



## DUBLIN CITY SCHOOLS

### CHARTER SYSTEM RENEWAL APPLICATION QUESTIONS

#### A. Essential or Innovative Features Implementation

**1. What is the status of the implementation of each Essential or Innovative Feature included in your charter system contract?**

- a. Themed School: Two PK-4 schools that will each have a unique academic themes [Leadership Environment and Public Service (LEAP), Science Technology Engineering, Arts and Math (STEAM)] to involve students in project based learning to learn state standards; One Themed K-8 Program [the Irish Gifted Academy (IGA)]. We offer three flexible learning environments at each campus in the system (In-Person learning, Online Learning in the Irish Digital Academy, and Hybrid which is a blend of in-person and on-line learning). We offer a 5<sup>th</sup> Grade Academy at Dublin Middle School and a 9<sup>th</sup> Grade Academy at Dublin High School. (Status: Continuous Implementation)
- b. Local School Governance Teams: Each school's LSGT, with continuous training in operational matters, will have a more substantial voice in the local school decision-making process. (Status: Continuous Implementation)
- c. Flexible, Integrated, and Differentiated Instruction: The Charter System will demonstrate improvement by concentrating on differentiated instruction, mastery of learning and standards based classrooms. Provide more interactivity and problem based learning that aligns with community resources. Increased flexibility in pacing to serve students in need of acceleration as well as those students falling behind and innovative solutions to prepare students for success in a college or career following graduation. Dual Enrollment and Option B are offered to students as well (MOU with OFTC for Welding and Nursing and MGSU Nursing Program). Individual learning plans in Schools PLP. (Status: Continuous Implementation)



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d. College Career Academy: The Charter System is now the sole partner in what was a regional career academy which encouraged districts to pool resources with the technical college to offer students more career pathways. (Status: Continuous Implementation)

e. International Baccalaureate Program: Dublin High School is an IB World School. (Status: Continuous Implementation)

Meanwhile, the Charter system will implement the International Baccalaureate program at the elementary (Primary Year Program) and middle (Middle Year Program) grades to ensure a challenging academic program for students intending to go directly to a four-year college. (Status: will Implement)

f. Promotion of system mission, vision, and brand throughout the community: The Charter System utilizes internal channels (ie. social media, the website, Lead Learner Updates, weekly newsletters from principals) and our media partners to share the district's story. This includes our enrollment campaign, looks into our classrooms, extracurricular highlights, alumni celebrations, partnerships with our community, etc. The district also shares short videos (Board Briefs) following each Dublin City Board of Education meeting. And, the superintendent ensures stakeholder feedback is heard and implemented through Elementary, Secondary, Support Staff, Teacher and Parent Advisory Councils. The district carries out pulse surveys for our staff and families. Additionally, to ensure our community at large is well-informed, the district hosts annual town halls for faith-based leaders and local realtors. Plus, the district held its inaugural Baby Irish (a Birth to Pre-K outreach initiative) in October 2023. The district provides whole child resources such as mental health videos like "Be Well", "Minute of Wellness", "Nurses Notes", and "Kid's Wellness Minutes." (Status: Continuous Implementation)

g. Organizational Flexibility: The Charter System shall implement various components of



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organizational flexibility such as school day scheduling and teacher certification.

Summer high school course credits, Saturday school, night school, and the 21<sup>st</sup> Century Afterschool Program are instructional structures used to provide credit recovery and ensure increased student achievement. We offer three learning environments in-person, virtual, and hybrid (both in-person and virtual option). High school credit is offered at the middle grades. (Status: Continuous Implementation)

h. Salary Schedule: Dublin City Schools has its own salary schedule that is independent from the state. Dublin City Schools also implements merit-based pay. (Status: Continuous Implementation)

i. Personalized Learning: Flexible learning environments, learner profiles/interest inventories, competency based progression (roll up/fallback grade assignments or accelerated content). (Status: Continuous Implementation)

