



**Initial Memorandum To
The GLOBE Academy
August 8, 2022**

The DeKalb County School District's Initial Memo provides the petitioner with feedback from the DCSD Charter Petition Review Committee. The Initial Memo includes identified strengths, clarifying questions, and requests for additional information or documentation.

Directions:

1. Review the Initial Memo.
2. Respond in writing to each item. Written responses should be submitted with the revised petition. Below is an example.

Feedback: Describe the process for collecting data on stakeholder satisfaction. It is unclear as written.

Petitioner's Response: *Process revised in petition. See pages 2-3. Copy of survey included. See exhibit #32.*

3. Revise the original petition and save the revised document in Microsoft Word. All changes made to the original petition should be made using the "track changes" feature in MS Word. **No additional changes to the petition will be accepted unless requested by the DeKalb Board of Education.**



How to Submit the Final Revised Petition and Response to the Initial Memo

By August 19, 2022 (12:00 PM), deliver to the School Innovation/Governance Department via DropBox at charterschools@dekalbschoolsga.org the revised petition (including exhibits) and the Response to the Initial Memo. Use electronic folders for sections, exhibits, and appendices.

Your Application Package must include the following:

1. Microsoft Word version of your Application Cover Page (page 14)
2. REDLINED Microsoft Word version of your Application and Exhibits
3. PDF version of your Complete Application Packet in the following order: Cover Sheet, Application, signed Assurances Form(s), Affidavit, and Exhibits
4. PDF version of your Locally-Approved Charter School Partners Roles and Responsibilities Chart
5. Excel version of your completed Budget Templates
6. Microsoft Word version of the Response to the Initial Memo

Faxed or emailed copies will not be accepted. Only complete applications that comply with these guidelines will be evaluated.



SUMMARY

On July 26, 2022, The GLOBE Academy submitted a DCSD charter renewal application seeking the DeKalb Board of Education’s approval for a five-year contract term. In evaluating the petition, the Charter Petition Review Committee identified aspects of the petition, which would affect students attending the charter school.

Commendations from the Petition Review Committee:

- The Governing Board is high-functioning, knowledgeable, and collaborative.
- Multiple members of the Governing Board demonstrate strong instructional backgrounds and knowledge of the DLI model.
- The GLOBE Academy strategically allocates resources to support academic priorities.
- The school’s financial plan is thoroughly developed and aligned with the school’s mission and education program.
- The GLOBE Academy has demonstrated a strong academic performance and, since the beginning of this charter term, their CCRPI exceeds DCSD and the state of Georgia.

Process:

Items requiring a response are listed below. If applicable, questions correlate to the page number in the Microsoft Word version of the petition. Additional areas of concern may be raised by DeKalb Board of Education members during their review of the petition or by GADOE during its review process.

Community Support

Item	Committee’s Feedback	Petitioner’s Response
1	Describe how you engaged family and community stakeholders in planning and reviewing petition content.	Thank you for sharing this feedback – we have provided



		additional clarification in the petition on page (18).
2	Describe the partnership between epidemiologists at Emory, the CDC, and GLOBE Academy. Are there any other notable partnerships? (p. 37)	We are happy to share more about this partnership. We have added additional detail on page 37 (53).
3	The Governing Board shared that increasing diversity (both in the student population and staff recruitment) has been a concern for the past 5 years. The Governing Board shared that increasing diversity will be a priority in the next strategic plan. Please identify the aligned priorities in the current strategic plan.	Thank you – we have added a section on page (5) that outlines our DEI strategic priorities outlined in the current strategic plan.
4	Does the school intend to develop a pipeline program or partnerships with higher education to support recruiting a more diverse staff? If so, how?	Thank you. We have added clarifying language on page (50) describing our work with Georgia State University.

School Governance

Item	Committee's Feedback	Petitioner's Response
5	Provide a copy of the Governing Board's "written procedure for resolving conflicts between the charter school and the local board of education." (p. 299)	Thank you. We have included a copy of the procedure in the addendum below.
6	How has the administrative team informed the Governing Board when students (such as those with exceptionalities) have needs for which GLOBE's instructional model does not provide sufficient support? What has been the role of the Board in ensuring that the needs of students with exceptionalities are met?	Creating an inclusive school community rooted in values of diversity, equity, inclusion, belonging, and access (DEIBA) remains a core priority for our Board. During our last strategic plan, DEI was one of our four priority areas, which included the following four action items: 4.1) Create Diversity, Equity and Inclusion vision and goals, 4.2) Strengthen and build capacity to execute student behavior plan, 4.3) Implement "strong start" school culture plan, 4.4) Develop staff Diversity, Equity and Inclusion competencies and 4.5) Strengthen diversity in advanced/gifted cohorts. We intend to continue to focus on DEI(BA) initiatives into our next strategic plan to continue this important work.



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Academic Plan

Item	Committee's Feedback	Petitioner's Response
7	Are all legal requirements of IEPs being met in the current DLI model? Please provide any additional clarification.	Thank you. We have added additional clarification on page (42).
8	How are the STAMP assessment and language proficiency standards used during the application, enrollment, and lottery process for lower and upper grades? If a student doesn't score well on the STAMP, what guidance is provided on applying or entering the lottery?	<p>GLOBE uses open enrollment in grades K, 1, and 6. In grades 2-5, and 7-8, we have observed that assessing an incoming students' language ability is critical for them to be successful in our dual language learning environment.</p> <p>Students who do not meet the standards required by our administrative team on the STAMP assessment are not admitted. This information is stated in our admissions criteria and handbook, and is in accordance with the Georgia Department of Education (SBOE Rule 160- 4-9-.05).</p> <p>Our admissions director works with families to help them explore options other than GLOBE should they not meet testing requirements. Students in 2-5 are welcome to re-apply in grade 6, when we offer open enrollment for middle school.</p>
9	What additional services are offered to students who struggle in reading and math prior to referral to Tier II Interventions (especially highlighting that the students Reading and Math, particularly in Kindergarten and 1 st grade, is provided with interventions every other day)?	At GLOBE, every student is offered Tier 1 instructional strategies. Teachers are trained on differentiation strategies within Tier 1 instruction, which includes small group instruction and other in-class instructional strategies. Formative assessment data that teachers collect drives this instruction in the classroom. Teachers also use grade-level assessments and



