

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**CMO**

**CFDA # 84.282M**

**PR/Award # S282M200007**

**Grants.gov Tracking#: GRANT12995996**

OMB No. , Expiration Date:

Closing Date: Jan 10, 2020

PR/Award # S282M200007

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).



**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
--	--	--

* 3. Date Received: 01/09/2020	4. Applicant Identifier: _____
-----------------------------------	-----------------------------------

5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
---	--

**State Use Only:**

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

**8. APPLICANT INFORMATION:**

* a. Legal Name: Resurgence Hall Inc	
* b. Employer/Taxpayer Identification Number (EIN/TIN): ██████████	* c. Organizational DUNS: ██████████

**d. Address:**

* Street1: 1706 E Washington Road
Street2: _____
* City: East Point
County/Parish: Fulton
* State: GA: Georgia
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 30344-4116

**e. Organizational Unit:**

Department Name: Resurgence Hall	Division Name: Charter Network
----------------------------------	--------------------------------

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: Mrs.	* First Name: Leslie
Middle Name: _____	
* Last Name: Gabbianelli	
Suffix: _____	
Title: Strategy & Development	
Organizational Affiliation: Consultant	
* Telephone Number: ██████████	Fax Number: _____
* Email: ██████████	

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Charter School

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-112619-001

\* Title:

OESE: Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to Charter Management Organizations for the replication and Expansion of High-quality Charter Schools (CMO Grants) CFDA Number 84.282M

**13. Competition Identification Number:**

84-282M2020-1

Title:

CMO

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Expanding the Resurgence Hall Charter School Network in Atlanta, Georgia

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

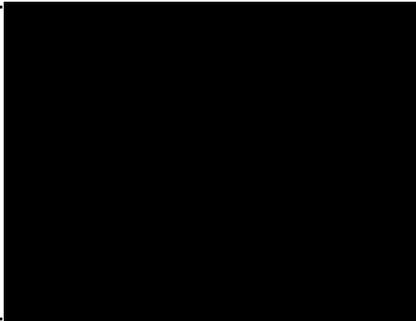
**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

- \* a. Federal
- \* b. Applicant
- \* c. State
- \* d. Local
- \* e. Other
- \* f. Program Incom
- \* g. TOTAL



**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Resurgence Hall Inc

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	6,000.00	6,150.00	11,275.00	11,556.88	11,845.80	46,827.68
4. Equipment		30,000.00	15,450.00	46,827.00	32,781.81	125,058.81
5. Supplies		53,500.00	58,800.00	108,200.00	118,800.00	339,300.00
6. Contractual	225,000.00	75,000.00	231,750.00	77,250.00		609,000.00
7. Construction						
8. Other	37,500.00	12,500.00	37,500.00	12,500.00		100,000.00
9. Total Direct Costs (lines 1-8)	826,360.00	450,585.69	885,803.50	473,022.75	201,961.59	2,837,733.53
10. Indirect Costs*	55,786.00	27,343.57	53,102.85	21,668.89	3,853.40	161,754.71
11. Training Stipends						
12. Total Costs (lines 9-11)	882,146.00	477,929.26	938,906.35	494,691.64	205,814.99	2,999,488.24

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

PR/Award # S282M200007

Name of Institution/Organization Resurgence Hall Inc	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013  
Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Resurgence Hall Inc.

\* Street 1: 1706 Washington Road    Street 2: \_\_\_\_\_

\* City: East Point    State: GA: Georgia    Zip: 30344

Congressional District, if known: GA-005

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Education	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix: Mrs.    \* First Name: Tori    Middle Name: \_\_\_\_\_

\* Last Name: Hines    Suffix: \_\_\_\_\_

\* Street 1: 1706 Washington Road    Street 2: \_\_\_\_\_

\* City: East Point    State: GA: Georgia    Zip: 30334

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix: Mrs.    \* First Name: Tori    Middle Name: \_\_\_\_\_

\* Last Name: Hines    Suffix: \_\_\_\_\_

\* Street 1: 1706 Washington Road    Street 2: \_\_\_\_\_

\* City: East Point    State: GA: Georgia    Zip: 30344

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Leslie Gabbianelli

\* Name: Prefix: Mrs.    \* First Name: Tori    Middle Name: \_\_\_\_\_  
\* Last Name: Hines    Suffix: \_\_\_\_\_

Title: Founder & Executive Director    Telephone No.: \_\_\_\_\_    Date: 01/09/2020

**Federal Use Only:** \_\_\_\_\_ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1234-Statement to Accompany ED GEPA 427.pdf	Add Attachment	Delete Attachment	View Attachment
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## **Statement to Accompany ED GEPA 427**

Resurgence Hall will take exhaustive efforts throughout the expansion of its network to two new campuses and growth at its founding campuses to ensure equitable access to and participation in the CSP grant project. During the student recruitment process for the new campuses, Resurgence Hall will actively seek educationally disadvantaged students including English Language Learners, those with Special Education needs, and those that qualify for free and/or reduced-price lunch to enroll in the new schools. Multiple, varied communication channels will be utilized to maximize reach in recruitment efforts including social media accounts (Instagram, Facebook, and Twitter), the distribution of posted flyers, postcards, electronic newsletters via Mailchimp to maintain an active subscriber base, and the school's website which maintains the dates and time of all upcoming events. The scholar recruitment team will attend parent information sessions at all Georgia Pre-Kindergarten and Head Start centers within a ten-mile radius of the founding school. These centers will also receive enrollment information to distribute to any families unable to attend the parent information session(s). This team will also conduct weekly tabling sessions at local Fulton County libraries, attend community events throughout the City of East Point, conduct mass emailing and postcards to target areas (high poverty communities based on reported income and household size), and participate in local community health drives. Furthermore, the team will host information sessions and provide enrollment sessions at public housing developments in the Southwest Atlanta area within a ten-mile radius of the proposed school site(s).

Once enrolled and attending the school, Resurgence Hall has numerous procedures in place regarding to ensure the success of all students. This includes an increasing ladder of supports to promote strong daily scholar attendance to maximize instructional learning time and

multiple and varied instructional strategies to meet the needs of diverse learners, as detailed in the project narrative.

One potential barrier that would prevent a student from attending a Resurgence Hall charter school that is opening through the CSP grant is lack of knowledge about the enrollment procedures to attend the school and an inability to complete and submit an application. This may disproportionately affect those of certain national origins who are less familiar with the public school system and the charter enrollment process specifically, or those of differing abilities who may not have the ability or access to complete an online application. To overcome this barrier Resurgence Hall hosts weekly open houses for anyone interested to learn more about the school and enrollment procedures. Resurgence Hall attends various events throughout the greater Atlanta area as aforementioned, specifically targeting economically disadvantaged populations, to provide information regarding the school and the enrollment procedures to overcome this lack of information of how students can come to attend one of the new Resurgence Hall charter schools as funded by the grant. The application process takes just a few minutes to complete and can be done either online or via a paper-based form, thereby providing equal access to anyone with or without a computer and/or access to the internet.

Additionally, the school is an Equal Employment Opportunity (“EEO”) employer and does not discriminate against staff or qualified job applicants on the basis of race, religion, color, sex, age, national origin, disability, veteran status, marital status, sexual orientation, genetic information, or any status or condition protected by federal , state or local law or ordinance. This policy extends to, but is not limited to, recruitment, selection, compensation, benefits, promotion, training and termination.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> Resurgence Hall Inc	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mrs.	* First Name: Tori Middle Name:
* Last Name: Hines	Suffix:
* Title: Founder & Executive Director	
<b>* SIGNATURE:</b> Leslie Gabbianelli	<b>* DATE:</b> 01/09/2020

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Mrs.	First Name: Leslie	Middle Name:	Last Name: Gabbianelli	Suffix:
-----------------	-----------------------	--------------	---------------------------	---------

Address:

Street1:	1706 Washington Road
Street2:	
City:	East Point
County:	Fulton
State:	GA: Georgia
Zip Code:	30344-4119
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	

Email Address:
[REDACTED]

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?  
 Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?  
 Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **Resurgence Hall Charter Schools**

### **Project Abstract**

Resurgence Hall educates every K-8 student for success in high school, college and life within a structured, joyful and values-based school community, and with an absolute focus on academic achievement. Founded in 2016, Resurgence Hall has quickly realized remarkable academic achievements with scholars and become one of the highest performing school systems in the state of Georgia. With CSP funding Resurgence Hall seeks to double the size of its network by opening two new schools within the next five years which would grow to ultimately serve scholars in grades K-8 at scale. This will create 450 new, high-quality charter school seats and support the addition of 375 high-quality seats at the founding academies during the grant period, and 2,025 total seats annually at vision. By serving more scholars throughout Atlanta, Resurgence Hall seeks to reverse decades of educational inequity and ensure all scholars receive an excellent education and are poised for success in high school, college and life.

All proposed sites will be in the southwest quadrant of Atlanta, an area where few high-quality public schools exist today. Resurgence Hall is applying under Absolute Priority #2, serving a student population of at least 40% from low income families as 77% of Resurgence Hall scholars across the Primary & Middle Academies qualify for free or reduced-price lunch. Resurgence Hall is applying under Competitive Preference Priority 1: Spurring Investment in Qualified Opportunity Zones. The Primary & Middle Academies reside in a severely distressed, new market tax credit qualified census tract with a poverty rate of 35.7%, an unemployment rate 20.4% and a median family income in the 54.5% percentile. Resurgence Hall would target the new campuses in one of six neighboring census tracts, all of which are certified opportunity zones. Resurgence Hall is also applying under Competitive Preference Priority 2: Number of Charter Schools Operated or Managed by the Eligible Applicant, for currently operating two

campuses and seeking to open two additional campuses during the grant period and two additional campuses beyond the grant period.

The project objectives are to dramatically expand the number of high-quality elementary and middle school seats in Southwest Atlanta, where few quality public schools exist today. This will be achieved by creating 900 new high-quality elementary school seats through the creation of two new K-5 campuses, 450 new high-quality middle school seats through the creation of two new 6-8 campuses, and expanding the founding primary and middle academies to serve 450 scholars in grades K-5 and 225 scholars in grades 6-8. The project will also seek to build a robust talent pool in metro Atlanta through onboarding, training, ongoing professional development and feedback sessions that results in at least 162 highly effective teachers and 15 highly effective instructional leaders at vision. Through ongoing data review and reflection, the academic model will be refined to ensure all scholars – particularly those who are economically disadvantaged – fulfill the vision of enrolling in college preparatory high school courses and entering competitive universities. These objective will be achieved by providing innovative design thinking and computer science core curriculum beginning in kindergarten, providing scholars with 200 minutes of daily literacy instruction through a unique two-teacher push-in staffing model, extending the academic day and year, instilling the values of reflection, integrity, service and endurance, and offering enrichment programming such as yoga and dance – with strong instructional leaders underlying all of the above. Resurgence Hall scholars will achieve three critical long-term goals of enrolling in college-preparatory coursework in high school, graduating from competitive colleges, and embarking on careers that contribute to their long-term success and happiness.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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**Resurgence Hall Charter Schools**

**Application for the Replication and Expansion of  
High-Quality Charter Schools Grants Competition**

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**Application for the Replication and Expansion of  
High-Quality Charter Schools Grants Competition:  
Resurgence Hall Charter Schools**

Resurgence Hall is on a mission: within a structured, joyful and values-based school community, and with an absolute focus on academic achievement, Resurgence Hall educates every K-8 student for success in high school, college and life. Founded in 2016, Resurgence Hall has quickly realized remarkable academic achievements with scholars and become one of the highest performing school systems in the state of Georgia. With CSP funding Resurgence Hall seeks to double the size of its network by opening two new schools within the next five years which would grow to ultimately serve scholars in grades K-8 at scale. This will create 450 new, high-quality charter school seats and support the addition of 375 high-quality seats at the founding academies during the grant period, and 2,025 total seats annually at vision. By continuing to grow and serve more scholars throughout the city of Atlanta, Resurgence Hall seeks to reverse decades of educational inequity and ensure all scholars receive an excellent education and are poised for success in high school, college and life.

Atlanta, Georgia is hailed as the birthplace of the civil rights movement, home to prestigious historically black college and universities, and has long attracted professionals of color to its vibrant city and local economy.<sup>1</sup> And yet Atlanta is ranked one of the most inequitable cities in the country, with the top 5% of households by income earning over 18 times<sup>2</sup> that of those in the bottom 20% of households.<sup>3</sup> It also ranks among the top-25 most

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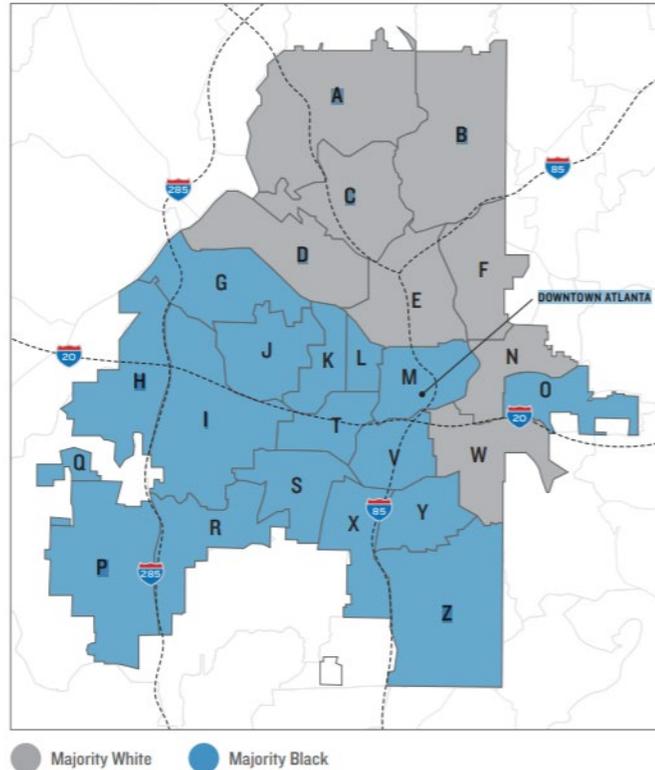
<sup>1</sup> “Changing the Odds: The Race for Results in Atlanta.” The Annie E. Casey Foundation 2015. <https://www.aecf.org/resources/changing-the-odds/>

<sup>2</sup> Neighborhood Nexus analysis of 2000 U.S> Census Bureau via “Changing the Odds”

<sup>3</sup> Berube, Alan. “All Cities Are Not Created Equal.” February 20, 2014. <https://www.brookings.edu/research/all-cities-are-not-created-unequal/>

segregated cities in America.<sup>4</sup> The story of education in Atlanta is no different: predominantly white, affluent suburbs to the north of downtown boast a high concentration of high-quality schools, while poorer neighborhoods to the south and west of downtown serving primarily students of color are the lowest performing. Strikingly, 95% of the top-rated schools in metro Atlanta lie to the north of downtown.<sup>5</sup>

**Resurgence Hall is disrupting this narrative by earning an A-rating on Georgia’s Comprehensive College and Career Ready Performance Index (“CCRPI”) while serving a 100% Black and Hispanic and majority**



economically disadvantaged student body within the southwest quadrant of the city. In fact, Resurgence Hall is the only A rated city school south of Interstate 20,<sup>6</sup> the dividing line between north and south in Atlanta.

### I. Absolute Priority

Resurgence Hall is applying under Absolute Priority #2, serving a student population of at least 40% from low income families. To determine low income status, Resurgence Hall utilizes

<sup>4</sup> “Detroit, Chicago, Memphis: The 25 most segregated cities in America.” July 20, 2019. USA Today. <https://www.usatoday.com/picture-gallery/money/2019/07/20/detroit-chicago-memphis-most-segregated-cities-housing-policies/1780223001/>

<sup>5</sup> Based on 2019 CCRPI data, among APS and Fulton County Schools

<sup>6</sup> 2019 CCRPI Results, based on Atlanta Public Schools comparison district.

the federal guidelines for qualification for the National School Lunch program, either free or reduced-price meals. The percentage of Resurgence Hall scholars who qualify for free and/or reduced-price lunch for the past three years is as follows, and had been steadily rising annually:

Free & Reduced Lunch Comparisons <sup>7</sup>	SY17-18	SY18-19	SY19-20
Primary Academy Free & Reduced, Percentage	69%	76%	79%
Middle Academy Free & Reduced, Percentage	68%	68%	57%
Total Free & Reduced, Percentage	69%	75%	77%
Atlanta Public Schools, Free & Reduced Lunch Percentage	76%	74%	*
Fulton County Schools, Free & Reduced Lunch Percentage	45%	44%	*

\* Data not yet available

As the table above indicates, Resurgence Hall serves a similarly economically disadvantaged student population as Atlanta Public Schools (“APS”), and a far greater economically disadvantaged student population as Fulton County Schools.<sup>8</sup> Furthermore, Resurgence Hall’s student population is comprised of 100% scholars of color. Ninety-nine percent are Black and 1% are Hispanic. The proposed sites of future campuses are in a similar geographic area and will recruit families from similar geographical areas, therefore continuing to serve a majority of students from low income families.

### **I. Competitive Preference Priorities**

Resurgence Hall is applying under Competitive Preference Priority 1: Spurring Investment in Qualified Opportunity Zones and Competitive Preference Priority 2: Number of Charter Schools Operated or Managed by the Eligible Applicant.

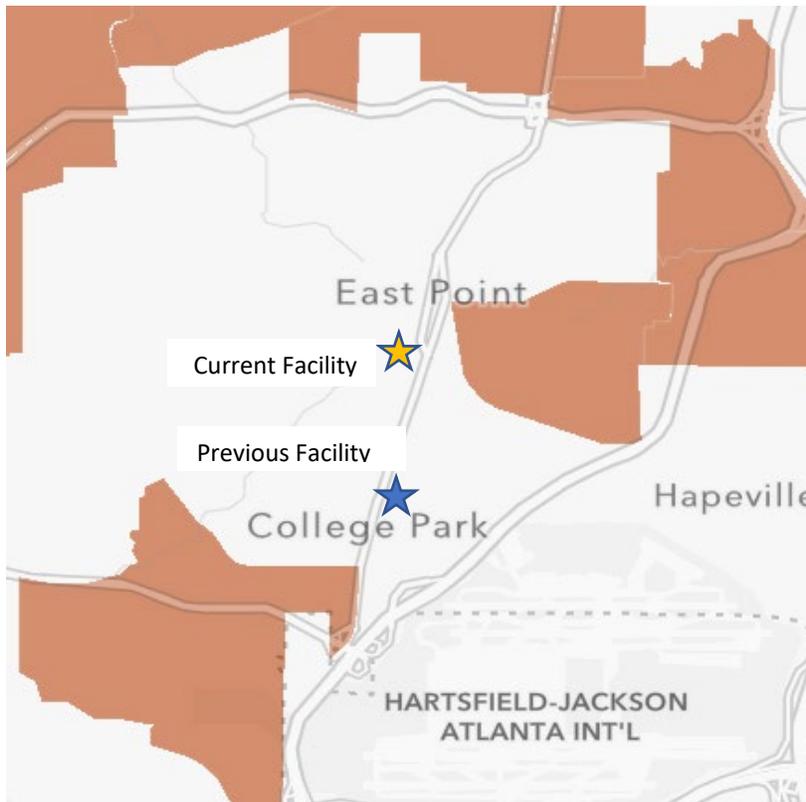
<sup>7</sup> Georgia Department of Education. Free and Reduced Price Meal Eligibility. [https://app3.doc.k12.ga.us/ows-bin/owa/fte\\_pack\\_frl001\\_public.entry\\_form](https://app3.doc.k12.ga.us/ows-bin/owa/fte_pack_frl001_public.entry_form)

<sup>8</sup> These two district comparisons are provided as Resurgence Hall enrolls scholars from both districts.

*Competitive Preference Priority 1: Spurring Investment in Qualified Opportunity Zones*

Resurgence Hall recently purchased a new facility at 1706 Washington Road, which is just nine miles south of downtown Atlanta and one mile from the site of the school’s previous facility at 1743 Hardin Avenue. This acquisition was made possible through financing provided by Civic Builders, their first education investment in Georgia. The school resides in a severely distressed, new market tax credit qualified census tract (13121011202). For ACS Year 2011-2015, the poverty rate in this census tract was 35.7%, the unemployment rate 20.4% and the median family income in the 54.54% percentile.<sup>9</sup> The school sits a stone’s throw away – just two blocks – from a Qualified Opportunity Zone in Census Tract 13121011000. Resurgence

*Qualified Opportunity Zones (Brown)*



Hall would target the two new campuses in the following census tracts, which are all certified opportunity zones: 13121010603, 13121007705, 13121007500, 13121007603, 13121007602, and 13121007704 (highlighted in brown in the following figure). All of these census tracts are in close proximity to the current and previous facility as, so will

<sup>9</sup> “Opportunity Zones and New Markets Tax Credits (NMTC) Interactive Map. <https://www.cohnreznick.com/nmtc-map>

draw from a similar student recruitment base as the previous locations. Furthermore, 7% of current students reside in certified opportunity zones so Resurgence Hall is already providing services to the intended population of qualified opportunity zone residents.

*Competitive Preference Priority 2: Number of Charter Schools Operated or Managed by the Eligible Applicant*

Resurgence Hall operates an elementary school, opening one grade per year and currently educating scholars in grades K-2 as well as a middle school, which educates scholars in grade 8.

**II. Selection Criteria Quality of the Eligible Applicant and Adequacy of Resources**

In just two short years Resurgence Hall has risen to become one of the highest achieving schools in the state of Georgia – both in terms of absolute performance and comparison to other schools in the state. Resurgence Hall recently earned a Title I Distinguished school designation for being among the top 5% Schoolwide and top 5% Targeted Assisted Title I schools in Georgia that have the highest absolute performance on the statewide assessment for the all-student subgroup.<sup>10</sup> On the 2019 CCRPI – which measures a school’s academics, climate, college readiness financial health, and student progress – Resurgence Hall earned an A rating with a score of 93.4, the only state-authorized charter school in the state to receive these top marks.

State Charter Schools, Ranked by Single CCRPI Score	Single CCRPI Score
State Charter Schools II- Resurgence Hall Charter School	93.4
State Charter Schools- International Charter School of Atlanta	88.5
State Charter Schools II- Coweta Charter Academy	85.7
State Charter Schools II- Statesboro STEAM Academy	82.0
State Charter Schools II- Genesis Innovation Academy for Girls	81.7
State Charter Schools II- Liberty Tech Charter Academy	79.8

<sup>10</sup> “Academic Achievement Programs” GADOE: <https://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/Academic-Achievement-Awards.aspx>

State Charter Schools II- Brookhaven Innovation Academy	79.6
State Charter Schools II- International Charter Academy of Georgia	78.6
State Charter Schools II- Genesis Innovation Academy for Boys	77.8
State Charter Schools- Odyssey Charter School	77.7
State Charter Schools- Georgia School for Innovation and the Classics	74.8
State Charter Schools- Dubois Integrity Academy	74.3
State Charter Schools II- SAIL Charter Academy - School for Arts-Infused Learning	73.3
State Charter Schools II- Pataula Charter Academy	70.6
State Charter Schools- Cherokee Charter Academy	69.9
State Charter Schools- Georgia Connections Academy	69.2
State Charter Schools- Utopian Academy for the Arts Charter School	69.1
State Charter Schools- Georgia Cyber Academy	68.1
State Charter Schools II- Atlanta Heights Charter School	64.1
State Charter Schools II- International Academy of Smyrna	62.1
State Charter Schools- Scintilla Charter Academy	59.7
State Charter Schools II- Southwest Georgia S.T.E.M. Charter Academy	59.6
State Charter Schools II- Fulton Leadership Academy	58.6
State Charter Schools- Coastal Plains Charter High School - Candler Campus	57.6
State Charter Schools II- Cirrus Charter Academy	56.3
State Charter Schools II- SLAM Academy of Atlanta	55.8
State Charter Schools- Foothills Charter High School Central Office – Madison	55.7
State Charter Schools- Ivy Preparatory Academy, Inc	55.3
State Charter Schools- Mountain Education Charter High School	51.6

Among all 85 charter schools in the state with CCRPI ratings, Resurgence Hall’s single score of 93.4 trailed only Globe Academy Charter School (94.1) and Charles Drew Charter School (96.5). Resurgence Hall Middle Academy also earned a higher CCRPI score than any other middle school in APS and was the only middle school to earn an A rating.

Resurgence Hall Middle Academy & Middle Schools, Ranked by Single CCRPI Score	School Type	Single CCRPI Score
State Charter Schools II - Resurgence Hall Charter School – Middle Cluster	Charter	93.4
Inman Middle School		86.9
Sutton Middle School		85.2
Atlanta Classical Academy	Charter	82.3
KIPP VISION	Charter	81.6
Charles Drew Charter School JA/SA	Charter	81.1
Kipp Strive Academy	Charter	80.8
Westside Atlanta Charter School	Charter	79.7
Atlanta Neighborhood Charter – Middle	Charter	78.2
Corretta Scott King Womens' Leadership Academy		76.8

Centennial Academy	Charter	75.4
Bunche Middle School		73.4
Kindezi Old 4th Ward	Charter	71.9
King Middle School		70.7
Wesley International Academy Charter Facility	Charter	70.5
Sylvan Hills Middle School		70.4
KIPP West Atlanta Young Scholars Academy	Charter	69.4
Brown Middle School		66.1
B.E.S.T Academy		65.8
Kindezi	Charter	65.2
Michael R. Hollis Innovation Academy		62.6
Price Middle School		56.6
Long Middle School		55.5
John Lewis Invictus Academy		54.9
Young Middle School		54.0
Harper-Archer Middle School		49.9
APS-Forrest Hills Academy		32.7

This is particularly notable as the next highest rated middle schools in APS – Inman Middle School and Sutton Middle Schools – operate in affluent neighborhoods to the north of downtown Atlanta serving a much less economically disadvantaged student population.

Resurgence Hall and Affluent APS Middle School Comparisons				
Statistics by Census Tract, 2011-2015	Unemployment Rate	Poverty Rate	Median Family Income Percentile	Single CCRPI Score
Resurgence Hall Middle Academy	20.4%	35.7%	54.54%	93.4
Sutton Middle School, APS – 6th grade campus	1.4%	0.9%	371.75%	85.2
Sutton Middle School, APS – 7 <sup>th</sup> /8 <sup>th</sup> grade campus	2.6%	1.5%	333.75%	85.2
Inman Middle School, APS	4.0%	4.7%	280.37%	86.9

In Georgia, state-authorized charter schools such as Resurgence Hall are also considered their own local education agency (“LEA”) such that Resurgence Hall’s district score can also be

compared to other neighboring districts. Of the following neighboring districts, Resurgence Hall earned the highest CCRPI single score and the only A-rating.<sup>11</sup>

CCRPI Scores by System	SY18-19
Resurgence Hall	93.4
City Schools of Decatur	87.9
Fulton County Schools	83.8
All Systems, Georgia	75.9
Dekalb County Schools	75.4
Atlanta Public Schools	74.1

There are five components of the CCRPI which combine to make the aggregate score out of 100 points, all in which

Resurgence Hall earned top marks. In terms of available subgroup data, in SY18-19 the tested student body was comprised of 96.6% African American scholars and 3.4% Hispanic scholars. There were no English Language Learners (“ELLs”) and 6.9% students with disabilities. The only reported subgroup with enough available data was African American and scores reflect the only available tested grade(s) in the Middle Academy. In the first component of content mastery, achievement scores in English Language Arts (“ELA”), Mathematics, Science and Social Studies (where available) are used to measure whether students are achieving at levels necessary for success in the next grade level, college or career.

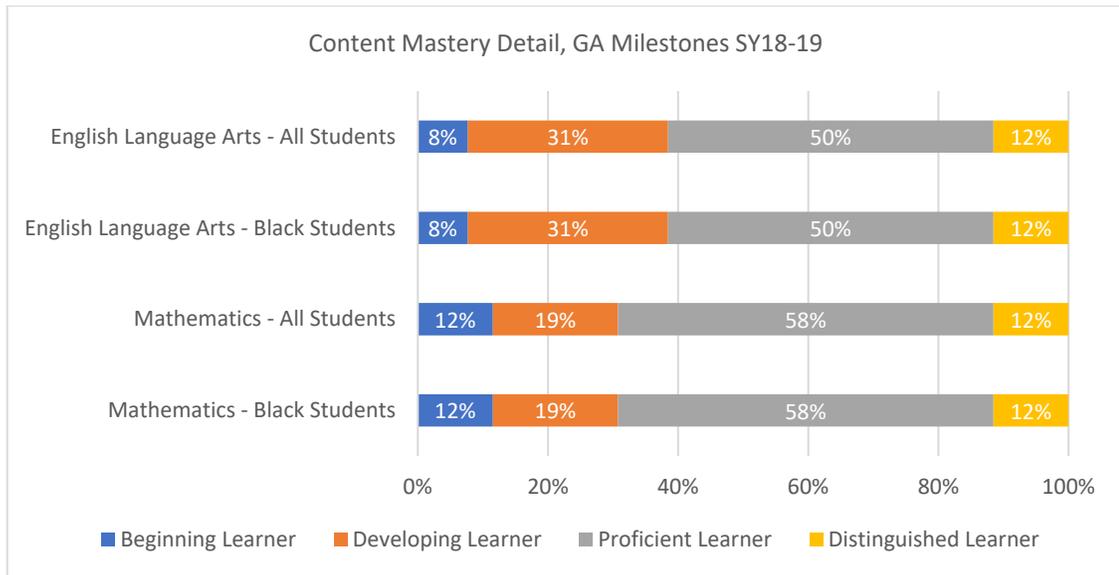
Content Mastery Overall Score <sup>12</sup>	SY17-18	SY18-19
Resurgence Hall Middle Academy	63.7	83.7
State Score		66.3
Atlanta Public Schools, Middle Schools		57.1

Resurgence Hall’s content mastery score of 83.7 represents a 31% increase from the prior year and is over 17 points higher than the state score. This is especially notable as the student cohort tested began with the school in sixth grade and their SY18-19 achievement reflects only two years of a Resurgence Hall education. Ninety-two percent of scholars scored developing

<sup>11</sup> [http://ccrpi.gadoe.org/Reports/Views/Shared/\\_Layout.html](http://ccrpi.gadoe.org/Reports/Views/Shared/_Layout.html)

<sup>12</sup> Ibid.

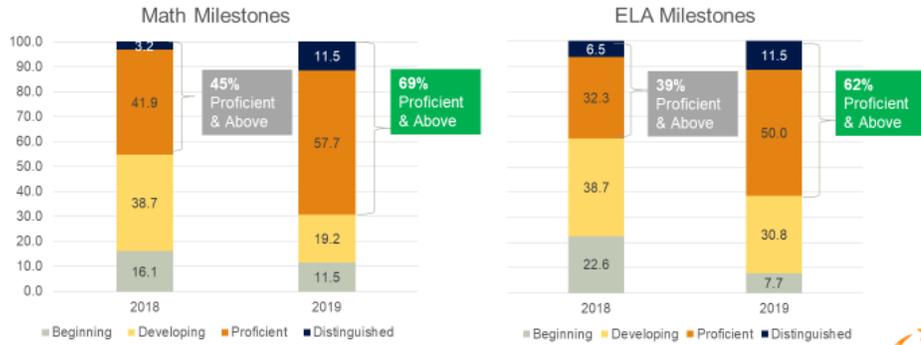
learner or above in ELA and 89% of scholars scored developing learner or above in Mathematics. Resurgence Hall had a higher percentage of scholars scoring proficient and above ELA and Mathematics than any other state-authorized charter school.<sup>13</sup>



It is also noteworthy that Resurgence Hall has made significant improvements in content mastery as measured by the Georgia Milestones assessment proficiency rates in just one year. Mathematics Milestones proficient and distinguished rates increased by 53%, or over 24 percentage points from spring 2018 to 2019. ELA Milestones proficient and distinguished rates increased by 59%, or over 23 percentage points also over that same time period.

<sup>13</sup> EOC and EOG combined 7<sup>th</sup> grade results, 2018-2019. <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-2018-2019-Statewide-Scores.aspx>

<sup>14</sup> [http://ccrpi.gadoe.org/Reports/Views/Shared/\\_Layout.html](http://ccrpi.gadoe.org/Reports/Views/Shared/_Layout.html)



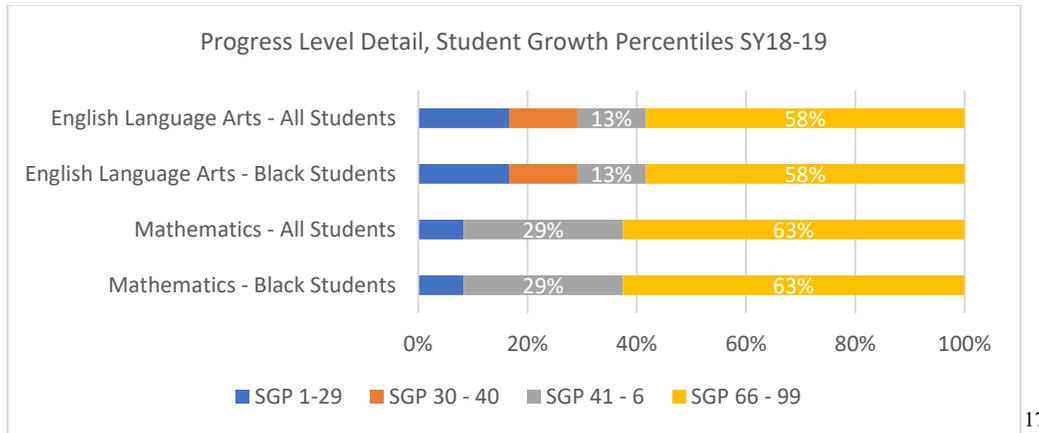
The second component of CCRPI measures how the growth demonstrated in tested subjects, utilizing student growth measures to gauge growth relative to academically similar students. Resurgence Hall earned a perfect score of 100 on the progress CCRPI score, up eight points from last year and 20 points higher than the state or APS Middle Schools.

Progress Overall Score <sup>16</sup>	SY17-18	SY18-19
Resurgence Hall Middle Academy	92.2	100
Atlanta Public Schools, Middle Schools		79.7
State Score		80.3

Nearly two-thirds of scholars scored in the top student growth percentile bracket in Math and 58% did so in ELA.

