

**FINAL 1/8/2008 - As approved by the Board of Education of the City of Marietta for
submittal to Georgia Department of Education**

Marietta City Schools Charter System Petition

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FINAL 1/8/2008 - As approved by the Board of Education of the City of Marietta for submittal to Georgia Department of Education

Name of Proposed Charter System School A.L. Burruss Elementary School

School address 325 Manning Road, Marietta, GA 30064

School contact person Ms. Julie King Principal
Name Title

Address of school contact 325 Manning Road, Marietta, GA 30064

Telephone number of school contact 770-429-3144

Fax number of school contact 770-429-3146

E-mail address of school contact julieking@marietta-city.k12.ga.us

Is this school:

- An existing charter school? A magnet school?
 In Needs Improvement? Another type of special/alternative school?

Grade Levels Served K-5

Ages Served 5-11

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	45	83	60	60	60	69								377
Yr 2	46	73	83	48	59	54								363
Yr 3	48	74	73	66	48	54								363
Yr 4	49	78	75	54	64	43								363
Yr 5	50	80	78	55	53	58								374

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Name of Proposed Charter System School Dunleith Elementary School

School address 120 Saine Drive, Marietta, GA 30008

School contact person Ms. Tiffany Pollock Principal
Name Title

Address of school contact 120 Saine Drive, Marietta, GA 30008

Telephone number of school contact 770-429-3190

Fax number of school contact 770-429-3193

E-mail address of school contact tpollock@marietta-city.k12.ga.us

Is this school:

- An existing charter school? A magnet school?
 In Needs Improvement? Another type of special/alternative school?

Grade Levels Served K-5

Ages Served 5-11

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	104	110	114	78	84	83								573
Yr 2	106	113	106	98	70	82								575
Yr 3	112	116	109	91	88	69								585
Yr 4	115	121	111	93	82	86								608
Yr 5	118	125	117	96	84	84								624

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Name of Proposed Charter System School Hickory Hills Elementary School

School address 500 Redwood Drive, Marietta, GA 30064

School contact person Ms. Diana Mills Principal
Name Title

Address of school contact 500 Redwood Drive, Marietta, GA 30064

Telephone number of school contact 770-429-3125

Fax number of school contact 770-429-3126

E-mail address of school contact dmills@marietta-city.k12.ga.us

Is this school:

- An existing charter school? A magnet school?
 In Needs Improvement? Another type of special/alternative school?

Grade Levels Served K-5

Ages Served 5-11

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	52	72	68	60	31	50								333
Yr 2	53	62	66	53	54	25								313
Yr 3	55	63	56	51	48	46								319
Yr 4	57	66	57	39	45	40								304
Yr 5	58	68	59	40	33	36								294

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Name of Proposed Charter System School Lockheed Elementary School

School address 1205 Merritt Road, Marietta, GA 30062

School contact person Dr. Kelley Castlin-Gacutan Principal
Name Title

Address of school contact 1205 Merritt Road, Marietta GA 30062

Telephone number of school contact 770-429-3196

Fax number of school contact 770-429-3184

E-mail address of school contact kgacutan@marietta-city.k12.ga.us

Is this school:

- An existing charter school? A magnet school?
 In Needs Improvement? Another type of special/alternative school?

Grade Levels Served K-5

Ages Served 5-11

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	165	177	132	134	112	100								820
Yr 2	169	181	148	124	117	97								836
Yr 3	177	185	152	139	109	102								864
Yr 4	177	185	152	139	109	102								864
Yr 5	183	194	155	142	121	94								889

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Name of Proposed Charter System School Marietta Center for Advanced Academics

School address 311 Aviation Road, Marietta, GA 30060

School contact person Mr. Dayton Hibbs Principal
Name Title

Address of school contact 311 Aviation Road, Marietta, GA 30060

Telephone number of school contact 770-420-0822

Fax number of school contact 770-420-0839

E-mail address of school contact dhibbs@marietta-city.k12.ga.us

Is this school:

- An existing charter school? A magnet school?
 In Needs Improvement? Another type of special/alternative school?

Grade Levels Served 3-5

Ages Served 8-11

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1				83	87	82								252
Yr 2				83	93	92								268
Yr 3				83	93	98								274
Yr 4				83	93	97								273
Yr 5				83	93	97								273

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Name of Proposed Charter System School Park Street Elementary

School address 105 Park Street, Marietta, GA 30060

School contact person Mr. Corey Lawson Principal
Name Title

Address of school contact 105 Park Street, Marietta, GA 30060

Telephone number of school contact 770-429-3180

Fax number of school contact 770-429-3182

E-mail address of school contact clawson@marietta-city.k12.ga.us

Is this school:

- An existing charter school? A magnet school?
 In Needs Improvement? Another type of special/alternative school?

Grade Levels Served K-5

Ages Served 5-11

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	142	130	117	96	70	86								641
Yr 2	145	145	121	101	80	68								660
Yr 3	152	149	137	105	84	77								704
Yr 4	157	156	140	119	88	80								740
Yr 5	160	161	146	122	101	84								774

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Name of Proposed Charter System School West Side Elementary

School address 344 Polk Street, Marietta, GA 30064

School contact person Dr. Darlene Darby Principal
Name Title

Address of school contact 344 Polk Street, Marietta, A 30064

Telephone number of school contact 770-429-3172

Fax number of school contact 770-429-3173

E-mail address of school contact ddarby@marietta-city.k12.ga.us

Is this school:

- An existing charter school? A magnet school?
 In Needs Improvement? Another type of special/alternative school?

Grade Levels Served K-5

Ages Served 5-11

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	87	90	76	58	52	41								404
Yr 2	89	82	84	63	48	48								414
Yr 3	93	84	76	70	52	44								419
Yr 4	96	88	77	61	58	48								428
Yr 5	98	90	80	62	49	53								432

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Name of Proposed Charter System School Marietta Sixth Grade Academy

School address 340 Aviation Road, Marietta, GA 30060

School contact person Mr. Bill Scott Principal
Name Title

Address of school contact 340 Aviation Road, Marietta, GA 30060

Telephone number of school contact 770-429-3115

Fax number of school contact 770-429-3118

E-mail address of school contact bscott@marietta-city.k12.ga.us

Is this school:

- An existing charter school? A magnet school?
 In Needs Improvement? Another type of special/alternative school?

Grade Levels Served 6

Ages Served 11-12

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1							504							504
Yr 2							574							574
Yr 3							520							520
Yr 4							600							600
Yr 5							554							554

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Name of Proposed Charter System School Marietta Middle School

School address 121 Winn Street, Marietta, GA 30064

School contact person Mr. Tim Jones Principal

Name Title

Address of school contact 121 Winn Street, Marietta, GA 30064

Telephone number of school contact 770-422-0311

Fax number of school contact 770-429-3162

E-mail address of school contact tjones@marietta-city.k12.ga.us

Is this school:

- An existing charter school? A magnet school?
 In Needs Improvement? Another type of special/alternative school?

Grade Levels Served 7-8

Ages Served 13-14

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1								563	576					1139
Yr 2								530	567					1097
Yr 3								593	511					1104
Yr 4								537	572					1109
Yr 5								620	519					1139

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Name of Proposed Charter System School Marietta High School

School address 1171 Whitlock Avenue, Marietta, GA 30064

School contact person Ms. Lois Leigh Colburn Principal
Name Title

Address of school contact 1171 Whitlock Avenue, Marietta, GA 30064

Telephone number of school contact 770-428-2631

Fax number of school contact 770-429-3151

E-mail address of school contact lcolburn@marietta-city.k12.ga.us

Is this school:

- An existing charter school? A magnet school?
 In Needs Improvement? Another type of special/alternative school?

Grade Levels Served 9-12

Ages Served 14-21

For each year of the proposed charter system term, please indicate in the table below the number of pupils the system charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1										743	500	456	367	2066
Yr 2										762	492	456	380	2090
Yr 3										714	577	400	382	2073
Yr 4										644	541	470	334	1989
Yr 5										721	488	441	343	1993

Part II. Assurances and Signatures

1. This charter system petition was approved by the Board of Education of the City of Marietta on _____.
Date

2. Petitioner assures that the proposed charter system and charter school programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

Superintendent

Date

Chair, Local Board of Education

Date

Part III. Executive Summary

Please provide an executive summary of the charter system petition. The executive summary for a new charter system petition should be no more than five (5) pages in length. The executive summary for a renewal charter system petition may exceed five pages.

The executive summary should follow the general format set forth below:

Basic Information

Charter System Name: Marietta City Schools

Number and Type of Charter System Schools: 10

Conversion Charter System Schools: 1 Sawyer Road Elementary to maintain Independent Conversion Charter Status

Start Up Charter: 1 Marietta Charter School, Independently Managed Start-Up Charter to maintain Independent Status

The vision of the City of Marietta and the school system is to offer a first class educational experience and become the system of choice for all families. As part of that endeavor, the increased flexibility awarded by system charter status would position Marietta City Schools to continue pursuit of innovative educational programs that ensure student academic achievement and mastery of millennial skills.

Strategic Planning Process and Outcome

Prior to embarking upon charter system status, Marietta City Schools engaged a consulting group to manage and facilitate a strategic planning initiative that formally began in June 2006 and concluded in December 2006 with Board approval. The strategic planning initiative included several phases: (1) selection and orientation of a Strategic Planning Steering Committee to kick-off the project; (2) execution of a comprehensive situational analysis; (3) strategic planning to prioritize goals and begin strategy formulation; (4) development of strategic initiatives and project milestones; and (5) ongoing project management.

The Strategic Planning Steering Committee consisting of Board members; district and school based administration; teachers; and community and city government representatives gathered together to analyze qualitative and quantitative data from internal and external stakeholders. The system's strategic planning process was a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it, with a focus on the future (Adapted from *Bryson's Strategic Planning in Public and Nonprofit Organizations*). As a result of the process, a new vision, a new mission, and new goals/priority areas were developed and adopted.

Vision: The vision of Marietta City Schools is to be the school system of choice for families.

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Mission: The mission of Marietta City Schools is to prepare each of our students through academic achievement for life success.

Four priority areas established the school district's strategic focus over the next three – five years:

1. To provide challenging, relevant, engaging educational experiences to facilitate the greatest achievement and development for every student.
2. To recruit and retain the best and brightest cadre of highly qualified teachers, administrators, and staff to create a positive, engaging, and consistent learning environment for all students.
3. To foster a cooperative, safe learning environment.
4. To effectively and consistently engage stakeholders to raise public awareness about MCS excellence, improve community support of public education, and enhance parental involvement.

Innovative Delivery Models and Programming: Choice Academies

In the same spirit of pioneering that began with the founding of the Marietta City Schools system, the Superintendent and Board began investigating innovative delivery models and programming that would increase the quality of teaching and learning experiences for Marietta students and teachers. Limited Choice Academies were announced at three elementary schools in 2007-2008, with 100% elementary Choice Academy implementation scheduled for fall 2008.

The framework of the Georgia Performance Standards elementary curriculum, enhanced by school-selected focuses such as Language and Communications; Arts Integration; Science, Technology, Engineering, and Math; International Baccalaureate Primary Years; Literacy; Leadership; Community Collaborative; and Talented and Gifted Learning are the foundation for our Choice Academies.

This curriculum/instruction delivery model yields an educational environment that provides parents with choice and the opportunity to select the school they feel is best suited to their child's talents and needs. This innovation clearly supports our vision "to be the school system of choice for families."

Elementary Choice Academies (fully implemented 2008-2009)

- A.L. Burruss: Language and Communications Academy
- Dunleith: Literacy Academy
- Hickory Hills: Arts Integration Academy
- Lockheed Elementary: Leadership Academy
- Marietta Center for Advanced Academics: Science, Technology, Engineering and Mathematics (STEM) Magnet School (Grades 3 – 5)
- Park Street: Community Academy

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- Sawyer Road: International Baccalaureate Primary Years Academy, Conversion Charter School
- West Side: Talented and Gifted Learning Academy
- Marietta Charter School: Start up charter governed by Imagine, Inc.

Choice continues in the middle grades with the option of the Middle Years IB program or the STEM-focused program. High school course options provide choice through industry-certified career pathways, International Baccalaureate Certificate and Diploma programs, dual enrollment, Advanced Placement and early college.

Middle Schools

- Marietta Sixth Grade Academy
- Marietta Middle School

High School

- Marietta High School

Alternative Programs 6-12

- Crossroads Alternative Center, Grades 6-12
- Performance Learning Center, Grades 9-12

The Marietta Charter Systems Advantage: Increased Financial Resources and Flexibility

The system charter status positions the district potentially to capture federal district charter grant funds which will enable schools to purchase the technological tools and instructional resources to improve student achievement. Flexibility in scheduling is essential to the successful delivery of innovative, creative programming. The implementation of the International Baccalaureate Middle Years Program (IB MYP) in grades 6 – 10, in conjunction with Georgia Performance Standards, provides the increased rigor necessary for closing the achievement gap. Explorations of real world learning, service learning, capstone projects, and early college, as well as flexible daily and yearly schedules, are uncharted pathways.

The ability to develop programming unrestricted by the parameters of state rules and regulations provides our schools with the capacity to offer valuable learning experiences beyond the walls of the traditional classroom for students across the entire spectrum: gifted students, English language learners, and students with special learning needs.

The Marietta Charter Systems Advantage: Increased High School Graduation Rates

System charter status will accelerate our forward thinking approach to providing educational services. The increased instructional and operational flexibility in such areas as class size, funding, and planning time will allow us to pursue innovative ways to serve effectively the educational needs of all Marietta City Schools' students, with the ultimate goal of increasing the high school graduation rate.

Waiver Statement

Marietta City Schools will utilize the broad flexibility permitted by O.C.G.A. § 20-2-2065(a) with respect to existing education laws and regulations in order to tailor educational programs to

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meet the unique needs of the Marietta community; however, the district will abide by all of the provisions of the Single Statewide Accountability System, provisions related to the health, safety, or welfare of students and staff along with mandated federal policies and legislation. This flexibility will be used to continue to implement and sustain innovative delivery models and programming that require creative and flexible instructional and operational strategies to meet all students' educational needs.

Indicators of Success

As a charter system implementing innovative delivery models and programs to benefit all students, Marietta City Schools will experience the following:

1. Increased gains in student achievement as documented on the district and school level balanced scorecards.
2. Parent satisfaction and involvement as measured by surveys
3. Retention and recruitment of highly qualified teachers and leaders.
4. Community awareness of safe and cooperative learning environments in our schools.
5. Improved public perception of the positive impact on student achievement provided by the charter systems model in Georgia.

Measures of Success

Marietta City Schools will establish performance goals that are beyond the scope of the federal *No Child Left Behind* legislation setting performance benchmarks and monitoring systems to track student performance in the exceeds category for all state required assessments.

Governance

Each charter system school within Marietta City Schools shall use the local school council as the framework of an expanded advisory Board, hereinafter referred to as the School Governance Team (SGT). The SGT will be structured and governed in accordance with by-laws that will, at a minimum, describe the duties and responsibilities of the SGT, specify the number of SGT members, length of time each member will serve, officer positions, and how meetings are to be conducted.

The SGT duties and responsibilities may include approval of:

- Local field trips
- Adoption of unified dress code according to BOE policy
- Development and implementation of school-wide discipline plan based on Board approved behavior code

The SGT may provide advice and recommendations in the following areas:

Communication and Parent Involvement

- School-community communication strategies
- Parent/community involvement plan
- Extra-curricular activities

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- School-based and community services
- School profile (academic performance, academic progress services, awards, interventions, environment, etc.)

Budgets

- School budget priorities
- School capital improvement

School Improvement

- School improvement plans
- School attendance

Facility and Policy Input

- By-laws
- Principal selection
- Community use of facilities
- School Board policies under public review

Rewards and Recognitions

- Process and implementation
- Student, faculty and staff

Evaluation and Review

- Governor's Office of Student Achievement (GOSA) report cards
- Balanced Score Card
- Program evaluation data presented to the Board mid-year and annually
- Annual SGT self-evaluation

The school principal shall have the following duties pertaining to the SGT activities:

- (1) Organize and form a SGT by convening the appropriate bodies to select SGT members; setting the initial agenda, meeting time, and location; and notifying all SGT members of the same;
- (2) Perform all of the duties required by the charter petition and the bylaws of the SGT;
- (3) Communicate all SGT requests for information and assistance to the local school Superintendent and inform the SGT of responses or actions of the local school Superintendent;
- (4) Develop the school improvement plan and school operation plan and submit the plans to the SGT for its review, comments, recommendations, and approval; and
- (5) Aid in the development of the agenda for each subsequent meeting of the SGT after taking into consideration suggestions of SGT members and the urgency of school matters. An item may be added to the agenda at SGT member's request, provided the SGT co-chairs concur.

