of, in the name of, or binding upon another party to the Charter.
35. Delegation. The parties agree and acknowledge that the functions and powers of each party may be exercised only by each party and may not be delegated to a third party without written agreement by the Local Board and the State Board.
36. Application of Amended Law. This Charter is subject to applicable state and federal laws and shall

be deemed amended to reflect applicable changes to those laws upon the effective date of any such change.

37. Non-Waiver. No waiver of any breach of this Charter shall be held as a waiver of any other or subsequent breach.
38. Severability. If any provision of the Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.
39. Governing Law and Venue. This Charter shall be governed by, subject to, and construed under the laws of the State of Georgia. This Charter shall be interpreted in accordance with O.C.G.A. § 20-2-2060 *et seq.*, as amended within the term of this Charter. Any action brought by one party to this Charter against another party shall be brought in the Superior Court of Fulton.
40. Contradicting or Conflicting Provisions. If any provision of the Charter is determined to contradict or conflict with any other provision of the Charter, the contradiction or conflict shall be resolved in favor of the broad flexibility guaranteed pursuant to O.C.G.A. § 20-2-2065 *et seq.*
41. Entire Agreement. This Charter sets forth the entire agreement between the Local Board and the State Board with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations, understandings, and undertakings between the Local Board and the State Board are superseded by this Charter. The petition submitted to and approved by the Local Board serves only as the formal application for a Charter System and does not constitute a contract between the State Board and the Local Board. This Charter supersedes any conflicting provision contained in the petition.

Chairperson, STATE BOARD OF EDUCATION

(Date)



Chairperson, Hart COUNTY
BOARD OF EDUCATION

1/14/2019

(Date)



Superintendent, Hart COUNTY SCHOOLS

1/14/19

(Date)

Appendices to Charter for Hart County Schools

Appendix A

The State Board shall hold the Charter System accountable for the full performance of each of the academic goals listed below.

Goal 1: During each year of its first five-year charter term, each Charter System School shall “beat the odds” as determined by a formula measuring expected CCRPI without Challenge points. If less than all of the Charter System Schools beat the odds in the first year of the charter contract, the Charter System shall increase the number of Charter System Schools beating the odds each year so that all Charter System Schools will beat the odds in the fourth year of the charter contract.

- Schools that Beat the Odds are those with a higher CCRPI (without Challenge points) than similar schools serving similar students in Georgia.
- The Beating the Odds analysis predicts a range within which each school’s CCRPI is statistically expected to fall – given the school’s size, grade cluster, student demographics (including race/ethnicity, disability, English Learners, and poverty), and student mobility.
- If an individual school’s actual CCRPI is above the predicted range, then that school Beat the Odds.
- An annual unique cross-sectional dataset is created using information from the College and Career Ready Performance Index (CCRPI), the Governor’s Office of Student Achievement’s Report Card, and the Georgia Department of Education’s Student Record. *Beating the Odds* uses the CCRPI Single Score without Challenge points. Note that the factors may change during the charter term.

Goal 2: The Charter System will demonstrate proficiency and/or improvement on the CCRPI Single Score without Challenge Points.

1. Measure 1: Year 1 of the charter term will establish a CCRPI baseline. The Charter System’s CCRPI score shall be equal to or better than the State in Year 2, and better than the State in Years 3-5 of the charter contract.
2. Measure 2: If Charter System’s first year CCRPI score is lower than the State, it shall have until the end of Year 2 of the charter term to close the gap between the district and the State.
3. Measure 3: In Years 3-5 of the charter term, the Charter System’s CCRPI score shall be better than the State.

The State Board shall hold the Charter System accountable for the full performance of each of the operational goals listed below.

Goal 3: Promote a positive school experience by providing a safe school environment.

Measure 1: According to data reported by the Governor's Office of Student Achievement Report Card, from a baseline established in Year 1 of the charter term, the Charter System shall decrease the percentage of students absent 15 days or more by at least 1% each year.

Measure 2: From a baseline established in Year 1 of the charter term (2016-2017), the charter system will increase parent satisfaction annually by 5% as measured on the annual parent perception survey until parent satisfaction measures 90% at which time the Charter System shall maintain the 90% satisfaction rate.

Measure 3: From a baseline established in Year 1 (2016-2017) the Charter System will increase parent participation annually by 5% up to 90% at which time the Charter System shall maintain the 90% participation rate.

Goal 4: The Charter System will be economically sustainable.

Measure 1: Each year, the charter system will operate in a fiscally sound manner as measured by an external audit.

Measure 2: Actual and proposed budgets for each school year will demonstrate effective allocation of resources.

Measure 3: Yearly balance sheets will demonstrate that the charter system maintains adequate cash reserves.

Measure 4: The charter system will meet all Generally Accepted Governmental Accounting Standards (GAGAS) as demonstrated by external, annual audit reports.

Goal 5: The Charter System will foster individual school-level governance.

Measure 1: All School Governing Teams will undergo annual governance training.

Measure 2: All School Governing Teams will meet a minimum of six times during the

school year.

Measure 3: All School Governing Teams will have representation from a variety of stakeholders, such as teachers, parents and community leaders.

Measure 4: System will create a spreadsheet listing the decisions being made by each School Governing Team in the areas of personnel decisions, financial decisions and resource allocation, curriculum and instruction, establishing and monitoring the achievement of school improvement goals and school operations, to be updated quarterly and maintained through the duration of the charter term.

