

**Graduation Achievement Charter High School
Flexible Learning Plan
2016-2017**

1. Using school level disaggregated data, identify and explain the areas of need that will be addressed by the Flexible Learning Program (FLP) offered at each school:

- Core content area(s)
- Subgroup(s)
- Graduation rate(s)

Graduation Achievement Charter High School has been identified as a Priority School because of the gap between the highest performing subgroups (White) and the lowest performing subgroup (SWD). The following assessment's data was analyzed to identify root causes, establish a baseline for pre and post assessments, and to establish goals for the FLP.

The Georgia End of Course Test (EOCT) is a State mandated test designed to measure how well students acquire the skills and knowledge described in the Common Core Georgia Performance Standards (CCGPS) English/language arts, and mathematics and the Georgia Performance Standards (GPS) for science and social studies. The assessments yield information on academic achievement at the student, grade, school, system, and state levels. Student scores are divided into three performance categories: Does Not Meet Expectations (200-399), Meets Expectations (400-449), and Exceeds Expectations (450-600).

The spring EOCT scores for, 2013-2014 and 2014-2015 are provided to the schools as reported by the Georgia State Department of Education and the EOCT School Summary Report of all students. Graduation Achievement Charter High School compared the 2013 and 2014 EOCT mathematics scores to the 2014 EOCT mathematics scores, and the data was analyzed to establish pre and post SMART goals.

Spring-System 2016

Test	# tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Developing Learner & Above	% Proficient Learner & Above
9 th Grade Lit	69	472.2	47.8	42.0	7.2	2.9	52.2	10.1
Algebra	3	-	-	-	-	-	-	-
Am. Lit	114	480.2	41.2	39.5	16.7	2.6	58.8	19.3
Anal Geo.	95	465.4	69.5	25.3	4.2	1.1	30.5	5.3
Bio	72	460.2	69.4	20.8	6.9	2.8	30.6	9.7
Coro	33	468.7	57.6	33.3	9.1	0.0	42.4	9.1

Alga								
Econ.	173	464.1	65.9	21.4	12.1	0.6	34.1	12.7
Geo	8	-	-	-	-	-	-	-
Phi Sci.	81	464.5	69.1	17.3	11.1	2.5	30.9	13.6
Hist.	103	474.3	52.4	34.0	12.6	1.0	47.6	13.6

Spring-System 2015

Test	# tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Developing Learner & Above	% Proficient Learner & Above
9th Grade Lit	137	471.69	54.0	35.0	9.5	1.5	46.0	10.9
Algebra								
Am. Lit	177	483.76	44.6	39.0	14.1	2.3	55.4	16.4
Anal Geo.	185	457.68	74.1	22.7	3.2	0.0	25.9	3.2
Bio	167	446.05	77.2	12.6	8.4	1.8	22.8	10.2
Algebra	175	455.30	77.7	17.1	4.6	0.6	22.3	5.1
Phys. Sci	190	456.18	69.5	23.7	6.3	0.5	30.5	6.8
History	185	460.4	68.6	28.1	3.2	0.0	31.4	3.2

Course	2015-2016	** Based on highest benchmark
9th Gr Lit	-.84%	1.51
Am Lit	0.4%	1.74
CoordAlg	-93.6%	1.65
Anal Geo	2.0%	1.93
PhysSci	2.2%	2.02
Bio	3.0%	1.54
US Hist	5.8%	1.19
Econ	-12.51%	1.33

EOCT results for 2015-2016:

Comparing the charts for Spring-System 2016 with Spring-System 2015

Algebra - there was no scores for both 2016 and 2015 for comparisons.

Analytical Geometry - there were gains in the areas of %proficient learners which improved from 3.2 to 4.2, % Distinguished learners showed a 100% increase, while the %Proficient Learner & Above improved by approximately 40%.

Only drawback is that half of the number of students took the test. Efforts will need to be made to have more students to meet and/or exceed in their testing result as only two percent.

Coordinate Algebra - There were gains made during the 2016 result where the mean score showed improvement by an 11.02 point gain. the %Proficient Learner nearly doubled in number during the 2016 chart.

The only downside is that only 33 students tested compared to 175 which tested in 2015 school year. This difference in number testing in 2016 skews the gains made. Efforts should be made to increase number taking this part of the test as well as improve the number of students meeting and/or exceed the in their testing results.

EOCT results for 2014-2015:

Data results in 9th Grade Literature for all subgroups

- 78.6 percent of all students met or exceeded standards
- 72.1 percent of Black students met or exceeded standards
- 84.8 percent of White students met or exceeded standards
- 26.7 percent of SWD met or exceeded standards
- 79.2 percent of economically disadvantaged students met or exceeded standards
- Of Asian/Pacific Islander students there were too few students for analysis
- Of Hispanic students there were too few students for analysis

Data results in American Literature for all subgroups

- 86.8 percent of all students met or exceeded standards
- 79.7 percent of Black students met or exceeded standards
- 92.1 percent of White students met or exceeded standards
- Of students with disabilities there were too few students for analysis

- 76.5 percent of economically disadvantaged students met or exceeded standards
- Of Asian/Pacific Islander students there were too few students for analysis
- Of Hispanic students there were too few students for analysis

Data results in Biology for all subgroups

- 32.8 percent of all students met or exceeded standards
- 18.8 percent of Black students met or exceeded standards
- 55 percent of White students met or exceeded standards
- 12.5 percent of students with disabilities met or exceeded standards
- 33.3 percent of economically disadvantaged students met or exceeded standards
- Of Asian/Pacific Islander students there were too few students for analysis
- Of Hispanic students there were too few students for analysis

Data results in Economics for all subgroups

- 47 percent of all students met or exceeded standards
- 23.2 percent of Black students met or exceeded standards
- 73.8 percent of White students met or exceeded standards
- 30 percent of students with disabilities met or exceeded standards
- 31.8 percent of economically disadvantaged students met or exceeded standards
- 52.9 percent of Hispanic students met or exceeded standards
- Of American Indian/Alaskan students there were too few students for analysis

