CHARTER SCHOOL RENEWAL APPLICATION COVER PAGES

Check One:  ___X_ Start-up Renewal  ___ Conversion Renewal

When was the original charter term start date?  ___2003___

How many charter terms has the school been in existence?  ___3___

Name of Charter School:  KIPP South Fulton Academy

Name of the Georgia nonprofit corporation that currently holds the charter:

KIPP Metro Atlanta Schools Inc.

Local school system in which charter school is physically located:  Fulton County School District

Contact Information for the Governing Board Chair

Contact Person:  Joe Arnold  Board Chair

Name

Title

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Name

Title

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EXECUTIVE SUMMARY

Name of Charter School: KIPP South Fulton Academy

Proposed Charter Term Length: 5 Years

Current Grade Range: 5-8  Grade range at the end of the charter term: 5-8

Expected enrollment at the end of the charter term: 340

This application was approved by _____________ Local Board of Education on ________________, 20___

For each year of the NEW charter term, indicate the number of students the charter school plans to serve.

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<td>70</td>
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<td>95</td>
<td>80</td>
<td>75</td>
<td>340</td>
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<td>90</td>
<td>95</td>
<td>80</td>
<td>75</td>
<td>340</td>
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</tr>
</tbody>
</table>

1. State the charter school’s mission and describe why this initiative is important to the community it serves. Also provide a brief description of any defining features of the school. Include how stakeholders were involved in the petition process and how they will continue participating. (350 words or less)

The Knowledge is Power Program (KIPP) is a non-profit network of 209 college-preparatory, open enrollment public charter schools, which enroll nearly 90,000 students in 20 states and D.C.. At present, 10,000 KIPP alumni are attending college.

KIPP’s mission is to help students from educationally underserved communities develop the academic skills, scholarly habits, and character traits needed to succeed in college and the competitive world beyond.

Since 2003, KIPP South Fulton Academy (KSFA) has been dedicated to delivering this mission for students in south Fulton County. Families’ demand for the KSFA approach is best demonstrated by their desire to enroll. In 2017, there were 849 applications for 137 open seats (grades 5-8). In sixth grade alone, 365 students applied for 17 open seats.

From conversations with parents and community leaders, we believe that KSFA is important to the neighborhoods of south Fulton County because the program:

- **Emphasizes academics**, prioritizes writing across subjects, implements rigorous coaching for teachers focused on observation feedback and data analysis, and supports and inspires all students to attend and graduate from college
- **Honors our students’ cultural heritage** with a staff that matches and celebrates students’ diversity; 93% of students are African-American, as are 80% of our educators
• Values character education, prioritizing grit, optimism, social intelligence, and gratitude by infusing these traits in lessons to help students establish these habits
• Imbues a sense of confidence in all students, as they challenge themselves and others to achieve
• Prioritizes physical fitness as essential to developing the whole child, offering sports from basketball to dance
• Collaborates with the community, including partnerships with Luke Sports, Atlanta Urban Debate League, and the Georgia Campaign for Adolescent Power & Potential

KSFA has earned notable accolades:
• Georgia Department of Education: Highest Performing Reward Schools (top five percent of Title I schools), five consecutive years
• Former principal Jondre’ Pryor:
  o Named Georgia Charter School Association’s 2016 Principal of the Year
  o Now serves as Head of Schools, managing KIPP Metro Atlanta’s middle and high schools
• Math teacher (now Assistant Principal) Brandom Jones named Georgia Charter School Association’s 2015 Teacher of the Year

2. Describe the charter school’s academic program, specifically focusing on why it is innovative in your school district(s). Include mention of any waivers of state law and SBOE rule that are needed to implement the academic program. Be sure to describe any special characteristics of your charter school, such as a special population or some other feature or features, which enhance educational opportunities. (350 words or less)

At KIPP, teachers, students, and families are all united around the same goal—college and choice-filled lives. Through our collective hard work and commitment, KIPP students complete college at a rate that is above the national average for all students and four times higher than students of similar socioeconomic backgrounds.

All KIPP schools share the belief that all students can learn and achieve at high levels, and follow these core operating principles:

High Expectations
Clearly defined and measurable high expectations for academic achievement and conduct that creates and reinforces a culture of achievement and support. We know that every student is different and we personalize learning based on a student’s needs, skills, and interests.

Strength of Character
Success in life depends on more than academic learning. We help students foster character strengths like optimism, curiosity, and grit that will help them succeed in school and beyond.

Highly Skilled Teachers & Leaders
Great schools require great teachers and principals. We recruit the best talent for our scholars, empower our school teams, and invest in leadership and training rather than in bureaucracy.
Safe & Structured Environments

Physical and emotional safety is needed for students to take risks and learn from their successes and their mistakes. Our schools provide a safe, structured, and nurturing environment with minimal distractions so our students love school and maximize their learning.

KIPP Through College

Our counselors and advisors support students as they prepare for and select the right colleges for their needs and interests. After high school, we help KIPP alumni navigate the social, academic, and financial challenges they might encounter while in college.

At KSFA, students receive daily instruction in reading, language arts, math, science, and social studies, with extracurricular offerings including physical education, technology, band, dance, and theater.

The most innovative elements of KSFA’s offering are the emphasis on college, character, and more time, as well as bringing a nationally proven charter model to Fulton County.

The flexibility provided by Georgia state law enables KSFA’s leadership team to make decisions in the best interest of students:

- **Academics:** KSFA utilizes KIPP’s national curricular resources, implements proven intervention approaches, and adds more time to its schedule.

- **Human resources:** KSFA leaders have the autonomy to hire all school-based staff, who are employed on an at-will basis. We deliver intensive professional development to teachers and leaders, and staff are paid on KIPP Metro Atlanta’s salary scale.

- **Finances:** KSFA leaders shape the school’s budget, involving the advisory council and utilizing the guidance of KIPP Metro Atlanta’s CFO, to determine how best to invest resources in curricular materials, staff, and programs.

3. Describe the charter school’s organizational structure, specifically focusing on its innovation and need for flexibility, its general partnership structure with an educational service provider (ESP) if any, and the school’s community interest and need. (350 words or less)

KIPP South Fulton Academy receives critical support both from KIPP’s national network and the local charter management organization, KIPP Metro Atlanta Collaborative (MAC). KIPP MAC oversees three other middle schools, three elementary schools, and one high school, all authorized by Atlanta Public Schools. Neither entity is structured as an Educational Service Provider. KIPP MAC is a Shared Service Organization (SSO).

This organizational structure, plus KSFA’s grade configuration and leadership structure, are unique among Fulton County schools:

- **KIPP MAC shared services team and governing board:** KIPP’s eight Atlanta area schools are supported by our shared services team and governing board. KIPP MAC provides expertise in all areas of academic instruction and school operations, including finance, talent, transportation, data, communications, and fundraising. KSFA teachers and leaders participate in professional development and collaborate regularly with peers at our other three Atlanta-area middle schools.
The KIPP Metro Atlanta Board of Directors is a diverse group of business and community leaders who guide the vision and policies for KIPP’s Atlanta schools.

- **KIPP’s national network:** The national KIPP Foundation provides professional development, instructional tools, resources, and strategies for teachers and leaders. For instance, at the annual School Leader Retreat, principals practice strategies to elevate instruction, character, and culture, and learn from peers who are leading KIPP schools across the country.

- **Grade configuration at KSFA:** Our target student population are those who reside in educationally underserved communities. As such, students often enter fifth grade one or more grade levels behind. Starting in fifth grade and providing a four-year approach to middle school enables us to deliver intensive support, particularly in literacy and mathematics, to help students enter high school on a college-ready trajectory.