Hart County Charter System
Charter Renewal
2020-2024

School Level Governance Decision-Making Matrix

System Name: Hart County Charter System	Minimum LSGT Authority	How and When Minimum Authority will be Implemented	Additional LSGT Authority*	How and When Additional Authority will be Implemented
Establishing and monitoring the achievement of school improvement goals	LSGTs shall approve the school improvement plan and provide oversight of its implementation	Currently, the LSGT participates in the development and approves the School Improvement Plan (SIP) as well as monitors the implementation of the SIP.	Examples include: LSGT members serving as members of the school improvement planning team, LSGT approval of any innovations that would traditionally require a waiver of state law	Over the next 3 years, LSGT will begin taking part in the strategic planning process related to the system's charter innovations and challenges.
Curriculum and Instruction	LSGTs shall have input into the selection of the curriculum and accompanying materials consistent with the district's Essential and Innovative Features as included in the charter contract	Currently, the LSGT proposes research- based instructional innovations aligned to the SIP and student data to the principal/BOE.	Examples include: approval of instructional delivery innovations that would traditionally require a waiver, approval of instructional programs and materials consistent with innovations, graduation requirements, new course offerings, opportunities for student acceleration/remediation	Over the next 3 years, LSGT will discuss what additional authority will be put in place in order to support strategic plan initiatives and goals related to curriculum and instruction.
Financial Decisions and Resource Allocation	LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs	Currently, the LSGT approves the proposed school budget and allocations before submission to Superintendent.	Examples include: School budget approval, budget priorities aligned with school improvement plan, use of charter system funds, vendors for school resources, fundraising budget	Over the next 3 years, LSGT will discuss approval of curriculum costs, supply costs, charter funds and make recommendation to principal/BOE in order to support the strategic plan initiatives and goals.
Personnel Decisions	LSGTs shall recommend the principal or school leader for selection by the BOE	Currently, the LSGT is part of the interview process for a principal candidate in the case of a vacancy. Except in the case of an administrative transfer by the Superintendent.	Examples include: Input on principal goals, feedback on principal performance, type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions, distribution methods for incentive funds	Over the next 3 years, LSGT will look at providing feedback on principal performance related to implementation and management of school improvement plan and areas of local school governance. In addition, LSGT will be encouraged to include LSGT on some personnel recommendations especially in the areas of College and Career areas as it relates to the system and school improvement plan.
School Operations	LSGTs shall have input into school operations that are consistent with school improvement and charter goals	Currently, the LSGT reviews field trip and fundraising requests and provide input which will be used to veto or approve the requests before being sent to the BOE.	Examples include: approval of use of instructional time during school day, partners in education, co-curricular and extra-curricular activities, stakeholder surveys, parent involvement, communications strategies, school level policies, volunteer support, field trips, fundraisers, student dress code, student discipline plan	Over the next 3 years, the LSGT will discuss what additional authority will be put in place in order to support strategic plan initiatives and goals in the areas of school operations.
*The LBOE retains its constitutional authority				



Executive Summary

Hart County Schools

Mr. Jaybez Floyd, Superintendent
284 Campbell Dr
Hartwell, GA 30643-2223

TABLE OF CONTENTS

Introduction.....	1
Description of the School System.....	2
System's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	8

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Hart County, established in 1920, is located in northeast Georgia, 50 miles northwest of Athens. Hart County was named for Nancy Hart, the Georgian responsible for capturing British soldiers by acting as a spy. Hart County is the only one of the 159 counties in Georgia to be named after a woman. Today, Hart County is home to more than 25,000 citizens. The eastern side of Hart County is occupied by Lake Hartwell that divides the state of Georgia and South Carolina. The Savannah River begins at Lake Hartwell and travels down the eastern side of the state of Georgia to Savannah.

In 2013, the median income for a household in the county was \$35,615. The per capita income for the county was \$20,371, and 25.4% of people were below poverty level. Data indicated that 15.5% of the population 25 and older held a bachelor's degree or higher. The unemployment rate was 6.1%.

Hartwell is an idyllic town for raising a family and providing students with a top notch education. Agriculture is one of the leading industries for Hartwell, followed closely by manufacturing. Tenneco, Gateway 1, Gateway 2, and AgStrong are among the larger manufacturing companies that are located in Hart County. Approximately 16% of adults in Hartwell hold Bachelor's or advanced degrees.

Located in Hartwell, Georgia, Hart County Charter System serves the residences of the city of Hartwell and the county of Hart. The system consists of one high school, one middle school, and three elementary schools. Hart County Charter System is the largest employer within the county with over 420 staff members and serves approximately 3,400 students. The system demographics are 64% white, 23% Black, 7% Hispanic, 4% Multiracial, and 1% Asian. 65% of the students in the system receive free/reduced meals.

All schools in the HCSS face unique challenges brought about by poverty and geographic location. Many of the students who are enrolled are members of economically disadvantaged families. There are many programs in place to combat the issue of student poverty. These programs range from the mentor program to providing access to extra tutoring and technology. Also, students may live as far as 15 miles away; therefore, transportation to events other than the regular school day can be difficult. Finding ways to incorporate tutoring, parent conferences, extra-curricular activities and other events that normally take place after the school day can also present a challenge. Lastly, the universal issue of reduced parental involvement as our students progress from elementary to middle to high school is amplified due to our unique challenges. We schedule meetings in the evenings, as well as during the school day, and invite all parents. We send letters home, utilize the local newspaper, school website, remind text messaging, and the Blackboard Connect automated call out system to notify and encourage parents to attend. We continue to enhance and adjust our methods and means of communication to do our best to reach out to all of our families.

Administration:

During the last three years, Hart County Charter System has experienced changes in key leadership roles. However, the system boasts a low turnover rate among all employees. In May of 2015, the Superintendent of five years, Mr. Jerry Bell, resigned to take a position in another county. The Board of Education named Mrs. Jennifer Carter as Interim Superintendent while they conducted a superintendent search. The Board of Education appointed Jaybez Floyd, Superintendent of Hart County Charter School System, effective August 17, 2015. In the past 4 years, we have experienced 80% turnover with our principals. As of August 2015, we have a new principal at North Hart and South Hart, a principal with less than 1 year of experience at the middle school, and two principals that have been in their current roll for less than 3 years. Additionally for 2015, we have four new assistant principals.

Executive Summary

Hart County Schools

The 2014 election resulted in two, new Board of Education members who began their first term in January 2015, along with two members who have served two years of their term on the board and one member who is serving his second term.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

The Hart County Charter System Strategic Plan is the guiding document for prioritizing our operational goals, as well as the allocation of resources. Stakeholders in our community, from students and teachers to parents and business owners, were meaningfully engaged in the development of the strategic plan and the annual renewal of the plan. Each year stakeholders take part in activities to ensure the needs of our students are met. Our current plan, which includes the Mission, Vision, and Beliefs is below.

Mission: The mission of the Hart County Charter System is to prepare all individuals to meet tomorrow's challenges by providing quality educational opportunities today.

Vision: Hart County Schools will be recognized for educational excellence.

Guiding Principles/Beliefs:

Schools provide safe, secure, and nurturing environments for all.

Stakeholders promote a positive atmosphere that fosters confidence and self-worth for all.

Each individual is valued and treated with respect.

Each individual has the right to be educated and the responsibility to learn.

Quality education requires partnership, which is the responsibility of the school system, the students, the parents, and the community.

The mission of the Hart County Charter System requires all stakeholders to focus on the diverse student population with appropriate programs to meet their needs. Hart County offers numerous special programs including: Gifted Education, English to Speakers of Other Languages (ESOL), Special Education, and Remedial Education.

With the help of an effective leadership and community cooperation, we prepare all students, all individuals to meet tomorrow's challenges by providing quality educational opportunities today. Hart County will be recognized for educational excellence. To help meet our mission and vision, we provide our students with a schools that are safe, secure, and has a nurturing environments for all. In Hart County our ultimate goal is for all students to: Finish what you start!!

