

**GEORGIA RACE TO THE TOP  
INNOVATION FUND  
Application Face Sheet**

**SECTION 1: APPLICANT AGENCY**

Applicant Agency (Legal Name): Fulton County Board of Education

Legal Mailing Address: 786 Cleveland Ave., SW

City: Atlanta County: Fulton State: GA Zip: 30315

Federal Employer I.D. #: 586000246 DUNS #: 079362182

Congressional District #: 5th

Executive Officer Name: Dr. Robert Avossa Title: Superintendent

Street Address: 786 Cleveland Ave., SW City: Atlanta State: GA Zip: 30315

Telephone: (404) 763-6890 FAX: (404) 763-6798 Email: avossa@fultonschools.org

**SECTION 2: PARTNERSHIP LEAD CONTACT**

Contact Name: Dr. Scott Muri Title: Deputy Superintendent Academics

Street Address: 786 Cleveland Ave, SW

City: Atlanta State: GA Zip: 30315

Telephone: (404) 763-4578 FAX: (404) 763-5529 Email: muris@fultonschools.org

**SECTION 3: FISCAL CONTACT**

Contact Name: Mr. Robert Morales Title: Chief Financial Officer

Street Address: 786 Cleveland Ave., SW

City: Atlanta State: GA Zip: 30315

Telephone: (404) 763-6841 FAX: (404) 763-5512 Email: moralesr@fultonschools.org

**SECTION 4: PROJECT INFORMATION**

Project Name: Leadership and Innovation Academy

Partner Names: Fulton County Schools, Greenway Strategy Management, North Highland, Education Resource Strategies

Priorit(ies) Addressed: Open Priority #5

Grant Amount Requested: Total amount requested is \$640,326

**SECTION 5: PARTICIPANT DATA:**

Approximate number of students served: By the end of the two-year grant period, up to 58,851 students will be impacted by grant-funded activities.

Population of focus (i.e. age, gender, race): Approximately 62 principals and 620 School Governance Council members in Cohorts 1 and 2 will participate in the Leadership and Innovation Academy. Participating schools represent all school levels, geographic areas and demographic characteristics of the schools system.

**SECTION 6: SERVICE DELIVERY AREA**

Primary county or counties to be served: Fulton

List other counties to be served (if any): \_\_\_\_\_

Congressional District(s) to be served: 5<sup>th</sup>, 6<sup>th</sup>, 13<sup>th</sup>

**SECTION 7: PROGRAM ACTIVITIES**

The Leadership and Innovation Academy includes the following components:

1. Principal Development and Support
  - a. School quality review
  - b. Strategic resource design
  - c. School strategic planning
  - d. TregoEd processes for rational decision-making
  - e. Conflict management, innovation and change management workshops
  - f. Executive coaching
  - g. Discussion forums
2. School Governance Council Preparation and Certification Process
  - a. By-laws development
  - b. Recruitment
  - c. Development
  - d. Certification and monitoring
3. Requests for Flexibility for Innovation
  - a. Knowledge management
  - b. Flexibility analysts and project management
  - c. Evaluation

**SECTION 8: APPLICANT AGENCY FISCAL INFORMATION**

1. Month of Fiscal Year End: June
2. Attach to the application, the applicant agency's financial audit.

3. Is applicant agency delinquent on any federal debt? NO  YES  If yes, attach a detailed explanation.
4. Did applicant agency receive 80 percent or more of its annual gross revenue in federal awards in its preceding fiscal year; and \$25,000,000 or more in annual gross revenue from federal awards and in so doing is required to comply with “Federal Funding Accountability and Transparency Act”? NO  YES  If yes, attach names and total compensation of the five most highly compensated officers of the grantee.

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## **Executive Summary**

On May 10, 2012, the Georgia Board of Education voted to make Fulton County Schools (FCS) the state's largest charter system. The state board's approval is the culmination of nearly two years of intensive study by FCS, including dialogue with parents, staff, community members and the school board, as well as research into best practices for improving student outcomes. Under a charter system there will be new and heightened expectations of principals and school leaders in newly formed School Governance Councils (SGCs), comprised of parents, teachers, school-based staff, community members, and in the case of high school SGCs, students. Because of these expectations, FCS and our partners are proud to launch the Leadership and Innovation Academy, a comprehensive array of professional development, coaching and monitoring that will help principals and SGC members design and implement specialized educational experiences tailored to student needs at each school. Under the charter, expectations of principals will change. Principals will need to effectively lead in a dynamic environment and successfully partner with SGCs to drive innovative flexibilities in their schools. Strong SGCs can enhance effective innovation by bringing multiple perspectives and ensuring stakeholders understand and support proposed changes. The Academy includes three unique components: principal development and support, School Governance Council preparation and certification, and Requests for Flexibility to support innovation. FCS will lead the collaboration, manage program implementation, and serve as the fiscal agent. Greenway Strategy Management will lead the design and delivery of select components and will ensure all program components are integrated. North Highland will provide development and coaching for principals in the new skills required to operate in a charter system school governance model. Education Resource Strategies will train principals on approaches to reallocate resources to dramatically improve student learning. There are 94 traditional schools in the district, as well as seven start-up charter schools. During the three-year charter system transition period, all traditional principals and their SGCs will participate in the Leadership and Innovation Academy. Schools will transition to the charter system governance model as part of a cohort group in 2012, 2013 or 2014. This unique phase-in approach allows principals and SGCs in each cohort to reflect and share learning with each other, provide feedback on the Academy components, and assist with continuous improvement. During the two-year grant period, approximately 62 principals, 186 parent leaders, 124 teacher leaders, 124 staff leaders, and 124 community leaders in cohorts 1 and 2 will participate in grant-funded activities as their schools transition to the charter system. FCS will sustain the Leadership and Innovation Academy supporting cohort 3 participants as well as any new principals and SGC members who assume leadership roles after the charter transitional period. As more districts throughout Georgia consider transition to a charter system, the Academy will serve as a blueprint that can be scaled and replicated to build principal and SGC capacity to improve student achievement for all Georgia students.

## **1. Partnership Overview**

On May 10, 2012, the Georgia Board of Education approved Fulton County Schools' (FCS) charter petition, resulting in more flexibility in spending, staffing, and innovation in our educational model. While many school systems, including Fulton, have charter schools under their management, charter status has been granted to the system as a whole. During its three-year transition period, Fulton will become a charter system, not a system of individual charter schools. Under the new charter system model, local schools will have the flexibility to request waivers from state law to better support student achievement. The model supports instructional innovations in the methods through which students master standards and demonstrate learning. Financial flexibility will occur through the allocation of resources within each local school and through waivers from state-mandated spending requirements. Current Local School Advisory Councils will be replaced by School Governance Councils (SGCs) over a three-year period. These councils will have the flexibility to design and implement school-level innovations responsive to local school needs. Our principals will be expected to lead in a new and ever-changing environment. Because of these expectations, FCS and our partners (detailed below) are proud to launch the Leadership and Innovation Academy, a comprehensive array of coaching, development sessions and tools to help principals and SGC members achieve our mission to implement specialized educational experiences tailored to students in the local school. Our partnership is applying under Priority 5 of the Innovation Fund because the Leadership and Innovation Academy does not discretely fit under any of the other priorities. During the grant period, FCS and our partners will test the hypothesis that increased flexibility from state mandates and targeted supports for all principals and their SGCs will result in improved student achievement. Our vision is that every FCS school will have a principal and SGC equipped to effectively lead in a charter system environment, resulting in innovation and flexibility that improves student achievement.

**Fulton County Schools** is serving as the lead partner and fiscal agent for the Innovation Fund grant. The mission of FCS is to educate every student to be a responsible, productive citizen. With a focus on student achievement and a commitment to continuous improvement, FCS has earned a reputation as a premier school system and has received national recognition for innovative processes, including recognition by the Harvard Business School for use of the Balanced Scorecard, by the American Productivity and Quality Center for data-based decision-making, by the SAP corporation for integration of data and operational efficiency, and by the Southern Association of Colleges and Schools (SACS) for being the first school system in the country to receive district-wide accreditation. FCS is a state leader in many areas. In 2011, the average combined SAT test score for FCS was 1560, compared to the state of Georgia's score of 1445, and the national score of 1500. In 2011, 81% of FCS students passed all four content areas of the Georgia High School Graduation Test compared to 74% in the state. In 2011, the

Single Statewide Accountability System program recognized 34 Fulton County schools for achievement in two categories – ‘greatest gains’ and ‘highest performance’ on state-mandated tests.

**Greenway Strategy Management**, led by Martha Taylor Greenway, has extensive experience with governance, strategic planning, community engagement and analytical processes. Ms. Greenway has served in a variety of leadership and consulting capacities with state and local government, local and national nonprofits and public education. Greenway Strategy Management provides customized approaches to help organizations achieve growth aligned with their mission. The Greenway Strategy Management Team will include several expert consultants, each with over 20 years of senior leadership and consulting experience in strategic planning and governance with public and nonprofit organizations.

**North Highland**, a global consulting company headquartered in Atlanta with 49 offices in the U.S. and around the world, is staffed with thousands of experienced and committed leaders in the consulting industry. North Highland has changed the model of how a consultancy serves its clients. North Highland helps business, government and non-profit clients define strategies, streamline operations, empower people, leverage technology, and maximize customer interaction. Their innovative approach sustains successful, long-term relationships by helping clients achieve business objectives. North Highland has guided FCS in the development of improved performance management systems to seamlessly execute goals while invigorating our workforce and aligning capabilities to achieve outstanding results (See Attachment D for a letter of support from North Highland).

**Education Resource Strategies (ERS)** is a non-profit organization dedicated to changing the way people, time, and money are used in urban education so that all students receive the support they need to succeed. ERS’ mission is to be a catalyst for positive change by helping educational leaders rethink how they use system and school-level resources to support strategies for improved instruction and performance. This is the first crucial step in aligning resources with system goals. ERS is currently working with a group of Georgia school systems to examine opportunities for strategic reallocation of state funds. Through partnership with the Leadership and Innovation Academy, this approach can be applied at the school level, creating additional improvement opportunities for all Georgia systems.

*The past performance of the lead partner in implementing large, complex, rapidly growing projects*

Fulton County Schools has a strong track record of effectively implementing large, competitive grants at both the state and federal level. In 2012, the district received a \$4.5 million Striving Reader Comprehensive Literacy Program grant from the Georgia Department of Education (GaDOE) to create improved literacy outcomes for children, from birth through graduation. FCS has received a Mathematics and Science Partnership Program grant from GaDOE for many years; the most recent award for the 2011-2012 fiscal year is valued at \$440,356. FCS has been awarded multiple grants from the U.S. Department of Education including a \$608,355 Readiness and Emergency Management for Schools grant in 2009 to

improve emergency preparedness, a \$5.2 million Smaller Learning Communities Grant in 2008 to develop career-focused academies, a \$1 million Teaching American History grant in 2008 to provide professional development for teachers, and a \$1.5 million Carol M. White Physical Education Program grant in 2004 to enhance physical education programming. FCS has fully complied with grant requirements and has had no audit findings. FCS has the capacity to build on the findings from grant-funded initiatives and integrate them into our education model. We have made significant investments in tools designed to support the delivery of student-focused instruction, ongoing assessment, use of data, and continuous improvement. Our benchmark assessment program, known as Checkpoints, is being enhanced to assess student mastery of the Common Core Georgia Performance Standards in a pre-test/post-test format. Teachers and principals have easy access to Checkpoints data to use for formative instructional planning, as well as placement of students within the on-level, advanced or accelerated curriculum. The Student Achievement Management System (SAMS) is a teacher dashboard with historical student achievement and demographic information and formative assessment data. Teachers access SAMS to support instructional practices through pacing guides, units, lesson plans and instructional resources. The utilization of these formative assessments and the analysis of student-specific data have enabled teachers to implement differentiated learning strategies to improve student achievement.

## **2. Need for Project**

### *Community Demographics*

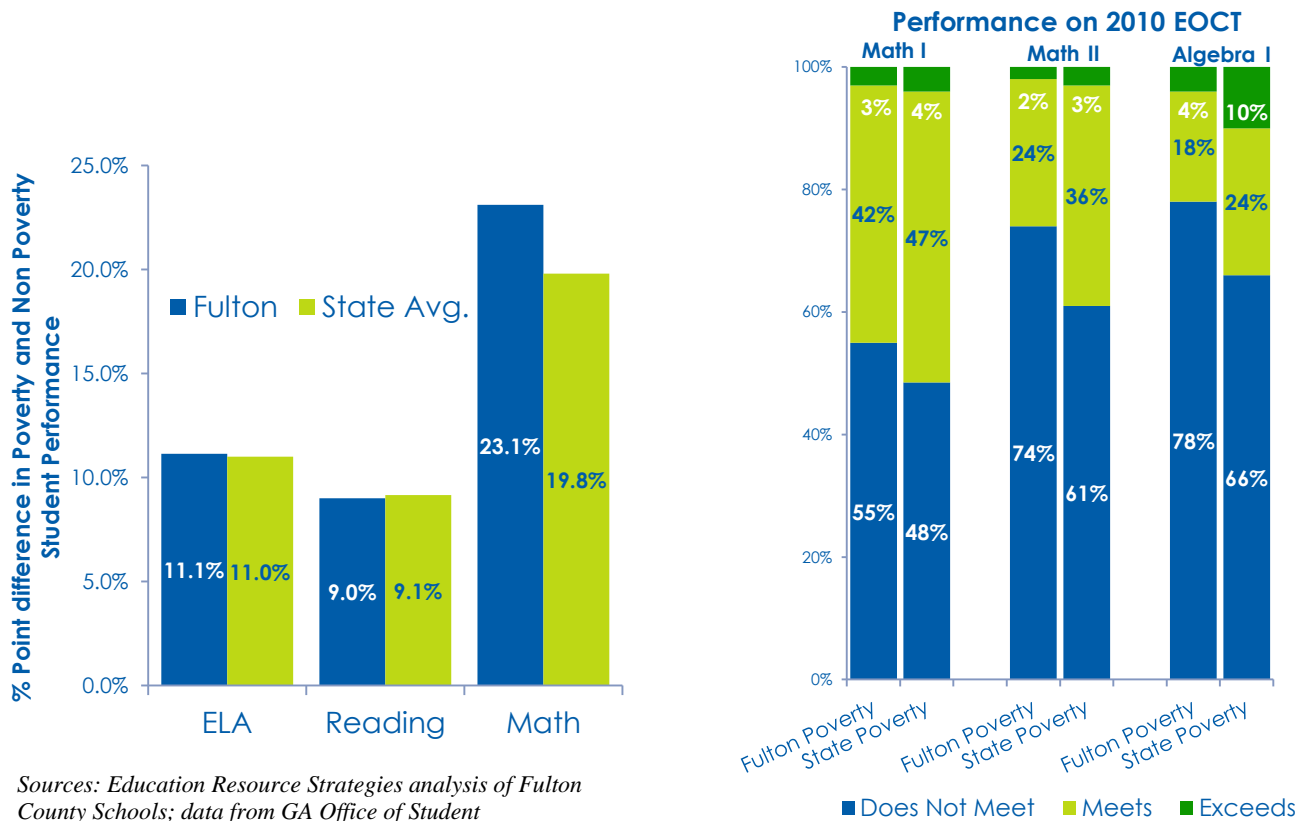
FCS is the fourth largest school system in Georgia with more than 12,000 full-time employees, including more than 6,800 teachers and other certified personnel. During the 2012-13 school year, more than 93,000 students will attend classes in 58 elementary schools, 19 middle schools, 17 high schools and seven charter schools. Of our 94 schools (not including start-up charters), 48 are high-needs (including Title I Targeted Assistance and School-wide Program schools). Our district is still growing; over the past three years, the district has opened eight new schools and has replaced one school. FCS is one of the largest systems geographically, covering more than 70 miles from its southern end, in Chattahoochee Hills, to its northernmost tip, in Johns Creek. The district is represented by 13 municipalities as well as Fulton County Government. The racial composition of our students is 42% Black, 33% White, 13% Hispanic, 9% Asian, and 3% Multi-Racial. Also, 44% of FCS students receive free or reduced-price meals, 10% are classified in special education, and 7% are classified as having limited English proficiency. The demographics of FCS reflect the rich diversity of our Fulton County community.

FCS overall is a high-achieving district, yet there are subgroups of FCS students who do not perform on level with their peers. On average, students in FCS perform better than students across the state; for example, under the new cohort calculation for the 2010-2011 school year, FCS' graduation rate was 70.1% compared to Georgia's graduation rate of 67.5%. In 2011, a larger percentage of FCS students met



or exceeded CRCT standards than students across the state—in every grade and every tested subject. Yet, these district averages mask the rather striking achievement gaps within the district. Graduation rates across FCS high schools ranged from 32% to 96% in 2011. As with so many schools and districts across the country, the high poverty schools in FCS tend to fall at the lower end of the performance spectrum.

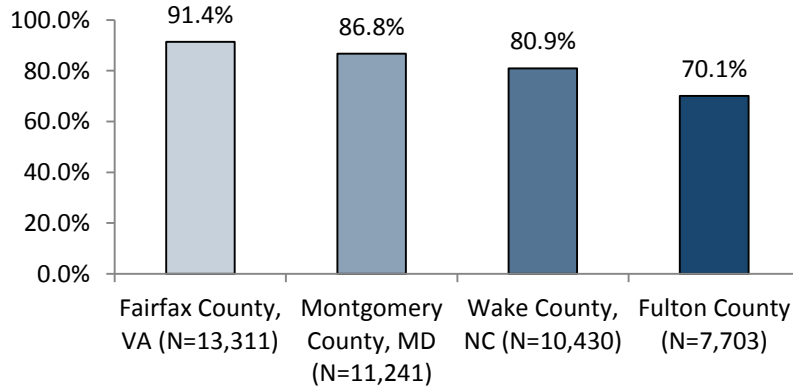
This is particularly striking in the area of math. The following charts show the difference in performance between FCS students in poverty and those across the state. On the CRCT in Math, the gap in meeting/exceeding standards between those in poverty and not in poverty is 23.1% for Fulton, but 19.8% for the state. In each math area tested on the EOCT, a greater percentage of Fulton students in poverty failed to meet the standard than those across the state.



