

# CHARTER SYSTEM RENEWAL APPLICATION COVER PAGE

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

<b>Charter System Information</b>			
1. Full Name of Charter System: Colquitt County School System	2. How many schools in total are included in your charter system (including college and career academies)? 13		
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: 5px;"> <span>Primary School(s) 0</span> <span>High School(s) 1</span> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <span>Elementary School(s) 10</span> <span>College and Career Academy(ies) 0</span> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <span>Middle School(s) 2 (One 6/7 MS; One 8/9 Junior HS)</span> </div>			
4. Charter System Street Address 710 Lane Street	5. City Moultrie	6. State GA	7. Zip 31768
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**2019-2020 Colquitt County School System Charter Renewal Application Questions**

**The Colquitt County School System (CCSS) has operated as a charter system since 2015. During that time, academic achievement has shown gains in most grades and subjects for most student populations. Local School Governance Teams (LSGTs) have operated effectively at each school. The community embraces the school system and is proud of its accomplishments and its status as an innovative charter system.**

**This charter system renewal application coincides with an extensive, continuing strategic planning process taken by the Colquitt County Board of Education and superintendent, as well as deliberate action planning in regard to the system's January 2019 AdvancED Engagement (Cognita) results. The utilization of the Professional Learning Community (PLC) process at the school and district level serves as the framework for improvement through which charter innovations and school/district action steps come to life.**

**Like many charter systems approved in Georgia, much of the previous innovation and execution of waivers from state law in the Colquitt County School System has been generated at the system level. There is tremendous opportunity for additional innovation at the level of the individual schools. We believe this charter system renewal application creates opportunities for innovation and personalization to emerge at the school level through increased collaboration and planning with the Local School Governance Team (LSGT) members during the school improvement process. Future Local School Governance training will focus not only on roles and responsibilities but also the importance of LSGT involvement in the use of flexibility to address challenges at the school level.**

**A. 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?

In the last five years, the Colquitt County School System (CCSS) has focused on district and school improvement in tandem with the pursuit of implementing 2014 Essential and Innovative Features found in the initial charter application. As a result, a robust, annual comprehensive needs assessment and district/school improvement process has been developed. The prioritization of needs and the implementation of action steps have impacted the district's timeline as it relates to the Essential and Innovative Features initially planned. The system's leaders realized that in order to fully implement the 2014 Essential and Innovative Features, the district needed to fortify its improvement processes and provide district and school leaders with the tools to make data-based decisions prior to full implementation of new initiatives. Additionally, it was important to establish the LSGT work with fidelity prior to launching into the implementation of all the innovative features. As a result, there are no Essential and Innovation Features have not been implemented to some extent; others are partially implemented at this point due to the intensive long-range planning needed to fully implement the features with planning and fidelity.

The district has fully implemented the Striving Readers' Birth to Five Years Old program (2014 Charter Application Action #1.2) within the system; the system was also awarded a second round of the revised grant (the Literacy for learning, Living and Leading in Georgia Grant-L4GA) for this age span. This grant extended the district's efforts for three years on top of initial five year award cited in the original charter application. At the same time, the district moved to also improve K-12 literacy through the Georgia Department of Education Striving Readers Comprehensive Literacy grant (awarded in 2014, 2015) and the L4GA grant awarded in 2018 to all schools in the district.

The system has fully implemented non-traditional grade configurations (2014 Charter Application Action #4.2) as planned in the initial charter application. The Colquitt County School System boasts a non-traditional grade configuration at the secondary level. Sixth and seventh grade students attend Willie J. Williams Middle School. Eighth and ninth grade students experience a rarely found junior high school concept at C. A. Gray Junior High School, and tenth, eleventh, and twelfth grade students attend Colquitt County High School. After experiencing the benefits of ten small community Pre-Kindergarten-5th grade elementary schools, all students enter the secondary level as a Colquitt County Packer--a title that is honored and embraced in the community long after graduation by stakeholders.

The system has fully embraced extended learning time opportunities (2014 Charter Application Action #3.3) through the addition of extended learning time during the school day at all secondary schools and a forty-five minute intervention block at all elementary schools. Using up-to-date data, secondary schools sort students daily to provide reteaching and remediation opportunities for all students. Teachers personalize instruction during Extended Learning Time/ or “Hawg Time” to help students master content. At the elementary level, intervention periods allow students to receive instruction that fills gaps in literacy or math or to participate in activities to accelerate their learning.

Additionally, the district has increased opportunities for “anytime” learning through increased digital classes and the partial completion of the addition of more devices for students to support blended, hybrid, and virtual learning (2014 Charter Application Action #3.2). In the spring of 2020, all academic classrooms in grades 10-12 will have a 1:1 (student:device) ratio; additionally, students will have access to devices with wi-fi capability through system provided hotspots to further extend “anytime” access beyond the school day. Since becoming a charter system in 2015, the Colquitt County School System has provided 1:1 devices in content area classrooms in grades 3-9. In tandem with this acquisition of 21st Century tools, the system has provided training and access for all teachers to productivity tools (Google

Suite and Microsoft 360) to maximize technology investments and to use of technology as a tool for learners.

The Colquitt County School System status as a charter system came into existence at the same time the Georgia Department of Education began to refine the school improvement process for all districts in the state. Under the process, supported by *Georgia's Systems of Continuous Improvement*, planning time and preparation for many of the 2014 Charter Application Actions were extended to plan for these changes appropriately based on data-driven decisions and processes; thus, some action steps have been partially, not fully implemented. The district has partially implemented alternative frameworks for delivery of instruction through STEM/STEAM models (STEAM stands for: Science, Technology, Engineering Arts, Agriculture and Math). Three elementary schools are in the process of STEM/STEAM (2014 Charter Application Action #2.1) certification through the Georgia Department of Education. These schools include: Sunset Elementary School, R. B. Wright Elementary School, and Odom Elementary School; additional schools are considering the pedagogical changes that integrate subjects as well.

Most schools are working through challenges faced in the personalization of instruction through Response to Intervention tools (2014 Charter Application Action Step #2.2) in pursuit of fully implementing this process at the school level to provides students support when gaps in learning are uncovered. CCSS schools have implemented a robust Response to Intervention system composed of research-based interventions, additional interventionists at all levels, and a detailed progress monitoring process of documentation to support the bottom quartile at each school based on data-driven decisions, but schools currently vary in level of fidelity in all pieces of this important process of helping students overcome gaps in understanding. The CCSS continues to add and evaluate interventions and provide professional learning for facilitators of these programs. The system is faced with the challenge of the logistics of serving the bottom quartile of performance at ten elementary schools when each school's bottom quartile represents a varying level of mastery.

Similarly, 2014 Charter Application Action #2.3 concerning the evaluation of the gifted education program is partially implemented. The system's pursuit of Charter Status in 2014 coincided with the district's creation of an elementary gifted center for grades 3-5 (the Gifted Education and Academic Rigor Center, GEAR). Through the system's charter status, the program houses approximately 200 students. Since its inception, gifted testing, services at the elementary and secondary schools, and the organization of the GEAR center have been fortified. Although the process has fine-tuned the testing process and increased student access to teachers who are gifted endorsed, the process is still in-process as the district continues to work on the quality of advanced content lessons and gifted services at all levels to all students. Part of the challenges inherent in this initiative is the varied differences between the ten community elementary schools in the system in the areas of scheduling and gifted education needs. Another challenge is the variation of students (gifted and talented students included) that move within the Multi-tiered System of Support (MTSS) levels. This variation makes the scheduling of gifted services and interventions a complicated endeavor at the school level.

The following chart summarizes the status of the innovations cited in the Colquitt County School System's 2014 Charter System Application:

<b>Innovative Feature</b>	<b>Description</b>	<b>Status</b>
2014 Charter Application Action #1.2	Implement Striving Readers birth-to-five program Colquitt County School System	Fully
2014 Charter Application Action #2.1	Implement an alternative framework for teaching through merging multiple STEM models into a STEAAM (science, technology, engineering, art, agriculture, and mathematics) framework for delivery of instruction	Partially
2014 Charter Application Action #2.2	Implement alternative organizational and instructional strategies for students in K-5 who are developmentally delayed, are English learners, or have special needs	Partially

2014 Charter Application Action #2.3	Evaluate the gifted program to ensure rigor, consistency, effectiveness, and better articulation among elementary, middle, junior high, and high school programs	Partially
2014 Charter Application Action #3.2	Implement appropriate delivery models for learning which include blended, hybrid, and virtual learning opportunities for students	Partially
2014 Charter Application Action #3.3	Provide extended learning time beyond the school day and provide learning opportunities anywhere and anytime	Fully
2014 Charter Application Action #4.1	Implement later daily starting and dismissal times for secondary students	Partially
2014 Charter Application Action #4.2	Maintain recently adopted grade configuration for middle and junior high schools	Fully

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

The district has plans for many of the initial Essential and Innovative Features not fully implemented at this time; these plans are supported by the results of the system's annual Comprehensive Needs Assessment process that calls for a focus on activities, initiatives, and programs focused on the development of the whole child. The system plans to capitalize on the initial steps taken to incorporate STEM/STEAM pedagogies at our schools (2014 Charter Application Action #2.1) by implementing Georgia Department of Education Elementary Agriculture Education pilot programs at two elementary schools (Hamilton Elementary School and Odom Elementary School), increasing the number of STEM endorsed teachers by sponsoring local cohorts of approved STEM endorsement programs and/or additional supplementary professional learning regarding science pedagogy and content, and continuing to support schools pursuing STEM/STEAM certification through the Georgia Department of Education. The district is also in the initial stages of beginning the STEM certification process at the middle school as well as two more elementary schools over the next five years. The system plans to include



opportunities for mini-grants for teachers to fund STEM/STEAM experiences for students in addition to investigating the benefits of accepting participation in marching band and athletics for physical fitness credit.