		<p>conferences to inform this work.</p> <p>We note that mathematics is taught every day in both languages. We also teach literacy skills every day in both languages (English and the target language). DLI approaches have emphasized that these literacy skills across languages complement one another and support literacy development in the opposite language it is taught.</p>
10	Through regular progress monitoring cycles, the District analyzes student subgroup data—specifically, Black males, Hispanic males, students with disabilities, and multi-lingual learners. Has GLOBE analyzed the performance of one or more of these student subgroups? If so, what have been some of the key findings? (p. 6)	Thank you. We have added clarifying information on page 6 (18) highlighting a recent analysis of race/ethnicity subgroup data, and also included this report titled “AC - Board Presentation - 3.2020” with our petition.
11	How are the waivers of Program Enrollment & Appropriation (O.C.G.A. § 20-2-160) and ELL Program Requirements (O.C.G.A. § 20-2-156 and SBOE Rule 160-4-5-.02) used to implement the academic program at GLOBE? (p. 8)	Thank you. We have added clarifying information on page 8 (21).
12	Provide an example of how new research on dual language immersion has been used to adapt the curriculum and/or instructional practices at GLOBE. (p. 9)	Thank you. We have added clarifying information on pages 8-9 (20-21)
13	If applicable, how does GLOBE incentivize teachers becoming ESOL endorsed? (p. 29)	Thank you. We added clarifying information on page 29 (43). <i>“by covering costs associated with the endorsement and providing an additional financial stipend”</i>
14	Provide your most recent analysis of disproportionality data.	Thank you We have included a copy of our Academic Committee Report given to the Board of Directors at our June 2022 meeting. See below for the Academic Committee Report.
15	What has been the social-emotional impact of the pandemic on students at The GLOBE Academy? What SEL strategies have been put in place as a result?	Thank you. When our Reopening Committee convened in 2020-2021 school year, we were concerned about the potential



		<p>negative impact of the pandemic on students' academic, social, and emotional wellbeing. We know it's best for students to be in school and worked hard to find a balance in the community between the need to keep the community safe while prioritizing student academic and especially social and emotional wellbeing.</p> <p>Following the return to school, GLOBE implemented a new SEL program started by our counselor for Upper Campus called "SEE (Social, emotional and ethical) Learning from Emory University. We also had been working to do a full implementation of responsive classroom just before the pandemic, and doubled-down on this commitment to launching responsive classroom with the return to school across our school community.</p> <p>We see SEL as an integral part of our school's mission and rooted in our values of CREST (Community, Respect, Empathy, Sustainability, and Trust). These values are not only incorporated into all of our academic programming but also guide the long-term work of the GLOBE Board and administrative leadership team.</p>
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Financial Plan

Item	Committee's Feedback	Petitioner's Response
16	Please be sure to provide Exhibit 18 to your agent at Manry & Heston as all our requirements are contained in pages 7, 8 and 9. The policies we received are expiring shortly (August 10 & 12) so please have the school request the updated policies if they have been issued.	This is included as Manry & Heston Exhibit
17	Globe carries Workers Compensation coverage. Please provide a Waiver of Subrogation endorsement along with an endorsement that provides 45 days direct written notice to the district should the policy be cancelled or non-renewed.	This is included as Workers Compensation
18	Globe also carries Educators Legal Liability/Employment Practices Liability, but the limit is \$1,000,000. We require \$2,000,000 along with an endorsement showing DeKalb County School District and the DeKalb County Board of Education are included as insureds.	This is included as Educators Legal Liability
19	Please provide the entire package policy; as there is no documentation referencing automobile liability or crime coverages.	This is included as Crime Policy
20	Please show evidence of the property insurance that the school is required to carry on the Heritage Drive location that they lease from the district.	Included as Umbrella and Property Insurance
21	There is no reference made to umbrella liability insurance in the petition. Again, there are details on pages 8 and 9 that are important as we need to be sure district requirements are being included by the insurer. Complete copies of the policies will go a long way toward satisfying that issue.	Included as Umbrella and Property Insurance



Organizational Plan

Item	Committee's Feedback	Petitioner's Response
22	Provide an example of the recruitment strategies used to ensure that GLOBE has sufficient lead teachers who are native speakers of their language. Specifically, describe what an effective partnership with the home country involves. (p. 10)	Thank you for this question – and we've clarified our relationships abroad on page 10 (23), highlighting our working relationship with Patrick Wallace from GADOE.
23	Please specify the efforts of the Governing Board and school leadership to improve student attendance. (p. 15)	Thank you – we have added clarifying language on page 15 (29).



Addendum

Addendum 1 - #5 – “Governing Board’s “written procedure for resolving conflicts”

GLOBE Academy – DCSD Board Dispute Resolution Policy

Note: this is a DRAFT Policy and is pending review and vote by our GLOBE Board of Directors. This policy will be reviewed at our August 29, 2022 Board Meeting.

Introduction and Scope

The GLOBE Academy Board of Directors is committed to reaching a prompt and fair resolution of any disputes, conflicts, or disagreements that may arise from time to time, and that may threaten the functioning of the board with the DeKalb County School District (DCSD). At the request of DCSD, this policy shall be applied beginning with the 2022-23 Academic Year going forward and shall not apply to any prior academic years.

Policy

The GLOBE Academy Board of Directors encourages resolution of any issues or concerns that it may have related to DCSD at the earliest opportunity.

It is important that as issues do arise, they are dealt with in a fair and timely manner. While some conflicts will be resolved by an informal discussion between the parties, others will need a process for successful resolution.

Procedure

- a. The dispute will be set out in writing by the DATE Administration or a Board member and sent to the chair.



- b. The chair will use his or her discretion to bring the issue to the next board regularly scheduled board meeting or call a special meeting.
- c. The matter should be discussed with all directors present, unless they have advised the chair, preferably in writing, that they are aware there is a dispute resolution meeting being held and they are unable to attend.
- d. The chair will call for a motion from the board (either in open or executive session depending on the issue) to proceed with submitting a request to DCSD for mediation or otherwise to request a follow-up meeting. All directors present at the meeting will vote on the motion.
- e. Mediation
 - 1. Where mediation is sought, the mediator must be a person chosen by agreement between the parties.
 - 2. The parties to the dispute must, in good faith, attempt to settle the dispute by mediation.
 - 3. The mediator, in conducting the mediation, must:
 - a) give the parties to the mediation process every opportunity to be heard; and
 - b) allow due consideration by all parties of any written statement submitted by any party; and
 - c) ensure that natural justice is accorded to the parties to the dispute throughout the mediation process.
 - 4. The mediator must not determine the dispute.
 - 5. The mediation must be confidential and without prejudice.
 - 6. If the mediation process does not result in the dispute being resolved, the parties may seek to resolve the dispute through further or at law.

Roles and Responsibilities

It is the responsibility of the chair to ensure that:

Board members are aware of this policy;

Disputes are handled respectfully, confidentially, and in accordance with natural justice.

DATA & DECISION- MAKING



Decision-making in education settings is a **process of discernment** in light of data and evidence, our lived experiences, and the voices of the communities we serve.





APPROACH

- Prioritize data for **learning** over data for accountability
 - Engage **community participation** and voice
 - Data is only **one piece of the puzzle**: need to integrate and interpret from lived experience and community voice
 - Place at the forefront individuals' privacy and confidentiality
 - **Privacy** refers to a person's right to control access of others to themselves.
 - **Confidentiality** refers to the proper safeguarding, handling, and use of data.
-

QUESTIONS TO EXPLORE

- How can GLOBE support students successfully **develop literacy skills** in both languages regardless of ability in the K-2 years?



Examine MAP and Stamp data, interview teachers, consult with experts

- How can GLOBE **support parents** as they navigate a dual-language immersion school environment?



Surveys of parents, focus groups, GLOBE orientations

- How can GLOBE **prepare graduating students** to be successful in high school?



