



INNOVATION FUND ANNUAL REPORT

Prepared by the Governor's Office of Student Achievement
February 2015

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Executive Summary

The Innovation Fund, administered through the Governor's Office of Student Achievement (GOSA), provides funding to eligible organizations – including local education authorities (LEAs), traditional public schools, charter schools, institutions of higher education (IHEs) partnering with K-12 schools and districts, and nonprofit organizations – interested in planning, implementing, and scaling innovative education programs that advance student achievement throughout Georgia. The Innovation Fund also operates the Innovation in Teaching Competition, which recognizes and rewards Georgia's innovative K-12 teachers and makes their resources available to other educators.

Since 2011, the Innovation Fund has provided \$22,502,538.36 in funding through 41 grants to 33 school districts, schools, postsecondary institutions, and nonprofit organizations to test out innovative education programs, ranging in focus from teacher and leader induction to STEM and blended learning. GOSA monitors and evaluates each grantee's progress and uses these findings to determine best practices that will create strong K-12 teachers and school leaders as well as students prepared with the 21st century skills they need to become Georgia's future highly-qualified workforce.

The Innovation Fund has also selected 25 Innovation in Teaching Competition winners. In partnership with Georgia Public Broadcasting (GPB), GOSA has filmed 20 winners in their classrooms and will film the remaining five teachers this winter and spring. Eleven videos, along with unit plans and supplementary materials, are now available on GeorgiaStandards.org and iTunesU. The remaining resources will be posted on a rolling basis this school year. This competition will also provide \$182,000 in grant funds directly to Georgia's teachers and schools, as each winner receives a \$2,000 stipend, and their school receives a \$5,000 grant to support implementation of Georgia's standards.

The Innovation Fund began as a \$19.4 million fund under Georgia's Race to the Top (RT3) plan. [During Race to the Top, the Innovation Fund provided 23 grants](#) to programs focused on providing K-12 applied learning opportunities, creating teacher and leader induction programs, growing the teacher and leader pipeline, or developing or expanding STEM-focused charter schools. Most of these grantees will continue to receive RT3 grant funds through June 30, 2015.

To continue the Innovation Fund's work beyond RT3, Governor Deal appropriated \$5 million in state funding for Fiscal Year (FY) 2015. With this funding, GOSA accepted 59 proposals from eligible organizations interested in planning, implementing or scaling programs aligned with the following priority areas:

- Applied Learning with a Focus on K-12 STEM (Science, Technology, Engineering, and Math) Education,
- Development and Replication of Blended Learning School Models,

- Development and Replication of Innovative Resource Management Models, and
- Teacher and Leader Induction and Development.

On December 15, 2014, [Governor Deal awarded 18 grants](#), totaling \$4,527,905.00, to organizations focusing on the above priority areas. Throughout the grant period, GOSA will monitor the grantees, evaluate their progress in advancing student achievement, and use lessons learned to determine innovative practices that can advance student achievement throughout Georgia.

O.C.G.A. § 20-14-26.1 authorizes GOSA to create a nonprofit foundation for the purposes of raising private funds to support the Innovation Fund. The code section also requires GOSA to provide the Governor, the Lieutenant Governor, the Speaker of the House of Representatives, and the chairpersons of the House Committee on Education and the Senate Education and Youth Committee with an annual public report showing the identity of all donors and the amount each person or entity donated as well as all expenditures or other disposal of money or property donated.

In 2013, GOSA registered the Innovation Fund Foundation, Inc. as a nonprofit with the State of Georgia and has filed paperwork with the Internal Revenue Service (IRS) to receive tax-exempt status. Because the IRS has not provided confirmation of tax-exempt status, GOSA has not solicited nor received any donations to the foundation. As such, all Innovation Fund activities to date have used only state and federal funds.

This report summarizes the FY15 grant application process, review process, and an overview of each grantee. Additionally, this report provides similar information on the RT3 grantees but also summarizes outcomes from their work since they are either finished or nearing completion of their grant-funded deliverables.

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Fiscal Year 2015 Grants

Available Grants

For the FY15 funding cycle, GOSA made the following types of grants available:

- **Ten planning grants of \$10,000** each for eligible organizations to plan a program aligned with one or more of the Innovation Fund priority areas. Planning grants provide grantees one year of funding (December 2014 – December 2015). Grantees must encumber all funds by the end of FY15.
- **Three implementation grants of up to \$1.25 million** each for eligible organizations to immediately implement a program aligned with one or more of the Innovation Fund priority areas. Implementation grants provide grantees two years of funding (December 2014 – December 2016). Grantees must encumber all funds by the end of FY15.
- **Five Scaling Grants of up to \$200,000** each to eligible organizations to scale a successful existing program focused on one or more of the Innovation Fund priority areas. As part of the application, scaling grant applicants were required to provide evidence that the program they wanted to scale had previously generated positive student outcomes, and that, when replicated, the program would yield similar outcomes. Applicants also had to demonstrate that the school(s) and/or district(s) identified as scaling partners had formally committed to replicating the model with fidelity. Scaling grants provide grantees two years of funding (December 2014 – December 2016). Grantees must encumber all funds by the end of FY15.

Priority Areas

Applicants could apply for grant(s) aligned with one or more of the following priority area(s):

- Applied Learning with a Focus on K-12 STEM Education,
- Development and Replication of Blended Learning School Models,
- Development and Replication of Innovative Resource Management Models, and
- Teacher and Leader Induction and Development.

Application Process

GOSA released details about the Innovation Fund FY15 funding cycle – including the information above – in May 2014 on the GOSA website. GOSA also communicated information about the funding cycle to all of Georgia’s LEAs by communicating directly with superintendents.

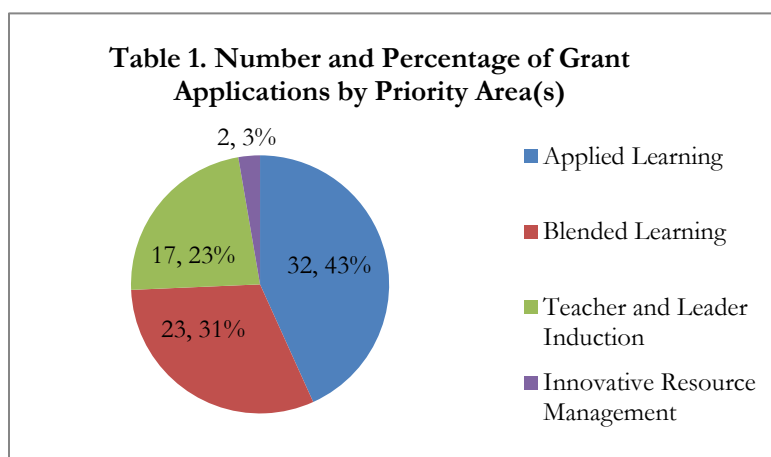
Additionally, GOSA staff members provided information about the grant opportunity at the 2014 GAEL/Race to the Top Summit in Jekyll Island, GA.

