

# CHARTER RENEWAL PETITION

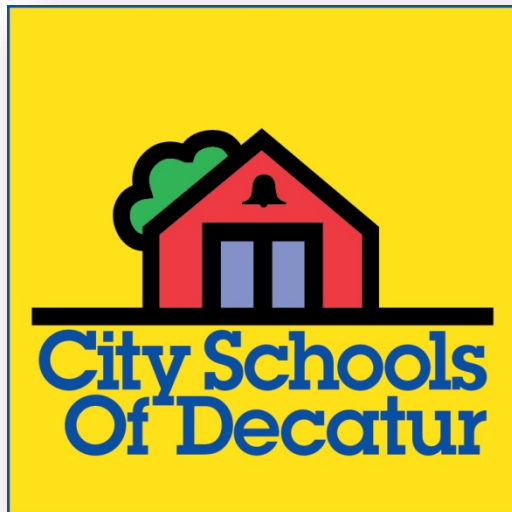
## City Schools of Decatur

Dr. Phyllis A. Edwards, Superintendent

*City Schools of Decatur will be one of the top ten community school districts in the nation.*



# OUR MISSION



is to **challenge every student** to succeed by providing a **rigorous, engaging and authentic** learning experience delivered by **highly qualified, caring adults** in **safe and inviting schools**.



# Charter Systems Act

O.C.G.A. §20-2-206

## Charter Systems:

The Charter Systems Act now allows local boards of education to contract with the State Board of Education to become a Charter School System. A Charter System provides the opportunity for teachers, administrators, parents, and school boards to have greater flexibility to determine the educational needs of students within their district. A Charter System creates:

- A streamlined mechanism for innovative, system-wide reform;
- A catalyst for parental and community involvement;
- Flexible and innovative curriculum design;
- Focus on student achievement, accountability and outcomes;
- Exemption from many state mandates;
- Expanded local autonomy;
- The ability to prioritize resources based on student and local needs;
- Local school flexibility to meet the challenge of teacher quality,

retention, and recruiting.



# Why do this?

- ◆ Accelerate toward our vision of becoming one of the top 10 community school districts in the nation
- ◆ Engage in Instructional and operational flexibility and local control
- ◆ Position the district for funding and recognition
- ◆ Match the Strategic Plan goals



# Pros & Cons

## PROS

- Initiatives stated for charter systems closely align with CSD's 5 Goals
- Flexibility to deliver instruction
- Strengthening of school council role
- Accountability system already in place – emphasizes commitment
- Showcases CSD's high performance
- Places CSD in an arena to access "other services" (i.e., grant funding)
- Federal grant dollars: DOE has \$17 million in federal funding to be distributed to newly approved charters over the next three years.

# Pros & Cons

## CONS

- Concern related to governance of school system
- Perceived undercutting local control by school board members
- Initiatives could possibly be addressed without charter status
- May be perceived as providing a less stable environment for teachers/ educators
- Possibility for reverting back to a system of small schools rather than a school system
- Virtually no changes to state funding formula

# Governance Model



Central Office Staff

## System-level Decisions

- Overall fiscal management
- Legal oversight
- Fair/non-discriminatory personnel practices
- Instructional expertise
- Resources
- Models
- Cross grade-level articulation
- Testing
- Overall safety/maintenance of buildings
- Policy development
- Budget final approval



Principals & School Staff

## School-level Decisions

- School level budget
- Filling specific vacancies
- Professional learning direction
- Materials
- Technology
- School improvement/planning & development
- Review of assessment results
- Budget input
- SACS review

What would stay the same

School reform models  
(ELS, IB)

Attendance zones

Staffing

Accreditation

State funding

Athletic opportunities

Public school system

What would/could change

Programming due to  
flexibility

Possibilities for grant  
funding

How DHS students  
could earn credits

More decision-making  
with school councils

Assessment model



## Phase One

- Investigate and consider the development of school-level award system (incentive pay) based on student academic growth
- Develop a new teacher appraisal system
- Implement a comprehensive professional learning plan for School Leadership Teams (school-based governance teams)
- Assess and refine charter governance model
- Begin a plan to replicate the Ben Franklin Academy model (competency based)
- Identify struggling students in grades 6-12 and implement intervention plans based on the Response to Intervention model
- Fully implement Measures of Academic Progress (MAP) assessment
- Implement graduation plans for all students in grades 9-12
- Examine the feasibility of *IB for All* for students in grades 9-12

## Phase Two

- Develop a mentoring system for students in grades 4-12 that are struggling
- Build a comprehensive Career, Technical, and Agricultural Education (CTAE) Plan (surveying students, building partnerships in the community and higher education institutions, youth apprenticeship program)
- Identify foreign language assessments for students in grades 4-12
- Develop new evaluation system for administrative staff
- Investigate and consider the development of an individual award system for teachers (incentive pay) based on student academic growth
- Develop summer opportunities for credit recovery
- Implement fully operational Ben Franklin Academy model

## Phase Three

- Review the school day and school year calendar (including embedding time for professional learning, extended day)
- Implement CTAE plan
- Implement career plans for all students in grades 6-8
- Develop additional avenues for high school students to earn Carnegie credit (work-based, college level, service learning)
- Develop more career pathways for students to graduate with a high school diploma and a CTAE certificate
- Explore extended use of virtual education opportunities

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implementation

## School Board

The Board will continue to make decisions in the following areas and have final jurisdiction over:

- Overall fiscal management (including but not limited to purchasing and contracting)
- Final development and approval of the annual system budget
- Fiscal expenditures beyond the school's allocations
- Legal oversight
- Fair/non-discriminatory personnel practices
- System Strategic Plan, including overall goals and objectives of the charter system
- Final approval regarding school improvement plans
- Calendar
- Curriculum, assessment, and testing
- Overall safety/maintenance of buildings
- School nutrition
- Transportation
- Decisions related to one school that will impact another school
- Existing and future Board policy
- Final approval regarding personnel, including hiring and termination
- Attendance zones
- Appeals
- Facilities
- Supervision of the Superintendent
- Other areas as necessary

## System Charter Leadership Team

- Assessing the effectiveness of the system charter;
- Sharing information and innovations from each school;
- Focusing on system goals and outcomes;
- Providing oversight for the systemic nature of the School Leadership Teams;
- Developing an Administrator appraisal process;
- Mediating between School Leadership Teams and other entities;
- Discussing possible charter revisions; and
- Provide oversight and recommendations to the Superintendent on issues submitted by the School Leadership Teams with a scope and impact beyond the local school.