j. College and Career Readiness: Pre-K – 12<sup>th</sup> Grade Workforce Readiness Checklist, Summer Youth Works, Teacher Externships, EMT class, Option B, AP, IB, Dual Enrollment, STEAM and STEM Camps, STEAM Smart Lab, College and Career Fairs, Engineering classes at elementary and middle grades, mechatronics, MOS Certifications, Work Based Learning, Dr. Jaroy Stuckey Workforce Development Apprenticeship Initiative with the Carl Vinson VAMC, YOUScience Grades 6-12, MOU with Middle Georgia State University Nursing Program, MOU with Oconee Fall Line Technical College (CNA) Certified Nursing Assistant Program, College & Career teachers credentialed with Oconee Fall Line Technical College to teach Dual Enrollment classes for college credit in the career pathways of Welding at the Heart of Georgia College & Career Academy and Criminal Justice, Nursing and Cosmetology at Dublin High School. (Status: Continuous Implementation)

k. Literacy and Early Learning: Baby Irish, Books and Barbers, Big Green Reading Machine, Leaping Learning Leprechaun Academy, Little Libraries, Book Nooks, literacy



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task force, partnerships with local daycare providers. (Status: Continuous Implementation)

l. Health, Mental Health, and Safety: Onsite COVID testing, take home COVID tests, Hepa filtration system, vaccine clinics, Staying Shamrock Safe Guide, School resource officers at each campus, metal detectors, Intelligence Collecting Enforcement Team (ICE Team), Active shooter training, community resource guide, Dublin City Schools' Crisis Communications Plan, Be Well Series, Shamrock Button, Let's Talk Feature on our website where anyone can ask any question to any department and receive feedback/information. We also have a transparency page on our website. (Status: Continuous Implementation)

m. Safety Department: The district has a department devoted to ensure the physical safety and health safety of our students and staff members. This department is under the leadership of a former City of Dublin Police Chief. In addition, the district has a health safety coordinator and five nurses to ensure that our students remain healthy. (Status: Continuous Implementation)

n. Behavioral Mental Health Department: We have a four mental health counselors to ensure the mental health and wellbeing of staff and students. (Status: Continuous Implementation)

**2. For those Essential or Innovative Features that are not on schedule, what are next steps?**

As a result of COVID our implementation of IB at the Dublin Middle School and the Irish Gifted Academy has been delayed. We will resume our progress of the Primary Years Program at the Irish Gifted Academy and the Middle Years Program at Dublin Middle School during this contract term.



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### 3. Are there any Essential or Innovative Features that should be deleted or added to your new charter system contract (including any college and career academies)?

#### Deleted Essential and Innovative Features

- Fire Fighter Program

#### Added Essential and Innovative Features

- Irish Gifted Academy
- Irish Digital Academy
- Safety Department
- Mental Health Department
- Baby Irish
- Books and Barbers
- Leaping Learning Leprechaun Academy
- Teacher Externships
- Pre-K – 12th Grade Workforce Readiness Checklist
- Summer Youth Works
- Dr. Jaroy Stuckey Workforce Development Apprenticeship Initiative with the Carl Vinson VAMC YOUScience

#### **B. Academic Accountability**

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

Since the last charter renewal, Dublin City Schools has been confronted with and overcame many challenges that potentially impeded its progress towards meeting the



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academic targets. Due to the global pandemic, Dublin City Schools was forced to cease physical, in-person instruction and to fully implement virtual learning for the entire district on a moment's notice. This abrupt disruption allowed very little time for the district to prepare teachers, students and parents for this uncharted mode of instruction that the district was quickly embarking upon. At the time, the district did not have the necessary resources to effectively roll-out this learning environment because of the lack of 1:1 technology.

Prior to the pandemic, Dublin City Schools was progressing at the expected rate meeting the academic targets that had been set. As a result of the pandemic, data used to measure achievement, namely CCRPI, was postponed for the 19-20 and 20-21 school year, leading to the district relying on local assessments like Acadience, Math Inventory, and Reading Inventory to determine student achievement. For School Years 19-20 and 20-21, all schools that administered these screenings showed growth and continue to presently demonstrate growth. District Math Inventory data revealed a steady increase across School Years (SY) with 23% of students demonstrating proficiency for SY 19-20, 25% for SY 20-21, and 37% for SY 21-22. Similar but modest growth was observed for Reading Inventory with 32% of students demonstrating proficiency during SY 19-20 and 33% demonstrating proficiency for SYs 20-21 and 21-22. To assess content mastery, the district used the state's formative assessment, BEACON, that also yielded growth in student performance towards content mastery. This platform disaggregated data by grades and is as follows:

### Progress Towards Content Mastery Math

Grade	20/21	21/22
3rd	322	348



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4th	358	371
5th	383	425
6th	397	409
7th	398	413
8th	426	433

### Progress Towards Content Mastery ELA

Grade	20/21	21/22
3rd	348	354
4th	394	393
5th	421	427
6th	426	419
7th	431	449
8th	456	460

As the nation began to re-open, so did schools. Unfortunately, at the commencement of School Year 20-21, Dublin, Georgia experienced a peak in the number of COVID cases, extending the virtual learning environment for Dublin City Schools. All faculty and staff across the district received intense professional learning on how to effectively use the Google for Education platform to effectively use instructional technology to engage students and promote learning in a virtual learning environment. Steadily eyeing the COVID data to inform opening the schools for face-to-face instruction, DCS developed a plan of action to ensure all students and families had access to high quality instruction and choice in how that learning would be delivered. It was decided, with input from all stakeholders, that the district would offer three learning environments when the district re-opened (full virtual, full face to face, and hybrid).



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Attendance was gravely impacted by the pandemic resulting in an increase in the number of students not attending and participating in virtual learning classes. Shortly before the onset of COVID, Dublin City Schools revealed 9% of students accrued more than 15 absences; however, for School Year 20-21 there was an increase to 35% of students accruing 15 or more absences with a continued uptick 21-22 to 43%. Because of this alarming data, the district convened a district attendance committee to develop a plan of action to address the attendance crisis. This committee created the attendance protocol that would be closely monitored. As a result of implementing the protocol with fidelity, for the 22-23 School Year, the percentage of students at this point with 15 or more absences is 1.5%.

Dublin City Schools continuously focuses on ensuring our students are college and career ready evident by the steady increase of the graduation rate from 87.8% in 2018 to 95.2% in 2022.

Within the last five years, the GaDOE identified two Dublin City Schools as in need of Target Support and Improvement (TSI), Moore Street 2018 and Dublin Middle School 2019. In 2019, Moore Street exited the list by improving the content mastery and Readiness components for Black and Economically Disadvantaged students. In 2022, Dublin Middle School exited the list by closing the achievement gap and progress for Economically Disadvantaged Students and improving Content Mastery and Progress for Students With Disabilities. Currently Dublin City Schools has no schools on the GaDOE lists for schools that need targeted or comprehensive support.



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Dublin City Schools is pleased to announce that, within the last five years, two schools have been named Reward Schools, Susie Dasher Elementary School and Moore Street Schools. Moreover, the district was Charter System of the Year in 2019.

**2. What steps have you taken on an annual basis at schools that did not meet their academic targets?**

At its core, Dublin City Schools is grounded in continuous improvement. There are systems in process for ongoing monitoring of continuous improvement across the district. A Comprehensive Needs Assessment (CNA) is administered. The district follows the Title I continuous improvement cycle and includes various stakeholders in the data analysis process. The data informs the needs, and targeted goals and actions are established, creating the CIP's at each school. District and School leadership work in partnership monitoring the CIP. Each quarter, an impact check is conducted. At this time, schools show to the district the impact of the actions on the student achievement and teacher performance. Schools that are not progressing at the expected rate receive additional targeted support and interventions above the quarterly impact checks. District leaders are assigned to each school to provide support for continuous improvement.

**3. What will you be doing for schools that fail to meet their academic targets in the future?**

Schools that fail to meet their academic targets will be provided: targeted professional learning centered around instructional strategies and the High Achievement and Success Guide, increased instructional leadership coaching, increased academic coaching support, and increased targeted interventions. Our administrative teams will ensure teachers are teaching the power standards and implementing the programs provided with fidelity. Levels of support will be provided as data is collected and analyzed to focus on individual/collective teacher's needs.



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### C. Local Schools Governance implementation

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

##### a. Increased Utilization of agendas which focus on prioritized charter areas

o Personnel decisions, including the recommendation of principal candidates in the case of a vacancy

o Financial Decisions & Resource Allocation

o Curriculum & Instruction

o School Improvement Goals

o School Operations

Furthermore, all meeting agendas and minutes are posted on our Simbli website in the same place as our board of education minutes and agendas. This has improved communication and increased the transparency of the LSGT meetings.