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Georgia College and Career Ready Performance Index (CCRPI) is the new accountability system that replaces No Child Left Behind and measures schools and school districts on a 100-point scale.

The State vs. Hart County average scores for the 2013-2014 school year: (Most recent data)

	State	Hart
Elementary	72.6	75.3
Middle	73.2	75.8
High	68.3	71.7

While we are pleased that our scores are above the state average, our scores indicate that we must continue to focus on improvements at all levels, particularly in achievement gap and progress points.

Hart County will focus on these areas by implementing safety-net programs at each school that focus on each student. This is being accomplished by the implementation of a system wide assessment program in grades K-8 and professional learning in the use of data to provide instructional strategies focused on each student's needs.

Community and parent support is critical to the processes that drive student achievement. Hart County Charter System strongly encourages parent involvement and receives strong community support through mentoring, parental involvement activities, community organizations and churches and local school governance teams.

Notable Achievements from Each School

South Hart Elementary School

Other achievements of South Hart are the celebrations of student academic achievement as well as Appreciation Days with parents and stakeholders. South Hart believes that not only should academics successes be honored, but also celebrations of heritage such as: Hispanic Heritage Month, Black History Month, and Asian-Pacific Heritage Month. South Hart takes pride in displaying inclusiveness for all cultures and parents, and all stakeholders are invited to attend the special days. Parents are encouraged to not only attend Open House but to also become active members of the PTO, and to attend curriculum nights which will provide valuable information to them in order to help their child/children be successful. Parents and stakeholders have access to school information through school marquee, school website, and Blackboard.

North Hart Elementary School

North Hart Elementary has the highest CCRPI score of all schools in Hart County. NHES also surpassed the state elementary score by over 10 points. The CCRPI score includes 45.4 out of 50 possible points for achievement, which supports the school's focus on creating an academically challenging environment.

North Hart Elementary has had many notable accomplishments in the area of instruction and student learning. Under the retired state accountability system, the school made Adequate Yearly Progress from 2004 through 2011, and has been named a Title I Distinguished School for 8 years.

As a result of staff, student, and parent surveys, NHES received an overall school climate rating of 92.0 with a final star rating of 4 out of 5 stars.

Hartwell Elementary School

Executive Summary

Hart County Schools

Hartwell Elementary has had many notable accomplishments in the area of instruction and student learning. Under the retired state accountability system, the school made Adequate Yearly Progress from 2004 through 2011, and was named a Title I Distinguished School for 8 years. The new state assessment and criteria that was implemented in 2012, under the Elementary and Secondary Education Act (ESEA) Flexibility Renewal waiver, HES was named a Focus School. We are elated to announce that during the past several months, the state removed the school from the focus list based on a new updated criteria accepted by the U.S. Department of Education July 2015 ESEA waiver. The results from the new Georgia Milestones Assessment will be released in the near future. As a result of dramatic improvement in state assessment scores in 2014, and the closing of the gap between subgroups between 2012 and 2014, HES has renewed its vows and commitment in educating every student and seeking ways to improve classroom strategies and interventions that meet the needs of every student.

Hart County Middle School

Hart County Middle School has scored above the state average on the CCRPI the past three years, due in most part to the outstanding performance on the CRCT in the areas of reading, ELA, and math. Student achievement in each of those areas has been over 90% achievement the past 3 years.

Under the Elementary and Secondary Education Act (ESEA) Flexibility Renewal waiver, in 2012, HCMS was named a Focus School due to a gap between our white and students with disability subgroup. Again, we are pleased to announce that during the past several months, the state removed the school from the focus list based on a new updated criteria accepted by the U.S. Department of Education July 2015 ESEA waiver.

In addition, the middle school prides itself in offering high level curriculum that will aid in preparing students for high school. In 2014, High School Science and Government were added to the curriculum; whereas, in 2015, high school Math, Agriculture, and Broadcast video were added to ensure that students who were academically ready were supported throughout the year. For the 2015-2016 school year, 9th grade English Literature has been added. As a result, approximately 15% of the 8th grade class will be considered sophomores when they enter high school. Additionally, Hart County Middle School has a strong Technology Student Association and Future Farmers of America program that annually brings home state and national awards.

Hart County Comprehensive High School

One of the most notable recent achievements for HCSS is the 2013-2014 high school graduation rates: 88.1% for all students, 76.6% for African American, 91% for Caucasian/White, 64% for students with disabilities, and 86% for economically disadvantaged students. This is significant considering that the statewide graduation rates stood at 72.6% for all students, 65.3% for African American, 79/7% for Caucasian/White, 36.5% for students with disabilities, and 62.6% for economically disadvantaged students., One area of continued improvement for HCHS is our EOCT scores. In 2014, the percent of students who met and exceeded were as follows: 9th Grade Literature and Composition 81.8%; American Literature and Composition 88.2%; CCGPS Coordinate Algebra 45.6%; CCGPS Analytic Geometry; 31.5%; Physical Science 77%; Biology 64.7%; US History 69.1%; and Economics 91%. Furthermore, 89.2% of graduating seniors completed a CTAE pathway, and 94.7% of juniors met or exceeded the standards for the Georgia High School Writing Test (GHSWT).

HCHS strives to create an environment where students feel important and actively participate in their education. One way we do this is by selecting two students each month as Students of The Month. These students receive various coupons and gift cards from business partners in our community. HCHS has taken advantage of the Teachers as Advisors Program, in which each teacher is assigned a group of students and serves as their advisor until they graduate. Through this program, students have the opportunity to receive individual attention for their personal graduation plan. Furthermore, the implementation of the Georgia's Best Business Ethics Framework has established a high standard for student behavior and the development of "soft skills" to help students become successful in school and in the world of work. HCHS has also implemented Habitudes by Tim Elmore. Habitudes are lessons based on a picture which are designed to create improved leaders among our students.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Hart County applied for and was granted Charter System Status starting the 2014-2015 school year as part of the state of Georgia's requirement for school system to choose an educational system. As a Charter System, Hart County 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.

We are excited about our status as a charter system and the opportunities it affords our students. Below is a synopsis of the increased student performance goals, waivers of certain state laws, rules and guidelines, and emphasis of school-based leadership.

Increased student performance

- 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 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.

Waivers of Certain State Laws, Rules and Guidelines

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.

Hart County has provided examples of the educational innovations that will be implemented under the Charter System petition. Some of

Executive Summary

Hart County Schools

these innovations have started (data teams and waivers for class size). Some of the innovations are in the beginning discussion stages (change in graduation requirements, Bring Your Own Technology, and 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 previously mentioned 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's initiated innovation.

