Charter System Renewal Addendum to the Charter System Application

**Charter systems applying for renewal will need to fill out a new charter system application and this addendum. This information will allow the Charter Schools Division to assess your charter system’s performance during your past charter term and to assess the rigor of proposed new charter goals. Please limit your response to 10 pages total.**

PAST PERFORMANCE

1. Please provide a narrative describing how your charter system performed in meeting the academic and performance goals set forth in their previous charter contract. Please provide any charts, tables or graphs that provide quantitative data that can support your narrative. Please make sure to address your system’s performance in each year of its charter term.

***System Level Academic Successes***

**Charter Goal**: During each year of the charter term, the Dawson County Charter System will meet or exceed the yearly state performance targets. As demonstrated in the chart below, all Dawson County Schools achieved a CCRPI score above the state average in 2014. Our middle schools performed in the top 10-12% of the state in 2014.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School** | **CCRPI Overall Score**  | **Achievement****Points** **(60 points)** | **Progress Points** **(25 points)** | **Achievement Gap Points** **(15 points)** | **Challenge Points** |
| *ED/EL/SWD* | *Exceeding Bar* | *Total* | *ED/EL/SWD* | *Exceeding Bar* | *Total* |
| **YEAR** | ***2013*** | ***2014*** | ***2013*** | ***2014*** | ***2013*** | ***2014*** | ***2013*** | ***2014*** | ***2013*** | ***2013*** | ***2013*** | ***2014*** | ***2014*** | ***2014*** |
| **System****K-5** | 73 | 77.1 | 47.5 | 50.1 | 16.6 | 17.1 | 7 | 8 | 1.9 | 0 | 1.9 | 1.9 | 0 | 1.9 |
| ***State ES Avg.*** | 77.8 | 72.7 | 47.5 | 48.1 | 16.5 | 15.9 | 9 | 5 | 4.8 | 0 | 4.8 | 3.7 | 0 | 3.7 |
| **System****6-8** | 85.7 | 88.1 | 53.2 | 55.1 | 17.9 | 18.3 | 10 | 11 | 4.6 | 0 | 4.6 | 3.7 | 0 | 3.7 |
| ***State MS Avg.*** | 74.6 | 73.8 | 48.3 | 48.7 | 16.7 | 16.3 | 7 | 7 | 2.6 | 0 | 2.6 | 1.8 | 0 | 1.8 |
| **System****9-12** | 74.3 | 78.4 | 46.8 | 48.2 | 16.2 | 16.9 | 7.5 | 10 | 3.8 | 0 | 3.8 | 3.3 | 0 | 3.3 |
| ***State HS******Avg.*** | 71.7 | 68.4 | 43.6 | 43.6 | 16.3 | 15.7 | 8.7 | 7.5 | 3.2 | 0 | 3.2 | 1.6 | 0 | 1.6 |
| ***System Total*** | 77.1 | 80.9 |  |  |  |  |  |  |  |  |  |  |  |  |
| ***State Total*** | 75.8 | 72.3 |  |  |  |  |  |  |  |  |  |  |  |  |

***Elementary School Academic Successes Highlights***

 The district elementary school CRCT math scores increased from 7 grade levels across the district scoring below the state level in 2013 to 1 grade level scoring below the state level in 2014. Riverview Elementary had 5/15 content areas measured on the CRCT as 100% M/E on the first administration of the test. Significant percentage increases in other content areas included the following from FY13 to FY14:

1. 29% increase in math from 3rd grade 2013 to 4th grade 2014
2. 23.2% increase in 5th grade Social Studies from 2013 to 2014
3. 27.5% increase in 5th grade Science from 2013 to 2014

 Kilough Elementary School had 100% pass rate on 5th grade Reading CRCT in 2014.

Riverview Elementary School had 100% pass rate on 4th grade Reading and Math and 5th grade reading, math and language arts CRCTs in 2014.

***Middle School Academic Successes Highlights***

The district middle school CRCT math scores increased from 2 grades across the district scoring below the state level in 2013 to all grades scoring at or above below the state level in 2014.