<sup>15</sup> <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-2018-2019-Statewide-Scores.aspx>

<sup>16</sup> [http://ccrpi.gadoe.org/Reports/Views/Shared/\\_Layout.html](http://ccrpi.gadoe.org/Reports/Views/Shared/_Layout.html)



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The third component of CCRPI measures closing achievement gaps and expects all students and subgroups to make improvements in achievement data. This is measured based on improvement targets in academic achievement rates.

Closing Gaps Score <sup>18</sup>	SY18-19
Resurgence Hall Middle Academy	100
Atlanta Public Schools, Middle Schools	77.6
State Score	50

Resurgence Hall met and substantially surpassed targets in both ELA and Mathematics in all available subgroups. While Atlanta Public Middle Schools also met ELA targets, those targets were significantly lower for the same Black subgroup than Resurgence Hall. Resurgence Hall scholars met all improvement targets in each subgroup, thus earning a perfect score of 100.

Improvement Targets, SY18-19 <sup>19</sup>	ELA Score	ELA Target	Math Score	Math Target
All Students, Resurgence Hall Middle Academy	82.7	62.46 <b>MET</b>	84.62	67.17 <b>MET</b>
Black Students, Resurgence Hall Middle Academy	82.7	61.54 <b>MET</b>	84.62	63.21 <b>MET</b>
All Students, APS Middle Schools	58.78	54.99 <b>MET</b>	55.96	56.28 <b>IMPROVED; NOT MET</b>
Black Students, APS Middle Schools	47.14	43.95 <b>MET</b>	43.80	44.45 <b>IMPROVED; NOT MET</b>

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

<sup>19</sup> Ibid.

The fourth CCRPI component is Readiness, which measures whether students are partaking in the activities that will prepare them for and demonstrate readiness for their next level, college, or career. For Resurgence Hall this measures literacy, student attendance, and beyond the core which includes fine arts and career exploration.

Readiness Score <sup>20</sup>	SY17-18	SY18-19
Resurgence Hall Middle Academy	86.2	91.3
Atlanta Public Schools, Middle Schools		77.6
State Score		82.8

Resurgence Hall earned a perfect score in Beyond the Core and realized significant growth in Literacy and Beyond the Core. Student Attendance remained strong at 93, significantly stronger than APS middle schools which scored an 81.01 among black students. Further, Resurgence Hall outperformed Atlanta Public Middle Schools and for the black student subgroup on all Readiness measures.

Readiness <sup>21</sup>	Literacy		Student Attendance		Beyond the Core	
	SY18-19	SY17-18	SY18-19	SY17-18	SY18-19	SY17-18
All Students, Resurgence Hall Middle Academy	80.77	70.97	93.10	97.22	100	90.32
Black Students, Resurgence Hall Middle Academy	80.77		92.86		100	
All Students, APS Middle Schools	51.43		83.75		97.76	
Black Students, APS Middle Schools	41.86		81.01		97.30	

The fifth CCRPI component is school climate, in which Resurgence Hall earned a score of 94.7. That score yielded four out of five stars on the climate rating, whereas the Middle

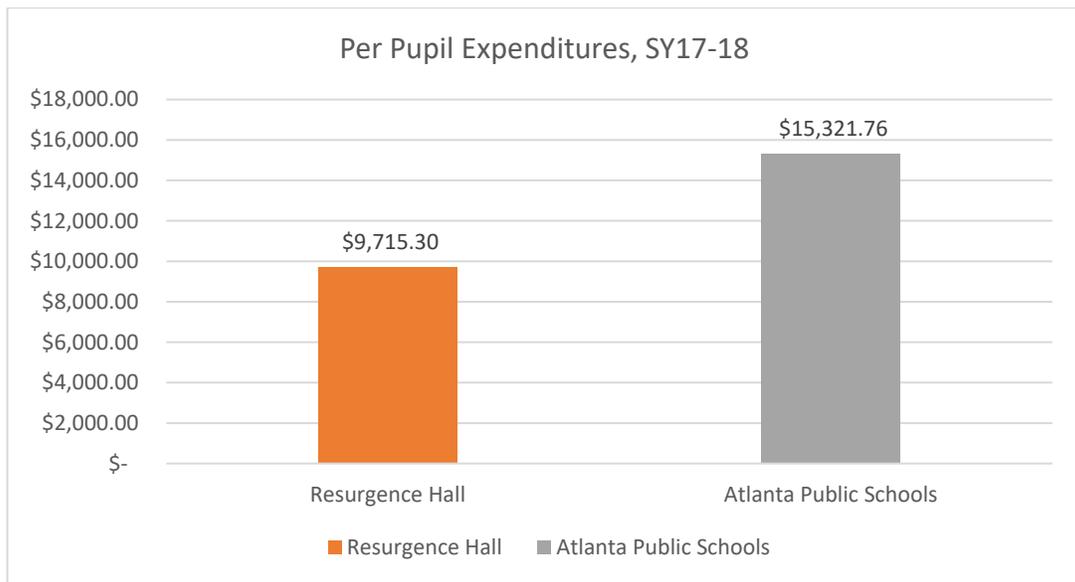
<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

Schools in APS averaged a start rating of 2.96 starts out of five. This rating is based upon student, teacher, and parent perceptions of the school’s climate, student discipline, the learning environment and school-wide attendance.

Climate	Survey	Discipline	Safe & Substance Free Learning Environment	Attendance
Resurgence Hall Middle Academy	87.95	100.00	93.94	97.01

Another aspect of CCRPI is financial efficiency, which yields a separate score based on a school’s overall academic performance compared to its level of spending. Resurgence Hall does not have enough years of data to yield a financial efficiency star rating yet. However, it can compare total per pupil expenditures in SY7-18 to APS. Resurgence Hall realized the above remarkable achievements with approximately two-thirds the funds as APS.



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Furthermore, charter schools that are authorized by their local district in the state of Georgia can receive access to district facilities, therefore significantly reducing the financial strain on charters for securing their own facilities. As a state-authorized charter school not

<sup>22</sup> Ibid.

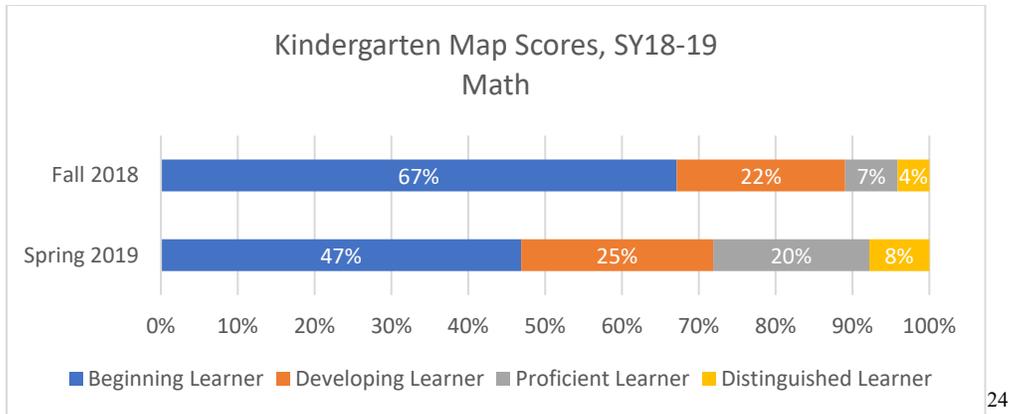
authorized by a local district, Resurgence Hall receives no such access to district facilities and bears 100% of the cost of finding and maintaining its own facility. Not only is Resurgence Hall doing more with less from a per pupil funding perspective, we are doing so without facility assistance that comes with being a charter school within APS, or other local districts.

While the CCRPI data above is focused on the Middle Academy because the Primary Academy does not yet have a tested Milestones grade (but will in SY20-21), Resurgence Hall regularly collects and analyzes interim assessment data from NWEA Map and Strategic Teaching and Evaluation of Progress (“STEP”) to measure student progress. MAP Growth is an adaptive test that provides scholars with unique question sets based on their responses to previous questions so that as they answer questions correctly the questions become progressively more difficult (and vice versa). The test helps to determine what students already know and are prepared to learn and tracks individual growth over time.<sup>23</sup>

In school year 2018-2019, Kindergarten and first grade scholars took MAP tests in the fall, winter and spring. The percent of beginning learners decreased by 30% from Fall 2018 to Spring 2019 and the share of distinguished learners doubled over that same time period. The share of proficient learners and above went from 11% in the fall to 28% in the spring, an increase of 155%. Further, 25 scholars improved by 15 or more points on the MAP assessment over the course of the year.

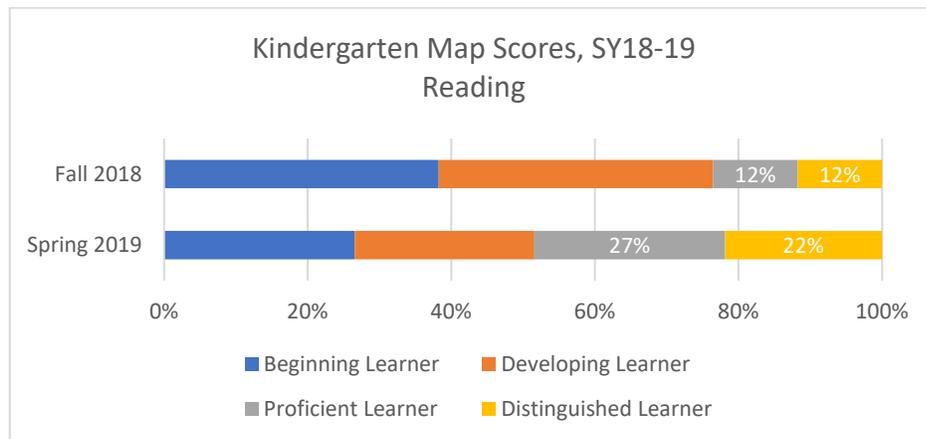
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<sup>23</sup> “12 Common Questions Parents Ask About the MAP Growth Assessment” August 15, 2017. <https://www.nwea.org/blog/2017/12-common-questions-parents-ask-map-growth-assessment/>



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In Reading, the share of Proficient and above learners also doubled from 24% in Fall 2018 to 48% in Spring 2019.

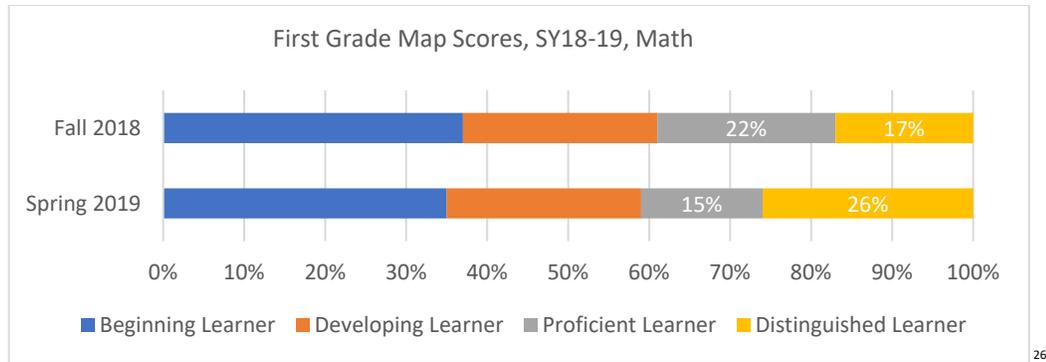


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Among first graders, the share of distinguished learners increased by 53%, from 17% to 26% from fall 2018 to spring 2019. Further, 23 first grade scholars improved by 15 or more points on the MAP Math assessment over the course of the year.

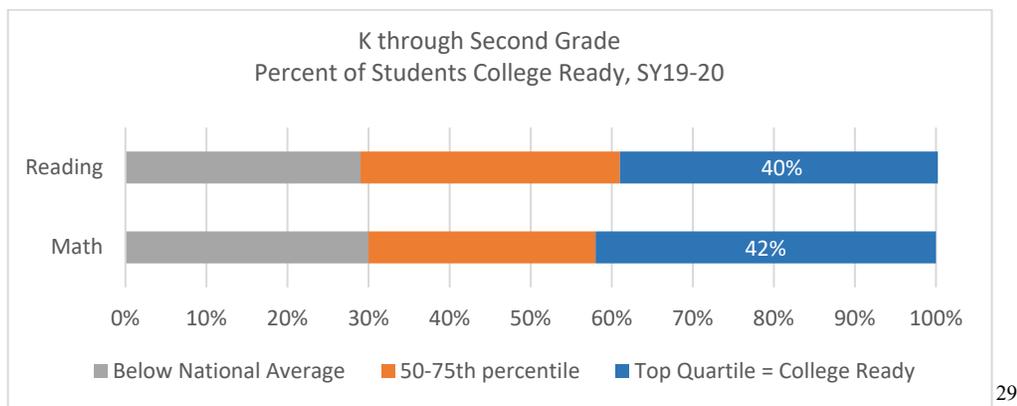
<sup>24</sup> Internal Resurgence Hall performance data.

<sup>25</sup> Ibid.



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Resurgence Hall is led by Tori Jackson Hines, a 2015 Building Excellent Schools (“BES”) fellow. Since 2003, over 175 independent charter schools have been opened by BES fellows – and two-thirds of these schools outperform their local counterparts on statewide assessments.<sup>27</sup> Though the fellowship is rigorous and the expectations high, Ms. Hines has built one of the highest performing schools in the BES network. Resurgence Hall ranks second among 80 current BES schools and third in Reading in terms of percent who are considered college ready as of Fall 2019 with 40% in Reading and 42% in Math, respectively.<sup>28</sup> These scores are identical for the Black student population as well.



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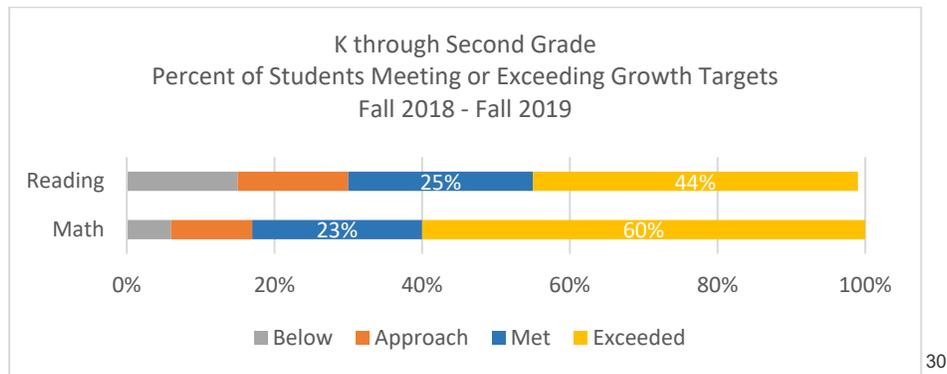
<sup>26</sup> Ibid.

<sup>27</sup> Build. Excel. Sustain. Transformational School Leadership: The BES Fellowship for Replicating Successful Schools.” Concept Paper for Resurgence Hall Charter School.

<sup>28</sup> Among BES-founded schools who took the Fall 2019 MAP assessment; internal BES-provided data. College Ready are those who scored in the 75<sup>th</sup> or above percentile.

<sup>29</sup> BES Comparison Data.

Eighty-three percent of Resurgence Hall scholars also met or exceeded their NWEA Map growth targets from Fall 2018 to Fall 2019 in Mathematics. This again is second among all BES schools that took the MAP assessment at both points in time. For Reading, 69% of scholars met or exceeded growth targets over that same timeframe. These scores are identical for the Black student population as well.



Resurgence Hall measures reading growth across time using the STEP assessment. The STEP assessment system is used nationally to determine end of year benchmarks and progress to developmental literacy goals. STEP is a research-based formative assessment that is fully comprehensive of all early literacy skills, including reading accuracy, fluency, comprehension, spelling, phonemic awareness, and phonics. STEP is used from Kindergarten through third Grade, as the tests run across a continuum of progressive skills. As scholars master critical foundational skills, they are guaranteed continued access and success in other academic areas. According to research,<sup>31</sup> 86% of students who reach STEP 12 (the final benchmark) by the end of third grade, meet or exceed state standards. The STEP structure provides teachers with detailed data for all aspects of early literacy that is then used to inform instruction.

<sup>30</sup> Ibid.

<sup>31</sup> 2005 STEP Validation report per UChicago Impact: <https://uchicagoimpact.org/our-offerings/step>

Resurgence Hall uses STEP with fidelity four times each year, testing scholars individually at the end of each quarter. Data is then aggregated and analyzed to create strategic learning paths for all scholars in order to meet proficient and advanced end of year benchmarks. Each grade level has an end of year benchmark that is easily correlated to other popular assessment systems (Fountas and Pinnell, Rigby PM, Basal, Reading Recovery, and DRA2). The Fountas & Pinnell Text Level Gradient is the most widely used and trusted tool used for selecting small group reading texts, incorporating sentence complexity, word choice, text structure, and vocabulary.

Grade Level	STEP End of Year Benchmark	Fountas & Pinnell Equivalent Benchmark	Resurgence Hall Proficient Benchmark	Resurgence Hall Advanced Benchmark
Kindergarten	3	CDE	4	6
1st Grade	6	IJK	6	9
2nd Grade	9	MNO	9	12
3rd Grade	12	PQR	12	NA

Resurgence Hall continues to push scholar achievement every year. Rigorous reading growth is possible, as Resurgence Hall scholars have consistently surpassed the Fountas & Pinnell end-of-year benchmarks. At the end of SY2018, 97% of Resurgence Hall scholars met the STEP End of Year benchmark, a STEP 3 or above. At the end of SY2018-19, 94% of Resurgence Hall scholars scored proficient or higher on STEP. And already at the mid-point of the 2019-2020 school year, 52% of scholars have already achieved a Step 3 level or above and 91% of scholars are on track to meet or exceed Step 3 by year-end.

STEP Performance <sup>32</sup>	Kindergarten STEP 3+	First Grade STEP 6+	Second Grade STEP 9+
2017-2018 EOY Proficient	97%	NA	NA
2018-2019 EOY Proficient	94%	93%	NA
2019-2020 Mid-Point* % On-Track to Achieve EOY Proficiency (December)	91%	90%	96%

*Attendance*

Resurgence Hall maintains strong daily attendance measures across all grade levels and both academies. Attendance in the current school year is slightly higher than previous years, which 98% and 97% in the Primary and Middle Academies, respectively, attending school daily.

Attendance <sup>33</sup>	SY17-18	SY18-19	SY19-20*
Primary Academy Attendance, Percentage	96%	96%	98%
Middle Academy Attendance, Percentage	96%	96%	97%
Total Attendance, Percentage	96%	96%	97%

\*Through December 13, 2020

Attendance is also strong by subgroup. To-date this school year attendance rates are 98% among ELL, 97% of Special Education (“SPED”), 95% of free and reduced-price lunch status (“FRPL”) scholars. Resurgence Hall maintains and applies a robust attendance policy to encourage high attendance rates. Once scholars have three incomplete days (which include early dismissal and late arrivals) they receive a timeliness letter. At five incomplete days they receive a punctuality commitment. The ladder of supports continues to escalate as additional incomplete days are realized, including a conference at the school and an assignment of a social worker.

<sup>32</sup> Internal Resurgence Hall performance data.

<sup>33</sup> Ibid.

These supports are provided to minimize incomplete days and ensure scholars are present in order to maximize learning.

*Student Retention*

Resurgence Hall maintains a strong rate of scholar retention from one grade level to the next. Where scholars are not retained it is primarily due to family relocation outside of Georgia. For the Middle Academy attrition is highly due to scholars being offered enrollment in high-performing schools that also offer a high-school program. Scholars are retained when they are present for one of the last three days of school in May of the prior school year and are still enrolled as of October of the following school year.

Retention <sup>34</sup>	SY17-18 to SY18-19	SY18-19 to SY19-20
Primary Academy Retention, Percentage	91%	96%
Middle Academy Retention, Percentage	93%	85%

*No Significant Financial Issues*

Resurgence Hall has received clean, unmodified opinions in all prior year financial audits. The State Charter School Commission (“SCSC”) which authorizes Resurgence Hall to operate in Georgia uses a Comprehensive Performance Framework (“CPF”) to evaluate schools’ performance within academics, finance and operations. For SY18-19, Resurgence Hall met performance expectations in all three of these areas of performance – and even earned a perfect score in operational performance, which included financial oversight measures. In addition to the score report in Attachment F, the school maintains a dashboard of CPF measures throughout the year and analyzes performance monthly to ensure it remains staunchly in the meeting expectations performance category of performance.

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<sup>34</sup> Ibid.

The school earned 98 of a possible 100 points on the academic performance indicators, which measured state improvement targets as well as academic achievement and growth. Schools earning between 75 and 100 points are considered to have met academic performance standards. Resurgence Hall earned 75 of a possible 100 points based on the financial performance indicators which meets financial performance standards. The breakdown of financial scores are as follows:

Measure <sup>35</sup>	Rating	Points Earned
Measure 1a, Current Ratio (Working Capital Ratio): Current assets divided by current liabilities Does the school have the ability to cover short-term financial obligations?	Exceeds Standard: Current Ratio is greater than 3.0	20 of 20
Measure 1b, Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365) Does the school maintain an appropriate balance of cash on hand?	Approaches Standard: Between 15- and 45-Days Cash	10 of 20
Measure 1c, Enrollment Variance: [Actual Enrollment during the October FTE Count(fiscal year x) – school enrollment projection(fiscal year X)] / school enrollment projection(fiscal year X) Is the school able to project enrollment in a way that enables them to adequately budget?	Does Not Meet Standard: Enrollment Variance is greater than 8 percent	0 of 10
Measure 1d, Default Is the school repaying debts in a timely manner?	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments OR • School does not have any outstanding debt	10 of 10
Measure 2a, Efficiency Margin: (Change in Net Assets + Change in Pension Related Accts) divided by Total Revenues Does the school manage costs appropriately?	Exceeds Standard: Aggregated Three-Year Efficiency Margin is 10 percent or greater	20 of 20
Measure 2b, Debt to Asset Ratio: (Total Liabilities-Deferred Pension Liability) divided by Total Assets Does the school maintain an appropriate balance between assets and liabilities over time?	Meets Standard: Debt to Asset Ratio is less than 25 percent	15 of 20
<b>TOTAL</b>		<b>75 of 100</b>

The only substantial point loss was on the enrollment variance measure, which itself is a misleading indicator. State-authorized charter schools are permitted to self-report enrollment

<sup>35</sup>[https://data.georgia.gov/dashboard/financials/metrics?school\\_name=Resurgence%20Hall%20Charter%20School&school\\_year=2017-18](https://data.georgia.gov/dashboard/financials/metrics?school_name=Resurgence%20Hall%20Charter%20School&school_year=2017-18)

targets to the Georgia Department of Education for purposes of determining initial funding allotments in July at the start of the new fiscal year. This permits schools like Resurgence Hall who are adding grade levels each year and substantially increasing enrollment from prior years to be paid for the students it will begin serving in the new school year, rather than waiting until April of the following year once enrollment adjustments are recognized. There is no penalty for over-reporting enrollment targets; therefore, Resurgence Hall has reported slightly inflated enrollment targets to the state. Since there is no penalty, this is a common practice among Georgia charter schools. The school, however, maintains an operational budget that is based on actual enrollment targets, and adjusts it monthly based on any changes to enrollment such that all operational decisions and budget and cash management decisions are made based on actual enrollment. The SCSC would not accept Resurgence Hall's enrollment targets per its operational budget for inclusion in determining the enrollment variance number; it would only accept official numbers reported to the state. That is the reason for not receiving any points on the enrollment variance measure. Enrollment variance is one of the measures the SCSC is currently considering revising for future years, based on feedback from schools about the unintended consequences of using this absolute measure and the singular source of data to determine scores on the measure. The school closely monitors cash flow to ensure it meets standards going-forward and point loss was partially attributable to an ongoing construction project spanning multiple fiscal years.

The school practices strong financial management, reviewing financial statements with management and the Board of Directors on a monthly basis. These financials include the income statement and balance sheet as well as cash flow projections and budget versus actuals, making forecast adjustments and using it to inform management decisions as needed. Resurgence Hall also maintains a five-year budget to facilitate planning for future year grade level growth as well

as expansion to new campuses. The Board-approved FY20 budget included a fund balance that represents 25% of expenses. This exceeds the 20% benchmark suggested by the National Resource Center for Charter School Finance & Governance, and provides insurance against revenue fluctuations and allows for reinvestment of financial resources while ensuring a school’s day-to-day financial well-being.<sup>36</sup> The December 2019 forecast reveals an even stronger fund balance of 28% of expenses and a projected operating income for FY20 of \$409,747, attributable to the conservative spending and fiscal responsibility of management. As the school prepares for future network growth and facility needs, it will continue to maintain a strong fund balance to earmark portions of this toward future year capital projects. See Appendix G for a copy of the multi-year budget projections which shows the financial viability of the network growth pursuant to this project. The most recent audit report is also available in Appendix G.

Resurgence Hall is confident in future year student enrollment projections and maintains a healthy, growing waitlist to insure against current student population attrition. There are nearly six students on the wait list for every one open seat at Resurgence Hall. A lottery is held each March for open seats and Resurgence Hall adheres to open enrollment requirements established under Georgia law and ensures all age-eligible applicants residing in the school’s attendance zones have an equal chance of admission.

	For SY18-19	For SY19-20
Lottery Participants	630	772
Open Seats	135	133
Acceptance Rate of Open Seats	100%	100%
Waiting List on Day 1 of School	400	545

<sup>36</sup> Crocker, Jarle; Lavalley, Robert; and Stewart, Nicole. “Assessing Financial Health: A Financial Benchmarking Tool for Charter Schools.” National Resource Center for Charter School Finance & Governance. December 2009. [https://charterschoolcenter.ed.gov/sites/default/files/files/field\\_publication\\_attachment/TFPFiscalHealthTool\\_0.pdf](https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/TFPFiscalHealthTool_0.pdf)

*No Charters Revoked or Schools Closed*

Resurgence Hall was authorized by the SCSC to serve up to 675 students in grade K-8 for a term beginning on July 1, 2017 through June 30, 2022. Enrollment is open to any student who resides in the attendance zone of APS or Fulton County Schools. Since its founding in 2016, no charter school has been closed or revoked for any academic, financial mismanagement or noncompliance reason. Currently Resurgence Hall operates a K-2 elementary school (growing to serve K-5 within three years) and a middle school serving grade 8 (growing to serve grades 6 through 8 within six years). For additional information on the middle school please refer to the state CCRPI results, here: [http://ccrpi.gadoe.org/Reports/Views/Shared/\\_Layout.html](http://ccrpi.gadoe.org/Reports/Views/Shared/_Layout.html). There you will find results for the middle school campus, however student outcome information is unavailable for the elementary school as it does not currently serve third grade, which is the earliest tested grade on the statewide Milestones assessment. Resurgence Hall proposes to open two additional elementary campuses during the term of this grant and two additional middle school campuses beyond the term of the grant, expanding the Resurgence Hall Charter network as follows:

	Current Elementary School	Current Middle School	Future Elementary School 1	Future Elementary School 2	Future Middle School 1	Future Middle School 2
SY19-20	K-2	8	N/A	N/A	N/A	N/A
SY20-21	K-3	N/A	Planning Year	N/A	N/A	N/A
SY21-22	K-4	N/A	K	N/A	N/A	N/A
SY22-23	K-5	N/A	K-1	Planning Year	N/A	N/A
SY23-24	K-5	6	K-2	K	N/A	N/A
SY24-25	K-5	6-7	K-3	K-1	N/A	N/A
SY25-26	K-5	6-8	K-4	K-2	N/A	N/A
SY26-27	K-5	6-8	K-5	K-3	N/A	N/A
SY27-28	K-5	6-8	K-5	K-4	6	N/A
SY28-29	K-5	6-8	K-5	K-5	6-7	N/A
SY29-30	K-5	6-8	K-5	K-5	6-8	6
SY30-31	K-5	6-8	K-5	K-5	6-8	6-7
SY31-32	K-5	6-8	K-5	K-5	6-8	6-8

*Potential for Continued Support after Federal Funding Ends*

The current operational budget fully utilizes state and federal dollars (IDEA, Title I, National School Lunch Program meal reimbursements) to support ongoing operational costs of both schools and allows for a healthy fund balance to be carried over into each new fiscal year. The multi-year budget available in Appendix G provides a spending plan to support the expansion of the network, showing the growth is sustainable without ongoing CSP support. In each year of the multi-year projections, there is a positive projected net income and a fund balance of 25% of expenses or higher is always maintained. Each year the share of expenses dedicated to salaries and benefits increases, representing 53% in SY20-21<sup>37</sup> up to 71% by SY24-25, in support of the project objective of building a robust talent pool to support network growth. Furthermore, Resurgence Hall has previously received a 23-month CSP grant through its State Education Agency and successfully utilized those funds for one-time start-up costs (primarily related to technology, equipment, and furniture) while building and operating on non-CSP funds once those CSP funds expire. While these CSP funds will be utilized to accelerate the growth of the Resurgence Hall network, as Resurgence Hall adds grades to its current campus and builds out future campuses, fixed costs will be spread over a larger student enrollment base, ensuring the ongoing financial viability of the network.

See Appendix C for a letter of commitment from Redefined for future potential funding opportunities. To-date Redefined, a leading education philanthropic organization in Atlanta, has given ██████████ support the initial two years of operations at Resurgence Hall Charter Schools. A major priority of Redefined is to support 10,000 more students to attend high-quality schools,

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<sup>37</sup> Through SY21-22 facilities expenses at the current campus are disproportionately high as part of the building is unutilized until grade levels are further expanded.

through new and expanding high-quality charter schools and networks. Resurgence Hall is a promising potential recipient of this award, carrying similar levels of support as Redefined provided previously. Furthermore, Resurgence Hall contracts with a development consultant to oversee implementation of a strategic annual development plan to cultivate, build, and engage a motivated individual donor base and grow relationships with major local and national philanthropic organizations. In just six months Resurgence Hall and its consultant have built this strategic development plan and raised nearly 40% of funds towards its inaugural annual giving campaign goal of \$100,000. Development and fundraising efforts will continue to be a priority for the organization as it grows, and its annual giving campaign goal will continue to increase annually. Capital campaigns will also be created to support campus expansions and additions, and several local foundations have already been identified for providing support specifically to capital campaigns.

*Significance of Contribution in Assisting Educationally Disadvantaged Students*

Resurgence Hall serves – and will continue to serve – a predominantly educationally disadvantaged student population in future campuses and with the continued expansion of the founding campuses. The largest educationally disadvantaged population served by the school are those that are economically disadvantaged (as determined by FRPL), followed by SPED and ELL students. As of December 2019, 77% of enrolled students qualify for FRPL, while 5% are considered SPED and 0.4% ELL. The FRPL population served by the school is similar to the APS FRPL population, and significantly higher than Fulton County School and the state of Georgia overall. As the school will continue to serve scholars in Southwest Atlanta with similar economic characteristics as its current location, it will continue to serve a similar population of economically disadvantaged scholars. Specifically, the annual enrollment target for FRPL

students will be 70% to continue to serve scholars in greatest need of access to a high-quality education and 10% SPED and 5% ELL to be on-par with local districts.

Student Population	FRPL / Economically Disadvantaged	SPED	ELL
Resurgence Hall (as of December 2019)	77%	4.6%	0.4%
Resurgence Hall Primary Academy	79%	5%	0.8%
Resurgence Hall Middle Academy	57%	4.3%	0%
Atlanta Public Schools (2019 CCRPI)	77%	12.7%	4.9%
Fulton County Schools (2019 CCRPI)	48%	11.2%	11.4%
State of Georgia (2019 CCRPI)	64%	13.3%	10.2%

Resurgence Hall has developed and regularly utilizes a comprehensive plan to engage families and community members in the work of the school and continually recruit scholars for available seats. For example, Resurgence Hall’s Design Team engaged in over 300 conversations with families and community partners, holding information sessions in Fulton County public libraries, Head Start programs, Georgia Pre-Kindergarten sites at Sheltering Arms, as well as speaking with individuals and small groups in local recreation centers. As the network grows it will continue extensive community outreach activities, ensuring all families are aware of Resurgence Hall school options. Multiple, varied communication channels will be utilized in recruitment efforts including social media accounts (Instagram, Facebook, and Twitter), the distribution of posted flyers, postcards, electronic newsletters via Mailchimp to maintain an active subscriber base, and the school’s website which maintains the dates and time of all upcoming events. The scholar recruitment team will attend parent information sessions at all Georgia Pre-Kindergarten and Head Start centers within a ten-mile radius of the founding school. These centers will also receive enrollment information to distribute to any families unable to attend the parent information session(s). This team will also conduct weekly tabling sessions at local Fulton County libraries, attend community events throughout the City of East Point,

conduct mass emailing and postcards to target areas (high poverty communities based on reported income and household size), and participate in local community health drives.

As the following table illustrates there are significant gaps in content mastery among APS, Fulton County Schools, and the state of Georgia. While too few students are in each of these subgroups at Resurgence Hall Middle Academy currently to enable content mastery subgroup data, there are zero gaps between all students and the only available subgroup, Black students. Resurgence Hall's goal will be for no statistically significant differences to exist across any subgroups on the statewide assessment of content mastery, nor interim assessment such as STEP and MAP; and to outperform all subgroups in APS and Fulton County on content mastery on the statewide assessment.

On MAP Reading and Math, 40% and 42%, respectively of Black students scored in the college ready percentiles, percentages identical to the student population overall. Forty-two percent of SPED students also scored in the college ready percentiles on Math, even with a very small N.<sup>38</sup> Thirty-seven percent of FRPL students scored in the college ready percentiles on both subjects. On Fall 2019 to Fall 2020 Map growth in Reading and Math, 69% and 83% of all scholars met or exceeded growth targets. FRPL students had identical scores.<sup>39</sup> SPED students exceeded all scholar scores on Math, with 88% meeting or exceeding growth targets.

