



Governing Board Capacity/Clarification Interview Rubric
THE GLOBE ACADEMY
August 2, 2022

The Petition Review Committee will use the following criteria to rate the governing board capacity/clarification interview. Within each category, specific criteria define the expectations for a response that meets expectations. Reviewers will reach consensus when rating responses by applying the following guidance:

Rating	Characteristics
Meets the Standard	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school operates and expects to operate; and inspires confidence in the applicant’s capacity to carry out its plans effectively.
Partially Meets the Standard	The response meets the criteria in some respects but lacks detail and/or requires additional information in one or more areas.
Below the Standard	The response is wholly undeveloped, demonstrates lack of preparation, and/or is unsuited to the mission of the authorizer.
Far Below the Standard	The response is significantly incomplete, raises substantial concerns about the viability of the plan and/or the applicant’s ability to carry it out.

Recommendations from the Petition Review Committee will be based on evaluation of the written petition (narrative and attachments), independent due diligence, and the governing board capacity interview.

Community Support and Need	Standard	Rating
Clarifying Questions: 1. The petition states that “the school community is committed to ensuring that the student body is reflective of DCSD as a whole.” However, the Table 3: Race/Ethnicity for GLOBE Students shows percentages that are different significantly from the student demographics of DCSD. How will you ensure that your student population reflects the diversity of the district? P. 28 2. Similarly, what is GLOBE’s plan for achieving parity with the District as it related to economically disadvantaged students? P. 7 3. Describe your experience with recruitment efforts to achieve a more diverse faculty and staff. 4. Describe 1-2 key findings from the most recent GLOBE parent survey that influenced a decision of the Governing Board. P. 6	The applicant makes a compelling case for why the school fills an unmet need in the DeKalb County School District. The applicant demonstrates an understanding of the community or communities the school serves or is likely to serve. The Board demonstrates cultural competency specific to the communities with whom it works or seeks to work, including the ability to articulate the root causes of the needs it seeks to fill.	Meets the Standard
		Partially Meets the Standard
		Below the Standard
		Far Below the Standard

Responses from Governing Board:

- Opening Statement – The GLOBE Academy is unique in that it has a dual language immersion model that is at the heart of its mission. It is rewarding to see the students approach fluency as they progress through the program.
- The school implemented a weighted lottery to increase the number of students identified as economically disadvantaged. The school will begin its next strategic plan in the coming year. Existing goals will be reevaluated.
- To recruit a more diverse staff, the school leadership focused on recruiting teachers who are native speakers of the language(s) they are teaching. GLOBE recruits through Georgia Charter Schools Association and local colleges.
- Communications Committee – The most recent survey was administered after a couple of pandemic-influenced years. Parents felt as though they need greater visibility into what’s happening in classrooms. Parents want to know the staff and to build relationships with them. How do I stay connected to my child’s school experience? Orientation will be in-person next week. Parents will be able to meet with teachers. The intention is for curriculum night and coffee talks to be in-person. Parents will learn how to best support their students in learning a new language. How do I interpret standardized test results? How do we (as a Board) collect parent input on the master facilities plan?

Review Committee’s Comments or Concerns:

- A plan for creating a more diverse student population and recruiting a more diverse staff were not clearly articulated. Request in the initial memo Identification of aligned priorities in the strategic plan. The Governing Board shared that increasing diversity has been a concern for the past 5 years. The Board shared that increasing diversity will be a priority in the next strategic plan.
- Response to the staff recruitment question was vague. DEI questions related to staff recruitment were initially directed to renewal committee chair.
- Question – Does the school intend to develop a pipeline program or partnerships with higher ed to support recruiting a more diverse staff? Tangible thinking in this direction was not evident.
- Parent survey analysis in response to the question was consistent with the petition response.

School Governance	Standard	Rating
<p>Clarifying Questions:</p> <ol style="list-style-type: none"> 1. Identify the Board members with expertise in the school’s DLI academic programming. How are these Board members engaged in driving academic and organizational improvement? 2. How has the administrative team informed the Board when students (such as those with exceptionalities) have needs for which The GLOBE’s instructional model does not provide sufficient support? What has been the role of the Board in ensuring that these students’ needs are met? 	<p>The governance structure is designed to (a) put students first, including being responsive to family and community input; (b) achieve the school’s mission and goals; and (c) ensure legal compliance, particularly in terms of proactively preventing financial fraud and ensuring the appropriate use of public funds. The governance structure will ensure an active, engaged, knowledgeable Board that has timely, deep, and broad</p>	<p>Meets the Standard</p>
		<p>Partially Meets the Standard</p>
		<p>Below the Standard</p>