Examine standardized test scores, communicate with alumni, 'big data'

WINTER MAP REPORT

Projected Proficiency
Student Growth
Cohort Analysis





KEY TERMS

RIT SCORE

Measures student achievement and growth. RIT scores range from about 100 to 300. Students typically start at the 180 to 200 level in the third grade and progress to the 220 to 260 level by high school.

NORM GROUP AVERAGE

The average score of students who were in the same grade and tested in the same term as observed in the latest NWEA norming study.

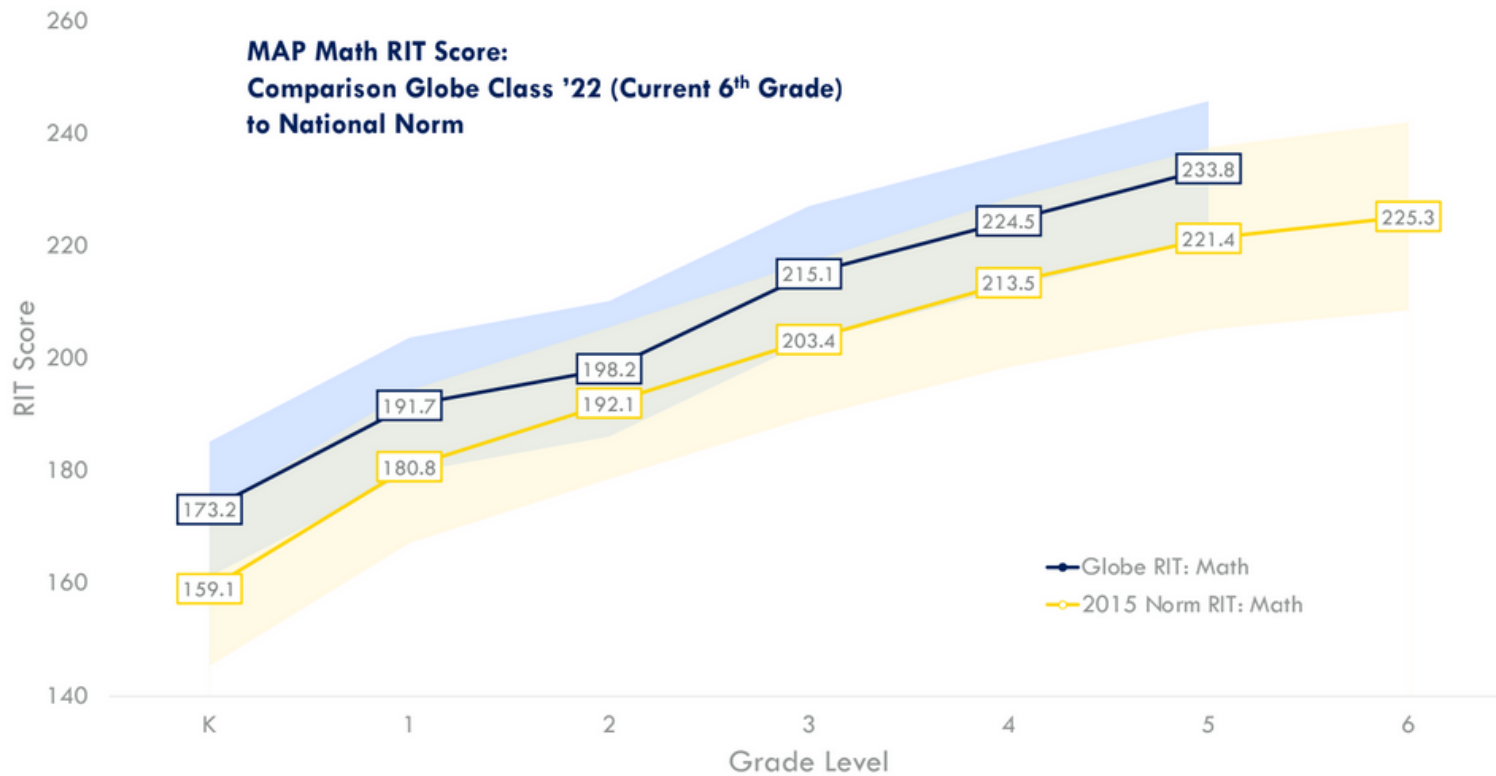


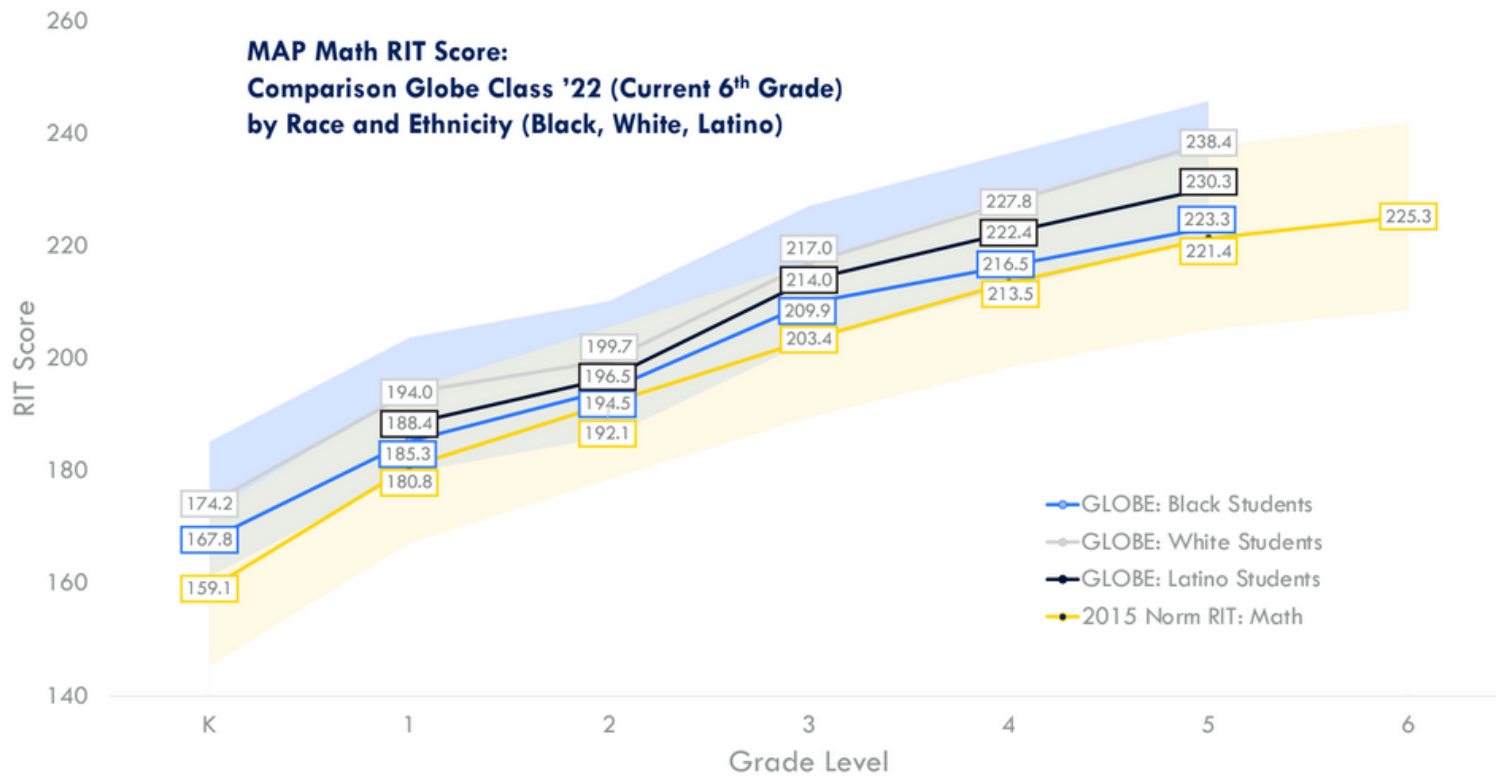


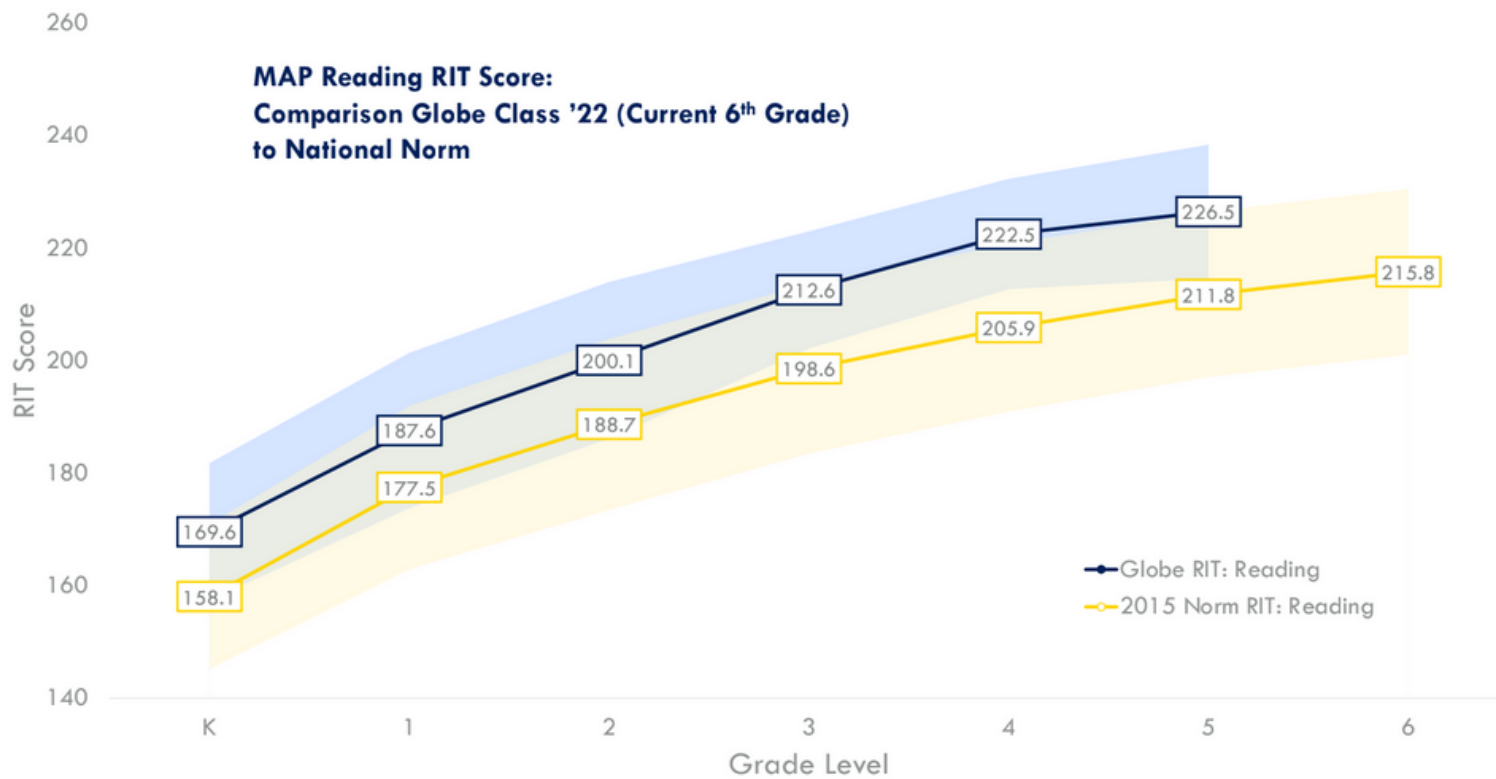
COHORT ANALYSIS

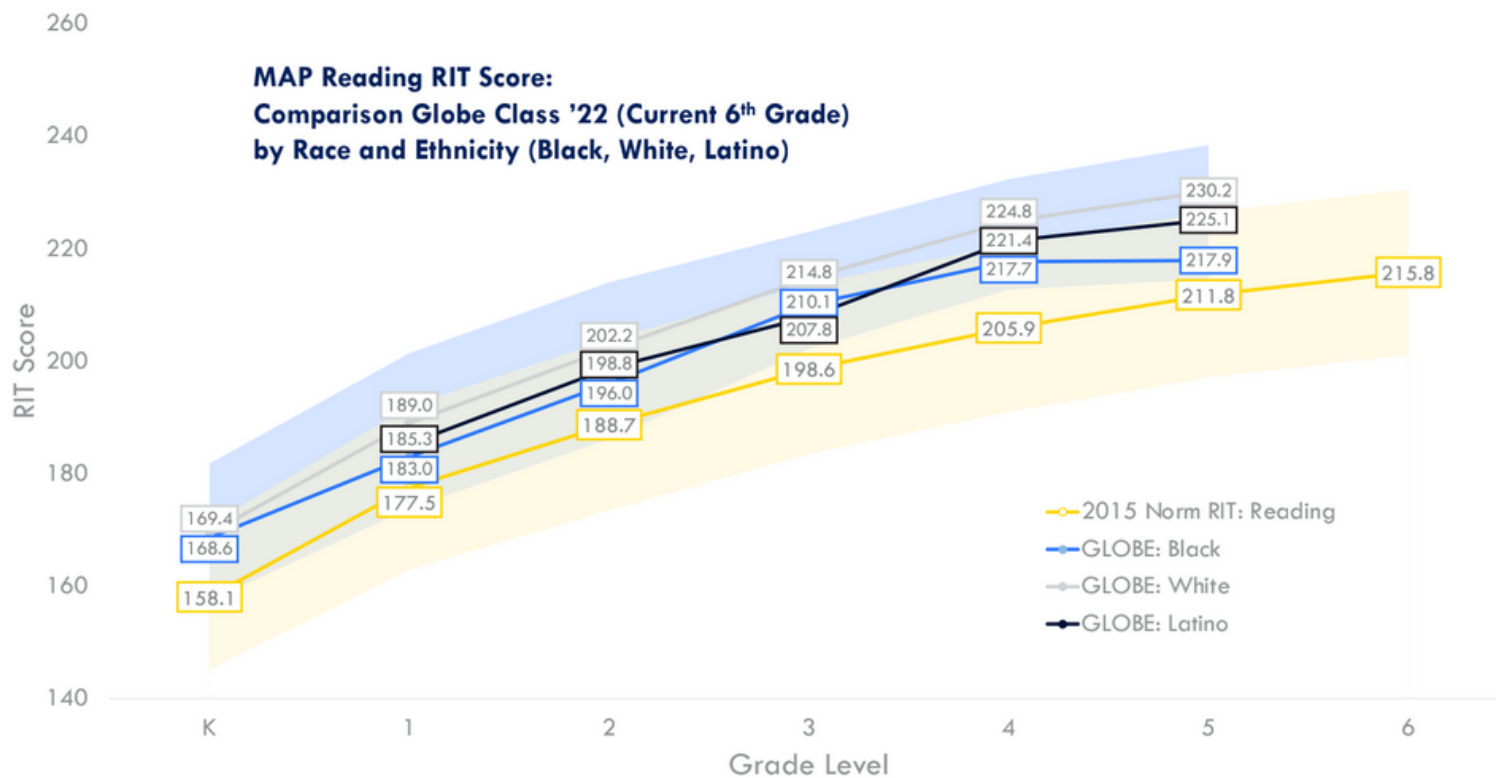
What is the “story” of student learning over time?