Improvement in academic achievement has occurred, yet persistent challenges revolve around the progress of our students with disabilities and students who are performing below grade level. The district plans to continue to implement alternative organizational and instructional plans/strategies for students who struggle to master grade level content by building on the Response to Intervention process initiated in 2015 that required data-driven decision making alongside the work on the initial charter action steps of 2014. The district will move forward by evaluating online learning resources and K-12 direct instruction intervention programs for appropriateness and impact on student achievement in addition to monitoring the use and outcomes of extended learning/intervention periods at all schools. The district will continue to deploy interventionists as needed based on data in order to decrease the need for Tier 2 and Tier 3 support. The system will investigate and plan to sponsor summer extended learning time for students moving within the tiers or who need acceleration.

The next steps in extending 2014 Charter Application Action #2.3 regarding the evaluation and improvement of the gifted education program in the system include the evaluation of specific gifted education programs now in existence in the system (PackerX at the middle school, GEAR, Progressive Packer Pathway, advanced content courses/resources at all schools). The system will also review the impact and enrollment in Gifted Education Endorsement cohorts sponsored by the district locally and the Advanced Placement/Dual Enrollment options available to all students. In addition, the district will evaluate the funding/compliance to the Georgia Department of Education's expectations regarding gifted models in the district. The highly developed district/school improvement process that has occurred in the last five years reveals the needs above through the significant disparities in growth between gifted



students at schools and in comparison with students with similar backgrounds across the state and their non-gifted, local peers.

As the district seeks to fully implement 2014 Charter Application Action # 3.2 within the plans stated in the initially charter, the system is also working to maximize funding and professional learning to heighten student access to digital devices and content. This way forward is bolstered by the district's refined comprehensive need process and recent AdvancED recommendations that support an increased focus on the utilization of technology by students in the classroom. The system will continue to increase teacher knowledge in hybrid/blended classroom models of instruction by providing teachers with Google Applications For Education (GAPE) training regarding using GAPE as a learning management system (LMS) while also exploring content provided virtually as an option for courses provided at the secondary level through flexible scheduling via 1:1 technology.

The following chart presents the next steps in the 2014 Charter Application Actions and Additional Action Steps going forward:

<b>Innovative Feature</b>	<b>Description</b>	<b>Next Steps</b>	<b>Additional Action Steps for Charter Renewal Application 2019</b>
2014 Charter Application Action #2.1	Implement an alternative framework for teaching through merging multiple STEM models into a STEAAM (science, technology, engineering, art, agriculture, and mathematics) framework for delivery of instruction	<p>Kick off GADOE Elementary Ag Education Pilot in 3 Schools</p> <p>Continue to increase # of STEM endorsed teachers through local cohort with RESA</p> <p>Continue to complete steps required for GADOE STEM/STEAAM certification at the first 3 elementary schools, begin the certification process at the MS and 2 more elementary schools</p>	<p>Mini Grants for teachers to fund STEM/STEAAM experiences for students</p> <p>Local acceptance of marching band &amp; athletics for physical fitness credit</p>

2014 Charter Application Action #2.2	Implement alternative organizational and instructional strategies for students in K-5 who are developmentally delayed, are English learners, or have special needs	<p>Evaluate added online learning resources for EL intervention, direct instruction resources for RTI literacy (K-9) and math (K-7), SWD literacy intervention strategies/resources, effectiveness of recently acquired interventionists and ELT time for fidelity and impact on student achievement; add resources for SWD math intervention</p> <p>Continue to add interventionists/resources to decrease the need for tier 2 and 3 support and the needs of schools that serve most of the district's bottom quartile</p>	Summer ELT Time for students moving in the RTI Tiers and/or acceleration
2014 Charter Application Action #2.3	Evaluate the gifted program to ensure rigor, consistency, effectiveness, and better articulation among elementary, middle, junior high, and high school programs	<p>Evaluate effectiveness of GT testing processes, the GEAR center, PackerX, Progressive Packer Pathway, advanced content/resource at all schools, the local GT endorsement offerings, and AP/DE programming in relation to student achievement.</p> <p>Evaluate GT service/funding model, level of GADOE compliance, and staffing in relation to student needs at all schools and funding to consider alternate models.</p>	Addition of GT teachers at elementary schools with large GT populations to differentiate instruction or increase advanced content offerings
2014 Charter Application Action #3.2	Implement appropriate delivery models for learning which include blended, hybrid, and virtual learning opportunities for students	<p>Continue to increase teacher certification in GAFE at each school for blended/ hybrid learning</p> <p>Evaluate virtual learning opportunities in relation to student achievement</p> <p>Explore flexible scheduling options in relation to 1:1</p>	Actively seek full implementation of 1:1 technology in grades 3-12

		technology to increase student opportunity and engagement	
2014 Charter Application Action #4.1	Implement later daily starting and dismissal times for secondary students	See #3 Below	

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)?

The Colquitt County School System plans to abandon the pursuit of later daily start and dismissal times at the secondary level in lieu of flexible scheduling options students already have to take online courses throughout the school day and through dual enrollment programs at local state institutions of higher learning. This action step (2014 Charter Application #4.1) has become outdated by the unprecedented opportunities the district has taken advantage of in the areas of Georgia Virtual School course offerings and dual enrollment programming at local accredited post-secondary institutions in addition to the hybrid/blended learning initiatives at the school level.

In order to keep pace with the intensity of the Response to Intervention process and capitalize on its initial success, the district will add an action step (#10.1) which includes the solidification of an assessment system in grades K-12 to monitor student mastery of on-grade level content required by the Georgia Performance Standards (GSE). The implementation of this assessment system includes the identification of essential standards, the refinement and use of common unit assessments and remediation activities based on assessment results by standard, and the use of benchmark assessments three times during the year in addition to screener assessments. This action step will occur through the implementation of Action Step #10.2 which allows the district to increase the fidelity of the Professional Learning Community process by improving teacher knowledge and ability to plan effective instruction through professional learning and the establishment of monitoring mechanisms.

The following table summarizes Essential or Innovative Features that will be added or deleted in the system's new charter contract:

Innovative Feature	Description	Deleted/Added
2014 Charter Application Action Step #4.1	Implement later daily starting and dismissal times for secondary students	Deleted
2019 Charter Renewal Application Action Step #10.1	Increase use formative assessment practices to give teachers actionable information about the next steps in learning that each student needs	Added
2019 Charter Renewal Application Action Step #10.2	Increase fidelity of Professional Learning Community processes at grade level/course number level to clarify essential standards, respond to student effort based on data, and increase student mastery at grade level performance	Added

#### B. Academic Accountability

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

**Goal 1:** During each year of the system's 5 year term, the system will *Beat the Odds* as determined by a formula measuring expected student growth.

**Goal 2:** If each system charter school fails to *Beat the Odds* in Year 1, the charter system shall decrease the number of system charter schools not beating the odds during Years 2 and 3 at a rate so that all schools will *Beat the Odds* by Year 4.

In year 2, the district increased the percentage of schools beating the odds from 46% to 62%. In year 3, the district decreased the percentage of schools beating the odds to 54%. In year 4, the district percentage remained the same when *Beating the Odds* and *Within Expected Range* levels were considered (see chart below for details). In 2015, two more Colquitt County Schools, C. A. Gray Junior High School

and Odom Elementary School were designated as *Beating the Odds* schools. Two more schools were designated *Beating the Odds* in year 5, and four schools were designated *Within Expected Range*. The total number of *Beating the Odds* schools and *Within Expected Range* schools remained the same in year 5 when compared to year 4. See table below for historic look at the system's outcomes in the *Beating the Odds* category since 2015.

<b>GOSA Beating the Odds</b>					
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
CCHS	Beat the odds	Beat the odds	Beat the odds	Below expected range	Below expected range
CAG	Did not beat the odds	Beat the odds	Did not beat the odds	Within expected range	Beat the odds
WJW	Did not beat the odds	Did not beat the odds	Did not beat the odds	Below expected range	Below expected range
Cox	Did not beat the odds	Beat the odds	Beat the odds	Beat the odds	Beat the odds
Doerun	Did not beat the odds	Did not beat the odds	Did not beat the odds	Below expected range	Below expected range
Funston	Did not beat the odds	Beat the odds	Beat the odds	Within expected range	Within expected range
Hamilton	Did not beat the odds	Did not beat the odds	Beat the odds	Below expected range	Within expected range
Norman Park	Did not beat the odds	Did not beat the odds	Beat the odds	Within expected range	Within expected range
Odom	Beat the odds	Beat the odds	Did not beat the odds	Below expected range	Beat the odds
Okapilco	Beat the odds	Beat the odds	Did not beat the odds	Below expected range	Below expected range

Stringfellow	Beat the odds	Beat the odds	Beat the odds	Within expected range	Within expected range
Sunset	Beat the odds	Did not beat the odds	Beat the odds	Within expected range	Below expected range
R.B. Wright	Beat the odds	Beat the odds	Did not beat the odds	Within expected range	Below expected range

Schools that were previously on GOSA's now redefined lists in the categories of *Focus Schools* (Sunset Elementary School, Odom Elementary School, and Okapilco Elementary School), *Opportunity Schools* (Stringfellow Elementary School and Cox Elementary School), & *Targeted Support and Improvement* or *TSI* (Colquitt County Achievement Center) are currently not identified as such for the 2019-2020 school year due to the formation of the district school improvement process and the maximization of the comprehensive needs assessment process supported by the GADOE. The focused improvement action steps inherent in the process improved data-based decision-making that targeted improvement of subgroups that struggled within these schools. Okapilco Elementary School has been recently identified as a *TSI* school for the 2019-2020 school year.