	<p>knowledge of the school's operations, finances, and students' needs, and operates independently and autonomously.</p>	<p>Far Below the Standard</p>
<p>Responses from Governing Board:</p> <ul style="list-style-type: none"> - Academic Committee – The Chair of the Academics Committee is an educator. The Academics Committee is composed of teachers from different grade levels. The Committee chair has worked on textbook development. The current Board Chair is bilingual and a former Spanish teacher. Each Board meeting begins in 4 languages. Several Governing Board members are bi-lingual. - A former DLI leader from Georgia State University was brought on by the executive director. This Board member has experience teaching English abroad. - The Academic Committee leads the Board through academic oversight and provides updates. The Board Chair meets with the executive director weekly. The focus this year was on supporting students struggling with the target language. As a charter school, GLOBE's goal is to ensure that its model is replicable. - Students with Exceptionalities – GLOBE implemented a summer camp to support target language learners. Recruitment for the camp targeted struggling students. The supports provided by the school are to ensure that all students can succeed. <p>Review Committee's Comments or Concerns:</p> <ul style="list-style-type: none"> - Resources are strategically allocated to support academic priorities. - The Governing Board is high-functioning, knowledgeable, and collaborative. - Additional detail is needed on support for students with exceptionalities. Include clarifying question(s) in the initial memo—specifically, as it relates to co-teaching. - IEP Follow-Up Question – Are all legal requirements of the IEPs being met in the current model? - 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 		

Academic Performance/Plan	Standard	Rating
<p>Clarifying Questions:</p> <ol style="list-style-type: none"> 1. Parents have voiced concerns regarding the services for students with Gifted Eligibility at the GLOBE. They state that the GLOBE does not have a traditional gifted pullout. How do you service gifted students daily in your collaborative DLI model? 2. How do you ensure that interventions and instructional practices provided during the MTSS process are provided and collected with fidelity? 3. The petition states that "Black students are disproportionately represented in suspensions (p.44); What restorative practices do you have in place to address, improve school climate, and mitigate the problem of disproportionate school suspensions? (where is the most recent 2018-2019 data?) 4. How do you ensure that Exceptional Education Students continue to make academic strides in the area of Reading while utilizing the DLI model? 	<p>The applicant demonstrates the capability to design or select a comprehensive, high-quality curriculum (standards, resources, methods of instruction, and formative assessments for each core, electives, and mission-specific subjects). The curriculum is inherently inclusive and designed to be responsive to students' needs; clearly interrelated between its components; and directly aligned to the school's goals, mission, and educational philosophy.</p>	<p>Meets the Standard</p>
		<p>Partially Meets the Standard</p>
		<p>Below the Standard</p>
		<p>Far Below the Standard</p>

5. How do you support your Exceptional Education Students during Language Immersion days (when a special education support is not offered at that time)?		
6. How do you ensure that families whose home language is not one of the 3 targeted languages have equal opportunity to attend and succeed at GLOBE?		

Responses from Governing Board:

- A gifted coordinator serves both teachers and students through a push-in co-teaching model.
- Most teachers are gifted certified. The elementary gifted model felt more like a pull-out during the pandemic because of small group instruction. The teachers provide differentiated instruction through small group learning. Differentiation is seen in ELA and math. GLOBE has gifted cohorts.
- MTSS – The Board members and educators who lead this work are part of the Academics Committee. There are data coaches at both campuses. The broader strategy is to provide appropriate supports for both gifted learners and struggling students.
- Restorative Practices/Strategic Plan – GLOBE has a diversity committee. GLOBE provided DEI training to staff, teachers, and faculty to better understand the behavior of different student groups and to truly understand where they are coming from. GLOBE has contracted with a DEI vendor for this training. The strategic plan includes addressing disparities as it relates to behavior. Part of the plan includes addressing how behavior issues are escalated to administrators. Both sets of administrators team together for a student and parent conference, as needed. The school is implementing a responsive classroom model. GLOBE is working toward addressing the disparities head on. The assistant heads of school have been training in restorative practices. This year, the PD focus is to bring all staff up to speed and to reinforce the responsive classroom approach.
- A student behavior plan is identified as a priority in the strategic plan.
- Research shows that students participating in a DLI program typically perform well in both languages. The DLI model is seen as an additional benefit to students without causing an academic harm. For example, students can be supported with executive functioning in the target language. GLOBE utilizes Fountas and Pinnell for phonics. Readers and Writers Workshops are also implemented.
- GLOBE does not have a co-teacher in a classroom for a full-day. A teacher or para cover all IEP hours. Supportive instruction and consultative models are provided.
- Each campus has an ELL coordinator and teacher. WIDA is used for screening. ACCESS data is also used to identify students who need support.
- EL Student Recruitment – In the classroom, there are teachers who are native in the target language. Recruitment efforts started as a DEI initiative. Students from South DeKalb and Clarkston were recruited through expanded geographic areas (specifically in kindergarten). For GLOBE families, many languages outside of the target languages are spoken at home. The example provided was Amharic.

