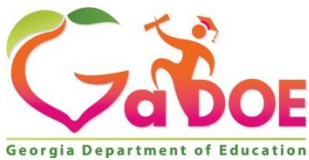


2021 Georgia's Charter Schools Program

**The Georgia Department of Education District Flexibility
and Charter Schools Division's 2021 Annual Report
submitted on behalf of the State Board of Education to the
Georgia General Assembly**



December 31, 2021



Georgia General Assembly
State Capitol Building
Atlanta, GA 30334

December 31, 2021

Dear Members of the Georgia General Assembly,

As Georgia's State School Superintendent, my primary focus has been to expand opportunities for students in public education so that all of our children graduate ready to learn, ready to live, and ready to lead. This includes our students in our state and public charter schools. My team has worked to develop standards and professional learning to support quality authorizing practices for strong charter schools; we sought and gained flexibility from federal charter school grant requirements to provide additional funding to more charter schools; and I supported the additional state supplement and facilities funding for local charter schools during the 2021 legislative session. These supports strengthen our schools and our collaborative efforts to ensure every child receives a quality education.

Georgia law requires all charter schools to submit an annual report to the Department of Education each year and the State Board of Education to report to the General Assembly each year on the status of the charter program [see O.C.G.A. § 20-2-2067.1(c) and § 20-2- 2070].

To facilitate the meeting of these requirements, the GaDOE's District Flexibility and Charter Schools Division conducts an annual reporting process for charter schools. The Department then compiles this data and conveys this report to the General Assembly on behalf of the State Board of Education. The information provided in this year's Annual Report highlights the strategies and innovations implemented or facilitated by our educators to support student growth, accelerate student learning, and restore opportunities lost during the pandemic.

As always, a central theme in this report is the value of the flexibility provided by the General Assembly and State Board of Education. This flexibility was critical in helping districts and schools navigate the uncertain terrain at the height of the pandemic and the days, weeks, and months that followed, and that flexibility will be even more necessary as we journey towards a stronger and more successful education system that works for all of Georgia's students.

Thank you for your continued commitment to strengthening Georgia's public education system.

Sincerely,

A handwritten signature in blue ink that reads "Richard Woods". The signature is written in a cursive style and is positioned above a thin yellow horizontal line.

Richard Woods
State School Superintendent

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Charter Schools in Georgia

Georgia's first charter school law was passed in 1993. This law allowed for the creation of conversion charter schools, which are charter schools that previously existed as a local school. The first three conversion charter schools were approved in 1995.

The charter school law was expanded in 1998, allowing for the addition of both start-up locally approved charter schools (charter schools that did not previously exist as a traditional school) and state chartered special schools (schools created pursuant to Article VIII, Section V, Paragraph VII of the Georgia Constitution). Oglethorpe Charter School, which opened in Savannah-Chatham County, was the first locally approved start-up charter school and is still in operation today. In 2001, the first two state chartered special schools opened, Charter Conservatory for Liberal Arts and Technology (now Statesboro STEM Academy) and Odyssey School, which added Georgia's first virtual school -- the Georgia Cyber Academy -- as a program in 2007.

In Georgia, locally approved charter schools operate under a three-party contract amongst the local board of education, the State Board of Education, and the nonprofit entity operating the charter school

In 2008, the state charter law was amended to establish the Georgia Charter Schools Commission, with the first Commission schools opening in 2009. In 2012 a constitutional amendment was approved by Georgia voters to allow for a new State Charter Schools Commission (SCSC), which authorizes state charter schools pursuant to Article 31A of O.C.G.A. Title 20.

Between the 2020-21 and 2021-22 school year, two new state commission charter schools opened and four charter schools converted to a traditional public school within their authorizing district.

2021-22 Charter School Changes:

| Charter Schools | County / District Served | Charter Type | 2021-2022 Status |
|---|---------------------------------|---------------------|---------------------------------|
| Atlanta SMART Academy | Fulton / Statewide | SCS | Opened |
| Atlanta Classical Academy | APS | SCS | Opened |
| Chamblee Charter High School | DeKalb | Conversion | Converted to Traditional School |
| Peachtree Charter Middle School | DeKalb | Conversion | Converted to Traditional School |
| North Metro Academy for Performing Arts | Gwinnett | Conversion | Converted to Traditional School |
| Clubview Elementary School | Muscogee | Conversion | Converted to Traditional School |

2021-2022 Charter Schools

There are 93 operational charter schools in Georgia for the 2021-22 school year. There are 53 locally approved charter schools, 3 state special charter schools, and 37 state commission charter schools.

| # All | Locally-Approved Charter Schools | County / District Served | Grades Served in 2020-21 | October 2021 FTE |
|----------|--|-----------------------------|--------------------------------|---------------------|
| 1 | Centennial Academy | APS | K-8 | 715 |
| 2 | Atlanta Classical Academy | APS | K-12 | 663 |
| 3 | Atlanta Neighborhood Charter School (ES) | APS | K-5 | 374 |
| 4 | Atlanta Neighborhood Charter School (MS) | APS | 6-8 | 205 |
| 5 | Charles R. Drew Charter School (ES) | APS | K-5 | 985 |
| 6 | Charles R. Drew Charter School (JA/SA) | APS | 6-12 | 880 |
| 7 | KIPP Atlanta Collegiate | APS | 9-12 | 782 |
| 8 | KIPP Soul | APS | 5-7 | 236 |
| 9 | KIPP Soul Primary | APS | K-3 | 366 |
| 10 | KIPP STRIVE Academy | APS | 5-8 | 381 |
| 11 | KIPP Strive Primary | APS | K-3 | 493 |
| 12 | KIPP Vision | APS | 5-8 | 370 |
| 13 | KIPP Vision - Primary | APS | K-4 | 474 |
| 14 | KIPP WAYS | APS | 5-8 | 376 |
| 15 | KIPP WAYS - Primary | APS | K-3 | 462 |
| 16 | The Kindezi School | APS | K-8 | 397 |
| 17 | The Kindezi School Old 4th Ward | APS | K-8 | 391 |
| 18 | Wesley International Academy | APS | K-8 | 784 |
| 19 | Westside Atlanta | APS | K-5 | 285 |
| 20 | Berrien Academy Performance Learning Center | Berrien | 9-12 | 62 |
| 21 | Coastal Empire Montessori | Chatham | K-5 | 224 |
| 22 | Oglethorpe Charter School | Chatham | 6-8 | 589 |
| 23 | Savannah Classical Academy | Chatham | K-8 | 349 |
| 24 | Savannah Classical Academy High School | Chatham | 9-12 | 37 |
| 25 | Susie King Taylor Community School | Chatham | K-5 | 220 |
| 26 | Susie King Taylor Community Middle Grades Academy for Social Justice | Chatham | 6-8 | 74 |
| 27 | Tybee Island Maritime Academy | Chatham | K-5 | 339 |
| 28 | 7 Pillars Career Academy | Clayton | 6-7 | 108 |
| 29 | Utopian Academy for the Arts Elementary School | Clayton | K-3 | 140 |
| 30 | George Walton Comprehensive High School | Cobb | 9-12 | 2683 |
| 31 | DeKalb Academy of Technology & the Environment (D.A.T.E.) | DeKalb | K-8 | 737 |

| # All | Locally-Approved Charter Schools | County / District Served | Grades Served in 2020-21 | October 2021 FTE |
|-------|---|--------------------------|--------------------------|------------------|
| 32 | DeKalb PATH Academy | DeKalb | 5-8 | 351 |
| 33 | DeKalb Preparatory Academy | DeKalb | K-8 | 537 |
| 34 | International Community School | DeKalb | K-5 | 422 |
| 35 | Leadership Preparatory Academy | DeKalb | K-8 | 275 |
| 36 | Tapestry Public Charter School | DeKalb | 6-12 | 252 |
| 37 | The GLOBE Academy | DeKalb | K-8 | 1059 |
| 38 | The Museum School of Avondale Estates | DeKalb | K-8 | 555 |
| 39 | Brighten Academy | Douglas | K-8 | 794 |
| 40 | Amana Academy | Fulton | K-8 | 755 |
| 41 | Chattahoochee Hills Charter | Fulton | K-8 | 394 |
| 42 | Fulton Academy of Science and Technology (FAST) | Fulton | K-8 | 568 |
| 43 | Hapeville Charter High School | Fulton | 9-12 | 642 |
| 44 | Hapeville Charter Middle School | Fulton | 6-8 | 351 |
| 45 | KIPP South Fulton Academy | Fulton | 5-8 | 383 |
| 46 | Rise College Prep School | Fulton | 6-8 | 329 |
| 47 | Rise Grammar School | Fulton | K-5 | 497 |
| 48 | Skyview Charter School | Fulton | 9-12 | 197 |
| 49 | The Main Street Academy | Fulton | K-8 | 770 |
| 50 | Lake Oconee Academy | Greene | K-12 | 850 |
| 51 | Lake Oconee Academy High School | Greene | 9-12 | 229 |
| 52 | New Life Academy of Excellence | Gwinnett | K-8 | 545 |
| 53 | Bishop Hall Charter School | Thomas | 9-12 | 204 |

TOTAL: 26,140

| # All | State Special Charter Schools | County / District Served | Grades Served in 2020-21 | October 2021 FTE |
|-------|------------------------------------|--|--------------------------|------------------|
| 1 | Coastal Plains Charter High School | Statewide – Candler, Camden, Coffee, Colquitt, Evans, Glynn, Grady, Jeff Davis, Liberty, Long, Lowndes, Screven, Vidalia, and Wayne | 9-12 | 2490 |
| 2 | Foothills Charter High School | Madison, Jackson, Walton, Morgan, Greene, Oglethorpe, and Clarke | 9-12 | 2077 |
| 3 | Mountain Education Center | Elbert, Chattooga, Bartow, Pickens, Murray, Gilmer, Fannin, Dawson, Forsyth, Lumpkin, Union, White, Hall, Habersham, Stephens, and Rabun | 9-12 | 1454 |

TOTAL: 6,021

| # All | State Commission Charter Schools | County / District Served | Grades Served in 2020-21 | October 2021 FTE |
|-------|--|---|--------------------------|------------------|
| 1 | Academy for Classical Education | Statewide | K-12 | 1813 |
| 2 | Atlanta Heights Charter School | APS | K-8 | 720 |
| 3 | Atlanta SMART Academy | Fulton / Statewide | 5-7 | 108 |
| 4 | Atlanta Unbound Academy | Fulton / Statewide | K-1, 6-7 | 181 |
| 5 | Baconton Community Charter School | Mitchell, Lee, Dougherty, Baker, Worth | PK-12 | 862 |
| 6 | Brookhaven Innovation Academy | DeKalb / Statewide | K-8 | 533 |
| 7 | Cherokee Charter Academy | Cherokee, Cobb, Pickens, Bartow, Cartersville, Marietta | K-8 | 660 |
| 8 | Cirrus Academy Charter School | Statewide | K-8 | 497 |
| 9 | Coweta Charter Academy | Coweta | K-8 | 744 |
| 10 | DELTA STEAM | Douglas, Fulton, Cobb, APS | K-1, 3-4 | 271 |
| 11 | DuBois Integrity Academy | Clayton | K-5 | 1158 |
| 12 | Ethos Classical | APS, Fulton | K,1,5 | 314 |
| 13 | Fulton Leadership Academy | Fulton, APS, Clayton | 6-12 | 234 |
| 14 | Furlow Charter School | Sumter | K-12 | 554 |
| 15 | Genesis Academy for Boys | Statewide | K-10 | 346 |
| 16 | Genesis Academy for Girls | Statewide | K-10 | 341 |
| 17 | Georgia Connections Academy | Statewide | 5-12 | 5199 |
| 18 | Georgia Cyber Academy | Statewide | K-12 | 11869 |
| 19 | Georgia Fugees Academy Charter School | DeKalb / Statewide | 6-12 | 158 |
| 20 | Georgia School for Innovation & the Classics | Richmond / Statewide | K-8 | 867 |
| 21 | International Academy of Smyrna | Cobb | K-8 | 336 |
| 22 | International Charter Academy of Georgia | Statewide | K-5 | 133 |
| 23 | International Charter School of Atlanta | Fulton / Statewide | K-8 | 824 |
| 24 | Ivy Preparatory Academy at Kirkwood | DeKalb | K-8 | 421 |
| 25 | Liberty Tech Charter School | Fayette / Statewide | K-8 | 372 |
| 26 | Northwest Classical Academy | Statewide | | 493 |
| 27 | Odyssey School | Coweta | K-8 | 309 |
| 28 | Pataula Charter Academy | Baker, Clay, Calhoun, Early, Randolph | K-12 | 555 |
| 29 | Resurgence Hall | Fulton | K-3 | 388 |
| 30 | School for Arts-Infused Learning (SAIL) | Statewide | K-8 | 557 |
| 31 | Scintilla Charter Academy | Lowndes, Valdosta City | K-5 | 617 |
| 32 | SLAM Academy of Atlanta | APS | K-5 | 81 |
| 33 | Southwest Georgia STEM | Randolph / Statewide | K-9 | 381 |
| 34 | Spring Creek Charter Academy | Decatur, Miller, Seminole | K-7 | 341 |
| 35 | Statesboro STEAM | Bullock | 6-12 | 160 |
| 36 | Utopian Academy for the Arts | Clayton | 6-8 | 342 |
| 37 | Yi Hwang Academy of Language Excellence | Statewide | K-5 | 160 |

TOTAL: 33,899

5-year History of Charter Schools

Charter School Enrollment History:

| | State | All Charter Schools | Locally-approved | State Special | State Commission |
|-----------|-----------|---------------------|------------------|---------------|------------------|
| 2021-2022 | 1,740,875 | 60,039 | 26,140 | 6,021 | 33,899 |
| 2020-2021 | 1,730,015 | 68,370 | 30,458 | | 37,912 |
| 2019-2020 | 1,769,657 | 62,111 | 31,024 | | 31,087 |
| 2018-2019 | 1,767,202 | 64,609 | 34,115 | | 30,949 |
| 2017-2018 | 1,769,812 | 69,301 | 36,034 | | 33,267 |

New and Closed Charter School History:

| School Year | New Charter Schools | Locally-approved | State Commission | Closed Charters | Transferred Authorizers | Withdrew Renewal Petition | Non-Renewal Closed | Non-Renewal operating under authorizing district |
|-------------|---------------------|------------------|------------------|-----------------|-------------------------|---------------------------|--------------------|--|
| 2021-2022 | 2 | | 2 | 7 | 3 | | | 4 |
| 2020-2021 | 4 | 1 | 3 | 2 | 1 | | 1 | |
| 2019-2020 | 3 | 1 | 2 | 3 | 2 | | | 1 |
| 2018-2019 | 3 | 1 | 2 | 6 | | 3 | | 3 |
| 2017-2018 | 6 | 1 | 5 | 2 | 1 | | | 1 |

Charter School Performance

The following pages include information about Georgia's charter schools, organized by authorizing district (for locally approved charter schools). Each section includes details about the charter schools within the authorizing district, the year of charter approval, current contract dates, and a comparison of student enrollment and demographics to the schools the charter school students would otherwise attend. Additionally, included are responses from each school to questions from their 2021 annual report related to their strategies and information on instructional programs and best practices, teacher development, operational models, formative assessments, addressing lost learning opportunities, and school facilities.

Due to the continuation of the COVID-19 pandemic in 2020-2021, CCRPI calculations are not available and are not included in this report. However, 2021 summative assessment data is available to stakeholders for review. This data can be found on the [CCRPI webpage](#). Please note that this data should be interpreted in the context of the pandemic and related learning disruptions. In general, year-to-year comparisons should not be made using school- and district-level data due to changes in students' learning environments and differences in participation in assessments.

NOTE: Free and Reduced Lunch data is not included, as there is a nationwide waiver regarding the requirements for free and reduced lunch participation for the 2020-2021 school year.

For a historical look at performance data for charter schools, please see the following links:

Georgia Department of Education (GaDOE) CCRPI Data:

<https://www.gadoe.org/CCRPI/Pages/default.aspx>

Governor's Office of Student Achievement (GOSA) School Grades Report (provides school and system reports for all public elementary, middles, and high schools in Georgia. These reports are based on school performance, and include other useful information about the schools, such as performance on statewide assessments, demographics, graduation rate, and additional academic and non-academic information):

<https://schoolgrades.georgia.gov/>

GOSA Georgia Higher Learning and Earnings dashboard:

<https://gosa.georgia.gov/georgia-higher-learning-and-earnings>

GOSA Schools Like Mine Dashboard (provides a school-based comparison based on student population):

<https://schoolslikemine.gosa.ga.gov/>

GaDOE Financial Transparency Dashboard (provides financial data, such as provides budget and expenditure information, for each public-school system and school):

<https://www.gadoe.org/Finance-and-Business-Operations/Financial-Review/Pages/School-System-Financial-Information.aspx>

2021 LOCAL CHARTER SCHOOL DETAILS

Authorizer Information: Atlanta Public Schools
Number of Traditional Schools in the System: 67
Number of Charter Schools: 19
2021-2022 Enrollment: Charter Schools – 9,619

Traditional Schools – 38,764

| | Charter School | Year Charter Opened | Grades Served in 2021-2022 | October 2021 FTE |
|----|--|----------------------------|-----------------------------------|-------------------------|
| 1 | Centennial Academy | 2014 | K-8 | 715 |
| 2 | Atlanta Classical Academy | 2014 | K-12 | 663 |
| 3 | Atlanta Neighborhood Charter School (ES) | 2001 | K-5 | 374 |
| 4 | Atlanta Neighborhood Charter School (MS) | 2005 | 6-8 | 205 |
| 5 | Charles R. Drew Charter School (ES) | 2000 | K-5 | 985 |
| 6 | Charles R. Drew Charter School (JA/SA) | 2012 | 6-12 | 880 |
| 7 | KIPP Atlanta Collegiate | 2011 | 9-12 | 782 |
| 8 | KIPP Soul Primary | 2019 | 5-7 | 236 |
| 9 | KIPP Soul Academy | 2020 | K-3 | 366 |
| 10 | KIPP STRIVE Academy | 2009 | 5-8 | 381 |
| 11 | KIPP Strive Primary | 2014 | K-3 | 493 |
| 12 | KIPP Vision | 2010 | 5-8 | 370 |
| 13 | KIPP Vision - Primary | 2014 | K-4 | 474 |
| 14 | KIPP WAYS | 2003 | 5-8 | 376 |
| 15 | KIPP WAYS - Primary | 2014 | K-3 | 462 |
| 16 | The Kindezi School | 2010 | K-8 | 397 |
| 17 | The Kindezi School Old 4th Ward | 2016 | K-8 | 391 |
| 18 | Wesley International Academy | 2007 | K-8 | 784 |
| 19 | Westside Atlanta | 2013 | K-5 | 285 |

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Learners |
|------------------------|--------------------|--------------|--------------|-----------------|--------------|--------------|--------------------------|-------------------------|
| Charter Schools | 9,619 | 15.6% | 80.8% | 1.6% | 0.0% | 2.1% | 8.7% | 0.9% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |

Centennial Academy Grades Served - K-8

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Learners |
|------------------------|--------------------|--------------|--------------|-----------------|--------------|--------------|--------------------------|-------------------------|
| Centennial Academy | 715 | 0.0% | 92.2% | 5.2% | 0.0% | 2.7% | 6.2% | 2.5% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Although Centennial Academy made the decision to remain remote for the duration of the 2020-2021 school year due to the substantial spread of COVID-19 in the metro-Atlanta region, the school committed to offering intensive intervention support. This had the greatest impact for scholars, particularly the most vulnerable learners, as the program provided face to face intervention in the areas of reading and math. Scholars who fell within the following sub-groups received this additional support:

- Early Intervention Program (EIP)/Remedial Education Program (REP)
- Student Support Team (SST)/Routes to Intervention (RTI)
- Department of Special Education (DSE)
- English Speakers of Other Languages (ESOL)
- Homeless/Transient Scholars
- Chronic Absenteeism

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Centennial’s best practices included addressing the academic impact of lost instructional time through the implementation of evidence-based interventions. Those interventions responded to the academic, social, emotional, and mental health needs of all scholars and particularly those scholars disproportionately impacted by the COVID-19 pandemic.

Although Centennial remained remote for the duration of the 2020-2021 academic year, we still provided Beyond the Bell Tutorial Sessions, Saturday Academy Programs, March Madness Intervention Sessions, Remediation Courses, and targeted face to face intervention during both the spring and summer semesters.

Identify your strategies or practices for supporting teacher development and effectiveness.

For the 2020-2021 school year, Centennial continued supporting teacher development and effectiveness through core content training (reading, math, science, and social studies), STEAM integration and Project-based Learning support, Small Group/Differentiated Learning, and Trauma-informed Practices.

A new addition this year was ongoing training on Digital Learning to better support our educators in serving as Digital Educators. A Consultant was brought on to provide intensive support on digital tools, digital instruction, and digital effectiveness to support the remote learning program of Centennial Academy.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

For the first time, Centennial hosted a Kindergarten - 8th grade Summer Innovation Academy (SIA) Camp due to COVID. This program was from June 7, 2021 - June 25, 2021 for identified vulnerable learners based on assessment data. Scholars received intensive remediation in the areas of reading and math based on their individual needs which were assessed through the i-Ready assessments.

This Summer Innovation Academy also included a focus on scholars’ well-being through the implementation of our Social Emotional Learning (SEL) curriculum. A counselor was hired for this program in addition to using mental health partners to provide counseling for scholars.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Reading

Based on the i-Ready assessment, the following gaps in scholars’ academic performance have been noted:

- **Comprehension of informational texts** with 34% of scholars scoring in Tier 3 and 27% scoring in Tier 2.
- **Comprehension of literary texts** with 27% of scholars scoring in Tier 3 and 27% scoring in Tier 2; and vocabulary with 25% of scholars scoring in Tier 3 and 29% of scholars scoring in Tier 2.

Math

Based on the i-Ready assessment, the following gaps in scholars' academic performance have been noted:

- **Geometry:** 36% of scholars scoring in Tier 3 and 35% scoring in Tier 2; Measurement and Data scoring 30% in Tier 3 and 36% scoring in Tier 2;
- **Algebra and Algebraic Thinking** scoring 24% in Tier 3 and 40% scoring in Tier 2; and Numbers and Operations 23% scoring in Tier 3 and 40% scoring in Tier 2.

How has your school addressed the unfinished/interrupted learning for your students?

Research shows that scholars across the country have been greatly impacted academically and socio-emotionally because of the COVID-19 pandemic. Centennial Academy transitioned to our Cyber Academy remote learning platform in March 2020 and remained in 100% remote learning for the duration of the 2020-2021 school year.

Although we are proud of the efforts of our scholars and staff during this unprecedented time, we remain committed to our mission of providing educational equity through a relevant and rigorous STEAM curriculum to all our scholars. While some scholars fared well during this period of remote learning, others did not. In order to address the unfinished/interrupted learning of scholars, we provided intensive face to face intervention for scholars during the spring and summer for targeted sub-groups (EIP, DSE, ESOL, etc.)

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

We were provided the flexibility to offer both a remote learning program and face to face intervention simultaneously without the funding model being impacted by two variations of the instructional program.

Facilities Information:

Centennial Academy occupies one facility, which is leased by their authorizing school district, Atlanta Public Schools, at no cost to the Charter School.

Atlanta Classical Academy Grades Served - K-12

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Learners |
|---------------------------|-------------|-------|-------|----------|-------|-------|-------------------|------------------|
| Atlanta Classical Academy | K-12 | 663 | 71.3% | 15.5% | 10.9% | 0.0% | 2.3% | 6.8% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Atlanta Classical Academy continued instruction in explicit phonics during virtual learning. The consistency in our phonics program across the lower grades continued to be beneficial both to students who had

learned to read previously, and those who were just learning to read in kindergarten. Additionally, our usage of technology-based resources through Handwriting Without Tears allowed for us to adapt to a virtual learning environment while still emphasizing the importance of younger students developing fine motor skills.

In the realm of mathematics, we made use of a Singapore-based curriculum in the lower school that allows for students to develop a clear sense of numeracy. This program, which navigates through the concrete, pictorial, and abstract, provides students with a visual framework to move toward challenging concepts like fractions. Additionally, the usage of bar modelling and number bonds aids in students understanding that there are often a variety of means of solving math problems. In addition, we provided iXL, Happy Numbers, Prodigy for teachers to use to add additional resources through virtual learning. We also provided all teachers and students with Brainingcamp (virtual manipulatives) to aid in the pictorial representation of mathematical concepts.

At the beginning of the school year, we implemented an advisory program in the upper school where students had occasion to meet with their teachers in small groups once a week for both emotional and academic support. This created space for fostering strong relationships even while we were required to learn from home.

Through this program, we were able to identify students who uniquely struggled with remote learning, and midway through the year, we contracted with APEX Learning, a digital curriculum accredited through the state of Georgia, to bolster our virtual instruction. This program allowed us to give additional learning opportunities to students that developed credit deficiencies over the course of the first semester. We created a team that built customized remediation plans for each student and monitored their progress from the spring of 2021 into this current school year.

We also expanded our academic counseling program to give new focus to our underclassmen. Our juniors and seniors have the benefit of meeting regularly with our college advisor to review their academic progress and discuss plans for the future, and we built a program to extend this benefit to our freshmen and sophomores by elevating a couple teachers to the role of academic counselor. These faculty members met with students and their families and offered personalized advice on how the student can make the most of their time at Atlanta Classical. We developed this to combat waning student engagement during virtual learning, and it's played a significant role in helping families feel connected to the upper school.

Additionally, we hired a team of tutors to work with students after school from 3:30 PM – 5:00 PM, Monday through Thursday. Their primary responsibility entailed tutoring students in all core subjects, but they were available to assist students in their credit recovery efforts as well. We made this available to every student free of charge. This program began in the spring of 2021 and continues today. Working with students during Covid also forced us to confront the social and emotional needs of our students, and so we began to develop extracurricular activities that promoted their physical and mental wellbeing. This started during the 2020-2021 school year with discussion groups focused on cognitive behavioral therapy and has expanded in the 2021-2022 school year to include multiple extracurricular, after-school programs designed to promote healthy habits of mindfulness and fitness which will help students re-establish their own wellness after a challenging year. These programs combine physical training with discussions of healthy thought processes.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

During the 2020-2021 school year, ACA transitioned to offering instruction completely online for K-12. In addition to our whole class reading instruction in the lower school, we implemented small group reading instruction in the afternoons to mimic our reading groups that we had in place prior to COVID. During Zoom

instruction, our reading specialists continued to pull students into break-out rooms to provide remedial phonics instruction. In November 2020, we were able to bring in a few struggling students to receive in-person instruction from ESOL teachers and reading specialists.

Additionally, the majority of our students were able to take the MAP test virtually. MAP Growth tests are computer adaptive, meaning that it adapts to a student's responses to measure understanding of reading and math. If a student answers a question correctly, the next question is more challenging. If answered incorrectly, the next question is easier. These results will provide a more complete picture of what students know and are ready to learn—whether it is on, above, or below their grade level. The scores help teachers check student performance by measuring achievement and growth. Teachers use results to shape classroom lessons and set goals for students. When we returned to in-person learning in January, we quickly MAP tested everyone again to assess any learning losses and to guide instruction for the remainder of the year.

In the upper school, students attended classes virtually via Zoom and we maintained our standard academic schedule of offering seven classes. We also added a weekly advisory class where students met with teachers in small groups for both emotional and academic support.

On Fridays, we gave students a break from virtual learning and intentionally assigned independent work that would keep them off their computers. While they continued to make progress in each of their classes, we thought it was critical to build time into the weekly schedule when they were not staring at a flickering screen for eight hours a day. On these days, we made every teacher available for office hours if a student needed extra help. This gave us considerable space to offer students differentiated support based on their needs.

One of the relative advantages of virtual learning was the ease of connecting with struggling students in small groups. Our student services team led the effort to transition every IEP and 504 plan to a virtual context to ensure that our level of support met or exceeded our standard from previous years. Moreover, we carefully tracked student attendance and academic performance and made weekly calls and emails to students that were falling behind on their obligations.

In the early spring, after a careful review of relevant data (MAP scores, academic grades, student attendance, parent survey responses), we appealed to Atlanta Public Schools to allow us to bring a core group of struggling students back to campus for interventions narrowly tailored to their needs. We offered support in every core subject. While observing the strictest Covid protocols, we were able to work with this group each week until we received permission for all kids to return to campus in March. Once all students returned, struggling students had access to additional tutoring opportunities after school and academic remediation over the summer.

Identify your strategies or practices for supporting teacher development and effectiveness.

In July 2021, many of our lower school teachers attended a week-long training in Orton-Gillingham. This training equipped teachers with a variety of approaches to engage with whole-class phonics instruction, in addition to offering more individualized reading interventions. We encouraged our teachers to attend virtual teaching seminars over the year as well. An example of this was regarded Singapore math training (taught by Greg Tang).

At the beginning of last school year, the department heads worked with the principal to design a teaching rubric tailored to online instruction. Using the ten TKES standards as our baseline, we adjusted each category to reflect the unique demands of virtual teaching. During training in August, we presented this to the faculty, and we conducted weekly observations of teachers over the course of the school year to ensure that we were executing on these priorities.

These observations ranged from 5-minute check-ins to full-class assessments where we discussed a teacher's performance on every element of the rubric. In addition to this, we used our weekly faculty and department meetings to highlight elements of the instructional rubric and discuss where we were struggling or succeeding as a faculty.

Over the course of the year, we developed three main priorities:

- Developing an essential question for each unit to which all learning returns;
- Stating the learning objective at the beginning of class so that students know exactly what's required of them; and
- Creating excellent checks for understanding over the course of a lesson to ensure student understanding.

In the summer months, we gave every faculty member the opportunity to travel to Michigan to attend a 3-day conference for classical schools focused on pedagogy. We also hosted two professors of education at our summer training, and they gave talks on subjects ranging from beginning class dynamically to asking excellent follow-up questions.

Finally, while we were operating in both the virtual and hybrid models, we made a variety of professional development opportunities available to teachers related to optimizing Zoom, Google Classroom, and other technologies.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

In the lower school, we limited our schedule so that students were able to focus particularly on their core classes. Specials, like foreign language, were put in hold so that there was a more intensive focus on the development of literacy and numeracy. We also held six weeks of summer classes for lower school students who were receiving academic interventions. These in-person classes had a particular focus to develop students' understanding of reading, writing, and math. Student needs were identified through already-established remediation plans, analysis of assessment data (MAP, Milestones, in-class grades, etc.), and in-class academic performance.

When we first started virtual learning in March of 2020, we adjusted our instructional model in the upper school to represent more of a block schedule where students did not meet with their teachers every day. This persisted through the end of May, but we found that student performance and engagement slipped with the absence of daily contact with faculty. In turn when online learning began again in

August of 2020, we returned to daily Zoom classes while reserving Fridays as an independent workday where teachers were available in office hours and assigned students packets of work that were due at the beginning of the next week.

Additionally, we extended the school day once students returned in person by offering credit remediation and academic support opportunities until 5:00 PM each day. This has persisted into the 2021-2022 school year. Over the course of this summer, we offered wide ranging academic opportunities to all students both for enrichment and remediation.

About 30% of our upper school student body spent at least two weeks on campus between the months of June and July. We made this available in-person instead of relegating students to doing more virtual work. These sessions covered the following topics:

Middle School Math: This class was designed for rising middle school students interested in solidifying and understanding concepts in topics such as integers, fractions, decimals, and linear equations. The goal was to lay a solid foundation of math skills for future classes.

Algebra Topics: We built this class for students that had just completed Algebra I or Geometry and were interested in solidifying concepts such as variable manipulation, quadratic equations, factoring, and exponential functions. The goal was to review Algebra I and prepare for Algebra II.

Advanced Math/SAT Prep: We created this class specifically for rising juniors and seniors interested in covering the various topics covered in standardized tests such as algebra, geometry, trigonometry, and other test-taking strategies.

In addition to these math sessions, we offered literature classes on *Pride & Prejudice* and *King Lear*, where students attended class for two weeks and worked through these texts in conversation with classmates. We also offered a general reading support class focused on sharpening students' reading and analysis skills.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

During the 2020-2021 school year, we relied on the NWEA MAP assessment to evaluate student progress in the core disciplines of reading and math. This data proved useful as we studied potential learning loss and made class placements for the 2021-2022 school year.

Beyond this, our teachers are in the habit of administering formative assessments in their classes on a weekly basis and developing lessons that respond precisely to student needs. Finally, skill-focused assessments, such as DIBELS for reading, were used to provide teachers with a more in-depth understanding of students' needs.

How has your school addressed the unfinished/interrupted learning for your students?

Unfinished work in the Upper School was addressed through the credit recovery process described above.

We adjusted our instructional model in the upper school to represent more of a block schedule where students did not meet with their teachers every day. This persisted through the end of May, but we found that student performance and engagement slipped with the absence of daily contact with faculty. In turn, when online learning began again in August of 2020, we returned to daily Zoom classes while reserving Fridays as an independent workday where teachers were available in office hours and assigned students packets of work that were due at the beginning of the next week.)