**Goal 3:** The charter system will demonstrate proficiency and/or improvement on the CCRPI.

Through the implementation of a district-supported school improvement process at all levels, the CCSS has increased the system College and Career Reading Performance Index (CCRPI) score since the CCRPI was redesigned in 2018. The district's school improvement process, requires each school to complete TregoEd situation appraisals of student achievement, attendance, and behavior at the end of each year; then, the schools conduct a root-cause analysis to pinpoint where issues are within the school down to specific subgroups, classrooms, content areas, and students. Additionally, intermittently throughout the year school leaders present the status of their efforts and action steps contained in the



school's improvement plan to a working group of district leaders and peers in order to monitor the school's progress and provide assistance as needed.

The following table provides a historic look at the system's CCRPI outcomes since 2015.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>DISTRICT CCRPI</b>	71.7	68.2	69.7	68.9	70.6

**Goal 4:** The charter system will reduce the kindergarten and 1st grade retention rate.

The Colquitt County School System has decreased the retention rates in kindergarten and 1st grade when the most recent data is compared to the 2014-2015 rates.

Kindergarten and 1st Grade Retention Rates					
Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	7%	8.8%	9.1%	8.4%	6.8%
1st	7.5%	6.9%	6.6%	8.1%	5.5%
K & 1st	7.3%	7.9%	7.9%	8.3%	6.2%

**Goal 5:** The charter will increase the number of students graduating by at least 1% each year of the charter term.

Since 2014, the Colquitt County School System has increased the 4-year graduation rate by 8.56%. The growth has been incremental over time with only one year of decline in 2018. The system's 5-year graduation rate has increased by 2.58% since 2014 with a decline in 2015 and 2019.

	2014	2015	2016	2017	2018	2019
<b>4-year</b>	76.80	78.953	79.437	80.556	79.58	85.36
<b>5-year</b>	78.80	75.799	81.801	82.285	83.00	81.38



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

The CCSS has a robust and refined district and school improvement process that has evolved since 2015. The schools have developed School Improvement Plans (SIP) based on data with action steps toward improvement at a much deeper level than before, and district oversight on the process has improved. The district utilizes the SIP format in SLDS to monitor school improvement plans. Each year, the process has become more school-centered. In the beginning, schools were taught how to problem-solve around root causes as a group during the district's annual data retreat--four years later, this training has become an embedded practice in the district, and schools problem solve around a range of data points as soon as these become available in order to respond quickly to the needs of students who struggle.

In 2019, during the district data retreat, the schools presented their action plans to the other schools of the district after extensive work on their own during the development process. The district provides school leaders with the time (stipend funds), resources (consultants, supplies, reference material), and supporting experts in the area of data-analysis (access to school improvement experts), data-based decision making (access to TregoEd trainers and coaches), and data warehouse software tools (Illuminate).

Schools that did not meet their academic targets also utilize the district's site-based budget process to prioritize and communicate their needs; the district, in turn, prioritizes requests based on student needs, and utilizes various applicable funding sources to support school improvement. The district has increased access to intervention strategies, resources, interventionists, and content experts for professional learning in order to support schools that did not meet their academic targets. Each year school administrators and teacher leaders are provided professional learning opportunities in data-mining,

goal-setting, and monitoring processes to improve in the areas in which they did not meet their academic targets as part of the district professional learning community.

Currently, the system is capitalizing on the progress made since 2014 regarding the development of an effective school improvement plan at all sites by focusing on the importance of improving as a district. The system has focused on the development of appropriate and manageable school improvement plans over the last five years possibly to the detriment of developing pointed and specific goals within the district improvement plans. Georgia Department of Education support and guidance regarding the CNA/CLIP/DIP process have uncovered the district's need to utilize the district improvement process to bring the schools together in focusing on areas of need.

The Colquitt County School System is rich in tradition, and the system's stakeholders value the district's ten community elementary schools. The retention of community schools entails challenges that, at times, have impeded the progress of the district, yet the positive impact that community schools have on the development of the whole child make the challenges an inevitable issue that is tolerated within an enviable educational experience for students in pre-kindergarten through 5th grade. Specifically, the organization of ten community elementary schools divide resources across multiple campuses. The individuality of each school is a point of pride for the community, yet with individuality can come competition and divisiveness. In order to combat these threats, that have from time to time hindered the district's ability to move the dial on academic achievement, the district has adopted the Professional Learning Community model to combat a longstanding tradition of school and teacher isolation within and across schools in the district to create a culture where all students are each school's students no matter where they attend. This process began in 2019 with all school leaders and curriculum staff attending professional learning sessions regarding the Professional Learning Community process; the district has developed a district leader professional learning community cohort to model the process and come

together as a district. The fidelity of the PLC process is currently emerging under the guidance of this group.

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

The district will provide support and guidance for schools that fail to meet their academic targets by providing school leaders with knowledge, skills, and time to analyze outcome data and identify root causes through the TregoED, data-driven decision making process. Through annual site-based budget meetings with school leaders, district leaders will work with schools to identify goals, plan action steps, and prioritize needs based on information revealed through the analysis of root causes. The district will support schools in obtaining resources needed for evidence-based responses by providing resources based on these needs through the annual site-based budget process that begins in the winter of each year and ends during the school board retreats dedicated to forming the system's annual budget each spring. Areas of possible support include: professional learning, instructional resources, technological support, personnel changes/additions, and physical plant needs to support improved instruction.

**C. Local Schools Governance implementation**

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

All schools have functioning Local School Governance Teams (LSGTs) with dedicated members, and the process by which members come on the team and move off the team is seamless. The LSGT's members take part in annual training through modules that the district updates each year. The schools cite multiple achievements and benefits of working with their LSGT. Summer Hall, Principal of R. B. Wright Elementary School, states, "It is an open line of communication where all stakeholders collaborate. Specifically, the community partners and parents are a great resource to support all of our STEAM initiatives," and the 2018-2019 Principal of Odom Elementary School, Trish Lirio states, "The LSGT helped Odom get connected with some great community, business and parents. Our community

and business partners were huge in helping with the building process at Odom. They both basically held my hand and walked me through reading blueprints and knowing what to look for and what to ask for at the meetings. Then, over the last two years, this team has been instrumental in securing grants and helping to find grants to fund our STEM programs and Ag lab. We had a disgruntled parent that we invited to sit in last year, and it changed her whole perspective on the school and helped her to understand why and how we operate. At the end, she thanked us for allowing her to be apart of the team and doing such a great job for the school.”

Krista Harrell, Principal at Hamilton Elementary School cites the power of collaboration in the following: “It is a great way to get our parents involved more at our school. It has also been really helpful to explain all the ins and outs of our programs, initiatives, expenditures, etc. Our team likes having the different speakers at our meetings, and they are able to explain to other parents what is going on and express other parents’ concerns. We include them in all of our plans and data as the year progresses. I think it creates a team atmosphere. Our team talks about the direction we want our school to go in.”

Josh Purvis, Principal at Sunset Elementary School holds the accountability of the LSGT process as a key to the school’s improvement: “It has been beneficial to have a group of stakeholders to share feedback on initiatives, input for upcoming decisions, and accountability of data. We constantly seek feedback on initiatives at the school from this group and carefully consider their thoughts as we adjust our plan. We seek input and guidance for upcoming decisions that need to be made with regard to school policy and procedures. We also use this team to help hold ourselves accountable to meet the unique needs of each student as we share monthly data with this group at our LSGT meetings. We expect them to hold us accountable to make a positive impact in the data.”

Principal of Cox Elementary School, Leamon Madison, prioritizes the impact the LSGT has had on the socio-emotional supports and a whole-child approach the school has been able to provide its students. Dr. Madison states, “One of the main successes of our Local School Governance Team is that

we have created partnerships with our community and business partners. They are aware of our school initiatives and help us to find ways to see them through. For instance, they have helped to sponsor events, such as a snow day and picnics on the playground. Our parent partners have also helped to communicate school initiatives and acquire resources, such as personnel, volunteers, and financial support to help provide opportunities and resources for our students. Our Local School Governance Team also provides suggestions and expresses concerns that impact our students both socially and academically. For instance, one of the suggestions made by our team members was the need for character education lessons to provide our students with the necessary coping skills to be successful socially. We have since asked our guidance counselor to provide more opportunities for role play and to share resources with teachers how to teach quick lessons on improving social skills.”

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

Initially, the Colquitt County School system found the interest level of parents in fulfilling positions on the schools’ Local School Governance Teams low, and finding and confirming the time to meet with all parties involved as the greatest barrier the LSGTs have encountered. Emergencies arise and personal/professional responsibilities of the LSGT members, at times, derail scheduled meetings. At times, the professional learning required of LSGT members overwhelms the participants. Additionally, the high turnover of participants and the low rate of attendance to meetings prove a significant barrier to sustained, substantial impact of the Local School Governance Team’s planning process and subsequent decision/recommendation process.

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

In order to fully implement Local School Governance with fidelity, the district needs to train our administration at each school, including the assistant principal to be able to plan and sponsor LSGT meetings in order to combat the cancelling or rescheduling of meetings due to conflicts the principal or

participants may have (planned or unplanned). This will bolster our district's ability to build future leaders as well. In order to overcome the high rate of turnover, the district will extend training opportunities (in person and virtual learning options) to the members of the LSGTs to define roles and responsibilities earlier in the process/identification of new members.