Data results in Algebra for all subgroups

- 5.3 percent of all students met or exceeded standards
- 2.5 percent of Black students met or exceeded standards
- 8.9 percent of White students met or exceeded standards
- 0 percent of students with disabilities met or exceeded standards
- 0 percent of economically disadvantaged students met or exceeded standards

- Of Asian/Pacific Islander students there were too few students for analysis
- Of Hispanic students there were too few students for analysis

Data results in Geometry for all subgroups

- 15.2 percent of all students met or exceeded standards
- 5.6 percent of Black students met or exceeded standards
- 25 percent of White students met or exceeded standards
- Of students with disabilities there were too few students for analysis
- 0 percent of economically disadvantaged students met or exceeded standards
- Of Asian/Pacific Islander students there were too few students for analysis
- Of Hispanic students there were too few students for analysis
- Of American Indian/Alaskan students there were too few students for analysis

Data results in Physical Science for all subgroups

- 59.7 percent of all students met or exceeded standards
- 41.1 percent of Black students met or exceeded standards
- 84.8 percent of White students met or exceeded standards
- 47.8 percent of students with disabilities met or exceeded standards
- 54.1 percent of economically disadvantaged students met or exceeded standards
- Of Asian/Pacific Islander students there were too few students for analysis
- Of Hispanic students there were too few students for analysis
- Of American Indian/Alaskan students there were too few students for analysis

Data results in US History for all subgroups

- 33.3 percent of all students met or exceeded standards
- 26.3 percent of Black students met or exceeded standards
- 43.1 percent of White students met or exceeded standards
- 20 percent of students with disabilities met or exceeded standards

- 18.2 percent of economically disadvantaged students met or exceeded standards
- Of Asian/Pacific Islander students there were too few students for analysis
- Of Hispanic students there were too few students for analysis

EOCT results for 2013-2014:

Data results for all students for the EOCT

- 85.9 percent of all students met or exceeded standards in 9th Grade Literature
- 86.4 percent of all students met or exceeded standards in American Literature
- 45.8 percent of all students met or exceeded standards in Biology
- 60.3 percent of all students met or exceeded standards in Economics
- 6.5 percent of all students met or exceeded standards in Coordinate Algebra
- 24.7 percent of all students met or exceeded standards in Geometry
- 70 percent of all students met or exceeded standards in Physical Science
- 52.1 percent of all students met or exceeded standards in US History

2014 CCRPI Performance Flags

Subgroup Performance									
Black									
Hispanic									
White									
Economically Disadvantaged									
Students With Disability									

In addition, the CCRPI red performance flags indicate the white subgroups met the State performance targets but not the subgroup targets in America Literature and Physical Science. GACHS does not have enough students to generate an EL subgroup population.

College and Career Readiness Performance Index (CCRPI) Comparison								
Year	Achievement Points	Progress Points	Achievement Gap Points	ED/EL/SWD Performance Points	Exceeding the Bar Points	Challenge Points	CCRPI Scores	Change from 2013
2015	11.9	24.3	4.2	0	0	0	40.4	+7.2
2014	21.4	10.6	1.2	0.0	0.0	0.0	33.2	-4.2
2013	33.4	11.1	1.2	0.0	0.0	0	37.0	

Data from the College and Career Readiness Performance Index (CCRPI) indicate GACHS’s overall CCRPI score declined by -7.0 points. The achievement and progress points increased less than one point (0.3) from 2012 to 2013. The overall CCRPI score indicates a need for more rigorous instruction and intensive intervention in all areas for all subgroups.

State Graduation Rates in Georgia:		District Graduation rate at GACHS	Change
2015	78.8 percent	7.698 percent	-1.502
2014	72.5 percent	9.20 percent	+1.5
2013	71.8 percent	7.70 percent	+5.5
2012	69.7 percent	2.20 percent	

The three-year average graduation rate for the district is 8.199. Between 2014 and 2015, there was a decrease by 1.502 percent.

After reviewing and comparing the and 2014 results to the 2013 EOCT data for all grades, the team noticed strength in grade in 9th Literature and American Literature, however; the State performance targets were not met for all subgroups. There was were decreased academic performance in 9th Grade Literature, Biology, Economics, Coordinated Algebra, Analytical Geometry, Physical Science and U.S History. The greatest drop was in the subject of U.S. History between 2013 and 2014 scores. The lowest achievement percent were shown in the subject of Algebra and the second lowest was the subject of Geometry from 2013-14 data and in 2014-15. Less than seven percent met or exceeded standards in Algebra for the fiscal years and less than 25% in Geometry for the fiscal years. The results indicate a need for an increase in scores in all content areas especially in the area of mathematics. The overall data substantiates domain weaknesses across the entire school population to include all subgroups in mathematics. To ensure students are successful at all

grade levels and to close the gap between the highest performing subgroups (White) and the lowest performing subgroup (Black), the school recognizes a need for more individualized, rigorous mathematics instruction. Therefore; the following goals were established for the Graduation Achievement Charter High School Flexible Learning Program.

