



Georgia Department of Education

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

Investing in Educational Excellence (IE²) System* Application

DISTRICT NAME

Chickamauga City School District

DISTRICT ADDRESS

402 Cove Rd
Chickamauga, GA. 30707

Richard Woods
State School Superintendent

MAY 2015

*Please note that if HB 502 goes into effect on July 1, 2015, districts that chose the IE² flexibility option will henceforth be known as Strategic Waivers School Systems.

IE² SYSTEM APPLICATION COVER SHEET

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

Proposed IE2 System Information			
1. Full Name of Proposed IE2 System: Chickamauga City School District			
2. Please indicate whether this is a: New Petition <input checked="" type="checkbox"/>		3. How many schools in total are you proposing to include in your IE2 system? 3	
4. How many of each of the following schools are you proposing to include in your IE2 system? <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div>Primary School(s) 0</div> <div>Middle School(s) 1</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div>Elementary School(s) 1</div> <div>High school(s) 1</div> </div>			
5. On July 1 of what year do you want your IE2 contract to be effective? 2015-2016			
6. IE2 System Street Address 402 Cove Rd	7. City Chickamauga	8. State GA	9. Zip 30707
10. Contact Person Melody Day		11. Title Superintendent	
12. Contact Street Address 402 Cove Rd.	13. City Chickamauga	14. State GA	15. Zip 30707
16. Contact's telephone number 706-382-3100 ext. 4001	17. Contact's fax number 706-375-5364		18. Contact's E-mail Address melody.day@glschools.org



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THE CHICKAMAUGA CITY SCHOOL DISTRICT IE² PARTNERSHIP APPLICATION

In accordance with the state of Georgia in Article 4, O.C.G.A. § 20-2-84, the Chickamauga City School District intends to operate as an IE² school system through the development of the IE² partnership between our school district and the State Board of Education. The following components consist of the current planning for completing the application and developing the contract necessary to take effect on July 1, 2015.

CHICKAMAUGA CITY SCHOOL DISTRICT OVERVIEW

The Chickamauga City School District is data driven and has two overarching goals: Higher Student Achievement and Efficient and Effective Operations. High expectations are held for all students and staff members in conjunction with support and professional learning. Each school has a school improvement plan which aligns with the District Strategic Plan, and continuous improvement efforts are a priority. Chickamauga City School District's Strategic Plan provides direction for how the ideals set forth in the Vision, Mission, and Beliefs are accomplished.

OUR VISION

The Chickamauga City School System will inspire all students to maximize their potential and become lifelong learners while empowering them to become respectful, productive, and successful members of society.

OUR MISSION

The Chickamauga City School System will provide a comprehensive, high quality education for all students in an engaging, safe and supportive environment.



OUR BELIEFS

We Believe

- All students can learn.
- A highly qualified staff committed to continuous improvement is essential for increased student achievement.
- High expectations and support lead to greater student success.
- Character education and respect for individual differences are important in the development of the whole child.
- Education is a partnership among students, parents, school, and community.
- School must prepare students for the changing future.
- Student learning is the primary focus of our school system.

The Chickamauga City School District (CCSD) serves approximately 1,360 students (FTE) in kindergarten through twelfth grade. Located 10 miles north of Chattanooga, Tennessee, Chickamauga provides the benefits of a major city while affording a rural, small town lifestyle.

The Chickamauga City School District was incorporated in 1905 and enjoys a rich and proud tradition of academic excellence. The District is composed of 3 schools: Chickamauga Elementary School, grades K-5; Gordon Lee Middle School, grades 6-8; and Gordon Lee High School, grades 9-12. The system average daily attendance rate is 97.1%, the graduation rate is 97% and 100% of teachers and paraprofessionals in the system are highly qualified.

Each of the schools within the system has been continuously Accredited with Quality through the Southern Association of Colleges and Schools (AdvancED) since their initial accreditation (elementary 2002, middle 2004, high school 1932). Initial District Accreditation was awarded in 2007 and the



continuous improvement cycle is now a guiding principal in each school's culture. Additionally, all schools are also accredited by the Georgia Accrediting Commission.

