



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

CHARTER SYSTEM RENEWAL APPLICATION COVER PAGE

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

Charter System Information															
1. Full Name of Charter System Marietta City Schools	2. How many schools in total are included in your charter system (including college and career academies)? 11														
3. How many of each of the following schools will be included in your charter system? <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 33%;">Primary School(s)</td> <td style="width: 33%; text-align: center;">0</td> <td style="width: 33%;">High School(s)</td> <td style="width: 33%; text-align: center;">1</td> </tr> <tr> <td>Elementary School(s)</td> <td style="text-align: center;">8</td> <td>College and Career Academy(ies)</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Middle School(s)</td> <td style="text-align: center;">2</td> <td></td> <td></td> </tr> </table>				Primary School(s)	0	High School(s)	1	Elementary School(s)	8	College and Career Academy(ies)	1	Middle School(s)	2		
Primary School(s)	0	High School(s)	1												
Elementary School(s)	8	College and Career Academy(ies)	1												
Middle School(s)	2														
4. Charter System Street Address 250 Howard Street	5. City Marietta	6. State GA	7. Zip 30060												
8. Contact Person Dr. Brittney Bridges		9. Title Executive Director, Innovative Practices													
10. Contact Street Address 250 Howard Street	11. City Marietta	12. State GA	13. Zip 30060												
14. Contact's Telephone Number 770-422-3500	15. Contact's Fax Number 770-425-4095		16. Contact's E-mail Address brittneybridges@marietta-city.org												

CHARTER SYSTEM RENEWAL APPLICATION

QUESTIONS

A. Essential or Innovative Features Implementation

a. What is the status of the implementation of each Essential or Innovative Feature included in our charter system contract?

i. **We launched our College and Career Academy in 2019 and achieved certification in 2022. The program offers 20 industry certified career pathways, with more than 68% of Marietta High School students enrolled in at least one pathway. Despite opening just before the COVID-19 Pandemic, last school year Marietta College and Career Academy boasted the following highlights:**

- 6,844 students exposed to guest speakers
- 1,788 students attended career fairs
- 224 students on field trips, industry tours, job shadows
- 97 students in WBL/YAP
- 24,372 hours worked
- \$224,740.00 wages earned
- State Champions: Skills USA, FCCLA, TSA, and HOSA
- 2,334 students taking CTAE classes
- OSHA 10 taught on our campus; although the construction pathway is only in 2nd year, 15+ business active business partners
- Quarterly digital magazine reaching 1400+
- 175 business partners visited our campus, many of them regularly and across pathways
- 75 Dual Enrollment students, Chat Tech rep on our campus two days per week

Moving forward, we plan to implement strategies to increase dual enrollment and accelerated career diploma options to offer students even more opportunities. Recently, the School Governance Board voted to separate the College and Career Academy Board and School Governance Team in order to allow each group to have a clear and concise focus on improvement efforts.

ii. **At the last renewal, we were piloting the Consolidation of Federal Funds Initiative. With this flexibility, we have been able to push more funds directly to schools and students and we are fully implemented. With this flexibility we will have distributed hundreds of thousands of dollars back to schools; our schools will have the flexibility**

to focus on and utilize those funds towards the direct needs of their students, rather than solely meeting compliance requirements; and our students can benefit from increased programming and materials to improve their understanding and achievement in all subject areas.

- iii. We continue to expand the Marietta Student Life Center beyond the high school to provide whole-child services to students through the K-12 spectrum. The Marietta Student Life Center assists students and families with services including clothing closet, food pantry, behavioral support (emotional/psychological counseling, coaching), and academic support (tutoring, test prep, college and career opportunities, college and career search and application assistance, mentoring).
 - iv. ACT participation decreased as a result of the pandemic in addition to standardized test scores becoming optional or obsolete at colleges and universities. Efforts to expose students to both the ACT and SAT may need to be reexamined so over testing and diluting resources to prepare for both tests do not have a negative impact on future participation and scores. A strategic and methodical effort to improve math performance as a district and school will not only address overall deficiencies in math but will curtail any further slide compared to state and national averages on the SAT and ACT.
- b. For those essential or Innovative Features that are not on schedule, what are next steps?
- i. All essential or Innovative Features are on schedule.
- c. Are there any Essential or Innovative Features that should be deleted or added to your new charter system contract (including college and career academies)?
- i. In 2019, the Georgia General Assembly passed Senate Bill 48 into law which requires local school systems to screen all kindergarten students and certain students in grades 1-3 for characteristics of dyslexia beginning in 2024-25. To prepare for this statewide launch, the bill required the GaDOE to conduct a three-year Dyslexia Pilot Program, of which Marietta City Schools is a proud part.
 - ii. This work complements our focus on structured literacy through our United Way-funded Literacy and Justice for All (LJFA) initiative. LJFA relies on the science of reading to inform instruction, with continuous professional development by leading researchers coupled with coaching by top educators. Tremendous investments of time have led to the necessary changes in district instruction, curriculum, and assessments.
 - iii. Capital improvements have also played a role in increasing student engagement and support, most recently a replacement building for Park Street Elementary and an addition to the Marietta High School College and Career Academy. Additionally, the renovation of the historic Lemon Street Elementary School created a new space for

alternative education programs and a newly established night school program. Comprehensive renovations also occurred at Dunleith Elementary, Lockheed Elementary, and Marietta Sixth Grade Academy.

B. Academic Accountability

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

- i. Despite a challenging few years as a result of the impact of Covid on teaching and learning, we identified several major achievements for reading based on our MAP and EOG/EOC data analysis. Prior to the pandemic, Marietta City Schools was making positive and significant gains each year in every grade and was poised to continue the upward trend on the 2020 Georgia Milestones before the state assessment was canceled due to the pandemic (EOC Historical Reports and EOG Historical Reports). When assessments resumed a rebound was evident based on 2022 scores with Grade 5 surpassing 2019 pre-pandemic numbers. All grade levels with the exception of grade 7 surpassed 2018 numbers or were within 2-3%. Based on the Fall 2022 MAP Growth EOG predictors (pg. 9-11), grades 3-6 are expected to surpass the 2019 EOG percentage of students who were at the proficient and distinguished levels. Specifically, Grades 3, 4, 5, and 8 had the same or higher percentage of students at the Proficient and Distinguished Learners levels than the state in English Language Arts on the 2022 EOG. A specific, and significant subgroup to highlight are our MCS students of African-American ethnicity who outperformed their peers in the state by 13 mean scale score points and by 10% for those performing at the Proficient and Distinguished Learner levels on the 2022 EOC.
- ii. Similar to Reading, prior to the pandemic, Marietta City Schools math scores were making positive gains each year in all grades with grades 3, 4, and 8 making significant gains and poised to do even better on the 2020 Georgia Milestones before the state assessment was canceled due to the pandemic. In 2022, Grades 5 and 8 surpassed 2019 pre-pandemic numbers and grades 3 and 4 surpassed 2018 numbers. Based on the Fall MAP Growth EOG predictors (pg. 12-14), all grade levels but grade 4 are projected to be back to 2019 EOG numbers or be within a few percentage points. As seen on the District Summary Report, two specific and significant achievements are Marietta Middle School who had 98% of their students perform at the Proficient and Distinguished Learner levels on Algebra I (Carnegie High Score Course) and with Marietta City outperforming the state in all demographic groups (EL, SWD, and race/ethnicity) on the Algebra I assessment.
- iii. Advanced Placement (AP) courses offer a full complement of classes to the robust International Baccalaureate (IB) programmes provided via the Middle Years Programme (MYP), Career Programme (CP), Diploma Programme (DP), and as an IB Scholar. Over the 5-year period, an average of 240 AP Exams were taken by students, averaging a score of 2.90. 2020 yielded an average score of 3.15 and 2022 yielded an average score of 3.03, making them the two highest-performing years in the 5-year

period. Specific to IB, 28 IB Diploma courses were offered in 2022, the most offered in the 5-year period. In 2022, 660 IB exams were taken by 228 students compared to 644 exams taken by 216 students in 2021. The most significant growth in IB was highlighted by the increase from 17 Career Programme Diplomas awarded in 2019 compared to 22 in 2022.

- iv. ACT scores improved over the 5-year period, including outperforming state and national averages in the last three years in 2020, '21, and '22 respectively. In 2021, Marietta students earned the highest composite score in school history, 23.0. SAT scores also improved over the 5-year period, including outperforming the state by 24 points and the nation by 34 points. Participation rates have rebounded post-pandemic and align with state and national numbers.
 - v. The 4-year graduation rate over the 5-year period increased by 9.58% and beat the state average in 2021 and 2022 for the first time in school history. Additionally, the 5-year graduation rate over the 5-year period increased by 8.07%. Both data points are measured and scored in CCRPI and directly impact the overall grade a school and district receive. The greatest gains impacting the graduation rate were in subgroups that had performed below the state average. Specifically, African-American graduates increased by more than 11% over the 5-year period and reached 90.0% in 2022. Students With Disabilities (SWD) graduates increased by more than 15% over the 5-year period including beating the state average in 2022 by 6.6%, the biggest margin in school history. The subgroup with the largest gain is ELs whose graduation rate increased by more than 24% over the 5-year period.
- b. What steps have you taken on an annual basis at schools that did not meet their academic targets?
- i. We will continue the established the following protocol for school improvement:
 - i. Three impact checks per year which include:
 - a. Impact Check One
 - i. Principal: Identifies areas of academic priority (aligned to race, program, and poverty)
 - ii. Principal: Defines success
 - iii. Principal: Reviews current data (areas of strength, opportunities for growth)
 - iv. BOE/Cabinet: Ask clarifying questions
 - v. Principal: Asks for support needed from central office, MCS BOE, SGT
 - b. Impact Check Two and Three
 - i. Review of areas of academic priority (aligned to race, program, and poverty)
 - ii. Review of progress towards definition of success

- iii. Review of data which illustrates progress towards the definition of success (areas of strength, opportunities for growth)
 - iv. Review support given and needed from central office
- ii. In order to increase reading proficiency by providing all students with evidence-based structured literacy instruction, the district is currently collaborating with the Rollins Center at the Atlanta Speech School through a grant-funded Literacy and Justice for All initiative. All K-3 teachers and administrators complete online modules using the Top Ten Tools platform to build their background knowledge about phonics, phonemic awareness, fluency, vocabulary, and comprehension. Science of Reading Facilitators assigned to each school provides professional learning that helps move that new knowledge into practice to ensure that level 1 and intervention instruction explicitly and systematically address the skills required to produce skilled reading. In order to support that shift at a classroom level, the district purchased decodable text sets for all K-3 classrooms that allow teachers to target specific needs related to decoding and fluency. The creation of quad text sets using varying levels of complexity to build knowledge around high-leverage topics has allowed teachers to transfer students' practice of those discrete sub-skills into application in more authentic texts. At a district level, we also recognized a need to adjust our pacing and assessment plan to better align with the Science of Reading. We adjusted the scope and sequence of skills for K-3 phonics and word study instruction to tie letter sounds and symbols together more authentically, allow ample time for students to acquire important skills, and deemphasize less critical skills such as rare spelling patterns. We also adjusted the district literacy assessment plan to focus on areas that are critical for reading proficiency such as decoding and encoding rather than more ancillary skills like rhyming.
- iii. To address the concerns we gleaned from the Math benchmarks data, we made revisions to the district pacing guidance to ensure more aligned pacing across schools. We also designed lifted professional learning opportunities based on data from the school. We set an initial goal of reaching at least the 50% overall average on formative assessments to predict at least level 2 (developing) on the summative assessment (Milestones), and have now increased that overall goal to at least 70% mastery (based on our positive growth trends). We hold principal data review meetings through Zoom and give them a high-level overview of the data analysis. Our math coordinator then supports school-based instructional coaches by facilitating a more granular data analysis in their grade-level collaborative planning meetings. Teachers use their class-level data to create action plans to remediate standards students have yet to master.
- iv. Intentional action has been taken to increase access to the most rigorous courses for all students. Specifically, adding the IB 6th subject engineering pathway. This pathway aligns perfectly with two career pathways and satisfies the requirements

for students to earn an IB Career Diploma or a full IB Diploma. Additionally, the school removed the internal barrier of requiring IB English Literature and Language for all IB Diploma students. This action puts the high school directly in line with IB global standards. The last barrier to full IB access, including those not pursuing a full IB Diploma, was permitting all students to take all IB courses including IB Psychology and IB Film.