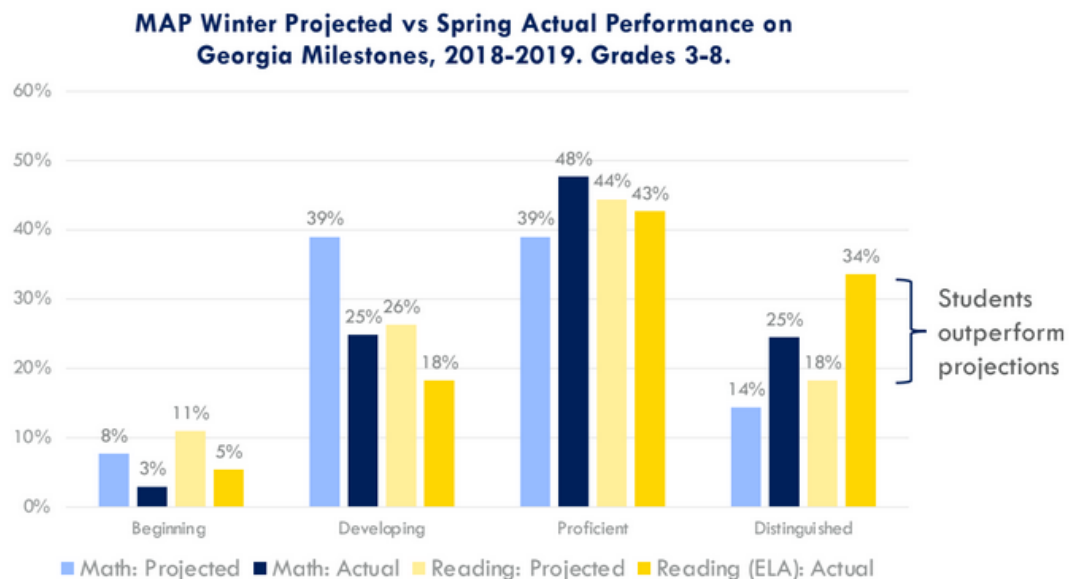






PROFICIENCY: SY 2018-2019

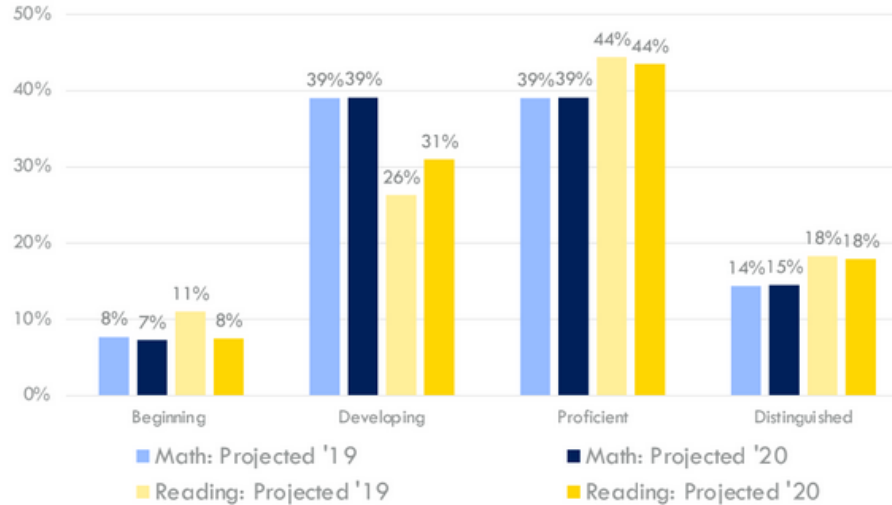
KEY POINT:
Historically, GLOBE students overperform their MAP projected Milestones scores





PROJECTED PROFICIENCY: SY 2019 vs 2020

Projected Georgia Milestones: SY 2019 vs SY 2020.
Grades 3-8.



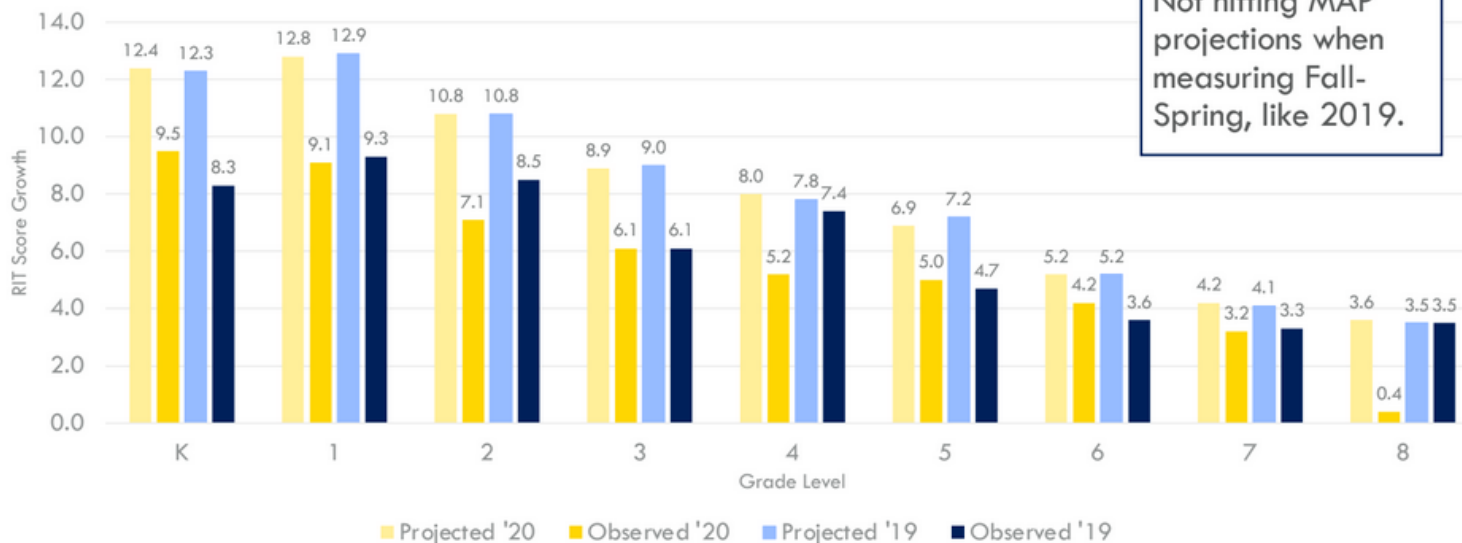
KEY POINT:
We should expect similar results on Georgia Milestones in 2020 as 2019.