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

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. These stakeholders 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. The students will receive Carnegie unit credit for their work. High school students will receive help as they need it, not at the end of a course (after they have failed). Successful models of instructional support will be developed that focus 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. We will work closely with the Board of Regents in this endeavor to ensure that there is no penalty for awarding credit for those students who exempt courses.

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's efforts to help guide and instruct high school staff on areas in which 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 also in place 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.

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.

Executive Summary

Hart County Schools

Science Technology Engineering and Mathematics (STEM)

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 also supply them with 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 in 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 advanced work ethics, one of the areas of need determined by our community. 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, managed 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

School Governance Teams Will Continue the 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, and find solutions to barriers (which will exercise the use of waivers), search for resources, plan for implementation, and implement processes in attempting to meet priority areas. The planning 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 optimal means of improving instructional processes. The first step in the planning process is to inquire of community members in providing 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

Executive Summary

Hart County Schools

with community providers offering support and instruction to students and staff. Performance assessments and skill application benchmarks will be developed at the high school level 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 become 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 first year of Georgia Standards of Excellence in ELA and Math implementation, we are exploring ways to utilize extended planning time 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 also 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 affords students an alternative setting in which to high school graduation requirements with flexible considerations offered to time and pacing.

Another educational innovation that began in FY13 was Bring Your Own Technology (BYOT). 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 Charter School System continues to pioneer creative ways to positively impart curriculum for its 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. The students of Hart County are the future of Hart County; therefore, the Hart County Charter System is profoundly dedicated in providing the best education possible for its students.

Report of the External Review Team for Hart County Schools

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Date: October 4, 2015 - October 7, 2015



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Table of Contents

Introduction	4
Results	10
Teaching and Learning Impact	10
Standard 3 - Teaching and Assessing for Learning	11
Standard 5 - Using Results for Continuous Improvement	12
Student Performance Diagnostic	12
Effective Learning Environments Observation Tool (eleot™)	14
eleot™ Data Summary	16
Findings	19
Leadership Capacity	21
Standard 1 - Purpose and Direction	22
Standard 2 - Governance and Leadership	22
Stakeholder Feedback Diagnostic	23
Findings	23
Resource Utilization	25
Standard 4 - Resources and Support Systems	25
Findings	26
Conclusion	27
Accreditation Recommendation	29
Addenda	30
Individual Institution Results (Self-reported)	30
Team Roster	31
Next Steps	33
About AdvancED	34
References	35

Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

Preparations for the review began via email and telephone in April 2015. This was the initial systems accreditation review, thus many dialogues and exchanges of information occurred. The Lead Evaluator worked with the assistant superintendent and the interim superintendent to establish the schedule, to arrange artifacts for review, and to make logistical arrangements for lodging, meeting space, and necessary supplies. Through the use of email, the Lead Evaluator provided Team members a general overview of responsibilities and requested that each Team member prioritize Standards based on individual expertise. The Lead Evaluator assigned Standard "experts" based on Team members' expertise and priorities; each Standard "expert" became well-informed about his or her assigned Standard before arriving for the review and guided discussion about that standard when the Team worked onsite.

Onsite preparations began on Sunday October 4 when the five-member team met to review the process and prepare for the review. A dinner was held with leaders of the system and provided an opportunity to glean insights about the system leadership. Team members discussed preliminary ratings for their assigned Standard as well as the need for additional information before ratings could be better defined. Discussion and development of interview questions allowed Team members to clarify what they had learned and what they still needed to discover.

Team members spent Monday (October 5) at the school-designated workroom participating in a collaborative discussion session among the school leadership team. This collaborative discussion included information about the Accreditation Standards, but also effectively shared how these system leaders work together toward implementation of continuous improvement and creating a culture of collaboration. Also on Monday, Team members talked with stakeholders and continued reviewing artifacts to check the degree to which the System meets AdvancED Standards and Assurances. Monday evening was spent discussing what was learned during the collaborative discussion and interviews to determine evidence for each Standard. Based on these discussions and related evidence, each Team member rated each Indicator. The Team began to identify potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities. Additionally, another interview was conducted with a board member, who, because of work schedules, was unavailable during the day.

On Tuesday, the Team observed 54 classrooms using the eleot™ observation tool. Creative scheduling allowed the Team to visit and observe in each building in the system. Tuesday evening, Team members again debriefed what was learned during classroom visits and discussions with teachers and other school-level leaders. Additionally, many artifacts were reviewed in DropBox. Team members again individually rated each Indicator in each Standard and identified Powerful Practices, Opportunities for Improvement, and Improvement Priority Actions.

Team members spent Wednesday morning finalizing ratings and evidence, Powerful Practices, Opportunities for Improvement, Improvement Priorities, and the Exit Report. The Team presented an Exit Report to system and school leaders on Wednesday afternoon.

The External Review Team offers thanks for the privilege of sharing three days in the life of the Hart County Schools. It was clear from the review that the system staff believed in a collaborative effort to best meet the needs of students. Team members had meaningful conversations with 150 stakeholders, learning firsthand that stakeholders understood and appreciated the work the system was doing to best serve the needs of their students. System and school leaders did a thorough job of preparing for the review as well as answering the many questions and providing additional artifacts and evidence while the team was on-site. The Team appreciated the hospitality that was extended during the review - the people of Hart County Schools were welcoming and ensured a pleasant stay and productive work environments.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Superintendents	3
Board Members	4
Administrators	12
Instructional Staff	75
Support Staff	2
Students	53
Parents/Community/Business Leaders	15
Total	164

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	3.00	2.68
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.40	2.50
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.55
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.60	2.73
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.60	2.57
3.6	Teachers implement the system's instructional process in support of student learning.	2.60	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	2.20	2.60

Indicator	Description	Review Team Score	AdvancED Network Average
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	3.00	2.92
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	2.40	2.40
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.80	2.53
3.11	All staff members participate in a continuous program of professional learning.	2.60	2.64
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	3.00	2.66

Standard 5 - Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	2.60	2.66
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	2.60	2.41
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.20	2.15
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.80	2.46
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	2.60	2.72

Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of

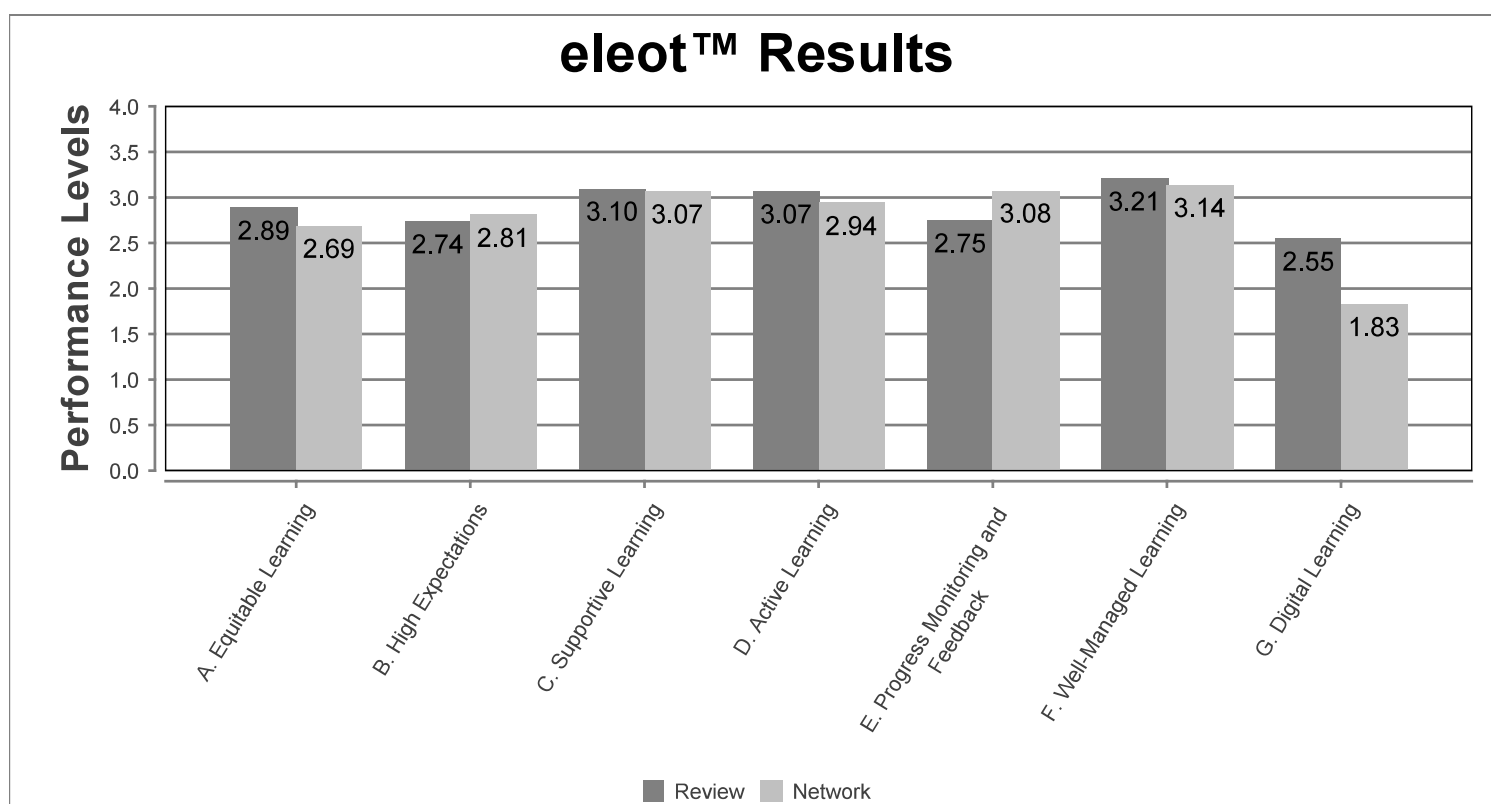
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.28
Test Administration	3.00	3.50
Equity of Learning	3.00	2.44
Quality of Learning	3.00	2.97

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



A total of 54 classroom observations were conducted during the review. Observation ratings indicated that the system scored above the AEN (AdvancED Network)average in five of the seven learning environments beginning with the Well Managed Learning Environment The rating of 3.21was above the AEN of 3.14. Within this environment, a rating of 3.39 "Follows classroom rules and works well with others" warrants special mention and indicated a genuine respect for all involved in the process of learning. This also correlated to the

rating of 3.10 (above the AEN of 3.07) in the Supportive Learning Environment. Not only were positive attitudes notated (3.30,) but also support and assistance being provided were observed throughout the system. Additionally, the Active Learning rating of 3.07 (2.94 AEN) and Equitable Learning rating 2.89 (2.69 AEN) were also prevalent with both environments being above the AEN averages. Students engaged in the learning process and knowing expectations were areas of strength with the system. The Digital Learning Domain also was above the AEN average rating. With an observed rating of 2.55 and an AEN average of 1.83, this was an area of focus for the system and their efforts were obvious. Domains of High Expectations (2.74/2.81 AEN) and Progress Monitoring and Feedback(2.75/3.08 AEN) were below the AEN averages. Little to no examples of exemplars were observed (a rating of 2.11), nor could be articulated by stakeholders. Students were not able to express how their work was assessed (a rating of 2.07) and reported little to no feedback on their work. These ratings correlate to opportunities for improvement offerings found in this report.

The learning environment ratings include: Equitable Learning Environment (2.89), High Expectations Environment (2.74), Supportive Learning environment(3.10), Active Learning Environment (3.07), Progress Monitoring and Feedback Environment(2.75), Well Managed Learning Environment (3.21), and Digital Learning Environment (2.55).

Five of the system's learning environment scores were above the AdvancEd Network Averages. The Well Managed Learning Environment result was reflective of the highest indicator score of 3.39 in the area of speaking respectfully with others to the lowest score of 3.02 involving transitions and collaboration. This culture was also reflected in a Powerful Practice. The High Expectations environment and Progress Monitoring and Feedback environments were the two areas rated below the AdvancED Network Averages. A lack of exemplars (2.11) and a lack of rigor in activities(2.80) are reflective of Opportunities for Improvement. Progress Monitoring and Feedback was lacking an understanding if how work is assessed(2.07) and a chance to show growth in achievement(2.81) provided Improvement Priority and Opportunities for improvement.