Part IV. Charter System Checklist

Requirements for a System Charter Petition Submitted by an Existing Local School System

O.C.G.A. § 20-2-2063 and State Board Rule 160-4-9-.04 CHARTER SCHOOLS

Charter system petitions must address each of the following requirements. Applicants should fill in the page number(s) at which the charter petition addresses each requirement.

CHARTER SYSTEM/SCHOOL/PETITIONER INFORMATION

1. Page 25 Provide the name under which the charter system will operate.
2. Page 25 Provide the name of the primary contact for the petitioner.
3. Page 25 Provide the name of the charter system representative authorized to execute the charter contract.
4. Page 25 State the proposed duration of the charter system's charter.

STATEMENT OF MISSION

5. Page 25 Describe the charter system's mission.
6. Page 27 Describe how the charter system's mission supports the legislative intent to "increase student achievement through academic and organizational innovation."
7. Page 28 Describe how the charter system will maximize school-level governance, including school-level decision-making authority over financial decisions/budgets, personnel decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.
8. Page 29 Summarize any policies, procedures, and practices that will materially distinguish the charter system from the school system's pre-conversion model. Such practices/policies might include, e.g., open enrollment policies within the charter system.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

** For each of the criteria listed under "Description of the Educational Program," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

9. Page 30 Describe the focus of the curriculum.
10. Page 38 Describe the instructional methods to be used in the charter system, including any distinctive or unique instructional techniques or educational programs.
11. Page 38 Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.
12. Page 38 Describe the students the charter system will serve, including students with special needs and disabilities.
13. Page 39 Describe how the charter system will meet the needs of students identified as gifted and talented.

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14. Page 40 For high schools within the charter system; describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

STATE AND FEDERALLY MANDATED SERVICES

** For each of the criteria listed under "State and Federally Mandated Services," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

15. Page 40 For students with disabilities, describe how the charter system will provide state- and federally mandated services.
16. Page 41 For English Language Learners (ESOL), describe how the charter system will provide state- and federally mandated services.
17. Page 41 State that the charter system shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.
18. Page 42 Describe how the charter system will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.
19. Page 43 Describe how the charter system will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

GOALS AND OBJECTIVES

20. Page 43 List the charter system's performance-based goals and measurable objectives and describe how these goals and objectives are in the public interest and shall result in improvement of student achievement.
21. Page 45 List the performance-based goals and objectives for each system charter school and describe how these goals and objectives are in the public interest and shall result in improvement of student achievement.

WAIVERS

22. Page 55 State whether the charter system and each system charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a).
23. Page 55 If the charter system/system charter school *will* utilize this flexibility, state that the charter system/system charter school will comply with all the requirements of the Single Statewide Accountability System and will meet or exceed the performance-based goals included in the charter.
24. Page 56 If the charter system/system charter school *will NOT* utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the charter system/system charter school meet or exceed the performance-based goals included in the system's charter.

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DESCRIPTION OF ASSESSMENT METHODS

** For each of the criteria listed under "Description of Assessment Methods," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

25. Page 56 Describe the charter system's assessment plan to obtain student performance data for each student.
26. Page 57 Explain how the charter system will ensure participation in all state-mandated assessments.
27. Page 57 Describe how the charter system's assessment plan will measure student improvement and over what period of time.
28. Page 58 Describe how the charter system intends to use this assessment data to monitor and improve achievement for students.
29. Page 59 State that the charter system will not waive the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.

DESCRIPTION OF CHARTER SYSTEM OPERATIONS

** For each of the criteria listed under "Description of Charter System Operations," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

30. Page 59 Describe how students will be assigned to schools in the charter system (e.g., will the charter system be open enrollment, use existing attendance zones, create new attendance zones/policies).
31. Page 60 Describe any rules and procedures that will govern the admission of students to schools within the charter system.
32. Page 60 Describe or attach a copy of any admissions application to be used by schools within the charter system.
33. Page 60 Describe whether schools within the charter system will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a) (1).
34. Page 61 Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).
35. Page 61 Describe the rules and procedures concerning how the charter system will address grievances and complaints from students, parents, and teachers.
36. Page 61 Generally describe the charter system's employment procedures and policies.
37. Page 62 Specifically, state whether certification by the Georgia Professional Standards Commission (GAPSC) will be required.
38. Page 62 If certification by the GAPSC is *not* required; describe the training and experience that will be required.
39. Page 62 If certification by the GAPSC is *not* required, describe the charter system's procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB.
40. Page 63 Describe whether the charter system will use the state salary schedule, and if another schedule will be used, provide that schedule.

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41. Page 63 Describe the charter system's procedures to ensure that staff members are subject to fingerprinting and background checks.
42. Page 64 Describe the charter system's insurance coverage, including the terms and conditions and coverage amounts thereof.
43. Page 64 Describe whether transportation services will be provided and, if so, provide a brief description of the transportation program.
44. Page 64 If transportation services *are* provided, state that the transportation program will comply with applicable law.
45. Page 64 If transportation services *are not* provided, describe how this will not be a barrier to eligible students to attend schools within the charter system.
46. Page 64 Describe whether food services will be provided (including participation in federal school meal programs).
47. Page 65 If food services *will* be provided, briefly describe the proposed program.
48. Page 65 Identify any schools within the charter system that are currently in Needs Improvement status, and explain how the charter system will support these schools.

FACILITIES

49. Page 65 Describe the school facility (ies) to be used and their location(s).
50. Page 66 Provide a Certificate of Occupancy, or a timeline for obtaining a Certificate of Occupancy, prior to students occupying the proposed facility (ies).
51. Page 66 Provide the charter system's emergency safety plan, or in the alternative an assurance that the charter system will prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and will submit and obtain approval of that plan from the Georgia Emergency Management Agency by a specified date.

PARENT AND COMMUNITY INVOLVEMENT

52. Page 66 Describe how parents, community members, and other interested parties were involved in developing the petition.
53. Page 67 Describe how parents, community members, and other interested parties will be involved in the charter system.

DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

** For each of the criteria listed under "Demonstration of Fiscal Feasibility and Controls," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

54. Page 69 Describe how federal, state, and local funds will be distributed to each system charter school to maximize spending at the school level.
55. Page 69 State that the charter system will be subject to an annual financial audit by either an independent Georgia-licensed certified public accountant or by the State Auditor.

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56. Page 69 Describe how each system charter school's enrollment count will be determined for purposes of calculating charter school funding pursuant to O.C.G.A. § 20-2-2068.1(c).
57. Page 70 Provide a proposed timeline as to when schools within the charter system will begin to receive state and local funding from the local Board in order to begin operation.
58. Page 70 State that the charter system will comply with the federal monitoring requirements for schools receiving federal funds.
59. Page 70 Describe the plans, if any, for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.

DESCRIPTION OF GOVERNANCE STRUCTURE

** For each of the criteria listed under "Description of Governance Structure," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

60. Page 71 Generally describe the structure, rights, and responsibilities of the principal, governing council, and Board of education with respect to each charter system school.
61. Page 72 State that the governing council of each charter system school will be subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70 *et seq.* (Inspection of Public Records).
62. Page 72 Describe the governing council's function, duties, and composition.
63. Page 73 Describe how and when governing Board members will be selected, how long each governing Board member will serve, and how governing Board members may be removed from office.
64. Page 73 Describe how the governing council will ensure that current and future council members avoid conflicts of interest.
65. Page 73 Describe the governing council's role in upholding the school's mission and vision.
66. Page 74 Describe how the governing council will appraise the principal's performance.
67. Page 74 Describe how the governing council will ensure effective organizational planning and financial stability.
68. Page 75 Describe the governing council's role in resolving teacher, parent, and student grievances and other conflicts.
69. Page 75 Describe how parents, community members, or other interested parties will be involved in the system charter school's governing council.
70. Page 75 List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.
71. Page 76 Describe the method that the local Board and the system charter school plan to utilize for resolving conflicts.
72. Page 76 State if the charter system intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency.

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73. Page 76 List the criteria, if any, by which the charter system's charter may be revoked, in addition to those provided for in O.C.G.A. § 20-2-2065.

STATEMENT ON ANNUAL REPORT

74. Page 78 State that the charter system shall, by October 1, submit an annual report that includes all State-mandated assessment and accountability scores and complies with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6).

REQUIRED ATTACHMENTS/APPENDICES

75. Page 78 Attach the charter system's proposed annual calendar(s).
76. Page 78 Attach a copy of any intended contracts for the provision of educational management services.
77. Page 78 Attach a copy of the local Board resolution approving the proposed charter system petition.
78. Page 78 Attach a copy of the notice sent to principals within the proposed charter system regarding hearings on the charter system petition.

Part V. Charter System Petition for MARIETTA CITY SCHOOLS

Note: The statements in italics are from the GDOE Charter System Checklist, which are items
required for a System Charter Petition submitted by an Existing Local School System.

CHARTER SYSTEM/SCHOOL/PETITIONER INFORMATION

1. *Provide the name under which the charter system will operate.*

The charter system will operate under the name of Marietta City Schools.

2. *Provide the name of the primary contact for the petitioner.*

The primary contact for the petitioner is Dr. Emily Lembeck, Superintendent, Marietta City Schools.

3. *Provide the name of the charter system representative authorized to execute the charter contract.*

The charter system representative authorized to execute the charter contract is the Chairperson of the Board of Education of Marietta City Schools (“Board”).

4. *State the proposed duration of the charter system’s charter.*

The proposed duration of the system charter for Marietta City Schools is five years.

STATEMENT OF MISSION

5. *Describe the charter system’s mission.*

Marietta City School’s desire to become a charter system is grounded by its history of seeking opportunities for innovation. Created in February 1892 when 382 Marietta citizens cast votes in favor of a public school system for the city, the system opened for the first time on September 5, 1892, as 733 students attended class in four different locations. The past 115 years have brought much growth and many changes to Marietta City Schools. Since its creation, MCS has been ahead of its time, consistently reaching for the highest standards of excellence in education. Our objective has always been to equip students with the knowledge and skills to achieve their dreams. We believe that all students can achieve with a challenging instructional program, highly qualified teachers, cooperative and safe learning environments, and engaged stakeholders. Marietta City Schools’ commitment to excellence was the catalyst for its pursuit of the 2006 District Strategic Planning process, 2007 SACS District Accreditation, K-12 International Baccalaureate Programs, Science, Technology, Engineering and Mathematics

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Magnet School/Programs, 2007 Limited Choice Program, 2008 Elementary Choice Academies and is now presently the catalyst for seeking District Charter System Status.

Strategic Planning Process and Outcome

Marietta City Schools engaged Matthews Consulting Group LLC to manage and facilitate a strategic planning initiative which formally began in June 2006 and concluded in December 2006 with Board approval. The strategic planning initiative included several phases: (1) selection and orientation of a Strategic Planning Steering Committee to kick-off the project; (2) execution of a comprehensive situational analysis; (3) strategic planning to prioritize goals and begin strategy formulation; (4) development of strategic initiatives and project milestones; and (5) ongoing project management.

The Strategic Planning Steering Committee consisting of school Board members; district and school based administration; teachers; and community and city government representatives gathered together to analyze qualitative and quantitative data from internal and external stakeholders. The system's strategic planning process was a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it, with a focus on the future (Adapted from Bryson's *Strategic Planning in Public and Nonprofit Organizations*). As a result of the process a new vision, a new mission, and new goals/priority areas were developed and adopted.

Vision: The vision of Marietta City Schools is to be the school system of choice for families.

Mission: The mission of Marietta City Schools is to prepare each of our students through academic achievement for life success.

Four priority areas established the school district's strategic focus over the next three – five years:

1. To provide challenging, relevant, engaging educational experiences to facilitate the greatest achievement and development for every student.
2. To recruit and retain the best and brightest cadre of highly qualified teachers, administrators, and staff to create a positive, engaging, and consistent learning environment for all students.
3. To foster a cooperative, safe learning environment.
4. To effectively and consistently engage stakeholders to raise public awareness about MCS excellence, improve community support of public education, and enhance parental involvement.

As a charter system, Marietta City Schools will maintain a laser focus on the strategic implementation of innovative, rigorous, relevant, and engaging learning opportunities for ALL learners (inclusive of teachers and administrators), capitalizing on the flexibility awarded by the district charter status to provide learning experiences that extend beyond the walls of the traditional classroom.

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6. *Describe how the charter system's mission supports the legislative intent to "increase student achievement through academic and organizational innovation."*

Marietta City School (MCS) is a system rich in tradition, yet future-focused and results-driven. Since 1892 when Mariettans first cast votes in favor of a public school system, MCS has been a pioneer in educational innovation in the State of Georgia. From its rural roots in the 19th century one room schoolhouse to today's urban multi-media, technology-rich classrooms, MCS is preparing its students for a future far removed from the most visionary imaginings of our forward thinking educational leaders of a century ago. The Marietta City child sitting in today's classroom must be educated to live successfully in a world that may not yet exist.

We are now at a point where we must educate our children in what no one knew yesterday, and prepare our schools for what no one knows yet.

Margaret Mead

Academic and Organizational Innovation

The traditional, linear system of instructional delivery no longer serves our technology-filled world. We do our students no favors by delivering instruction using methods first conceived for a pre-computerized world. In order to maintain our students' competitive position in the global marketplace, our system will provide a flexible framework that can be responsive to technologies that may evolve in the near future.

Form and content are closely linked. The architecture of the organically responsive charter system cannot be separated from the reform model itself. Using a systems approach, anchored in the moral imperative of providing a 21st century education, Marietta City Schools will embrace change through a variety of academic and organizational innovations. At the center is a transparency of the charter school system that allows for a two-way flow of information and response among our families, the business community, institutions of higher education, and local schools.

- Choice Academies
- Career Pathways
- Small communities of learning for administrators, teachers and students
- 8th- 9th transition academy (Saturdays and/or summer experience prior to entering 9th grade)
- Teacher leadership academy for development of high performance leaders
- Creation of additional career pathways at the secondary level
- Exploration of horticulture, ecology, teacher preparation, and other emerging career pathways
- Experiences and internships to contextualize classroom learning
- Real world classroom experiences and authentic assessments
- Web-based learning and assessment
- Looping cohorts- (a particular group of students who started their education together staying with the same teacher for two years)
- Digital portfolios of student work
- Early college pathways

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- Consortium model partnerships with higher education and specific businesses
- Teacher innovation grants and performance incentives for piloting new materials and/or delivery models
- Increased individualization through differentiation
- Development/implementation of career inventories in upper elementary grades/ middle grades to begin conversations with students regarding post secondary/career interests
- Financial incentives for teaching in critical needs areas
- Decrease in the digital divide

The charter system's educational and organizational innovations will remain focused on our reason for being: To prepare each of our students through academic achievement for life success, which clearly supports the legislative intent to "increase student achievement through academic and organizational innovation."

A great system stands poised at the cusp of change, ready to take on the challenge of the unfolding future. Marietta City Schools is that system.

7. Describe how the charter system will maximize school-level governance, including school-level decision-making authority over financial decisions/budgets, personnel decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.

In keeping with our mission to prepare each of our students through academic achievement for life success, we commit to directing our governance, personnel, resources, energies and focus to provide our students with real world experiences and assessments, matched with necessary content knowledge and skills, to become successful and productive citizens of the future.

Operating as a charter system, Marietta City Schools will gain maximum benefits arising from the synergy generated among all of our stakeholders as we all experience the greater empowerment and flexibility from legislative mandates obtainable through charter status.

The SGT will be kept well-informed in all relevant aspects of total school environment in order to advise and make recommendations to the principal. The SGT will participate in school-level and district-level training activities and will be expected to attend and actively participate in scheduled meetings.

The SGT duties and responsibilities may include approval of:

- Local field trips
- Adoption of unified dress code according to BOE policy
- Development and implementation of school-wide discipline plan based on Board approved behavior code

The SGT may provide advice and recommendations in the following areas:

Communication and Parent Involvement

- School-community communication strategies

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- Parent/community involvement plan
- Extra-curricular activities
- School-based and community services
- School profile (academic performance, academic progress services, awards, interventions, environment, etc.)

Budgets

- School budget priorities
- School capital improvement

School Improvement

- School improvement plans
- School attendance

Facility and Policy Input

- By-laws
- Principal selection
- Community use of facilities
- School Board policies under public review

Rewards and Recognitions

- Process and implementation
- Student, faculty and staff

Evaluation and Review

- Governor's Office of Student Achievement (GOSA) report cards
- Balanced Score Card
- Program evaluation data presented to the Board mid-year and annually
- Annual SGT self-evaluation

8. *Summarize any policies, procedures, and practices that will materially distinguish the charter system from the school system's pre-conversion model. Such practices/policies might include, e.g., open enrollment policies within the charter system.*

Marietta City School's conversion to a charter system will put the district on the fast track to realizing our vision of becoming "the school system of choice for families." The flexibility granted by the system charter will allow Marietta City Schools to enhance the role of the school council by converting to SGTs that are highly trained and high performing: to implement instructional segments that are not constrained by artificial time and space barriers; to create flexible grouping that will allow us to target remediation and enhancement activities without the constraint of funding floors and maximum class size; and to spur innovative ideas and creative solutions among staff, parents, and community members as they work collaboratively to solve complex educational problems.