Sources: Education Resource Strategies analysis of Fulton County Schools; data from GA Office of Student Achievement

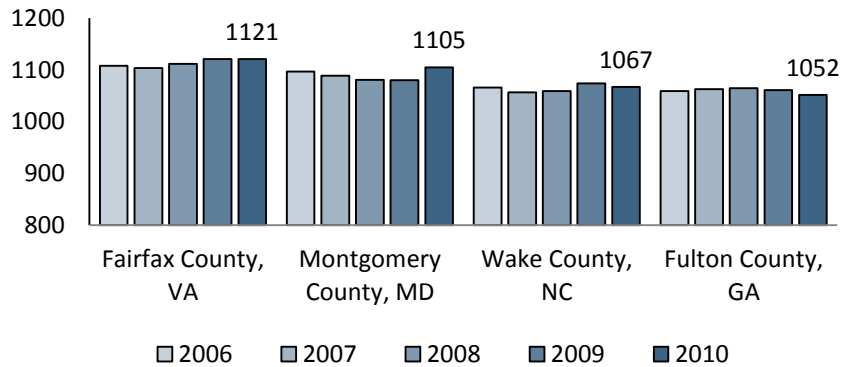
Opportunity for improvement also exists for students performing at the highest levels. While FCS has historically done well in SAT scores and graduation rates compared with other Georgia systems, the following charts demonstrate that there is room for improvement when compared with high-performing, demographically-similar districts across the nation.

**2010-11 Cohort Adjusted On-Time Graduation Rate**



Source: Virginia Department of Education; Maryland State Department of Education; North Carolina Department of Public Instruction; Georgia Department of Education

**SAT - Math and Critical Reading Total Comparison with High-Performing School Districts**



Source: Virginia Department of Education; Maryland State Department of Education; North Carolina Department of Public Instruction; Georgia Department of Education

*Educational needs of targeted population*

The job design of the principal in a charter system will be different than the role s/he currently plays. The principal’s role in relationship to the School Governance Council will be similar to the superintendent’s role in relationship to the School Board. Therefore, all principals will need to develop skills in collaborative leadership and conflict management that are not included in traditional school leader development. Principals also will have opportunities to waive state laws and district mandates to create innovative practices. These are areas where principals previously have not been encouraged, much

less provided targeted development. Simply providing permission for change will not bring about the desired outcomes. School leaders need different skills and resources if we expect them to behave in different ways. In the past, principals have been rewarded for following district and state-mandated practices in instruction and resource allocation, maximizing funding according to state formulas and avoiding legal challenges from parents and employees. This requires very different skills from a system that strives for flexibility and innovation tied to demonstrable results in student achievement. In addition, SGC members will require training on the expectations of leadership in the charter system and appropriate governance behaviors. We cannot assume that those elected or appointed will understand the boundaries of their role, have experience in governance, or understand school resources and student achievement data. All of this knowledge will be essential for SGCs to manage effectively (See Attachment D for a letters of support from Chris Lennon, a current LSAC chair and from Roger Ashley, a community member).

We believe that school-level flexibility and innovation that is directly responsive to student academic needs, carefully monitored, and evaluated will lead to improved student achievement. We also believe that effective SGCs will bring the perspectives required to create and implement meaningful flexibility and innovation. However, this will not happen merely because we create structures and hope. We must build the skills and provide the supports to allow people in the system to behave in different ways.

### **3. Quality of Project Design**

Principals and SGCs will participate in the Leadership and Innovation Academy (the Academy) based on a cohort model as their schools transition to the charter system, with three cohorts transitioning over the next three years. All schools will ultimately move to the charter system governance model by 2014. The Innovation Fund grant will help support specific components (delineated in this section and the Scope of Work) of Academy programming for the first two cohorts in 2012 and 2013. Twenty schools will participate in cohort 1. These schools and their respective principals are the early adopters that are ready and willing to move forward with meaningful innovations. Letters of support from multiple cohort 1 principals are included in Attachment D. We estimate that 42 schools will participate in cohort 2 beginning September 2013. And the remaining 32 schools will participate in cohort 3 beginning September 2014. During the grant period, cohort 1 will complete all Academy components and cohort 2 will complete the majority of Academy components. We estimate 62 principals, 186 parent leaders, 124 teacher leaders, 124 staff leaders, and 124 community members will benefit from grant-funded activities impacting approximately 58,851 students all across Fulton County. We are employing a partnership model to assist with the development of the Academy offerings over the grant period. The design is purposeful in that the two-year grant period will allow us to learn from our partners and build internal FCS staff capacity in order to run the Academy once grant funding ends.

The schools will begin the charter system model with a planning year. This is critical to establish the representative, informed School Governance Councils needed for this level of reform, as well as to equip our principals with the necessary skills and resources to work in this new environment. Principal training, SGC elections, SGC training and development of School Strategic Plans will occur in the planning year. After the SGC is certified, it will develop a flexible budget and submit Requests for Flexibility to align with the needs of students in the school. See Attachment E for a startup timeline for cohort 1 schools. The 20 schools in cohort 1 are representative of all grade levels, all student populations, and a variety of communities. In fact, these 20 schools represent the varying demographics of schools across the state of Georgia, making this an excellent learning and replication opportunity, as is demonstrated by the map and school profiles in Attachment E.

The Leadership and Innovation Academy includes three components: 1) principal development and support, 2) school governance council preparation and certification process, and 3) request for flexibility for innovation.

### **1. Principal Development and Support**

Through school system resources, each school will undergo an external **School Quality Review** using the protocols and ratings established by Cambridge Education (See Attachment D for Cambridge Education's letter of support). This provides a basis for understanding the existing quality of the school's instructional program. With Innovation Fund grant support, Education Resource Strategies (ERS) will then provide a two-day interactive program for principals in **Strategic Resource Design**. This research-based program requires principals to conduct a careful analysis of how well their resource allocations align with student needs. The ERS experts then provide innovative, proven alternatives to creating schedules, allocating teachers, hiring staff and acquiring instructional materials that better align with student needs. Through grant funding, Greenway Strategy Management will develop a **comprehensive school strategic planning process**, incorporating the results of the School Quality Reviews and the Strategic Resource Design elements. This will become the first meaningful activity for principals to engage the School Governance Councils. Principals will be provided with techniques and tools to begin aggregating the comprehensive information for an Organizational Assessment and Environmental Review necessary to lead the SGC through the planning process. Principals will then be exposed, through hands-on experiential exercises, to the **analytic processes for rational decision-making** created by TregoEd (See Attachment D for TregoEd's letter of support). These feature structured approaches to appraise situations which need improvement or resolution, analyze decisions to select the best of competing alternatives, and explore potential problems to design implementation plans that ensure project success. As part of the Academy, principals also will be provided professional development in **conflict management, innovation and change management**. These will be delivered in a workshop format so that principals in each cohort can

learn from each other. The exact content of these workshops will be determined through a needs assessment, with content tailored to their specific needs. This assessment as well as the design and delivery of the workshops are being provided at no cost by North Highland. Beginning in March of the planning year, which will follow election, training and certification of the SGCs, each participating principal will be provided with **executive coaching**, also through North Highland. The coaches will utilize an online 360 Assessment and the Hermann Brain Dominance Instrument (HBDI). The HBDI tool will help participants understand their own thinking styles, how to communicate with diverse thinking styles, and how to apply this insight to help improve teamwork, customer relationships, creativity, and problem solving. North Highland will provide 1,488 hours of personal coaching over the first two years of the Academy (i.e., 24 hours per participant for 62 participants in cohorts 1 and 2). North Highland will also provide 12 group coaching sessions over the first two years totaling an additional 48 hours. FCS is committed to continuous improvement. Dr. Scott Muri-Deputy Superintendent for Academics, will hold monthly **discussion forums** for cohort 1 principals to share strategies, ascertain needs, and identify necessary course corrections. These sessions will allow the district to continuously improve the Academy offerings.

## **2. School Governance Council Preparation and Certification Process**

Through existing resources, FCS has engaged in an inclusive and comprehensive process to develop **by-laws** and corresponding training material for SGCs. These by-laws include specifications for membership, election, participation, code of conduct, and governance responsibilities. The by-laws were developed over several months with two focus groups of representative parents and community leaders, and an advisory group of over 30 parents, community leaders and principals. They have also undergone attorney review to ensure they are clear, enforceable and aligned with applicable state and federal laws. Through district resources, in September 2012 we will provide materials via our website that will help principals **recruit** SGC candidates. Specifically, we will post the entire by-laws as well as a summary presentation with voice-over explaining the major duties and responsibilities. We will also hold informational sessions at various locations throughout the county. We anticipate that some SGCs, particularly in cohort 2, may have difficulty **recruiting** engaged community leaders. Therefore, FCS will create a talent pool of interested community members through speaking engagements with local civic and professional groups such as the various chambers of commerce, rotary clubs, Kiwanis clubs, the superintendent's annual Faith Summit, and leadership organizations throughout our community. Following election, SGCs must undergo comprehensive **development** in order to be certified to exercise their duties and responsibilities. This grant-funded training will be distributed across two sets of trainings. SGC Training A will include seven hours of face-to-face training addressing all aspects of the by-laws as well as Open Meetings requirements, Roberts Rules of Order, education finance, student

achievement data and effective interpersonal communication. After the planning year, SGCs will participate in SGC Training B, either face-to-face or via webinar, on limitations of resource allocations and the Request for Flexibility process. Terms for SGC members will be staggered to allow for continuity, thus requiring additional sessions of SGC training to be offered as new members join. This training will be designed and delivered by Greenway Strategy Management. All SGCs must be **certified**, which means all members must be duly elected or appointed, participate in required training, and comply with the Code of Conduct and Open Meetings Laws. A FCS staff position, which was reallocated from within the central administration, will **monitor** SGCs including: review of meeting notices, minutes and attendance; periodic visits to SGC meetings; as well as review of SGC self-assessments. This self-assessment document must be completed annually by all members and can be found in Attachment E. If this monitoring results in areas for corrective action, the SGC must submit a corrective plan to the district for approval. If an SGC continually fails to meet the requirements for certification or does not respond to requests for corrective action, the Board of Education may vote to suspend its duties and responsibilities and return the school to traditional status. A board policy outlining the conditions and processes for such suspension will be formally adopted by December of 2012. SGC certification and monitoring will be supported through existing funding.

### **3. Requests for Flexibility for Innovation**

All the processes and supports related to Requests for Flexibility will be supported through existing funding, but we include information here to provide context for the grant. Through support from the Broad Foundation, a Broad Resident will focus on **knowledge management** to support school innovation. This individual will create an online knowledge base of effective practices to address specific student achievement issues, utilizing national and international experiences of traditional public systems, charter systems and independent schools. As schools create innovations, this individual will add them to the knowledge base for others to review. Data on the lessons learned, implementation issues and effectiveness of local school innovations will be tracked in the knowledge base as well. The school system will provide **School Flexibility Analysts**, with a combination of expertise in finance and instruction, to support schools in designing and evaluating **Requests for Flexibility (RFF)**. These positions have been reallocated from within the central administration. District staff will design the RFF system to ensure that only research-based and effective innovations are implemented at schools. Analysts will work with schools to review data and help identify areas for innovation via the knowledge management system. All RFFs will require a 2/3 majority vote of the School Governance Council before submission for approval, in order to ensure that a balanced set of stakeholders are invested in innovation. Prior to a vote, they must be presented and discussed with the school community. These RFFS also must be approved by the superintendent. These checks and balances were requested by our community to

ensure that narrow agendas do not influence the innovations and to guard against unintended consequences and unchecked experimentation. Following approval of RFFs, the School Flexibility Analysts will support schools in project management to ensure effective implementation and **program evaluation** to determine whether innovations are having the desired effect.

*Extent to which the project represents an exceptional approach.*

In our charter system research FCS analyzed and spoke with numerous charter systems, charter schools and other innovative organizations. We determined the focus on innovation at the system-level, employed by other Georgia charter systems, would not inspire local school communities to think and act differently, nor would it spur dramatic academic gains. Rather, our approach to the charter system is to turn the idea of a top-down school system on its head and encourage innovation from the school and community level. The Leadership and Innovation Academy is the system of supports and tools to allow innovation to develop at the local level. The Academy design is predicated on the theory that principals and SGC members need specific training, vastly different from traditional professional development provided in K-12 education, in order to be successful in a charter system. FCS recognizes the new roles that principals, parents, community members and teachers will be expected to play and through the Academy, will provide tools to help support and evaluate the charter system. Further, transitioning to these new roles will be supported through a planning year so that principals and SGCs can build leadership and governance capacity and collaboratively work through the paradigm shift within their schools. Our model includes unique aspects, specifically, the Requests for Flexibility system requiring school-wide input on school innovations and a two-thirds majority vote, a knowledge management system of effective practices to improve student achievement, and a partnership with external experts committed to transferring skills and resources to FCS staff for continued implementation. Our approach can be replicated and customized in other school districts.

*Research-based findings of the proposed program*

Because research on the impact of charter systems on student achievement is limited, FCS bases its theory of change on the successes of charter schools and autonomous school zones. The key aspect of successful charter schools and “empowerment” schools (such as those in Clark County, NV and New York City) is the autonomy they enjoy, as “[g]reater autonomy can enhance efficiency, strengthen accountability, and allow for innovation and specialization” (Plank and Smith as cited in U.S. Department of Education, 2010, p. 9). For example, empowerment schools in Clark County have seen increases in student proficiency on state achievement tests, and in parent satisfaction with their children’s schools (U.S. Department of Education, 2010, p. 10). Likewise, a New York University’s study of New York City’s Performance Driven Budgeting initiative of 1997 found a small, but statistically significant increase in student academic outcomes at pilot schools where local educators tracked and utilized student

achievement data to determine their own instructional planning, budgeting, and resource allocation decisions (Seigel, 2003, p. 5-6). Schools with added flexibilities are associated with “greater commitment to local priorities, enhanced teacher influence and engagement, and improved relations between schools, parents, and their communities” (U.S. Department of Education, 2010, p. 9-10).

In its case study of high-performing charter high schools, the U.S. Department of Education (2006) finds that a common feature of these schools was a strong, active governing board that holds itself accountable to students and parents (p. 29). As opposed to a district board of education governing many schools, these governing boards have the sole obligation to support and guide a single school, and can transition quickly to reflect the changing needs of students. High-performing charter school boards empower the school staff to make and implement decisions quickly, and they display sound fiscal and operational management (U.S. Department of Education, 2006, pp. 28-29). Therefore, our charter system SGCs will need to exhibit these characteristics in order to best meet the needs of FCS students.

Much of the research on the impact of charter and pilot schools on student achievement is mixed, and the variation in quality of these schools may be due to the lack of monitoring and support from their authorizers (U.S. Department of Education, 2010, p. 9). In their study of the regulatory environment of public education in California, Loeb, Bryk, and Hanushek (2008) find that schools vary in their capacity to transform available resources into achievement, due to differing skills in leadership to use information effectively (p. 12). Although increased flexibility can lead to innovations, “sufficient knowledge and capacity at the school level is necessary for autonomous schools to improve student performance” (U.S. Department of Education, 2010, p. 10). Siegel (2003) notes that in order “to improve student achievement, schools must have the capacity to plan, budget, and respond with agility to students’ needs” (p. 6); this requires dedicated support to build capacity at the school level. Central leaders must establish a framework for local decision-making, train school staff and parents on planning, budgeting, and tracking student data, and provide the personnel and accountability to support this change (Seigel, 2003, p. 6); as a result, FCS has committed to assessing and developing its schools in the charter system through the Leadership and Innovation Academy.

*Scope of Work*

The Leadership and Innovation Academy has two primary outcomes: (1) principals demonstrate the behaviors, skills and abilities to effectively lead in a charter system environment; (2) School Governance Councils demonstrate the ability to effectively govern in a charter system environment. The goals and activities that align with each outcome are detailed in the Scope of Work table below.