STUDENT GROWTH SUMMARY

MAP Math OBSERVED & PROJECTED,
SY 2019 & SY 2020 FALL TO WINTER

KEY POINT:
Not hitting MAP
projections when
measuring Fall-
Spring, like 2019.

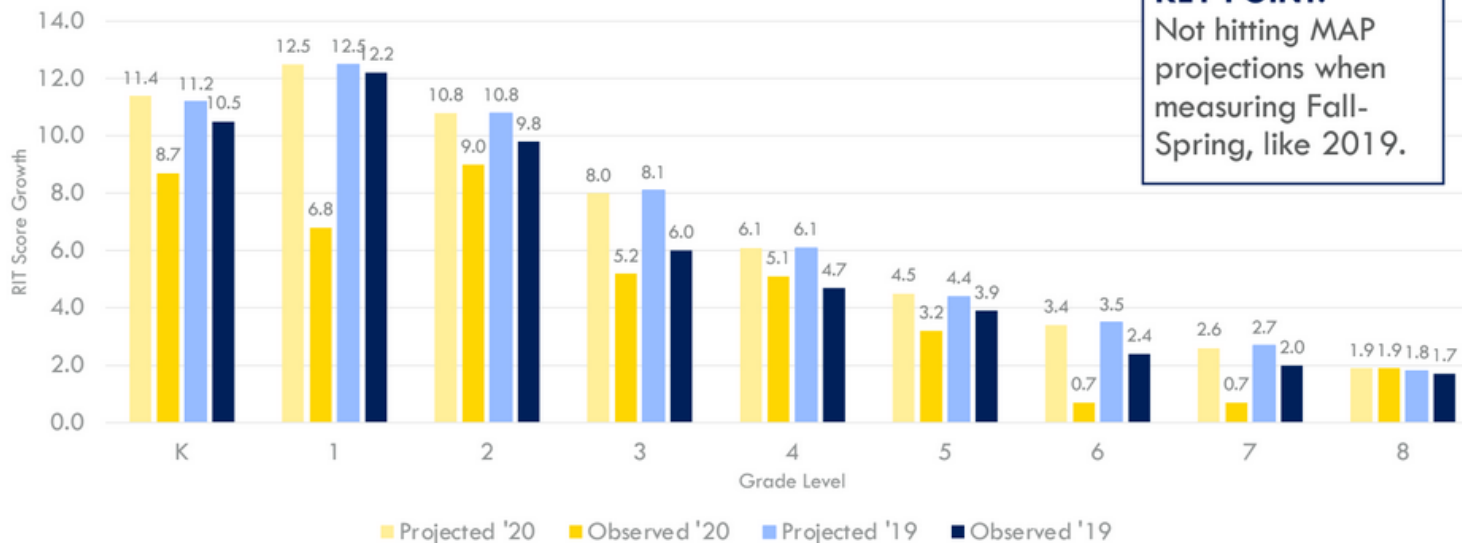




STUDENT GROWTH SUMMARY

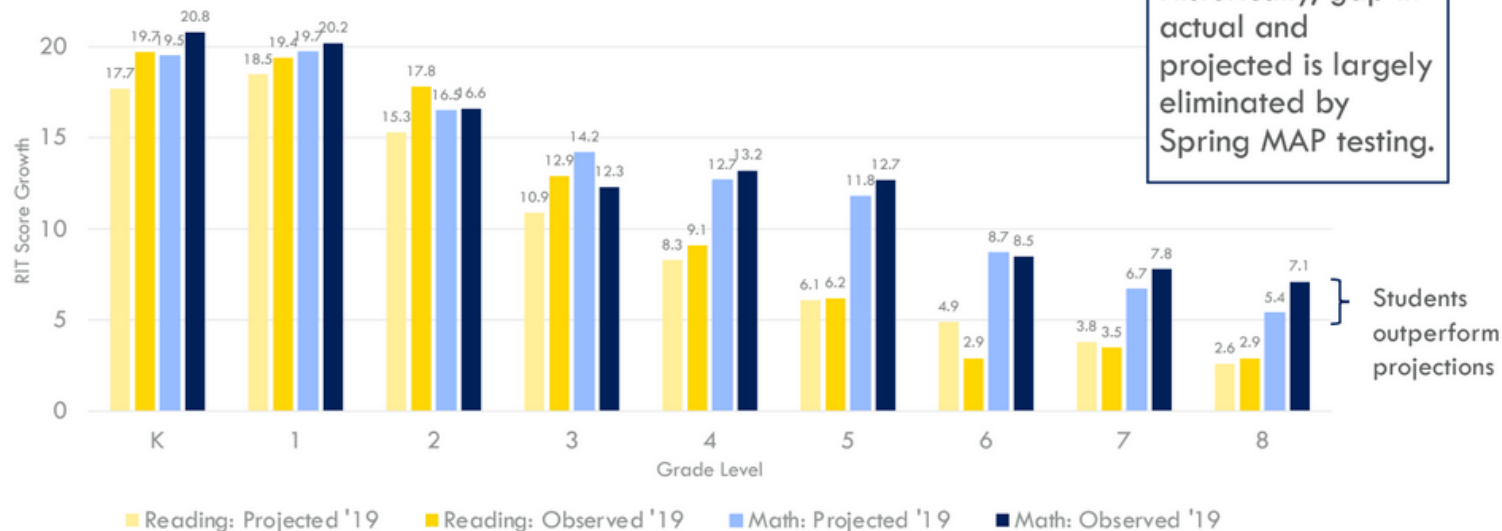
MAP Reading OBSERVED & PROJECTED,
SY 2019 & SY 2020 FALL TO WINTER

KEY POINT:
Not hitting MAP
projections when
measuring Fall-
Spring, like 2019.