On STEP, in SY17-18 100% of Kindergarten SPED students scored at a STEP Level 3 or above, exceeding the 97% STEP 3 proficiency rate of all Kindergarten students. In SY18-19, 3 of 4 first grade SPED students achieved the STEP Level 6 or above benchmark, and 2 of 3 Kindergarten SPED students achieved the STEP Level 3 proficiency. No ELL students were present prior to the current school year and we are awaiting final STEP data in May.

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<sup>38</sup> Hispanic and ELL are excluded given small sample sizes of N=3.

<sup>39</sup> ELL data unavailable as zero ELL scholars were present in both years to track growth.

	Math Content Mastery*				ELA Content Mastery*			
	All Students	Economically Disadvantaged Students	ELL Students	SPED Students	All Students	Economically Disadvantaged Students	ELL Students	SPED Students
Atlanta Public Middle Schools	32%	19%	19%	11%	39%	25%	22%	13%
Fulton County Middle Schools	51%	25%	34%	18%	56%	33%	32%	21%
State of Georgia Middle Schools	43%	30%	28%	11%	45%	33%	24%	10%

\*Defined as percentage of Proficient and Distinguished Learners; 2019 CCRPI Data

Resurgence Hall educates every child, regardless of home language or disability, for success in high school, college, and beyond. Multiple instructional strategies are utilized to engage and allow diverse learners to achieve, including scholars at different stages of English Language Development and scholars with Individualized Educational Plans (“IEPs”). In addition to ongoing professional development to identify scholars and provide differentiated instructional support strategies, other strategies include the following:

- Modality Based Instruction – Rap, Rhythm and Rhyme & Kinesthetic Learning: Research finds that irrespective of the musical form or level of musical training, literacy instruction is enhanced using music, particularly for ELL students.<sup>40</sup> Resurgence Hall lessons are planned with a variety of modalities in mind, including incorporation of chants, poems, and cheers to encourage vocabulary development and student engagement. Hand signals, clapping, and other movement help connect new concepts with physical representations. Students celebrate individual and class-wide performance through cheers and claps.

<sup>40</sup> “Using Music to Support the Literacy Development of Young English Language Learners.” December 2008 Volume 36 Issue 3, pp 227-232. Early childhood Education Journal.

- **Small Group/One-on-One Tutoring:** The two-teacher push-in literacy model (further described on page 40) allows students to work in small targeted groups and/or receive one-to-one support interventions for ELLs or per their IEPs, and ensures more frequent reading and writing conferring to build independent skills. This provides opportunities to differentiate instructional needs and pushes students at a faster pace, when needed, and builds in additional texts at higher levels to meet individual needs. *Giving English Language Learners the Time They Need to Succeed* identifies best and effective practices that work as proven supports for ELLs, including subdividing students into small groups for tutoring in areas of need based on data.
- **Extended Time:** Resurgence Hall provides instruction from 7:30am to 4:00pm due to research demonstrating that extended time in learning has positive impact on low-income and minority student academic success. The extended day model is supported by research from *Giving English Language Learners the Time They Need to Succeed*, in that extended literacy blocks, with 200 minutes per day focused on skills needed for reading and writing propel English Language development more rapidly. Given the extended learning time, Resurgence Hall scholars accumulate over two and a half more instructional years in school by Grade 8 than their peers in traditional schools.
- **Modified Instructional Strategies:** Differentiation allows students at all levels to access the same instructional content through scaffolded lessons, ensuring every student is held to a high level of rigor. Instructional materials are designed or supplemented with all students in mind and professional development provided to all teachers to support differentiated instruction, specifically to ensure the strategic instruction of ELLs and special education requirements, and students identified as gifted and talented as mandated and in full

compliance with state and federal law. These strategies and instructional practices allow all students to access and engage in the instructional program, pushing them towards the same rigorous bar of mastery and critical thinking as their peers. Instructional strategies that inform practice to differentiate effectively include: selection of key problems for students who need additional time; provision of clear photocopies of notes, chapter outlines/study guides that cue points in readings; previewing of questions for students who need additional processing time; logical and concise instructions with reinforcement of brief cue words and gestures; repetition and rewording of complicated directions; verbalization and picture cues of what is written on the board; elimination of distractions such as excessive noise, flickering lights, etc.; summarization of the important segments of each presentation at the end of class; review of key assignments in written and oral form; additional practice exercises available for lessons; use of highlighters, stickers, post-its and other materials to code work; increased or decreased pace in instruction; posted word walls or individual vocabulary sheets; utilization of rhymes, motions, and mnemonic devices; procedural charts for students who need processes broken down into smaller steps; clear, legible charts and notes, using large type; and access to videos or recordings to preview or review lesson materials. Students with special needs are supported with accommodations and modifications in accordance with their IEP. Accommodations include adjustments to instructional structures and delivery methods while ensuring student mastery of the same skills and content. Modifications may entail adjustments to the curriculum itself, such as assigning a student a different book or exercise. To meet the needs of all special education students, teachers' objectives, lesson plans, instructional methods, and assignments may be differentiated using a variety of factors:

- **Material:** Provide clear copies of notes and overhead transparencies, demonstrate how to use graphic organizers and then provide them so students learn how to categorize and organize information, highlighting with colored highlighters, removable highlighter tape, post it notes, color coding pages, notes, and handouts, etc.;
- **Environment:** Label key areas clearly, seat arrangements removed from distractions such as doorway, window, etc., allowance for the use of headphones (without input/hookups) to block out background noise during independent work time and assessments, use behavior cue cards and put them on student's desk , allow for age appropriate and discrete sensory stimulation – stress balls, fidget toys, etc. to help minimize larger distractions like tipping back in seats, constantly getting out of seat, etc.;
- **Instruction:** Give assignments in written and oral form and provide and teach memory association (mnemonic strategies);
- **Size.** Adapting the number of items, the student is expected to learn or complete, or adjusting the amount of information a student is provided at one time;
- **Time.** Extending the amount of time students have to complete task or demonstrate mastery;
- **Input:** Adapting the way instruction is delivered by using a variety of strategies and materials, including visual aids, concrete examples, or hands-on activities, manipulatives whenever possible, partner students for activities, reduce the variety of tasks;
- **Output.** Adjusting type of work student produces, i.e. changing assignment to project, task, or presentation for student whose disability makes written expression difficult;
- **Level of support.** Increasing amount of individualized assistance student receives during a task;

- **Participation.** For students whose disability is intertwined with self-esteem, allow for less public forms of participation to prevent student from shutting down to learning.

Data-driven instruction is embedded into the Resurgence Hall culture with frequent monitoring of all student performance via daily and weekly classroom assessments, ongoing analysis of student-level performance data, and qualitative observations. All students are actively monitored for academic and social progress. During weekly grade level team meetings, any student not meeting academic or social progress is flagged for monitoring by the Executive Director and Student Supports Team in collaboration with the instructional team. The Response to Intervention (“RTI”) Coordinator works with all teachers to develop a pre-referral strategy, which includes additional supports with frequent checks for progress. The effectiveness of the pre-referral strategy on the student’s progress is carefully monitored for up to six weeks and is a vital element of meeting students’ needs within the regular education classroom as promptly as possible and avoiding unnecessary misidentification of students into special education. If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers, parents/guardians, or the RTI Coordinator believe a disability may exist, the student is referred, in writing, to the Executive Director for evaluation and determination of eligibility for special education programs and services. Referrals include: (1) reasons for referral, test results, records/reports on which referral is based; (2) attempts to remediate performance prior to referral, including supplementary aids or support services; and (3) description of parental contact or involvement prior to the referral. A copy of the referral with the procedural safeguards notice is sent to the student’s parents. The RTI Coordinator convenes a meeting with the parents to discuss the option of psycho-educational testing to determine the child’s special education eligibility and to secure written parental consent to conduct testing. Once tests have been

conducted and results are received, an eligibility meeting is re-convened, and a decision made as to the student's eligibility for special education services. If the student is eligible, an IEP is developed. With written parental consent and support, Resurgence Hall will re-evaluate students and consider revising an IEP if it is believing the IEP does not allow the student free and appropriate public education in the least restrictive environment. Each IEP is reviewed at least once per school year and each student is re-evaluated at least once every three years. Given Resurgence Hall's commitment to working in partnership with all families, programming disputes are attempted to be resolved through collaboration and mediation. Should programming disputes remain unresolved, Resurgence Hall immediately notifies the appropriate parties of the authorizer and cooperates fully with any investigation and subsequent resolution. Furthermore, Resurgence Hall trains all teachers to support all students, including those with disabilities, including the referral process, IEP development and implementation, evaluation toward IEP goal attainment, reporting requirements, confidentiality of records, and discipline as related to IEPs and 504 Plans.

A comprehensive RTI process is utilized by the school to ensure all scholars receive data-driven, rigorous, standards-based instruction. It is an integral tool, utilized by the Student Support Team to pinpoint both academic and behavioral needs early and implement immediate intervention. As the network continues to grow this RTI model will continue to be utilized and

will be revisited regularly for continuous improvement purposes. The following document enumerates how the RTI process is utilized by the SST for school year 2019-2020:



**How Response to Intervention (RTI) and the Student Support Team (SST) Works:**

RTI Process	Who, What, When, How
Tier 1 Support	Who: All instructional <a href="#">team</a> Scholar Population: 100% What: Teachers use <a href="#">research based</a> classroom instructional practices to instruct all scholars on grade level standards. How: Teachers follow content frameworks and receive instructional coaching to follow the RH instructional model for all scholars in their college room.
Tier 2 Support	Who: All instructional <a href="#">team</a> Scholar Population: 10% What: With CI/LEI director's coaching, teachers progress monitor scholar growth towards academic and behavioral benchmarks. How: Teachers use strong, consistent Tier 2 support to identify, intervene, and monitor scholars who are not on track to meet benchmarks based on informal and formal data (STEP, weekly quizzes, Phoenix Daily Review, daily observations, GR conferring notes). Tier 2 may include off stage conversations, extra practice sent home, increased communication with family, more frequent conferences, <a href="#">etc</a> to support scholars. Teachers seek additional <a href="#">research based</a> strategies from colleagues and Directors.
Tier 3 Support	Who: Instructional Staff + SST Team (LEI/SCCC/DCI/DLEI/SSC) + RTI <a href="#">Collaborators</a> Scholar Population: 5% What: When consistent Tier 1/2 supports are not resulting in scholar growth, teachers meet with DCI/DLEI to name concern and request referral for RTI/SST via email. How: With Director approval, teacher completes the RTI/SST referral form for the identified scholar. DLEI schedules the RTI meeting.
RTI Meeting Scheduled	Who: <a href="#">DLEI</a> What: After receiving referral, DLEI schedules RTI meeting (Wednesday's at 4:15pm) How: DLEI sends calendar invite to SST team + scholar's CR/LEI teacher. DLEI sends email notification to scholar's family.
RTI Meeting	Who: SST + CR/LEI Teacher + Family (if attending) + RTI <a href="#">Collaborators</a> What: RTI meeting following agenda led by DLEI When: Wednesday's 4:15-5:00 Where: Goose's Office How: DLEI, with an appointed timekeeper and secretary, leads meeting following the RTI agenda.
RTI Data Collection + Intervention	Who: CR/LEI <a href="#">Teacher</a> What: Consistently implement RTI plan as chosen in RTI meeting, track data as determined in tracker. Teachers must submit the previous week's data online by EOD each Monday of the RTI intervention period.
RTI Follow Up	Who: CR <a href="#">Teacher</a> What: Complete 3 week follow up form immediately after 3 weeks of data have been collected When: 3 weeks from RTI meeting How: Using data collected from scholar, complete the <a href="#">3 week</a> form. Should the RTI plan need to change, DLEI schedules meeting with teacher to make changes.
RTI Reflection & Case Determination	Who: Referring <a href="#">Teacher</a> What: Complete RTI Reflection Form When: End date (6 weeks) of RTI intervention period How: Using data collected during intervention period, complete the form. Suggest a case determination. At next RTI meeting, SST/RTI officially make case determination and shares with CR teacher.

*Quality of the Project Design and Evaluation Plan for the Proposed Project*

Resurgence Hall was founded on the firm belief that every child deserves the opportunity to grow into their best and brightest self. Regardless of race, zip code, home language, or life circumstance, every parent dreams of a better life for their child – and these

dreams begin with access to an excellent education. The hallmarks of a Resurgence Hall education include several innovations that prepare scholars to be successful in the 21<sup>st</sup> century. These include design thinking and computer science curriculum that begins in kindergarten, and a two-teacher push-in literacy intervention model that provides over 200 minutes of literacy instruction each day. In continuing to build out the current primary and middle academies and add two additional primary academies and two middle academies, Resurgence Hall seeks to

ignite the dreams of children throughout Atlanta by providing more with access to an excellent education. The specific objectives of the continued growth of the Resurgence Hall Charter Network are as follows:

1. Dramatically expand the number of high-quality elementary and middle school seats in Southwest Atlanta, where few quality public schools exist today. Specifically:
  - a. Create 900 new high-quality elementary school seats through the creation of two new campuses serving grades K-5 in Southwest Atlanta.
  - b. Create 450 new high-quality middle school seats through the creation of two new campuses serving grades 6-8 in Southwest Atlanta.
  - c. Build out the founding primary and middle academies to serve 450 scholars in grades K-5 and 225 scholars in grades 6-8 in Southwest Atlanta.
2. Build a robust talent pool in metro Atlanta through onboarding, training, ongoing professional development and feedback sessions that results in at least 162 highly effective teachers and 15 highly effective instructional leaders at vision at three primary academies and three middle academies.
3. Through ongoing data review and reflection, continually learn and use these findings to refine the academic model to ensure all scholars – particularly those who are economically disadvantaged – fulfill the vision of enrolling in college preparatory high school courses and entering competitive universities.

The logic model for the Resurgence Hall Charter network expansion is as follows:



Economically disadvantaged students residing primarily in qualified opportunity zones	Only school in Georgia to provide design thinking and computer science as part of standard curriculum beginning in Kindergarten	At vision 2,025 scholars are educated annually across the three primary academies and three middle academies that comprise the Resurgence Hall network	Scholars enroll in college-preparatory coursework in high school
Robust talent pool	Two-teacher push-in literacy model providing 200 minutes of daily literacy instruction	Scholars engage in rigorous academic coursework and achieve performance measures	Scholars enroll in and graduate from competitive colleges
High academic rigor	Extended day and year Commitment to the RISE values	Scholars develop social/emotional skills necessary for success in life	Scholars embark on careers that contribute to long-term happiness and success
Engaged Phoenix Family Network members	Enrichment programming Strong instructional leadership	Staff and Phoenix Family network are engaged, positive promoters of Resurgence Hall Charter Network	

*Resurgence Hall Charter Network Activities*

Resurgence Hall’s Design Thinking program provides scholars, especially ELL, with

***The design process is what puts Design Thinking into action.***  
*It's a structured approach to generating and developing ideas.*

multiple opportunities to develop listening and speaking skills under each strand of Common Core while simultaneously deepening the community feel we seek to embody.

**The five phases of the design process:**



Design Thinking is

experimental as it gives permission for scholars to fail and learn from mistakes. Like life-long learning, it is a continual process of refinement that requires risk and permission to learn by doing. This program follows five phases in the figure above to help scholars navigate the development of generating new ideas when identifying a challenge and building a solution.<sup>41</sup>

Resurgence Hall's computer science framework guides scholar learning of logical reasoning, algorithmic thinking, design and structured problem-solving, all skills and concepts that allow deeper understanding in other core academic areas, thus growing scholars into educated technology consumers and innovative creators capable of designing computing systems and applications to improve their immediate, local, and global communities. There are three overarching programmatic goals: (1) Curriculum prepares scholars to understand the nature of computer science and its place in the modern world; (2) Scholars understand that computer science interweaves concepts and skills; (3) Scholars use computer science skills, especially computational thinking, in their problem-solving activities in other subjects. The computer science standards complement IT and AP computer science curricula as they are currently offered.

Underlying Resurgence Hall's literacy approach is a two-teacher push-in model that provides scholars with 200 minutes of daily literacy instruction. Reading Mastery, a complete basal reading program that uses Direct Instruction methods to help students master essential decoding and comprehension skills, emphasizing teacher thinking skills and helping students to acquire background knowledge. This program has a proven track record in high poverty

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<sup>41</sup> Design Thinking for Educators. 5 October 2013. <http://www.edalchemy.mcgaughey.ca/2013/10/edcamp-design-thinking/design-thinking-fo-educators/>

student populations with a lack of access to early learning<sup>42</sup> and helps to ensure all scholars have the literacy skills to read and write at or above grade level when they enter third grade. Scholars develop decoding and reading fluency, and the foundation for expressing critical thought through writing. The Primary Academy schedule devotes 200 minutes daily to literacy, including daily lessons in phonics, guided reading, close reading, reading comprehension skills and strategies, read-aloud, vocabulary development, word study, writing, handwriting, and grammar. The K-2 literacy block is broken into nine components, the majority occurring in small group instruction with no more than ten scholars per group. Within small groups, scholars are broken into sub-sections to allow for increased individualization in targeting specific reading needs. Every child has a comprehensive reading profile updated weekly with area(s) of focus, current reading data, and progress to goal that maximizes the partnership between our teachers and families to ensure all scholars are developing a strong foundation for academic success. During the handwriting and writing block, half of the time is devoted to one-on-one conferring, allowing the teacher to pinpoint specific writing needs and provide targeted support. When the class comes together on the carpet for read-aloud and vocabulary study, the two teacher push-in literacy model allows one teacher to lead the lesson and the other to circulate, checking for understanding and pulling small groups of scholars to provide additional supports.

Resurgence Hall scholars move successfully through the critical phase from “learning to read” to “reading to learn” as if children fail to make this transition their academic success may

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<sup>42</sup> “Achieving Success for Every Student with Direct Instruction.” National Institute for Direct Instruction. <https://www.nifdi.org/docman/new-to-di/new-school-handouts/528-achieving-success-for-every-student-with-direct-instruction/file.html>

be severely challenged.<sup>43</sup> Given the structured emphasis on phonics and phonemic awareness in grades Kindergarten through second grade, it is anticipated that few scholars will require phonics instruction in grades three through five. However, Wilson’s program for strategic intervention will be utilizing with struggling scholars as needed, and Corrective Reading which provides explicit, systematic instruction. In third grade the focus of reading blocks shifts to deeper textual analysis and comprehension. Using Reader’s Workshop, scholars work in small peer- led groups where they read, analyze, debate, and discuss shared text. Scholars access computer-and tablet-based assessments and reading programs, integrating blended learning into the workshop model. During writing block, a workshop model is utilized (informed by Lucy Caulkins’ Units of Studies), expanding writing skills across genres. Half of the reading block is devoted to one-on-one conferring, allowing teachers to pinpoint scholars’ specific writing needs and provide targeted support.

As scholars enter sixth grade, the focus shifts to prepare every scholar for success in rigorous, college preparatory high school course work. Literature courses focus on scholar-centered, deep textual analysis of a variety of genres. Selected texts engage scholars in the study of sophisticated literary devices and stylistic elements not present in earlier grades. Middle Academy scholars are taught to engage in Socratic seminars where they guide discussions and debates of textual analysis and push their peers to extend and expand their metacognitive work. This intense analysis is applied to an increased demand in writing across all content areas. Teachers emphasize expanding scholar writing for research purposes to prepare scholars for the rigors of advanced high school course work, utilizing technology to research topics, apply research to writing informative essays, and create digital presentations

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<sup>43</sup> Chall, Jeanne S. and Jacobs, Vicki A. “Poor Children’s Fourth-Grade Slump.” <http://www.ldonline.org/article/13995/>

with opportunities to become published. The literacy focus extends into all content areas, including Math, Science, and History as scholars must utilize their reading and writing skills for position papers (Science), defending method and strategy (Math), and compositions (History).

Resurgence Hall provides scholars with extended learning times, with an extended bell schedule Monday through Thursday from 7:45am through 3:45pm dismissal, 181 instructional days per year, and the opportunity to participate in an after-school program through 6:00pm each evening. The result is the equivalent of 21 additional instructional days compared to students in APS elementary schools and seven additional instructional days compared to students in APS middle schools. These extended learning times are especially important for children in poverty to realize academic and social success in school.<sup>44</sup>

In addition to high academic rigor and coursework, Resurgence Hall is committed to developing scholars' social and emotional skills as well. For example, scholars learn and come to embody the RISE values of reflection, integrity, service and endurance. They also engage daily in enrichment programming to supplement their rigorous classroom instruction, participating in programs such as dance, sports club, visual arts, and yoga.

The linchpin underlying all the above practices is strong instructional leadership. Resurgence Hall implements research-proven practices that result in high levels of scholar achievement. The Center for Public Education states that high poverty “schools do not achieve high performance by doing one or two things differently. They must do a number of things differently, and all at the same time, to begin to achieve the critical mass that will make a

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<sup>44</sup> “Closing the Gap through Extended Learning Opportunities.” NEA Education Policy and Practice Department. Center for Great Public Schools.  
[http://www.nea.org/assets/docs/HE/mf\\_PB04\\_ExtendedLearning.pdf](http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf)

difference in scholar outcomes.”<sup>45</sup> Resurgence Hall systematically implements the ten factors consistently identified as key levers in ensuring academic success for high poverty schools:

- **Building blocks:** (1) a culture of high expectations and caring for scholars; (2) a safe and disciplined environment; (3) a principal who is a strong instructional leader; (4) hard-working, committed, and able teachers; (5) curriculum focused on academic achievement that emphasizes literacy and mathematics; and
- **Practices:** (6) increased instructional time; (7) ongoing, diagnostic assessment; (8) parents as partners in learning; (9) professional development to improve scholar achievement; and (10) collaboration among teachers and staff.

*Performance Measures by Objective*

The following performance measures will be used to evaluate progress, along with additional interim milestones to assess progress and allow for course corrections as needed.

<b>Objective 1: Dramatically expand the number of high-quality elementary and middle school seats in Southwest Atlanta.</b> <ul style="list-style-type: none"> <li>• Create 900 new high-quality elementary school seats.</li> <li>• Create 450 new high-quality middle school seats.</li> <li>• Build out the founding primary and middle academies to serve 450 scholars in grades K-5 and 225 scholars in grades 6-8.</li> </ul>	
<b>Performance Measures (“PM”):</b>	<b>Baseline and Rationale:</b>
PM 1.1: All Resurgence Hall campuses will “beat the odds” based on CCRPI data, outperforming similar schools serving similar scholars in Georgia each year.	In all years since founding, Resurgence Hall has been considered “Beating the Odds” meaning that it performs better than similar schools.
PM 1.2: All Resurgence Hall campuses will demonstrate proficiency on the Georgia CCRPI, performing equal to or better than the state and APS averages.	In all years since founding, Resurgence Hall has outperformed the state and APS CCRPI averages.

<sup>45</sup> The Turnaround Challenge: Why America’s Best Opportunity to Dramatically Improve student Achievement Lies in our Worst-Performing Schools.” Mass Insight. 2007. <file:///C:/Users/Lealie%20Krol/Downloads/71862888-The-Challenge-Turnaround-Why-America-s-best-opportunity-to-dramatically-improve-student-achievement-lies-in-our-worst-performing-schools.pdf>

<p>PM 1.3: Resurgence Hall scholars will demonstrate mastery in reading:</p> <ul style="list-style-type: none"> <li>• PM 1.3.1: 70% of Kindergarten scholars will be at a Step 3 by the end of each school year; demonstrating Grade 1 reading readiness on the STEP assessment</li> <li>• PM 1.3.2: 80% of Grade 1 scholars will be at a Step 6 by the end of each school year; demonstrating Grade 2 reading readiness on the STEP assessment</li> <li>• PM 1.3.3: 90% of Grade 2 scholars will be at a Step 9 by the end of each school year; demonstrating Grade 3 reading readiness on the STEP assessment</li> <li>• PM 1.3.4: 100% of Grade 3 scholars will be at a Step 12 by the end of each school year; demonstrating Grade 4 reading readiness on the STEP assessment</li> <li>• PM 1.3.5: 95% of scholars will grow a minimum of three steps of reading growth per year on the STEP assessment</li> </ul>	<p>At the end of school year 2017-2018, 97% of Kindergarten scholars met their STEP goal of Level 3.</p> <p>At the end of school year 2018-19, 94% of Kindergarten scholars and 93% of Grade 1 scholars met their STEP goals of level 3 and level 6, respectively.</p> <p>At the mid-point in school year 2019-20, 91% of Kindergarteners were on-track to achieve a Step 3, 90% of Grade 1 scholars were on-track to achieve a Step 6 and 96% of Grade 2 scholars were on-track to achieve a Step 9.</p>
<p>PM 1.4: Resurgence Hall scholars will demonstrate mastery in ELA.</p> <ul style="list-style-type: none"> <li>• PM 1.4.1: At least 60% of all scholars who have attended an RH school for two or more years will score in the top two levels in Language Arts on the GA Milestones assessment</li> <li>• PM 1.4.2: At least 70% of all scholars who have attended an RH school for three or more years will score in the top two levels in Language Arts on the GA Milestones assessments</li> <li>• PM 1.4.3: At least 80% of all scholars who have attended an RH school for four or more years will score in the top two levels in Language Arts on the GA Milestones assessment</li> <li>• PM 1.4.4: All scholars on average attain proficiency rates in Language Arts 5% higher than surrounding district averages of schools with similar demographics as measure by the GA Milestones assessment.</li> <li>• PM 1.4.5: In a cohort analysis of longitudinal growth, the average annual increase of percentiles among scholars in Language Arts on</li> </ul>	<p>At the end of school year 2018-19, 61.5% of scholars attending the school for two or more years scored in the Proficiency and/or Distinguished Learner categories of the ELA EOG and EOC Combined Milestones Assessment.</p>

<p>the NWEA MAP, averages of minimum of five percentiles of growth per year until the average percentile score reaches 75.</p>	
<p>PM 1.5: Resurgence Hall scholars will demonstrate mastery in Mathematics.</p> <ul style="list-style-type: none"> <li>• PM 1.5.1: At least 70% of all scholars who have attended an RH school for two or more years will score in the top two levels in Mathematics on the GA Milestones Assessment</li> <li>• PM 1.5.2: At least 80% of all scholars who have attended the school for three or more years will score in the top two levels in Mathematics on the GA Milestones Assessment.</li> <li>• PM 1.5.3: At least 90% of all scholars who have attended the school for four or more years will score in the top two levels in Mathematics on the GA Milestones Assessment.</li> <li>• PM 1.5.4: All scholars on average attain proficiency rates in Mathematics 5% higher than the surrounding district average of schools with similar demographics as measured by the GA Milestones Assessment.</li> </ul>	<p>At the end of school year 2018-19, 69.2% of scholars scored in the Proficiency and/or Distinguished Learner categories of the Mathematics EOG and EOC Combined Milestones Assessment.</p>
<p>PM 1.6: 100% of scholars will demonstrate the core values of reflection, integrity, service and endurance within the school community and within the larger community.</p>	<p>No baseline data is available yet as the current school year is the first that this data is being tracked with Dean’s List.</p>
<p>PM 1.7: 100% of scholars will master the foundational skills and knowledge of computer science.</p>	<p>In eighth grade, from the beginning to end of semester one coding skills increased from 20% to 85% and typing skill increased from 62% to 88% as measured by typing at 35 words per minute (“WPM”) with at least 95% accuracy. In K-2 average typing mastery went from 5% to 94% with K typing 5WPM with 90%+ accuracy, first grade typing 7WPM with 85%+ accuracy and second grade typing 10 WPM with 90%+ accuracy. In K-2 Design Thinking, average mastery went from 0% to 90% as measured by K independently designing an avatar with features, grade one designing games with added levels of difficulty, and grade two completing challenges that solve real-life problems.</p>

Objective 2: Build a robust talent pool in metro Atlanta of teachers and instructional leaders.	
Performance Measures:	Baseline and Rationale:
PM 2.1: All teachers meet or exceed expectations on the Resurgence Hall teacher performance rubric.	During summer institute 32% of staff started as proficient and 84% ended as proficient; on-track to have all proficient or above by year-end.
PM 2.2: All instructional leaders meet or exceed expectations on the Resurgence Hall leader performance rubric.	No baseline data is available yet but will begin tracking by the end of school year 2019-2020.
PM 2.3: 90% of high-performing staff are retained annually.	100% of high performers were retained from year 1 to 2 and year 2 to 3.
PM 2.4: 90% of staff would recommend Resurgence Hall as a place to work to qualified individuals in their network, based on quarterly feedback surveys.	92% of staff would recommend RHCS as a place to work to those who are qualified and would be a good fit based on November 2019 survey results.
Objective 3: Through continuous improvement, ensure all scholars fulfill the vision of enrolling in college preparatory high school courses and entering competitive universities	
Performance Measures:	Baseline and Rationale:
PM 3.1: 100% of scholars will enroll in college preparatory courses in high school and be on track for success in college.	In just two years of a Resurgence Hall education, 40% and 42%, respectively of K-2 scholars are considered college ready (top-quartile of MAP). This number will continue to grow as scholars attend Resurgence Hall for additional years.

*Data for Ongoing Performance Feedback & Evaluation*

While the above performance measures are primarily summative in nature, Resurgence Hall utilizes a variety of interim data points that are analyzed as frequently as daily or weekly to ensure it is on-track to meet the overall annual goals and goals of this project. Currently the Leadership Team (consisting of all Directors and the Executive Director) reviews the following data on the following intervals and uses it to make real-time adjustments to students supports, staff coaching and professional development, upcoming lesson plans and curriculum, etc. The same data points will be reviewed with the network leadership team and each school-based leadership team throughout the duration of the project:

Data	Review Timing
<b>Student Data</b>	
Student Attendance	Weekly
Student Retention/Attrition	Weekly
Student Discipline	Weekly
Student Recruitment Data & Application Statistics	Monthly
Student Lottery & Waitlist Data	Monthly
<b>Academic Data</b>	
Classroom Exit Tickets	Daily
Reading & Math Classroom Quizzes	Weekly
Scholar Character Value Rubrics	Weekly
Writing & Math Interim Classroom Assessment Data	Every 6-8 Weeks
Scholar-Led Family/Teacher Conferences	Quarterly
STEP Assessment Data	Quarterly
Torrance Test of Creative Thinking to identify creatively gifted	Fall, Winter, Spring
NWEA Map Data	Fall, Winter, Spring
GA Milestones Data	Annually (July)
<b>Organizational Performance Data</b>	
Financial Audit Report	Annually (September)
CCRPI Data	Annually (October)
SCSC Monitoring Visit Report	Annually (December)
SCSC Comprehensive Performance Framework Results	Annually (February)
Interim CPF Financial Metrics	Monthly (Board Meetings)
<b>Talent Data</b>	
Classroom Observations	Twice Weekly
Teacher/Manager Check-Ins re: Action Steps/Feedback	Weekly
Formal Staff/Manager Evaluation Conference	Bi-Annually / At Vision will be Quarterly
Formal Executive Director Evaluation by Board through Georgia Leader Keys Effectiveness System	Annually (Spring)
Staff Retention Data	Annually (May)
<b>Stakeholder Feedback &amp; Engagement Data</b>	
Phoenix Family Network Engagement data (volunteer opportunities, in-kind and/or monetary donations, school event attendance, conference attendance)	Weekly
Staff Feedback Surveys	Quarterly
Scholar Feedback Surveys; to be introduced SY20-21	Annually (Spring)
Phoenix Family Network Surveys (parent/guardians); to be introduced SY20-21	Annually (Spring)

Data dashboards for the above student, academic, organizational, talent, and stakeholder feedback data will be maintained and analyzed on the above intervals by school and network-

based leadership teams in weekly meetings. The data will be used to identify any off-track areas that are not meeting interim milestones so that appropriate corrective action may be taken to ensure summative goals can be met in each area. Summative data will be shared as appropriate with the Board of Directors during their monthly meetings as part of the standing agenda item of the School Directors' report. The school and network-based leadership teams will also hold an annual retreat each June to evaluate all above data points to inform strategy and adjustments for the upcoming year.

The Executive Director and her leadership team will continue to host and proactively seek opportunities to host events at Resurgence Hall campuses to share proven effective strategies with the broader Atlanta community. For example, Resurgence Hall hosts an annual Educator Day where local educators are welcomed into the building to experience professional development. Resurgence also hosts a Pre-K Directors series where twelve local Pre-K centers are invited to bring two staff members to discuss early childhood education. These meetings take place three times per year, and it is also used as a student recruitment opportunity. Resurgence Hall hosts fifteen educators for a welcome school visit each year through Meeting Street, primarily from North and South Carolina. The Executive Director regularly hosts school visits and shares best practices with school leaders in residence through the Georgia Charter Schools Association ("GCSA") Incubator Program. Resurgence Hall will also present a session to share best practices as part of its academic model at the annual GCSA Charter Schools conference and will continue to sit on panels hosted by the SCSC to share strong instructional leadership practice with potential school developers. As a BES fellow, Mrs. Hines also shares best practices with other BES schools and serves as a local resource for new fellows looking to open schools in the Atlanta area. Finally, Resurgence Hall developed a literacy resource for the

City of East Point to share with residents on strategies for promoting literacy skills and development and will continue to do so.

*Quality of the Project Personnel and Management Plan*

The following are the key project and management personnel that will contribute to the growth of Resurgence Hall Charter Network. All resumes are also available in Appendix B.

**Tori Jackson Hines**, Founder & Executive Director of Resurgence Hall Charter Network, is an educator with experience in a variety of urban school settings and educational non-profits. She has experience teaching, leading, and coaching towards transformational academic outcomes for students in general and special education settings, in Los Angeles, CA, Brooklyn, NY, and Atlanta, GA. As a classroom teacher, Mrs. Hines led her students to surpass local, district, and state averages on the California State Test and was awarded the Academic English Mastery Program award (“AEMP”) for distinguished instruction in support of ELLs. As a founding lead and mentor teacher in New York, her students averaged two years of growth in reading as measured by the TerraNova reading assessment as well as achieving significant growth on the STEP literacy assessment. Mrs. Hines is a 2006 Teach for America Corps Member and a 2015 Building Excellent Schools Fellow, a highly selective Fellowship that trains school leaders to lead schools in high-need urban cities around the country. Mrs. Hines holds a BA from University of Maryland, College Park, MA in Elementary Education from Loyola Marymount, and MS in Neuroscience and Education from Teachers College Columbia University. Mrs. Hines will continue to lead the growth of the Resurgence Hall Charter Network and serve as the Executive Director.