The combined middle school scores in the area of Social Studies were ranked as follows in state scoring:

1. 6th grade ranked 7th in the state
2. 7th grade ranked 7th in the state
3. 8th grade ranked 8th in the state

Both schools’ academic content scores for each grade level were just a few percentage points apart. This is a result of continuous horizontal planning, common assessment, and data review.

The combined middle school CRCT scores ranked first in the RESA as follows:

1. 7th grade MA (meets & exceeds: 95.7%)
2. 8th grade ELA (exceeds: 61.3%)
3. 6th grade SS (exceeds: 70.5%)

Dawson County Middle School had a 100% pass rate on 8th grade reading CRCT in 2014.

The middle schools were ranked #1 in our RESA District for percentage of students meeting/exceeding CRCT in 8th grade language arts, 7th grade math, and 6th grade social studies in 2014.

***High School Academic Successes Highlights***

 Dawson County High School ranked 6th in the state spring End of Course Test (EOCT) scores in the area of Biology. It ranked 7th in the state with spring EOCT scores in the area of Coordinate Algebra.

Dawson County High School ranked #1 in our RESA District in the percentage of students exceeding the Analytic Geometry EOCT.

***Other System Academic Successes***

1. The partnership between the University of North Georgia College of Education and the Dawson County School System has been a wonderful win-win for students, teachers, and the student interns from the university. With an average of ten interns per elementary, the partnership has brought together the research capabilities, expertise, and resources of the university, with the opportunities to interact with students, teachers, and administrators in a real school setting to enhance learning opportunities for our students, teachers, and future teachers. The partnership brings university professors into the school setting to instruct interns, establish learning labs (Science/Literacy & Reading/Classroom management), conduct professional development for system teachers, and share research findings with the system (inquiry learning, teacher coaching, integrated learning). Interns have university courses and labs in the school setting 2 days/week and they intern in various school settings 3 days/week during their junior year and fall semester of their senior year. Spring semester of the senior year, interns are full-time student teachers.
2. HighTower Academy (non-traditional) had 13 students graduate a full academic year early.
3. 12% of the graduating class of 2014 was HighTower Academy students.
4. Professional learning in MAX Strategies (literacy strategies) initiated at the middle and high schools.
5. RvES & BMES utilized the services of a literacy coach to assist teachers with instructional strategies and providing feedback to students.
6. Cognitive Guided Instruction professional learning and implementation has been instrumental in increasing elementary math achievement scores.
7. An attendance initiative, such as Zoo-Zingo at RES, has contributed to improved student attendance.
8. Literacy By Design and Math By Design initiatives have been initiated at the middle and high schools to prepare students for increased text complexity and transition to the new Georgia Milestones Assessment.
9. The Student Coaching program at KES empowers students to assume leadership roles. The school presently has over 50 trained student coaches. Training is provided through a summer academy.
10. Several classrooms in grades 3 - 12 are in experimental stages with using the Flipped Classroom, which is a form of blended learning where students learn content online or via videotaped lesson at home.
11. State Middle School Optimist Oratorical Speech Winner
12. 5th Annual AP Honor Roll
13. 138 students eligible for Hope Scholarship/13 Qualified for Zell Miller Scholarship
14. Awarded $175,000 in local scholarships to 95 students
15. In addition to the narrative above, please fill out the accountability spreadsheet available on the Department’s website. The spreadsheet has spaces for your initial charter goals and objectives, as well as your actual progress towards meeting those goals and objectives in each of the first four years. Please be sure to highlight in green those targets which were met in a given year and use red for those that were not met -- and a yellow highlight for those that were close or showed significant growth or progress. This spreadsheet will be presented to the State Board of Education with your charter system application so please ensure its accuracy.

**SEE EXHIBIT J – ACCOUNTABILITY SPREADSHEET**

1. If your charter system did not meet all the goals in your charter contract, please explain any mitigating factors to which this can be attributed, and explain how the system plans to address these issues in the next five years if your charter is renewed.

Dawson County School System’s goals were met.