The system's Effective Learning Environments Observation Tool (eleot™) results support the overall positive impact that many initiatives within the system are having on teaching and learning. While the Digital Learning environment was the lowest rated among the seven learning environments, this rating was well-above the AEN average. Strengths noted in terms of students' positive attitudes towards learning and a high degree of student engagement clearly support the vision and mission of the system.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.98	Has differentiated learning opportunities and activities that meet her/his needs	40.74%	33.33%	9.26%	16.67%
2.	3.26	Has equal access to classroom discussions, activities, resources, technology, and support	40.74%	44.44%	14.81%	0.00%
3.	3.22	Knows that rules and consequences are fair, clear, and consistently applied	31.48%	59.26%	9.26%	0.00%
4.	2.11	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	7.41%	37.04%	14.81%	40.74%
Overall rating on a 4 point scale: 2.89						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.94	Knows and strives to meet the high expectations established by the teacher	18.52%	62.96%	12.96%	5.56%
2.	3.02	Is tasked with activities and learning that are challenging but attainable	24.07%	59.26%	11.11%	5.56%
3.	2.11	Is provided exemplars of high quality work	7.41%	37.04%	14.81%	40.74%
4.	2.83	Is engaged in rigorous coursework, discussions, and/or tasks	22.22%	50.00%	16.67%	11.11%
5.	2.80	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	22.22%	46.30%	20.37%	11.11%
Overall rating on a 4 point scale: 2.74						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.20	Demonstrates or expresses that learning experiences are positive	29.63%	61.11%	9.26%	0.00%
2.	3.30	Demonstrates positive attitude about the classroom and learning	38.89%	53.70%	5.56%	1.85%
3.	2.91	Takes risks in learning (without fear of negative feedback)	22.22%	55.56%	12.96%	9.26%
4.	3.30	Is provided support and assistance to understand content and accomplish tasks	40.74%	50.00%	7.41%	1.85%
5.	2.80	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	25.93%	46.30%	9.26%	18.52%
Overall rating on a 4 point scale: 3.10						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.13	Has several opportunities to engage in discussions with teacher and other students	40.74%	40.74%	9.26%	9.26%
2.	2.74	Makes connections from content to real-life experiences	33.33%	31.48%	11.11%	24.07%
3.	3.33	Is actively engaged in the learning activities	51.85%	35.19%	7.41%	5.56%
Overall rating on a 4 point scale: 3.07						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.87	Is asked and/or quizzed about individual progress/learning	14.81%	62.96%	16.67%	5.56%
2.	3.06	Responds to teacher feedback to improve understanding	25.93%	59.26%	9.26%	5.56%
3.	2.93	Demonstrates or verbalizes understanding of the lesson/content	25.93%	48.15%	18.52%	7.41%
4.	2.07	Understands how her/his work is assessed	5.56%	35.19%	20.37%	38.89%
5.	2.81	Has opportunities to revise/improve work based on feedback	16.67%	61.11%	9.26%	12.96%
Overall rating on a 4 point scale: 2.75						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.37	Speaks and interacts respectfully with teacher(s) and peers	46.30%	46.30%	5.56%	1.85%
2.	3.39	Follows classroom rules and works well with others	50.00%	40.74%	7.41%	1.85%
3.	3.02	Transitions smoothly and efficiently to activities	35.19%	44.44%	7.41%	12.96%
4.	3.02	Collaborates with other students during student-centered activities	46.30%	29.63%	3.70%	20.37%
5.	3.26	Knows classroom routines, behavioral expectations and consequences	44.44%	42.59%	7.41%	5.56%
Overall rating on a 4 point scale: 3.21						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.70	Uses digital tools/technology to gather, evaluate, and/or use information for learning	33.33%	31.48%	7.41%	27.78%
2.	2.52	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	31.48%	24.07%	9.26%	35.19%
3.	2.43	Uses digital tools/technology to communicate and work collaboratively for learning	29.63%	22.22%	9.26%	38.89%
Overall rating on a 4 point scale: 2.55						

Findings

Improvement Priority

Develop and implement a comprehensive systems approach to continuous improvement, including the development of systematic and systemic processes to increase two-way communication with all stakeholder groups and to promote meaningful input into continuous improvement process.

(Indicator 2.5, Indicator 5.1, Indicator 5.4, Indicator 5.5, SF1. Questionnaire Administration, SP1. Assessment Quality , SP3. Quality of Learning)

Primary Indicator

Indicator 5.4

Evidence and Rationale

While interviews and review of presented evidence revealed that each school has begun some form of communication and datum review, the Team was not presented evidence to show that this was systematic. The system has just begun the systems approach to continuous improvement. Evidence was found of school-based continuous improvement through the review of school improvement plans, shared values and beliefs within each school, and an overall culture of achievement and student success. Little evidence was found of systemic and systematic K-12 continuous improvement processes driven by strong and well-communicated system level initiatives. The old mind-set of “silos” or schools is disappearing, largely through collaboration and cooperation, particularly among the administration. The development of systemic and systematic continuous improvement processes across the system will continue those efforts.

Opportunity For Improvement

Articulate a balanced assessment process that assists teachers in understanding how to use diagnostic,

formative, and summative data to differentiate instruction.

(Indicator 3.2, Indicator 3.3, Indicator 3.4, Indicator 3.6, Indicator 5.1, Indicator 5.2, SF2. Stakeholder Feedback Results and Analysis, SP1. Assessment Quality , SP2. Test Administration)

Primary Indicator

Indicator 5.1

Evidence and Rationale

Interviews conducted with stakeholders revealed the need for more in-depth training in the use of data. Current efforts were seen as valuable, but neither comprehensive in scope nor consistently required of all staff. A correlation of student data to a change in instructional practices was not observed or articulated in interviews. The proper and effective use of student performance data throughout all levels of the system will enhance continuous improvement efforts.

Opportunity For Improvement

Design, implement, and evaluate a systemwide structure to provide opportunities and processes for the support of new staff and the facilitation of effective instructional strategies for all staff.

(Indicator 3.7, Indicator 3.11, Indicator 4.1)

Primary Indicator

Indicator 3.7

Evidence and Rationale

While numerous informal occurrences took place to provide support for new staff, no consistent framework existed to inform new staff about instructional frameworks and systemic processes of the system. A calendar of structured events and trainings would, if developed, allow new staff the much needed professional growth required to continually enhance their skills to facilitate student learning and achievement. Implementation would strengthen system-wide instructional initiatives with fidelity.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	2.80	2.62
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.80	2.63
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3.20	2.89
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.80	2.61

Standard 2 - Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	2.80	2.95
2.2	The governing body operates responsibly and functions effectively.	2.80	2.92
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.80	3.12
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	3.00	2.97
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.40	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	2.80	2.76

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	3.00	3.36
Stakeholder Feedback Results and Analysis	3.00	3.04

Findings

Opportunity For Improvement

Identify and implement a process that will provide for a significant increase in stakeholder involvement in the continuous improvement process at both the school and system level.