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DESCRIPTION OF THE EDUCATIONAL PROGRAM

** For each of the criteria listed under "Description of the Educational Program," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

9. *Describe the focus of the curriculum.*

The focus of the curriculum aligns with the one of the system's strategic plan goals: "To provide challenging, relevant, engaging educational experiences to facilitate the greatest achievement and development for every student." Marietta City Schools offers a balanced, developmentally appropriate curriculum that is grounded in research on teaching and learning. Instruction is driven by the Georgia Performance Standards (GPS) in grade levels and content areas to which they are applicable and by the Quality Core Curriculum (QCC) in all others. During the current transition from an objectives based curriculum to a standards based curriculum, teachers and administrators have engaged in extensive training to prepare them for the new curriculum. The new GPS curriculum clearly defines expectations for the knowledge, skills, and understandings students are to develop.

Elementary School Innovations Elementary Choice Academies (fully implemented 2008-2009)

- A.L. Burruss: Language and Communications Academy
- Dunleith: Literacy Academy
- Hickory Hills: Arts Integration Academy
- Lockheed Elementary: Leadership Academy
- Marietta Center for Advanced Academics: Science, Technology, Engineering and Mathematics (STEM) Magnet School (Grades 3 – 5)
- Park Street: Community Academy
- Sawyer Road: International Baccalaureate Primary Years Academy, Conversion Charter School
- West Side: Talented and Gifted Learning Academy
- Marietta Charter School- Start up charter managed by Imagine SchoolsInc.

A.L. Burruss Elementary - Language and Communications Focus

The Language and Communications Academy at A.L. Burruss Elementary provides kindergarten through fifth grade students with a broad academic program using multiple modes of instruction to develop speaking, writing, presentation, and collaboration skills.

This program challenges students to become critical thinkers, and to effectively obtain, interpret, and apply information to communicate ideas.

Key Features:

- Multiple modes of instruction to develop communication skills
- Georgia Performance Standards-based enrichment classes in all core academics
- Gifted Certification for certified staff K-5

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Key Benefits:

- Integrates technology for learning
- Develops students' foreign language skills K-5
- Students work together in a safe, positive learning environment
- Curiosity is nurtured, creativity is celebrated, and inquiry is the foundation for learning

Dunleith Elementary - Literacy Focus

The Literacy Academy at Dunleith Elementary School delivers a quality K-5 Literacy Arts education for all students with technology learning tools and resources. Students utilize literacy skills to understand all aspects of learning. The literacy focus at Dunleith Elementary creates an environment where reading and writing are the foundations for life-long learning.

Key Features:

- Use of best practices in literacy instruction
- Literacy infusion across all curricular areas
- Standards-based instruction
- Use of integrated technology across the curriculum
- Reading Endorsement Certification for certified staff K-5

Key Benefits:

- Higher literacy skill development to enable future success
- Stronger verbal and written communication skills
- Ability to use technological resources as learning tools
- Increased capacity to expand future learning experiences

Hickory Hills Elementary - Integrated Arts Focus

The Arts Academy at Hickory Hills Elementary provides kindergarteners through fifth grade students with a comprehensive, sequential academic program that incorporates the performing and visual arts in the teaching of core courses. The program connects the arts to all content areas and offers meaningful, hands-on learning designed to meet and exceed the GPS.

Key Features:

- All students receive instruction in art, music, dance, and drama weekly
- Performance partnerships with Cobb Symphony Orchestra and Georgia Dance Conservatory/ Ruth Mitchell Dance Theatre/Blackwell Playhouse
- *Arts Now* provides faculty with ongoing professional development focused on arts integration
- Artists-in-residence and Arts-focused field trips
- Community Arts Advisory Committee

Benefits:

- The Arts provide students with a creative outlet while challenging their intellect
- The Arts provide students more opportunity to collaborate, reflect and make choices
- The Arts engage and offer challenges to all students from every cultural background

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- Arts-based instruction can increase family and community support.
- Research correlates increased student achievement with the study of the arts.

Lockheed Elementary - Leadership Focus

The Leadership Academy at Lockheed Elementary School fosters opportunities for kindergarten through fifth grade students to develop their leadership capacity. The program provides kindergarten through fifth grade students with mentorship and guidance to see themselves as leaders by applying principles outlined in Stephen Covey's *The Seven Habits of Highly Effective People*. Each student's personal and academic/professional growth is supported through the enGauge 21st Century Skills Program to address the areas of digital literacy, inventive thinking, effective communication, and high productivity.

Key Features:

- Develop Leadership
- Provide Character-building
- Provide Guidance and mentorship
- Integrate community service

Key Benefits:

- A focused school culture
- A positive learning environment
- A commitment to community service
- A foundation for life-long skills for success

**Marietta Center for Advanced Academics - Grades 3-5
Science, Technology, Engineering, and Mathematics Focus**

The science, technology, engineering, and mathematics (STEM) magnet academy at Marietta Center for Advanced Academics provides third through fifth grade students an integrated, rigorous academic program for students who demonstrate high levels of academic attainment. Based on the Georgia Performance Standards (GPS), the comprehensive, STEM magnet program uses a balance of texts and technological resources to provide an education that is more challenging, and faster-paced than most traditional elementary learning environments.

Magnet students master academic goals and problem-solving skills through a blend of creative, hands-on projects and science-based investigations. Through interdisciplinary units of instruction, MCAA students embark on a journey of active learning that provides them with a sense of accomplishment and productivity.

Key Features:

- One-to-one computing
- Daily STEM Explorations courses
- Unique mathematics program (4 years covered in 3)
- 100% Gifted certified staff

Key Benefits:

- Hands-on learning experiences
- Advanced education, fast paced, challenging

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- Pervasive use of technology
- High levels of parental involvement

Park Street Elementary Community Focus

The Community Collaborative at Park Street Elementary provides kindergarteners through fifth grade students an in-depth academic program that incorporates community outreach and support with service-based learning. The Community Collaborative approach incorporates resources and services that address school and community needs and issues, and challenges students to become civic-minded contributors.

Key Features:

- Community Partnership and Advisory Committee
- Georgia Performance Standards-based enrichment classes in all core academics
- University, private, non-profit agencies, state, and local government collaboration support the school's efforts and community coalitions
- Safe, positive learning environment

Key Benefits:

- Provides students with creative community outlets while challenging their intellects
- Provides students opportunities to collaborate, reflect, and make choices that enhance their community
- Engages and challenges students from every cultural background
- Increases family and community support
- Promotes positive development of children and youth through community resources

West Side Elementary Talented and Gifted Focus

The Talented and Gifted (TAG) Learning Academy at West Side Elementary provides kindergarten through fifth grade students a global, academic program designed to uncover and develop the unique talents and gifts of all students. The focus of this program is on developing the various aptitudes and potentials for advanced learning and creative productivity that exist in all student populations.

Key Features:

- TAG provides every student with real world opportunities and resources
- TAG provides every student the opportunity to achieve his or her maximum potential
- TAG provides enrichment opportunities for all students through four clusters of learning
 - The Arts
 - Math and Technology
 - Science and Environment
 - Media and Culture

Key Benefits:

- Coursework combines energy, interest, and imagination
- Students research and interpret data, set goals, have group discussions
- Students work together in a safe, positive learning environment

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Middle Grade Choices

Choice continues in the middle grades with the option of the Middle Years IB program or the STEM-focused Middle Grades Magnet Program - *Gateway to Technology*.

Middle Grades Magnet Program

The Middle Grades Magnet Program at Marietta Sixth Grade Academy and Marietta Middle School is a comprehensive and rigorous instructional program connected through integrated, inter-disciplinary units of instruction based on the new Georgia Performance Standards (GPS). The Middle Grades Magnet Program is a continuation of the elementary grades magnet curriculum but places stronger emphasis on engineering and the design process.

All students in the Middle Grades Magnet Program move at an advanced pace through a technology-rich curriculum. Students proceed through two professionally designed comprehensive engineering modules each year.

Through five instructional units, students use their imagination and creativity to learn how technology can be used in engineering to solve everyday problems. The program offers students one-to-one computing and Gifted trained teachers.

Students exiting the program at eighth grade will have truly developed a firm foundation in science, technology, engineering and, mathematics (STEM), and are prepared to explore a variety of high school options, including the International Baccalaureate (IB) Diploma Program, Advanced Placement, Career Pathways and Early College.

The engineering curriculum is driven by the Gateway to Technology (GTT) program and aligns with both national and state science standards. For more information about GTT, please visit the Project Lead the Way site at <http://www.pltw.org/curriculum/ms-engineering.html>.

International Baccalaureate Middle Years Program, Grades 6 - 10

The International Baccalaureate (IB) Middle Years Program (MYP), housed jointly at Marietta Sixth Grade Academy, Marietta Middle School, and Marietta High School, helps 6th -10th grade students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world.

IB - Eight Subject Groups

- **Language A (Language arts/Reading at MSGA , MMS and English at MHS):** the school's language of instruction (English)
- **Language B:** a modern foreign language learned at school (French, German, and Spanish)
- **Humanities:** history and geography
- **Sciences:** general science, biology, chemistry, physics
- **Mathematics:** number, algebra, geometry and trigonometry, probability and statistics, and discrete mathematics
- **Arts:** art/design, music, drama
- **Physical education:** fitness, individual team sports, and health
- **Technology:** computer and technology design

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A key component of the MYP is creating interdisciplinary units (when two or more subject areas create one unit) using the Areas of Interactions, MYP criteria, and MYP rubrics. Teachers also infuse the Georgia Performance Standards with the MYP standards.

All students experience and explore each of the following Five Areas of Interaction in every year of the MYP:

- **Approaches to learning:** Students take increasing responsibility for their learning, and they learn “how to learn.”
- **Community and service:** Students become aware of their roles and their responsibilities as members of the community.
- **Homo Faber “Man the Maker”:** This is the “heart of inquiry and active learning” according to the IBO. Through their knowledge of the subject areas, students are given opportunities to invent, create, transform, improve, and learn how others have changed humans’ quality of life.
- **Environment:** Students learn that human interdependence occurs in the natural, political, social, cultural, and economic environments. They also discover how to make contributions to those environments.
- **Health and Social Issues:** Students gain a respect for the body and the mind and how to make informed, responsible choices.

To meet these Areas of Interaction requirements, MCS has done the following:

- Aligned the Georgia Performance Standards with the MYP standards in units of study
- Created units using at least one of the Areas of Interaction
- Formed interdisciplinary units
- Required 7th grade students to complete 15 hours of community service and 8th grade students to complete 20 hours
- Added community service opportunities to regular, advisement, and after school curriculum

Marietta High School (MHS)

In addition to offering the IB MYP program in grades 9 and 10, Marietta High School is an IB World School, offering the prestigious Diploma Program in grades 11 and 12. Through this program, IB Diploma candidates engage in an interdisciplinary liberal arts education with students choosing to study six academic subjects: mathematics, science, literature, history, foreign language, and a sixth subject, such as biology, Latin, psychology, or performing arts. Diploma candidates also complete a 4,000 word independent research essay in one of the six subject areas, as well as a minimum of 150 hours of participation in community service, sports, and creative activities.

MHS students may elect to take Advanced Placement courses in Biology, Calculus AB and BC, Computer Science A, English Literature and Composition, French, German, Latin, Music Theory, Physics B, Spanish, Statistics, US Government and Politics, and US History.

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Students who are off track for graduation and wish to finish their high school career in a business-like learning environment using an online and project based curriculum may apply to the Performance Learning Center.

The Marietta High School Career, Technical, and Agricultural Education department offers industry-certified career pathways in Culinary Arts, Information Technology, Graphic Communications, and Business and Computer Science. Pathways also include: Family and Consumer Science, Engineering Drawing and Design, and Health Care Sciences with plans to seek industry certification in the future. Dual-enrollment opportunities also exist at Chattahoochee Technical College in the Automotive Mechanics pathway.

As a charter system, MHS will investigate the addition of professional horticulture, ecology, and teacher preparation career academies, among other options.

The high school's relationship with neighboring universities has expanded with increased Dual Enrollment courses and the addition of Automotive Technology being provided at nearby Chattahoochee Technical College. Chattahoochee Technical College also provides MHS with a drafting teacher. Through Kennesaw State University, students may participate in *CyberTech*, which requires a summer commitment and provides additional internship opportunities.

With the approval of MCS as a charter system, high school and central administration anticipate augmentation of dual enrollment opportunities to advance customization of students' career requirements.

Anticipated Development of Smaller Learning Communities

Background

Beginning in the early years of the new century, MCS began exploring the implementation of learning communities within its schools. The first exploration was of Professional Learning Communities (PLC's) formed to improve teacher practices and student achievement. The seminal characteristics of PLC's are a shared mission, vision, and values; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; and results orientation (DuFour).

The system brought in one of the national leaders in the Professional Learning Community movement, Richard DuFour, and facilitated leadership seminars and book studies. Leadership teams also traveled across the country to visit schools that had successfully incorporated PLC's into their school cultures and brought back good reports to share at faculty meetings. With the approval of the Superintendent and the school Board, MCS administrators and faculty enthusiastically embraced this new model of school reform and moved forward with implementation. Principals and system administrators identified common planning for teachers with others on their team or department as a critical foundation for successful implementation, and swiftly worked in concert to revise school schedules. Teachers were trained in the learning community model, professional learning communities were formed, and leaders were identified. Professional learning in the areas of data analysis, best practices, and differentiation were soon requested. Members of PLC's were energized by collaboration on curriculum mapping,

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planning, unit writing, and assessment. Professional Learning Communities are now firmly established and embedded in the culture of the Marietta City School System.

With the evident success of Professional Learning Communities as a vehicle for improved student achievement and teacher collaboration and growth came the genesis of an idea for high school students to experience a similar degree of growth and development through the same characteristics that undergird the PLC's: shared mission, vision, and values; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; and results orientation.

Working through state designed Career Pathways, students can be grouped into cohorts that share identified common career interests, common course requirements related to that career interest, and opportunities to participate in authentic work experiences. The desired outcomes are the same as those for teachers participating in Professional Learning Communities: improved achievement, growth in capacity, and development of skills.

A natural extension of our Professional Learning Communities is the development and implementation of secondary learning communities. These small learning communities would be designed specifically to meet the unique needs of our student populations, organized around career interests or other themes within our Pathways for Success.

The United States Department of Education, Office of Elementary and Secondary Education, is currently accepting applications for Smaller Learning Communities (SLC) program awards, with an absolute priority of *Preparing All Students to Succeed in Postsecondary Education and Careers*. This priority aligns perfectly with several initiatives centered around our mission statement, each of which would be enhanced through our application for System Charter status:

- Provide intensive interventions to assist students who enter high school with reading/language arts or mathematics skills that are significantly below grade level to “catch up” quickly and attain proficiency by the end of 10th grade (math support classes, new study skills curriculum for all rising/current/and retained 9th graders in need of remediation);
- Enroll students in a coherent sequence of rigorous English language arts, mathematics, and science courses that will equip them with the skills and content knowledge needed to succeed in postsecondary education and careers without need for remediation;
- Provide tutoring and other academic supports to help students succeed in rigorous academic courses (ongoing tutoring three times a week at MHS; teaming with colleges and universities to study implementation strategies for GPS; credit recovery and PLC)
- Deliver comprehensive guidance and academic advising to students and their parents that includes assistance in selecting courses (Pre IB Diploma program parent information sessions) and planning a program of study that will provide the academic preparation needed to succeed in postsecondary education (early transition planning for students with special needs); and,
- Increase opportunities to earn postsecondary credit through Advanced Placement courses, International Baccalaureate courses, or dual credit programs.

MCS disaggregates data and differentiates instruction by subject matter specifically to reduce the achievement gap for the subgroups identified (major racial/ethnic groups; students with

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disabilities; students with limited English proficiency; and students who are identified as economically disadvantaged).

10. Describe the instructional methods to be used in the charter system, including any distinctive or unique instructional techniques or educational programs.

Answer is included in question 9 above.

11. Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.

Student/teacher ratios will be calculated using every teacher in the building that delivers or supports instruction including English as a Second Language, Early Intervention, Connections, Music, Art, Physical Education, Title I, Special Education, Gifted Education teachers and Media Specialists. This calculation will remain consistent across schools and does not include paraprofessionals.

School	Anticipated teacher/student ratio
Burruss Elementary	1: 15
Dunleith Elementary	1: 15
Hickory Hills Elementary	1: 15
Lockheed Elementary	1: 15
Marietta Center for Advanced Academics	1: 15
Park Street Elementary	1: 10.5
West Side Elementary	1: 15
Marietta Sixth Grade Academy	1: 12
Marietta Middle School	1: 13
Marietta High School	1: 14

These ratios meet the system’s expectations for what environments best serve the needs of students ages 5-21. Marietta City Schools will continue these ratios as a charter system and will make every attempt to meet state guidelines, utilizing the waiver if a need arises.