To elevate the quality of grant proposals and ensure applicants had high-quality technical assistance in preparing an application, GOSA hosted mandatory technical assistance days on August 13, 2014 in Forsyth, GA and August 14, 2014 in Atlanta, GA. Applicants had to attend one of these sessions to be eligible for funding. The technical assistance days included breakout sessions on the Innovation Fund grant application, as well as sessions led by priority area experts, including blended learning representatives from the [Clayton Christensen Institute](#) and the [Foundation for Excellence in Education](#), innovative resource management experts from [Education Resource Strategies \(ERS\)](#), and current applied learning and teacher and leader induction Innovation Fund grantees. Prior to the technical assistance day, applicants also received comprehensive grant guidelines with instructions and tips for completing the application, as well as scoring rubrics that reviewers would use to score applications.

On August 22, 2014, GOSA released both the intent to apply form – which served primarily as an eligibility screen – and the Innovation Fund grant application. The intent to apply forms were due by September 12, 2014, the planning grant proposals were due by October 3, 2014, and the implementation and scaling grant proposals were due by October 27, 2014.

Applications Received

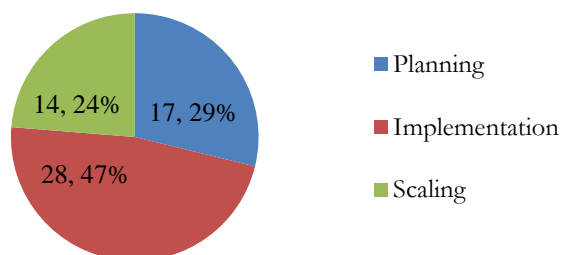
GOSA received 59 grant applications, totaling \$33,595,886.67. GOSA received the most applications (43%) aligned with the K-12 STEM applied learning priority area, followed by blended learning



(31%), teacher and leader induction (23%), and innovative resource management (3%). Table 1 shows the number and percentage of grants received by priority area(s).¹ GOSA received the most implementation grant applications (47%) for a total funding request of \$30,410,053.67, followed by planning grant applications (29%) for a total funding request of \$190,000, and scaling grant applications (24%), for a total funding request of \$2,995,833.00. Table 2 shows the number and percentage of applications received by type of grant.

¹ Several grant applications were aligned with more than one of the priority areas.

Table 2. Number and Percentage of Applications by Grant Type



Review Process

A team of 18 reviewers – including GOSA and Georgia Department of Education (GaDOE) staff, STEM and blended learning experts, current and former school administrators and teachers, and a former superintendent – scored the proposals according to rubrics that had been provided to applicants. Prior to scoring the proposals, reviewers participated in a norming process where they attended a webinar and scored a practice grant application. If the reviewer’s practice grant proposal score was ten points below or ten points above the other reviewers’ scores, GOSA communicated this information to the reviewer and provided them with examples of poor, average, and excellent proposals.

Two reviewers scored each grant proposal. The average of these two scores served as the applicant’s final score.

FY15 Grant Award Winners

On December 15, 2014, GOSA awarded 18 grants, totaling \$4,527,905.00 to 15 eligible organizations. GOSA awarded:

- Ten planning grants, totaling \$100,000,
- Three implementation grants, totaling \$3,432,071.64, and
- Five scaling grants, totaling \$995,000.

GOSA awarded the most funding, \$2,245,964.64, to grants focused exclusively on blended learning, and the largest number of grants, seven, to grants focused exclusively on applied learning. Tables 3 and 4 show the funding amounts by priority area(s), and the number and percentage of grants awarded by priority area(s), respectively.

Table 3. Funding Amount By Priority Area

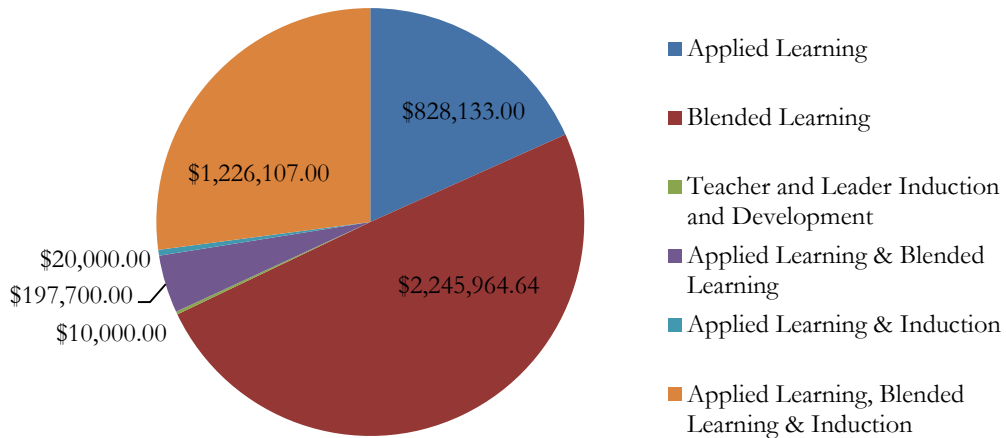
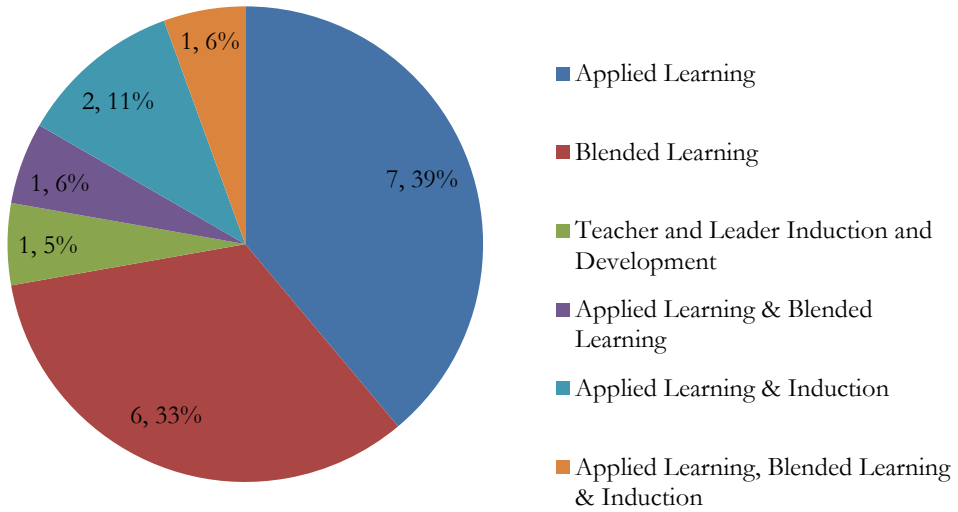


Table 4. Number and Percentage of Awarded Grants by Priority Area



FY15 Grant Descriptions

Information about each FY 15 grantee, including: (a) the project name, description, and award amount, (b) the priority area(s) addressed, and (c) the geographic area(s) and/or school district(s) the grant will serve is provided below.

Planning Grants

<i>Organization</i>	Clarke County School District
<i>Project Name</i>	Inquiring Minds STE[A]M Program
<i>Priority Area(s) Addressed</i>	Applied Learning with a Focus on K-12 STEM Education
<i>Area(s) Served</i>	Clarke County
<i>Amount Requested</i>	\$10,000.00
<i>Description of Project</i>	Clarke County School District, in partnership with the University of Georgia Lamar Dodd School of Art, will plan the Inquiring Minds STE[A]M Program at Judia Jackson Harris Elementary Charter School.