Review Committee’s Comments or Concerns:

- Request the most recent disproportionality data.
- Clarify and revisit the question on EL student recruitment in the initial memo. Cite statement from petition. The response to this question was not sufficient.
- Follow-Up Question - How do you ensure that families whose home language is not one of the 3 targeted languages have equal opportunity to attend and succeed at GLOBE?
- In the initial memo, probe on the SEL impacts of the pandemic.

Financial Performance/Plan	Standard	Rating
----------------------------	----------	--------

<p>Clarifying Questions:</p> <ol style="list-style-type: none"> 1. The petition boasts The GLOBE’s generous fund balance. How is The GLOBE going to use surplus funds to invest in academic programming and facilities enhancements as indicated in the petition? P. 33 2. Strong and easy to understand policy and procedures help a charter school maintain compliance and mitigate risks. Page 124 commences with SAFETY procedures. Will GLOBE Academy allocate additional resources for campus safety in its strategic plan? 3. Describe any changes the Governing Board has made in the allocation of resources or cash reserves for core academic needs as a result of the pandemic. P. 15 	<p>The financial and facilities plans, including the proposed budget, are thoroughly developed and aligned with the proposed school’s mission and education program. The budget is balanced and conservative; reflects all necessary outlays, including any unique programs described in the academic plan; ensures adequate levels on cash on hand, including cash reserves and/or contingencies for unexpected shortfalls; and contains no accounting errors. The revenue projections are realistic and sufficient to meet school expenditures. Both the finance and facilities plans are realistic and informed by accurate assessment, including key funding opportunities and facilities availability.</p>	<table border="1"> <tr> <td data-bbox="1227 191 1409 405">Meets the Standard</td> </tr> <tr> <td data-bbox="1227 405 1409 619">Partially Meets the Standard</td> </tr> <tr> <td data-bbox="1227 619 1409 833">Below the Standard</td> </tr> <tr> <td data-bbox="1227 833 1409 1035">Far Below the Standard</td> </tr> </table>	Meets the Standard	Partially Meets the Standard	Below the Standard	Far Below the Standard
Meets the Standard						
Partially Meets the Standard						
Below the Standard						
Far Below the Standard						
<p>Responses from Governing Board:</p> <ul style="list-style-type: none"> - GLOBE has been saving to be able to acquire or improve the lower campus. The school is currently undergoing a process to determine what to do with the lower campus. The school is trying to decide whether to invest in major repairs or to purchase the facility. - The school is considering using some of the fund balance for transportation. Transportation would help the school achieve student demographics that more closely align to the District. - The Governing Board shared that the school would like to partner with DCSD to negotiate a purchase of the lower campus facility. Purchase would allow the fourth and fifth graders to come down to the lower campus. The school would like to increase to 6 sixth grade classes. Expansion of the lower campus would allow this expansion. - Building in more health and safety procedures is part of the strategic plan. Better ventilation and an improved HVAC are needed. The school wants to partner with the District on purchasing the building in order to improve it. The school has a resource officer on staff. - The DLI model is served best in-person. Analysis was conducted in Fall 2021 to determine how students fared during the pandemic. Learning loss was less than national averages based on MAP scores. The next strategic plan will focus on addressing student disparities. A curriculum coach has been hired. Administrative investments are to make sure that students and teacher have the support they need in the classroom. Facilities investment in the future are alongside investments in core instruction. <p>Review Committee’s Comments or Concerns:</p> <ul style="list-style-type: none"> - The committee had no concerns or additional clarifying questions about the school’s financial plan. Performance metrics will be discussed in the final recommendation. 						