Goal 1: By 2018, all students participating in the FLP at Graduation Achievement Charter High School will increase mathematics performance by 10% for the next three years on the Analytic Geometry Georgia Milestones Assessment System (GMAS) as follows:

Subgroup	Target Increase	FY 2016	FY 2017	FY 2018
All Students	10%	16.7%	18.3%	20.2%
Black	10%	6.1%	6.7%	7.4%
Hispanic	10%	1%	1.1%	1.2%
White	10%	27.5%	30.2%	33.2%
Students with Disabilities	10%	1%	1.1%	1.2%
Economically Disadvantaged	10%	1%	1.1%	1.2%

Goal 2: By 2018, all students participating in the FLP at Graduation Achievement Charter High School, will increase mathematics performance by 10% for the next three years on the coordinate algebra Georgia Milestones Assessment System (GMAS) as follows:

Subgroup	Target Increase	FY 2016	FY 2017	FY 2018
All Students	10%	5.8%	6.4%	7.1%
Black	10%	2.7%	3%	3.3%
Hispanic	10%	1%	1.1%	1.2%
White	10%	9.8%	10.8%	11.8%
Students with Disabilities	10%	1%	1.1%	1.2%
Economically Disadvantaged	10%	1%	1.1%	1.2%

Goal 3: By 2015, all students participating in the FLP at Graduation Achievement Charter High School, will increase mathematics performance by 10% for the next three years on the Algebra I Georgia Milestones Assessment System (GMAS) as follows:

Using student performance data from Coordinate Algebra and Analytic Geometry the same targets were used to project student performance for Algebra 1 and Geometry tests.

Algebra I (Projected)

Subgroup	Target Increase	FY 2016	FY 2017	FY 2018
All Students	10%	5.8%	6.4%	7.1%

Black	10%	2.7%	3%	3.3%
Hispanic	10%	1%	1.1%	1.2%
White	10%	9.8%	10.8%	11.8%
Students with Disabilities	10%	1%	1.1%	1.2%
Economically Disadvantaged	10%	1%	1.1%	1.2%

Goal 4: By 2018, all students participating in the FLP at Graduation Achievement Charter High School, will increase mathematics performance by 10% for the next three years on the Geometry Georgia Milestones Assessment System (GMAS) as follows:

Geometry (Projected)

Subgroup	Target Increase	FY 2016	FY 2017	FY 2018
All Students	10%	16.7%	18.3%	20.2%
Black	10%	6.1%	6.7%	7.4%
Hispanic	10%	1%	1.1%	1.2%
White	10%	27.5%	30.2%	33.2%
Students with Disabilities	10%	1%	1.1%	1.2%
Economically Disadvantaged	10%	1%	1.1%	1.2%

2. Describe the multiple educationally related selection criteria by core content area served with the weighting that will be applied to the criteria per school to determine the rank order list of eligible students by greatest academic need.

The school will use multiple academic related selection criteria to rank the academic needs of all students. GACHS will use the CRCT/EOCT/EOC-M and the final math grade on the report card for all students as multiple academic related selection criteria to rank the academic needs of all students. The criteria will be used to assess the order in which all students will be served, beginning with those who indicate the greatest academic need. The highest score attainable is 6 and the lowest score is 0.

The mathematics selection criteria to determine the rank order list of eligible students are below:

Grade	Selection Criteria	Possible Points
9	CRCT	
	275-474 –	3
	475-524 –	2
	525-578 –	1
	579-755 –	0

10 – 12

EOCT

200-349	3
350-399	2
400-449	1
450-600	0

And

Grade	Selection Criteria	Possible Points	
9-12	Final math grade	0-49	3
		50-59	2
		60-69	1
		70-100	0

GAA

11-12	1	3
	2	2
	3	1
	4	0

Next, the school will prioritize services to the students based on the FY17 Federal FLP Rank Order:

FLP Rank Order I—Students in the following subgroups that are not meeting standards as identified by state assessment results: students with disabilities (SWD), English Learners (EL), subgroups; and, if funding levels allow

FLP Rank Order II — All other students that are not meeting standards as identified by state assessment results: and, if funding levels allow

FLP Rank Order III — Students who are meeting standards, as identified by state assessment results: and, if funding levels allow

3. Describe the scientifically research based strategies that the LEA will implement to ensure that supplemental academic intervention time is designed to support students meeting academic performance goals.

The following researched-based instructional strategies will be implemented to ensure that supplemental academic intervention time is designed to support students meeting academic performance goals. These strategies include but are not limited to:

- Computer Aided Math Instruction
- Personalized Instruction

McLain Forman II

The Effectiveness of Computer-Aided Mathematics Instruction in the New Era of STEM Education

www.LeaderED.com

Computer-aided instruction offers advantages over traditional instruction, including one-on-one interaction, multimedia capabilities that enrich the lesson presentations, self-pacing, and instantaneous feedback. Computer-aided instruction not only provides benefits to students using the system; the very architecture of such systems allows for longitudinal data collection and analytical tools.

Elizabeth Debraggio , Cecilia Elena Rouse , Lisa Barrow

Failing in Mathematics

www.voxeu.org

Computer-aided instruction helps teachers improve student math performance by providing creative and more effective resources. It is also cost-effective for school districts. Students also have the opportunity to receive more individualized instruction.

4. Describe the program delivery model that the LEA/school will implement. The description must address the delivery schedule (when, where, how), hours of service, student/instructor ratios, progress monitoring, plans to address program modifications when applicable, transportation services, etc. Is the LEA/school and its' FLP program in compliance with Title I laws and regulations?

Program Delivery Model

The Title I Director will ensure the LEA/school and its' FLP program is in full compliance with all Title I laws and regulations that guide the Flexible Learning Program.

To supplement the regularly scheduled math classes, GACHS will implement the FLP after the regular school day as well as summer school sessions for students who is not able to participate after school.

Option 1: The FLP will begin at the beginning of the Spring Semester, January 18, 2016 and continue until Milestone's testing ends May 13, 2016. Students enrolled in the FLP will receive an additional hour of mathematics instruction per day after students have completed their Edgenuity. Coursework, no other academic interventions are offered during the FLP timeframe.

Option 2: The FLP will be offered during a 6-week time period in the summer beginning after the end of the Spring Semester, June 6, 2016, and continuing until July 18, 2016. Students enrolled in the FLP will receive an hour of mathematics instruction per day. No other academic interventions are offered during the FLP time frame.