Even as a charter system, Marietta City Schools will take into consideration State Board Rule IECClass Size when making decisions regarding class size for all classes. Marietta City Schools will cap class sizes at no more than two students above the local and/or state Board rule. State board policy IEC, which already provides flexibility, will be followed in grades 9-12. Marietta City Schools will invoke system averaging at K-8 grade levels.. If enrollment increases unexpectedly, additional staff may be added upon recommendation of the human resources director, and Superintendent.

12. Describe the students the charter system will serve, including students with special needs and disabilities.

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All students in Marietta City Schools who are currently eligible under the law to attend the school system will be served by the charter system, including students with disabilities and exceptionalities, such as gifted. The system will abide by all federal legislation (NCLB, ADA, Section 504 of the Rehabilitation Act of 1973, IDEA, IDEIA) to serve students. It is anticipated that the composition of the system will remain the same as current demographics indicate:

Grade	Enrollment	% White	% Black	% Hispanic	Other?	% Free/Reduced lunch	% Disabled	% Gifted
PK	49	22.45%	30.61%	40.82%	6.12%		100.00%	0.00%
KK	761	20.89%	32.72%	37.06%	9.33%		7.49%	0.00%
1	759	14.49%	38.60%	38.08%	8.83%		9.88%	0.00%
2	698	16.05%	41.55%	34.81%	7.59%		10.17%	6.73%
3	654	18.50%	41.90%	32.72%	6.88%		11.16%	11.77%
4	666	14.71%	45.95%	31.68%	7.66%		11.41%	9.91%
5	571	19.61%	41.86%	31.52%	7.01%		10.51%	15.24%
6	561	18.36%	45.10%	30.30%	6.24%	46.25%	13.01%	14.26%
7	540	17.41%	47.78%	27.04%	7.78%	62.94%	11.30%	11.67%
8	559	16.28%	51.34%	26.83%	5.55%	61.68%	11.63%	8.94%
9	760	21.45%	49.34%	23.68%	5.53%	54.30%	12.76%	5.39%
10	481	26.40%	46.57%	20.79%	6.24%	47.94%	12.47%	3.33%
11	456	32.46%	46.93%	12.72%	7.89%	40.22%	7.89%	2.41%
12	372	31.99%	49.73%	10.22%	8.06%	33.51%	11.02%	5.38%
TOTAL/AVERAGE	7887	19.88%	43.90%	28.92%	7.30%	40.50%	11.34%	7.0

School	Enrollment October 1	% Free/Reduced lunch
ALB	352	39.77%
Dunleith	554	78.88%
Hickory Hills	260	83.85%
Lockheed	698	77.34%
MCAA	248	35.08%
Park Street	695	89.78%
West Side	373	32.44%

13. Describe how the charter system will meet the needs of students identified as gifted and talented.

Gifted and talented students in grades K-12 will be identified through established screening processes aligned with the Georgia Department of Education Gifted Department recommendations.

In grades K-6, gifted students will be primarily served through the Resource model, where identified gifted students meet with a gifted education teacher for the equivalent of five segments a week. The teacher will have the flexibility to respond to the needs, interests, and abilities of the students while addressing the Georgia Performance Standards. Units of study are content

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focused with interdisciplinary learning activities embedded throughout. These activities provide the differentiated challenge needed by gifted students. The gifted resource delivery model is known as M.I.L.E. (Marietta Independent Learning Environment).

In grades 7 – 12, gifted services are offered primarily through the Advanced Content delivery model, where gifted students receive advanced course work taught by a core content teacher with gifted endorsement. Students' giftedness is served in specific academic areas on the basis of achievement and interest. The classroom may contain other students, not identified as gifted, who have documented high achievement in the content area taught. Students who wish to pursue additional electives over and above graduation requirements may elect to take courses through an accredited institution offering distance learning, such as the Georgia Virtual School. Gifted students are also served through Executive Internship, where they are assigned as an intern to a professional/expert in a selected field of interest. In addition, the joint/dual enrollment program offers gifted high school students the opportunity to earn both postsecondary institution credit and secondary credit.

Through these gifted education offerings, the mission of the Marietta City Schools' Gifted Program is met: To identify, challenge, support, and inspire gifted and talented students through differentiated learning opportunities designed to meet their unique academic, social, and emotional needs.

14. For high schools within the charter system, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

The principal, assisted by the associate principal for curriculum, the registrar, and the high school counselors shall determine that each student applying for graduation has sufficient high school credits to meet published Marietta City Schools' graduation requirements. These requirements exceed the standards set by the Georgia State Board of Education Rule 160-4-2-.47. Students in the district charter will have the ability to waive one elective for credit recovery purposes.

STATE AND FEDERALLY MANDATED SERVICES

** For each of the criteria listed under "State and Federally Mandated Services," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

15. For students with disabilities, describe how the charter system will provide state and federally mandated services.

Marietta City Schools' Georgia Continuous Improvement Monitoring Process (GCIMP) outlines our inclusion of students with disabilities throughout all of our goal setting, benchmarking, and accountability measures. All state and federally mandated services will continue to be provided as driven by our Strategic Plan and outlined in our GCIMP.

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MCS is in the second year of implementation of the Response to Intervention (RtI) model. All students benefit daily from instruction based on best practice and delivered by highly qualified teachers. As students progress is monitored, flexible grouping in all general education classrooms facilitate their varying needs. Students who are unable to demonstrate anticipated academic or behavioral progress despite strategic, differentiated instruction are assigned to tiered interventions.

Teacher teams, including professionals from the Department of Special Services (DSS) and Assessment, meet regularly to discuss progress as recorded using a Web-based data warehouse. Students who consistently demonstrate less than adequate progress are referred to our Student Support Team (SST) and scheduled to receive intensive one-on-one intervention through our Marietta Intervention Project (MIP). Data collected through parent/teacher conferences, team-level meetings, SST Meetings, and MIP Reporting Sessions are used to determine whether a child is Responding to Intervention (RtI).

Long Term Accommodation Plans (LAPs) are written for students identified as or suspected of having a physical or mental impairment which substantially limits their learning, as mandated by Section 504 of the Rehabilitation Act of 1973. If members of the SST believe a child's mental or physical impairment may necessitate individualized programming to ensure access to a Free and Appropriate Public Education, they will recommend a comprehensive evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA).

All students who are eligible for services under IDEA receive individualized services as outlined in their Individualized Education Program (IEP). An IEP team meets at least annually to draft goals based on students' present levels of performance. Services are provided based on the unique needs of each child and in the least restrictive environment – as further described in Question 17.

16. For English Language Learners (ELL), describe how the charter system will provide state and federally mandated services.

The charter system will continue to provide state and federally mandated services for all English Language Learners. The goal of Marietta City Schools' ESOL program is to provide equal educational opportunities to English Language Learners (ELLs) who have a primary or home language other than English and who are limited English proficient or non-English proficient. Marietta City Schools currently serves 1,580 ELLs daily through direction instruction or the monitoring process; the number of students served in each school varies.

ESOL instruction is delivered based on the students' needs through the following delivery models: push-in, pull-out, sheltered, and intensive. As a system charter, MCS will flex student to teacher ratios to maximize instruction.

17. State that "the charter system shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act."

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Each Marietta City School has a contact person to address all questions and concerns related to Section 504 of the Rehabilitation Act of 1973 as outlined on our MCS website under Department of Special Services (DSS). Additionally, MCS is in full compliance with Title II of the Americans with Disabilities Act as it extends the prohibition of discrimination in federally assisted programs established by Section 504 of the Rehabilitation Act of 1973. Specifically,

- MCS employs a system level 504 Coordinator for the school system;
- MCS provides a school level 504 Committee and school level 504 Coordinator for each MCS school;
- MCS ensures the accessibility of programs to individuals with disabilities, including services, programs, or activities;
- MCS provides appropriate Procedural Safeguards and Parental Rights;
- MCS ensures all parents or guardians with disabilities access to these programs, activities, or services and provides auxiliary aids and services whenever appropriate to ensure effective communication.

Furthermore, MCS is in full compliance with all IDEA 2004 provisions. The Department of Special Services and Assessment staff members monitor and support adherence to several critical factors, including but not limited to, the following: Child Find activities, a full continuum of appropriate service delivery model options, and strict adherence to all state and federal timelines. Specifically,

- MCS operates a comprehensive system of child find in order to identify, locate, and evaluate children in need of special education services who reside in Marietta City or are enrolled in private schools within Marietta City limits;
- MCS provides services to students who are identified as eligible according to one of the 13 federal disability categories, and by reason thereof, are in need of special education and related services as outlined in their Individualized Education Program (IEP);
- MCS convenes IEP meetings within 60 calendar days, once a child is determined to be eligible for, and is found to be in need of, special education and related services.

Individualize Education Program Teams consider what types of supports each child needs in order to receive an appropriate education in the general education to the maximum extent appropriate for that child. Supplementary aids and services, assistive technology, or supports for school personnel necessary to provide appropriate access to, or involvement in, general education activities are provided. Finally, in the case of a child with limited English proficiency, or a child who is blind/visually impaired or deaf/hard of hearing, the language, instructional, and communication needs of the child will be considered.

18. Describe how the charter system will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.

Currently none of the Marietta City Schools are required to offer supplemental educational services pursuant to SBOE Rule 160-4-5-.03 and NCLB. Supplemental educational services were provided previously to Dunleith Elementary, Hickory Hills Elementary, Lockheed Elementary, Marietta Sixth Grade Academy, Marietta Middle and Marietta High School at various times during the 2003-07 school years. Marietta City Schools will continue to abide by all required state and federal rules and regulations for supplemental educational services.

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19. Describe how the charter system will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

Marietta City Schools will continue to offer a variety of remedial education services in accordance to SBOE Rule 160-4-5-.01 and NCLB. Remedial education services include but are not limited to Connections Reading and Math remedial courses for middle school students, remedial math and reading courses at the high school, Title I services, Early Intervention Program, early intervening services, after school tutoring, summer school, intersessions, and credit recovery.

GOALS AND OBJECTIVES

20. List the charter system’s performance-based goals and measurable objectives and describe how these goals and objectives are in the public interest and shall result in improvement of student achievement.

In the following performance-based goals and measurable objectives charts, Year 1: 2008-09 baseline data reflect 2007 results. Reductions in the percentage of students in the Did Not Meet (DNM) category reflect the No Child Left Behind (NCLB) mandate of zero percent by the year 2013-2014.

Ongoing, incremental increases for students in the Exceeds category represent our commitment to academic progress for students at every level of achievement. Marked decreases in the DNM category for various grade level/content areas highlight our intention to demonstrate immediate progress for students who are not meeting standards.

Marietta Charter District Goals

All Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-1012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 1:												
Reading	36%	10%	37%	9%	38%	8%	39%	6%	40%	3%	40%	0%
Math	27%	17%	28%	15%	29%	12%	30%	9%	31%	5%	31%	0%
Grade 2:												
Reading	46%	10%	47%	9%	48%	8%	49%	6%	50%	3%	50%	0%
Math	19%	18%	20%	17%	21%	14%	22%	11%	23%	6%	23%	0%
Grade 3:												
Reading	21%	22%	22%	19%	23%	16%	24%	13%	25%	6%	25%	0%
Math	22%	13%	23%	11%	24%	9%	25%	7%	26%	5%	26%	0%
Science	16%	40%	17%	14%	18%	11%	19%	6%	20%	3%	20%	0%
Grade 4:												

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Reading	26%	18%	27%	15%	28%	12%	29%	9%	30%	5%	30%	0%
Math	22%	22%	23%	19%	24%	16%	25%	13%	26%	6%	26%	0%
Science	20%	20%	21%	17%	22%	15%	23%	10%	24%	5%	24%	0%
Grade 5:												
Reading	18%	20%	19%	17%	20%	15%	21%	10%	22%	5%	22%	0%
Math	26%	14%	27%	11%	28%	9%	29%	7%	30%	5%	30%	0%
Science	16%	42%	17%	36%	18%	30%	19%	20%	20%	10%	20%	0%
Grade 6:												
Reading	21%	10%	22%	9%	24%	7%	26%	5%	28%	4%	30%	0%
Math	16%	33%	18%	30%	20%	26%	22%	21%	25%	15%	27%	0%
Science	15%	44%	17%	40%	19%	35%	21%	29%	23%	22%	25%	0%
Grade 7:												
Reading	11%	18%	14%	15%	18%	12%	20%	8%	23%	4%	25%	0%
Math	12%	35%	15%	30%	19%	22%	20%	14%	33%	5%	25%	0%
Science	17%	39%	20%	35%	24%	30%	23%	16%	25%	6%	28%	0%
Grade 8:												
Reading	16%	16%	19%	14%	24%	12%	29%	6%	35%	39%	30%	0%
Math	21%	23%	24%	20%	28%	16%	33%	10%	39%	5%	30%	0%
Science	12%	27%	18%	25%	24%	20%	29%	15%	3%	7%	25%	0%

Marietta Charter District Goals

Econ. Disadv. Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-2012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 1:												
Reading	29%	12%	30%	10%	31%	8%	32%	6%	33%	4%	33%	0%
Math	22%	19%	23%	16%	24%	12%	25%	9%	26%	6%	26%	0%
Grade 2:												
Reading	40%	12%	41%	10%	42%	8%	43%	6%	44%	4%	44%	0%
Math	14%	20%	15%	17%	16%	14%	17%	11%	18%	8%	18%	0%
Grade 3:												
Reading	13%	25%	14%	20%	15%	15%	16%	10%	17%	5%	17%	0%
Math	15%	14%	16%	12%	17%	10%	18%	8%	19%	4%	19%	0%
Science	8%	46%	9%	40%	10%	32%	11%	22%	12%	11%	12%	0%
Grade 4:												
Reading	15%	21%	16%	18%	17%	15%	18%	10%	19%	5%	19%	0%
Math	14%	25%	15%	20%	16%	15%	17%	10%	18%	5%	18%	0%
Science	9%	41%	10%	35%	11%	29%	12%	20%	13%	10%	13%	0%
Grade 5:												
Reading	18%	20%	19%	18%	20%	15%	21%	10%	22%	5%	22%	0%
Math	26%	14%	27%	12%	28%	10%	29%	8%	30%	4%	30%	0%
Science	16%	42%	17%	36%	18%	30%	19%	20%	20%	10%	20%	0%
Grade 6:												

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Reading	12%	14%	14%	12%	16%	10%	18%	8%	20%	6%	22%	0%
Math	5%	42%	7%	39%	9%	35%	11%	30%	13%	24%	15%	0%
Science	4%	57%	6%	53%	8%	48%	10%	42%	12%	36%	14%	0%
Grade 7:												
Reading	6%	22%	8%	18%	10%	14%	12%	10%	14%	5%	16%	0%
Math	7%	40%	90%	30%	11%	25%	13%	20%	15%	10%	18%	0%
Science	11%	47%	13%	40%	15%	30%	17%	20%	19%	10%	24%	0%
Grade 8:												
Reading	8%	21%	10%	18%	12%	14%	14%	9%	16%	4%	20%	0%
Math	12%	28%	14%	20%	16%	15%	18%	8%	20%	7%	22%	0%
Science	6%	35%	8%	27%	10%	20%	12%	13%	14%	7%	16%	0%

21. *List the performance-based goals and objectives for each system charter school and describe how these goals and objectives are in the public interest and shall result in improvement of student achievement.*

Despite impressive student achievement results at some schools, increases in performance goals and measurable objectives for students in the Exceeds category represent our commitment to academic progress for students in every school at every level of achievement.

Decreases in the percentage of students falling into the DNM category vary significantly by school, grade level, and content areas as a result of a wide range in baseline data. Building level instructional teams established rates of decrease, as indicated below, based on anticipated results of programming designed to meet target population needs.