Organizational Performance/Plan	Standard	Rating
<p>Clarifying Questions:</p> <ol style="list-style-type: none"> 1. How does the GLOBE plan to expand the role of the Executive Director? P. 34 2. Is the GLOBE currently fully staffed for SY 22-23? What is the Governing Board’s strategy to increase staff retention and development? 3. For what will the purchased properties adjacent to or near the Briarcliff Road Campus be used? P. 36 4. What is GLOBE’s vision for its “forever home” for the school? P. 21 	<p>The organizational plan aligns with and supports the school’s mission and educational philosophy, is designed to support the school’s goals and academic achievement expectations, and is accurately reflected in the budget. The staffing and recruitment plan provides sufficient academic, non-academic, and mission-critical staff to cover all of the courses and programs described in the Academic Plan. The Board has all areas of knowledge and expertise necessary to operate a successful charter school, and the school leader(s) have or will have the expertise and resources to fulfill the school’s mission and goals.</p>	Meets the Standard
		Partially Meets the Standard
		Below the Standard
		Far Below the Standard
<p>Responses from Governing Board:</p> <ul style="list-style-type: none"> - Expansion of the Executive Director Role – GLOBE is an established school that serves over 1000 students. The ED role needs to focus less on day-to-day operations and more on long-term strategic goals. - GLOBE is fully-staffed and provided a raise this year to teaching staff. - The school has flexibility in staffing. Effective partnerships with home countries are supported by DOE. GLOBE participates in a sister school program. The school has classroom-level partnerships. Handshake and partnerships with GSU and Spelman assist with recruitment. - Three (3) New Purchased Properties – A company has been hired to help with master facilities planning. The new properties could be used as swing space if modular units are added. Stakeholders would be engaged in the process of determining needs. <p>Review Committee’s Comments or Concerns:</p> <ul style="list-style-type: none"> - The review committee had no concerns or additional clarifying questions about the school’s operational plan. 		

Performance Task	Standard	Rating
<p>Governing Board Performance Task: In reviewing The Globe’s most recent academic performance data, you identify several concerning trends in the data set which need to be addressed (specifically in the data for the following student subgroups—</p>	<p>The Board demonstrates the capacity to confront potential pitfalls in opening and/or</p>	Meets the Standard

<p>Black males, Hispanic males, students with disabilities, and/or multi-lingual learners).</p> <p>Questions:</p> <ol style="list-style-type: none"> Discuss the Governing Board’s process for identifying potential causes for these trends. Identify specific board members with primary responsibilities in this scenario. Propose potential solutions and next steps. What policies and/or procedures influenced your decision-making process? 	<p>operating a school by identifying the root causes of plausible challenges and solutions to those challenges.</p>	<p>Partially Meets the Standard</p>
		<p>Below the Standard</p>
		<p>Far Below the Standard</p>

Responses from Governing Board:

- Is there an opportunity to compare the data to a baseline? Has there been any progress?
- The reports are similar to what is shared during Academic Committee meetings but in a different format. It is important to drill down to classrooms and student groups. The data is in alignment with previous discussions to ensure that the gifted population is served and not reflecting any unconscious bias(es). Big picture data is discussed in the Academics Committee with teachers. The Board hears from the teachers/people working directly with students. Teacher voice is important. The report without teacher voice feels incomplete. The Academics Chair would have conversations with the teachers and bring recommendations back to the full Board.
- The findings from the data would be translated into teacher development opportunities. One-third of disparities can be attributed to factors inside school. Two-thirds of disparities can be attributed to factors outside the school.
- The Governing Board reviews data in two-way conversations throughout the year (quarterly). Are the data/root causes reviewed by student subgroups? The Governing Board looks at STAMP, MAP, and discipline data by student subgroups.
- Board Member w. Key Responsibilities – strategic planning chair (lift up DEI priorities, create quantitative goals for subgroups); DEI committee chair; and academics chair
- Solutions/Next Steps – Determine baseline. Conduct a retroactive risk investigation of data. What are the trends? Delve into historical data. Where are there drop-offs (fourth and fifth grade Black students)? Highlight priorities for new staff coming on-board. Identify systems to support students with being more engaged in course work. PD is a priority in the strategic plan. Look at reading and writing workshop models. Summer Camps – Address summer learning loss. Aftercare program is on a sliding scale to make it accessible. Conduct a listening tour with parents as the school transitions back to in-person learning. How can the school mitigate external influences. Create opportunities for families to feel comfortable to share thoughts on results and ideas on how to improve. How can the school’s parent organizations be involved? Open communications between teachers and parents. Parents may not know that their child is struggling. Promote what is already happening with staff to build community. If students are stressed, they don’t learn as well. Ensure parents and students know how to access services.
- Building Community Partnership – Identify partners who tutor in math.
- Policies/Procedures – The Governing Board reviews data regularly. Teacher and staff input is presented at the Board meetings so that it is accessible to the community. The Governing Board considers teacher and administrative bias. Ensure that texts are culturally-responsive.

Review Committee’s Comments or Concerns:

- The Governing Board is high-functioning and collaborative. Multiple members of the Governing Board (including the Board Chair and Academic Committee Chair) demonstrated strong instructional backgrounds and knowledge of the DLI model.

- The Governing Board identified similar key findings in the presentation of data to those identified by the DCSD Research/Data/Evaluation team though the data was presented in a format different from how they typically review data.