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

- We extended the school day once students returned in person by offering credit remediation and academic support opportunities until 5:00 PM each day. This has persisted into the 2021-2022 school year. Over the course of this summer, we offered wide ranging academic opportunities to all students both for enrichment and remediation.)
- The Lower School remediation process was implemented as described above, we extended the school day once students returned in person by offering credit remediation and academic support opportunities until 5:00 PM each day. This has persisted into the 2021-2022 school year. Over the course of this summer, we offered wide ranging academic opportunities to all students both for enrichment and remediation.
- (About 30% of our upper school student body spent at least two weeks on campus between the months of June and July. We made this available in-person instead of relegating students to doing more virtual work.)

Facilities Information:

Atlanta Classical Academy owns two buildings and utilizes three portable structures to provide education services.

**Atlanta Neighborhood Charter School
Grades Served - K-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-------------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Atlanta Neighborhood ES | 273 | 73.0% | 15.5% | 0.0% | 0.0% | 11.5% | 7.6% | 1.5% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-------------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Atlanta Neighborhood MS | 205 | 75.6% | 24.4% | 0.0% | 0.0% | 0.0% | 13.4% | 0.4% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Perhaps of greatest significance for SY21 was the success of our virtual learning platform.

Our classrooms remained closed to students from the start of the school year through February 1. When we reopened on February 1, we operated under a cohort hybrid model: Students alternated between virtual and in-person learning on a weekly basis.

Our standardized testing data (Measure of Academic Progress) showed that students' academic attainment continued through the closure, with all grade levels demonstrating growth throughout that period.

Our emphasis on social/emotional learning became even more important during the peaks of the pandemic, as teachers and administrators paid a heightened level of attention to the overall well-being of the school family.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Our emphasis on data-driven instruction persisted into SY21, as mentioned above. We continued, for the most part, to administer the Measure of Academic Progress assessment three times per year. We also implemented special, in-person supplemental instruction on an invitational basis for students who demonstrated the need. While the bulk of our students participated in the cohort hybrid rotation - alternating between virtual and in-person learning on a weekly basis - we provided daily, in-person instruction for students with individual education plans, a 504 plan, and for students from economically disadvantaged families.

Identify your strategies or practices for supporting teacher development and effectiveness.

- Routine classroom observations by principals and assistant principals.

- Ongoing diversity, equity, and inclusion professional development for teachers.
- Implemented "Wellness Wednesday" practice that provides teachers with extra planning and collaboration time during asynchronous learning.
- Teacher autonomy in lesson planning and curriculum design.
- Teacher leadership groups that regularly liaise with administration.
- Adjunct faculty to support teachers with tasks like lunch and recess monitoring, attendance, etc.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

- Uniform schedules across grade levels to help families adapt to virtual learning
- Shortened school day
- Asynchronous learning day
- Expanded duration of Extended School Year (summer sessions)
- In-person, small-group supplemental instruction
- Expanded access to in-person learning for vulnerable student populations
- Expanded access to teacher coaches and self-driven digital learning programs during the summer

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

On a schoolwide level, we administer NWEA's Measure of Academic Progress standardized tests three times per year. This is in addition to formative assessments given in each classroom.

How has your school addressed the unfinished/interrupted learning for your students?

Wednesday/Saturday in-person supplemental instruction: As soon as we were allowed to by the district, we reached out to a targeted group of students at both campuses based on assessments/achievement data and wellness checks and invited them to participate in a program of in-person, small group instruction after school on Wednesdays and on Saturday mornings. This program started just before we launched our hybrid learning, or HOWL III model, and lasted until near the end of the SY21 school year.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

Summer Supplemental Learning (Elementary Campus): We are currently providing all elementary grades students access to adaptive learning programs in reading and math. These are platforms that the school uses regularly to support students' skills development. They set a starting point specifically for each student and produce reports at the end of the program that help inform parents and teachers on the progress that was made. A group of teachers are working throughout the summer to coach specific students whose data demonstrated a pronounced need, but the program is available to all current students.

Summer Supplemental Learning (Middle Campus): We are providing access to a supplemental reading computer program that focuses on word study, grammar, and comprehension for students that are reading below grade level, and all middle grades students were set up for supplemental math skills development in IXL, a platform regularly used at the middle campus, or math support in Ascend Math. Both are subscription-based platforms designed to support math growth. A group of teachers are working throughout the summer to coach specific students whose data demonstrated a pronounced need, but the program is available to all current students.

Summer Tutoring: We worked with our faculty to cultivate a listing of tutors that are working with students over the summer. We reached out to certain students whose data demonstrated a pronounced need to encourage and facilitate summer tutor arrangements. We made funding available to support tutoring for any families facing financial challenges.

Extended School Year (special education): Each year we provide an Extended School Year (ESY), program for our special education students. This year we lengthened the duration of that program - starting approximately one week earlier and ending one week later to provide additional instruction in the wake of the pandemic year.

After School Tutoring: The school has traditionally offered our After-Care program to provide childcare to parents who need to pick up their children later than our standard dismissal time. This year we are adding a small-group/one-on-one tutoring to After-Care. Teachers opting into this program will be paid to provide direct, personalized supplemental instruction after school to students in all grades. We have waived the fees for After-Care to eliminate any financial barriers to participation.

Earlier Start to Saturday School: Each year the school offers a Saturday School program to provide direct supplemental instruction to students whose data demonstrates a specific need. In recognition of the negative impacts the pandemic has had on learning, we will begin that program much earlier in the academic year - as soon as we have gathered and assessed current student data - as opposed to later in the fall.

First Grade Focus on Phonics (Elementary Campus): The shift to virtual learning during the pandemic had a particularly burdensome impact on our younger learners. At a point when hands-on learning is so important, our kindergarteners spent most of their first year of primary school online. In response, our SY22 plans include a focus on phonics and literacy, specifically at the first-grade level.

Facilities Information:

Atlanta Neighborhood Charter School occupies two facilities for educational services. The Charter School owns one facility and leases the second facility from their School District at monthly cost of \$1.00

**Charles R. Drew Charter School
Grades Served - K-12**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|--------------------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Charles R. Drew Charter School | 985 | 31.8% | 58.9% | 4.6% | 0.0% | 4.8% | 5.2% | 0.3% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Charles Drew Charter JA/SR Academy | 880 | 16.6% | 79.5% | 0.0% | 0.0% | 3.9% | 13.8% | 0.1% |

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Multiple instructional programs benefited student learning during the SY20-21 school year. At the elementary academy, Drew’s SEL programming provided students with learning opportunities, tools, and strategies to ensure social and emotional wellness. Having a designated community gathering block on the master schedule prioritizes schoolwide engagement in building community, strengthening social-emotional skills, and developing a growth mindset. The Second Step curriculum is a research-based program that is used to provide evidence-based lessons that are age-appropriate, culturally relevant, and enjoyable.

To further meet the needs of our diverse population of students, weekly lessons are supplemented with learning modules from Learning for Justice and R.A.C.E. to Equity & Anti-Racism in partnership with Drew’s Director of Culture and Equity. Home links provided through Second Step keep the parent/guardian engaged in the weekly lessons at home. This creates a full circle of practice and sets the foundation for a true learning community. The Junior Academy math curriculum has many practical applications that students study through Project and Problem - Based Learning.

Although Drew’s Junior/Senior Academy building is a beautifully designed, state-of-the- art building, one teacher noticed that water runoff collects in one spot outside of the building. His students used their study and knowledge of angles and three-dimensional design to find a way to “redesign” the building to solve this runoff problem.

Students also were able to integrate their math studies with their computer design skills to use a program and design a new playground for Drew. They had to apply their knowledge of area, drawing items to scale, angles, and ratios to make sure their designs were functional. These skills are in line with Drew’s integrated STEAM theme and will help Drew students be prepared for 21st century college and careers. For eighth graders, Drew offered our own version of Level Up to support students meeting the criteria for 8th grade Algebra.

The Junior Academy Intervention Specialist has been helpful to support students struggling with grade level math concepts virtually. The specialist reviewed prerequisite concepts with the students to uncover the underlying deficiencies that need to be addressed in order to attain growth with the students in mathematics.

The Junior Academy offers students with additional literacy support outside of their core literacy block as well as RTI services. The JA offers a Reading Support class where students receive an extra ninety minutes of targeted reading interventions and literacy support. In these classes, students work on all components of literacy that mirror what is being taught in their core reading classes. This time also serves for RTI purposes, where students are identified using data from universal screening, benchmarking and progressing monitoring bi-weekly or weekly progress monitoring. The Junior Academy also employed tutors from Points of Light to work with students in small groups and outside of class time to supplement instruction and bring all students up to grade level. Junior Academy counselors also provided virtual office

hours (Counselors Corner) so that students could come and talk through challenges they were facing as a result of the pandemic.

At the Senior Academy, innovative scheduling allowed for students to maximize virtual instruction. High school students are also grouped into advisory circles, which created a supportive environment during the majority of the year when all students were learning virtually from their homes. The College and Career Readiness (CCR) office also provided academic and emotional support throughout the SY20-21 school year. Many of the annual activities that are scheduled in person for students were adapted to successful virtual events, including the College Decision Day and the HBCU College Fair.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Drew has developed a comprehensive instructional strategy, which is centered around equity, project-based learning and the intentional use of academic data. Grade level teams meet regularly in Professional Learning Communities to discuss instructional content and to develop individualized interventions for students.

Drew's special education teachers are included in these planning meetings to ensure that all instruction is differentiated and is meeting the needs of all students. During the 2020-2021 school year, the same practices continued, but shifted to virtual spaces for the period of time that all students remained virtual.

Identify your strategies or practices for supporting teacher development and effectiveness.

Drew's instructional team of teachers and coaches are supported in many ways. Teachers continued to engage in professional development and be a part of the coaching cycle during the school year. Weekly Professional Learning Communities (PLC) met to discuss student data, instructional planning, and effective strategies. Teachers were also encouraged to seek out virtual professional development opportunities as a method of continuously improving instructional practice.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Drew began the year with an all-virtual model. This model allowed us to enhance our use and implementation of the G-Suite learning management system. Drew pivoted quickly to a virtual schedule adapted from the in-person schedule, but which allowed for smaller groups for Zoom sessions, screen breaks and staffing considerations.

Drew also implemented a hybrid model that allowed students to return to in-person instruction, enhance instructional hours, and rebuild community while implementing numerous COVID-19 mitigation strategies. We did not have to make any adjustments and had an incredibly successful hybrid implementation.

Drew launched the Summer Acceleration Academy in the summer of 2021 that provided individualized targeted instruction focused on the standard level for more than 500 students.

An evaluation of pre and post data showed significant academic increases in literacy and math following the program.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Drew continued using the NWEA MAP assessment to identify and support students during the pandemic. In the Fall of 2020, we were able to assess nearly all our students (K-10) during a virtual administration of the MAP, followed by a more traditional administration of MAP during the Spring of 2021.

Several progress monitoring assessment tools, including AimsWeb, were also administered virtually and in-person when many students returned to school to participate in the hybrid model in March 2021. Students also completed diagnostic assessments in the i-Ready and IXL platforms to accelerate their own learning and to provide helpful instructional insights to teachers.

How has your school addressed the unfinished/interrupted learning for your students?

To address the unfinished/interrupted learning of our students, Drew has implemented comprehensive strategies during the 20-21 school year, over the summer, and then again at the beginning of the SY21-22 school year. When many schools decided not to administer assessments last spring, Drew completed a full administration of the MAP assessment and used the resulting data to design a rigorous large-scale summer acceleration academy.

Throughout the summer and during the school year, instructional practices, including spiraling standards, were used to remediate and provide additional opportunities for students to master foundational standards. Assessment data and teacher referrals were also used to determine eligibility for Drew’s Eagle Connect Tutoring program, which provided students with after-hours tutoring support from certified Drew teachers and tailored to each student’s specific academic needs.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

A significant amount of the programming and support for students has required additional staff. Having the flexibility of a waiver from certification requirements has been helpful in ensuring that we could hire staff quickly to ramp up support. In addition, waivers from scheduling and duty-free lunch requirements have allowed us to be more flexible in organizing our school day to create opportunities for student support. This flexibility has also allowed us to build lunch and mask break schedules in different ways to ensure that students and staff remain healthy. Finally, waivers from state textbook requirements have allowed us to purchase the best curriculum and resources to meet our students’ needs, some of which were developed quickly to support students in virtual and hybrid learning.

Facilities Information:

Charles Drew Charter School leases two facilities from their School District.

- \$10.00 monthly for Charles Drew Elementary Academy.
- \$10.00 monthly for Charles Drew Junior / Senior Academy.

KIPP Metro Atlanta

| Name | Grades Served | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-------------------------|---------------|-------------|-------|--------|----------|-------|-------|-------------------|---------------------------|
| KIPP Atlanta Collegiate | 9-12 | 782 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 15.2% | 0.2% |
| KIPP Soul Primary | 5-7 | 366 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 4.3% | 0.0% |
| KIPP Soul Academy | K-3 | 236 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 11.6% | 0.0% |
| KIPP STRIVE Academy | 5-8 | 381 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 7.2% | 0.3% |
| KIPP Strive Primary | K-3 | 493 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 3.1% | 0.2% |

| Name | Grades Served | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|---------------|-------------|-------|--------|----------|-------|-------|-------------------|---------------------------|
| KIPP Vision | 5-8 | 370 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 14.4% | 1.5% |
| KIPP Vision - Primary | K-4 | 474 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 7.3% | 2.6% |
| KIPP WAYS | 5-8 | 376 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 10.5% | 0.0% |
| KIPP WAYS - Primary | K-3 | 462 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 4.5% | 0.0% |
| Atlanta Public Schools | | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

We continued to refine the Wheatley curriculum to ensure that our scholars were accessing culturally relevant literacy content. Additionally, the continued implementation of Eureka for math instruction allowed for alignment across all our schools with respect to mathematics instruction.

At the high school level, AP for All allowed all scholars to have access to AP classes in all core content areas. We believe that it is vital for scholars to be exposed to the level of rigor that they would experience in college and AP courses do just that. Additionally, research indicates that scholars who take AP courses, even if they don't take the AP exam in the course, have greater success in college.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)

Ensuring that scholars receive on-level instruction with necessary supports remained at the heart of our work during the 2020-21 school year. This meant targeted instruction for scholars where they were with appropriate scaffolding incorporated into lesson plans. Additionally, a strategic data cycle that allowed teachers to teach, assess, and re-teach was vital to ensuring that scholars had the opportunity to engage with material and ultimately demonstrate mastery. Both formal assessments such as exit tickets and informal checks for understanding through systems such as Nearpod allowed teachers to effectively address misconceptions.

In terms of engagement while virtual, our teachers leveraged technology and resources to bring their lessons to life on the screen. When returning to in person instruction, our teachers were able to utilize many of the same approaches to ensure engagement for both virtual and in person scholars.

Finally, we continued to leverage the critical component of community within our schools. This included having opportunities weekly and daily for scholars to interact with each other as grade levels, classrooms, and smaller groups.

Identify your strategies or practices for supporting teacher development and effectiveness.

There are a multitude of strategies and practices that we employed to support teacher development. At the beginning of the school year, we had an elongated pre-planning period. New to KIPP Teachers reported a week early and received both school based and regional professional development. Prior to the start of school all staff took part in approximately one week of regional professional development targeted by grade level and content as well as one week of school based professional development.

During the school year, teachers were observed at least bi-weekly and received feedback based upon their instructional practices. Additionally, Principals, Assistant Principals, content leads, and regional teammates provided support and coaching around lesson internalization, data monitoring and instructional practices. Every week, school teams had targeted professional development after school. Additionally, regional content leads provided professional development to teachers throughout the year. Finally, our schools fostered a sense of informal collaboration and peer coaching, where teammates were able to observe and provide informal feedback to each other to drive instructional practices.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

At the beginning of the 2020-21 School Year, we planned to implement a A-B hybrid schedule where half of scholars would come to school for live instruction and the other half would attend virtual instruction. Scholars would rotate twice per week. Due to consistently high case rates and district guidance, we pivoted our instructional model to 100% virtual instruction through January. While virtual, we had a mix of both synchronous and asynchronous instruction. Additionally, during the year we implemented a targeted SEL focused day allowing scholars and staff to prioritize connections, relationship building and wellness in a virtual environment.

In March, we began to return to in person instruction at our schools with a targeted small group of scholars. In April, we pivoted again to in person and virtual instruction with families having the choice of in person or virtual learning. Instruction was concurrent with scholars in person and at home both in class together learning from the teacher delivering instruction to both groups of scholars at the same time.

Throughout the year, we provided families with the opportunity to access meals with weekly meal pickups at our campuses. Additionally, we offered technology support to all families.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

We used a variety of formative assessments including STEP, curricular assessments such Wheatley and Eureka module check points and assessments as well exit tickets and benchmark assessments created by content leads.

How has your school addressed the unfinished/interrupted learning for your students?

At the beginning of the school year, scholars took the MAP assessment which allowed us to better understand where each of our scholars were. We were then able to target instruction to meet scholars where they were. Additionally, we identified targeted standards that would unlock key learning and focused in on these standards to support learning. Additionally, we used this data to ensure that scholars were accessing on level reading materials and then receiving instruction targeted to their level. The strategies that we employed during the school year also extended to our instructional planning for the current year.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

One waiver that we continued to utilize is the exemption from certification for teachers. This waiver allowed us flexibility when recruiting and selecting staff. Additionally, and specific to our COVID response, the waiver addressing the 95% of scholars required to test benefited our scholars. Had families not been able to opt out of state testing, we would have needed to increase the length and process of milestones testing to do so in a way that complied with health and safety guidance. This would have impacted the opportunities for continued teaching during the testing window

Facilities Information:

KIPP Metro Atlanta occupies seven facilities. Their School District leases the facilities at no cost to the Charter School.

Kindezi Schools Grades Served - K-8

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------------|-------|--------|----------|-------|-------|-------------------|---------------------------|
| Kindezi School | 397 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 11.0% | 0.2% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|----------------------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Kindezi Old 4 th Ward | 391 | 4.1% | 95.9% | 0.0% | 0.0% | 0.0% | 9.9% | 0.0% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

During the 2020 - 2021 school year, the Kindezi Schools launched the use of the SEE curriculum during the SEL block. This program supported student mental health and socio-emotional skills throughout the school year. In addition, each school launched the Ready Common Core instructional program in conjunction with the i-Ready personalized learning path. This program allowed teachers to be able to gauge student progress toward standards mastery. Additionally, it gave students just right work that advanced their skills toward mastery.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

During the 2020 - 2021 school year, The Kindezi Schools offered virtual instruction. In order to ensure students were able to continue to grow, each school utilized data driven instruction to determine differentiated supports for students.

Identify your strategies or practices for supporting teacher development and effectiveness.

During the 2020 - 2021 school year, The Kindezi Schools hosted a virtual New Teacher Orientation and Pre-planning to provide teachers with the roadmap for the year. Additionally, we launched Professional Development Fridays. During this time, teachers were able to engage in targeted professional development to address active learning in a virtual environment, providing scaffolds and support to students in a virtual environment and to plan lessons to support each student.

Additionally, The Kindezi Schools implemented ELA and Math Content Directors to develop and implement our instructional vision through intense content-specific coaching and professional development. The

Content Director is responsible for modeling, observing, coaching, facilitating teach back clinics, and leading content-specific professional learning communities.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

The Kindezi Schools offers an extended day and a modified virtual schedule as a response to the COVID pandemic. Additionally, we offered summer school for our students with the highest needs to address unfinished learning and prepare them for the upcoming school year.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

During the 2020 - 2021 school year, the Kindezi Schools implemented the use of i-Ready personalized learning. This online program provided students with instruction on a pathway to proficiency. Each student's growth was measured through Diagnostic assessments administered three times for the year. Teams were able to use this data to make instructional adjustments to virtual instruction to maximize outcomes for all students.

How has your school addressed the unfinished/interrupted learning for your students?

The Kindezi Schools used the i-Ready program to support unfinished learning. We implemented an intervention block into the schedule and offered a 3-week summer school program targeted to support our students with the highest instructional needs.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized

Facilities Information:

The Kindezi Schools leases two facilities from their School District at no cost to the Charter Schools.

- 1) Kindezi West
- 2) Kindezi O4W

**Wesley International Academy
Grades Served - K-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Wesley International Academy | 784 | 9.1% | 85.7% | 0.0% | 0.0% | 5.2% | 7.3% | 0.1% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

The course offerings that had the greatest impact for our students during the 2020-2021 school year were our overall virtual learning program, Mandarin Chinese K-8 and Advanced Math for our Eighth Graders.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Our school initially began the year in an all-virtual format. However, during the early Spring Semester, we migrated to a hybrid format. During the school year, our instructional leaders focused on classroom walkthroughs, formative assessments, data driven instruction, and professional learning to improve instructional practices.

Identify your strategies or practices for supporting teacher development and effectiveness.

Because our teachers had never been trained on how to deliver instruction in an online platform, we tailored our professional learning to provide them the support that they needed to be successful.

- **Our Professional Learning opportunities included:** How to effectively deliver quality instruction virtually, classroom engagement in a virtual setting, assessing our students in a virtual setting.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

The operational model that we implemented during the 2020-2021 school year was Summer School.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

The formative assessments that Wesley utilized during the 2020-2021 school year were i-Ready and Mastery Connect.

How has your school addressed the unfinished/interrupted learning for your students?

In an effort to support our students relative to unfinished/interrupted learning, we implemented Summer School.

Facilities Information

Wesley International Academy leases one facility from their School District at no cost to the Charter School.

**Westside Atlanta
Grades Served - K-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Westside Atlanta | 285 | 17.9% | 82.1% | 0.0% | 0.0% | 0.0% | 8.4% | 0.3% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

The instructional program that our team and students saw the greatest impact from was Westside University (WU). WU was our all-day, 5-week summer intensive. During the program, we offered remediation in core subjects (language arts, math) as well as enrichment courses. WU allowed us to work alongside our students in a face-to-face model after a year of virtual and hybrid instruction.

We had approximately 65% of our school community participate. Examples of our offering included project-based reading and math intensives, rainforest survival (problem-solving & critical thinking), urban gardening, kids in the kitchen (life skills), creative writing, photography, book clubs, and much more.

Pre and Post assessment data was gathered, which determined the great success of the program. We have funding for the next two years and will continue to implement Westside University moving forward.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

During the 2020-2021 school year, we continued our individualized and small group learning. Teachers were able to maintain differentiated instruction during virtual and hybrid instruction through Zoom breakout rooms. The smaller groups allowed our instructional team to review and reinforce the standards and skills, to ensure mastery of the concepts. The smaller digital learning environment also allowed our team to build and maintain connections with our students. In addition, we continued to offer afterschool tutorials to students in the same model.

Identify your strategies or practices for supporting teacher development and effectiveness.

Teacher development and effectiveness were a top priority for us during the 2020-2021 school year. As a school community, we are always focused on teacher development and have an established goal for all staff to attend at least 3 forms of professional development during a school year.

What we quickly realized during last school year was that our team needed more social-emotional support than instructional support. Many were dealing with family illnesses, loss, and severe anxiety around COVID. We began offering Wellness Wednesdays, where our counseling team would hold mental health information sessions as well as meditation times. We also started yoga and exercise classes. In addition, our team really rallied each other and built stronger connections!

Instructional professional development also occurred. We held ongoing sessions on technology resources and best practices in a virtual environment. These sessions greatly benefited our team members that were not as up-to-date on some of the newer resources.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)?

Did you have to make any adjustments due to COVID?

Our operational model for the 2020-2021 school year varied from previous years. We held core instruction Monday - Thursday, with Fridays reserved for additional individualized and small group instruction. Fridays were also used for on-campus enrichment opportunities (gardening club, science lab). Additionally, we held after-school tutorials, virtually. During the summer, we implemented our Westside University, as mentioned above.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

We continued to utilize the Measure of Academic Progress (MAP) for all grade levels, along with MAP fluency, Fountas & Pinnell, Eureka Math, and Foundation's assessment.

How has your school addressed the unfinished/interrupted learning for your students?

Our ability to quickly shift to a virtual environment was as seamless as possible due to the instructional practices and resources we already had in place (i.e., devices for all students and staff, consumable materials, program materials for all students).

We used our Fridays for students to meet individually or in small groups with their teachers for remediation or extension lessons. Fridays were also used as an opportunity for students to complete and submit any unfinished tasks/projects from the week. Our development of Westside University (summer programming) allowed all our students the opportunity to grow in a face-to-face environment, engaged in activities/lessons of high interest while mastering content.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students?

Please provide specific examples of waivers utilized.

Our flexibility of innovative approaches with foundational language and literacy development, cross-curricular, project-based learning, and social-emotional development, was continued even during the pandemic.

Facilities Information:

Westside Atlanta Charter School leases one facility from their School District at no cost to the Charter School.

Authorizer Information: Berrien County Schools
Number of Traditional Schools in the System: 4
Number of Charter Schools: 1

| Charter School | Year Charter Opened | Grades Served in 2021-2022 | October 2021 FTE |
|---|----------------------------|-----------------------------------|-------------------------|
| Berrien Academy Performance Learning Center | 2004 | 9-12 | 65 |

Berrien Academy Performance Learning Center
Grades Served – 9-12

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------|--------------------|--------------|--------------|-----------------|--------------|--------------|--------------------------|----------------------------------|
| Berrien Academy | 65 | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 8.6% | 0.0% |
| Berrien County | 2,887 | 73.9% | 13.3% | 8.7% | 0.0% | 4.1% | 10.4% | 2.2 |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

NOLA's Star Academy (continued)

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- Virtual Learning using Edgenuity and Best Practices for Virtual Learning.
- Onsite continuation of differentiated instruction for students using a blended learning model. extended day options and flexible scheduling for students who work to help support their families.
- Read 180 has been very instrumental in building student reading levels.
- AP Literature was added for students who need advanced content.
- Dual Enrollment serves as a gateway to college enrollment.

Identify your strategies or practices for supporting teacher development and effectiveness.

Teachers were trained on various platforms to facilitate virtual learning. Google Classroom, Meets, and Zoom were a crucial part of our training. Teachers were also trained on how to use our Clear Touch monitors. Teachers received training in the use of Remind for parent and student contact use. Most of our training was conducted using Zoom or Google Meets.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

We operate on a Block schedule. We added a virtual program to accommodate students who were quarantined due to COVID.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

USA TestPrep benchmarks were used for designing remediation programs. We also used Edgenuity pretesting to determine starting points for students in classes. We also used some teacher made assessments for remediation/acceleration check points.

How has your school addressed the unfinished/interrupted learning for your students?

Due to our small group setting, teachers were able to assess student learning and provide support more readily. Computers were provided for all students along with paper copies of instructional materials for students who did not have access to internet services.

**How was your flexibility beneficial for addressing unfinished/interrupted learning for your students?
Please provide specific examples of waivers utilized.**

Flexible scheduling and virtual options provided ongoing instruction so that learning gaps were minimal.

Facilities Information:

Berrien Academy is located in one facility and occupies the facility at no cost.

Authorizer Information: Savannah-Chatham County Schools

Number of Traditional Schools in the System: 53

Number of Charter Schools: 5

2021-2022 Enrollment: Charter Schools – 1,832

Traditional Schools – 32,654

| Name | Total | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|---|--------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Charter Schools | 1,832 | 30.3% | 60.8% | 7.3% | 0.0% | 1.6% | 11.9% | 0.9% |
| Savannah-Chatham County Schools (SCCSP) | 32,654 | 20.5% | 59.6% | 13.4% | 1.4% | 5.0% | 12.7% | 4.6% |

| Charter School | Year Charter Opened | Grades Served in 2021-2022 | October 2021 FTE |
|--|---------------------|----------------------------|------------------|
| Coastal Empire Montessori | 2008 | K-5 | 224 |
| Oglethorpe Charter School | 1999 | 6-8 | 589 |
| Savannah Classical Academy | 2013 | K-8 | 349 |
| Savannah Classical Academy High School | 2013 | 9-12 | 37 |
| Susie King Taylor Community School | 2017 | K-5 | 220 |
| Susie King Taylor Community Middle Grades Academy for Social Justice | 2017 | 6-8 | 74 |
| Tybee Island Maritime Academy | 2013 | K-5 | 339 |

**Coastal Empire Montessori School
Grades Served – K-5**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|----------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Coastal Empire | 224 | 37.9% | 46.4% | 8.9% | 0.0% | 6.7% | 13.6% | 1.2% |
| SCCSP | 32,654 | 20.5% | 59.6% | 13.4% | 1.4% | 5.0% | 12.7% | 4.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

During the 2020-21 school year, CEMCS students benefitted from as much time in person in school as possible, participating in the school's Montessori program, mitigated as appropriate.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

CEMCS strived to deliver its Montessori elementary program with as much integrity as possible throughout the 2020-21 school year. Uninterrupted work periods, choice in work, the use of hands-on, child-centered materials and environments, and full-spectrum social-emotional programming are some of the highlights of CEMCS's best practices.

Identify your strategies or practices for supporting teacher development and effectiveness.

All CEMCS lead teachers are formally trained from an accredited Montessori training center, and that formal training is buttressed and supplemented by in-house training and support from the CEMCS Head of Montessori Curriculum & Instruction. In addition, teachers are part of instructional teams also comprised of teaching assistants. This allows teachers to consistently provide meaningful individualized and small-group instruction and carry through on supporting students in working to skill mastery.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

During the 2020-21 school year, CEMCS offered all of the following:

- 1) Two different periods of school-wide e-learning, spanning approximately 3.5 months;
- 2) Two different periods of hybrid learning that maximized in-person time per student, spanning approximately 6.5 months;
- 3) Spring Break remediation and test prep camp; and
- 4) Three-week summer program.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

During the 2020-21 school year, CEMCS administered the NWEA-MAP to the students attending in person during two of the three testing windows, along with a series of monthly progress-monitoring probes for literacy and numeracy.

This data was used in Kindergarten through 5th Grade - along with ongoing formative classroom-based assessment - in order to target areas for instructional focus.

With the mix of e-learning and hybrid learning, and the fact that not all students attended school on campus, it was critically important to assess needs in multiple ways in order to provide effective differentiated instruction.

How has your school addressed the unfinished/interrupted learning for your students?

The school entered into a pay-for-service agreement with the district for student transportation, and by the 2nd Semester, the school was able to bus students to and from school, improving access and attendance.

All of these choices together provided a stronger foundation on which CEMCS students and staff were able to begin the 2021-22 school year.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

Because it has operational flexibility, CEMCS was able to plan and implement its calendar, schedule, and programming independently from the district. This allowed the school to maximize the in-person instruction offered during the 2020-21 school year, including adding the spring break and summer programs.

Facilities Information:

Coastal Empire Montessori Charter School has one location and occupies 12 building facilities at the site. The Charter School leases the facilities from an independent company for a monthly cost of \$16,048.00

Oglethorpe Charter School

Grades Served – 6-8

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|--------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Oglethorpe Charter | 586 | 8.7% | 78.6% | 10.2% | 0.0% | 2.5% | 11.4% | 2.0% |
| SCCSP | 32,654 | 20.5% | 59.6% | 13.4% | 1.4% | 5.0% | 12.7% | 4.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Splitting the math curriculum and providing the students a double block of math daily with instruction coming from 2 different math teachers. Splitting the ELA curriculum providing the students with a separate reading and writing teacher on a daily basis.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Data driven instruction using various platforms with the Edgenuity platform playing a vital role in credit recovery during the pandemic year of total virtual learning and hybrid learning models that were used.

Identify your strategies or practices for supporting teacher development and effectiveness.

This was all a big learning curve for all of us shifting to the virtual setting. We provided as much professional development as we could on the itsLearning and Edgenuity platform.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

We ended up with a larger number of summer school students, and we also did extensive credit recovery throughout the entire year after the first grading period to try and focus on learning loss and simple work completion.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

MAP testing was used, and a very small number participated in GMAS testing.

How has your school addressed the unfinished/interrupted learning for your students?

We created our own daily schedule that met the needs of our parents and students. We also allowed for our students to float for lack of better words in and out of the hybrid and virtual model to best suit their needs and their family needs.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

Facilities Information:

Oglethorpe Charter School occupies a facility, owned by the School District at no cost to the Charter School.

**Savannah Classical Academy
Grades Served – K-12**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|--------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Savannah Classical | 386 | 13.5% | 72.8% | 13.7% | 0.0% | 0.0% | 8.3% | 2.8% |
| SCCSP | 32,654 | 20.5% | 59.6% | 13.4% | 1.4% | 5.0% | 12.7% | 4.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

- On campus instruction.
- SCA remained open all last school year.
- Teacher's digital learning plans and classrooms were advanced and now are a more developed resource for students and parents to use for classroom support.
- Parents and students have greater access to course materials.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- On campus instruction all year.
- Use of progress monitoring resources to guide instruction and help advance and provide support for students.
- Longer school day to provide more time for instruction and enrichment.

Identify your strategies or practices for supporting teacher development and effectiveness.