- **Leadership structure at KSFA:** KSFA’s leadership team is comprised of one Principal, two Assistant Principals (lower school, grades 5-6; and upper school, grades 7-8), and one Director of Operations, who manages the day-to-day and strategic aspects of school operations. The principal and assistant principals spend 75% of their time on instruction, identifying areas for improvement through data monitoring and classroom observation and working with teachers to implement and monitor solutions to deliver consistent, excellent instruction to students.

**PAST PERFORMANCE**

1. Complete and attach as Exhibit 5 the Accountability Report available on the GaDOE’s Charter Schools Division website to show the school’s performance during each year of your current charter term and include with your charter school renewal application. This Accountability Report will be presented to the State Board of Education with your charter petition, so please ensure it is accurate.

2. Provide a narrative describing how the charter school performed in meeting the academic and organizational goals set forth in its current charter contract. In your narrative:
   - Address the school’s performance in each year of your current charter term.
   - You are urged to include any supporting charts, tables, or graphs that provide quantitative data.
   - If your charter school did not meet all of the goals in its charter contract, explain any mitigating factors to which this can be attributed, and explain how the school plans to address them in the upcoming charter renewal term requested.

3. Describe the school’s current financial situation. In your description:
   - Include an explanation of financial results.
   - Detail any financial successes or struggles the school experienced during the current charter term. Include any instances of fraudulent behavior or accusations of fraudulent behavior by school staff, governing board members, or anyone else associated with the school.
   - Explain how the school will address any struggles discussed above as well as any outstanding debts. Explain how the school will allocate any surplus funds.

4. Provide a brief overview of the school’s current governance structure. In your description, you must include:
   - Specific examples of decisions the governing board has made on behalf of the school;
• Specific examples of decisions the principal has made on behalf of the school;
• How the governing board holds the principal, any charter partners (ESP/CMO/EMO), and any independent contractors accountable; and
• The governing board’s training program for the current and proposed charter term. Attach as Exhibit 6 a copy of the board’s Governance Training Plan.

5. Page _17_ Describe how the school provides state- and federally-mandated services to _students with disabilities_. Reciting the requirements of law and rule is insufficient. Your description must include the school’s practices and procedures to:
   • Evaluate and identify students with disabilities;
   • Develop, review, and revise Individualized Education Programs (IEPs);
   • Integrate special education into the general education program;
   • Ensure that the school facility meets the requirements of other related laws including the Americans with Disabilities Act (ADA) and Section 504;
   • Address student discipline;
   • Handle programming disputes involving parents;
   • Ensure confidentiality of special education records;
   • Purchase services from special education vendors or to contract with your local district to provide a continuum of special education services and how this arrangement will work; and
   • Secure technical assistance and training.

6. Page _21_ Describe how the charter school provides state- and federally-mandated services for _English Learners (ELs)_. Reciting the requirements of law and rule is insufficient. Your description must include the diagnostic methods or instruments that are used to identify and assess those students, as well as the instructional program that is provided to ELs.

7. Page _23_ Provide the number and percentage of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions during the current charter term (e.g., the past 5 years). How does this discipline and dismissal data compare to the _Office of Civil Rights data_?

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>In-School Suspensions</th>
<th>Out-of-School Suspensions</th>
<th>Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino Hispanic</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>American Indian</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>%</td>
<td>%</td>
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<tr>
<td>White</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>Total Population</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

8. Page _24_ Describe in detail how the charter school’s students, governing board, faculty, and staff reflect the sociodemographic diversity of the community served by the charter school. If the charter school does not reflect the community’s diversity in one or more areas of the areas listed above, provide a comprehensive plan to address this need for diversity. Included in such a plan could be, for example, the use of targeted recruitment or the use of a weighted lottery to provide an increased chance of
admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).

9. Page 24. Describe in detail any difficulties faced during the charter term that were not already addressed above, how the school dealt with such difficulties, and if they remain an issue for the school. Also, explain how the school plans to avoid these difficulties during the upcoming charter renewal term.

PROPOSED CHANGES

10. If the answers given above to questions 1 - 9 reflect a change to any of the following, please provide the rationale for the change:

A. Page 26. ACADEMIC CHANGES:
   - The academic program and curriculum.
   - The use of waivers/innovations.
   - School programs – this includes Students with Disabilities, Gifted and Talented, English Learners, etc.
   - Any assessments being used.
   - Any administrative positions.

B. Page 30. GOVERNANCE CHANGES:
   - The school’s governance structure.
   - The school’s governing board composition, including its diversity.
   - The school’s relationship with an Educational Service Provider or other Charter Partner.
   - The relationship with the local district.

C. Page 31. FINANCIAL CHANGES:
   - The school’s financial structure.
   - The school’s CFO.
   - The school’s relationship with any major creditors (e.g., landlords, investors etc.)

D. Page 32. OPERATIONAL CHANGES:
   - The school’s facilities – this should include any proposed expansion or renovations.
   - The school’s attendance zone and any enrollment priorities being used (see O.C.G.A. § 20-2-2066(a)(1)).
   - Whether the school’s students, faculty, and staff reflect the diversity of its attendance zone.
   - Whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).
   - Any services provided to students such as transportation, food service, etc.
   - The grades the charter school will serve. Please note this includes adding additional grades or reducing current grades.
LOOKING TO THE FUTURE

11. Page_35_Briefly describe how the school has and will continue with its proposed changes to serve the needs of its students for the upcoming (renewed) charter term.

PAST PERFORMANCE

1. Complete and attach as Exhibit 5 the Accountability Report available on the GaDOE’s Charter Schools Division website to show the school’s performance during each year of your current charter term and include with your charter school renewal application. This Accountability Report will be presented to the State Board of Education with your charter petition, so please ensure it is accurate.

2. Provide a narrative describing how the charter school performed in meeting the academic and organizational goals set forth in its current charter contract. In your narrative:
   - Address the school’s performance in each year of your current charter term.
   - You are urged to include any supporting charts, tables, or graphs that provide quantitative data.
   - If your charter school did not meet all of the goals in its charter contract, explain any mitigating factors to which this can be attributed, and explain how the school plans to address them in the upcoming charter renewal term requested.

As a KIPP school, KSFA maintains a focus on results. This focus on results is manifest in large part through the school’s commitment to accountability and to the measurable review of academic growth. During the 2013-2018 period, KIPP South Fulton Academy focused on four academic goals and two operational goals. The goals align with the Single Statewide Accountability System in Accordance with O.C.G.A. § 20-2-2063. All of the goals outlined below are in the public interest and will result in improvement of student achievement.

KIPP Metro Atlanta’s academic team devised the academic goals for the entire student population at KSFA, and then distributed by grade level and content area. Goals for sub-groups have not been established given the relatively homogenous population served (In 2013, 93% of students were African American; the school served an 71% of students who qualified for free/reduced lunch). Additionally, in 2013, the majority of fifth graders entered KSFA significantly behind grade level; the annual goals for CRCT performance (or other comparable state test) do not exceed that of the state and comparable Fulton County schools until sixth through eighth grades, providing time for students to “catch up” and then surpass the results of their peers in other schools.

In addition to the CRCT (and now Georgia Milestones), KSFA administers a nationally norm-referenced test, the NWEA MAP, annually to track and monitor students’ individual gains in achievement. Individual longitudinal growth goals are set around individualized annual MAP goal attainment, providing another means of measuring student growth and establishing ambitious goals for each student to ensure they are on track to be college-ready.