Chickamauga City Schools ensures professional learning and support for all employees. Teachers engage in differentiated learning strategies to assist students to master material at a level of 85% or higher. If this does not occur, the material is to be retaught utilizing different strategies until the student(s) satisfactorily master the standard. Teachers have high expectations and provide a rigorous curriculum. Incorporating technology into each unit of study is a minimum requirement, and 21st century technology classrooms are available in grades K-12. Chickamauga City also embraces "Move On When Ready" and is currently offering college courses at Gordon Lee High School by partnering with Georgia Northwestern College and Dalton State College. Gordon Lee Middle School 8th graders also have access to high school courses. Regular education students in grades K-8 who need additional assistance are served within the school day. The District emphasizes a strong focus on meeting the needs of all learners in an effort to lessen the achievement gap between students with disabilities and economically disadvantaged students and the regular education students.

The community of Chickamauga, and certainly the students and staff members, take tremendous pride in our school district. We have very impressive scores and statistics, especially considering we are a small, rural district. Based on the 2010 census data, the city of Chickamauga has a population of 3,101 with 95.6% of the residents being white, 0.7% black and 2.9% are other. 74.4% are high school graduates and 10.2% have a college degree. The median housing value in Chickamauga is \$89,900 and the median household income is \$35,729—a decrease from \$40,140 in 2000. The per capita income is \$23,272 and 11.1% of the population is below the poverty level, which is an increase of 3.1% since 2000. The millage rate is 14.5 mils and 1 mil is equivalent to approximately \$107,000. This, along with the recession that also brought tremendous cuts in state funding, resulted in austerity cuts to our staff members beginning in 2008 and continuing until 2014. Our District is considered a low wealth system, and ranks # 162 of 180



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school systems in the state, in terms of system wealth. Not only are we limited financially, our community is also extremely limited with local businesses who struggle to stay afloat. There is little opportunity for business partnerships in Chickamauga and many residents drive long distances for employment. Other challenges include the high cost of providing and maintaining technology—an absolute must for our students to be competitive in a global economy, and also aging facilities at Gordon Lee High School. The school was built in 1930 and is now 85 years old. Certainly there are major infrastructure problems that need attention, but funds are so limited that we are unable to be pro-active, and find ourselves just addressing the worst problems (plumbing and wiring) as we can. In spite of all these challenges, the Chickamauga City School District is laser focused on providing our students with a comprehensive, high quality education in a safe and supportive environment. We are truly a District with a proud heritage and a promising future.



THE CASE

1. The Chickamauga City School District strives to meet the individualized needs of each and every student, assisting them to maximize their potential and leave high school with the skills necessary to be successful in the next phase of their lives and beyond. We feel the Strategic Waiver System Partnership will enable the District to advance student achievement by focusing on the various needs of our population as we utilize the flexibility granted by the Georgia Department of Education and the Governor's Office of Student Achievement. Based on collaborative efforts among stakeholders (survey data, work sessions, public hearings), the Chickamauga City School District has identified Title 20 law and State Board of Education Rules that place limits on the District's ability to focus on individual student needs.

2. The greatest challenges faced by the District in prioritized order are:

- Meeting the needs of all learners, closing the achievement gaps, increasing advanced opportunities and increasing academic achievement.
- Ensuring financial stability for the district to provide necessary resources to maximize academic achievement, despite unstable and unpredictable revenue.
- Ensuring Chickamauga City School District can attract and retain effective teachers, leaders and professional personnel to meet the needs of our system.
- Ensuring Chickamauga City School District can meet the unique academic, resource, support, technology, and professional learning needs of all schools.

Flexibility with Title 20 law and State Board of Education Rules requested through the Strategic Waiver System Partnership will allow the District to be innovative with the use of best practices to optimize the effectiveness of instruction.



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3. The chart below describes the prioritized challenges affecting the Chickamauga City School District that we feel can be addressed through the IE² contract. The necessary waivers requested by the Chickamauga City School District application will alleviate the constraints of Title 20 Law and State Board of Education Rules, allowing the District and schools to focus on individual student needs in order to increase academic achievement.



