



Charter Office
Start-Up Petition Review Results
2nd & Cumulative Review
August 2015

Petitioner: East Atlanta Charter School

Rationale Supporting the Recommendation to Deny the Petition

Current DeKalb Board Policy IBB defines “public interest” as follows: *“In order to be considered to be in the public interest by the DeKalb County Board of Education, a charter petition or any request for a charter renewal, must, at a minimum, demonstrate that the curriculum, instruction and accountability programs set forth in the petition combine to create an innovative, unique opportunity for student learning which does not duplicate existing DeKalb programs or exist in any DeKalb County school(s). Further, the proposed charter school(s) must demonstrate it [will] increase student achievement through academic and organizational innovation in accordance with O.C.G.A. § 20-2-2065(a). The petition must also show how the intended location of the school is in the public interest of the community. In addition, the charter petitioner must demonstrate ability, financial resources, expertise and other resources necessary to manage successfully all aspects of a charter school.”*

The proposed East Atlanta Charter School is not in the public interest for the following reasons:

1. Academics

- The whole-day Spanish immersion program is duplicative to other programs in the District.
- The academic, and curriculum and instruction plans proposed by the Petitioner lacked innovation. The Petitioner did not provide a clear demonstration of how language immersion would be the solution to low academic performance in the proposed attendance zone.
- The Petitioner was unclear in how the school would address the needs of Limited-English Proficient parents and students.

2. Governance, Organizational Structure & Human Resources

- The Petitioner did not provide evidence of parent and stakeholder engagement in the development of the petition, and governing board membership, that is representative of the diverse socioeconomic demographics of the proposed attendance zone.
- The Board’s function, duties, and roles were not clearly defined.
- The school’s grievance procedures were not fully developed.
- The Petitioner did not completely develop a structured plan for human resource functions and job specifications.
- The Petitioner’s proposed legal representation may present a conflict of interest.

3. Finances

- The Petitioner did not provide a clear demonstration of how the school plans to meet financial sustainability objectives.
- The Petitioner provided ambiguous examples of financial innovations.

4. Facilities & Student Enrollment

- The Petitioner does not have a proposed location. Currently, no District locations are available for a lease.
- The Petitioner was unable to provide a well-developed enrollment/lottery process.

Please see the *Review Results*, below, which substantiates the District’s rationale for a denial of the East Atlanta Charter School petition. This recommendation and rationale have been made in good faith, pursuant to O.C.G.A. 20-2-2064(d) and subsequent SBOE rules and guidelines.

Review Results¹

Petition Formatting Requirements:

Type: Start-Up	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Completed, but in the revision of the document, please bold all questions, including sub questions. The Petitioner should also be mindful of lengthy responses or responses that exceed the scope of the question.</p> <p>Final Review- Original Rating of Meets Requirements Changed to Needs Improvement: The petitioner failed to add the HR addendum questions to the electronic file, but the responses were located in the paper file. The petitioner exceeded the 100 page requirement, but this was due to the HR addendum. However, the petitioner should have included these questions in the page limitation count for the revised document. The petitioner did not heed to the original review to be mindful of lengthy responses that do not exceed the scope of the question.</p>			

Charter Information

Page(s) Located: 5	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Remove “Executive Summary” from the top of the sheet, and in place title the introductory information page with “Charter Information.” Remove the random “i.” from the bottom of the page.</p> <p>Final Review- Original Rating of Needs Improvement Changed to Meets Requirement: Completed.</p>			

I. THE CASE

1. Why do you want a charter?

a. What is your motivation for applying to be a charter school?

Page(s) Located: 6	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Complete.</p> <p>Final Review: Original Rating of Meets Requirements Changed to Needs Improvement- The last sentence is not completed; therefore, the Reviewer was unable to fully determine the scope of the response.</p>			

b. What will you be able to do with a charter that you cannot do without a charter?

Page(s) Located: 3-4	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: This needs improvement. The statements made in this section do not present a compelling case to establish a charter school. The Petitioner can consider this approach at any of the existing [DCSD] schools in the area where there is a need for second language acquisition.</p> <p>Final Review: Original Rating of Needs Improvement Remains- The statements made</p>			

¹ This document is a final review of the Petition Review Results provided to the Petitioner on June 29, 2015 (**black font comments**), and the additional clarification provided on July 15, 2015 (**red font comments**). The original ratings are not changed in the check boxes, however, the **final review score** for each question is listed in **purple font**.

in this section do not present a compelling case to establish a charter school as the Petitioner did not offer what they will be able to do with a charter that they cannot do without a charter. The Petitioner can consider using this approach at any of the existing schools in the area where there is a documented need to have a Spanish immersion program.

- c. Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved with the school.**
- i. Describe in detail the community support for this school and the need for this particular school in the community it will serve. Support may be evidenced through additional documentation.**
 - ii. As part of your evidence of community engagement, you must provide a letter or a petition signed by parents/guardians of school-age children eligible to attend the charter that demonstrates that they would consider enrolling their child in the proposed school. These items may be placed in the Appendix.**
 - iii. Describe the steps you have taken to develop any partnerships and your plans to further develop additional community partnerships.**
 - iv. Provide a list of organizations that have committed to partner with your school and the potential nature of the partnerships. Provide evidence of support from the partners in the Appendix.**

Page(s) Located: 7-14; Exhibits 1,2,3,4,6,7,8,20	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: More specifics are required. Who was considered a part of the “Community?” If the purpose is to serve underrepresented students, the Reviewer would like to see more input from local residents and businesses, than formal organizations and entities. What efforts were taken to involve the local parents/caregivers, especially in the McNair Cluster? It appears that support is focused outside of the arrears where our most at risk students reside. More local support should be solicited.

Final Review: Original Rating of Needs Improvement Remains- While explaining the level of support garnered for the school, the Petitioner was non-responsive in explaining how parents and stakeholders aided in developing the petition and will be involved in the school. (question 1.c and 1.c.i.)

- d. What is the Charter School’s Mission? How does it support the legislative intent of the school’s program to “increase student achievement through academic and organizational innovation?”**

Page(s) Located: 10-11	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments: The mission meets requirements, however, the innovation response does not meet requirements. The Petitioner must address how the program will increase student achievement through its proposed academic and organization innovation. Where is the research that shows that a language immersion program can positively impact the academic achievement of students who are already exhibiting some academic deficiencies when compared to their peers? There is evidence of speculative thinking in this response.

Final Review: Original Rating of Does Not Meet Requirements Changed to Needs Improvement- Mission meets requirement. Innovation question needs improvement. Petitioner must address how the program will increase student achievement through its proposed academic and organization innovation.

- e. Please provide specific examples of and documentation regarding programs that would be offered by your school that are not offered in any existing schools in DCSD. Please see Board Policy IBB.**

Page(s) Located: 11-14	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Language immersion is offered in different schools in DeKalb. Whether or not it is a whole school program does not make it innovative. The Reviewer was unable to see what need was identified in the proposed zone that would indicate immersion as the solution to low academic performance. Since instruction will be delivered using both languages, what effect will this have on students demonstrating expected growth patterns compared to their peers using CCRPI’s progress score? The statement made on the last paragraph of page 10 (“Instead of cultivating a rigid school environment and stressful obsession with standardized tests, East Atlanta Charter School will uplift disadvantaged students with Spanish bilingualism...”) raises some questions regarding the Petitioner’s understanding that the State’s Accountability System, which is a basic requirement that must be followed by every charter school.

Final Review: Original Rating of Does Not Meet Remains- See comments above.

II. ACADEMIC OBJECTIVES, PLANS, AND WAIVERS

2. What are your school’s performance objectives for the proposed charter term?

Page(s) Located: 11-17	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: While the information provided in Question 2 was quite extensive, the specificity in information needs improvement. By this, it needs to include specific points outlining what the targets are, specific strategies on how the targets will be met, how often the targets will be reviewed, data provided to address specific objectives do not align.

7/15/2015 Clarification: Please ensure that responses in the sub-questions directly answer only the question asked.

Final Review: Original Rating of Needs Improvement Changed to Meets Requirement- See Reviewer’s comments for Question 2 sub-questions, below.

a. As background for your answer to this question, please see the CCRPI and Beating the Odds goals (Attachments A and B) and review the PowerPoint found on the GADOE’s Charter Schools Division’s website. These goals will be included in your charter contract.

Page(s) Located: 14	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: The Petitioner has asserted that the GADOE documents were reviewed.

Final Review: Original Rating of Meets Requirement(s) Remains- Completed.

b. In your answer to this question, you will list the specific areas you will target to achieve your CCRPI and Beating the Odds goals.

Page(s) Located: 14-15; Exhibit 5	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Completed. Specific areas of target are reading, ELA, and Math. Extended learning time and immersion based instruction are the proposed method to achieve CCRPI and BTO. Actual goals should be provided, beyond a summary of the focus goal areas. Please see the review comment for question 2.

7/15/2015 Clarification: Upon additional review for clarification, the petitioner’s response appears to fail to meet requirements. Specific areas of target are reading, ELA, and Math. While extended learning time and immersion-based instruction are the proposed method to achieve CCRPI and BTO, **actual goals should be provided beyond a summary of the focus goal areas.** Please see the review comment for question 2, above. Also, please utilize the GADOE Power Point to expressly indicate petitioner CCRPI goals. <http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx>, under the sub-heading entitled “beating the odds.”

In regard to Exhibit 5, the Reviewer does not see the comparability between the asserted evidence and the question, and the asserted evidence and comparability to DCSD or Georgia schools and charter schools. This exhibit may be better served in another portion of the petition. The Reviewer would also like to see the Petitioner offer evidence of Georgia schools' performance in relation to the proposed innovation and assessments.

The petitioner's response in question 2.b. may not be totally responsive.

Final Review: Original Rating of Needs Improvement Changed to Meets

Requirement- Specific areas to target are math and reading, and petition shows goals to reach for both CCRPI and Beating the Odds. There is a question of how the Petitioner's proposal to increase the minutes of literacy and math instruction for students each day, will impact the proposal for whole-day immersion program.

- c. For example, you may choose to target Math or ELA to raise your overall CCRPI score – because your current Math or ELA scores are dragging your CCRPI score down.**

Page(s) Located: 15	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: n/a; Actual goals should be provided, beyond a summary of the focus goal areas.

7/15/2015 Clarification: Upon additional review for clarification it was determined that a score was inadvertently omitted, the petitioner's response appears to fail to meet requirements. Please see the comments in question 2.b. The Reviewer should be able to assess the actual CCRPI goals that the Petitioner seeks to achieve.

Final Review: No Original Rating- Changed to Meets Requirement- Petition sets goals based on CCRPI scores from local school. The Reviewer would have liked to see a comparison to more than one (1) local school.

- d. As a way to be competitive on Beating the Odds, you may also choose to focus on closing the gap in your school between educationally advantaged and educationally disadvantaged students – or you may choose to ensure gifted students are well-served, since average-performing gifted students will lower your Beating the Odds ranking compared to schools and districts with high-performing gifted students.**

Page(s) Located: 15-16; Exhibit 5	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: n/a; The Petitioner states that research indicates that dual language immersion, levels the academic playing field between middle-class and low-income students. See above comments in structuring and articulating proposed goals.

7/15/2015 Clarification: Rather than discussing data from North Carolina Schools, the Petitioner should be responsive to the question. Also, if NC Schools are going to be used as an example, where is the direct evidence and support for the charter immersion model?

Additionally, the petitioner states the following on page 11 of the petition:
“Because our target geographic regions will pull students of a variety of socioeconomic backgrounds, we seek to level the playing field through bilingual education. East Atlanta Charter School values dual-language immersion because research proves that dual-language immersion levels the academic playing field between middle-class and low-income students.”

However, the petitioner, who has proposed to start in Fall 2016 with a Kindergarten class, has not presented any evidence as to how EACS plans to educate and assess students who may matriculate at a higher grade level, for the first time, with no prior language experience, as their peers who have matriculated in the school since Kindergarten. Moreover, if these targeted low-income students matriculate at a higher grade level in EACS, the petitioner has not demonstrated

a sound and effective plan to not only remediate in the immersion program, but in the core curriculum, as identified and required. How will this program help the socioeconomically-disadvantaged students of the McNair cluster, and how does EACS plan to ensure academic achievement and student growth, while Beating the Odds?