Over the past five years, the state transitioned fully to the Common Core standards and, subsequently, the Georgia Milestones exam during the 2014-2015 school year. On the goals below, KSFA used the 2014-2015 school year (the first year of the Milestones exam) to gather baseline data and reset goals for the 2015-2016 school year. The revisions are captured below for goals to which they pertain in bold.
The goals from the previous charter renewal are as follows:

1. **Academic Goals**

   a. **Goal 1:** KSFA scholars will demonstrate content mastery and preparation for high school according to the College and Career Ready Performance Index.
      
      i. **Measure 1:** During each applicable year of the charter term, KSFA will achieve a College & Career Ready Performance Index rating that is above the average rating for similar typical schools in Fulton County.
      
      ii. **Measure 2:** During each applicable year of the charter term, KSFA’s CRCT (or Milestones) pass rates will meet or exceed the average for all grades served in similar traditional schools in Fulton County.
      
      iii. **Measure 3:** During each applicable year of the charter term, KSFA’s CRCT (or Milestones) pass rates will meet or exceed the state average passing rates for grades 6 – 8.
      
      iv. **Measure 4:** Beginning from a baseline of the 2014-2015 school year, KSFA will exceed the baseline percentage of students scoring in the Exceeds category in each subject tested on the CRCT (or applicable state competency test) by an additional 2% per year until the percentage of students scoring in the Exceeds category is at or above 50%. At that point, the school will increase the percentage of students in the Exceed category by 1% per year for the remainder of the charter term.

   Beginning from a baseline of the 2014-2015 school year, the following goals were set to reflect Georgia Milestones:

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Proficient or Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>25%</td>
</tr>
<tr>
<td>6th</td>
<td>30%</td>
</tr>
<tr>
<td>7th</td>
<td>35%</td>
</tr>
<tr>
<td>8th</td>
<td>40%</td>
</tr>
</tbody>
</table>

   b. **Goal 2:** KSFA scholars will exhibit growth and improvement in Reading, Language Arts, and Math as measured by NWEA MAP assessment.
      
      i. **Measure 1:** During each applicable year of the charter term, the percentage of students meeting his or her growth targets, as defined by the MAP report, will meet or exceed the national average in each content area and grade annually.

   c. **Goal 3:** KSFA scholars will demonstrate an alignment with the college preparatory focus of the school.
      
      i. **Measure 1:** In each year of the charter, the percentage of students absent 15 days or more shall not exceed 10%.
      
      ii. **Measure 2:** 90% of students will indicate on a mid-year student survey that they believe college is important for them to achieve their goals.

   d. **Goal 4:** KSFA scholars will demonstrate mastery of basic technology skills.
i. Measure 1: 90% of 8th grade students will pass a basic technology test that assesses mastery of typing, internet research, and Microsoft Office suite as determined by standards such as those set by the International Society for Technology in Education.

2. Organizational Goals

a. Goal 1: Parents will express satisfaction and will be active participants in their child’s education.
   i. Measure 1: Each year, 85% of parents will indicate that they are least “satisfied” with the overall quality of their child’s education on a mid-year survey in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied.

b. Goal 2: KSFA will maintain strong organizational viability and practice sound decision-making and fiscal management sufficient to ensure the responsible stewardship of public monies.
   i. Measure 1: Each year, KSFA will operate in accordance with all board approved policies.
   ii. Measure 2: Actual and proposed balanced budgets for each school year will demonstrate effective allocation of resources.
   iii. Measure 3: Yearly balance sheets will demonstrate that the school maintains at least one month of operating cash reserves.
   iv. Measure 4: KSFA will meet all Generally Accepted Accounting Practices (GAAP) as demonstrated by external, annual audit reports.

Summary of Goals

Bright Spots: As of August 2017, KSFA has met almost all of the total goals. As bright spots, KSFA has consistently met several metrics year after year. For example, in academics, KSFA has consistently outperformed similar traditional schools in South Fulton County on both CCRPI and CRCT and Milestones data. Similar traditional schools here are defined as Bear Creek Middle, Camp Creek Middle, and Paul D. West due to their geographic location and similarity in demographics to KIPP South Fulton Academy. Additionally, KSFA has consistently outperformed the state in all subjects 6-8 since 2013-2014. Lastly, KSFA has outperformed national averages of student growth on the MAP exam in all grades and all subjects tested. In the 2016-2017 year, the KIPP Foundation modified their testing approach to include more aggressive spring-to-spring targets for returning students (rather than fall to spring). Even with this modification, KSFA remains a top performing school among all KIPP middle schools nationally.

On the operational front, KSFA continued to earn high rates of parent satisfaction and to meet policy and fiscal goals. Throughout the last renewal period, KIPP South Fulton Academy earned a clean audit and they were in compliance with all policies and procedures.
Areas of focus: In order to keep accelerating student achievement, KSFA has maintained a focus on students exceeding expectations on the CRCT and now Milestones. After gathering baseline data in 2012-2013, KSFA did not meet the aggressive “exceeds” targets for the 2013-2014 school year. In 2014-2015, KIPP Metro Atlanta gathered baseline data on student performance and reset targets with ambitious yet feasible goals. Because students typically come in below grade level on average at the beginning of their fifth grade year, the targets are set slightly below the state average for fifth and sixth grade and above the state average for 7th and 8th grade to show projected student growth over time.

The charts below highlight some of the examples of academic performance of KSFA. The chart below highlights the CRCT performance in grades 6-8 in 2013-2014 compared to the state to exemplify Goal 1, Measure 3. Again, the trend of outperforming the state was consistent year over year.
CRCT Comparison

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
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<tr>
<td>6th Grade</td>
<td>99</td>
<td>97</td>
<td>95</td>
<td>92</td>
<td>96</td>
</tr>
<tr>
<td>7th Grade</td>
<td>99</td>
<td>97</td>
<td>95</td>
<td>95</td>
<td>99</td>
</tr>
<tr>
<td>8th Grade</td>
<td>99</td>
<td>100</td>
<td>100</td>
<td>82</td>
<td>98</td>
</tr>
</tbody>
</table>

--- State Average
Additionally, for Goal 1, Measure 1 KSFA significantly outperformed typical similar schools (defined here as Bear Creek, Camp Creek, and Paul D. West) on the CCRPI as evidenced by the graph below in 2012-2013 and in each subsequent year. Please note, the CCRPI score used here is only for 6-8 grade to compare only the grade levels served at all of the schools, and does not include KSFA’s 5th grade scores.

![CCRPI Comparison Graph](chart.png)
KIPP South Fulton Academy continued to perform above the national average on MAP in 2016-17. In 2016-2017, the KIPP Foundation moved to more aggressive spring-to-spring targets to ensure we accounted for summer learning loss (recognizing that traditional fall to spring measures do not account for summer learning loss). Despite the more aggressive targets, KSFA continued to outperform the national average of students taking the MAP assessment. Sixth grade math, which is still tested on fall-to-spring measures (please see the explanation from NWEA here).

3. Describe the school’s current financial situation. In your description:
   - Include an explanation of financial results.

KIPP South Fulton Academy (KSFA) is financially healthy as evidenced by the data summarized in the table below. In fiscal years 14, 15, and 16, the school’s deficits were planned and covered by KIPP Metro Atlanta Schools via private fundraising dollars. In addition, it is worth noting that the 5-year total deficit of –($467k) was less than the 5-year total surplus of +$979k. KSFA also exceeded its goal of having at least one month of operating cash on hand in each of the 5 years of the compliance period:
<table>
<thead>
<tr>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$4,483,884</td>
<td>$3,522,453</td>
<td>$3,790,423</td>
<td>$3,908,809</td>
</tr>
<tr>
<td>Expenses</td>
<td>$3,725,299</td>
<td>$3,795,322</td>
<td>$3,923,985</td>
<td>$3,969,295</td>
</tr>
<tr>
<td>Surplus/(Deficit)</td>
<td>+$758,585</td>
<td>-($272,869)</td>
<td>-($133,562)</td>
<td>-($60,486)</td>
</tr>
<tr>
<td>Months Cash on Hand</td>
<td>1.76 months</td>
<td>2.15 months</td>
<td>1.56 months</td>
<td>2.26 months</td>
</tr>
<tr>
<td>Clean Audit</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Going forward, KSFA will continue to meet its budget targets and cash on hand goals. KSFA has total net assets of $3.7M, as of June 30, 2017, and owns its facility in partnership with KIPP Metro Atlanta Schools. In FY13, KSFA received a pass-through grant of $1.3M from KIPP Metro Atlanta Schools. KSFA used this restricted revenue to pay off the $1.3M mortgage balance on the property located at 1286 East Washington Ave in East Point, GA, subsequently eliminating the balance sheet liability on the note payable.