- v. Comprehensive, robust, and aggressive measures were taken to address promotion and graduation rates. At no cost, open access, Saturday School for academic remediation and acceleration was established in 2018, therefore, offering 4 additional hours of remediation and acceleration outside of the regular school day. In response to the pandemic, Summer School was increased by two weeks in 2020, and a virtual option was created at no cost to students. This extended summer school model continued in 2021 and 2022.
- vi. In 2019, no-cost Summer School was expanded to include rising 9th graders in a targeted academic program called EXCELrate Academy. This program was designed to increase promotion from 9th to 10th grade specifically addressing math skills via acceleration. In response to students choosing labor over learning or needing to work to survive, Marietta Evening School Hours (MESH) was established in 2021 to afford a no-cost, non-traditional path to graduation for students who work full-time during the day and/or act as primary caregivers. After-school tutoring, including meal service and transportation, was created in 2018 at no cost to the students who needed academic assistance in the 4-core subjects, 3-4 days a week.
- vii. Relative to traditional instructional time, the master schedule was overhauled and streamlined to meet the needs of the students and offer courses with teachers designed to address learning gaps. An example of this is the addition of a data-driven literacy course, using Read 180 and Reading Plus to address almost 48% of students reading below grade level. The district continues to adjust and adapt the master schedule to the needs of the students based on performance data, allotments, and instructional space. Changes may require altering the current model to better address academic courses and electives while providing support and acceleration during the school day.
- viii. Specific actions have been taken to target the needs of ELs in our English to Speakers of Other Languages (ESOL) program across all grade levels based on Lexia data. Training sessions have occurred twice with a Lexia representative, the ESOL coordinators, and ESOL lead teachers on more effective ways to use data from Lexia as well as how to best implement the program. ESOL coordinators are supporting teachers with the use of Lexia in their classrooms through planning sessions, modeling lessons, and classroom observations with follow-up feedback. ESOL coordinators now send monthly Lexia reports to building leaders, and the new Scheduling and Programs Specialist sends them monthly digital presentations to

provide a snapshot of student progress and continued needs.

- c. What will you be doing for schools that fail to meet their academic targets in the future?
- i. **We will continue to hire high quality principals who hire high quality teachers with flexibility and resources to make the best instructional decisions for students.**
 - ii. **We will continue to implement our a local school improvement process, which empowers local school leaders with resources and flexibility while holding them highly accountable for the goals, which have been given.**
 - iii. **We are providing district level support in a variety of ways. The district school improvement plan and school-based improvement plans are the guiding foundation of the work and support provided by the district. To that end, the district has developed department goals that seek to undergird the work in schools. The district's support of curriculum, instruction, assessment, technology, and programs seeks to provide flexibility to schools and offer expertise and assistance to support academic achievement.**
 - iv. **In order to address the training deficit and staff continuity issues outlined as areas in need of improvement, we plan to schedule and fund IB Diploma Programme assessment training for strategically selected leaders along with prioritizing category IB course training for all teachers. The return on that investment will be the ability to focus on closing gaps with world averages across all IB subjects. Overall, all actions planned specifically for IB must meet the improvement goals based on the recent 2022 5-year IB review.**
 - v. **The district will continue to refine and implement the cohort model based on the 9th-grade year of entry, specifically funding and supporting dedicated counselors, administrators, and staff that roll up with students each year until graduation. Critical to this model is ensuring off-track students, that have not been promoted, remain in the cohort as required by law but are given additional support as needed and/or required by section 504, IDEA, and RTI/SST. Specific to the data-driven literacy course, support teachers analyze data while fully migrating to Read 180 as its main research-based strategy.**
 - vi. **The traditional school day and school year were not producing the results necessary to be competitive with similar schools based on demographics. Therefore, it is imperative to continue to offer and adjust as student needs arise, academic programming 48 out of 52 weeks a year, via Summer School, MESH, after-school tutoring, and Saturday School. Adjusting and expanding no-cost academic programming, led by certified teachers designed to remediate and accelerate all students in both traditional and non-traditional**

settings will provide the results necessary to meet state and federal benchmarks measured in CCRPI.

- vii. The next steps in response to student performance in Lexia involve refining instruction and expanding options for students. Middle school ESOL teachers have begun planned observations of newcomer classes and EL-sheltered content courses at other middle schools. The ESOL Coordinators will work with those teachers to decide which new approaches and resources they find valuable and collaborate on how to connect those high-impact takeaways to our current practices. Lexia English is also being piloted in the high school in the communication courses with the goal of determining if its integration into additional courses may be beneficial.
- viii. In an effort to support parents, the district hired three district level parent liaisons that meet with school-level parent liaisons every month as a PLC. During that time, the liaisons use protocols to discuss projects that are making an impact in their schools and receive suggestions for implementation. As a PLC, they are using technology in documenting one parent/family project to evaluate and enhance.

C. Local Schools Governance Implementation

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

- i. **One of our successes as a district has been our ability to empower and enable both community and staff to lead local school governance discussion and decisions. This can be seen in local school governance driving decisions including:**
 - i. **School calendars**
 - ii. **Allocation of charter funding**
 - iii. **Staff decisions**
 - iv. **Principal hires**
 - v. **The separation of the College and Career Academy Board and the School Governance Team**

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

- i. To fully implement local school governance, the barriers have been both significant and predictable. They include:
 - i. **A clear, concise vision for the role of SGT's and local school governance (what)**
 - ii. **A clear, consistent communication plan which illustrates and defines that vision (how)**
 - iii. **Consistency of local school experience during leadership transitions at the local school level**
 - iv. **Professionalize/Clarify Purpose: Governance Standards & Assessment**
 - v. **Increase participation via centralized and online elections system (to begin in May 2018)**
 - vi. **Increase/Revise Trainings and Supports**

vii. Revise structure and responsibilities (additional) of SGT at MHS to support governance model of new College and Career Academy

- c. What remains to be done to fully implement Local School Governance with fidelity?
- i. **Annual governance training is provided to all SGT members prior to the start of the new school year. Additionally, quarterly support sessions will be provided, with topics determined by SGT input, to allow collaboration between all of the SGTs and the district. Online modules and technical support from the Division of Strategy & Innovation are available for new principals and SGT members that transition during the school year.**
 - ii. **In buildings that have experienced recent leadership changes, consistent vision-casting from the principal is an important element, which is currently in varying states of execution.**
 - iii. **Updated support documents and modules are needed for new local school governance members**
 - iv. **Centralized election support is needed to enable equity and access for all interested stakeholders**

D. Charter Supplement Uses

- a. For what did the system use its annual charter system supplemental funds that were included in your QBE funding?
- i. **School Innovation Grants: The intent of this charter funding process is to improve student academic achievement that is aligned with School Improvement Plan (SIP) goals.**
 - ii. **Our First Steps: We know a relationship is a two-way street and Our First Steps is our way, as one community, of taking the first step. Our First Steps is a knock-on-doors community engagement initiative with one simple goal: real conversations, establishing real relationships with our students and parents to better understand and serve their needs throughout the entire school year. This initiative occurs at the beginning of the school year on a Saturday morning with funding used for transportation and supplies for needy students and families.**
 - iii. **SAT/ACT Support: Marietta City launched an innovative new public-private partnership with Appleroth Tutoring Services, a locally-based test prep company whose SAT students recognize average score gains of 211.7 points.**
 - iv. **Graduate Marietta Student Life Center: In an ongoing effort to allow for success for all students, Marietta City Schools recognized the pressing need for new voices in local and national dialogues concerning school reform. As a result of this research, students identified a variety of conditions as significant barriers to their achievement and ultimate graduation. Students also identified academic challenges**

and truancy as barriers to graduation, but in general, students referenced academic problems as by-products of the real-world issues that got in the way of their academic achievement. Marietta City Schools (MCS) began the initiative that became the Graduate Marietta Student Success Center by publicly recognizing our student identified obstacles to academics as family and community challenges that must be collaboratively addressed. District and school staff worked with our students and community stakeholders to find a way to strengthen the interpersonal relationships within our school, create a referral and response system to ensure the provision of interventions in a timely manner, to provide high quality college and career counseling, and to supplement our extensive instructional efforts by becoming a “wrap-around” school. In short, the Marietta City School district determined we must offer every student, every means of support by providing and coordinating essential services requested by our students.

- v. **Marietta Mentoring for Leadership:** Marietta Mentoring for Leadership, a 501(c)(3), was founded in 2010 by a group of community leaders spearheaded by Beverly McAfee. Marjorie Kellogg, a retired Marietta City Schools teacher, was coaxed out of retirement to become Executive Director of MFL. The program began with 20 students and currently serves 100 students.

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

- i. **Revisit Teacher Innovation Grants:** The purpose of the Marietta City Schools’ Innovation Grant Program was to encourage teacher leaders and high performing educator teams to find innovative solutions to identified academic challenges. MCS educators can use this funding to seed initiatives that can be sustained over time if proven effective. While the purpose of the grant program was to spearhead innovation, the suggested initiatives had to be supported by research-based practice.