**Ashley Rosado Gaymon**, Director of Curriculum & Culture is an educator with nine years of experience teaching and leading in high performing elementary education settings. As a

classroom teacher, Mrs. Gaymon led her students to consistent transformational outcomes annually. She led her founding grade level team to reach their annual year-long mastery goals of 92% of scholars reaching proficiency (STEP level 5+) and 46% of scholars reaching advanced (STEP level 7+). As an Academic Dean at Achievement First, Mrs. Gaymon increased average classroom time on task by 35%, ensured that 90% of scholars reached grade level proficiency in reading, and supported teachers in reaching significant growth on the NWEA MAP Math Assessment. Mrs. Gaymon is deeply committed to the work of developing educators in service of providing students an excellent education. The Center for Transformative Teaching named Mrs. Gaymon one of the Country's Best Coaches in 2017. Mrs. Gaymon also provides personal effectiveness training through the Together Teacher to both traditional and public charter schools across the country. Mrs. Gaymon is a 2010 Atlanta Teach For America Corps Member and holds undergraduate degrees in Advertising & History from the University of Georgia as well as an MA in Teaching from Georgia State University. She will serve as the Principal of the founding Resurgence Hall Elementary School.

**Leslie Gabbianelli** has twelve years of experience helping to improve school systems nationwide. She began her career in a leadership development program at GlaxoSmithKline before becoming an Education Pioneers fellow in the Development office of Teach For America. Mrs. Gabbianelli then held various roles with increasing levels of responsibility at The New Teacher Project. While there she helped over 1600 schools nationwide gather and strategically use instructional culture data, built the internal operations of the business line that she grew more than six-fold, oversaw a major custom technology build, helped a CMO to build a long-term strategic plan, led a human capital diagnostic of a large district, and co-authored *Greenhouse Schools in Boston: School Leadership Practices Across a High-Performing Charter Sector*. She

was a member of the inaugural Emerging Human Capital Leaders Initiative cohort through the Urban Schools Human Capital Academy before founding the Atlanta office of EdTec and serving as the outsourced Chief Financial Officer for six Georgia charter schools, most in their launch year. Mrs. Gabbianelli also served as the interim Chief of Staff for Education Pioneers during a recent CEO transition. She holds a BSBA and a BA from Duquesne University and a Master of Public Policy & Management from Carnegie Mellon University. Mrs. Gabbianelli will serve as the Head of Strategy and Growth and support the business operations of the network, including strategy & growth, finance, human capital, and fundraising.

**Laura Flynn George**, Director of Literacy Instruction & Early Intervention is an educator with nine years of elementary experience in charter schools in Washington, DC, Boston, MA, and Atlanta, GA. As a Kindergarten teacher at Brooke Charter Schools in Boston, Mrs. George's scholars had the third highest achievement on the end of year math assessment in the network. Additionally, her scholars averaged 4.93 STEP levels on the STEP reading assessment, the equivalent to 1.8 years-worth of reading growth. Mrs. George has experience leading and coaching teachers towards transformational academic outcomes in Boston, MA, and New York City, NY with the Sposato Graduate School of Education. Mrs. George is a 2010 Teach for America Corps Member. She holds a BA in Sociology from the University of Virginia and a ME in Early Childhood Education from George Mason University. Mrs. George will serve as the Director of Scholar Supports and Intervention for the founding primary academy and support the replication of this role at the new campuses.

**Danielle Nathan**, Director of Operations, is an educator with experience teaching and leading in K-12 urban school settings in Boston, MA, Los Angeles, CA, and Atlanta, GA. As a founding middle school math and science teacher in Boston, MA at Brooke Charter Schools, Ms.

Nathan led her students to achieve the highest performance rate and highest growth rate in math in the state of Massachusetts on the Comprehensive Assessment System in 2014, and the highest growth rate and the third highest performance rate in the state on the PARCC exam in 2015. As a founding ninth grade math teacher at East College Prep (“ECP”) in Los Angeles, she led her students to achieve over an average of 1.6 points of growth on the math portion of the ACT for three consecutive years. As an assistant principal, she also led a team of teachers to achieve over 2.75 points yearly growth on the ACT by providing high-impact coaching and professional development. Ms. Nathan holds a BA from Duke University in Durham, North Carolina in Political Science and Philosophy, and a Master of Education in Curriculum and Instruction from Lesley University in Cambridge, Massachusetts. She will serve as the Director of Operations for the founding primary academy support and the replication of this role at the new campuses.

Mrs. Gaymon and Mrs. George are essential to the ongoing academic progress and social and emotional well-being of all scholars and the achievement of all academic performance measures outlined above. Ms. Nathan is essential to the smooth operations of the current facility and to set-up future leaders in her role at the new campuses to do the same. Mrs. Hines and Mrs. Gabbianelli are essential to the long-term success of the strategic growth plan of Resurgence Hall, including long-term financial viability, outside philanthropic support, and cultivation of a talented pool of instructional teachers and leaders necessary to realize academic success for all scholars.

### *Application Requirements*

(A) Refer to page 41-47, Resurgence Hall’s logic model for a detailed description of the objectives and activities to be carried out as part of the quality charter school program.

(A)(1) Resurgence Hall provides a Free and Appropriate Public Education to serve scholars identified as having disabilities under the law or whom are suspected may have such disabilities, complying with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (“ADA”), the Individuals with Disabilities Education Act (“IDEA”), and Section 504 of the Rehabilitation Act of 1974. Scholars with disabilities are educated in the least restrictive environment (“LRE”) and with their non-disabled peers to the extent appropriate and allowed by each scholar’s IEP. Resurgence Hall does not discriminate in admission and enrollment practices against scholars having or suspected to have disabilities. For additional detail on how Resurgence Hall will meet the education needs of all students including those with disabilities and ELLs, refer to pages 30 - 36.

(A)(2) Resurgence Hall is committed to providing equitable access to its college preparatory program. Due to the high cost of providing bus services to scholars and the lack of state funding to support this investment in the early years of the network, Resurgence Hall has intentionally selected a school facility within three blocks from the East Point Metropolitan Atlanta Rapid transit Authority (“MARTA”) station and close to bus lines to serve transportation needs. Resurgence Hall has partnered with MARTA to offer reduced student cards to families, representing a significant savings in comparison to regular fare cards. Additionally, the Phoenix Family Network has established a carpool system to support families in providing regular or as-needed transportation. Resurgence Hall will consider adding transportation service in future years.

(B)(1) Refer to Appendix F for all student and subgroup achievement data.

(B)(2) Refer to pages 20 - 21 for attendance and student retention rates for SY18-19. Graduation rates are not available given the grade levels served.

(B)(3) No significant compliance nor management issues, including in the areas of student safety and finance, have been encountered within the last three school years by any school operated or managed by Resurgence Hall.

(C) The logic model and instructional strategies on pages 38 through 47 detail the educational program and instructional practices that Resurgence Hall will implement in each school receiving funding under this program in order to meet the challenging state standards. Students in grades K through 8 will be served.

(D) Resurgence Hall operates a primary and middle academy that meet the definition of charter school under section 4310(2) of the Elementary and Secondary Education Act of 1965

("ESEA"). The Middle Academy is treated as a separate and distinct campus for purposes of accountability by the state of Georgia, as evidenced by the following CCRPI reported data:

<http://ccrpi.gadoe.org/Reports/Views/Shared/Layout.html>. The Middle Academy reports data as it has tested grades, whereas the Elementary school will not report data until SY20-21 when the first cohort of third graders is present in the Primary Academy. Going-forward the elementary and middle school will continue to receive separate CCRPI scores and rating distinctions, in addition to an overall Resurgence Hall district score.

(E) No charter school operated by Resurgence Hall has ever been closed, had their charter(s) revoked for any reason, nor had their affiliation with Resurgence Hall revoked or terminated.

(F) Refer to pages 38 – 47 for the complete logic model for the grant project.

(G) Resurgence Hall is not proposing to replicate or expand a single-sex charter school or coeducational charter school that provides a single-sex class or extracurricular activity.

(H) Resurgence Hall is currently operated and managed by the Executive Director and the three Directors referenced in pages 49 – 52, collectively the Leadership Team. With the continued growth of the network, the Executive Director and Head of Growth and Strategy will formally assume roles in the network office and comprise the network leadership team, along with the Director of Curriculum & Culture at each campus. The three existing Directors and all new Directors will comprise their respective campuses' school-based leadership team. Additional positions will be added to the network office over time, as operations are increasingly centralized (e.g. human capital, purchasing and vendor management, finance, etc.). Each campus will pay a management fee of 10% of state and SCSC supplemental revenues to the network office.

Legally each campus will operate under the initial Resurgence Hall charter which will be up for renewal in 2021. During the renewal process a request will be made to increase the maximum number of students to be educated by Resurgence Hall to accommodate the network growth through 2026 (the next renewal point). The current Board of Directors will serve as the governing board for all campuses. No performance contracts will be entered into to operate or manage any Resurgence Hall schools.

(I) Resurgence Hall holds two seats on the Board specific for parents of schools and/or community members as it deeply values the input provided by these key stakeholder groups. Refer to page 28 - 29 for further detail on input from parents and other community members will be solicited and utilized.

(J) Refer to page 24 for information on the lottery and enrollment procedures that will be used for each replicated or expanded charter school, as needed. Resurgence Hall does not conduct a

weighted lottery. The only allowable enrollment priorities are to a sibling of a scholar currently enrolled in a Resurgence Hall charter school, or a scholar whose parent or guardian is a member of the governing board of Resurgence Hall or is a full-time teacher, professional, or other employee of Resurgence Hall.

(K) Resurgence Hall ensures all eligible children with disabilities receive a free appropriate public education in accordance with Part B of the IDEA, as described on pages 30 - 36.

(L) Resurgence Hall assists educationally disadvantaged students in mastering challenging state academic standards, as described on pages 30 - 36.

(M) The spending plan for grant funds to carry out the activities described Resurgence Hall's logic model is included in the attachment: Part 5 Budget Narrative.

(N) Appendix G—2019 Audit Report contains the most recent independently audited financial statements prepared in accordance with generally accepted accounting principles.

(O) Resurgence Hall currently supports middle academy scholars who are nearing middle school graduation find high-quality high-school placements in the Atlanta area and would apply similar supports to assist students enrolled if a charter were to close or lose its charter. To begin Resurgence Hall would host a series of town hall session for families to learn more about their options including independent schools (including financial aid packages), charter school options, and district transfer programs that would allow students the opportunity to attend high-performing district schools. The school would then host smaller learning sessions on each of the above options (independent, charter, district) for families to learn more in-depth about each of these options. Furthermore, the school would provide families and scholars with direct support on application writing, application submissions, and compiling/submitting financial aid

applications. The school would also schedule tours at prospective schools and work in conjunction with the other school options to host open houses for families. Resurgence Hall would also host office hours where families could meet 1:1 with school staff to learn more about their options and have their questions answered to ensure all students are enrolled in an alternative high-performing school.

(P)(1) Resurgence Hall declines to request any waivers of any Federal statutory or regulatory provisions not believing that any such waivers are necessary for the successful operation of the charter schools to be opened and expanded under this project.

(P)(2) Resurgence Hall declines to request any waivers of any State or local rules generally applicable to public schools, not believing that any such waivers are necessary for the successful operation of the charter schools to be opened and expanded under this project.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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## Charter Schools Program Assurances – Grants to Charter School Management Organizations for The Replication and Expansion of High-Quality Charter Schools

Pursuant to Title IV, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), applications for Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools must provide the assurances described below.

As the duly authorized representative of the applicant, I ensure that:

1. The eligible applicant will support charter schools in meeting the educational needs of their students, as described in section 4303(f)(1)(A)(x) of the ESEA (Section 4303(f)(2)(B) of the ESEA);
2. Each charter school receiving funds under this program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including—
  1. Information on the educational program;
  2. Student support services;
  3. Parent contract requirements (as applicable), including any financial obligations or fees;
  4. Enrollment criteria (as applicable); and
  5. Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statically reliable information or the results would reveal personally identifiable information about an individual student. (Section 4303(f)(2)(G) of the ESEA)
3. The eligible entity has sufficient procedures in effect to ensure timely closure of low-performing or financially mismanaged charter schools and clear plans and procedures in effect for the students in such schools to attend other high-quality schools. (Section 4305(b)(3)(C) of the ESEA).

Tori Jackson Hines, Founder & Executive Director



Resurgence Hall

APPLICANT ORGANIZATION

1/10/2020

DATE SUBMITTED



112 Krog Street NE  
Suite Nineteen  
Atlanta, GA 30307  
[redefinEDatlanta.org](http://redefinEDatlanta.org)

December 20, 2019

Dear Sir/Madam,

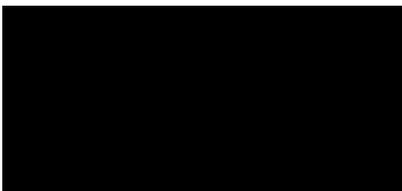
I am writing this letter in support of Resurgence Hall Charter School's USDOE CMO Expansion Grant application. Resurgence Hall Charter School is a state approved charter school in Georgia located at 1706 E Washington Rd, East Point, GA 30344.

redefinED atlanta has been a proud supporter and philanthropic funder of Resurgence Hall since its founding in 2017. redefinED atlanta provided a two-year start-up operations grant to Resurgence Hall totaling \$350,000 to support the school's launch and growth. In 2018, redefinED atlanta also began supporting planning grants for new and expanding charter organizations that are likely to open high-quality schools. Resurgence Hall would be eligible to apply for these planning grants if they expand as well.

Resurgence Hall is an excellent charter school in the Metro Atlanta area. The school boasts an "A" rating from Georgia's state accountability system while educating a predominantly underserved community. In 2019, Resurgence Hall represented the highest-rated school in South Metro Atlanta on Georgia's state accountability system. redefinED atlanta would be very supportive of the expansion and growth of Resurgence Hall.

If you have any questions about redefinED atlanta's support of Resurgence Hall, please feel free to contact us.

Warm regards,



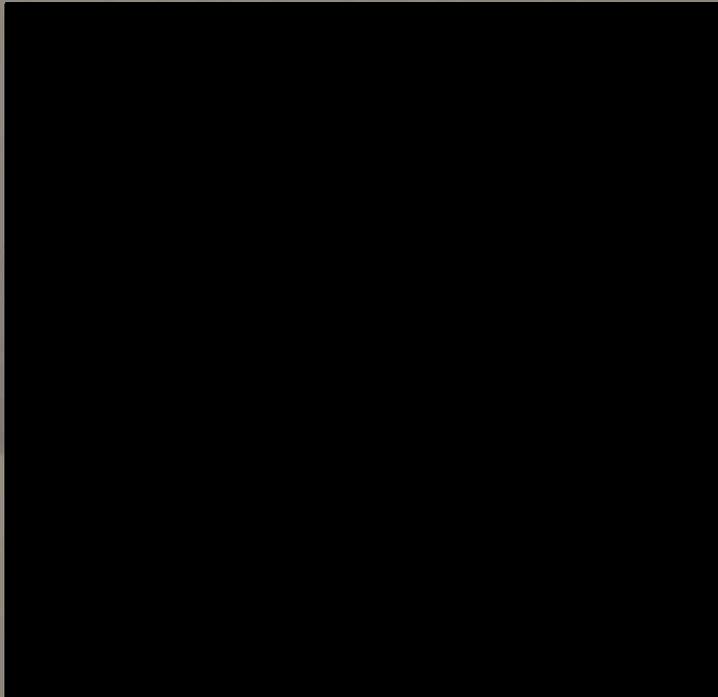
Executive Director  
[echang@redefinEDatlanta.org](mailto:echang@redefinEDatlanta.org)  
(404) 449-5383

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 18 2016

RESURGENCE HALL INC  
575 VININGS SPRINGS DR SE  
MABLETON, GA 30126



Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

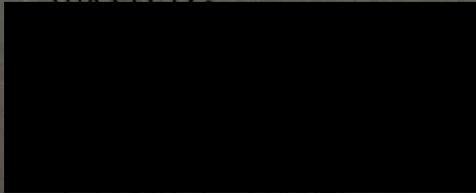
For important information about your responsibilities as a tax-exempt

Letter 947

RESURGENCE HALL INC

organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Jeffrey I. Cooper  
Director, Exempt Organizations  
Rulings and Agreements

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGN		TITLE <i>Founder &amp; Executive Director</i>
APPL	<i>Resurgence Hall Charter School</i>	DATE SUBMITTED January 6, 2020

**Resurgence Hall Charter Schools**

**Application for the Replication and Expansion of**

**High-Quality Charter Schools Grants Competition**

**Part 8: Single Point of Contact**

There is no Single Point of Contact for the state of Georgia in which Resurgence Hall Charter Schools resides.

## CHARTER FOR RESURGENCE HALL CHARTER SCHOOL

This charter for Resurgence Hall Charter School ("Charter") is entered into by and Resurgence Hall Charter School, Inc., ("Petitioner") and the State Charter Schools Commission ("SCSC") (collectively referred to as "the parties").

WHEREAS, the Petitioner submitted a petition to the Local Board proposing to establish a state charter school pursuant to O.C.G.A. § 20-2-2060 *et seq.*, the Charter Schools Act of 1998 ("Charter Schools Act") and O.C.G.A. § 20-2-2084, and the Local Board denied the petition;

WHEREAS, the SCSC finds that the petition complies with the provisions of the Charter Schools Act, and the rules, regulations, policies and procedures promulgated in accordance with O.C.G.A. § 20-2-2063 and O.C.G.A. § 20-2-2084 and further finds that the petition is in the public interest; and

WHEREAS, pursuant to Article 31 and Article 31A of Chapter 2 Title 20 of the Official Code of Georgia Annotated, the SCSC grants this Charter to permit Petitioner to operate Resurgence Hall Charter School ("the Charter School") in accordance with the terms and conditions of this Charter.

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Definitions. The terms below will be interpreted in accordance with the following definitions, unless and until federal or state law, or the state accountability system, is amended otherwise:
  - a. **Education Service Provider:** means a nonprofit or for-profit organization that contracts with charter schools to provide multiple educational, operational, or comprehensive management services, including, but not limited to, curriculum design, instructional resources, professional development, financial and operational management, facilities management, or any combination thereof.
  - b. **Georgia Department of Education (GaDOE or Department):** means the state agency charged with the fiscal and administrative management of certain aspects of K – 12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.
  - c. **Governing Board** means the governing board of the nonprofit organization for a state charter school and which is the same as the governing board of the state charter school which is involved in school-level governance of the state charter school.
  - d. **Local Educational Agency (LEA):** means a public authority legally constituted with Georgia for administrative control or direction of public elementary or secondary schools. The Charter School shall act as its own LEA pursuant to O.C.G.A. § 20-2-2090 and SBOE Rule 160-4-9.04, including but not limited to data reporting, student enrollment counting procedures, student achievement reporting, and funding allocations.
  - e. **School Leader:** means the individual with the highest authority in school administration regardless of title.

## RESURGENCE HALL CHARTER SCHOOL

- f. **State Board of Education (SBOE or State Board):** means the constitutional authority which defines education policy for public K – 12 education agencies in Georgia.
  - g. **State Charter Schools Commission (SCSC):** means the state-level authorizing entity working in collaboration with the Department of Education under the authority of the State Board of Education.
2. **Charter Term.** The SCSC grants this Charter to Petitioner to operate the Charter School for a five-year term beginning on July 1, 2017 and expiring on June 30, 2022.
  3. **Grade Range.** The Charter School shall serve grades K-8. The Charter School's total enrollment be at least 128 students but shall not exceed 675 students at any point during the charter term.
  4. **Mission Statement.** The mission of the Charter School is to educate every K-8 student for success in high school, college and life.
  5. **Essential or Innovative Features.** The Charter School shall offer an educational program with an emphasis on computer science, design-thinking and literacy. The Charter School shall offer extended daily literacy instruction using a two-teacher push-in literacy model. Other innovations include blended learning as well as an extended day and extended year.
  6. **Open Enrollment and Admissions.** The Charter School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. § 20-2-2066. Enrollment shall be open to any student in accordance with the following criteria:
    - a. **Attendance Zone.** Enrollment shall be open to any grade level eligible student who resides in the Fulton County or Atlanta Public Schools attendance zones.
    - b. **Application.** To be eligible for enrollment at the Charter School, students residing in the attendance zone must submit a timely application to the Charter School in accordance with the deadline set by the Charter School. The Charter School may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including requests for letters of recommendation, essays, resumes, or information regarding a student's school or community activities, grades, test scores, attendance record, or disciplinary history. The Charter School may use applications for the purpose of verifying the student's residence within the school's attendance zone and grade level, provided the application is consistent with SCSC Rule 691-2-.05. The Charter School may gather other relevant information from students after enrollment is determined.
    - c. **Random Lottery.** If the number of timely applicants received by the Charter School exceeds the capacity of a program, class, grade level, or building, the Charter School shall ensure that such

## RESURGENCE HALL CHARTER SCHOOL

applicants have an equal chance of being admitted through a random selection process in accordance with O.C.G.A. § 20-2-2066(a)(1)(A) and SCSC Rule 691-2-.05. The Charter School shall not conduct more than one lottery per grade per admissions cycle.

- d. Statutory Enrollment Priorities. In accordance with O.C.G.A. § 20-2-2066(a)(1)(A) and SCSC Rule 691-2-.05, the Charter School may give enrollment priority to the following categories of applicants and in the following priority:
    - i. A sibling of a student enrolled in the Charter School; and
    - ii. A student whose parent or guardian is a member of the governing board of the Charter School or is a full-time teacher, professional, or other employee at the Charter School.
  - e. Outreach and Marketing. The Charter School shall utilize reasonable outreach and marketing measures to make all potential applicants aware of opportunities for enrollment at the Charter School, including, but not limited to, seeking the enrollment of a cross section of the school-age population throughout the attendance zone, consistent with the requirements of O.C.G.A. § 20-2-2066. The SCSC, upon a finding that the outreach and marketing measures taken by the Charter School are inconsistent with applicable law or the representations made by the Charter School in the Application and/or other representations or submissions to the SCSC, may require the Charter School to take further action, including but not limited to, requiring the Charter School to extend its enrollment period, delay or void its random lottery, and/or conduct further specified outreach and marketing steps.
  - f. Use of Parental Agreements for Withdrawal or Reenrollment. The Charter School may adopt policies setting forth parental volunteer or service expectations and may require parent to sign an acknowledgement of those expectations. The Charter School may not withdraw, decline to reenroll, or otherwise discipline a student for a parent's failure to meet such expectations. The Charter School may not communicate to a student or parent that it has the authority to withdraw, decline to reenroll, or otherwise discipline a student for a parent's failure to meet volunteer or service expectations.
  - g. Enrollment Opportunity. The Charter School shall also ensure open enrollment for each grade served for which space is available and shall not adopt any policy or practice that restricts enrollment to specific grade levels within the grade span served by the school or to a particular class of students served by the school. The Charter School must offer at least one annual enrollment opportunity for each grade served for which space is available
7. Maximum Flexibility Allowed By Law. In exchange for the Charter School's agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 9 below, the SCSC grants the maximum flexibility allowed by law to the Charter School. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter School shall be entitled to the maximum flexibility allowed by law from the

## RESURGENCE HALL CHARTER SCHOOL

provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the State Board of Education (State Board), or the Georgia Department of Education (Department). Notwithstanding this maximum flexibility, the Charter School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 16 below, and any rules, regulations, policies, or procedures established by the SCSC consistent with the Charter Schools Act.

8. Accreditation. If serving grades 8-12, the Charter School shall seek accreditation from an approved accrediting agency identified in O.C.G.A. § 20-3-519(6.1)(A) within the first three years of the initial charter term or prior to a student's graduation and shall retain accredited status thereafter. The Charter School understands that the loss of accreditation from an agency identified in O.C.G.A. § 20-3-519(6.1)(A) constitutes grounds for termination of this charter contract.
9. Comprehensive Performance Framework and Performance Expectations.
  - a. Incorporation into Charter Contract. The Comprehensive Performance Framework adopted by the SCSC shall be incorporated into the Charter as Exhibit A. The Comprehensive Performance Framework shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and organizational performance metrics set forth in the Application and not explicitly incorporated into the Comprehensive Performance Framework or this charter contract. The specific terms, form and requirements of the Comprehensive Performance Framework, including any required indicators, measures, metrics, and targets, are maintained and disseminated by the SCSC and will be binding on the Charter School. Material amendments to the Comprehensive Performance Framework shall require approval by the SCSC and shall be automatically incorporated into this Charter Contract upon SCSC approval without further amendment to the Charter Contract. In the event that such modifications or amendments are required, including modifications to address amended laws, the SCSC will use best efforts to apply expectations for school performance in a manner as consistent as possible with those set forth in the Comprehensive Performance Framework.
  - b. Monitoring and Reporting. In accordance with SCSC Rule 691-2-.03, the SCSC shall monitor the Charter School's progress in relation to the indicators, measures, metrics and targets set out in the Comprehensive Performance Framework, as well as other applicable rules and laws. The SCSC shall publically report the Charter School's achievement and compliance at least annually following the completion of the Charter School's first year of operation.
  - c. Performance Expectations. The Charter School's performance in relation to the indicators, measures, metrics and targets set forth in the Comprehensive Performance Framework shall provide the basis upon which the SCSC will decide whether to renew the Charter School's Charter Contract at the end of the Charter term. This section shall not preclude the SCSC from considering other factors when relevant.

## RESURGENCE HALL CHARTER SCHOOL

- d. **Mission-Specific Goals.** The operational portion of the Comprehensive Performance Framework incorporated as Exhibit A, holds the Charter School accountable for the following mission-specific goals:
- i. **Goal 1:** Students at the Charter School will demonstrate mastery in Reading.
    1. **Measure 1:** Seventy percent (70%) of students in Kindergarten will be at a Step 3 by the end of each school year, demonstrating Grade 1 reading readiness on the STEP assessment.
    2. **Measure 2:** Eighty percent (80%) of students in Grade 1 will be at Step 6 by the end of each school year, demonstrating Grade 2 reading readiness on the STEP assessment.
    3. **Measure 3:** Ninety percent (90%) of students in Grade 2 will be at Step 9 by the end of each school year, demonstrating Grade 3 reading readiness on the STEP assessment.
    4. **Measure 4:** Ninety percent (90%) of students will grow a minimum of three steps of reading growth per year on the STEP assessment each year as tested.
  - ii. **Goal 2:** Students at the Charter School will demonstrate mastery in ELA.
    1. **Measure 1:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among students in Language Arts on the TerraNova, or similar nationally norm- referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.
  - iii. **Goal 3:** Student at the Charter School will demonstrate mastery in Mathematics.
    1. **Measure 1:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among students in Math on the TerraNova, or similar nationally norm- referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.
10. **Assessment and Accountability.** Notwithstanding Sections 7 and 9 above, the Charter School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. §§ 20-14-30 through 41. The Charter School is further subject to all federal accountability requirements under the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and any subsequent amendment thereto and provisions of state law or regulation that implement the federal law.
11. **Annual Report.** The Charter School shall submit an annual report by the deadline established by O.C.G.A. § 20-2-2067.1(c) of each year to the Georgia Department of Education and to the SCSC that complies with all requirements established by the Georgia Department of Education or applicable law.
12. **Withdrawal without Penalty.** The Charter School shall comply with the provisions of O.C.G.A. § 20-2-2066(d) for withdrawing students. The Charter School agrees that a student may withdraw without penalty from the Charter School at any time and enroll in another public school in the local school system in which such student resides.

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### 13. State and Federally Mandated Educational Services.

- a. Students with Disabilities. The Charter School shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.
- b. English Language Learners. The Charter School shall comply with all applicable federal laws and regulations relating to the provision of educational services to English Language Learners.
- c. Supplemental Education. The Charter School shall provide supplemental education services in required cases pursuant to the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and any subsequent amendment thereto and provisions of state law or regulation that implement the federal law.
- d. Remediation. The Charter School shall provide remediation in required cases pursuant to the Elementary and Secondary Education Act, including its reauthorization as the Every Student Succeeds Act and provisions of state law or regulation that implement the federal law.

### 14. Governance Structure.

- a. Governing Board. The Charter School shall utilize an autonomous governing body in the form of a governing board (Governing Board), which shall operate in accordance with its bylaws and which shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. The Governing Board shall exercise substantive control over such areas as personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations, which are listed by way of example and not by limitation. Pursuant to O.C.G.A. § 20-2-2084(e), all members of the Governing Board shall be United States citizens, residents of Georgia, and shall not be employees of the Charter School.
- b. Function. It shall be the function of the Governing Board to uphold the Charter School's mission and vision, to set policy for the Charter School, to work collaboratively with school officials to ensure the Charter School complies with the performance goals enumerated in Section 9 above, to ensure effective organizational planning, and to ensure financial stability of the Charter School.
- c. Public Meetings. The Governing Board is subject to and shall comply with the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.*, and any subsequent amendment thereof. The Governing Board shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of the Charter School.

## RESURGENCE HALL CHARTER SCHOOL

- d. Public Records and Transparency. The Governing Board is subject to and shall comply with the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.*, and any subsequent amendment thereof. Pursuant to O.C.G.A. § 50-18-70(b)(2) the Governing Board shall ensure that all public records that are maintained or received by a private person or entity in the performance of a service or function for or on behalf of the Charter School are available to the public in the same manner and extent as records collected or maintained by the Charter School. The Governing Board shall maintain its adopted policies, budgets, meeting agendas and minutes, financial audits, and annual reports, and shall make such documents available for public inspection. Additionally, to promote transparency, the Charter School shall ensure that the following information, at a minimum, is easily accessible on the Charter School's website:
- i. Governing Board membership;
  - ii. Governing Board meeting calendar;
  - iii. Meeting agendas for upcoming Governing Board meetings;
  - iv. Meeting minutes for past Governing Board meetings unless the Georgia Open Meetings Act limits their publication;
  - v. Contact information for the most senior school administrator;
  - vi. Any admissions application utilized by the school;
  - vii. Notification of enrollment and admission procedures required by SCSC Rule 691-2-.05, including the date, time, and location of any upcoming enrollment lottery; and
  - viii. The Charter School's Charter Contract.
- e. Conflicts of Interest. The Governing Board shall establish a formal policy to prevent and disclose conflicts of interest and compliance with the requirements of O.C.G.A. § 20-2-2084(e). Members of the Governing Board and all individuals employed at the Charter School shall abide by such conflicts of interest policy. Upon request, the Charter School shall provide conflict of interest forms to the SCSC demonstrating that governing board members are in compliance with the conflicts of interest policy.
- f. Public Status. Petitioner assures that the Charter School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. Petitioner further assures that the Charter School shall not be home-based; however, this does not preclude the Charter School from using virtual-based instruction in a remote setting.
- g. Director Compensation. Petitioner shall not compensate members of the Charter School's Governing Board in excess of reasonable expenses incurred in connection with actual attendance at board meetings or with performance of duties associated therewith.
- h. Contractual Interference. No party to this Charter may interfere with the legal right(s) and/or obligation(s) of another party to execute the provisions of this Charter.

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### 15. Fiscal Control.

- a. Financial Reporting Requirements. The Charter School shall follow the financial requirements of the Department's Financial Management for Georgia Local Units of Administration Manual. The Charter School shall submit all information required by the State Accounting Office for inclusion in the State of Georgia Comprehensive Annual Financial Report.
- b. Annual Audit. The Charter School shall have an annual financial audit conducted by an independent certified public accountant licensed in the State of Georgia. The Charter School will submit their annual financial audit to the SCSC by October 1st each year. If the Charter School does not meet standards on the financial or operational sections of the Comprehensive Performance Framework, the SCSC may require the Charter School to utilize an independent certified public accountant selected by the SCSC to perform the annual audit.
- c. Chief Financial Officer. The Charter School shall designate a Chief Financial Officer. The Chief Financial Officer may be a contractor rather than a school employee; however, the SCSC will hold the Charter School accountable for all financial operations of the Charter School. The Chief Financial Officer shall possess the following minimum qualifications:
  - i. A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four (4) years' experience in a field related to business or finance; or
  - ii. Documented experience of ten (10) or more years in the field of business and financial management.
- d. Federal Monitoring Requirements. The Charter School shall comply with all federal monitoring requirements related to the receipt of federal funds.
- e. Charter School Program Eligibility. In the event the Charter School seeks grant funds under the Federal Charter School Program, the Charter School must satisfy all federal eligibility requirements as a prerequisite to applying for and receiving such funds.
- f. Insurance. Prior to opening, the Charter School shall secure adequate insurance coverage and the Charter School shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia.
- g. Surplus Funds. Any surplus funds remaining at the close of each fiscal year will be used to enhance the Charter School's academic program. Under no circumstances shall any surplus be distributed to the Charter School's employee(s), board member(s), educational service provider or educational management organization. Nothing in this section shall be construed to prevent the Charter School

## RESURGENCE HALL CHARTER SCHOOL

from setting aside surplus funds in a reserve account or budgeting and awarding performance bonuses as part of their annual operating expenses.

- h. Responsibility for Debts. The Charter School is solely responsible for all debts incurred by the Charter School and its Governing Board. Except as agreed hereto, the SCSC shall not be contractually bound to the Charter School or to any third party with whom the Charter School has a contract or from whom the Charter School has purchased goods or services.
  - i. Distribution of Funds and Assets. In the event the Charter School ceases operation for any reason, the Charter School and its Governing Board will be responsible for concluding the business and affairs of the Charter School and will cooperate with the SCSC to the extent necessary to provide an orderly return of the students to their local school. Any public surplus remaining at the time the Charter School ceases operation shall be remitted to the SCSC, within 30 days of ceasing operations. Any furniture and equipment purchased with public funds shall be delivered to the SCSC within 30 days of ceasing operations. The SCSC shall not be responsible for the Charter School's unpaid debts in the event the Charter School does not have sufficient funds to pay all of its debts at the time it ceases operation.
  - j. Preference in Contracting. The Charter school shall give preference in contracting and purchasing of services and materials to businesses identified in O.C.G.A. § 20-2-2084(d)(2).
16. Compliance with Other Laws, Rules, and Regulations. The Charter School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia, and all applicable federal, state, and local laws that may not be waived pursuant to O.C.G.A. § 20-2-2065, including the following, which are listed by way of example and not by way of limitation.
- a. Civil Rights, Insurance, Health, Safety, and Conflicting Interests. The Charter School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.
  - b. Asbestos Remediation. The Charter School shall comply with the terms of any applicable asbestos remediation plan.
  - c. Unlawful Conduct. The Charter School shall be subject to all laws relating to unlawful conduct in or near a public school.
  - d. Student Conduct and Discipline. The Charter School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.