##### b. Increased LSGT Understanding their Roles and Responsibilities

A discussion of roles & responsibilities occurs at the initial meetings of the School

Governance Teams to ensure clarification and understanding of these roles; additionally, team members participate in the annual Charter LSGT training during which these items are also addressed extensively (District Training, Building Level by Superintendent,

AND Regional Training). We believe training in local school governance is like taking a bath; we are never done. Meanwhile, we have made a concerted effort to ensure business leaders and local faith based leaders are members of the governance team. The collective wisdom of this diverse group of stakeholders allows us to be more innovative while also enhancing governance team capacity.

##### c. Increased Involvement Using Flexibility and Initiatives for School Climate

Our LSGT's provides input on ways to continue promoting a positive school climate

while enhancing the implementation of school wide PBIS incentive programs for students



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& staff. Moreover, our LSGT's review data from PBIS rewards, stakeholder surveys, etc. to determine effectiveness of initiatives and make recommendations and/or commendations.

**d. Increased Involvement Using Flexibility and Initiatives for School Improvement**  
Charter flexibility is used to serve students based on their individualized need opposed to their grade level and/or label. Teachers have been identified in each grade level in the areas of ELA & Math who serve as "roll up" teachers. These teachers have been strategically selected based on achievement data to receive students who are ready to be "pushed up" based on their academic performance. Additionally, flexibility is used throughout the continual improvement process to identify needs and formulate action steps to best align with school wide improvement goals.

**e. Increased Involvement Using Flexibility and Initiatives to Improve Student Achievement**

Flexibility is also taken into consideration with construction of the master schedule to improve student achievement. Time allocations are determined based on best practices for specific content areas, along with identified areas of need in the school improvement plan. We create the schedule to fit the needs of our students & school instead of forcing our students to "fit" into the schedule. One size does not fit all. Our LSGT's are also engaged in curriculum and instruction conversations during their meeting and provide principals with recommendations on unique enhancements that align with the school's magnet theme.

**e. Increased Involvement Using Flexibility and Initiatives to Improve Organizational Management**

Our LSGT's have been instrumental in improving traffic patterns at schools (Hillcrest and IGA), dress codes across the district, school handbook decisions, school calendar and



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school day decisions, cell phone use policies, school accounts (budgets) and school wide celebrations.

### **2. What barriers had to be overcome to implement Local School Governance?**

One barrier is external stakeholder knowledge of a School Governance Team.

When we advertise with information about the responsibilities of the LSGT, some individuals will submit their names, but then when elections occur, there are times the individuals selected may not be the best choice due to lack of commitment. Individuals have poor attendance, which causes a delay in making decisions. Our theory of action to overcome this barrier is to consistently communicate utilizing different modalities concerning the roles, responsibilities and expectations of local school governance teams. We have been intentional about inviting our entire community to all training opportunities offered by the Charter System Foundation of Georgia.

### **3. What remains to be done to fully implement Local School Governance with fidelity?**

Dublin City Schools has been a charter school district since 2011. At this time, LSGTs have been fully implemented at each campus. In fact, Susie Dasher Elementary School was named the 2021 Charter System Foundation Small District Governance Team of the Year, and Dublin City Schools was Charter System of the Year in 2019. Meanwhile, we plan to continue annual training of the Dublin City Schools Board of Education, Local School Governance Teams, administrators, faculty and staff by the Charter System Foundation of Georgia. Furthermore, we plan to continue to host regional trainings by the foundation. The superintendent will maintain the practice of providing annual training with each governance team.



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### D. Charter Supplement Uses

**1. For what did the system use its annual charter system supplemental funds that were included in your QBE funding?**

In FY22 Dublin City Schools received \$233,985.00. These funds were used to hire a Workforce Development Coordinator specifically to partner with local industries, the technical college, and other higher education partners. Additionally, funds were utilized to maintain and enhance program offerings within the district. Schools Themes: Hillcrest Elementary (LEAP) Leadership Environment and Public Service (LEAP Classes) Irish Gifted Academy (P-4th and 5-8th Grade) – (House System, Engineering and Art Classes) Susie Dasher Classes (STEAM) Science, Technology, Engineering, Arts, Math (STEAM Classes) Dublin Middle School (Dance Classes) Dublin High School (International Baccalaureate) Moore Street School (Credit Recovery)

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

We will continue to assess the needs of our essential and innovative features to determine how the supplemental funds need to be used.