Exhibit 1

ID	Start time	Completion time	Name of Charter System?	Charter System ID #	Name of Superintendent	Superintendent's Email Address	Name of Chairperson of your Local Board of Education	Chairperson of your Local Board of Education Email Address
42	11/1/22 14:25:48	11/1/22 14:55:54	Marietta City School System	781	Grant Rivera	grivera@marietta-city.k12.ga.us	Kerry Minervini	minervinimcsward6@gmail.com

Name and Title of Charter System Liaison		Name of Local Governance Team Liaison		Local Governance Team Liaison Email Address		Name of the person completing the Annual Report		Title of person completing the Annual Report	
Brittney Bridges, Executive Director Innovative Practices		brittneybridges@marietta-city.k12.ga.us		Brittney Bridges, Executive Director Innovative Practices		brittneybridges@marietta-city.k12.ga.us		Brittney Bridges Executive Director Innovative Practices	

Email Address for person completing the Annual Report	Number of schools included in your Charter System Contract	2021-2022 Student Enrollment Number for your Charter System?	How many hours of training were offered to your School Governing Team/Council members and administrators?	Who provided the training? What is the trainer's background in providing support for Local School Governance Teams and Charter Systems?	What topics were covered in the training?
britneybridges@marietta-city.k12.ga.us	11	8800	8	Charter System Foundation, Technical College System of Georgia	Roles and Responsibilities, Effective School Governance, Flexibility, Innovations

What are your Governance Team requirements? How did you meet those requirements?	Pursuant to O.C.G.A. 20-2-165.1, Charter Systems earn additional funding. These funds are to be used in accordance with the recommendations of the Local Governance Team or to advance student achi...	How has your system addressed the unfinished/interrupted learning for your students? How did having a charter contract help support addressing unfinished/interrupted learning for your students? ...
<p>The governance team follows by-laws that include term length, elections, training, roles and responsibilities. The requirements are met through monitoring from the district level.</p>	<p>Charter funds are distributed to schools. School level governance teams approve expenditures, and the process is tied directly to the school improvement process. Each school utilizes funds to support goals and documents as a part of the school improvement plans that are available on each school's website.</p>	<p>Our Charter allowed us to consolidate federal funds and push monies as close to students as possible. Also, seat time waivers and flexible scheduling allowed to better serve students in the interrupted learning.</p>

What formative assessments did your school system utilize to identify and support instruction for the 2021-2022 school year?

District Grades 3-5 math topic assessments
Common Formative Assessments by PLC (ELA, math, science and SS) in grades 6-12
Science of Reading Assessments (Hegerty, IDI, Johnson Spelling Inventory) K-3
Benchmark Phonics Assessments K-3

MAP is giving three times a year for the purpose of providing differentiated instruction and growing students academically.

Exhibit 2

Exhibit 3	
1	Introduction: The strategic partners that together create a Georgia Cc that will provide instruction and leadership, and the Academy's use of
2	Instructions:
3	1. The rows in the matrix below describe the decisions that will be included in the template are a starting point for discussion among t
4	2. Describe the composition of your College and Career Academy G
5	Standard 1: Governance and Leadership - Operates under shared governance and leadership that support the Academy's performance contract, maintain liaison with business and industry partners, and fully utilize flexibility to support student performance and school effectiveness.
6	the Academy's performance contract, maintain liaison with business and industry partners, and fully utilize flexibility to support student performance and school effectiveness.
7	Ensure the GCCA has a written mission statement that is focused on workforce development and student success and represents stakeholder needs as defined in the Performance Contract.
8	Comply with Performance Contract requirements, including tracking of annual performance goals, flexibility waiver utilization, governing board training (including any required LSGT training for GCCAs within a charter system), and (where applicable) fiscal management and administration, and credentials of the chief financial officer.
9	Ensure the majority of the GCCA's governing board members represent business and industry.
10	Implement a consistent process to ensure that the Academy board members sign an annual conflict of interest form.
11	Collaborate with K-12 and post-secondary partners to ensure that processes and procedures are consistent with the Performance Contract.
12	Review by-laws annually and revise to support the Performance Contract and define operations and processes required of the GCCA Board, including selection, terms and limits, and removal of members.
13	Participate in required annual board training in accordance with OCGA 20-2-2072 and SBOE Rule 160-4-9-.06 and the Performance Contract.
14	Support the autonomy of GCCA leadership to carry out its responsibilities for meeting achievement and instructional goals.

School Level Governance Decision-Making Matrix					
System Name	Mareitta City	Minimum LSGT Authority	How and When Minimum Authority will be Implemented	Additional LSGT Authority*	How and When Additional Authority will be Implemented
Personnel Decisions	LSGTs shall recommend the principal or school leader for selection by the BOE	Recommends principal candidate in the case of a vacancy, except in the case of an administrative transfer by the Superintendent		Examples include: Input on principal goals, feedback on principal performance, type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions, distribution methods for incentive funds	Provides feedback on principal performance related to implementation and management of school improvement plan and areas of local school governance.
Financial Decisions and Resource Allocation	LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs	Approves proposed school budget and allocations before submission to Superintendent.		Examples include: School budget approval, budget priorities aligned with school improvement plan, use of charter system funds, vendors for school resources, fundraising budget	Approve use of school charter system funds.
Curriculum and Instruction	LSGTs shall have input into the selection of the curriculum and accompanying materials consistent with the district's Essential and Innovative Features as included in the charter contract	Proposes research- based instructional innovations aligned to the SIP and student data to the Superintendent.		Examples include: approval of instructional delivery innovations that would traditionally require a waiver, approval of instructional programs and materials consistent with innovations, graduation requirements, new course offerings, opportunities for student acceleration/remediation	Monitors results of approved innovations.
Establishing and monitoring the achievement of school improvement goals	LSGTs shall approve the school improvement plan and provide oversight of its implementation	Participates in development and approves School Improvement Plan (SIP) -Monitors implementation of the SIP		Examples include: LSGT members serving as members of the school improvement planning team, LSGT approval of any innovations that would traditionally require a waiver of state law	Proposes researchbased instructional innovations aligned to the SIP and student data to the Superintendent. Monitors results of approved innovations
School Operations	LSGTs shall have input into school operations that are consistent with school improvement and charter goals	Adopts unified dress code according to BOE policy and approves parent engagement guidelines.		Examples include: approval of use of instructional time during school day, partners in education, co-curricular and extra-curricular activities, stakeholder surveys, parent involvement, communications strategies, school-level policies, volunteer support, field trips, fundraisers, student dress code, student discipline plan	Develops school-wide discipline plan based on BOE behavior code.
The LBOE retains its constitutional authority					

Georgia College and Career Academy Partners Roles and Responsibilities Chart

15	Standard 1: Governance and Leadership - Operates under shared governance and leadership that support the Academy's performance contract, maintain liaison with business and industry partners, and fully utilize flexibility to support student performance and school effectiveness.																						
	GCCA Certification Standards and Assurances	GCCA with a stand-alone charter contract							GCCA included within a charter system contract							GCCA included within a SWSS contract							
		Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	
17	Conduct on a regular basis an in-depth review of program expenditures to ensure effective use of resources and materials.	S1-A9								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>											
18	Ensure the CEO of the GCCA has knowledge and training related to workforce and economic development.	S1-A10								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
19	Ensure the GCCA Partners Roles and Responsibilities Matrix reflects any Memoranda of Understanding (MOU) and other agreements among the GCCA, school districts, the local technical college partner, and other higher education, business, and community partners; furthermore, the matrix accurately the partners' roles and responsibilities.	S1-A11								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x							
20	If the parties disagree, the parties will pursue a resolution that considers that the district's LBOE retains control and management over the GCCA while considering the spirit of the GCCA partnership. If the GCCA governing board cannot resolve an issue, the final resolution will come from the district's LBOE chair, and the resolution of the conflict will ensure that the mission of the GCCA is not compromised nor does it prevent any of the parties from operating according to legal obligations or the individual policies of any party.	S1-A12								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
21	Participate in the selection, evaluation, transfer, promotion, demotion, and/or termination of the CEO, if applicable.	S1-A13								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
22	Select, evaluate, retain, transfer, promote, demote, and/or terminate the principal, faculty, and all other staff, in accordance with LBOE and GCCA policies and procedures.	S1-A14								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
23	Utilize flexibility, including the teacher certification waiver where needed, to provide the best instructors possible.	S1-A15								<input checked="" type="checkbox"/>	x	x	<input checked="" type="checkbox"/>	x									
24	Align budget priorities with the strategic plan, including personnel, curriculum, supply, equipment, maintenance, and operations costs.	S1-A16								x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										

Georgia College and Career Academy Partners Roles and Responsibilities Chart

Standard 1: Governance and Leadership - Operates under shared governance and leadership that support the Academy's performance contract, maintain liaison with business and industry partners, and fully utilize flexibility to support student performance and school effectiveness.		GCCA Certification Standards and Assurances	GCCA with a stand-alone charter contract						GCCA included within a charter system contract						GCCA included within a SWSS contract							
			Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)
25																						
26																						
27	Personnel Decisions																					
28	Ensure the CEO is fully supported in the ongoing efforts at developing the local and regional workforce.	S1-A17									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
29	Establish compensation model including salary ranges, bonus or performance-based increases, supplements, and personal and professional leave, health, dental and disability.	S1-A18									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
30	Evaluate the principal (LKEs), teachers (TKES) and all other staff.	S1-A19									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
31	Manage day-to-day operations.	S1-A20									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
32	Manage HR processing, including employment contracts and benefits, administration	S1-A21									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
33	Financial Decisions and Resource Allocation																					
34	Adopt a budget to fund the implementation of the strategic plan.	S1-A22									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
35	Determine the number and type of personnel positions budgeted, including qualifications, roles, and job descriptions.	S1-A23									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
36	Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds.	S1-A24									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
37	Establish financial policies and standard operating procedures.	S1-A25									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
38	Maintain a reserve fund.	S1-A26									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
39	Ensure sound fiscal management and monitor budget implementation.	S1-A27									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
40	Ensure GCCA receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent) and GCCA partners, including funds for payment of CEO; costs related to facility(ies), equipment, and furnishings owned by the district for use by the GCCA, including for renovation, maintenance, equipment and furnishings; costs related to the internet connections and networking for the GCCA; and any other agreed upon continuing or one-time revenue.	S1-A28									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							

Georgia College and Career Academy Partners Roles and Responsibilities Chart

41	Standard 1: Governance and Leadership - Operates under shared governance and leadership that support the Academy's performance contract, maintain liaison with business and industry partners, and fully utilize flexibility to support student performance and school effectiveness.		GCCA Certification Standards and Assurances	GCCA with a stand-alone charter contract							GCCA included within a charter system contract							GCCA included within a SWSS contract									
				Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)			
42																											
43	Operational Decisions																										
44	Hold the CEO accountable for implementing the strategic plan and annual report with stakeholders on schedule and within budget.		S1-A29									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>													
45	Provide input into GCCA operations that is consistent with the strategic plan and performance contract goals, including adopting human resources policies, procedures, and handbooks.		S1-A30									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>													
46	Foster current partnerships and develop new partnerships in order to ensure academy sustainability.		S1-A31									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X	X		X	X								
47	Maintain open communication with all stakeholders to help guide and support the work of the Academy.		S1-A32									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X	X	X	X	X								
48	Manage transportation decisions, including authority to contract for transportation service, if applicable.		S1-A33									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>													
49	Manage the facility or facilities that are owned and operated by the school system for use of the GCCA, if applicable.		S1-A34									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>													
50	Maximize the use of the facility among all Academy partners.		S1-A35									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									

Georgia College and Career Academy Partners Roles and Responsibilities Chart

[illegible]

Georgia College and Career Academy Partners Roles and Responsibilities Chart

[illegible]

Georgia College and Career Academy Partners Roles and Responsibilities Chart

[illegible]

Georgia College and Career Academy Partners Roles and Responsibilities Chart

[illegible]

Georgia College and Career Academy Partners Roles and Responsibilities Chart

[illegible]

Exhibit 4



**Georgia College &
Career Academies**

Georgia College and Career Academy

Certification Report by External Review Team

Academy: Marietta High College and Career Academy

CEO: Julie O'Meara

Date: May 12-13, 2022

**External Team Leader(s): Frank Pinson, Dr. Debbie Phillips, and Cathy Myers,
TCSG External Review Consultants**

**Team Members: Eric Waters, CEO, Floyd County College and Career Academy,
Lisa Diprima, CTAE Coordinator, Bartow County Schools, Dr. Brandi Hayes,
Director of College and Career Programs Pre-K-12, Calhoun High College and
Career Academy**

EXECUTIVE SUMMARY

Academy Introduction:

Marietta High College and Career Academy operates within Marietta City Schools and is a 9-12 grade charter school authorized by the Marietta City Board of Education and located in central Cobb County at 1171 Whitlock Avenue, Marietta, Georgia. The College and Career Academy, which opened in 2019, operates within Marietta High School and is a Charter System with its performance contract renewal that will follow the Certification Visit in the FY2023 school year. The high school's overall FY2022 enrollment is 2,625 with 2,334 enrolled in CTAE classes.