<i>Organization</i>	Georgia State University
<i>Project Name</i>	Educating and Empowering Urban Teachers and Students in Quality STEM Classroom Infusion
<i>Priority Area(s) Addressed</i>	Applied Learning with a Focus on K-12 STEM Education Teacher and Leader Induction and Development
<i>Area(s) Served</i>	Atlanta Public Schools
<i>Amount Requested</i>	\$10,000.00
<i>Description of Project</i>	Georgia State University, in partnership with Atlanta Public School's M. Agnes Jones Elementary School, will plan an integrated STEM curriculum for students at M. Agnes Jones.

<i>Organization</i>	Jackson County Schools
<i>Project Name</i>	INSPIRE (Innovative, Student-Centered, Personalized Instruction that is Rigorous and Engaging)
<i>Priority Area(s) Addressed</i>	Development and Replication of Blended Learning School Models
<i>Amount Requested</i>	\$10,000.00
<i>Area(s) Served</i>	Jackson County
<i>Description of Project</i>	Jackson County Schools will develop and pilot blended learning programs for each grade level and content area.

<i>Organization</i>	Mercer University
<i>Project Name</i>	Interdisciplinary STEM Teacher Endorsements: A Pathway to Improve Teacher Capacity in 21st Century STEM Reasoning Modalities
<i>Priority Area(s) Addressed</i>	Teacher and Leader Induction and Development
<i>Amount Requested</i>	\$10,000.00
<i>Area(s) Served</i>	Statewide (K-12 teachers)
<i>Description of Project</i>	Mercer University, in partnership with Georgia Southern University's Institute for Interdisciplinary STEM Education, will develop three grade-band specific interdisciplinary STEM teacher endorsements for K-12 teachers.

<i>Organization</i>	Morehouse College
<i>Project Name</i>	Scientific Literacy Center
<i>Priority Area(s) Addressed</i>	Applied Learning with a focus on K-12 STEM Education
<i>Area(s) Served</i>	Statewide High Schools
<i>Amount Requested</i>	\$10,000.00
<i>Description of Project</i>	Morehouse College will explore how to integrate their online Scientific Literacy Center (SLC) 9-12 curriculum into high schools throughout Georgia.

<i>Organization</i>	Oconee River Georgia Youth Science and Technology Center (GYSTC)
<i>Project Name</i>	STEM N-RG (Network Resources for Georgia)
<i>Priority Area(s) Addressed</i>	Applied Learning with a focus on K-12 STEM Education, Teacher and Leader Induction and Development
<i>Area(s) Served</i>	Northeast Georgia
<i>Amount Requested</i>	\$10,000.00
<i>Description of Project</i>	GYSTC will develop the STEM N-RG – an energy-themed collaborative network – that will support STEM education in Northeast Georgia.

<i>Organization</i>	Paulding County School District
<i>Project Name</i>	New Hope Academy
<i>Priority Area(s) Addressed</i>	Development and Replication of Blended Learning School Models
<i>Area(s) Served</i>	Paulding County
<i>Amount Requested</i>	\$10,000.00
<i>Description of Project</i>	Paulding County School System will plan a blended learning program – targeting students who are either unsuccessful or unsatisfied with the traditional high school environment – at the New Hope Education Center.

<i>Organization</i>	Savannah-Chatham County Public Schools
<i>Project Name</i>	Middle School Blended Learning
<i>Priority Area(s) Addressed</i>	Development and Replication of Blended Learning School Models
<i>Area(s) Served</i>	Savannah-Chatham County
<i>Amount Requested</i>	\$10,000.00
<i>Description of Project</i>	Savannah-Chatham County Public Schools will plan a blended learning program designed to help over-aged middle school students graduate on time.

<i>Organization</i>	Savannah Chatham County Public School System
<i>Project Name</i>	STEM Collaborative Planning Grant
<i>Priority Area(s) Addressed</i>	Applied Learning with a focus on K-12 STEM Education
<i>Area(s) Served</i>	Savannah-Chatham County
<i>Amount Requested</i>	\$10,000.00
<i>Description of Project</i>	Savannah-Chatham County Public School System will plan an Engineering Technologies pathway at their current Engineering Magnet School.

<i>Organization</i>	Tift County School System
<i>Project Name</i>	Tift @cademy
<i>Priority Area(s) Addressed</i>	Development and Replication of Blended Learning School Models
<i>Area(s) Served</i>	Tift County
<i>Amount Requested</i>	\$10,000.00
<i>Description of Project</i>	Tift County School System will plan Tift @cademy, a blended learning program, as well as examine the implementation of a blended learning pilot program at Eighth Street Middle School.

Implementation Grants

<i>Organization</i>	Fulton County Public Schools
<i>Project Name</i>	Teach to One: Math
<i>Priority Area(s) Addressed</i>	Development and Replication of Blended Learning School Models
<i>Area(s) Served</i>	Fulton County
<i>Amount Requested</i>	\$1,247,475.64
<i>Description of Project</i>	Fulton County Schools (FCS), in partnership with New Classrooms and Kennesaw State University's iTeach Center, will implement Teach to One: Math (TTO), a blended learning math model to increase student math achievement at Bear Creek Middle School in Fairburn, Georgia. The TTO model integrates multiple instructional approaches – including teacher-led instruction, collaborative groups, virtual learning, and independent practice – and leverages the collective talents of teachers.

<i>Organization</i>	Gwinnett County Public Schools
<i>Project Name</i>	Transforming STEM Education through Leader and Teacher Development
<i>Priority Area(s) Addressed</i>	Applied Learning with a focus on K-12 STEM Education Development and Replication of Blended Learning School Models Teacher and Leader Induction and Development
<i>Area(s) Served</i>	Gwinnett County
<i>Amount Requested</i>	\$1,226,107.00
<i>Description of Project</i>	Gwinnett County Public Schools, in partnership with the Buck Institute for Education, Educurious, and SAFARI Montage, will implement three professional development laboratory schools, training Gwinnett County Public School (GCPS) teachers and leaders on STEM applied learning, project-based learning, and blended learning. Through these laboratory schools, GCPS plans to transform STEM education at five high schools, ten middle schools, and 33 elementary schools.

<i>Organization</i>	Thomas County Schools
<i>Project Name</i>	Bishop Hall Charter School Blended Learning Model for High Risk Students
<i>Priority Area(s) Addressed</i>	Development and Replication of Blended Learning School Models
<i>Area(s) Served</i>	Thomas County
<i>Amount Requested</i>	\$958,489.00
<i>Description of Project</i>	Bishop Hall Charter School of Thomas County, in partnership with Southwest Georgia Technical College, will implement a blended learning program, utilizing both the flex and enriched virtual blended learning models. The program will serve at-risk 8 th to 12 th grade students, and provide blended-learning focused professional development to Bishop Hall Charter School teachers.

Scaling Grants

<i>Organization</i>	Community Guilds, Inc.
<i>Project Name</i>	STE(A)M Truck
<i>Priority Area(s) Addressed</i>	Applied Learning with a Focus on K-12 STEM Education
<i>Area(s) Served</i>	Metro Atlanta
<i>Amount Requested</i>	\$200,000.00
<i>Description of Project</i>	The STE(A)M Truck program provides students a 20-day course where they tackle a real-world problem, design a solution using Stanford D's School Approach, and finally, build their solution with support from community experts and local artists. The STE(A)M truck has worked with students from KIPP Metro Atlanta and Kindezi Charter Schools. Through the scaling grant, the STE(A)M Truck will offer the course to seven more schools in metro Atlanta.