(Indicator 1.3, Indicator 1.4, Indicator 2.5, SF1. Questionnaire Administration)

Primary Indicator

Indicator 2.5

Evidence and Rationale

No formal plan for stakeholder involvement was presented for review. Stakeholder and parent involvement in the building level self-assessment process consisted mostly of surveys and feedback forms. There was a noticeable lack of formal meetings, agendas, and input strategies for the inclusion of stakeholders in the decision process within the system. The system, however, did have an excellent cadre of surveys that were used. These surveys provided data that were more informative than communicative. Stakeholder meetings for specific purposes provided an extension of the thoughts indicated on surveys. Those extensions were vital in the process of policy, program, and procedure development. The Team found many parents and stakeholders

willing to help when asked. Further, the system admitted that their work would be facilitated by a formal use of parent, stakeholder, and community input. One parent stated, "I would love to help. I just need to know when." Community, stakeholder, and parent involvement is critical. A formalized method of student involvement is also beneficial. Support for system decisions that may not be popular begins with a core group of stakeholders who are aware of the data that help make the decision. When community stakeholders, parents, and students are engaged, the system has enhanced opportunities for success in all areas of operation.

Powerful Practice

The system has cultivated a strong bond and level of involvement with the community.
(Indicator 1.3, Indicator 2.1, Indicator 2.2, Indicator 2.3, Indicator 2.4)

Primary Indicator

Indicator 2.4

Evidence and Rationale

A strong strategic plan provided a vision for success for stakeholders. Community members felt that they were a valued part of the system and appreciated the sense of transparency. There was a strong system commitment to develop and maintain partnership with community members and local businesses. These partnerships enabled the system to provide more opportunities for students and staff as well as creating capacity within the budget. The approval of eSPLOT-(Education Special Purpose Local Option Sales Tax) has allowed for new construction at the high school as well as the Hart College Career Academy. These are examples of the community partnerships that engaged students in a very career-centered environment. Continued work with community agencies and universities has resulted in many students actively and daily engaged in real life experiences that lead to careers and future studies

Genuine care and concern was evident as a result of interviews conducted with all stakeholders. Students agreed that teachers, staff, and administrators knew them and were approachable at any time. When the administration, educators, and staff work together to create a culture of learning in an emotionally and physically safe environment, students are more apt to take risks in their learning, have a better attendance rate, and work hard to meet academic goals.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	2.80	2.92
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	2.80	2.93
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.60	3.05
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	2.80	2.63

Indicator	Description	Review Team Score	AdvancED Network Average
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	3.00	2.74
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	2.40	2.54
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	2.80	2.66
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.00	2.60

Findings

Opportunity For Improvement

Ensure that students have broadened access to effective technology infrastructure and support as well as modern digital tools/technology to enhance student research, problem solving, and creation of original works. (Indicator 3.11, Indicator 4.2, Indicator 4.4, Indicator 4.5, Indicator 4.6)

Primary Indicator

Indicator 4.6

Evidence and Rationale

Although the system recently acquired new technology, the need to develop and implement a plan for the infrastructure, hardware, technology support systems, and professional development needed to create a technology enhanced learning environment for students and staff. By developing the infrastructure, the system can increase teacher capacity to individualize and personalize student learning. It is critical that all students acquire the technology literacy and skills necessary to become college and career ready.

Conclusion

The Hart County Schools are a safe and welcoming place for students and families. The Hart County Schools community has experienced a shift in demographics, and the community's support of students and families-- i.e. doing whatever it takes to ensure students are safe, well-fed, and welcomed into the school community, etc.--has been unwavering. The Hart County Schools has investigated tools, practices, partnerships, and resources to ensure that students have the supports they need to be successful academically, socially, and emotionally. New leadership at the District level models this thought and vision as well as culture of transparency. The Board, central office administrators, principals, teacher leaders, and support staff have invested in professional learning in order to meet the challenges of serving the ever-changing population and increasingly diverse communities of students and families living within the system. The recent passing of eSPLOST - Education Special Purpose Local Option Sales Tax is a prime example of the support provided by the community .

The Hart County Schools faces the challenge of ensuring success for all students. The socio-economic realities of families within the school community require extraordinary management of resources to meet the needs of students. Staffing and professional development, technology implementation, instructional improvement, and assessment practices for making data-driven decisions on behalf of students require vision, focus, clarity, accountability, and effective communication systems throughout the district. The charter status granted by the state will allow flexibility in helping to best meet the needs of students.

The effectiveness of teaching and learning, therefore, requires a comprehensive assessment plan and the implementation of protocols for analyzing student performance data and using data to make instructional decisions day-to-day and programmatic decisions year-to-year. With more clarity and focus on assessment and data systems in Hart County will come more effective leveraging of resources. There is also an opportunity to comprehensively evaluate existing programs, initiatives and systems to quantify to what extent each contributes to student achievement. Decisions should be made regarding which programs that matter most. By creating clarity and focus, the District will be able to leverage existing resources in more strategic ways to meet the needs of all students. Be it staffing allocations, recruiting and hiring practices, professional development planning, technology tools for learning, or interventions systems for students, the District will gain efficiencies with existing resources if it can streamline the use of assessment and data to guide decisions at all levels.

The Hart County Schools will continue to be a safe, supportive place for all students to become college and career ready if leaders remain focused on responding to the needs of the students they serve. The school community acknowledges the ongoing needs to connect families to school, The Hart College and Career Academy will further unite the community in the effort to provide learning well beyond the high school level, for all of the community.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Develop and implement a comprehensive systems approach to continuous improvement, including the development of systematic and systemic processes to increase two-way communication with all stakeholder groups and to promote meaningful input into continuous improvement process.

Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	276.59	278.34
Teaching and Learning Impact	271.43	268.94
Leadership Capacity	285.00	292.64
Resource Utilization	277.50	283.23

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

Addenda

Individual Institution Results (Self-reported)

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Hart County High School	309.52	300.00	271.43	300.00
Hart County Middle School	276.19	290.91	271.43	279.49
Hartwell Elementary School	314.29	318.18	314.29	315.38
North Hart Elementary School	285.71	300.00	285.71	289.74
South Hart Elementary School	228.57	272.73	300.00	253.85