Final Review: Original Rating of Needs Improvement Remains- It is stated that there are a variety of socioeconomic backgrounds, but then the stats shared are based solely on low socioeconomic status. The Reviewer suggested adding stats and data about the benefits for other groups of students as well.

e. Indicate the expected rate of student performance growth in each year of the proposed charter term.

Page(s) Located: 16-17	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: The Petitioner discussed tiered growth targets and indicates that “the percentage of students achieving on or above grade level (typically stated in DCSD as “meeting and exceeding”) is expected to grow 5% for each year that a student attends our school.” However, based on a review of the Petitioners growth and achievement assertions, it appears that the goals are vaguely communicated and need more depth, broken down by grade level. Please see the above comments for question 2.

7/15/2015 Clarification: The Reviewer should be able to review a clear and organized chart that indicates the annual goals for the first term of the charter, for all grade levels K-5. Also, the Reviewer has indicated that 5% may be an unrealistic growth target that the Petitioner may want to reconsider for the first term of the charter.

Final Review: Changed to Meets Requirement- The chart shows a clear rate of growth and expectations for the students.

f. You are encouraged to include all or some of the components of the current draft of the Georgia Department of Education’s College and Career Ready Performance Index (CCRPI).

Page(s) Located: 17	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: While the information provided in Question 2 was quite extensive, the specificity in information needs improvement. By this, it needs to include specific points outlining what the targets are, specific strategies on how the targets will be met, how often the targets will be reviewed, data provided to address specific objectives do not align.

Clarification: Upon additional review for clarification, the petitioner’s response appears to meet requirements. The petitioner states that “all Georgia Milestones performance objective are informed by the current draft of the Georgia Department of Education’s College and Career Ready Performance Index.”

Final Review: Changed to Meets Requirement- Completed.

g. You are urged to include cohort measures that show the progress over time of a single cohort of students.

Page(s) Located: 17-18	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: While the information provided in Question 2 was quite extensive, the specificity in information needs improvement. By this, it needs to include specific points outlining what the targets are, specific strategies on how the targets will be met, how often the targets will be reviewed, data provided to address specific objectives do not align.

7/15/2015 Clarification: Upon additional review for clarification, the petitioner’s response appears to fail to meet requirements. While the information provided in was quite extensive, the

specificity in information needs improvement. Additionally, the Petitioner did not directly answer this question, but referred to the chart in question 2.i. Also see the comments in Section 2.i. The Reviewer should be able to review a clear and organized chart that indicates the annual goals for the first term of the charter, for all grade levels K-5.

Final Review: Changed to Meets Requirement- Petition shows the progress over time of a single cohort. The Reviewer suggested changing the growth of 2% to 3% from subsequent years to changing within the cohort. **Example:** Kindergarten Year 1 is set at 2% higher than DCSD. When these students go to first grade (after being with the school for a year) then their goal would rise to 3%. The way the chart reads now is it will be the second Kindergarten group, who is new in year 2, who will outperform DCSD by 3% starting out. If the change is within each cohort it shows growth within your school as well. Based on the Reviewer’s comment, the Charter Office believes that the rating may actually still be a “needs improvement” area.

h. You are also urged to include national norm-referenced test results among your performance measures.

Page(s) Located: 18	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: While the information provided in Question 2 was quite extensive, the specificity in information needs improvement. By this, it needs to include specific points outlining what the targets are, specific strategies on how the targets will be met, how often the targets will be reviewed, data provided to address specific objectives do not align.

7/15/2015 Clarification: The Petitioner plans to use MAP as a norm-referenced assessment. Please see the comments below in question 2.i.

Final Review: Changed to Meets Requirement- The Reviewer assessed that the Petitioner plans to use MAP and has graphed goals.

The Charter Office’s review of this response defers to additional understanding needed though, potentially keeping the original scoring as a “needs improvement.” The Petitioner’s assertion that students’ performance in “the 50th percentile” and growth indicating no more than the 70th percentile in the chart, may be too low a projection. What data did the Petitioner locate to justify this performance assertion for the MAP assessment?

i. Be specific, measurable, attainable, relevant, and time-based (SMART).

Page(s) Located: 18-21	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: While the information provided in Question 2 was quite extensive, the specificity in information needs improvement. By this, it needs to include specific points outlining what the targets are, specific strategies on how the targets will be met, how often the targets will be reviewed, data provided to address specific objectives do not align.

7/15/2015 Clarification: The Reviewer should be able to review a clear and organized chart that indicates the annual goals for the first term of the charter, for all grade levels K-5.

The Petitioner, also agreeing to implement state-mandated assessments, pursuant to law, and follow the DCSD testing calendar, proposes to use the following assessments:

- Fountas & Pinnell
- MAPP
- DIBELS
- ACTFL

In addition to implementing the Georgia Milestones, and possibly ITBS or CogAT, EACS must also implement Student Learning Objectives (SLOs) as part of the state-mandated TKES process. SLOs drive a part of the CCRPI score. It appears that the Petitioner may be planning to overwhelm staff, parents, and students with assessments. Also these assessment goals must be

clearly identified and outlined, than previously done in the chart located on page 13-14.

The Reviewer has advised that both Fountas & Pinnell and DIBELS assess student fluency, and the Petitioner may want to choose only one, because they are similar in program. The Petitioner may want to ensure a strong comprehension assessment in either of the programs chosen.

Lastly, the Reviewer has advised that for Georgia Milestones goals, the chart should be broken down by grade level, with baseline data, as projected, and then year to year improvement goals, in percentages, for the remaining four years of the charter term.

Final Review: Original Rating of Needs Improvement Remains- The Reviewer determined that the proposed measures seemed attainable. The Reviewer further pointed out that the Petitioner needed to modify the provided graph on page 19 (and consequently, page 17), because testing for the GA Milestones commences at the 3rd grade level; Grades K-2 will not be given this test. The petitioner also duplicates charts provided earlier in Question 2, which is extraneous.

3. How will the charter school governing board, management, instructional leadership, faculty and staff know that students are on track to meet these academic goals?

Page(s) Located: 21-24	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Comments here are similar to Question #2. The information provided was quite extensive, but the specificity in information needs improvement. By this, it needs to include specific points including how the strategies will improve the student outcomes and how often the targets will be reviewed. It appears that the Petitioner may need to narrow the scope in regards to the tools to track progress. Which specific data and CCRPI components will be used to determine tracking of accomplished goals, etc.?

Final Review: Original Rating of Needs Improvement Changed to Meets Requirements- The Reviewer reported that the overall response to Question 3 met requirements, but there is still room for improvement in Question 3.c and 3.i.

a. What assessments will the school administer to obtain performance data for each student?

Page(s) Located: 21	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: The information provided was quite extensive, but the specificity in information needs improvement. By this, it needs to include specific points including how the strategies will improve the student outcomes and how often the targets will be reviewed. It appears that the Petitioner may need to narrow the scope in regards to the tools to track progress. Which specific data and CCRPI components will be used to determine tracking of accomplished goals, etc.?

Final Review: Original Rating of Needs Improvement Changed to Meets Requirements- The Reviewer suggested adding information on Student Learning Objectives (SLOs) and other state assessments, and how this information will be used in data meetings to monitor school and student performance.

b. Describe how the school will obtain baseline achievement data.

Page(s) Located: 21-22	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: The information provided was quite extensive, but the specificity in information needs improvement. By this, it needs to include specific points including how the strategies will improve the student outcomes and how often the targets will be reviewed. It appears that the Petitioner may need to narrow the scope in regards to the tools to track progress. Which specific data and CCRPI components will be used to determine tracking of accomplished goals, etc.?

Final Review: Original Rating of Needs Improvement Changed to Meets Requirement- Completed.

c. Describe how the school will benchmark student growth.

Page(s) Located: 22	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: The information provided was quite extensive, but the specificity in information needs improvement. By this, it needs to include specific points including how the strategies will improve the student outcomes and how often the targets will be reviewed. It appears that the Petitioner may need to narrow the scope in regards to the tools to track progress. Which specific data and CCRPI components will be used to determine tracking of accomplished goals, etc.?

Final Review: Original Rating of Needs Improvement Changed Remains- The Petitioner noted the use of MAP three times a year in earlier charts. The chart in this section only discusses the winter administration of MAP, which does not cover student growth at all. The Petitioner also discussed the standard aligned benchmarks in October and February, but does not explain how these will demonstrate growth and not just mastery of standards.

d. Describe plans to formally and informally assess student performance in the core academic areas.

Page(s) Located: 22-23	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: The information provided was quite extensive, but the specificity in information needs improvement. By this, it needs to include specific points including how the strategies will improve the student outcomes and how often the targets will be reviewed. It appears that the Petitioner may need to narrow the scope in regards to the tools to track progress. Which specific data and CCRPI components will be used to determine tracking of accomplished goals, etc.?

Final Review: Original Rating of Needs Improvement Changed to Meets Requirement- Completed.

e. Explain how the charter school will work with the local school system to participate in all state-mandated assessments. Provide a statement that the charter school will administer all state assessments in accordance with the DCSD testing calendar.

Page(s) Located: 23	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Completed.

Final Review: Original Rating of Meets Requirement Remains- Completed.

f. Describe plans to diagnose educational strengths and needs of students and plans on how this data will be used for instructional planning.

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Comments: Completed. "Educational strengths and needs of students will be assessed through a rigorous cycle of diagnostic assessment, progress monitoring, and daily formative assessments from the classroom. Each day, teachers will have forty-five minutes of mandatory co-planning between grade level teams (one English teacher and one Spanish teacher per team) in order to review the daily formative assessment, group students, form plans for re-teaching and spiral review, and modify the next day's lesson plans if necessary. Furthermore, teachers will be required to attend professional development sessions in which they review formative and summative assessment data in grade level and/or content teams at least once every four weeks and to modify lesson plans accordingly. Teachers will be expected to differentiate within their classes in order to meet the individual needs of their students and to ensure that each child is being taught at his/her instructional level."

Final Review: Original Rating of Meets Requirements Remains- Completed.

g. Describe the school's plan for using assessment data to monitor and improve achievement for all students over a set period of time.

Page(s) Located: 23-24	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: The information provided was quite extensive, but the specificity in information needs improvement. By this, it needs to include specific points including how the strategies will improve the student outcomes and how often the targets will be reviewed. It appears that the Petitioner may need to narrow the scope in regards to the tools to track progress. Which specific data and CCRPI components will be used to determine tracking of accomplished goals, etc.?

Final Review: Original Rating of Needs Improvement Changed to Meets Requirement- Completed.

h. Describe how the charter school shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.

Page(s) Located: 24	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Completed.

Final Review: Original Rating of Meets Requirements Remains- Completed.

i. Describe how the charter will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual and other state and local guidance on assessment.

Page(s) Located: 24	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Completed.

Final Review: Original Rating of Meets Requirements Remains- Completed.

j. Describe how staff from the charter school will attend required test administration training held by DCSD.

Page(s) Located: 24	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Completed.

Final Review: Original Rating of Meets Requirements Remains- Completed.

4. What specific actions will the school's management, instructional leadership; faculty and staff take to ensure student performance objectives are met during the proposed charter term?

Page(s) Located: 24-36	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Completed. The Petitioner has clearly identified the curriculum to be used which is founded upon the Common Core State Standards and provided the curriculum documents in the appendix. The curriculum includes components that are expected within curriculum documents. The specific actions were clearly delineated for ensuring student performance objectives are met.

Final Review: Original Rating of Meets Requirements Remains- Completed.

a. Describe the focus of the curriculum. This statement should also discuss any distinctive or unique instructional methods to be used that are research-based and standards driven.

Page(s) Located: 25	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed. The Petitioner has clearly identified the curriculum to be used which is founded upon the Common Core State Standards and provided the curriculum documents in the appendix. The curriculum includes components that are expected within curriculum documents. The specific actions were clearly delineated for ensuring student performance objectives are met.			
Final Review: Original Rating of Meets Requirements Remains- Completed.			

b. A full and complete curriculum, aligned, for all grade levels to be served during the proposed charter term is required to be submitted as an Appendix item. This information must be aligned with Common Core and Georgia Performance Standards (where applicable).