1. Please provide a brief overview of your system’s current organizational structure. Please provide a summary of any organizational or governance changes that your system made since the beginning of your charter term.

 Dawson County Charter School System has expanded opportunities for Local Governing Councils to participate in collaborative decision-making pertaining to the use of waivers and broad flexibility. The structure of the School Governing Councils will be enhanced to include business and post-secondary partners.

1. If you have received communications from the State regarding compliance issues and/or the limits of your broad flexibility during the past charter term, please explain what steps were taken to remedy these issues and/or address those limits, and what steps the system took to ensure such situations do not recur in the future.

Dawson County Charter School System has not received any communications regarding compliance issues.

1. Please state whether the system’s charter was amended via a formal amendment or an administrative clarification during the past charter term. Please explain the reasoning for the changes to the charter contract and how they have benefited the system.

Dawson County Charter School System did not request any amendments or administrative clarification during the past charter term.

proposed changes

1. Please briefly describe any substantial changes that your charter system proposes to implement in its next charter term in the areas of academics, governance and operations.

 The school and school district will monitor student achievement data (both formative and summative) each quarter through the use of district approved data collection documents. This will allow district leaders, as well as building administrators, to be proactive in monitoring student progress. Should changes be needed, those changes may occur early on during the school year rather than waiting until the end of the year.

 The district will provide students with extended learning opportunities that are not presently available to students. The provision of extended and additional learning opportunities will support and increase student growth, development, and achievement. Those opportunities may include summer learning communities and camps, such as Camp Invention, at individual schools. Camp Invention is a STEM-type summer extended learning experience that allows students to “explore science, technology and their own innate creativity, inventiveness and entrepreneurial spirit. These summer opportunities will include scholarships and reduced fees for low-income families and focus on the academic areas of need” (<http://campinvention.org>). Partnerships with post-secondary institutions in the surrounding community will allow students to benefit from specialized instructors, online course offerings, and dual enrollment.

 Extended learning opportunities during the school year will be expanded for students who may benefit from before or after school tutorial support services. The school district will participate in the REACH scholarship program. “REACH, an integral tenet of the [Complete College Georgia Initiative](http://www.completecollege.org/), is a needs-based mentorship and scholarship program designed to encourage students, starting in middle school, to persist in their educational pursuits. Students are provided with the academic, social, and financial support needed to graduate from high school, access college, achieve post-secondary success, and be prepared for the 21st Century workforce” (<http://www.reachga.com/program_overview.cfm>).

 Other options such as student mentoring through the high school work based learning, community service, and working/tutoring support lunch programs will increase student achievement. The extended learning opportunities will provide students with a platform to increase motivation, self-esteem, and social interaction, as well as, academic growth.

 The district will develop a district wide format and process for measuring and monitoring the effectiveness of professional learning. With seven schools operating independently in their methods of measurement for effectiveness of professional learning, a uniform method will better allow the district to communicate and set a common standard and language for quality professional learning.

 As schools plan and carry out professional learning activities during the school year, they will report the progress of the implementation of the professional learning using the developed documentation format during quarterly administrative leadership team meetings. In addition, Local School Governance councils will be involved in collaborative decision making and professional learning opportunities that will enable them to increase support to the implementations and monitoring of innovations.

1. Please provide a brief rationale for any changes planned.

 The school district will implement the changes as outlined in the charter application to increase student achievement. The flexibility received from state and local rules will assist the district in increasing the level of student achievement and will also help to increase the effective measures of accountability.

1. Please briefly describe how your system will implement these proposed changes to serve the needs of its students for the upcoming charter term.

The superintendent and the district administrative leadership team will provide direction, support, and evaluative feedback for the implementation of the charter and the initiatives contained therein. The school district will begin planning and initial implementation of all three solutions to the challenges during the FY16 school year. The success of the solutions will be reviewed and adjusted as may be necessary based on the data collected. The continuation of the solution plan will continue over the next ten years, the life of the charter, and will operate in tandem with the district strategic plan. Flexibility with the charter will allow the district to adjust solutions to the challenges to best meet the needs of the school population with each school year.