Table 1 - Summary of Challenges Aligned with Initiatives and Necessary Waivers

Chickamauga City School District seeks to waive these Title 20 sections and all SBOE rules associated with these Title 20 sections, whether or not rules are specifically listed.		
Challenges in Prioritized Order	Specific Initiative/Action and Explanation	Waiver(s) Requested
Provide a personalized learning environment to meet the needs of all students and increase academic performance as indicated by student achievement measures.	The Chickamauga City School District will pursue innovative practices with course design, programs and scheduling to maximize academic achievement and organizational effectiveness. Data will be analyzed frequently at the school and district levels to evaluate student progress and needs. Particular attention will be given to closing the achievement gap for all students, especially SWD and economically disadvantaged students. Pacing of student learning and unique student interests combined with increased use of digital resources, innovative instructional models and advanced learning opportunities, will prepare students for the unique learning needs of the 21 st century.	<ul style="list-style-type: none"> • Salary Schedule requirements (O.C.G.A. § 20-2-212 and SBOE Rule 160-5-3-.08) • Certification requirements (O.C.G.A. § 20-2-108, O.C.G.A. § 20-2-167 (a,3), O.C.G.A. § 20-2-200, O.C.G.A. § 20-2-201, O.C.G.A. § 20-2-204, and SBOE Rule 160-3-3-.04) • Personnel Required (SBOE Rule 160-5-1-.22) • EL Program Requirements (O.C.G.A. § 20-2-156 and SBOE Rule 160-4-5-.02) • Education Programs (O.C.G.A. § 20-2-151 to 20-2-156, SBOE Rule 160-4-2-.17, SBOE Rule 160-4-2-.38 and SBOE Rule 160-4-5-.02) • Organization of Schools; Middle School Programs; Schedule (O.C.G.A. § 20-2-290 and SBOE Rule 160-4-2-.05) • Competencies and Core Curriculum, Online Learning (O.C.G.A. § 20-2-140.1, O.C.G.A. § 20-2-141.1, O.C.G.A. § 20-2-142, SBOE Rule 160-4-2-.47; and SBOE Rule 160-4-2-.48) • Promotion and Retention (O.C.G.A. § 20-2-283 and SBOE Rule 160-4-2-.11) • Graduation Requirements (O.C.G.A. § 20-2-131 and SBOE Rule 160-4-2-.48) • School Day and Year for Students and Employees (O.C.G.A. § 20-2-151, O.C.G.A. § 20-2-160, O.C.G.A. § 20-2-168 and SBOE Rule 160-5-1-.01 and SBOE Rule 160-5-1-.02) • Health & Physical Education Program except as prohibited by (O.C.G.A. § 20-2-82 and SBOE Rule 160-4-2-.12) • 20 additional days of instruction (O.C.G.A. § 20-2-184.1) • Media Programs (SBOE Rule 160-4-4-.01) • Gifted Education Programs (O.C.G.A. § 20-2-151, O.C.G.A. § 20-2-161, SBOE Rule 160-4-2-.38) • Alternative and Traditional Education Programs (SBOE Rule 160-4-8-.12) • Scheduling for Instruction (O.C.G.A. § 20-2-161.1, O.C.G.A. § 20-2-165, O.C.G.A. § 20-2-168, SBOE Rule 160-4-2-.16, SBOE Rule 160-5-1-.01 and SBOE Rule 160-5-1-.02) • Instructional Extension (SBOE Rule 160-4-2-.14) • Statewide Passing Score (SBOE Rule 160-4-2-.13)