<i>Organization</i>	Georgia Institute of Technology Center for Integrating Science, Math and Computing
<i>Project Name</i>	Project ENG(2)AGES: Engaging the Next Generation of Girls At Georgia Tech via Engineering and Science
<i>Priority Area(s) Addressed</i>	Applied Learning with a Focus on K-12 STEM Education
<i>Area(s) Served</i>	Atlanta Public Schools
<i>Amount Requested</i>	\$199,108.00
<i>Description of Project</i>	The Georgia Institute of Technology, in partnership with Atlanta Public School's Coretta Scott King Young Women's Leadership Academy and the Technology Association of Georgia, will expand Project ENG(2)AGES. Currently, the project provides students and teachers with applied learning research opportunities. Through the scaling grant, Georgia Tech will train additional teachers, as well as offer industry-based internships to students from Coretta Scott King Young Women's Leadership Academy.

<i>Organization</i>	Georgia Southern University
<i>Project Name</i>	Real STEM
<i>Priority Area(s) Addressed</i>	Applied Learning with a Focus on K- 12 STEM education
<i>Area(s) Served</i>	Bulloch County Schools, Burke County Schools, Bryan County Schools, and Fulton County
<i>Amount Requested</i>	\$199,085.00
<i>Description of Project</i>	Real STEM currently provides middle and high school teachers in Bulloch, Burke, Camden, Brantley, Liberty, Bryan and Candler counties with professional development focused on implementing place and problem-based interdisciplinary STEM research in their classrooms. Through the scaling grant, Real STEM will strengthen their program by developing middle school and high school same-district partnerships in Bulloch, Burke and Bryan counties. In partnership with Mercer University, Real STEM will also expand to serve students in additional counties.

<i>Organization</i>	Gwinnett County Public Schools
<i>Project Name</i>	S.T.E.M. Targeted Education Program (STEP)
<i>Priority Area(s) Addressed</i>	Applied Learning with a Focus on STEM Development and Replication of Blended Learning School Models
<i>Area(s) Served</i>	Gwinnett County
<i>Amount Requested</i>	\$197,700.00
<i>Description of Project</i>	The STEM Targeted Educational Program (STEP) provides at-risk, over-aged 8 th grade students with the opportunity to complete their 8 th and 9 th grade coursework in one year, while also completing a STEM-related career pathway. The STEP Academy currently serves students at Moore and Sweetwater Middle Schools. Through the scaling grant, the STEP Academy will expand to serve students at Lilburn Middle School, as well as integrate blended learning into the curriculum.

<i>Organization</i>	Tift County School System
<i>Project Name</i>	Replication of Tift County Mechatronics to a College and Career Academy
<i>Priority Area(s) Addressed</i>	Applied Learning with a Focus on K-12 STEM Education
<i>Areas Served</i>	Grady County
<i>Amount Requested</i>	\$199,940.00
<i>Description of Project</i>	Tift County Mechatronics is a STEM applied learning program that prepares students for careers in advanced manufacturing. Tift County School System, in partnership with Moultrie Technical College and Southwest Georgia Technical College, will replicate the Mechatronics Pathway at Grady County's Cairo High School/College and Career Academy.

Race to the Top Innovation Fund

During RT3, the Innovation Fund provided \$17,974,633.72 through 23 grants to K-12 districts and charter schools, institutions of higher education (IHE), and community partnerships focused on the following priority areas:

- Increasing K-12 Applied Learning Opportunities for Students,
- Creating Teacher and Leader Induction Programs,
- Growing the Teacher and Leader pipeline, and
- Developing or Expanding STEM-focused Charter Schools.

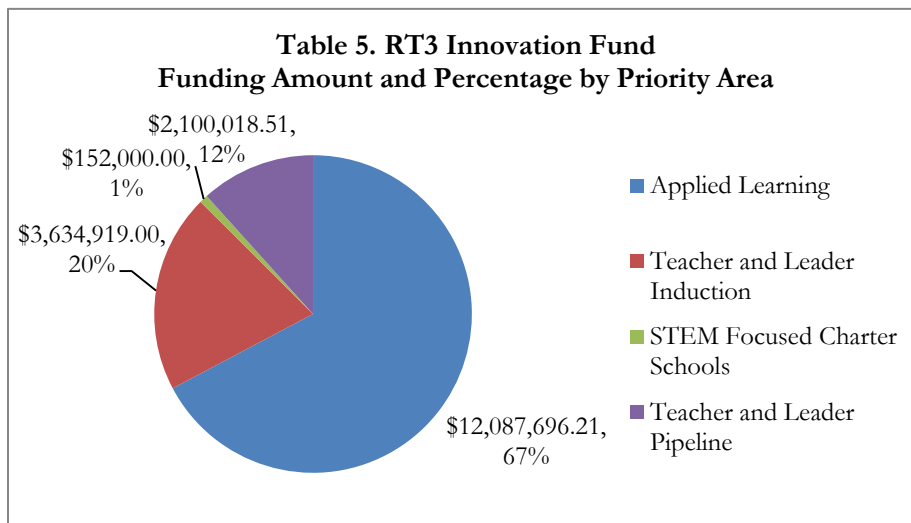
As part of RT3, GOSA monitored and evaluated these grants through quarterly progress reports, mid-year and end-of-year evaluation reports, and site visits.

The Innovation Fund also provided \$ 1,257,184.45 for the Innovation in Teaching Competition, designed to: (a) recognize and reward 26 K-12 Georgia educators who are using innovative strategies to teach Georgia’s performance standards, and (b) make videos of these winning educators, along with their unit plans and supplementary materials, available to other educators.

The following information summarizes the awarded grants, major accomplishments, quantitative and qualitative outcomes, and the Innovation in Teaching Competition.

Awarded Grants

GOSA released three Innovation Fund Requests for Proposals (RFPs). Review teams scored each grant application using a rubric. Governor Deal awarded five grants in September 2011, nine grants in January 2012, and nine grants in September 2012, totaling of \$17,974,633.72. Table 5 below shows the amount and percentage of funding awarded in each priority area.



Major Accomplishments

This funding has supported programs that have had major accomplishments, including, but not limited to:

- **Carroll County 12 for Life** and **Atlanta Neighborhood Charter School's (ANCS) New Teacher Residency Project (NTRP)** both received Investing in Innovation (i3) grants from the United States Department of Education to continue and expand their work.
- Three principals from the **University of Georgia (UGA)/Georgia Association of Educational Leaders (GAEL) Early Career Principal Residency (ECPRP)** were recognized for their progress during the 2013-14 school year. Burke County Middle School, under the leadership of Mona Reynolds, received the Georgia Association of Secondary School Principals (GASSP) 2013 "Distinguished" Break Out School award. Savannah High School of Liberal Studies, led by Toney Jordan, transitioned from restructuring status to a rewards school. Ellis Duncan, the principal of Groves High School, [made major strides in accomplishing the school's turnaround plan](#) by reducing disciplinary actions and increasing EOCT scores in all subject areas.
- Students from the **Tift County Mechatronics Partnership** participated in the STEM Skills USA Conference and Competition. The Mechatronics team placed fourth in the nation, and the Robotics Team placed twelfth in the nation. In addition, one Mechatronics student, Juan Carlos Diaz Hernandez, was named as the State President of the Skills USA Georgia Chapter.