Page(s) Located: 25-33; Appendix 10	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed. The Petitioner has clearly identified the curriculum to be used which is founded upon the Common Core State Standards and provided the curriculum documents in the appendix. The curriculum includes components that are expected within curriculum documents. The specific actions were clearly delineated for ensuring student performance objectives are met.			
Final Review: Original Rating of Meets Requirements Remains- Completed.			

c. Identify materials/programs that the school plans to obtain/purchase to support the stated curriculum.

Page(s) Located: 33-34	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed. The Petitioner has clearly identified the curriculum to be used which is founded upon the Common Core State Standards and provided the curriculum documents in the appendix. The curriculum includes components that are expected within curriculum documents. The specific actions were clearly delineated for ensuring student performance objectives are met.			
Final Review: Original Rating of Meets Requirements Remains- Completed.			

d. Describe the educational innovations that will be implemented.

Page(s) Located: 34	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
Comments: How is the length of time one spends on learning a second language innovative? There are other DeKalb schools that are currently serving students through a language immersion program.			
Final Review: Original Rating of Does Not Meet Requirements Remains- The Reviewer indicated the same comments as stated in the original review.			

e. Provide a clear explanation of how the innovations will increase student achievement.

Page(s) Located: 34-35	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
Comments: Explain how the innovation will increase student achievement.			
Final Review: Original Rating of Does Not Meet Requirements Remains- The Petitioner does not explain “how the innovation will increase student achievement.” The Petitioner states that it will emphasize ELA and Math as the content areas to improve the CCRPI Scores; however, the overall CCRPI score is impacted by all content areas and its indicators are			

interconnected. Therefore, an emphasis on two areas can have a negative impact on the overall performance of a school.

f. Describe why the innovations are appropriate for this unique school.

Page(s) Located: 35	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
Comments: A description of why the innovations are appropriate for this unique school was not addressed. Does it meet a need in the area? How did the Petitioner identify that the proposed program addresses a real need in the community it intends to serve?			
Final Review: Original Rating of Does Not Meet Requirements Remains- The Reviewer indicated the same comments as stated in the original review.			

g. Describe the anticipated teacher-to-student ratios and the rationale for maintaining these ratios. Please describe your intended class sizes, including the minimum and maximum number of students. Be sure to explain the source of any additional funding necessary if the class sizes are smaller than those set forth in the SBOE Class Size Rule 160-5-1-.08.

Page(s) Located: 36	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: 22:1 or better student to teacher ratio is proposed. East Atlanta Charter School is responsible for maintaining Federal Guidelines and Compliance requirements including comparability.			
Final Review: Original Rating of Meets Requirements Remains- Completed.			

h. If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

Page(s) Located: 36	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: n/a; EACS will only serve grades K-5.			
Final Review: Original Rating of Meet Requirements Remains- Completed.			

5. What are the school's plans for educating special populations? (Reciting the requirements of law and rule is not sufficient)

Page(s) Located: 36	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
Comments: This question was not addressed for students with disabilities.			
Final Review: Original Rating of Does Not Meet Requirements Remains- The Petitioner wrote "please review the answers to questions 5, 6, and 9, written below, to see East Atlanta Charter School's plans for educating ELL, Special Education, and Gifted students." These questions are directed toward other aspects of educating special populations. The Petitioner is still not responsive.			

6. Describe methods, strategies and/or programs for meeting the needs of students identified as gifted and talented. Include any diagnostic methods or instruments that will be used to identify and assess those students.

Page(s) Located: 36-39	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: East Atlanta Charter meets the requirements for describing methods, strategies and/or programs for meeting the needs of identified gifted and talented students as stated in their petition.			

Final Review: Original Rating of Meets Requirements Remains- The Reviewer indicated the same comments as stated in the original review.

7. Describe how the charter school will provide state and federally mandated services for students with disabilities. Include any diagnostic methods or instruments that will be used to identify and assess those students.

Page(s) Located: 39-41	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: There is no indication of planned training for special education staff or staff working with students with disabilities. For example: how to write and implement complaint IEPs; procedures for handling discipline and students with disabilities, how and when progress monitoring data on goals/objectives will be reported. There is also no indication of how the Petitioner plans to provide related services (speech, occupational, physical therapy), which will be provided if a student's IEP require these services.

Final Review: Original Rating of Needs Improvement Changed to Meets Requirements- Completed.

8. Describe methods, strategies and/or programs for students receiving supplemental education services. These services should be provided pursuant to SBOE Rule 160-4-5-.03 and the Elementary and Secondary Education Act/No Child Left Behind.

Page(s) Located: 41	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: It is suggested that the Petitioner includes language to align SES with Georgia's current ESEA waiver including the use of the Flexible Learning Program.

Final Review: Original Rating of Meets Requirements Remains- The Reviewer indicated the same comments as stated in the original review.

9. Describe methods, strategies and/or programs for meeting the needs of students at-risk of academic failures through remediation. Include any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade level as well as the processes/programs/tools to be used in providing them with remedial instruction. These services should be provided pursuant to SBOE Rule 160-4-5-.01 and NCLB.

Page(s) Located: 41-42	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: The Petitioner identifies that formative and summative assessments will be used to guide remedial decisions.

Final Review: Original Rating of Meets Requirements Remains- The Reviewer indicated the same comments as stated in the original review.

10. Describe how the charter school will provide state and federally mandated services for English Language Learners (ESOL). Include any diagnostic methods or instruments that will be used to identify and assess those students, including:

Page(s) Located: 42-43	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Additional details need to be provided on how the charter school will ensure that all federal and state mandated support services will be provided to LEP students and parents.

Final Review: Original Rating of Needs Improvement Remains- The Reviewer cited that the petition lacks detail in the following areas:

1. How the school will handle the Identification of ELs and LEP parents.
2. How the school will evaluate the progress of ELs' linguistic and academic progress and

attainment of proficiency (exit criteria).
 3. Provision of EL inclusion in curricular and extra-curricular activities.

The Reviewer further summarized that all parts of Question 10 have not been addressed by the Petitioner.

a. A description of the special language instructional program to be provided to ELLs that is designed to teach English, as well as general curriculum and who on staff will coordinate this effort.

Page(s) Located: 42	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Additional details need to be provided on how the charter school will ensure that all federal and state mandated support services will be provided to LEP students and parents. Please answer the sub-question individually.			
Final Review: Original Rating of Needs Improvement Remains			

b. A provision indicating that ELL students will not be excluded from curricular and extracurricular activities in school because of the inability to speak and understand the language of instruction.

Page(s) Located: 42-43	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Statement located, but please answer the sub-question individually.			
Final Review: Original Rating of Needs Improvement Remains			

c. Appropriate evaluative standards for measuring the linguistic and academic progress of ELL students, including program exit criteria.

Page(s) Located: 43	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Additional details need to be provided on how the charter school will ensure that all federal and state mandated support services will be provided to LEP students and parents. Please answer the sub-question individually.			
Final Review: Original Rating of Needs Improvement Remains			

11. List all proposed extracurricular activities or other auxiliary educational activities along with the grade levels in which these activities will be offered. Please list and describe the partnerships the school has developed to offer extracurricular activities (ex: chorus, band, sports, clubs, art). This information should explain who the partner organization is, at which location the activity will be offered, and any charges associated with providing these activities. Please provide copies of contracts or correspondence setting forth the terms of the partnership.

Page(s) Located: 43-44	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
Comments: Specific Extra-curricular Activities are not listed. More detail is necessary to determine compliance with State and Local policy.			
Final Review: Original Rating of Does Not Meet Requirements changed to Needs Improvement- The Petitioner listed several activities, i.e. Computer Club, Latin Dance Club, Global Gardeners, Chess Club, and soccer. However, the Petitioner did not indicate, beyond placing RFPs to potential vendors, who they have a partnership with to develop these activities. The descriptions were generic in detail, indicating that the Petitioner listed proposed ideas, but has not fully developed this area of the petition.			

12. Which of the specific actions in the academic plan require a waiver of state law, rule, or guidelines?

Page(s) Located: 44-47	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			
Final Review: Original Rating of Meets Requirements Remains- While completed, and the Petitioner provided an ample amount of waiver examples that they believe will be effective in implementing their broad flexibility waiver, the Petitioner may want to be mindful that they cannot waive regulations and requirements of Title II-Part A of the Elementary and Secondary Education Act (ESEA). Additionally, the Governing Board should be mindful of engaging in administrative duties that should be handled by school leaders employed by the non-profit entity.			

a. Although you will be granted a broad flexibility waiver if you are granted a charter, please demonstrate why a charter is necessary for this school by providing examples of significant components of your academic plan for which you need a waiver. Please also identify the specific waivers that are required to allow the implementation of those components.

Page(s) Located: 44-47	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			
<ul style="list-style-type: none"> • IFCB-R Field Trips • IHEA-R Make-up work by students • IKI-R Lesson Plans • State Board to Prescribe Textbooks – O.G.C.A. 20-2-1010 and Electronic Format of Textbooks, O.C.G.A. Section 20-2-1015 and SBE Rule 160-4-4-.10(k). • Personnel Required- School Size— SBE Rule 160-5-1-.22 • Limited Public School Choice – SBE Rule 160-5-4-.09 • Values and Character Education— SBE Rule 160-4-2.33 • Course Listings—SBE Rule 160-4-2.20 • KIB-R Special Interest Materials Distribution • KNBA-R Complaints about Instructional Materials IFA-R, IFA-R(1), IFA-R(2) Instructional Materials Media and Equipment 			
Final Review: Original Rating of Meets Requirements Remains- While completed, and the Petitioner provided an ample amount of waiver examples that they believe will be effective in implementing their broad flexibility waiver, the Petitioner may want to be mindful that they cannot waive regulations and requirements of Title II-Part A of the Elementary and Secondary Education Act (ESEA). Additionally, the Governing Board should be mindful of engaging in administrative duties that should be handled by school leaders employed by the non-profit entity.			

III. ORGANIZATIONAL OBJECTIVES, PLANS, AND WAIVERS

13. State the school’s Organizational Goals and Measures.

- a. School organizational performance objectives should reflect where the school envisions itself organizationally at the end of the charter term.**
- b. Objectives should include areas such as: governing board training, student and teacher retention, and student, parent and teacher satisfaction.**

Page(s) Located: 47-53	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Goal 1 is clearly presented, but the measures associated with it are not standardized nor do they appear innovative (i.e., kindergarten students will be able to “answer simple ‘yes/no’ questions, first graders will be able to “start conversations” etc...)			
Goal 2 is to “maximize student retention through building strong relationships with students’ families”; however, the retention is not for academic learning but instead for retention in the			

charter’s program as well as the expectation that teachers will contact all families and families will have at least two contacts at the school. Again this does not appear to be innovative as all noon-charter schools also want a reduction in student transiency and expect staff to communicate with parents.

Goal 3 is clearer and has four measures (although measure 2 for this goal could be manipulated to reach its performance expectations)

Goal 4 is the establishment of sound financial practices. It has two measures, but this goal may not need to be listed as a goal and should instead go in the section detailing the school’s financial requirements

Overall, the recommendation is for the goals to be robustly stated, with a proposal for clear, standardized assessments as measures of student achievement, that are academic and student performance driven.

Final Review: Original Rating of Needs Improvement Remains- Goal 1 is not an “organizational goal.” See above comments. There is no mention of governing board goals or parent/employee satisfaction goals. Goal 4 is misplaced, and likely better suited for the finance section of the petition.

14. What specific actions will the school take to achieve its organizational performance objectives?

- a. Describe the organizational innovations that will be implemented during the proposed charter term.**
- b. Provide a clear explanation of how the innovations will increase organizational effectiveness.**
- c. Describe why the innovations are appropriate for this unique school.**

Page(s) Located: 53	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments:

Actions listed are not specific and only reference the vague goals and/or measures in question 13. The Petitioners also state when asked to provide a clear expectation about innovation increasing effectiveness, that their innovations “go to the heart of [their] primary goal of preparing students for lifelong success...” yet no innovations are listed other than students obtaining “high level proficiency in Spanish” as well as communication skills that are “sophisticated.” This all comes across as confusing and unable to be measured.

The Petitioners must clearly articulate how their program will be innovative, what those innovations will entail, and what specific, measurable student outcomes will be the results. Having “sophisticated communication skills” is not measurable. The Petitioners may wish to consider researching and examining how SMART goals are drafted.