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Challenges in Prioritized Order	Specific Initiative/Action and Explanation	Waiver(s) Requested
Ensure financial stability for the Chickamauga City School District to provide necessary resources to maximize academic achievement, despite unstable and unpredictable revenue.	The Chickamauga City School District will align all spending priorities with the District's Strategic Plan to optimize student academic achievement. State revenue is a minimal percentage of the actual cost of operating schools. The system will leverage this reduction in spending constraints to support the core business of teaching and learning.	<ul style="list-style-type: none"> • Class-size and Reporting requirements (O.C.G.A. § 20-2-182 and SBOE Rule 160-5-1-.08) • Direct Classroom Expenditures and Expenditure Controls (O.C.G.A. § 20-2-167, O.C.G.A. § 20-2-171 and SBOE Rule 160-5-1-.29) • QBE Financing (O.C.G.A. § 20-2-161) • Personnel Required (SBOE Rule 160-5-1-.22) • Pay Schedule requirements for beginning teachers (O.C.G.A. § 20-2-212) • Program Enrollment & Appropriation (O.C.G.A. § 20-2-160, O.C.G.A. § 161.1, O.C.G.A. § 165; SBOE Rule 160-4-2-.1 and SBOE Rule 160-4-2-.16) • Use of Guidance Counselor (SBOE Rule 160-4-8-.05) • School Day and School Year for Students and Employees (O.C.G.A. § 20-2-160, O.C.G.A. § 20-2-168, SBOE Rule 160-5-1-.01 and SBOE Rule 160-5-1-.02) • Employment Conditions of Employment as it Relates to Duty Free Lunch (O.C.G.A. § 20-2-218) • Substitute Teacher Requirements (SBOE Rule 160-5-1-.05)
Ensuring that Chickamauga City School District can attract and retain effective teachers, leaders, and professional personnel to meet the needs of our system.	The Chickamauga City School District highly regards the traditional preparation of school educators and intends to consider the additional value that could be added to classroom instruction and student supports by expanding employment practices to consider professional practitioners in specialty fields such as technology, science and engineering, and child support roles. Additionally Chickamauga City School District desires to ensure that all employees are compensated at competitive rates while valuing prior non-teaching responsibilities associated with an employee's teaching or support assignment.	<ul style="list-style-type: none"> • Salary Schedule requirements (O.C.G.A. § 20-2-212 and SBOE Rule 160-5-1-.29) • Certification requirements (O.C.G.A. § 20-2-108, O.C.G.A. § 20-2-200, O.C.G.A. § 20-2-201, O.C.G.A. § 20-2-204) • Categorical Allotment requirements, Article 6 of Chapter 2 of Title 20 (O.C.G.A. § 20-2-183 to § 20-2-186 and SBOE Rule 160-4-2-.14) • School Councils (O.C.G.A. § 20-2-85 and O.C.G.A. § 20-2-86) • Personnel, Facilities and Caseloads (SBOE Rule 160-4-7-.14)



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Challenges in Prioritized Order	Specific Initiative/Action and Explanation	Waiver(s) Requested
Ensuring that Chickamauga City School District can meet the unique academic, resource, support, technology and professional learning needs of all schools.	The Chickamauga City School District is comprised of three schools, but also accepts students from outside the city of Chickamauga. The district values the unique strengths and specific needs of each of the three schools and will leverage flexibility in order to best advance teaching and learning at every school.	<ul style="list-style-type: none">• Categorical Allotment requirements, Article 6 of Chapter 2 of Title 20 (O.C.G.A. § 20-2-182 (h) to 20-2-186 and SBOE Rule 160-4-2-.14)• School Attendance, Compulsory Attendance as it Relates to the Attendance Protocol (O.C.G.A. § 20-2-690.2)• Awarding Units of Credit (SBOE Rule 160-5-1-.15)• Graduation Requirements (O.C.G.A. § 20-2-131 and SBOE Rule 160-4-2-.48)



4. Action steps are included in the chart to explain how the District will utilize waivers to address challenges (listed in #3 above) and to increase student performance.
5. The chart also provides a clear explanation of how each of the specific actions will lead to the specific challenge being addressed.
6. During the past 5 years, the Chickamauga City School District obtained waivers for expenditure control (O.C.G.A. § 20-2-167); 65% Rule (SBOE Rule 160-5-1-.29); class size (SBOE Rule 160-5-1-.08); personnel required (SBOE Rule 160-5-1-.22); and substitute teacher requirement section D (SBOE Rule 160-5-1-.05). The desire of the District to advance the learning experience for our children is at the core of the system's strategic direction and is the motivating reason for the waivers requested through the proposed IE² contract.
7. If approved, the IE² partnership will become effective for the 2015-2016 school year and remain in effect for five years which will allow for six years of flexibility.



CONSEQUENCES

8. Annual progress towards meeting goals will be reported to the Governor's Office of Student Achievement (GOSA). If a school has not made sufficient progress in the first two years, the school will implement a School Improvement Plan that will address specific achievement deficiencies along with a plan to improve the areas deficient. The plan will be approved and monitored by the District.

If during years 3 or 4, a school has not met their goals, the district will apply direct school management support and intensive teacher development support. A School Improvement Plan will be developed by the school and district, and will be monitored at the district level.

If the district is not compliant with the terms of the contract, it will lose all IE² flexibility at the end of the seventh year.



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3. The schools to be included in the IE2 System are:

Chickamauga Elementary School- Grades K-5

Gordon Lee Middle School- Grades 6-8

Gordon Lee High School- Grades 9-12

No schools are in Needs Improvement status.