Please note that KIPP MAC reports conservatively on KSFA as a separate reporting entity even though KSFA is a part of the KIPP MAC legal entity. On a consolidated basis, KIPP MAC had more than enough revenue between FY14-FY16 to cover the needs of KSFA and its other seven schools housed within Atlanta Public Schools.

- Detail any financial successes or struggles the school experienced during the current charter term. Include any instances of fraudulent behavior or accusations of fraudulent behavior by school staff, governing board members, or anyone else associated with the school.

KIPP South Fulton Academy has successfully met all of its financial objectives including the following:

a. Goal 2: KSFA will maintain strong organizational viability and practice sound decision-making and fiscal management sufficient to ensure the responsible stewardship of public monies.
   i. Measure 1: Each year, KSFA will operate in accordance with all board approved policies. **Goal met from FY13 to present (FY17 audit pending)**
   ii. Measure 2: Actual and proposed balanced budgets for each school year will demonstrate effective allocation of resources. **Goal met from FY13 to present (FY17 audit pending)**
   iii. Measure 3: Yearly balance sheets will demonstrate that the school maintains at least one month of operating cash reserves. **Goal met from FY13 to present (FY17 audit pending)**
   iv. Measure 4: KSFA will meet all Generally Accepted Accounting Practices (GAAP) as demonstrated by external, annual audit reports. **Goal met from FY13 to present (FY17 audit pending, see Exhibit 23-Audit)**

Additional Success Metrics as of June 30, 2017:

- **Current Ratio (Working Capital Ratio):** Current assets divided by current liabilities = $829,102/$337,161 = 2.46 compared to an ideal range of 1 or greater
- **Unrestricted Days Cash:** Unrestricted cash divided by (total expenses/365) = $763,617/($3,775,684/365) = 73.82 compared to an ideal of 45-60
• **Efficiency Margin:** Change in net assets divided by total revenues = $220,857/$3,996,541 = 5.53% which is to be expected for a nonprofit public school

• **Debt to Asset Ratio:** Total liabilities divided by total assets = $337,161/$3,709,218 = 9% (KIPP South Fulton has no long-term liabilities.)

KIPP South Fulton Academy has not experienced financial struggles or allegations of fraud.

- Explain how the school will address any struggles discussed above as well as any outstanding debts. Explain how the school will allocate any surplus funds.

N/A. KIPP South Fulton Academy does not have any debt obligations other than short term payables. Surplus funds, if applicable, are held in reserves for emergencies, such as an influx of students with special needs or a major building repair.

4. Provide a brief overview of the school’s current governance structure. In your description, you must include:

- Specific examples of decisions the governing board has made on behalf of the school;
- Specific examples of decisions the principal has made on behalf of the school;
- How the governing board holds the principal, any charter partners (ESP/CMO/EMO), and any independent contractors accountable; and
- The governing board’s training program for the current and proposed charter term. Attach as Exhibit 6 a copy of the board’s Governance Training Plan.

KIPP South Fulton Academy, as well as the seven KIPP schools in Atlanta Public Schools, are governed by the KIPP Metro Atlanta Board of Directors. The combination of all schools into one governing board became effective July 1, 2013, as detailed in our 2012 charter renewal.

Over the course of this charter, board membership has ranged from 15 to 20 directors, and has consistently demonstrated diversity in functional expertise, sector experience, gender, and race. The full board meets at least quarterly, including an annual extended strategic planning meeting. Five committees of the board – advocacy, finance, development, committee on directors, and endowment – have distinct focuses, and report regularly at meetings of the full board of directors.

The governing board reviews and approves several key items, including:

- Annual and long term strategic plan of the entire KIPP Metro Atlanta Collaborative
- Fiscal year budget for the organization including each of the eight schools, and annual audit
- All academic policies including promotion criteria and graduation requirements

The principal, in collaboration with KIPP Metro Atlanta leadership and strategy, makes school-level decisions including:

- Academic focus and curriculum adoption
- Recruitment, hiring, and professional development of staff
- School culture vision and strategies
- Specific fiscal allocations within approved budget
The governing board holds the Charter Management Organization (CMO), and through the CMO each principal, accountable for both academic and business results. The board annually reviews the performance of the CMO Executive Director, and at each meeting reviews a dashboard of performance metrics focusing on students served, academic and college outcomes, and operational sustainability including staff retention and financial management.

The training program for the governing board follows the Georgia DOE Training Requirements for Locally-Approved Charter School Governing Boards. Returning board members receive nine hours of training: three each of whole-board governance, financial governance, and other training covering approved topics. Board members in their first year also receive three hours of Charter School Finance and Budgeting Training and three hours of best practices on charter school governance, transparency, and requirements of applicable statutes and rules and regulations.

5. Describe how the school provides state- and federally-mandated services to students with disabilities. Reciting the requirements of law and rule is insufficient. Your description must include the school’s practices and procedures to:
   - Evaluate and identify students with disabilities;
   - Develop, review, and revise Individualized Education Programs (IEPs);
   - Integrate special education into the general education program;
   - Ensure that the school facility meets the requirements of other related laws including the Americans with Disabilities Act (ADA) and Section 504;
   - Address student discipline;
   - Handle programming disputes involving parents;
   - Ensure confidentiality of special education records;
   - Purchase services from special education vendors or to contract with your local district to provide a continuum of special education services and how this arrangement will work; and
   - Secure technical assistance and training.

Special Education Services

KSFA is committed to educating all special needs students for whom the school is the Least Restrictive Environment (LRE). KSFA makes every effort to quickly and accurately identify students with special needs, develop and implement IEPs, and consistently monitor each student’s progress. KSFA provides services as required by the State Board of Education (SBOE) Rule 160-4-5-.03 and 160-5-5-.01 and complies with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act.

All teachers receive annual professional development not just on differentiated instruction and related strategies that will accommodate students with special needs, but indicators of special needs. This enables the Student Support Team to respond to teachers’ concerns expeditiously and ensures students’ needs are met promptly.

In addition, the special education staff regularly observes and co-teaches in all classrooms to best acquaint themselves with all KSFA students and any students who will potentially qualify for services. The myriad opportunities for small-group instruction, flexible grouping, and RTI/Intervention time each day ensures that all students receive the support they need even before they may be identified as having special needs.
Special Education Staffing

KSFA special education staff is currently comprised of one special education coordinator, three special education teachers, and one RTI (Response to Intervention) coordinator. The school is prepared to add capacity as student needs dictate, should the population of students grow.

The special education coordinator is responsible for individual case management of all special education students and arranging the provision of services required by their IEP. Before school opens each year, the special education coordinator evaluates the cumulative records of all students new to the school who may qualify for special education services. The school maintains a file demonstrating the school’s compliance with providing special education per the most updated methods required by Fulton County. KSFA offers an inclusion program, more time on task, and access to small group instruction as needed. Students with special needs may also receive one-on-one tutoring from a general education teacher, the special education coordinator, or learning specialist. The Special Education Coordinator is charged with the following responsibilities:

- Ensure that all aspects of the IEP are followed;
- Provide direct services to students requiring services within the classroom or pull-out services for students needing assistance outside the classroom;
- Manage the staff members who provide direct services to students;
- Arrange for the teachers of the child to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the child’s IEP, and inform them of due process procedures and rights;
- Consult quarterly with the principal to ensure that the objectives and goals of students with IEPs are being met;
- Complete the requisite paperwork, update and file necessary information for initial referrals, oversee triennial evaluations, monitor student progress, and provide any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines;
- Provide a report of student progress on the same schedule as students in general education.