In addition, the work of several grantees has changed systems and practices at the district, school and classroom levels, for example:

- As part of the **Barrow County Direct to Discovery** grant, the district trained participating teachers on technology integration. While teachers used iPads and other technology for grant activities, these teachers have also leveraged their training to integrate technology into other subject areas – allowing them to differentiate instruction and teach in new ways.
- The **Georgia Leadership Institute for School Improvement (GLISI) Community Partnership for a Quality Pipeline of Effective High School Leaders** worked with Paulding County Schools, the Chamber of Commerce, high school principals, and teacher leaders to raise student achievement and the graduation rate in Paulding County. As part of this grant, GLISI trained principals and teacher leaders to both implement professional learning communities (PLCs) at their schools, and also focus on making data-driven instructional decisions. During the spring 2014 focus groups, which were conducted by GOSA evaluators, participants reported that the PLCs have changed their school culture from an environment where teachers primarily worked in silos to one where teachers value collaboration.

- [The Museum School's Museum in a Box](#) program developed 26 trunks that contain: (a) standards and project-based unit plans, (b) an array of audio, video, and print media; and (c) physical examples (or accurate reproductions) of historical and scientific artifacts (such as turtle shells, animal pelts and feathers, ropes and pulleys, and Civil War uniforms) similar to those that students may see in a museum. The Museum School rents these trunks to teachers in DeKalb County and surrounding school districts – providing teachers the opportunity to integrate a museum-like, project-based experience into their classrooms.

Outcomes: Applied Learning Programs

The applied learning grantees used a variety of measures to determine their progress in advancing student achievement, including: (a) the Applied Learning Student Questionnaire (ALSQ), (b) meets and exceeds rates on the Criterion-Referenced Competency Tests (CRCT) and End of Course Tests (EOCT), (c) graduation rates, (d) the percentage of students on track to graduate; and (e) other program-specific measures of student achievement. A brief analysis of these data is included below and detailed in Appendices A – E of this report.

Applied Learning Student Questionnaire (ALSQ)

To evaluate the impact the applied learning programs have on student engagement and interest in STEM, GOSA contracted with the Sage Fox Consulting Group (formerly The Findings Group) to develop, administer, and analyze the results of the ALSQ. The ALSQ is a self-report survey used to measure student's attitudes about STEM in five constructs: intrinsic motivation, self-management/self-regulation, intent to persist in STEM coursework or careers, problem-solving, and implementation activities. The ALSQ also measures program satisfaction by asking students to rate their program on a scale of one to five, where one indicates very poor and five indicates excellent. Based on the ALSQ results, students in Innovation Fund programs have improved attitudes about STEM in most constructs and rate their programs highly.

In 2013, students from Round 1 and 2 grantees took the ALSQ. In 2014, students from grantees in all three rounds took the ALSQ. Based on both the [May 2013](#) and [May 2014](#) omnibus reports, which reflect the ALSQ results across all surveyed applied learning programs, students showed statistically significant increases in intrinsic motivation, self-management/self-regulation, and intent to persist in STEM.²

² Two Applied Learning Programs – Morehouse College and Museum in a Box – are not included in the 2013 and 2014 omnibus report. Students from Morehouse College's summer program took the ALSQ in summer 2014, instead of May 2014. [This report is available here](#). A. Students from the Museum in a Box program were too young to take the survey as the ALSQ was designed primarily for middle and high school students. Student engagement outcomes for Museum in a Box are included in Appendix C.

In both administrations, more than three quarters of students rated their program as good or excellent, and 5% or less rated the program as poor or very poor. In both years, the highest percentage of students rated their program as excellent.

Quantitative Student Outcomes

Where reported, the EOCT and CRCT meets and exceeds rates demonstrate success for most grantees (Appendices A and B). For example, students at Drew Charter School, Rockdale STEM Academy, Tift County Mechatronics, and Barrow County Direct to Discovery exceeded the state averages for all reported CRCT and EOCT tests. In 2012-13, Gwinnett STEP Academy students at Sweetwater Middle School, which serves at-risk students who are a grade-level behind, exceeded the state average for the Reading CRCT as well as the Biology and Coordinate Algebra EOCTs. In 2013-14, Gwinnett STEP Academy students at both Moore and Sweetwater Middle Schools exceeded the state averages for the 8th grade Reading CRCT. Similarly, Carroll County STEM for Life students exceeded the state averages for the Biology, Math II, and Coordinate Algebra EOCTs. While the Gwinnett STEP Academy and STEM for Life students did not exceed the state average for other reported tests, both of these programs work with an at-risk student population. The STEP Academy works exclusively with overage 8th graders – the majority of whom are overage due to prior poor academic performance. STEM for Life works with students who are at risk for dropping out of high school. Thus, their meets and exceeds rates demonstrate improved academic performance for this particular group of students.

Other program specific measures also demonstrate evidence of success (Appendix C). For example, in both the 2012-13 and 2013-14 school years, 96% of Carroll County STEM for Life students – who were accepted into the program because they were at high risk for dropping out of school – graduated. Similarly, 100% of students in the Tift County Mechatronics Program are on track to graduate high school in four years. Parkview High School students involved in the Georgia Tech Computational Thinking program increased their scores on the Force Concept Inventory (FCI), which measures physics concepts addressed in the program, by 31 percentage points. The average pretest score was 51%, and the average posttest score was 82%,

Exposure to Real World Experiences

The applied learning grantees have also demonstrated success through the breadth of authentic learning activities they have provided for students during RT3. These experiences have allowed students to both apply STEM classroom content to real-world situations and have also exposed students to heightened levels of academic rigor. Examples of some of these experiences are described below:

Drew Charter School

Students from Drew Charter School's Junior Academy designed and built a tinker yard – incorporating engineering and design concepts such as simple machines and fulcrums.

Georgia Southern Real STEM

Real STEM high schools students attended Georgia Southern University's (GSU) Real STEM day on GSU's campus. In the morning, students participated in roundtable discussions where they shared their Real STEM course research. In the afternoon, students visited and participated in college-level experiments with various STEM departments, including geology, engineering, mechatronics, and chemistry.

Georgia Tech Computational Thinking Mock Interviews

Clarkston High School students involved in the Georgia Tech Computational Thinking program participated in mock interviews led by a panel of STEM professionals – including the creator of Guitar Hero, a senior enterprise services developer for the American Cancer Society, and a local software and design engineer. Prior to the interviews, students composed a technical poster presentation on the physics of motion using Computational Thinking methods, such as computer programming. Each student then took part in a mock job interview, where they presented their posters and answered questions from the panel about both their presentation and skills. After the interview, students had the opportunity to talk with the interviewers about different STEM professions.

Tift County Mechatronics Partnership

Students in the Tift County Mechatronics Partnership applied their skills in a school and community repair clinic by fixing broken electronic items, including GPS systems, Xbox controllers, iPhones, baby monitors, and computers. In order to save grant and district money, students also purchased the necessary parts and then built computers for their classroom.