Marietta City Schools Strategic Plan includes the areas of student achievement, human resources, fiscal responsibility, and community collaboration. To drive their planning, the District uses needs assessments that include student focus groups; student needs surveys; family focus groups, and student-parent interviews. The mission statement of Marietta High CCA is "to foster creativity and critical thinking to develop compassionate citizens and life-long learners in a diverse world." The Academy adheres to the school district's vision "for all students to learn to their fullest potential.

The Academy offers a variety of diversified industry-driven career pathways. Among the twenty pathways are Air Force ROTC; Architecture, Audio, Visual, Film and Technology; Culinary Arts; Early Childhood Education; Engineering; Game Design, and Law Enforcement Services. Computer Science, Construction, and Cybersecurity are the newest pathways. The CTSOs that support the pathways and are offered at the Academy include SkillsUSA, FCCLA, HOSA, TSA, and FBLA.

The Academy's postsecondary partners include Kennesaw State University, Georgia Highlands, and Chattahoochee Technical College. The Academy's dual enrollment numbers for the FY2022 school year are 115 students.

The pathway offerings have fostered many examples of credentials earned by students. A few of these include 62 students with Ladder Safety Training; 49 with Fire Safety Certificates; 54 with Adult and Child CPR/AED Certifications; 25 with ServSafe Food Handler credentials; and 22 earning Georgia BEST DOL YAP Employability Certificates.

The Work-Based Learning program has rendered positive outcomes with 97 students participating and logging 24,372 internships hours while earning \$224,740.00 in wages. In addition, students have many unique opportunities to gain employability skills training. For example, 8,860 students in grades 9-12 have attended career awareness activities that include guest speakers, career fairs, field trips, and job shadowing. In addition, other opportunities for students include College and Career Expos, Emergency Medicine Day, Carpenters Field Trip, Pizza with Professionals, Inaugural Career Signing Day, STEM activities, job shadows, hiring fairs, internships, and a virtual career education program.

The Marietta High College and Career Academy has expansive business/industry and community partnerships that provide both financial and in-kind support. Extensive evidence from the review confirmed the high level of diverse partnership commitments. Among those are the Chamber of Commerce, The Home Depot, LeMay Electric, Inc., Six Flags, WellStar, Georgia Public Broadcasting, Comcast, Marietta Police Department, Kiwanis Club, Prudential, and Rotary Club. The Academy received a \$60,000.00 donation from Audi.

Certification Process Overview:

Certification of Georgia's College and Career Academies (GCCA), as mandated in Senate Bill 161 passed in May 2011, is designed to provide a high-quality external validation of GCCA programs and substantive feedback for continuous improvement.

The certification criteria (i.e., GCCA standards and assurances) focus on conditions and processes within the GCCA that impact student performance and organizational effectiveness. Through internal and external reviews, the GCCA must demonstrate performance to become certified by the Technical College System of Georgia and to obtain renewal of their Performance Contract by the State Board of Education. The TCSG Office of College and Career Transitions (OCCT) coordinates, conducts, and reports all GCCA certification reviews.

An External Review Team of highly qualified professional evaluators examines the GCCA's adherence and commitment to the certification criteria as detailed in the Certification Manual. The External Review equips the GCCA's leadership and stakeholders to achieve higher levels of performance and to address those areas that may be hindering efforts to reach desired performance levels. It is a rigorous process that includes examination of evidence through documentation, student performance data and stakeholder interviews. Based on evidence and interviews, the External Review Team arrives at a set of findings upon which TCSG GCCA Certification is based.

The External Team for Marietta High CCA was composed of three educators with a variety of professional, school, district, and community experience. Team Members were Eric Waters, CEO, Floyd County College and Career Academy, Lisa Diprima, Work-Based Learning Coordinator, Bartow County Schools, and Dr. Brandi Hayes, Director of College and Career Programs Pre-K-12, Calhoun High College and Career Academy. In addition, the three TCSG External Team Leaders included Dr. Debbie Phillips, Frank Pinson, and Cathy Myers. To add to the evidence provided by Marietta High CCA and to corroborate findings, interviews were conducted with the following stakeholder groups:

- Academy Leadership – 4
- Other Academy Staff (i.e., teachers/counselors) - 7
- Business, Industry, Community and Postsecondary Partners and Governing Board – 10
- Students -5
- Parents - 6

Reporting Outcomes:

The **Findings** section of this report presents the results of the External Review Team's evaluation and includes the following areas:

Commendations describe practices that the Academy has initiated or performs at a high level and make a positive difference in attaining its purpose as supported by multiple sources of evidence.

Required Actions describe Assurances (within a standard) required by the Technical College System of Georgia, the Department of Education, and/or the District Flexibility, Charter Schools, and College and Career Academy Division, which are not met. The Academy must address them as soon as possible to meet GCCA certification specifications.

Suggestions for improvement describe practices or actions that the Academy needs to take to improve as supported by multiple sources of evidence. They are critical to the continuous improvement process and support the Academy's mission, vision, and strategic plan.

Team Report:

The four standards below, with their assurances that are detailed in the **FY22 Certification Manual** on pp. 8-16, will be referenced in the findings section of this report. *(NOTE: Multiple standards and assurances can apply to each finding in the report):*

Standard 1: Governance and Leadership

The GCCA operates under shared governance and leadership that support the Academy's Performance Contract, maintain liaison with business and industry partners, and fully utilize flexibility to support student performance and school effectiveness.

Standard 2: Strategic Planning and Sustainability

The GCCA maintains and communicates a purpose and direction that fully utilizes flexibility to support a commitment to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 3: Teaching and Assessing for Learning

The GCCA's curriculum, instructional design, and assessment practices fully utilize flexibility to support and ensure teacher effectiveness and student learning.

Standard 4: Economic and Workforce Development

The GCCA's Career Pathways, Dual Enrollment, and Postsecondary Certifications fully utilize flexibility to support an alignment to the economic and workforce needs of the community and are driven and evaluated by its business partners.

Team Findings and Opening Remarks:

Before we address the Certification Team's report, we would like to thank you for your hospitality and commend you for all the hard work preparing for the Certification visit. The Certification process supports a commitment to showcasing Best Practices of College and Career Academies in Georgia. Certification is granted by the Board of Directors of the Technical System of Georgia and is also a vital part of the renewal of your District's Performance Contract with the Georgia Department of Education. Both of the processes are mandated to take place on a 5-year cycle.

Again, the Team appreciates your superb hospitality and the quality time we were able to spend with staff, students, and stakeholders during this certification visit.

We want to THANK YOU for your commitment to continuous improvement that truly makes an impact in the lives of everyone you serve. The Certification Process is one opportunity that we have to take a closer look at our systems, processes and practices to make adjustments for continuous transformation. It is also an opportunity to formally recognize you for your achievements and milestones that become part of your organization's legacy. It is our goal that you will take the findings from the certification team and incorporate them into your programs of work. We also encourage you to utilize this information in your strategic planning for sustainability as you add new stakeholders. Congratulations on your success and on behalf of TCSG and your certification team, we wish you the very best as you elevate and execute on excellence!

The FINDINGS section includes three types of evaluative comments intended to acknowledge outstanding practices (commendations) to provide opportunities for continued improvement (suggestions) and deficiencies that must be addressed and corrected by the GCCA (required actions).

Now, we will share the outcomes of our visit, to include commendations, any required action and suggestions and as we do will reference the appropriate standard and assurance numbers which are fully detailed in the Certification Manual.

So, we'll start with the team's required action:

Item No.	Standard/ Assurance	REQUIRED ACTION
RA1	S1 – A11, S3 – A13	Collaborate with post-secondary institutions to increase dual enrollment credit opportunities. Although there was evidence of post-secondary partnerships on the campus, there was insufficient evidence of dual enrollment outcomes relative to the total population. The data indicates less than 5% of the total student population participate in dual enrollment. Additionally work to increase the numbers of post-secondary teachers on the Marietta campus utilizing current high school staff to teach dual enrollment. It is further recommended that MCCA consider giving supplemental stipends to teachers who teach in dual enrollment.

Item No.	Standard/ Assurance	SUGGESTION
S1	S1-A1 and A6	While finding a thorough copy of the bylaws in the evidence, the team suggests that the Governing Board review and update the bylaws annually.
S2	S2- A9 S3- A 4 and A13	The team suggests increasing participation in Career Technical Student Organizations (CTSO's), work-based learning opportunities, and dual enrollment.
S3	S2-A5 S3 – A11	The team suggests investigating the addition of a Career Diploma Coordinator position.
S4	S3-A15 S1-A23	The team suggests investigating the addition of a Career Technical Instruction (CTI) coordinator to support special education students in career and technical classes.
S5	S4- A14	The team suggests considering reducing Minimum Day/Early Release day to increase work base learning (WBL), dual enrollment, FTE funding and CTAE pathway completers.
S6	S2 – A15	Based on student and teacher feedback, the team suggests expanding awareness of career pathways for middle school students and creating additional opportunities for them to explore relevance to career and post-secondary interest.

Item No.	Standard/ Assurance	COMMENDATION
C1	S1-A3 and A8	The Academy is to be commended for its large diverse and inclusive Governing Board that includes strong business, industry, community and postsecondary representation, as well as parents, students, and educators.
C2	S1-A1, A9	The Academy is to be commended for an excellent school culture with an enhanced commitment to focus on the “art and science” of teaching.
C3	S1 – A2	The Academy is to be commended for meeting or exceeding all of their CTAE core indicators and benchmarks.
C4	S1- A1	The Academy is to be commended for having an integrated strategic plan with Marietta City Schools that is focused on continuous quality improvement.
C5	S3- A7 and A15	The Academy is to be commended for utilizing teacher externships as a mechanism for identifying business and industry needs and fostering collaboration between stakeholder groups.
C6	S3 – A6 S4 – A17	The Academy is to be commended for all CTAE pathways being industry certified.
C7	S3 – A1	The Academy is to be commended for having a career advisor who implements innovative practices to connect students to career opportunities.