Special Education Records

As required by IDEA, the school collects and maintains the following information on students with disabilities:

- The count of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are Limited English Proficient;
- The number of students provided with test modifications and the types and the number of students assessed on the Georgia Alternate Assessment (GAA);
- The settings in which students with disabilities receive their services, specifically the portion of the school day they receive services with non-disabled peers including time away from the regular classroom;
- The number of students with disabilities suspended “in-school” and out of school, organized by disability and length of suspensions; and
The basis of exit of students with disabilities from KSFA (e.g., attainment of diploma and type, declassified, moved, etc.).

Data Management/Program Evaluation

KSFA special education teachers have access to secure data in Illuminate (our current data management system; could be a different data management system in the future) in order to monitor student progress closely on benchmark, unit, weekly quiz assessments and daily exit tickets. This allows the special education teacher to target the standards with which each student struggles, as well as celebrate measurable success and improvement. On a quarterly basis, the special education coordinator meets with the principal to discuss each student and the progress s/he has made on their goals. At the end of each year, academic progress is evaluated by the principal with the support of the special education coordinator and changes are made as required.

Intervention

KSFA implements the 4-tier Response to Intervention (RTI) Pyramid, as mandated by the state of Georgia. The Rollins Center of the Atlanta Speech School assisted in developing the comprehensive plan for implementation during the early stages of RTI execution for the state. This includes all four tiers of the pyramid developed by the DOE into the KIPP school structure, which is utilized at KSFA. The school provides oversight, structure, and follow-up in managing the intervention program with the designation of the RTI to oversee the program as well as an RTI team that meets to discuss the data and use it to guide instruction on a regular basis.

In compliance with the DOE’s recommendations, KSFA implements a rigorous, standards-based program in all subjects and all grade levels for each student. To supplement the curriculum, the RTI coordinator uses the data from ongoing screenings, such as the MAP and other curricular assessments, to appropriately place each student in a tier with interventions that will meet his/her learning needs. After placing the students into tiers, the staff of KSFA differentiates instruction in classes and/or during the daily intervention block. The intervention block involves teachers instructing small groups using a variety of materials they personally create or using a research-based intervention program that includes lesson plans, instructional routines, and practice materials. The RTI coordinator stores all assessment data in a centralized location and uses programs such as Track RTI and Illuminate to track student data over time.

Student Support Team

For students who are struggling academically and/or behaviorally, the small structure of the school and low student to adult ratio allows teachers to hone in on specific students and begin the Student Support Team (SST) process as required by the state. The process is:

1. Initially, if a student is struggling in an individual class, the teacher will contact the parent(s) or guardian(s) to discuss the concerns and strategies that s/he utilizes in the classroom to assist the student.
2. If progress is not noticed after an appropriate length of time, the Pre-Referral Activity Sheet is completed by the teacher. At this point, the teacher will contact the parent again to explain the student’s progress and the Student Support Team (SST) process.
3. The SST chairperson reviews the Pre-Referral Activity Sheet and determines if the referral is appropriate.
4. If the SST chairperson determines that the referral is appropriate, and all information is complete, a SST meeting is scheduled. Written invitations are distributed to all participants.
5. During the initial SST meeting, the Student Support Team Referral Form is completed. The Student Support Team Minutes are documented during each meeting. The Student Support Team Minutes include the Instructional Plan. The team meeting will be held with the attendance of the appropriate administrator.
6. The SST considers future SST involvement or the need for other services during each meeting.
7. The subsequent SST meeting is determined prior to the conclusion of each SST meeting.
8. Parent(s) or guardian(s) receive a copy of the Student Support Team Minutes prior to the adjournment of each meeting. If the parent(s) or guardian(s) is/are not in attendance, the information is sent to him/her within twenty-four hours.

If the determined interventions prove to be unsuccessful, then the team gathers again with the student’s parent or guardian. At this meeting, the special education coordinator secures written consent for psychological and academic evaluations to determine if the child is eligible for special education services. Pending the results of the tests, an eligibility meeting occurs with the parent or guardian, the special education coordinator, and other identified staff members. The objective of the meeting is to determine whether or not the student will receive special education services under an IEP and to construct an IEP if the student is eligible.

All staff (including non-instructional staff) participate in professional development annually that provides guidance on the use of appropriate modifications and accommodations for students with special needs. This PD is provided first in the mandatory staff summer session and is revisited throughout the year in staff-wide PD sessions as needed. Some instructional staff members may have annual individualized goals and support to address strategies for special needs learners in response to student achievement data for students in their classrooms and/or assignment of students with special needs to their classes. This professional development is primarily overseen by the KSFA SPED coordinator, KSFA principal, and appropriate members of the KIPP MAC academic team.

**Disputes with Parents**

If parents have a dispute with special education services, the first step is for the parent to meet with the Special Education Coordinator. If the grievance is not reconciled, the parent may then meet with the principal to get the disagreement resolved as quickly as possible. From there, the parent may file a grievance with KIPP Metro Atlanta before moving into an official complaint with the district or state.
6. Describe how the charter school provides state- and federally-mandated services for English Learners (ELs). Reciting the requirements of law and rule is insufficient. Your description must include the diagnostic methods or instruments that are used to identify and assess those students, as well as the instructional program that is provided to ELs.

Currently, the EL population at KSFA is less than 3% of the total enrolled student body. KSFA serves any students with limited English proficiency using structured English language immersion. KSFA complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

Identification of EL Students

KSFA use the Georgia Department of Education’s process for identifying ELL students. This process includes:

a. Home Language Questionnaires are used to screen new enrollees for potential limited English proficiency with the following three questions:
   1. What is the first language the student first learned to speak?
   2. What language does the student speak at home?
   3. What language does the student communicate in most often?

b. If the Home Language Questionnaire determines any of the three questions were answered with a question other than English, KSFA staff then reviews previous school records to determine if the student received prior ESOL services.

c. If any of the questions on the Home Language Questionnaire were answered with a language other than English and previous records are not available or student is new to US schools, KSFA administers the W-APT no more than once to each incoming student. A score below the designated cut score for the child determines eligibility for services.

d. If the student qualifies for services, services are offered and explained to the parent/guardian. If the parent/guardian does not want his/her student to receive direct ESOL services, he/she may sign a waiver form opting out of direct services. However, the student will remain an EL and coded as EL Y. The student’s progress will be monitored per Fulton County guidelines in the ESOL Program Manual and ACCESS will be administered yearly until the student meets state exit criteria. Services must be offered each year the student qualifies.

English Immersion Program & Services

A structured English immersion program is demonstrated to be most appropriate for EL students at KSFA. EL services are delivered in the “push-in” model with a myriad of supports through flexible grouping and other means of inclusion that utilize a support teacher within the regular instruction classroom.

Students of limited English proficiency receive the same academic content as those students who are native English speakers, and all instruction is in English. However, the level of English used for instruction—both oral and written—is differentiated appropriately for each EL student. All teachers receive professional development through FCS training and workshops, school-site PD delivered by the special education coordinator and/or other instructional specialists, instructional specialists (such as the literacy coach or Chief Academic Officer) from KIPP MAC, and other experts as organized by the school or KIPP MAC. Topics include communicating with students designated as EL, techniques for detecting whether a student has English language deficiencies, English
Language Proficiency Standards and instructional strategies and best practices to facilitate content access for English Learners.

One KSFA teacher with ESOL background is maintained on staff to oversee and administer the push-in services for students who are eligible. The extended day schedule affords time for a daily intervention block, during which ELL students may be grouped together for intensive English language instruction that meets state guidelines for a pull-out and/or scheduled class period model if needed. School-wide rigorous supports and interventions provide multiple times throughout each day that can be utilized for additional intensive English language instruction. Students receive their ESOL instruction using appropriate ESOL materials.