<b>RACE TO THE TOP INNOVATION FUND: SCOPE OF WORK</b>
<b>NAME OF PARTNERSHIP: LEADERSHIP AND INNOVATION ACADEMY</b>
<b>OUTCOME 1: PRINCIPALS DEMONSTRATE THE BEHAVIORS, SKILLS AND ABILITIES TO EFFECTIVELY LEAD IN A CHARTER SYSTEM ENVIRONMENT.</b>



<b>GOAL 1.1: PRINCIPALS ARE PREPARED FOR THE CHARTER SYSTEM TRANSFORMATION.</b>				
<b>ACTIVITY</b>	<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>	<b>FUNDING SOURCE</b>
TregoEd Processes for Rational Decision-making training	<ul style="list-style-type: none"> <li>Schedule 3 day training session and order training materials from TregoEd</li> <li>Deliver training to targeted principals focused on situation appraisal, problem analysis, and decision analysis</li> </ul>	Cohort 1 principals: Oct 2012 Cohort 2 principals: Oct 2013	Korynn Schooley and Martha Greenway – Greenway Strategy Management	Grant funds
Strategic Resource Design training	<ul style="list-style-type: none"> <li>Schedule 2 days training session and communicate logistics with ERS</li> <li>Deliver training to targeted principals focused on how to strategically allocate limited resources aligned to the School Strategic Plan</li> </ul>	Cohort 1 principals: Sept-Oct 2012 Cohort 2 principals: Sept-Oct 2013	Korynn Schooley and Educational Resource Strategies (ERS)	Grant funds
Conflict Management, Innovation & Change Management training	<ul style="list-style-type: none"> <li>Schedule training sessions and coordinate logistics with North Highland</li> <li>Deliver training to targeted principals focused on implementing strategies to limit the negative aspects of conflict</li> </ul>	Cohort 1 principals: Dec 2012 Cohort 2 principals: Dec 2013	Korynn Schooley and North Highland	North Highland in-kind donation
Executive Coaching	<ul style="list-style-type: none"> <li>Identify and train coaches</li> <li>Conduct 360 &amp; self-assessments with participating principals</li> <li>Conduct 4 personal coaching sessions for each participating principal</li> <li>Conduct 12 group coaching sessions</li> <li>Conduct 1 progress review session for each participating principal</li> </ul>	Cohort 1 principals: March 2013-June 2014 Cohort 2 principals: March 2014-June 2015	Korynn Schooley and North Highland	Grant funds
<b>GOAL 1.2: SCHOOLS IN COHORT 1 MAKE PROGRESS TOWARD STUDENT ACHIEVEMENT GOALS.</b>				
<b>ACTIVITY</b>	<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>	<b>FUNDING SOURCE</b>
School Quality Review (SQR)	<ul style="list-style-type: none"> <li>Coordinate with targeted schools and Cambridge Education when SQRs will be conducted</li> <li>Conduct the 2 day SQR at each targeted school</li> </ul>	Cohort 1 schools: by Oct 2012 Cohort 2 schools: by Oct 2013	Korynn Schooley and Cambridge Education	FCS General Operating funds
School Strategic Planning Process training	<ul style="list-style-type: none"> <li>Analyze feedback from principals and area superintendents on existing School Improvement Plan Process</li> <li>Design training module for principals on how to create a School Strategic Plan</li> <li>Schedule training sessions for instructor-led and online delivery</li> </ul>	Cohort 1 principals: Sept 2012 Cohort 2 principals: Sept 2013	Korynn Schooley and Martha Greenway – Greenway Strategy Management	Grant funds
Project Management & Program Evaluation	<ul style="list-style-type: none"> <li>Monitor Requests for Flexibility to ensure research-based and effective innovations</li> <li>Support schools in project management and evaluation of innovations</li> </ul>	Ongoing	Korynn Schooley and School Flexibility Analysts	FCS General Operating funds
Leadership and Innovation Academy discussion forums	<ul style="list-style-type: none"> <li>Schedule monthly sessions with cohort principals</li> <li>Create agenda for each session with topics of discussion mapped to recent Academy interventions</li> <li>Facilitate discussion of Academy learning outcomes, challenges principals are facing with charter transition, and successes towards meeting student achievement goals</li> </ul>	Cohort 1 principals monthly beg. Sept 2012 Cohort 2 principals monthly beg. Sept 2013	Dr. Scott Muri-FCS Deputy Superintendent Academics	FCS General Operating funds

<b>OUTCOME 2: SCHOOL GOVERNANCE COUNCILS DEMONSTRATE THE ABILITY TO EFFECTIVELY GOVERN IN A CHARTER SYSTEM ENVIRONMENT.</b>				
<b>GOAL 2.1: SUPPORTS ARE IN PLACE FOR SCHOOL GOVERNANCE COUNCILS TO REQUEST AND IMPLEMENT FLEXIBILITY WAIVERS.</b>				
<b>ACTIVITY</b>	<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>	<b>FUNDING SOURCE</b>
School Governance Council By-Laws	<ul style="list-style-type: none"> <li>Research effective board by-laws</li> <li>Review draft SGC by-laws with legal department and Cabinet</li> <li>Finalize SGC by-laws and post online</li> </ul>	By Sept 28, 2012	Korynn Schooley and Martha Greenway –	FCS General Operating funds
Request for Flexibility System	<ul style="list-style-type: none"> <li>Design the Request for Flexibility system</li> <li>Work with schools to review data and identify areas for innovation via the knowledge management system</li> <li>Review and approve school-based flexibilities</li> <li>Support the sharing of best practices</li> </ul>	-System designed 12/2012 -School innovations beg. April 2013 -RFFs approved by March 2014 -Best practices ongoing	Korynn Schooley, Eddie Breaux-Broad Fellow, and School Flexibility Analysts	FCS General Operating funds
Talent Pool of Community Members Ready to Serve on School Governance Councils	<ul style="list-style-type: none"> <li>Interview principals to understand magnitude of need for qualified community members to serve on SGCs</li> <li>Establish/expand partnerships with various entities, e.g., business community, faith-based community, service organizations, professional organizations, to source diverse candidates to serve on SGCs</li> <li>Engage talent pool in various school and district opportunities, e.g., Principal for a Day, School Board community meetings, Prestigious Partner program, volunteer projects, etc.</li> </ul>	By Jan 2013 and ongoing	Korynn Schooley	FCS General Operating funds
School Governance Monitoring, Certification, and Assessment	<ul style="list-style-type: none"> <li>Ensure SGCs meet certification requirements</li> <li>Coordinate implementation of assessment tool and collect results</li> <li>Analyze assessment data to identify governance strengths and challenges</li> <li>Support SGCs to create targeted Corrective Action Plans to address governance issues</li> </ul>	Annually	Korynn Schooley	FCS General Operating funds
Knowledge Management System	<ul style="list-style-type: none"> <li>Create online knowledge base of effective practices to address specific student achievement issues</li> <li>Track data on the lessons learned, implementation issues and effectiveness of local school innovations</li> </ul>	-Knowledge base avail beg. April 2013 and updated ongoing -Tracking of innovations beg. April 2014 and ongoing	Eddie Breaux-Broad Fellow, Korynn Schooley and School Flexibility Analysts	FCS General Operating
<b>GOAL 2.2: SCHOOL GOVERNANCE COUNCILS BUILD CAPACITY FOR EFFECTIVE, COLLABORATIVE DECISION-MAKING.</b>				
<b>ACTIVITY</b>	<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>	<b>FUNDING SOURCE</b>
School Governance Council training	<ul style="list-style-type: none"> <li>Review input and feedback from charter system exploration phase on skills and capabilities needed for SGC members</li> <li>Benchmark best practice board training</li> <li>Design and deliver SGC Training A (standards, assessments, legal guidelines, governance, compliance, communications, public relations, etc.)</li> </ul>	Cohort 1 SGC members: Training A - Jan and Feb 2013, Training B – Jan and Feb 2014  Cohort 2 SGC members:	Korynn Schooley, Martha Greenway, Terri Theisen, Mindy Wertheimer – Greenway Strategy Management	FCS General Operating funds and grant funds

	<ul style="list-style-type: none"> <li>Design and deliver SGC Training B (Request for Flexibility system process and limitations on finances)</li> </ul>	Training A - Jan and Feb 2014		
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**4. Quality of Project Evaluation**

This proposal is based on promising evidence that if principals and SGCs are provided targeted professional development in collaborative leadership, they will be equipped to partner effectively to lead in a charter system environment and to improve student achievement through innovation and flexibility. The evaluation plan seeks to answer these research questions:

- Does the Leadership and Innovation Academy allow principals to demonstrate the behaviors, skills and abilities to effectively lead in a charter system environment?*
- Does the Leadership and Innovation Academy allow SGCs to demonstrate the ability to effectively govern in a charter system environment?*
- Does the Leadership and Innovation Academy provide principals and SGCs with the capacity to request research-based flexibilities linked to student achievement?*

The skills learned through the Leadership and Innovation Academy will allow principals and SGCs to utilize flexibilities in the charter environment to introduce innovative school reforms and improve student achievement. In Attachment E, our logic model details the project inputs which lead to the project outputs which over time impact project outcomes. FCS is partnering with the Strategic Data Project at Harvard University, a \$15M national education initiative funded by the Bill and Melinda Gates Foundation, to help school district and state leaders increase student achievement through data-informed decision-making (see Attachment D for a letter of support from Sarah Glover, Executive Director – Strategic Data Project). Mary Mira, a Strategic Data Project Fellow supporting FCS, will lead the Leadership and Innovation Academy evaluation team. Other evaluation team members include the SGC Governance Specialist, four School Flexibility Analysts, and a representative from each of our partners. Ms. Mira will conduct a literature review, collaborate with professors at Harvard as part of her fellowship, and seek stakeholder input to analyze appropriate measures of implementation effectiveness. These measures may include both qualitative and quantitative data, such as parent and student surveys, staff interviews and focus groups, observations, and student achievement data. These data will support ratings from the SGC self-assessment instrument and the principal leadership assessment tool, which will be tracked over time. By triangulating these data sources, Ms. Mira will evaluate the effectiveness of the Leadership and Innovation Academy. The evaluation team will track whether or not skill gaps identified through the SGC self-assessment and the principal leadership assessment tool are guiding targeted professional development and coaching; the change in principal and SGC knowledge, as measured by the SGC assessment; and the number of flexibility requests aligned to school strategic plans. SGC member

and principal effectiveness will be evaluated over time utilizing their respective assessment tools, as well as parent and student satisfaction and climate surveys. Further, the team will assess the alignment between schools’ strategic plans and student needs identified through the School Quality Review (SQR) needs assessment process. FCS will provide support to schools to align their resources and requests for flexibility to research-based innovations. School Flexibility Analysts will assess the impact of these innovations on student outcomes.

*Evaluation will provide sufficient information about the key elements to facilitate replication*

To determine the extent that there will be sufficient information to scale and replicate the project approach, Ms. Mira will work closely with project team members, including those skilled in budget and project management. She will conduct focus groups with community members and interview principals to evaluate differences in implementation across schools. Ms. Mira will report findings as to the generalizability of the system’s success and will collaborate with faculty at Harvard to predict challenges to replication. It is FCS’ hope that the Leadership and Innovation Academy can serve as a model for other Georgia districts transitioning to charter systems, and we will evaluate the project to determine what resources and supports are necessary for schools with differing community and student characteristics.

*Project plan includes sufficient resources to carry out the evaluation*

The plan includes the necessary resources to effectively evaluate system components. FCS project team members will work with partners to collect and analyze data to conduct the evaluation. The SGC self-assessment tool has already been developed, and Strategy and Innovation Office staff administer parent and student surveys annually. Ms. Mira will use time from her fellowship to oversee focus groups and interviews to gather qualitative data, and district staff will analyze student achievement data.

<b>GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS</b>		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Dollar amount raised or leveraged to support ongoing implementation of proposed initiative	Supporting documentation for cash and in-kind donations, e.g., contracts, time sheets; District budgeting process	Annually based on budget cycle
<b>GEORGIA BENEFITS FROM AN INCREASED NUMBER AND PERCENTAGE OF STUDENTS AND TEACHERS WHO WILL HAVE ACCESS TO INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES RELATED TO APPLIED LEARNING AND TEACHER/LEADER RECRUITMENT AND DEVELOPMENT</b>		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW

<p>Cohort 1: Up to 20 principals, 60 parent leaders, 40 teacher leaders, 40 staff leaders, and 40 community leaders participating in the Leadership and Innovation Academy</p> <p>Cohort 2: Up to 42 principals, 126 parent leaders, 84 teacher leaders, 84 staff leaders, and 84 community leaders participating in the Leadership and Innovation Academy</p>	<p>Attendance data for Leadership and Innovation Academy training interventions</p>	<p>Quarterly</p>
<p><b>GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES</b></p>		
<p>INDICATOR(S)</p>	<p>DATA COLLECTION METHODS(S)</p>	<p>FREQUENCY OF DATA COLLECTION/REVIEW</p>
<p>The high school graduation rate at participating schools will increase by 2%, as measured by baseline data using Georgia’s new cohort-adjusted on-time graduation rate (approximately 2,500 high school seniors)</p>	<p>Utilize state database</p>	<p>2010-11 baseline data collected; updated and presented annually to set system targets</p>
<p>The number of high school students at participating schools meeting or exceeding the average 25<sup>th</sup> percentile of Math and Critical Reading SAT scores accepted by the University System of Georgia universities and colleges will increase by 2% (approximately 2,500 high school seniors)</p>	<p>Utilize data from the College Board</p>	<p>2010-11 baseline data collected; updated and presented annually to set system targets</p>
<p>The percent of 3<sup>rd</sup> – 5<sup>th</sup> graders in participating schools who meet or exceed standards on the Math CRCT will increase from by 3% (approximately 4,300 students)</p>	<p>Utilize state database</p>	<p>2010-11 baseline data collected; updated and presented annually to set system targets</p>
<p>The percent of 3<sup>rd</sup> – 5<sup>th</sup> graders in Cohort 1 schools who meet or exceed standards on the Science CRCT will increase by 7% (approximately 4,300 students)</p>	<p>Utilize state database</p>	<p>2010-11 baseline data collected; updated and presented annually to set system targets</p>
<p>The percent of 6<sup>th</sup> – 8<sup>th</sup> graders in Cohort 1 schools who meet or exceed standards on the Math CRCT will increase by 4% (approximately 4,300 students)</p>	<p>Utilize state database</p>	<p>2010-11 baseline data collected; updated and presented annually to set system targets</p>
<p>The percent of 6<sup>th</sup> – 8<sup>th</sup> graders in Cohort 1 schools who meet or exceed standards on the Science CRCT will increase by 8% (approximately 4,300 students)</p>	<p>Utilize state database</p>	<p>2010-11 baseline data collected; updated and presented annually to set system targets</p>
<p>50% of SGCs in cohort 1 (10 schools) will improve on their self-assessment ratings between their Year 1 baseline and Year 2 follow-up</p>	<p>SGC self-assessment tool</p>	<p>Administered and analyzed bi-annually to track change over time</p>
<p>The composite rating of the parent school satisfaction survey will increase by at least 0.5 at 50% of cohort 1 schools (10 schools)</p>	<p>Parent school satisfaction survey data</p>	<p>Administered and analyzed annually to track change over time</p>

<p>School strategic plans will be aligned to School Quality Review (SQR) needs assessment data at 100% of cohort 1 schools (20 schools), as monitored by Strategy and Innovation staff</p>	<p>SQR needs assessment and Strategy and Innovation program data</p>	<p>Tracked and updated annually</p>
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**5. Quality of Project Management Plan**

Staff members from Fulton County Schools, Greenway Strategy Management, North Highland, and Education Resource Strategies have the capacity and expertise to successfully implement the Leadership and Innovation Academy so that principals and SGCs can effectively lead in a charter system environment. FCS will implement the proposed project on time and within budget as defined by the Scope of Work. The FCS management team has extensive experience working across departments and with external partners to achieve project goals. Staff and faculty from partnering organizations all have experience implementing complex projects that are time and budget constrained. The following individuals are qualified for their role and committed to making the Leadership and Innovation Academy a best-in-class institution for leadership development in a charter system. The full time equivalent (FTE) for FCS staff to implement the grant is included in parentheses.

Dr. Scott Muri – Deputy Superintendent Academics, FCS (0.05 FTE) will chair the Leadership and Innovation Academy Governing Board and provide strategic oversight for grant implementation. Dr. Muri has over 24 years of experience in education in roles of increasing responsibility from a teacher to principal to area superintendent to CIO to his most recent role as deputy superintendent. In his previous role as CIO of Charlotte-Mecklenburg Schools in NC, he led the implementation of key strategic performance management initiatives, research and evaluation, student assessment, technology infrastructure, and instructional technology innovation. Dr. Muri received his Educational Doctorate in Educational Leadership from Wingate University in 2011. Dr. Muri reports directly to the superintendent.

Korynn Schooley – School Governance Specialist, FCS (1.0 FTE) will coordinate the Leadership and Innovation Academy and serve as Project Director for the grant. Ms. Schooley will liaise with project partners, principals and school governance councils and be responsible for grant implementation. Ms. Schooley has almost 15 years of experience in governance, nonprofit, and educational roles including serving as Chief of Staff to a state legislator and as a policy manager for a state-level education nonprofit. Most recently she served as a Strategic Data Fellow and Research and Evaluation Analyst with Fulton County Schools. Ms. Schooley received her B.A. in Public Policy from Duke University and her M.P.P from Harvard’s Kennedy School of Government. This position will be fully funded by the district.

Mary Mira - Strategic Data Project Fellow, FCS (0.25 FTE) will serve as the evaluator for the grant and will coordinate data collection and analysis with grant partners. Ms. Mira received her B.A. in anthropology and Middle Eastern studies from the College of William & Mary, and her Ed.M. in

education policy and management from the Harvard Graduate School of Education (HGSE). She has quantitative and qualitative data analysis experience, and has worked as a research assistant for Dr. James Kim at HGSE. She is currently evaluating the FCS' performance management systems for teachers, principals, and central office administrators. She will utilize her program evaluation skills to monitor progress towards achieving Academy goals and to recommend changes based on data analysis.

To Be Staffed – 4 School Flexibility Analysts, FCS (1.0 FTE) will support the Requests for Flexibility process in their designated learning community. The analysts will work with their assigned schools to identify, implement, and evaluate flexibilities as approved. These positions will be funded by the district.

Eddie Breaux – Broad Foundation Fellow, FCS (0.25 FTE) will design and maintain the online knowledge management system of effective practices to address specific student achievement issues. Mr. Breaux has more than five years' experience as a financial analyst performing detailed data analyses; he has experience analyzing math and science education research studies for NSF, and he served as a Peace Corps member in Mali. Mr. Breaux received a Master of Education from the Harvard Graduate School of Education and an MBA from Duke University.