School: A.L. Burruss												
All Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-2012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 1:												
Reading	62%	0%	62%	0%	63%	0%	63%	0%	64%	0%	64%	0%
Math	48%	6%	49%	5%	50%	4%	51%	3%	52%	2%	53%	0%
Grade 2:												
Reading	68%	3%	68%	3%	69%	2%	69%	2%	70%	1%	70%	0%
Math	33%	10%	34%	9%	35%	8%	36%	5%	37%	3%	38%	0%
Grade 3:												
Reading	42%	14%	43%	13%	44%	12%	45%	6%	46%	3%	47%	0%
Math	42%	8%	43%	7%	44%	6%	45%	4%	46%	2%	47%	0%
Science	37%	21%	38%	20%	39%	19%	40%	9%	41%	5%	42%	0%
Grade 4:												
Reading	33%	25%	34%	24%	35%	23%	36%	11%	37%	6%	38%	0%
Math	27%	25%	28%	24%	29%	23%	30%	11%	31%	6%	32%	0%
Science	27%	31%	28%	29%	29%	27%	30%	14%	31%	7%	32%	0%
Grade 5:												
Reading	26%	16%	27%	15%	28%	14%	29%	7%	30%	4%	31%	0%

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Math	26%	18%	27%	17%	28%	16%	29%	8%	30%	4%	31%	0%
Science	16%	36%	17%	34%	18%	32%	19%	16%	20%	8%	21%	0%

School: A.L.Burruss												
Econ. Disadv. Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-2012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 1:												
Reading	43%	0%	44%	0%	45%	0%	46%	0%	47%	0%	48%	0%
Math	32%	7%	33%	6%	34%	5%	35%	4%	36%	2%	37%	0%
Grade 2:												
Reading	41%	9%	42%	8%	43%	7%	44%	4%	45%	2%	46%	0%
Math	5%	23%	6%	22%	7%	21%	8%	11%	9%	6%	10%	0%
Grade 3:												
Reading	11%	22%	12%	21%	13%	20%	14%	10%	15%	5%	16%	0%
Math	15%	15%	16%	14%	17%	13%	18%	7%	19%	4%	20%	0%
Science	12%	35%	13%	34%	14%	33%	15%	16%	16%	8%	17%	0%
Grade 4:												
Reading	18%	43%	19%	42%	20%	41%	21%	20%	22%	10%	23%	0%
Math	11%	36%	12%	35%	13%	34%	14%	17%	15%	9%	16%	0%
Science	7%	50%	8%	49%	9%	48%	10%	24%	11%	12%	12%	0%
Grade 5:												
Reading	0%	33%	1%	32%	2%	31%	3%	15%	4%	8%	5%	0%
Math	4%	33%	4%	32%	6%	31%	7%	15%	8%	8%	9%	0%
Science	0%	67%	1%	57%	2%	47%	3%	3%	4%	16%	5%	0%

School: Dunleith												
All Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-2012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 1:												
Reading	34%	8%	36%	6%	39%	4%	42%	2%	45%	0%	48%	0%
Math	19%	14%	21%	11%	23%	8%	25%	5%	27%	3%	29%	0%
Grade 2:												
Reading	49%	9%	51%	7%	53%	5%	55%	3%	57%	0%	59%	0%
Math	28%	14%	30%	11%	32%	8%	34%	5%	36%	3%	40%	0%
Grade 3:												
Reading	2%	35%	4%	28%	6%	21%	8%	14%	10%	7%	12%	0%
Math	13%	16%	15%	13%	17%	10%	19%	6%	21%	3%	23%	0%
Science	3%	63%	5%	51%	7%	38%	9%	25%	11%	13%	13%	0%
Grade 4:												
Reading	16%	15%	18%	12%	20%	9%	22%	6%	24%	3%	26%	0%
Math	14%	27%	16%	22%	18%	16%	20%	11%	22%	5%	24%	0%
Science	3%	34%	5%	28%	7%	21%	9%	14%	11%	7%	13%	0%

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Grade 5:												
Reading	8%	27%	10%	22%	12%	16%	14%	11%	16%	5%	18%	0%
Math	14%	17%	16%	13%	18%	10%	20%	6%	22%	3%	24%	0%
Science	4%	51%	6%	41%	8%	31%	10%	21%	12%	11%	14%	0%
School: Dunleith												
Econ. Disadv. Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-1012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 1:												
Reading	34%	8%	36%	6%	38%	4%	40%	2%	42%	0%	44%	0%
Math	19%	14%	21%	11%	23%	8%	25%	5%	27%	3%	29%	0%
Grade 2:												
Reading	49%	9%	51%	7%	53%	5%	55%	3%	57%	1%	59%	0%
Math	28%	14%	30%	11%	32%	8%	34%	5%	36%	3%	38%	0%
Grade 3:												
Reading	2%	35%	4%	28%	6%	21%	8%	14%	10%	7%	12%	0%
Math	13%	16%	15%	13%	17%	10%	19%	7%	21%	4%	23%	0%
Science	3%	63%	5%	50%	7%	37%	9%	25%	11%	12%	13%	0%
Grade 4:												
Reading	16%	15%	18%	12%	20%	9%	22%	6%	24%	3%	26%	0%
Math	14%	27%	16%	22%	18%	15%	20%	10%	22%	5%	24%	0%
Science	3%	34%	5%	28%	7%	21%	9%	14%	11%	7%	13%	0%
Grade 5:												
Reading	8%	27%	10%	22%	12%	15%	14%	10%	16%	5%	18%	0%
Math	14%	17%	16%	14%	18%	11%	20%	8%	22%	4%	24%	0%
Science	4%	51%	6%	41%	8%	31%	10%	21%	12%	11%	14%	0%

School: Hickory Hills												
All Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-1012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 1:												
Reading	24%	16%	25%	15%	25%	13%	26%	8%	26%	4%	27%	0%
Math	24%	26%	25%	24%	25%	20%	26%	15%	26%	10%	27%	0%
Grade 2:												
Reading	37%	10%	38%	8%	38%	7%	39%	6%	39%	4%	40%	0%
Math	34%	12%	35%	10%	35%	8%	36%	6%	36%	4%	37%	0%
Grade 3:												
Reading	12%	22%	13%	21%	13%	16%	14%	9%	14%	9%	15%	0%
Math	10%	12%	11%	11%	11%	9%	12%	6%	12%	3%	13%	0%
Science	7%	46%	8%	40%	8%	35%	9%	25%	9%	15%	11%	0%
Grade 4:												
Reading	9%	24%	10%	23%	10%	20%	11%	12%	11%	6%	12%	0%
Math	9%	26%	10%	24%	10%	20%	10%	15%	10%	5%	10%	0%

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Science	0%	29%	2%	27%	2%	22%	3%	14%	3%	7%	4%	0%
Grade 5:												
Reading	6%	22%	7%	21%	7%	20%	8%	15%	8%	8%	9%	0%
Math	28%	0%	29%	0%	29%	0%	30	0%	30	0%	31%	0%
Science	6%	47%	7%	45%	7%	35%	8%	25%	8%	10%	9%	0%

School: Hickory Hills

Econ. Disadv. Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-1012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 1:												
Reading	24%	16%	25%	15%	25%	13%	26%	8%	26%	4%	27%	0%
Math	24%	26%	25%	24%	25%	20%	26%	15%	26%	10%	27%	0%
Grade 2:												
Reading	37%	10%	38%	8%	38%	7%	39%	6%	39%	4%	40%	0%
Math	34%	12%	35%	10%	35%	8%	36%	6%	36%	4%	37%	0%
Grade 3:												
Reading	12%	22%	13%	21%	13%	16%	14%	9%	14%	9%	15%	0%
Math	10%	12%	11%	11%	11%	9%	12%	6%	12%	3%	13%	0%
Science	7%	46%	8%	40%	9%	35%	9%	25%	10%	15%	11%	0%
Grade 4:												
Reading	9%	24%	10%	23%	10%	20%	11%	12%	11%	6%	12%	0%
Math	9%	26%	10%	24%	10%	20%	11%	15%	11%	5%	12%	0%
Science	0%	29%	2%	27%	2%	22%	3%	14%	3%	7%	4%	0%
Grade 5:												
Reading	6%	22%	7%	21%	7%	20%	8%	15%	8%	8%	9%	0%
Math	28%	0%	29%	0%	29%	0%	30%	0%	30%	0%	31%	0%
Science	6%	47%	7%	45%	7%	35%	8%	25%	8%	10%	9%	0%

School: Lockheed

All Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-1012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 1:												
Reading	33%	7%	36%	4%	37%	3%	38%	2%	39%	1%	40%	0%
Math	20%	12%	24%	8%	26%	6%	28%	4%	30%	2%	32%	0%
Grade 2:												
Reading	45%	12%	49%	8%	53%	6%	57%	4%	61%	2%	65%	0%
Math	5%	21%	9%	17%	13%	13%	17%	9%	21%	5%	25%	0%
Grade 3:												
Reading	17%	20%	20%	17%	23%	14%	26%	11%	29%	8%	32%	0%
Math	18%	12%	22%	8%	26%	6%	30%	4%	34%	2%	38%	0%
Science	9%	39%	17%	31%	25%	23%	33%	15%	41%	7%	49%	0%
Grade 4:												
Reading	14%	20%	17%	17%	20%	14%	23%	11%	26%	8%	29%	0%

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Math	17%	22%	22%	17%	27%	12%	32%	7%	37%	2%	42%	0%
Science	11%	42%	20%	33%	29%	24%	38%	15%	47%	6%	56%	0%
Grade 5:												
Reading	10%	21%	14%	17%	18%	13%	22%	9%	26%	5%	30%	0%
Math	20%	20%	23%	17%	26%	14%	29%	11%	32%	8%	35%	0%
Science	9%	50%	19%	40%	29%	30%	39%	20%	49%	10%	59%	0%

School: Lockheed

Econ. Disadv. Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-1012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 1:												
Reading	33%	7%	36%	4%	37%	3%	38%	2%	39%	1%	40%	0%
Math	20%	12%	24%	8%	26%	6%	28%	4%	30%	2%	32%	0%
Grade 2:												
Reading	45%	12%	49%	8%	53%	6%	57%	4%	61%	2%	65%	0%
Math	5%	21%	9%	17%	13%	13%	17%	9%	21%	5%	25%	0%
Grade 3:												
Reading	17%	20%	20%	17%	23%	14%	26%	11%	29%	8%	32%	0%
Math	18%	12%	22%	8%	26%	6%	30%	4%	34%	2%	38%	0%
Science	9%	39%	17%	31%	25%	23%	33%	15%	41%	7%	49%	0%
Grade 4:												
Reading	14%	20%	17%	17%	20%	14%	23%	11%	26%	8%	29%	0%
Math	17%	22%	22%	17%	27%	12%	32%	7%	37%	2%	42%	0%
Science	11%	42%	20%	33%	29%	24%	38%	15%	47%	6%	56%	0%
Grade 5:												
Reading	10%	21%	14%	17%	18%	13%	22%	9%	26%	5%	30%	0%
Math	20%	20%	23%	17%	26%	14%	29%	11%	32%	8%	35%	0%
Science	9%	50%	19%	40%	29%	30%	39%	20%	49%	10%	59%	0%

School: MCAA

All Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-1012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 3:												
Reading	74%	0%	76%	0%	78%	0%	80%	0%	82%	0%	84%	0%
Math	70%	0%	72%	0%	74%	0%	76%	0%	78%	0%	80%	0%
Science	76%	2%	78%	0%	80%	0%	82%	0%	84%	0%	86%	0%
Grade 4:												
Reading	80%	0%	82%	0%	84%	0%	86%	0%	88%	0%	90%	0%
Math	64%	0%	66%	0%	68%	0%	70%	0%	72%	0%	74%	0%
Science	72%	0%	74%	0%	76%	0%	78%	0%	80%	0%	82%	0%
Grade 5:												
Reading	58%	0%	60%	0%	62%	0%	64%	0%	66%	0%	68%	0%
Math	64%	0%	66%	0%	68%	0%	70%	0%	72%	0%	74%	0%

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Science	50%	2%	52%	0%	54%	0%	56%	0%	58%	0%	60%	0%
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School: MCAA

Econ. Disadv. Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-1012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 3:												
Reading	53%	0%	55%	0%	57%	0%	59%	0%	61%	0%	63%	0%
Math	41%	0%	43%	0%	45%	0%	47%	0%	49%	0%	51%	0%
Science	59%	6%	61%	0%	63%	0%	65%	0%	67%	0%	69%	0%
Grade 4:												
Reading	61%	0%	63%	0%	65%	0%	67%	0%	69%	0%	71%	0%
Math	52%	0%	54%	0%	56%	0%	58%	0%	60%	0%	62%	0%
Science	48%	0%	50%	0%	52%	0%	54%	0%	56%	0%	58%	0%
Grade 5:												
Reading	53%	0%	55%	0%	57%	0%	59%	0%	61%	0%	63%	0%
Math	57%	0%	59%	0%	61%	0%	63%	0%	65%	0%	67%	0%
Science	40%	0%	42%	0%	44%	0%	46%	0%	48%	0%	50%	0%

School: Park Street

All Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-1012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 1:												
Reading	22%	15%	25%	11%	26%	7%	27%	4%	28%	3%	28%	0%
Math	27%	23%	30%	17%	33%	11%	33%	5%	39%	1%	39%	0%
Grade 2:												
Reading	26%	13%	27%	10%	28%	7%	28%	5%	29%	3%	29%	0%
Math	11%	27%	14%	21%	20%	15%	20%	11%	26%	5%	26%	0%
Grade 3:												
Reading	9%	24%	12%	18%	13%	12%	14%	6%	15%	3%	15%	0%
Math	10%	13%	13%	10%	16%	7%	19%	4%	22%	1%	25%	0%
Science	3%	50%	10%	38%	20%	26%	20%	14%	23%	2%	25%	0%
Grade 4:												
Reading	9%	24%	12%	18%	13%	12%	14%	6%	15%	3%	15%	0%
Math	7%	29%	10%	22%	13%	7%	15%	4%	18%	2%	18%	0%
Science	4%	51%	11%	39%	22%	27%	22%	15%	25%	3%	25%	0%
Grade 5:												
Reading	7%	26%	10%	20%	13%	14%	13%	9%	16%	3%	16%	0%
Math	22%	18%	25%	14%	28%	10%	28%	4%	31%	1%	31%	0%
Science	11%	53%	14%	40%	17%	27%	20%	14%	20%	1%	23%	0%

School: Park Street

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Econ. Disadv. Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-1012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 1:												
Reading	22%	15%	25%	11%	26%	7%	27%	4%	28%	3%	28%	0%
Math	27%	23%	30%	17%	33%	11%	33%	5%	39%	1%	39%	0%
Grade 2:												
Reading	26%	13%	27%	10%	28%	7%	28%	5%	29%	3%	29%	0%
Math	11%	27%	14%	21%	20%	15%	20%	11%	26%	5%	26%	0%
Grade 3:												
Reading	9%	24%	12%	18%	13%	12%	14%	6%	15%	3%	15%	0%
Math	10%	13%	13%	10%	16%	7%	19%	4%	22%	1%	25%	0%
Science	3%	50%	10%	38%	20%	26%	20%	14%	23%	2%	25%	0%
Grade 4:												
Reading	9%	24%	12%	18%	13%	12%	14%	6%	15%	3%	15%	0%
Math	7%	29%	10%	22%	13%	7%	15%	4%	18%	2%	18%	0%
Science	4%	51%	11%	39%	22%	27%	22%	15%	25%	3%	25%	0%
Grade 5:												
Reading	7%	26%	10%	20%	13%	14%	13%	9%	16%	3%	16%	0%
Math	22%	18%	25%	14%	28%	10%	28%	4%	31%	1%	31%	0%
Science	11%	53%	14%	40%	17%	27%	20%	14%	20%	1%	23%	0%

School: West Side

All Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-1012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 1:												
Reading	72%	4%	75%	1%	76%	1%	77%	1%	78%	1%	80%	0%
Math	58%	4%	59%	1%	60%	1%	61%	1%	62%	1%	63%	0%
Grade 2:												
Reading	59%	4%	60%	1%	61%	1%	62%	1%	63%	1%	65%	0%
Math	35%	13%	37%	2%	40%	2%	42%	4%	43%	5%	45%	0%
Grade 3:												
Reading	39%	7%	40%	1%	42%	2%	43%	2%	44%	2%	45%	0%
Math	41%	9%	42%	2%	44%	2%	45%	2%	47%	3%	48%	0%
Science	25%	27%	27%	6%	29%	6%	30%	7%	32%	8%	35%	0%
Grade 4:												
Reading	32%	15%	33%	2%	35%	3%	36%	5%	37%	5%	40%	0%
Math	26%	24%	27%	6%	28%	6%	30%	6%	32%	6%	35%	0%
Science	26%	26%	27%	6%	28%	6%	30%	7%	32%	7%	35%	0%
Grade 5:												
Reading	17%	22%	20%	5%	22%	5%	23%	5%	24%	7%	25%	0%
Math	24%	17%	25%	3%	26%	3%	27%	5%	28%	6%	30%	0%
Science	20%	32%	21%	7%	22%	8%	23%	8%	24%	9%	25%	0%

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School: West Side

Econ. Disadv. Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-2012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 1:												
Reading	41%	12%	43%	10%	45%	8%	46%	5%	48%	2%	50%	0%
Math	41%	12%	43%	10%	45%	8%	46%	5%	48%	2%	50%	0%
Grade 2:												
Reading	27%	14%	30%	11%	32%	9%	35%	5%	37%	2%	40%	0%
Math	5%	32%	35%	26%	36%	20%	37%	10%	38%	5%	40%	0%
Grade 3:												
Reading	26%	11%	28%	9%	30%	7%	32%	5%	33%	2%	35%	0%
Math	26%	11%	28%	9%	30%	7%	32%	5%	33%	2%	35%	0%
Science	5%	42%	8%	34%	10%	26%	12%	16%	15%	8%	20%	0%
Grade 4:												
Reading	6%	31%	8%	25%	10%	20%	12%	10%	14%	5%	15%	0%
Math	0%	38%	2%	30%	5%	24%	7%	17%	10%	9%	13%	0%
Science	50%	50%	51%	40%	52%	30%	53%	20%	54%	10%	55%	0%
Grade 5:												
Reading	0%	29%	5%	22%	7%	16%	9%	10%	12%	4%	15%	0%
Math	18%	24%	20%	20%	22%	16%	25%	10%	27%	4%	30%	0%
Science	6%	47%	9%	40%	12%	30%	15%	20%	17%	10%	20%	0%