Outcomes: Teacher and Leader Induction and Pipeline Programs

Teacher and leader induction and pipeline programs measured outcomes through both retention rates and satisfaction surveys. In addition, GOSA conducted focus groups with three programs in spring 2013/fall 2014 and five programs in spring 2014. The results of these data are described below, and detailed in Appendices D and E.

Retention Rates

Overall, the Innovation Fund teacher and leader induction and pipeline programs experienced high program retention rates. Out of six programs, four had program retention

rates above 90%.³ While Atlanta Neighborhood Charter Schools New Teacher Residency Program (ANCS NTRP) had a program completion rate of 40%, it is important to note that the NTRP fosters an intentionally small community, with only a few teachers progressing to the third year of the program where they serve as ANCS lead teachers. Also, given that ANCS is a small charter school, school leadership cannot hire every program participant as a lead teacher. However, the program does support NTRP participants who secure lead teaching jobs at other schools after their second year in the program. Similarly, while the Georgia Charter Schools Association (GCSA) had an overall program retention rate of 78%, two of their programs – Pre-GaTAPP (Georgia Teacher Academy for Preparation and Pedagogy) and Charter leader – had retention rates of 95% and 100% respectively. Out of the 11 GaTAPP teachers who did not complete the program, three were not rehired due to poor performance and failure to pass the Georgia Assessments for the Certification of Educators exams (GACE). As a teacher pipeline program, GCSA has intentionally retained only participants who can demonstrate effectiveness in their classrooms.

Some programs have also experienced high retention rates for teachers and leaders following program completion. For example, 80% of teachers from ANCS NTRP, 83% of teachers from KIPP's 13-14 cohort, and 91% of principals from the UGA/GAEL ECPRP were still serving as teachers or leaders after program completion.

Teacher and Leader Satisfaction

Teacher and leader induction programs also reported on participant satisfaction and the extent to which participants felt their program promoted professional growth.⁴ Based on these results, teacher and leader participants expressed high levels of satisfaction with their respective programs. Eighty-four percent (84%) of surveyed teacher and leader participants indicated that they were satisfied or very satisfied with their program, 95% of surveyed teacher and leader participants indicated that they would recommend the program to someone else, and 96% of surveyed teacher and leader participants believed their program promoted their professional growth.

³ Retention rates for two programs – Teach for Georgia and the Fulton County Leadership and Innovation Academy – are not reported. Teach for Georgia adapted their grant work to plan and design the STEM Incubator. Therefore, retention is no longer a valid outcome measure. The Fulton County Leadership and Innovation Academy works to train Student Governance Councils – comprised of principals, teachers, community members, and parents – to transition to a charter system. Given that this grant is not a typical teacher or leader induction program, program completion and retention rates are not valid indicators of success.

⁴ Teacher and leader induction and pipeline programs used their own satisfaction surveys. Therefore, the questions regarding satisfaction were not always asked in the same way. For example, some grantees asked: On a scale of one to five, how would you rate the program? While others asked, how satisfied were you with this program? Despite these differences, most grantees were able to report the percentage of teachers or leaders that indicated they were satisfied or very satisfied with the program, and the extent to which participants felt the program promoted their professional growth.

Fostering a Supportive and Collaborative Environment

During GOSA facilitated focus groups and site visits, participants from the teacher and leader induction programs expressed that the supportive and collaborative environments they experienced during their respective programs positively affected their experience. Program-specific examples are included below.

UGA/GAEL Early Career Principal Residency (ECPRP)

ECPRP principals were able to foster a support network with other participants in the program. This support network proved especially beneficial for new principals as they did not have other principals in their schools to collaborate with. For example, one ECRP principal stated, “I learned how to use the people in this room [ECPRP participants] to help you get where you want to go”. Another said, “The learning from each other has been great, and I’ve learned about the tools that are there for me”⁵.

ANCS New Teacher Residency Project (NTRP)

At ANCS, over 45 veteran educators support NTRP teachers as mentor teachers, collaborating teachers, and/or Critical Friends Group (CFG) coaches. NTRP participants also have the support of the project director, who provides advice on everything from teaching and classroom management to work/life balance.

Based on participant feedback, this support network is one of the most successful elements of the NTRP. During a GOSA-conducted spring 2013 focus group, one participant stated: “The CFG . . . gives us an arena to share our work and collaborate on ideas to really open our doors and share with each other.” Similarly, all elementary school participants in the GOSA-conducted spring 2014 focus groups commented that they planned to stay in the education field for more than ten years, either as teachers or administrators. This feedback illustrates that ANCS has fostered an environment where teachers are supported and encouraged to remain in the education field.

KIPP Teacher Fellows

KIPP Teacher Fellows noted the tremendous level of support they received from monthly meetings with the program director, professional development workshops, and their mentor teachers. During GOSA-conducted fall 2013 focus groups, one teacher stated, “[The program director brought] in multiple perspectives on all sorts of topics, whether it be relationship building or hip-hop in the classroom or even taking us to other schools to see how they were and what can we borrow from that to bring into our classroom.” In the spring 2014 focus groups, one teacher discussed

⁵ UGA/GAEL 2014 End of Year Report

her strong relationship with her mentor teacher, stating: “I go to my mentor teacher for everything, and we are always debriefing. If there are classroom management problems, we are talking about it in the class and out of class.”

KIPP teachers also commented on how they used each other as a support network to get through their first year of teaching. One teacher summarized this sentiment during the fall 2014 focus group: “I think the thing that really helped us out and pulled us through is we had one another... we all came together as a family... [and] that was key and vital for us. Every time we saw one another it was like a family reunion.”

Innovation in Teaching Competition

During the 2012-13, 2013-14, and 2014-15 school years, GOSA held five rounds of the Innovation in Teaching Competition and selected 25 winning teachers. Each winner received a \$2,000 stipend and his/her school received a \$5,000 grant to support standards implementation. In return, GPB filmed the winning teachers in their classrooms, and GOSA has made these videos, along with the teachers’ unit plans and supplementary materials, available for other educators on Georgiastandards.org, iTunesU, and the GaDOE Teacher Resource Link.

Application Process

During Rounds One and Two of the competition, GOSA released a RFP inviting teachers to apply. To solicit more applications for Rounds Three through Five, GOSA adjusted this process by inviting administrators, instructional coaches, district staff, GOSA Reading Mentors, and DOE Teacher and Leader Effectiveness staff, School Improvement staff, or Curriculum staff to nominate teachers. GOSA then invited select teachers to submit an application, including: (a) a unit plan and supplementary materials, (b) a two-minute video demonstrating their teaching skills, (c) student growth data, (d) teacher evaluation results, and (e) up to three recommendation letters. GOSA has received a total of 260 applications for all five rounds of the competition.

Review Process

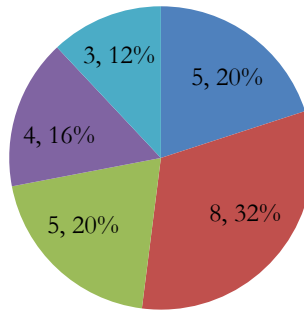
A team of reviewers, including GOSA and GaDOE staff, reviewed each application according to a rubric. GOSA selected the highest-ranked applicants as winners.