Final Report and Academy Follow-up:

Within 30 days from the onsite review, the team co-leaders will send the final report to the Academy's CEO. The CEO then has 30-45 days to follow the next steps below:

- Review and discuss the findings from this report with all stakeholders.
- Ensure that plans are in place to embed and sustain the strengths noted in the **Commendations**.
- Use the **TCSG Post-Certification Action Plan Template (included below)** to develop a plan for implementing any **Required Action(s)** identified by the Team which should be corrected within the year that follows the onsite visit.
- Although **Suggestions** do not have to be implemented, *carefully consider including them in the Action Plan Template* as a proactive strategic planning strategy aligned to the expectations of the GaDOE Annual Report and the Academy's Performance Contract Renewal. Including the **Suggestions** supports strengthening the Academy's efforts at improving student performance and academy effectiveness and sustainability.

The team co-leaders will submit the External Report and Academy's Post-Certification Action Plan to OCCA representatives for further review. When the OCCA reviews and determines that the Academy has adequately met all Standards and Assurances, certification recommendations are made to the Technical College System of Georgia State Board for approval which occurs at their August or September meeting in the year following the External Review.

POST-CERTIFICATION ACTION PLAN FOR MARIETTA HIGH SCHOOL COLLEGE & CAREER ACADEMY

NOTE: *The content of this Action Plan should be integrated into the GaDOE Annual Report and included in the renewal of the Performance Contract.*

Cert. Report Item # (i.e., RA1, S1)	ACTION STEP(S) <i>What needs to be done?</i>	RESPONSIBLE PERSON	DEADLINE	NECESSARY RESOURCES <i>What is needed to complete step(s)?</i>	DESIRED OUTCOMES <i>What data is needed to address the improvement results?</i>
RA1	<ol style="list-style-type: none"> 1. Review schedule models for SY24 and beyond that would allow for more flexibility of increasing DE and WBL opportunities. 2. Create a marketing plan that will better inform our stakeholders about DE, specifically Option B, opportunities (parent nights, K-8 education/presentations, district events, etc.) 3. Continue collaboration with Chat Tech around increasing DE and taking advantage of articulation and test-out opportunities to earn college credit. 	<p>Julie O'Meara, CEO/CTAE Director; Jason Meade, Associate Principal/Scheduler; Kelly Brangan, lead counselor and DE counselor; Angela Sparks, Career Advisor/YAP Coordinator</p>	<p>Begin immediately; strategies will be ongoing.</p>	<p>Collaboration with central office staff and leaders K-8; marketing plan; support of MHS leadership; collaboration with Chat Tech.</p>	<p>Increased DE numbers each school year; increased number of programs/events to communicate opportunities to all stakeholders.</p>

S1	The SGB already reviews the by-laws annually, but we will ensure this it is noted on the agenda. Update by-laws as necessary.	Julie O'Meara, CEO; SGB	At the first SGB meeting each year.	N/A	Noted on agenda.
S2	Increase participation in CTSOs.	Julie O'Meara, CEO; CTSO advisors	Annual goals for increased enrollment.	Increased communication of opportunities to students, financial support, PD for teachers.	Increased participation numbers each school year.
S3	Consider adding an IB Career Diploma Coordinator position.	MCS Board of Education	Continue to discuss the need for the position each year and provide relevant data.	Financial support to fund the position from the BOE.	Ability to hire for this position; increased number of Career Diploma candidates each year.
S4	Consider adding a Career Technical Instruction (CTI) Coordinator position.	MCS Board of Education	Continue to discuss the need for the position each year and provide the relevant data.	Financial support to fund the position from the BOE.	Ability to hire for this position; increased number of students with disabilities taking career pathway courses, completing career pathways, and passing EOPAs.
S5	Continue to try to reduce the number of early release/late arrival students and encourage them to take WBL, DE, or complete career pathways instead.	Julie O'Meara, CEO; Jason Meade, Associate Principal/Scheduler; Counselors; Angela Sparks, Career	Annual goals for increased DE/WBL/career pathway completion.	Application for ER/LA; meetings with counselors and advisors; parent communication regarding opportunities.	Decreased numbers of ER/LA and increased numbers of WBL, DE, and pathway completers.

		Advisor/YAP Coordinator; Nakeesha Wilson, WBL Coordinator			
S6	Increase awareness of opportunities within the CCA to middle school students.	Julie O'Meara, CEO; CTAE teachers; Counselors; Career Advisors; MHS leadership team	Increase opportunities beginning with this upcoming school year.	Marketing plan to include greater communication K-8; visits to the middle school and visits to the high school.	Increased number of programs for middle school education and exposure to opportunities at the high school.

Exhibit 5

CHARTER FOR MARIETTA CITY SCHOOLS

This Charter for Marietta City Schools ("Charter") is entered into by the Marietta City Board of Education ("Local Board") and the State Board of Education ("State Board") (collectively referred to as "the parties").

WHEREAS, the Local Board approved the petition proposing to establish a charter system pursuant to O.C.G.A. 20-2-2060 et seq., the Charter Schools Act of 1998 ("Charter Schools Act");

WHEREAS, the State Board finds that the petition complies with the provisions of the Charter Schools Act, and the rules, regulations, policies and procedures promulgated in accordance with O.C.G.A.

§ 20-2-2063 and further finds that the petition is in the public interest and promotes school level governance; and,

WHEREAS, pursuant to O.C.G.A. 20-2-2063.2, the State Board grants this Charter to permit the Local Board to establish a charter system as defined in O.C.G.A. 20-2-2062 ("Charter System") in accordance with the terms and conditions of this Charter.

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Definitions. The terms below will be interpreted in accordance with the following definitions, unless and until federal or state law, or the state accountability system, is amended otherwise:
 - a. Elementary and Secondary Education Act as Amended (ESEA as Amended): The federal education statute, originally passed by the U.S. Congress in 1965, that defines the role of the federal government in public education and authorizes many of the major federal education programs, including Title I. This Act was reauthorized by Congress in 2015 as Every Student Succeeds Act (ESSA).
 - b. College and Career Academy: A specialized school established as a charter school or pursuant to a contract for a strategic waivers school system or charter system, which formalizes a partnership that demonstrates a collaboration between business, industry, and community stakeholders to advance work force development between one or more

local boards of education, a private individual, a private organization, or a state or local public entity in cooperation with one or more postsecondary institutions.

- c. College and Career Ready Performance Index (CCRPI): A comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.
 - d. Georgia Department of Education GaDOE or Department: The Georgia Department of Education is the state agency charged with the fiscal and administrative management of certain aspects of K — 12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.
 - e. Local Educational Agency (LEA): A Local Educational Agency is a local system pursuant to local board of education control and management.
 - f. State Board of Education SBOE or State Board: The State Board of Education is the constitutional authority which defines education policy for public K — 12 education agencies in Georgia.
 - g. State Performance Target: The state performance target is set using all students with the goal of decreasing the percentage of students who are not proficient.
2. Charter Term. The State Board grants this Charter to the Local Board to operate a Charter System for a 5-year term beginning on July 1, 2018 and expiring on June 30, 2023.
3. Responsibility. The Local Board shall ultimately be responsible for all duties to be performed by the Charter System and the schools within the Charter System under this Charter.
4. Charter System Schools.
- a. Except as expressly indicated herein, all schools with a CCRPI designation, including new schools opening during the term of this charter, within the approved Charter System shall be Charter System Schools.
 - b. The Charter System shall notify the Department of any new Charter System Schools prior to obtaining a School Code.

- c. Locally-approved start-up charter schools, conversion charter schools with separate charters and schools with admissions criteria, including but not limited to alternative education centers and magnet schools, shall be excluded from the Charter System.
- d. The following schools are not part of the Charter System: None.
- e. Any College and Career Academy ("CCA") opened by or any existing CCA included in the Charter System under the terms of this Charter must meet the definition of a College and Career Academy as defined in Section I above, the Charter System must notify the Department's District Flexibility and Charter Schools Division and the Technical College System of Georgia of the opening, and the College and Career Academy must meet the following requirements related to College and Career Academies:
 - 1. Provide proof that the CCA governing board will continue to serve as the Local School Governance Team (LSGT) for the CCA;
 - 2. If an existing CCA is included in the Charter System, then the current CCA's governing board would continue as the governing board of the College and Career Academy, using its current by-laws for operation and procedures for electing members;
 - 3. Provide a signed Georgia College and Career Academy Partners Roles and Responsibilities Chart and, if preferred, an optional Memorandum of Understanding (MOU) between the College and Career Academy governing board, the charter system, and the CCA's higher education and business partners, that provides the following:
 - Description of the CCA's independence;
 - Description of the amount of funding the CCA will receive from the District;
 - Acknowledgement that the CCA Governing Board shall, in partnership with the District, exercise substantive control over and decision-making authority regarding personnel decisions, financial decisions, curriculum and instruction resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations; and
 - Description of any services and supports to be provided to the CCA by the local district.

4. The district's charter system contract shall include the College and Career Academy as an Essential or Innovative Feature.
5. Mission Statement. In partnership with families and the community, our mission is to prepare each student to maximize career, college, and life opportunities.
6. Essential or Innovative Features. The Charter System shall implement, but is not limited to, the following innovations:
 - a. School Innovation Grants to support strategic initiatives
 - b. Expansion of Marietta Student Life Center
 - c. Founding of a College and Career Academy at Marietta High School
 - d. Utilization of waivers to provide SAT/ACT support
7. Maximum Flexibility Allowed by Law. In exchange for the Charter System's agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 9 below, the State Board shall grant the maximum flexibility allowed by law to the Charter System. Pursuant to O.C.G.A. 20-2-2065(a), the Charter System shall be entitled to the maximum flexibility allowed by state law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by the Local Board, State Board or the Georgia Department of Education ("Department"). Notwithstanding this maximum flexibility, the Charter System and each Charter System School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 18 below, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.
8. Accreditation. The district's accreditation pursuant to O.C.G.A. Section 20-3-519(6) shall be maintained for the duration of the charter term.
9. Performance-Based Goals and Measurable Objectives. In exchange for the flexibility granted in Section 7 above, the Charter System agrees to meet or exceed the performance-based goals and measurable objectives that are designed to result in improvement of student achievement as set forth in Appendix A attached to this Charter.
10. Organizational Goals and Measurable Objectives. In exchange for the flexibility granted in Section 7 above, the Charter System agrees to meet or exceed the organizational goals and measurable objectives that are designed to result in improvement of organizational efficiency and school-level governance as set forth in Appendix A attached to this Charter.

11. Assessment and Accountability. Notwithstanding Sections 7 and 9 above, each Charter System School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. 20-14-30 through 20-14-49, O.C.G.A. §20-2-73, and the use of Teacher and Leader Effectiveness Systems, including Student Learning Objectives. However, for the 2021-2022 school year, the Charter System shall waive State Board of Education Rule 160-3-1-.07(2)(a) related to the Kindergarten Assessment. The Charter System Schools are also subject to all federal accountability requirements under the Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.
12. Annual Report. The Charter System shall submit an annual report by November 1 of each year to the Georgia Department of Education that complies with all requirements set forth in O.C.G.A. § 20-2-2067.1 (c), including but not limited to an indication of the Charter System's progress towards the goals and objectives stated in Section 9 above and all state-mandated assessment and accountability scores from the previous year.
13. Open Enrollment and Admissions. The Charter System shall enroll students in its Charter System Schools per the terms of this Charter and in accordance with State Board rules. Each Charter System School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. 20-2-2066. Enrollment shall be open to any student in accordance with the following criteria:
 - a. Attendance Zone. Enrollment shall be open to any student who resides within the attendance zone for the Marietta City School System. The attendance zone for each Charter System School shall be determined by the Marietta City School System.
 - b. Admissions. Charter System Schools may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including but not limited to, requests for letters of recommendation, essays, resumes, or information regarding a student's school or community activities, grades, test scores, attendance record, or disciplinary history. Charter System Schools may use applications for the purpose of verifying students' residence within the Charter System School's attendance zone. Charter System Schools may gather supplemental information from students after enrollment is determined.