School: MSGA

All Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-2012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 6												
Reading	21%	10%	22%	9%	24%	7%	26%	5%	28%	4%	30%	0%
Math	16%	33%	18%	27%	20%	21%	22%	15%	25%	10%	27%	0%
Science	15%	44%	17%	36%	19%	28%	21%	20%	23%	11%	25%	0%

School: MSGA

Econ. Disadv. Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-2012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 6												
Reading	12%	14%	14%	12%	16%	10%	18%	8%	20%	6%	22%	0%
Math	5%	42%	7%	34%	9%	26%	11%	18%	13%	10%	15%	0%
Science	4%	57%	6%	49%	8%	41%	10%	33%	12%	25%	14%	0%

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School: MMS

All Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-2012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 7:												
Reading	11%	18%	14%	15%	18%	12%	20%	8%	23%	4%	25%	0%
Math	12%	35%	15%	30%	19%	22%	20%	14%	23%	5%	25%	0%
Science	17%	39%	20%	35%	24%	30%	24%	16%	25%	6%	25%	0%
Grade 8:												
Reading	16%	16%	19%	14%	24%	12%	29%	6%	35%	3%	35%	0%
Math	21%	23%	24%	20%	28%	16%	33%	10%	39%	5%	39%	0%
Science	12%	27%	18%	25%	24%	20%	29%	15%	30%	7%	30%	0%

School: MMS

Econ. Disadv. Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-2012		Year 5 2012-2013		NCLB 2013-2014	
	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM	Exceeds	DNM
Grade 7:												
Reading	6%	22%	8%	18%	10%	14%	12%	10%	14%	5%	16%	0%
Math	7%	40%	9%	30%	11%	25%	13%	20%	15%	10%	18%	0%
Science	11%	47%	13%	40%	15%	30%	17%	20%	19%	10%	24%	0%
Grade 8:												
Reading	8%	21%	10%	18%	12%	14%	14%	9%	16%	4%	20%	0%
Math	12%	28%	14%	20%	16%	15%	18%	8%	20%	7%	22%	0%
Science	6%	35%	8%	27%	10%	20%	12%	13%	14%	7%	16%	0%

School: MHS

All Students	Year 1 2008-09		Year 2 2009-10		Year 3 2010-2011		Year 4 2011-2012		Year 5 2012-2013		NCLB 2013-2014		
	Pass	Does Not Meet	Pass	Does Not Meet	Pass	Does Not Meet	Pass	Does Not Meet	Pass	Does Not Meet	Pass Plus	Does Not Meet	
English/Language Arts	87.7%	12.3%	87.7%	12.3%	90.8%	9.2%	93.9%	6.1%	96.9%	3.1%	100%	0%	
Math	74.9%	25.1%	74.9%	25.1%	81.2%	18.8%	87.4%	12.6%	93.7%	6.3%	100%	0%	

All Students	Year 1 2008-09	Year 2 2009-10	Year 3 2010-2011	Year 4 2011-2012	Year 5 2012-2013	NCLB 2013-2014
Graduation Rate	75%	80%	85%	90%	95%	100%

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WAIVERS

22. *State whether the charter system and each system charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a).*

Marietta City Schools will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a) in order to tailor educational programs to meet the unique needs of the Marietta community; however, the district will abide by all of the provisions of the Single Statewide Accountability System and provisions related to the health, safety, or welfare of students and staff; and applicable federal requirements.

We will use this flexibility to continue to implement and sustain innovative, challenging, relevant, and engaging educational experiences to facilitate the greatest achievement and development for every student, as measured by improved test scores, increased graduation rate, and individual growth in ability and confidence.

The Board shall reserve the right, during the term of the charter, to amend existing Board policies and procedures as may be appropriate.

23. *If the charter system/system charter school will utilize this flexibility, state that the charter system/system charter school will comply with all the requirements of the Single Statewide Accountability System and will meet or exceed the performance-based goals included in the charter.*

(Stated in 22 above)

24. *If the charter system/system charter school will NOT utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the charter system/system charter school meet or exceed the performance-based goals included in the system's charter.*

(N/A)

DESCRIPTION OF ASSESSMENT METHODS

** For each of the criteria listed under "Description of Assessment Methods," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

25. *Describe the charter system's assessment plan to obtain student performance data for each student.*

Marietta City Schools will continue its current system of assessment of students in grades K-12. Marietta City Schools uses multiple measures at the national, state, and local levels to monitor student academic achievement, and progress and understanding of the Georgia Performance Standards (GPS).

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National and state assessment instruments will include norm-referenced tests: Iowa Test of Basic Skills (ITBS) and Cognitive Achievement Test (CogAT); criterion-referenced tests: Criterion-Referenced Competency Tests (CRCT), End of Course Tests (EOCT), and Georgia High School Graduation Tests; and the state performance-based writing assessments at Grades 3, 5, 8, and 11.

The ITBS is administered in the fall to students in grades 1-8 for diagnostic purposes. The CogAT is given in grades 1, 3, and 6. The criterion-referenced and writing tests are given to students in the grades identified by the state. The Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) will be given each year to assess second language learners. Kindergarten students will be assessed annually using the Georgia Kindergarten Inventory of Developing Skills (GKIDS). Additionally, the Georgia Alternative Assessment (GAA) is used with students with significant cognitive disabilities.

Marietta City Schools uses system-developed quarterly pre- and post- assessments to benchmark student achievement in grades 1-12. Assessments for students in grades 1-8 (Directed Reading Assessment, STAR Reading Test, Test of Word Reading Efficiency [TOWRE], Scholastic Reading Inventory, [SRI], etc.) are used to monitor specific student progress in reading, offering schools the opportunity to select the most appropriate instrument for the population being served. The WIDA-ACCESS Placement Test (W-APT) is given to ELLs who enter MCS without having previously taken the ACCESS or without a current ACCESS score. Student formative and summative assessment data are maintained in a Web-based data management system, enabling teachers access to student data information providing the historical student achievement profile of each student.

26. Explain how the charter system will ensure participation in all state-mandated assessments.

As required by the Single Statewide Accountability System (160-7-1-.01), Marietta City Schools will participate in the CRCT and GHSGT testing to report Adequate Yearly Progress. In addition to those tests, Marietta City Schools will also participate in the Georgia Kindergarten Inventory of Developing Skills (GKIDS), writing assessments, norm-referenced assessments, EOCT, and ACCESS. The system will retain a testing administrator who will train and monitor building test coordinators.

27. Describe how the charter system's assessment plan will measure student improvement and over what period of time.

Marietta City Schools will continue to measure student improvement and closely monitor data over the course of its proposed charter. The use of multiple measures of student progress most accurately reflects authentic learning gains. The MCS Charter System will use both formal and informal metrics working in concert as critical sources of information with the ultimate goal of closing achievement gaps and providing challenging instructional opportunities for all students.

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These assessments satisfy national and state accountability requirements and provide information for the school Board, system administration, school administration, teachers, students, and parents. The assessments direct curricular and instructional decisions; diagnose and remediate on an individual basis; and establish mastery of performance standards. In addition, they are used to establish promotion, retention, placement, and graduation decisions.

Assessments administered on an annual, semester, quarterly, weekly, and daily basis may include, but not be limited to:

- Georgia's Criterion-Referenced Competency Tests (CRCT)
- End-of-Course Tests (EOCT)
- Georgia High School Graduation Tests (GHS GT)
- Georgia Writing Assessments (GWA)
- Iowa Tests of Basic Skills (ITBS);
- Georgia Alternative Assessment (GAA);
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- ACCESS for ELLs
- 6 or 9 weeks' progress reports
- progress reports to parents
- student folders
- student writing portfolios
- daily subject area monitoring
- unit tests
- projects and performance tasks
- student self-assessments

These formative and summative assessments will enable the principal, administrative team, and teachers to monitor and assess every student's progress and level of proficiency. Differentiated instructional approaches, goals, and expectations to better serve students will be implemented or revised as needed.

Assessment data will be stored in a web-based data warehouse, where they are readily available for administration and teacher access. The web-based data management warehouse also offers parents the opportunity to monitor their own children's data through a parent portal.

In accordance with established procedures, MCS principals and staff will continue to conduct root cause analysis as a systemic way to improve student achievement and promote sound instructional and assessment procedures.

As a charter system, MCS will include cohort (a particular group of students who started their education together) or grade level analysis in addition to drawing comparisons between the achievements of students in one school year to the achievement of a different set of students the next year. The cohort analysis will yield a predictive percent of growth that will serve as a barometer of progress as well as providing data to set goals and make inferences regarding curricular and instructional practices.

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28. *Describe how the charter system intends to use this assessment data to monitor and improve achievement for students.*

As a charter system, MCS will focus on cohort analysis by comparing students' progress from the end of one grade to the next. This type of analysis will allow teachers, administrators, and parents to focus on specific student needs and growth.

The teachers, building administrators, and system administrators will use the cohort summative data to monitor progress toward classroom, school, and system goals. Summative data are entered into the data warehouse, where trends can be analyzed by MCS personnel. This data monitoring tool and process will provide immediate and objective feedback to administrators and teachers. Close monitoring of the data available through the Web-based data warehouse helps ensure students in all subgroups are on target to meet their academic goals.

Marietta City Schools' teachers and academic coaches have created elementary and secondary curriculum maps, pacing guides, and pre- and post- benchmark assessments. All students (except first graders who only participate in the third quarter) take part in benchmark assessments at least three times a year. Data from the assessments are uploaded into a Web-based data warehouse, which allows teachers and administrators to monitor individual student, class and school level progress, toward mastery of standards. For each item entry, teachers and administrators have the capacity to monitor the percentage of students meeting, exceeding, and not meeting standards. Teachers can then drill down to determine the overall performance and progress of individual students. These formative data are used to guide daily instruction in the classroom. Teachers make decisions on pacing, differentiation, and specific intervention strategies to ensure the needs of all students are met, while system administrators track the progress of student sub-groups at the system level. In accordance with established procedures, MCS principals and staff use assessment results to conduct root cause analysis of data results before identifying strategies or mid-course adjustments to increase student achievement.

Assessment data are used to monitor student progress and achievement, make informed instructional decisions, evaluate student understanding and achievement, and communicate accurate and meaningful achievement information to parents, students, community, and school Board. In addition, profiles of current data including student achievement, community characteristics, and stakeholder perceptions are maintained and used to monitor progress. Balanced Scorecards for the system and for each school detail information on student achievement, parent involvement, support services, and human resources. These are posted on the system and individual school websites and are also presented to the Board annually in public meetings. The data allow teachers, parents, administrators, and the Board of Education to make more informed decisions regarding instruction and curriculum implementation.

29. *State that the charter system will not waive the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.*

The charter system will not waive the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.

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DESCRIPTION OF CHARTER SYSTEM OPERATIONS

** For each of the criteria listed under "Description of Charter System Operations," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

30. *Describe how students will be assigned to schools in the charter system (e.g., will the charter system be open enrollment, use existing attendance zones, create new attendance zones/policies).*

As a charter system, Marietta City Schools will serve all children who reside within the city limits and are legally qualified to attend a system school. Each elementary school within the Marietta City Schools has a fixed attendance zone from which students are assigned to the school serving that zone. Additionally, Marietta City Schools offers the opportunity for MCS resident students in grades K-5 to attend a school of their choice in the district, provided they meet established behavior and attendance requirements, there is space at the school and within the grade level to which the student is to be assigned, and the parent/guardian is willing to transport their child to and from the choice school.

Marietta City Schools also has four district-wide schools: Marietta Sixth Grade Academy, serving students in grade 6; Marietta Middle School, serving students in grades 7-8; and Marietta High School, serving students in grades 9-12. The fourth school is the Marietta Center for Advanced Academics (MCAA), a magnet school that serves students in grades 3-5, regardless of attendance zone, who qualify for admission by meeting rigorous enrollment criteria.

There is also a start-up charter school, the Marietta Charter School, an independent governing Board and operated by Imagine Schools, Inc., that serves students in grades K-5.

Additionally, Marietta City Schools operates an alternative education program facility, the Woods-Wilkins Center, which houses behavioral and academic enhancement programs for students in grades 6-12 specifically through the Crossroads Program and the Performance Learning Center (PLC). The PLC is an alternative high school completion program for students identified as being off-track for graduation. The district also operates the Marietta KEY Program. The program is housed at the Allgood School Head Start Center and serves children aged 3-4 who have identified disabilities and receive special education and related services.

Finally with respect to SB618, the Marietta City limits contain two residential treatment centers; the George W. Hartmann Center and the Nelson Price Treatment Center. These schools serve students who are in the custody of the Department of Juvenile Justice (DJJ) or the Department of Human Resources (DHR). Pursuant to applicable law and State Board of Education rule, these treatment centers were designated as schools and operate under a separate Memorandum of Understanding signed by the principal of the treatment center, the chair of the City of Marietta Board of Education, and the legal representative of the Georgia Department of Education.

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31. *Describe any rules and procedures that will govern the admission of students to schools within the charter system.*

Admission to a Marietta City School will be consistent with state law, SBOE rule 160-5-1-.28 (Student Enrollment and Withdrawal), and Marietta City Schools Board of Education Policy JBCA. Enrollment is open to every eligible child who is domiciled in the City of Marietta.

Marietta City Schools will also enroll non-resident students who meet the following criteria: The school system shall comply with Georgia law by allowing students to attend a Marietta City School in which a parent or guardian of such student is a full-time teacher, professional, or other employee; If a child seeking enrollment is homeless within the definition of federal law, the student will be admitted for as long as he/she is homeless. It is the policy of the Board to comply with the McKinney-Vento Homeless Assistance Act. The school system will enroll non-resident students in accordance with federal law, state law, and Board policy.

32. *Describe or attach a copy of any admissions application to be used by schools within the charter system.*

See Appendix A

33. *Describe whether schools within the charter system will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1).*

Marietta City Schools will continue to use enrollment procedures and priorities that are consistent with state law, SBOE rules, and Marietta City School Board of Education Policy JBCA.

34. *Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).*

The goal of the Marietta City Schools is that all students be successful in school and graduate. To that end, it is the student's responsibility to follow all rules and regulations of the schools and the School System. The Marietta Board of Education expects the highest standard of conduct and decorum of all students attending Marietta City Schools.

Students are expected to demonstrate respect for self and others; demonstrate courtesy to others; behave in a responsible manner; attend class regularly; be prepared for class; take seriously the course of study; dress appropriately; cooperate with school officials; respect others' property; and avoid violation of the student code of conduct. Students are expected to be ambassadors for our school system and must conduct themselves in a respectful and considerate way at all times whether at school, on school grounds, en route to and from school, in the community or attending school related activities outside our community. Students who misbehave, show disrespect to school employees or school property, or disrupt school activities shall be subject to appropriate disciplinary action.

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The rules and procedures concerning student discipline and due process procedures for students shall remain consistent with federal and state law and Marietta City Schools Board of Education Policy JCDA and JDD/JDE of JCDA, which are attached in Appendix B.

35. Describe the rules and procedures concerning how the charter system will address grievances and complaints from students, parents and teachers

The grievance and complaint procedures from students, parents, and teachers are included in the City of Marietta Board of Education Policy Manual as may be amended from time to time, and will remain in effect.

36. Generally describe the charter system's employment procedures and policies.

Marietta City Schools is an equal opportunity employer and follows best practices regarding employment procedures and Board policy. Georgia fair dismissal procedures and teacher tenure under Title 20 will not be waived. On-line applications have been established for all positions, and positions are advertised on the school system website as well as www.teachgeorgia.org for all certified positions.

The recruitment and retention of highly qualified teachers, administrators, and other staff is a high priority for Marietta City Schools and will continue should we attain system charter status. We organized an aggressive teacher recruitment campaign/schedule for FY08 and were represented by recruiters at more than 43 regional and university recruitment events across the southeast and the nation. The recruitment schedule for FY09 is currently in development. An international applicant pool was available via our affiliation with Visiting International Faculty. Veteran exchange teachers from Germany, Canada, Jamaica, and the Philippines represent visiting international faculty members in Marietta.

Retention strategies may include a signing bonus for critical field areas (mathematics and science), teacher support via Teachers on Special Assignment in secondary mathematics and science, enhanced mentor partnerships, teacher induction program, employee satisfaction surveys, personal exit interviews, exit surveys, and professional development.