**Exit Criteria**

Each year, KSFA administers the ACCESS for all EL students in the school, which meets the EL requirements for the Every Student Succeeds Act of 2015. The results for ACCESS determine on which level each student is performing in terms of English language proficiency. If an EL student fails to show appropriate progress in the core academic areas, adjustments to the instructional program may be made. Any student classified and receiving educational services as an EL student who subsequently tests high enough to exit the program per state criteria will be deemed no longer in need of EL services. After meeting the exit criteria, students are identified as EL M and monitored for two years according to guidelines set forth in the Fulton County ESOL Program Manual. No student will be exited from the ESOL program unless s/he can read, write, and comprehend English well enough to participate meaningfully in KSFA’s programs as measured by the ACCESS assessment and state exit criteria.

**Accountability and Evaluation of the ELL Program**

A program evaluation is conducted annually by the principal and/or designated instructional specialists at the school site to ensure the compliance and efficiency of the ESOL program. In order to determine if any programmatic adjustments are necessary, KSFA evaluates the progress of its EL students on standardized assessments and non-standardized assessments against that of the non-EL students. Specifically, the data from the benchmarks may be disaggregated to compare EL students to non-EL students. With the Achievement Series software (or a similar software platform), KSFA tracks students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who are classified EL and non-EL students.

Students who enter KSFA with limited English proficiency are not excluded from curricular and extracurricular activities based on an ability to speak and understand the English language. EL students are not assigned to special education because of their lack of proficiency in English. Parents who have limited English proficiency receive notices and information from KSFA in their preferred language whenever possible. These parents are encouraged to be a part of the KSFA community with the use of translated documents and interpreters.
7. Provide the number and percentage of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions during the current charter term (e.g., the past 5 years). How does this discipline and dismissal data compare to the Office of Civil Rights data?

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>In-School Suspensions</th>
<th>Out-of-School Suspensions</th>
<th>Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino Hispanic</td>
<td>2</td>
<td>4%</td>
<td>1</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Black / African American</td>
<td>46</td>
<td>94%</td>
<td>48</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1</td>
<td>2%</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Population</strong></td>
<td><strong>49</strong></td>
<td><strong>50</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

*Data represents 5-year average, SY 2013-17*

During the current charter term, the population of African American students averaged 90% of the total population. Latino and Hispanic students averaged 8% of the total population. White students, 1% of the total population, and Multi-racial students averaged 1% of the total population.

The Civil Rights Data reports the most recent and comprehensive information during the 2012-13 school year:

- 69 occurrences of In School Suspensions
  - 89.9% attributed to African American students
  - 10% attributed to Hispanic students
- 61 occurrences of Out of School Suspensions
  - 93.4% attributed to African American students
  - 6.6% attributed to Hispanic students
- There were no reported expulsions.

While the Civil Rights data is slighter higher than the data summarized at the school level, KIPP South Fulton is committed to following a progressive discipline and reward procedures in order to minimize suspensions for all students through positive behavioral supports. Please refer to Exhibit 13 for procedures concerning discipline, Positive Behavior and Intervention Supports.
KIPP South Fulton Academy

8. Describe in detail how the charter school’s students, governing board, faculty, and staff reflect the sociodemographic diversity of the community served by the charter school. If the charter school does not reflect the community’s diversity in one or more areas of the areas listed above, provide a comprehensive plan to address this need for diversity. Included in such a plan could be, for example, the use of targeted recruitment or the use of a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).

KIPP Metro Atlanta Schools implements a robust set of recruitment best practices to ensure that KIPP South Fulton Academy (KSFA) recruits a student body that is representative of the racial and socioeconomic diversity of the community in which the school resides. Strategically placed to serve a diverse representation of Metro Atlanta with a core focus on underserved families in the heart of historic East Point, Atlanta, the 30344 zip code is comprised of residents who identify as 76% Black, 11% White, and 11% Hispanic. KSFA serves 359 scholars each day, of which 90% are Black, 8% are of Hispanic descent, and 2% are White. The average per capita income level for this community is $19,158, and 78% of KSFA’s students qualify for free or reduced lunch provision. To ensure that KIPP’s mission of serving scholars in the most underserved communities is fully realized, KSFA utilizes a system of enrollment priority that grants preference to students that reside in one of two attendance zones with the closest proximity to the school, as identified by some of the highest rates of educationally disadvantaged families in the Metro Atlanta area.

Both the KIPP Metro Atlanta Board and advisory council at KSFA work closely with the leadership team to ensure increased stakeholder participation, community support efforts, continued access to resources to support daily school operations, and advocacy and growth efforts. Although the regional KIPP Metro Atlanta Board is not currently proportionate to KSFA’s demography, efforts are underway to recruit new, highly-qualified board members that are more representative of our school communities. The KSFA Advisory Council is more demographically aligned with 50% of participants being Black, and the other 50% being White, with targeted recruitments efforts underway to increase participation of Hispanic families to at least 10% by close of FY2019. The school’s local and regional talent recruitment efforts are grounded in a commitment to ensure that KSFA’s faculty is both diverse and representative of both the community and the student body it serves. As such, 73% of KSFA’s faculty is Black, 20% are White and 4% are Asian.

9. Describe in detail any difficulties faced during the charter term that were not already addressed above, how the school dealt with such difficulties, and if they remain an issue for the school. Also, explain how the school plans to avoid these difficulties during the upcoming charter renewal term.

During our last charter term, KSFA experienced a lengthy waitlist each year. We enroll approximately 335-345 scholars every year. Each year we typically have a waitlist that exceeds our total enrollment numbers. Below are the actual waitlist numbers for the past four years.
This is a clear signal that the families and the communities of East Point, Hapeville, College Park, and the greater South Fulton area want and need a high-performing, college preparatory school like KSFA for their scholars. Our desire is to educate more students at KSFA, but are restricted by the facility’s capacity. In time, we aspire to expand and enable more families to choose the KIPP approach for their students.”

Based off KSFA’s strong and growing waitlist during the past charter term, it is our desire to open a high-performing, college preparatory elementary school under the guidance and leadership of Fulton County Schools. This would begin to address the need for another KIPP school in the South Fulton area, and enable students to have a consistent, strong academic and character foundation from their earliest years.
PROPOSED CHANGES

10. If the answers given above to questions 1 - 9 reflect a change to any of the following, please provide the rationale for the change:

A. ACADEMIC CHANGES:
   - The academic program and curriculum.
   - The use of waivers/innovations.
   - School programs – this includes Students with Disabilities, Gifted and Talented, English Learners, etc.
   - Any assessments being used.
   - Any administrative positions.

Over the past five years, the KIPP Foundation has made significant advances in curriculum and assessment in order to enhance student learning towards the demands of the common core. During this transition, KSFA has maintained a commitment to balanced literacy in reading and ELA and has maintained a commitment to developing the math program to meet the needs of the common core shifts of focus, coherence, and rigor. The two curricula procured by the KIPP Foundation are KIPP Wheatley for literacy and Eureka Math from Great Minds for Math. They have been rigorously tested in research and practice and are both available for grades K-8. These curricula are aligned to the Georgia Standards for Excellence (GSE).

KIPP Foundation and KIPP Metro Atlanta provide in-person training and direct support on the use of these materials, and all schools have access to robust resources, lesson plans, student work samples, and other supports for planning and implementation aligned to these curricula. KSFA also is able to choose how to supplement these curricula to address the unique needs and interests of the students served.

For science and social studies, KSFA will utilize the resources put forth by the state, district, and other KIPP schools to meet the demands of the new GSE standards.