- Teachers of the same grade (K-5) have common planning.
- Teachers new to SCA are partnered with an existing SCA teacher for peer support.
- Professional development was provided onsite and ongoing virtually to teachers via a selected vendor for developing lesson plans, learning targets, effective researched based instructional strategies.
- RESA provided classroom management training to selected teachers.
- College Board provided AP course training to selected teachers.
- School administration provided feedback and guidance on lessons, classroom observations, assessments.
- SCA's Strategic plan was revisited and redeveloped by the Governing Board and CEO to provide direction and goals.
- School improvement plan was developed including instructional staff for clarity and ownership.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

- Offered virtual and on campus instruction option for families until November 1st. After November 1st only on campus instruction was offered.

- Continued our extended school day hours.
- SCA increased use of online classroom software: Google Classroom (GC).
- Students were taught simultaneously on campus and virtually in all classrooms during the time we were offering the virtual option.
- SCA became a 1 to 1 Chromebook/laptop school.
- All teachers were required to keep GC current to assist parents and students.
The school calendar was modified to allow for student independent learning days to provide strategic breaks as suggested by the Centers for Disease Control and Prevention (CDC).
- Organized a vaccination drive and administration of COVID-19 vaccination on campus.
- SCA is a K-12 program.
- High School was taught on a block schedule.
- Middle School was reduced from an eight period day to a seven period day.
- Elementary was on a seven period day with rotating electives across the year.
- No Cost to family's summer school for academic support and enrichment was held for the longest summer session we have ever scheduled.
 - ❖ *The summer session enrolled about 30% of our total number of students.*
- Maintain separation of students in ridged cohorts in courses, meal time, and recess.
- Operated a closed campus for non-essential visitors.
- Parent and other meetings were held virtually.
- Implemented various processes, procedures, and facility upgrades to mitigate the spread of COVID-19.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- NWEA - MAP for K-8
- Vendor Developed Assessments - Georgia Ready for Math and ELA for K-8
- Write-Score writing assessment for K-8, Gallopade Social Studies for K-8
- USA TestPrep for selected high school and Elementary courses,
- Elevate Science for grades 3-8.

How has your school addressed the unfinished/interrupted learning for your students?

After summer session, SCA was the only public school in the LEA to provide an opportunity for students to retest on GMAS and MAP in the summer. SCA used our extra time during our extended school year for "Spartan Hour". During this time students were provided support or enrichment opportunities based on individual needs.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

The flexibility of our charter allowed us to make efficient operational and instructional changes to help us provide the best program options to our students: Modification of the school calendar after the start of school, SCA was able to open and remain open all year when the LEA did not open at the start of the school year. (this was critical for our most at risk students), By SCA using our flexibility to open we were not included in the complaint submitted to the GADOE on behalf of parents of students with disabilities that resulted in corrective action.

SCA was also able to quickly allocate funds to offer fuel cards to families after the LEA decided to withhold transportation services from our families.

Facilities Information:

Savannah Classical Academy Charter School leases their facility from the School District for monthly cost of \$40,000

**Susie King Taylor Community School
Grades Served – K-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Susie King | 294 | 15.0% | 85.0% | 0.0% | 0.0% | 0.0% | 12.0% | 0.0% |
| SCCSP | 32,654 | 20.5% | 59.6% | 13.4% | 1.4% | 5.0% | 12.7% | 4.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

- Orton Gillingham,
- Specialized Academy for Gifted Education, and
- i-Ready

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- Data driven instruction,
- WIN (What I Need) Intervention time,
- Place-based learning,
- Social emotional learning

Identify your strategies or practices for supporting teacher development and effectiveness.

PLCs and Teacher Induction Program (TIP)

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Camp Oonah Summer Enrichment program – academics and summer fun opportunities.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

i-Ready and MAP

How has your school addressed the unfinished/interrupted learning for your students?

We offered students the opportunity to attend Camp Oonah during the summer. They were able to get 8 hours of remediation, crafting, gaming, and field trips. We are also implementing a school-time version.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

Facilities Information:

Susie King Taylor Community School occupies two facilities, which are leased from the School District for monthly cost of \$20,000

**Tybee Island Maritime Academy
Grades Served – K-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| TIMA | 339 | 95.6% | 4.4% | 0.0% | 0.0% | 0.0% | 11.9% | 1.3% |
| SCCSP | 32,654 | 20.5% | 59.6% | 13.4% | 1.4% | 5.0% | 12.7% | 4.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

TIMA is the first and only elementary school in the state of Georgia with an educational program focused on career choices with emphasis on maritime education integrated with the Common Core Georgia Performance Standards (CCGPS). Maritime focus is easily understood when looking at maritime history. This subject covers human relationships to the ocean, the seas, and major waterways. This topic includes the study of ships, shipping, navigating, fishing, whaling, international maritime law, naval history, coast guard, ship design, ship building, navigation, oceanography, cartography, hydrography, sea exploration, maritime economics and trade.

This also includes shipping, yachting, seaside resorts, the history of lighthouses and aids to navigation. The subject of maritime also includes maritime themes in literature, art, sailors, passengers, and sea-related communities, sea travel, and transportation. Teachers at TIMA have partnered with community members to develop specific maritime milestones.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

At Tybee Island Maritime Academy, a STEAM education is defined as a culture that respects learning as a hands-on and relevant learning experience for students to understand and apply content beyond a simple transfer of knowledge.

STEAM engages students in an iterative design process and equips them with critical thinking, problem solving, creative and collaborative skills, and ultimately establishes connections between the school, work place, local community, and the global economy, especially within the context of maritime and marine science.

STEAM at TIMA exists as a foundational way to understand, explore, and engage with the world. Upon completion of a STEAM education at TIMA, students have the skills, capacity, and courage to change the world.

Identify your strategies or practices for supporting teacher development and effectiveness.

At TIMA teachers plan collaboratively for instruction using our school wide design process. TIMA teachers plan for meaningful Maritime and STEAM experiences both in person and virtually. They each have common planning in their grade bands each day to facilitate developing Problem-Based Units and also

meet with our Applications teachers who teach Research, Robotics, Engineering, Art, Music, and PE to connect skills taught to learning goals.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

For SY2020-21 we ran concurrent instructional models (remote and in-person) for the entire school year, allowing families to choose which options best met their family's needs and concerns.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

In addition to classroom teacher created formative assessments, we utilized NWEA MAP Assessments for both Reading and Mathematics in grades K-6.

How has your school addressed the unfinished/interrupted learning for your students?

We purchased premium Online services to support meaningful student engagement while we ran concurrent models for both in-person and remote learning. These premium services also provided opportunities for meaningful connections while we engaged students in Problem Based Learning in both instructional settings.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

The Early Intervention Program waiver allowed us to serve more students through EIP with the augmented model than in year's previous, since we identified more students with those needs upon their return to in-person learning.

Facilities Information:

Tybee Island Charter School occupies two facilities, which are leased from the School District for monthly cost of \$20,000

Authorizer Information: Clayton County Schools
Number of Traditional Schools in the System: 64
Number of Charter Schools: 2
2021-2022 Enrollment: Charter Schools – 1,832

Traditional Schools – 32,654

| Name | Total | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|--------|-------|--------|----------|-------|-------|-------------------|---------------------------|
| Charter Schools | 248 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 9.1% | 6.8% |
| Clayton County Schools | 49,732 | 0.3% | 71.9% | 24.4% | 2.2% | 1.2% | 10.7% | 12.0% |

| Charter School | Year Charter Opened | Grades Served in 2021-2022 | October 2021 FTE |
|--|---------------------|----------------------------|------------------|
| 7 Pillars Career Academy | 2019 | 6-7 | 108 |
| Utopian Academy for the Arts Elementary School | 2020 | K-3 | 140 |

7 Pillars Career Academy
Grades Served – 6-7

| Name | Total | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|--------------------------|--------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| 7 Pillars Career Academy | 6-7 | 108 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 17.3% |
| Clayton County Schools | 49,732 | 0.3% | 71.9% | 24.4% | 2.2% | 1.2% | 10.7% | 12.0% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

We participated in daily social, emotional learning, students utilized Edgenuity as their primary curriculum. SEL was the most impactful as our scholars really were feeling the strain of being under quarantine.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Guided online instruction with office hours and opportunities for differentiated instruction using the breakout room feature on zoom.

Identify your strategies or practices for supporting teacher development and effectiveness.

In the 2020/2021 school year we recognized teachers needed support now more than ever. Many of our staff had not had the knowledge to teach effectively virtually. Teachers agreed to attend an extra week of pre-planning where we focused specifically on digital learning best practices. Even with two weeks of

dedicated instruction it was clear more help was needed. Thus, we made Friday's asynchronous digital learning days and teachers attended professional development each Friday.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

The 2020/2021 school year was completely digital for our school. We also implemented extended day and we offered summer learning camps with a focus on ELA and Math.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

We utilized MAPS testing

How has your school addressed the unfinished/interrupted learning for your students?

We have put in place numerous measures to address students interrupted learning. Extended days and office hours were just a few of the measures we utilized to address students unfinished learning.

Extended day allowed for class times to be extended which permitted more time per subject. Office hours were a great way for small group and one instruction to occur.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

One of the most beneficial waivers was removing mandated testing and removing the TKES and LKES requirements. This allowed teacher to focus on addressing the whole child and students to focus on learning concepts not just for the test but to build skills.

Facilities Information:

7 Pillars Career Academy has one location and occupies three buildings. The Charter School leases their facility from an independent company at a monthly cost of \$ 5,000

**Utopian Academy for the Arts (Elementary School)
Grades Served – K-3**

| Name | Total | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------------------|--------|-------|--------|----------|-------|-------|-------------------|---------------------------|
| Utopian Academy for the Arts (ES) | 140 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 3.0% | 5.9% |
| Clayton County Schools | 49,732 | 0.3% | 71.9% | 24.4% | 2.2% | 1.2% | 10.7% | 12.0% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Instructional programs and course offerings that had the greatest impact on our scholars that we implemented and continue to use are:

- i-Ready
- MAP
- IXL
- Savvas (formerly known as Pearson)

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Instructional best practices that UAFA Elementary School implemented and continue to use are problem-based learning, data-driven instruction, and differentiated instruction.

Identify your strategies or practices for supporting teacher development and effectiveness.

Last year, we were totally virtual. This year, we are totally face-to-face (in-person).

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

We currently offer face-to-face instruction only. We have adjusted our instructional schedule to include 120 minutes of Reading/Language Arts and 120 minutes of Math.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Formative assessments that we use to identify and support instruction are:

- i-Ready
- MAP
- Savvas.

How has your school addressed the unfinished/interrupted learning for your students?

UAFA Elementary School addressed the unfinished/interrupted learning for our scholars by extending our school day. We also extended our reading/language arts and math time, daily.

The extended times listed above are beneficial for addressing unfinished/interrupted learning for our scholars because it provides additional time for remediation, acceleration, and small group instruction.

Facilities Information:

Utopian Academy for the Arts Elementary School has one location, which is leased from the School District at a monthly cost of \$1.00

Authorizer Information: Cobb County Schools
Number of Traditional Schools in the System: 109
Number of Charter Schools: 1

| Charter School | Year Charter Opened | Grades Served in 2021-2022 | October 2021 FTE |
|---|----------------------------|-----------------------------------|-------------------------|
| George Walton Comprehensive High School | 1998 | 9-12 | 2,683 |

Walton High School
Grades Served – 9-12

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|---------------------|--------------------|--------------|--------------|-----------------|--------------|--------------|--------------------------|----------------------------------|
| Walton High | 2,683 | 62.1% | 5.2% | 7.5% | 21.5% | 3.7% | 10.4% | 1.7% |
| Cobb County Schools | 102,605 | 34.1% | 31.3% | 25.3% | 4.9% | 4.5% | 13.4% | 13.1% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

In the 2020-2021 school year, we had to revamp our entire instructional model due to the COVID pandemic. Our school district began the year entirely virtual until November 5th. At that time, we began a dual model school where class was taught simultaneously in-person and over Zoom four days a week.

Approximately 1,000 of the 2,700 students returned to face-to-face learning. Despite this dramatic adjustment to how instruction was delivered, we made very few changes to our academic offerings. Our students continued to have access to our full course offerings which speaks volumes to the work the teachers did to learn new instruction techniques, new technology, and new assessments strategies. One essential instruction program at our school is our Walton Enrichment Block (WEB). Historically, our classes are shortened, and students had a block of time for remediation, enrichment, make-up work and other specially planned programs. Last year, the district introduced a four-day work week with one day of remote instructional support. Our WEB was now a remote learning day.

We created a structure on that day that included teacher collaboration in the morning, individualize support/make-up work midday, and individualized and small group targeted remediation in the afternoon. This structure allowed us to work with students on what they specifically needed.

Besides offering 34 AP courses, we have two specialized programs which continued to thrive. Our International Spanish Academy which is an immersion language program continued to develop skills in reading, writing, and speaking both in their Spanish class and the corresponding humanities which is taught in the target language.

Our STEM academy which offers three pathways:

- Advanced Math/Science, Engineering and Biomedical science was able to adapt hands-on project based and lab experience through simulation and supplying them with materials to bring home.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Because we were utilizing remote and/or a blending learning model for the school year, our way of teaching had to change dramatically. We began the year by implementing a new learning management system called Cobb Teaching and Learning System (CTLTS) which was adopted by our district. This became the teachers' mechanisms to access live instruction, provide resource, etc. This also had us implementing a myriad of instructional technology tools.

Our waivers gave us the ability to utilize digital tools our teachers found worked best even if different from CTLTS. We also used our flexibility to choose assessments which best matched our expectations and needs.

We also had to teach student how to be remote learners. This included teaching digital citizenship, developing schoolwide digital learning expectations, and engaging parents with virtual tips to support students at home.

It is important to note that our instructional best practices often are developed and share through our PLC process. We have embedded common planning in our four core academic areas. Our teams are expected to meet weekly to develop unit plans, common assessments, share instructional practice and analyze data. Our teams analyze data to pinpoint individual student and group remediation needs and to adjust instruction especially on skill development moving forward.

This process is essential to the success of our instructional program.

Identify your strategies or practices for supporting teacher development and effectiveness.

Our teachers received extensive training in how to operate a digital classroom. In fact, our district moved the start of school back by two weeks, so all teachers had three full weeks of preplanning. The district provided training on the CTLTS system as well as managing a digital learning environment. We utilized a train the trainer model and designated one to two people per department to attend the optional sessions and share with others. We also had some staff members created shorter, more digestible "how to" videos. Financially, we chose to focus our instructional funding on needs to support our new instructional model. This included hardware items like microphones and better cameras as well as instructional and assessment tools such as Go Formative, Delta Math, Turn it In grading feature, Showbie, Gimkit, Pear Deck, EdPuzzles. Different departments found that different tools were better suited to their content and/or the students so we allowed for lots of variety.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

We had to change many parts of our operational model to mitigate the COVID-19 virus. We created a mitigation matrix which addressed areas such as disinfecting procedures, mask/PPE, practicing prevention, protective barriers, clinic procedures, public health signage, buses and food and nutrition services. To minimize movement and exposure, we also eliminated daily homeroom attendance, designated one-way hallways and stairwells. We followed DPH guidelines for contact tracing which meant having accurate seating charts in all classrooms for notification purposes.

Extracurricular activities had to be reinvented. Online or recorded concerts, limited seating athletic events, and online club activities continued as able. We also had to change all standardized testing. We gave the PSAT on two different days. EOCs and ACCESS testing was optional, but all students had the opportunity to participate. The AP exams were offered both in person and virtually over four different sessions. With everything we planned, we had to keep in mind of our mitigation procedures.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Because we prioritized standards in all courses, our PLC developed common assessments – both formative and summative- became our standard to assess. As stated earlier, we implemented new technology to support our assessments since we were a blended model. This included CLTS Assess, Go Formative and Turn It In.

How has your school addressed the unfinished/interrupted learning for your students?

Our school has had our WEB program for many years. This year we have redesigned the time to increase academic support. WEB is now divided into 4 blocks of time. We implemented a new program so students can register each week for the specific remediation they need.

The teachers can adjust their course offerings on a weekly basis. While many students can self-select their individual remedial needs, we do mandate all freshman who are failing a class to attend at least one block in that subject area. We have also increased the use of peer tutors during this time.

Another program we plan to expand is our Walton night school. This credit recovery program allows students to work through modules at their own pace. They can also skip over modules where they show mastery on a pretest. Students have approximately 4-6 weeks to recover their credit during January and February. We have traditionally offered this opportunity to Seniors only as it takes quite a bit of self-motivation. We believe with the right instructors we can expand this to our juniors this year and plan to do so

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

Our curriculum waiver continues to give us not only flexibility in our course offering but flexibility to adjust the standards, pacing and embed remediation as needed. As a traditional day schedule, we have more class time than the block schedule which has given us an advantage to assess past knowledge and make day to day adjustments. Knowing that addressing learning gaps would be a large part of this year, we have implemented a schoolwide professional learning goal for remediation of academic skills, study skills, executive functioning, and social skills. We have provided teacher resources for their teams to learn about research-based practices and teaching teams are embedding remediation in real time based on the needs of the group and of individuals.

Facilities Information:

George Walton Comprehensive High School occupies one facility, owned by the district.

Authorizer Information: DeKalb County Schools
Number of Traditional Schools in the System: 53
Number of Charter Schools: 5
2021-2022 Enrollment: Charter Schools – 4,188

Traditional Schools – 85,451

| Name | Total | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------|--------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Charter Schools | 4,188 | 22.3% | 53.9% | 15.4% | 5.9% | 2.6% | 8.4% | 13.1% |
| DeKalb County Schools | 85,451 | 10.1% | 62.0% | 20.8% | 5.9% | 1.2% | 10.6% | 18.2% |

| Charter School | Year Charter Opened | Grades Served in 2021-2022 | October 2021 FTE |
|---|---------------------|----------------------------|------------------|
| DeKalb Academy of Technology & the Environment (D.A.T.E.) | 2005 | K-8 | 737 |
| DeKalb PATH Academy | 2002 | 5-8 | 351 |
| DeKalb Preparatory Academy | 2012 | K-8 | 537 |
| International Community School | 2002 | K-5 | 422 |
| Leadership Preparatory Academy | 2010 | K-8 | 275 |
| Tapestry Public Charter School | 2014 | 6-12 | 252 |
| The GLOBE Academy | 2013 | K-8 | 1059 |
| The Museum School of Avondale Estates | 2010 | K-8 | 555 |

**DeKalb Academy of Technology & the Environment (D.A.T.E.)
 Grades Served – K-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| D.A.T.E | 737 | 0.0% | 92.5% | 7.5% | 0.0% | 0.0% | 2.9% | 5.3% |
| DeKalb County Schools | 85,451 | 10.1% | 62.0% | 20.8% | 5.9% | 1.2% | 10.6% | 18.2% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

The flagship program for our school involves the unique charter focus: agriculture, technology, and environmental science. Through an interdisciplinary, problem-based learning approach, students have the opportunity to become stewards of their immediate environment. The stakeholders provide support for instruction, materials and resources that align to the Georgia Standards of Excellence and the best practices for STE(A)M based education. The work within each area of focus is evolving as staff with specialized skills are being added to the core instructional teams.

For example, our technology partnerships and opportunities for innovation are more collaborative with our stakeholders. Some teachers have begun the process of seeking the distinguished educator

acknowledgement through Apple Education and continued collaboration with Google Level 1 and 2 certifications.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Data drives instructional practices and resources. Administrative staff, teachers, students, and parents have the opportunity to analyze data from formative and summative assessments that align with practices in the classroom. Teachers analyze data from various benchmark assessments and use the data to differentiate instruction. Based on the variance of performance data, our instructional support includes early intervention program (EIP) teachers, exceptional education co-teachers,

ESOL teachers and gifted endorsed teachers. Our teachers work with students and through the use of Google classroom to ensure that they receive the resources and immediate feedback for instruction, assignments, and assessments.

Identify your strategies or practices for supporting teacher development and effectiveness.

Our staff development sessions take place weekly to address data, social-emotional learning, and campus specific initiatives. Teachers are teamed and departmentalized to ensure a strong content focus that recognizes the unique learning styles and differences of students. Teachers continue to engage in graduate studies and add to their certifications. Our current school based development includes hosting the Metro RESA gifted teacher training for the teachers at DATE.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

The master schedule was created with block schedules to allow students to receive 90 minutes for reading/ELA; and 90 minutes for math. These are the two critical content areas. We have added a paraprofessional for each grade level (grades K - 8) and an EIP teacher for reading and math in grades 1 - 5. Reading and math tools have also been added to the master schedule to address the deficits for students in grades 6 - 8.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- MAP USA TEST PREP
- Illuminate

How has your school addressed the unfinished/interrupted learning for your students?

D.A.T.E has been proactive with addressing unfinished and interrupted learning by employing additional instructional models, such as Flip Learning and Google Classroom, while enhancing our virtual learning models and software applications of Near Pod and Khan Academy, along with additional software to improve virtual learning. There were also many varieties of software assessment tools used to gauge student levels of progress of retention and acceleration:

- Illuminate;
- USA Test Prep; and
- MAP.

Moreover, with our unique hybrid options, whether students opted for face- to- face instruction or virtual learning, live streaming was implemented with group and individual interventions throughout the learning periods.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

D.A.T.E. utilized specific flexibility to waive O.C.G.A. §20-2-1010. Due to this textbook waiver that exist within our charter petition, the academy was able to utilize flexibility with the types and variety of textbooks, instructional software and resources that are aligned with our academy’s mission and vision. This waiver further allowed our instructional staff, students, and other stakeholders to diversify learning needs with unique interests and engagement found in addition to outside regular and traditional learning tools.

In addition, O.C.G.A. § 20-2-940 was waived to ensure that the academy was able to appropriately handle staffing needs to build capacity with faculty and staff. Due Process flexibility provided the academy additional security for the rapid changes in learning environments, pandemic concerns, and alternate learning environments. With the many hybrid learning models, D.A.T.E. was able to navigate staff to fit our unique learning needs and provide alternative assignments or eliminate and replace without any lengthy procedures or processes.

Facilities Information:

DeKalb Agriculture Technology & Environment, Inc. has one location and owns their educational facility.

**DeKalb Path Academy
Grades Served – 6-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| DeKalb Path | 351 | 0.0% | 10.8% | 89.2% | 0.0% | 0.0% | 8.4% | 59.8% |
| DeKalb County Schools | 85,451 | 10.1% | 62.0% | 20.8% | 5.9% | 1.2% | 10.6% | 18.2% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

PATH continues to offer an extended school day and year for all students, with innovative features like differentiated strengths-based scheduling and course offerings. Our students are also able to graduate with HS credit if placed in our AP courses their senior year.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

PATH Academy Charter School is a locally authorized charter school founded in 2002.

We have currently earned and sustained the following innovative features:

- Longer school day. Our current schedule is 8:10 AM - 4:10 PM
- Rigorous, teacher authored curriculum.
- Flexible content-based groups and classes and a differentiation school program.

Our newest innovations include:

- Becoming a Gallups Strengths school.
 - ❖ All staff have taken the Gallup Strengths finder assessment and both our Principal & CEO as well as our Assistant Principal are certified Strengths Coaches.
- This charter term, our students will be taking the assessment and staff will be trained on how to use the strengths assessment to differentiate and help our students maximize our talents
- PATH's Therapy & Visiting Dog Program - Addressing the social emotional needs of our students through interactions with our trained therapy & visiting dogs.
- PATH's Restorative Circles - Post pandemic, our students are in need of a safe emotional space more than ever.
 - ❖ Restorative circles provide guidance through positive affirmations, guided meditative imagery and restorative conversations that compel students to imagine a bright and successful future for themselves.

Identify your strategies or practices for supporting teacher development and effectiveness.

Our teacher trained over the summer with the University of Georgia's CLASE institute, which specializes in customizing instruction for English Language Learners. We are looking to obtain grants that will allow us to certify our entire staff in this program.

Also, PATH's staff all received strengths coach through a strengths certified administrator.

Last but not least, our staff obtained certifications in google classroom for Levels 1 & 2 in order to best meet our students' virtual needs during as well as for concurrent learning when returning face to face.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

For the 2020-21 school year, we adjusted and customized our virtual schedule to allow for more small group guidance, and implemented our summer program and 5th grade orientation to address summer learning gaps.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

MAP, ACCESS & GA Milestones assessments as well as GA EOG & EOC results.

How has your school addressed the unfinished/interrupted learning for your students?

This year specifically, we have utilized our extended day and school year waivers to re-distribute our extended instructional time so that all students are receiving extended instruction during the school year

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

We are also using our flexibility over curriculum to ensure that we are properly scaffolding and pacing instruction to address learning gaps

Facilities Information:

Dekalb PATH Academy Charter School has one location, which is leased from an independent company for a monthly cost of \$11,786.29

**DeKalb Preparatory Academy
Grades Served – K-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------|-------------|-------|--------|----------|-------|-------|-------------------|---------------------------|
| DeKalb Prep | 537 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 7.0% | 1.1% |
| DeKalb County Schools | 85,451 | 10.1% | 62.0% | 20.8% | 5.9% | 1.2% | 10.6% | 18.2% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

The instructional programs that positively impacted our students' success were:

- Google Classroom Suite;
- Saturday School;
- KinderCamp;
- Summer Bridge; and
- Daily Power Hour.

The online Pearson programs and Social Studies Gallopade program were effective in ensuring our students mastered the standards.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

The Google Classroom Suite was utilized to deliver the gradual release instructional model from kindergarten through 8th grade. Common assessments were created and administered using the online version of Pearson's Reading Street, My Perspectives, and Envision Math. Teachers utilized PLCs to analyze the data from the assessments to differentiate instruction using breakout rooms in Google Meets.

Identify your strategies or practices for supporting teacher development and effectiveness.

Teachers were provided professional learning on virtual teaching and learning best practices from two experts in the field. Teachers received 8 weeks of professional learning from March 2020 to May 2021 and 12 weeks of professional learning from August - December 2020 on effective strategies for virtual and concurrent teaching and learning.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Reading and math interventionists continued to work with small groups of students based on MAP performance in breakout rooms. DPA implemented virtual Saturday School for students with grades lower than a C during second semester for 10 weeks for grades 3rd - 8th.

In person K - 8 Summer School was held for five hours per day for three weeks. Students were provided 1.5 hours reading and 1.5 mathematics and 2 hours of enrichment classes. Incoming Kindergarten students were also provided 3 weeks of daily rituals and routines as well as Kindergarten reading and math skills.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

DPA utilized NWEA MAP, Savvas/Pearson SuccessMaker, and Unit Assessments throughout the school year.

How has your school addressed the unfinished/interrupted learning for your students?

The extended day allowed us to provide tutorial during the day from 8 am - 9 am during Power Hour. Teachers provided differentiated instruction to remediate and accelerate learning for students during Power Hour based on the MAP assessments.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

The class size waiver allows DPA to offer a more individualized approach to teaching and learning.

Facilities Information:

Dekalb Preparatory Academy has one location, which is leased from the School District at no cost to the Charter School.

**International Community School
Grades Served – K-5**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|--------------------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| International Community School | 422 | 18.0% | 36.5% | 3.6% | 41.9% | 0.0% | 1.8% | 42.8% |
| DeKalb County Schools | 85,451 | 10.1% | 62.0% | 20.8% | 5.9% | 1.2% | 10.6% | 18.2% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Our collaborative guided reading blocks have had the greatest impact on student achievement. They target students' individual needs and minimize planning, that teachers have to do.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Data driven instruction, specifically within reading to create flexible guided reading groups across the grade levels.

Identify your strategies or practices for supporting teacher development and effectiveness.

Collaborative planning has had a huge pay-off for our students. In addition, allowing teachers to form committees to improve instruction, such as the intervention committee, to co-create the approach to intervention for the school. Finally, we provide free ESOL endorsements for all our teachers and currently have over 50% of our staff ESOL endorsed. We also provide tuition reimbursement up to \$3,000 per year to staff who are continuing their education.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

We implemented a virtual learning model, hybrid learning model and summer bridge program for rising 1st-5th graders. All of these models were due to COVID 19.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

We utilized Pioneer Valley reading assessment and running records to monitor reading data and improve instruction. We also used GKIDS.

How has your school addressed the unfinished/interrupted learning for your students?

We were able to create a summer bridge program for our lowest readers to now only prevent summer slide, but to get them to the next reading level after a difficult year.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

We also utilized our flexibility to partner with New American Pathways to provide virtual tutoring for our ESOL students afterschool. Finally, we used charter flexibility to adjust our daily and weekly schedule to maximize instruction for students in the virtual and hybrid learning environments.

Facilities Information:

International Community School occupies one facility, which is leased from their School District at no cost to the Charter School.

**Leadership Preparatory Academy
Grades Served – K-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|--------------------------------|-------------|-------|--------|----------|-------|-------|-------------------|---------------------------|
| Leadership Preparatory Academy | 275 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 4.2% | 0.0% |
| DeKalb County Schools | 85,451 | 10.1% | 62.0% | 20.8% | 5.9% | 1.2% | 10.6% | 18.2% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

We continued using a blended learning model to ensure that students

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

We were able to use the break out rooms in zoom to provide our small group instruction which is essential to ensuring that our students continue to make academic strides in Reading and Math.

Identify your strategies or practices for supporting teacher development and effectiveness.

Teachers use a self-reflection tool to assist in developing the professional learning plan for the school year. The Administrative team uses a variety of data sources including student performance data, self-reflection tools, current research, etc. to address best practices to ensure teacher effectiveness.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Students at LPA participated in extended day activities that included targeted tutoring and Saturday School. Future kindergarten students participated in a Kindergarten Boot Camp that was held virtually.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

LPA conducted the MAP assessment remotely. We depended heavily on parents providing a quiet space for students and ensuring that students were not assisted when they took their assessment.

How has your school addressed the unfinished/interrupted learning for your students?

LPA has just completed the first round of MAP testing since students have returned back for face-to-face instruction. The teachers are meeting to analyze the data which includes a comparison of end of year data and Fall data to determine the level of learning loss that students experienced. Students are invited to participate in extended learning opportunities including Saturday School and virtual after school tutoring.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

LPA's continued use of certification waivers has assisted in retaining teachers.

Facilities Information:

Leadership Preparatory Academy occupies on facility, which is leased from an independent company at a monthly cost of \$32,000

**Globe Academy
Grades Served – K-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| GLOBE Academy | 1059 | 40.8% | 28.1% | 16.2% | 6.4% | 8.4% | 6.5% | 6.2% |
| DeKalb County Schools | 85,451 | 10.1% | 62.0% | 20.8% | 5.9% | 1.2% | 10.6% | 18.2% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

We were mostly virtual for the 20/21 school year. Google classroom was our lifeline for the year. We had implemented this somewhat for our 4th-8th graders before but we went all in with grades k-8 for this past

school year. We will be keeping lots of this going forward along with intense small group instruction to meet our students where they are.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

One of the best instructional best practices we implemented and will continue to use is intense small group instruction. We found this to work best in our target language courses.

Identify your strategies or practices for supporting teacher development and effectiveness.

We had Wednesdays as no direct instruction days while we were all virtual. This gave us the time to implement direct professional learning of technology and teaching virtually in real time for our teachers. Due to this day, we were able to pull teachers and staff along quickly and effectively.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

We are implementing a summer school this summer to concentrate on math and language learning.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

We had common teacher created formative assessments along with WNEA MAP testing.

How has your school addressed the unfinished/interrupted learning for your students?

We, as a school, worked very hard to make sure that the interrupted learning was at a minimum. We are thankful that we had implemented the 1:1 technology for our students and did not have to worry about a student’s not having a device. As a whole, once the MAP scores came back, we made growth. What we were not ready for was the SEL for our students and that is why we are thankful for our waivers to allow us to teach the standards while implementing the SEL curriculum.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

When we began to come back into the building at the end of last year. One flexibility that was very useful was class size. Were able to decrease class size to make sure that we were meeting the needs of our students. Curriculum is also another flexibility because we knew that we would need SEL integrated in order to teach the whole child and being them back socially as well as academically.

Facilities Information:

The GLOBE Academy occupies two facilities, which are owned by the School District at no cost to the Charter School.

**Museum School Avondale Estates
Grades Served – K-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|---------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Museum School | 555 | 57.1% | 32.6% | 7.0% | 0.0% | 3.2% | 10.8% | 2.6% |

| | | | | | | | | |
|-----------------------|--------|-------|-------|-------|------|------|-------|-------|
| DeKalb County Schools | 85,451 | 10.1% | 62.0% | 20.8% | 5.9% | 1.2% | 10.6% | 18.2% |
|-----------------------|--------|-------|-------|-------|------|------|-------|-------|

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Recently we made a shift in our approach to Math by adopting the Eureka Math program. That adoption could not have come at a better time. Before we allowed teachers to really design their math instruction. The adoption of Eureka Math provided a common language and structured approach that was very much needed during the pandemic. There are also a variety of support resources that go along with the Eureka Math program, Zearn for example, that made it easy for our teachers to execute math instruction virtually. When we gave the fall MAP administration this year, for the first time in a few years we did see a solid increase in student performance in Math.