Both the strategic plan and the system improvement plan address the need for highly qualified staff. As currently indicated on the system balanced scorecard, 99.3% of all Marietta teachers meet the *No Child Left Behind (NCLB)* definition of "highly qualified" and have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate. Sixty-nine percent of certified staff have attained advanced degrees; 51% having Masters (5th year), 16% having Specialist (6th year), and 3% having Doctorate (7th year) degrees.

37. Specifically, state whether certification by the Georgia Professional Standards Commission (GAPSC) will be required.

Marietta City Schools will require certification for employees of the system by the Georgia Professional Standards Commission for teachers and paraprofessionals of core academic subjects as defined by *The Georgia Implementation Guidelines, No Child Left Behind (NCLB), Title II,*

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Part A. We may also require appropriate content assessments and cognitive levels to demonstrate subject matter competency for teachers and paraprofessionals of core academic subjects as required by NCLB.

Qualifications for other employees of the system and all contracted service providers will be set forth in job descriptions.

38. If certification by the GAPSC is not required, describe the training and experience that will be required.

In some cases, we will ask for certification to be waived for contracted service providers (not employees of the system) and for employed teachers of non-core academic subjects to provide individualized instruction from performing artists (dance and drama), adjunct college professors or other specialists in their field.

We would measure their contributions based upon their training, expertise, experiences, and/or the certificate/licensure by the professional regulatory body related to their field in lieu of teacher certification. This will be used on a limited basis and targeted for specific areas of need.

39. If certification by the GAPSC is not required, describe the charter system's procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB.

In some cases, we will ask for certification to be waived for contracted service providers (not employees of the system) and for employed teachers of non-core academic subjects to provide individualized instruction from performing artists (dance and drama), adjunct college professors or other specialists in their field to provide unique and/or critical teaching services. In these cases and where NCLB requirements are applicable, we will utilize the consultative teacher model (not the teacher of record) for these unique and/or critical teaching services so they would be NCLB exempt when possible.

We would measure their contributions based upon their training, expertise, experiences, and/or the certificate/licensure by the professional regulatory body related to that field in lieu of teacher certification. This will be used on a limited basis and targeted for specific areas of need.

40. Describe whether the charter system will use the state salary schedule, and if another schedule will be used, provide that schedule.

Marietta City Schools has developed and maintains a remuneration plan for all employees. The certified salary schedule is based upon the Georgia Teacher Salary Schedule which is calculated using teacher training and experience for 190 days with added local supplements. Certified employees who work more than 190 days are paid for the additional days worked based on the daily rate established on the certified salary schedule.

Our certified salaries are among the most competitive in the state; however, we have commissioned a certified salary study through the Metropolitan Regional Educational Service

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Agency (MRESA) for Board of Education consideration for FY09. Classified salary schedules are based upon position grade and years of experience. Last year, our system commissioned a similar salary study for classified employees through MRESA, who made recommendations for improving the competitiveness of the salary schedule. The classified salary recommendations were approved by the Board of Education and implemented for FY08.

All salary schedules are evaluated annually by the Superintendent.

41. Describe the charter system's procedures to ensure that staff members are subject of fingerprinting and background checks.

All employees are fingerprinted and have a local background check conducted upon initial employment with Marietta City Schools. Student teachers and contracted service providers who have contact with students will adhere to local background check and fingerprint requirements.

Certified employees and paraprofessionals must have a local background check done every five years in conjunction with their certificate renewal.

Classified employees are on a five year cycle based on the date upon their last local criminal background check or the date of employment. The date of the next review is entered into the Human Resources data-base system and then all employees due for a five year cycle background check are notified via written correspondence requiring the background check. When the local background check has been completed, the date it will again be due is entered into the Human Resources data-base system. Follow-up correspondence is provided and conferences are held with those failing to comply with returning their required background check.

All reports that are returned with a criminal history are reviewed by the director of human resources and the Superintendent.

All criminal history records are stored in Human Resources for archival reference.

42. Describe the charter system's insurance coverage, including the terms and conditions and coverage amounts thereof.

As a charter system, Marietta City Schools will remain a public school system of the State of Georgia with sovereign immunity. However, as a charter system, the school system will retain the same insurance coverage that it currently carries. Marietta City Schools will procure its insurance coverage through the vendor approved by the Board of education.

See Appendix C

43. Describe whether transportation services will be provided and, if so, provide a brief description of the transportation program.

Transportation services will be provided to students that reside and attend within their assigned attendance zone in accordance with distance and safety requirements. Elementary students choosing to attend a choice school outside their home district will be required to provide their

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own transportation. All students in grades 6 thru 12 are eligible for transportation services provided they live outside established walk zones. Walk zones are drawn with consideration given to walking distance and safety factors such as proximity to traffic, safe walk ways, and the presence of uncommon barriers.

44. *If transportation services are provided, state that the transportation program will comply with applicable law.*

All transportation services; including special needs, will comply will applicable law.

45. *If transportation services are not provided, describe how this will not be a barrier to eligible students to attend schools within the charter system.*

Students opting or choosing an elementary school outside their attendance zone will be required to provide their own transportation.

46. *Describe whether food services will be provided (including participation in federal school meal programs).*

In accordance with USDA Federal Child Nutrition Program guidelines, the School Nutrition Program will provide breakfast, lunch and, in cases where children attend after school programs, after-school snacks at all system schools. Meal service will be available for summer feeding and educational camps during mid-year breaks following federal guidelines for federal reimbursement.

47. *If food services will be provided, briefly describe the proposed program.*

Food services will include the following: breakfast, lunch, after school snack meal, and summer feeding program. Any such service will continue to be subject to state and federal regulation, policies, and statutes followed by the City Schools of Marietta School Nutrition Program.

The School Nutrition Program strives to serve the students of Marietta City Schools appealing, nutritious meals in a pleasant atmosphere. Monthly menus are planned centrally in accordance with federal guidelines of the United States Department of Agriculture and distributed each month to the students. Breakfast is offered to all students. All schools offer choices (offer versus serve) for students in the lunch menu. MCS School Nutrition Program will continue to eliminate non-nutritional food and snacks in compliance with the federal government focus on providing effective health, nutrition, and school-readiness programs aimed at eliminating childhood obesity.

48. *Identify any schools within the charter system that are currently in Needs Improvement status, and explain how the charter system will support these schools.*

Marietta City Schools has one school, Marietta Sixth Grade Academy (MSGA), in Needs Improvement status (MSGA made AYP Year 1). The charter will continue to support Marietta Sixth Grade Academy by providing additional support to MSGA to increase academic achievement through:

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- Enhancement of teacher knowledge for meeting the needs of all students
- Implementation of research-based instructional strategies through the IB Middle Years instructional model
- Job-embedded professional learning provided by the literacy coach, math coach, special education coach, system-wide mentor, and a teacher on special assignment to support science instruction
- Analysis of formative and summative data to guide instruction

FACILITIES

49. *Describe the school facility(ies) to be used and its(their) location(s).*

Marietta City Schools					
School	Address	Grade Configuration	Built In	Recent Facility Improvements	ADA Compliance
A. L. Burruss Elementary	325 Manning Rd. Marietta, GA 30064	Grades K-5	1988	1998 addition	✓
Dunleith Elementary	120 Saine Dr. Marietta, GA 30008	Grades K-5	1990		✓
Hickory Hills Elementary	500 Redwood Dr Marietta, GA 30064	Grades K-5	1960	1990 addition & 2008 renovation	✓
Lockheed Elementary	1205 Merritt Rd. Marietta, GA 30062	Grades K-5	1990	1996 addition	✓
Marietta Center for Advanced Academics	311 Aviation Rd. Marietta, GA 30060	Grades 3-5	1945	1990 addition	✓
Park Street Elementary	105 Park St. Marietta, GA 30060	Grades K-5	1943	1998 renovation	✓
West Side Elementary	344 Polk St. Marietta, GA 30064	Grades K-5	1949	2007 addition & renovations	✓
Marietta Sixth Grade Academy	340 Aviation Rd. Marietta, GA 30060	Grade 6	1971		✓
Marietta Middle School	121 Winn St. Marietta, GA 30064	Grades 7-8	1943	2002 renovations	✓
Marietta High School	1171 Whitlock Ave. Marietta, GA 30064	Grades 9-12	2001		✓

50. *Provide a Certificate of Occupancy, or a timeline for obtaining a Certificate of Occupancy, prior to students occupying the proposed facility(ies).*

Appendix D

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51. *Provide the charter system's emergency safety plan, or in the alternative an assurance that the charter system will prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and will submit and obtain approval of that plan from the Georgia Emergency Management Agency by a specified date.*

Each school within Marietta City Schools has a safety plan that meets the requirement of O.C.G.A. §20-2-1185 and has been reviewed and approved by the Georgia Emergency Management Agency (GEMA). Copies of the approval letters are attached at Appendix E.

PARENT AND COMMUNITY INVOLVEMENT

52. *Describe how parents, community members, and other interested parties were involved in developing the petition.*

Input to the development of the charter petition can be traced to the summer of 2006 during the district strategic planning process. Focus groups of teachers, district and school level administrators, parents, community members and business partners provided input regarding the mission and long term vision of the school district. Parents and community members clearly expressed the desire for the school system to continue to explore innovative, challenging instructional practices that provided engaging instruction and environments to meet their children's individual needs. Also identified was the desire for the school system to monitor achievement gaps between student groups, identify issues early and develop intervention, remediation and support strategies to encourage higher student achievement and increased graduation rate. Additional priorities identified include:

- Recruiting and retaining highly qualified teachers and staff
- Enhancing marketing and public relations to raise awareness about district excellence
- Improving parental and community involvement through more consistent and effective outreach
- Executing consistent and effective discipline to ensure safety in schools

Once the school Board approved the writing of the district charter petition in November of 2007, parents, teachers, district and school based administration contributed to the development of the petition through scheduled discussions and information sessions, faculty meetings and Saturday and evening community outreach meetings. The Superintendent held additional information gathering sessions/discussions regarding the charter petition process at schools in the district.

53. *Describe how parents, community members, and other interested parties will be involved in the charter system.*

Parents, community members, and other interested parties will be involved in the charter system through participation in the local SGT, Parent Teacher Association, PTA Council, District Technology Oversight Committee and the Cobb Chamber Partners in Education Programs. Additional avenues for parental and community involvement in the decision-making processes of the charter system will be made available at each of the schools in the district through site-specific parent involvement programs including, but not limited to: Passport to Success Programs, school leadership teams, open house events, conference week, curriculum nights and

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school town hall meetings. SGT meeting agendas and minutes will be posted and available for public review.

District Title I-eligible schools will provide further involvement and decision-making opportunities for parents and community members through the Title I Advisory Council structure. Title I-eligible schools will provide suggestions regarding parental involvement policies, district and school improvement plans and compact development.

The Marietta Schools Foundation, a non-profit corporation which provides philanthropic support for academic achievement and additional enrichment opportunities for Marietta City students and teachers, will continue its involvement with the district as it transitions to a charter system.

The school system will preserve its ongoing relationship with Marietta City Government officials, the Chamber of Commerce, and civic organizations by hosting annual opportunities to meet with school and district leadership or by presenting district charter updates upon request. The Superintendent and cabinet members will meet collectively on a biannual basis, with the co-chair of each local SGT to monitor/evaluate progress toward established district charter goals and objectives.

The district will continue to make information readily available, via district and individual school websites, news/media releases, e-newsletters, and system alert notification systems, to parents, staff and community members regarding additional opportunities to participate in the district charter schools. The district communications department will maintain oversight responsibility for all news/media communications, Web site content management and information approval, e-newsletters, and other district-level/school – home communications for all schools in the charter system.

The district calendar-setting process will engage families, staff and community members using traditional paper surveys as well as district web-based information collection tools. Board policies and revisions will be posted online and public input will be sought as required by law. The availability of public feedback opportunities (including, but not limited to, paper/electronic surveys) will enhance stakeholder understanding of district and charter system goals.

DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

** For each of the criteria listed under “Demonstration of Fiscal Feasibility and Controls,” the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

Currently the structure for fiscal responsibility rests with the seven member elected Board. The Board will retain this responsibility as a charter system. Annually, each school will receive its operational budget based on enrollment.

The finance director for Marietta City Schools will facilitate the budget development process annually and will provide periodic long-term reviews for the charter system. Marietta City Schools has consistently had non-qualified audits over the last several years, and every effort will be made to continue this standing as a charter system. The Finance Department projects

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sources and amounts of revenue based on historic financial data. Preliminary information is presented to the Superintendent and subsequently to the Board in the winter. The Board then provides guidance to the district administration of the expectations for the upcoming year and future years. Allotments consider QBE funding and include a significant local contribution. In the winter, the Superintendent reviews all budget requests and presents a draft budget to the Board, which includes all requests, including those from individual schools. Staff prioritizes the budget to consider strategic goal consistency and procedural equity among schools and programs. By late spring a preliminary budget is presented to the Board that includes administrative decisions about realistic priorities that incorporate Board parameters and that impact instruction. Prior to the close of the fiscal year the Board adopts the budget. This same process will be followed as a charter system.

The Finance Department reports to the Board on a monthly basis about the budget versus actual expenditures for all funds. Each month, the financials are part of the agenda for Board review and discussion. Site-based management will continue under the charter system. Marietta City Schools' Title I funds are used to target needs based on a qualifying school's improvement plan. Each school receives an instructional allotment based on student enrollment to be expended based on school-level need and focus. Staff will continue to explore grant-funding opportunities from multiple sources. In addition, the Board will continue its strong financial commitment to professional learning as a charter system. Professional learning is targeted to meet the goals of the Strategic Plan and individual school improvement plans.

The system will receive revenue from state, federal, and local sources. State sources of revenue are primarily based on the student full-time equivalent reported for the Quality Basic Education funding formula. Other state sources of revenue include grants such as pupil transportation, nurses, vocational education, alternative sparsity, and National Board Teacher Certification.

Federal and state sources of revenue will include Title I, Title II Improving Teacher Quality, Title III ESOL Consortium, Title IV Safe and Drug Free Schools, Title V Innovative Programs, Title VI B Special Education, Preschool Special Education, JROTC, and Vocational Education.

Local sources of revenue will include property taxes, tuition for non-resident students, interest earnings, facility use fees, and other funding sources that may become available to the system by virtue of its charter system status.

54. Describe how federal, state, and local funds will be distributed to each system charter school to maximize spending at the school level.

Title I federal dollars will continue to be allocated to each school based upon the poverty percentage of the individual school. A minimum of 35% poverty is necessary to qualify for Title I funds, with the additional indicator of students identified as educationally disadvantaged. Schools will be rank ordered from highest poverty percentage to the lowest poverty percentage when establishing the funding distribution. The school with the highest poverty level will receive the greatest amount of per pupil funding. All other federal funds will continue to be allocated to schools on a per pupil formula.

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Schools will receive an allotment for staff, materials, and supplies. School allotments will be based on the enrollment of the building and the particular educational needs of students within that building. The school may request additional funds for particular projects and goals by submitting new program requests to the Superintendent. School instructional leadership teams will assist in identifying budget priorities to spend local, state, and federal funds that address their identified educational needs. School budget requests should ensure that staff, programs, and materials are in line with the charter district's vision, mission, and goals and are equitable across schools. School instructional leadership budget priorities should be sent to the SGT for review.

55. *State that the charter system will be subject to an annual financial audit by either an independent Georgia-licensed certified public accountant or by the State Auditor.*

The charter system will utilize an independent Georgia licensed CPA or the state auditor for an annual financial audit.

56. *Describe how each system charter school's enrollment count will be determined for purposes of calculating charter school funding pursuant to O.C.G.A. § 20-2-2068.1(c).*

Student enrollment will be determined based on the FTE count of each school.

57. *Provide a proposed timeline as to when schools within the charter system will begin to receive state and local funding from the local Board in order to begin operation.*

When Marietta City Schools transition to a charter system, current funding will continue as it is currently received. The district receives state formula funds monthly. The district receives local property taxes within a month from collection. The months the district receives the majority of released taxes are October, November, December, and January. The district will comply with federal monitoring requirements for schools receiving federal funds.

58. *State that the charter system will comply with the federal monitoring requirements for schools receiving federal funds.*

The charter system will comply with all federal monitoring requirements for schools receiving federal funds.

59. *Describe the plans, if any, for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.*

Marietta City Schools has a foundation that was established in 1983. The Marietta Schools Foundation promotes the educational achievement and excellence among students, faculty and staff of Marietta City Schools. Scholarships are provided by the foundation and projects are funded throughout the year. To date, the foundation has received over \$2 million dollars in contributions.

Marietta City Schools has partnered with several corporations and community-based organizations to provide services, funding and volunteers that provide well over 10,000 volunteer hours in their partner schools. The Partners In Education program, a program of the Cobb

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Chamber of Commerce, reports that for both the Marietta City and Cobb County schools during the 2006-2007 school year, \$6.5 million was donated by time, services, and cash. Marietta City Schools will continue its relationship with the Chamber's Partners In Education program.