Final Review: Original Rating of Does Not Meet Requirements Remains- Including the comments above, the petition does not describe which specific actions in the organizational plan. The state law and rules were cited. However, no actions were stated as to implementation or how the school will achieve its organizational performance objectives.

15. Which of the specific actions in the organizational plan require a waiver of state law, rule, or guidelines?

- a. Although you will be granted a broad flexibility waiver if you are granted a charter, please demonstrate why you need a charter by providing examples of a significant component of your organizational plan for which you need a waiver. Please also identify the waivers that are required to allow the implementation of that component.**

Page(s) Located: 53-62	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Several waivers may warrant further explanation from the Petitioners and review by the district. These include, but are not limited to:</p> <ul style="list-style-type: none"> • The Petitioners wishing to be allowed to borrow for operating expenses; • Allowing an organization or reorganization of the East Atlanta Charter School by the DCSD Board (waivers removing any authority of the Board should be closely reviewed); • The Petitioners are seeking to evaluate staff in a manner outside of the state's requirements. Petitioners may add to the state's model, but it is recommended that they be required to use the appropriate state evaluation instruments; • When requesting flexibility for allowable uses of school facilities, the Petitioners need to provide examples of what uses they are considering that would require a waiver; • The school is seeking a waiver to follow a different academic calendar, but it must include that the calendar will allow for the administration of all state standardized assessments at the same time the district administers assessments. <p>In addition to a reexamination of the concerns listed above, both by the Petitioners and the district, any requested waiver (O.C.G.A., State Board rule, DCSD policy, etc...) must individually include the reasoning behind the request. This is done in some instances in the petition, but it is not consistent.</p> <p>Final Review: Original Rating of Needs Improvement Remains- The Petitioner does specifically provide several waiver examples, but fails to demonstrate how they will achieve the organizational performance goals.</p>			

IV. GOVERNANCE

16. Describe how an autonomous governing board will make decisions for the school.

Page(s) Located: 62-69; Appendix Tab 16	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: See 16 a-1 comments below.</p> <p>Final Review: Original Rating of Does Not Meet Requirements Changed to Needs Improvement- The Reviewer indicated that more work is needed for Question 16, to ensure clarity. The comments below are still guiding.</p>			

- a. Identify each member of the governing board; describe the composition of the governing board (number of members, skillsets to be represented, how members are/will be representative of the school and the community, etc.; describe how and when board members will be selected, and the terms that governing board members will serve. Briefly explain the recruitment plan of new members if vacancies occur.**

Page(s) Located: 62-69	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The Petition refers to "founding directors" at page 57; however, the reviewer did not see where the founding directors are identified in the Petition. (If they are identified elsewhere in the Petition, the reviewer recommends that this information also be included in Section IV. Governance.) Also, some explanation of how the founding directors have been/will be identified and designated would be helpful.</p> <p>The founding directors will be responsible for selecting the initial slate of governing board members, which indicates there may be some distinction between directors and governing board members. This concept is confusing, particularly inasmuch as the Petition seems to uses the</p>			

terms “governing board” and “Board of Directors” interchangeably. The reviewer recommends that the terms used – including directors, governing board, and Board of Directors – be carefully reviewed, specifically defined where appropriate, and used with consistency throughout the Petition.

The reviewer was unable to discern with any specificity how the school’s governing board will be initially constituted, in Section IV. Governance, along with the Bylaws. Will the “founding directors” actually serve as the “founding board?”

The election process for directors requires clarification. At each annual meeting, vacancies are to be addressed by the board. The reviewer was unclear as to what will constitute a vacancy because there is not a single prescribed number of directors. Since the board directors shall consist of 5 – 20 directors, will there be a vacancy for each unfilled seat between 5 and 20? Or will a vacancy only be created when a position previously filled is vacated? Section 11 of the Bylaws may indicate the answer, but the reviewer was uncertain.

The provision, “the Directors shall select a slate of candidates for each vacancy,” needs clarification. Does “select” mean “nominate?” Will each director have the prerogative of making nominations, or is the selection accomplished by collective board action? Will the directors nominate candidates to fill any vacancy or a particular vacancies? If more than one vacancy exists, may a single candidate be nominated to fill more than one vacancy?

Regarding the “confirmation vote” by parents, guardians, and full-time employees that must follow the selection of new directors by the board, the reviewer found no details of how and when the vote is to be accomplished. (If details are identified elsewhere in the packet, the reviewer recommends the details be included in Article III. Section 4 of the Bylaws.)

Section 16(f) of the Petition is substantially inconsistent with Article III. Section 5 of the Bylaws regarding the removal of a director.

Final Review: Original Rating of Does Not Meet Requirements Changed to Needs Improvement- The Reviewer indicated that more work is needed for Question 16, to ensure clarity. The Petition refers to “founding directors” however, the reviewer did not see where the founding directors are identified in the Petition. (If they are identified elsewhere in the Petition, the reviewer recommends that this information also be included in Section IV. Governance.)

The founding directors will be responsible for selecting the initial slate of governing board members, which indicates there may be some distinction between directors and governing board members. This concept is confusing, particularly inasmuch as the Petition seems to uses the terms “governing board” and “Board of Directors” interchangeably. The reviewer recommends that the terms used – including directors, governing board, and Board of Directors – be carefully reviewed, specifically defined where appropriate, and used with consistency throughout the Petition.

b. Describe the governing board’s function, duties and role in the areas of budget, resource allocation, personnel decisions (primarily school leader selection, evaluation, and termination), establishing and monitoring the achievement of school improvement goals, curriculum and school operations.

Page(s) Located: 64-65	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Section 16(b) of the Petition merely refers to the Bylaws in response. However, with respect to the powers of the board, the Bylaw generally refers to the Petition. Although the Petition, overall, seems to include an adequate description of the board’s function, duties, and roles, the information is not provided at 16(b).

Final Review: Original Rating of Does Not Meet Requirements Changed to Needs Improvement- Although the Petition, overall, seems to include an adequate description of the board’s function, duties, and roles, the information is not provided at 16(b). They need to be

clearly defined. The Petition refers to various committees that will be established.

c. Illustrate the level of autonomy your Governing Board will have.

Page(s) Located: 65-66	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The Petitioner provided a version of the GADOE's Decision-Making Matrix, but this document needs improvement in light of the autonomy start-up charter schools are afforded in the area of personnel, finance, and curriculum instruction, etc. The reviewer should be able to review this chart and automatically discern how the school will be operated and governed in these critical areas of the proposed charter school.</p> <p>Final Review: Original Rating of Does Not Meet Requirements Changed to Needs Improvement- The Petitioner provided a version of the GADOE's Decision-Making Matrix, but this document needs improvement in light of the autonomy start-up charter schools are afforded in the area of personnel, finance, and curriculum instruction, etc. The Reviewer should be able to review this chart and automatically discern how the school will be operated and governed in these critical areas of the proposed charter school.</p>			

d. Use this section to provide a narrative of your matrix, including anything in the matrix that requires further explanation or clarification.

Page(s) Located: 66-67	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Completed. No rating provided.</p>			

e. Describe your plan for ensuring that you maintain a diverse board with broad skillsets.

Page(s) Located: 67	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: This portion states an admirable aspiration; however, it does not articulate any specific steps that would be taken to ensure maintenance of diversity with broad skillsets. Additionally, because the Petition does not identify existing members of the prospective governing board, it is not possible to fully assess whether existing members demonstrate diversity and a broad skillset.</p> <p>Final Review: Original Rating of Needs Improvement Remains- While the Petition identifies founding members of the prospective governing board, it is not possible to fully assess whether these members demonstrate a broad skillset.</p>			

f. Describe how and why governing board members may be removed.

Page(s) Located: 67-68	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Section 16(f) of the Petition is substantially inconsistent with Article III. Section 5 of the Bylaws regarding the removal of a director.</p> <p>Final Review: Original Rating of Does Not Meet Requirements Changed to Meets Requirements- Section 16(f) of the Petition is consistent with Article III. Section 5 of the Bylaws regarding the removal of a director.</p>			

- g. Georgia law now requires Charter Schools to provide initial training for newly approved charter school Governing Boards as well as annual governance training thereafter. Governance training should help build the capacity needed to make decisions in the above-mentioned areas. Trainers must be selected from a SBOE-approved list that ensures that the training covers certain SBOE requirements. Beyond those requirements, as a best practice, Charter Schools should also ensure that it selects a training program that covers areas of identified needs.**

Page(s) Located: 68	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Completed.

Final Review: Original Rating of Meets Requirements Remains

- h. Describe your plan and timeline for securing a provider for your initial governance training as well as annual training thereafter. Include in this plan, areas of focus that are specific to your board and school. Provide a brief plan for continuous governance training, recruitment and retention of high quality governing board members.**

Page(s) Located: 68	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Section 16(h) of the Petition might be improved by expressly acknowledging the required training components articulated in O.C.G.A. § 20-2-2072 (i.e., "...constitutional and statutory requirements relating to public records and meetings, and the requirements of applicable statutes and rules and regulation.")

Final Review: Original Rating of Needs Improvement Remains- Section 16(h) of the Petition might be improved by expressly acknowledging the required training components articulated in O.C.G.A. § 20-2-2072 (i.e., "...constitutional and statutory requirements relating to public records and meetings, and the requirements of applicable statutes and rules and regulation.") Do not refer to the statute only. Include the statutory language.

- i. Disclose any potential conflicts of interest and describe how the governing board will ensure that current and future board members avoid conflicts of interest.**

Page(s) Located: 69	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: In addition to the explanation, please list the disclosures provided by the proposed board members in the appendix.

Final Review: Original Rating of Needs Improvement Remains- In addition to the explanation, please list the disclosures provided by the proposed board members in the appendix.

- j. How will the governing board's role uphold the school's mission and vision? Please provide specific examples.**

Page(s) Located: 69	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Section 16(j) is insufficient because it does not provide any specific examples.

Final Review: Original Rating of Does Not Meet Requirements Changed to Needs Improvement- The specific examples provided are insufficient.

k. How will the governing board evaluate the principal's performance? This should include the assessment tool that will be used to determine effectiveness.

Page(s) Located: 69	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The mandatory evaluation tool identified should be LKES. While an internal evaluation tool is acceptable, this is not recommended as the LKES process must be implemented throughout the school year, as mandated by the state and monitored by the District for all DCSD schools.</p> <p>Final Review: Original Rating of Needs Improvement Changed to Meets Requirements- The mandatory evaluation is now identified as LKES.</p>			

l. How will the governing board ensure effective organizational planning and financial stability? Please provide specific examples.

Page(s) Located: 69	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Section 16(l) is insufficient because it does not provide any specific examples.</p> <p>Final Review: Original Rating of Does Not Meets Requirement Remains- The specific examples provided are insufficient.</p>			

m. How will parents, community members, or other interested parties be involved in the charter school's governing board?

Page(s) Located: 69	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The founding directors will select the initial slate of governing board members based on the skills inventory and on covering the necessary skill sets for the governing board. Additional members for the governing board will be sought to satisfy the missing skill sets. This is very general and does not show any specific roles for parents of students attending the school. Are there any mandates stipulating true parent participation as a part of the Governing Board? If no, why? Parent representation should be encouraged on the Governing Board.</p> <p>Final Review: Original Rating of Needs Improvement Remains- The Petitioner modified the response in the revised version, but was not completely responsive to the feedback provided. The Reviewer stated that the parents' role is generalized, and would like to see specific slots on the governing board for parents, versus community or business partners. The Reviewer believes that the requirement to sit on the Board would eliminate that the majority of parents currently attending McNair Cluster schools. The Reviewer would like to know how the Petitioner will address the need for these parents to be formally included in the decision-making process.</p>			

n. How will the school promote parental and staff involvement in school governance?

Page(s) Located: 70	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: See comments above in 16.m.</p> <p>Final Review: Original Rating of Needs Improvement changed to Meets Requirement- Completed.</p>			

o. How will the school communicate with students' families?

Page(s) Located: 70	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The Petitioner should also consider traditional means of communicating school information, in light of the socioeconomic status of many of the students in the proposed attendance area zone.</p> <p>Final Review: Original Rating of Needs Improvement Changed to Meets Requirement- Completed.</p>			

17. Grievances

a. What will be school leadership's role in resolving teacher, parent and student grievances and other conflicts? Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. The grievance policy should clearly articulate how individuals may present grievances, how those grievances will be reviewed, and who will undertake the task to review grievances, as well as the time frame for disposing of a grievance.