Please see below for a summary of the literacy and math research base used to make the changes:

<table>
<thead>
<tr>
<th>Program</th>
<th>Research Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIPP Wheatley</td>
<td>Great Minds – Designed to provide a coherent set of thematic curriculum units and connect skills across grade levels.</td>
</tr>
<tr>
<td>Eureka Math</td>
<td>Eureka Math is structured around the essential instructional shifts needed to implement the standards. These principles, articulated as six shifts (focus, coherence, fluency, deep understanding, application, and dual intensity) and reorganized as three (focus, coherence, and rigor) by Student Achievement Partners in their “Publishers Criteria,” help educators understand what is required to implement the necessary changes.</td>
</tr>
</tbody>
</table>
General Resources

KIPP Share
KIPP Share is a web-based platform that houses rich resources for instruction, which KIPP staff can search by topic, standard, or modality. Thus, KSFA teachers will have a wealth of standards-aligned, supplemental materials readily available, e.g., lesson plans, work samples, and guidance from master teachers.

Data-driven instruction
Teachers and KSFA leaders will have access to Illuminate or a similar data management platform, which provides immediate insight into student performance. The Eureka curriculum (in conjunction with resources from the KIPP Foundation) comes with exit tickets, topic assessments, mid and end-of module assessments.

English Language Arts

Curriculum
The foundational curricula for literacy instruction at KSFA will be KIPP Wheatley, which the KIPP Foundation developed in partnership with Great Minds. It is a comprehensive K-8 literacy curriculum aligned to the GSE with high-quality, grade-level, complex texts that are culturally relevant for African-American and Hispanic students, and the materials create plentiful opportunities for reading, writing and discussion. As mentioned, KSFA teachers will have access to implementation support and supplemental materials through KIPP Share and KIPP trainings.
### Mathematics

**Mathematics Approach**

At KSFA, mathematics will be aligned to the GSE and will ensure each student has a strong, college-preparatory mathematical foundation. Every student participates in extended math blocks during the day, which provides time to reinforce a strong numeracy foundation and build on knowledge.

**Curriculum**

Math curriculum in grades K-5 will be based on the Eureka Math program, designed by Common Core, Inc. and supported by the KIPP Foundation. Eureka Math believes that mathematical knowledge is conveyed most effectively when taught in a sequential story. It works to ensure that students become fluent in math. In addition, Eureka Math includes support through Response to Intervention (RTI), a consistent lesson structure, and a focused scope and sequence.
Assessments

Assessment Philosophy
KSFA believes in balanced assessment approach, where each piece of data has an intended use and purpose. The following chart summarizes the current state of assessments taken at KSFA:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Screening/Diagnostic</th>
<th>Benchmark</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>MAP Fulton County Screener</td>
<td>Wheatley End of Modules</td>
<td>Exit Tickets Focused Writing Tasks Checkpoints</td>
<td>Milestones MAP</td>
</tr>
<tr>
<td>Math</td>
<td>MAP</td>
<td>Eureka End of Modules</td>
<td>Exit Tickets Topic Assessments Mid-modules</td>
<td>Milestones MAP</td>
</tr>
<tr>
<td>Science and Social Studies</td>
<td></td>
<td>Benchmark exams 2x/year</td>
<td>Exit Tickets Quizzes Unit assessments</td>
<td>End of Year Exam Milestones when applicable</td>
</tr>
</tbody>
</table>

Additionally, KSFA will continue to take the MAP assessment, but has reduced the required MAP testing frequency to a minimum of two administrations per year for new students (Fall and Spring) and one administration per year for returning students (Spring). Goals are now set on a fall-to-spring timeline for new students and a spring-to-spring timeline for returning students.

Goals Moving Forward

Moving forward, KSFA would like to keep the baseline goals they have had with minor revisions to reflect some of the changes mentioned in the narrative above. Additionally, since technology classes are now a core program component at KSFA, that goal will no longer be monitored.

1. Academic Goals

a. Goal 1: KSFA scholars will demonstrate content mastery and preparation for high school according to the College and Career Ready Performance Index.

   i. Measure 1: During each applicable year of the charter term, KSFA will achieve a College & Career Ready Performance Index rating that is above the average rating for similar typical schools in Fulton County.

   ii. Measure 2: During each applicable year of the charter term, KSFA’s Milestones (or similar assessment) pass rates will meet or exceed the average for all grades served in similar typical schools in Fulton County.

   iii. Measure 3: During each applicable year of the charter term, KSFA’s Milestones (or similar assessment) pass rates will meet or exceed the state average passing rates for grades 6 – 8.

   iv. Measure 4: Beginning from a baseline of the 2012-2013 school year, KSFA will exceed the baseline percentage of students scoring in the proficient and distinguished category in each subject tested on the Milestones (or applicable state competency test) equal to or greater than the following:
<table>
<thead>
<tr>
<th>Grade</th>
<th>% Proficient or Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>25%</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>30%</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>35%</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>40%</td>
</tr>
</tbody>
</table>

b. Goal 2: KSFA scholars will exhibit growth and improvement in Reading, Language Arts, and Math as measured by NWEA MAP assessment.
   
i. Measure 1: During each applicable year of the charter term, the percentage of students meeting their growth targets, as defined by the MAP report, will meet or exceed the national average in each content area and grade annually.

c. Goal 3: KSFA scholars will demonstrate an alignment with the college preparatory focus of the school.
   
i. Measure 1: In each year of the charter, the percentage of students absent 15 days or more shall not exceed 10%.
   
ii. Measure 2: 90% of students will indicate they are satisfied with their experience at KSFA.

2. Organizational Goals

   a. Goal 1: Parents will express satisfaction and will be active participants in their child’s education.
      
i. Measure 1: Each year, 85% of parents will indicate that they are at least “satisfied” with the overall quality of their child’s education on a mid-year survey in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied.
   
   b. Goal 2: KSFA will maintain strong organizational viability and practice sound decision-making and fiscal management sufficient to ensure the responsible stewardship of public monies.
      
i. Measure 1: Each year, KSFA will operate in accordance with all board approved policies.
   
   ii. Measure 2: Actual and proposed balanced budgets for each school year will demonstrate effective allocation of resources.
      
   iii. Measure 3: Yearly balance sheets will demonstrate that the school maintains at least one month of operating cash reserves.
      
   iv. Measure 4: KSFA will meet all Generally Accepted Accounting Practices (GAAP) as demonstrated by external, annual audit reports.

B. GOVERNANCE CHANGES:
   - The school’s governance structure.
   - The school’s governing board composition, including its diversity.
   - The school’s relationship with an Educational Service Provider or other Charter Partner.
   - The relationship with the local district.

KIPP South Fulton Academy, as well as the seven KIPP schools in Atlanta Public Schools, are governed by the KIPP Metro Atlanta Board of Directors, rather than having separate boards. The combination of all schools into one governing board became effective July 1, 2013, as laid out in our 2012 charter renewal.
Our current governing board has 17 members, versus 16 at the time of our last charter renewal; six members are consistent since the last application, and eleven are new due to term restrictions and recruiting. Several former board members are still involved in an honorary capacity.

KIPP Metro Atlanta Schools is committed to increasing board diversity and has made progress since our last application:

<table>
<thead>
<tr>
<th></th>
<th>Last Renewal</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>31%</td>
<td>35%</td>
</tr>
<tr>
<td>White</td>
<td>69%</td>
<td>59%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>Male</td>
<td>75%</td>
<td>65%</td>
</tr>
<tr>
<td>Female</td>
<td>25%</td>
<td>35%</td>
</tr>
</tbody>
</table>

KIPP South Fulton Academy is currently a part of the KIPP Metro Atlanta Collaborative and intends to continue to receive support from KIPP MAC as outlined in the last charter renewal. No changes are proposed.

KIPP South Fulton Academy currently has a strong relationship with Fulton County Schools. No changes are proposed.