Our execution of the Lucy Calkins Units of Study curriculum for Reading and Writing continues to be strengths of our school. Our Reading Comprehension and Language Usage scores continue to outpace the district, state, and nation. We do have some work to do on fluency and decoding, but this curriculum program has proven over and over again to really strengthen our student’s Reading comprehension and writing skills.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Our execution of the workshop model of instruction has always been a staple to our success at The Museum School. This approach allows us to use our assessment data to intentionally differentiate our instruction to meet the individual needs of students in the classroom. Though during the 2020-2021 school year we spent a large majority of our time in a virtual format, we were still committed to the best practice of the workshop model. To do this we had to be creative in creating breakout rooms in Zoom sessions or even have small group conference times as a part of the virtual schedule, but by doing so we were able to continue executing this important instructional best practice.

Identify your strategies or practices for supporting teacher development and effectiveness.

We support teacher development in a variety of ways. Each summer we hold New Staff Orientation for those joining us for the first time. This is a great onboarding program for everything related to The Museum School. Also in the summer we host a series of professional learning days that we call Summer Institute. During these days we explore a variety of different professional learning topics depending on our focus from year to year. We also hold a professional learning day at the end of each quarter. We hold monthly Learning Communities that all staff participate in. This year our Learning Communities are participating in a chapter-by-chapter study of Zaretta Hammond's book "Culturally Responsive Teaching and the Brain." In addition to our planned "in-house" professional learning activities, we also commit a portion of our budget for our staff participate in external professional learning opportunities. Our staff attends conferences, trainings, webinars, and more using these funds. This year in particular, we have participated in a lot of training around the Science of Reading and getting more teachers Orton Gillingham certified.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

We continued to operate on a period schedule for our operational model; however, for three of the four quarters of the school year we operated virtually only. During the virtual only period, students continued to attend their academic courses daily according to their period schedule, but they met through live Zoom sessions do so. In the fourth quarter we brought back a limited number of students into the building. At that point in the year, we moved to simultaneous teaching, where I teachers would launch a Zoom session from inside of the classroom and virtual students could be on live in the same lesson as the in-person students. At the conclusion of the school year, we also hosted our first ever academic summer camp on campus. The purpose of this camp was to support students with overcoming learning loss from the virtual period. Participation in the summer camp was optional for families, but we did have about 200 students participate.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Our school uses a variety of assessments for making instructional decisions. Typically we use the Measures of Academic Progress assessment, taken in the Fall, Winter, and Spring, as a diagnostic and growth tracking assessment to guide our instruction. Due to the virtual nature of our school year, we found that in 2020-2021 the i-Ready assessment was actually a better fit. This assessment allowed for easy administration virtually, and then would create actual programs of study inside of the platform for our students to use online from home. This was a great tool considering our format last year. In addition to i-Ready, our teachers also use weekly formative assessments (either self-created or from curriculum) over the standards that they are teaching to determine student mastery and to direct their next instructional steps. We also use a variety of screeners for different purposes, as well as the Fontas and Pinnell reading assessment to guide our instruction. Our reading teachers also perform regular reading inventories and conferences in the classroom with students.

How has your school addressed the unfinished/interrupted learning for your students?

The biggest thing that we did to address the interrupted learning was holding the academic summer camp. This was done specifically in response to how much time students spend in a virtual format last year. This was a four week camp that focused on Reading, Writing, and Math for five hours a day, every day. We were able to group students according to i-Ready performance data and provide targeted instruction based on that data. The other thing that we have done in response to interrupted learning, has been reevaluating our Reading instructional approach in light of the Science of Reading research. This year we are redesigning our phonics instruction and making shifts to our approach and curriculum.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

Our flexibility is a definite benefit here because we don't have to follow district processes or procedures that can often slow down making effective change. This is allowing us to proceed in a way that is meaningful and impactful for our community.

Facilities Information:

The Museum School occupies one facility, which is leased from the district at no cost.

**Tapestry Public Charter School
Grades Served – 6-12**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
|------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|

| | | | | | | | | |
|--------------------------------|--------|-------|-------|-------|------|------|-------|-------|
| Tapestry Public Charter School | 252 | 42.9% | 36.9% | 20.2% | 0.0% | 0.0% | 45.1% | 11.3% |
| DeKalb County Schools | 85,451 | 10.1% | 62.0% | 20.8% | 5.9% | 1.2% | 10.6% | 18.2% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Tapestry remained committed to engaging students during virtual learning during the 2020-21 school year. We provided students with a multidisciplinary approach that incorporated STEAM activities and projects in all subjects, causing students to draw connects and bring content learning objectives to life in meaningful ways. This was a continuation of our pre-COVID efforts, and we increased the activities to ensure students remain engaged with subjects. Moreover, we placed an even greater emphasis on benchmark and MAP testing, with testing occurring in the fall, winter, and spring. This emphasis ensured students met their academic goals.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Tapestry has implemented several best practices since its founding to provide fully inclusive, individualized learning for our neurodiverse students, and we have continued to do so for the 2020-21 school year. We utilize differentiated instruction and Universal Design for Learning in everything we do at Tapestry. We have a focus on inclusive instruction and small class sizes as well as individualized learning. As a fully inclusive school, we advance both research-based practices that include both data-driven and differentiated instruction.

Since teachers had to be more intentional in their instructional strategies to overcome the very real challenges of virtual instruction, they captured reliable baseline data, made S.M.A.R.T. instructional goals which were reviewed/revised weekly, conducted regular and frequent informal and formal formative assessments, and, in collaboration with the Inclusion Specialist and Special Education Coordinators, provided targeted interventions when needed. We also create flexible student groupings for each academic course based on an analysis of student data. In addition to these data-driven instructional strategies, teachers and staff upheld our school's commitment to differentiated instruction. As more than 50% of students at Tapestry have an IEP or 504, the need for specific tailoring of instruction to meet the needs of all students has always remained a critical component of classroom instruction and case management to ensure students achieve their individual learning goals.

Identify your strategies or practices for supporting teacher development and effectiveness.

Tapestry conducts individual as well as collective professional development each month to support teacher development and effectiveness. Teachers meet weekly with Lead Teachers, Special Education Coordinator and other administrators to review instructional strategies, challenges and opportunities for growth. Administrators meet with teachers monthly, quarterly, and annually to review professional goals, certifications and credentials, professional development opportunities. Tapestry incorporates strategies that are highly collaborative, individualized, and intentional, and staff members engage in peer-coaching to support growth.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Tapestry Public Charter School implemented a 100% virtual learning platform during the 2020-2021 school year due to the COVID-19 pandemic and school closures. This was a shift from typical operational model, but a carry-over from the Spring 2019 semester when COVID-19 first resulted in school closures. At that time, and during the resulting 2020-2021 school year, we shifted to our Virtual Day (one day a month in which students take classes virtually while teachers engage in professional development and training) format full-time. Students were already use to virtual learning, so the disruption in learning was greatly minimized. Teachers quickly made instruction engaging and seamless, keeping in mind each student's individualized education plan and 504 needs and accommodations.

Students participated in live instruction with their teachers from 8:30 AM- 3:30 PM each day. Teachers, paraprofessionals, and support staff were more intentional and responsive to students' needs and challenges, particularly in light of the unique neurodiversity of our student body. Daily instruction may have included break-out rooms, use of virtual sensory and emotional support resources and rooms, and after-school one-on-one tutoring to ensure learning objectives were reached. We utilized more virtual meetings with students and parents to facilitate extra-curricular activities and parental engagement throughout the school year.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Tapestry utilized our universal screener, the NWEA MAP test, to assess student learning at three points (fall, winter, and spring) throughout the 2020-2021 school year. Students also took part in the EOG (spring) and EOC (fall and spring) tests for the courses they were enrolled in. Additional data was derived from the digital programs we utilize schoolwide such as ALEKS and Sown to Grow.

How has your school addressed the unfinished/interrupted learning for your students?

Tapestry utilized classroom data as well as results from the EOG, EOC, and MAP tests to assess individual student needs prior to last summer. We created a Summer Bridge program available to all students to provide whole group, small group, and individualized learning opportunities in mathematics, language arts, and science during the month of July. In addition, we use a new Study Skills period at the end of the day for students to receive further enrichment.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

Facilities Information:

Tapestry Public Charter School occupies one facility, which the Charter School owns.

Authorizer Information: Douglas County Schools
Number of Traditional Schools in the System: 33
Number of Charter Schools: 1

| Charter School | Year Charter Opened | Grades Served in 2021-2022 | October 2021 FTE |
|-----------------------|----------------------------|-----------------------------------|-------------------------|
| Brighten Academy | 2006 | K-8 | 794 |

Brighten Academy
Grades Served – K-8

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|--------------------|--------------|--------------|-----------------|--------------|--------------|--------------------------|----------------------------------|
| Brighten Academy | 794 | 18.0% | 66.9% | 8.8% | 0.0% | 6.3% | 7.7% | 2.7% |
| Douglas County Schools | 24,311 | 18.0% | 57.2% | 20.1% | 0.3% | 4.4% | 14.0% | 8.2% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

At Brighten Academy, we continue to implement the EL Core Practices as well as the EL ELA reading curriculum and Eureka Math. We continue to focus on project-based instruction so that the standards come alive for students. Students are exposed to in-depth studies with real world connections that inspire students to reach for higher levels of achievement.

We believe our crew program, which is a student mentorship and character program where students learn skills that help them to be more effective learners and ethical people, had the biggest impact on students. We believe that our crew structure helps to impel all members of the school community to work together as a team to help others. At Brighten, crew is an engine for equity and inclusion, a place where all students feel they belong and can succeed.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

As a school we are getting better at implementing evidence-based strategic improvement by using data to improve instruction. Our no-blame culture has allowed us to better explore inequities in our achievement data so that we can take a closer look at how we instruct and provide supports for our students. We have implemented interim assessments to help monitor improvement so that we can identify additional interventions or scaffolds to help our students continue to grow. We believe that our students should be leaders of their own learning, so we teach them to set academic, character, and behavior goals. We also teach them how to monitor their progress and help them take accountability for meeting their goals.

Identify your strategies or practices for supporting teacher development and effectiveness.

Brighten Academy utilizes professional learning communities (PLCs) to meet the needs of the staff. We use the PLCs to align with our strategic goals in our school’s improvement plan. We’ve established a culture of adult learning where we reflect on, document, and celebrate our learning just as our students.

We utilize achievement results, instructional walkthrough data, and reflection data to provide a variety of professional learning options to meet the various needs of our staff. In addition to having a variety of learning opportunities, we try to provide a variety of ways the staff can access the learning as some PDs are offered face-to-face, some asynchronous, and some in a blended model. We also support our new staff by providing a 2 year new teacher induction program.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

As a response to COVID-19 we instituted a hybrid model of instruction where some students attended school for face-to-face instruction two days a week and accessed school via virtual instruction the other three days. We continued to operate on a typical school schedule, but we did have to adjust our arrival and departure times to allow for staggered dismissals which allowed us to abide to the CDC guidance. We offered summer school for our students in special education.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Brighten Academy utilized several formative assessments to monitor learning throughout the 2020-21 school year. We relied on Moby Max (a software program that provides individualized learning opportunities) to help support learning gaps and provide some tiered interventions. We used this data to measure growth in overall reading and math levels. We also utilized the NWEA MAP assessment (providing a face-to-face and virtual option) to help us measure progress throughout the year as well as compare the growth to prior years. In addition to these two external forms of assessments, teachers utilized exit tickets and common school assessments such as benchmark exams and unit tests to help determine levels of mastery.

How has your school addressed the unfinished/interrupted learning for your students?

We have spent a great deal of time prioritizing the curriculum so that we can better address the unfinished/interrupted learning the students experienced. We have purchased some new software through Edmentum called Exact Path. This program is designed to work along with NWEA MAP in helping teachers individualize instruction so that students can continue to make progress. The software alerts the teacher when growth is slowing so that they can intervene with differentiated lessons delivered via small group.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

We have also revamped our interventions to better reflect the intensity of support needed as well as hired additional staffing to work with students who need additional support. Our focus is on accelerating learning and providing supports so that students can still access and be successful in grade level work. This involves some creative scheduling so that students can be “double dipped” and not miss important grade level work while receiving instruction to address skills gaps. Our waiver of seat time allows us this flexibility.

Facilities Information:

Brighten Academy is housed in two facilities, which the Charter School owns. The monthly payment for the facilities is \$71,000.

Authorizer Information: Fulton County Schools
Number of Traditional Schools in the System: 100
Number of Charter Schools: 10
2021-2022 Enrollment: Charter Schools – 4,886

Traditional Schools – 83,418

| Name | Total | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------|--------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Charter Schools | 4,886 | 7.1% | 74.6% | 9.4% | 7.7% | 1.2% | 8.6% | 6.5% |
| Fulton County Schools | 83,418 | 27.0% | 41.7% | 16.3% | 12.1% | 2.9% | 10.6% | 9.1% |

| Charter School | Year Charter Opened | Grades Served in 2021-2022 | October 2021 FTE |
|---|---------------------|----------------------------|------------------|
| Amana Academy | 2005 | K-8 | 755 |
| Chattahoochee Hills Charter | 2013 | K-8 | 394 |
| Fulton Academy of Science and Technology (FAST) | 2016 | K-7 | 568 |
| Hapeville Charter High School | 2004 | 6-8 | 642 |
| Hapeville Charter Middle School | 2004 | 9-12 | 351 |
| KIPP South Fulton Academy | 2003 | 5-8 | 383 |
| Rise College Prep School | 2015 | 6-8 | 329 |
| Rise Grammar School | 2015 | K-4 | 497 |
| Skyview Charter School (GA HS for Accelerated Learning) | 2016 | 9-12 | 197 |
| The Main Street Academy | 2010 | K-8 | 770 |

Amana Academy
Grades Served – K-8

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Amana Academy | 755 | 20.8% | 42.0% | 13.8% | 18.4% | 5.0% | 8.9% | 18.7% |
| Fulton County Schools | 83,418 | 27.0% | 41.7% | 16.3% | 12.1% | 2.9% | 10.6% | 9.1% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

- Continued implementation of our STEM-themed EL Education model (formally Expeditionary Learning)
- Personalized learning time for all students
- MS teacher office hours
- i-Ready
- LearnZillion
- Use of EL Education ELA curriculum
- Nearpod for Instructional delivery

- SAVVAS Math
- Gizmos for Social Studies
- STEMScopes for Science

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- Virtual learning for all learners
- In-person instruction for students who opted in
- Data-driven personalized learning time
- Use of Nearpod and Zoom for Education to deliver instruction to virtual learners
- Morning crew to support students' SEL needs

Identify your strategies or practices for supporting teacher development and effectiveness.

Training in the use of digital tools to deliver instruction and check for understanding:

- Nearpod, Zoom for Education,
- Gizmos
- Seesaw
- Use of SWIVL cameras to facilitate simultaneous learning

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

- Adjusted virtual learning schedule
- Expanded Summer learning slots to support students in need of additional academic and SEL support
- Pre-recorded specials lessons for students to access on times convenient for them
- One additional person hired per grade level to provide additional support for teachers in managing, teaching, and monitoring in both the virtual and in-person learning spaces

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- Illuminate math assessments
- EL ELA mid and end of unit assessments
- SAVVAS math assessments
- STEM projects
- Writing products
- i-Ready progress monitoring data
- Study Island assessments

How has your school addressed the unfinished/interrupted learning for your students?

Students who scored in the lowest tier on end of year i-Ready data and/or were recommended for retention by their teacher were invited to participate in summer learning opportunities to receive additional academic support. These students also met more frequently with teachers during personalized learning time to receive additional support.

Our reading intervention specialist provided additional reading support to students in need. Teachers are using an acceleration learning model by teaching students on-grade level standards while utilizing personalized learning time to meet students where they are and address skills gaps

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

Facilities Information:

Amana Academy occupies one facility which is owned by the Charter School.

**Chattahoochee Hills Charter School
Grades Served – K-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------------|-------------|-------|--------|----------|-------|-------|-------------------|---------------------------|
| Chattahoochee Hills Charter | 394 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 8.6% | 0.2% |
| Fulton County Schools | 83,418 | 27.0% | 41.7% | 16.3% | 12.1% | 2.9% | 10.6% | 9.1% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Our instructional program operates through our school's Tri-Focus offerings:

- The Appreciation of the Arts;
- Agricultural Sustainability; and
- Environmental Awareness.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Our instructional program operates through our school's Tri-Focus offerings:

- The Appreciation of the Arts,
- Agricultural Sustainability, and
- Environmental Awareness.

All core subjects are taught through the Tri-Focus lenses which drives the instructional practices.

Identify your strategies or practices for supporting teacher development and effectiveness.

Our teachers participate in PLC (Professional Learning Communities) on a weekly basis to cover topics that directly impact instruction.

Additionally, our teachers have one-on-one coaching session with curriculum specialist to assist in pedagogical development.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Due to our campus spanning from grade k-8, we have operated as one school but two sets of schedules. Our K-2 are self-contained, our 3rd-8th are departmentalized and operate on an A/B schedule rotation.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Our teachers created their own formative assessments at the end of each 9-week period. Additionally, our school utilized the i-Ready assessment platform to track the progress of our students.

How has your school addressed the unfinished/interrupted learning for your students?

Our school addressed the learning disruptions, by providing summer school, before and after school tutorial, streamlined focus on MTSS.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

We have not exercised any additional waivers.

Facilities Information:

Chattahoochee Hills Charter School occupies one facility, which is leased from an independent company at the monthly cost of \$45,000.

**Fulton Academy of Science and Technology (F.A.S.T.)
Grades Served – K-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| F.A.S.T. | 568 | 33.1% | 17.6% | 3.2% | 42.1% | 4.0% | 7.4% | 7.6% |
| Fulton County Schools | 83,418 | 27.0% | 41.7% | 16.3% | 12.1% | 2.9% | 10.6% | 9.1% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

1. Innovation continues to push students to be creative, collaborate, problem solve, and employ design thinking.
2. FOSS science and Singapore Math are curricula that FAST continues to be used because
3. they reflect the school's philosophy of developing independent thinkers.
4. Social Emotional Learning also played an important role especially during remote learning.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

1. The school continued MAP testing which allowed the school to monitor student growth and loss.
2. Staff met in their grade level PLCs to review data that helped them determine changes needed.
3. The school designed its remote learning to include asynchronous Wednesdays for first semester. This allowed teachers to connect with individual students and plan for distance learning.

4. The school initiated an executive function training and coaching program to support students who were struggling with organizational and time management skills. Para and specialists were pulled to begin working one on one for struggling students.
5. The school created a hybrid model for the second semester that allowed all students to continue meeting with their teachers rather than being reassigned to new staff. Those connections were critical.
6. Morning meetings and SEL became cornerstones of many classes.

Identify your strategies or practices for supporting teacher development and effectiveness.

FAST holds weekly professional development sessions and meetings following early dismissals on Thursdays. Money is set aside to underwrite TAG training for staff involved in our gifted and talented programs. Staff is divided into a triennial rotation for providing out of school training and staff is also pulled for workshops to support skill development. This model had to be changed in light of the virus.

The focus of staff development turned to supporting teachers and support staff with remote learning, including:

1. How to use Study Island for intervention and assessment
2. Understanding Executive Function Skills
3. SEL training
4. New teacher mentor program
5. The role of paraprofessionals as interventionists
6. Weekly staff development topics and meetings (PLCs included staff culture and diversity, best practices in education, using assessment tools, SEL, and technology).

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

1. We were able to continue serving students with IEP with no interruption. Case managers joined classes and met with their students as planned. All speech and OT have to be virtual for most of the year.
2. The middle school schedule remained similar in both the hybrid and remote platforms used. Elementary school schedules were modified to accommodate both face to face and remote learners. Innovation schedules were altered to provide separate classes for remote and hybrid learners.
3. Remote learners had separate sessions for the arts and innovation most of which took place on Wednesdays even after the hybrid model became operational.
4. All assemblies remained virtual.
5. Capstones Week (when 8th graders presented their year-long projects) was divided between live and remote sessions.
6. Students identified with serious learning losses were offered summer school to help them work on their gaps. Summer school took place in June and the school ran it independently.
7. 8th grade graduation was held off campus and live streamed to include students graduating remotely.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

1. MAP assessments were used to monitor student growth and remediate losses. The school never stopped this process including the spring of 2021.

2. Study Island is a tool that was used to assist with instruction. It has an algorithm that allows students to follow individual paths of instruction matched up to how they performed on MAP. Teachers used SI for intervention and remediation in the last few months for students who were experiencing notable learning loss as evidenced by spring MAP scores.
3. Interventionists continued to use Fastbridge and Freckle to monitor progress.

How has your school addressed the unfinished/interrupted learning for your students?

FAST had to modify its normal operations in order to address the pandemic. We tried to focus on both moving forward as well as examining the loss of learning experienced by students in evident and less evident ways. Our changes in operations proved effective in addressing the conditions caused by the pandemic. And we are continuing to address unfinished/interrupted learning. We are grateful for the additional funding that was received through CSP and now CARES Act grants.

Through CARES Act funding, the school has hired several new positions to support our student’s academic and emotional needs. We know that the pandemic has impacted our students and their emotional needs must be addressed and acknowledged if they are to be successful. We also have come to understand how critical the teaching of executive functions skills are to the future success of our students.

We have engaged Edgenuity as the program that will be used to address interrupted learning for students while continuing to progress in their daily studies. It is being implemented in grades K-8 and will be monitored by teachers and learning specialists.

Finally, the school has created a Continuous Improvement Program to ensure that data informs our decision making as we move our children forward.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students?

Please provide specific examples of waivers utilized.

We have hired a full-time interventionist to work with students with learning gaps. A social worker has been engaged to support the emotional distress evident. FAST has secured an executive function coach that is working with classes to develop planning, organizational, and time management skills. In addition, she is coaching students who are struggling with staying on top of their work.

Facilities Information:

Fulton Academy of Science and Technology has one location and one facility. The facility is leased from an independent company at a monthly cost of \$67,811

**Hapeville Charter
Grades Served – 8-12**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|----------------------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Hapeville Charter Middle | 351 | 0.0% | 73.2% | 26.8% | 0.0% | 0.0% | 10.2% | 9.6% |
| Hapeville Charter Career Academy | 642 | 0.0% | 87.4% | 12.6% | 0.0% | 0.0% | 13.5% | 2.7% |
| Fulton County Schools | 83,418 | 27.0% | 41.7% | 16.3% | 12.1% | 2.9% | 10.6% | 9.1% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Hapeville Charter Middle School:

During the 2020-2021 school year, we were completely virtual. Our primary tools were a part of the Google Suite to include Google Meet for live instruction and Google Classroom as the repository for housing classroom learning activities. We also used other web-based programs such as i-Ready, USA Test Prep, and Khan Academy. We used our online textbooks to include Gallopade, Measuring Up, and StemScopes.

Hapeville Charter Career Academy:

The usage of google classroom had a profound impact on our teaching and learning. It allowed students to access learning while in a remote setting. Additionally, as our teachers became more adept at using the tool it became more impactful.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Hapeville Charter Middle School:

We have continued to use data driven decision-making to determine appropriate learning activities for students and student placement, as well as identify teachers' areas of growth and strength.

Hapeville Charter Career Academy:

We will continue the use of real time and relevant data to drive our instruction as well as make needed adjustments. We are also exploring ways to be able to continue to provide for those students who excelled at remote learning.

Identify your strategies or practices for supporting teacher development and effectiveness.

Hapeville Charter Middle School:

We worked collectively to outline specific expectations for teaching and learning in which we maintained practices that worked and employed practices that led students to perform at higher levels of achievement. We created instructional "look-fors" that targeted student and teacher behaviors during daily instruction. Teachers and teacher leaders were provided professional learning surrounding the instructional look-fors as well as coaching support for effective implementation. To assess the instructional look-fors, the instructional leadership team conducted classroom focus walks that assessed student learning, teacher and student behaviors during instruction, and student work. We also conducted focus groups to engage teachers in collaborative talks about the look-fors to improve their craft.

Hapeville Charter Career Academy:

We utilized our PLC time for teacher development. In addition, we conducted classroom visits via google classroom and set up feedback time in order to grow teachers.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Hapeville Charter Middle School:

We provided block scheduling during the course of the school day. We provided extended day from January - March and summer school in June. We made adjustments to the school day in that we shortened the amount of time students remained in the class for the live virtual lesson. The extended day and summer school sessions were both focused on grade recovery and remediation.

Hapeville Charter Career Academy:

We implemented asynchronous Wednesdays in order to provide time to plan as well as a mental break for both teachers and students. We also had tutoring time as well as summer school. The major adjustment was trying to facilitate these practices while still in remote learning.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Hapeville Charter Middle School:

The formative assessments we used were created in house for unit-based assessments in each content area. The district provided benchmark assessments twice during the year for math, literacy, 8th grade science, and 8th grade social studies.

Hapeville Charter Career Academy:

We utilized USA Test Prep, Quizizz, and Illuminate.

How has your school addressed the unfinished/interrupted learning for your students?

Hapeville Charter Middle School:

To address the unfinished/interrupted learning, we have added an enrichment period for the 2021-2022 school year. During this period, students receive an additional dose of math and twice per week as well as participate in social and emotional learning activities.

Hapeville Charter Career Academy:

Our school is focused on the loss of literacy as well as the loss of math content. We are utilizing our advisory classes as additional time on task to increase Lexile scores as well as math skills.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

Hapeville Charter Middle School:

Hapeville Charter Career Academy:

Our flexibility was beneficial in that we adapted to student learning and the pace of student learning while in remote learning. We extended as much support and time as possible in order to secure student success.

Facilities Information:

Hapeville Charter Middle School has one location and occupies one facility. The Charter School pays a monthly Mortgage and Interest to BB&T Bank in the amount of \$2,675

Hapeville Charter Career Academy has one location and occupies one facility. The Charter School pays a monthly Mortgage and Interest to BB&T Bank in the amount of \$51,384

**KIPP South Fulton Academy
Grades Served – 5-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|---------------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| KIPP South Fulton Academy | 383 | 0.0% | 86.4% | 13.6% | 0.0% | 0.0% | 8.5% | 6.9% |
| Fulton County Schools | 83,418 | 27.0% | 41.7% | 16.3% | 12.1% | 2.9% | 10.6% | 9.1% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

We continued to refine the Wheatley curriculum to ensure that our scholars were accessing culturally relevant literacy content. Additionally, the continued implementation of Eureka for math instruction allowed for alignment across all of our schools with respect to mathematics instruction.

At the high school level, AP for All allowed all scholars to have access to AP classes in all core content areas. We believe that it is vital for scholars to be exposed to the level of rigor that they would experience in college and AP courses do just that. Additionally, research indicates that scholars who take AP courses, even if they don't take the AP exam in the course, have greater success in college.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Ensuring that scholars receive on-level instruction with necessary supports remained at the heart of our work during the 2020-21 school year. This meant targeted instruction for scholars where they were with appropriate scaffolding incorporated into lesson plans. Additionally, a strategic data cycle that allowed teachers to teach, assess and re-teach was vital to ensuring that scholars had the opportunity to engage with material and ultimately demonstrate mastery. Both formal assessments such as exit tickets and informal checks for understanding through systems such as Nearpod allowed teachers to effectively address misconceptions.

In terms of engagement while virtual, our teachers leveraged technology and resources to bring their lessons to life on the screen. When returning to in person instruction, our teachers were able to utilize many of the same approaches to ensure engagement for both virtual and in person scholars.

Finally, we continued to leverage the critical component of community within our schools. This included having opportunities weekly and daily for scholars to interact with each other as grade levels, classrooms and smaller groups.

Identify your strategies or practices for supporting teacher development and effectiveness.

There are a multitude of strategies and practices that we employed to support teacher development. At the beginning of the school year, we had an elongated pre-planning period. New to KIPP Teachers reported a week early and received both school based and regional professional development. Prior to the start of school all staff took part in approximately one week of regional professional development targeted by grade level and content as well as one week of school based professional development.

During the school year, teachers were observed at least bi-weekly and received feedback based upon their instructional practices. Additionally, Principals, Assistant Principals, content leads and regional teammates

provided support and coaching around lesson internalization, data monitoring and instructional practices. Every week, school teams had targeted professional development after school.

Additionally, regional content leads provided professional development to teachers throughout the year. Finally, our schools fostered a sense of informal collaboration and peer coaching, where teammates were able to observe and provide informal feedback to each other to drive instructional practices.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

At the beginning of the 2020-21 School Year, we planned to implement a A-B hybrid schedule where half of scholars would come to school for live instruction and the other half would attend virtual instruction. Scholars would rotate twice per week. Due to consistently high case rates and district guidance, we pivoted our instructional model to 100% virtual instruction through January. While virtual, we had a mix of both synchronous and asynchronous instruction. Additionally, during the year we implemented a targeted SEL focused day allowing scholars and staff to prioritize connections, relationship building and wellness in a virtual environment.

In March, we began to return to in person instruction at our schools with a targeted small group of scholars. In April, we pivoted again to in person and virtual instruction with families having the choice of in person or virtual learning. Instruction was concurrent with scholars in person and at home both in class together learning from the teacher delivering instruction to both groups of scholars at the same time.

Throughout the year, we provided families with the opportunity to access meals with weekly meal pickups at our campuses. Additionally, we offered technology support to all families.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

We used a variety of formative assessments including STEP, curricular assessments such Wheatley and Eureka module check points and assessments as well exit tickets and benchmark assessments created by content leads.

How has your school addressed the unfinished/interrupted learning for your students?

At the beginning of the school year, we scholars took the MAP assessment which allowed us to better understand where each of our scholars were. We were then able to target instruction to meet scholars where they were. Additionally, we identified targeted standards that would unlock key learning and focused in on these standards as a way to support learning. Additionally, we used this data to ensure that scholars were accessing on level reading materials and then receiving instruction targeted to their level. The strategies that we employed during the school year also extended to our instructional planning for the current year.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

One waiver that we continued to utilize is the exemption from certification for teachers. This waiver allowed us flexibility when recruiting and selecting staff. Additionally, and specific to our COVID response, the waiver addressing the 95% of scholars required to test benefited our scholars. Had families not been able to opt out of state testing, we would have needed to increase the length and process of milestones testing to do so in a way that complied with health and safety guidance. This would have impacted the opportunities for continued teaching during the testing window.

Facilities Information:

KIPP South Fulton Academy leases seven learning facilities from their School District at no cost to the Charter Schools.

RISE Grammar and Preparatory Academy Grades Served – K-8

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| RISE Grammar | 497 | 0.0% | 90.5% | 9.5% | 0.0% | 0.0% | 5.3% | 6.3% |
| RISE Prep | 329 | 0.0% | 86.9% | 13.1% | 0.0% | 0.0% | 8.9% | 6.0% |
| Fulton County Schools | 83,418 | 27.0% | 41.7% | 16.3% | 12.1% | 2.9% | 10.6% | 9.1% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

RISE Grammar School:

Our virtual learning model, which included one and one and small group in-person tutorials on Fridays. We also introduced the MAP assessment to better gauge how our scholars were doing academically.

RISE Prep Schools:

Virtual program with in-person one-on-one tutoring and advisory, NWEA MAP, personalized instruction, virtual services for IEP services.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

RISE Grammar School:

Our virtual learning model, which included one and one and small group in-person tutorials on Fridays. We introduced a coaching model to drive staff performance. We also introduced our data use model, which includes quarterly day-long data days.

RISE Prep Schools:

- Data-days;
- Virtual instruction; and
- Restorative practices .

Identify your strategies or practices for supporting teacher development and effectiveness.

RISE Grammar School:

Strategies included:

- Two-week summer orientation, which included a variety of professional learning sessions and pre-planning
- Introduction of our coaching model

- Partnering with various external providers (Metro RESA, Bullseye, etc.) to deliver PD

RISE Prep Schools:

- PLCs
- More technology training
- More training on equity and social-emotional wellness
- Additional support staff

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

RISE Grammar School:

Extended the school year and we also provided summer school.

RISE Prep Schools:

Extended school year, and summer school.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

RISE Grammar School:

- We utilized i-Ready.

RISE Prep Schools:

- NWEA MAP

How has your school addressed the unfinished/interrupted learning for your students?

RISE Grammar School:

We extended the school year, did summer school, and for the current school year we are continuing the same practices, providing both in-person and virtual learning, Saturday school, smaller class sizes, and extended learning time.

RISE Prep Schools:

Smaller class sizes, more instructional minutes, and additional staffing with varied backgrounds.

Facilities Information:

RISE Grammar School and RISE Preparatory School both have one location and both facilities are owned by the Charter School.

**Skyview High School
Grades Served – 9-12**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------|-------------|-------|--------|----------|-------|-------|-------------------|---------------------------|
| Skyview High | 197 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 11.6% | 1.9% |
| Fulton County Schools | 83,418 | 27.0% | 41.7% | 16.3% | 12.1% | 2.9% | 10.6% | 9.1% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

In order to ensure a successful year, Skyview High School and our Governing Board strategized to meet the unique needs of our students while offering flexibility and innovation for those students achieving in the innovative learning environment.