Graduation Achievement Charter High School will implement *CatchUp Math*, a research-based program that provides individualized computer-based instruction at the student's pace. Additionally, *CatchUp math* instruction will be used to supplement instruction for all subgroup participants.

Every student will be expected to attend 3 FLP sessions each week for an hour each after completing their Edgenuity coursework. These sessions are self-paced and instruction is based on the diagnostic test taken by the student. There will be two s teacher facilitated sessions offered Monday through Thursday from 5:30pm until 6:30pm. One session will focus on Algebra I/Coordinate Algebra and the other will focus on Analytic Geometry/Geometry. Students have the option to attend the FLP at their convenience on any day. Individual and small group instruction will be provided for each session. The instructors will be compensated from the districts set aside FLP budget. Instruction will be provided by highly qualified teachers.

The instruction will be delivered online sessions. During the program, the students will receive instruction using direct instruction and *CatchUp Math* instruction, computers and math manipulative. Teachers will use the Common Core Georgia Performance Standards (CCGPS) to develop the lesson plans and provide one on one and small group instruction. The maximum students to instructor ratio will be kept to a minimum as much as possible. Transportation is not required because the sessions are also offered online outside of the classroom setting.

Progress Monitoring:

- All students will be monitored for academic progress and attendance.
- The FLP coordinator will maintain a "Class Profile Sheet" for each student. The profile will include formative and summative assessment data. The coordinator will adapt each lesson based on the areas of weakness.

- The students will be assessed once a month. A progress report will be send home to the parents. A copy will also be given to the Title I director and one will be uploaded to the student information system.
- Students will be monitored as they complete lessons as dictated in the *Catch Up Math* program.
- Conferences will be held as needed. Teachers and parents are encouraged to request a conference when deemed necessary.
- Content level teachers and the FLP coordinator will meet regularly to discuss student progress.
- FLP coordinator will scrutinize the student's report card, regular progress reports, and other pertinent assessment data to monitor progress.
- In an effort to ensure success, teachers, Title I FLP Coordinator, Parental Involvement Coordinator and the district's Title I Director will work aggressively to encourage parents to allow their child/children to participate in the FLP.

Complying with Title I Regulations and Program Modification:

The district will work with the school and other federal programs to follow and maintain all rules, regulations, and policies to ensure that Graduation Achievement Charter High School's Flexible Learning Program is in compliance with Title I laws and regulations. The program is supplemental to the regular instructional program. Expenses are allowable under Title I, and purchases are pre-approved by the Senior Title I Director. Further, an inventory will be maintained for purchased items that have a year or longer shelf-life. The program will be monitored on a regular basis to ensure compliance with Title I requirements.

Program modifications may be made based on school, district and/or parent recommendations. However, no program modifications will take place without first sending a FLP amendment to the GaDOE for approval.

5. Describe the professional development (PD) that the LEA will provide for the FLP instructional staff/contractor to ensure that:

Instruction is tailored to the needs of participating students

Instructional strategies are effective in helping at-risk students achieve success

All FLP funds budgeted for FLP professional learning will be used to provide professional learning opportunities for FLP instructors only. The FLP teachers will receive the following professional development specific to FLP mathematic instruction:

Program teachers will receive a total of four hours of on-site professional development and training on the implementation of the *CatchUp Math* program. The training will be conducted by the *Catch Up Math* specialists, on the GACHS campus during January. This program will provide detailed reports on each student's level of mastery. Knowledge gained from the professional development will be used to monitor student math progress and to differentiate instruction.

FLP teachers will also receive eight hours of on-site professional development on implementing using data to differentiate instruction in math missed. The training will be conducted by the *Catch Up Math* specialists, on the GACHS campus and will take place in March. Knowledge gained from the professional development will be used to monitor student math progress and differentiate instruction.

The FLP program teachers will participate in a book study. The following book will be purchased and the teachers will be trained and will implement the strategies contained therein: *Designing and Implementing Mathematics Instruction for Students with Diverse Learning* by Pamela P Hudson and Susan Peterson Miller The training will be conducted at the school, will be led by the title I math teacher, will take 6 hours, and will take place December – March.

6. Describe the procedures the LEA will implement to ensure that the instructional goals of the FLP students are aligned with the CCGPS.

The faculty of Graduation Achievement Charter High School understands the mathematics standards provide students with a solid foundation in algebra, functions, geometry, statistics, and critical thinking—which will help students build the foundation to successfully apply more demanding mathematics concepts and procedures.

Graduation Achievement Charter High School acknowledges mathematics CCGPS are built on the best state standards to provide detailed guidance to teachers. Knowing the standards address procedural and conceptual understandings, in addition to making sure students are learning and absorbing the critical information needed to succeed, Graduation Achievement Charter High School will implement the following practices:

- Teachers will write and submit standard-based lesson plans to the Title I Director. The FLP lesson plans will be driven by the CCGPS
- The daily “instructional framework” will reflect the CCGPS and the elements. Both the standard and the elements will be scaffold to ensure the students understand what is being taught and what they are expected to learn
- Teachers will listen to the CCGPS webinars as presented by the Georgia State Department of Education
- Teachers will attend the district CCGPS training and be given the opportunity to request additional training if necessary
- FLP observations/visits will be conducted by the Title I Director and the Instructional Manager, and Coordinator to monitor effective and CCGPS guided instruction
- Persons responsible for planning, implementing, and evaluating to ascertain that instructional goals are aligned to the CCGPS include the Title I Director, Title I FLP Coordinator, Instructional Manager, and FLP Teachers

7. Describe the procedures that the LEA will implement to maximize the enrollment and attendance of the students with the greatest need for the FLP?

Graduation Achievement Charter High School recognizes parents are concerned and will encourage their children (child) to attend the FLP if they believe the FLP instruction is beneficial to their child and they are informed about their child's progress. Therefore, a description and explanation of the FLP and the assessments used to measure student progress will be provided to parents. The parents will also be given the proficiency levels the students are expected to meet.