Another community partnership with Communities In Schools of Marietta/Cobb County, Inc., has provided additional repositioned personnel, school reform, literacy volunteers, and funding from several local, state, and federal grants as well as corporations such as the Bill and Melinda Gates Foundation. This partnership began in 2000 and continues to serve the Marietta City School District with resources, in-kind and financial, to support academic achievement.

Institutions of higher learning are very supportive of the students and faculty of Marietta City Schools. Teachers and administrators are often given scholarships to attend seminars and staff development programs. Students have also received college scholarships upon graduation and also participate in dual enrollment programs during their junior and senior years of high school. The institutions include Kennesaw State University, North Metro Technical College, Southern Polytechnic State University, and the Georgia Tech Research Institute.

Marietta City Schools is in its fifth year of a system-wide and city-wide program to promote reading and literacy skills. The Marietta Reads! Program is funded primarily with help from corporate sponsors and individual donors. Each year, volunteers assist with literacy tutoring, and donors provide incentives and books as well as cash donations. Last year, donations totaled over \$35,000.

This year, Marietta City Schools has contracted with a professional grant writer to research and write grants to help fund technology and the planned arts integration program for one of its elementary schools. Teachers at each school are also encouraged to research and write grants to help support their programs and curricula. Major grants currently administered by the district include Marietta Cares for K.I.D.S. Initiative Grant, GEAR UP Grant, 21st Century Community Learning Center Grant, and Governor's Office of Highway Safety.

Charter System status will further allow Marietta City Schools to develop partnerships and to seek funding opportunities with public and private entities in order to more effectively meet the needs of all students and faculty. The system will actively pursue additional partnerships and possible funding sources.

DESCRIPTION OF GOVERNANCE STRUCTURE

** For each of the criteria listed under "Description of Governance Structure," the petitioner may discuss individual schools, the school system as a whole, or a combination of both.*

60. *Generally describe the structure, rights, and responsibilities of the principal, governing council, and Board of education with respect to each charter system school.*

The Marietta City Schools Board of Education shall retain all of the rights and responsibilities granted to it as a legally elected Board of Education under the constitution of the state of Georgia

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and will only devolve such authority and decision-making to each charter system school as set forth in the charter petition.

Each charter system school within Marietta City Schools shall use the local school council as the framework of an expanded governance Board, hereinafter referred to as the School Governance Team (SGT), as the body entrusted with the responsibility of providing input, making recommendations, and rendering decisions regarding various aspects of the instructional program of the school and the school's operational scheme.

The school principal shall have the following duties pertaining to the SGT activities:

- a. Organize a SGT by convening the appropriate bodies to select SGT members; setting the initial agenda, meeting time, and location; and notifying all SGT members of the same;
- b. Perform all of the duties required by the charter petition and the bylaws of the SGT;
- c. Communicate all SGT requests for information and assistance to the local school Superintendent and inform the SGT of responses or actions of the local school Superintendent;
- d. Develop the school improvement plan and school operation plan and submit the plans to the SGT for its review, comments and recommendations; and
- e. Aid in the development of the agenda for each subsequent meeting of the SGT after taking into consideration suggestions of SGT members and the urgency of school matters. An item may be added to the agenda at an SGT member's request, provided the SGT co-chairs concur.

61. State that the governing council of each charter system school will be subject to the provisions of O.C.G.A. § 50-14-1, et seq. (Open and Public Meetings) and O.C.G.A. § 50-18-70, et seq. (Inspection of Public Records).

The SGT of each charter system school will be subject to the provisions of O.C.G.A. § 50-14-1, et seq. (Open and Public Meetings) and O.C.G.A. § 50-18-70, et seq. (Inspection of Public Records).

62. Describe the governing council's function, duties, and composition.

The SGT of each charter system school shall consist of a minimum of seven members, of whom a majority shall constitute a quorum. Membership constituencies shall consist of three community members who must live or work in Marietta or the community at large; and of whom two must be parents/guardians of students enrolled in the school and be elected by parents/guardians of students enrolled in the school and the remaining community member appointed by the principal and approved by the SGT; three members of the certified staff of which two must teach core academic subjects and work the entire day at the school and be elected by members of the certified staff assigned to the school for at least 4 of 6 segments of the day and the remaining certified staff member to be appointed by the principal and approved by the SGT; and the principal of the school. The principal of the school shall be a co-chairperson of the SGT and the other co-chair shall be determined by a majority vote of the SGT

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SGT membership can be expanded to as many as eleven members, provided the ratio between community members and certified staff members remains balanced. Additional membership beyond the minimum seven person membership shall be by appointment and approved by majority vote of the SGT. Secondary student representation can be appointed and approved by the SGT to serve on ad hoc committees as deemed appropriate.

The SGT duties and responsibilities may include approval of:

- Local field trips
- Adoption of unified dress code according to BOE policy
- Development and implementation of school-wide discipline plan based on Board approved behavior code

The SGT may provide advice and recommendations in the following areas:

Communication and Parent Involvement

- School-community communication strategies
- Parent/community involvement plan
- Extra-curricular activities
- School-based and community services
- School profile (academic performance, academic progress services, awards, interventions, environment, etc.)

Budgets

- School budget priorities
- School capital improvement

School Improvement

- School improvement plans
- School attendance

Facility and Policy Input

- By-laws
- Principal selection
- Community use of facilities
- School Board policies under public review

Rewards and Recognitions

- Process and implementation
- Student, faculty and staff

Evaluation and Review

- Governor's Office of Student Achievement (GOSA) report cards
- Balanced Score Card
- Program evaluation data presented to the Board mid-year and annually
- Annual SGT self-evaluation

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The co-chairs of the SGT will participate in meetings twice a year with the Superintendent and his/her cabinet to discuss issues and processes.

63. *Describe how and when governing Board members will be selected, how long each governing Board member will serve, and how governing Board members may be removed from office.*

Members of the SGT shall be elected for two year terms and terms shall be staggered so that no more than one half of the SGT is elected or appointed during any election year. In the event of a vacancy on the SGT, an election, if required, will be held within 30 school days to fill the vacant seat or a replacement will be appointed within 30 days to fill the remainder of the term of office in accordance with the procedures annotated herein, unless there are 90 calendar days or less remaining in the term in which case the vacancy shall remain unfilled.. The office of school council member shall be automatically vacated:

- a. If a member shall resign;
- b. If the person holding the office is removed as a member by an action of the council; or
- c. If a member no longer meets the qualifications specified in the charter petition or bylaws.

64. *Describe how the governing council will ensure that current and future council members avoid conflicts of interest.*

The Code of Ethics for Educators is the standard of conduct to which all SGT members are held. As such, each member of the SGT will be asked to execute an agreement acknowledging understanding of the Code of Ethics and the duties and responsibilities of their office and acceptance of responsibility for performing those duties in a professional manner. A copy of the Conflict of Interest statement is attached in Appendix F.

65. *Describe the governing council's role in upholding the school's mission and vision.*

The members of the council are accountable to the constituents they serve and shall:

- a. Maintain a school-wide and system-wide perspective on issues;
- b. Regularly participate in council meetings;
- c. Participate in information and training programs;
- d. Act as a link between the SGT and the community;
- e. Encourage the participation of parents and others within the school
- f. community; and
- g. Work to improve student achievement and performance.

In order to prepare the SGT for their governance role, members will receive an initial orientation to their duties and responsibilities. Additionally, they will receive training in, but not limited to, governance Board etiquette, applicable school law, rules, regulations, parliamentary procedure, the open-meetings and open records act; school level budgets, allocation of personnel, effective communication strategies, effective utilization of facilities, and measurement and assessment.

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Participation in training opportunities is an expectation of SGT membership and a part of the Code of Ethics for the SGT members.

Marietta City Schools is working with the Georgia School Board's Association (GSBA) to create training modules and guidance documents that will help create and professionally develop high performing SGTs.

The net effect of such training will be a SGT that constantly strives to achieve the characteristics of an effective system charter school governance Board through possession of a passionate, unwavering belief in the system charter school's mission and core values; understanding knowledge of the system charter school goals; knowledge to consistently assess progress; clarity of collective vision—where the school is and where it wants to be in the future; planning with the end in mind; identification of roles and responsibilities of the SGT, individual members, and committees; maintenance of a clear understanding of the difference between governance and management; and cultivation and maintenance a strong relationship between the SGT, and the Board of Education.

Such training will help the SGT evaluate the efficacy of academic, athletic, extra-curricular, and other programs within the school and report the status of said programs to the Board of Education in accordance with the program evaluation schedule. Program evaluations provide the school and the Board of Education with hard data regarding the effectiveness of each program or initiative being conducted in the school. Such interactions between the SGT and the Board of Education will help identify inefficiencies and focus attention on the mission and vision of the school and the district.

66. Describe how the governing council will appraise the principal's performance.

Appraisal of the principal's performance is the responsibility of the Superintendent and may only be delegated to certified personnel trained in the use of the Georgia Leadership Evaluation Instrument. However, Marietta City Schools recognizes that the SGT needs to have a mechanism for providing important feedback to the principal regarding his/her leadership style and practices. Such feedback is essential to meaningful communication between the team members and the principal and will evoke honest communication regarding performance and leadership practices.

To that end, the SGT will utilize the feedback provided by Quality Learning and Teaching Environments Initiative as the basis for appraising the principal's performance in sixteen areas. This initiative is a survey that covers five categories: time, facilities and resources, teacher empowerment, school leadership, and professional learning. The results of the survey will be shared with the SGT as well as the Superintendent, Board of Education, school staff, and members of the community.

67. Describe how the governing council will ensure effective organizational planning and financial stability.

Each charter system school within Marietta City Schools plans with the end in mind. In short, the mission *to prepare each of our students through academic achievement for life success* and the

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vision to *be the school system of choice for families* is always first and foremost in our plans. These statements will be used to direct the work of the SGT in the development of the school improvement plans and ultimately serve as the basis for the district improvement plan. SGTs will be held accountable for achievement of school level goals through regular monitoring of assessment data, operational plans, and financial records, as well as any other data sources available to ensure effective school level governance.

The central office business services office will maintain overall financial responsibility and accountability for all receipt and expenditure of federal, state, and local funds, as well as auditing of district and school level accounts to ensure compliance with standard and required accounting practices.

68. *Describe the governing council's role in resolving teacher, parent, and student grievances and other conflicts.*

The responsibility for resolving teacher, parent, and student grievances rests with the principal of each school who ultimately answers to the Superintendent. When the principal needs assistance in resolving any dispute, or the party in question is not satisfied with the result, a member of the central administrative staff will be available to provide support and implement applicable Board policies, if required. The SGT will provide an additional conduit to the community and provide advice and recommendations to the principal regarding concerns and issues.

69. *Describe how parents, community members, or other interested parties will be involved in the system charter school's governing council.*

A central tenet of an effective SGT is active involvement of all the members in the school. SGT members will be highly involved in the governance of the school. Such involvement will empower the SGT members to find creative ways to solve educational problems and give a strong voice to parents, the staff, and other members of the community. The SGT may form ad hoc committees to address specific issues. This format will allow the SGT to bring other staff and members of the community into the process and potentially increase the number of prospects willing to serve on the SGT in the future.

70. *List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.*

Marietta City Schools partners with several educational institutions, non-profit organizations, civic organizations, and actively participates in the Partners-in-Education (PIE) program sponsored by the Cobb County Chamber of Commerce, as well as with business entities and faith-based entities that are not affiliated with the PIE program. A listing and brief description is annotated below:

- a. Cobb Educational Consortium – Leadership Academy; numerous academic initiatives/collaborations.
- b. Cobb County Chamber of Commerce – Partners-in-Education Program.

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- c. Communities in Schools Marietta/Cobb County – Literacy programs, Parent education programs, Performance Learning Center.
- d. Boys & Girls Club of Cobb County – 21st Century Learning Centers program.
- e. Marietta Police Department – Student at-risk behavior intervention programs, School Resource Officers.
- f. Cobb County Board of Health – School Nurses and other health related services.
- g. Marietta Schools Foundation - Promoting educational achievement and excellence among the students, faculty, and staff of the Marietta City Schools.
- h. Marietta City Parks & Receptions Department – Use of facilities for recreational activities.

We are aware of no conflicts of interest in any of the business arrangements or partnerships in which Marietta City Schools is engaged.

71. Describe the method that the local Board and the system charter school plan to utilize for resolving conflicts.

In the event of a dispute, the aggrieved party shall first frame the issue in written format and deliver the complaint to the office of the Superintendent by hand delivery or by certified mail, return receipt requested. The Superintendent, or his/her designee, shall review the complaint and respond to the SGT within 10 school days after receipt of the complaint. If the dispute is not resolved, the SGT will be given an opportunity to present their complaint to the entire Board, in writing (and if approved by the Board, in person). The Board may act upon the recommendations of the Superintendent.

72. State if the charter system intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency.

Marietta City Schools does not plan to, nor has contracted for, the services of a for-profit entity or other educational management agency.

73. List the criteria, if any, by which the charter system's charter may be revoked, in addition to those provided for in O.C.G.A. § 20-2-2065.

The School District recognizes that pursuant to O.C.G.A. § 20-2-2068(a) (2) (A)-(F) the state Board may terminate a system charter if it finds:

- (1) A failure to comply with any recommendation or direction of the state Board with respect to O.C.G.A. § 20-14-41;
- (2) A failure to adhere to any material term of the charter, including, but not limited to performance goals set forth in the charter;
- (3) A failure to meet generally accepted standards of fiscal management;
- (4) A violation of applicable federal, state or local law or court orders;

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(5) The existence of competent substantial evidence that the continued operation of the charter school or charter system would be contrary to the best interests of the students or the community; or

(6) A failure to comply with any provision of Code Section 20-2-2065.

In addition, the state Board and the Board agree that the Board may, in its own discretion and by its own action, terminate the system charter if the Board finds that the continuation of the charter is not in the best interest of the system as a whole, or the students, employees or community.

Because the School District is proposing a cohesive, systemic, charter system, as opposed to a network of charter schools that are related only because they are located within the same geographic district, the Board does not anticipate that it would ask the state Board to terminate the charter or any of its system charter schools. Notwithstanding the foregoing, the School District recognizes that under O.C.G.A. § 20-2-2068(a) (3), it may request that the state Board terminate the charter of individual system charter schools.

With regard to the right of an individual system charter school to request that the state Board either terminate the system charter or amend the system charter with respect only to that particular school (O.C.G.A. § 20-2-2068(b)), the Board believes that such action on behalf of one system charter school would likely not be in the best interest of the system as a whole; therefore, the state Board and Board expressly recognize and agree that pursuant to O.C.G.A. § 20-2-2068(b) the Board, immediately and by its own action, is authorized to terminate the system charter if it does not agree to any amendment(s) proposed by the system charter school and state Board.

The state Board and the Board understand and agree that the Charter System Act does not repeal or otherwise render void the Marietta City Charter or the charter legislation (see Ga. L. 1890-91 vol. II, pp. 1014-18, as amended) pursuant to which the school system was created (hereinafter collectively referred to as "chartering legislation"). Accordingly, the parties understand and agree that in the event that the system charter is terminated for any reason whatsoever, whether by the state Board or by the Board, the school system shall immediately revert to its existence and operation as an independent public school system created and existing under Georgia law and shall continue its existence as an independent public school system. The parties understand and agree that the making and/or granting of the system charter will not and does not effectuate a revocation or repeal of the legislation that created the school system as an independent public school system. The state Board and the Board understand and agree that the existence of the school system as a charter system is merely a continuation of the existence of the school system as created in the chartering legislation and that upon termination of the charter for any reason, the school system will continue its existence under the chartering legislation.

STATEMENT ON ANNUAL REPORT

74. *State that the charter system shall, by October 1, submit an annual report that includes all State-mandated assessment and accountability scores and complies with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6).*

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As a charter system, MCS will submit an annual report by October 1 of each year to The Georgia Department of Education, the Board of Education, and the families in the community that includes all State-mandated assessment and accountability scores and complies with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6).

REQUIRED ATTACHMENTS/APPENDICES

75. *Attach the charter system's proposed annual calendar(s).*

See Appendix G

76. *Attach a copy of any intended contracts for the provision of educational management services.*

Not applicable.

77. *Attach a copy of the local Board resolution approving the proposed charter system petition.*

See Appendix H

78. *Attach a copy of the notice sent to principals within the proposed charter system regarding hearings on the charter system petition.*

See Appendix I

Appendices

- A. Admissions application
- B. Policy JCDA JDD/JDE cf JCDA
- C. Vendor insurance coverage
- D. Certificates of Occupancy
- E. Approval letters GEMA
- F. Conflict of Interest Statement
- G. Proposed annual calendar pending Board of Education approval
- H. Local Board resolution approving the proposed charter system petition
- I. Notice sent to principals regarding hearings on the charter system petition*