Winning Teachers

GOSA has selected 25 winning teachers in the first five rounds. Table 6 shows the number and percentage of winning teachers by grade band. [The list of the winning teachers is available on GOSA’s website.](#) GOSA plans to select a 26th winner this school year to reflect a teacher within a specialized school environment, such as an alternative/non-traditional school or one of the state schools for the blind and deaf.

Table 6. Number and Percentage of Innovation in Teaching Competition Winners by Grade Band

- Lower Elementary (K-2)
- Middle School (6-8)
- Special Education (K-5)
- Upper Elementary (3-5)
- High School (9-12)



Resources

Eleven videos and unit plans are now available on GeorgiaStandards.org, iTunes U, and the GaDOE Teacher Resource Link. The remaining resources will be posted on a rolling basis throughout the current school year.

Since August 1, 2014, the Innovation in Teaching videos have been viewed by 1,221 visitors to the iTunes U site, with 250 downloads of the videos and supporting teaching resources. These same videos have had 4,028 unique viewers who accessed them on the GeorgiaStandards.org website.

Looking Forward

The Innovation Fund has provided school districts, postsecondary institutions, and community partnerships with opportunities to serve Georgia's students and teachers with innovative educational programs. In addition, the Innovation in Teaching Program has identified and recognized some of Georgia's best teachers while providing their resources to other educators around the state.

In the next year, GOSA will monitor and support FY15 awardees as well as close out the grant funded work with remaining RT3 grantees. Pending appropriation from the legislature, GOSA will administer another round of grants that will serve as proof points in the state for STEM applied learning, blended learning, and teacher and leader preparation. In addition, GOSA will focus on strengthening STEM instruction in underserved, rural areas as well as building schools' capacity to provide computer science courses. Finally, GOSA plans to hold another round of the Innovation in Teaching Competition. GOSA will release more specific plans related to each of these items later this spring once the FY16 budget is finalized.

Appendix A: Innovation Fund Applied Learning Program CRCT Scores

CRCT	Grantee	School Year 2012-13						School Year 2013-14					
		Meets %	Exceeds %	M/E %	State Meets %	Exceeds %	M/E %	Meets %	Exceeds %	M/E %	State Meets %	State Exceeds %	State M/E %
3rd Grade Math	Drew Charter School	37%	62%	99%	35%	44%	79%	40%	55%	95%	37%	44%	81%
3rd Grade Science		44%	49%	93%	44%	35%	79%	48%	36%	84%	41%	36%	77%
4th Grade Math		42%	58%	100%	45%	39%	84%	44%	53%	97%	43%	39%	82%
4th Grade Science		29%	69%	98%	39%	44%	83%	50%	43%	93%	38%	43%	81%
5th Grade Math		49%	50%	99%	43%	47%	90%	51%	43%	94%	44%	44%	88%
5th Grade Science		41%	56%	97%	40%	39%	79%	48%	42%	90%	40%	42%	82%
6th Grade Math	Drew Charter School	59%	36%	95%				65%	28%	93%			
	Rockdale STEM Academy	---	---	---	55%	28%	83%	---	---	97%	56%	28%	84%
6th Grade Science	Drew Charter School	52%	33%	85%				55%	23%	78%			
	Rockdale STEM Academy	---	---	---	51%	23%	74%	---	---	97%	52%	23%	75%
7th Grade Math	Drew Charter School	41%	55%	96%				53%	37%	90%			
	Rockdale STEM Academy	---	---	---	53%	37%	90%	---	---	97%	50%	37%	87%
7th Grade Science	Drew Charter School	36%	58%	94%				48%	46%	94%			
	Rockdale STEM Academy	---	---	---	40%	45%	85%	---	---	98%	38%	46%	84%
8th Grade Math	Drew Charter School	47%	51%	98%				62%	34%	96%			
	Gwinnett STEP Academy - Sweetwater	---	---	52%				---	---	79%			
	Gwinnett STEP Academy - Moore	---	---	52%				---	---	75%	48%	34%	82%
	Murray County STEM Academy	---	---	35%				31%	0%	31%			
	Rockdale STEM Academy	---	---	---	52%	31%	83%	---	---	100%			
8th Grade Science	Drew Charter School	63%	30%	93%				65%	25%	90%	53%	35%	88%
	Rockdale STEM Academy	---	---	---	52%	22%	74%	---	---	98%			
8th Grade Reading	Gwinnett STEP Academy - Sweetwater	---	---	100%				---	---	99%			
	Gwinnett STEP Academy - Moore	---	---	90%				---	---	100%	44%	53%	97%
	Rockdale STEM Academy	---	---	---	52%	45%	97%	---	---	100%			
8th Grade ELA	Murray County STEM Academy	---	---	76%	52%	42%	94%	68%	0%	68%	50%	44%	94%

Appendix B: Innovation Fund Applied Learning Program EOCT Scores

EOCT	Grantee	School Year 2012-13						School Year 2013-2014					
		Meets %	Exceeds %	M/E %	State Meets %	State Exceeds %	State M/E %	Meets	Exceeds	M/E %	State Meets %	State Exceeds %	State M/E %
9th Grade Lit. and Comp.	Drew Charter School	---	---	---	47%	39%	86%	45%	51%	96%	45%	43%	88%
	Gwinnett STEP Academy - Sweetwater	---	---	16%				---	---	78%			
	Gwinnett STEP Academy - Moore	---	---	88%				---	---	68%			
	Murray County STEM Academy	---	---	47%				36%	5%	41%			
Biology	Drew Charter School	---	---	---	39%	36%	74%	39%	49%	88%	41%	34%	75%
	Carroll County STEM for Life	---	---	---				58%	25%	83%			
	Gwinnett STEP Academy - Sweetwater	---	---	85%				---	---	56%			
	Gwinnett STEP Academy - Moore	---	---	46%				---	---	41%			
Coordinate Algebra	Drew Charter School	---	---	---	29%	1%	30%	47%	2%	50%	31%	9%	40%
	Carroll County STEM for Life	---	---	---				100%	0%	100%			
	Gwinnett STEP Academy - Sweetwater	---	---	85%				---	---	4%			
	Gwinnett STEP Academy - Moore	---	---	3%				---	---	12%			
	Murray County STEM Academy	---	---	0%				0%	0%	0%			
	Tift County Mechatronics	---	---	100%				---	---	56%			
Math I	Carroll County STEM for Life	---	---	---	26%	3%	29%	50%	0%	50%	---	---	---
Math II	Carroll County STEM for Life	---	---	---	52%	7%	59%	65%	0%	65%	22%	3%	25%
Physical Science	Barrow County Direct to Discovery	---	---	---	34%	41%	75%	40%	55%	95%	33%	52%	85%
	Carroll County STEM for Life	---	---	---				42%	42%	84%			
	Gwinnett STEP Academy - Sweetwater	---	---	64%				---	---	74%			
	Gwinnett STEP Academy - Moore	---	---	49%				---	---	63%			