## School Leadership Teams

- Recommend personnel for submission to the Superintendent for hire;
- Determine use of funding (as per formula based on enrollment) in technology and instructional materials;
- Develop, approve, and monitor the continuous school improvement planning process (three year plan with annual reviews and updates that includes plans to foster student and teacher development));
- Review assessment data and use it for decision-making purposes;
- Assist with school accreditation and improvement reviews and assessments, such as SACS;
- Review and approve the implementation of any state waiver (within the School Leadership Team's purview) based on the Impact Principle = in making decisions related to the implementation of any state waiver, impact will be considered in this order: impact on the student(s) in question, students in the affected class, students in the affected grade, teacher in the affected class, students in the entire school, teachers in the entire school, and the families in the entire school.
- Review and approve changes to its bylaws; and
- Recommend school needs to the Board during the annual budget process.

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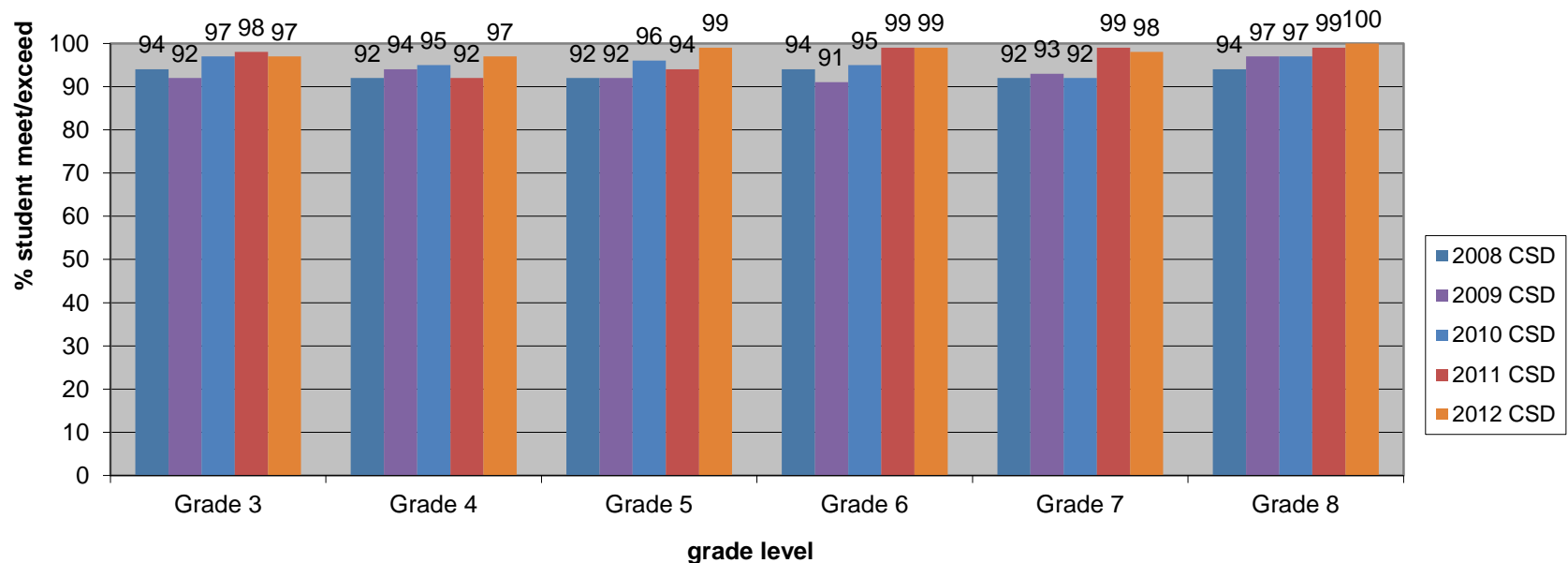
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## School Leadership Teams

- Recommend personnel for submission to the Superintendent for hire;
- Determine use of funding (~~as per formula based on enrollment~~) **in technology and instructional materials for school operations, other than personnel and benefits;**
- Develop, approve, and monitor the continuous school improvement planning process (three year plan with annual reviews and updates that includes plans to foster student and teacher development));
- Review assessment data and use it for decision-making purposes;
- Assist with school accreditation and improvement reviews and assessments, such as SACS;
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# CRCT Reading Scores Over Time



2008 marks pre-charter, 2012 marks year four of the charter



# Our Task

- ◆ Brainstorm instructional innovations that would require flexibility in order to implement
- ◆ Brainstorm governance changes for the next 10-year charter



# Samples of Rejected Requests

- ◆ End of Course Test (EOCT) not be 20% of course grade (testing rule)
- ◆ Design FAVE with a more modern, comprehensive approach to a media center (safety rule)
- ◆ Use MAP instead of CRCT and/or EOCT (testing rule)
- ◆ Redefine Remedial Education at DHS to include social studies (FTE rule)