Martha Taylor Greenway –President, Greenway Strategy Management will lead the design and delivery of training modules for the Academy. As the former FCS Deputy Superintendent for Organizational Advancement, Ms. Greenway led the district's charter system exploration process and the creation of the charter petition. Ms. Greenway has extensive experience in governance, strategic planning and program evaluation. While with FCS she also led such diverse areas as strategic planning, technology, human resources, professional learning, assessment, board policy and accountability. Previously she served as Vice President of Planning and Policy for the United Way of America where she led development of the first national strategic plan for the United Way system, supported a redesigned national governance structure, and developed a widely replicated model for nonprofit organizations to measure their outcomes. Ms. Greenway's work has been featured in publications such as Education Week, the Chronicle of Philanthropy, several management books and a Harvard Business School Case Study. She holds an MSW and MPA, both from Ohio State University. In addition to Ms. Greenway, the School Governance Council training design and delivery will be supported by Terri Theisen and Mindy Wertheimer.

Terri Theisen has more than 30 years of executive leadership and organizational development experience. Ms. Theisen has provided counsel and consulting services to many organizations throughout the country. Previously, Ms. Theisen was a senior vice president of the Juvenile Diabetes Research Foundation, overseeing the operation of more than 30 affiliates. She also served as a senior vice president for the American Cancer Society and the CEO of the National Multiple Sclerosis Society's Georgia Chapter.

Mindy R. Wertheimer, Ph.D., LCSW, is clinical professor and associate director of the MSW Program in the School of Social Work, Andrew Young School of Policy Studies (AYSPS) at Georgia State

University. She is an affiliate faculty member of the Nonprofit Studies Program in AYSPS. Dr. Wertheimer conducts trainings on a range of issues, including board governance, leadership development, CEO-board chair partnership, goal-setting and implementation, supervision, and communication skills. Dr. Wertheimer is the author of *The Board Chair Handbook* (2nd ed.), published in 2007 by BoardSource. Missy McNabb – Senior Manager, North Highland Company is an expert in the field of Human Capital and Talent Management, with over twenty-five years of experience. Ms. McNabb's expertise includes strategic planning, succession planning, leadership development, executive coaching/mentoring, organizational design, facilitation and training design and delivery. She is a leader in North Highland's leadership development and executive coaching capabilities, and the Diversity & Inclusion Group and Women in Leadership network. She is a non-practicing attorney, with a J.D. from the New England School of Law, and a B.A. in History from the University of Texas.

Jim Neal - Vice President, North Highland Company has over 20 years of experience in strategic planning, strategy execution, organization development, and performance improvement. His specific areas of expertise include strategy development and execution, business planning, enterprise performance management, and organization alignment. Mr. Neal leads North Highland's work in the Georgia public sector, encompassing multiple State of Georgia agencies, local government organizations and selected non-profits. He is co-author of North Highland's white paper on Enterprise Performance Management for government agencies: "How Do Successful Government Agencies Meet Today's Performance Expectations?" He has an MBA from the University of Virginia's Darden School, and a B.S. in Finance from the University of Tennessee.

Stephen Frank, Ph.D. – Director, Education Resource Strategies will co-lead the Strategic Resource Design training for principals. He is the coauthor with ERS founder Karen Miles of *The Strategic School*. He co-leads the partnership with GaDOE to build state and district capacity to analyze and use their resources in more effective ways. He taught education and public policy classes for institutions including the Broad Institute, New Leaders for New Schools, Brigham Young University, and Duke University. He has a Ph.D. from Duke University and is a recipient of the Jacob Javits, James B. Duke and Robert S. Fulbright Fellowships.

Don Hovey - Director, Education Resource Strategies will co-lead the principal training with Dr. Frank. Mr. Hovey currently leads ERS' project support of the Aspen CFO Network, funded by the William and Flora Hewlett Foundation, and extends that work to build data and tools to help districts recognize strategic misalignments and make fundamental changes to their historic spending patterns. He is co-leading the work with the GaDOE. Mr. Hovey has worked closely with a number of urban districts including Baltimore City, Charlotte-Mecklenburg, Philadelphia, and Rochester to analyze school and



district resource use and make funding and system redesign changes. He has an M.B.A from Harvard Business School.

Representatives from each of the partners will sit on the **Leadership and Innovation Academy Governing Board** to ensure that grant goals are being achieved by successfully implementing the activities defined in the Scope of Work. The Governing Board will meet once a semester during the two-year grant period to review evaluation data and determine any course corrections, as appropriate. Other key responsibilities of board members include communicating results, sharing information with leaders from other school districts to facilitate replication, and helping to secure additional sources of funding.

## **6. Quality of Sustainability Plan**

FCS is committed to the Leadership and Innovation Academy to provide high-quality development and coaching to principals and governance training to our SGCs as we transition to a charter system. Dr. Robert Avossa, our superintendent, has made the Academy a district priority. FCS general operating funds and Title II-A will be used to support the majority of program design, administration, and delivery after the grant period. Title II-A funds will help support the principal training focused on leadership development. FCS has collaborated with and received recognition from a number of national organizations for its achievements and can partner with these organizations to share the success of the Leadership and Innovation Academy more broadly. The Broad Center for the Management of School Systems has partnered with the district in several areas: the last two FCS superintendents have received extensive leadership development support as Broad Superintendents Academy Fellows, and the district is currently sponsoring three Broad Foundation Residents, one who will focus on the knowledge management system (See Attachment D for a letter of support from The Broad Center). Further, FCS has participated in a Gates Foundation study of middle school teacher effectiveness, actively worked with the Council of Urban Boards of Education through the National School Boards Association, and been recognized by the American Productivity and Quality Center as a best practice district. These organizations can help Dr. Avossa broadcast grant results on a national level and can help broker introductions to other interested funders. The design of the Academy provides critical external partnerships during the initial development of program components and a purposeful hand-off of the training and tools to internal staff as the grant period ends, ensuring sustainability of the work. As discussed, we have incorporated a knowledge management system to allow all stakeholders to learn from the partners and one another. We also have created a staggered model for SGC membership to ensure continuity across school years. Further, in the summer of 2014, we will host a forum to share case studies on our charter system model. As more districts throughout Georgia consider going charter, our Academy can serve as a blueprint that can be scaled and replicated to build principal and School Governance Council capacity to improve student achievement for all Georgia students.

**Budget**

<b>GOVERNOR'S OFFICE OF PLANNING AND BUDGET</b>			
<b>RACE TO THE TOP INNOVATION FUND BUDGET FORM</b>			
Project Name: Leadership and Innovation Academy			
<b>SECTION A - BUDGET SUMMARY</b>			
<b>INNOVATION FUND COSTS</b>			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Total (d)
1. Personnel	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0
5. Supplies	\$11,450	\$24,950	\$36,355
6. Contractual	\$215,610	\$376,730	\$592,340
7. Construction	\$0	\$0	\$0
8. Other	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$227,060	\$401,635	\$628,695
10. Indirect Costs*	\$4,201	\$7,430	\$11,631
11. Training Stipends	\$0	\$0	\$0
12. Total Costs (lines 9-11)	\$231,261	\$409,065	\$640,326
<b>SECTION B - BUDGET SUMMARY</b>			
<b>NON-INNOVATION FUND COSTS</b>			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Total (d)
1. Personnel	\$147,563	\$147,563	\$295,126
2. Fringe Benefits	\$40,875	\$40,875	\$81,750
3. Travel	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0
6. Contractual	\$79,980	\$126,620	\$206,600
7. Construction	\$0	\$0	\$0
8. Other	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$268,418	\$315,058	\$583,476
10. Indirect Costs*	\$0	\$0	\$0
11. Training Stipends	\$0	\$0	\$0
12. Total Costs (lines 9-11)	\$268,418	\$315,058	\$583,476

**Section A - Innovation Fund Costs**

Budget Categories	Project Year 1	Project Year 2	Total	Narrative
	(a)	(b)	(d)	
1. Personnel	\$ -	\$ -	\$ -	
2. Fringe Benefits	\$ -	\$ -	\$ -	
3. Travel	\$ -	\$ -	\$ -	
4. Equipment	\$ -	\$ -	\$ -	
5. Supplies	\$ 11,450	\$ 24,905	\$ 36,355	<i>See separate worksheet</i>
6. Contractual	\$ 215,610	\$ 376,730	\$ 592,340	<i>See separate worksheets</i>
7. Construction	\$ -	\$ -	\$ -	
8. Other			\$ -	
9. Total Direct Costs (lines 1-8)	\$ 227,060	\$ 401,635	\$ 628,695	
10. Indirect Costs*	\$ 4,201	\$ 7,430	\$ 11,631	<i>FCS' restricted, indirect cost rate is 1.85% for 2012-2013</i>
11. Training Stipends	\$ -	\$ -	\$ -	
12. Total Costs (lines 9-11)	\$ 231,261	\$ 409,065	\$ 640,326	

**Section B**

**In-Kind Contribution of Time**

Budget Categories	Project Year 1	Project Year 2	Total	Narrative
	(a)	(b)	(d)	
1. Personnel	\$ 147,563	\$ 147,563	\$ 295,126	<i>Includes in-kind contribution of time from School Governance Specialist (1 FTE) and School Flexibility Analysts (1 FTE)</i>
2. Fringe Benefits	\$ 40,875	\$ 40,875	\$ 81,750	<i>27.7% of salary of FCS employees</i>
6. Contractual	\$ 79,980	\$ 126,620	\$ 206,600	<i>Includes in-kind contributions from partners</i>
Total	\$ 268,418	\$ 315,058	\$ 583,476	

**FCS Project Budget Years 1 & 2 for Supplies**

Activity	Factor	Cost/Unit	Grant Cost	Comments
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**Assumptions**

During year 1 of the grant, 20 Principals and School Governance Councils will participate in Academy training as part of Cohort 1  
 During year 2 of the grant, 42 Principals and School Governance Councils will participate in Academy training as part of Cohort 2.

**Supplies - Year 1**

Rational Decision-Making Training Materials	30	\$	115	\$	3,450	Training materials for 30 people (20 principals + 10 central office staff) purchased from TregoED, \$115/person
School Governance Council Training A Materials	200	\$	25	\$	5,000	Training materials for 200 SGC members in Cohort 1 includes CD, hand outs, flip charts, markers, light refreshments, \$25/person
Creating and maintaining website pages to post training materials and tools	60	\$	50	\$	3,000	Package Academy materials to make available to other school districts (60 hours * \$50/hour)

***FCS Sub-total Year 1***

**\$ 11,450**

**Supplies - Year 2**

Rational Decision-Making Training Materials	47	\$	115	\$	5,405	Training materials for 47 people (42 principals + 5 central office staff * \$115/person)
School Governance Council Training A Materials for Cohort 2	450	\$	25	\$	11,250	Training materials for 450 SGC members in Cohort 2 includes CD, hand outs, flip charts, markers, light refreshments, \$25/person
School Governance Council Training A Materials for new members to Cohort 1	50	\$	25	\$	1,250	Training materials for 50 new SGC members from Cohort 1 includes CD, hand outs, flip charts, markers light refreshments, \$25/person

School Governance Council				Training materials for the 2nd training module for 200 SGC
Training B Materials for Cohort 1	200 \$	25 \$	5,000	members in Cohort 1 includes CD, hand outs, flip charts,
Maintaining website pages to post				markers, light refreshments, \$25/person
training materials and tools	40 \$	50 \$	2,000	Package Academy materials to make available to other
				school districts (40 hours * \$50/hour)

***FCS Sub-total Year 1***

**\$ 24,905**

<b>Contractual Project Budget / Year 1</b>						
<b>Activity</b>	<b>Factor</b>	<b>Standard Rate</b>	<b>Standard Cost</b>	<b>FCS Discounted Rate</b>	<b>Grant Cost</b>	<b>Comments</b>
<b>Program Design and Delivery: Greenway Strategy Management</b>						
<u><b>Assumptions</b></u>						
During year 1 of the grant, 20 Principals and School Governance Councils will participate in Academy training as part of Cohort 1						
Program Oversight and Coordination	100	\$ 250	\$ 25,000	\$ 200	\$ 20,000	100 hours to provide program oversight and coordination services to implement the Leadership and Innovation Academy and participate in the Academy Governing Board
Rational Decision-Making Training Delivery	3	\$ 2,500	\$ 7,500	\$ 2,000	\$ 6,000	3 days of training for Cohort 1 principals & 10 central office leaders
School Strategic Plan Design	80	\$ 250	\$ 20,000	\$ 200	\$ 16,000	80 hours to design and develop the webinars for principals to create their school strategic plan
School Strategic Plan Webinar Delivery	2	\$ 2,500	\$ 5,000	\$ 2,000	\$ 4,000	2 days total - 6 sessions lasting 90 minutes for Cohort 1 principals (each principal will participate in 3 sessions, a total of 6 will be offered)
School Governance Council Training A Design	40	\$ 500	\$ 20,000	\$ 350	\$ 14,000	40 hours to design and develop the training for Cohort 1 SGCs
School Governance Council Training A Delivery	10	\$ 3,500	\$ 35,000	\$ 3,000	\$ 30,000	10 days to deliver training to all Cohort 1 SGC members (SGC members must attend 1 day of training -10 days will be scheduled)
<b>Greenway Consulting Sub-Total</b>			<b>\$ 112,500</b>		<b>\$ 90,000</b>	
<b>Greenway Consulting In-Kind Donation</b>					<b>\$ 22,500</b>	
<b>Leadership Development &amp; Executive Coaching: North Highland</b>						
Conflict Management Training Design and Delivery	48	\$ 295	\$ 14,160		\$ -	3 half day workshops for Cohort 1 principals donated in-kind (8 hours per workshop to include prep, delivery, and follow-up @ \$295/ hour X 6 workshops)

<b>Contractual Project Budget / Year 1</b>						
<b>Activity</b>	<b>Factor</b>	<b>Standard Rate</b>	<b>Standard Cost</b>	<b>FCS Discounted Rate</b>	<b>Grant Cost</b>	<b>Comments</b>
Executive Coaching - Individual Sessions	480	\$ 295	\$ 141,600	\$ 215	\$ 103,200	24 hours/cohort 1 principal * 20 principals * \$215/hour covering kickoff, goal setting, assesment readout, 360 feedback, and individual sessions
Executive Coaching - Group Sessions	24	\$ 295	\$ 7,080	\$ 215	\$ 5,160	24 hours of executive coaching in groups * \$215/hour
<b><i>North Highland Sub-Total</i></b>			<b>\$ 162,840</b>		<b>\$ 108,360</b>	
<b><i>North Highland In-Kind Donation</i></b>					<b>\$ 54,480</b>	
<b>Resource Management Training: ERS</b>						
Travel for 3 ERS instructors	3	\$ 1,750	\$ 5,250	\$ 750	\$ 2,250	Travel costs for 3 instructors at \$750/instructor covering 3 days and 2 nights of travel expenses, ERS is donating in kind the cost of air travel
Strategic School Design Training Delivery	2	\$ 7,500	\$ 15,000	\$ 7,500	\$ 15,000	2 days of training at \$7,500/day for Cohort 1 principals & select central office staff
<b><i>Education Resource Strategies Sub-Total</i></b>			<b>\$ 20,250</b>		<b>\$ 17,250</b>	
<b><i>Education Resource Strategies In-Kind Donation</i></b>					<b>\$ 3,000</b>	

<b>Contractual Project Budget / Year 2</b>						
<b>Activity</b>	<b>Factor</b>	<b>Standard Rate</b>	<b>Standard Cost</b>	<b>FCS Discounted Rate</b>	<b>Grant Cost</b>	<b>Comments</b>
<b>Program Design and Delivery: Greenway Strategy Management</b>						
<u><b>Assumptions</b></u>						
During year 2 of the grant, Cohort 1 SGC members will attend 1 day of continuation training. There will be 50 new SGC members from Cohort 1 schools replacing members who						
During year 2 of the grant, 42 Principals and School Governance Councils will participate in Academy training as part of Cohort 2.						
Program Oversight and Coordination	100	\$ 250	\$ 25,000	\$ 200	\$ 20,000	100 hours to provide program oversight and coordination services to implement the Leadership and Innovation Academy and participate in the Academy Governing Board
Rational Decision-Making Training Delivery	3	\$ 2,500	\$ 7,500	\$ 2,000	\$ 6,000	3 days of training for Cohort 2 principals
School Strategic Plan Webinar Delivery	2	\$ 2,500	\$ 5,000	\$ 2,000	\$ 4,000	2 days total - 6 sessions lasting 90 minutes Cohort 2 principals (each principals will participate in 3 sessions, a total of 6 will be offered)
School Governance Council Training A Delivery for Cohort 2	20	\$ 3,500	\$ 70,000	\$ 3,000	\$ 60,000	20 days to deliver training to all Cohort 2 SGC members
School Governance Council Training A Delivery for Cohort 1 new SGC members	9	\$ 3,500	\$ 31,500	\$ 3,000	\$ 27,000	9 days to deliver training to all Cohort 1 new SGC members replacing members whose term was only 1 year
School Governance Council Training B Design for Cohort 1	16	\$ 500	\$ 8,000	\$ 350	\$ 5,600	16 hours to design and develop the follow up training for Cohort 1 SGCs to include Resource Allocation Limitations and Requests for Flexibility
School Governance Council Training B Delivery for Cohort 1	5	\$ 3,500	\$ 17,500	\$ 3,000	\$ 15,000	5 days to deliver continuation training to Cohort 1 SGC members (SGC members must attend 1 day of training - 5 days will be scheduled)
<b>Greenway Consulting Sub-Total</b>			<b>\$ 164,500</b>		<b>\$ 137,600</b>	
<b>Greenway Consulting In-Kind Donation</b>					<b>\$ 26,900</b>	
<b>Leadership Development &amp; Executive Coaching: North Highland</b>						