Page(s) Located: 70-72	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. Where is the evidence of a grievance policy? More information required.</p> <p>Final Review: Original Rating of Needs Improvement Remains- The Family Handbook (Tab 29) and the Employee Handbook (Tab 33) do not have any evidence of a grievance policy, to be published for these stakeholders. The Petitioner stated that parents may bring their representation to the grievance meeting. While this is an acceptable standard, it is advised that the charter seek to proactively resolve any emerging concerns at the lowest level possible.</p>			

b. What will the governing board's role be in resolving teacher, parent, and student grievances and other conflicts? This should include specific procedures and protocols for grievance resolution for each group. Describe the plan or method that the charter school's governing board will utilize for resolving conflicts with the DeKalb County School District and/or Board of Education. Explain how conflicts will be addressed and resolved.

Page(s) Located: 63-64	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The response should be individually completed, and the second portion of the question should be answered. This may impact how question 17.a. was answered, and the Petitioner may want to restructure the response.</p> <p>Final Review: Original Rating of Does Not Meet Requirements Remains- Petitioner did not amend response pursuant to feedback.</p>			

c. Describe the method that the governing board plans to utilize for resolving internal conflicts.

Page(s) Located: 64	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The Petitioner states that the governing board will "be mindful of gender and cultural differences." This would be a better assertion if the writer framed it around legal compliance in regard to discrimination laws and regulations.</p> <p>Final Review: Original Rating of Needs Improvement Remains- While the Petitioner is responsive to the question and provides good detail on resolving internal conflict, there is a</p>			

portion of the response that the Petitioner did not amend pursuant to feedback provided. “Being mindful of gender and cultural differences” is a seemingly lenient comment, and is not broadly inclusive of all protected classes that an entity must be cognizant of when interacting with colleagues and stakeholders, especially in adversarial situations.

18. In the appendix, attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State, pursuant to O.C.G.A. § 20-2-2065(b)(4).

Page(s) Located: 72; Appendix 18	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Completed.

Final Review: Original Rating of Meets Requirements Remains

19. Provide a brief description for each governing board member that explains what role they will play on the board and why they were chosen to participate in the founding group. Attach the member résumés or curriculum vitas in the appendix.

Page(s) Located: 72-74; Exhibit 17	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Please provide a brief description that explains the roles the identified members will play on the board and why they were chosen to participate in the founding group.

Final Review: Original Rating of Needs Improvement Remains- While the Petitioner did a great job of explaining the rationale and background of each board member’s professional and community experiences that qualifies them to sit on the EACS board, it was not explained what each board member’s role on the board would be, e.g. President, Treasurer, etc. What roles will each member play on the board?

20. In the appendix, please provide the proposed charter school’s bylaws, pursuant to O.C.G.A. § 20-2-2065(b)(4). (All petitions must provide a copy of the by-laws in final form; no drafts.) Bylaws must reflect the charter school’s mission and non-profit status and should include:

Page(s) Located: 74-77; Exhibit 16;19	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: 20 (a): The Charter refers to “founding directors” at page 57; however, the reviewer did not see where the founding directors are identified in the Charter. (If they are identified elsewhere in the Charter, the reviewer recommends that this information also be included in Section IV. Governance.) Also, some explanation of how the founding directors have been/will be identified and designated would be helpful.

The founding directors will be responsible for selecting the initial slate of governing board members, which indicates there may be some distinction between directors and governing board members. This concept is confusing, particularly inasmuch as the Charter seems to uses the terms “governing board” and “Board of Directors” interchangeably. The reviewer recommends the terms used – including directors, governing board, and Board of Directors – be carefully reviewed, specifically defined where appropriate, and used with consistency throughout the Charter.

The reviewer was unable to discern with any specificity how the school’s governing board will be initially constituted. Will the “founding directors” actually serve as the “founding board?”

The election process for directors requires clarification. At each annual meeting, vacancies are to be addressed by the board. However, the reviewer was unclear as to what will constitute a vacancy because there is not a single prescribed number of directors. Since the board directors shall consist of 5 – 20 directors, will there be a vacancy for each unfilled seat between 5 and 20? Or will a vacancy only be created when a position previously filled is vacated? Section 11 of the Bylaws

may indicate the answer, but the reviewer was uncertain.

The provision, “the Directors shall select a slate of candidates for each vacancy,” needs clarification. Does “select” mean “nominate?” Will each director have the prerogative of making nominations, or is the selection accomplished by collective board action? Will the directors nominate candidates to fill any vacancy or a particular vacancies? If more than one vacancy exists, may a single candidate be nominated to fill more than one vacancy?

Regarding the “confirmation vote” by parents, guardians, and full-time employees that must follow the selection of new directors by the board, the reviewer found no details of how and when the vote is to be accomplished. (If details are identified elsewhere in the packet, the reviewer recommends that the details be included in Article III. Section 4 of the Bylaws.)

Section 16(f) of the Charter is substantially inconsistent with Article III. Section 5 of the Bylaws regarding the removal of a director.

Final Review: Original Rating of Needs Improvement Remains- The Petitioner does not appear to have been responsive to the Reviewer’s original comments.

a. The method by which the board will be elected or appointed and removed, as well as the term of office for each member.

Page(s) Located: 77-78	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: See comments located in the Question 20 comment box.			
Final Review: Original Rating of Needs Improvement Remains- The Reviewer indicated that more work is needed for Question 16, to ensure clarity. The comments below are still guiding.			

b. The number of members to serve on the board after the charter school is authorized (the minimum required by DCSD is five), and identify any seats reserved for specific constituents.

Page(s) Located: 78	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The Bylaws provide the board shall consist of 5-20 directors. The Bylaws also provide the Principal, chair of the parent organization, and teacher representatives as selected by the board shall serve as ex officio directors. The Bylaws do not make clear whether the ex officio directors will be counted toward to the total number of directors.			
Final Review: Original Rating of Needs Improvement Remains- The Petitioner did not clarify this original response, pursuant to the Reviewer’s comment.			

c. The responsibility and authority of the board for the policy and operations of the charter school.

Page(s) Located: 78	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			
Final Review: Meets Requirements.			

d. A list of committees of the governing board (which must include, at minimum, an executive, finance, and education/accountability committee).

Page(s) Located: 78-79	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The Bylaws do not identify an “education/accountability committee” by name; however, a “Curriculum and Instruction” committee is named. The short description of this committee’s purpose does not clearly show that it will be tantamount to an education/accountability committee.			
Final Review: Original Rating of Needs Improvement Remains			

e. The calendar for board meetings, providing for a minimum of six meetings per year.

Page(s) Located: 79	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
Comments: Please provide projected calendar for the 2016-2017 school year.			
Final Review: Original Rating of Does Not Meet Requirements Remains- The Petitioner did not provide a projected calendar.			

f. A list of the quorum and voting requirements for board meetings and committees.

Page(s) Located: 79	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			
Final Review: Original Rating of Meets Requirements Remains- The Bylaws include sufficient language concerning quorum and voting requirements. However, because the Bylaws do not make clear whether the ex officio directors may be counted as directors for the purposes of having a quorum, the possibility of confusion is potentially significant.			

21. A conflict of interest is generally defined as a situation in which someone has differing or competing professional, monetary or personal interests. Any potential conflicts of interest of the founding governing board members must be disclosed. Provide the complete and signed conflict of interest form for each proposed founding board member, located at the end of these Guidelines. This form must be included in the petition appendices and completed by each founding and/or governing board member.

Page(s) Located: 77; Appendix 19	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			
Final Review: Original Rating of Meets Requirements Remains			

V. CONTRACTS WITH EDUCATIONAL SERVICE PROVIDERS OR OTHER CHARTER PARTNERS

22. Does the charter school intend to contract, or has the school contracted, with an education service provider (ESP) or other charter partner, to provide management or consulting services? If so, please complete this section and include a signed, operationalized agreement submitted as an exhibit.

a. Describe how the arrangement will be in the best educational and financial interests of the charter school.

- b. Describe other education service providers or charter partners that were considered and the reasons this ESP or partner was selected above all others. How and why was EMO/CMO company chosen, selected?**
- c. Describe the history of the ESP or partner selected, including academic results, closures, non-renewals and separations.**
- d. Describe how the contract was negotiated.**
- e. Briefly describe the range of services the education service provider or partner will provide for the school. To what extent will the educational management company participate in the management of the school? Please describe all educational and non-educational services to be provided by any educational management company or for-profit entity with which the charter school will contract.**
- f. Describe how the governing board will monitor and assess the performance of the management organization.**
- g. What are the requirements to terminate the contractual relationship and how would terminating the relationship affect the school's ability to continue its operations?**
- h. Describe the reporting and organizational structure of the school in regard to the governing board, school administration and educational management company in relation to the governance and management of the school. Clearly delineate which positions are employees of the [EMO/CMO] and which persons or positions are employees of the charter.**
- i. In the Appendix, provide the latest annual report for the educational management company, including audited financial statements, if available.**
- j. In the Appendix, provide the educational management contract with all applicable signatures and dates of execution.**
- k. Is the EMO/CMO charging a fee for their services? If yes, this description should include the nature, duration, and cost of service commitments.**
- l. Please submit a list of all owners, directors and officers of the [EMO/CMO].**
- m. Please submit the name, address and telephone number of the legal representative and the accounting firm for the [EMO/CMO].**
- n. In the appendix, provide references from previous schools managed by the [EMO/CMO], including academic success of students by grade and program measured by test scores and external financial audits for each school managed (both those currently opened and those that have closed) within the last three years. If the company has managed schools in the state of Georgia which have closed, the reasons for its closing should be offered. (If the company has a history of closures across the nation, please explain.)**
- o. A description of the [EMO/CMO]'s partnerships with any other charter schools, public schools, or private schools. If applicable, please provide a list of all schools managed or Serviced in the last five years (including those no longer in operation). Indicate the location and grade levels served of those schools.**
- p. Is the charter school leasing, lease-purchasing or engaging in any other property or financing relationships with the [EMO/CMO]? Is so, please provide the statement in the petition that lease, lease-purchase, or financing**

transactions will be separately documented and not a part of or incorporated into the [EMO/CMO]-charter school agreement.

Page(s) Located: 77-79	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: No EMO/CMO will be utilized. Final Review: Original Rating of Meets Requirements Remains			

23. List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations (excluding those relationships discussed in previous section).

- a. Contact information for a representative of each business and/or partnership listed should be provided.
- b. Disclose any potential conflicts of interest within each arrangement or partnership.
- c. Include a copy of any actual or intended contract with each arrangement or partnership in the Appendix.

Page(s) Located: 79-80; Appendix 8 & 21	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: If approved, please ensure that business partners are not treated as employees in the act of handling student records and files. Partnerships should be created to implement the innovation, and achieve additional financial resources. Final Review: Original Rating of Needs Improvement Changed to Meets Requirements- Completed. This section meets requirements, with reservation. The Petitioner has identified partners to implement the proposed innovation. There does not appear to be a substantial amount of business partners who have pledged direct, liquid assets that would greatly assist with financial stability of the school. One (1) company appears to have pledged \$50,000.00 over the course of the five year charter term.			

VI. FINANCIAL OBJECTIVES, PLANS, AND WAIVERS

24. State the school's Financial Goals and Measures.

- a. School financial performance objectives should reflect where the school envisions itself financially at the end of the charter term.

Page(s) Located: 80-81	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
Comments: No apparent response submitted by the Petitioner. Final Review: Original Rating of Does Not Meet Requirements Changed to Needs Improvement- The Petitioner was not completely responsive to the question. Where does the school envision itself financially at the end of the charter term? What are the financial performance objectives? The school also plans to operate on public funding and a line of credit. The Petitioner does not propose clear strategy regarding obtaining funds from other sources, beyond grant funding.			

- b. Objectives should emphasize fiscal health and sustainability.

Page(s) Located: 81	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
Comments: No apparent response submitted by the Petitioner. Final Review: Original Rating of Does Not Meet Requirements Remains- The Petitioner was not wholly responsive to the question. While it is good to reassure the local			

authorizer that “unexpected expenses” will be able to be covered, and the school will maintain a “reserve,” these assertions are idealistic in the implementation of a public charter school, without the Petitioner’s demonstration of how the school plans to meet these financial sustainability objectives.

c. Describe the school’s plans for fiscal management; and specify how the school will manage budgets and expenditures.