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4. The school plans may be found at the following links:

Elementary School

<http://www.chickamaugacityschools.org/userfiles/2/CO/Strategic%20Waiver%20System/CES%20School%20Plan.pdf>

Middle School

<http://www.chickamaugacityschools.org/userfiles/2/CO/Strategic%20Waiver%20System/GLMS%20School%20Plan.pdf>

High School

<http://www.chickamaugacityschools.org/userfiles/2/CO/Strategic%20Waiver%20System/GLHS%20School%20Plan.pdf>



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5. Mission: The Chickamauga City School system will provide a comprehensive, high quality education for all students in an engaging and supportive environment.

The Chickamauga City School System is comprised of grades K-12. The system includes one elementary school (Chickamauga Elementary School), one middle school (Gordon Lee Middle School) and one high school (Gordon Lee High School). All three schools are conveniently located on one campus located within the city limits of Chickamauga, GA.

In an effort to reach our overarching system goals of higher student achievement and efficient and effective operations, the system has developed a curriculum with high expectations for all students. The foundation of this curriculum is built upon the GA Department of Education's standards and frameworks. We have enhanced that foundation and developed a curriculum that supports research-based instructional practices and strategies for differentiated, innovative, and effective teaching and learning based on the State-adopted standards.

Teachers use a multitude of research based strategies in order to reach all students, including but not limited to, differentiated instruction strategies, technology enhanced lessons, flipped classroom design and hands-on learning techniques. Teachers participate in collaborative learning opportunities in order to share strategies and methods for improving instruction, to discuss relative data and to study formative assessment data. The system also offers opportunities in order to ensure that all students are able to demonstrate proficiency. We offer a wide variety of academic programs and support such as, Remedial Education Program (REP), Gifted and Talented, Title I, Advanced Placement (AP), Career Technical Agriculture Education (CTAE), Move On When Ready (MOWR), Early Intervention (EIP), ESOL language support opportunities, Response to Intervention (RTI) and after-school tutoring sessions. In



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addition to these academic programs, the system makes available to all students, multiple Extra-Curricular Activities (Academic Clubs and Organizations, Community Service Activities, Fine Arts Opportunities and multitude of Athletic Teams). More information on this topic can be found on pages 1-4.



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6. Chickamauga City Schools is one of the smaller systems in the State of Georgia ranking #153. As of FY2014, the system received \$6,678 per FTE in revenue. Compared to a 51% statewide average, 70% of the system's total revenue comes from the State. Fueled by the State's K-12 Equalization Program, which helps supplement the local funding of low-wealth school systems, Chickamauga City Schools received \$704,069 in equalization funds in FY2014 which equaled approximately 8% of the system's total revenue. Compared to a 41% statewide average, 26% of the system's total revenue comes from local sources. This is a heavy burden for a small community with limited and struggling businesses to carry. Since 2009, the net tax digest in Chickamauga City has declined 10%. In July 2013, the city's third largest taxpayer announced its closing. The full long-term negative fiscal impact related to the loss of this industry is unknown at this time. To offset the decrease in taxes levied, the millage rate was raised 1.75 mills, to a total of 12.00 mills in 2010, and raised again 2.25 mills, to a total of 14.25 mills in 2015. Since the FY2003 inception of Austerity cuts, the system has incurred reductions totaling \$8 million. This has forced the school system to operate in a fiscal deficit where total expenditures exceed generated revenue. Fortunately, fund balance reserves were sufficient and available to offset the shortfall. To the best of our knowledge, Chickamauga City Schools has never been in a fund balance deficit situation. In FY2016, through conservative budgeting and increased funding, the system has been able to eliminate reduction in work calendar days. The Board anticipates continued pressure to provide an increasing amount of local monies to meet various mandated educational requirements and operating costs. In spite of these challenges, the school system remains confident in the ability to maximize resources to provide a quality education for all students.



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7. The most recent annual audit can be found at the following link:

<http://www.chickamaugacityschools.org/UserFiles/2/CO/FinanceDept/Annual%20Financial%20Report%20FY2014.pdf>

8. The most recent accreditation report can be found at the following link:

<http://www.chickamaugacityschools.org/docs/2012%20Quality%20Assurance%20Review%20Team%20Report.pdf>

9. The most recent strategic plan can be found at the following link:

<http://www.chickamaugacityschools.org/userfiles/2/CO/Strategic%20Waiver%20System/District%20Overview.pdf>

Table of Exhibits – Chickamauga City School District IE2 Contract 2016

Exhibit A – Strategic Plan

Exhibit B – Flexibility Component of Contract

Exhibit C – Accountability Component of Contract

Exhibit D – Consequences Component of Contract

Exhibit E – School Plans for Elementary Schools

Exhibit F – School Plans for Middle Schools

Exhibit G – School Plans for High Schools

Exhibit B – Flexibility Component of Contract

For the Chickamauga City School District

Under O.C.G.A. § 20-2-80 and SBOE Rule 160-5-1-.33, The Chickamauga City School District is seeking flexibility for all its schools from the following state statutes and/or rules in exchange for greater accountability (as outlined in the IE² Partnership Contract) over the life of a five-year contract which allows for six years of flexibility between the Chickamauga City School District Board of Education and the Georgia State Board of Education.