<b>Contractual Project Budget / Year 2</b>						
<b>Activity</b>	<b>Factor</b>	<b>Standard Rate</b>	<b>Standard Cost</b>	<b>FCS Discounted Rate</b>	<b>Grant Cost</b>	<b>Comments</b>
Conflict Management Training Design and Delivery	48	\$ 295	\$ 14,160		\$ -	3 half day workshops for Cohort 1 principals donated in-kind (8 hours per workshop to include prep, delivery, and follow-up @ \$295/ hour X 6 workshops)
Executive Coaching - Individual Sessions	1008	\$ 295	\$ 297,360	\$ 215	\$ 216,720	24 hours/cohort 2 principals * 42 principals * \$215/hour covering kickoff, goal setting, assesment readout, 360 feedback, and individual coaching sessions
Executive Coaching - Group Sessions	24	\$ 295	\$ 7,080	\$ 215	\$ 5,160	24 hours of executive coaching in groups * \$215/hour
<b>North Highland Sub-Total</b>			<b>\$ 318,600</b>		<b>\$ 221,880</b>	
<b>North Highland In-Kind Donation</b>					<b>\$ 96,720</b>	
<b>Resource Management Training: ERS</b>						
Travel for 3 ERS instructors	3	\$ 1,750	\$ 5,250	\$ 750	\$ 2,250	Travel costs for 3 instructors for 3 days and 2 nights, ERS is donating in kind the cost of air travel
Strategic School Design Training Delivery	2	\$ 7,500	\$ 15,000	\$ 7,500	\$ 15,000	2 days of training at \$7,500/day for Cohort 2 principals & select central office staff
<b>Education Resource Strategies Sub-Total</b>			<b>\$ 20,250</b>		<b>\$ 17,250</b>	
<b>Education Resource Strategies In-Kind Donation</b>					<b>\$ 3,000</b>	

## End Notes

- Loeb, S., Bryk, A., & Hanushek, E. (2008). Getting down to facts: School finance and governance in California. *Education Finance and Policy*, 3(1), 1-19.
- Seigel, D. (2003). Performance-driven budgeting: The example of New York City's schools. *ERIC Digest*. Retrieved from <http://www.eric.ed.gov/PDFS/ED474305.pdf>
- U.S. Department of Education. (2006). *Charter high schools: Closing the achievement gap*. Retrieved from <http://www2.ed.gov/admins/comm/choice/charterhs/report.pdf>
- U.S. Department of Education. (2010). *Fostering innovation and excellence*. Retrieved from <http://www2.ed.gov/policy/elsec/leg/blueprint/fostering-innovation-excellence.pdf>

**Attachments**

Attachment A	MOU
Attachment B	Assurances and Certifications
Attachment C	Financial Statement
Attachment D	Letters of Support
Attachment E	Supporting Information

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Student Achievement (GOSA) and Fulton County Schools, Greenway Strategy Management, North Highland, and Education Resource Strategies (partners). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects. **Any partner named in the aforementioned project will only be considered a member of the partnership if they appear on this Memorandum of Understanding with the State**

### I. SCOPE OF WORK

Exhibit 1, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

### II. PROJECT ADMINISTRATION

#### A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

- 1) Implement the plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by GOSA, the Georgia Department of Education, and the US Department of Education;
- 3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

#### B. STATE RESPONSIBILITIES

The State agrees to:

- 1) Timely distribute the Partnership's grant during the course of the project period;
- 2) Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
- 3) Identify sources of technical assistance for the project.

#### C. JOINT RESPONSIBILITIES

- 1) GOSA and the Partnership will each appoint a key contact person for the Innovation Fund grant.
- 2) These key contacts from GOSA and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Partnership grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

#### D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If GOSA determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, GOSA will take appropriate enforcement action, which could include a collaborative process between GOSA and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

**III. ASSURANCES**

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Agrees to implement the work indicated in Exhibit I, if funded;
- 3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74,75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

**IV. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

**V. DURATION/TERMINATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

**VI. SIGNATURES**

**Partnership Executive Official: Fulton County Schools**

  
\_\_\_\_\_  
Signature/Date

Patrick Burke for  
Dr. Robert Avossa / Superintendent  
Print Name/Title

**Partnership Member: Greenway Strategy Management**

Martha Greenway 6.26.2012  
Signature/Date

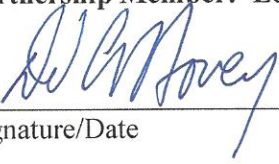
Martha Greenway / President  
Print Name/Title

Partnership Member – required: North Highland

 7-6-2012  
Signature/Date

Jim Neal / Vice President  
Print Name/Title

Partnership Member: Education Resource Strategies, Inc.

 26 JUN 2012

Signature/Date

Donald Hovey Director

Print Name/Title



## Attachment B – Assurances and Certifications

A

### ASSURANCES

The Applicant hereby assures and certifies compliance with all federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-87, A-110, A-122, A-133; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements 28 CFR, Part 66, Common rule, that govern the application, acceptance and use of federal funds for this federally-assisted project.

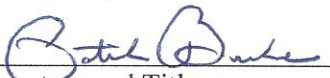
Also the Applicant assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information
2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal and federally - assisted programs.
3. It will comply with provisions of federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by federal grants. (5 USC 1501, et seq.)
4. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act if applicable.
5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
6. It will give the sponsoring agency or the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234, 87 Stat. 975, approved December 31, 1976, Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect federal assistance.
10. It will assist the federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569 a-1 et seq.) by (a) consulting with the State

Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the federal grantor agency to avoid or mitigate adverse effects upon such properties.

11. It will comply, and assure the compliance of all its sub-grantees and contractors, with the applicable provisions of Title I of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, the Juvenile Justice and Delinquency Prevention Act, or the Victims of Crime Act, as appropriate; the provisions of the current edition of the Office of Justice Programs Financial and Administrative Guide for Grants, M7100.1; and all other applicable federal laws, orders, circulars, or regulations.
12. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18, Administrative Review Procedure; Part 20, Criminal Justice Information Systems; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 23, Criminal Intelligence Systems Operating Policies; Part 30, Intergovernmental Review of Department of Justice Programs and Activities; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and federal laws or regulations applicable to Federal Assistance Programs.
13. It will comply, and all its contractors will comply, with the nondiscrimination requirements of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, 42 USC 3789(d), or Victims of Crime Act (as appropriate); Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title II of the Americans with Disabilities Act (ADA) (1990); Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; Department of Justice Non-Discrimination Regulations, 28 CFR Part 42, Subparts C, D, E, and G; and Department of Justice regulations on disability discrimination, 28 CFR Part 35 and Part 39.
14. In the event a federal or state court or federal or state administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, Office of Justice Programs.
15. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for \$500,000 or more.
16. It will comply with the provisions of the Coastal Barrier Resources Act (P.L. 97-348) dated October 19, 1982 (16 USC 3501 et seq.) which prohibits the expenditure of most new federal funds within the units of the Coastal Barrier Resources System.
17. It will comply will all ARRA requirements. All funds must be spent with an unprecedented level of transparency and accountability. Accordingly, recipients of ARRA funds must maintain accurate, complete, and reliable documentation of all ARRA expenditures.

Authorizing Official:

 for Robert Avossa Superintendent 7/9/12  
Signature and Title Date

### NON-SUPPLANTING CERTIFICATION

Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

**CERTIFICATION:**

I certify that grant funds will not be used to supplant state or local funds that would otherwise be available for implementation of this grant program.

I further certify that the program proposed in the grant application meets all the requirements of the applicable Race to the Top Innovation Fund Request for Proposal; that all the information presented is correct and that the applicant will comply with the provisions of the Governor’s Office of Student Achievement, all applicable federal and state laws, and the above mentioned certification should a grant be awarded.

Authorizing Official:

  
Signature

Patrick Burke

For Robert Avossa, Superintendent  
Title

7/9/12  
Date


**IMMIGRATION AND SECURITY FORM**

A. In order to insure compliance with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act OCGA 13-10-90 et.seq., Contractor must initial one of the sections below:

Contractor has 500 or more employees and Contractor warrants that Contractor has complied with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act by registering at <https://www.vis-dhs.com/EmployerRegistration> and verifying information of all new employees; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 100-499 employees and Contractor warrants that no later than July 1, 2008, Contractor will register at <https://www.visdhs.com/EmployerRegistration> to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 99 or fewer employees and Contractor warrants that no later than July 1, 2009, Contractor will register at <https://www.visdhs.com/EmployerRegistration> to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq.

B. Contractor warrants that Contractor has included a similar provision in all written agreements with any subcontractors engaged to perform site under this Contract.

Authorizing Official:

  
Signature and Title Patrick Burke for Date 7/9/12  
Robert Avossa, Superintendent

**CERTIFICATION REGARDING LOBBYING (ED 80-0013)**

Certification for Contracts, Grants, Loans and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:


- 1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
  
- 2) If any funds other Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure of Lobbying Activities,” in accordance with its instructions.
  
- 3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a member of Congress, an officer or employee of Congress or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, “Disclosure of Lobbying Activities,” in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Authorizing Official:


  
 Signature and Title Patrick Burke For Date 7/9/12  
 Robert Auossa Superintendent

**OTHER CERTIFICATIONS**

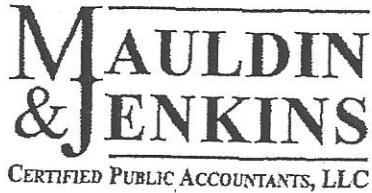
Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

1. Any person associated with the program that has reasonable cause to believe that a child has been or is being abused, shall be required to report or cause report to be made with regard to the abuse as provided in O.C.G.A. 19-7-5.
2. Background investigations (Georgia Crime Information Center) are required on all persons with direct contact with children and youth. It is left to the discretion of the Partnership to determine the methodology for completing these investigations.
3. Establish/enforce an Internet Security Policy when minor participants and/or staff have online access (supervised or unsupervised). This includes any technology provided by PLC funding and technology used by participants.
4. The grantee agrees to comply with Public Law 103-227, also known as the Pro-Children Act of 1994, which requires that smoking not be permitted in any portion of any indoor facility owed or leased or contracted for by the grantee and used routinely or regularly for the provision of healthy care, day care, early childhood development site, education or library site to children under the age of 18. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the grantee.

Authorizing Official:

  
 \_\_\_\_\_  
 Signature  
 Patrick Burke for  
 Robert Avossa, Superintendent 7/9/12  
 \_\_\_\_\_  
 Title Date

Attachment C - Financial Statement



## INDEPENDENT AUDITOR'S REPORT

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To the Superintendent and Members of the  
Fulton County Board of Education  
Atlanta, Georgia

We have audited the accompanying financial statements of the governmental activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the **Fulton County Board of Education** (the "School System") as of and for the fiscal year ended June 30, 2011, which collectively comprise the School System's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the School System's management. Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of Amana Academy, Inc.; Fulton Educational Services, Inc.; Fulton Science Academy, Inc.; Georgia Magnet Charter Schools Foundation, Inc.; Fulton Sunshine Academy, Inc.; Main Street Academy, Inc.; and Kipp South Fulton Academy, Inc.; which are discretely presented component units and, all together represent 100% and 100%, respectively, of the assets and revenues of the discretely present component units. The financial statements of the discretely presented component units detailed above were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for those financial statements, is solely based upon the reports of the other auditors.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of the School System's discretely presented component units including: Amana Academy, Inc.; Fulton Educational Services, Inc.; Fulton Science Academy, Inc.; Georgia Magnet Charter Schools Foundation, Inc.; Fulton Sunshine Academy, Inc.; Main Street Academy, Inc.; and Kipp South Fulton Academy, Inc.; were not audited in accordance with *Government Auditing Standards*. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit and the reports of other auditors provide a reasonable basis for our opinions.

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In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Fulton County Board of Education as of June 30, 2011, and the respective changes in financial position and the budgetary comparison for the General Fund for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

As discussed in Note 1, the School System implemented Governmental Accounting Standards Board (GASB) Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions, as of July 1, 2010.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 19, 2011, on our consideration of the Fulton County Board of Education's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis and Schedules of Funding Progress and Employer Contributions (on pages 4 through 15 and 54) be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.



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Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Fulton County Board of Education's basic financial statements. The other supplementary information and schedules, as listed in the accompanying table of contents, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School System's basic financial statements. The introductory, statistical, and special reports sections, as listed in the table of contents, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

*Mauldin & Jenkins, LLC*

Atlanta, Georgia  
December 19, 2011

**Attachment D - Letters of Support**

- Mr. Jim Neal – Vice President, North Highland
- Mr. Chris Lennon – Partner, The Marquin Group
- Mr. Roger Ashley – President, Evergreen Construction
- Dr. Paul Brannon – Principal, Northview High School
- Dr. Grant Rivera – Principal, Westlake High School
- Ms. Kine Geathers – Principal, Sandtown Middle School
- Dr. LaRoyce Sublett – Principal, Paul D. West Middle School
- Mr. James Zoll – Principal, Autrey Mills Middle School
- Ms. Stacy Perlman – Principal, Mountain Park Elementary School
- Ms. Kalpana Raju – Principal, Hembree Springs Elementary School
- Mr. Majid Haquani – President and CEO, Cambridge Education
- Dr. Kathryn Blackburn – Executive Director, TregoED
- Ms. Sarah Glover – Executive Director, Strategic Data Project, Center for Education Policy Research, Harvard University
- Ms. Becca Bracy Knight – Executive Director, The Broad Center for the Management of School Systems

## northhighland

June 28, 2012

Dr. Robert Avossa  
Superintendent  
Fulton County Schools  
786 Cleveland Ave, SW  
Atlanta, GA 30315

Dear Dr. Avossa,

North Highland is very excited to partner with Fulton County Schools (FCS) to provide support for your innovative approach to the Charter System Leadership Academy. This is a great opportunity to continue our relationship with Fulton County Schools, utilize North Highland's experience in leadership development and executive coaching, and invest in our local community. I'd like to outline in this letter our thoughts on objectives, scope, and approach as well as our investment commitment as a community business partner to Fulton County Schools

### ***Objectives – Help FCS build leadership capabilities of Principals to better serve students, teachers and school communities***

Fulton County Schools is developing a Charter System Leadership Academy to provide integrated assessment, training, and coaching for Principals to help realize the innovation opportunities and student benefits available as a Charter System. The Leadership Academy program will bring together a diverse mix of training and resources to help Principals build skills in such critical disciplines as strategic planning, program analytics, project management, school governance, and conflict management. The program will encompass online training, executive level seminar training and workshops, and personal executive coaching. FCS will partner with a team of organizations including Trego, Emory's Goizueta Business School, and North Highland to plan and execute the Leadership Academy program.

### ***North Highland Scope, Approach, and Investment***

North Highland will partner with Fulton County Schools to help plan the overall program, deliver elements of the training curriculum, and provide tailored executive coaching to the first cohorts of Principals in the Academy.

**Overall Program Planning:** North Highland will commit our experienced resources to collaborate with FCS leaders in planning the overall program at no cost to FCS. We will provide expertise in reviewing the needs of the Leadership Academy cohorts and aligning the Academy program to meet the needs of participants. We will work with FCS to develop appropriate feedback approaches to help collect and apply lessons learned from the first cohort to help FCS continuously improve and sustain the Academy for future cohorts.

**Training Curriculum:** North Highland will provide experienced trainers to develop and deliver up to three (3) half-day workshops per year on Conflict Management or other mutually agreed upon topics to the first cohorts of Academy participants. These workshops will be developed and delivered at no cost to FCS.

**Executive Coaching:** North Highland will commit experienced executive coaches to provide tailored coaching to Academy participants at a significant discount from our standard rates. We envision coaching for up to twenty (20) participants in Year 1 of the program, and up to forty two (42) participants in Year 2 for a total of sixty two (62). We've outlined below an approach to deliver 24 hours of personal one-to-one coaching per participant, along with group coaching sessions. We will refine/confirm this approach with FCS as part of our support for overall Academy program planning.

Coaching Process Phases	Coaching Process Activities	Activity Details	Hours per Coachee
Phase I	Sponsor Input	Understand current role, expectations, goals	1
	Kickoff with Coachee	Meeting 1 - Overview of program and expectations, confidentiality, length of program, concerns, overview of assessment tools	1
	Conduct Assessments (360, HBDI)	360 Assessment (On line assessment tool) HBDI Assessment (Self-assessment tool) <ul style="list-style-type: none"> <li>• Identify 360 respondents and introduce HBDI assessment tools with coachee(.5 hr)</li> <li>• Distribute 360 Assessment to respondents (1 hr)</li> </ul> Collect results from both assessments, develop summary for coachee(3.5 hours) Conduct Feedback Session (1 hr)	6
	Sponsor/Coachee Goal Setting	Meeting #2 - Joint meeting to discuss feedback, high-level goals	1
Phase II	Personal Coaching Sessions	4 Personal Coach/Coachee sessions ( 1.5 hr session, plus prep/follow-up of 2 hrs per session)	14
	Group Coaching Sessions	Each Coachee will participate will also participate in Group Coaching Sessions	
Phase III	Sponsor/Coachee Progress Review	Revisit goals, discuss progress/success/on-going plan	1
<b>Total Hours Per Coachee</b>			<b>24</b>

North Highland will provide 1,488 hours of personal coaching over the first two years of the Academy - 24 hours per participant for 62 participants. North Highland will also provide 12 Group Coaching Sessions over the first two years of the Academy totaling an additional 48 hours. Total time commitment for North Highland resources for the coaching program is 1,536 hours.

North Highland's commitment to FCS includes a substantial discount from our standard fees for executive coaching services. As illustrated below, this represents a North Highland investment of over \$120,000 in addition to the no cost support for planning and workshop delivery noted previously.