**D. Charter Supplement Uses**

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

The Colquitt County School System utilized its annual charter system supplemental funds that were included in Quality Basic Education funding to fund the expertise of a Director of K-12 Gifted and Talented programming, a Director of Response to Intervention, a Director of STEM education, a Director of Migrant Education programming, and a Director of Early Learning. These positions support the district's essential/innovative features included in the system's first charter system contract regarding individual school efforts to improve birth-to-five year old education, STEM education, Gifted and Talented programming, and alternative instructional strategies for groups of students who are developmentally delayed or below mastery level. Additionally, these funds provided the ability of the district to increase student access to technological devices and E-tools; this effort is in line with the district's innovative intent to personalize learning through the integration of digital technology into the learning environment. The system also utilized funds to invest in resources required for the teaching of fine arts as prioritized by the district's innovative feature tied to STEAM education.

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

The Colquitt County School System will continue to utilize the supplemental funds as mentioned above with the addition of using funding to add platforms to transform the assessment programming of the district to put assessment into action and use a benchmarking system in grades K-8 to give teachers

actionable information about the next steps in learning that each student needs. This effort is the next logical step in personalizing instructional models and frameworks to support students with special needs, individual learning requirements for growth, and gaps in understanding. Some funds will also be used to provide a summer booster experience for intervention for students in 7th, 8th, & 9th grade in reference to deficits uncovered through Georgia Milestone Assessment results while also providing enrichment opportunities. The system will also use supplemental funds to provide targeted training for Local School Governance Teams regarding decision making and using flexibility for improvement.



## 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 the COLQUITT COUNTY SCHOOL SYSTEM located in COLQUITT County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school system:

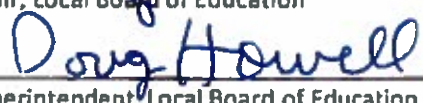
1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
3. Shall be subject to all federal, state, 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 Colquitt County Board of Education on the 27th day of January, 2020.

  
 \_\_\_\_\_  
 Chair, Local Board of Education

1/27/2020  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Superintendent, Local Board of Education

1/27/2020  
 \_\_\_\_\_  
 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.

  
 \_\_\_\_\_  
 Chair, Local Board of Education

1/27/2020  
 \_\_\_\_\_  
 Date

# COLQUITT COUNTY SCHOOL SYSTEM

## Board of Education

### RESOLUTION

**WHEREAS**, the Colquitt County Board of Education is the governing body of the Colquitt County School System.

**WHEREAS**, the Colquitt County Board of Education entered into a contract with the State Board of Education on or about June 11, 2015, for the operation of the Colquitt County School System as a Charter System;

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

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

**NOW, THEREFORE, BE IT RESOLVED** that the Colquitt 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 18<sup>th</sup> day of November 2019.

Colquitt County Board of Education

  
Board Chairperson

  
Superintendent

# Charter Systems - 2019 Annual Report Form

## 1. System Info

Line #

1	<b>CONTACT INFORMATION FOR THE PERSON WHO COMPLETED THIS SURVEY</b>	
2	<b>Tell us how best to reach you in case we have any questions about your survey answers</b>	<b>Put your contact information in this column</b>
3	Your name	Dr. Marni Kirkland
4	Your title	Director of Curriculum, Colquitt County Schools
5	Your direct phone number	229-890-6200
6	Your email address	<a href="mailto:Marni.Kirkland@colquitt.k12.ga.us">Marni.Kirkland@colquitt.k12.ga.us</a>
7	<b>CONTACT INFORMATION FOR THE SUPERINTENDENT</b>	
8	<b>Who is your Superintendent?</b>	<b>Put Superintendent contact information in this column</b>
9	Superintendent's name	Mr. James Howell
10	Direct phone number	229-890-6200
11	Email address	<a href="mailto:James.Howell@colquitt.k12.ga.us">James.Howell@colquitt.k12.ga.us</a>
12	Is this a new Superintendent for 2018-19?	No
13	If the Superintendent is new for this year, please list the former Superintendent's name for 2017-18	

14

**CONTACT INFORMATION FOR YOUR CHARTER SYSTEM LIAISON**

15

**CHARTER SYSTEM LIAISON**

Put information in this column

16

Name of your district's charter system liaison

Mr. James Howell

17

Charter system liaison's title

Superintendent of Schools

18

Charter system liaison's direct phone number

229-890-6200

19

Charter system liaison's email address

[James.Howell@colquitt.k12.ga.us](mailto:James.Howell@colquitt.k12.ga.us)

20

Is this a new Charter System Liaison for 2018-19?

No

21

If new this year, please list the former Charter System Liaison's name for 2017-18

22

**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

23

**School Governing Teams/Councils Liaison**

Put contact information in this column

24

Name of your district's School Governing Teams/Councils Liaison

Mr. James Howell

25

Title

Superintendent of Schools

26

Direct phone number

229-890-6200

27

Email address

[James.Howell@colquitt.k12.ga.us](mailto:James.Howell@colquitt.k12.ga.us)

28

Is this a new Liaison for 2018-19?

No

29

If new this year, please list the former liaison's name for 2017-18



30 BOARD OF EDUCATION CONTACT INFORMATION			
31 CHAIR OF YOUR BOARD OF EDUCATION	Enter answers for 2018-19 in this column	Enter answers for 2019-20 in this column	Enter answers for 2020-21 in this column
32 Name of your District's Board Chair	Mary Beth Watson	Mary Beth Watson	
33 Direct Phone Number	229-985-0044	229-985-0044	
34 Email Address	mb@jwic.net	mb@jwic.net	
35 If you had more than one Board Chair last year, please enter:			
36 Direct Phone Number of earlier Board Chair			
37 Direct Phone Number			
38 Email Address			

39 CHARTER INFORMATION	
40 CHARTER BASICS	Put information in this column
41 What is the <i>beginning date</i> of your current charter term (MMDDYYYY)?	7/1/2016
42 What is the <i>ending date</i> of your current charter term (MMDDYYYY)?	6/30/2021
43 In what <i>month and year</i> was your <i>first charter approved</i> (MMYYYY)?	4/1/2015
44 Does your Charter System Contract include a Georgia College and Career Academy?	No
45 If no, would you like to amend your contract to include a Georgia College and Career Academy?	No
46 At what stage in the TCSG certification process is your CCA	
47 When is your SACS reaccreditation?	FY19
48 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

49	Personnel							
50	Enter Answers in Space Below							
51	FACULTY	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
52	What percent of your faculty and staff have had a fingerprint/background check for each school year? (Enter %)	100%	100%					
53	What percent of your current faculty and staff have a clearance certificate from GaPSC? (Enter %)	100%	100%					
54	What percent of your current faculty and staff have a Special Education Certification?	11%	13%					
55	What percent of your current faculty and staff have Gifted Certification?	14%	17%					
56	What percent of your current faculty and staff have ESOL Endorsement?	6%	7%					

57 **You have reached the end of Tab 1: System Info**

**Please proceed to Tab 2: Local School Governance (LSG) Teams and continue answering the questions there.**



# Charter Systems - 2019 Annual Report Form

## 2. LOCAL SCHOOL GOVERNANCE TEAMS

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

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

Line

58 SCHOOL GOVERNING TEAMS/COUNCILS								
59 INSTRUCTIONS: For each of the following questions, please provide the information requested in the space provided for 2018-19 and for 2019-20								
60	SCHOOL GOVERNING TEAMS/COUNCILS, MEMBERS, AND	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
61	How many of your schools have active School Governing Teams/Councils -- All, Most, Half, Some, or None?	All	All					
62	On average, how many voting members are on the School Governing Teams/Councils at your schools?	7	7					
63	What is the range of the number of voting members on the School Governing Teams/Councils at your schools? (Enter range as <i>lowest number</i> -to- <i>highest number</i> . )	7	7					
64	On average, how many stakeholder groups (e.g., teachers, parents, community leaders) are represented among the voting members on the School Governing Teams/Councils at your schools?	3	3					
65	On average, how many meetings did your district's local School Governing Teams/Councils have last year, and how many are scheduled for this year?	6	6					
66	On average, how many School Governing Teams/Councils members typically attended School Governing Team/Council meetings last year?	6	6					

67	TRAINING FOR SCHOOL GOVERNING TEAMS/COUNCILS	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
68	How many <i>hours</i> of training were (and will be) offered to your School Governing Team/Council members?	4	4					
69	<i>Who</i> did (or will) provide the training?	Superintendent or Designee	Superintendent or Designee					
70	What <i>topics</i> were and will be covered in the training?	SIP and Performance Data, Student Assessment, Curriculum Overview, Personnel, Bylaws and Roles, Strategic Plan & Engagement	SIP and Performance Data, Student Assessment, Curriculum Overview, Personnel, Bylaws and Roles, Strategic Plan & Engagement					
71	On average, how many School Governing Team/Council members typically attended training? (All, Most, Half, Some, None)	All	All					
72	How many School Governing Team/Council members attended <i>all</i> training sessions? (All, Most, Half, Some, None)	All	All					
73	How many School Governing Team/Council members attended <i>at least one</i> training session? (All, Most, Half, Some, None)	Most	All					

# Charter Systems - 2019 Annual Report Form

## 3. LOCAL SCHOOL GOVERNANCE TEAM (LSGT) AUTONOMY

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.

This section gives you a chance to share information about the amount of decision-making authority your charter system has granted the Local School Governance Teams/Councils at each of your schools.

Line #

82 According to Georgia law [see O.C.G.A. 20-2-2062 (b) and 20-2-2063.2 (c)], Local School Governance Teams (LSGTs) have 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.

83 The information in the two blue-highlighted columns of the School Level Governance Decision-Making Matrix below is from Appendix B of your district's charter system contract; it shows the promises made by your charter system to implement authentic local school governance in each of the above areas.