Chickamauga City School District seeks to waive these Title 20 sections and all SBOE rules associated with these Title 20 sections, whether or not rules are specifically listed:

Academic Program Flexibility:

- Flexibility with regards to Education Programs (O.C.G.A. § 20-2-151 to 20-2-156; SBOE Rule 160-4-2-.17, SBOE Rule 160-4-2-.38, and SBOE Rule 160-4-5-.02)
- Organization of Schools; Middle School Programs; Schedule (O.C.G.A. § 20-2-290 and SBOE Rule 160-4-2-.05)
- Program Enrollment & Appropriation (O.C.G.A. § 20-2-160, O.C.G.A. § 20-2-161.1, O.C.G.A. § 20-2-165, SBOE Rule 160-4-2-.11 and SBOE Rule 160-4-2.16)
- EL Program Requirements (O.C.G.A. § 20-2-156 and SBOE Rule 160-4-5-.02)
- Competencies and Core Curriculum, Online Learning (O.C.G.A. § 20-2-140.1, O.C.G.A. § 20-2-141.1, O.C.G.A. § 20-2-142; SBOE Rule 160-4-2-.47 and SBOE Rule 160-4-2-.48)
- Graduation Requirements (O.C.G.A. § 20-2-131 and SBOE Rule 160-4-2-.48)
- Statewide Passing Score (SBOE Rule 160-4-2-.13)
- Scheduling for Instruction (O.C.G.A. § 20-2-161.1, O.C.G.A. § 20-2-165, O.C.G.A. § 20-2-168; SBOE Rule 160-4-2-.16, SBOE Rule 160-5-1-.01, and SBOE Rule 160-5-1-.02)
- Promotion and Retention (O.C.G.A. § 20-2-283 and SBOE Rule 160-4-2-.11)
- School Attendance, Compulsory Attendance as it Relates to the Attendance Protocol (O.C.G.A. § 20-2-690.2)
- School Day and Year for Students and Employees (O.C.G.A. § 20-2-151, O.C.G.A. § 20-2-160, O.C.G.A. § 20-2-168; SBOE Rule 160-5-1-.01 and SBOE Rule 160-5-1-.02)
- Instructional Extension (SBOE Rule 160-4-2-.14)
- Comprehensive Health & Physical Education Program (O.C.G.A. § 20-2-82 and SBOE Rule 160-4-2-.12)

- Media Programs (SBOE Rule 160-4-4-.01)
- Gifted Education Programs (O.C.G.A. §20-2-151, O.C.G.A. §20-2-161, SBOE Rule 160-4-2-.38)
- Alternative and Traditional Education Programs (SBOE Rule 160-4-8-.12)
- 20 Additional Day Instruction (O.C.G.A. §20-2-184.1)
- Awarding Units of Credit (SBOE Rule 160-5-1-.15)

Human Resources Flexibility:

- Personnel Required (SBOE Rule 160-5-1-.22)
- Certification requirements (O.C.G.A. § 20-2-108, O.C.G.A. § 20-2-167 (a, 3), O.C.G.A. § 20-2-200, O.C.G.A. § 20-2-201, O.C.G.A. § 20-2-204, and SBOE Rule 160-3-3-.04)
- Class-size and Reporting requirements (O.C.G.A. § 20-2-182 and SBOE Rule 160-5-1-.08)
- Employment Conditions of Employment as it Relates to Duty Free Lunch (O.C.G.A. § 20-2-218)
- Substitute Teachers requirements (SBOE Rule 160-5-1-.05)
- Use of Guidance Counselor (SBOE Rule 160-4-8-.05)
- School Councils (O.C.G.A. § 20-2-85 and O.C.G.A. § 20-2-86)
- Personnel, Facilities and Caseloads (SBOE Rule 160-4-7-.14)