C. **FINANCIAL CHANGES:**

- The school’s financial structure.
- The school’s CFO.
- The school’s relationship with any major creditors (e.g., landlords, investors etc.)

The school’s financial structure changed in July of 2013 (see Exhibit 23-Articles of Merger) as a result of its merger with the KIPP Metro Atlanta Collaborative, Inc. The rationale for the merger was to create greater operating efficiencies from the combining of 8 schools to share services. As a result of this change, KIPP South Fulton Academy is able to receive grants from KIPP MAC as needed and has access to the KIPP MAC pool of cash reserves in the event of an emergency or cash constraint. KIPP MAC coordinates accounts payable, accounts receivable, payroll, financial reporting, budgeting, grant-making, and long-term forecasting for KIPP South Fulton Academy. Please note that KIPP South Fulton’s revenues are maintained in a separate bank account, and KIPP South Fulton Academy undergoes a separate independent financial audit each year (see Exhibit 23-Audit).

Erika Ellison was hired as the CFO of the KIPP Metro Atlanta Collaborative, Inc. in March of 2015. Erika has more than 20 years of professional work experience in both the corporate and nonprofit sectors. More than 12 of those years were spent in K-12 education finance and operations. Erika holds a Bachelor of Arts degree from Harvard University and an MBA in Finance and Strategic Management from The Wharton School at the University of Pennsylvania. The rationale for hiring a CFO was to prepare the organization for financial sustainability.

KIPP MAC, Inc. paid off KIPP South Fulton Academy’s mortgage in 2012 as the result of an extensive fundraising campaign. KIPP South Fulton Academy has access to a line of credit with SunTrust Bank for $40,000.
D. OPERATIONAL CHANGES:

- The school’s facilities – this should include any proposed expansion or renovations.
- The school’s attendance zone and any enrollment priorities being used (see O.C.G.A. § 20-2-2066(a)(1)).
- Whether the school’s students, faculty, and staff reflect the diversity of its attendance zone.
- Whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).
- Any services provided to students such as transportation, food service, etc.
- The grades the charter school will serve. Please note this includes adding additional grades or reducing current grades.

The school’s facilities

KIPP Metro Atlanta currently owns KIPP South Fulton Academy’s facility located at 1286 East Washington Avenue, East Point, GA 30344. We will continue to operate the school from this facility. We currently have three major capital projects planned for the facility over the next two years. First, we are undertaking a $1.8M renovation of the gymnasium that is adjacent to the school. It has been unusable since we purchased the facility but will be available for students to use for physical education and fine arts for the 2018-19 school year. Second, we are constructing a footbridge to connect the school and the gymnasium. Finally, we will be installing an elevator in the building in order to make it fully accessible. All projects will be completed within the next two years.

The school’s attendance zone and enrollment priorities

KIPP South Fulton Academy will continue to prioritize Focus Areas 1 and 2 as outlined in our last renewal submission. Since our last renewal, some schools in Focus Area 1 have closed and one has changed names. We would like to change Focus Area 1 as follows:

- Omit Mr. Olive, Oak Knoll, and Harriet Tubman
- Add Asa Hilliard and College Park

For the term of this renewal, we will continue to serve any school listed in Focus Areas 1 or 2 if undergoes a name change. If a school listed in Focus Areas 1 or 2 closes, we will add any school receiving the re-zoned students to the same Focus Area.
Whether the school’s students, faculty, and staff reflect the diversity of its attendance zone

KSFA Attendance Zone Demographics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Asian</td>
<td>120</td>
<td>136</td>
<td>256</td>
</tr>
<tr>
<td>Black or African American</td>
<td>11,917</td>
<td>13,439</td>
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</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1,725</td>
<td>1,945</td>
<td>3,670</td>
</tr>
<tr>
<td>Pacific Islander</td>
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<td>6</td>
<td>10</td>
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<tr>
<td>White</td>
<td>1,725</td>
<td>1,945</td>
<td>3,670</td>
</tr>
<tr>
<td>Total</td>
<td>15,657</td>
<td>17,305</td>
<td>32,963</td>
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</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>36%</td>
<td>40%</td>
<td>76%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>5%</td>
<td>6%</td>
<td>11%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>White</td>
<td>5%</td>
<td>6%</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>48%</td>
<td>52%</td>
<td>100%</td>
</tr>
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</table>

KSFA Staff Demographics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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<tr>
<td>Pacific Islander</td>
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<td>0</td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
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<td>33</td>
<td>45</td>
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</table>

KSFA Staff Demographics, continued

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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<tbody>
<tr>
<td>Asian</td>
<td>0%</td>
<td>5%</td>
<td>5%</td>
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<tr>
<td>Black or African American</td>
<td>24%</td>
<td>49%</td>
<td>73%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>2%</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>26%</td>
<td>74%</td>
<td>100%</td>
</tr>
</tbody>
</table>
The students and staff of KSFA generally reflect the diversity of the attendance zone.

Whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students

The school currently uses a weighted lottery as outlined in the previous renewal application. We will continue to operate our lottery as outlined in the previous renewal application. No changes are proposed.

Services provided to students such as transportation and food services

KIPP Metro Atlanta continues to contract with First Student for student transportation. First Student currently provides four buses to South Fulton Academy for morning and afternoon transportation. KIPP Metro Atlanta manages the contract centrally and works with the Operations Team at KSFA to plan and coordinate routing and ridership, and drop-off and pick-up services. We will continue to operate student transportation this way for the next renewal term.

There are some minor changes in Food Services operations since our last charter renewal:

1. All duties previously performed by the Manager of School Nutrition are now performed by the Director of School Nutrition & Health Services. (The role has expanded as KIPP Metro Atlanta has grown).
2. Breakfast costs $1.75 and lunch costs $2.85.
3. KSFA no longer charges students of families who qualify for reduced priced meals.

Other than these changes, KSFA will continue to run its Food Services program as outlined in the previous charter renewal.

KIPP KSFA does not anticipate changes in any other aspect of operations during this renewal term.
The grades the charter school will serve

KIPP KSFA continues to serve grades 5-8. There are no changes to grades served.

LOOKING TO THE FUTURE

11. Briefly describe how the school has and will continue with its proposed changes to serve the needs of its students for the upcoming (renewed) charter term.

KIPP South Fulton academy is eager to serve the needs of our students and community. We are increasing the quality and breadth of our offerings as follows:

- Physical fitness is a core part of our mission, as we believe it is essential to developing the whole child. Thus, we have undertaken a capital campaign to remodel the KSFA gymnasium. Having a dedicated space will improve the efficacy of our athletics program.
- We have expanded our fine arts program so that each student, in all grade levels, will receive fine arts four times a week. The new gymnasium building will also have dedicated spaces to fit the needs of dance, art and band.
- We have increased our utilization of technology, with a 1:1 student to device ratio to enable students to access new methods of learning. In math, all interventions are tailored to student need using technology. In ELA, all students are using Hapra to develop an electronic writing portfolio.

As we continue to focus on college-readiness and refine our practices, we recognize that the greatest impact we could have would come from offering a full K-12 program. Initially, KIPP started as a middle school program and we were exclusively a middle school network when KIPP KSFA was founded. Over time, we recognized the power of a K-12 pipeline.

Across our network, we are seeing incredible results by enabling students to start their K-12 education with KIPP. For instance, in Los Angeles and Washington, D.C., after second grade, our students at KIPP elementary schools are performing at the same level as the students who enter KIPP middle schools in fifth grade without having had the KIPP elementary program.

We would be honored to start discussions about KIPP having the opportunity to serve students from south Fulton County in elementary school. We believe that by providing our unique college-preparatory curriculum across elementary and middle school and providing targeted intervention in the early grades, our students would be even better prepared for college and the competitive world beyond.