84 Please provide the information requested in the green-highlighted columns regarding the amount of authority granted to your School Level Governance Teams.

	School Level Governance Decision-Making Matrix								
86	System Name: Gilmer County School District	<b>Minimum LSGT Authority</b>	<i>How and When</i> Minimum Authority will be Implemented	Were both the promises "How" and "When" achieved?	Explain why the "How" and/or the "When" were not achieved as planned	Additional LSGT Authority"	<i>How and When</i> Additional Authority will be Implemented	Were both the promises "How" and "When" achieved?	"How" and/or the "When" were not achieved as planned for Additional Authority being granted to your School Level Governance Teams

87	Personnel Decision	LSGTs shall recommend the principal or school leader for selection by the BOE	Principal Employment: HR advertises position, receives apps & resumes & screens applicants- LSGT (less current principal) & system staff interview candidates & score rubric. LSGT & system staff reach consensus on candidate recommendation, superintendent recommends best qualified candidate to BOE, BOE employs or rejects recommendation (Year 1); Principal transfer- Supt. provides notification to LSGT prior to recommendation to BOE (Year 1)	Yes, Year 1			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	Principal goals- established annually as integral part of school improvement planning process by LSGT (Year 2); Principal Performance- LSGT meets annually to conduct self-evaluation; principal's performance in achieving goals is evaluated by LSGT as part of evaluation process (Year 3); Personnel qualifications & characteristics- LSGT shall be provided an opportunity each year to submit recommendations relating to qualifications & characteristics desired for all school staff (Year 2); Incentive funds-LSGT recommends to superintendent proposed use of incentive funds allocated to school as part of proposed school year	Partially, Year 1	LSGTs have not conducted self-evaluations yet. Rubric is in development
----	--------------------	---	---	-------------	--	--	--	--	-------------------	---

90	Establishing and monitoring the achievement of school improvement goals	LSGTs shall approve the school improvement plan and provide oversight of its implementation	LSGTs shall approve the school improvement plan & provide oversight of its implementation	Yes, Year 1			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	Membership of SIP Team- LSGT shall designate 1 or more members to serve on school improvement planning team & shall approve at the school level innovations that would require waiver of state law (Year 2); School Improvement Goals- LSGT develops actions, strategies, & interventions with input from teachers & principal (Year 2); Budget- LSGT allocates resources for implementing the school improvement plan	Yes, Year 1 Except LSGT on SIP Comm.	Members of LSGT are on SIP Data Retreat Teams, but most are school employees who are part of LSGT
----	---	---	---	-------------	--	--	--	--	--------------------------------------	---

91	School Operations	LSGTs shall have input into school operations that are consistent with school improvement and charter goals	LSGTs shall have input into school operations that are consistent with school improvement & charter goals	Yes, Year 1		<p>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, field trips, fundraisers, student dress code, student discipline plan</p>	<p>Partners in education and parental engagement-LSGT shall participate actively in establishing &amp; sustaining partners in education &amp; parental engagement programs (Year 1); Parent, stakeholder, &amp; student surveys-LSGT shall participate actively in development &amp; administration of surveys (Year 2); Training, Mentoring, &amp; Volunteer Programs; LSGT shall assume lead in establishing &amp; maintaining active tutoring, mentoring, &amp; volunteer programs in the school (Year 2); Communications Strategies &amp; Plan-LSGT shall develop a schoolparent communication plan which shall be approved by the</p>	Yes, Year 1 Except Mentoring/Volunteer organizing	<p>LSGTs have not established school based mentoring, tutoring, &amp; volunteer systems: schools rely on relationship with community partners- YMCA &amp; Boys and Girls Club</p>
92	The LBOE retains its constitutional authority								

93 You have reached the end of Tab 3: Local School Governance Team (LSGT) Autonomy. Please proceed to Tab 4: Innovations, Waivers, and Charter System Funding to continue answering questions.



# Charter Systems - 2019 Annual Report Form

## 4. ESSENTIAL OR INNOVATIVE FEATURES, WAIVERS, AND CHARTER SYSTEM SUPPLEMENTAL FUNDS

This section gives you a chance to share information on your charter system's implementation of its Essential Features and Innovations and to how you utilize your Charter System Supplemental Funding.

Line #

### 94 Progress on Implementation, Use of Waivers and Supplemental

**Instructions:** Presented below are the Essential or Innovative Features included in your charter system contract. In the columns to the right of each item, please indicate whether it has been Fully, Mostly, Partially, or Not Yet implemented; whether waivers were required to implement it; and whether you are using Charter System Supplemental Funds to implement it.

96				Enter YES if you are using (or will use) all or part of your Charter System Supplemental Funding to support implementation
97	The <u>Essential or Innovative Features included in your charter system contract</u> are listed here.	Indicate in this column whether each Innovation is <u>Fully, Mostly, Partially, or Not Yet</u> implemented.	Enter YES if <u>waivers</u> were required to implement it	
98	Ensuring children are successful when they enter school through the Striving Readers birth-to-five program;	Mostly	Yes	
99	Implementing instructional models and teaching frameworks that are effective for all students by merging multiple STEM models into a STEAAM (science, technology, engineering, art, agriculture, and mathematics), introducing alternative organizational and instructional strategies for students in K-5 who are developmentally delayed, are English learners, or have special needs and evaluating the gifted program to ensure rigor, consistency, effectiveness, and better articulation among elementary, middle, junior high and	Partially	Yes	Yes
100	Personalizing learning through integration of digital technology and extending learning time by implementing blended, hybrid, and virtual learning opportunities for students;	Partially		Yes
101	Adopting alternative scheduling strategies and school grade configurations that are effective for all students by implementing later daily starting and dismissal times for secondary student and maintain new grade configuration for middle and junior high schools.	Fully		
102				
103				
104				

105	List here any <u>OTHEB</u> Essential or Innovative Features your school is implementing that are <u>NOT</u> included in your charter system contract.	this column whether these additional Innovations are Fully, Mostly, Partially, or Not Yet	Enter YES if <u>waivers</u> were required to implement it	you are using (or will use) all or part of your <u>Charter System Supplemental Funding</u> to support implementation
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114	<b><u>OTHER USES OF CHARTER SYSTEM SUPPLEMENTAL FUNDING</u></b>			
115	<b>Instructions: First enter any <u>other uses</u> of your charter system supplemental funds. Then, in the columns to the right, indicate whether each <u>additional use</u> is Fully, Mostly, Partially, or Not Yet implemented -- and if each use <u>promoted school level governance</u> and/or <u>improved student achievement</u>.</b>			
116	In the spaces below, list <u>any other uses</u> of your charter system supplemental funds. Enter one additional use per line.	this column whether each additional use is Fully, Mostly, Partially, or Not Yet	column, enter YES if the additional use will promote <u>school level governance</u>	column, enter YES if the additional use will promote <u>school level governance</u>
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136 You have reached the end of Tab 4. Essential or Innovative Features, Waivers, and Supplemental Funds



# Charter Systems - 2019 Annual Report Form

## 5. School List

### INSTRUCTIONS FOR SCHOOL LIST

- The list below are all the schools in your district, including those that are not a part of your charter system contract.
- Please add any new schools to the list in the blanks lines provided.
- For each school on the list (including any schools you added), please place a "1" in all school-year columns in which the school was a part of your charter system.
- Please verify System ID and School ID.

Line #

CHARTER SYSTEM SCHOOL INFORMATION: "1" = "Included in Charter System Contract"										
Line #	#	School Name	Syst em	Scho ol ID	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
138										
139	1	Cox Elementary	635	4050	1	1				
140	2	Doerun Elementary	635	178	1	1				
141	3	Funston Elementary	635	2052	1	1				
142	4	Hamilton Elementary	635	4052	1	1				
143	5	Norman Park Elementary	635	278	1	1				
144	6	Odom Elementary	635	187	1	1				
145	7	Okapilco Elementary	635	3054	1	1				
146	8	Stringfellow Elementary	635	3050	1	1				
147	9	Sunset Elementary	635	5054	1	1				
148	10	Wright Elementary	635	2056	1	1				
149	11	Willie J. Williams Middle School	635	111	1	1				
150	12	C.A. Gary Junior High School	635	3052	1	1				
151	13	Colquitt County High School	635	1554	1	1				
152										
153										
154										
155										
156										
157	<b>TOTAL # OF SCHOOLS IN CH</b>				<b>13</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Line #	ENROLLMENT	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
158								
159	Please enter the number students you had enrolled in 2018-19 -- and the number you expect to have <i>enrolled</i> in 2019-20.	9922	9448					

160 **THANK YOU!!**

161 **YOU HAVE NOW COMPLETED YOUR 2019 ANNUAL REPORT. PLEASE RETURN TO TAB 1 FOR SUBMISSION INSTRUCTIONS.**





Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

### 2019 Superintendent Report Submission Affidavit

By executing this affidavit under oath, as an authorized representative for Colquitt County School System, I hereby certify that the information contained in the 2019 Charter System Annual Report is true, correct, and complete to the best of my knowledge and belief.

In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in Moultrie (city), Ga (state) on 10/30/19 (date).

James D. Howell  
Signature of Superintendent

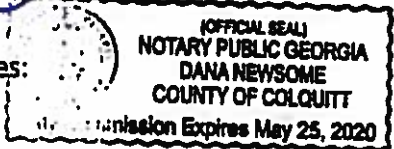
James D. Howell  
Printed Name of Superintendent

SUBSCRIBED AND SWORN  
BEFORE ME ON THIS THE

30<sup>th</sup> DAY OF October, 2019

Dana Newsome  
NOTARY PUBLIC

My Commission Expires:



The completed 2019 Board Chair Report Submission Affidavit must be submitted to the Georgia Department of Education's District Flexibility and Charter Schools Division by the charter school's executive manager along with all required Annual Report files by November 1, pursuant to O.C.G.A. § 20-2-2067.1(c). Failure to do so may result in the charter school being placed on probation in accordance with State Board of Education Rule 160-4-9-.06(4)(d).