The goal was to ensure that the challenges were met with the most thoughtful approaches and identified best practices to ensure safe and high-impact learning experiences for all students. As a result of our implementation, students were able to make learning gains in reading. 64 % of our students made 1+ grade levels of growth in reading and 42% made 2+ grade levels of growth. Therefore, our reading program had a great impact on students during the 2020-2021 school year.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Skyview offered a blended learning program with highly trained professionals that provides students with the opportunity to engage in a personalized, innovative, intensive academic preparation that inspires and educates them to achieve the highest levels of academic knowledge and skills.

Our instructional model reflects our commitment to school excellence and continuous improvement. Student learning builds basic knowledge and understanding of content, exposes students to relevant digital content that builds deeper learning by engaging students in challenging activities and tasks.

Identify your strategies or practices for supporting teacher development and effectiveness.

In addition to the job embedded training provided by ALS, time is set aside for PLCs to support teacher development. Each month, the PLC team focuses on one evidence-based practice to research, implement, and review for effectiveness. Research repeatedly reinforces that highly effective schools are consistent in their practices and dedicated to monitoring data for signs of underperformance against their key goals.

- Successful implementation of PLCs depends on the preparation and planning stages that are shaped by the Principal and Leadership Team.
- PLC Leaders ensure that the team members share progress and performance challenges in their classes and clarify the needs from assessment data and other student level data.
- The Leadership Team schedules PLC meetings into the school's annual cycle of team meetings, data collection and opportunities for engagement with parents/ families.
- PLC meetings are reserved for discussion about student outcomes and learning & teaching strategies to support student progress and achievement and prevented from creeping into day-to-day issues.
- PLC meetings connect teacher growth opportunities to improving teaching and learning outcomes.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

During the 2020-2021 school year, Skyview High School was well positioned to pivot from a blended to a virtual instructional model and, as a result, enabled staff and students to engage in high quality remote instruction.

Skyview ensured operational excellence by implementing the following key components:

- Students were able to access to their digital curriculum from home through mobile, tablet or computer devices.
- Teachers and support staff were able to continue direct instruction, progress monitoring and remedial support via digital communication and telephonic outreach.
- Teachers and support staff maintained regular contact as students worked through learning materials.
- School staff monitored and recorded student engagement in on-line and off-line learning and recorded daily attendance.

All key features of the program were operationalized to occur via a remote delivery model. Students engaged in individual and small group instruction via conferencing platforms and teachers and support staff used technology as well as telephonic outreach to ensure consistent engagement and progress monitoring for students. In addition, Skyview offered an extended school year to support its students.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

The school used two formative assessments to identify and support instruction, the General Assessment of Instructional Needs (GAIN) and the InSight from Reading Plus; both assessments are detailed below.

InSight-Reading Plus:

- The School administers the Reading Plus in-program assessment,
- InSight to all students during day three of Orientation.

This assessment was created under the direction and guidance of leading reading researchers. InSight is a comprehensive, integrated assessment that provides data to identify instruction that meets the needs of each learner. InSight measures students' reading comprehension, vocabulary knowledge, comprehension-based silent reading rate, and motivation for reading.

A midyear and post-assessment will measure student growth over time. The initial administration of InSight serves as a universal screener and placement test. Administrators and teachers can administer InSight assessment up to two additional times throughout the year as benchmarks to measure student progress over time.

General Assessment of Instructional Needs (GAIN):

Wonderlic's General Assessment of Instructional Needs (GAIN) is used to help determine students' needs. The GAIN assessment for learning will measure English and math skills from basic literacy and numeracy to more advanced skills. GAIN will provide data to help create individualized remediation and intervention plans.

The Wonderlic General Assessment of Educational Needs (GAIN)® is administered during student orientation to determine initial literacy skills upon entry. Many of our students may have been out of school for several years. This assessment for learning measures English and math skills of adults and teens, from basic literacy and numeracy to more advanced high school level skills. GAIN helps place students in courses that match their skill levels and provides information that can be used to create individual study

plans to remediate deficiencies. GAIN helps measure English and math skills in accordance with the Educational Functioning Levels (EFLs) as defined by the U.S. National Reporting System (NRS).

This literacy and numeracy test is approved by the U.S. Department of Labor for use in Workforce Investment Act (WIA) out-of-school youth programs and by the U.S. Department of Education for use in NRS-funded Adult Basic Education (ABE) programs.

How has your school addressed the unfinished/interrupted learning for your students?

During the 2020-2021 school year, Skyview High School was well positioned to pivot from a blended to a virtual instructional model and, as a result, enabled staff and students to engage in high quality remote instruction.

In addition, flexibility has allowed Skyview to provide a range of services to improve the performance of at-risk students who had previously been unsuccessful in a traditional school environment. These include:

- Flexible scheduling for students (two 5-hour session options for instruction each day), which allows them to continue learning while still having time to manage activities such as employment, family care, etc.;
- A blended learning model which combines direct, face-to-face, small and large group, individual, and technology-enhanced instruction, allowing each student to learn at their own pace according to their individual needs;
- Wrap-around social services to meet the individual needs of students, helping them deal with barriers to success such as pregnancy, drug addiction, mental health issues, etc.

Following are examples of waivers utilized to ensure student success:

School Day and School Year - allowing students to choose among morning or afternoon 5-hour instructional periods, with the ability to attend both and further accelerate academic achievement;
Teacher Salary Schedules and Increases - using its flexibility to establish teachers' salary schedules and increases that reflect local market conditions and individual educational credentials;
Textbooks - using textbooks and materials other than those prescribed by the State Board of Education, instead selecting materials that will be the most effective with the target student population; and
Credit Earning - using the broad flexibility waiver to award credit based on mastery rather than seat time.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students?

Please provide specific examples of waivers utilized.

Following are examples of waivers utilized to ensure student success:

- School Day and School Year - allowing students to choose among morning or afternoon 5-hour instructional periods, with the ability to attend both and further accelerate academic achievement.
- Teacher Salary Schedules and Increases - using its flexibility to establish teachers' salary schedules and increases that reflect local market conditions and individual educational credentials.
- Textbooks - using textbooks and materials other than those prescribed by the State Board of Education, instead selecting materials that will be the most effective with the target student population; and
- Credit Earning - using the broad flexibility waiver to award credit based on mastery rather than seat time.

Facilities Information:

Skyview High School has one location. The Charter school is leased at a monthly cost of \$5,000

Main Street Charter School**Grades Served – K-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Main Street | 770 | 0.0% | 97.7% | 2.3% | 0.0% | 0.0% | 5.6% | 1.1% |
| Fulton County Schools | 83,418 | 27.0% | 41.7% | 16.3% | 12.1% | 2.9% | 10.6% | 9.1% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Recently we made a shift in our approach to Math by adopting the Eureka Math program. That adoption could not have come at a better time. Before we allowed teachers to really design their math instruction. The adoption of Eureka Math provided a common language and structured approach that was very much needed during the pandemic. There are also a variety of support resources that go along with the Eureka Math program, Zearn for example, that made it easy for our teachers to execute math instruction virtually. When we gave the fall MAP administration this year, for the first time in a few years we did see a solid increase in student performance in Math.

Our execution of the Lucy Calkins Units of Study curriculum for Reading and Writing continue to be strengths of our school. Our Reading Comprehension and Language Usage scores continue to out pace the district, state, and nation. We do have some work to do on fluency and decoding, but this curriculum program has proven over and over again to really strengthen our student’s Reading comprehension and writing skills.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Our execution of the workshop model of instruction has always been a staple to our success at The Museum School. This approach allows us to use our assessment data to intentionally differentiate our instruction to meet the individual needs of students in the classroom.

Though during the 2020-2021 school year we spent a large majority of our time in a virtual format, we were still committed to the best practice of the workshop model. To do this we had to be creative in creating breakout rooms in Zoom sessions or even have small group conference times as a part of the virtual schedule, but by doing so we were able to continue executing this important instructional best practice.

Identify your strategies or practices for supporting teacher development and effectiveness.

We support teacher development in a variety of ways. Each summer we hold New Staff Orientation for those joining us for the first time. This is a great onboarding program for everything related to The Museum School. Also in the summer we host a series of professional learning days that we call Summer Institute. During these days we explore a variety of different professional learning topics depending on our focus from year to year.

We also hold a professional learning day at the end of each quarter. We hold monthly Learning Communities that all staff participate in. This year our Learning Communities are participating in a chapter by chapter study of Zaretta Hammond's book "Culturally Responsive Teaching and the Brain."

In addition to our planned "in-house" professional learning activities, we also commit a portion of our budget for our staff participate in external professional learning opportunities. Our staff attends conferences, trainings, webinars, and more using these funds. This year in particular we have participated in a lot of training around the Science of Reading and getting more teachers Orton Gillingham certified.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

We continued to operate on a period schedule for our operational model; however, for three of the four quarters of the school year we operated virtually only. During the virtual only period, students continued to attend their academic courses daily according to their period schedule, but they met through live Zoom sessions do so.

In the fourth quarter we brought back a limited number of students into the building. At that point in the year we moved to simultaneous teaching, where I teachers would launch a Zoom session from inside of the classroom and virtual students could be on live in the same lesson as the in person students.

At the conclusion of the school year we also hosted our first ever academic summer camp on campus. The purpose of this camp was to support students with overcoming learning loss from the virtual period. Participation in the summer camp was optional for families, but we did have about 200 students participate.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Our school uses a variety of assessments for making instructional decisions. Typically we use the Measures of Academic Progress assessment, taken in the Fall, Winter, and Spring, as a diagnostic and growth tracking assessment to guide our instruction. Due to the virtual nature of our school year, we found that in 2020-2021 the i-Ready assessment was actually a better fit. This assessment allowed for easy administration virtually, and then would create actual programs of study inside of the platform for our students to use online from home. This was a great tool considering our format last year.

In addition to i-Ready, our teachers also use weekly formative assessments (either self-created or from curriculum) over the standards that they are teaching to determine student mastery and to direct their next instructional steps. We also use a variety of screeners for different purposes, as well as the Fontas and Pinnell reading assessment to guide our instruction. Our reading teachers also perform regular reading inventories and conferences in the classroom with students.

How has your school addressed the unfinished/interrupted learning for your students?

The biggest thing that we did to address the interrupted learning was holding the academic summer camp. This was done specifically in response to how much time students spend in a virtual format last year. This was a four-week camp that focused on Reading, Writing, and Math for five hours a day, every day. We were able to group students according to i-Ready performance data and provide targeted instruction based on that data. The other thing that we have done in response to interrupted learning, has been reevaluating our Reading instructional approach in light of the Science of Reading research. This year we are redesigning our phonics instruction and making shifts to our approach and curriculum

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

Our flexibility is a definite benefit here because we don't have to follow district processes or procedures that can often slow down making effective change. This is allowing us to proceed in a way that is meaningful and impactful for our community.

Facilities Information:

The Main Street Academy has one location. The facility is leased from the School District at no cost to the Charter School.

Authorizer Information: Greene County Schools
Number of Traditional Schools in the System: 3
Number of Charter Schools: 1
2021-2022 Enrollment: Charter Schools – 1,079

Traditional Schools – 1,375

| Charter School | Year Charter Opened | Grades Served in 2021-2022 | October 2021 FTE |
|-----------------------|----------------------------|-----------------------------------|-------------------------|
| Lake Oconee Academy | 2007 | K-12 | 715 |

Lake Oconee Academy
Grades Served – K-12

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------|--------------------|--------------|--------------|-----------------|--------------|--------------|--------------------------|----------------------------------|
| Lake Oconee Academy | 1,079 | 74.0% | 9.6% | 12.7% | 0.0% | 3.7% | 10.2% | 3.9% |
| Greene County Schools | 1,375 | 10.0% | 68.4% | 19.1% | 0.0% | 2.5% | 13.5% | 9.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Lake Oconee Academy started implementing a Personalize Learning program. Lake Oconee Academy is one of the GRE4T participants in the Georgia Department of Education OE Personalized Learning initiative.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- Data-Driven Instruction
- Differentiated Instruction
- Online Instruction (synchronous and asynchronous) for students forced to stay home due to illness.

Identify your strategies or practices for supporting teacher development and effectiveness.

Lake Oconee Academy is working with iTeach and the Georgia Department of Education to train teachers to implement Personalize Learning methods.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

- Alternating day block schedules
- Before and After-school tutoring
- Summer school
- More differentiated instruction
- Add small group tutors

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- Milestones
- NWEA
- PSAT
- i-Ready Math and Reading

How has your school addressed the unfinished/interrupted learning for your students?

- We have pushed to go back face-to-face sooner than most schools
- Addition of synchronous and asynchronous learning virtual learning for those unable to attend classes, and
- Summer school for a select group of those operating below grade level.

Facilities Information:

Lake Oconee Academy has several locations, and 10 facilities. The Charter School leases the facilities from an independent company at monthly cost of \$74,975

Authorizer Information: Gwinnett County Schools
Number of Traditional Schools in the System: 138
Number of Charter Schools: 1

2021-2022 Enrollment: Charter Schools – 545 Traditional Schools – 177,758

| Charter School | Year Charter Opened | Grades Served in 2021-2022 | October 2021 FTE |
|--------------------------------|---------------------|----------------------------|------------------|
| New Life Academy of Excellence | 2011 | K-8 | 545 |

**New Life Academy of Excellence
 Grades Served – K-8**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-------------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| New Life Academy | 545 | 0.0% | 71.4% | 25.3% | 0.0% | 3.3% | 5.2% | 21.0% |
| Gwinnett County Schools | 177,758 | 18.3% | 33.0% | 33.7% | 11.2% | 3.9% | 13.3% | 20.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Due to COVID-19 during the 2020-2021 school year we implemented the following instructional programs:

- Google Classroom
- IXL
- My Math
- Reading Wonders
- EPIC (on-line library resources)
- Gallopade Social Studies and Inspire Science digitally.

These programs allowed staff to implement effective teaching strategies while delivering curriculum as they worked with parents/guardians of approximately 65% of our student population to support student learning in the home environment.

In addition, approximately 35% of our students were on campus receiving classroom instruction using the same programs. Technology was provided to students who needed equipment at home and was available for student work at school. Based on student progress reports, the majority of our students met grade level requirements.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

New Life Academy of Excellence has implemented the following instructional practices both for the 2020-2021 and 2021-2022 school years to continue to improve student growth in the following academic areas:

- 1) **ELA** - Paired reading passages, incorporated a variety of reading genres into instruction, continue Guided Reading and Literature Circle workshops, provide additional practice in extended writing including all genres:
 - Opinions/Argument
 - Informational and Narrative
 - Teachers are also placing additional emphasis on opinion/argument and informational writing
 - Implementation of a school-wide mentor sentence program
 - Provide two formative writing assessments in each genre to gauge improvement and identify areas of challenge and ongoing assessments and feedback in each area of instruction.
- 2) **Math** - Teachers have incorporated additional constructed and extended response items to the curriculum to improve students' ability to answer formative assessment items at the DOK 3 and 4 level. Incorporated more word problems/constructive response items to daily practice and assessments, providing formative assessments to gauge improvement and identify areas of challenge as well as continue to review curriculum maps and pacing guides to determine if content in a domain has been taught prior to Milestone assessment.
- 3) **Science** – Teachers have begun to increase DOK level of formative assessments items/questions from 1 and 2 to 3 and 4 and they provide more opportunities for students to model, develop and create learning projects within the classroom (Project Based Learning). In addition, teachers continue to provide ongoing professional learning in data analysis and how to apply the data to instructional practice.

Identify your strategies or practices for supporting teacher development and effectiveness.

During the Summer Instructional Institute and the Mid-Year Instructional Institute all staff was engaged in the following learning opportunities to support teacher development and effectiveness:

- Google Classroom to prepare staff for on-line teaching,
- 21st Century Instructional Strategies,
- Multi-Tier System of Support,
- Positive Behavior Intervention Supports (PBIS) in the Classroom,
- IXL Training for digital learning,
- English as a Second Language (ESOL) Workshop,
- Teaching students to have a love for math:
 - ❖ A Mindset Shift - Conceptual Math versus Computation Workshop, Mandarin Chinese Workshop, and Georgia Center for Assessment Training – this was an on-line assessment training for Science and Social Studies.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

New Life Academy of Excellence made several adjustments that supported the students and families in our program. We had to implement the following programs using our digital platform:

- On-line tutoring for students at all grade levels
- Saturday School for remediation and enrichment and Grade Recovery Program for Middle School Students.
- Student Support Team Meetings
- Parent/Teacher Conferences and Special Education Evaluations were also completed virtually.

In addition, the School Wide Community Council (SWCC) met via zoom and held their Town Hall Meetings virtually as well.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

NLAE used the following formative assessments to identify and support instruction for the 2020-2021 school year?

- Georgia Center for Assessments
- Gwinnett County Public Schools District Assessments
- IOWA
- CogAT
- GMAS
- Classroom Based Assessments
- Unit Assessments for specific subject areas

How has your school addressed the unfinished/interrupted learning for your students?

We offer several extended day programs such as Saturday School for Grades 3-8 to offer remediation for Math and Reading and after school tutoring.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

New Life Academy of Excellence utilizes broad flexibility from law, rule, and regulations allowed under O.C.G.A. Like many charters, NLAE also may use its existing waiver regarding staff and teacher certification and seat time requirements to support academic programs. The waiver is only used when it is necessary to permit the flexibility that makes it possible to offer NLAE's innovations in an affordable, timely and efficient manner.

Facilities Information:

New Life Academy of Excellence own one facility, and leases a second facility from an independent company for a monthly cost of \$6,353

Authorizer Information: Thomas County Schools
Number of Traditional Schools in the System: 5
Number of Charter Schools: 1
2021-2022 Enrollment: Charter Schools – 204

Traditional Schools – 5,412

| Charter School | Year Charter Opened | Grades Served in 2021-2022 | October 2021 FTE |
|----------------------------|----------------------------|-----------------------------------|-------------------------|
| Bishop Hall Charter School | 1999 | 9-12 | 204 |

**Bishop Hall Charter School
 Grades Served – 9-12**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------|--------------------|--------------|--------------|-----------------|--------------|--------------|--------------------------|----------------------------------|
| Bishop Hall | 204 | 65.2% | 34.8% | 0.0% | 0.0% | 0.0% | 10.3% | 0.0% |
| Thomas County Schools | 5,412 | 54.1% | 35.7% | 7.4% | 0.0% | 2.8% | 18.5% | 2.3% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Instructional programs offering the greatest impact involved utilizing USA Testprep as a means to collect pre/mid/post testing data. We also used recommendations from the McREL audits to help guide our assessment and lesson planning to meet student needs and increase academic rigor. A JROTC program as a pathway for students to explore future career options was implemented.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Best practices for students include blended learning opportunities, after-school tutoring, and work at your own pace for select non EOC courses and electives.

In addition, we hired an instructional coordinator to collaborate with teachers to work on standards-based instruction and review of assessment data to improve instruction.

Identify your strategies or practices for supporting teacher development and effectiveness.

Professional learning opportunities are offered through our Board Curriculum Department and from teacher interest. Teachers work with RESA, Georgia Department of Education representatives, and the instructional coordinator to increase teacher clarity through the use of standards-based learning targets and success criteria.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

BHCS continues to offer after school tutoring and extended summer school opportunities from two to four weeks to help students overcome any academic loss due to COVID.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- USA Testprep,
- Kahoots,
- Formative,
- Benchmarks,
- Teacher created surveys, and Google forms were some of the formative assessments used to identify student strengths and weaknesses to support instruction in the classroom.

How has your school addressed the unfinished/interrupted learning for your students?

Summer school opportunities were increased from two weeks to four weeks, afterschool tutoring options were made available, and additional evening zoom tutoring sessions were provided to help address unfinished/interrupted learning. We also took advantage of Georgia Department of Education waivers.

Facilities Information:

Bishop Hall Charter School occupies three facilities on the same campus. The facilities are leased from the School District at no cost to the Charter School.

2021 STATE SPECIAL CHARTER SCHOOL DETAILS

Authorizer Information: State Board of Education
Number of Charter Schools: 3
2021-2022 Enrollment: Charter Schools – 6,021

| Charter School | Year Charter Opened | Grades Served in 2021-2022 | October 2021 FTE |
|------------------------------------|---------------------|----------------------------|------------------|
| Coastal Plains Charter High School | 2017 | 9-12 | 2490 |
| Foothills Charter High School | 2007 | 9-12 | 2077 |
| Mountain Education Center | 2015 | 9-12 | 1454 |

Coastal Plains Charter High School Grades Served – 9-12

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|------------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Coastal Plains Charter | 1,379 | 56.7% | 26.9% | 11.3% | 0.0% | 5.2% | 14.7% | 2.0% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Coastal Plans Charter High School purchased Edgenuity to replace GradPoint as our curriculum during the 2020 school year. Over the past year, Coastal Plain Charter High School has been running a dual platform, allowing students to complete GradPoint courses as they move into Edgenuity course offerings.

The Edgenuity online learning platform provides a researched based, rigorous, and structured program for all of our course offerings: Edgenuity also provides students with the option of using guided notes to support learning. The guided notes help students in determining the main ideas of the material thus supporting acquisition of the content.

During the school year, all courses were reviewed by content committees (teachers throughout the system) to ensure that the courses met State standards. Material in the courses that did not support Georgia Standards were removed. This streamlining process resulted in courses that allow students to focus on quality standards in a timely manner for completion.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Coastal Plains Charter High School (CPCHS) implemented an option for students to work from home if they were exposed to COVID or had concerns relating to the pandemic. Teachers would meet with the students online. Staff would also monitor students online for all tests by using cameras to ensure that the testing environment was secure. Students always had to have documentation and approval to work from home in this situation.

CPCHS also implemented a remote support program of learning for other students during this time.

Remote learning is supported by a group of highly qualified teachers who could work earlier in the day as

opposed to the evening hours of the sites. These teachers provide support for students from 10:00 am to 2:00 pm, Monday through Thursday. They also have a staff member that only proctors tests for the remote learners in a secure online testing environment.

CPCHS faculty and staff participate in progress monitoring on a day-to-day basis, informally, using Edgenuity course reports and Coastal Plains developed weekly progress reports. At monthly staff meetings, the faculty and staff participate in formal progress monitoring sessions using Edgenuity Dashboard reports showing which students are Ahead, On Target, and Behind in each content area. Progress monitoring leads to data-driven instructional services and teachers know which students are succeeding and which students need intervention services.

In order to address the specialized needs of all learners, CPCHS purchased a new supplemental program, MyPath, which is designed to support struggling students in reading and math. CPCHS also created a new Intervention Specialist position at each site to work with students to ensure each student is on a successful path to graduation.

CPCHS recognizes the importance of student wellness and proper nutrition as staples of students' wellbeing, growth, development, and readiness to learn thus implemented a new meal service program to provide meals to all students.

Identify your strategies or practices for supporting teacher development and effectiveness.

Professional Learning (PL) meetings are held each month at each site. All staff is required to attend. PL conversations or activities are based on blending learning, data analytics, and student support. During these meetings, student performance data is reviewed and strategies for increasing student attendance and course completion are discussed.

Coastal Plains Charter High School (CPCHS) has also hired a Professional Learning Director to oversee and to support all monthly meetings at each site. She also hosts system meetings and job alike meetings for different departments.

Each staff member hired completes an extensive new hire induction process to ensure they have the strategies and best practices in place to be successful in our blended learning environment.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

No adjustments were necessary since CPCHS students have flexible schedules, and courses are offered year-round.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Coastal Plains Charter High School requires students to meet a certain score (70 for non-EOC courses and 80 for EOC courses) for each part of the course: tests, exams, quizzes, essays, assignments, labs, and projects. If this threshold score is not met, the teacher provides remediation for the student. This ensures that students will be successful in the completion of the course.

How has your school addressed the unfinished/interrupted learning for your students?

Since Coastal Plains Charter High School uses a virtual platform to deliver the main portion of instruction, there was very little unfinished/interrupted learning for our students.

Mentors and Student Services worked closely with teachers to help monitor student course completion to make sure that students were progressing through the course as expected.

Facilities Information:

Coastal Plains Education Charter High School has 15 locations within the facilities of their partnering School System at no cost to the State Chartered School.

**Foothills Charter High School
Grades Served - 9-12**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Foothills Charter | 2,077 | 47.9% | 33.1% | 13.4% | 0.0% | 5.6% | 16.1% | 2.6% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

- Career Development course (continued)
- Addition of post-secondary training opportunities leading to work-place ready certification (Weld-Ready CNA, PMMT, EMR) (implemented and continued)
- Increased dual enrollment opportunities (continued)
- Alumni Transition Team (continued)
- SEL for adults (implemented)
- Assessment development (continued)

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- Regional Data Team with representation from all sites
- Regional Curriculum Team
- Regional Instructional Coordinators monitoring classrooms at sites
- Regional Special Education Coordinators monitoring of general supervision of policies and procedures for Special Education
- Regional Instructional Coaches (based at each site)
- Maintained the EOC assessment counting 20% of the student’s final grade

Identify your strategies or practices for supporting teacher development and effectiveness.

- Professional development is both virtual and in person
- Curriculum development teams
- Data teams with site representation
- Instructional Coaches
- SEL book studies
- Instructional supervision of sites using monitoring checklists. This information is then sent to the instructional coaches to assist with professional development at the regional and site levels.

- Leadership Strategic Planning Sessions in summer of 2020 and 2021 focused on student and staff engagement
- Shared monthly staff professional learning communities with regional identified topics as well as site level topics.
- Site level special education department meetings with topics identified on a needs assessment.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

- No adjustments were required due to our blended learning model
- Special ed services continued based on the IEP
- Once the majority of sites returned to face-to-face instruction, staff that had health issues related to COVID were allowed to use the virtual option
- At the Corrections sites, there was a reduction in the number of students served each day due to social distance requirements.
- FH was able to accommodate staff and/or students that were impacted by COVID using a virtual option, which continues this year.
- Communication strategies were implemented to ensure COVID information was handled appropriately with accurate and timely responses by school nurses.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- Customized cumulative assessments based on assessment data.
- Because of mastery learning, the post-test are formative until they are summative at the point of mastery.

How has your school addressed the unfinished/interrupted learning for your students?

- Calendar - We were flexible with meeting with students and aiding with their learning.
- Certification - Certification is waived for Foothills (except Special Education). As a result, we do not have a personnel shortage.
- Expenditure Controls - Our use of QBE funding without program expenditure controls of 20-2-167 and Title 20 is critical to allowing us to use our state funding flexibly to meet the specific needs of our students.
- Salary Schedule - We do not utilize the state’s salary schedule which makes our positions more attractive due to paying a competitive wage.
- Seat Time - When a student demonstrates mastery of content, they can move forward. As a result, the students’ learning was never interrupted because of this flexibility.

Facilities Information:

Foothills Education Charter High School has 19 locations. The facilities are leased from an independent company at a monthly cost of \$8,662.26

**Mountain Education Center
Grades Served – 9-12**

| Name | October FTE | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|--------------------|-------------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Mountain Education | 2490 | 72.6% | 4.7% | 18.4% | 0.0% | 4.3% | 15.7% | 4.2% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Mountain Education Center (MECHS) requires a local course that prepares students for a successful high school experience and transition to the next phase of life. This course incorporates social emotional learning and is tailored to the individual student based on results from the PACC assessment. Students work on this course throughout their entire high school career at MECHS and can implement what they have learned in both school and life.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Some of the best practices that MECHS has maintained or implemented throughout the 2020-2021 school year are mandatory teacher engagement every 20 minutes for our face-to-face students, guided notes for EOC tested subjects, and monthly content area department meetings to discuss student progress through our student dashboard.

Additionally, we have added a virtual learning program that students must qualify for called ReSupply. Students in ReSupply have the same opportunities as our face-to-face students such as having a mentor, the option of having face to face class time with a professionally qualified teacher and participating in our social emotional curriculum requirement.

Above all, ReSupply students are monitored daily by our staff and have Google Meets with their teachers to ensure content mastery.

Identify your strategies or practices for supporting teacher development and effectiveness.

We offer a vast assortment of professional learning based on teacher needs assessments each month that are specific to a student in a second chance high school. Teachers meet monthly to discuss student progress and strategies to implement with students who need support.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

We implemented virtual teacher support from 10:00 AM to 2:00 PM for all students outside of our normal school hours, which are from 4:00 PM to 9:00 PM Monday through Thursday.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Mountain Education Center (MECHS) is a facilitated blended learning model that requires mastery learning. If a student performs below the 80th percentile on a formative assessment, such as post-tests or quizzes, they are retaught the material until mastery learning is exhibited.

How has your school addressed the unfinished/interrupted learning for your students?

Fortunately, our learning wasn't interrupted due to Covid. We were able to immediately transition to virtual learning so that students did not lose instruction or academic learning even when school buildings were closed. We opened our school buildings up to in-person learning at the beginning of the 2020-2021 school year, still offering a virtual option for our students through our ReSupply program.

**How was your flexibility beneficial for addressing unfinished/interrupted learning for your students?
Please provide specific examples of waivers utilized.**

Most students who enroll at MECHS have dropped out of traditional high school and have already experienced learning loss or gaps in learning, so the staff at MECHS is accustomed to addressing learning loss or gaps using our best practices, flexibility, and mastery learning while providing one-on-one teacher support

Facilities Information:

Mountain Education Charter High School owns five buildings and shares 17 facilities with other School Districts.

2021 STATE CHARTER SCHOOLS COMMISSION

Authorizer Information: State Charter Schools Commission

Number of Charter Schools: 37

2021-2022 Enrollment: Charter Schools – 33,899

| Charter School | Year Charter Opened | Grades Served in 2021-2022 | October 2021 FTE |
|--|---------------------------|----------------------------------|---------------------|
| Academy for Classical Education | 2014 | K-12 | 1813 |
| Atlanta Heights Charter School | 2010 | K-8 | 720 |
| Atlanta SMART Academy | 2021 | 5-7 | 108 |
| Atlanta Unbound Academy | 2020 | K-1, 6-7 | 181 |
| Baconton Community Charter School | 2000 | PK-12 | 862 |
| Brookhaven Innovation Academy | 2016 | K-8 | 533 |
| Cherokee Charter Academy | 2011 | K-8 | 660 |
| Cirrus Academy Charter School | 2015 | K-8 | 497 |
| Coweta Charter Academy | 2010 | K-8 | 744 |
| DELTA STEAM | 2021 | K-1, 3-4 | 271 |
| DuBois Integrity Academy | 2015 | K-5 | 1158 |
| Ethos Classical | 2019 | K,1,5 | 314 |
| Fulton Leadership Academy | 2010 | 6-12 | 234 |
| Furlow Charter School | 2015 | K-12 | 554 |
| Genesis Academy for Boys | 2017 | K-10 | 346 |
| Genesis Academy for Girls | 2017 | K-10 | 341 |
| Georgia Connections Academy | 2011 | 5-12 | 5199 |
| Georgia Cyber Academy | 2014 | K-12 | 11869 |
| Georgia Fugees Academy Charter School | 2020 | 6-12 | 158 |
| Georgia School for Innovation & the Classics | 2015 | K-8 | 867 |
| International Academy of Smyrna | 2006 | K-8 | 336 |
| International Charter Academy of Georgia | 2019 | K-5 | 133 |
| International Charter School of Atlanta | 2015 | K-8 | 824 |
| Ivy Preparatory Academy at Kirkwood | 2011 | K-8 | 421 |
| Liberty Tech Charter School | 2016 | K-8 | 372 |
| Northwest Classical Academy | 2021 | k-6 | 493 |
| Odyssey School | 2004 | K-8 | 309 |
| Pataula Charter Academy | 2010 | K-12 | 555 |
| Resurgence Hall | 2017 | K-3 | 388 |
| School for Arts-Infused Learning (SAIL) | 2017 | K-8 | 557 |
| Scintilla Charter Academy | 2015 | K-5 | 617 |
| SLAM Academy of Atlanta | 2019 | K-5 | 81 |
| Southwest Georgia STEM | 2016 | K-9 | 381 |
| Spring Creek Charter Academy | 2019 | K-7 | 341 |
| Statesboro STEAM | 2002 | 6-12 | 160 |
| Utopian Academy for the Arts | 2014 | 6-8 | 342 |

Academy for Classical Education
Grades Served – K-12
Attendance Zone - Statewide

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|---------------------------------|-------------|-------|-------|-------|-------|-------|-------|------|
| Academy For Classical Education | 1,813 | 68.8% | 15.8% | 3.7% | 8.7% | 2.9% | 4.1% | 2.1% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

The structure and level of expectation for all courses taught at Academy for Classical Education (ACE) has a tremendous impact on our students. A 2020 graduate recently wrote us an email that said his transition from ACE to the University of North Georgia had been "seamless" because he learned at ACE not only how to study but what to study. That structure and expectation was a cornerstone to the work done during the COVID shutdown and continues today.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Academy for Classical Education (ACE) has not changed any of its instructional best practices over the years. Even during remote instruction our students were required to turn in work, respond to teachers remotely and take part in routine assessments. Utilizing a program called Desire to Learn since opening in 2014, enabled our students to understand how to continue education when face-to-face learning is not possible. ACE students and parents understand that ACE presents a challenging curriculum and work with the teachers to embrace this curriculum. The work done by ACE teachers and students enabled us to be named a 2020 National Blue Ribbon School Awardee.

Identify your strategies or practices for supporting teacher development and effectiveness.