To maximize enrollment, ensure attendance, to share assessment results and their interpretations, and to provide a FLP update, information will be shared with parents in a number of ways:

- Open House meetings
- Parent-teacher conferences
- U. S. Mail service
- Parent workshops
- Progress Reports/Report Cards
- A composite of scores will be posted on the data dashboard
- Title I Newsletter

All teachers will use common assessments to monitor students' progress, and the results will be relayed to parents throughout the year. Teachers also use the Parent Portal, phone calls, and emails to communicate to the parents.

To further maximize enrollment and attendance, the school will:

- Make parents feel welcome by creating opportunities to increase communication
- Create an environment that enables students to feel successful
- Contact the parent if the student is absent
- Immediately talk with the student about why they were absent to let them know they were missed
- Work with the Edgenuity success coaches, the community, families, and students to show that school is a place that supports active learning
- Recognize "good" attendance, not just "perfect" attendance

As GACHS continues the efforts to maximize the enrollment and attendance of the students with the greatest need for the FLP, parents will be notified and reminded of the FLP and asked to encourage their children (child) to attend through:

- Informational flyers
- District Parent Committee Meetings
- FLP parent information package
- Emails

- School Website
- Parent and student Facebook page

8. Describe the procedures the LEA/school will use to monitor the implementation of the program and the tracking of all required data (assessment, program cost, etc.). The procedures must include the person(s) responsible for monitoring the implementation of the FLP plan in the LEA's schools.

To monitor the implementation of the FLP and to track required data, the Title I FLP Coordinator and Instructional Manager will develop assessment tools to measure student performance and monitor program implementation. The tools may include: Focus Walks Checklist, parent surveys, progress reports, and FLP checklists.

The district Title I Director, Title I FLP Coordinator, and the Instructional Manager will monitor the implementation of the FLP to ensure that funds spent on materials, supplies, personnel, and professional development are allowable, supplemental, reasonable and necessary. The Title I Director will approve all FLP purchases before the purchase is made.

As the implementation of the FLP is monitored, teachers paid with Title I funds to instruct during the increased learning times will submit a weekly work schedule. In addition to the schedule, the teachers will be required to maintain a student sign-in sheet. The teachers will also submit a weekly lesson plan. The plan will include the CCGPS, the element to be taught, and the resources and materials used to obtain their objectives. The schedules, lesson plans, and sign-in sheets (artifacts) will serve as monitoring documents for the FLP.

Progress reports from the common unit assessments will also be used to track student progress. Pre and post summative data will also be recorded. Each teacher will be required to maintain a "Data Notebook." All required data and documentation will be housed therein. The data will be made available upon request from the Instructional Manager, and shared with the Title I Director, Title I FLP Coordinator, or other official monitors.

The FLP coordinator will maintain all records for each student and develop reports for the Title I Director and Instructional Manager quarterly to show progress or lack of progress for all students participating in the FLP. The Title I FLP Coordinator will work with each teacher to ensure that all students are making progress.

Instruction will be monitored during unannounced classroom observations to assess the skills taught, and the Data Notebooks. The Title I Director and Instructional Manager will conduct the classroom observations and submit a copy of written classroom observations to the Chief Academic Officer. The observation tools will be maintained on file at the district office and submitted to the Title I Director and Chief Academic Officer upon request. Also, the FLP coordinators required to provide quarterly reports on the progress of students in attaining the

instructional goals and objectives of the Flexible Learning Plan. A copy of these reports will also be sent to the Title I Director to be kept on file in the Title I office.

To monitor the implementation of the program and the tracking of all required data, the following FLP documentation will be maintained:

- CCGPS lesson plans
- Attendance Log (student sign in sheets)
- CCGPS mathematics standards
- Student Profile Sheet
- Progress monitoring form
- Parent contact log
- Parent enrollment request (disposition of request indicated)
- FLP payroll cover sheet
- FLP monthly payroll schedule
- Title I FLP employee time log

9. Describe the internal controls that the LEA will implement to promote efficiency, assure the fidelity of the implementation of the LEA's FLP program, and to safeguard assets and/or avoid fraud, waste, and abuse.

The district Title I Director and the Instructional Manager will monitor the implementation of the FLP to ensure that funds spent on materials, supplies, personnel, transportation, and professional development are allowable, supplemental, reasonable and necessary. The Title I Director will approve each FLP purchase before the purchase is made.

Items purchased with Title I funds that have a shelf life of one year or more will be included on the Title I inventory. A copy of the inventory will be maintained at the central office. Teachers will work with the Title I FLP Coordinator to develop requisitions for materials to be used in FLP. The requisitions will be created by the Title I FLP Coordinator. Requisitions will be submitted to the central office for approval by the Senior Title I Director. Purchase orders will be created by the LEA only.

Graduation Charter High School has a fraud, waste, and abuse policy which is shared with all LEA and school personnel. At the beginning of each year personnel at all locations are trained on the Fraud, Waste and Abuse policy. The agenda and sign-in sheets for these meetings serve as documentation that training has occurred. A copy of these records is kept at the training site and at the Title I office.

The Title I FLP Coordinator will review all lesson plans. In addition, the Title I Director and the Instructional Manager will conduct walkthroughs to monitor instruction. All checklists used for walkthroughs will be maintained in Title I FLP Coordinator's office. A copy of the checklist will be sent to the Title I Director and will be kept of file at the central office.

10. LEAs are required to evaluate outcomes of their FLP interventions. Describe the LEA’s evaluation plan. The evaluation plan must address program goals, program effectiveness, measurement instruments, administration, and include an analysis for each school implementing FLP program implemented in the LEA:

A. List and describe the effectiveness target(s) or overall quantifiable goal (s) of the program. (What are the measurable outcomes that the intervention is designed to improve?)