Finance Flexibility:

- QBE Financing (O.C.G.A. § 20-2-161)
- Direct Classroom Expenditures and Expenditure Controls (O.C.G.A. § 20-2-167; O.C.G.A. § 20-2-171 and SBOE Rule 160-5-1-.29)
- Salary Schedule requirements (O.C.G.A. § 20-2-212, SBOE Rule 160-5-1-.29 and SBOE Rule 160-5-3-.08)
- Categorical Allotment requirements, Article 6 of Chapter 2 of Title 20 (O.C.G.A. § 20-2-182(h) to 20-2-186 and SBOE Rule 160-4-2-.14)

Exhibit C – Accountability Component of Contract For the Chickamauga City School District

The State Board shall hold the Chickamauga City School District accountable for the performance of the academic goal listed below.

Goal 1: Each Chickamauga City School District school will demonstrate proficiency and/or improvement on the CCRPI.

2015-16

Baseline Year for 2016-17.

For 2016-17

Measure 1: School performance goals were set for 2017 so that an individual school shall increase its CCRPI score (without Challenge Points) by 3% of the gap between the baseline year CCRPI score (without Challenge Points) and 100. Baseline year was 2015-16.

OR

Measure 2: An individual school with an initial CCRPI score (without Challenge Points), performing in the top quartile of the state within each grade cluster shall remain at or above the top quartile threshold established in the baseline year. Baseline year was 2015-16.

OR

Measure 3: If a school failed to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be “beating the odds” through an analysis that compares the school’s CCRPI to its expected performance as determined by the “beating the odds” model developed in partnership between GOSA and the GaDOE.

2017-18

Baseline Year for 2018-19 through 2020-21. This year will not count for or against a district.

For 2018-19 through 2020-21

Measure 1: School performance goals will be set so that for each year from 2018-2019 through 2020-21, an individual school shall increase its CCRPI score by 3% of the gap between the baseline year CCRPI score and 100. Baseline year is 2017-18.

OR

Measure 2: An individual school with an initial CCRPI score, performing in the top quartile of the state within each grade cluster shall remain at or above the top quartile threshold established in the baseline year. Baseline year is 2017-18.

OR

Measure 3: If a school fails to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be "beating the odds" through an analysis that compares the school's CCRPI to its expected performance as determined by the "beating the odds" model developed in partnership between GOSA and the GaDOE.

Exhibit D – Consequences Component of Contract

For the Chickamauga City School District

Sanctions and interventions for nonperforming schools: The schedule of sanctions and interventions shall be designed to ensure that the local school system sufficiently addresses the achievement deficiencies at all non-performing schools under the local school system's management and control. Such sanctions and interventions shall be at the recommendation of GOSA and shall include the following:

In accordance with O.C.G.A. § 20-2-84.1, Chickamauga City School District will employ the following interventions or sanctions at all non-performing schools under the School District's local management and control. The sanctions and interventions shall include the following:

(a) If based upon the review of the 2016-2017 performance data, a school has not made sufficient progress toward meeting the articulated academic goals, a school improvement plan will be incorporated into the annual school strategic planning process and implemented by August 2018 (based upon review of 2016-2017 data). The school improvement plan will address the specific achievement deficiencies including a targeted plan to address the deficiencies. The school improvement plan and the targeted plan will be approved and monitored by the district throughout the academic year. The district will submit the school improvement plan to GOSA.

(b) If based upon the review of 2018-2019 performance data, a school has not met the articulated academic goals, a school improvement plan will be incorporated into the annual school strategic planning process and implemented by August 2020 (based upon review of 2018-2019 data). The school improvement plan will address the specific achievement deficiencies including a targeted plan to address the deficiencies. The school improvement plan and the targeted plan will be approved and monitored by the district throughout the academic year. The district will submit the school improvement plan to GOSA.

(c) If based upon the review of 2019-2020 performance data, a school has not achieved three years of growth in the articulated academic goals, the Chickamauga City School District will apply direct school management support and intensive teacher development support as outlined in the jointly developed school improvement plan between the school leadership and district leadership staff. Implementation of the school improvement plan will occur no later than August 2021 (based upon review of 2019-2020 data) and will be monitored by the school system. The district will submit the school improvement plan to GOSA.

(d) If based upon the review of the 2020-2021 performance data, a school has not achieved three years of growth in the articulated academic goals, the Chickamauga City School District will apply, in the 2022-2023 school year, the consequences recommended by GOSA and approved by the State Board of Education.