Page(s) Located: 81	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments: No apparent response submitted by the Petitioner.

Final Review: Original Rating of Does Not Meet Requirements Changed to Needs Improvement- The Petitioner was not wholly responsive to the question. The Petitioner does not speak in terms of the entire 5 year charter term, yet projects for the first payment by the District to the school, indicating that they will seek a line of credit until they receive the July 31st payment. The Petitioner did indicate a preferred bank, and the CFO’s and Business Operations Manager’s management of the school’s budget.

d. Use the spreadsheets provided by GADOE, which list detailed budget information projecting revenues and expenditures for the first five years of the proposed charter term. If any sources of revenue appearing in the spreadsheets are anticipated to come from private sources, documentation of such revenues must be included along with the petition. Include a budget that complies with O.C.G.A § 20-2-171.

Page(s) Located: 81; Appendix 22	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: The 5 year budget should actually be for FY17 through FY22. If approved, the first wire to the school will occur on July 31, 2016. The founding board and administration will likely need a loan or other source of revenue to operate before the state and local funds will be received. The budget should be modified to reflect the above suggestions, and the Petitioner should indicate whether the non-profit board has the appropriate funding to operate prior to July 31st.

The number of students projected in the budget does not match the number of students identified on page 1 of the petition. Also, the Petitioner may want to reconsider the sections that no budget was projected for, i.e., maintenance, food service, textbooks, classroom supplies, instructional equipment, etc.

Please list the appendix number in the response.

Final Review: Original Rating of Needs Improvement Remains-The Petitioner did make some modifications to the budget. However, in the following areas of the proposed budget, the Petitioner did not make plans for expenses:

- Arts/PE/Computer Science (There is a budget for Art & PE supplies)
- Marketing
- Rent/Lease/Mortgage (This is important, because the Petitioner has not identified a school location. See Comments in Questions 29-31. The Petitioner may have to lease or build in a location other than a DCSD school.)

The Petitioner may have also under-projected expenses in the following areas:

- Textbooks
- Computers/Software
- Classroom Furniture
- Library and Media Center (It is the Charter Office’s experience that a charter school’s lack of an operating library was a disservice to the parents and students of the school, especially those families experiencing academic difficulties and/or low income households.)

The petitioner’s budget appears sound in regard to the projected financial impact determined by the Finance Department (see BOE Agenda Item- \$1.5 million for 2016-2017; \$13.4 million for all

five years), however, if including the above areas that the Petitioner may have failed to budget or under-budgeted, the charter school could experience financial difficulties. This advice is especially warranted, as the petitioner has not demonstrated other sources of income, beyond a line of credit for \$50,000.00 and a \$50,000.00 pledge of funds from a community partner, over the course of the five (5) year term.

e. Identify the school’s Chief Financial Officer and describe how that person’s credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-.04 for the purpose of developing and adhering to generally accepted accounting principles.

Page(s) Located: 81; Exhibit 17	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: The founding board will work with the school principal to recruit, retain, and develop a school- site business operations manager who will act as the organizational CFO upon hire. This person, at a minimum, will have credentials that comply with the guidance from the Georgia State Board of Education Rule 160-4-9-.04 and will begin his work in the planning year on a stipend-basis. Candidates with experience managing the finances of charter schools, in particular, will be given preference. Relationships such as those built with GSU and other support entities have already been formed to ensure the business/operations manager has the training and support necessary to successfully manage the school’s finances under the guidance of the school principal and board. Josh Bennett, founding treasurer and finance committee chair, will serve as the interim CFO in the planning year until the business operations manager is hired. Please find his resume in the Appendix at **Exhibit 17**. The CFO must be identified.

Final Review: Original Rating of Needs Improvement Remains- The interim CFO will be Josh Bennett. The Petitioner directed the Reviewer to Mr. Bennett’s resume in Exhibit 17, rather than responding to the question. How does Mr. Bennett’s credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-.04 for the purpose of developing and adhering to generally accepted accounting principles?

f. Identify the representatives of the school who will be responsible for the financial management of the charter, and describe plans to procure and maintain during the entire length of the charter a Crime/Fidelity Bond covering all persons receiving or disbursing funds. The DCSD required bond amount is \$1 million.

Page(s) Located: 81-82	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Please see the reviewer’s comments in 24.e., above.

Final Review: Original Rating of Needs Improvement Remains- What companies has the Petitioner researched to obtain a crime/fidelity bond? The Petitioner stated the policy will “be insured up to \$1 million,” but the required bond amount is “\$1 million.”

25. What specific actions will the school take to achieve the financial performance objectives?

a. Describe the financial innovations that will be implemented during the proposed charter term.

Page(s) Located: 82	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Describe the financial innovations, the District and Board of Education must be able to assess the Petitioner’s ability to successfully financially carry out the proposed charter.

Final Review: Original Rating of Does Not Meet Requirements Remains- There is no Petitioner response to this question 25, specifically. In the response to Question 25.a., the Petitioner proposed as innovations the use of a line of credit, social media, fundraising events, and “crowdsourced fundraising.” The group also has a paypal account established for online donations. The Petitioner could provide stronger, more explicit examples of financial innovations.

b. Provide a clear explanation of how the innovations will increase financial effectiveness.

Page(s) Located: 73	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The Petitioner states, “our budget is designed to balance without any charitable contributions or grant funding. This has been achieved through designing an efficient and lean organizational structure. Over the five years of the initial charter, we are poised for aggressive growth through our partnership with GSU CULTR.” More explaining is needed.</p> <p>Final Review: Original Rating of Needs Improvement Remains- The Petitioner proposed innovations in sub-question a, above, but then did not explain how each “innovation” proposed would increase financial effectiveness. This response would have likely been better suited as part of the response to sub-question a.</p>			

c. Describe why the innovations are appropriate for this unique school.

Page(s) Located: 73	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The Petitioner’s response is well-intentioned, but needs more planning or explanation.</p> <p>Final Review: Original Rating of Needs Improvement Changed to Meets Requirement- Completed; Although the Petitioner should see the comments in the above sections regarding the proposed financial innovations.</p>			

26. Fundraising or Other Sources of Income

a. Please describe in detail the school’s plans for securing other sources of funding. This plan should demonstrate financial independence from the school district by using state and local funds and a feasible plan to supplement those funds with other funding sources on a yearly basis as required.

Page(s) Located: 80-81	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The Petitioner states, “our Governing Board includes several members with deep experience in fundraising and grant writing. Our submitted budget does not rely on grant funding, but it is our intention to pursue grants.” More clarification and planning is required from the Petitioner.</p> <p>Final Review: Original Rating of Needs Improvement Remains- The petitioner stated the following, “We plan to employ local and national crowdfunding to supplement the funds we receive from the school district. Several members of our Board have experience grant writing to obtain funding for capital expenditures and reserves. Our submitted budget does not rely on grant funding, but it is our intention to pursue grants. A request for \$75,000 in grant funding has already been submitted to the Rich Foundation, which awarded over \$2 million in grant funding in 2013. We have identified institutions to receive our grant requests and have prepared a plan to submit grants when we become eligible for each one (by hitting certain milestones such as receiving approval of the charter, receiving our federal non-profit status confirmation from the IRS, opening for students, etc.)” The petitioner did not change the response, pursuant to the Reviewer’s feedback in the 1st review.</p>			

b. Describe any planned fundraising efforts and who will lead and coordinate these efforts. Because there is no guarantee that these funds will be awarded, you must describe how your school would remain solvent if you do not receive these funds.

Page(s) Located: 81-82	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: More clarification and planning is required from the Petitioner.

Final Review: Original Rating of Needs Improvement Remains- The Petitioner failed to describe how the school would remain solvent if they do not receive additional sources of funding. The Petitioner considers their proposed budget as “balanced,” without any grant funding (or other sources), but this assertion may pose concerns.

c. Independent private funding sources that have been secured must be evidenced through a letter of intent, commitment letters, and/or loan agreements from the funder may be included as an Appendix item.

Page(s) Located: 75	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: The Petitioner has not commenced seeking private funding sources.

Final Review: Original Rating of Needs Improvement Remains- Petitioner has reported that they have applied for one (1) grant from the Rich Foundation. However, the status of the approval was not provided.

d. If established, provide evidence of your organization’s federal tax-exempt status in the Appendix.

Page(s) Located: 84	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Reported as forthcoming.

Final Review: Original Rating of Needs Improvement Remains- Since the Petitioner has asserted that the school plans to do heavy fundraising, they should ensure that the non-profit entity has a tax exempt status. They have reported this as forthcoming.

27. Which of the specific actions in the financial plan require a waiver of state law, rule, or guidelines?

- a. Although you will be granted a broad flexibility waiver if you are granted a charter, please provide examples of a significant component of your financial plan for which you need a waiver – and the waivers that are required to allow the implementation of that component.

Page(s) Located: 84-85	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Completed.

Final Review: Original Rating of Meets Requirements Remains- There is no Petitioner response to question 27, specifically. What specific actions in the financial plan require a waiver of state law, rule, or guidelines? However, the response to Question 27.a remains, and meets requirements. Although the Petitioner may have a broad flexibility waiver, the petitioner’s example to waive O.C.G.A. § 20-2-156, Program for limited- English proficient students, in regard to curricula, but “inconsistent with East Atlanta Charter School’s language immersion model of providing services to ELL students,” should be utilized with caution of federal and state laws and regulations, and any guidance or direction provided by the local authorizer in educating this demographic of students.

VII. STUDENT ADMISSIONS

28. How will students be admitted to the charter school?

a. What is the school’s attendance zone? Please describe or provide a map which indicates your targeted attendance zone.

Page(s) Located: 86; Exhibit 23	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: This sub-question was loftily responded to by the Petitioner, and should be simplified to be responsive to the question: What is the attendance zone? Please indicate if a map if locate in the appendices.</p> <p>The following response is a statement that is slightly confusing and overreaching, and may be taking away from the intended response, “We do not want East Atlanta Charter School to exist geographically within easy reach of McNair Cluster families, while its popularity grows so much that most local children are excluded by the lottery from attending. We especially abhor the idea of becoming a school for a relatively wealthy and mobile population of students who are able to trek across the county to attend, while McNair Cluster children of more modest means are excluded from the closest high-performing school.”</p> <p>The Petitioner states that the school seeks to “vertically integrate with McNair Middle School and McNair High School to ensure that they each have an advanced Language Arts program suitable for EACS students.” While the District will ensure collaboration in the charter relationship, the District will continue to implement the appropriate curriculum in these schools, as determined by the central office and school level leaders. These paragraphs on page 78 appear to be extremely superfluous to the question at hand.</p> <p>Final Review: Original Rating of Does Not Meet Requirements Changed to Meets Requirements-Completed.</p>			

b. Please state the following enrollment priorities that apply, pursuant to O.C.G.A. § 20-2-2066(a)(1), in the rank order the school will use them. If the school will not utilize any enrollment priorities, please leave this section blank.

- i. A sibling of a student enrolled in the start-up charter school**
- ii. A sibling of a student enrolled in another local school designated in the charter**
- iii. 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**
- iv. Students matriculating from a local school designated in the charter**

Page(s) Located: 77-79	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The following inquiries were provided by the reviewer for sections b through d.</p> <ol style="list-style-type: none"> 1. The petition does not list a sizable percentage of total enrollment of students as a requirement from the McNair cluster targeting those who qualify for free and reduced lunch. 2. The petition does not list a percentage of the total student enrollment that will be required from the McNair High cluster. 3. The petition does not list percentage of remaining seats which should be available to the at-large DeKalb county residents. 4. Will siblings applying from a local school designated in the charter be offered an enrollment priority? 5. How will parents observe the instructional program (the immersion model) during the open enrollment period? 6. Will you utilize the DCSD School Choice Office to inform parents of the charter school enrollment dates and process? 7. Will the charter school conduct a manual or automated lottery? 			