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- e. State Board Rules. The Charter School shall operate in accordance with all State Board Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 7 above.
  - f. Prohibition on Discrimination. The Charter School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, academic ability, the need for special educational services, or any other characteristic protected by local, state, or federal law.
  - g. Reporting Requirements. The Charter School shall be subject to all reporting requirements of O.C.G.A. §§ 20-2-160, 20-2-161(e), 20-2-320, and 20-2-740.
  - h. Tuition. The Charter School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.
  - i. Brief Period of Quiet Reflection. The Charter School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.
  - j. Individual Graduation Plans. The Charter school shall comply with O.C.G.A. § 20-2-327 related to Individual Graduation Plans.
  - k. Family Educational Rights and Privacy Act. The Charter School is subject to all provisions of the Federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event the Charter School closes, it shall transmit all official student records in the manner prescribed by the State Board.
  - l. QBE Formula Earnings. The Charter School acknowledges that criteria used to calculate Quality Basic Education (QBE) funding may not be waived.
  - m. School Nursing Program. The Charter School shall implement a nursing program in accordance with by O.C.G.A. § 20-2-771.2.
  - n. Student Fees and Charges. The Charter School shall comply with State Board of Education Rule 160-5-1-.12 to preserve the rights of students regarding payments and fees.
17. Education Service Providers. If the Charter School elects to contract or amend a contract with an Education Service Provider at any point during the term of the Charter, the Charter School shall seek and receive approval of the contract or amendment from the SCSC Executive Director prior to the execution of the contract or amendment.

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18. Compliance with the Rules, Practices, Policies, and Procedures of the SCSC. The Charter School shall operate in accordance with the rules, practices, policies, and procedures established by the SCSC under the authority granted by O.C.G.A. §§ 20-2-2080 *et seq.*
19. Employment Matters. Individuals employed at the Charter School shall not be considered employees of the State Board, Department, or the SCSC.
  - a. Criminal Record Checks. The Charter School shall adopt criminal record check procedures. The Charter School shall comply with all provisions of O.C.G.A. § 20-2-211.1 relating to fingerprint and criminal record checks for all prospective staff members or any individual that will have substantial contact with students prior to beginning work at the Charter School or having contact with students.
  - b. Teachers' Retirement System. All qualified teachers at the Charter School shall be members of the Teachers Retirement System of Georgia ("TRS") and subject to its requirements. The Charter School is responsible for making arrangements with TRS and making monthly contributions for its teachers in accordance with state requirements. For the purposes of this subparagraph, the term "teacher" shall have the definition provided in O.C.G.A. § 47-3-1.
  - c. Employment Preference. The Charter School shall comply with O.C.G.A. § 20-2-2084(d)(1) regarding employment preference. The Charter School shall maintain and provide the SCSC, upon request, documentation to support the Charter School's compliance with O.C.G.A. § 20-2-2084(d)(1), including, but not limited to, all advertisements for open positions, resumes received by the Charter School, and records of interviews conducted by the Charter School. The Charter School shall not use third-party contractors to circumvent the requirements of this subparagraph.
  - d. Performance Evaluation System. The Charter School shall utilize the performance evaluation system adopted by the State Board pursuant to O.C.G.A. § 20-2-210 for all personnel for which it is required by rule or law, including personnel employed by an educational management organization or other educational service provider. At least two individuals employed by the Charter School shall be credentialed to administer the teacher evaluation system. At least two individuals employed by the Charter School or on the Charter School Governing Board shall be credentialed to administer the leader evaluation system. The Charter School may not delegate the evaluation of its School Leader to any individual or entity who is not a member of the Charter School Governing Board.
  - e. School Personnel. Teachers and other instructional staff and faculty must be employees of the Governing Board and may not be employed by an Educational Service Provider or other entity affiliated with an Educational Service Provider. The School Leader may be employed by an Educational Service Provider only if the Governing Board retains the authority to select and dismiss that individual from service at the Charter School. Non-instructional staff, such as the Chief Financial Officer, business manager, bookkeeper, maintenance personnel, may be employed by entities other than the Governing Board; however, the Governing Board shall remain responsible and accountable for all operations, compliance, and performance of any and all selected contractors. The Governing Board shall ensure that the School Leader establishes a

## RESURGENCE HALL CHARTER SCHOOL

regular and ongoing physical presence in the school that allows the individual to oversee daily operations.

20. Record Inspection. Subject to state and federal laws, the State Board, the Department and their agents, the SCSC and their agents and the State Auditor's office shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student of the Charter School. Any records maintained by a vendor for the services it performs on behalf of the Charter School that relate to school-level operations (such as personnel and financial records) shall be available for immediate access by the school as well as the State Board, Department, SCSC, and State Auditor in accordance with this paragraph.
21. Facilities.
- a. Approval of Site and/or Facility. The Charter School shall obtain proper approval in accordance with SCSC Rule 691-2-.06 for all sites and/or facilities prior to committing to any certificate of lease or ownership, prior to commencing any construction and prior to student occupation. If the Charter School contracts with an architect, construction manager, or other construction professional to manage the site or facility selection and development process, the SCSC will continue to hold the Charter School accountable for adhering to the requirements for site and facility approval. The Charter School shall not add or change facilities without approval from both the SCSC Executive Director and Georgia Department of Education's Facilities Services Division. The Charter School shall contact the Georgia Department of Education's Facilities Services Division regarding the following:
    - i. Site Approval. The Charter School shall contact the Facilities Services Division to obtain site approval as soon as practicable. Failure to provide at least a six (6) months' notice to the Facilities Services Division prior to the proposed site's occupation may delay the Charter School's opening date. Once site approval has been granted, the Charter School will be issued a site code. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to site approval.
    - ii. Architectural Review. The Charter School shall submit and have approved by the Facilities Services Division all architectural plans for any facility that will house the Charter School during the charter term. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to architectural review.
    - iii. School Code Approval. After securing both site approval and architectural review approval a school code shall be obtained. The Charter School shall contact the Department and make a request for a school code. The Charter School shall properly obtain a school code prior to occupancy of the site and/or facility.

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- b. Prior to opening the Charter School and prior to students occupying any proposed facility, including new facilities to be occupied during the charter term, the Charter School shall obtain and submit the following documents to the SCSC:
- i. Documentation of Ownership or Lease Agreement. The Charter School shall obtain documentation of ownership or the lease agreement for the facility that will house the Charter School.
  - ii. Certificate of Occupancy. The Charter School shall obtain a Certificate of Occupancy for the facility in which the Charter School shall be located.
  - iii. Emergency Safety Plan. The Charter School shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185, which plan shall be submitted to the local emergency management agency that oversees the area in which the school is located.
22. Transportation. To the extent the Charter School offers a transportation program for its students, the Charter School shall ensure that the program complies with all applicable laws governing transportation of students.
23. Food Services. To the extent the Charter School offers a food service program, the Charter School shall ensure that the program complies with all applicable laws governing food service for students.
24. Projected Enrollment. For the purpose of funding students enrolled in the Charter School in the first year of the Charter School's operation and each year the Charter School offers a new grade level, the Charter School may be required to provide the SCSC a projected student enrollment count that includes prospective student names, Georgia Testing Identifier (GTID), if available, and any other information as requested by the SCSC. The Charter School shall provide this information by the deadline established by the SCSC and in the form and manner as requested by the SCSC. The information provided by the Charter School pursuant to this paragraph may be verified by the SCSC through an onsite visit or by other means.
25. Data Collection. The Charter School assumes sole responsibility for the collection and transmission of data in accordance with established Georgia Department of Education requirements and timelines. The Charter School shall utilize a Student Information System that is compatible with the system utilized by the Georgia Department of Education. The Charter School shall send at least one representative to the annual Data Collections Conference held by the Georgia Department of Education.
26. Termination of Charter.

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- a. Termination Procedures. The parties acknowledge and agree that this Charter may be terminated following the procedures set forth in O.C.G.A. § 20-2-2068, any applicable rule of the State Board, or SCSC Rule 691-2-.04.
  - b. Grounds for Termination. The Charter School acknowledges that this Charter may be terminated for any reason set forth in law or any applicable rule of the State Board or SCSC, which includes, but are not limited to:
    - i. The Charter School's failure to comply with any material provision set forth in this Charter, provided that they shall be notified by certified mail and be given thirty (30) days from receipt of notice to cure the breach. The nature and outcome of the breach shall be memorialized and maintained by the SCSC in accordance with applicable record retention schedules;
    - ii. The Charter School's failure to comply with any recommendation or direction of the State Board with respect to O.C.G.A. § 20-14-41;
    - iii. The Charter School's failure to adhere to any material term of this Charter, including but not limited to the performance goals set forth in Section 9 above;
    - iv. The Charter School's failure to meet generally accepted standards of fiscal management;
    - v. The Charter School's violation of applicable federal, state, or local laws, or court orders;
    - vi. The existence of competent substantial evidence that the continued operation of the Charter School would be contrary to the best interests of the students or the community;
    - vii. The Charter School's failure to comply with any provision of the Charter Schools Act; or
    - viii. The existence of conditions that place the health, safety, or welfare of students or staff of the Charter School in danger.
27. Pre-Opening Suspension.
- a. Demonstration of Adequate Preparation. The Charter School shall demonstrate its preparation for operations through the significant progress in completing the SCSC Pre-Opening Checklist in a form and manner as requested by the SCSC. If the Charter School fails to demonstrate significant progress in completing the SCSC Pre-Opening Checklist by the time in which the SCSC determines the school will be unable to meet its obligations under this Charter upon serving students, the SCSC may suspend the opening of the Charter School until a time after the Charter School demonstrates its ability to meet its obligations under this Charter. The determination of the Charter School's significant progress in completing the SCSC Pre-Opening Checklist and the

## RESURGENCE HALL CHARTER SCHOOL

school's ability to meet its obligations under this Charter shall be in the sole discretion of the SCSC.

- b. Violation of Law or Contract. In the event the Charter School fails to comply with applicable law or any material provision set forth in this Charter, including, but not limited to, facilities requirements outlined in Section 21, or enrollment requirements outlined in Sections 3, 6, and 24, the SCSC may suspend the opening of the Charter School until a time after all requirements have been fulfilled by the Charter School as determined by the SCSC. The determination of the Charter School's violation of applicable law or any material provision set forth in this Charter shall be in the sole discretion of the SCSC.
- c. Any pre-opening suspension imposed under this Section shall not result in an extension of the Charter term set forth above in Section 2 unless the parties otherwise agree to amend the term through an amendment to this Charter in accordance with Section 30.

### 28. Renewal, Non-Renewal, and Probationary Term.

- a. Renewal. The Charter may be renewed by agreement of the parties following the procedures set forth in the Charter Schools Act and accompanying SCSC Rule. The parties recognize that the renewal process will commence prior to the conclusion of the final year of the charter term and, as a result, the SCSC renewal decision will likely not include student achievement and school operational data from the final year of the charter term.
- b. Non-Renewal. Any grounds for termination stated in Section 25b above also may be grounds for non-renewal. In addition, the SCSC may elect not to renew the Charter if the petition for renewal does not comply with the Charter Schools Act and the rules, regulations, policies, and procedures promulgated in accordance with the Charter Schools Act or if the SCSC deems that the Charter School has not sufficiently increased student achievement or is no longer in the public interest notwithstanding the Charter School's performance on the SCSC Comprehensive Performance Framework.
- c. Probationary Term. In the event the SCSC determines that the Charter School has failed to comply with any provision of this Charter, the SCSC may elect to grant a renewal for a probationary term, within which term the Charter School must come into compliance satisfactory to the SCSC.

29. Temporary Extension. At the discretion of the SCSC, this Charter may be extended for a grace period not exceeding sixty (60) days.

30. Amendments to the Charter. Any material term of this Charter, to be determined by the SCSC, may be amended in writing upon the approval of the SCSC and a majority of the Governing Board of the Charter School. Any proposed amendment shall be made in accordance with SCSC Rule.

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31. Administrative Clarifications. Any clarification to a non-material term of this Charter, as determined by the SCSC, shall be submitted in writing to the SCSC for review. Any non-material term of this Charter may be clarified upon in writing by SCSC staff.
32. Indemnification.
- a. The Charter School agrees to indemnify, defend and hold harmless the Department, the SCSC, and the State Board, their officials, officers, employees, agents, volunteers, and assigns (all of whom hereinafter may collectively be referred to as "Indemnitees"), from any and all claims, demands, suits, actions, legal or administrative proceedings, losses, liabilities, costs, interest, and damages of every kind and description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including but not limited to the Charter School's employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of property (including loss of use, damage or destruction of Indemnatee owned property) to the extent that any such claim or suit was caused by, arose out of, or contributed to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence whether active, passive or imputed, of the Charter School, their employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to their performance of this Charter regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnatee.
  - b. The Charter School shall be excused from their indemnification obligations above: (a) If the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of the Indemnatee seeking indemnification; or (b) If the Indemnatee fails to (i) provide written notice of the third party claim or suit within a reasonable time, (ii) cooperate with reasonable requests of the Charter School related to the indemnification; or (iii) assist the Charter School with the defense of such claim or suit.
  - c. The Charter School's obligations to indemnify any Indemnatee shall survive the completion, expiration, or termination of this Agreement for any reason.
33. Non-Agency. The parties expressly acknowledge and agree that the Charter School is not acting as the agent of the State Board, Department, or SCSC except as required by law or this Charter. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the State Board, Department or SCSC to any third party.
34. Delegation. The Charter School acknowledges and agrees that the functions and powers provided for in this charter may be exercised only by the Charter School and may not be delegated to a third party without written agreement by the parties.
35. Assignment. This Charter shall not be assigned or transferred by the Charter School unless consented to in writing by the SCSC.

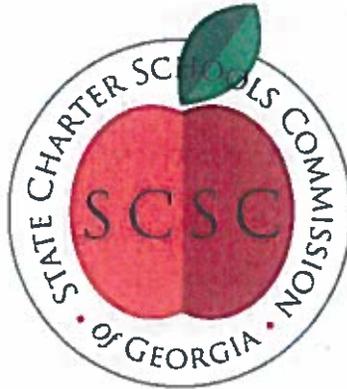
## RESURGENCE HALL CHARTER SCHOOL

36. Third-Party Beneficiaries. There are no third-party beneficiaries to this Charter. The Charter School's staff, students, parents, or related organizations are not beneficiaries to this Charter.
37. Application of Amended Law. This Charter is subject to applicable federal and state laws, rules and regulations and shall be deemed amended to reflect applicable changes to those laws upon the effective date of any such change.
38. Non-Waiver. No waiver of any breach of this Charter shall be held as waiver of any other or subsequent breach.
39. Severability. If any provision of this Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.
40. Contradicting or Conflicting Provisions. If any provision of the Charter is determined to contradict or conflict with any other provision of the Charter, the contradiction or conflict shall be resolved in favor of the broad flexibility guaranteed pursuant to O.C.G.A. § 20-2-2065 *et seq.*
41. Governing Law and Venue. This Charter shall be governed by, subject to, and construed under the laws of the State of Georgia. This Charter shall be interpreted in accordance with O.C.G.A. §§ 20-2-2060 *et seq.* and §§ 20-2-2080 *et seq.*, as amended within the term of this Charter. Any action brought by one party to this Charter against another party shall be brought in the Superior Court of Fulton County.
42. Entire Agreement. This Charter sets forth the entire agreement between the Petitioner, and the SCSC with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations, understandings, and undertakings between the Petitioner and the SCSC are superseded by this Charter. The Charter shall not preclude the Charter School from entering into or maintaining any agreement with the Local Board provided no such agreement supersedes, overrides or conflicts with any provision of this Charter. The petition submitted to the SCSC serves only as the formal application for the Charter School and does not constitute a contract between the SCSC and the Petitioner. This Charter supersedes and

**RESURGENCE HALL CHARTER SCHOOL**

RESURGENCE HALL CHARTER SCHOOL, INC.

# EXHIBIT A



## COMPREHENSIVE PERFORMANCE FRAMEWORK *for State Charter School Evaluation*

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## SECTION I: ACADEMIC PERFORMANCE

A state charter school can meet annual SCSC academic accountability standards by fulfilling state and federal accountability requirements and by outperforming the district(s) it serves in terms of overall academic achievement OR student growth.

A state charter school can exceed annual SCSC academic accountability standards by fulfilling state and federal accountability requirements and by outperforming the district(s) it serves in terms of overall academic achievement AND student growth.

### Section I, Indicator 1: State and Federal Accountability Systems

All state charter schools must meet federal accountability standards. Specifically, state charter schools must meet state performance targets and perform above the level that would place it on the "priority" or "focus" schools list.

<b>Measure 1a, State Performance Targets (SPTs)</b> Is school meeting targets set forth by state and federal accountability systems?	<b>Points Available</b>
<i>Meets Standard:</i> <ul style="list-style-type: none"> <li>School met 100 percent of the State Performance Targets (SPTs) set by the state.</li> </ul>	2
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> <li>School did not meet 100 percent of the State Performance Targets (SPTs) set by the state.</li> </ul>	0
<b>Measure 1b, State Designations</b> Is school meeting state designation expectations as set forth by state and federal accountability systems?	<b>Points Available</b>
<i>Exceeds Standard:</i> <ul style="list-style-type: none"> <li>School was identified as a "Reward" school</li> </ul>	2
<i>Meets Standard:</i> <ul style="list-style-type: none"> <li>School does not have a designation</li> </ul>	1
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> <li>School was identified as a "Focus" or "Priority" school</li> </ul>	0

**Total Points Available—Section I, Indicator 1:**

**4 points**

**Section I, Indicator 2: Student Achievement and Student Growth**

All state charter schools must demonstrate their ability to positively impact students' academic proficiency while also prioritizing the academic growth of their students. Specifically, state charter schools must perform above the level of the district(s) they serve as measured by CCRPI "achievement" scores or by CCRPI "progress" measures.

<b>Measure 1, Academic Achievement</b>	<b>Points Available</b>
Is the school annually outperforming the district(s) it serves (as measured by grade-band CCRPI achievement scores)?	
<b>Meets Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned a higher "achievement" score on the CCRPI than the district(s) included in its attendance zone in all grade bands served (elementary, middle, and/or high school).</li> </ul>	80
<b>Approaches Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned the same "achievement" score on the CCRPI than the district(s) included in its attendance zone in at least one of the grade bands served (elementary, middle, and/or high school).</li> </ul>	60
<b>Does Not Meet Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned a lower "achievement" score on the CCRPI than the district(s) included in its attendance zone in all of the grade bands served (elementary, middle, and/or high school).</li> </ul>	0

**OR**

(if the school did not outperform its comparison district as measured by grade-band CCRPI achievement scores)

<b>Measure 2(a), Growth of All Students</b>	<b>Points Available</b>
Are students in the state charter school annually demonstrating typical/high academic growth compared to their academic peers enrolled in the traditional schools (as measured by grade-band CCRPI progress scores)?	
<b>Meets Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned a higher "student progress" score on the CCRPI than the district(s) included in its attendance zone in all grade bands served (elementary, middle, and/or high school).</li> </ul>	70
<b>Approaches Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned the same "student progress" score on the CCRPI than the district(s) included in its attendance zone in one or all of the grade bands served (elementary, middle, and/or high school).</li> </ul>	50
<b>Does Not Meet Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned a lower "student progress" score on the CCRPI than the district(s) included in its attendance zone in all the grade bands served (elementary, middle, and/or high school).</li> </ul>	0
<b>Measure 2(b), Growth of Students in Eligible Subgroups</b>	<b>Points Available</b>
Is the school annually closing the achievement gap between students in eligible subgroups as compared to traditional schools (as measured by grade-band CCRPI achievement gap closure score)?	
<b>Meets Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned a higher "achievement gap closure" score on the CCRPI than the district(s) included in its attendance zone in all grade bands served (elementary, middle, and/or high school).</li> </ul>	10
<b>Approaches Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned the same "achievement gap closure" score on the CCRPI as the district(s) included in one or all of the grade bands served (elementary, middle, and/or high school).</li> </ul>	5
<b>Does Not Meet Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned a lower "achievement gap closure" score on the CCRPI than the district(s) included in its attendance zone in all of the grade bands served (elementary, middle, and/or high school).</li> </ul>	0

**Total Points Available—Section I, Indicator 2:**

**80 points**

*Note: Points earned in Indicator 2, Measure 1 for Student Achievement may not be combined with points earned in Indicator 2, Measures 2(a) and 2(b) for Student Growth.*

**Section I, Indicator 2: BONUS (Exceeding SCSC Academic Standards)**

An additional 16 points will be awarded to schools that *exceed* standards by outperforming their comparison district(s) in both "achievement" *and* "progress."

Is the school outperforming the district(s) it serves (as measured by overall achievement AND progress)?	Points Available
<p><b>Exceeds Standard:</b></p> <ul style="list-style-type: none"> <li>The charter school earned a higher "achievement" score AND a higher "progress" score on the CCRPI than the district(s) included in its attendance zone in all grade bands served (elementary, middle, and/or high school).</li> </ul>	16

**Total Points Available—Section I, Indicator 2: BONUS (Exceeding SCSC Academic Standards):**  
16 points

**Section I: Second Look Criteria**

In any year of the charter term, a state charter school may satisfy academic accountability requirements by meeting standards presented in Section I, Indicators 1 - 2 *OR* by meeting *EITHER* of the following criteria:

<p><b>Second Look, Part A, CCRPI Single Score</b></p> <p>Is the school outperforming the district(s) it serves as measured by overall achievement (CCRPI Single Score)?</p>	Points Available
<p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>The charter school earns an overall CCRPI (single) score that is higher than that of the district(s) it serves.</li> </ul>	100
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>The charter school earns an overall CCRPI (single) score that is the same as or lower than that of the district(s) it serves.</li> </ul>	0
<p><b>Second Look, Part B, Value-Added Impact Score</b></p> <p>Is the school annually outperforming the district(s) it serves as measured by value-added impact on student achievement (school level impact)?</p>	Points Available
<p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>The charter school earns an "impact score" on the SCSC Value-Add Performance Analysis that is higher than that of the district(s) it serves in all relevant grade bands. (For ex: a K-12 school would need to receive an impact score that is higher than the district(s) it serves in elementary grades, middle grades, and the majority of high school EOCs it administers).</li> </ul>	100
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>The charter school earns an "impact score" on the SCSC Value-Add Performance Analysis that is the same as or lower than that of the district(s) it serves in at least one grade band served (elementary, middle, and or the majority of high school EOCs it administers).</li> </ul>	0

**Total Points Available—Section I, Second Look:**  
100 points

**\*Note:** Points earned in Section 1, Indicators 1-2 will *not* be combined with points earned in Section I, Second Look.

**SECTION I: OVERALL DETERMINATION OF COMPLIANCE**

As measured by the indicators and measures set forth in this section, is the school meeting academic performance standards?

100 pts.	Exceeds Academic Performance Standards
70-99 pts.	Meets Academic Performance Standards
50-69 pts.	Does Not Meet Performance Standards
0-49 pts.	Falls Far Below Academic Performance Standards

## SECTION II: FINANCIAL PERFORMANCE

### Section II, Indicator 1: Near-Term Measures

Near-term financial measures are used to calculate a charter school's ability to cover its short term (less than 1 year) financial obligations.

<b>Measure 1a. Current Ratio (Working Capital Ratio): Current assets divided by current liabilities</b>	<b>Points Available</b>
<b>Does the school have the ability to cover short-term financial obligations?</b>	
<i>Exceeds Standard:</i>	20
<ul style="list-style-type: none"> <li>Current Ratio is greater than 3.0</li> </ul>	
<i>Meets Standard:</i>	15
<ul style="list-style-type: none"> <li>Current Ratio is between 1.0 and 3.0 and the one-year trend is positive (current year ratio is higher than previous year's)</li> </ul>	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> <li>Current Ratio is between 0.9 and 1.0 or equal to 1.0 OR Current Ratio is between 1.0 and 3.0 and one-year trend is negative</li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>Current Ratio is less than or equal to 0.9</li> </ul>	
<b>Measure 1b. Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365)</b>	<b>Points Available</b>
<b>Does the school maintain an appropriate balance of cash on hand?</b>	
<i>Exceeds Standard:</i>	20
<ul style="list-style-type: none"> <li>Days Cash greater than 75 days</li> </ul>	
<i>Meets Standard:</i>	15
<ul style="list-style-type: none"> <li>Between 45 and 75 Days Cash and one-year trend is positive</li> </ul>	
<i>Approaches Standard:</i>	10
<ul style="list-style-type: none"> <li>Days Cash is between 15 and 45 days OR Days Cash is between 45 and 75 days and one-year trend is negative</li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>Less than 15 Days Cash</li> </ul>	
<b>Measure 1c. Enrollment Variance: <math>\frac{\text{Actual Enrollment during the October FTE Count (fiscal year x)} - \text{school enrollment projection (fiscal year X)}}{\text{school enrollment projection (fiscal year X)}}</math></b>	<b>Points Available</b>
<b>Is the school able to project enrollment in a way that enables them to adequately budget?</b>	
<i>Exceeds Standard:</i>	10
<ul style="list-style-type: none"> <li>Enrollment Variance equals less than 2 percent</li> </ul>	
<i>Meets Standard:</i>	5
<ul style="list-style-type: none"> <li>Enrollment Variance is between 2 and 8 percent</li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>Enrollment Variance is greater than 8 percent</li> </ul>	
<b>Measure 1d. Default</b>	<b>Points Available</b>
<b>Is the school repaying debts in a timely manner?</b>	
<i>Meets Standard:</i>	10
<ul style="list-style-type: none"> <li>School is not in default of loan covenant(s) and/or is not delinquent with debt service payments</li> <li>OR</li> <li>School does not have any outstanding debt</li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>School is in default of loan covenant(s) and/or is delinquent with debt service payments</li> </ul>	

**Total Points Available—Section II, Indicator 1:**

**60 points**

**Section II, Indicator 2: Sustainability Measures**

Sustainability measures are used to determine a charter school’s ability to cover long term obligations as well as their ability to effectively control cost.

<b>Measure 2a, Efficiency Margin: Change in Net Assets divided by Total Revenues</b> Does the school manage costs appropriately?	<b>Points Available</b>
<i>Exceeds Standard:</i> • Aggregated Three-Year Efficiency Margin is 10 percent or greater	20
<i>Meets Standard:</i> • Aggregated Three-Year Efficiency Margin is between 0 and 10 percent	15
<i>Approaches Standard:</i> • Aggregated Three-Year Efficiency Margin is between -.01 and -10 percent	10
<i>Does Not Meet Standard:</i> • Aggregated Three-Year Efficiency Margin is less than -10 percent	0
<b>Measure 2b, Debt to Asset Ratio: Total Liabilities divided by Total Assets</b> Does the school maintain an appropriate balance between assets and liabilities over time?	<b>Points Available</b>
<i>Exceeds Standard:</i> • Debt to Asset Ratio is less than 25 percent	20
<i>Meets Standard:</i> • Debt to Asset Ratio is between 25 and 94.99 percent	15
<i>Approaches Standard:</i> • Debt to Asset Ratio is between 95 and 100 percent	10
<i>Does Not Meet Standard:</i> • Debt to Asset Ratio is greater than 100 percent	0

**Total Points Available—Indicator 2:**  
40 points

**SECTION II: DETERMINATION OF COMPLIANCE**

As measured by the indicators and measures, is the school meeting financial performance standards?

100 pts.	Exceeds Financial Performance Standards
75-99 pts.	Meets Financial Performance Standards
50-74 pts.	Does Not Meet Performance Standards
0-49 pts.	Falls Far Below Performance Standards

## SECTION III: OPERATIONAL PERFORMANCE

### Section III, Indicator 1: Educational Program Compliance

A charter school's overall purpose is to provide its students a quality and innovative educational program. Schools must adhere to the educational program identified in its charter contract that was awarded on the basis of the program outlined in its petition.

<b>Measure 1a. Essential or Innovative Features</b>	<b>Points Available</b>
Is the school implementing all essential or innovative features of its program as defined in its current charter contract?	
<i>Meets Standard:</i>	5
<ul style="list-style-type: none"> <li>• The school implemented all essential or innovative features of its education and operational program as defined in the charter contract in all material respects.</li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>• The school fails to implement all essential or innovative features of its education and operational program as defined in the charter contract in all material respects.</li> </ul>	
<b>Measure 1b. Mission-Specific Goals (BONUS*)</b>	<b>Points Available</b>
Is the school's curricular and educational program aligned with its stated mission as evidence through the attainment of mission-specific goals?	
<i>Meets Standard:</i>	5
<ul style="list-style-type: none"> <li>• The school meets all mission-specific goals included in its charter contract.</li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>• The school fails to meet at least one mission-specific goal included in its charter contract.</li> </ul>	
<b>Measure 1c. Education Requirements</b>	<b>Points Available</b>
Is the school complying with applicable education requirements?	
<i>Meets Standard:</i>	5
<ul style="list-style-type: none"> <li>• The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to education requirements, including, but not limited to:                             <ul style="list-style-type: none"> <li>○ Providing all federally and state mandated programs;</li> <li>○ Adhering to graduation requirements;</li> <li>○ Implementing state-adopted content standards; and</li> <li>○ Administering state assessments in the manner required by law and rule.</li> </ul> </li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>• The school fails to comply with at least one applicable law, rule, regulation, or provision of the charter contract relating to education requirements.</li> </ul>	
<b>Measure 1d. Data Reporting</b>	<b>Points Available</b>
Is the school complying with reporting requirements?	
<i>Meets Standard:</i>	5
<ul style="list-style-type: none"> <li>• The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities, including but not limited to:                             <ul style="list-style-type: none"> <li>○ QBE/FTE Data Reporting;</li> <li>○ Personnel Reporting;</li> <li>○ Student Record Reporting;</li> <li>○ CCRPI Data Reporting;</li> <li>○ Special Education Data Reporting; and</li> <li>○ Required Data Surveys</li> </ul> </li> </ul>	
<i>Does Not Meet Standard:</i>	0
<ul style="list-style-type: none"> <li>• The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities.</li> </ul>	

#### **Total Points Available—Section III, Indicator 1:**

15 points, \*Schools will earn 5 additional bonus points for meeting mission-specific goals. Bonus points cannot be utilized to increase an overall score above 100.

**Section III, Indicator 2: Financial Oversight**

Charter schools must be faithful stewards of public funding and must adhere to stringent standards in the management of its assets. Failure to do so is one of the leading causes of charter school closure.

<p><b>Measure 2a, Financial Reporting</b> Is the school meeting financial reporting and compliance timeline and form requirements?</p>	<p><u>Points Available</u></p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to financial reporting requirements, including, but not limited to:             <ul style="list-style-type: none"> <li>○ Complete and on-time submission of financial reports, such as its annual budgets, revised budgets, and DE 046, in the manner prescribed by GaDOE or the SCSC;</li> <li>○ Timely periodic financial reports as required by the SCSC, GaDOE, or other state agency;</li> <li>○ On-time submission and completion of its annual independent audit by October 1<sup>st</sup>;</li> <li>○ Complete and on-time submission of program budgets (Title I, IDEA, and grant budgets)</li> </ul> </li> </ul>	<p>6</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to financials reporting requirements.</li> </ul>	<p>0</p>
<p><b>Measure 2b, Adherence to GAAP Standards</b> Is the school following Generally Accepted Accounting Principles (GAAP)?</p>	<p><u>Points Available</u></p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school complies with all applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit that includes:             <ul style="list-style-type: none"> <li>○ An unqualified audit opinion;</li> <li>○ An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses;</li> <li>○ An audit that does not include a going concern disclosure in the notes or an explanatory paragraph;</li> <li>○ No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight.</li> </ul> </li> </ul>	<p>5</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit.</li> </ul>	<p>0</p>

**Total Points Available—Section III, Indicator 2:**

**11 points**

**Section III, Indicator 3: Governance**

A charter school's governing board must provide adequate oversight of school management and operations to ensure that the school is fulfilling its duties to students, employees, parents, and the general public.

<b>Measure 3a, General Governance</b>	<b>Points Available</b>
<b>Is the school complying with all applicable general governance requirements?</b>	
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> <li>• The school complies with all applicable laws, rules, regulations, provisions of its charter contract, and its policies relating to governance by its board, including but not limited to:                             <ul style="list-style-type: none"> <li>○ Board policies;</li> <li>○ Board bylaws;</li> <li>○ Code of ethics;</li> <li>○ Conflicts of interest;</li> <li>○ Board composition and/or membership laws and rules; and</li> <li>○ Restrictions on compensation</li> </ul> </li> </ul>	5
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> <li>• The school fails to comply with at least one applicable law, rule, regulation, provision of the charter contract, or its policies relating to governance by its board.</li> </ul>	0
<b>Measure 3b, Open Governance</b>	<b>Points Available</b>
<b>Is the school complying with all applicable open governance requirements?</b>	
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> <li>• The school complies with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the Georgia Open Meetings Act and open records requirements.</li> </ul>	5
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> <li>• The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to the Georgia Open Meetings Act and open records requirements.</li> </ul>	0
<b>Measure 3c, Governance Training</b>	<b>Points Available</b>
<b>Is the school complying with all applicable governance training requirements?</b>	
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> <li>• The school takes action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the participation of its governing board in required trainings, including, but not limited to, annual attendance by the entire governing board at SCSC provided or approved training pursuant to O.C.G.A. § 20-2-2084(f).</li> </ul>	5
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> <li>• The school fails to take action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the participation of its governing board in required trainings, including, but not limited to, annual attendance by the entire governing board at SCSC provided or approved training pursuant to O.C.G.A. § 20-2-2084(f).</li> </ul>	0
<b>Measure 3d, Holding Management Accountable</b>	<b>Points Available</b>
<b>Is the school holding management and contractors accountable?</b>	
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> <li>• The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to oversight of school management and contractors, including, but not limited to:                             <ul style="list-style-type: none"> <li>○ Implementation of the Teacher and Leader Keys Effectiveness Systems;</li> <li>○ Remedial action regarding employees not meeting expectations; and</li> <li>○ Actions to enforce contractual provisions or terminate the contract of noncompliant educational service providers or other contractors.</li> </ul> </li> </ul>	5
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> <li>• The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to oversight of school management and contractors.</li> </ul>	0

**Total Points Available—Section III, Indicator 3:**  
**20 points**

**Section III, Indicator 4: Students and Employees**

Parents entrust schools with the education and welfare of their children, and the school must afford those children the appropriate rights and care. The school must respect its employees and ensure that they are duly qualified to further the education and welfare of students.