STUDENT GROWTH SUMMARY

MAP Math OBSERVED & PROJECTED,
FALL '18 TO SPRING '19





SUMMARY

- GLOBE students **outperform national norms on MAP**
 - GLOBE students tend to **outperform projections** when examining growth from Fall to Spring – and on Georgia Milestones. We anticipate they will this year, too.
 - Though there are racial/ethnic differences in achievement, **all racial/ethnic groups perform higher than national norms**
-



Addendum 3 - #14 "Academic Committee Report"

Academic Committee Report



The GLOBE Academy





Schoolwide Updates

- New math curriculum was selected this spring; in translation this summer
- Staff transitions
 - Data & Curriculum coaches on Upper & Lower Campus
 - HOS and AHOS at Upper and Lower Campus
- Professional development focus for 2022-2023 year: “Back to Basics”
 - Responsive Classrooms
 - School culture
 - Vision of Teaching Excellence & DEI vision statement



Student Behavior Report

- GLOBE AC reports on behavior data annually at end of SY
- Key questions:
 - What is the trend of in- and out-of-school suspensions and expulsions?
 - What differences are observed by subgroups, especially race/ethnicity?
 - What can be done to bring greater equity in student discipline?
- Context:
 - Many schools/districts observe racial disparities in discipline, where students of color make up a disproportionate share of the disciplined population.
 - School leaders nationwide seek opportunities to reduce racial disparities in discipline.



Student Behavior at GLOBE

The GLOBE Academy staff takes a positive approach to discipline that promotes teaching students to make good choices. This approach helps children develop the intrinsic decision-making skills that will keep them safe, happy, and successful in their life's endeavors.

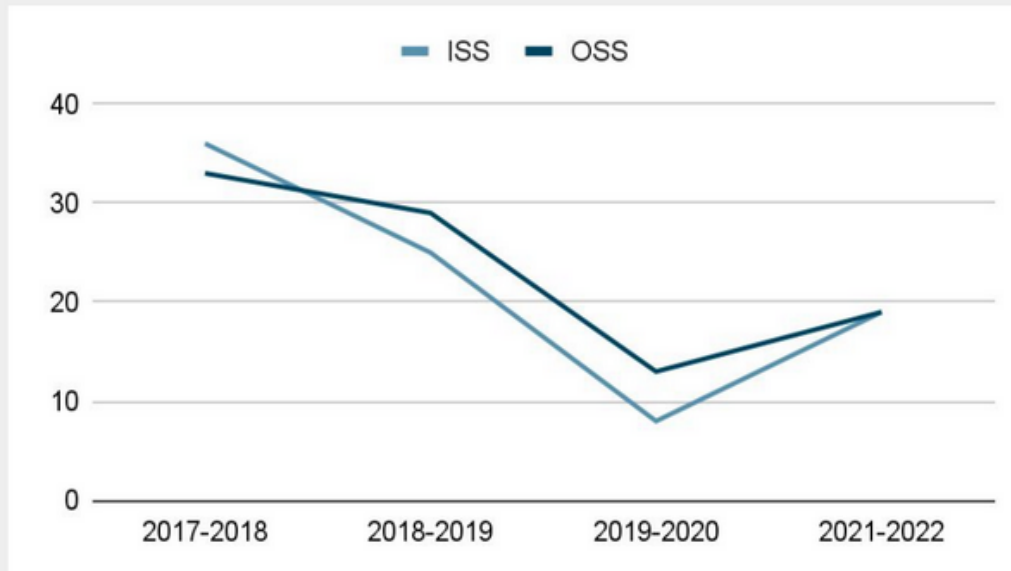
We apply this approach through the following strategies and tactics:

- Constructing a positive, mutually supportive classroom culture
- Positive reinforcement of healthy class norms
- Specific and authentic encouragement
- Natural consequences to unacceptable behavior
- Individual discipline plans for those students who need a little more structure

GLOBE also follows the [DeKalb County School's Code of Conduct](#).



Suspensions by year, 2017-2022



Trend in overall suspensions is decreasing.

Most pronounced in K-3 level, reducing from 48 to nearly nonexistent*.

School Discipline, 2017-2022

Disparities in race/ethnicity observed in 5 year span, but not in 2021-2022 year.

Ethnicity/Race	The GLOBE Academy 2017-2022				DCSD 2017			
	ISS	OSS	EXP	% SY 21-22 Enrollment	ISS	OSS	EXP	% of SY 2017 Enrollment
American Indian or Alaska Native			-	0.4%	0.3%	0.2%	0.0%	0.3%
Asian / Pacific Islander			-	6.8%	1.6%	1.3%	0.0%	6.7%
Black or African American	42.0%	44.7%	-	28.0%	78.5%	86.3%	100.0%	61.9%
Hispanic	11.4%		-	14.8%	14.5%	9.2%	0.0%	17.8%
Multi-racial / Two or more races		12.8%	-	7.9%	1.6%	1.3%	0.0%	2.0%
White	36.4%	33.0%	-	42.1%	3.6%	2.0%	0.0%	11.2%
Total Population	88	94	-	100%				

For Discussion:

- New approaches to behavior and discipline have been proposed to reduce racial inequities in behavior
- Some approaches include:
 - Social-emotional learning (SEL) programs
 - Restorative practices/justice
- May not, on their own, reduce racial disparity gaps, but may reduce suspensions overall.

Review of Educational Research
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The School Discipline Dilemma: A Comprehensive Review of Disparities and Alternative Approaches

Richard O. Welsh and Shafiqua Little
University of Georgia

In recent decades, K–12 school discipline policies and practices have garnered increasing attention among researchers, policymakers, and educators. Disproportionalities in school discipline raise serious questions about educational equity. This study provides a comprehensive review of the extant literature on the contributors to racial, gender, and income disparities in disciplinary outcomes, and the effectiveness of emerging alternatives to exclusionary disciplinary approaches. Our findings indicate that the causes of the disparities are numerous and multifaceted. Although low-income and minority students experience suspensions and expulsions at higher rates than their peers, these differences cannot be solely attributed to socioeconomic status or increased misbehavior. Instead, school and classroom occurrences that result from the policies, practices, and perspectives of teachers and principals appear to play an important role in explaining the disparities. There are conceptual and open empirical questions on whether and how some of the various alternatives are working to counter the discipline disparities.

Keywords: school discipline, zero-tolerance policy, school exclusion, exclusionary discipline, discipline disparities, restorative justice, PBIS, RTI, educational equity, suspensions, expulsions

Differences in the educational opportunities and outcomes of low-income and minority students (Carter, Skiba, Arredondo, & Pollock, 2017; Gordon, Piana, & Keleber, 2000; Skiba, 2015) have preoccupied policymakers, researchers, and educators and have placed a microscope on equity in K–12 education. In the past decade, school discipline policies and practices have garnered increasing attention because of the well-documented racial, gender, and income disparities in disciplinary outcomes (Gregory, Skiba, & Noguera, 2010; Losen, Hodson, Keith, Morrison, & Belway, 2015; Skiba, 2015). The disparities in disciplinary outcomes are fairly consistent across all settings and grades, indicating a systemic problem that starts as early as preschool (Skiba, 2015). School discipline policies may be intricately linked to the inequality of educational opportunities, experiences, and

Welsh, R. O., & Little, S. (2018). The school discipline dilemma: A comprehensive review of disparities and alternative approaches. *Review of Educational Research, 88*(5), 752–794.