Academy for Classical Education faculty and staff underwent a great deal of training on delivering effective lessons utilizing ZOOM, creating D2L pages that were accessible and easy to use and understand for parents as well as students. This training greatly paid dividends during the 2020-2021 school year. In addition, as a faculty we continued our book studies focusing on books such as The Energy Bus which helps the reader become more focused on handling stressors to enable everyone to become a person of energy and focus as well as Grit, a study on perseverance, and last Lost at School which helps us all recognize the signs of those students who fall between the cracks in schools. All these books are read with the intention of helping each of us develop the skills and fortitude to be our best and to help our students find a similar focus as well as to ensure that all of ACE never loses sight on the true importance of what we do: the students.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

For the 2020-2021 we focused on support services through tutoring after school and operated a summer program for grades 6-12 to help students who struggled during the regular school year. We did not have to make any adjustments due to COVID.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

ACE utilizes easyCBM throughout the year to benchmark students in reading and math. In addition, we use IXL for skill and drill activities in math and USA Test Prep for skill and drill and preparation for the Milestones. All three levels of ACE (Grammar, Junior and Senior High) use other products aligned to their content for mastery monitoring.

How has your school addressed the unfinished/interrupted learning for your students?

ACE really did not encounter any unfinished/interrupted learning with our students. We were able to teach using ZOOM and D2L for the remainder of the 2019 school year ending as planned in late May. We began the 2020-2021 school year utilizing the same system and rolled students in as the COVID numbers became manageable starting with our youngest students. We continued teaching via ZOOM and D2L until all our students were on campus at the end of August 2021. We returned to Remote Instruction for two weeks following the winter holidays because the number of COVID cases had spiked during this time but returned mid-January and did not lose any seat time from that point forward.

Facilities Information:

Academy for Classical Education owns their facility.

**Atlanta Heights Charter School
Grades Served – K-8
Attendance Zone – Atlanta Public Schools**

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|--------------------------------|-------------|-------|-------|------|-------|-------|-------|------|
| Atlanta Heights Charter School | 720 | 0.0% | 94.7% | 5.3% | 0.0% | 0.0% | 7.7% | 5.7% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Implementation of the Bridges Curriculum for mathematics. ELA WAAGS Document, GSE performance tasks, and instructional units.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- Data-driven instruction;
- Backward design; and
- Virtual instruction.

Identify your strategies or practices for supporting teacher development and effectiveness.

- The implementation of teacher mentors and content leaders;
- Vertical teaming, peer observations and PLCs;
- O3s;
- weekly instructional focus areas; and
- Professional development link to the Classroom Framework.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Summer learning programs, after school tutorial, evening school, and homogeneous grouping.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

We are continuously monitoring student progress both formatively and summative. We utilize the NWEA MAP assessment, AIMSWEB, weekly common assessments, and quarterly Interim Assessments to ensure academic success. Data-driven decision making allows the framework for an instructional program designed to intentionally boost student outcomes.

How has your school addressed the unfinished/interrupted learning for your students?

- Implemented Strategic planning;
- Learning plans;
- Addressed prerequisite skills and learning gaps through Fev tutoring; and
- Summer Learning Programs, and evening school.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

Flexibility has allowed us to focus in on the individual needs of our families. We can refine our approach with scholars to make learning accessible. We maintain high expectations for performance, while innovatively providing standards-based instruction that is rigorous.

Facilities Information:

Atlanta Heights Charter School has one location and occupies one facility. The learning facility is leased from an independent company at a monthly cost of \$107,961

**Atlanta Unbound Academy
Grades Served – K-1, 6-7
Attendance Zone - Statewide**

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|-----------------|-------------|-------|--------|-------|-------|-------|-------|------|
| Atlanta Unbound | 181 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 8.9% | 0.0% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Our core subjects had a great impact, data driven instruction, but our social emotional learning curriculum and weekly class led by a counselor really impacted our students.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- Data driven instruction
- Career exposure
- Hybrid for students who needed to join virtual

- Professional learning for teachers weekly.

Identify your strategies or practices for supporting teacher development and effectiveness.

Teachers had four hours of development time each week, and 6 weeks of onboarding support to help plan for a successful year.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

The school opened during 2020-2021, during this year the school offered different times for families to join virtual learning that worked best for parent schedules.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- i-Ready and ANET.

How has your school addressed the unfinished/interrupted learning for your students?

The school used the waiver for students to opt into virtual for families who needed a virtual option. Additionally, the school implemented an intervention schedule that is incorporated daily.

Facilities Information:

Atlanta Unbound Academy has one location and occupies one facility. The learning facility is leased from an independent company at a monthly cost of \$13,276

Baconton Community Charter School

Grades Served – K-12

Attendance Zone - Mitchell County, Lee County, Dougherty County, Baker County, Worth County

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|--------------------|-------------|-------|-------|------|-------|-------|-------|------|
| Baconton Community | 862 | 74.1% | 16.7% | 9.2% | 0.0% | 0.0% | 9.8% | 2.1% |
| Mitchell County | 1126 | 2.8% | 91.6% | 5.7% | 0.0% | 0.0% | 8.8% | 2.2% |
| Lee County | 6064 | 67.0% | 25.2% | 3.5% | 1.1% | 3.1% | 10.5% | 2.0% |
| Dougherty County | 12348 | 2.8% | 94.8% | 2.4% | 0.0% | 0.0% | 11.8% | 2.1% |
| Baker County | 273 | 27.1% | 63.4% | 9.5% | 0.0% | 0.0% | 14.8% | 4.9% |
| Worth County | 2923 | 60.1% | 35.4% | 2.7% | 0.0% | 1.8% | 8.9% | 1.4% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Introducing a new computer science & robotics program for our middle and high school students has generated enthusiasm among our students. The students have participated in classroom activities as well as on competition teams. We are excited to watch this program grow.

In middle school we added a lab period for students to work on remediating and accelerating their reading & math skills using some new computer programs, Ascend and Reading Plus. We are beginning to see the payoff for this extra commitment of time and resources.

In addition, we introduced StemScopes to enhance our science curriculum in grades 4-8.

In elementary school, students also are using i-Ready for boosting basic skills.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

We continue to teach the foundational Reading Mastery program, an SRA Direct Instruction curriculum. At all levels of the school, teachers are working in teams to analyze data from MAP testing and our computer intervention programs to plan next steps for instruction.

Despite cutbacks in funding, our high school students continue to take advantage of dual enrollment options for core college courses, as well as a few vocational programs.

Identify your strategies or practices for supporting teacher development and effectiveness.

Teachers at all levels worked in subject area and grade level professional learning communities to align curriculum, dig into data and plan for instructional next steps. Some of these group meetings were held in person, while others were conducted via Google Meets to help with social distancing.

To support our faculty, we provided additional technology items they needed to work with students virtually. For example, we updated laptops for those whose computers were too slow

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

While face to face, we continued our regular schedules. While virtual, our high school shortened class time to half hour periods with afternoons available for small group and individual instruction via Meet with teachers.

In elementary and middle school, teachers set shortened virtual periods for student groups and were also available for additional time as needed. We offered a couple of weeks for summer school for students who needed remediation.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

We used MAP testing for all grade levels, and we used Beacon for grades 3-8.

How has your school addressed the unfinished/interrupted learning for your students?

Our teachers utilized Google Meet to teach students every day in sync with their face-to-face classmates. This allowed students to continue learning despite the challenges COVID presented.

In addition, we added extra interventionists to work with our students, both face to face and virtually. In fact, we had one interventionist dedicated to online elementary students; other interventionists served both. This helped us remediate students who fell behind.

We added several new computer learning components to our curriculum that also helped with bridging the gap between where students were performing academically and where they needed to be. An extra few weeks of summer intensive instruction also provided additional learning opportunities for some of the neediest students

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

The flexibility to continue instruction virtually for those students who were unable to return face to face was key to continuity of services.

The waiver of seat time also allowed us to modify our daily schedule to better accommodate students' needs and to work within the available internet accessibility; this was particularly important for families who had multiple children needing to connect online.

Facilities Information:

Baconton Community Charter School has one location. An independent company owns the facility, and has a lease agreement with the Charter School at a monthly cost of \$34,136

Brookhaven Innovation Academy

Grades Served – K-8

Attendance Zone - Statewide

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|-------------------------------|-------------|-------|-------|-------|-------|-------|-------|-------|
| Brookhaven Innovation Academy | 533 | 18.8% | 43.9% | 25.0% | 2.8% | 9.6% | 6.3% | 12.4% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

- Fountas & Pinnell computer coding (Tynker and CodeHS)
- Go Math
- USA Studies Weekly

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- Data driven instruction
- Flexible grouping
- Differentiated instruction

Identify your strategies or practices for supporting teacher development and effectiveness.

We conduct a needs assessment to determine areas that teachers want/need professional development, and we invest in professional development for any new instructional platforms that we introduce.

Since project-based learning is a tenet of our charter, we always provide professional development in this teaching and learning strategy. We use the TKES evaluation as well.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

We implemented block scheduling and summer school. Summer school was in response to COVID-19.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

We used MAP, teacher created classroom assessments, Fountas and Pinnell, and Moby Max.

How has your school addressed the unfinished/interrupted learning for your students?

Our teachers identified standards at their respective grade levels to be taught in tandem with the parallel standards for the next grade level.

For example, 3rd grade math teachers identified standards of weakness of current 3rd grade students. That list of standards was given to the 4th grade math teachers to alert them to areas of learning weakness in math and to identify the appropriate 4th grade standards to teach along with the 3rd grade standards.

We invested in i-Ready for the 2021-22 school year to help us diagnose and remediate student learning.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

We used the Title I school-wide waiver to ensure we could provide all our students with devices needed for virtual learning and with instructional platforms needed for a virtual setting.

Facilities Information:

Brookhaven Innovation Academy has one location. The charter school owns their learning facility.

Cherokee Charter Academy

Grades Served – K-8

Attendance Zone - Cherokee County, Cobb County, Pickens County, Bartow County, Cartersville City, Marietta City

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|-------------------------|-------------|-------|-------|-------|-------|-------|-------|-------|
| Cherokee Charter | 660 | 51.4% | 20.9% | 23.0% | 0.0% | 4.7% | 13.3% | 9.3% |
| Bartow County Schools | 13,201 | 70.6% | 8.5% | 16.7% | .2% | 4.0% | 13.3% | 6.7% |
| Cartersville City | 4,432 | 50.1% | 20.8% | 22.0% | 0.8% | 6.3% | 11.0% | 11.2% |
| Cherokee County Schools | 41,519 | 64.3% | 7.5% | 21.5% | 1.4% | 5.2% | 13.1% | 9.3% |
| Cobb County Schools | 102,605 | 34.1% | 31.3% | 25.3% | 4.9% | 4.5% | 13.4% | 13.1% |
| Marietta City | 8,400 | 20.4% | 36.8% | 39.1% | 0.7% | 3.0% | 10.9% | 21.1% |
| Pickens County Schools | 3,949 | 93.3% | 0.0% | 6.7% | 0.0% | 0.0% | 16.6% | 1.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Our Tiger Time is a differentiation block built into the school day to give additional support in both Reading and Math in addition to the regular Math and Reading blocks.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

We use data-driven instruction to specifically identify student needs and differentiate and group students during Tiger Time.

Identify your strategies or practices for supporting teacher development and effectiveness.

In addition to TKES, we work with teachers to identify the Top 10 Strategies that we should see in the classrooms. We are in classrooms once per week looking for these strategies. We tier our teachers and offer additional support and coaching to those teachers who need it.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Due to virtual and in-person learning being at the same time, we had smaller class sizes, so we did not have to make changes to our schedule or operations. We did differentiate more in the classroom and did not change classes for Tiger Time. We also had students sit at every other seat at lunch.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- i-Ready

How has your school addressed the unfinished/interrupted learning for your students?

We increase our tutoring program and hold Summer Academy to address unfinished learning.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

We did not use any waivers.

Facilities Information:

Cherokee Charter Academy has one location. The charter school leases the facility from an independent company at a monthly cost of \$109,647

**Cirrus Charter Academy
Grades Served – K-8
Attendance Zone - Statewide**

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|------------------------|-------------|-------|--------|-------|-------|-------|-------|------|
| Cirrus Charter Academy | 497 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 4.8% | 0.0% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

There are two instructional programs that had a significant impact on student learning.

The first allowed for students to move from having packets and work posted on Class Dojo to scholars being able to interact with their teachers live and offline.

Implementing Google Classroom allowed for all scholars to be connected to their teachers, receive, and complete assignments, and receive feedback. Parents are connected to classes via email and can check the status of student performance. It allowed the administrative team to be able to track and monitor online teaching through the platforms and to continue to provide professional development during the pandemic.

The second instructional program consists of our online management systems that houses all our digital resources, Clever and Classlink. Through Clever and Classlink, scholars had access to all their hardback resources, digitally. Teachers could continue to use the same instructional resources as they would have if scholars were in the classrooms face to face. We continue to utilize Google Classroom and digital learning software even though most scholars are back face to face. This allows scholars who have underlying conditions to continue to receive instruction.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

We continue to implement data driven instruction. Scholars are given diagnostic assessments and teachers analyze the data to see how they can move the students. As teachers continue to learn how to utilize the data, we are working to implement individualized learning plans for each scholar based on those assessments. We continue to offer virtual as an option for those who have underlying conditions or come in contact with COVID-19 so scholars can continue to receive instruction at Cirrus Academy.

Identify your strategies or practices for supporting teacher development and effectiveness.

The first was to conduct a needs assessment for the training that teachers needed. The results are documented in all our school wide plans. Each teacher has an individual plan for personal development based on their grade level/band and the needs of the scholars. Teachers participate in professional development that is relevant to meeting the strategic goals of the school. Some strategies implemented at Cirrus include:

- Professional development plans
- Training the trainers
- Support and feedback from Academic Coaches
- Partnerships from state and local resources, and
- Individual guided professional development.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Extended day was implemented two days a week, virtually to reach scholars who were at home & face to face. Summer school was offered to all scholar's grades K-8 for 5 hours a day.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Cirrus used the following formative assessments during the 2020-2021 school year:

- MAP
- STAR Math & Reading

How has your school addressed the unfinished/interrupted learning for your students?

We have before and after school programming and extended day.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

The extended day schedule adds more flex time for individual grouping and working to increase student performance in literacy.

Facilities Information:

Cirrus Academy Charter School has one location and owns their facility.

Coweta Charter Academy

Grades Served – K-8

Attendance Zone - Coweta County, Meriwether County, Spalding County

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|---------------------------|-------------|-------|-------|-------|-------|-------|-------|------|
| Coweta Charter | 744 | 68.8% | 15.9% | 9.5% | 0.0% | 5.8% | 11.1% | 1.8% |
| Coweta County Schools | 22,052 | 57.8% | 24.6% | 12.1% | 1.6% | 3.9% | 11.3% | 3.5% |
| Meriwether County Schools | 2,196 | 36.5% | 60.5% | 0.7% | 0.0% | 2.3% | 18.3% | 1.3% |
| Spalding County Schools | 9,085 | 33.5% | 53.5% | 10.2% | 0.0% | 2.8% | 13.1% | 3.7% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

- Direct in-person instruction
- Differentiated small group instruction
- Increase in 1:1 technology for all students K-8
- Incorporation of blended and online learning platforms during virtual learning
 - ❖ Schoology
 - ❖ i-Ready
 - ❖ NearPod)

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- Data driven instruction
- Differentiated instruction
- Instructional Focus Calendars & Assessments
- Small Group Instruction
- Tutoring
- Summer Learning Academy
- Colts in Training
- In person & hybrid learning

Identify your strategies or practices for supporting teacher development and effectiveness.

During the 2020–2021-year, multiple opportunities for professional development were provided. PD was provided to increase student learning and engagement during hybrid and virtual learning. PD was provided during the summer months, and throughout the year to build capacity in an unknown time. Walkthroughs, observation, and feedback was provided to teachers and staff. Differentiated PD based on need.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

- Summer Learning Academies
- Cohort Scheduling
- Limited if any transitions in middle school and elementary electives
- Temperature & Health Screenings for all students and staff
- Mandatory Masks/desk shields/ use of Chlorox 360 machine for disinfecting
- Playground zones
- Eating in classrooms
- Hybrid, 4 day a week and 5 day a week full in person learning
- Tutoring

- Super Saturdays
- In school math tutoring as a middle school elective

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- Easy CBM
- Instructional Focus Assessments (Standardized Unit Assessments)
- i-Ready Diagnostic Benchmarks
- Running Reading Records

How has your school addressed the unfinished/interrupted learning for your students?

- Targeting priority standards needed for success at the current grade level and those needed for success as students move forward. Instructional focus calendars.
- Colts in Training has allowed all students to receive an additional 30-minute block of instruction, personalized for skill development and acquisition, remediation, or enrichment.
- Continual spiral review throughout the course of instruction.
- Summer Learning Academies focusing on Middle School Math.

Facilities Information:

Coweta Charter Academy at Senoia has one location and owns their facility.

D.E.L.T.A. STEAM Academy

Grades Served – K-1, 3-4

Attendance Zone - Atlanta Public Schools, Cobb County, Douglas County, Paulding County

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|--------------------------|-------------|-------|--------|-------|-------|-------|-------|-------|
| D.E.L.T.A. STEAM Academy | 271 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 3.6% | 0.0% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |
| Cobb County Schools | 102,605 | 34.1% | 31.3% | 25.3% | 4.9% | 4.5% | 13.4% | 13.1% |
| Douglas County Schools | 24,311 | 18.0% | 57.2% | 20.1% | 0.3% | 4.4% | 14.0% | 8.2% |
| Paulding County Schools | 30,676 | 54.0% | 28.4% | 12.0% | 0.2% | 5.4% | 14.9% | 3.6% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

We are a full immersion STEAM school, which means we have equal emphasis on STEM curriculum and the Arts. Last year, we were able to offer a rigorous academic curriculum with robust Science included and both theater and dance for our students all year long.

Students also received STEM classes periodically throughout the year. All of our core subjects were taught through the Engineering Design Process of Ask, Imagine, Plan, Create, Improve.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Data-driven instruction was implemented using MAP data (standardized testing) and classroom data (formative and summative assessments). Teachers prepared for small group instruction using this data.

Additionally, there is one hour per day, per subject allotted for small group instruction. Teachers differentiated instruction for students from the whole class level down to individualized homework.

Last year, we opted to go virtual for the winter season as a precautionary measure against COVID-19 spread. During this time, students received 2.5 hours of instruction daily along with office hours for dedicated tutoring. Virtual packets for supplemental instruction were differentiated and provided on a weekly basis.

Identify your strategies or practices for supporting teacher development and effectiveness.

Teachers receive 8 hours of professional development - 90 minutes four days per week and 2 hours on Wednesdays to ensure their effectiveness. Teachers arrived in the summer 4 weeks prior to the start of school to learn our curriculum and key components of our school's brand and vision.

During the school year PD consisted of more work with the curriculum, sessions on differentiation, planning, project-based learning strategies and opportunities for Q&A.

We also implemented the TKES evaluation system with fidelity even though it was not used at the state level as a performance indicator. Additionally, teachers received regular feedback throughout the year in both formal and informal observations.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Our school day is extended by one hour daily to allow for dedicated character education and community building. During the first 30 minutes of the school day, we execute morning meetings and character education lessons. These lessons are focused on the deliberately excellent habit of mind or a core value of the month.

We offered 2 versions of summer school in the summer of 2021. The first, Panther Acceleration Club, was for our students that had not yet mastered 85% of the standards in Kindergarten and those with unfinished learning in 3rd grade.

Additionally, we offered Panther Jumpstart Club for those students who desired enrichment. They were exposed to the first unit of the next grade level to give them a "jumpstart" on content for the next year.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

We used the formative assessments within our curriculum and the MAP assessment to identify students that needed enrichment (95th percentile or higher) and those in need of acceleration (49th percentile or lower). These students then received targeted support from their teacher via small group instruction.

How has your school addressed the unfinished/interrupted learning for your students?

Waiver on school day structure - This allowed us to change as needed to a virtual setting to accommodate parents and students that worked better in this type of environment. This flexibility allowed us to change our school day schedule to accommodate academic needs of students - providing 2 hours daily of reading and 2 hours of math - core tested subjects.

Waiver on certification - This allowed us to bring in industry professionals in the fields of Dance and Theater without the red tape of acquiring certification.

Waiver on curriculum choices - This allowed us to purchase a rigorous curriculum that was aligned to state standards and assisted us in providing cross-curricular instruction, which is necessary for our STEAM certification.

Facilities Information:

D.E.L.T.A STEAM Academy has one location. The facility is leased from an independent company at a monthly cost of \$26,000

DuBois Integrity Academy

Grades Served – K-5

Attendance Zone - Clayton County

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|--------------------------|-------------|-------|-------|-------|-------|-------|-------|-------|
| DuBois Integrity Academy | 1158 | 0.0% | 95.1% | 3.5% | 0.0% | 1.5% | 7.3% | 2.8% |
| Clayton County Schools | 49,732 | 0.3% | 71.9% | 24.4% | 2.2% | 1.2% | 10.7% | 12.0% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

DuBois Integrity Academy primary purpose is to provide a high-quality education for all students regardless of where they start out academically in school and life. The instructional programs used by our schools are strategically selected with broad input from teachers, administrators, educators, and curriculum experts based on evidence-based research that show quantitative and qualitative effectiveness for learners.

The instructional programs that have had the greatest impact on student learning growth the 2020-2021 school year was:

- i-Ready Reading and Math consumable and digital curriculum,
- High quality teaching integrated with Zoom and the Google Classroom learning management system.

The i-Ready Reading platform personalizes learning based on students' achievement levels and growth. The i-Ready Reading instructional program used at DuBois Integrity Academy teaches foundational skills such as phonological awareness, high-frequency words, and phonics and helps students understand their connection to reading.

The i-Ready reading curriculum's vocabulary lessons teach words researchers have identified as the most essential to reading success.

It helps to build word learning strategies to maximize vocabulary acquisition, reading comprehension that motivate students grow comfortable to reading independently.

The i-Ready Math platform supports all students in becoming mathematically competent, critical thinkers, persistent problem solvers, and lifelong learners. The curriculum, covers core learning concepts implemented over multiple days to foster deeper understanding of problem solving using a variety of strategies to increase their math flexibility and endurance, share their mathematical thinking with class peers and helps to solidify their learning connections to the real-world math that they see in everyday life.

Another important strategy used by the school's i-Ready curriculum is the implementation of the i-Ready "teacher and student toolbox." The toolbox scaffolds instruction based on the built-in diagnostic assessments to increase student achievement overtime.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

DuBois Integrity Academy focus on instructional best practices are the hallmark of our school's culture and success. Data-driven decision making has shown consistent progress over the past years since the school's inception in 2015 for increased student achievement and growth prior to the COVID-19 pandemic. Presently, our school's leaders and educators are working diligently to re-establish in-person and virtual instructional best practices that our charter school have implemented as well as other best practices. The instructional best practices that have been tantamount to our school's success combine data driven instruction, differentiated instruction and intensive interventions.

Our school deploys the NWEA © Measures of Academic Progress (MAP) Growth Norms and coupled with within-day intensive interventions using student RIT Scores. MAP Growth norms allow educators to compare achievement status and changes in achievement status (growth) to students' performance in the same grade at a comparable stage of the school year or across testing events (Fall, Winter & Spring) across the school year. These intervals produce Rash Unit Intervals called RIT (scores) that helps teachers plan instruction for individual students, informs data-driven instructional practices and empowers teachers with student learning growth information to improve all educational outcomes for students.

Our teachers understand that the RIT scale is an equal-interval scale much like feet and inches on a yardstick that is used to chart a child's academic growth from year to year. It's used as tool to improve student learning because it enables teachers to pinpoint what students have learned and what students are ready to learn. Further, MAP Growth Norms informs our teachers instructional decisions including evaluating student achievement and growth, individualizing instruction, setting achievement and growth goals, and supporting conversations about students' achievement and learning patterns.

Identify your strategies or practices for supporting teacher development and effectiveness.

DuBois Integrity Academy implemented relevant and rigorous professional development for teachers using the Zoom platform during the 2020-2021 school year. The school's virtual professional development academies took place throughout the school year conducted by curriculum specialists, educational program experts and consultants, and school administrators and academic coaches.

A sampling and description of the school's professional development strategies and practices for supporting teacher development and effectiveness conducted Fall 2020 included virtual professional development sessions on "Guided Reading" (GR) that provided a clear overview of the GR strategies, demonstrated how the strategy could be done effectively virtually, and conveyed the importance of effective small group activities teachers should use during guided reading online lessons.

The school's virtual GR professional development strategies and practices emphasized how teachers can better select reading text that are on the scholars' instructional levels and act as a guide making scholars primarily responsible for their reading selections. These GR practices supported teacher effectiveness in virtually teaching fluency, enabled scholars to develop and use GR independent reader strategies, and encouraged scholar to gain confidence in their own ability to read on their own. Another example of the school's Fall professional development training that supported teacher effectiveness using virtual learning environments was "Using Book Nook for Remote Learning" (BN) training.

Teachers' professional development activities included onboarding students and establishing the remote learning environment. The key activities from this professional development session strategies included setting up students' BN accounts, scheduling small group learning sessions using Zoom, running the BN lesson virtually and communicating effectively with students and parents about learning goals and objectives. The BN virtual learning checkpoints that took place between teachers and students consisted of students retelling the story, scholars sharing their favorite part of the book, and the teachers asking higher order thinking questions using the live Zoom video link.

A sampling and description of the school's professional development strategies and practices for supporting teacher development and effectiveness conducted Spring 2021 included virtual professional development sessions on "Differentiated Instruction in the Digital Classroom" (DI). The key DI standards that were addressed were how teachers can provide appropriate content and skills development for students that incorporates their individual learning differences within the virtual learning environment.

Also, how teachers can systematically gather, analyze, and use relevant data to monitor and measure student progress to inform instructional content and delivery methods, and provide timely and constructive feedback to both students and parents in the virtual environment. This professional development session addressed how differentiated instruction works online and included training on the following strategies, video lectures, small group virtual breakout rooms, student-led chat forums, lessons that targeted visual, auditory, tactile, and kinesthetic senses (e.g., videos, audio clips, educational games, virtual break out rooms, spoken and written directions), and training on how to conduct online questionnaires, quizzes, and polls.

Another example of the school's Spring professional development training that supported teacher effectiveness using virtual learning environments was focused on students' unique needs during the COVID-19 pandemic. This professional development session called "Social Emotional Learning at Home" (SEL) helped teachers to support the SEL of students impacted universally by a global pandemic never seen before in their lifetime. These SEL strategies included: What is the difference between everyday

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

DuBois Integrity Academy adjusted its operational model from full in-person schooling to 100% virtual learning during the 2020-2021 school year due to COVID-19. Although virtual learning was implemented for pandemic-related health and safety reasons, the school continue to offer its full instructional program including STEM, Arts, and Connections classes using the Zoom virtual classroom. However, the schedule for Kindergarten and First Grade was modified to conclude daily at 2:00 PM for developmental and academic stamina concerns.

The school's virtual master schedule included all content areas, RIT intensive interventions blocks, Connections, and accommodations for children with disabilities. Classroom teachers continued to implement high quality instruction, rigorous and relevant content-area assignments, student assessments, and supports for achievement and social-emotional learning. School administrators and academic coaches closely observed and monitored virtual classrooms, chatrooms, and assessments remotely to ensure student learning objectives were being met.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

DuBois Integrity Academy used formative assessments to identify and support instruction for the 2020-2021 school year. The school's formative key assessments used were:

- Measures of Academic Progress (MAP) assessments,
- i-Ready Reading and Math Assessments, and
- Curriculum-Based Assessments. MAP Assessments provide our teachers with accurate, precise, insights from MAP Growth help them make the best instructional decisions for students, close achievement gaps and improve student outcomes.

MAP Assessments are aligned to Georgia's state assessments and shows teachers how their students are expected to perform on the Georgia Milestones tests.

Our school uses i-Ready Reading and Math Assessments to are data-rich tools that teachers use to determine where students are performing against the standards and provide teacher and student tools (Teacher Toolbox) to gain skills that have not yet reached mastery. The i-Ready Assessments empower teachers with a deeper knowledge of their students' needs that is based on research to provide meaningful, actionable insights that make differentiating instruction a reality for teachers.

The i-Ready Assessment capability can pinpoint students' strengths and knowledge gaps at the subskill level, deliver individualized learning paths in i-Ready Personalized Instruction, provide Tools for Instruction that addresses skills gaps identified by the Diagnostic, provides information for the effective grouping students to offer targeted instructional all while allowing teachers to spot trends across student groups and maximize student learning and achievement.

How has your school addressed the unfinished/interrupted learning for your students?

DuBois Integrity Academy value-added strategies to address unfinished/interrupted learning for our students included students' ability to interact with their teachers using virtual environments that offered online tutorial services from teachers (using the office hours virtual process). The school also continued to implement the MAP RIT band classrooms for targeted interventions across the grade levels virtually.

Social clubs were established virtually for social-emotional supports for students that connected caring teachers with students impacted by the pandemic (all students received SEL support). Due to a break in the water pipes in the school building that caused a flood in the building, summer school / extended school year could not be offered Summer 2021; however, teachers continued to make online learning available to students through Google Classroom and the Zoom platform.

Facilities Information:

DuBois Integrity Academy occupies multiple facilities, which are leased from an independent company at a monthly cost:

- Facility # 1 - \$76K
- Facility # 2 - \$56K
- Facility # 3 - \$11K

Ethos Classical

Grades Served – K, 1, 5

Attendance Zone – Atlanta Public Schools and Fulton County Schools

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|------------------------|-------------|-------|--------|-------|-------|-------|-------|------|
| Ethos Classical | 314 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 5.3% | 0.3% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |
| Fulton County Schools | 83,418 | 27.0% | 41.7% | 16.3% | 12.1% | 2.9% | 10.6% | 9.1% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Continued Instructional Programs of Greatest Impact:

- Small Group Guided Reading (Lexia + Lifelong Readers)
- Small Group Math (Eureka + Zearn)

- Direct Writing Instruction

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Continued Best Practices:

- Data Driven Instruction; Small Group Instruction
- Tailored Professional Development
- Implemented Best Practices: Hybrid in-person/ virtual model

Identify your strategies or practices for supporting teacher development and effectiveness.

N/A

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

August 2020: Implemented a full virtual model that combined a hybrid of live instruction and asynchronous scholar work.

January 2021: Implemented an onsite and virtual learning model, providing most vulnerable scholars with in-person supports.

April 2021: Implemented a full in-person and virtual model and allowed families choice.

June 2021: Provided summer remediation via summer school

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

NWEA MAP Reading and Math: August, January, May

UChicago STEP: Administered 6 times throughout the year

How has your school addressed the unfinished/interrupted learning for your students?

Ethos has addressed unfinished learning in a variety of ways which have been greatly supported by our flexibility waiver.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

1. Adjusted daily schedule: Our daily schedule has been adjusted to increase minutes spent in reading and in math.
2. Extended Day: We've extended our school day to allow for increased minutes in core content as well as providing an intervention block.
3. Extended Year: We've extended our school year to allow for additional days of learning as well as including summer school options for all scholars.
4. Targeted Curriculum: We've adjusted our curriculum in reading and math to accelerate scholar learning.

Facilities Information:

Ethos Classical State Charter School has one facility, which is leased from their School District at a monthly cost of \$25,267

Fulton Leadership Academy

Grades Served – 6-12

Attendance Zone – Atlanta Public Schools, Clayton County, Fulton County Schools

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|------------------------|-------------|-------|--------|-------|-------|-------|-------|-------|
| Fulton Leadership | 234 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 23.8% | 0.0% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |
| Clayton County Schools | 49,732 | 0.3% | 71.9% | 24.4% | 2.2% | 1.2% | 10.7% | 12.0% |
| Fulton County Schools | 83,418 | 27.0% | 41.7% | 16.3% | 12.1% | 2.9% | 10.6% | 9.1% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

The instructional programs that have had the greatest impact on our student learning are:

- Summit Learning,
- Our Comprehensive Assessment Program
- Self- directed Instruction, and Saturday School. During the ongoing COVID pandemic
- Summit Learning was most impactful for Fulton Leadership Academy because it allowed us to move from face-to-face instruction to virtual learning with ease due to the online instructional platform component.
- Our students also utilized self-directed learning opportunities to receive enrichment or remediation.
- Self-directed learning also afforded our students with additional time for differentiated and individualized instruction.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

For the 2020-2021 school year, the instructional best practices Fulton Leadership Academy implemented were individualized learning plans, blended learning with an online learning platform, increased professional learning for staff with formative instructional practices that focus on lesson and unit planning with backwards design, and literacy across the curriculum. We have continued to utilize and improve upon data driven instruction and differentiated instruction.

Identify your strategies or practices for supporting teacher development and effectiveness.

We utilized several strategies and practices to support our teachers' development and effectiveness. We offered professional learning to train our teachers on how to effectively use all learning platforms, including instruction, mentorship, and communication. We incorporated Faculty Check-Ins within our faculty meetings. This time was used to allow teachers to trouble shoot with technology issues as well as offer time for a social emotional check in for our teachers.