## CHARTER FOR COLQUITT COUNTY SCHOOLS

This Charter for Colquitt County Schools (“Charter”) is entered into by the Colquitt 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, 2020 and expiring on June 30, 2025.

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: N/A**

**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 Colquitt County School System exists to educate all students to become empowered, life-long learners.

6. **Essential or Innovative Features.** The Charter System shall implement, but is not limited to, the following innovations:

- a. Implement an alternative framework for teaching through merging multiple STEM models into a STEAAM (science, technology, engineering, art, agriculture, and mathematics) framework for delivery of instruction.
- a. Implement alternative organizational and instructional strategies for students in K-5 who are developmentally delayed, are English learners, or have special needs.
- b. Evaluate the gifted program to ensure rigor, consistency, effectiveness, and better articulation among elementary, middle, junior high, and high school programs.
- c. Implement appropriate delivery models for learning which include blended, hybrid, and virtual learning opportunities for students.
- d. Increase use formative assessment practices to give teachers actionable information about the next steps in learning that each student needs.
- e. Increase fidelity of Professional Learning Community processes at grade level/course number level to clarify essential standards, respond to student effort based on data, and increase student mastery at grade level performance.

**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 Colquitt County School System. The attendance zone for each Charter System School shall be determined by the Colquitt 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.**

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**Chairperson, STATE BOARD OF EDUCATION**

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**(Date)**

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**Chairperson, COLQUITT COUNTY  
BOARD OF EDUCATION**

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**(Date)**

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**Superintendent, COLQUITT COUNTY SCHOOLS**

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**(Date)**

## Appendices to Charter for Colquitt 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.**

Directions: LSGTs must have decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, and monitoring the achievement of school improvement goals and school operations. The second column of the matrix below describes the minimum amount of authority which must be granted to each LSGT in order to comply with the law. However, how that minimum authority is implemented is at the discretion of the district. Applicants should use the third column of the matrix below to describe the implementation of minimum authority in each category. The fourth column provides examples of additional authority which districts may choose to grant to LSGTs. Please use the fourth column to list any additional authority LSGTs will be granted. The fifth column should be used to describe the implementation of any additional authority.

<b>School Level Governance Decision-Making Matrix</b>				
System Name:	Minimum LSGT Authority	How and When Minimum Authority will be Implemented	Additional LSGT Authority*	How and When Additional Authority will be Implemented
<b>Personnel Decisions</b>	<p>LSGTs shall recommend the principal or school leader for selection by the BOE</p>	<p>Principal Employment: HR advertises position, receives apps &amp; resumes &amp; screens applicants- LSGT (less current principal) &amp; system staff interview candidates &amp; score rubric. LSGT &amp; system staff reach consensus on candidate recommendation, superintendent recommends best qualified candidate to BOE. BOE employs or rejects recommendation (Year 1). Principal transfer- Supt. provides notification to LSGT prior to recommendation to BOE (Year 1)</p>	<p>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</p>	<p>Principal goals- established annually as integral part of school improvement planning process by LSGT (Year 2); Principal Performance- LSGT meets annually to conduct self-evaluation; principal's performance in achieving goals is evaluated by LSGT as part of evaluation process (Year 3); Personnel qualifications &amp; characteristics- LSGT shall be provided an opportunity each year to submit recommendations relating to qualifications &amp; characteristics desired for all school staff (Year 2); Incentive funds- LSGT recommends to superintendent proposed use of incentive funds allocated to school as part of proposed school year budget (Year 1)</p>



<p><b>Financial Decisions and Resource Allocation</b></p>	<p>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</p>	<p>Allocation of Staff- System allocates enrollment &amp; allocates staff; LSGT, through principal, may request reconsideration stating reasons for request (Year 1); Budget- System allocates specified general &amp; special revenue funds for school for FY; principal &amp; staff develop proposed budget with participation of LSGT; LSGT reviews final budget &amp; may recommend changes (Year 1) Personnel Positions- LSGT recommends types of positions, roles, qualifications, &amp; job descriptions (Year 2)</p>	<p>Examples include: School budget approval, budget priorities aligned with school improvement plan, use of charter system funds, vendors for school resources, fundraising budget</p>	<p>School Budget Approval- School budgets for general &amp; special revenue funds are prepared by principal, staff &amp; LSGT. Budget is based on school improvement plan &amp; system priorities. LSGT approves at school level (Year 2); Alignment of Budget Priorities- LSGT, with guidance of principal, shall ensure that budget priorities are aligned with school improvement plan (Year 2); Fundraisers- LSGT may recommend fundraisers that are consistent with Board of Education policy &amp; for designated purposes; budget for use of funds shall be consistent with stated purpose; generally fundraisers are for specific purpose &amp; are</p>
<p><b>Curriculum and Instruction</b></p>	<p>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</p>	<p>LSGTs shall have input into the selection of the curriculum &amp; accompanying materials consistent with the district's Essential and Innovative features as included in the charter contract</p>	<p>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</p>	<p>Instructional Delivery Innovations- The goal of all classroom teachers is to employ effective instructional strategies-their recommendations must be a primary consideration; the LSGT shall be informed of innovative models to be implemented, may recommend additional models &amp; shall be given opportunities to provide feedback (Year 1); Graduation Requirements-LSGT shall be represented on all system-wide committees established to review graduation requirements (Year 2); Course offerings- LSGT is authorized to recommend enrichment courses in addition to the state adopted curriculum; recommendations shall be made to superintendent. (Year 1)</p>

<p><b>Establishing and monitoring the achievement of school improvement goals</b></p>	<p>LSGT's shall approve the school improvement plan and provide oversight of its implementation</p>	<p>LSGT's shall approve the school improvement plan &amp; provide oversight of its implementation</p>	<p>Exemplar 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</p>	<p>Membership of SIP Team- LSGT shall designate 1 or more members to serve on school improvement planning team &amp; shall approve at the school level innovations that would require waiver of state law (Year 2); School Improvement Goals- LSGT develops actions, strategies, &amp; interventions with input from teachers &amp; principal (Year 2); Budget- LSGT allocates resources for</p>
<p><b>School Operations</b></p>	<p>LSGT's shall have input into school operations that are consistent with school improvement and charter goals</p>	<p>LSGT's shall have input into school operations that are consistent with school improvement &amp; charter goals</p>	<p>Exemplar 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</p>	<p>Partners in education and parental engagement- LSGT shall participate actively in establishing &amp; sustaining partners in education &amp; parental engagement programs (Year 1); Parent, stakeholder, &amp; student surveys-LSGT shall participate actively in development &amp; administration of surveys (Year 2); Training, Mentoring, &amp; Volunteer Programs; LSGT shall assume lead in establishing &amp; maintaining active tutoring, mentoring, &amp; volunteer programs in the school (Year 2); Communications Strategies &amp; Plan-LSGT shall develop a school/parent communication plan which shall be approved by the school leadership team</p>
<p>The LSGE retains its constitutional authority</p>				

January 27 - 30, 2019

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**AdvancED®  
Engagement  
Review Report**

**AdvancED® Performance Accreditation**

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» **Results for:**  
**Colquitt County School System**  
710 28<sup>th</sup> Avenue  
Moultrie, Georgia 31776

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## Introduction

### AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

### AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

### Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its 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 implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Meets Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.	Meets Expectations
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Meets Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Emerging
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Meets Expectations
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	Meets Expectations
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Emerging
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Emerging

## Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Emerging
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Emerging
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Meets Expectations



Learning Capacity Standards		Rating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Emerging
2.8	The system provides programs and services for learners' educational future and career planning.	Meets Expectations
2.9	The system implements processes to identify and address the specialized needs of learners.	Meets Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Emerging
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Emerging

## Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Emerging
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Emerging
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Emerging
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Meets Expectations
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Meets Expectations
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Emerging

## Effective Learning Environments Observation Tool® (eleot®)

### Results

The AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
<b>Total Number of eleot® Observations</b>	<b>76</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
<b>Equitable Learning Environment</b>	2.65	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.43	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.29	3.74
Learners are treated in a fair, clear and consistent manner	3.30	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	1.57	2.06
<b>High Expectations Environment</b>	2.52	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.43	3.17
Learners engage in activities and learning that are challenging but attainable	2.78	3.14
Learners demonstrate and/or are able to describe high quality work	2.26	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.51	3.06
Learners take responsibility for and are self-directed in their learning	2.62	2.89
<b>Supportive Learning Environment</b>	3.04	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.01	3.66

eleot® Observations		
<b>Total Number of eleot® Observations</b>	<b>76</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
Learners take risks in learning (without fear of negative feedback)	2.78	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.18	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.17	3.66
<b>Active Learning Environment</b>	<b>2.62</b>	<b>3.08</b>
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.59	3.34
Learners make connections from content to real-life experiences	2.13	2.80
Learners are actively engaged in the learning activities	3.17	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.58	2.74
<b>Progress Monitoring and Feedback Environment</b>	<b>2.58</b>	<b>3.14</b>
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.22	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.88	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.83	3.37
Learners understand and/or are able to explain how their work is assessed	2.37	2.63
<b>Well-Managed Learning Environment</b>	<b>3.16</b>	<b>3.58</b>
Learners speak and interact respectfully with teacher(s) and each other	3.37	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.37	3.83
Learners transition smoothly and efficiently from one activity to another	2.95	3.09
Learners use class time purposefully with minimal wasted time or disruptions	2.96	3.54
<b>Digital Learning Environment</b>	<b>1.79</b>	<b>1.50</b>
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.11	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.89	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.36	1.46

## Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances			
Met	X	Unmet	
Unmet Assurances			



## AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

### Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

### Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the Improve phase are defined within the Levels of Impact of Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

### Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the Impact phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

## Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered **Priorities for Improvement** that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered **Opportunities for Improvement** that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered **Effective Practices** within the institution.