8. How will you document the lottery results?
9. How will you communicate the lottery results (selected, active waiting list, inactive waiting list) to the families?
10. Is there a deadline to accept the placement?
11. No enrollment information will be required until after students have been selected in the lottery. How will you verify that the applicant is eligible for the student selection process?
12. The applications does not provided a school heading, contact information, grades served, or the directions on how to submit the application.
13. The petition does not include the procedures required for charter school enrollment/registration.
14. The petition does not provide the forms required for charter school enrollment/registration.
15. The petition does not include the procedures required for withdrawal from the charter school.
16. The petition does not provide the forms required for withdrawal from the charter school.
17. Students who decline an offer of admission may remain on the waiting list in their present position for a period of 12 months from the date of the original offer of admission. Are selected students offered this same option? How? Does this mean the applicant will retain the waiting list status of #5 on the list for 12 months not allowing the remaining students to move forward or ahead of a declining applicant? This should also be addressed in Section 4 Policies and Procedures Enrollment Appendix.
18. The families must be made aware of continued enrollment expectations prior to the lottery.
19. The labeled items in the appendix do not follow the descriptions noted in the petition.
20. Are students at any grade level allowed to enroll throughout the school year if a placement is available?

Final Review: Original Rating of Does Not Meet Requirements Remains- The following inquiries were provided by the reviewer for sections b through d.

1. McNair Cluster applicants will not be offered sibling priority which is not required.
2. **No enrollment information will be required until after students have been selected in the lottery.** --- How will you verify that the applicant is eligible for the student selection process?
3. The petition does not include the procedures required for charter school **registration** (28 C iii).
4. The petition does not provide the forms required for charter school enrollment registration 28 C iii).
5. How will registration records be maintained and reported as required by the district and state authorizers?
6. The petition does not include the procedures required for withdrawal from the charter school.
7. The petition does not provide the forms required for withdrawal from the charter school.
8. **Students who decline an offer of admission may remain on the waiting list in their present position for a period of 12 months from the date of the original offer of admission.** --- Are selected students offered this same option to decline placement and be added to the waiting list as an inactive student? How? Does this mean the applicant will retain the waiting list status of #5 on the list for 12 months not allowing the remaining students to move forward or ahead of a declining applicant (28 d ii)?
9. The families must be made aware of continued enrollment expectations prior to the lottery.
10. Are students at any grade level allowed to enroll throughout the school year if a placement is available? If enrollment is provided, various levels of academic support is recommended.

- c. Describe the rules and procedures that will govern admission and registration. Please include the school's admissions policy for potential students that are equitable, non-discriminatory, and will ensure that the student populations will reflect diversity. Please note that "enrollment priorities", "admission" and "registration" are different concepts. To avoid confusion the GADOE recommends the following:
- i. "enrollment priorities" describe those students granted priority pursuant to O.C.G.A. § 20-2-2066(a)(1);
 - ii. "admission" describes pre-lottery processes and forms; and
 - iii. "registration" describes post-lottery processes and forms after the student has been offered a seat at the school through enrollment priorities or the lottery process.

Page(s) Located: 87-88; Exhibit 2	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Please see the reviewer's comments in 28.a. and 28.b., above.

Final Review: Original Rating of Does Not Meet Requirements Remains- See comments in section 28.b.

- d. Describe procedures for situations if student applications for admissions exceed available space, including the following:
- i. The precise manner in which the lottery will be conducted and by whom;
 - ii. Measures to ensure that the admissions process adheres to legal requirements; and the procedures for wait-listing students who are not included in the first round of lottery offers.

Page(s) Located: 88	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Please see the reviewer's comments in 28.a. and 28.b., above.

Final Review: Original Rating of Does Not Meet Requirements Remains- See comments in section 28.b.

- e. How will the charter school reach students representative of the racial and socioeconomic diversity in the school system?

Page(s) Located: 88-89	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Completed.

- f. How does the school plan to recruit students and maintain/increase enrollment? Please include an enrollment application in the appendix.

Page(s) Located: 89; Appendix 24	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Please see the reviewer's comments in 28.a. and 28.b., above.

Final Review: Original Rating of Needs Improvement Remains- See comments in section 28.b.

g. Attach the charter school’s proposed annual calendar and a draft of the charter school’s daily school schedule.

Page(s) Located: 90-91; Appendix 26	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The Petitioner should be mindful of verbose responses that exceed the scope of the question.</p> <p>Final Review: Original Rating of Needs Improvement Changed to Meets Requirements- The school will follow the DCSD calendar, a daily school schedule was provided in appendix 26. The Petitioner should be mindful of verbose responses that exceed the scope of the question.</p>			

VIII. FACILITIES

29. Describe the school facility that the charter school proposes to use.

a. Is the facility new or existing? Describe the quantity and types of rooms (i.e. classrooms, administrative offices, program specific space (science labs, art workshops, etc.), media center, meeting space, and/or kitchen facility.)

Page(s) Located: 91-94	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: The Petitioner was not responsive to the question. Is there an MOU or lease for a DCSD facility or other private owned location? Facility sharing between the charter and District-governed schools will not be an option.</p> <p>The Petitioner intends to be located in a facility owned by the DeKalb Board of Education, but please be advised that space availability will first be offered to current DCSD charter schools who may be in need of a larger facility or more space.</p> <p>The Petitioner should be mindful of verbose responses that exceed the scope of the question.</p> <p>Final Review: Original Rating of Does Not Meet Requirements Remains- The applicant does not provide one facility that it proposes. Instead, the Petitioner listed eight (8) DCSD-owned facilities that they would like to occupy (in this priority order):</p> <ol style="list-style-type: none"> 1. DESA at Terry Mill Facility 2. Former Sky Haven Facility 3. Meadowview Elem Facility 4. Former Wadsworth Facility (temporary location for Rockbridge ES) 5. McNair MS (share space) 6. McNair HS (share space) 7. Toney ES (share space) 8. Columbia ES (share space) <p>These schools were the ones they proposed in their initial application, without any additional clarity or choice, despite detailed feedback on the proposed sites.</p> <p>The applicant provides options #3-#8 as back-up and state their desire for option #1 or #2. Many of these sites are currently under review as part of the District’s Building S.P.A.C.E.S. initiative, which is looking at utilization, facility conditions, infrastructure needs, for all facilities, and includes a plan for currently and soon-to-be underutilized or vacant District properties. Any formal recommendations from this review will not come until Summer 2016.</p> <ol style="list-style-type: none"> 1. DESA at Terry Mill Facility is currently in use for 2015-16 school year has not been declared surplus. If the facility is vacated, it could be considered as an option to address overcrowding in other areas of the District as well as a candidate for placement of special programs of the District. Future use of this site is under review as part of the Building S.P.A.C.E.S initiative’s plan for currently and soon-to-be underutilized or vacant District properties. 2. The Former Sky Haven Facility is a candidate for demolition, due to safety and cost concerns. The back wing is slated for demolition and the remaining portion of the 			

building is currently under investigation for demolition. Even if demolition is not recommended, it would take a large investment to get the building back up to standard for occupancy as an elementary school. Future use of this site is under review as part of the Building S.P.A.C.E.S initiative’s plan for currently and soon-to-be underutilized or vacant District properties.

3. Meadowview ES is currently in use for 2015-16 school year has not been declared surplus. If the facility is vacated, it could be considered as an option to address overcrowding in other areas of the District as well as a candidate for placement of special programs of the District. Future use of this site is under review as part of the Building S.P.A.C.E.S initiative’s plan for currently and soon-to-be underutilized or vacant District properties.
4. The former Wadsworth Facility is slated for use until Summer of 2017 and could be extended if construction delays for the new Rockbridge Facility. It is not declared surplus and could be used for other uses. Future use of this property for 2017 and thereafter is under review as part of the Building S.P.A.C.E.S initiative’s plan for currently and soon-to-be underutilized or vacant District properties.
5. McNair MS is slated for tear-down and re-build of the entire school over the next few years. Introducing another school during this time of major renovation is not advisable.
6. McNair HS, while currently underutilized, has plans to much of the available space with the introduction of the College and Career Academy at this location over the next few years.
7. The number of available seats at Toney ES and Columbia ES are not enough to warrant considering shared use with another school.

The only change in the applicant’s response is this paragraph: “East Atlanta Charter School is aware that the availability of a location from DCSD, although preferred, is not guaranteed. EACS has begun to identify back-up locations in the McNair Cluster areas to include churches and commercial buildings. EACS is actively seeking quotes from these locations in the event a DCSD location is not made available.” **This additional information does not provide any more clarity in describing the school facility that the charter school proposes to use.**

b. Will the facility require renovations? If so, describe the extent of the renovations and source of funding to pay for the renovations. (Building plans must be approved by the DeKalb County School’s Facilities department.)

Page(s) Located: 93	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Please see the reviewer’s comments in 29.a., above.

Final Review: Original Rating of Does Not Meet Requirements Remains- Please see the reviewer’s comments in 29.a., above.

I. Please include a narrative regarding how the renovations will comply with all applicable local zoning and building codes and timetable to achieve compliance. Include how anticipated completion date for each major phase of renovation.

Page(s) Located: 86	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Please see the reviewer’s comments in 29.a., above.

Final Review: Original Rating of Does Not Meet Requirements Remains- Please see the reviewer’s comments in 29.a., above.

- II. Any rehabilitation work necessary for this site to meet building codes applicable to schools must be completed before the start of the school year and must include the following:
- The scope of the work to be completed and proposed funding mechanism to cover these costs;
 - The person(s) who will manage the project and their qualifications; and
 - A project timeline.

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments: No apparent response submitted by the Petitioner.

Final Review: Original Rating of Does Not Meet Requirements Remains- Please see the reviewer's comments in 29.a., above.

- III. If applicable, include written verification from the appropriate municipality that the zoning and land use regulations for the site will permit the operation of a public school on the premises.

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments: No apparent response submitted by the Petitioner.

Final Review: Original Rating of Does Not Meet Requirements Remains- Please see the reviewer's comments in 29.a., above.

c. What is the location of the facility?

- I. If the charter intends to lease or contract with a church or other religious organization, please attach the questionnaire, entitled "Building Lease with Religious Organization Form," regarding this arrangement.

- II. Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation (this question does not apply to conversion charter schools).

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments: No apparent response submitted by the Petitioner.

Final Review: Original Rating of Does Not Meet Requirements Remains- Please see the reviewer's comments in 29.a., above.

- d. How does this facility meet the required space needed for the proposed school? Please indicate if the identified site will accommodate the school through the initial charter term and at full capacity. If the school will not start at full capacity, describe how the school will accommodate growth over an initial five-year term of the school.

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
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Comments: No apparent response submitted by the Petitioner.

Final Review: Original Rating of Does Not Meet Requirements Remains- Please see the reviewer's comments in 29.a., above.

- e. If applicable, schools must submit a School Site Selection Form for Site and Facility Approval for a site or facility not owned by the DeKalb Board of Education. This also includes completion of a “Phase I Environmental Site Assessment.” (Place these items in the Appendix.)

Page(s) Located: 8 7	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Petitioner intends to lease a DCSD facility, as available. Please work only through the DCSD Charter Office to facilitate this assertion and desire to lease a DCSD building.			
Final Review: Original Rating of Meets Requirements Remains			

30. Does the charter school have an MOU for the facility pending charter and facility approval?
a. The MOU should include the total proposed facility cost.
b. The MOU should set forth any material terms that will be reflected in a lease, such as the lease term.

Page(s) Located: 95	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: See above facility comments. No MOU available at this time.			
Final Review: No Original Rating - Please see the reviewer’s comments in 29.a., above.			

31. Does the charter school have a Certificate of Occupancy (CO) for the proposed facility?

- a. Please note that schools must obtain a CO no later than 45 days before the start of the charter term on July 1. Attach a copy of Certificate of Occupancy. Please provide a Certificate of Occupancy, or a timeline detailing the latest possible date by which the Certificate of Occupancy will be obtained prior to students occupying the proposed facility.

Page(s) Located: 95	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: No facility or MOU at this time, but the Petitioner asserts that this document will be provided if approved. Please be advised that for seven of the sites, a certificate of occupancy (CO) would be in possession of the District. For the Former Sky Haven Elementary, considerable effort and money would be needed by the applicant to obtain a CO.			
Final Review: Original Rating of Needs Improvement Remains - Please see the reviewer’s comments in 29.a., above. The applicant states they will “obtain a Certificate of Occupancy at least 45 days in advance of the first day that students will occupy the school in August of 2016.” The requirement states that a CO should be provided no later than 45 days prior to July 1, and their new statement does not satisfy this requirement.			