Next Steps

- Consider alternative strategies to reduce suspensions - e.g. restorative practices - that are culturally responsive
- Consider examining ways to make race and racial disparities at forefront of conversations on discipline
- Emphasis on trusting relationships between students, parents, and teachers - not just the disciplined

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Student Academic Report

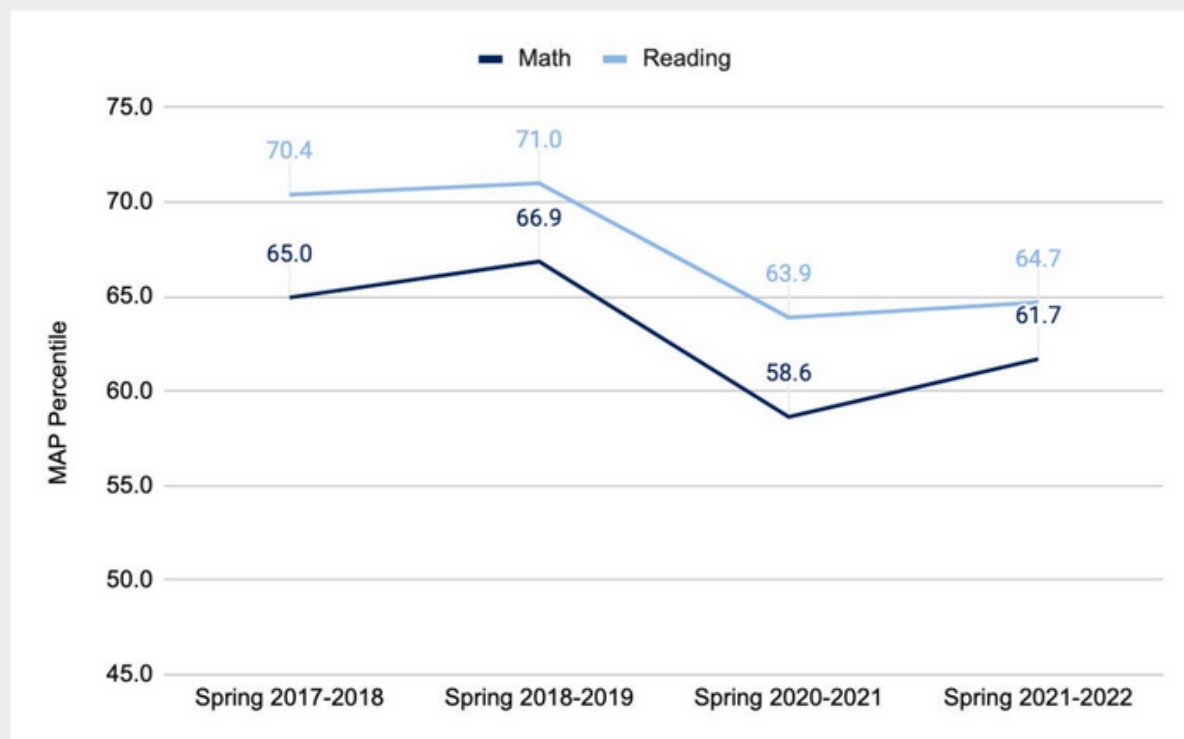
Key questions for board consideration:

- At what level are our students achieving? How does this compare to prior years?
- How many of our students are expected to score at or above their grade level on GA Milestones?
- Are students learning (growing) at similar rates across subgroups?
- Note: STAMP (target language) data will be reported in Fall 2022.

Spring MAP average percentile scores, 2017-2022

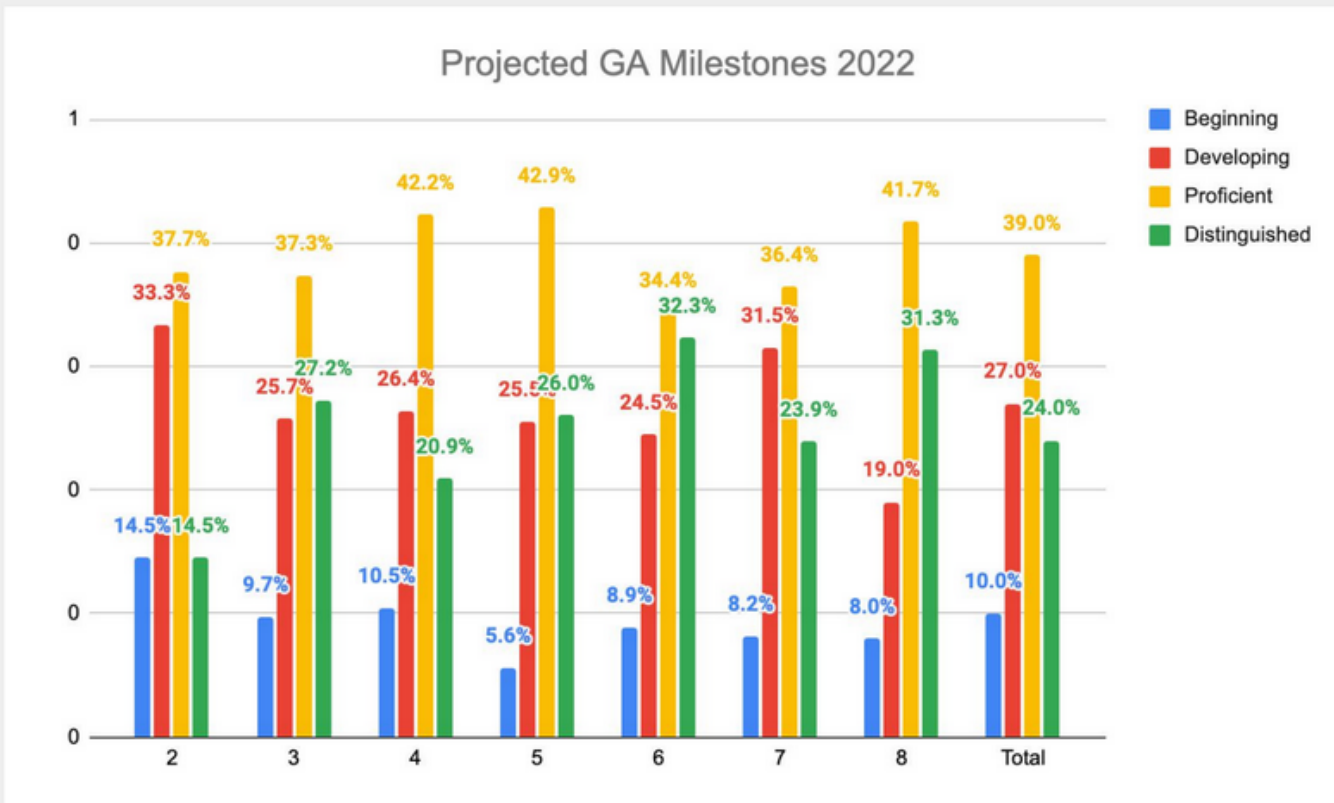
Key Point:

Improvement from
20-21 to 21-22 in
both math and
reading scores



Key Point:

90% GLOBE students projected at or above Developing, compared to 71% of state and 51.1% of DCSD



Key Point:

Strive to ensure growth consistent across subgroups