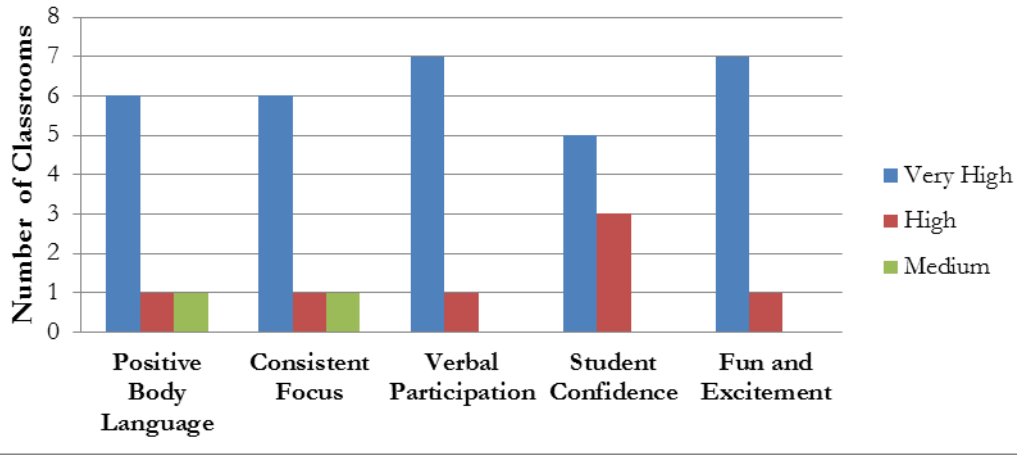
Appendix C: Innovation Fund Program Specific Measures

Graduation Rate/Percentage of Students on Track to Graduate						
Grantee	School Year 2012-13			School Year 2013-14		
	Graduation Rate	State Graduation Rate	District Graduation Rate	Graduation Rate	State Graduation Rate	District Graduation Rate
Carroll County STEM for Life	96%	72%	74%	96%	---	---
Tift County Mecatronics	100% on track		79%	100% on track		---

Morehouse College			
Outcome Goal	Baseline (School Year 2011-12)	School Year 2012-13 Actual	School Year 2013-14 Actual
Students in the summer program will increase their science GPA by 0.5 points	90.83%	91.30%	---
90% of students in the summer program will attend college	---	90.75%	95.45%

Georgia Tech Computational Thinking		
School	Force Concept Inventory (FCI) Pretest Average	FCI Posttest Average
Parkview High School	51%	82%

**Museum in a Box:
Trunk Rentals' Impact on Student Experience Across Eight Classrooms**



Appendix D: Teacher and Leader Induction/Pipeline Program Retention Rates

Clarke County Teach to Learn							
	% of Teachers Completing the Program	# of Teachers Completing the Program	% of Teachers Teaching in Clarke County School District (CCSD) after the program	# of Teachers Teaching in CCSD after the program	% of Teachers Teaching in Another District	# of Teachers Teaching in Another District	# of Teachers in Program for No Cost Extension (NCE)
Early Career Teachers	94%	16/17	53%	9/17	41%	7/17	6/6
Teacher Residents	92%	11/11	36%	4/11*	64%	7/11	1/1
Total	96%	27/28	46%	13/28	50%	14/28	7/7

*Three teacher residents wanted to stay in CCSD after the program but there were no positions available. Two teacher residents moved out of the district due to spouse relocation.

KIPP Teacher Fellows							
	% of Teachers Completing the Program	# of Teachers Completing the Program	% of Teachers Teaching at KIPP after the program	# of Teachers Teaching in KIPP after the Program	% of Teachers Teaching in Another District	# of Teachers Teaching in Another District	# of Teachers in Program for NCE
2012-13 Teacher Fel	86%	6/7*	67%	4/7	---	---	0
2013-14 Teacher Fel	100%	6/6	83%	5/6	17%	1/6	0
2014 -15 Teacher Fe	---	---	---	---	---	---	8/8
Total	92%	12/13	69%	9/13	---	---	8/8

*KIPP fired one Teacher Fellow during the beginning of the 2012-13 school year

Atlanta Neighborhood Charter Schools New Teacher Residency Project (NTRP)							
	% of Teachers Completing the Program	# of Teachers Completing the Program	% of Teachers Teaching at ANCS after the Program	# of Teachers Teaching at ANCS after the Program	% of Teachers Teaching in Another District	# of Teachers Teaching in Another District	# of Teachers in Program for NCE
2012-13 Cohort (Y2 Residents)	40%*	2/5	20%	1/5	60%	3/5	0

* The NTRP was not designed for every participant to complete all three years of the program. In the third year of the program, participants are hired as lead teachers and continue to get support from the NTRP. Given that ANCS has a limited number of lead teaching positions available, they cannot hire all participants as lead teachers. However 80% (4 out of 5) teachers in this cohort are still teaching.

UGA/GAEL Early Career Principal Residency Program					
	% of Principals Completing the Program	# of Principals Completing the Program	% of Principals Remaining as Principals After the Program	# of Principals Remaining as Principals After the Program	# of Principals in Program for NCE
Cohort 2	95%	21/22	100%	22/22	0
Cohort 3	92%	12/13	77%	10/13*	0
Cohort 4	---	---	---	---	12
Total	94%	33/35	91%	32/35	12

*One participant was promoted to a district leadership position.

Georgia Charter Schools Association: Building the Pipeline of Highly Effective Teachers and Leaders

	% of Teachers/Leaders Completing the Program	# of Teachers/Leaders Completing the Program	% of Teachers/Leaders Serving as Charter School Teachers or Leaders After the Program	# of Teachers/Leaders Serving as Charter School Teachers or Leaders After the Program	% of Teachers/Leaders Serving as Teachers or Leaders in Traditional Public Schools After the Program	# of Teachers/Leaders Serving as Teachers or Leaders in Traditional Public Schools After the Program	# of Teachers Completing the Program in 2014-15
PreGaTAPP	95%	21/22	27%	6/22	14%	3/22	0
GaTapp	58%	15/26	---	---	---	---	8
Charter Leader	100%	6/6	100%	6/6	0%	0/6	0
Total	78%	42/54	---	---	---	---	8

GLISI: Community Partnership for a Pipeline of Effective High School Leaders

	% of Teachers/Leaders Completing the Program	# of Teachers/Leaders Completing the Program	% of Teachers/Leaders Serving as Paulding County Teachers or Leaders After the Program	# of Teachers/Leaders Serving as Paulding County Teachers or Leaders After the Program	% of Teachers/Leaders Serving as Teachers or Leaders in Other Districts After the Program	% of Teachers/Leaders Serving as Teachers or Leaders in Other Districts After the Program
Teachers/Leaders	84%	26/31	84%	26/31	---	---

Appendix E: Teacher and Leader Induction/Pipeline Program Satisfaction Rates

Grantee	SY 13-14		
	% of Teachers/Leaders Satisfied or Very Satisfied with the Program	% of Teachers/Leaders that Would Recommend This Program to Someone Else	% of Teachers/Leaders that Program Promoted their Professional Growth
Atlanta Neighborhood Charter School	92%	---	92%
Clarke County Teach to Learn - Early Career	66%	88%	---
Clarke County Teach to Learn - Teacher Residents	64%	92%	---
Fulton County Leadership and Innovation Academy	---	---	100%
Georgia Charter Schools Association - GaTAPP	100%	---	100%
Georgia Charter Schools Association - Charter	---	100%	83%
GLISI Community Partnership for a Pipeline of Highly Qualified Leaders	---	---	100%
KIPP Teacher Fellows	---	100%	100%
UGA/GAEL Early Career Principal Residency	100%	---	100%
Average	84%	95%	96%

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