Rates		Hours	Coaching Program Professional Fees
Standard	\$295/Hour	1536	\$453,120
FCS Discount	\$215/Hour	1536	\$330,240
North Highland Investment			\$122,980

Our coaching program will utilize an online 360 Assessment and the Hermann Brain Dominance Instrument (HBDI) as key assessment tools. The HBDI tool will help participants understand their own thinking styles, how to communicate with diverse thinking styles, and how to apply this insight to help improve teamwork, customer relationships, creativity, and problem solving. Cost for the HBDI tool is \$135 per participant, or \$8,370 for the 62 participants in the Academy's first two years. Total cost for the coaching program for the first two years is thus \$338,610.

### **Program Leadership**

North Highland will commit Missy McNabb and Jim Neal as overall program leaders for our partnership with Fulton County Schools. Both Missy and Jim have experience with Fulton County Schools, as well as extensive relevant experience in the private and public sectors. Jim and Missy will work together to bring other North Highland resources to bear to support FCS through workshop delivery and executive coaching.

**Maira (Missy) McNabb:** Missy is an expert in the field of Human Capital and Talent Management, with over twenty-five years of experience. Missy's expertise includes strategic planning, succession planning, leadership development, executive coaching/mentoring, organizational design, facilitation and training design and delivery. Missy has worked in a variety of industries – including education, non-profit, healthcare, utilities, consumer products and telecommunications. Missy is a leader in North Highland's leadership development and executive coaching capabilities, and our Diversity & Inclusion Group and Women in Leadership network. Missy is a non-practicing attorney, with a J.D. from the New England School of Law, and a B.A. in History from the University of Texas

**Jim Neal:** Jim is a Vice President with the North Highland Company, with over twenty years of experience in strategic planning, strategy execution, organization development, and performance improvement. His specific areas of expertise include strategy development and execution, business planning, enterprise performance management, and organization alignment. Jim is a leader in North Highland's strategy services area, and he leads North Highland's work in the Georgia public sector, encompassing multiple State of Georgia agencies, local government organizations and selected non-profits. Jim is co-author of North Highland's white paper on Enterprise Performance Management for government agencies: *"How Do Successful Government Agencies Meet Today's Performance Expectations?"* Jim has an MBA from the University of Virginia's Darden School, and a B.S. in Finance from the University of Tennessee.

It is our honor to partner with you for the Leadership Academy initiative. We value our relationship with you and look forward to working with you. If you have any questions, please do not hesitate to contact me at 404-975-6480.

Thank you,



Jim Neal  
Vice President  
northhighland



July 9, 2012

Lauren Wright  
Governor's Office Student Achievement  
205 Jesse Hill, Jr. Drive SE  
952 Twin Towers East  
Atlanta, GA 30334

Dear Ms. Wright,

I am so energized about our new Charter system that I submit this letter of support for Fulton County Schools' Leadership and Innovation Academy. For the charter system to be effective, community engagement will be critical. I have been deeply involved in our schools for twelve years in a variety of capacities: LSAC, PTSA and Men of Sandtown Middle School. I currently serve as Westlake High School LSAC Chair.

My community is so excited about about the Georgia Department of Education's recent approval of Fulton's charter system petition that we have elected to participate in the first cohort. The primary tenets that are so crucial to us are the flexibility and innovation it provides in educating our children. As a parent, it is so motivating to be able to have parents aligned with teachers on School Governance Councils to have a positive impact on the decision making process in our schools.

In order for our community to have stellar leadership we will need professional training. I am pleased that this grant provides that level of leadership development not only for principals, but also for School Governance Council members. I offer my full support of Fulton County Schools' Leadership and Innovation Academy.

Sincerely,

A handwritten signature in black ink that reads "Chris Lennon".

Chris Lennon  
Westlake High School LSAC Chair

The Marquin Group



Executive Search Firm  
Partner



July 9, 2012

Lauren Wright  
Governor's Office Student Achievement  
205 Jesse Hill, Jr. Drive SE  
952 Twin Towers East  
Atlanta, GA 30334

Dear Ms. Wright,

I am pleased to submit this letter in support of Fulton County Schools' Leadership and Innovation Academy. For the charter system to be effective, community engagement will be critical. I have been a Fulton County resident for over 20 years and currently serve as the president of my homeowners association in Sandy Springs. Furthermore, I currently serve as the Chairman of the Board of Directors of the Fulton Education Foundation, a not for profit organization dedicated to supporting Fulton County Schools' commitment to excellence.

I am excited about the Georgia Department of Education's recent approval of Fulton's charter system petition which will enable innovative approaches to teaching and learning. Parents will have greater involvement and decision-making authority as they participate on School Governance Councils. I am pleased that this grant provides leadership development not only for principals but also for School Governance Council members. I offer my full support of Fulton County Schools' Leadership and Innovation Academy.

Sincerely,

A handwritten signature in blue ink that reads 'Roger E. Ashley'.

Roger E. Ashley  
President

**NORTHVIEW HIGH SCHOOL**

10625 Parsons Road  
Johns Creek, GA 30097

Home of the Titans  
770-497-3828

Dr. Paul Brannon, Principal  
Brannonpc@fultonschools.org

July 9, 2012

Lauren Wright  
Governor's Office of Student Achievement  
205 Jesse Hill, Jr. Drive SE  
952 Twin Towers East  
Atlanta, GA 30334

Dear Ms. Wright,

It is with great pleasure that I submit this letter of support for Fulton County Schools' Leadership and Innovation Academy. With all of Fulton County Schools transitioning to a Charter System, the timeline was divided into three phases as far as which schools would go first, second, and third. Northview is the best school in the metro area and it only makes sense that we would lead the way in this exciting new direction!

Building a Charter System is an excellent way to promote innovative thinking in public education, with the ultimate goal to build and sustain quality education programs focused on high achievement for all students.

I look forward to participating in the Academy's leadership development offerings. During the charter transition, I hope for our learning community to have professional opportunities to develop our skills in collaborative leadership, change management, and strategic planning. Understanding that now is the time to build capacity in my school means that we will need systemic support for the process of change: My role as a principal will grow as I work with the School Governance Council because it will be my priority to build leadership, trust, and a shared vision with all stakeholders in our learning community. The Leadership and Innovation Academy will help me to prepare for the changes we have coming with our new charter status – the more support I can offer my stakeholders, the more our students will benefit in the long run from the transformational change ahead of us.

I offer my full support of Fulton County Schools' Leadership and Innovation Academy.

Sincerely,



Dr. Paul Brannon  
Principal, Northview High School





Fulton County Schools Leadership and Innovation Academy  
**WESTLAKE HIGH SCHOOL**

2400 Union Road, SW  
Atlanta, Georgia 30331  
(404) 346-6400 Fax: (404) 346-6410

**Dr. Grant Rivera**  
*Principal*

July 9, 2012

Lauren Wright  
Governor's Office Student Achievement  
205 Jesse Hill, Jr. Drive SE  
952 Twin Towers East  
Atlanta, GA 30334

Dear Ms. Wright,

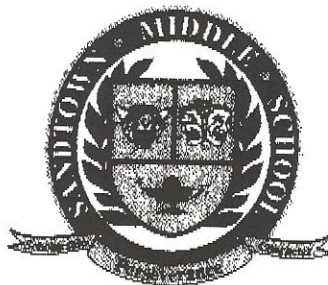
It is with great pleasure that I submit this letter of support for Fulton County Schools' Leadership and Innovation Academy. Westlake High School and our feeder elementary and middle schools have decided to enter Cohort One because we believe in the opportunities available through the charter model. We have a strong foundation of family and community support, and we are eager to better engage such stakeholders in meaningful school governance.

I look forward to participating in the Academy's leadership development offerings. We are excited about further developing the skills necessary for a successful charter transition, which include but are not limited to collaborative leadership, innovation, change management, conflict management, strategic planning, and program analytics. I am confident that the Fulton County Schools' Leadership and Innovation Academy will help our school leaders and me as we prepare for the new governance model. I offer my full support of Fulton County Schools' Leadership and Innovation Academy.

Sincerely,

Dr. Grant Rivera  
Principal  
Westlake High School

**Kiné Geathers, Principal**  
Kendrick Liles, Assistant Principal  
Doretha Melton, Assistant Principal  
Connie Reliford, Assistant Principal



**Fulton County Schools**  
Linda Schultz, *President*  
Linda P. Bryant, *Vice President*  
Julia C. Bernath,  
Gail Dean  
Catherine E. Maddox  
Linda McCain  
Katie Reeves

Dr. Robert M. Avossa, *Superintendent*

**SANDTOWN MIDDLE SCHOOL**  
5400 Campbellton Rd. Atlanta, GA 30331  
Phone: (404) 346.6500 Fax: (404) 346.6510

July 9, 2012

Lauren Wright  
Governor's Office Student Achievement  
205 Jesse Hill, Jr. Drive SE  
952 Twin Towers East  
Atlanta, GA 30334


Dear Ms. Wright,

It is with great pleasure that I submit this letter of support for Fulton County Schools' Leadership and Innovation Academy. Throughout the school year, several meetings were held with our LSAC and members of the community. During those meetings, numerous stakeholders expressed support for our school's participation in the first cohort of the charter process. We saw this as an excellent opportunity for our teachers and staff to take advantage of the flexibility in curriculum innovation, technology and instruction.

As a part of the first cohort, I look forward to participating in the Academy's leadership development offerings. I feel that this will allow me to expand my skills as the instructional leader in the building. I will have the opportunity to collaborate with my colleagues while gaining additional professional development in the areas of change management, strategic planning, program analytics, etc.

Furthermore, as part of the charter's governance council, I will be able to work closely with all stakeholders to ensure that we are making the best decisions for all students. In turn, the academy will afford the council the necessary training to ensure that all decisions are made collaboratively and are in line with the school's mission and vision.

I offer my full support of Fulton County Schools' Leadership and Innovation Academy.

Sincerely,  
  
Kiné Geathers  
Principal  
Sandtown Middle School

**PAUL D. WEST MIDDLE SCHOOL**

2376 HEADLAND DRIVE  
EAST POINT, GEORGIA 30344  
404-669-8130 PHONE  
404-669-8121 FAX

DR. LAROYCE SUBLETT, PRINCIPAL  
SUBLETTL@FULTONSCHOOLS.ORG

DUANE ROBERTS, ASSISTANT PRINCIPAL  
KENNETH YOUNG, ASSISTANT PRINCIPAL



Where Students Come First

July 9, 2012

Lauren Wright  
Governor's Office Student Achievement  
205 Jesse Hill, Jr. Drive SE  
952 Twin Towers East  
Atlanta, GA 30334

Dear Ms. Wright,

It is with great pleasure that I submit this letter of support for Fulton County Schools' Leadership and Innovation Academy. Paul D. West Middle School decided to participate in Cohort 1 due to our commitment to have greater flexibility in ensuring that our students achieve academically. The decision to participate was decided with input from the school leadership team and parental input.

I look forward to participating in the Academy's leadership development offerings. By participating in Cohort 1 we are excited about the skill development in schedule flexibility for our students, collaborative leadership, and the ability to utilize creative innovative ideas designed to increase student academic success and address social emotional needs. Furthermore, this process will ensure the development of sound strategic planning designed to improve the overall school functioning, academics, culture, staffing, parental and community involvement. As a result of participating in the Academy my role will change in developing and working with the School Governance Council in ensuring that I am prepared to work with the Council and lead the school forward towards improving the learning environment and climate. I offer my full support of Fulton County Schools' Leadership and Innovation Academy.

Sincerely,

A handwritten signature in black ink, appearing to read 'LaRoyce Sublett'.

LaRoyce Sublett, Ed.D.

Principal-Paul D. West Middle School

## *Autrey Mill Middle School*

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*James A. Zoll, Ed.S.  
Principal*

*Sarah Buck, Assistant Principal  
Nan Flickinger, Assistant Principal  
Christopher M. Shearer, Assistant Principal*

July 9, 2012

Lauren Wright  
Governor's Office Student Achievement  
205 Jesse Hill, Jr. Drive SE  
952 Twin Towers East  
Atlanta, GA 30334

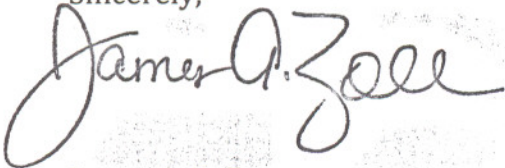
Dear Ms. Wright,

It is with great pleasure that I submit this letter of support for Fulton County Schools' Leadership and Innovation Academy. Our leadership team feels strongly that we need to be on the cutting edge of this process. We have developed an extensive professional learning community and are excited about the possibilities of the charter system. Our Local School Advisory also confirmed this choice along with the members of our PTA executive board.

I look forward to participating in the Academy's leadership development offerings. I believe the academy will help me to prepare to work with a school governance council and help with managing the change and possible conflict that may occur with this new model. While we have an active local school advisory, the change to a council with more authority to make decisions will be a transition for all involved. The academy would help all of us to better prepare for this change and offer tools for strategic planning.

I offer my full support of Fulton County Schools' Leadership and Innovation Academy.

Sincerely,



James A. Zoll

*Stacy Perlman, Principal*  
*Mary Ellen Robson, Assistant Principal*

July 9, 2012

Lauren Wright  
Governor's Office Student Achievement  
205 Jesse Hill, Jr. Drive SE  
952 Twin Towers East  
Atlanta, GA 30334

Dear Ms. Wright,

It is with great pleasure that I submit this letter of support for Fulton County Schools' Leadership and Innovation Academy. Mountain Park Elementary is excited to participate in Cohort 1 of the Fulton County Schools Charter. This decision was made first by our Local School Advisory Council and then by the faculty. Each group went through a decision-making exercise and discussed the pros and cons of moving forward with Cohort 1. Finally, a faculty vote determined our course.

I look forward to participating in the Academy's leadership development offerings. Personally I am excited to brainstorm ways to best meet the needs of the students and staff at Mountain Park with other professionals. I believe that our school would benefit from more innovation and some tweaking of processes. An opportunity for me to learn more from others and share ideas will only strengthen our work. I offer my full support of Fulton County Schools' Leadership and Innovation Academy.

Sincerely,

*Stacy Perlman*  
Stacy Perlman  
Mountain Park Elementary School

Fulton County Board of Education  
Hembree Springs Elementary School  
815 Hembree Road  
Roswell, GA 30076  
(770) 667-2902

Kalpana Raju, Principal

Terry Miller, Assistant Principal

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July 6, 2012

Lauren Wright  
Governor's Office Student Achievement  
205 Jesse Hill, Jr. Drive SE  
952 Twin Towers East  
Atlanta, GA 30334

Dear Ms. Wright,

It is with great pleasure that I submit this letter of support for Fulton County Schools' Leadership and Innovation Academy. Hembree Springs Elementary is excited about being part of the first cohort. In May of this year, I had discussions with my staff, PTA, and Local School Advisory Council (LSAC) about our commitment and readiness for taking this step. We used a rating scale, provided by our school system, to evaluate ourselves in terms of:

- parent and community involvement and engagement
- staff readiness and willingness for change
- shared leadership with local school governance
- initiatives involving instruction and processes

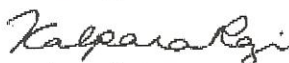
Feedback from these discussions validated our readiness to be part of this exciting change.

Fulton County Schools will make history by being the largest charter system in Georgia. We want to play an active role in the decision making process as the school system defines the characteristics of the charter. At the end of our first decade as a school, we are on the verge of introducing and implementing new initiatives to enrich and expand the academic experiences for our students. Our involvement from the beginning of this process will enable us to develop a thorough understanding of all that's involved in developing the charter. This in turn will help us as we align our vision, mission and goals to that of the system.

I look forward to participating in the Academy's leadership development offerings. I will benefit from this training as we make the transition to School Governance Councils. Participating in work sessions to develop bylaws, goals and processes will ensure the success of the charter and ultimately benefit individual schools. I am excited about working closely with the Academy and other leaders as I further develop my collaborative leadership skills.

I offer my full support of Fulton County Schools' Leadership and Innovation Academy.

Sincerely,



Kalpana Raju,  
Principal  
Hembree Springs Elementary



July 3, 2012

Lauren Wright  
Governor's Office Student Achievement  
205 Jesse Hill, Jr. Drive SE  
952 Twin Towers East  
Atlanta, GA 30334

Dear Ms. Wright,

Cambridge Education has been working with Fulton County Schools over the past year to conduct School Quality Reviews where a team of experienced and trained educators gather evidence by observing learning in classrooms, interviewing stakeholders, and assessing student performance results. The evidence gathered is used to set an agenda for change and school improvement.

We are proud to offer our support of Fulton County Schools' Leadership and Innovation Academy proposal funded through the Innovation Fund grant program. A School Quality Review informs teaching and learning and assists educators as they set goals for improvement. As a foundational tool in Fulton's Academy, these reviews will help schools build on their successes in order to improve teaching and promote student achievement. By participating in the Leadership and Innovation Academy, principals and School Governance Councils will build the capacity to engage in a program of continuous quality improvement.

Kind regards,

A handwritten signature in blue ink, appearing to read "M Haquani", written over a horizontal blue line.

Majid Haquani  
President and CEO



July 2, 2012

Lauren Wright  
Governor's Office Student Achievement  
205 Jesse Hill, Jr. Drive SE  
952 Twin Towers East  
Atlanta, GA 30334

Dear Ms. Wright:

Fulton County Schools' Leadership and Innovation Academy will help principals and School Governance Councils develop critical skills as schools transition to the charter system environment. The Academy's Analytical Processes training based on TregoED's critical thinking strategies will help reshape community engagement to facilitate rational decision making. TregoED certified trainers will guide FCS principals through a framework to improve their decision making ability with a focus on situation appraisal, decision analysis, potential problem and problem analysis.