Goal 1: By 2018, all students participating in the FLP at Graduation Achievement Charter High School will increase mathematics performance by 10% for the next three years on the Analytic Geometry Georgia Milestones Assessment System (GMAS) as follows:

Subgroup	Target Increase	FY 2016	FY 2017	FY 2018
All Students	10%	16.7%	18.3%	20.2%
Black	10%	6.1%	6.7%	7.4%
Hispanic	10%	1%	1.1%	1.2%
White	10%	27.5%	30.2%	33.2%
Students with Disabilities	10%	1%	1.1%	1.2%
Economically Disadvantaged	10%	1%	1.1%	1.2%

Goal 2: By 2018, all students participating in the FLP at Graduation Achievement Charter High School, will increase mathematics performance by 10% for the next three years on the coordinate algebra Georgia Milestones Assessment System (GMAS) as follows:

Subgroup	Target Increase	FY 2016	FY 2017	FY 2018
All Students	10%	5.8%	6.4%	7.1%
Black	10%	2.7%	3%	3.3%
Hispanic	10%	1%	1.1%	1.2%
White	10%	9.8%	10.8%	11.8%
Students with Disabilities	10%	1%	1.1%	1.2%
Economically Disadvantaged	10%	1%	1.1%	1.2%

Goal 3: By 2015, all students participating in the FLP at Graduation Achievement Charter High School, will increase mathematics performance by 10% for the next three years on the Algebra I Georgia Milestones Assessment System (GMAS) as follows:

Using student performance data from Coordinate Algebra and Analytic Geometry the same targets were used to project student performance for Algebra 1 and Geometry tests.

Algebra I (Projected)

Subgroup	Target Increase	FY 2016	FY 2017	FY 2018
----------	-----------------	---------	---------	---------

All Students	10%	5.8%	6.4%	7.1%
Black	10%	2.7%	3%	3.3%
Hispanic	10%	1%	1.1%	1.2%
White	10%	9.8%	10.8%	11.8%
Students with Disabilities	10%	1%	1.1%	1.2%
Economically Disadvantaged	10%	1%	1.1%	1.2%

Goal 4: By 2018, all students participating in the FLP at Graduation Achievement Charter High School, will increase mathematics performance by 10% for the next three years on the Geometry Georgia Milestones Assessment System (GMAS) as follows:

Geometry (Projected)

Subgroup	Target Increase	FY 2016	FY 2017	FY 2018
All Students	10%	16.7%	18.3%	20.2%
Black	10%	6.1%	6.7%	7.4%
Hispanic	10%	1%	1.1%	1.2%
White	10%	27.5%	30.2%	33.2%
Students with Disabilities	10%	1%	1.1%	1.2%
Economically Disadvantaged	10%	1%	1.1%	1.2%

B. List and describe the assessment instrument(s) that will be used to measure each program target/goal.

The Georgia Milestones Assessment System (GMAS) will be used to determine whether or not the students enrolled in FLP met the FLP target goals. The Georgia Milestones Assessment System (GMAS) is a State mandated test designed to measure how well students acquire the skills and knowledge described in the Common Core Georgia Performance Standards (CCGPS). The GMAS is a comprehensive single program, not a series of tests. GMAS is a formative assessment tool used to complement summative assessments. The assessments are coherent and contain consistent expectations and sufficient challenges to position Georgia students to compete with peers nationally and internationally. The assessment provides consistent signals about student preparedness for the next level, be it the next grade, course, or college/career. It also provides consistent signals about student achievement both within system (across grades and courses) and with national external measures. Lastly, the assessment tool aligns the CCGPS in the content areas of: End of Course (EOC) in four areas of mathematics; Coordinate Algebra, Algebra I, Analytic Geometry, and Geometry.

Results obtained from the *Catchup Math* assessments will be charted and measured to determine the success of the program as it relates to student progress as they strive to meet the target/goals.

Assessments with *Catchup Math* will be used to generate student progress reports. All student work is managed and tracked, with a comprehensive reporting available for informed instructional decision-making and accountability. Reports can be generated immediately upon completion of an individual session for each student or group of students.

The **progress report** weekly results can be used to assess/measure student progress as they work to meet the program target/goal. Student's progress reports will be printed every week and included with the student report card each time the report card is distributed.

C. Include a plan/procedure(s) for administering assessment instruments and for collecting and maintaining data. (A timeline for assessments must be provided. How will the LEA/school maintain student assessment information to ensure confidentiality?)

The Chief Academic Officer is the person responsible for establishing a data team. The data team will consist of the Instructional Manager, Director of Data Operations, Academic Coach, Testing Coordinator, Counselor, FLP teachers and others as the Instructional Manager designates.

The data team will be responsible for administering, collecting, and maintaining the data. Graduation Achievement Charter High School will adhere to the testing guidelines as mandated by the Graduation Charter High School School District and the Georgia State Department of Education. Pre and posttest data will be kept under lock and key with other test results and testing materials. Those who are selected to administer the assessments will receive training from the designated Test Coordinator.

Individual student data will be kept in individual student portfolios and locked in a secure throughout the school year. All FLP staff has participated in the Testing Code of Ethics trainings and is aware of the importance of keeping student data confidential.

The GMAS administration schedule is below:

**End of Course (EOC) Assessments
Grades 3-8**

Spring Administration

May 2 – May 9, 2016

Eight-day window within the EOG State testing window from March 14-May 9

- Online administration modes available for all contents.

- Content assessed: Coordinate Algebra, Algebra 1, Analytic Geometry and geometry.

Course	Pre-Assessment Dates	Spring Administration
Georgia Milestone (EOC) *All Subjects		
All Courses		
March 14-18		
May 2- May 9		

Progress Reports (district wide) are sent home to parents and are available in the Parents Portal four times a year.