- c. Random Lottery. If the number of timely applicants who reside in the attendance zone does not exceed the capacity of the Charter System School, the Charter System School shall allow students from outside the attendance zone an equal opportunity to enroll through the use of a random lottery process. Charter System Schools shall not conduct more than one lottery per grade per admissions cycle.
14. Withdrawal Without Penalty. The Charter System and each Charter System School shall comply with the provisions of O.C.G.A. 20-2-2066(d).
15. State and Federally Mandated Educational Services.
- a. Students with Disabilities. The Charter System and each Charter System School shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. Special education teachers must have a bachelor's degree and must either be certified in special education or hold a special education license in Georgia.
 - b. English Language Learners. The Charter System and each Charter System School shall comply with all applicable state and federal laws and regulations relating to the provision of educational services to English Language Learners.
 - c. Supplemental Education. The Charter System and each Charter System School shall provide supplemental education services in required cases pursuant to State Board of Education Rule 160-4-5-.03 and Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.
 - d. Remediation. The Charter System and each Charter System School shall provide remediation in required cases pursuant to State Board of Education Rule 160-4-5-.01 and Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.
16. Governance Structure.
- a. Governing Body. Each Charter System School shall utilize a Governing Council as its governing body, which shall operate with the intent and purpose of maximizing school level decision making. The Governing Councils shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. For the purposes of the Appendix

attached to this charter, the Governing Councils shall be designated as the School Governance Teams (SGTs).

- b. School-Level Governance. The Governing Councils shall maximize school-level governance, which is defined as decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.
- c. Control and Management by Local Board. The Governing Council at each Charter System School shall be subject to the control and management of the Local Board.
- d. Function. It shall be the function of the Governing Councils to maximize school-level governance, uphold the Charter System 's mission and vision, set policy for each Charter System School, ensure effective organizational planning, and ensure that Performance based Goals and Measurable Objectives set forth in Sections 9 and 10 are met.
- e. Decision-Making Authority. The decision-making authority of the principal of each Charter System School, the School Governing Council of each Charter System School, and the Local Board in personnel decisions, including hiring school principals and teachers; financial decisions; curriculum and instruction; resource allocation; establishing and monitoring the achievement of school improvement goals; and school operations shall be implemented.
- f. Annual Training. The Local Board shall adopt an annual training program that includes, at a minimum, an explanation of charter system culture and expectations. All Local Board members, all Governing Council members, the Superintendent, key Local District staff, and principals of Charter System Schools shall be trained.
- g. Public Meetings. The Governing Councils are subject to and shall comply with the Open and Public Meetings Act, O.C.G.A. 50-14-1 et seq., and any subsequent amendment thereof. The Governing Councils shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of each Charter System School.
- h. Public Records. The Governing Councils are subject to and shall comply with the Georgia Open Records Act, O.C.G.A. 50-18-70 et seq., and any subsequent amendment thereof. The Governing Councils shall maintain their adopted

policies, budgets, meeting agendas and minutes and shall make such documents available for public inspection.

- i. Conflicts of Interest. The Charter System shall establish a formal policy to prevent and disclose conflicts of interest. Members of the Governing Councils and Charter System School employees shall abide by such conflicts of interest policy.
- j. Public Status. The Local Board assures that each Charter System School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. The Local Board further assures that the Charter System Schools shall not be home based.
- k. Governance Council Compensation. The Charter System shall not compensate Governance Council members in excess of reasonable expenses incurred in connection with actual attendance at council meetings or with performance of duties associated therewith.

17. Fiscal Control.

- a. Annual Audit. The Charter System shall be subject to an independent annual financial audit conducted by the Georgia Department of Audits and Accounts or an independent CPA licensed in Georgia as required by law.
- b. Federal Monitoring Requirements. Each Charter System School shall comply with all federal monitoring requirements related to the receipt of federal funds.
- c. Insurance. The Charter System shall secure adequate insurance coverage, and the Charter System shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia.
- d. Responsibility for Debts. The Charter System is solely responsible for all debts incurred by the Charter System and its governing body. Except as agreed hereto, the State Board shall not be contractually bound to the Charter System or to any third party with whom the Charter System has a contract or from whom the Charter System has purchased goods or services.

18. Compliance with Other Laws, Rules, and Regulations. The Charter System and each Charter System School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia and all applicable federal, state and local laws that may

not be waived pursuant to O.C.G.A. 20-2-2065, including the following, which are listed by way of example and not by way of limitation.

- a. Civil Rights, Insurance, Health and Safety and Conflicting Interests. The Charter System and each Charter System School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.
- b. Asbestos Remediation. The Charter System and each Charter System School shall comply with the terms of any applicable asbestos remediation plan.
- c. Unlawful Conduct. The Charter System and each Charter System School shall be subject to all laws relating to unlawful conduct in or near a public school.
- d. Student Conduct and Discipline. The Charter System and each Charter System School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.
- e. State Board Rules. The Charter System and each Charter System School shall operate in accordance with all State Board Rules promulgated in accordance with O.C.G.A. §20-2-240 during the term herein that are not subject to any waiver granted in Section 7 above.
- f. Prohibition on Discrimination. The Charter System and each Charter System School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, academic ability, the need for special educational services or any other characteristic protected by local, state or federal law.
- g. Reporting Requirements. The Charter System and each Charter System School shall be subject to all reporting requirements of O.C.G.A. 20-2-160, 20-2-161 (e), 20-2-2320 and 20-2-740.
- h. Tuition. The Charter System and each Charter System School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. 20-2-133.

- i. Brief Period of Quiet Reflection. The Charter System and each Charter System School shall comply with O.C.G.A. 20-2-1050, which requires a brief period of quiet reflection.
 - j. Individual Graduation Plans. The Charter System and each Charter System School shall comply with O.C.G.A. 20-2-327 related to Individual Graduation Plans.
 - k. Family Educational Rights and Privacy Act. The Charter System and each Charter System School are subject to all provisions of the federal Family Educational Rights and Privacy Act, 20 U.S.C. 1232g. In the event a Charter System School closes, it shall transmit all official student records in the manner prescribed by the State Board.
 - l. OBE Formula Earnings. The Charter System acknowledges that criteria used to calculate Quality Basic Education (QBE) funding may not be waived.
 - m. Funding. The Charter System acknowledges that, although becoming a Charter System provides a district maximum flexibility, waivers cannot be used to generate additional funding.
19. Compliance with Rules, Practices, Policies, and Procedures of the Department. The Charter System shall operate in accordance with the rules, practices, policies, and procedures established by the Department under the authority granted by O.C.G.A. 20-2-2063 et seq.
20. Employment Matters. Employees at each Charter System School shall not be considered employees of the State Board or Department.
- a. Background Checks. Each Charter System School shall adopt background check procedures and shall ensure that all prospective staff members undergo a fingerprinting and background check prior to beginning employment at the Charter System School.
 - b. Teachers Retirement System. All teachers at each Charter System School shall be members of the Georgia Teachers Retirement System (TRS) and subject to its requirements unless otherwise provided by law.
21. Record Inspection. Subject to state and federal laws, the Local Board, the State Board, its agents, and the state auditor's office shall have the right to examine and copy all records,

reports, documents, and files relating to any activity, program, or student at each Charter System School.

22. Facilities.

- a. Should the Charter System choose to participate in capital outlay pursuant to O.C.G.A. §§20-2-260 through 20-2-262, the Charter System shall meet with all applicable Law, Rules, and Regulations.
- b. Should the Charter System choose to not participate in capital outlay pursuant to O.C.G.A. 20-2-260 through 20-2-262, the Charter System shall meet the following requirements:
 - i. Approval of Site and/or Facility. The Charter System shall obtain proper approval for all sites and/or facilities prior to committing to any certificate of lease or ownership, prior to commencing any construction and prior to student occupation. The Charter System shall contact the Georgia Department of Education 's Facilities Services Division regarding the following:
 1. Site Approval. No less than nine (9) months prior to proposed occupation, the Charter System shall contact the Facilities Services Division and obtain site approval. Once site approval has been granted, the Charter System will be issued a site code. The Charter System shall not commit to any certificate of lease or ownership, allow any construction to commence, nor allow student occupation prior to site approval.
 2. Architectural Review. The Charter System shall submit and have approved by the Facilities Services Division all architectural plans for any facility that will house the Charter System during the charter term. The Charter System shall not commit to any certificate of lease or ownership, allow any construction to commence nor allow student occupation prior to architectural review.
 3. School Code Approval. After securing both site approval and architectural review approval a school code shall be obtained. The Charter System shall properly obtain a school code prior to occupancy of the site and/or facility.

ii. Prior to the beginning of the charter term, the Charter System shall obtain documentation from the Facilities Services Unit that the Department is in possession of the following documents for each Charter System School:

1. Documentation of Ownership or Lease Agreement. The Charter System shall obtain documentation of ownership or the lease agreement for each Charter System School.
2. Certificate of Occupancy. The Charter System shall obtain a Certificate of Occupancy for each Charter System School.
3. Emergency Safety Plan. The Charter System shall prepare a safety plan in accordance with O.C.G.A. 20-2-1185, which plan shall be submitted to the Georgia Emergency Management Agency for each Charter System School.

c. The Charter System further agrees that the list of requirements with regard to Facilities contained herein may not be exhaustive to the extent that they impact student health and safety and therefore the Charter System should approach the Facilities Services Unit prior to committing to any certificate of lease or ownership, allowing any construction to commence or allowing student occupation of a facility.

23. Grant Programs. To the extent that the Charter System wishes to participate in a state or federal grant program, the Charter System hereby acknowledges that the requirements of the grant program may not be waivable.
24. Transportation. The Charter System and each Charter System School shall comply with all applicable laws governing transportation of students.
25. Food Services. The Charter System and each Charter System School shall comply with all applicable laws governing food service for students.
26. Agreements with Local Board. This Charter shall not preclude any Charter System School from entering into an agreement with the Local Board, provided no such agreement supersedes, overrides or conflicts with any provision of this Charter.
27. Termination of Charter.

any Charter System School, the conversion to a Charter System may be suspended until a time after all requirements have been fulfilled by the Charter System and as determined by the Department. Suspension shall not result in an extension of the Charter term set forth above in Section 2.

- b. Emergency Suspension. In the event of an emergency, as solely determined by the State Board, the State Board, through a regular or special-called meeting, may suspend the operations of the Charter System until a termination hearing can be conducted, as set forth in O.C.G.A. 20-2-2068 and the accompanying State Board Rule.