I3 Rubric Levels	STANDARDS
<b>Initiate</b> Priorities for Improvement	Standard 3.4
<b>Improve</b> Opportunities for Improvement	Standards 1.6, 1.9, 1.10, 1.11 Standards 2.2, 2.3, 2.4, 2.7, 2.10, 2.11, 2.12 Standards 3.1, 3.2, 3.3, 3.5, 3.8
<b>Impact</b> Effective Practices	Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 Standards 2.1, 2.5, 2.6, 2.8, 2.9 Standards 3.6, 3.7

## Accreditation Status and Index of Education Quality® (IEQ®)

AdvancED will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	301.29	AIN 5 Year IEQ Range	278.34 – 283.33
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## Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified several themes that correlate to the continuous improvement process for enhancing the goals of Colquitt County School System. These themes present strengths and opportunities to guide the school system's improvement journey.

Leadership in Colquitt County School System has established a clear direction and strong commitment to continuous improvement. Records and interviews revealed a governing board that has earned numerous awards and has been designated as an exemplary board because of their focus on effective board governance, adherence to policy and ethical behavior. "We have a dedicated leader in our superintendent. He is a product of the school system and is focused on excellence in our schools and our community," stated one board member. Another said, "We have the right people in the right places. Our instructional leader is also a graduate of the school system and has a work ethic like no other. There is no doubt about our moving forward with these two leaders." A clear direction is evident through the district strategic plan with a purposeful vision and mission and five key goals, action steps and measures of effectiveness for the action steps. The commitment to the system's mission of the daily pursuit of excellence in student achievement is demonstrated by the actions taken in the schools within the last five years. "We took the findings of the last review team and internalized them. We have made great strides in unifying our schools into a system's approach and not operating in isolation," shared an administrator. As noted in one of the action steps of the strategic plan, it is the desire of the system to allow the schools to have autonomy while functioning as a school system. Several stakeholders shared success stories about growth in Advanced Placement offerings and scores, increased dual enrollment offerings and improved graduation rates. "We have made some growth in most areas of ELA and math in grades three through eight but are not pleased with where we are," stated one internal stakeholder. "I am confident our current improvement efforts will pay off. We have strong leadership teams at the schools; we operate as collaborative learning communities; and none of us are satisfied with the status quo," stated a school leader.

The clear direction continues with strategic resource management. Although Colquitt County School System ranks 173 of Georgia's 180 school systems in property wealth, the system has set a strategic goal to maximize the efficiency of budgeting, planning and funding. "We implement site-based budget meetings with central office leadership," said the finance officer. "We have a healthy general fund balance and have spent the Education Special Purpose Local Option Sales Tax (ESPLOST) wisely." One leader shared, "Voters approved a fifth ESPLOST and the majority of our facilities improvements are a result of the ESPLOST initiatives in Colquitt County." "When you have dedicated leadership that has the trust and support of the community, you can find the necessary



funding to do what is right for our children," stated a stakeholder. "It all starts with leadership and we have to be serious about our business," stated an educator. "The superintendent re-organized the central office and made some leadership changes at the schools. Now, we are all moving in the same direction." The Engagement Review Team applauds leadership on its clear direction and encourages the ongoing commitment to the success of the strategic plan.

A positive and supportive environment exists in Colquitt County Schools. In numerous interviews, the words commitment, pride, excellence and family were heard. Staff continually shared how they are willing to go over and beyond what is required for their students to succeed. During classroom observations, students demonstrated a sense of community that is positive, cohesive and purposeful throughout the schools. Congenial and supportive relationships were observed between teachers and students. All of the schools in Colquitt County School System (CCSS) earned either 4 or 5 ratings on the School Climate Star Ratings that are a component of the College and Career Ready Performance Index (CCRPI), thus indicating positive school climate in which students feel socially, emotionally and physically safe.

Elementary students described their schools as exciting, fun, caring and safe. Upper level students described their schools as friendly, inviting, safe, organized, understanding and challenging. Several students said, "We are like family." "We have so much pride. It's Packer Pride," said one student. All elementary schools feed into one middle school, one junior high school and one high school, and the sense of Packer Pride is evident throughout all schools in the system. "Our beautiful, renovated, and well-maintained facilities are a real source of Packer Pride," shared a parent. "Our schools are truly an extension of our community. Moultrie is known as the 'City of Southern Living' and our schools are a part of this," said a parent. Students have many opportunities to participate on sports teams and in clubs, as well as with community service projects. Community organizations support Colquitt County students in such ways as offering free swimming lessons for all third graders offered by the YMCA. "The YMCA also collaborates with the school system and provides 200 mentors for our students," stated an administrator. "For those students volunteering at the local hospital, scholarship funds are allocated. Plus, the hospital helped to fund our medical STEM lab," shared a leader. One high school student summed up the students' interview session as she stated, "There's lots of diversity in our schools but there is a place for everyone." A principal shared his school's philosophy as he said, "Numbers aren't the only thing that determines success." "We have a true sense of community. We are 'all in' when it comes to working together to support our students," shared a school leader. A parent told the review team, "Many of our Colquitt County students are returning home to teach. Some of our leaders graduated from the school system. There is real buy-in and a sense of ownership with these folks." Evidence of this caring and supportive learning environment is strong, and the school system is urged to sustain this positive atmosphere so that it remains deeply ingrained throughout the culture of the school system.

In this nurturing environment, the Colquitt County staff members continuously exhibit intentional efforts to meet the needs of the whole child. Without exception, every group of internal stakeholders mentioned the strength of student services during their interviews. "We are regularly trained to be proactive and how to respond in crisis situations, how to effectively conduct safety drills and the appropriate procedures to follow when sexual abuse, neglect and other areas are suspected," stated an internal stakeholder. "We just had the Darkness to Light training by the Stewards of Children and are in year one of implementation." Colquitt is in year four of implementation of Positive Behavioral Interventions and Supports (PBIS). "Every school has a PBIS coach and team meetings are held regularly. This one program has made a tremendous difference in the climate of our schools," shared a teacher. "We actually made changes in the Code of Conduct so that it would align with PBIS implementation," shared an administrator. Records showed nurses, counselors and parent coordinators at every school, as well as ten social workers shared across the system. "In addition to this, we have agreements with such community agencies as mental health to provide more intense services when needed," stated a counselor. "YMCA has a 21<sup>st</sup> Century Grant and provides after school services for our students," shared a principal. The student services department

shared how attendance protocols and self-harm protocols have been updated. “We can’t teach them and take care of them if they aren’t here,” stated the administrator for student services. Staff members continually shared stories and reported statistics about how they feel more equipped to support students because of the intense support services that have been implemented. “Our student demographics are changing, and we have to meet their needs,” stated a system leader. Some of the initiatives, training and services are in the early stages of implementation while others have been sustained for years. For Colquitt County Schools to continue meeting the needs of their students, these student support services need to become deeply ingrained in the operations of the institution.

Concentrated efforts at becoming a data-driven, collaborative school system are evident in Colquitt County. Since 2016-2017, Professional Learning Communities (PLCs) have been utilized to support vertical and horizontal alignment and to facilitate collaboration. Based on artifact reviews, schools formed PLCs that operate by grade level, content area and/or course level. “It was in the 2017-2018 school year that 100 percent of the staff certified their participation in the school-based PLCs regarding training linked to school improvement goals and best practices. At the same time, 100 percent of the leaders certified participation in system-based PLCs regarding training linked to district improvement plan goals and best practices,” stated an administrator. Artifacts included agendas, minutes, and data dig materials that verified all certificated staff members participated in PLCs for the past two years. The high school principal said, “We changed our schedule to help us do a better job with PLCs and looking at data. I own one of the teachers’ planning periods each day so we can become more student focused and data driven.” “This is year three that we have been working with PLCs but still have some work to do. All school leadership will be attending a summer PLC conference to help us do a better job with supporting and monitoring PLCs,” stated a system-level administrator.

Colquitt County Schools have established a data-driven culture. Evidence of the data-driven culture is demonstrated with the analysis and use of data from such sources as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), iReady, Scholastic Reading Inventory (SRI), Phonological Awareness Literacy Screening (PALS) and Measures of Academic Progress (MAP). “All schools utilize valid and reliable assessments to screen students three times per year. Illuminate is used to facilitate testing and disaggregate data,” shared an administrator. “The disaggregated data is used to identify sub-groups for PLC focus and to identify needs by standard,” stated a department head. “Colquitt County’s multi-tiered system of support is based on this data analysis and intervention periods are scheduled at every school. Interventionists and academic coaches have been hired at each school to support students and teachers. Data teams also operate at each school and lead the system with the use of the TregoED situational analysis process for building system capacity,” shared a system leader. “With the TregoED process, we are achieving practical solutions to our school system’s toughest issues,” stated an administrator. “Our data teams use a template for data collection and analysis and hold retreats to analyze benchmark data, unit test data and milestone data,” shared a data team member. “We don’t just analyze academic data. We include enrollment, attendance, discipline, financial, facilities, personnel and athletic data,” shared a system administrator. “We are constantly analyzing dual enrollment course credits, Advanced Placement offerings and Career, Technical and Agricultural Education (CTAE) credentialing,” shared a school administrator. The superintendent’s presentation included enrollment trends, enrollment by ethnicity, expenditures per FTE with comparisons to other school systems, changes in free/reduced lunch status, discipline trends, daily attendance trends, special education population trends, facilities improvements and additions with funding sources, and staff demographics. To accompany the statistics, explanations were provided on how data analysis has affected the school system. “A formalized protocol for attendance was developed because of this data analysis,” stated the superintendent. “Because of the discipline data analysis and the implementation of PBIS, one can walk into any of our schools and feel the difference,” stated a school administrator. “We can’t quantify everything we do but feel

that our PLCs are ensuring that teachers work and plan together, using disaggregated data to ensure effective instruction in order to improve student performance,” stated a system leader. Staff at all levels are encouraged to work collaboratively to continue their commitment to and demonstration of the use of data to verify progress and modify practices to improve student learning and system effectiveness.