<p><b>Measure 4a, Rights of All Students</b> Is the school protecting the rights of all students?</p>	<p><b>Points Available</b></p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school complies with all applicable laws, rules, regulations, provisions of its charter contract, and its policies relating to the rights of students, including but not limited to:           <ul style="list-style-type: none"> <li>○ Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment);</li> <li>○ The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law);</li> <li>○ Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and</li> <li>○ Conduct of discipline (discipline hearings and suspension and expulsion policies and practices).</li> </ul> </li> </ul>	<p>4</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school fails to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its policies relating to the rights of students.</li> </ul>	<p>0</p>
<p><b>Measure 4b, Rights of Students with Disabilities</b> Is the school protecting the rights of students with disabilities?</p>	<p><b>Points Available</b></p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• Consistent with the school's status and responsibilities as a Local Education Agency (LEA), the school complies with all applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:           <ul style="list-style-type: none"> <li>○ Identification and referral of students who may have a disability;</li> <li>○ Operational compliance regarding the academic program, assessments, and all other aspects of the school's program and responsibilities;</li> <li>○ Discipline, including due process protections, manifestation determinations, and behavioral intervention plans;</li> <li>○ Appropriately implementing student Individualized Education Programs and Section 504 plans; and</li> <li>○ Ensuring appropriate access to the school's facilities and programs to students and parents.</li> </ul> </li> </ul>	<p>4</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability.</li> </ul>	<p>0</p>
<p><b>Measure 4c, Rights of Students who are English Learners (ELs)</b> Is the school protecting the rights of English Learners (ELs)?</p>	<p><b>Points Available</b></p>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school complies with all applicable laws, rules, regulations, and provisions of its charter contract (including Title III of the Elementary and Secondary Education Act (ESEA) and U.S. Department of Education authorities) relating to EL requirements, including but not limited to:           <ul style="list-style-type: none"> <li>○ Required policies related to the service of EL students;</li> <li>○ Proper steps for identification of students in need of EL services;</li> <li>○ Appropriate and equitable delivery of services to identified students;</li> <li>○ Appropriate accommodations on assessments;</li> <li>○ Exiting of students from EL services; and</li> <li>○ Ongoing monitoring of exited students.</li> </ul> </li> </ul>	<p>4</p>
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to EL requirements.</li> </ul>	<p>0</p>

<b>Measure 4d. Employee Qualifications</b>	<b>Points Available</b>
Is the school meeting teacher and other employee qualification requirements?	
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> <li>The school complies with all applicable laws, rules, regulations, and provisions of its charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act (ESEA)) relating to employee qualification requirements.</li> </ul>	4
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> <li>The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act (ESEA)) relating to employee qualification requirements.</li> </ul>	0
<b>Measure 4e. Employee Rights</b>	<b>Points Available</b>
Is the school respecting employee rights?	
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> <li>The school complies with all applicable laws, rules, regulations, provisions of its charter contract, and its governing policies relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, employment contracts, and employee termination.</li> </ul>	4
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> <li>The school fails to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, employment contracts, and employee termination.</li> </ul>	0
<b>Measure 4f. Criminal Records Checks</b>	<b>Points Available</b>
Is the school completing required criminal records checks of its employees?	
<i>Meets Standard:</i>	
<ul style="list-style-type: none"> <li>The school complies with all applicable laws, rules, regulations, provisions of its charter contract, and its governing policies relating to conducting criminal records checks of its employees and all other required individuals.</li> </ul>	4
<i>Does Not Meet Standard:</i>	
<ul style="list-style-type: none"> <li>The school fails to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to conducting criminal records checks of its employees and all other required individuals.</li> </ul>	0

**Total Points Available—Section III, Indicator 4:**  
24 points

**Section III, Indicator 5: School Environment**

A safe and healthy school environment is critical to creating a conducive learning environment and protecting the well-being of students and employees.

<b>Measure 5a, Facility</b>		<b>Points Available</b>
<b>Is the school complying with facilities requirements?</b>		
<i>Meets Standard:</i>		
<ul style="list-style-type: none"> <li>• The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to the school's facilities including but not limited to:                             <ul style="list-style-type: none"> <li>○ Fire inspections and related records;</li> <li>○ Viable certificate of occupancy;</li> <li>○ Documentation of requisite insurance coverage;</li> <li>○ Approval from GaDOE regarding initial site selection and facility requirements; and</li> <li>○ Subsequent approvals as necessary from GaDOE regarding facility maintenance, expansion, or other facility changes.</li> </ul> </li> </ul>		4
<i>Does Not Meet Standard:</i>		
<ul style="list-style-type: none"> <li>• The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the school's facilities.</li> </ul>		0
<b>Measure 5b, Student Retention</b>		<b>Points Available</b>
<b>Is the school maintaining a safe and secure school environment as measured by the school's student churn rate?</b>		
<i>Meets Standard:</i>		
<ul style="list-style-type: none"> <li>• The school's student churn rate for the year is less than or equal to 20%. If one of the school's Essential or Innovative Features to educate students in a completely virtual program, the school will meet this standard if the school's student churn rate is less than or equal to 35%. If one of the school's Essential or Innovative Features is to serve students who have dropped out of high school or are at risk of dropping out of high school, the school will meet this standard if the school's student churn rate is less than or equal to 90%. The student churn rate equals the number of student entries and exits between October and May divided by the total number of students in the school in October.</li> </ul>		4
<i>Does Not Meet Standard:</i>		
<ul style="list-style-type: none"> <li>• The school's student churn rate exceeds the acceptable threshold for the school's program.</li> </ul>		0
<b>Measure 5c, Health and Safety</b>		<b>Points Available</b>
<b>Is the school complying with health and safety requirements?</b>		
<i>Meets Standard:</i>		
<ul style="list-style-type: none"> <li>• The School complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to safety and the protection of student and employee health, including, but not limited to:                             <ul style="list-style-type: none"> <li>○ Annual health assessments of students;</li> <li>○ Diabetes Medical Management Plans;</li> <li>○ Access to auto-injectable epinephrine and automated external defibrillators as appropriate;</li> <li>○ Scoliosis screening; and</li> <li>○ A physically safe and secure environment.</li> </ul> </li> </ul>		4
<i>Does Not Meet Standard:</i>		
<ul style="list-style-type: none"> <li>• The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to safety and the protection of student and employee health.</li> </ul>		0
<b>Measure 5d, Support Services</b>		<b>Points Available</b>
<b>Is the school complying with nursing, food service, and transportation requirements?</b>		

<p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>• The school complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to the provision nursing program requirements, food service (if provided) and transportation (if provided), including, but not limited to: <ul style="list-style-type: none"> <li>○ School Health Nurse Program;</li> <li>○ The National School Lunch Program, School Breakfast Program, and/or After-school Snack Program, including nutritional and reimbursement requirements thereof, if food service is provided; and</li> <li>○ School bus specifications, bus driver training and licensing requirements, and transportation survey deadlines.</li> </ul> </li> </ul>	4
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>• The school fails to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the provision nursing program requirements, food service (if provided) or transportation (if provided).</li> </ul>	0
<p><b>Measure 5e, Information, Data, and Communication</b> Is the school maintaining student and employee information and data securely and communicating with stakeholders appropriately?</p>	<u>Points Available</u>
<p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>• The school complies with all applicable laws, rules, regulations, provisions of its charter contract, governing board policies, and SCSC directives relating to the handling of information and stakeholder communication, including but not limited to: <ul style="list-style-type: none"> <li>○ Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;</li> <li>○ Transferring of student records;</li> <li>○ Confidentiality of personnel records not subject to open records requirements; and</li> <li>○ Communicating with parents and other stakeholders in a timely manner.</li> </ul> </li> </ul>	4
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>• The school fails to comply with at least one applicable law, rule, regulation, provision of its charter contract, governing board policy, or SCSC directive relating to the handling of information and stakeholder communication.</li> </ul>	0

**Total Points Available—Section III, Indicator 5:**  
20 points

**Section III, Indicator 6: Additional and Continuing Obligations**

A charter school must faithfully fulfill all its obligations and quickly remedy any instance of noncompliance.

<b>Measure 6a. Additional Obligations</b>		<u>Points Available</u>
<b>Is the school complying with all other obligations?</b>		
<i>Meets Standard:</i>		
<ul style="list-style-type: none"> <li>• The school complies with all other legal, statutory, regulatory, or contractual requirements, including those contained in its charter contract, that are not otherwise explicitly addressed in these Operational Performance Standards, including but not limited to requirements from the following sources:                             <ul style="list-style-type: none"> <li>○ Revisions to state charter law;</li> <li>○ Consent decrees;</li> <li>○ Intervention requirements by the authorizer; and</li> <li>○ Requirements by other entities to which the charter school is accountable (e.g., Georgia Department of Education, Professional Standards Commission, Department of Labor, etc.)</li> </ul> </li> </ul>		5
<i>Does Not Meet Standard:</i>		
<ul style="list-style-type: none"> <li>• The school fails to comply with at least one other legal, statutory, regulatory, or contractual requirement, including those contained in its charter contract that is not otherwise explicitly addressed in these Operational Performance Standards.</li> </ul>		0
<b>Measure 6b. Continuing Obligations</b>		<u>Points Available</u>
<b>Is the school remedying noncompliance after proper notification?</b>		
<i>Meets Standard:</i>		
<ul style="list-style-type: none"> <li>• The school corrects noncompliance with legal, statutory, regulatory, contractual requirements, or SCSC directives after notification from the SCSC of noncompliance or the school has no matters of material noncompliance for which it received notification from the SCSC.</li> </ul>		5
<i>Does Not Meet Standard:</i>		
<ul style="list-style-type: none"> <li>• The school fails to correct at least one matter of noncompliance with legal, statutory, regulatory, contractual requirements, or SCSC directives after notification from the SCSC of noncompliance.</li> </ul>		0

**Total Points Available—Section III, Indicator 6:**

**10 points**

**Section III: OVERALL DETERMINATION OF COMPLIANCE**

As measured by the indicators and measures, is the school meeting operational performance standards?

80-100 pts.	Meets Operational Performance Standards
50-79 pts.	Does Not Meet Operational Performance Standards
0-49 pts.	Falls Far Below Operational Performance Standards

**Appendix: DATA SOURCES USED TO DETERMINE COMPLIANCE**

**Academic Performance:**

Indicator	Data Source
1. State and Federal Accountability Systems	GaDOE: Priority, Focus, Alert, and Reward School Lists
2. Student Progress	GaDOE: CCRPI Progress Sub-Score, CCRPI Achievement Gap Closure Sub-Score
3. Student Achievement	GaDOE: CCRPI Achievement Sub-Score
4. Second-Look	GaDOE: CCRPI Single Score SCSC: Value-Added Impact Score

**Financial Performance:**

Indicator	Data Source
1. Near-Term Measures	School Audit Report: Governmental Funds-Balance Sheet School Audit Report: Statement of Revenues, Expenditures, and Changes in Fund Balance SCSC Annual Enrollment Projection Form GaDOE: Data Collections, Student Enrollment by Grade Level School Audit Report: Notes
2. Sustainability Measures, Measure 2a, Efficiency Margin	School Audit Report: Statement of Activities/Change in Net Position School Audit Report: Statement of Net Position

**Operational Performance:**

Indicator	Data Source
1. Educational Program Compliance	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
2. Financial Oversight	GaDOE: Charter School Annual Report, SEA Program Monitoring, Financial Reports SCSC: Monitoring Activities, Complaint Investigations Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
3. Governance	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
4. Students and Employees	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
5. School Environment	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
6. Additional and Continuing Obligations	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report















Resurgence Hall operates a Primary Academy serving grades K-2 and a Middle Academy serving grade 8. Both academies are located at 1706 Washington Road, East Point GA 30344. Resurgence Hall will add one grade level per year until the Primary Academy serves grades K-5 and the Middle Academy serves grades 6-8.

Refer to Appendix E – Charter Contract for evidence that both schools operate under the same contract. There are no restrictions in the charter contract on the number of campuses operated by Resurgence Hall Inc., only restrictions on the grade levels and number of students served by the school. Given the size of both campuses there is currently one principal and a Director of Operations who oversee both campuses in multiple facilities located on the same campus. As the schools continue to expand to vision of serving K-8, a separate middle school principal will be added. One instructional staff member is dedicated to the Middle Academy, other instructional staff members are dedicated to the Primary Academy, and some instructional staff are shared across both academies. The student bodies are separate and distinct.

The state of Georgia utilizes a statewide performance framework to measure schools' academics, climate, college readiness, financial health and student progress. This is known as the College and Career Ready Performance Index ("CCRPI"). As clearly illustrated on the CCRPI results website ([http://ccrpi.gadoe.org/Reports/Views/Shared/\\_Layout.html](http://ccrpi.gadoe.org/Reports/Views/Shared/_Layout.html)) and below, Resurgence Hall is considered its own local education agency or district, with separate CCRPI scores for the district overall and the elementary and middle schools. At present the district score is identical to the Middle Academy score, but that is only the case because the Primary Academy does not yet receive its own score. It will begin receiving its own score in SY20-21 when it grows to serve third grade, the earliest tested grade on the statewide Milestones

assessment. The state of Georgia clearly recognizes these as separate and distinct schools for accountability purposes.

Select Report Year: 2019

2019 College and Career Ready Performance Index (CCRPI)

Resurgence Hall Charter School (Charter)

OVERALL DISTRICT SCORE: 93.4

SELECT A REPORT TYPE: ALL, ELEMENTARY, MIDDLE, HIGH

OVERVIEW | FINANCIAL EFFICIENCY

Overview

DISTRICT INFORMATION	NUMBER OF STUDENTS ENROLLED	190
	NUMBER OF SCHOOLS	1
	TITLE I SCHOOLS	100.0%
DISTRICT DEMOGRAPHICS	AMERICAN INDIAN / ALASKAN NATIVE	0.0%
	ASIAN / PACIFIC ISLANDER	0.0%

Select Report Year: 2019

2019 College and Career Ready Performance Index (CCRPI)

Resurgence Hall Charter School (Charter)

ELEMENTARY SCHOOL DISTRICT SCORE: N/A

SELECT A REPORT TYPE: ALL, ELEMENTARY, MIDDLE, HIGH

OVERVIEW | CONTENT MASTERY | PROGRESS | CLOSING GAPS | READINESS | FINANCIAL EFFICIENCY

Overview

DISTRICT INFORMATION	NUMBER OF STUDENTS ENROLLED	161
	TITLE I SCHOOLS	100.0%
DISTRICT DEMOGRAPHICS	AMERICAN INDIAN / ALASKAN NATIVE	0.0%
	ASIAN / PACIFIC ISLANDER	0.0%
	BLACK	96.3%

ccrpi.gadoe.org/Reports/Views/Home/financialEfficiency.html

Select Report Year: 2019

**2019 College and Career Ready Performance Index (CCRPI)**

Resurgence Hall Charter School (Charter)

SEARCH

MIDDLE SCHOOL DISTRICT SCORE

**93.4**

SELECT A REPORT TYPE

ALL ELEMENTARY **MIDDLE** HIGH

OVERVIEW CONTENT MASTERY PROGRESS CLOSING GAPS READINESS FINANCIAL EFFICIENCY

### Overview

DISTRICT INFORMATION	NUMBER OF STUDENTS ENROLLED	29
	TITLE I SCHOOLS	100.0%
DISTRICT DEMOGRAPHICS	AMERICAN INDIAN / ALASKAN NATIVE	0.0%
	ASIAN / PACIFIC ISLANDER	0.0%
	BLACK	96.6%



## **Resurgence Hall Charter School**

# **COMPREHENSIVE PERFORMANCE FRAMEWORK** *for State Charter School Evaluation*

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## SECTION I: ACADEMIC PERFORMANCE

A state charter school can meet annual SCSC academic accountability standards by fulfilling state and federal accountability requirements and by outperforming the district(s) it serves in terms of overall academic achievement OR student progress or a combination of achievement and progress.

Explanatory Notes (indicated by superscript designations) are included at the end of Section I.

### Section I, Indicator 1: State and Federal Accountability Systems

All state charter schools must meet federal accountability standards. Specifically, state charter schools must meet state improvement targets and perform above the level that would place it on the Targeted Support and Improvement (TSI) schools, Comprehensive Support and Improvement (CSI) schools, or Turnaround Eligible schools' lists.

<u>Measure 1a, State Improvement Targets</u> Is school meeting targets set forth by state and federal accountability systems?	<u>Points Available</u>	<u>Points Earned</u>
<i>Meets Standard:</i> <ul style="list-style-type: none"> <li>The school met 100 percent (for all students and all subgroups) of the Improvement Targets set by the state in the Closing the Gaps component of the CCRPI.</li> </ul>	2	0
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> <li>The school did not meet 100 percent of the State Improvement Targets set by the state in the Closing the Gaps component of the CCRPI.</li> </ul>	0	
<u>Measure 1b, State Designations</u> Is the school meeting state designation expectations as set forth by state and federal accountability systems?	<u>Points Available</u>	<u>Points Earned</u>
<i>Meets Standard:</i> <ul style="list-style-type: none"> <li>The school does not have a designation</li> </ul>	2	2
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> <li>The school was identified as a "TSI," "CSI," or "Turnaround Eligible" school</li> </ul>	0	

**Total Points Available—Section I, Indicator 1: 4 points**

**Total Points Earned:**

**2**

## Section I, Indicator 2: Student Achievement and Student Growth

All state charter schools must demonstrate their ability to positively impact students' academic proficiency while also prioritizing the academic growth of their students. Specifically, state charter schools must perform above the level of the district(s) they serve as measured by CCRPI "content mastery" scores or by CCRPI "progress" measures or by the CCRPI "overall grade band score."

<u>Measure 1, Academic Achievement</u> Is the school annually outperforming the district(s) it serves (as measured by grade-band CCRPI content mastery scores)?	<u>Points Available</u>	<u>Points Earned</u>
<b>Meets Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned a higher "content mastery" score on the CCRPI than the district(s) it serves in all grade bands served (elementary, middle, and/or high school).</li> </ul>	96	96
<b>Approaches Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned a CCRPI "content mastery" score that is the same as<sup>2</sup> or higher than the district(s) it serves in at least one—but not all—of the grade bands served (elementary, middle, and/or high school).</li> </ul>	60	
<b>Does Not Meet Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned a lower "content mastery" score on the CCRPI than the district(s) it serves in all of the grade bands served (elementary, middle, and/or high school).</li> </ul>	0	

**OR<sup>1</sup>**

**(if the school did not outperform its comparison district as measured by grade-band CCRPI content mastery scores)**

<u>Measure 2, Growth of All Students</u> Are students in the state charter school annually demonstrating academic growth compared to their academic peers enrolled in the traditional schools (as measured by grade-band CCRPI progress scores)?	<u>Points Available</u>	<u>Points Earned</u>
<b>Meets Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned a higher "student progress" score on the CCRPI than the district(s) it serves in all grade bands served (elementary, middle, and/or high school) OR in all grade bands in which the school did not earn a higher CCRPI "content mastery" score.</li> </ul>	96	96
<b>Approaches Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned a CCRPI "student progress" score that is the same as<sup>2</sup> or higher than the district(s) it serves in at least one—but not all—of the grade bands served (elementary, middle, and/or high school).</li> </ul>	60	
<b>Does Not Meet Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned a lower "student progress" score on the CCRPI than the district(s) it serves in all the grade bands served (elementary, middle, and/or high school).</li> </ul>	0	

**OR<sup>1</sup>**

**(if the school did not outperform its comparison district as measured by grade-band CCRPI content mastery or progress scores)**

<u>Measure 3, Combined Achievement and Growth</u> Are students in the state charter school annually demonstrating academic achievement and growth compared to their academic peers enrolled in the traditional schools (as measured by the CCRPI overall grade band scores)?	<u>Points Available</u>	<u>Points Earned</u>
<b>Meets Standard:</b> <ul style="list-style-type: none"> <li>The charter school earned a higher "overall grade band" score on the CCRPI than the district(s) it serves in all grade bands served (elementary, middle, and/or high school) OR in all grade bands in which the school did not earn a higher CCRPI "content mastery" or "progress" score.</li> </ul>	96	96

<p><b>Approaches Standard:</b></p> <ul style="list-style-type: none"> <li>The charter school earned a CCRPI “overall grade band” score that is the same as<sup>2</sup> or higher than the district(s) it serves in at least one—but not all--of the grade bands served (elementary, middle, and/or high school).</li> </ul>	60	
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>The charter school earned a lower “overall grade band” score on the CCRPI than the district(s) it serves earned in all the grade bands served (elementary, middle, and/or high school).</li> </ul>	0	

**Total Points Available—Section I, Indicator 2: 96 points**

**Total Points Earned:**

**96**

**Section I: Second Look Criteria<sup>3</sup>**

In any year of the charter term, a state charter school may satisfy academic accountability requirements by meeting standards presented in Section I, Measures 1 - 3 **OR** by meeting **ANY** of the following criteria:

<u>Second Look, Part A, CCRPI Single Score<sup>4</sup></u> Is the school outperforming the district(s) it serves as measured by CCRPI Single Score?	<u>Points Available</u>	<u>Points Earned</u>
<i>Meets Standard:</i> <ul style="list-style-type: none"> <li>The charter school earned an overall CCRPI (single) score that is higher than that of the district(s) it serves.</li> </ul>	96	96
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> <li>The charter school earned an overall CCRPI (single) score that is the same as or lower than that of the district(s) it serves.</li> </ul>	0	
<u>Second Look, Part B, Value-Added Impact Score</u> Is the school annually outperforming the district(s) it serves as measured by value-added impact on student achievement (school level impact)?	<u>Points Available</u>	<u>Points Earned</u>
<i>Meets Standard:</i> <ul style="list-style-type: none"> <li>The charter school earned an “impact score” on the SCSC Value-Add Performance Analysis that is higher than that of the district(s) it serves in all relevant grade bands.</li> </ul>	96	96
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> <li>The charter school earned an “impact score” on the SCSC Value-Add Performance Analysis that is the same as or lower than that of the district(s) it serves in at least one grade band served.</li> </ul>	0	
<u>Second Look, Part C, Beating the Odds Determination</u> Is the school “beating the odds” as determined by the Georgia Department of Education?	<u>Points Available</u>	<u>Points Earned</u>
<i>Meets Standard:</i> <ul style="list-style-type: none"> <li>The charter school was designated as “beating the odds.”</li> </ul>	96	96
<i>Does Not Meet Standard:</i> <ul style="list-style-type: none"> <li>The charter school was not designated as “beating the odds.”</li> </ul>	0	

**Total Points Available—Section I, Second Look: 96 points**

**Total Points Earned:**

**96**

**SECTION I: OVERALL DETERMINATION OF COMPLIANCE**

As measured by the indicators and measures set forth in this section, is the school meeting academic performance standards?

**SCHOOLS SCORE:**

**98**

**SCORING CATEGORIES:**

<b>70-100 pts.</b>	<b>Meets Academic Performance Standards</b>
<b>50-69 pts.</b>	<b>Does Not Meet Academic Performance Standards</b>
<b>0-49 pts.</b>	<b>Falls Far Below Academic Performance Standards</b>

## EXPLANATORY NOTES: SECTION I

### Section I, Indicator 2

<sup>1</sup>Points earned in Indicator 2, Measure 1 for Student Achievement may not be combined with points earned in Indicator 2, Measure 2 for Student Growth or Measure 3 for CCRPI Overall Grade Band Score. Similarly, points earned on Measure 2 may not be combined with points from Measure 3.

<sup>2</sup>For the Approaches Standards category “same as” is defined as a score that is not below 3 percent of the comparison district’s score.

### Section I, Second Look

<sup>3</sup>Points earned in Section 1, Measures 1-3 will not be combined with points earned in Section I, Second Look.

<sup>4</sup>For schools that do not serve all three grades bands, the school’s CCRPI single score (as utilized in Section I, Second Look, Part A) will be compared to a recalculated district score that is weighted with only the grade bands the school serves.

## ACADEMIC RENEWAL CRITERIA

While state charter schools must outperform their comparison district(s) in all grade bands served to warrant a standards five-year renewal term, schools may be considered for abbreviated charter terms under the following circumstances.

Tenured Schools (those concluding a second or subsequent charter term):

- A school may be considered for an abbreviated three-year charter renewal if it performed at least as well as its comparison district(s) in all grade bands served on any one or combination of the CCRPI academic indicators for 75% of the charter term (three of four years).

New Schools (those concluding the first/initial charter term):

- A school may be considered for an abbreviated three-year charter renewal if it performed at least as well as its comparison district(s) in all grade bands served on any one or combination of the CCRPI academic indicators for 75% of the charter term (three of four years)

**OR** (*if the above criteria is not met*)

- A school may be considered for an abbreviated three-year charter renewal if it A) performed at least as well as its comparison district(s) in all grade bands served on any one or combination of the CCRPI indicators in Year 4 of the charter term or B) outperformed the district(s) on VAM or BTO in Year 4 of the charter term. \*

\*This option is not available to tenured schools.

Notes:

- The term as well as used above is defined as a score that is not below 3 percent of the comparison district’s score.
- Abbreviated renewal terms are intended to evaluate a school’s capacity to sustain the requisite performance level. They are NOT awarded to assess the efficacy of a school turnaround effort. Schools in need of “turnaround”—especially in academics—are not good candidates for renewal.
- Consecutive abbreviated terms will not be awarded.

## SECTION II: FINANCIAL PERFORMANCE

### Section II, Indicator 1: Near-Term Measures

Near-term financial measures are used to calculate a charter school's ability to cover its short term (less than 1 year) financial obligations.

Measure 1a, Current Ratio (Working Capital Ratio): Current assets divided by current liabilities Does the school have the ability to cover short-term financial obligations?	Points Available	Points Earned
<i>Exceeds Standard:</i> • Current Ratio is greater than 3.0	20	20
<i>Meets Standard:</i> • Current Ratio is between 1.0 and 3.0	15	
<i>Approaches Standard:</i> • Current Ratio is between 0.9 and 1.0 or equal to 1.0	10	
<i>Does Not Meet Standard:</i> • Current Ratio is less than or equal to 0.9	0	
Measure 1b, Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365) Does the school maintain an appropriate balance of cash on hand?	Points Available	Points Earned
<i>Exceeds Standard:</i> • Days Cash greater than 75 days	20	10
<i>Meets Standard:</i> • Between 45 and 75 Days Cash	15	
<i>Approaches Standard:</i> • Days Cash is between 15 and 45 days	10	
<i>Does Not Meet Standard:</i> • Less than 15 Days Cash	0	
Measure 1c, Enrollment Variance: $\frac{[\text{Actual Enrollment during the October FTE Count}(\text{fiscal year } x) - \text{school enrollment projection}(\text{fiscal year } X)]}{\text{school enrollment projection}(\text{fiscal year } X)}$ Is the school able to project enrollment in a way that enables them to adequately budget?	Points Available	Points Earned
<i>Exceeds Standard:</i> • Enrollment Variance equals less than 2 percent	10	0
<i>Meets Standard:</i> • Enrollment Variance is between 2 and 8 percent	5	
<i>Does Not Meet Standard:</i> • Enrollment Variance is greater than 8 percent	0	
Measure 1d, Default Is the school repaying debts in a timely manner?	Points Available	Points Earned
<i>Meets Standard:</i> • School is not in default of loan covenant(s) and/or is not delinquent with debt service payments OR • School does not have any outstanding debt	10	10
<i>Does Not Meet Standard:</i> • School is in default of loan covenant(s) and/or is delinquent with debt service payments	0	

**Total Points Available—Section II, Indicator 1: 60 points**

**Total Points Earned:**

**40**

**Section II, Indicator 2: Sustainability Measures**

Sustainability measures are used to determine a charter school’s ability to cover long term obligations as well as their ability to effectively control cost.

<u>Measure 2a, Efficiency Margin: (Change in Net Assets + Change in Pension Related Accts) divided by Total Revenues</u> Does the school manage costs appropriately?	<u>Points Available</u>	<u>Points Earned</u>
<i>Exceeds Standard:</i> • Aggregated Three-Year Efficiency Margin is 10 percent or greater	20	20
<i>Meets Standard:</i> • Aggregated Three-Year Efficiency Margin is between 0 and 10 percent	15	
<i>Approaches Standard:</i> • Aggregated Three-Year Efficiency Margin is between -.01 and -10 percent	10	
<i>Does Not Meet Standard:</i> • Aggregated Three-Year Efficiency Margin is less than -10 percent	0	
<u>Measure 2b, Debt to Asset Ratio: (Total Liabilities-Deferred Pension Liability) divided by Total Assets</u> Does the school maintain an appropriate balance between assets and liabilities over time?	<u>Points Available</u>	<u>Points Earned</u>
<i>Exceeds Standard:</i> • Debt to Asset Ratio is less than 25 percent	20	15
<i>Meets Standard:</i> • Debt to Asset Ratio is between 25 and 94.99 percent	15	
<i>Approaches Standard:</i> • Debt to Asset Ratio is between 95 and 100 percent	10	
<i>Does Not Meet Standard:</i> • Debt to Asset Ratio is greater than 100 percent	0	

**Total Points Available—Indicator 2: 40 points**

**Total Points Earned:**

**35**

**SECTION II: DETERMINATION OF COMPLIANCE**

As measured by the indicators and measures, is the school meeting financial performance standards?

**SCHOOLS SCORE:**

**75**

**SCORING CATEGORIES:**

<b>100 pts.</b>	<b>Exceeds Financial Performance Standards</b>
<b>75-99 pts.</b>	<b>Meets Financial Performance Standards</b>
<b>50-74 pts.</b>	<b>Does Not Meet Financial Performance Standards</b>
<b>0-49 pts.</b>	<b>Falls Far Below Financial Performance Standards</b>

## SECTION III: OPERATIONAL PERFORMANCE

### Section III, Indicator 1: Educational Program Compliance

A charter school's overall purpose is to provide its students a quality and innovative educational program. Schools must adhere to the educational program identified in its charter contract that was awarded on the basis of the program outlined in its petition.

<u>Measure 1a, Essential or Innovative Features</u>	<u>Points Available</u>	<u>Points Earned</u>
Is the school implementing all essential or innovative features of its program as defined in its current charter contract?		
<b>Meets Standard:</b> <ul style="list-style-type: none"> <li>• The school implemented all essential or innovative features of its education and operational program as defined in the charter contract in all material respects.</li> </ul>	5	5
<b>Does Not Meet Standard:</b> <ul style="list-style-type: none"> <li>• The school failed to implement all essential or innovative features of its education and operational program as defined in the charter contract in all material respects.</li> </ul>	0	
<u>Measure 1b, Mission-Specific Goals (BONUS*)</u>	<u>Points Available</u>	<u>Points Earned</u>
Is the school's curricular and educational program aligned with its stated mission as evidence through the attainment of mission-specific goals?		
<b>Meets Standard:</b> <ul style="list-style-type: none"> <li>• The school met all mission-specific goals included in its charter contract.</li> </ul>	5	5
<b>Does Not Meet Standard:</b> <ul style="list-style-type: none"> <li>• The school failed to meet at least one mission-specific goal included in its charter contract.</li> </ul>	0	
<u>Measure 1c, Education Requirements</u>	<u>Points Available</u>	<u>Points Earned</u>
Is the school complying with applicable education requirements?		
<b>Meets Standard:</b> <ul style="list-style-type: none"> <li>• The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to education requirements, including, but not limited to:               <ul style="list-style-type: none"> <li>○ Provided all federally and state mandated programs;</li> <li>○ Adhered to graduation requirements;</li> <li>○ Implemented state-adopted content standards; and</li> <li>○ Administered state assessments in the manner required by law and rule.</li> </ul> </li> </ul>	5	5
<b>Approaches Standard:</b> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of the charter contract relating to education requirements during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	3	
<b>Does Not Meet Standard:</b> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of the charter contract relating to education requirements.</li> </ul>	0	
<u>Measure 1d, Data Reporting</u>	<u>Points Available</u>	<u>Points Earned</u>
Is the school complying with reporting requirements?		
<b>Meets Standard:</b> <ul style="list-style-type: none"> <li>• The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities, including but not limited to:               <ul style="list-style-type: none"> <li>○ QBE/FTE Data Reporting;</li> <li>○ Personnel Reporting;</li> <li>○ Student Record Reporting;</li> <li>○ CCRPI Data Reporting;</li> <li>○ Special Education Data Reporting; and</li> <li>○ Required Data Surveys</li> </ul> </li> </ul>	5	5

<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to relevant reporting requirements, including timelines and deadlines, to the SCSC, GaDOE, and/or federal authorities.</li> </ul>	0	
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**Total Points Available—Section III, Indicator 1: 15 points**

**Total Points Earned:**

**20**

\*Schools will earn 5 additional bonus points for meeting mission-specific goals. Bonus points cannot be utilized to increase an overall score above 100.

**Section III, Indicator 2: Financial Oversight**

Charter schools must be faithful stewards of public funding and must adhere to stringent standards in the management of its assets. Failure to do so is one of the leading causes of charter school closure.