Principals will learn how to employ active listening, expert facilitation and conflict resolution to engage citizens and collect valuable input. Creating a transparent, rational decision-making structure will allow all School Governance Council members to collaborate with and learn from each other—identifying areas of concern and developing a common vocabulary of issues.

TregoED strongly supports Fulton County Schools' Innovation Fund proposal to build principal and School Governance Council leadership capacity. The Leadership and Innovation Academy can serve as a model in the state of Georgia as other school districts transition to charter systems.

Kind regards,

A handwritten signature in black ink that reads "Kathryn Blackburn". The signature is written in a cursive style with a large initial "K".

Kathryn Blackburn, Ed.D.  
Executive Director

KB/cg





Center for Education Policy Research  
HARVARD UNIVERSITY



July 2, 2012

Lauren Wright  
Governor's Office Student Achievement  
205 Jesse Hill, Jr. Drive SE  
952 Twin Towers East  
Atlanta, GA 30334

Dear Ms. Wright,

The Center for Education Policy Research at Harvard University supports Fulton County Schools' Innovation Fund grant proposal. The grant focus on principal effectiveness directly aligns with the mission of the Strategic Data Project (SDP), a national education initiative to help school district and state leaders increase student achievement and attainment through data-informed decision-making. Fulton County Schools was selected to participate in SDP in 2009 in large part because of its data-driven approach to improve instructional practices and student performance.

Mary Mira, an SDP Fellow, will work with district leadership and grant partners to conduct the internal evaluation of the grant. Leadership development in a charter system represents an innovative approach for Fulton County Schools to apply data techniques and modeling to continuously improve principal and School Governance Council effectiveness so that all students achieve.

Sincerely,

A handwritten signature in blue ink that reads 'Sarah Glover'.

Sarah Glover  
Executive Director



July 2, 2012

Lauren Wright  
Governor's Office Student Achievement  
205 Jesse Hill, Jr. Drive SE  
Atlanta, GA 30334

Dear Ms. Wright,

The Broad Center for the Management of School Systems has built a consistent working relationship with Fulton County Schools. Fulton's last two Superintendents received extensive leadership development training as Broad Superintendents Academy Fellows. Over the past four years, the system hired two Broad Residents who led critical efforts designing and implementing performance management systems, the charter system model, and the district's strategic plan. Fulton will be placing three new Broad Residents in critical positions working with the Superintendent as a chief of staff, leading the design of a knowledge management system in the Strategy and Innovation division, and leading projects in the Talent Management and Organization Development Office.

We are pleased to support Fulton County Schools' Innovation Fund grant proposal to launch the Leadership and Innovation Academy. Fulton County Schools is now the largest district in Georgia – and in the nation - to become a full charter system. Its approach to the role of the principalship and School Governance Councils will become a model for other districts in the state and across the country to consider.

The mission of The Broad Center for the Management of School Systems is to raise student achievement by recruiting, training and supporting executive leadership talent from across America to transform urban school systems. We know that leadership development at all levels is a crucial component of any district-wide strategy to implement standards-based reform and improve the quality of teaching and learning across the system. Increasing the capacity of all principals and School Governance Councils in Fulton County Schools to be effective in a charter system will be a key factor in Fulton's ability to deliver on the promise of this new structure and strategy.

I offer my full support of Fulton County Schools' Leadership and Innovation Academy. If you would like to contact me for any reason, please do not hesitate to reach out to me at 310-954-5085 or by email at [bbracyknight@broadcenter.org](mailto:bbracyknight@broadcenter.org).

Sincerely,

Becca Bracy Knight  
Executive Director

**Attachment E – Supporting Information**

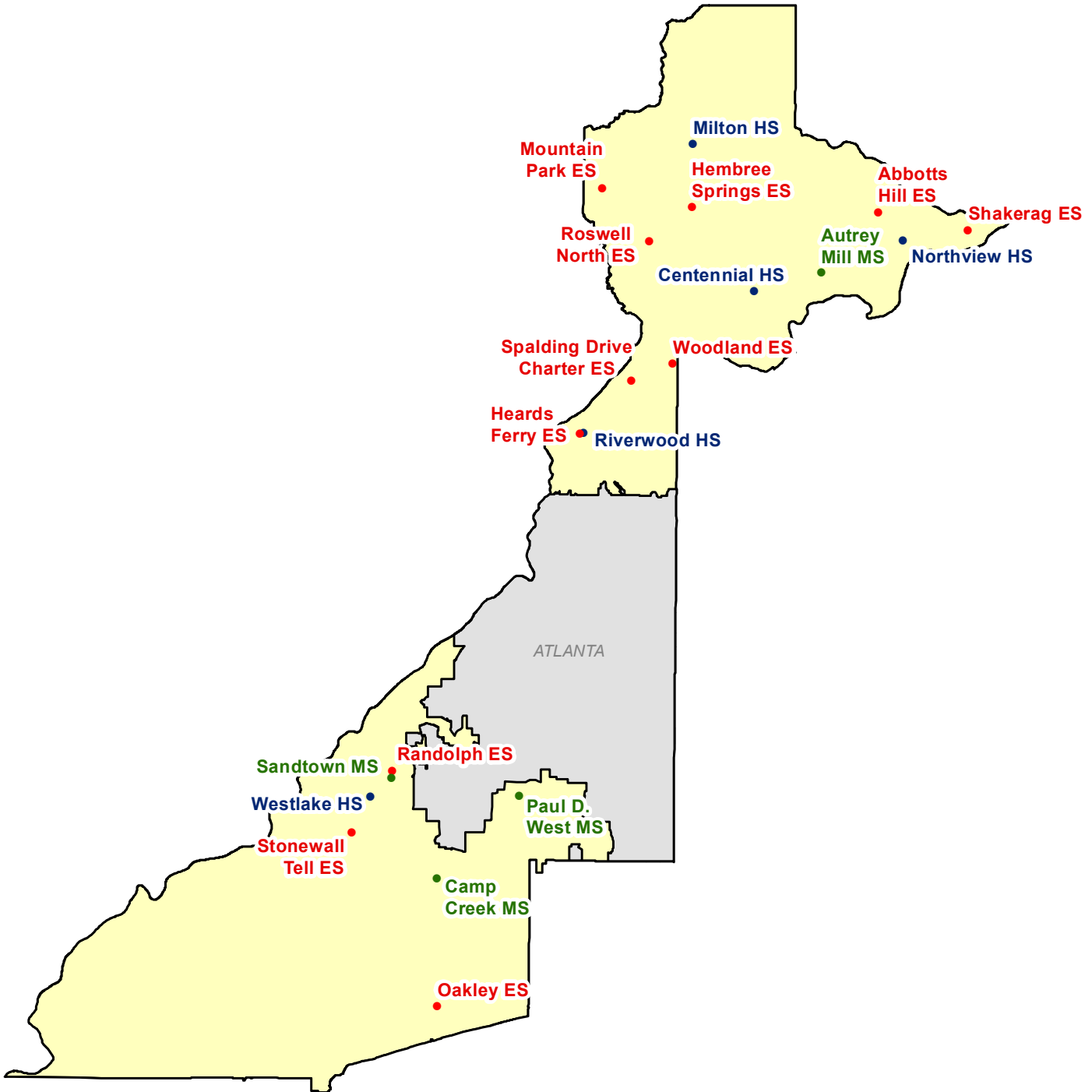
- Startup Timeline for Cohort 1 Schools
- Map of Cohort 1 Schools
- Cohort 1 School Profiles
- School Governance Council Self-Assessment Instrument
- Leadership and Innovation Academy Logic Model

**Startup Timeline for Cohort 1 Schools in the Leadership and Innovation Academy**

<p><b>June 2012</b></p>	<p><b>September- December 2012 Planning Year Cohort 1</b></p>	<p><b>January-February 2013 Planning Year Cohort 1</b></p>	<p><b>March-August 2013 Planning Year Cohort 1</b></p>	<p><b>2013-2014 School Year Cohort 1</b></p>
<ul style="list-style-type: none"> <li>• Principals and Superintendent determine which year each school begins transition to the charter system: Cohort year 1, 2 or 3</li> </ul>	<ul style="list-style-type: none"> <li>• SGC elections and appointments</li> <li>• School Quality Reviews</li> <li>• School Strategic Planning Process training</li> <li>• Processes for Rational Decision-making training</li> <li>• Strategic Resource Design training</li> <li>• Conflict Management training</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council training</li> </ul>	<ul style="list-style-type: none"> <li>• Certified SGCs in place</li> <li>• Executive Coaching begins</li> <li>• Knowledge Management System in place</li> </ul>	<ul style="list-style-type: none"> <li>• School Strategic Plans approved</li> <li>• Requests for flexibility options approved</li> </ul>

# Charter System Cohort I Schools

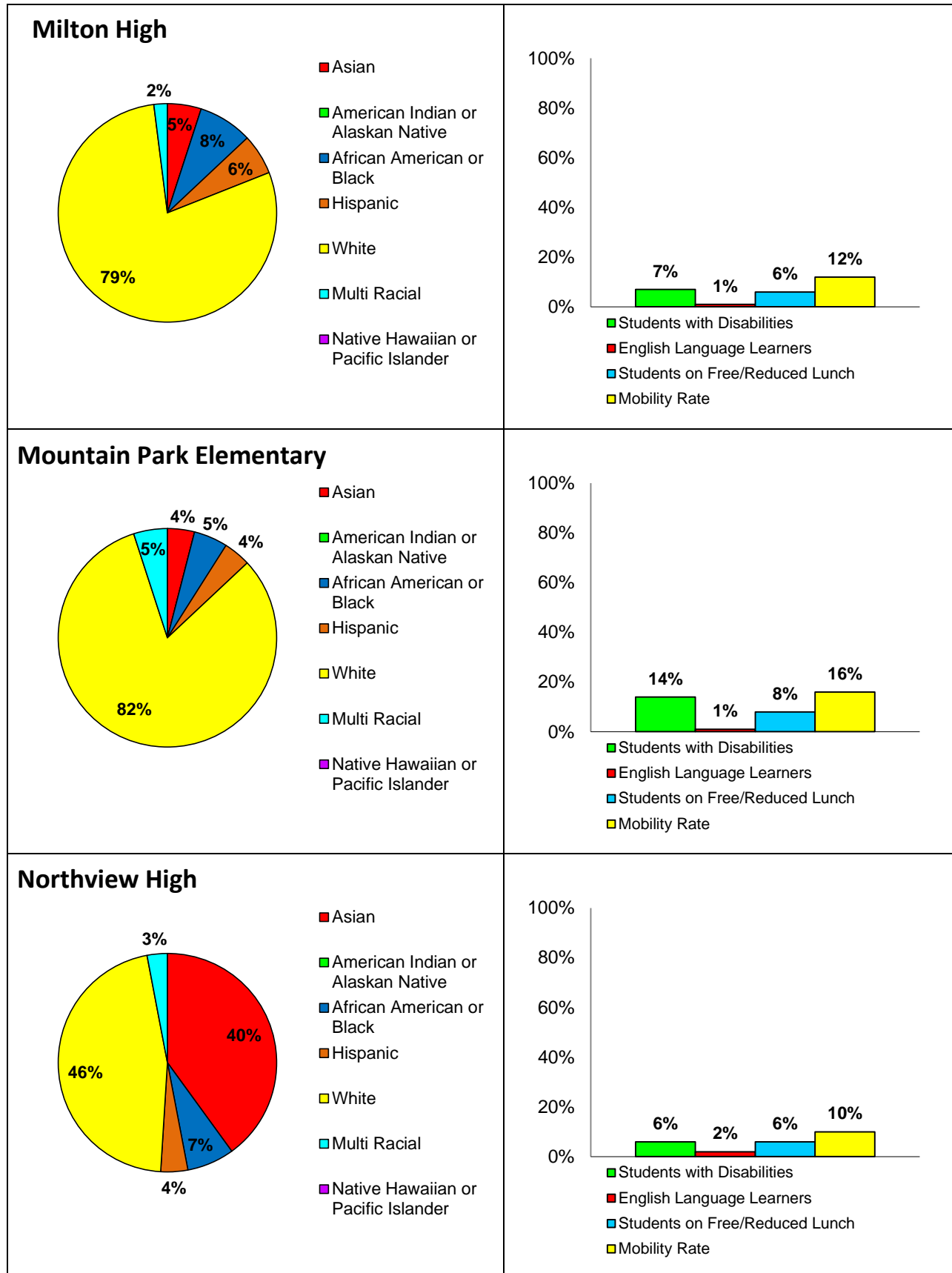
*Fulton County Schools Leadership and Innovation Academy*



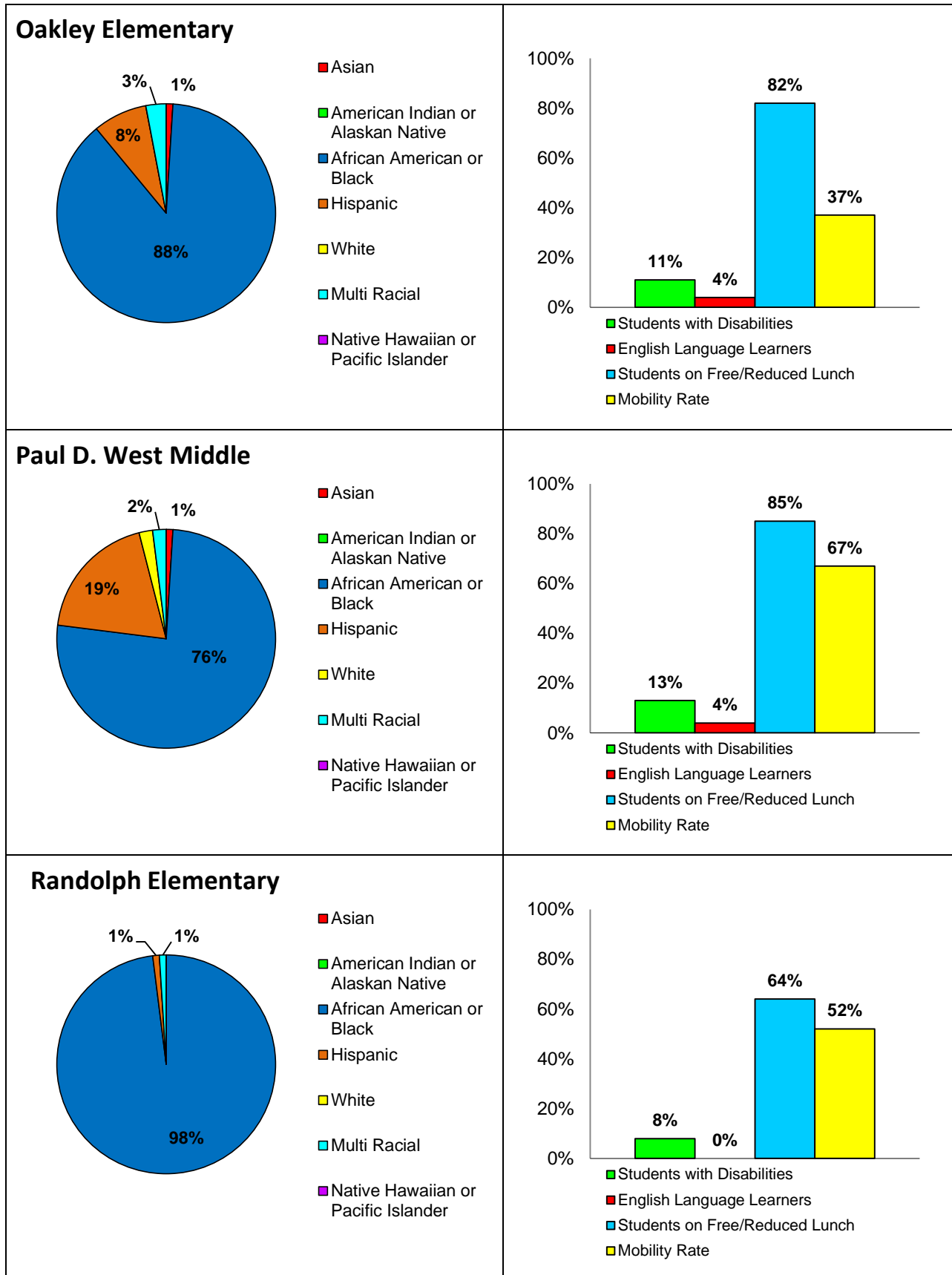
Fulton County Schools  
786 Cleveland Avenue SW  
Atlanta, GA 30315-7299  
404-768-3600 [www.fultonschools.org](http://www.fultonschools.org)

<h3>Abbotts Hill Elementary</h3> <ul style="list-style-type: none"> <li>■ Asian</li> <li>■ American Indian or Alaskan Native</li> <li>■ African American or Black</li> <li>■ Hispanic</li> <li>■ White</li> <li>■ Multi Racial</li> <li>■ Native Hawaiian or Pacific Islander</li> </ul>	<ul style="list-style-type: none"> <li>■ Students with Disabilities</li> <li>■ English Language Learners</li> <li>■ Students on Free/Reduced Lunch</li> <li>■ Mobility Rate</li> </ul>
<h3>Autrey Mill Middle</h3> <ul style="list-style-type: none"> <li>■ Asian</li> <li>■ American Indian or Alaskan Native</li> <li>■ African American or Black</li> <li>■ Hispanic</li> <li>■ White</li> <li>■ Multi Racial</li> <li>■ Native Hawaiian or Pacific Islander</li> </ul>	<ul style="list-style-type: none"> <li>■ Students with Disabilities</li> <li>■ English Language Learners</li> <li>■ Students on Free/Reduced Lunch</li> <li>■ Mobility Rate</li> </ul>
<h3>Camp Creek Middle</h3> <ul style="list-style-type: none"> <li>■ Asian</li> <li>■ American Indian or Alaskan Native</li> <li>■ African American or Black</li> <li>■ Hispanic</li> <li>■ White</li> <li>■ Multi Racial</li> <li>■ Native Hawaiian or Pacific Islander</li> </ul>	<ul style="list-style-type: none"> <li>■ Students with Disabilities</li> <li>■ English Language Learners</li> <li>■ Students on Free/Reduced Lunch</li> <li>■ Mobility Rate</li> </ul>