Even with the school system’s focus on continuous improvement, there is a need to formalize processes and procedures to ensure consistency and continued institutional effectiveness. An example of this is with adult advocacy. High school staff shared that students have the same counselor/adult advocate assigned to them for three consecutive years. Some schools reported that the adult advocate was the homeroom teacher, but no formalized advisement activities were planned. Another area in which a formalized process for improvement has not been finalized is with teacher retention. “We do the typical teacher recruitment activities by attending recruitment fairs at colleges and we have paraprofessionals working in the school system who decide to complete teacher certification programs and return to teach with us. For retention, our goal is for our teachers to be our best advertisement,” stated a system administrator. When asked if exit conferences are held to determine why persons are leaving or if any types of incentives are offered to keep teachers, there were no such plans or activities. “Our retention rate is approximately 84 percent,” stated a system level administrator. “We need to look at ways to ‘beef up’ our retention efforts.”

While the system provides multiple professional development opportunities for staff, there was limited evidence of a formal evaluation process to determine effectiveness or impact on student performance. When discussing cultivation of leaders, administration mentioned the Regional Education Service Agency (RESA) and how each system can send four candidates to the Aspiring Leaders program. Leadership development activities within the system are informal and are provided through staff being assigned grade level chairs or department chairs, as well as participation on data teams and selection of teachers as academic coaches. Interviews and artifacts revealed monthly meetings of principals and assistant principals, yet no formalized leadership activities are planned. The mentoring of new administrators is on an informal basis with little to no evidence of monitoring or evaluating support practices. Numerous professional development activities are documented but the only evidence of the evaluation of the effectiveness of the training is through teacher surveys. While many eleot observations had been conducted across the system, limited analysis and use of the data has occurred. The only response heard by the team when asked about the use of eleot results was, “I know we need to do more with technology integration.” After observing Hawg Time, a daily period set aside at the high school for remediation and support and asking about the monitoring and evaluation of this initiative, the administration told of the change from once a week to meeting daily. Yet, limited data were available on monitoring of the activities during Hawg Time or the effectiveness of the sessions. “With all of our academic initiatives, we are not as successful as we need to be,” stated an administrator. “We need to more carefully monitor academic achievement across grade levels and especially for certain subgroups,” shared a stakeholder. “We have participated in the Striving Readers Grant and this has helped. Yet, there are wide discrepancies in achievement between students in the comprehensive programs and students with disabilities. Maybe we need to analyze everything being used and determine what is best overall for our system.” Formalizing processes and procedures to ensure that they are systemic is necessary so that consistency and effectiveness across the school system can be ensured.

Increased parental involvement continues to challenge Colquitt County School System. One of the goals in the strategic plan includes parental engagement. Schools use a variety of websites, social media, Remind 101 phone calls, checking grades through the parental portal known as Infinite Campus, newsletters, Parent Teacher Associations (PTO) and opportunities to serve on school improvement committees as communication and engagement methods to garner parent involvement. The superintendent spoke of holding annual Parent Summits

to encourage parent involvement and input. When a sufficient number of surveys was not returned by parents at the high school, the staff took laptops to football games and had parents complete the survey to earn a t-shirt. "Tuesday and Thursday are conference days at the junior high and high schools," said an administrator. "As a charter system, we have local governance teams at each school. It is difficult to get parents to commit to serving on these councils," stated a system leader. "We have social workers and parent coordinators at our schools. They plan parent nights and numerous activities, but we often have little participation," shared a school administrator. One principal stated, "Parent involvement ends after open house, other than at sporting events." A teacher shared, "If I could change one thing in our schools, it would be parental engagement and support." Artifacts revealed ample evidence of community and governmental agencies being involved in school improvement, but evidence of active parent involvement on a continuous basis is lacking. For student success, the school system is encouraged to create deliberate and intentional parent engagement strategies.

Even with updated infrastructure and sufficient technology equipment, more effective integration of digital tools in teaching and learning is needed. "We have made significant improvements towards meeting our goal of having 1:1 for all students and we have embraced virtual learning," shared an administrator. "Our partnering with local colleges and offering dual enrollment courses have been a real success because of our technology advancements," stated a system leader. "We have technology instructional coaches to support teachers in effectively using technology tools," stated an administrator. "Yet, we still have room to grow." With the 1400 eleot observations conducted within and by the school system, digital learning continues to be an area of growth. Student interviews revealed a desire for more technology usage for projects and collaborative work assignments. Colquitt County Schools are encouraged to commit to the integration of digital resources throughout the system to improve student learning and system effectiveness.

Effective leadership with a focus on continuous improvement in a data-driven, collaborative culture and a supportive learning environment with intentional efforts to meet the needs of the whole child, as well as strategic resource management, are the system's pillars of success. Colquitt County School System is encouraged to continue embedding these effective practices throughout the culture and operations of the schools while addressing the other areas by ensuring quality implementation of programs and practices and using results to support improvement over time.

## Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey



## Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and elect certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<b>Dr. Cheryl Allread, Lead Evaluator</b>	<p>Cheryl Allread's career spans over 47 years. She retired from Marion County Schools in South Carolina after having taught math and science for 7 years, serving as principal for 11 years, as assistant superintendent for instruction for 11 years, and as district superintendent for 7 years. After retirement from 36 years working in Marion County, she began working as a consultant with the S.C. State Department of Education, serving as liaison for low-performing schools/Palmetto Priority Schools. She also conducted academic audits, served as principal mentor, and served as a leadership coach in instructional supervision. Dr. Allread currently works as Lead Evaluator for AdvancED in schools and systems across the United States and internationally, as well as continuing to work as a consultant with schools and systems in instructional supervision.</p>
<b>Dr. Dana Harman</b>	<p>Dana Harman is the assistant superintendent of teaching and learning for the Carroll County School System in Carrollton, Georgia. As assistant superintendent, her areas of focus include curriculum, instruction, assessment, leadership development, professional learning, and strategic planning. In that position, she coordinates processes and learning structures for twelve elementary schools, six middle schools, five high schools, and two college and career academies. Dr. Harman holds a Doctor of Education, in instructional leadership from the University of Alabama. She has her Bachelor of Arts in secondary education and her Master of Arts and Educational Specialist in middle grades education. Dr. Harman has K-12 experience as a middle school and high school teacher and has served as a principal at the elementary, middle and high school levels.</p>
<b>Dr. Laverne Hill</b>	<p>Laverne Hill is a retired educator who has 30 years of experience in education including 10 years as an elementary classroom teacher and 20 years as a media specialist for elementary and high school. Dr. Hill has played an active role in technology integration, working with students and teachers on implementing technology tools in the classroom. As a Google for Education certified trainer, she also provides technology professional learning and encourages digital learning environments. Dr. Hill is also an adjunct instructor for Valdosta State University and Colorado Christian University. She has earned degrees from Valdosta State University, Georgia Southwestern University, Georgia College and State University and Troy University. She earned her doctorate in instructional leadership from Nova Southeastern University and she maintains her teaching certificates for early childhood, media specialist and teacher support specialist. Dr. Hill has experience with accreditation, having served on three prior AdvancED review teams.</p>

Team Member Name	Brief Biography
<p><b>Ms. Shala Sweeney</b></p>	<p>Shala Sweeney joined the field of education in July of 2002. Throughout the past seventeen years, she has served as a second-grade teacher, a third-grade teacher, an assistant principal, and currently serves as the principal of Easterling Primary School. Ms. Sweeney received her Bachelor of Science degree in early childhood education from South Carolina State University in May 2002. She received her Master of Education degree in administration and supervision from Charleston Southern University in May 2007. In addition, she received her Educational Specialist degree from Converse College in May 2018. Ms. Sweeney has experience with accreditation, having led her school through the AdvancED process as well as co-chairing Standard 2 on Governance and Leadership for her school system. Ms. Sweeney continues to serve on Marion County School System’s strategic planning team.</p>
<p><b>Ryan Perez</b></p>	<p>Ryan Perez is new to AdvancED this year and brings the experiences of a 2017 Teach for America Corps member teaching English Language Arts at Alfred I. DuPont Middle School in Jacksonville, Florida. Mr. Perez earned his bachelor’s degree in English literature and creative writing at St. Andrews University. His vision and practices as an educator attempt to re-imagine how students find purpose and success no matter the challenge.</p>
<p><b>Carla Dean</b></p>	<p>Carla Dean has been an educator in the Effingham County School System in Georgia for 19 years. She taught middle school for 14 years before becoming the middle school gifted and talented facilitator for Effingham County. Mrs. Dean served two years at South Effingham Middle School as an assistant principal prior to becoming the district testing coordinator for Effingham County. She has a Bachelor of Science in middle grades education from Armstrong Atlantic State University and a Master of Education in educational leadership from Georgia Southern University.</p>



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## About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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