Measure 2a, Financial Reporting Is the school meeting financial reporting and compliance timeline and form requirements?	Points Available	Points Earned
<p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to financial reporting requirements, including, but not limited to:               <ul style="list-style-type: none"> <li>Complete and on-time submission of financial reports, such as its annual budgets, revised budgets, and DE 046, in the manner prescribed by GaDOE or the SCSC;</li> <li>Timely periodic financial reports as required by the SCSC, GaDOE, or other state agency;</li> <li>On-time submission and completion of its annual independent audit by the deadline established by the SCSC;</li> <li>Complete and on-time submission of program budgets (Title I, IDEA, and grant budgets)</li> </ul> </li> </ul>	6	6
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to financials reporting requirements.</li> </ul>	0	
Measure 2b, Adherence to GAAP Standards Is the school following Generally Accepted Accounting Principles (GAAP)?	Points Available	Points Earned
<p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>The school complied with all applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit that includes:               <ul style="list-style-type: none"> <li>An unqualified audit opinion;</li> <li>An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses;</li> <li>An audit that does not include a going concern disclosure in the notes or an explanatory paragraph;</li> <li>No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight.</li> </ul> </li> </ul>	5	5
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit.</li> </ul>	0	

**Total Points Available—Section III, Indicator 2: 11 points**

**Total Points Earned:**

**11**

### Section III, Indicator 3: Governance

A charter school's governing board must provide adequate oversight of school management and operations to ensure that the school is fulfilling its duties to students, employees, parents, and the general public.

<b>Measure 3a, General Governance</b> Is the school complying with all applicable general governance requirements?	<u>Points Available</u>	<u>Points Earned</u>
<b>Meets Standard:</b> <ul style="list-style-type: none"> <li>• The school complied with all applicable laws, rules, regulations, provisions of its charter contract, and its policies relating to governance by its board, including but not limited to:                             <ul style="list-style-type: none"> <li>○ Board policies;</li> <li>○ Board bylaws;</li> <li>○ Code of ethics;</li> <li>○ Conflicts of interest;</li> <li>○ Board composition and/or membership laws and rules; and</li> <li>○ Restrictions on compensation</li> </ul> </li> </ul>	5	5
<b>Approaches Standard:</b> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, provision of the charter contract, or its policies relating to governance by its board during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	3	
<b>Does Not Meet Standard:</b> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, provision of the charter contract, or its policies relating to governance by its board.</li> </ul>	0	
<b>Measure 3b, Open Governance</b> Is the school complying with all applicable open governance requirements?	<u>Points Available</u>	<u>Points Earned</u>
<b>Meets Standard:</b> <ul style="list-style-type: none"> <li>• The school complied with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the Georgia Open Meetings Act and open records requirements.</li> </ul>	5	
<b>Approaches Standard:</b> <ul style="list-style-type: none"> <li>• The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to the Georgia Open Meetings Act and open records requirements during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	3	5
<b>Does Not Meet Standard:</b> <ul style="list-style-type: none"> <li>• The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to the Georgia Open Meetings Act and open records requirements.</li> </ul>	0	
<b>Measure 3c, Governance Training</b> Is the school complying with all applicable governance training requirements?	<u>Points Available</u>	<u>Points Earned</u>
<b>Meets Standard:</b> <ul style="list-style-type: none"> <li>• The school took action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the participation of its governing board in required trainings, including, but not limited to, annual attendance by the entire governing board at SCSC provided or approved training pursuant to O.C.G.A. § 20-2-2084(f).</li> </ul>	5	5
<b>Does Not Meet Standard:</b> <ul style="list-style-type: none"> <li>• The school failed to take action to ensure that all governing board members comply with all applicable laws, rules, regulations, provision of its charter contract, and its policies relating to the participation of its governing board in required trainings, including, but not limited to, annual attendance by the entire governing board at SCSC provided or approved training pursuant to O.C.G.A. § 20-2-2084(f).</li> </ul>	0	
<b>Measure 3d, Holding Management Accountable</b> Is the school holding management and contractors accountable?	<u>Points Available</u>	<u>Points Earned</u>

<p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to oversight of school management and contractors, including, but not limited to: <ul style="list-style-type: none"> <li>Implementation of the Teacher and Leader Keys Effectiveness Systems;</li> <li>Remedial action regarding employees not meeting expectations; and</li> <li>Actions to enforce contractual provisions or terminate the contract of noncompliant educational service providers or other contractors.</li> </ul> </li> </ul>	5	5
<p><b>Approaches Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to oversight of school management and contractors during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	3	
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with all applicable laws, rules, regulations, provision of its charter contract, or its policies relating to oversight of school management and contractors.</li> </ul>	0	

**Total Points Available—Section III, Indicator 3: 20 points**

**Total Points Earned:**

**20**

**Section III, Indicator 4: Students and Employees**

Parents entrust schools with the education and welfare of their children, and the school must afford those children the appropriate rights and care. The school must respect its employees and ensure that they are duly qualified to further the education and welfare of students.

<u>Measure 4a, Rights of All Students</u>	<u>Points Available</u>	<u>Points Earned</u>
<p><b>Is the school protecting the rights of all students?</b></p> <p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>The school complied with all applicable laws, rules, regulations, provisions of its charter contract, and its policies relating to the rights of students, including but not limited to: <ul style="list-style-type: none"> <li>Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment);</li> <li>The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law);</li> <li>Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and</li> <li>Conduct of discipline (discipline hearings and suspension and expulsion policies and practices).</li> </ul> </li> </ul>	4	4
<p><b>Approaches Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its policies relating to the rights of students during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	2	
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its policies relating to the rights of students.</li> </ul>	0	
<p><b>Measure 4b, Rights of Students with Disabilities</b></p> <p><b>Is the school protecting the rights of students with disabilities?</b></p>	<u>Points Available</u>	<u>Points Earned</u>
<p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>Consistent with the school's status and responsibilities as a Local Education Agency (LEA), the school complied with all applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: <ul style="list-style-type: none"> <li>Identification and referral of students who may have a disability;</li> <li>Operational compliance regarding the academic program, assessments, and all other aspects of the school's program and responsibilities;</li> </ul> </li> </ul>	4	4

<ul style="list-style-type: none"> <li>○ Discipline, including due process protections, manifestation determinations, and behavioral intervention plans;</li> <li>○ Appropriately implementing student Individualized Education Programs and Section 504 plans; and</li> <li>○ Ensuring appropriate access to the school's facilities and programs to students and parents.</li> </ul>		
<p><b>Approaches Standard:</b></p> <ul style="list-style-type: none"> <li>● The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	2	
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>● The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability.</li> </ul>	0	
<p><b>Measure 4c, Rights of Students who are English Learners (ELs)</b> Is the school protecting the rights of English Learners (ELs)?</p>	<u>Points Available</u>	<u>Points Earned</u>
<p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>● The school complied with all applicable laws, rules, regulations, and provisions of its charter contract (including Title III of the Elementary and Secondary Education Act [ESEA] and U.S. Department of Education authorities) relating to EL requirements, including but not limited to: <ul style="list-style-type: none"> <li>○ Required policies related to the service of EL students;</li> <li>○ Proper steps for identification of students in need of EL services;</li> <li>○ Appropriate and equitable delivery of services to identified students;</li> <li>○ Appropriate accommodations on assessments;</li> <li>○ Exiting of students from EL services; and</li> <li>○ Ongoing monitoring of exited students.</li> </ul> </li> </ul>	4	4
<p><b>Approaches Standard:</b></p> <ul style="list-style-type: none"> <li>● The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to EL requirements during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	2	
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>● The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to EL requirements.</li> </ul>	0	
<p><b>Measure 4d, Employee Qualifications</b> Is the school meeting teacher and other employee qualification requirements?</p>	<u>Points Available</u>	<u>Points Earned</u>
<p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>● The school complied with all applicable laws, rules, regulations, and provisions of its charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act [ESEA]) relating to employee qualification requirements.</li> </ul>	4	
<p><b>Approaches Standard:</b></p> <ul style="list-style-type: none"> <li>● The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act [ESEA]) relating to employee qualification requirements during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	2	4
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>● The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act [ESEA]) relating to employee qualification requirements.</li> </ul>	0	

<b>Measure 4e, Employee Rights</b> Is the school respecting employee rights?	<b>Points Available</b>	<b>Points Earned</b>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>The school complied with all applicable laws, rules, regulations, provisions of its charter contract, and its governing policies relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, employment contracts, and employee termination.</li> </ul>	4	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, employment contracts, and employee termination during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	2	
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, employment contracts, and employee termination.</li> </ul>	0	
<b>Measure 4f, Criminal Records Checks</b> Is the school completing required criminal records checks of its employees?	<b>Points Available</b>	<b>Points Earned</b>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>The school complied with all applicable laws, rules, regulations, provisions of its charter contract, and its governing policies relating to conducting criminal records checks of its employees and all other required individuals.</li> </ul>	4	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to conducting criminal records checks of its employees and all other required individuals during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	2	
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, or its governing policies relating to conducting criminal records checks of its employees and all other required individuals.</li> </ul>	0	

**Total Points Available—Section III, Indicator 4: 24 points**

**Total Points Earned:**

**24**

### Section III, Indicator 5: School Environment

A safe and healthy school environment is critical to creating a conducive learning environment and protecting the well-being of students and employees.

<u>Measure 5a, Facility</u> Is the school complying with facilities requirements?	<u>Points Available</u>	<u>Points Earned</u>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to the school's facilities including but not limited to:                             <ul style="list-style-type: none"> <li>○ Fire inspections and related records;</li> <li>○ Viable certificate of occupancy;</li> <li>○ Documentation of requisite insurance coverage;</li> <li>○ Approval from GaDOE regarding initial site selection and facility requirements; and</li> <li>○ Subsequent approvals as necessary from GaDOE regarding facility maintenance, expansion, or other facility changes.</li> </ul> </li> </ul>	4	4
<p><i>Approaches Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the school's facilities during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	2	
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the school's facilities.</li> </ul>	0	
<u>Measure 5b, Student Retention</u> Is the school maintaining a safe and secure school environment as measured by the school's student churn rate?	<u>Points Available</u>	<u>Points Earned</u>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school's student churn rate for the year is less than or equal to 20%. If one of the school's Essential or Innovative Features to educate students in a completely virtual program, the school will meet this standard if the school's student churn rate is less than or equal to 35%. If one of the school's Essential or Innovative Features is to serve students who have dropped out of high school or are at risk of dropping out of high school, the school will meet this standard if the school's student churn rate is less than or equal to 90%. The student churn rate equals the number of student entries and exits between October and May divided by the total number of students in the school in October.</li> </ul>	4	4
<p><i>Does Not Meet Standard:</i></p> <ul style="list-style-type: none"> <li>• The school's student churn rate exceeded the acceptable threshold for the school's program.</li> </ul>	0	
<u>Measure 5c, Health and Safety</u> Is the school complying with health and safety requirements?	<u>Points Available</u>	<u>Points Earned</u>
<p><i>Meets Standard:</i></p> <ul style="list-style-type: none"> <li>• The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to safety and the protection of student and employee health, including, but not limited to:                             <ul style="list-style-type: none"> <li>○ Annual health assessments of students;</li> <li>○ Diabetes Medical Management Plans;</li> <li>○ Access to auto-injectable epinephrine and automated external defibrillators as appropriate;</li> <li>○ Scoliosis screening; and</li> <li>○ A physically safe and secure environment.</li> </ul> </li> </ul>	4	4

<p><b>Approaches Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to safety and the protection of student and employee health during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	2	
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to safety and the protection of student and employee health.</li> </ul>	0	
<p><b>Measure 5d, Support Services</b> Is the school complying with nursing, food service, and transportation requirements?</p>	<u>Points Available</u>	<u>Points Earned</u>
<p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>The school complied with all applicable laws, rules, regulations, and provisions of its charter contract relating to the provision nursing program requirements, food service (if provided) and transportation (if provided), including, but not limited to: <ul style="list-style-type: none"> <li>School Health Nurse Program;</li> <li>The National School Lunch Program, School Breakfast Program, and/or After-school Snack Program, including nutritional and reimbursement requirements thereof, if food service is provided; and</li> <li>School bus specifications, bus driver training and licensing requirements, and transportation survey deadlines.</li> </ul> </li> </ul>	4	4
<p><b>Approaches Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the provision nursing program requirements, food service (if provided) or transportation (if provided) during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	2	
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, or provision of its charter contract relating to the provision nursing program requirements, food service (if provided) or transportation (if provided).</li> </ul>	0	
<p><b>Measure 5e, Information, Data, and Communication</b> Is the school maintaining student and employee information and data securely and communicating with stakeholders appropriately?</p>	<u>Points Available</u>	<u>Points Earned</u>
<p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>The school complied with all applicable laws, rules, regulations, provisions of its charter contract, governing board policies, and SCSC directives relating to the handling of information and stakeholder communication, including but not limited to: <ul style="list-style-type: none"> <li>Giving appropriate notices and maintaining the security of providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;</li> <li>Meeting Title I annual parent meeting requirements;</li> <li>Transferring of student records;</li> <li>Confidentiality of personnel records not subject to open records requirements; and</li> <li>Communicating with parents and other stakeholders in a timely manner.</li> </ul> </li> </ul>	4	4
<p><b>Approaches Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, governing board policy, or SCSC directive relating to the handling of information and stakeholder communication during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	2	

<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one applicable law, rule, regulation, provision of its charter contract, governing board policy, or SCSC directive relating to the handling of information and stakeholder communication.</li> </ul>	0	
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**Total Points Available—Section III, Indicator 5: 20 points**

**Total Points Earned:**

**20**

**Section III, Indicator 6: Additional and Continuing Obligations**

A charter school must faithfully fulfill all its obligations and quickly remedy any instance of noncompliance.

Measure 6a, Additional Obligations	Points Available	Points Earned
<p>Is the school complying with all other obligations?</p> <p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>The school complied with all other legal, statutory, regulatory, or contractual requirements, including those contained in its charter contract, that are not otherwise explicitly addressed in these Operational Performance Standards, including but not limited to requirements from the following sources: <ul style="list-style-type: none"> <li>Revisions to state charter law;</li> <li>Following the school’s own financial policies and procedures;</li> <li>Adhering to the Department of Early Care and Learning’s requirements for before and after school care (if applicable);</li> <li>Consent decrees;</li> <li>Intervention requirements by the authorizer; and</li> <li>Requirements by other entities to which the charter school is accountable (e.g., Georgia Department of Education, Professional Standards Commission, Department of Labor, etc.)</li> </ul> </li> </ul>	5	5
<p><b>Approaches Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one other legal, statutory, regulatory, or contractual requirement, including those contained in its charter contract that is not otherwise explicitly addressed in these Operational Performance Standards during its SCSC on-site monitoring visit, but the school adequately remedied its finding(s) and regained compliance.</li> </ul>	3	
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to comply with at least one other legal, statutory, regulatory, or contractual requirement, including those contained in its charter contract that is not otherwise explicitly addressed in these Operational Performance Standards.</li> </ul>	0	
<p><b>Measure 6b, Continuing Obligations</b></p> <p>Is the school remedying noncompliance after proper notification?</p>	Points Available	Points Earned
<p><b>Meets Standard:</b></p> <ul style="list-style-type: none"> <li>The school corrected noncompliance with legal, statutory, regulatory, contractual requirements, or SCSC directives after notification from the SCSC of noncompliance or the school has no matters of material noncompliance for which it received notification from the SCSC.</li> </ul>	5	5
<p><b>Does Not Meet Standard:</b></p> <ul style="list-style-type: none"> <li>The school failed to correct at least one matter of noncompliance with legal, statutory, regulatory, contractual requirements, or SCSC directives after notification from the SCSC of noncompliance.</li> </ul>	0	

**Total Points Available—Section III, Indicator 6: 10 points**

**Total Points Earned:**

**10**

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**Section III: OVERALL DETERMINATION OF COMPLIANCE**

As measured by the indicators and measures, is the school meeting operational performance standards?

**SCHOOLS SCORE:**

**100**

**SCORING CATEGORIES:**

<b>80-100 pts.</b>	<b>Meets Operational Performance Standards</b>
<b>50-79 pts.</b>	<b>Does Not Meet Operational Performance Standards</b>
<b>0-49 pts.</b>	<b>Falls Far Below Operational Performance Standards</b>

## Appendix A: Scoring Summaries

SECTION I: ACADEMIC PERFORMANCE					
Indicator	Measure	Points Available	Points Earned	Explanation	Data Source
1. State and Federal Accountability Systems	1(a)	2	0	The school did not receive any points because it did not meet 100% of school Improvement Targets.	GaDOE: CCRPI School Improvement Targets
	1(b)	2	2	The school received all possible points because it was not designated as TSI, CSI or Turnaround Eligible by GaDOE or GOSA.	GaDOE: CSI and TSI Schools Lists, GOSA: Turnaround Eligible Schools List
2. Student Achievement and Student Growth	1	96	96	The school received all possible points because its CCRPI Content Mastery Sub-Score was higher than that of its comparison district(s) in all grade bands served.	GaDOE: CCRPI Content Mastery Sub-Score
	2	96	96	The school received all possible points because its CCRPI Progress Sub-Score was higher than that of its comparison district(s) in all grade bands served.	GaDOE: CCRPI Progress Sub-Score
	3	96	96	The school received all possible points because its CCRPI Grade Band was higher than that of its comparison district(s) in all grade bands served.	GaDOE: CCRPI Grade Band Score
Second Look, Part A	CCRPI Single Score	96	96	The school received all possible points because its CCRPI Single Score was higher than that of its comparison district on at least one comparison calculation.	GaDOE: CCRPI Single Score
Second Look, Part B	Value-Added Impact	96	96	The school received all possible points because its Value-Added Impact Score was statistically higher than that of its comparison district(s) in all grade bands served.	GOSA/SCSC: Value Added-Impact Score
Second Look, Part C	Beating the Odds	96	96	The school received all possible points because it was designated as Beating the Odds by GaDOE.	GOSA/GaDOE: Beating the Odds Determination

**Section I, Points Possible = 100**

**Section I, Points Earned = 98**

## SECTION II: FINANCIAL PERFORMANCE

Indicator	Measure	Points Available	Points Earned	Explanation	Measure	Data Source
1. Near Term Measures	1(a)	20	20	The school received all possible points because its current ratio was greater than 3.0	Current Ratio 3.21	School Audit Report: Governmental Funds-Balance Sheet
	1(b)	20	10	The school received partial points because it had between 15 and 45 days of unrestricted cash	Unrestricted Days Cash 40.93	School Audit Report: Governmental Funds-Balance Sheet/Statement of Revenues, Expenditures, and Changes in Fund Balance
	1(c)	10	0	The school did not receive any points because it's enrollment variance was greater than 8 percent	Enrollment Variance 0.1682	SCSC Annual Enrollment Projection Form and GaDOE: Data Collections, Student Enrollment by Grade Level
	1(d)	10	10	The school received all possible points because it was not in default of any loan/bond covenants or delinquent with debt service payments	No	School Audit Report: Notes
2.Sustainability Measures	2(a)	20	20	The school received all possible points because its aggregated three-year efficiency margin was 10 percent or greater	Aggregated Efficiency Margin 0.1691	School Audit Report: Statement of Activities (most recent 3yrs if available), Notes-Pension Plan
	2(b)	20	15	The school received partial points because its debt to asset ratio was between 25 and 94.99 percent	Debt to Asset Ratio 0.9025	School Audit Report: Statement of Net Position

**Section II, Points Possible = 100**

**Section II, Points Earned = 75**

## SECTION III: OPERATIONAL COMPLIANCE

Indicator	Measure	Points Available	Points Earned	Explanation	Data Source
1. Educational Program Compliance	1(a)	5	5	The school received all possible points because it implemented all essential or innovative features of its education and operational program as defined in its charter contract.	GaDOE: Charter School Annual Report
	1(b) BONUS	5	5	The school received all possible points because it met all mission-specific goals included in its charter contract.	GaDOE: Charter School Annual Report
	1(c)	5	5	The school received all possible points because it received no findings indicating the school is out of compliance with all applicable laws, rules, regulations, and provisions of its charter contract relating to education requirements.	SCSC: Monitoring Activities
	1(d)	5	5	The school received all possible points because it compiled with all applicable laws, rules, regulations, and provisions of its charter contract relating to relevant reporting requirements.	GaDOE: Data Collections On-Time Report
2. Financial Oversight	2(a)	6	6	The school received all possible points because it met all financial reporting and compliance timeline and form requirements.	GaDOE: Federal Program Monitoring
	2(b)	5	5	The school received all possible points because the school's independent audit found that it is following Generally Accepted Accounting Principles (GAAP).	GaDOE: Nutrition Program
3. Governance	3(a)	5	5	The school received all possible points because the school is complying with all applicable general governance requirements.	SCSC: Monitoring Activities
	3(b)	5	5	The school received all possible points because the school complied with the Georgia Open Meetings Act and open records requirements.	SCSC: Monitoring Activities
	3(c)	5	5	The school received all possible points because all governing board members completed required training through the SCSC or approved alternate provider.	SCSC: Training Rosters
	3(d)	5	5	The school received all possible points because it is holding management and contractors accountable.	SCSC: Monitoring Activities
4. Students and Employees	4(a)	4	4	The school received all possible points because the school is protecting the rights of all students.	SCSC: Monitoring Activities

	4(b)	4	4	The school received all possible points because it is protecting the rights of students with disabilities.	SCSC: Monitoring Activities
	4(c)	4	4	The school received all possible points because it protects the rights of English Learners (ELs).	SCSC: Monitoring Activities
	4(d)	4	4	The school received all possible points because it met teacher and other employee qualification requirements.	SCSC: Monitoring Activities
	4(e)	4	4	The school received all possible points because the school respected all employee rights.	SCSC: Monitoring Activities
	4(f)	4	4	The school received all possible points because it completed required criminal records checks of its employees.	SCSC: Monitoring Activities
	5. School Environment	5(a)	4	4	The school received all possible points because it complied with facilities requirements.
5(b)		4	4	The school received all possible points because its churn rate was less than 20% (9.3%).	GOSA: Churn Rate Report
5(c)		4	4	The school received all possible points because it complied with health and safety requirements.	SCSC: Monitoring Activities
5(d)		4	4	The school received all possible points because it complied with nursing, food services and transportation requirements.	SCSC: Monitoring Activities
5(e)		4	4	The school received all possible points because it maintained student and employee information and data securely and communicated with stakeholders appropriately.	SCSC: Monitoring Activities
6. Additional Obligations	6(a)	5	5	The school received all possible points because the school complied with all other obligations.	SCSC: Monitoring Activities
	6(b)	5	5	The school received all possible points because it remedied noncompliance after proper notification.	SCSC: Monitoring Activities

**Section III, Points Possible = 100**

**Section III, Points Earned = 100**

## Appendix B: Historical Scores-- Progress Toward Renewal

### 2018-2019 Score

Section	Determination	Points Earned
Academic Performance	Meets Standards	98
Financial Performance	Meets Standards	75
Operational Performance	Meets Standards	100

### Historical Scores – Progress Toward Renewal

Section	2015-2016	2016-2017	2017-2018	2018-2019
Academic Performance	NA	NA	98	98
Financial Performance	NA	NA	85	75
Operational Performance	NA	NA	84	100

NA=Not Available, the school was not in operation

#### SCSC PERFORMANCE EXPECTATIONS:

State Charter Schools are expected to meet academic, financial, and operational standards during every year of the charter term; however, a school will be considered eligible for renewal if it meets academic, financial, and operational standards at least 75% of the time (in 3 out of the first 4 years of a 5 year charter contract term).

## Appendix: Data Sources Compiled

### Academic Performance:

Indicator	Data Source
1. State and Federal Accountability Systems	GaDOE: CCRPI Improvement Targets and CSI, TSI and Turnaround Eligible School Lists
2. Student Achievement	GaDOE: CCRPI Content Mastery Sub-Score
3. Student Progress	GaDOE: CCRPI Progress Sub-Score
4. Achievement and Progress	Ga:DOE: CCRPI Grade Band Score
5. Second-Look	GaDOE: CCRPI Single Score SCSC: Value-Added Impact Score GaDOE: Beating the Odds designation

### Financial Performance:

Indicator	Data Source
1. Near-Term Measures	School Audit Report: Governmental Funds-Balance Sheet School Audit Report: Statement of Revenues, Expenditures, and Changes in Fund Balance SCSC Annual Enrollment Projection Form GADOE: Data Collections, Student Enrollment by Grade Level School Audit Report: Notes
2. Sustainability Measures	School Audit Report: Statement of Activities/Change in Net Position and Audit Notes School Audit Report: Statement of Net Position

### Operational Performance:

Indicator	Data Source
1. Educational Program Compliance	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
2. Financial Oversight	GaDOE: Charter School Annual Report, SEA Program Monitoring, Financial Reports SCSC: Monitoring Activities, Complaint Investigations Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
3. Governance	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
4. Students and Employees	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
5. School Environment	GaDOE: Charter School Annual Report, SEA Program Monitoring, Data Reports SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report
6. Additional and Continuing Obligations	GaDOE: Charter School Annual Report, SEA Program Monitoring SCSC: Monitoring Activities, Complaint Investigations, Training Rosters Other: Reports of Noncompliance from a State or Federal Agency, Independent Audit Report

Tori R. Jackson Hines

- Education:** **Columbia University Teachers College** **New York, NY**  
M.S. Neuroscience and Education, December 2012
- Thesis: *Creating Creativity - Constructivism and Divergent Thinking Moving Beyond Hemispheric Asymmetry and its Application in Education*
  - Research Proposal: *Orthographical Processing in Question Stem Sight Words as Predictors of Reading Comprehension in Non-Fiction Text utilizing fMRI.*
- Loyola Marymount University** **Los Angeles, CA**  
M.A. Elementary Education, 3.8GPA May 2008
- Teach for America, 2006 Los Angeles Corps
- University Of Maryland, College Park** **College Park, MD**  
B.A. Spanish Language and Literature, Community Health, *Pre-Medical Track*, 3.0GPA May 2006
- National Urban League Scholarship Recipient, 2002
  - Admitted to College Park Scholars Living and Learning Public Leadership Program, 2002
  - Selected as a “Top Ten Freshmen” Emerging Campus Leaders
  - Extensive coursework in physical and biological sciences
  - Studied abroad in southern Mexico
- Certification** **New York State Certification** **New York State**  
Early Childhood Education, Professional
- California State Certification** **California**  
Multiple Subjects K-6, Preliminary
- Experience:** **Building Excellent Schools** **Atlanta, GA**  
7/15 – Present  
**Fellow, Lead Founder Resurgence Hall**
- Building Excellent Schools (BES) trains leaders to take on the demanding and urgent work of leading high-achieving, college-preparatory urban charter schools. The BES Fellowship - a rigorous, yearlong, comprehensive training program in urban charter school creation and leadership - has resulted in the establishment of more than 80 schools in 14 states and the District of Columbia. BES schools educate over 20,000 students annually, in schools that span grades K-12. BES holds the core belief that academic performance drives every element of a school, including design, leadership, culture, decisions, and governance.
- 6/13 – 7/15 Present  
**Teach for America**  
**Manager, Teacher Leadership Development**
- Lead Elementary placed corps members to achieve transformational outcomes in the classrooms and communities of Metro Atlanta by developing corps members' instructional practice, collaborating with key community members, and helping corps members identify and actualize their leadership pathways
- 09/11 – 01/13 **TFOA: Professional Prep Charter School** **Brooklyn, NY**  
**Founding Senior Teacher 1<sup>st</sup> Grade**
- Response to Intervention Coordinator: create and implement RTI program for the school
  - Literacy Specialist: provide Professional Development through a series of workshops around phonemic awareness, phonics, and comprehension
  - Mentor: provide lesson observations, lesson plan feedback, and support to apprentice teachers
- 09/10 – 8/11 **Excellence Girls Charter School** **Brooklyn, NY**  
**Lead Teacher 1<sup>st</sup> Grade**
- Lead grade level math instructional planner: created leveled lesson plans that align with TerraNova
  - Lead phonics instructor with lowest performing students achieving 1 Level STEP growth in 2 months (comprehensive reading assessment)
  - Mentor Teacher for Summer Teaching Fellows: provided instruction and feedback on lesson planning, execution, and classroom management
  - Created and implemented reading, math and writing curriculum for Summer Teaching Fellows

- 06/08-09/10 **Dominion Medical Associates, Inc.** **Richmond, VA**  
**Clinical Research Director**
- Developed Clinical Research division which oversees all aspects of phase III and IV clinical trials and managed support staff of 5 nurses and coordinators to successfully conduct trials
  - Contract holdings totaled 1.75 million as of April 2010
  - Negotiated and secured research contracts in excess of \$200,000 in first year of operation
  - Ranked #1 nationally for three separate trials for number of enrolled patients and ranked #1 nationally for eight separate trials for number of enrolled minority patients
  - Developed marketing campaign to promote the research division which played integral role in attracting potential sponsorships

- 06/06-06/08 **122nd Street Elementary School** **Los Angeles, CA**  
**Teacher 2<sup>nd</sup> Grade , Teach for America**
- Set high standards of all students to surpass state and local averages in all academic areas  
During both years, students exceeded local, district, and state averages on California State Test (CST)
  - Highest scoring performance by my students on CST Mathematics two years consecutively amongst seven second grade classes
  - Awarded Academic English Mastery Program award (AEMP) for distinguished instruction in support of Standard English Language Learners (ELL)
  - Implemented workshops and after school tutoring with goal of ensuring student success as set out by classroom BIG GOAL of 80% proficiency in all subject areas
  - Founded and coached 122<sup>nd</sup> St. Elementary Bulldog Step Team

- Additional:
- **Member, Alpha Kappa Alpha Sorority, Inc.**
  - **Interest include: travel, running, and innovation**

**Experience****Resurgence Hall Charter School**

College Park, GA

**Director of Curriculum & Culture**

July 2018-Present

- Coach and manage portfolio of 8 teachers in classroom management and instructional techniques towards end of year literacy and math achievement through weekly observation and feedback, CT3's Real Time Teacher Coaching, Intellectual Preparation and Daily Stack Audit Protocols
- Design and deliver year-long Arc of Professional Development for Fellows, Associate Teachers, Lead Teachers, and Coaches resulting in 93% mastery of weekly skill
- Ensure consistent implementation of school-wide student culture and academic systems

**The Together Group**

Brooklyn, NY

**The Together Teacher Contractor**

August 2017-Present

- Facilitate 4 hour personal and professional organization workshop aimed at increasing teacher effectiveness and decreasing teacher burnout for clients in school-based locations across the country—100% of participants agree that the workshop will increase their effectiveness as a busy teacher

**Achievement First- Brownsville Elementary School**

Brooklyn, NY

**Kindergarten-2nd Grade Academic Dean (2016-2017) Kindergarten-1<sup>st</sup> Grade (2017-Present)**

August 2016-July 2018

- Coached and manage portfolio of 15-22 teachers in classroom management and instructional techniques towards end of year reading and math achievement through weekly observation and feedback, CT3's Real Time Teacher Coaching, Intellectual Preparation and Looking at Student Work Protocols
- Ensured consistent implementation of school-wide student culture and academic systems including behavior management system resulting in an increase in average classroom time on task by 35%
- Designed and deliver weekly professional development curriculum with a focus on Guided Reading, Math, personal effectiveness, and building a no-nonsense and nurturing student and adult culture for 60 staff members
- Named as one of The Country's Best Coaches by the Center for Transformative Teacher Training

**Achievement First- Team Recruit**

Brooklyn, NY

**Talent Partner**

August 2014-2016

- Worked with a portfolio of 4 elementary school principals to manage talent practices from end to end including recruitment, retention, and development of approximately 150 staff members
- Utilized comprehensive talent data on retention, promotion, and organizational health data to advise principals and Regional Superintendents on best practices
- Oversaw hiring process for 3,000+ candidates across two geographies—100% of finalists say they would recommend AF to a friend

**Achievement First- Aspire Elementary School**

Brooklyn, NY

**Founding Kindergarten Teacher, Grade Level Leader, and Leadership Fellow**

July 2013-August 2014

- Led grade team to reach year-long mastery goals—92.0% of scholars reaching proficiency reading goal (STEP 5+), 46% of scholars reaching advanced reading goal (STEP 7+), and year-long grade level attendance goal of 97%
- Coached, provided feedback, and evaluated Kindergarten Teacher in Residence
- Led weekly professional development opportunities on school culture and academic rigor to a team of 8 colleagues

**The Main Street Academy/Teach For America**

College Park, GA

**Founding Kindergarten Teacher (2010-2011) Grade Team Leader (2011-2013)**

August 2010-July 2013

- Planned and implemented a rigorous kindergarten curriculum, resulting in an average of 91.2% mastery in reading, 93.5% mastery in math, average class mastery of 188 of Fry's High Frequency Words, average of 1.18 years individual reading growth according to Reading A to Z, and an average of 1.53 points of individual writing growth according to the K-2 Developmental Writing Rubric
- Coordinated the implementation of the Georgia Common Core curriculum including the development of pacing guides, curriculum maps, and lesson plans used across 8 colleagues

**Education****Georgia State University** • Atlanta, GA • May 2013 • *Masters of Arts in Teaching, Early Childhood Education***The University of Georgia** • Athens, GA • May 2010 • *BA in History; BA in Journalism, Advertising; Magna Cum Laude***Massachusetts Institute of Technology Department of Political Science** • Cambridge, MA • May-August 2008 • *Research Assistant*

# Leslie Krol Gabbianelli

## PROFESSIONAL EXPERIENCE

### EdTec

September 2017 – Present

Client Manager

- ◆ **Served** as the outsourced Chief Financial Officer for five Georgia charter schools, four in their first year of operations
- ◆ **Managed** \$10MM in expenditures across all schools, analyzing variances and recommending adjustments as needed
- ◆ **Advised** clients on strategic business decisions, developed operational and grant budgets, prepared monthly financial statements, made presentations to Boards of Directors, and gave strategic recommendations on key decision points
- ◆ **Liased** with internal teams (accounts payable, payroll, accounting) to provide excellent client experience and satisfaction

### Education Pioneers

April 2018 – September 2018

Interim Chief of Staff (Part-Time)

- ◆ **Aided** the transition of the new Chief Executive Officer, managing special projects including her inaugural road show
- ◆ **Improved** internal systems and organized and managed all executive-level meetings

### The New Teacher Project (TNTP)

December 2010 – August 2017

Project Director (since April 2014), Site Manager, Analyst, Lead Pre-Screener, Pre-Screener