Team Roster

Member	Brief Biography
Mr. David A Pine	<p>David Pine is currently in his 34th year of serving students in the East Noble School Corporation, Kendallville Indiana. His current assignment is at Avilla Elementary School, where he serves as the principal. During his tenure with East Noble, he has served in a variety of positions including teacher, coach, Assistant Principal, Athletic Director and coordinator of assessment and data. He is in his 23rd year serving as a principal, with experience in both elementary and middle school buildings.</p> <p>He oversees school improvement efforts for the district and has coordinated two successful external review visits leading to District Accreditation. The East Noble School Corporation was the first district in the state to receive this status thru the AdvancED process. He is a trained Lead Evaluator and leads visits throughout the world, including Department of Defense Schools. Additionally, he serves as a member of the Indiana NCA State Council.</p>
Dr. Audrey M Williams	<p>Audrey Williams is beginning her 24th year in the Whitfield County School district serving as teacher, special education technology specialist, system instructional technology coordinator, curriculum improvement director, executive director of assessment & accountability, system AdvancED leader, system strategic plan leader, Chief Officer for Assessment & Technology for Assessment & Accountability, IE2 team, and currently as Assistant Superintendent for Assessment & Accountability. She has also enjoyed serving as Associate Lead Evaluator with review teams in several Georgia school districts.</p>
Dr. Jerry M Griffin	<p>Education, Military, jobs/work/career: Education-Appalachian State University, BS, MA, Ed.S and Virginia Tech-Ed.S and Ed.D; Military-US Navy, Naval Aviation/Air Traffic Controller; Jobs/work/career-Served as an elementary principal and a high school principal in school districts in Virginia and North Carolina respectively. Employed by Winthrop University, Rock Hill, SC (1980-2001) as an administrator and graduate professor. Retired on December 31, 2001. Worked for five years (2002-2006) as an adjunct professor of educational leadership, Furman University, Greenville, SC. Affiliated with the Southern Association of Colleges and Schools (SACS) and now AdvancED for nearly 31 years serving as a committee member, committee chair, and lead evaluator.</p>
Dr. Darryl Gilbert	<p>Darryl Gilbert is currently serving in his 20th year as an educator in Georgia. His initial certifications included Middle Grades Education serving as a 5th, 7th and 8th grade teacher while teaching math, science, social studies, and writing. He later received advanced degrees in educational leadership whereas in the last 12 years he served as an assistant principal. He has additional experiences as a building testing coordinator, SACS Chairperson, coach, Mentor for teachers, students and aspiring leaders. He currently serve as the principal of T.J. Elder Middle School in Washington County. He also served in the Army Reserves for 10 years.</p>

Member	Brief Biography
Mr. James R Iddings	<p>Mr. Ross Iddings received a B.S. in Music Education from Jacksonville State University, and his M.Ed. and Ed.S. at Georgia State University. For 16 years prior to entering education administration he was a band director in Paulding County (GA), Cobb County (GA), and Henry County (GA). In 1998 Mr. Iddings became Assistant Principal at Mundy's Mill Middle School in Clayton County (GA). After serving in that position for three years Mr. Iddings was appointed principal of Jonesboro High School in Clayton County (GA). He was selected to open Dutchtown Middle School in Henry County (GA) in 2004, and then opened the new Ola High School in McDonough, GA in the fall of 2006.</p> <p>In October of 2014 Mr. Iddings was named to the position of Executive Officer for High Schools in the Henry County (GA) school district. His responsibilities include overseeing the operations of 10 traditional high schools, an alternative school, an on-line academy, and a College and Career Academy. Additionally, he currently serves as the Director of Music at Wesley Way United Methodist Church in McDonough. He has also worked with the Henry Players Community Theater for the past 25 years in a variety of capacities, chiefly as orchestra director for their musical productions.</p> <p>Mr. Iddings is a member of the Professional Association of Georgia Educators, National Association of Secondary School Principals, Georgia Association of Secondary School Principals, Association for Supervision and Curriculum Development, Phi Beta Mu, and Phi Mu Alpha. He lives in McDonough, GA with his wife Bethany who is an elementary teacher and his two sons Sam (a students at the University of Alabama) and Luke (a student at Ola High School).</p>
Ms. Rhonda Vickers	<p>Rhonda Vicker's current roles are Behavioral Specialist and Dropout Prevention Coordinator at the middle school level, Hospital Homebound teacher and Credit Retrieval teacher for the Adult Education program in Lee County, Florida.</p> <p>Previous professional experiences include elementary teacher, high school and middle school language arts teacher, high school and middle school coordinator of extracurricular activities, high school test coordinator, high school basketball coach, and Adult Education Coordinator.</p> <p>Mrs. Vickers has volunteered on SACS/Advanc-Ed review teams for over 10 years and she serves as a lead evaluator. She also volunteers for district review teams.</p>

Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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ASSURANCES FORM AND SIGNATURE SHEET

The law requires your school district to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter System Renewal 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;
9. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
10. Shall provide state and federally mandated services for English Language Learners, as applicable;
11. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
12. Shall notify the state of any intent to contract with a for-profit entity for education management services;
13. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
14. Shall comply with federal due process procedures regarding student discipline and dismissal;
15. Shall be subject to all laws relating to unlawful conduct in or near a public school;
16. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
17. Shall have a written procedure for resolving conflicts between the system charter schools and the local board of education;

18. Shall comply with the provisions of O.C.G.A. § 20-2-211.1 relating to fingerprinting and criminal background checks;
19. Shall remit payments to TRS on behalf of employees;
20. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
21. Shall ensure that if the charter system participates in federal school meals programs, then each participating system charter school shall comply with all applicable state and federal laws;
22. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
23. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the system may build or occupy during the charter term and all other facility requirements as established by the Department;
24. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
25. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
26. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
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;
28. Shall use any funds appropriated for the QBE weight for charter systems, in accordance with recommendations of the school governance teams or to advance student achievement goals and school level governance training; and
29. Shall ensure that all new principals and other school leaders, central office staff, superintendents, and Board of Education members receive a detailed orientation session on their charter system commitments as part of their "on-boarding" process.

This Charter System Renewal Application, Assurances Form, and attached Exhibits were approved by the Hart County Board of Education on the 14th day of January, 2019.

Wendell H. Pierce
Chair, Local Board of Education

1/14/2019
Date

[Signature]
Superintendent, Local Board of Education

1/14/19
Date

If a Charter is granted, Petitioners assure that the charter system's 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.

Wendell H. Pierce
Chair, Local Board of Education

1/14/2019
Date

[Signature]
Superintendent, Local Board of Education

1/14/19
Date

HART COUNTY BOARD OF EDUCATION

RESOLUTION

WHEREAS, the Hart County Board of Education is the governing body of the Hart County School District.

WHEREAS, the Hart County Board of Education entered into a contract with the State Board of Education on or about January 14, 2019 for the operation of Hart County School District as a Charter System;

WHEREAS, the Hart County Board of Education recognizes the positive impact charter system status has had on increasing community engagement, student achievement, and flexibility throughout the Hart County School District;

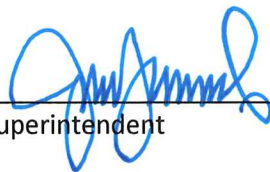
WHEREAS, the Hart County Board of Education seeks to renew its charter system contract;

NOW, THEREFORE, BE IT RESOLVED that the Hart County Board of Education authorizes the renewal of its charter contract with the State Board of Education and hereby submits the renewal petition and this Resolution to the State Board of Education for final approval.

Adopted this the 14th day of January 2019.

Hart COUNTY BOARD OF EDUCATION


Board Chairperson


Superintendent