29. Renewal, Non-Renewal and Probationary Status.

- a. Renewal. The Charter may be renewed by agreement of the parties following the procedures set forth in the Charter Schools Act and accompanying State Board Rule.
- b. Non-Renewal. Any grounds for termination stated in Section 27(c) above may also be grounds for non-renewal. In addition, the State Board may elect not to renew the Charter if the petition for renewal does not comply with the Charter Schools Act and the rules, regulations, policies and procedures promulgated in accordance with the Charter Schools Act or if the State Board deems that the Charter System or a Charter System School has not sufficiently increased student achievement or is no longer in the public interest.
- c. Probationary Term. In the event the State Board determines that the Charter System has failed to comply with any provision of this Charter, the State Board may elect to grant a renewal for a probationary term, within which term the Charter School must come into compliance satisfactory to the Department.

30. Interventions and Sanctions. In accordance with O.C.G.A. 20-14-41 and O.C.G.A. 20-14-45 through 20-14-49, the State Board shall impose one or more of the following interventions or sanctions for the Charter System and Charter System Schools that receive an unacceptable rating on student achievement, achievement gap closure, student progress, or any combination thereof:

- a. Issue public notice of the deficiency to the Local Board;
- b. Order a hearing to be conducted at the Charter System School by the Local Board with the participation of the Governing Council for the purpose of notifying the

public of the unacceptable performance, the improvements in performance expected by the Governor's Office of Student Achievement, and the interventions that may be imposed under the Code sections if the performance does not improve within a designated period of time, and for the purpose of soliciting public comment on the initial steps being taken to improve performance;

- c. Order the preparation of an intensive school improvement plan that addresses each academic excellence indicator for which the Charter System School's performance is unacceptable, the submission of the plan to the State Board for approval, and implementation of the plan;
- d. Appoint a third-party specialist to conduct a comprehensive on-site evaluation of each low-performing Charter System School and, in cooperation with a turnaround coach and a regional educational service agency, recommend appropriate actions and assist in the development and monitor the implementation of an intensive school improvement plan focused on student achievement;
- e. Conduct individual assessments of students identified as low-performing and provide them with various services and supports as needed, and screen all students to diagnose factors for low performance;
- f. Create local collaborations to identify state and community resources that are available or that could be built upon, reallocated, or repurposed to address personal and community conditions impacting a Charter System School's performance;
- g. Appoint a school master or management team to oversee and direct the duties of the principal of a Charter System School that has received an unacceptable rating for two consecutive years or more;
- h. For a Charter System School that has received an unacceptable rating for three consecutive years or more after implementing an intensive school improvement plan and upon consultation with the Local Board (after an opportunity for a hearing):
 - i. Remove school personnel;
 - ii. Allow for the implementation of a state charter school or a special school, as defined in O.C.G.A. 20-2-2062;
 - iii. Mandate the complete reconstitution of the school;
 - iv. Mandate that parents have the option to relocate their students to another public school chosen by the parents within the district;
 - v. Mandate the operation of the school by a private nonprofit third-party operator selected and contracted by the Local Board;
 - vi. Mandate the operation of the school by a successful school system and pursuant to funding criteria established by the State Board;

- vii. Continue the implementation of the school's intensive student achievement improvement plan; or
 - viii. Mandate a complete restructuring of the school's governance arrangement and internal organization; or
 - ix. Any other interventions or requirements deemed appropriate for the school by the Chief Turnaround Officer and the State Board; or
- i. For a Charter System School that has received an unacceptable rating for two consecutive years or more, upon consultation with the Local Board, in accordance with State Board rules, and in addition to any other interventions imposed, the State Board shall mandate public school choice, specified maximum class sizes, and site-based expenditure controls.
31. Temporary Extension. At the discretion of the Department and the local Superintendent, a Charter System may be extended for a grace period not exceeding sixty (60) days.
32. Amendments to Charter. Any material term of this Charter, to be determined by the Department, may be amended in writing upon the approval of the Local Board and the State Board. Any proposed amendment shall be made in accordance with O.C.G.A. 20-2-2067.1 and the accompanying State Board Rule.
33. Administrative Clarifications. Any request for a clarification to a non-material term of this Charter, to be determined by the Department, shall be submitted in writing to the Department for review. Any non-material term of this Charter may be clarified upon written approval of the Department.
34. Non-Agency. Nothing in the Charter shall be construed as creating or constituting the relationship of a partnership, joint venture, (or other association of any kind or agent and principal relationship) between the parties thereto. No party to the Charter has the authority to enter into any contract or create an obligation or liability on behalf of, in the name of, or binding upon another party to the Charter.
35. Delegation. The parties agree and acknowledge that the functions and powers of each party may be exercised only by each party and may not be delegated to a third party without written agreement by the Local Board and the State Board.
36. Application of Amended Law. This Charter is subject to applicable state and federal laws and shall be deemed amended to reflect applicable changes to those laws upon the effective date of any such change.

37. Non-Waiver. No waiver of any breach of this Charter shall be held as a waiver of any other or subsequent breach.
38. Severability. If any provision of the Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.
39. Governing Law and Venue. This Charter shall be governed by, subject to, and construed under the laws of the State of Georgia. This Charter shall be interpreted in accordance with O.C.G.A. 202-2060 *et seq.*, as amended within the term of this Charter. Any action brought by one party to this Charter against another party shall be brought in the Superior Court of Fulton.
40. Contradicting or Conflicting Provisions. If any provision of the Charter is determined to contradict or conflict with any other provision of the Charter, the contradiction or conflict shall be resolved in favor of the broad flexibility guaranteed pursuant to O.C.G.A. 20-2-2065 *et seq.*
41. Entire Agreement. This Charter sets forth the entire agreement between the Local Board and the State Board with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations, understandings, and undertakings between the Local Board and the State Board are superseded by this Charter. The petition submitted to and approved by the Local Board serves only as the formal application for a Charter System and does not constitute a contract between the State Board and the Local Board. This Charter supersedes any conflicting provision contained in the petition.

APPENDICES TO CHARTER FOR MARIETTA CITY SCHOOLS

Appendix A

The State Board shall hold the Charter System accountable for the full performance of each of the academic goals listed below.

Goal 1: During each year of its first five-year charter term, each Charter System School shall "beat the odds" as determined by a formula measuring expected CCRPI without Challenge points. If less than all of the Charter System Schools beat the odds in the first year of the charter contract, the Charter System shall increase the number of Charter System Schools beating the odds each year so that all Charter System Schools will beat the odds in the fourth year of the charter contract.

- Schools that Beat the Odds are those with a higher CCRPI (without Challenge points) than similar schools serving similar students in Georgia.
- The Beating the Odds analysis predicts a range within which each school 's CCRPI is statistically expected to fall — given the school's size, grade cluster, student demographics (including race/ethnicity, disability, English Learners, and poverty), and student mobility.
- If an individual school 's actual CCRPI is above the predicted range, then that school Beat the Odds.
- An annual unique cross-sectional dataset is created using information from the College and Career Ready Performance Index (CCRPI), the Governor's Office of Student Achievement's Report Card, and the Georgia Department of Education's Student Record. Beating the Odds uses the CCRPI Single Score without Challenge points. Note that the factors may change during the charter term.

Goal 2: The Charter System will demonstrate proficiency and/or improvement on the CCRPI Single Score without Challenge Points.

1. Measure 1: Year 1 of the charter term will establish a CCRPI baseline. The Charter System's CCRPI score shall be equal to or better than the State in Year 2, and better than the State in Years 3-5 of the charter contract.
2. Measure 2: If Charter System's first year CCRPI score is lower than the State, it shall have until the end of Year 2 of the charter term to close the gap between the district and the State.
3. Measure 3: In Years 3-5 of the charter term, the Charter System's CCRPI score shall be better than the State.

The State Board shall hold the Charter System accountable for the full performance of each of the operational goals listed below.

Goal 3: Promote a positive school experience by providing a safe school environment.

Measure 1: According to data reported by the Governor's Office of Student Achievement Report Card, from a baseline established in Year 1 of the charter term, the Charter System shall decrease the percentage of students absent 15 days or more by at least 1% each year.

Measure 2: From a baseline established in Year 1 of the charter term (2016-2017), the charter system will increase parent satisfaction annually by 5% as measured on the annual parent perception survey until parent satisfaction measures 90% at which time the Charter System shall maintain the 90% satisfaction rate.

Measure 3: From a baseline established in Year 1 (2016-2017) the Charter System will increase parent participation annually by 5% up to 90% at which time the Charter System shall maintain the 90% participation rate.

Goal 4: The Charter System will be economically sustainable.

Measure 1: Each year, the charter system will operate in a fiscally sound manner as measured by an external audit.

Measure 2: Actual and proposed budgets for each school year will demonstrate effective allocation of resources.

Measure 3: Yearly balance sheets will demonstrate that the charter system maintains adequate cash reserves.

Measure 4: The charter system will meet all Generally Accepted Governmental Accounting Standards (GAGAS) as demonstrated by external, annual audit reports.

Goal 5: The Charter System will foster individual school-level governance.

Measure 1: All School Governing Teams will undergo annual governance training.

Measure 2: All School Governing Teams will meet a minimum of six times during the school year.

Measure 3: All School Governing Teams will have representation from a variety of stakeholders, such as teachers, parents and community leaders.

Measure 4: System will create a spreadsheet listing the decisions being made by each School Governing Team in the areas of personnel decisions, financial decisions and resource allocation, curriculum and instruction, establishing and monitoring the achievement of school improvement goals and school operations, to be updated quarterly and maintained through the duration of the charter term.

Exhibit 6

Marietta City Schools Executive Summary

History

For 128 years, Marietta City Schools (MCS) has maintained a tradition of academic excellence, athletic prowess, artistic accomplishment, and diversity of culture and thought.

In 1995 Marietta High received its IB World School certification, and in 2008 Marietta City Schools became one of Georgia's first Charter Systems. MCS currently includes twelve schools: one early learning center, seven K-5 elementary schools, one grades 3-5 elementary magnet school, one sixth grade academy, one middle school, and one high school.

As a result of the COVID-19 pandemic, our students learned remotely for several months in 2020. For the beginning of the 2020-21 school year, Marietta City Schools switched to a hybrid model and employed enhanced safety protocols. By the end of 2021, students had returned to fully in-person learning.

Community

Marietta City Schools is a suburban school district in the metro-Atlanta area. Consisting of primarily English speakers, the district also has a large number of speakers of Spanish, Portuguese, and French. As a Title I district, Marietta City Schools serves some of Cobb County's most vulnerable children. Approximately 500 students are immigrants (from 20 countries, over the last three years) and an approximate 350 students are categorized as homeless.

Numerous district and community investments allow us to demonstrate our never-ending commitment to those we serve. One of the ways we manifest this commitment is through our Student Life Center, which utilizes an evidence-based whole child model to help students overcome barriers that inhibit a student's academic and personal progress.

And, during the Covid pandemic—when schools were closed—community generosity enabled us to keep our students fed, keep our students connected, and keep our students learning. We delivered hundreds of thousands of breakfasts and lunches to students at 81 stops across 18 bus routes. The community's generous donations to our Connect-A-Kid initiative allowed us to provide Chromebooks and internet connectivity to students in need. And grants allowed us to provide a free Summer Academic Program for our students. All of these initiatives were indicative of our moral and academic responsibility to all students.