Professional Learning Communities were used to maximize and improve our collaborative planning process. A school-wide Professional Learning Plan was developed to ensure all staff members receive collective and specific professional learning opportunities. Informal classroom observations followed by Instructional Meetings were held with teachers and members of the Leadership Team to offer feedback and coaching for each teacher.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

In the 2020- 2021 school year, we implemented the A/B Block Schedule, Summer School, Saturday Tutorial, and Self-Directed Learning with Mentorship. The adjustments made included switching from all face-to face instruction to a blended model with virtual learning.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Teacher formative assessments and schoolwide common benchmark assessments were used to track/measure Scholar learning loss and academic progress. Formative assessments utilized to identify and support instruction for the 2020-201 school year were:

- USA Test Prep;
- Beacon;
- i-Ready;
- IXL Math; and
- NWEA MAP universal screener.

This assessment data allowed us to monitor student progress and address the academic needs of students in all levels of the Georgia’s Multi-Tiered System of Supports (MTSS).

How has your school addressed the unfinished/interrupted learning for your students?

Fulton Leadership Academy addressed the unfinished/ interrupted learning for our students through:

- Extended learning;
- Tutorial;
- Saturday School;
- implementing Credit Recovery;
- Remedial classes; and
- Optional testing, and blended/ face-to-face instruction.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

This flexibility was beneficial to our students because it gave additional opportunities for high-frequency, targeted remediation as well as enrichment. Also, families who felt their student needed to opt out of state testing were allowed to do so.

Facilities Information:

Fulton Leadership Academy has one location, which leased from an independent company at a monthly cost of \$64,066.27

**Furlow Charter School
Grades Served – K-12
Attendance Zone – Sumter County Schools**

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|----------------|-------------|-------|-------|-------|-------|-------|-------|------|
| Furlow Charter | 554 | 59.9% | 17.5% | 16.2% | 0.0% | 6.3% | 11.5% | 4.0% |
| Sumter County | 3499 | 6.0% | 80.4% | 13.5% | 0.0% | 0.0% | 14.1% | 7.3% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

The instructional programs that had the greatest impact for students during the 2020-2021 school year included the:

- Heggerty phonics program in kindergarten (implemented),
- Phonics instruction based on the Science of Reading in grades kindergarten through first (implemented),
- Pathblazer for students receiving targeted assistance in grades second through eighth (implemented), and
- Number Talks math strategies in grades kindergarten through eighth (implemented).

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

The instructional best practices Furlow Charter School implemented for the 2020-2021 school year included data driven instruction using data from NWEA MAP Growth Assessments, virtual instruction, and teacher clarity through student centered coaching.

The instructional best practices Furlow Charter school continued for the 2020-2021 school year included differentiated instruction, feedback, classroom discussions, and use of metacognitive strategies.

Identify your strategies or practices for supporting teacher development and effectiveness.

The strategies or practices for supporting teacher development and effectiveness provided during the 2020-2021 school year included providing in-person and virtual professional development in areas identified as needs from both classroom observations and student performance data, as well as areas identified as interests by teachers.

Consultants provided professional development and after teachers were given time to implement practices in their classrooms, observations were conducted to provide feedback to teachers regarding the implementation, followed by debriefing sessions during which consultants and administrators met with teachers to discuss the observations.

A Teacher Induction Support Program through RESA was provided for all induction level teachers to provide targeted support for teacher development and effectiveness for teachers with little or no experience. The consultant met with the teachers to provide professional development and observed in their classrooms with follow-up debriefing sessions.

Professional learning communities were used to provide additional support to all teachers. These PLCs were used throughout the year to provide support in curriculum development, instructional strategies and were provided through consultants, school personnel, administrators, and a faculty book study.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

The operational models implemented for the 2020-2021 school year included a period schedule, extended day, and summer school. There were several adjustments made due to the COVID pandemic, including the following:

- During the first nine weeks of school, parents could opt for in-person or virtual instruction. The virtual instruction was provided Monday through Thursday for one hour daily and each Friday for half a day. The extended day period was used for virtual instruction. The in-person instruction was provided Monday through Thursday, releasing an hour earlier than usual and for a half day on Fridays. School spread necessitated closure that caused all students to be virtual for an extended period.
- During the second nine weeks of school, parents could opt for in-person or virtual instruction, with half days of each. Since the day was split in half to accommodate both instructional modes, the extended day period was used to provide virtual instruction. There were intermittent periods of school closure necessitated by community spread.
- During the second semester, parents could opt for in-person or virtual instruction. The virtual instruction was provided by Edgenuity and Georgia Virtual School. To assist with keeping the students in virtual instruction on track and connected to the school, teachers used the extended day period to make connections with them. There were intermittent periods of school closure.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

NWEA MAP Growth Assessments, Georgia Kindergarten Inventory of Developing Skills, and classroom formative assessments were utilized to identify and support instruction for the 2020-2021 school year.

How has your school addressed the unfinished/interrupted learning for your students?

Furlow Charter School addressed the unfinished/interrupted learning for students through provision of interventions by a paraprofessional in a Title I position and provision of Summer School for students determined most at-risk based on a rank order system. The school worked to facilitate credit recovery for a wider range of performance than in typical years to accommodate needs of students who performed below expectations and address unfinished/interrupted learning.

Specific examples of waivers utilized last year include seat time, certification, and expenditure controls. Having flexibility for seat time was beneficial for addressing unfinished/interrupted learning for Furlow's students because it allowed teachers to focus on areas of need within the confines of the operational model adjustments.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

Having flexibility for teacher certification was beneficial for addressing unfinished/interrupted learning for Furlow's students because it allowed staffing in high needs areas with competent professionals who were able to provide quality instruction, where the alternative would have been inconsistency with substitutes covering vacancies.

Lastly, flexibility for expenditure controls was beneficial for addressing unfinished/interrupted learning for Furlow's students because it allowed allocation of funds in areas of prioritized need, such as Summer School.

Facilities Information:

Furlow Charter School has one location and owns their facility

Genesis Innovation (Boys)

Grades Served – K-8

Attendance Zone – Statewide, Atlanta Public Schools

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|---------------------------|-------------|-------|-------|-------|-------|-------|-------|------|
| Genesis Innovation (Boys) | 346 | 0.0% | 91.3% | 8.7% | 0.0% | 0.0% | 10.2% | 5.4% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Virtual tutoring was a major effort under the circumstances. The tutoring was either small group (about 3 students) or 1-on-1. Because virtual instruction was so difficult for many the intensive attention to individual needs was one of the more important compensation strategies.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Genesis focused on high-level questioning to increase rigor and scholar understanding. It was a primary focus of training and the monitoring of instructional planning and delivery. Genesis also focused on the core of Math, Reading, and Writing to maximize virtual learning time for scholars who could not sit in front of a computer for an extended day.

Identify your strategies or practices for supporting teacher development and effectiveness.

Genesis is emphasizing and coaching cycle that focuses on regular (usually weekly) observation and feedback of all teachers. Genesis also implements subject based PLC meetings and regular subject-based PD sessions.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Genesis was completely virtual during the 20-21 school year. We implemented a Humanities course that combined ELA and Social Studies to minimize virtual time. The focus was on the ELA portion of the course. Social Studies formed the context for the reading and writing.

This change allowed Genesis to end the formal instructional day early. The afternoon hours were mostly used for office hours for scholars to meet virtually with teachers for supplemental instruction.

Genesis also used tutoring vendors for additional supplemental instruction at times that were convenient for parents during the after-school hours.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Genesis uses NWEA MAP to formatively assess Math, Reading, and ELA and Write Score to assess writing skills, specifically.

How has your school addressed the unfinished/interrupted learning for your students?

Genesis provided extensive summer credit recovery options for scholars who struggled during the school year, either through direct instruction from teachers, tutoring from teachers, or tutoring from vendors.

Facilities Information:

Genesis Innovation Academy for Boys has one location. The State Charter School owns the facility.

Genesis Innovation (Girls)

Grades Served – K-8

Attendance Zone – Statewide, Atlanta Public Schools

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|----------------------------|-------------|-------|-------|-------|-------|-------|-------|------|
| Genesis Innovation (Girls) | 341 | 0.0% | 92.1% | 7.9% | 0.0% | 0.0% | 4.9% | 3.4% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Virtual tutoring was a major effort under the circumstances. The tutoring was either small group (about 3 students) or 1-on-1. Because virtual instruction was so difficult for many the intensive attention to individual needs was one of the more important compensation strategies.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Genesis focused on high-level questioning to increase rigor and scholar understanding. It was a primary focus of training and the monitoring of instructional planning and delivery.

Genesis also focused on the core of Math, Reading, and Writing to maximize virtual learning time for scholars who could not sit in front of a computer for an extended day.

Identify your strategies or practices for supporting teacher development and effectiveness.

Genesis is emphasizing and coaching cycle that focuses on regular (usually weekly) observation and feedback of all teachers. Genesis also implements subject based PLC meetings and regular subject-based PD sessions.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Genesis was completely virtual during the 20-21 school year. We implemented a Humanities course that combined ELA and Social Studies to minimize virtual time. The focus was on the ELA portion of the course. Social Studies formed the context for the reading and writing.

This change allowed Genesis to end the formal instructional day early. The afternoon hours were mostly used for office hours for scholars to meet virtually with teachers for supplemental instruction.

Genesis also used tutoring vendors for additional supplemental instruction at times that were convenient for parents during the after-school hours.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Genesis uses NWEA MAP to formatively assess Math, Reading, and *ELA and Write Score to assess writing skills, specifically.

How has your school addressed the unfinished/interrupted learning for your students?

Genesis provided extensive summer credit recovery options for scholars who struggled during the school year, either through direct instruction from teachers, tutoring from teachers, or tutoring from vendors.

Facilities Information:

Genesis Innovation Academy for Girls has one location. The State Charter School owns the facility.

Georgia Connections

Grades Served – 5-12

Attendance Zone – Statewide

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|---------------------|-------------|-------|-------|-------|-------|-------|-------|------|
| Georgia Connections | 7,006 | 31.3% | 28.6% | 7.3% | 1.8% | 5.2% | 14.5% | 1.1% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Georgia Connections Academy implements course work aligned to the Georgia Standards of Excellence through Connexus, the Connections Academy education management system. The innovative feature for Georgia Connections Academy is that our school can offer a 100% virtual learning program for students.

Consequently, students can interact with curriculum through synchronous and asynchronous contact. The course completion rates for the 20-21 school year were 84% or higher for all core classes in grades 5-12. During the 20-21 school year GACA continued to offer the STEAM Academy for students in grades 9-12, dual enrollment, Honors, AP and Gifted course work, and an array of career and technology pathway courses.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Georgia Connections Academy continued to implement and leverage data driven instruction to ensure students received a personalized learning experience that remediated or enriched their learning experiences.

Teachers continued to differentiate instruction through ancillary programs to include:

- Schoology
- Nearpod
- USA Test Prep,
- Achieve 3000
- Imagine Math, and Math IXL.

GACA provided opportunities for students to receive additional support through Math Evening Tutoring, Saturday Academy, and MTSS intervention support programs.

Identify your strategies or practices for supporting teacher development and effectiveness.

GACA has a comprehensive teacher orientation and training program to ensure faculty and staff are prepared to teach virtually. Additionally, GACA follows the tenets of the TKES and LKES program and implements best practices associated with Adult Learning. Teachers can choose a personal and professional goal that aligns with the CLIP and develop a PD program personalized to meet their needs.

Specifically, GACA is a Professional Learning Community and has worked collaboratively with Solution Tree to provide training on learning communities and learning teams. Additionally, GACA employs two instructional coaches that work with faculty members directly to implement a PD program that addresses the School Improvement Plan as well as the individual goals of faculty.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Georgia Connections Academy is a 100% virtual school that implement Saturday Academy and summer school for grades 5-12 to address missing gaps in learning.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

GACA implemented a district-wide benchmark plan that assessed students at 4 interval dates. GACA leveraged Schoology and USA Test Prep platforms for the district-wide assessments.

How has your school addressed the unfinished/interrupted learning for your students?

Georgia Connections Academy implemented a 100% virtual program. As a result, our students did not receive any interruptions in learning. We did provide Math evening tutoring programs, Saturday school, and summer school as additional resources to address the interruption in learning from the FY20 school year that many of our new students experienced.

Facilities Information:

Georgia Connections Academy has one location. The State Charter School leases the facility from an independent company at a monthly cost of \$15,536.62

**Georgia Cyber Academy
Grades Served – K-12
Attendance Zone – Statewide**

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|---------------|-------------|-------|-------|-------|-------|-------|-------|------|
| Georgia Cyber | 11,869 | 29.1% | 50.5% | 9.5% | 3.0% | 7.3% | 14.2% | 2.2% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Students at Georgia Cyber Academy (GCA) are assessed using multiple tools throughout the school year to determine their academic proficiency. Based on the results, students demonstrating below grade level proficiency are identified for additional supports through the MTSS framework. In supporting students, our Tier 2 and Tier 3 supports use the i-Ready platform to remediate, assess progress, and close academic gaps for students.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Teachers at GCA utilize the gradual release model of instruction for their lesson planning and live instruction. School leadership and teachers also engage in data analysis that leads to data driven

instructional practices that are embedded into their strategic action plans and lesson plans. Lesson plans also include differentiation and modification for those students needing academic supports, enrichment, or remediation.

Identify your strategies or practices for supporting teacher development and effectiveness.

Teachers at GCA undergo continuous professional development and training geared towards improving instructional practice. For the 2020-2021 school year, GCA introduced content curriculum coordinators and instructional coaches that helped support lesson planning and teacher effectiveness by conducting ongoing informal walkthrough and providing support to our teachers through targeted trainings on the gradual release framework of instruction. Additionally, our curriculum teams created curriculum maps and scope and sequence documents that helped teachers plan for instruction.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

For the 2020-2021 school year, GCA implemented a common bell schedule for our Kindergarten through 12 grade students that allowed for consistency in teacher planning, student access to supports, and for students to take courses in advanced grade levels. Our summer remediation and summer school programs support our 2nd through 12th grade students and were maintained through the COVID pandemic to help address academic gaps or deficits.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Our district curriculum team, with the support of grade band teachers and administrators, create interim assessments to be administered at the conclusion of each of our six instructional cycles. These assessments serve as our district benchmarks and are accompanied by data analysis sessions after results are provided by the data team.

Teacher and school leaders use this information to identify opportunities for remediation or reteaching and develop action plans that include instructional strategies and practices to address the gaps. Interim assessments are created to align to the state standards and are designed to be cumulative in preparation for end of year state mandated testing.

How has your school addressed the unfinished/interrupted learning for your students?

Due to the virtual structure of our school, Georgia Cyber Academy did not experience unfinished or interrupted learning with its students. Students did come to us from other districts, and they were behind and had learning gaps due to the interruption of their learning at their previous district. Our MTSS supports described above allowed us to offer students the supports and interventions needed to help them close academic gaps

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

No waivers were utilized.

Facilities Information:

Georgia Cyber Academy has one location. The State Charter School leases the facility from an independent company at a monthly cost of \$20,555

Georgia Fugees Academy

Grades Served – 6-12
Attendance Zone – Statewide, DeKalb County

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|-----------------------|-------------|-------|-------|-------|-------|-------|-------|-------|
| GA Fugees Academy | 158 | 8.6% | 46.3% | 0.0% | 35.4% | 0.0% | 1.8% | 72.6% |
| DeKalb County Schools | 85,451 | 10.1% | 62.0% | 20.8% | 5.9% | 1.2% | 10.6% | 18.2% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

The selection of well-researched, highly acclaimed curricula; our emphasis on differentiated instruction and our close, ongoing contact with families through staff liaisons and home visits have all had a positive impact on student learning in the 2020-2021 school year.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

For eight of ten months in the 2020-2021 school year, students were learning from home with synchronous virtual instruction. We also made home visits to keep students engaged. Our flexible Singapore Math and Amplify Learning curriculum allowed for differentiated instruction.

Identify your strategies or practices for supporting teacher development and effectiveness.

We have teacher planning and training time built into our school calendar. Our Educational Services Provider surveys teachers and school leaders on an ongoing basis to source, design, and secure relevant and timely professional development throughout the year.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

We were not able to hold afterschool programming for the first 8 months of the year, due to COVID. We did, however, have an extended school day - both virtual and in person, and a 5-week summer program for all students.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

We utilized MAP assessments and mClass assessment with Amplify reading as well as the required Georgia state tests such as ACCESS and Milestones.

How has your school addressed the unfinished/interrupted learning for your students?

Georgia Fugees Academy Charter School (GFACS) addressed interrupted learning for our students through its summer enrichment program for all new and returning students. The program utilized the broad flexibility waiver in being able to provide a culturally relevant curriculum, and instructional approach that prioritizes cultural integration and English acquisition in the program. The summer program included a schedule to help students build foundational skills in math and reading, engage in athletic activity, and expose them to various arts and culture-based electives.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

GFACS utilized its flexibility with being able to have a teaching and administrative staff that can provide individualized, highly scaffolded instruction. This was beneficial in allowing us to set up our classes so that a middle schooler whose level in the range from Kindergarten to their actual grade level will find themselves among similarly situated peers, with teachers who are equipped to meet their needs. Students are placed in small groups for core skills instruction, and progress monitoring data is collected at regular intervals.

Facilities Information:

Georgia Fugees Academy Charter School has one location. The State Charter School leases the facility from an independent company at a monthly cost of \$ 6,000

Georgia School for Innovation & the Classics

Grades Served – K-11

Attendance Zone – Statewide, Richmond County

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|-------------------------|-------------|-------|-------|-------|-------|-------|-------|------|
| GSIC | 867 | 78.7% | 11.2% | 5.7% | 0.0% | 4.5% | 7.5% | 0.0% |
| Richmond County Schools | 27,654 | 13.4% | 80.1% | 4.5% | 0.1% | 1.9% | 12.5% | 2.0% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

- On-site, in-person instruction with virtual and virtual combo instruction as needed.
- Intervention/Extended Learning Time
- Math Support for Algebra and Geometry in High School
- Team Teaching/Departmentalization (4th-8th Grades)
- Use of I-Ready (SPED) and Spire

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- Multi-Tiered System of Support (MTSS)- Small group and one-on-one
- Benchmark Testing (AimsWeb)
- Education Galaxy
- Online curriculum resources
- Credit Recovery for High School Math (Summer), Virtual-Edgenuity
- Gifted Program, Push-in/ Resource

Identify your strategies or practices for supporting teacher development and effectiveness.

- Departmental Meetings
- Evaluations, Observations, and Collaboration
- Professional Training
- Mentorship Program
- Teacher Surveys

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

- Block Scheduling for High School continued
- Summer courses for High School (virtual)
- Tele-Speech

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- AimsWeb
- USA Test Prep
- Education Galaxy

How has your school addressed the unfinished/interrupted learning for your students?

- Getting parents involved in working with children at home.
- Home Learning Packets
- Summer Scholar Program
- Extended Learning Time Period
- Math Support Classes
- Summer Courses (High School Math)

Facilities Information:

Georgia School for Innovations & the Classics has one location. The State Charter School leases the facility from an independent company at a monthly cost of \$85,748

**International Academy of Smyrna
Grades Served – K-8
Attendance Zone - Cobb County**

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|---------------------------------|-------------|-------|-------|-------|-------|-------|-------|-------|
| International Academy of Smyrna | 336 | 0.0% | 71.7% | 28.3% | 0.0% | 0.0% | 5.3% | 19.4% |
| Cobb County Schools | 102,605 | 34.1% | 31.3% | 25.3% | 4.9% | 4.5% | 13.4% | 13.1% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

We instituted Wellness Wednesday where Scholars had an opportunity to attend a club that focused on the emotional, social wellbeing of our students. Many clubs also had a curriculum connection. Along with Wellness Wednesdays, Scholars attended Morning Meetings where they engaged in discussions, goal setting and focused on the agenda for the day.

Our counseling departments themed weeks throughout the year were a favorite of Scholars. We continued Increased Learning Time which provided each student with an additional hour of math and ELA support based on the students' needs. Teachers examined i-Ready assessment data to easily determine how to meet the instructional needs of the students.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Teachers used Standard Mathematical Practices as strategies for math instruction. These strategies were built into the i-Ready mathematics lessons. Other best practices included: Differentiated small groups in reading and math, Cognia instructional engagement strategies, vocabulary strategies and virtual field trips.

Identify your strategies or practices for supporting teacher development and effectiveness.

Training during our three weeks of preplanning included professional development on using:

- Google Classrooms,
- Zoom
- Instructional strategies for virtual teaching
- Emotional well-being
- Utilizing assessment tools such as i-Ready and ELA training focused on Journeys.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Our operational model was an alternating block schedule where students had 90 minutes of ELA and 90 minutes of social studies on one day followed by 90 minutes of mathematics and 90 minutes of science on the next day.

We also utilized a hybrid model during 2020-2021 where teachers provided synchronous and asynchronous instruction to both in-person and virtual Scholars.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Our assessment systems for 2020-2021 were:

- i-Ready math and reading
- Beacon (grades 3-5)
- GKIDS Readiness
- GKIDS, and teacher-developed formative and summative assessments.

How has your school addressed the unfinished/interrupted learning for your students?

We used a variety of instructional models to address learning throughout the year: Flexible grouping, one to one tutoring, one to small group instruction and summer camp for K - 5 graders. We quickly learned to be flexible and focused on wellness to assist Scholars and staff who were struggling with the pandemic. We were able to benefit from the TKES/LKES waiver. Being able to offer virtual and face to face instruction allowed us to meet the varying needs of our parents, and we provide free breakfast and lunch to all Scholars whether at school or providing meals for distribution to families.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

We were able to benefit from the TKES/LKES waiver. Being able to offer virtual and face to face instruction allowed us to meet the varying needs of our parents, and we provide free breakfast and lunch to all Scholars whether at school or providing meals for distribution to families.

Facilities Information:

International Academy of Smyrna has one location. The State Charter School owns the facility

**International Charter Academy of Georgia
Grades Served – K-5**

Attendance Zone – Gwinnett County, Statewide

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|--|-------------|-------|-------|-------|-------|-------|-------|-------|
| International Charter Academy of Georgia | 133 | 0.0% | 19.5% | 0.0% | 46.6% | 33.8% | 2.4% | 42.5% |
| Gwinnett County Schools | 177,758 | 18.3% | 33.0% | 33.7% | 11.2% | 3.9% | 13.3% | 20.6% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

During the 2020-2021 school year a DI (differentiated Instruction) class was implemented for all students. Providing them with differentiated instruction to address individual student needs.

In addition, Japanese conversational classes were held weekly to give students dual-language opportunities for language learners.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

International Charter Academy of Georgia developed 9-week benchmark assessments for both math and language arts courses. Differentiated instruction that is data-driven continues to be a driving force for the school's instructional practices.

Grade-level teachers collaborate continuously to ensure student needs are addressed. Professional development is another key component to the success of our academic program. Teachers learn research-based instructional strategies to engage students and increase student outcomes.

Identify your strategies or practices for supporting teacher development and effectiveness.

An ongoing effort of International Charter Academy of Georgia is teacher development. Teachers participate in professional development several times a year. Using both in-house high-performing teachers as well as contracting experts in a field of study.

Examples include family engagement, differentiated instruction, student engagement, lesson planning, and data collection.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

International Charter Academy of Georgia implemented a hybrid model to accommodate families wanting to remain virtual due to COVID concerns.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

During the 2020-2021 school year, International Charter Academy of Georgia used MAP and benchmark assessments to identify and support academic instruction. In addition, teachers used the data to collaborate and discuss strategies to improve student outcomes. Georgia Milestone was given however participation was limited due to COVID-19.

How has your school addressed the unfinished/interrupted learning for your students?

Currently, students who are experiencing learning loss are provided an extended day opportunity to participate in an additional instructional block. In addition, an intervention specialist provides small group instruction daily to assist with learning loss.

Facilities Information:

International Charter Academy of Georgia has one location and occupies two facilities. The State Charter School owns their facilities.

**International Charter School of Atlanta
Grades Served – K-8
Attendance Zone – Fulton County, Statewide**

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|---|-------------|-------|-------|-------|-------|-------|-------|------|
| International Charter School of Atlanta | 824 | 34.6% | 22.5% | 25.0% | 8.6% | 9.6% | 5.5% | 6.7% |
| Fulton County Schools | 83,418 | 27.0% | 41.7% | 16.3% | 12.1% | 2.9% | 10.6% | 9.1% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Additional in-school (or online during school hours) academic support groups (continued); after school tutoring (continued); using our focus hour for only math and/or ELA instead of second language (continued)

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- Data driven instruction
- Differentiated instruction
- Online & in-person learning
- Student-support classes and after school tutoring

Identify your strategies or practices for supporting teacher development and effectiveness.

We recognize that teacher development and effectiveness are paramount in ensuring student growth and success.

International Charter School of Atlanta (ICS Atlanta) has made it a priority to provide teachers, especially inexperienced teachers having taught for ten years or less, with:

- Professional development and training opportunities, including training in center-based instruction,
- Effective implementation of PYP and MYP,
- Restorative circles,
- Mathematics calendar time and spiral review
- Small group differentiation,
- Orton-Gillingham hands-on phonics instruction, and more.

The professional development opportunities were developed, in part, based upon teacher feedback on the areas in which they expressed the need for more support to better address the needs of their students.

Continually, ICS Atlanta supports teacher development through the new teacher committee, which is facilitated by the upper and lower campus assistant directors and includes regular meetings, feedback, and office hours to support the effectiveness of our newest teachers.

Further, teachers receive regular observations and feedback by our reading specialist, who observes teachers and students and then gives constructive feedback and specific resources to address needs as they are observed in the classroom.

Also, teacher effectiveness is measured through regular announced and unannounced TKES meetings, observations, and feedback given by ICS Atlanta leadership.

Lastly, teacher lesson plans are checked regularly to ensure that teachers are effectively teaching and supporting student growth and learning as it relates to the Georgia Standards of Excellence. Teachers receive constructive feedback from school leadership for their plans to foster their growth and development as teachers at ICS Atlanta.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

- Dual-language immersion instruction
- IB PYP curriculum
- Student-centered learning

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- Star 360

How has your school addressed the unfinished/interrupted learning for your students?

We added as much in-school and after-school support we could handle with existing staff.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

We utilized our teacher certification waivers to use our teachers to the most efficient and effective extent possible to serve our students.

Facilities Information:

International Charter School of Atlanta has multiple location and occupies two facilities. The State Charter School leases their facilities from an independent company at a monthly cost of \$39,788.29

Ivy Preparatory Academy at Kirkwood

Grades Served – K-8

Attendance Zone – Atlanta Public Schools and DeKalb County

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|-------------------------------------|-------------|-------|-------|-------|-------|-------|-------|-------|
| Ivy Preparatory Academy at Kirkwood | 421 | 0.0% | 93.8% | 6.2% | 0.0% | 0.0% | 7.7% | 0.5% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |
| DeKalb County Schools | 85,451 | 10.1% | 62.0% | 20.8% | 5.9% | 1.2% | 10.6% | 18.2% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Our school implemented i-Ready as means for tracking scholar growth. The online lessons were provided in Reading and Math to accentuate the skills/standards they already mastered and skills/standards they did not master. The administration of this was done three times per year and scholars used the MyPath portion of i-Ready 30 to 45 minutes per day.

Teachers also facilitated data talks with scholar, and we held small group instruction daily to ensure mastery for scholars that did not perform at a mastery level.

We also implemented Orton Gillingham for scholars in grades K and 1. All K-2 teachers were trained in Fall 2020 and our K-1 scholars showed tremendous gains on the Phonics and Phonemic Awareness section in Spring 2021. A balanced literacy block was extended from 90 minutes to 180 minutes with a heavy emphasis on reading, phonics, and writing.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- (1) Weekly Assessment Analysis: Teachers analyzed their weekly assessment data and discussed the item analysis data in their Professional Learning Communities. Teachers also submitted a weekly report to Academy Leaders for review.
- (2) Small Group Intervention Time-We included 30 minutes built in the Master schedule for all scholars.
- (3) Virtual Learning-All scholars spent a maximum of 30-45 minutes per content area to decrease the amount of screen time. (Adjusted Schedule)
- (4) Digital Curriculum-Google classroom was utilized as a digital platform for accessing and submitting assignments.
- (5) Self-Paced Learning-Scholars were able to submit various assignments at their own pace.
- (6) One to One Tutoring Support: FEV Tutors Our scholars had live tutoring support provided in Reading and Math for 1 hour per week at home one on one.

Identify your strategies or practices for supporting teacher development and effectiveness.

Asynchronous Wednesdays: Teachers were engaged in Professional Development:

- i-Ready
- Virtual Learning strategies and platforms
- Metro RESA Math and Project Based Learning (STREAM-Science
- Technology, Reading, Engineering, Arts & Mathematics)
- Instructional Focus of the Month: Aligned to TKES standards and Virtual Classroom observations.
- Academy Leader Check Ins: Met bi-weekly with teachers to provide instructional updates and review classroom performance data
- Professional Learning Communities Implementation: PLC (K-5), Discussed best practices of a PLC and participated in a book study, The Big Book of Tools: Collaborative Team At Work
- Wellness Wednesdays-Once a month (Fourth Wednesday) and teachers were engaged in activities to promote mental, physical, and emotional wellness

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

We have implemented extended day for our scholars. They are in school eight hours per day. We also held summer school for 30 days. We also had one on one tutoring via FEV for 45 scholars' grades K-7.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

We utilized i-Ready for growth in Reading and Math. We also used USA Test Prep for content mastery for Science and Social Studies. We used Study Island for content mastery for ELA and Math.

How has your school addressed the unfinished/interrupted learning for your students?

We have implemented a 45-minute intervention block as well as an hour of extended day for our scholars. During this time, scholars are grouped by skills and the teachers work on the skills to enhance their performance. We can target the areas that show the least amount of growth from the data collected and create learning plans for these areas of deficit.

Facilities Information:

Ivy Preparatory Academy one location and occupies one facility. The State Charter School currently makes monthly interest only payments for the in the amount of \$81,292

**Liberty Tech Charter School
Grades Served – K-8
Attendance Zone – Fayette County Schools, Statewide**

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|------------------------|-------------|-------|-------|-------|-------|-------|-------|------|
| Liberty Tech | 372 | 66.4% | 25.0% | 4.3% | 0.0% | 4.3% | 11.1% | 0.5% |
| Fayette County Schools | 19,632 | 44.3% | 30.1% | 13.7% | 5.9% | 6.0% | 10.6% | 5.3% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

For the 2020-2021 school year:

- We had a virtual teacher for the school year that worked with our virtual students in Grades K-5. About 1/4 of our student population remained virtual for the year.
- Students in Grades 6-8 participated in a 30 minute intervention period every day.
- Due to our Gifted classes not being at full enrollment, our gifted coordinator/teacher pulled students who didn't qualify for gifted based on the evaluation process for an enrichment class.
- Secret Stories Phonics for Grades K-1
- Orton-Gillingham delivered in small groups or one-on-one with students in Grades K-2
- Our small group class utilizes the Unique Curriculum for our students with significant learning and cognitive disabilities.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- Data driven instruction through the use of Curriculum Associates i-Ready (Using 21-22 for Grades K-5), NWEA MAP Assessments (Using 21-22 for Grades 6-8), Acadience Reading Grades K-2, GAP

Analysis - Teachers met monthly with our Instructional Support Coach to review the data and plan their instruction. Meetings were held throughout the year for teachers to dig into the student data to plan instruction.

- Differentiated instruction through the use of the workshop model - This model includes a mini-lesson, workshops (students work independently or in small groups), and a closure or debrief. For our middle school, we utilized advanced placement/accelerated classes.
- All our teachers in Grades K-2 and one of our special education teachers have been trained in Orton-Gillingham (OG). The OG approach is utilized during workshops and guided reading.
- One of our special education teachers is trained in Wilson Foundations which is a supplemental reading program that is used with our special education students.
- Project-based learning - Our students participate frequently in learner-led, real-world problem solving projects. These projects are displayed and explained by students during Exhibition Nights 2-3 times per school year.

Identify your strategies or practices for supporting teacher development and effectiveness.

- Google Suite for Educators Training
- Summer Institute/Pre-planning was extended from 1 week to 3 weeks due to transitioning to opening school virtually for the first six weeks. Training and preparation time was provided to the teachers.
- Project-Based Learning 7 week training for our administrators from the Institute for Self-Directed Learning
- For our teachers, we started a three-year training for project-based learning with the Institute for Self-Directed Learning. Our teachers participated in a one-day training.
- In-house professional learning training was provided on the following topics: How to utilize the workshop model in all grade levels, Behavior Strategies for the Classroom, Differentiation: Using Tiered Lessons
- Summer Learning Academy Training for our summer school staff
- Mentor Program for our new staff that was led by our Instructional Support Coach -All new staff members had a mentor that met with them throughout the year for additional support.
- Instructional Support Coach/MTSS Coordinator met monthly with our teachers to discuss student data and gap analysis as well as provided instructional support as needed
- Two teachers attended Great Guided Reading: Making it Fabulous! through Griffin RESA
- One of our middle school teachers participated in the Gifted Endorsement Program through Griffin RESA.
- One of our EIP teachers attended the Interventions Conference: Progress Monitoring through Griffin RESA.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

- For the first six weeks of school, all of our students attended school virtually. Beginning the middle of September, we utilized a blended model - virtual learning and in-person learning. Opening virtually for all students was due to COVID.
- For identified at-risk students, we offered two weeks of Summer Learning Academy.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- Curriculum Associates i-Ready - The students completed two diagnostics for the year. Our students also participated in the progress monitoring.
- NWEA MAP Assessments - The students completed two assessments for the year (winter and spring).