January 25	March 28
February 22	April 25

These assessments will be used to measure progress toward program target goals. The progress report is not an “assessment,” but the results can be used to assess/measure student progress as they strive to meet the program target and goal. The Graduation Charter High School School District mandates that student progress be reported to the parents once every nine weeks via the report card. FLP teachers will also generate a FLP progress report at the end of each month. The parents and the Title I FLP Coordinator will receive the progress report. A copy will be maintained in a locked file cabinet in an area designated by the Instructional Manager. A pre-assessment will be administered in mid-September 2016. Computer generated formative assessment reports based on individual student progress will be produced monthly. A posttest will be administered in late May of 2017.

D. Include the LEA’s/school’s data analysis plan. (How will the LEA/school determine program effectiveness based on the program goals and measurement instruments listed above?)

During planning meetings, the FLP teachers come equipped with their data portfolios. The data portfolios contain the results of all of the formative assessments given. As the data from each assessment is compiled, it will be analyzed in order to detect patterns in student progress, possible causes for unsatisfactory results and to identify the areas of success and areas that need more attention. The assessment data is also used to provide information about individual students, small groups as well as the overall instructional program effectiveness. The data will continue to be closely monitored throughout the school year to ensure the students are progressing and meeting the established goal.

At the end of the school year, after summative assessments have been administered and all results have been calculated or received from the GaDOE, an analysis of the data will be undertaken to determine if the FLP target goals have been met. Determining whether or not the program has been effective will rest on the answer to the question. This information will be kept

by the FLP teachers in their data notebooks. The data will be charted and placed on the instructional data dashboard

E. Include a description of the procedures that the LEA/school will implement to collect, analyze, and report participant feedback.

The LEA will collect, analyze, and provide feedback to FLP participants in the following ways:

- The Title I FLP Coordinator will design a survey to be administered to all FLP and “regular” math teachers, FLP parents, and FLP students.
- FLP teachers and FLP students will complete the surveys at the GACHS center and online.
- The FLP Coordinator will give the teachers their surveys.
- The teachers will complete the survey during their planning period.
- The FLP teachers will be responsible for giving the surveys to the students during one of the closing class sessions.
- The parent liaison will give the parent surveys to the students to take home.
- The parent may choose to complete and return the hard copy or they may complete the survey online.
- If parents do not return the survey, the FLP teachers and the parent liaison will phone the parents to encourage them to respond to the survey.
- The FLP Coordinator will collect and tabulate the teacher’s response to the survey.
- The FLP teachers will collect and tabulate the students’ response to the survey.
- The parent liaison will collect and tabulate the parents’ response to the survey.
- The FLP Coordinator will summarize and graph the survey results. The results will be shared with the Title I Director, Regional Chief, and the Leadership Team.
- The Leadership Team, which consists of classroom teachers, administrators, the parent liaison, FLP teachers, the School counselor, the district FLP coordinator, and the district Chief Academic Officer, will view all FLP achievement data, FLP attendance data, and program satisfaction/effectiveness survey results. All of the data will be shared with the GACHS faculty during faculty meetings and/or during grade level meetings.
- Current and trend data will be used to analyze and measure the survey, achievement, and attendance results.
- The results will be used to gauge customer satisfaction concerning the Flexible Learning Program. The results from the surveys will also be used to recommend improvements to sustain or improve the program to be worthy of the time and costs that will offer maximum academic gains for students.
- The survey results and full report will be available on the GACHS website and in the Title I newsletter. The newsletter and website are accessible to all stakeholders.

F. Describe the LEA's/school's plan for informing parents/guardians of participating student's progress toward the student's academic goal's.

Computer generated progress reports will be used to monitor student progress toward the FLP target goals. At the beginning of the school year parents will be invited to an orientation meeting to inform them of the FLP program and assessment procedures. They will be trained to

understand and read the computer generated progress report. They will also be informed of the summative assessment that will be shared at the end of the school year. A progress report will be generated every week and will be sent to parents with the student's report card. Parents will be invited to conferences to discuss student progress target goals. Parents are expected to participate in 3 conferences during the FLP period.

G. Describe the LEA's/school's plan for informing stakeholders regarding results of the

The LEA's/school's plan for informing stakeholders regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s) is stated below:

The LEA's/school's plan for informing stakeholders regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s) is stated below:

System:

Input from stakeholders is actively sought throughout our school district. We will utilize surveys, feedback forms, and informal input to ensure our parents and community needs are conveyed and evaluated Stakeholders were involved in the overview of the program effectiveness and access to the student achievement data, needs assessment and planning for the FYI 6 year through school governing boards, school organizations, Graduation Achievement Charter High School Board of Education, community organizations and stakeholder surveys. Survey results are posted and distributed to stakeholders and located on the System's website.

Graduation, Achievement Charter High School is also creating a data oriented link to the system provide academic performance for the public to access.

School:

The overall value of the program will be determined by student attendance, student achievement, student/parent program satisfaction, and successful improvement indicted by measurable achievement goals using Georgia Milestones Math Data This information will be made available to the students, parents, teachers, and stakeholder; by presentations at meetings within the school and the District. Information and results from the data will also be shared on Graduation Achievement Charter High School's website. An evaluation team will review all achievement data, attendance data, and program satisfaction survey results will be reviewed to evaluate the successfulness of the FLP and to recommend improvements to sustain or improve the program to be worthy of the time and costs that will offer maximum academic gains for students The evaluation for the FLP will he conducted in the month of May 2017 The date will he determined upon arrival of Georgia Milestones Math data and survey results are available. The team will create a report of their findings and share

the report with stakeholders on Graduation Achievement Charter High School's website and at all school and District meetings. The report will be shared with the Metro RESA and Georgia Learning Resource Services.

The evaluation team will consist of Graduation Achievement Charter High School Priority Team, Graduation Achievement Charter High School Governing Board (consist s of community leaders, parents, and school staff), Graduation Achievement Charter School's Federal Program Director, Graduation Achievement Charter High School's Superintendent, Graduation Achievement Charter High School's Special Education Director, Graduation Achievement Charter High School, and Metro RESA School Improvement Specialist.