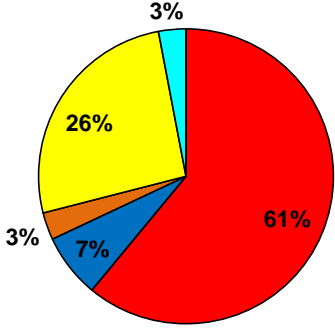
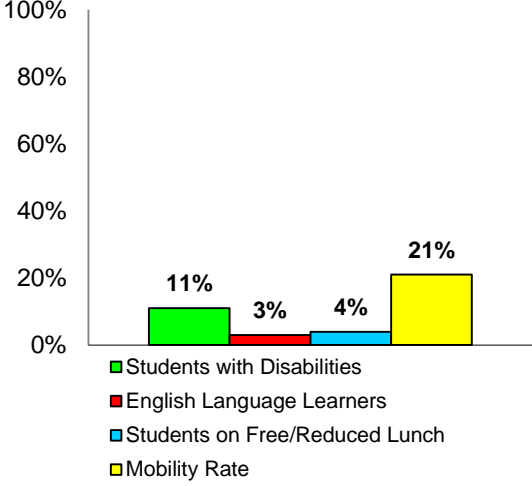
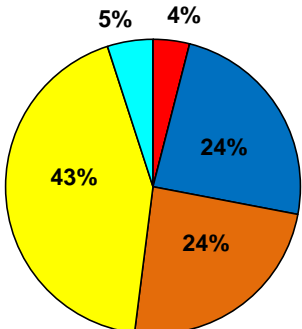
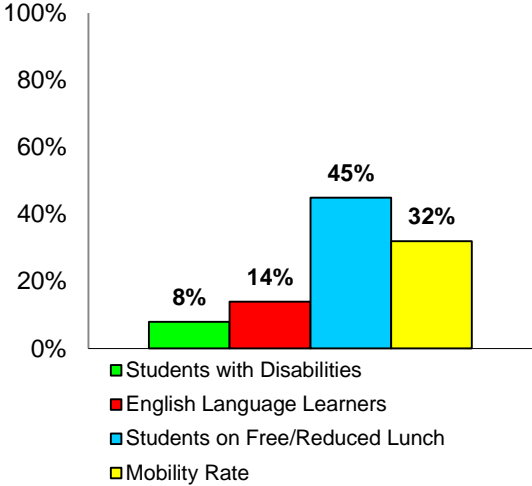
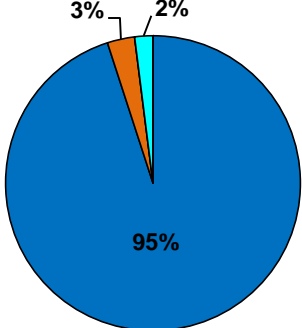
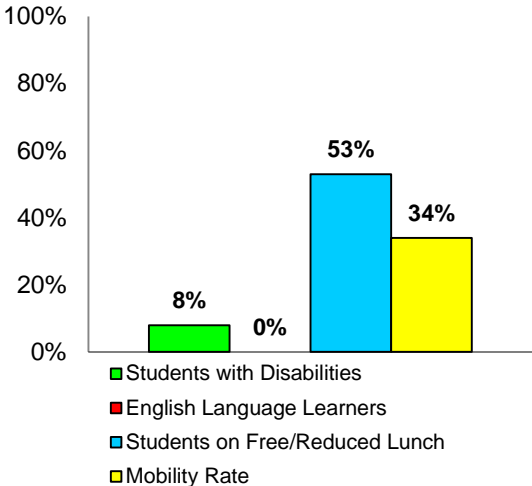
<h3>Centennial High</h3> <ul style="list-style-type: none"> <li>■ Asian</li> <li>■ American Indian or Alaskan Native</li> <li>■ African American or Black</li> <li>■ Hispanic</li> <li>■ White</li> <li>■ Multi Racial</li> <li>■ Native Hawaiian or Pacific Islander</li> </ul>	<ul style="list-style-type: none"> <li>■ Students with Disabilities</li> <li>■ English Language Learners</li> <li>■ Students on Free/Reduced Lunch</li> <li>■ Mobility Rate</li> </ul>
<h3>Heards Ferry Elementary</h3> <ul style="list-style-type: none"> <li>■ Asian</li> <li>■ American Indian or Alaskan Native</li> <li>■ African American or Black</li> <li>■ Hispanic</li> <li>■ White</li> <li>■ Multi Racial</li> <li>■ Native Hawaiian or Pacific Islander</li> </ul>	<ul style="list-style-type: none"> <li>■ Students with Disabilities</li> <li>■ English Language Learners</li> <li>■ Students on Free/Reduced Lunch</li> <li>■ Mobility Rate</li> </ul>
<h3>Hembree Springs Elementary</h3> <ul style="list-style-type: none"> <li>■ Asian</li> <li>■ American Indian or Alaskan Native</li> <li>■ African American or Black</li> <li>■ Hispanic</li> <li>■ White</li> <li>■ Multi Racial</li> <li>■ Native Hawaiian or Pacific Islander</li> </ul>	<ul style="list-style-type: none"> <li>■ Students with Disabilities</li> <li>■ English Language Learners</li> <li>■ Students on Free/Reduced Lunch</li> <li>■ Mobility Rate</li> </ul>



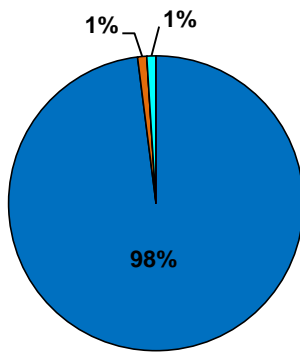




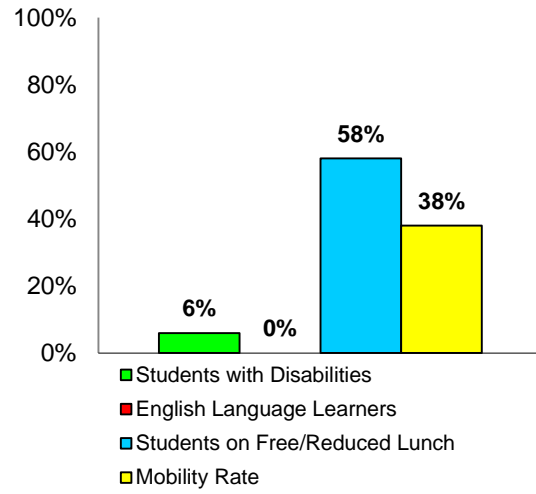
<h3>Riverwood International Charter High</h3> <ul style="list-style-type: none"> <li>■ Asian</li> <li>■ American Indian or Alaskan Native</li> <li>■ African American or Black</li> <li>■ Hispanic</li> <li>■ White</li> <li>■ Multi Racial</li> <li>■ Native Hawaiian or Pacific Islander</li> </ul>	<ul style="list-style-type: none"> <li>■ Students with Disabilities</li> <li>■ English Language Learners</li> <li>■ Students on Free/Reduced Lunch</li> <li>■ Mobility Rate</li> </ul>
<h3>Roswell North Elementary</h3> <ul style="list-style-type: none"> <li>■ Asian</li> <li>■ American Indian or Alaskan Native</li> <li>■ African American or Black</li> <li>■ Hispanic</li> <li>■ White</li> <li>■ Multi Racial</li> <li>■ Native Hawaiian or Pacific Islander</li> </ul>	<ul style="list-style-type: none"> <li>■ Students with Disabilities</li> <li>■ English Language Learners</li> <li>■ Students on Free/Reduced Lunch</li> <li>■ Mobility Rate</li> </ul>
<h3>Sandtown Middle</h3> <ul style="list-style-type: none"> <li>■ Asian</li> <li>■ American Indian or Alaskan Native</li> <li>■ African American or Black</li> <li>■ Hispanic</li> <li>■ White</li> <li>■ Multi Racial</li> <li>■ Native Hawaiian or Pacific Islander</li> </ul>	<ul style="list-style-type: none"> <li>■ Students with Disabilities</li> <li>■ English Language Learners</li> <li>■ Students on Free/Reduced Lunch</li> <li>■ Mobility Rate</li> </ul>

<h3>Shakereg Elementary</h3>  <ul style="list-style-type: none"> <li>■ Asian</li> <li>■ American Indian or Alaskan Native</li> <li>■ African American or Black</li> <li>■ Hispanic</li> <li>■ White</li> <li>■ Multi Racial</li> <li>■ Native Hawaiian or Pacific Islander</li> </ul>	 <ul style="list-style-type: none"> <li>■ Students with Disabilities</li> <li>■ English Language Learners</li> <li>■ Students on Free/Reduced Lunch</li> <li>■ Mobility Rate</li> </ul>
<h3>Spalding Drive Charter Elementary</h3>  <ul style="list-style-type: none"> <li>■ Asian</li> <li>■ American Indian or Alaskan Native</li> <li>■ African American or Black</li> <li>■ Hispanic</li> <li>■ White</li> <li>■ Multi Racial</li> <li>■ Native Hawaiian or Pacific Islander</li> </ul>	 <ul style="list-style-type: none"> <li>■ Students with Disabilities</li> <li>■ English Language Learners</li> <li>■ Students on Free/Reduced Lunch</li> <li>■ Mobility Rate</li> </ul>
<h3>Stonewall Tell Elementary</h3>  <ul style="list-style-type: none"> <li>■ Asian</li> <li>■ American Indian or Alaskan Native</li> <li>■ African American or Black</li> <li>■ Hispanic</li> <li>■ White</li> <li>■ Multi Racial</li> <li>■ Native Hawaiian or Pacific Islander</li> </ul>	 <ul style="list-style-type: none"> <li>■ Students with Disabilities</li> <li>■ English Language Learners</li> <li>■ Students on Free/Reduced Lunch</li> <li>■ Mobility Rate</li> </ul>

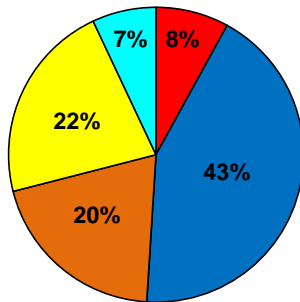
### Westlake High



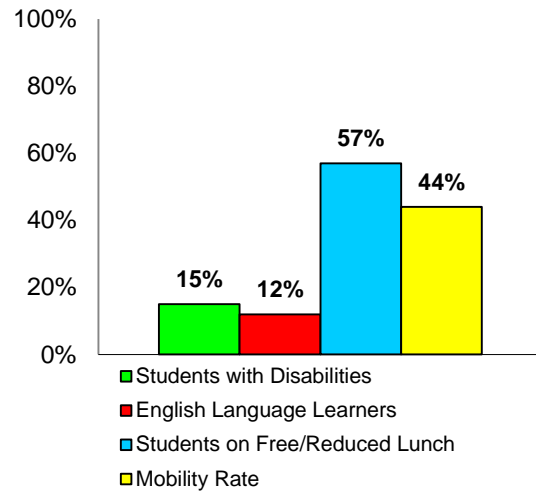
- Asian
- American Indian or Alaskan Native
- African American or Black
- Hispanic
- White
- Multi Racial
- Native Hawaiian or Pacific Islander



### Woodland Elementary



- Asian
- American Indian or Alaskan Native
- African American or Black
- Hispanic
- White
- Multi Racial
- Native Hawaiian or Pacific Islander



**School Governance Council Self-Assessment Instrument**

**School Governance Council’s Assessment**

The Council engages in a meaningful annual assessment and uses the feedback to take action and response. Please rate your assessment of the Council’s overall effectiveness this past year using the following rating scale:

- 1 **Effective:** This item is a strength of the Council; consistently high performance.
- 2 **Needs Improvement:** This item is adequate, but performance is inconsistent and some change is needed.
- 3 **Ineffective:** This item is a weakness of the Council; consistently low performance and major change is needed.

*Please add comments in support of your ratings.*

**I. PURPOSE AND MAJOR FUNCTIONS**

ITEM: A. COUNCIL PURPOSE	Effective	Needs Improvement	Ineffective
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1.The Council’s decision making is directed toward improving student achievement.	1	2	3
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2.The Council members are knowledgeable about the school they serve.	1	2	3
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How can the Council do better in this area?

ITEM: B. SCHOOL STRATEGIC PLAN	Effective	Needs Improvement	Ineffective
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1. The Council approves the School Improvement Plan and its updates.	1	2	3
--	---	---	---

2. The Council monitors and evaluates the results of the School strategic plan and updates.	1	2	3
---	---	---	---

How can the Council do better in this area?

<b>ITEM: C. ANNUAL BUDGET</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
-----------------------------------	------------------	------------------------------	--------------------

- |   |   |   |   |
|---|---|---|---|
| 1. The Council approves the annual school budget.                               | 1 | 2 | 3 |
| 2. The Council’s budget discussions/ deliberations are effective and efficient. | 1 | 2 | 3 |

How can the Council do better in this area?

<b>ITEM: D. REQUEST FOR FLEXIBILITY (RFF) PROCESS</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
---	------------------	------------------------------	--------------------

- |  |   |   |   |
|--|---|---|---|
| 1. The Council has used the Request for Flexibility process to increase student achievement through academic and/or organizational innovation, in a timely manner. | 1 | 2 | 3 |
| 2. The Council provides a minimum 30-day timeframe for input from stakeholders.  | 1 | 2 | 3 |
| 3. Prior to submitting a request for flexibility, the Council carefully considers stakeholder input in crafting the request for flexibility at Council meetings.   | 1 | 2 | 3 |

How can the Council do better in this area?

<b>ITEM: E. ASSESSMENT</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
--------------------------------	------------------	------------------------------	--------------------

- |  |   |   |   |
|--|---|---|---|
| 1. The Council reviews the assessment report of its performance. | 1 | 2 | 3 |
| 2. The Council develops responsive actions, as required.         | 1 | 2 | 3 |
| 3. The Council shares the assessment report with its community.  | 1 | 2 | 3 |

How can the Council do better in this area?

**II. CODE OF CONDUCT, STRUCTURE, PROCESS, & COMMUNICATION**

<b>ITEM: A. CODE OF CONDUCT: COVENANTS</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
--	------------------	------------------------------	--------------------

The Council members abide by the following procedures:

1. Conflict of Interest	1	2	3
2. Code of Ethics	1	2	3
3. Confidentiality	1	2	3
4. Gifts and Solicitations	1	2	3

How can the Council do better in this area?

<b>ITEM: B. STRUCTURE</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
-------------------------------	------------------	------------------------------	--------------------

1. The Council structure supports the work of the Council and allows for effective decision-making.	1	2	3
2. The Council committees have clear mandates and support the work of the Council.	1	2	3
3. The Council officers have clear roles and support the work of the Council.	1	2	3

How can the Council do better in this area?

<b>ITEM: C. PROCESS</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
-----------------------------	------------------	------------------------------	--------------------

1. The Council operates with full accountability & transparency to the school's community.	1	2	3
--	---	---	---

2. The Council complies with all federal, state, and Fulton County School statutes/regulations/procedures that govern the Council.	1	2	3
3. The Council abides by Georgia’s open meeting statutes, including the documentation of all SGC meetings.	1	2	3
4. Council members are actively engaged in the work of the School and view themselves as part of a team.	1	2	3
5. Sufficient time is allotted to address controversial or urgent items.	1	2	3
6. Council members set aside personal agendas, interests, pet projects, and biases for the overall good of the School.	1	2	3
7. The frequency of meetings is effective and efficient in carrying out the Council’s responsibilities.	1	2	3
8. The facilitation of the Council meetings supports:			
a. discussion time for each agenda item	1	2	3
b. participation from each Council member	1	2	3
c. respect for diverse viewpoints	1	2	3
d. input from all stakeholders	1	2	3
e. strategic and generative thinking leading to robust dialogue	1	2	3
9. The Council oversees an open and inclusive election process of SGC members.	1	2	3

How can the Council do better in this area?

<b>ITEM: D. COMMUNICATION</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
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1. Council members receive the necessary information (e.g., financial reports, committee reports, School strategic plan updates) in a timely manner for Council deliberations and decision-making.	1	2	3
--	---	---	---



2. Council members are regularly informed of Council committee recommendations and activities.	1	2	3
3. The methods(s) used to communicate with Council members are efficient and effective.	1	2	3
4. Council members speak with one voice outside the meeting room.	1	2	3
5. Council members promote a positive image of the School in the community.	1	2	3
6. The Council maintains an effective and efficient two-way communications pathway with its stakeholders (e.g., students, faculty, staff, parents, and community members).	1	2	3

How can the Council do better in this area?

Is there any particular Council behavior that should be brought to the attention of the Central Administration?

# Council Leadership Academy—Logic Model

**Priorities:**

- School Governance Councils (SGCs) and principals will learn to work collaboratively
- SGCs and principals will learn to identify student needs and align resources and decisions to meet those needs

**Assumptions:**

- Based on charter governance research, school-based flexibility and innovation improves student achievement
- Local school leaders need training and development to best implement flexibilities and innovations