**Revised Exhibit E, F, and G – Elementary, Middle, and High School
Plans**

For the Chickamauga City School District

School Name	Grade Cluster	2018 CCRPI Baseline Reset Single Score	2018- 2019 Target	2019- 2020 Target	2020- 2021 Target
Chickamauga Elementary School	E	69.5	70.4	71.3	72.2
Gordon Lee High School	H	89	80.2	80.2	80.2
Gordon Lee Middle School	M	77.2	77.9	78.6	79.3

School Data Component - Elementary

Name of School:	Chickamauga Elementary School
Street Address:	210 Crescent Ave
City, State Zip Code:	Chickamauga, Georgia 30707
GA DOE School Facility Code:	1050
Designated School Contact Person:	
Name	Mr. Jeff Sikes
Title	Principal
Telephone Number	706-382-3100
Fax Number	706-382-3248
Email Address	jeff.sikes@glschools.org
Grades Served By School:	K - 5

School Demographic Trend Data by Subgroup - Elementary

Chickamauga Elementary School	School Year				
	2009-10	2010-11	2011-12	2012-13	2013-14
Student Enrollment	541	571	584	593	586
American Indian	0	0	0	0	0
Asian /Pacific Islander	1	1	3	4	5
Pacific Islander (reported beginning 2012-2013)				0	0
Black	0	0	0	0	0
Hispanic	4	3	2	4	7
Multi-Ethnic	6	10	11	8	7
White	530	557	568	577	567
ESOL: Percent Enrolled	.4	.4	.6	.7	.6
SPED: Percent Enrolled	8.9	8.8	7.2	6.3	5.7
F/R Lunch: Percent Eligible	26.80	28.62	31.75	30.33	25.86
Average Student Attendance	96.62	96.66	97	96.71	96.97

School Data Component - Middle

Name of School:	Gordon Lee Middle School
Street Address:	300 Crescent Ave.
City, State Zip Code:	Chickamauga, Georgia 30707
GA DOE School Facility Code:	0111
Designated School Contact Person:	
Name	Mr. Benny Ashley
Title	Principal
Telephone Number	706-382-3100
Fax Number	706-382-3240
Email Address	benny.ashley@glschools.org
Grades Served By School:	6-8

School Demographic Trend Data by Subgroup - Middle

Gordon Lee Middle School	School Year				
	2009-10	2010-11	2011-12	2012-13	2013-14
Student Enrollment	352	365	362	353	345
American Indian	0	0	0	0	0
Asian /Pacific Islander	1	1	0	1	1
Pacific Islander (reported beginning 2012-2013)				0	0
Black	0	0	0	0	0
Hispanic	2	1	1	1	1
Multi-Ethnic	6	7	5	5	6
White	343	356	356	346	337
ESOL: Percent Enrolled	.3	0	.3	.3	.3
SPED: Percent Enrolled	7.7	5.5	5.0	5.7	8.7
F/R Lunch: Percent Eligible	20	20.27	25.07	26.99	28.53
Average Student Attendance	97.09	97.65	97.53	96.93	97.32

School Data Component - High

Name of School:	Gordon Lee High School
Street Address:	105 Lee Circle
City, State Zip Code:	Chickamauga, Georgia 30707
GA DOE School Facility Code:	0211
Designated School Contact Person:	
Name	Mr. C.R. Simmons
Title	Principal
Telephone Number	706-382-3100
Fax Number	706-382-3249
Email Address	c.r.simmons@glschools.org
Grades Served By School:	9-12

School Demographic Trend Data by Subgroup - High

Gordon Lee High School	School Year				
	2009-10	2010-11	2011-12	2012-13	2013-14
Student Enrollment	446	451	457	448	466
American Indian	1	0	0	0	0
Asian /Pacific Islander	1	1	1	2	0
Pacific Islander (reported beginning 2012-2013)				0	0
Black	0	0	0	0	0
Hispanic	0	4	5	4	2
Multi-Ethnic	1	1	2	3	4
White	443	445	449	439	460
ESOL: Percent Enrolled	0	0	0	0	0
SPED: Percent Enrolled	7.2	6.9	6.6	6.1	4.3
F/R Lunch: Percent Eligible	20.58	20.13	21.49	20	18.53
Average Student Attendance	97.09	97.12	97.13	96.95	97.18