- ◆ **Led** team operations of data advisory service in over 1,650 schools nationwide with over \$950,000 in annual revenue
- ◆ **Cultivated** new client relationships and managed ongoing strategic client relationships with senior leaders and funders
- ◆ **Realized** strong client satisfaction: 90% agreed work would lead to better performance, 100% renewal rate among my clients
- ◆ **Optimized** processes and systems that allowed for more than quadrupling the number of schools using data advisory service
- ◆ **Managed** business end of multi-year build of new technology platform to automate data collection and report generation
- ◆ **Managed** and oversaw professional growth and development of four staff members (including managers of others)
- ◆ **Co-led research and analysis** for *Greenhouse Schools in Boston*, a research study of successful school leadership practices
- ◆ **Supported** development of new strategic plan and organizational structure of mid-size charter network in Chicago
- ◆ **Led** team to conduct human capital and technology diagnostic of mid-size district to identify opportunities for improvement

### GlaxoSmithKline

July 2007 – August 2009

Buyer

- ◆ **Participated** in selective leadership development program, preparing for management positions in accelerated timeframe
- ◆ **Developed** long-term strategic sourcing strategy for ophthalmic drug delivery device in New Product Supply group
- ◆ **Built** supplier relationships and negotiated over ten contracts for software and hardware purchases in IT Services group

## EDUCATION

### Carnegie Mellon University

Heinz College of Public Policy & Management, Class of 2011 (full-time)

Master of Science in Public Policy & Management, Summa Cum Laude

### Duquesne University

Co-Valedictorian, A.J. Palumbo School of Business Administration

Bachelor of Science in Business Administration, Majors: Supply Chain Management, International Business

Bachelor of the Arts, Major: Political Science

## ADDITIONAL EXPERIENCE

- ◆ **Emerging Leader**, Urban Schools Human Capital Academy (One of 25 chosen for inaugural cohort in 2014)
- ◆ **Corps Member Selector**, Teach For America (Spring 2011 – Spring 2013)
- ◆ **Teaching Assistant**, Intermediate Microeconomics (Fall 2010) and Strategic Presentation Skills (Spring 2011)
- ◆ **Education Pioneers Fellow**, Teach For America (June 2010 – August 2010)

## TECHNICAL SKILLS & CERTIFICATIONS

- ◆ Proficient in Microsoft Suite (MS) including Access, Excel, PowerPoint, and Word, SPSS (statistical software), Smartsheet (project management software), and Salesforce (customer relationship management software), Oracle NetSuite (accounting software); working knowledge of MS Project and SharePoint
- ◆ Project Management Professional (PMP) certification, Project Management Institute (September 2016 – 2019); proficiency in all five process groups

# Laura Flynn George

310 Oakdale Road NE • Atlanta, GA 30307 • [REDACTED]

## PROFESSIONAL EXPERIENCE

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### **Resurgence Hall Charter School** ♦ College Park, GA ♦ July 2017 – Present

#### *Director of Literacy & Early Intervention*

- Observe, coach, and train 10 elementary teachers on rigorous, data-driven differentiated literacy instruction one on one weekly
- Plan and facilitate weekly literacy professional development for entire staff for guided reading, read aloud, and phonics
- Curate K-5 literacy curriculum and materials including purchasing and organizing all instructional texts
- Organize, facilitate, train, and oversee valid administration of the STEP reading assessment to 150 K-1 scholars four times a year
- Oversee and facilitate the Response to Intervention Program for 176 scholars
- Organize school wide events: Storybook Character Day, Author Visits, Scholastic Book Fairs, and Family University nights
- Oversee and facilitate Pawsitive Support, an intervention program that utilizes a therapy dog for scholar emotional and reading support
- Taught guided reading to 62 Kindergarten scholars with 94% of scholars achieving an end of year STEP level 3 or higher
- Personally raised \$12,000 for literacy materials and created the UVA Reading Room, the school library

### **Sposato Graduate School of Education** ♦ Boston, MA ♦ August 2016 – Present

#### *Remote Teacher Coach*

- Coached 25-30 first and second year teachers over the course of the year on classroom management, culture, and data-driven instruction
- Provided teachers with concrete feedback to implement in classrooms through weekly online data tracking and phone calls
- Collaborated with other coaches to norm feedback and ensure all teachers receive a similar development experience

### **Westside Atlanta Charter** ♦ Atlanta, GA ♦ July 2015 – July 2017

#### *Kindergarten Teacher*

- Planned and delivered data-driven, differentiated instruction for a racially and socioeconomically diverse class of 21
- 67% of students achieved the top quartile (75<sup>th</sup> percentile or higher) in Math and Reading on the NWEA MAP Assessment in 2015-2016
- Gathered and analyzed performance data across grade level to adapt and enhance daily instruction
- Implemented Foundations phonics, Text Talk, Lucy Calkins' Writing Workshop, and Project-Based Learning with fidelity
- Coached classroom paraprofessional to expand her content knowledge and prepare her to lead her own classroom

#### *Professional Development Committee Co-Lead*

- Co-directed in-house teacher professional development, focused on creating & facilitating sessions based on teachers' needs
- Designed sessions for classroom teachers on data-driven instruction and inquiry learning
- Designed a new template for the school-wide report card that meets the needs of all staff

### **Brooke Charter School** ♦ Roslindale, MA ♦ July 2012 – June 2015

#### *Kindergarten Teacher*

- Created and revised original kindergarten curricula that met rigorous academic standards and the diverse needs of students
- Led students to achieve an average growth of 4.93 STEP levels on the STEP Literacy Assessment for 2014-2015
- Led students to score 83% on the end of year math assessment (third highest score in the Brooke Charter network)
- Facilitated weekly co-planning meetings with grade-level team to review grade level data, assessments, and instructional practices
- Developed online bank of instructional strategies and leadership development resources for new teachers and the Brooke network
- Served on the 2014-2015 Teacher Hiring Panel to interview prospective teaching candidates
- Hired to write the 2015-2016 & 2016-2017 Kindergarten ELA Network Assessments remotely
- Qualified for the "Master Teacher" track based on student growth and achievement

## PROFESSIONAL ASSOCIATIONS

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### **Teach For America**

#### *Adult Leadership Learning Fellowship* ♦ Atlanta, GA ♦ September 2016 – Present

- Developed adult facilitation & training skills through a highly selective fellowship program
- Designed, planned, and presented professional learning sessions to current Teach For America Corps Members
- Shadowed Fellowship mentor to gain perspective on the role of a coach in the classroom at different academic levels

#### *Corps Member* ♦ Washington, DC ♦ August 2010 – June 2012

- Served as a member of the national service corps, committing to teach for 2 years in underprivileged and poor performing schools

## EDUCATION

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### **George Mason University** ♦ Arlington, VA ♦ August 2010 – June 2012 ♦ *Master of Education in Early Childhood*

### **University of Virginia** ♦ Charlottesville, VA ♦ August 2006 – May 2010 ♦ *Bachelor of Arts in Sociology*

# DANIELLE NATHAN

33 11<sup>th</sup> Street, Apt. 815, Atlanta, GA 30309 ◊ [REDACTED]

## EDUCATION

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**Duke University** ◊ Durham, NC ◊ 2006-2010 ◊ *Bachelor of Arts in Political Science and Philosophy*

**Lesley University** ◊ Cambridge, MA ◊ 2010-2012 ◊ *Master of Education in Curriculum and Instruction*

## EXPERIENCE

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### **Resurgence Hall Charter School, Atlanta, GA**

*Director of Curriculum, Culture, & Instruction, Middle Academy for Title I Charter School*

*2018 - Present*

- Coach and manage a portfolio of 4 teachers in classroom management and instructional techniques towards end of year literacy, math, and computer science achievement through weekly observation and feedback
- Ensure consistent implementation of school-wide student culture and academic systems
- Manage school wide student support systems including special education, talented and gifted, and mental wellness programs

### **USC East College Prep, Los Angeles, CA**

*Assistant Principal, 9<sup>th</sup> Grade Academy for Title I Charter School*

*2017 - 2018*

- Led 9<sup>th</sup> Grade Academy to set and achieve student achievement goals and to create a caring, accountable school culture for all students
- Coached a portfolio of 5 instructors towards student achievement goals through weekly observation and feedback
- Created and led staff-wide weekly professional development focused on instruction and curriculum

*Founding 9<sup>th</sup> Grade Math Teacher and Grade Level Lead for Title I Charter School*

*2015 - 2018*

- Achieved an average 1.6 points of student growth on the ACT Math section over three consecutive years. This growth rate was in the top quartile of scores compared to other high performing charter high schools.
- Created and implemented a rigorous CCRS and Common Core aligned Integrated Math I and II curriculum for 120 9<sup>th</sup> grade students where 80% qualified for free/reduced lunch
- Led a team of 9<sup>th</sup> grade teachers towards yearly goals leading to an average 2.75 points of student growth on the ACT

### **Brooke Charter School Network, Brooke East Boston, Boston, MA**

*Founding 6<sup>th</sup> Grade Math & Science Teacher for Title I Charter School*

*2013 - 2015*

- Achieved a 98.3% passing rate on the 2015 6<sup>th</sup> grade PARCC, which was the third highest in the state of Massachusetts, and increased student growth by 95%, which was the highest median growth rate.
- Achieved a proficiency rate of 96% in math on the 2014 6<sup>th</sup> grade MCAS, and increased student growth by 87% on the 2014 math MCAS. Both scores were the highest in the state of Massachusetts.
- Created & implemented rigorous, Common Core based 6<sup>th</sup> grade math and science curriculum
- Designed & taught K-4 math curriculum for Level 1 6<sup>th</sup> grade ELL student in separate setting
- Selected as the 6<sup>th</sup> grade mentor teacher, responsible for mentoring an associate teacher.
- Designed standards-based, network-wide math assessments for 5<sup>th</sup> grade math curriculum

*Founding 5<sup>th</sup> Grade Math & Science Associate Teacher*

*2012 - 2013*

- Taught 5<sup>th</sup> grade science class and achieved an 83% proficiency rate on the 2013 MCAS
- Implemented & designed 5<sup>th</sup> grade math lessons, which covered 2<sup>nd</sup> - 5<sup>th</sup> grade standards.

### **Citizen Schools, Edwards Middle School, Boston, MA**

*6<sup>th</sup> Grade Teaching Fellow at Title I Public School*

*2010 - 2012*

- Taught daily math & life skills class to sub-separate special education class of 12 students, with 82% qualifying for free/reduced lunch
- Created 6<sup>th</sup> grade math curriculum for staff of 17 teachers to use in supplementary math classes

The following screenshots are taken from the Resurgence Hall Middle Academy CCRPI performance results, retrieved here: [http://ccrpi.gadoe.org/Reports/Views/Shared/\\_Layout.html](http://ccrpi.gadoe.org/Reports/Views/Shared/_Layout.html)

Elementary level results are not yet available as the Primary Academy does not yet serve third grade, the earliest tested grade on the statewide Milestones assessment.

Select Report Year: 2019

**2019 College and Career Ready Performance Index (CCRPI)**

**Resurgence Hall Charter School (Charter)**

MIDDLE SCHOOL DISTRICT SCORE  
**93.4**

SELECT A REPORT TYPE  
ALL ELEMENTARY **MIDDLE** HIGH

OVERVIEW CONTENT MASTERY PROGRESS CLOSING GAPS READINESS FINANCIAL EFFICIENCY

### Overview

DISTRICT INFORMATION	
NUMBER OF STUDENTS ENROLLED	29
TITLE I SCHOOLS	100.0%

DISTRICT DEMOGRAPHICS	
AMERICAN INDIAN / ALASKAN NATIVE	0.0%
ASIAN / PACIFIC ISLANDER	0.0%
BLACK	96.6%
HISPANIC	3.4%
MULTI-RACIAL	0.0%
WHITE	0.0%
ECONOMICALLY DISADVANTAGED	44.8%
ENGLISH LEARNERS	0.0%
STUDENTS WITH DISABILITY	6.9%

HOW DID THE DISTRICT PERFORM? **93.4**

HOW DID THE DISTRICT PERFORM ON EACH COMPONENT?

Component	Score
<b>CONTENT MASTERY</b>	<b>83.7↑</b>
English Language Arts	82.70
Mathematics	84.62
Science	N/A
Social Studies	N/A
<b>PROGRESS</b>	<b>100.0↑</b>
English Language Arts	100.00+
Mathematics	100.00+
Progress Towards English Language Proficiency	N/A
<b>CLOSING GAPS</b>	<b>100.0</b>
Improvement Target Performance	100.00
<b>READINESS</b>	<b>91.3↑</b>
Literacy	80.77
Student Attendance	93.10
Beyond The Core	100.00

# Content Mastery



## WHAT IS CONTENT MASTERY?

Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies.

## HOW DID THE DISTRICT PERFORM ON CONTENT MASTERY?

83.7 ↑ +20.0

## HOW DID THE STATE PERFORM?

STATE SCORE

66.3

## HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

### ACHIEVEMENT LEVELS

### SCORES, TARGETS, AND FLAGS

#### ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> 100.00% Participation Rate	7.69%	30.77%	50.00%	11.54%
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ASIAN / PACIFIC ISLANDER</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>BLACK</b> 100.00% Participation Rate	7.69%	30.77%	50.00%	11.54%
<b>HISPANIC</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>MULTI-RACIAL</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>WHITE</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ECONOMICALLY DISADVANTAGED</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ENGLISH LEARNERS</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>STUDENTS WITH DISABILITY</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

ENGLISH LANGUAGE ARTS

**MATHEMATICS**

SCIENCE

SOCIAL STUDIES

ACHIEVEMENT LEVELS

SCORES, TARGETS, AND FLAGS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> 100.00% Participation Rate	11.54%	19.23%	57.69%	11.54%
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ASIAN / PACIFIC ISLANDER</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>BLACK</b> 100.00% Participation Rate	11.54%	19.23%	57.69%	11.54%
<b>HISPANIC</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>MULTI-RACIAL</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>WHITE</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ECONOMICALLY DISADVANTAGED</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ENGLISH LEARNERS</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>STUDENTS WITH DISABILITY</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

**SCIENCE**

SOCIAL STUDIES

ACHIEVEMENT LEVELS

SCORES, TARGETS, AND FLAGS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ASIAN / PACIFIC ISLANDER</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>BLACK</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>HISPANIC</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>MULTI-RACIAL</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>WHITE</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ECONOMICALLY DISADVANTAGED</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ENGLISH LEARNERS</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>STUDENTS WITH DISABILITY</b> N/A Participation Rate	N/A	N/A	N/A	N/A

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

**SOCIAL STUDIES**

ACHIEVEMENT LEVELS

SCORES, TARGETS, AND FLAGS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ASIAN / PACIFIC ISLANDER</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>BLACK</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>HISPANIC</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>MULTI-RACIAL</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>WHITE</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ECONOMICALLY DISADVANTAGED</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ENGLISH LEARNERS</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>STUDENTS WITH DISABILITY</b> N/A Participation Rate	N/A	N/A	N/A	N/A

## Progress



### WHAT IS PROGRESS?

Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students. English Language Proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.

### HOW DID THE DISTRICT PERFORM ON PROGRESS?

100.0 ↑ +7.8

### HOW DID THE STATE PERFORM?

STATE SCORE **80.3**

### HOW DID THE DISTRICT PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS **100.00+** ↑ +8.62  
 MATHEMATICS **100.00+** ↑ +6.89

### HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

#### ENGLISH LANGUAGE ARTS

#### MATHEMATICS

#### PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

PROGRESS LEVELS | SCORES

	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	16.67%	12.50%	12.50%	58.33%
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER	N/A	N/A	N/A	N/A
BLACK	16.67%	12.50%	12.50%	58.33%
HISPANIC	N/A	N/A	N/A	N/A
MULTI-RACIAL	N/A	N/A	N/A	N/A
WHITE	N/A	N/A	N/A	N/A
ECONOMICALLY DISADVANTAGED	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ENGLISH LEARNERS	N/A	N/A	N/A	N/A
STUDENTS WITH DISABILITY	Too Few Students	Too Few Students	Too Few Students	Too Few Students

### HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

#### ENGLISH LANGUAGE ARTS

#### MATHEMATICS

#### PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

PROGRESS LEVELS | SCORES

	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	8.33%	0.00%	29.17%	62.50%
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER	N/A	N/A	N/A	N/A
BLACK	8.33%	0.00%	29.17%	62.50%
HISPANIC	N/A	N/A	N/A	N/A
MULTI-RACIAL	N/A	N/A	N/A	N/A
WHITE	N/A	N/A	N/A	N/A
ECONOMICALLY DISADVANTAGED	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ENGLISH LEARNERS	N/A	N/A	N/A	N/A
STUDENTS WITH DISABILITY	Too Few Students	Too Few Students	Too Few Students	Too Few Students

**PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY** N/A

---

**HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?**

ENGLISH LANGUAGE ARTS

MATHEMATICS

**PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY**

**PROGRESS LEVELS**    **SCORES, TARGETS, AND FLAGS**

---

**ACCESS for ELLs Performance Bands**

	No Positive Movement	Moved Less Than One Band	Moved One Band	Moved More Than One Band
ENGLISH LEARNERS	N/A	N/A	N/A	N/A

---

**HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?**

**ENGLISH LANGUAGE ARTS**

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

**PROGRESS LEVELS**    **SCORES**

---

	SCORE
ALL STUDENTS	100.00+
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	N/A
BLACK	100.00+
HISPANIC	N/A
MULTI-RACIAL	N/A
WHITE	N/A
ECONOMICALLY DISADVANTAGED	Too Few Students
ENGLISH LEARNERS	N/A
STUDENTS WITH DISABILITY	Too Few Students

---

**HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?**

ENGLISH LANGUAGE ARTS

**MATHEMATICS**

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

**PROGRESS LEVELS**    **SCORES**

---

	SCORE
ALL STUDENTS	100.00+
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	N/A
BLACK	100.00+
HISPANIC	N/A
MULTI-RACIAL	N/A
WHITE	N/A
ECONOMICALLY DISADVANTAGED	Too Few Students
ENGLISH LEARNERS	N/A
STUDENTS WITH DISABILITY	Too Few Students

---

**HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?**

ENGLISH LANGUAGE ARTS

MATHEMATICS

**PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY**

**LEGEND**

- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

**PROGRESS LEVELS**    **SCORES, TARGETS, AND FLAGS**

---

	SCORE	TARGET	FLAG
ENGLISH LEARNERS	N/A	N/A	

# Closing Gaps



## WHAT IS CLOSING GAPS?

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.

HOW DID THE DISTRICT PERFORM ON CLOSING GAPS?

100.0

HOW DID THE STATE PERFORM?

STATE SCORE

50.0

HOW WELL DID STUDENT GROUPS IN THE DISTRICT MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS



## HOW WELL DID STUDENT GROUPS IN THE DISTRICT MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS	82.70	62.46	Green flag
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	N/A	N/A	
BLACK	82.70	61.54	Green flag
HISPANIC	N/A	N/A	
MULTI-RACIAL	N/A	N/A	
WHITE	N/A	N/A	
ECONOMICALLY DISADVANTAGED	Too Few Students	51.51	
ENGLISH LEARNERS	N/A	N/A	
STUDENTS WITH DISABILITY	Too Few Students	N/A	

### LEGEND

- Subgroup met 6% improvement target\*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

\*This flag is only available for Economically Disadvantaged, English Learners, and

**HOW WELL DID STUDENT GROUPS IN THE DISTRICT MEET IMPROVEMENT TARGETS?**

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

**MATHEMATICS**

SCIENCE

SOCIAL STUDIES

**LEGEND**

-  Subgroup met 6% improvement target\*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

\*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

	SCORE	TARGET	FLAG
ALL STUDENTS	84.62	67.17	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	N/A	N/A	
BLACK	84.62	63.21	
HISPANIC	N/A	N/A	
MULTI-RACIAL	N/A	N/A	
WHITE	N/A	N/A	
ECONOMICALLY DISADVANTAGED	Too Few Students	54.06	
ENGLISH LEARNERS	N/A	N/A	
STUDENTS WITH DISABILITY	Too Few Students	N/A	

**HOW WELL DID STUDENT GROUPS IN THE DISTRICT MEET IMPROVEMENT TARGETS?**

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

**SCIENCE**

SOCIAL STUDIES

**LEGEND**

-  Subgroup met 6% improvement target\*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

\*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

	SCORE	TARGET	FLAG
ALL STUDENTS	N/A	N/A	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	N/A	N/A	
BLACK	N/A	N/A	
HISPANIC	N/A	N/A	
MULTI-RACIAL	N/A	N/A	
WHITE	N/A	N/A	
ECONOMICALLY DISADVANTAGED	N/A	N/A	
ENGLISH LEARNERS	N/A	N/A	
STUDENTS WITH DISABILITY	N/A	N/A	

## HOW WELL DID STUDENT GROUPS IN THE DISTRICT MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

**SOCIAL STUDIES**

### LEGEND

- Subgroup met 6% improvement target\*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

\*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

	SCORE	TARGET	FLAG
ALL STUDENTS	N/A	N/A	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	N/A	N/A	
BLACK	N/A	N/A	
HISPANIC	N/A	N/A	
MULTI-RACIAL	N/A	N/A	
WHITE	N/A	N/A	
ECONOMICALLY DISADVANTAGED	N/A	N/A	
ENGLISH LEARNERS	N/A	N/A	
STUDENTS WITH DISABILITY	N/A	N/A	

## Readiness



### WHAT IS READINESS?

Readiness measures whether students are participating in activities preparing them for and demonstrating readiness for the next level, college, or career. The indicators for elementary and middle schools include literacy, student attendance, and beyond the core. High school indicators include literacy, student attendance, accelerated enrollment, pathway completion, and college and career readiness.

### HOW DID THE DISTRICT PERFORM ON READINESS?

**91.3** ↑ +5.1

### HOW DID THE STATE PERFORM?

STATE SCORE **82.8**

### HOW DID THE DISTRICT PERFORM IN EACH AREA OF READINESS?

LITERACY	<b>80.77%</b>	<span style="color: green;">↑</span> +9.80
STUDENT ATTENDANCE	<b>93.10%</b>	<span style="color: red;">↓</span> -4.12
BEYOND THE CORE	<b>100.00%</b>	<span style="color: green;">↑</span> +0.68

### HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

**LITERACY**

STUDENT ATTENDANCE

BEYOND THE CORE

	RATE
ALL STUDENTS	<b>80.77%</b>
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	N/A
BLACK	<b>80.77%</b>
HISPANIC	N/A
MULTI-RACIAL	N/A
WHITE	N/A
ECONOMICALLY DISADVANTAGED	Too Few Students
ENGLISH LEARNERS	N/A
STUDENTS WITH DISABILITY	Too Few Students

### HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

LITERACY

**STUDENT ATTENDANCE**

BEYOND THE CORE

	RATE
ALL STUDENTS	<b>93.10%</b>
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	N/A
BLACK	<b>92.86%</b>
HISPANIC	Too Few Students
MULTI-RACIAL	N/A
WHITE	N/A
ECONOMICALLY DISADVANTAGED	Too Few Students
ENGLISH LEARNERS	N/A
STUDENTS WITH DISABILITY	Too Few Students

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

LITERACY

STUDENT ATTENDANCE

BEYOND THE CORE

	RATE
ALL STUDENTS	100.00%
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	N/A
BLACK	100.00%
HISPANIC	N/A
MULTI-RACIAL	N/A
WHITE	N/A
ECONOMICALLY DISADVANTAGED	Too Few Students
ENGLISH LEARNERS	N/A
STUDENTS WITH DISABILITY	Too Few Students

Financial Efficiency



WHAT IS FINANCIAL EFFICIENCY?

The Financial Efficiency Star Rating provides a comparison of per-student spending and overall student performance. A five-star rating represents strong student outcomes with lower levels of expenditures (proportionate to district size) in comparison with other districts. [Click here](#) to learn more about Financial Efficiency.

WHAT IS THE PER PUPIL EXPENDITURE DISAGGREGATION BETWEEN FEDERAL AND STATE/LOCAL FUNDS?

	CCRPI	Federal PPE (\$)	State/Local PPE (\$)	Total PPE (\$)
FY2018	N/A	N/A	N/A	N/A

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)



**Resurgence Hall Charter Schools**

**Application for the Replication and Expansion of  
High-Quality Charter Schools Grants Competition**

**Budget Narrative**

The following provides the breakdown to accompany the project budget per the ED 524 form:

*Personnel*

This project proposes to open two new elementary schools in the Resurgence Hall Charter network in July 2021 and July 2023. Planning years will take place from July 2020 through June 2021 and July 2022 through June 2023. During both planning years five Directors will be brought on-board to support with initial start-up activities, professional development, hiring and selection of teaching staff, among other critical planning year supports. These roles are critical to the successful launch of each new campuses and having these individuals on-board for the planning year will give them time to ramp-up, learn from their counterparts at the founding academies, and be ready to successfully launch each new school. Strong instructional leaders will develop teachers' instructional skills and enable scholars to achieve the rigorous performance measures based on statewide assessments, MAP, and STEP and for them to be prepared for college preparatory coursework in high school and then go on to attend and graduate from competitive universities. These positions will include a Director of Culture, Director of Instruction, Director of Early Intervention and Special Education, Director of Operations, and Director of Parent & Community Relationships. Each Director will be compensated [REDACTED] increasing annually by three percent and 100% of their time will be dedicated to grant-related activities. Directors will start in July of the planning year and thus be compensated 75% of their salaries in Project Year One (first new campus) or Three (second new campus) and 25% of their salaries in Project Year Two (first new campus) or Four (second new campus).

In addition to the school-based Director-level positions, two network-level positions will also be partially funded under this project: Executive Director and Head of Strategy & Growth. These positions are critical to the successful expansion of the Resurgence Hall Charter Network, and will allow these roles to dedicate significant amounts of time to strategic planning, real estate development for future locations, long-term budgeting and financing to support ongoing expansion, community engagement to neighboring areas for future school sites, building the talent pipeline through year-

round recruitment and selection activities to ensure a robust talent pool exists to lead the ongoing network expansion, as well as development and fundraising activities to continue to grow the community of individual and institutional donors to the organization. These roles will continue to build out the network office of Resurgence Hall Charter network and contribute to the long-term management and oversight of the individual schools that make-up the network and ensure replicated schools realize similar academic results to the original campuses. The Executive Director will be compensated [REDACTED] annually with a three percent annual increase and the Head of Strategy & Growth will be compensated [REDACTED] annually with a three percent annual increase. Fifty percent of these individuals time will be dedicated to the project and are therefore included in the project budget in year one; over time this amount of time will decrease by ten percentage points annually (e.g. 40% in project year two, 30% in project year three, 20% in project year four, and 10% by project year five).

The cost basis for all aforementioned positions are based on actual salaries paid to-date and comparison to similar positions in nearby local schools. Here is a breakdown of total compensation by project year:

	Project Year 1 (April 2020 – March 2021)	Project Year 2 (April 2021 – March 2022)	Project Year 3 (April 2022 – March 2023)	Project Year 4 (April 2023 – March 2024)	Project Year 5 (April 2024 – March 2025)
Total Director Salaries	[REDACTED]				
Other Salaries	[REDACTED]				
Total	[REDACTED]				

*Fringe Benefits*

Fringe Benefits include Teachers’ Retirement System (“TRS”) employer contributions in the state of Georgia. A 20% estimate of qualifying salaries for the roles mentioned above is used for this, based on prior years’ actuals and trends as rates are not yet published beyond fiscal year 2021. All employees’ salaries included in the budget are eligible for TRS and thus excluded from social security contributions.

However, the Medicare portion of FICA at a rate of 1.45% is also included in the fringe benefits budget. Employer-paid healthcare contributions are also included at a flat rate of [REDACTED] project year one, increasing by five percent annually. All fringe benefits are prorated based on the aforementioned portion of time dedicate to the project, and/or of salaries earned during the project year (e.g. in project year one, 50% for the Executive Director based on dedicated time to the project, 75% for school-based Directors starting in July of project year one and working for nine months).

### *Travel*

Travel costs include \$1,000 in project year one, increasing by 2.5% annually, for the Project Director to attend the annual CSP meeting in Washington DC. This includes round-trip airfare from Atlanta (\$300), parking/ground transportation utilizing public transit where available (\$75), two hotel nights (\$250 per night), and two and a half day per diem of \$50 per day for meals (\$125). Also included in project year one is \$5,000 for candidate travel for interviews (directors and teachers) at the new campuses, increasing by 2.5 percent annually. Candidate travel is included in each year of the project to ensure a robust pipeline, strong candidate pool and ultimately talented teachers and leaders open the next two campuses of the Resurgence Hall Charter network. It is expected that the highest ranked applicants will travel to Atlanta for in-person interviews. If funds remain available following the hiring season, the Executive Director will also travel to recruitment fairs at universities where the most effective Resurgence Hall Charter network teachers have been sourced from previously. These activities are critical to achieving the objective of building a robust talent pool, and will directly impact the achievement of scholar performance measures and short-term outcomes such as scholars engaging in rigorous coursework and long-term outcomes such as college-preparatory high-school coursework, graduating from competitive universities, and embarking on successful careers.

### *Equipment*

Equipment costs entail building wiring for the two new campuses in project years two and four, each estimated at \$15,000. This is based on previous work completed on the current Resurgence Hall Primary and Middle Academy locations. This also includes a \$5,000 whiteboard equipment and installation in

each classroom: three per year in project years two and three with one new grade level opening annually and six per year in project years four and five with the addition of the second campus and two new grade levels opening in the network annually (expansion costs at the founding school location are excluded throughout). This will enable effective instruction in each classroom in the network. Such technology is essential to the core curriculum as well as computer science and design thinking coursework that is essential for scholars to be competitive in the twenty-first century workplace. Estimates are based on recent purchases at the current academies and assume a 2.5% annual cost increase.

### *Supplies*

Starting in project year two supplies include the cost of Chromebooks for all scholars, educational software and instructional supplies for each classroom. Chromebooks, software and support are estimated at \$300 each for 75 scholars that are added in each new grade level in project years two and three, and 150 scholars in project years four and five with the addition of the second new campus. This supports our blended learning model of technology plus teachers and computer science curriculum, with touch-screen capable laptops for primary grades to allow immediate access to content given prior knowledge and experience and traditional laptops for the middle academy. Cost increase are not included for Chromebooks as we assume volume discounts can be negotiated with long-term contracts. Educational software is included at \$25,000 in project year two, increasing by \$5,000 in project year three based on the current suite of software programs utilized (e.g. Powerschool, IReady, Deans List, etc.). Further software increases to \$50,000 and \$60,000 in project years four and five, respectively, are assumed given the addition of the second new campus. Instructional supplies are estimated at \$2,000 per new classroom beginning in year two with the addition of three classrooms, which is based on recent actual purchases per classroom for the current academies. This increases by \$100 annually and is applied to three classrooms in project year three and six classrooms each in project years four and five with the addition of the second new campus. All software and instructional supplies will be used to support classroom instruction and ensure achievement of the rigorous performance measures outlined in the logic model and evaluation plan.

### *Contractual*

The contractual budget line item includes two Building Excellent Schools (“BES”) fellows to participate in a replicator track program where they spend the planning year immersed in the BES fellowship with Resurgence Hall Charter network before becoming the principal of the new campus in the following year. The fellowship would begin in July thus 75% of the \$300,000 annual cost is included in project year one and 25% in project year two. For the second fellowship 75% is included in project year three and 25% in project year four and assumes an overall three percent increase in total cost from years one and two. BES is being chosen based on their proven track record of finding, training and placing highly talented individuals to lead high-performing schools. Through their newly developed Replicator Track, BES will find and train leaders who will then work closely with the founder of a BES school (e.g. Mrs. Hines at Resurgence Hall) to open another campus to provide more families with access to an excellent education. The planning year experience will include over 75 days learning about school culture, instructional leadership, strategic and financial management, governance and community relations including studies of over 40 schools nationwide. Also included in the planning year are two months of in-house residencies in high-performing schools (including an extended residency at Resurgence Hall Primary Academy); as well as support from BES to develop a school design plan, hire a founding team, and recruit students. The \$300,000 includes human capital costs of finding and cultivating high-capacity leaders in target cities, a stipend plus health insurance for the BES fellow, practical training and hands-on support during and following the residency, travel and accommodations during trainings, school visits and the residencies, as well as administrative costs such as providing the necessary technology (e.g. laptop, software) to fellows. The basis of such estimate is a preliminary proposal provided to Resurgence Hall in December 2019.

### *Other Costs*

Included in other costs are one-time repair and maintenance costs of \$30,000 on the first facility to bring the future location up-to-code. This amount excludes any major renovations or construction work, per CSP grant regulations. Seventy-five percent of this cost is allocated to project year one and 25% to

project year two for the first three months of project year two prior to the opening of the first new campus. This \$30,000 is again applied to the second new campus, with 75% allocated to project year three (nine months of the planning year) and 25% to project year four (the remaining three months of the planning year for the second new campus). \$10,000 is also included for community engagement and student recruitment activities for the opening of each new campus including hosting recruitment events (\$5,000) and print marketing and promotional materials (\$5,000). Seventy-five percent is allocated to project year one for the first nine months of the planning year and 25% to project year two for the final three months of the planning year. An additional \$10,000 is included for staff recruitment activities including attendance/registration fees at regional career fairs throughout the Southeastern United States (\$5,000 excluding travel, which is included above) and applicant print marketing and promotional materials (\$5,000). Seventy-five percent is allocated to project year one for the first nine months of the planning year and 25% to project year two for the final three months of the planning year. The recruitment materials are essential to achieving the short-term outcomes of educating 2,025 students annually, contributing to keeping strong enrollment rates, year-on-year retention and waitlists that ensure the financial viability of the school even as individuals families relocate or move outside of the Resurgence Hall enrollment zone. The staff recruitment budget is essential to achieving the second project objective of building a robust instructional teacher and leader talent pool in Atlanta.

No training stipends are included. The total project direct and indirect costs (at a rate of 10% per personnel and fringe benefits) are [REDACTED] broken down by project year as follows:

	Project Year 1 (April 2020 – March 2021)	Project Year 2 (April 2021 – March 2022)	Project Year 3 (April 2022 – March 2023)	Project Year 4 (April 2023 – March 2024)	Project Year 5 (April 2024 – March 2025)
Total Direct Costs	[REDACTED]				
Total Indirect Costs	[REDACTED]				
Total Costs	[REDACTED]				