To determine the FLP success the following steps will be followed:

The school will create and administer surveys to students, teachers, and parents to determine satisfaction of the program and to determine needs of participants. The student and teacher surveys will be created on Gmail Docs and will be electronic format for accurate tabulation on the Districts secure web server. The parents/guardians survey will be administered paper and pencil because not all parents will be available to attend school functions or have access to the Internet. Survey result s will be reported and analyzed by stakeholders at planning and data meetings that included PTO, Leadership Team, Grade Level Team, and District Board meetings.

Administration of Surveys:

1. Teacher surveys will be distributed to teachers at the school electronically using Google Documents. The Intervention Specialist will guide the development of the survey and it will be approved by the Priority School/Leadership Team for use.
2. Student surveys will be distributed during the after school program, The Intervention Specialist will guide the development of the survey and it will be approved by the Priority School/Leadership Team for use.
3. Parent paper and pencil surveys will be distributed during parent conferences, PTO meetings and parents that are unable to attend these school events, the

All survey results, student attendance data, and achievement Georgia Milestones Math data gains and losses will be shared with stakeholder's meetings that include Governance Board, Leadership Team, Grade Level Team, and Graduation Achievement Charter High School

District Board meetings. The data results will be shared in May 2017 on the Student/Parent Newsletter and on the Graduation Achievement Charter High School's website.

Survey results, student attendance data, and achievement data will be used to improve the program each year and all stakeholders will be invited to have input and suggestions for the Flexible Learning Plan revisions. Invitations will be shared on Student/Parent Newsletters, at PTO, Governance Board, Leadership Team, Level Team, and Graduation Achievement

Charter High School District Board meetings, and on the Graduation Achievement Charter High School's website,

The school will inform stakeholders regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s) during PTO meetings, School Governance Council, Community meetings, Leadership Team meetings, Parent Academies, and will be reported on program newsletters at the end of each year, Program results will be posted on the Graduation Achievement Charter High School website with year-to-year comparison data.

While the school has included many aspects of program evaluation, the response is not as detailed as is need Please see the exemplar below for assistance in revising the response to this component, While the exemplar is not perfect, it is an approvable response. System: Input from stakeholders is actively sought throughout our school district , We will utilize surveys, feedback forms, and informal input to ensure our parents and community needs are conveyed and evaluated Stakeholders were involved in the overview of the program effectiveness and access to the student achievement data, needs assessment and planning for the FY17 year through school governing boards, school organizations, XXX Schools Board of Education, community organizations and stakeholder surveys Survey results are posted and distributed to stakeholders and located on the System's website Schools is also creating a data oriented link to the system web page that will provide academic performance for the public to access.

School:

The overall value of the program will be determined by student attendance, student achievement, student/parent program satisfaction, and successful improvement indicated by measurable achievement goals using Georgia Milestones Math Data This information will be made available to the students, parents, teachers, and stakeholders by presentations at meetings within the school and the District Information and results from the data will also be share on School's website

An evaluation team will review all achievement data, attendance data, and program satisfaction survey results will be reviewed to evaluate the successfulness of the FLP and to recommend improvements

to sustain or improve the program to be worthy of the time and costs that will offer maximum academic gains for students The evaluation for the FLP will be conducted in the month of May 2017 The date will be determine upon arrival of Georgia Milestones Math data and survey results are available The team will create a report of their findings and

share the report with stakeholders on XXXX School's website and at all school and District meetings. The report will be shared with the XXXX RESA and Georgia Learning Resource Services,

The evaluation team will consist of XXXXXX School Focus Team, XXXX School Governing Board (consists of community leaders, parents, and school staff), XXX:X Schools Federal Program Director, XXXX Schools Superintendent, XXX Schools Special Education Director, XXXX, and XXXX, XXXXX RESA School Improvement Specialist

To determine the FLP success the following steps will be followed:

The school will create and administer surveys to students, teachers, and parents to determine satisfaction of the program and to determine needs of participants. The student and teacher surveys will be created on Gmail Docs and will be electronic format for accurate tabulation on the Districts secure web server. The parent/guardian survey will be administered paper and pencil because not all parents will be available to attend school functions or have access to the Internet. Survey results will be reported and analyzed by stakeholders at planning and data meetings that include PTO, Leadership Team, Grade Level Team, and District Board meetings

Administration of Surveys:

1. Teacher surveys will be distributed to teachers at the school electronically using Google Docs. The Intervention Specialist will guide the development of the survey and it will be approved by the Focus School/Leadership Team for use.

- Student surveys will be distributed during the after school program. The Intervention Specialist will guide the development of the survey and it will be approved by the Focus School/Leadership Team for use
- Parent paper and pencil surveys will be distributed during parent conferences, PTO meetings and parents that are unable to attend these school events, the surveys will be sent home with requests to return to the school. The Intervention Specialist and Parent Coordinator will ensure all surveys are returned and accounted for and used to determine program satisfaction

All survey results, student attendance data, and achievement Georgia Milestones Math data gains and losses will be shared with stakeholder's meetings that include PTO, Governance Board, Leadership Team, Grade Level Team, and XXXX Schools District Board Meetings. The data results will be shared in May 2017 on the Student/Parent Newsletter and on the XXXXX School's website.

Survey results, student attendance data, and achievement data will be used to improve the program each year and all stakeholders will be invited to have input and suggestions for the Flexible Learning Plan revisions. Invitations will be shared on Student/Parent Newsletters, at PTO, Governance Board, Leadership Team, Grade Level Team, and XXXXX Schools District Board meetings, and on the XXXX School's website

The school will inform stakeholders regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s) during PTO meetings, School Governance Council, Community meetings, Leadership Team meetings, Parent Academies, and will be reported on program newsletters at the end of each year. Program

results will be posted on the XXX School website with year to year comparison data