Governance

The Board of Education believes family and community governance are critical to the success of students and schools. Marietta City Schools has been a leader in the charter movement, serving as a

Exhibit 6

visionary for how to leverage charter flexibility and innovation to positively impact the student experience. The School Governance Team (SGT) at each Charter System School is subject to the control and management of the local Board of Education, comprising seven people elected in a nonpartisan election.

The SGT at each school serves to foster collaboration and brings families and the community together to actively engage in school improvement, while entrusted with the responsibility of providing input, making recommendations, and rendering decisions regarding various aspects of the instructional program of the school. The SGTs are responsible for complying with and carrying out the provisions of our Charter, including compliance with all applicable law.

Mission, Vision, Values

Our vision is for all students to learn to their fullest potential. In partnership with families and the community, our mission is to prepare each student to maximize career, college, and life opportunities.

We believe education is the key to a successful future and that all students and staff deserve safe, welcoming, and affirming spaces, regardless of race, ethnicity, gender, religion, sexual identity or orientation, ability or disability, country of origin. We believe each member of the school community has a responsibility for working towards the achievement of the district's vision.

We believe caring and trusting relationships among students and adults in schools are vital to supporting the whole child and that a highly effective and innovative staff is essential to student learning. We believe inviting and well-maintained schools are essential for teaching and learning and that education is enhanced through access to technological resources, personalized learning environments, and quality facilities.

These statements were adopted as a part of the school district's strategic plan in 2020.

Enrollment Trends

With 12 schools, including an early learning center, MCS boasts a student population of more than 8,700 with a staff of more than 1,300.

The district has seen the impacts of the COVID-19 pandemic play out in our enrollment trends. In 2019 the district had 8,874 students. In 2020, as a result of the pandemic, Marietta City Schools saw enrollment drop 12.14% to 8,600 students. We were bouncing back by 2021 with an increase to 8,702 students. In 2022 we have approached 2019 enrollment levels with 8,787 students enrolled.

The current demographic breakdown of the school district is 38% Hispanic, 37.1% Black, 18.6% White, 4.6% multi-racial, and 1.7% of students identifying as American Indian/Alaskan Native or Asian/Pacific Islander. Since 2019, Marietta City Schools has seen intensive growth in the number of English-learning

Exhibit 6

students. In 2022, 61.7% of our students were identified as economically disadvantaged. That is up from 55% in 2019.

Philosophy of Education

While Marietta City Schools does not focus on any one educational philosophy, we believe in ongoing environmental and organizational assessments to identify strengths and opportunities for growth. In accordance with our Strategic Plan, we commit to: prepare every student for college and career success, with an emphasis on early literacy, college and career opportunities, and high school graduation rate; recruit and retain effective teachers and staff who meet the district's diverse needs, with an emphasis on recruitment, retention, and compensation; increase community engagement across the district, with an emphasis on family engagement and school governance; and establish fiscal processes that align to the needs of students and staff, with an emphasis on budget, financial alignment, and academic return on investment.

The district has made a long-term commitment to supporting STEM education and the International Baccalaureate Programme across all levels.

Curriculum and Instruction

The Office of Academic Achievement has partnered with the leadership and professional learning communities at our secondary schools to develop and implement a curriculum and resource writing, review, and approval process that ensures equitable access to quality learning experiences for all students. At the elementary level, we work with school-based instructional coaches through a collaborative process to develop, review, and approve district curriculum documents and resources. Additionally, curriculum documents are posted to the district website to give access to parents and the community as a means of providing transparency and support to MCS learners and families. The Board of Education approves all program and curriculum adoptions.

In English Language Arts, we provide year-long scope and sequence documents that are planned and developed in accordance with the International Baccalaureate and aligned to the principles of Universal Design for Learning—thus able to be used and differentiated by all students, including English Language Learners, students with disabilities, and accelerated learners.

Three years ago, Marietta City Schools purchased Savvas resources to complement the district's mathematics curriculum. Since then, instructional coaches have worked to ensure the effective implementation of standards-based instruction using Savvas. To prepare for the rollout of new, state math standards in 2023, the district established a Math Leadership Team, with staff representation from all schools, to become experts on the new curriculum and ultimately create guiding documents and curriculum.

Exhibit 6

Capturing science instructional practices in action is the theme for K-12 science across the school district. The development of curriculum and hands-on learning and access to the Discovery Education platform as a quality resource allows us to bring the scientist out of every student by providing consistent, active, and engaging experiences to implement the science and engineering practices and crosscutting concepts.

MCS Social Studies promotes the knowledge, skills, and tools necessary to solve complex problems through inquiry and develop individuals who are contributing members of society. The College, Career, and Civic-life Framework and Inquiry by Design Methods are central to teaching and learning.

The new Middle Grades Advanced Studies Program enhances the teaching and learning experiences for gifted and advanced learners. The program's development and implementation were a result of the district's priorities to align curriculum, instruction, and academic rigor 6-12, expand advanced course offerings and access, and nurture every student's academic strengths throughout their middle grades and high school years.

Personnel Management

Marietta City Schools has 1302 employees. 82.2% of our employees are female, and 17.7 percent are male. 55.7% identify as White, 32.8% identify as Black, 9.4% identify as Hispanic, and 1.9% identify as Asian or another race.

MCS has established a culture that values the employee; we call it being *Special. Different. Better*. We partner with local universities to create teacher pipelines and special learning opportunities, and have streamlined our onboarding procedures so that virtually all processes can be done digitally. Along with competitive compensation, we offer an Employee Assistance Program (EAP), as well as free childcare on professional learning days and free lunch for staff on Fridays.

The Georgia Professional Standards Commission (GaPSC) governs and establishes performance criteria for all certified educators in Georgia public schools. Classroom teachers are evaluated on the Teacher Keys Effectiveness System (TKES), while school-based administrators are evaluated on Leader Keys Effectiveness System (LKES). Teacher evaluations are conducted by school-level administrators. Because of COVID-related factors, there were no ratings for summative evaluations for the 2021-22 school year. The 2021-22 attrition rate for school certified (729), classified (193), and administrative personnel (42) is 14%, 21%, and 14%, respectively.

Student Performance

Both state and local mandates require student participation in summative assessments, including the Georgia Milestones End-of-Grade tests (EOG) in third through eighth grades and End-of-Course tests (EOC) in four subjects. MCS also administers Measure of Academic Progress (MAP) to grades K-10 students (two to three times per year) as part of the district's assessment plan. These assessments

Exhibit 6

provide educators with the information they need to make student-focused, data-driven decisions. Formative assessments are developed at the district level in collaboration with building instructional coaches and at the school level through the work of Professional Learning Communities.

Despite a challenging few years as a result of Covid, we identified several major achievements for reading based on our MAP and EOG/EOC data analysis. Prior to the pandemic, math scores were making positive gains each year in all grades.

Specifically, of the three domains identified by MAP, literature is the lowest, and English Language Learners remain a target subgroup due to the lack of adequate progress. However, as a result of teachers shifting their instructional practices to align with structured literacy, students in the primary grades are making consistent growth on sub-skills that contribute to overall reading proficiency and we expect significant gains this year after one full year of implementation.

Improvement Initiatives

In 2019, the Georgia General Assembly passed Senate Bill 48 into law which requires local school systems to screen all kindergarten students and certain students in grades 1-3 for characteristics of dyslexia beginning in 2024-25. To prepare for this statewide launch, the bill required the GaDOE to conduct a three-year Dyslexia Pilot Program, of which Marietta City Schools is a proud part.

This work complements our focus on structured literacy through our United Way-funded Literacy and Justice for All (LJFA) initiative. LJFA relies on the science of reading to inform instruction, with continuous professional development by leading researchers coupled with coaching by top educators. Tremendous investments of time have led to the necessary changes in district instruction, curriculum, and assessments.

Marietta City Schools launched our College and Career Academy in 2019 and achieved certification in 2022. The program offers 20 career pathways, with more than 68% of Marietta High School students enrolled in at least one pathway.

Capital improvements have also played a role in increasing student engagement and support, most recently a replacement building for Park Street Elementary and an addition to the Marietta High School College and Career Academy. Additionally, the renovation of the historic Lemon Street Elementary School created a new space for alternative education programs and a newly established night school program. Comprehensive renovations also occurred at Dunleith Elementary, Lockheed Elementary, and Marietta Sixth Grade Academy.

ASSURANCES FORM AND SIGNATURE SHEET

The law requires your school district to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter System Renewal Application Package, you are providing the legal assurance that your charter system understands and will do these things. This form must be signed by a duly authorized representative of the school system.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Marietta City Schools located in Marietta City County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school system:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
3. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
4. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
5. Shall ensure that the system and the system charter school's governance boards are subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.;
6. Shall ensure that the system charter school governance board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
7. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;
8. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
9. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
10. Shall provide state and federally mandated services for English Language Learners, as applicable;
11. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
12. Shall notify the state of any intent to contract with a for-profit entity for education management services;
13. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
14. Shall comply with federal due process procedures regarding student discipline and dismissal;
15. Shall be subject to all laws relating to unlawful conduct in or near a public school;
16. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
17. Shall have a written procedure for resolving conflicts between the system charter schools and the local board of education;

18. Shall comply with the provisions of O.C.G.A. § 20-2-211.1 relating to fingerprinting and criminal background checks;
19. Shall remit payments to TRS on behalf of employees;
20. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
21. Shall ensure that if the charter system participates in federal school meals programs, then each participating system charter school shall comply with all applicable state and federal laws;
22. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
23. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the system may build or occupy during the charter term and all other facility requirements as established by the Department;
24. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
25. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
26. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
27. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter system;
28. Shall use any funds appropriated for the QBE weight for charter systems, in accordance with recommendations of the school governance teams or to advance student achievement goals and school level governance training; and
29. Shall ensure that all new principals and other school leaders, central office staff, superintendents, and Board of Education members receive a detailed orientation session on their charter system commitments as part of their "on-boarding" process.

This Charter System Renewal Application, Assurances Form, and attached Exhibits were approved by the Marietta City Schools Board of Education on the 14th day of March, 2023.

Chair, Local Board of Education

Date

Superintendent, Local Board of Education

Date

If a Charter is granted, Petitioners assure that the charter system's programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

Chair, Local Board of Education

Date

Superintendent, Local Board of Education

Date

MARIETTA CITY SCHOOLS BOARD OF EDUCATION RESOLUTION

WHEREAS, the Marietta City Schools Board of Education is the governing body of the Marietta City Schools District.

WHEREAS, the Marietta City Schools Board of Education entered into a contract with the State Board of Education on or about June 30, 2018 for the operation of Marietta City Schools District as a Charter System;

WHEREAS, the Marietta City Schools Board of Education recognizes the positive impact charter system status has had on increasing community engagement, student achievement, and flexibility throughout the Marietta City Schools District;

WHEREAS, the Marietta City Schools Board of Education seeks to renew its charter system contract;

NOW, THEREFORE, BE IT RESOLVED that the Marietta City Schools Board of Education authorizes the renewal of its charter contract with the State Board of Education and hereby submits the renewal petition and this Resolution to the State Board of Education for final approval.

Adopted this the 14th day of March, 2023.

Marietta City Schools BOARD OF EDUCATION

Board Chairperson

Superintendent