32. Does the charter school have an emergency safety plan pursuant to O.C.G.A. § 20-2-1185 for the proposed facility?

Please note that schools must submit an emergency safety plan no later than 45 days before the start of the charter term on July 1.

- a. Provide the school’s emergency/safety plan in the Appendix.
b. Describe how all local and state policies related to health and safety will be met.

Page(s) Located: 95-96	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: East Atlanta Charter School indicates in the petition that it will submit a School Safe Plan in compliance with OCGA §20-2-1185. The School Safety Plan should be received by the Georgia Emergency Management Agency (GEMA) and to DeKalb County School District no later than 30 days prior to school opening. Please refer to the GEMA-Homeland Security School Safety			

Unit School Safety Plan Guidance & Reference Packet for School Safety Law for additional guidance.

Final Review: Original Rating of Meets Requirements Remain- Please see the reviewer's comments above.

IX. STUDENT DISCIPLINE

33. Please state whether or not the school intends to adopt the DeKalb County School District's Student Code of Conduct as the school's discipline policy.

Page(s) Located: 88-89	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: East Atlanta Charter School indicates in the petition that it will adopt the DeKalb County School District (DCSD) Code of Student Conduct and its discipline policy with further modifications. The entire Code must be adopted without modifications, for DeKalb students enrolled at the charter school.</p> <p>Final Review: Original Rating of Does Not Meet Requirements Remains- The Petitioner may modify non-substantive portions of the Student Code of Conduct. The redline version of this document should be vetted by the school's legal counsel, and submitted to the DCSD Charter Office and Student Relations Department for approval. The Reviewer could not locate evidence of the DCSD Code of Student Conduct required in the Appendix Section is not available in the petition.</p>			

a. Provide the school's student discipline policies and procedures, setting forth student due process procedures for all disciplinary action, not just for the most serious forms of discipline such as out-of-school suspension and expulsion, in a Code of Conduct, as an Appendix item.

Page(s) Located: 96	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: East Atlanta Charter School indicates in the petition that it will adopt the DeKalb County School District (DCSD) Code of Student Conduct and its discipline policy with further modifications. The entire Code must be adopted without modifications, for DeKalb students enrolled at the charter school.</p> <p>Final Review: Original Rating of Does Not Meet Requirements changed to Meets Requirements- The Petitioner may modify non-substantive portions of the Student Code of Conduct. The redline version of this document should be vetted by the school's legal counsel, and submitted to the DCSD Charter Office and Student Relations Department for approval.</p>			

b. Provide a description of how the charter school will meet the federal due process requirements for students with disabilities, or students believed to have a disability, who are suspended or removed for disciplinary reasons.

Page(s) Located: 96-97	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Does Not Meet Requirement(s)
<p>Comments: Petitioner is not responsive to this question.</p> <p>Final Review: Original Rating of Does Not Meet Requirements Changed to Needs Improvement- The substantive portion of the Petitioner's response is unrelated to the due process requirements for students with disabilities, but discusses the manifestation hearing. However, this hearing is just the surface of discipline for a student with disability, and more information indicating understanding of the process should have been provided by the Petitioner.</p>			

c. If the school intends to require a uniform, the dress code policy should also be included.

Page(s) Located: 97; Appendix 29	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			
Final Review: Original Rating of Meets Requirements Remains			

X. OTHER INFORMATION

34. Describe whether transportation services will be provided and include a statement that the transportation program will comply with applicable law. If transportation services are not provided, explain how this will not discourage eligible students from attending the school.

Page(s) Located: 97	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Per petition response to question #28.a, the Petitioner is going to offer transportation within 1.5 miles of the facility. However, this fact would be more appropriately located here. Does the Petitioner plan to contract with the District or a third party vendor?			
Final Review: Original Rating of Needs Improvement Changed to Meets Requirements			

35. State whether the charter school will provide food services (including participation in the National School Lunch Program).

Page(s) Located: 97	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			
Final Review: Original Rating of Meets Requirements Remains			

a. If food services will be provided, please describe this program briefly.

Page(s) Located: 97	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: East Atlanta Charter School plans to participate in the National School Breakfast & Lunch program through the Ga DOE. They intend to prepare meals onsite. Their plans have not been finalized, meal service is contingent on the kitchen facilities of the school facility where they will be located.			
Final Review: Original Rating of Needs Improvement Changed to Meets Requirements			

b. If food services will not be provided, please indicate your plans for providing for student lunches. This plan should include information on whether the food will be prepared on-site or off-site and the anticipated cost to students and other significant elements of the food service program should be provided.

Page(s) Located: 97	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Response not needed here, as the school plans to offer food services.			
Final Review: Original Rating of Needs Improvement Changed to Meets Requirements			

36. Provide information on the school's legal representation or counsel.

Page(s) Located: 98	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			
Final Review: Original Rating of Meets Requirements Remains- Despite several members of the board being attorneys, it is suggested that the Board seek the retainer of a non-interested lawyer or law firm in the representation of the non-profit entity. See ABA article entitled, <i>Lawyers' Service on Non-Profit Boards</i> , located at https://apps.americanbar.org/buslaw/blt/2008-11-12/boyd.shtml .			

a. How will the proposed school ensure compliance with the requirements of law with respect to legal issues?

Page(s) Located: 90	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			
Final Review: Original Rating of Meets Requirements Remains- Completed.			

b. Please confirm whether this organization or individual has reviewed the DCSD charter Petitioner guidelines and petition document to be submitted.

Page(s) Located: 90	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			
Final Review: Original Rating of Meets Requirements Remains			

37. Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof. Information on insurance coverage and amounts are required in the following areas:

- a. General Liability
- b. Errors or Omissions
- c. Property/Lease Insurance
- d. Auto Liability
- e. Worker's Compensation
- f. Theft

Copies of the school's insurance policies should be included as an Appendix item. If insurance policies do not exist, please provide the following statement: "Copies of each policy shall be provided to the DCSD Charter School Office prior to the opening of the school." Please list the date by which evidence of insurance will be submitted.

Page(s) Located: 98-99; Appendix 30	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: The Petitioner for East Atlanta Charter School appears to have listed all relevant and needed forms of insurance. The petition provides copies of two policies (Property and Employment Practices) and says it will provide copies of all other required polices on or before June 15, 2016.			
Final Review: Original Rating of Meets Requirements Changed to Needs Improvement- While the petitioner assures that the entity will provide evidence prior to opening the school, the Reviewer could not locate specific evidence of assurance of general liability, workers' compensation, auto liability, and theft insurance.			

38. Additional information that may support the information presented in the narrative section of your petition and helps the reviewer to better assess the proposed charter school may be included in the appendices. DCSD may request additional attachments/appendices as needed. Pages in the appendices should be numbered, labeled, and included in the Table of Contents. Labeled tabs/dividers should separate the appendices. Please attach only materials referenced in your petition, such as budget forms, certificates of incorporation, bylaws, education management company or other third party contracts, facilities, Letter of Intent and/or Memorandum Of Understanding, resumes, and signed conflict of interest forms. Examples of common attachments/appendices are listed below, but are not solely limited to these items.

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: n/a.			

39. Letter of Assurances

The law requires your school provide assurances that it will do certain things and comply with certain laws. The DCSD Letter of Assurance Form enumerates these and other mandatory requirements. When you submit this form as part of your charter school application package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by a duly authorized representative of the school. The Letter of Assurance Form is located at the end of this manual. The District reserves the right to add assurances, modify, or individualize this document for a Petitioner, before or after the Board of Education's approval.

Page(s) Located: Appendix 32	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Completed.			
Final Review: Original Rating of Meets Requirements Remains			

The Addendum Questions were not located in the electronic file of the Petition.

Addendum Question 1- Personnel

Describe a plan for organization and management of faculty, instructional staff, and other employees of the charter school. Please include a copy of the faculty handbook in the Appendix.

Page(s) Located: Addendum Filing	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Organizational Chart does not include Assistant Principal in year one. Recommendation is to include AP from inception. Please identify who will handle Human Resources, Staffing, Credentials, Insurance/Benefits and Compliance.			
Final Review: Original Rating of Needs Improvement Remains- Please identify who will handle Human Resources, Staffing, Credentials, Insurance/Benefits and Compliance.			

Addendum Question 2- Staff Qualifications, Recruitment and Hiring Practices & Procedures, and Compensation

a. Describe the school's employment policies and procedures, including the proposed staff qualifications, employee recruitment procedures, hiring practices, and compensation.

Page(s) Located: Addendum Filing	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
Comments: Pages 1-4 well-delineated and strategically allocated roles and responsibilities for faculty, staff and administrators; job specifications are too ambiguous. The reviewer inquired about the following:			
<ul style="list-style-type: none"> Who will monitor, process and ensure compliance with credentialing? 			

- Are there retirement options for Classified Staff?
- Where is the consistency regarding use of State Salary Schedule and/or DeKalb County School District Salary Schedule?

Final Review: Original Rating of Needs Improvement Remains- The Reviewer inquired about the following: Who will monitor, process and ensure compliance with credentialing? Are there retirement options for Classified Staff?

b. Job descriptions are a required Appendix item.

Page(s) Located: Addendum Filing; Appendix 14	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: See above comments.

Final Review: Original Rating of Needs Improvement Remains- Job specifications are too ambiguous.

c. Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.

Page(s) Located: Addendum Filing	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: See above comment.

Final Review: Original Rating of Needs Improvement Changed to Meets Requirements- The Petitioner will utilize the DCSD salary schedule.

d. Indicate if substitute teachers will be utilized, for which positions, and at what rate of pay.

Page(s) Located: Addendum Filing	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Completed.

Final Review: Original Rating of Meets Requirement Remains

e. A salary schedule for all certified employees is a required Appendix item.

Page(s) Located: Addendum Filing	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: See above comment.

Final Review: Original Rating of Needs Improvement Changed to Meets Requirement

f. For Conversion Charters: How will the charter adhere to current DCSD policies, procedures and standards in all areas regarding the status of district employees to include treatment, qualifications/credentials, placement, compensation, and evaluations?

Page(s) Located: Addendum Filing	<input type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: N/A.

Addendum Question 3- Certification & High-Qualified Teachers

If certification by the Georgia Professional Standards Commission (GAPSC) is not required, please provide a description of the training and experience that will DeKalb County School District be required, including how the school will determine whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by No Child Left Behind (NCLB). If the teacher is required to be highly qualified under No Child Left Behind, please describe how the school will ensure the teachers meet the definition of “highly qualified.”

Page(s) Located:	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Page 5: The criteria outlined in the addendum does not meet the criteria to assure that 100% of DeKalb teachers and paraprofessionals meet the qualifications to be considered “highly qualified.”

Final Review: Original Rating of Needs Improvement Remains- Page 5: The criteria outlined in the addendum does not meet the criteria to assure that 100% of DeKalb teachers and paraprofessionals meet the qualifications to be considered “highly qualified.”

Addendum Question 4- Background Checks

Describe the charter school’s procedures to ensure compliance with the requirement that all staff members and governance board members are subject to fingerprinting and background checks.

Page(s) Located: Addendum Filing	<input type="checkbox"/> Meets Requirement(s)	<input checked="" type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Need more information. (Who, When, and at what stage in the recruiting process, specify vendor). Process indicated will allow individuals to start work and or enter into classrooms before being fully vetted.

Final Review: Original Rating of Needs Improvement Remains- Need more information. (Who, When, and at what stage in the recruiting process, specify vendor). Process indicated will allow individuals to start work and or enter into classrooms before being fully vetted.

Addendum Question 5- Employee Evaluation

Provide the methods of employee evaluations that will be utilized.

Page(s) Located: Addendum Filing	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Please be advised that the District monitors the implementation of the LKES/TKES process at DCSD charter schools, as a portion of this process can impact CCRPI scores for the school and District.

Final Review: Original Rating of Meets Requirements Remains

Addendum Question 6- State Health Benefit Plan Participation

State whether the charter school will elect to participate in the State Health Benefit Plan as provided pursuant to O.C.G.A. § 20-2-880 and O.C.G.A. § 20-2-910.

Page(s) Located: Addendum Filing	<input checked="" type="checkbox"/> Meets Requirement(s)	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Does Not Meet Requirement(s)
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Comments: Completed.

Final Review: Original Rating of Meets Requirements Remains