- Acadience Reading for K-2 Grade students

How has your school addressed the unfinished/interrupted learning for your students?

- For 6-8 grade students, we offer a morning reading and math lab daily. All students are able to attend, but we specifically target our struggling or at-risk students.
- Our 6-8 grade students participate daily in WIN (What I need) time. This is a time for teachers to provide interventions or extensions as needed.
- We added a 2nd EIP teacher at the beginning of the 2020-2021 school year for our students in Grades K-5.
- For the 2020-2021 school year, we have added a learning lab for our students in Grades K-5 for students to attend in the mornings for additional academic support. During the school day, our learning lab teacher works in small groups or one-o-one support as needed by collaborating with classroom teachers.
- All K-2 grade classrooms have a paraprofessional. Our 3-5 grade classrooms share a paraprofessional for instructional support to work in small groups and one-on-one with students. Our middle school classrooms also share a paraprofessional as well.
- For the 2020-2021 school year, our specials (art, music, STEAM, Spanish, and computer) teachers provided interventions for our students in all grades for about an hour each day.
- For the 2020-2021 school year, we had a virtual teacher that worked with our K-5 virtual students all year to provide small group or one-on-one instruction.
- For the 2021-2022 school year, we have hired a media specialist to provide classroom lessons and develop a school reading program.

Facilities Information:

Liberty Tech leases their facility for \$6,000 per month.

Odyssey School

Grades Served – K-8

Attendance Zone – Coweta County Schools

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|-----------------------|-------------|-------|-------|-------|-------|-------|-------|------|
| Odyssey School | 309 | 47.9% | 42.1% | 10.0% | 0.0% | 0.0% | 7.6% | 3.0% |
| Coweta County Schools | 22,052 | 57.8% | 24.6% | 12.1% | 1.6% | 3.9% | 11.3% | 3.5% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Odyssey Charter School introduced the Orton Gillingham Phonics program a few years ago and it has had the greatest impact on our students. We have continued the program to address the needs of all learners.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Our best practices have continued in our data driven instruction.

Students are tested and retaught in small groups, post tested to see growth etc. Last year we added the Virtual component.

Identify your strategies or practices for supporting teacher development and effectiveness.

Odyssey offers many Professional Development opportunities for teachers and staff. All staff is trained in the Orton Gillingham program and all staff receives the Kagan training. Teachers can pick Professional Development workshops to meet the needs of their classroom and subject area

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Odyssey Charter School has implemented tutoring in our extended day schedules for three days a week. We were able to add a summer program this past summer to address the loss of learning from the pandemic in both ELA and Math. Our adjustments included plexiglass, masks, constant cleaning, taking the temperature of students and staff daily, with temperature monitoring cameras mounted at every entrance to the school.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

The formative assessments include GRASP, and HMH reading and Math Inventories. Pre-test to identify areas of weakness and re-teaching of those skills along with the Post-test to identify areas of weakness and growth, and to identify all areas of lost learning.

How has your school addressed the unfinished/interrupted learning for your students?

Odyssey addressed the interrupted learning with Virtual teaching. There were many areas of lost learning due to the changes from the Pandemic. Trying to keep students online and continue teaching was a challenge for all.

We added Summer School for three weeks and now are attacking this loss with three days a week for extended day tutoring and scheduled remediation during the school day.

Facilities Information:

Odyssey Charter School has one location, and the State Charter School owns their learning facility.

Pataula Charter Academy

Grades Served – K-12

Attendance Zone – Baker County, Calhoun County, Clay County, Early County, Miller County, Randolph County, Terrell County

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|-----------------|-------------|-------|--------|------|-------|-------|-------|------|
| Pataula Charter | 555 | 65.4% | 28.8% | 5.8% | 0.0% | 0.0% | 11.0% | 0.7% |
| Baker County | 273 | 27.1% | 63.4% | 9.5% | 0.0% | 0.0% | 14.8% | 4.9% |
| Clay County | 198 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 17.9% | 0.0% |
| Calhoun County | 441 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 9.1% | 2.3% |
| Early County | 1644 | 21.7% | 76.5% | 0.0% | 0.0% | 1.8% | 10.7% | 0.0% |
| Randolph County | 684 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 13.1% | 0.0% |
| Miller County | 678 | 54.9% | 45.1% | 0.0% | 0.0% | 0.0% | 15.3% | 1.5% |
| Terrell County | 963 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 12.9% | 0.7% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

PCA uses project-based instruction. Although it was more difficult with pandemic safety protocols, this was still implemented during the 2020-2021 school year. Students in grades K-6 were provided Reading and Math Intervention for the students who qualified through multi-criteria eligibility guidelines. Students in grades 7-12 who had failing grades, failing state assessments, and/or significantly below grade level on the MAP Growth benchmarks were provided Math support classes.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

PCA utilizes data driven instruction and differentiated instruction based on EOG, EOC, MAP Growth, and classroom standards-based assessment data. Other instructional best practices utilized are:

- Project-based instruction
- Standards-Based instruction and assessments
- Utilizing student-friendly Learning Targets, based on state standards, during instruction and for tracking academic progress.
- Reteaching and reassessing standards/learning targets for mastery of standards/learning targets

Identify your strategies or practices for supporting teacher development and effectiveness.

A survey of needs was completed to create the school's PD Plan for the year. A few examples of PD implemented at the school were:

- Curriculum PD (Wit and Wisdom and Eureka),
- Assessment Best Practices,
- Student Engagement, and Virtual Teaching.

Each teacher was also asked to sign up for at least 3 PD topics for PLCs/Coaching cycles based on individual needs. We are also a member of SWGA RESA. Teachers are assigned by administrations or can choose RESA professional development sessions based on his/her needs. Teacher effectiveness is assessed through TKES observations, walk-throughs, and data analysis.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Summer school was offered due to learning loss from COVID disruptions. It was required for some students to be promoted/placed into the next grade or get course credit. It was also recommended for other at-risk students.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

All teachers use formative assessments within the classroom, such as, exit slips, ticket-out-the door, Quizlets, etc. to determine if students need more instruction or re-teaching before administering summative classroom assessments. As a whole school all students also take MAP Growth Benchmarks three times per year as a formative assessment to inform instruction.

How has your school addressed the unfinished/interrupted learning for your students?

We felt it was important to address unfinished learning while still implementing grade level standards to ensure students didn't continue to get further behind. Teachers spent the first few weeks of school assessing and filling large gaps identified for most of their students.

MAP Growth also helped identify the largest gaps in learning so that teachers could compensate for those in their instruction. Differentiation strategies and small group instruction were used to help fill gaps. Intervention in grades K-6 and support classes in grade 7-12 were also used to fill the largest gaps. Summer school was used to address unfinished learning for the students who were still the furthest behind grade level at the end of the year.

Facilities Information:

Pataula Charter Academy has one location, and the State Charter School owns their learning facility.

Resurgence Hall Charter School

Grades Served – K-8

Attendance Zone – Atlanta Public Schools, Fulton County Schools

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|------------------------|-------------|-------|--------|-------|-------|-------|-------|------|
| Resurgence Hall | 388 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 7.2% | 0.2% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |
| Fulton County Schools | 83,418 | 27.0% | 41.7% | 16.3% | 12.1% | 2.9% | 10.6% | 9.1% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

We believe our implementation of the math program to our virtual platform was effective. As we returned to full in-person learning for the 2021-2022 school year we were able to seamlessly transition math content and instruction back to in-person.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

We have continued our utilization of online platforms such as i-Ready to support continued learning at home and to allow us to better individualize our instruction to meet scholar needs.

Identify your strategies or practices for supporting teacher development and effectiveness.

- We utilize weekly observation and feedback cycles,
- One-on-One-check-ins, and
- Friday extended professional development to support our teachers' development and effectiveness.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

We implemented both virtual and in-person instruction for the 2020-2021 school year.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- STEP;
- IAs; and
- Weekly Reading and Math quizzes.

**How was your flexibility beneficial for addressing unfinished/interrupted learning for your students?
Please provide specific examples of waivers utilized.**

Resurgence Hall did not utilize any waivers.

Facilities Information:

Resurgence Hall has one location. The State Chartered School owns their learning facility.

School for Arts-Infused Learning (SAIL)

Grades Served – K-8

Attendance Zone – Columbia County Schools, Statewide

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|-------------------------|-------------|-------|-------|-------|-------|-------|-------|------|
| SAIL | 557 | 63.9% | 16.7% | 13.5% | 0.0% | 5.9% | 12.3% | 1.6% |
| Columbia County Schools | 28,240 | 55.9% | 21.9% | 11.5% | 3.4% | 7.4% | 11.3% | 2.6% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

School for Arts-Infused Learning (**SAIL**) has many programs that impacted our scholar’s academic achievement in FY21. To begin, our core curriculum is through Pearson/ Savvas.

We use myView, enVision, myWorld, and elevateScience. These programs also have a strong digital component, which helped our teachers to reach our distance learners during FY21.

In addition, we utilize a program called Successmaker for reading and mathematics. This is “true” adaptive learning for intervention, differentiation, and personalization. Every scholar interaction adjusts instruction in real time to real learning needs. Successmaker delivers tutorials, practice, challenge, and remediation. It instantly adjusts pacing and sequencing. It continuously assesses in a natural, unobtrusive way.

Lastly, we use AimsWebPlus to not only benchmark our scholars in the fall, winter, and spring, but we also use this program to progress monitor our scholars.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

We have bi-weekly data meetings which include the grade level, the RTI Coordinator, and the principal. During this time, we all share data and discuss. As a team we adjust flex grouping, tier services, interventions, and instruction if and as needed.

In addition, teachers also continued to collaborate with our encore teachers on arts-infused lesson ideas. Due to the pandemic concerns and teachers serving scholars with face-to-face instruction and through distance learning, we made an adjustment for FY21, and the collaborative planning meetings were done virtually.

Lastly, teachers still had vertical planning. This was imperative coming into FY21 due to the pandemic Mid-March of 2020. This allowed teachers an opportunity to plan with the grade level below and above them to fill any academic regressions during the 5-month period.

Identify your strategies or practices for supporting teacher development and effectiveness.

Teachers meet with the principal bi-weekly to discuss teacher needs. School administrators also use TKES to observe and give feedback (grows and grows).

Monthly, teachers have collaborative planning with encore teachers (music, drama, dance, art, and kinesiology).

In Spring 2021, we developed a professional development survey for teachers. The goal from this was to have targeted professional development monthly for FY22 based on the survey results.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

In the 2020-2021 school year, we did have to adjust our daily schedule and routines. All students, faculty, and staff were required to wear face coverings.

Temperatures were also taken before entering the school building. While students previously changed classes and moved to encore classes, the students stayed in the same location and the teachers traveled to them instead.

Since kinesiology was now outside or in the general education classrooms, the multipurpose room/ gym was unoccupied; therefore, we used that space as another location for some grade levels to eat lunch. This allowed for some social distancing while masks were off.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Teachers used daily quick checks to assess scholars' academic progress. Formative assessments were used to adjust small groups as well as intervention small group focus.

Some formative assessments used at SAIL, but not limited to are as follows:

- Student conferences with data notebooks
- Hand signals,
- Google Form survey
- Turn and Talk, Think-Pair-Share,
- Classroom observations,
- Independent work checks,
- Exit tickets, and strategic questioning.

How has your school addressed the unfinished/interrupted learning for your students?

At the beginning of the year, teachers assessed scholars on previous year's term 4 standards according to curriculum maps from the 2019-2020 school year. This allowed teachers the opportunity to fill any gaps scholars may have from the school closures/ move to distance learning in March of 2020. We used these assessments to close gaps during class as well as during intervention periods.

Facilities Information:

School for Arts-Infused Learning has one location, and the State Charter School owns their learning facility.

Scintilla Charter Academy

Grades Served – K-8

Attendance Zone – Brooks County Schools, Lowndes County, Valdosta City

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|------------------------|-------------|-------|-------|-------|-------|-------|-------|------|
| Scintilla Charter | 617 | 56.9% | 29.5% | 6.0% | 0.0% | 7.6% | 12.5% | 0.5% |
| Brooks County Schools | 2,007 | 33.1% | 53.0% | 13.2% | 0.0% | 0.7% | 10.1% | 6.0% |
| Lowndes County Schools | 10,514 | 58.5% | 23.5% | 12.2% | 0.8% | 4.9% | 14.5% | 3.2% |
| Valdosta City Schools | 8,138 | 10.9% | 79.0% | 7.0% | 0.8% | 2.3% | 14.2% | 3.3% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

The Navy assessment system has been very beneficial to accelerate learning for our scholars at Scintilla Charter Academy (SCA). The rigor of the assessments along with test security makes sure that teachers are teaching at the rigor of the standard and students are having to apply their thinking.

The Quill writing program has also been very successful in allowing our students to practice writing skills learned in class. This program is very beneficial because it allows students to learn and practice at the same time without letting them move forward until they have a grasp on the concept.

Our phonics program, Reading Horizons, has allowed our teachers to accelerate student learning in the classrooms. It is a program that is set up in a sequential and systematic way that allows our teachers to meet at the level of our students and to accelerate as they are ready.

The curriculum also supports our teachers with accelerating our writing instruction. Teachers can move forward with the structure and creativity of writing with our students because the encoding processes are being taught and mastered through our phonics program.

Reading Horizons supports our teachers in moving our students forward from learning to read, to reading to learn.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- Data-driven instruction
- Differentiated instruction
- Systematic and explicit phonics instruction

Identify your strategies or practices for supporting teacher development and effectiveness.

- Weekly Grade-Level Professional Development (PD) and Friday Professional Development (PD)/Data Dives designed to increase academic rigor through standards-aligned instruction that fully captures the depth and breadth of each of the Georgia Standards of Excellence;
- Ensure fidelity and integrity of curriculum alignment and delivery, and provide a variety of differentiated guidance and support based on content knowledge, experience, and identification of the need to deepen teachers understanding of the standards themselves as well as the connections among standards; and
- Curriculum resources, and the instructional practices that curriculum resources require.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

- Daily enrichment/intervention block,
- Summer school

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- DIBELS
- Beacon
- Navvy

How has your school addressed the unfinished/interrupted learning for your students?

Waivers for direct classroom expenditure control, class-size and reporting requirements, and certification requirements are beneficial for Scintilla’s plan for a balanced budget, allow for relocation of funds, reduce costs, remove barriers to academic success, increase efficiency, and eliminate bureaucratic intervention.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

SCA’s NSLP utilized the following waivers:

- Waiver of Mealtime Requirements,
- Waiver to allow Meal Plan Flexibilities for sodium targets -one
- Waiver for Onsite monitoring requirements in school meal programs
- Nationwide waiver to allow Summer Food Service Reimbursement Rates in the school year
- Nationwide waiver to allow Specific School Meal Flexibility
- Nationwide waiver to allow offer vs serve

Facilities Information:

Scintilla Charter Academy has multiple locations and occupies six buildings.

SLAM Academy of Atlanta

Grades Served – K-5

Attendance Zone – Atlanta Public Schools, Fulton County Schools

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|------------------------|-------------|-------|--------|-------|-------|-------|-------|------|
| SLAM Academy | 81 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 5.6% | 0.0% |
| Atlanta Public Schools | 38,764 | 16.3% | 73.1% | 7.7% | 0.8% | 2.2% | 11.7% | 4.6% |
| Fulton County Schools | 83,418 | 27.0% | 41.7% | 16.3% | 12.1% | 2.9% | 10.6% | 9.1% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Sports **L**eadership **A**rts and **M**anagement (**SLAM**) implemented all core curriculum to fidelity during the 2020-2021 school year. We intentionally purchased the digital content to ensure the curriculum was accessible to both in-person and virtual learners.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

SLAM was prepared to deliver live instruction to both in-person and virtual learners (Remote Live Instruction) by equipping each classroom with the appropriate technology and providing professional learning to all teachers and staff. SLAM used formative assessments to monitor student progress and drive

instruction. Formative assessments helped identify scholars for our Early Intervention Program, and those students that needed Tier II or Tier III interventions and supports. By using data to drive instruction, teachers were able to specifically identify strengths and weaknesses as they lesson planned and identified ways to differentiate instruction.

Identify your strategies or practices for supporting teacher development and effectiveness.

The leadership team acknowledged that there were multiple new teachers. We started pre-planning early to be able to focus an entire week on learning each curriculum and give teachers adequate time to working with the various materials prior to delivery.

In addition, the Director of Teaching and Learning observed each teacher weekly, at minimum, provided written feedback by the end of the day of the observation, and meet with the teacher to go over the observation and set objectives to focus on by the next observation.

In addition, we provided professional development on delivering Remote Live Instruction to ensure teachers felt comfortable both with the technology and strategy to effectively deliver instruction.

Teachers had the opportunity to attend a virtual conference to learn best practice from other teachers across the country. In addition, the first Friday of the month was a half day RLI and half day Professional Learning. The allowed for continues professional learning and support to our teachers and staff.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

We shortened the school day by 60 minutes (we had an extended school day in years prior so there was no issue meeting) to provide teachers enough time to plan for RLI instruction, maintain consistent coaching meetings to develop them as effective educators, and the intentional choice for quality instruction over quantity given the amount of time students were expected to sit behind a computer screen.

In addition, we offered Remote Live Instruction, so families had the choice to send their students in person or keep them virtual. Depending on which phase we were in our COVID re-opening plan, also determined the number of days students reported face to face.

For example, we had Team A and Team B, Team A reporting Monday/Wednesday and Team B reporting Tuesday/Thursday. All students were virtual Friday. As we moved through the re-opening face as well as identifying struggling learners, more students were allowed in the building. With that said, live instruction was conducted for all students for the entire school day regardless of the student reporting in-person or remained virtual. Our goal was to maintain the operational model as best as possible to maintain routine and consistency for our scholars.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- i-Ready diagnostic
- i-Ready benchmark lessons
- i-Ready standards mastery mini assessments
- Unit exams
- Orton-Gillingham diagnostic and progress monitoring software used in intervention
- Teacher observation
- Daily exit tickets and weekly exit ticket tracker

How has your school addressed the unfinished/interrupted learning for your students?

Having the flexibility to implement Remote Live Instruction, provided consistent instruction. All stakeholders, teachers, leadership, parents, made a mutual decision to not let COVID be an excuse for loss of learning.

For example, if we identified that a scholar was not making adequate yearly progress, an individualized intervention plan was put in place. For some families, this may have included daily call from the counselor home to hold parents accountable to attendance. For other families, it was asking them to allow for their scholars to stay after school with the teacher to make up instructional time that may have been lost during the day for various reasons.

All stakeholders made a mutual agreement to hold each other accountable to mitigate unfinished/interrupted learning. Scholars received a double dose of intervention, both reading and math. We turned our Silent Sustained Reading time to a second intervention block.

In doing so, scholars receiving their 90-minute ELA block, 30-minute reading intervention, 75-minute math block, and 30 minutes of math intervention.

Facilities Information:

SLAM Academy of Atlanta has one location. The learning facility is leased from an independent company at a monthly cost of \$6,250

**Southwest Georgia STEM Charter
Grades Served – K-9
Attendance Zone – Randolph County, Statewide**

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|-------------------|-------------|-------|--------|-------|-------|-------|-------|------|
| Southwest GA STEM | 381 | 79.3% | 16.0% | 4.7% | 0.0% | 0.0% | 12.5% | 0.0% |
| Randolph County | 684 | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 13.1% | 0.0% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

During the 2020-2021 school year, Southwest Georgia STEM Charter Schools were able to offer the following instructional programs and course offerings that had a positive impact on students:

- Freckle Reading
- Freckle Math
- Lexia Core 5
- Leveled Literacy Inventory (LLI)
- Sunday Reading Program
- Georgia Numeracy Project
- STEM elective (All teachers also received STEM endorsements)
- Computer Science
- Summer Learning Program
- Summer STEM Camp

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Through Collaborative Planning times, teachers focused on differentiated small groups, standards-based instruction, thoroughly developed learning targets, and data-driven instruction. Professional Learning Communities focused on research-based instructional strategies, data digs, and high impact instructional decision making.

Leadership Team focused on developing the staff to focus on attendance, parent engagement, instructional decision making, supporting collaborative planning efforts, and high impact leadership practices. All staff were also trained to use Google Classroom to support Full Distance Learners and those students who were quarantined.

Identify your strategies or practices for supporting teacher development and effectiveness.

Southwest Georgia STEM Charter School offers Collaborative Planning once per week under the guidance of an Instructional Coach who works with the teachers, GaDOE representatives, and the principal to develop highly effective planning for all teachers once per week during their planning time.

Professional Learning Communities are also administered every other week for all certified content area teachers and specials teachers. Leadership Team meetings are administered every other week to develop high impact leadership practice amongst staff.

All teachers and administration went through ChattFlint RESA to be able to complete courses to receive their STEM Endorsement through PSC.

TKES observations and walk throughs were conducted to improve teacher effectiveness. Targeted professional development was also offered to train teachers on the additional programs and interventions, as well as other needs based on teacher feedback.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

During the 20-21 school year, Southwest Georgia STEM Charter School made the decision to allow Full Distance Learners an opportunity to be fully virtual with teachers providing instruction through Google Classroom. The schedule was altered at the beginning of the year to allow for students to attend Face-to-Face Monday through Thursday. Friday was used by staff to plan instruction and provide instruction for the Full Distance Learners.

As more students moved from Full Distance Learners back to Face-to-Face Learners, we increased the number of days for Face-to-Face learning to 5 full days per week. We also realized the need for a Summer Learning Program to be implemented to help combat some of the learning loss due to COVID.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

For Kindergarten, teachers used STAR Early Literacy to assess reading and math - as well as GKIDS. For 1st - 9th grade, teachers used STAR Reading and STAR Math.

USATestPrep was utilized to assess science and social studies for 3rd - 9th grades. Exit tickets were utilized in the classrooms to help drive small group instructional decisions.

How has your school addressed the unfinished/interrupted learning for your students?

Southwest Georgia STEM Charter School implemented a Summer Learning Program during which data driven decision making as well as teacher input was used to provide small group and individualized instruction for those students that were recommended by teachers - special education students, as well as

general education students in grades Pre-K through 9th grade were in attendance (based on teacher recommendation and parental consent).

Teachers also were required to complete a spreadsheet that included any untaught standards from the end of the 19-20 school year. This was beneficial for teachers to have this knowledge and know which standards they may need to remediate at the beginning of the 20-21 school year. We also allowed extended time during the first nine weeks to address these standards. We did not utilize any waivers.

Facilities Information:

Southwest Georgia STEM Charter School has one location. The State Charter School owns their facility.

Spring Creek Charter Academy

Grades Served – K-7

Attendance Zone – Decatur County, Miller County, Seminole County

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|-------------------------|-------------|-------|-------|-------|-------|-------|-------|------|
| Spring Creek | 341 | 74.8% | 25.2% | 0.0% | 0.0% | 0.0% | 8.5% | 0.8% |
| Decatur County Schools | 4,301 | 34.3% | 52.5% | 11.9% | 0.0% | 1.2% | 11.0% | 5.0% |
| Miller County Schools | 678 | 54.9% | 45.1% | 0.0% | 0.0% | 0.0% | 15.3% | 1.5% |
| Seminole County Schools | 1,246 | 51.5% | 44.6% | 1.2% | 0.0% | 2.6% | 8.3% | 0.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Spring Creek Charter Academy (**SCCA**) uses project-based instruction. Although it was more difficult with pandemic safety protocols, this was still implemented during the 2020-2021 school year. Students were provided Reading and Math Intervention for the students who qualified through multi-criteria eligibility guidelines.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

Spring Creek Charter Academy (**SCCA**) utilizes data driven instruction and differentiated instruction based on EOG, MAP Growth, and classroom standards-based assessment data. Other instructional best practices utilized are:

- Project-based instruction
- Standards-Based instruction and assessments
- Utilizing student-friendly Learning Targets, based on state standards, during instruction and for tracking academic progress
- Reteaching and reassessing standards/learning targets for mastery of standards/learning targets

Identify your strategies or practices for supporting teacher development and effectiveness.

A survey of needs was completed to create the school’s PD Plan for the year. A few examples of PD implemented at the school were:

- Curriculum PD (Wit and Wisdom and Eureka)
- Assessment Best Practices
- Student Engagement, and Virtual Teaching.

Each teacher was also asked to sign up for at least 3 PD topics for PLCs/Coaching cycles based on individual needs. PLCs meet bi-weekly. We are also a member of SWGA RESA. Teachers are assigned by administrations or can choose RESA professional development sessions based on his/her needs. Teacher effectiveness is assessed through TKES observations, walk-throughs, and data analysis.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Summer school was offered due to learning loss from COVID disruptions. It was required for some students to be promoted/placed into the next grade or get course credit. It was also recommended for other at-risk students.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Listed below are formative assessments used by all teachers within the classroom to determine if students need more instruction or re-teaching before administering summative classroom assessments.

- Exit slips
- Ticket-out-the door
- Quizlets, etc.

As a whole school all students also take MAP Growth Benchmarks three times per year as a formative assessment to inform instruction.

How has your school addressed the unfinished/interrupted learning for your students?

We felt it was important to address unfinished learning while still implementing grade level standards to ensure students didn't continue to get further behind. Teachers spent the first few weeks of school assessing and filling large gaps identified for most of their students.

MAP Growth also helped identify the largest gaps in learning so that teachers could compensate for those in their instruction. Differentiation strategies and small group instruction were used to help fill gaps. Intervention classes were also used to fill the largest gaps. Summer school was used to address unfinished learning for the students who were still the furthest behind grade level at the end of the year.

Facilities Information:

Spring Creek Charter Academy has one location. The learning facility is leased from an independent company at cost a of \$26,641.

Statesboro STEAM College, Careers, Art & Technology Academy

Grades Served – 6-12

Attendance Zone – Bulloch County

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|------------------------|-------------|-------|-------|------|-------|-------|-------|------|
| Statesboro STEAM | 160 | 62.5% | 37.5% | 0.0% | 0.0% | 0.0% | 19.9% | 0.0% |
| Bulloch County Schools | 10,622 | 49.7% | 38.8% | 7.6% | 0.3% | 3.5% | 14.9% | 2.8% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Our STEAM-based blended learning program has had the greatest impact on our students during 2020-2021 school year.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

We have continued using our STEAM-based blended learning program with an increase in the amount of online time we use.

Identify your strategies or practices for supporting teacher development and effectiveness.

We support our teachers by providing professional learning all year, in addition to subsidizing the cost for other individually chosen activities.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

Hybrid Learning Schedule

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

Local benchmark assessments, Beacon assessments

How has your school addressed the unfinished/interrupted learning for your students?

Our school has addressed interrupted learning by increasing the amount and frequency of remediation provided to our students. We have also invested in programs that allow students to receive practice and additional instruction.

How was your flexibility beneficial for addressing unfinished/interrupted learning for your students? Please provide specific examples of waivers utilized.

We use all waivers available to us. Teacher certification waivers and scheduling waivers have been the most beneficial.

Facilities Information:

Statesboro STEAM Academy has one location. The learning facility is leased from an independent company at a cost of \$9,500.

**Utopian Academy for the Arts (Middle School)
Grades Served – 6-8
Attendance Zone – Bulloch County**

| Name | Total | White | Black | Hispanic | Asian | Multi | Special Education | English Language Learners |
|-----------------------------------|--------|-------|-------|----------|-------|-------|-------------------|---------------------------|
| Utopian Academy for the Arts (MS) | 342 | 0.0% | 95.3% | 4.7% | 0.0% | 0.0% | 13.6% | 2.7% |
| Clayton County Schools | 49,732 | 0.3% | 71.9% | 24.4% | 2.2% | 1.2% | 10.7% | 12.0% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

The course offerings and instructional programs that have had the greatest impact started with implementing our instruction through the Microsoft Teams Platform. This program offered a lot of support with student virtual notebooks, chat capabilities, and breakout rooms which allowed us to simulate in-person classes with our online students. We created block schedules that helped to accommodate the larger numbers in our enrollment while also providing more time for our instructional periods (2 hours per subject/ two days per week), intervention, and professional development each Friday. Another key program was the I-Ready software. The pre and post-assessments prescribed support, and ongoing feedback for teachers and parents helped us to adjust and communicate growth and concern areas/needs.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

The best practices that our school implemented during the 2020-21 school year started with data-driven decisions. Each of our students completed a pre-assessment during the first month of school then periodic assessments to help inform instruction and intervention decisions. For example, we discovered deep weaknesses in reading with the 6th Graders then assigned a co-teacher to work with the regular instructor to provide intervention, differentiation, and smaller group assistance. The work via intervention led to a summer reading camp for 19 days with 5 reading teachers serving 75 students. Our online instructional delivery was through the Microsoft Teams Platform. We conducted our parent meetings and academic nights via the Zoom Platform with breakout rooms to extend our reach and involvement for parents.

Identify your strategies or practices for supporting teacher development and effectiveness.

Strategies and practices for supporting teacher development and effectiveness:

- Conducted pre-planning virtually to equip teachers to provide instruction virtually
- Conducted regular staff development sessions each Friday
- Conducted weekly SEL training for staff with a professional trainer
- Modified staff sessions to equip staff based on the identified needs (60% of 6th graders/2+ years behind caused us to create share sessions with literacy experts to develop skills to be used across the curriculum)

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

The operational models that we implemented for 2020-21 were created and modified due to COVID:

- Block scheduling was implemented to provide larger periods of instruction so breakout groups could be integrated and to incorporate work sessions away from the computer screens.
- the intervention was conducted on Fridays with larger independent work sessions to allow teachers more time to conference with parents.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

The types of formative assessments utilized:

- Weekly quizzes via USA Test Prep
- Virtual class discussions
- Breakout sessions and group work
- Writing assignments in class notebooks (Microsoft Teams)
- Quizlet assignments
- Kahoot sessions
- Videography assignments and projects

How has your school addressed the unfinished/interrupted learning for your students?

The methods that we created to address unfinished/interrupted learning-focused on the continuous assessments that we conducted throughout the school year. First, pre-assessments were conducted then we monitored the growth and informed instruction as necessary. We provided additional support to teachers as we knew that they would struggle to meet the deep deficiencies noted with our scholars. We developed intervention during the school day and additional support for 19 days during the summer for 75 students.

Facilities Information:

Utopian Academy for the Arts Middle School has one location, which is leased from the School District at a monthly cost of \$1.00

**Yi Hwang Academy of Language Excellence
Grades Served – K-5
Attendance Zone – Gwinnett County, Statewide**

| Name | October FTE | White | BLK | HSP | Asian | Multi | SPED | ELL |
|-------------------------|-------------|-------|-------|-------|-------|-------|-------|-------|
| Yi Hwang | 160 | 0.0% | 0.0% | 0.0% | 78.1% | 21.9% | 2.9% | 29.8% |
| Gwinnett County Schools | 177,758 | 18.3% | 33.0% | 33.7% | 11.2% | 3.9% | 13.3% | 20.6% |
| Statewide | 1,740,875 | 36.7% | 36.4% | 17.6% | 4.5% | 4.4% | 12.8% | 8.9% |

The following are the responses from the school to the questions included in their 2021 Annual Report pursuant to O.C.G.A 20-2-2067.

What instructional programs or course offerings have had the greatest impact for students during the 2020-2021 school year (implemented or continued)?

Our Dual Language program. Our students learn half the day target language in Korean or Mandarin with the opportunities to learn a core course science in their language that was chosen.

What instructional best practices has your charter school implemented or continued for the 2020-2021 school year (e.g., data driven instruction, differentiated instruction, online or virtual courses)?

- Differentiated instruction

Identify your strategies or practices for supporting teacher development and effectiveness.

- Differentiated instruction;
- Online learning via Zoom; and
- SLDS was used to assist the teacher’s effectiveness and development.

What operational models have you implemented for the 2020-2021 school year (e.g., block schedule, extended day, summer school)? Did you have to make any adjustments due to COVID?

This was Yi Hwang Academy of Language Excellence (**YHALE**) first year of operating.

What formative assessments did your system utilize to identify and support instruction for the 2020-2021 school year?

- Iowa
- CogAT
- Torrance and GES

How has your school addressed the unfinished/interrupted learning for your students?

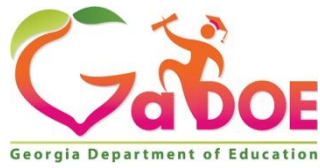
Due to YHALE starting the first year of operations in 2020-2021, we were not able to address the unfinished/interrupted learning.

Facilities Information:

Yi Hwang Academy of Language Excellence has one location, which is leased from an independent company at a monthly cost of \$3,750

Contact Information

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