



## Charter School Renewal Final Petition Evaluation Rubric

School Name: The GLOBE Academy

Date: August 26, 2022

The Petition Review Committee will use the following criteria to rate the petition. 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. In addition to meeting the criteria that are specific to that section, each part of the petition should align with the overall mission and vision, educational program, and organizational and financial performance/plans.

	Evidence of Standard	Rating
<b>Community Support &amp; Need</b>	<ul style="list-style-type: none"> <li>• The petitioner demonstrates a deep, realistic, and authentic understanding of the “who” (targeted population), the “how” (education model), and the “why” (educational philosophy).</li> <li>• The petitioner describes how members of the community have been involved in the design and will continue to be involved in the implementation of the school.</li> <li>• The community engagement to date and plan for moving forward incorporate diverse stakeholders, touchpoints, and tactics, which are well-suited to reach the school’s target population.</li> <li>• The petitioner understands the unique characteristics of DeKalb County’s educational landscape and is aware of its communities’ needs, assets, and strengths.</li> <li>• The petitioner demonstrates an understanding of the economic, political, historical, and social contexts of the community it seeks to serve.</li> <li>• The petitioner demonstrates that the school will continue to have the necessary community support to carry out its proposed program, especially with regard to building and sustaining community partnerships.</li> </ul>	<b>Meets the Standard</b>
		Partially Meets the Standard
		Below the Standard
		Far Below the Standard

<p>Review Committee’s Comments or Concerns:</p> <ul style="list-style-type: none"> <li>- The petition includes Globe’s DEI strategic priorities as outlined in its current strategic plan. The governance board acknowledges 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 charter term.</li> <li>- The following focus areas are drawn from the strategic plan: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. If any recommendation exists for monitoring, it would be a focus on the implementation of this portion of the strategic plan.</li> <li>- Student Recruitment – How does the school ensure equitable access to families for whom their home language is outside of GLOBE’s three target languages?</li> <li>- Has the school considered providing transportation in the next charter term?</li> </ul>		
<b>School Governance</b>	<b>Evidence of Standard</b>	<b>Rating</b>
	<ul style="list-style-type: none"> <li>• The Board collectively has the capacity to implement all aspects of the education program and is, therefore, able to meet the needs of the target student population and those not in the target population but likely to enroll.</li> <li>• The governance structure creates a forum for parent, teacher, and community input and the strategies for communicating Board priorities and decisions include all stakeholders.</li> <li>• The Board clearly articulates both its policies and a decision-making process for determining when and how to adjust its plans based on feedback.</li> <li>• Governing Board reflects the sociodemographic diversity of the community served by the charter school.</li> </ul>	<b>Meets the Standard</b>
		Partially Meets the Standard
		Below the Standard
Far Below the Standard		
<p>Review Committee’s Comments or Concerns:</p> <ul style="list-style-type: none"> <li>- The governing board works together with the administration to ensure student success and academic achievement.</li> <li>- The governing board is high-functioning, knowledgeable and collaborative.</li> <li>- Multiple members of the governance boarding are strong in instructional best practices and have extensive knowledge of the DLI model.</li> </ul>		
<b>Academic Performance/ Plan</b>	<b>Evidence of Standard</b>	<b>Rating</b>
	<ul style="list-style-type: none"> <li>• The petitioner addresses student subgroups individually, recognizing and planning for the diverse needs of diverse students.</li> <li>• The application describes mechanisms and/or strategies that ensure equitable access to the curriculum for all students, including students with disabilities (SWDs) and English Language Learners (ELLs).</li> <li>• Embedded in the instructional methods and resources are concrete strategies and materials to support SWDs, ELLs, and academically struggling students.</li> <li>• The petition describes a student behavior management system that is likely to result in a low rate of out-of-school suspensions and expulsions, is not overly punitive, and distinguishes between outcomes that are automatic versus those that are discretionary.</li> </ul>	<b>Meets the Standard</b>
		Partially Meets the Standard
		Below the Standard
Far Below the Standard		

	<ul style="list-style-type: none"> <li>• The petitioner has planned for all contingencies, including different rates of SWDs, ELLs, and academically struggling students, different disabilities, different levels of need, and how the school will adjust its programs and processes accordingly.</li> <li>• Vision for school culture or ethos that will promote high expectations, a positive academic environment and intellectual and social development for all students, including those with special needs, English Language Learners, and students who struggle academically.</li> <li>• The Board has demonstrated understanding of federal, state, and local laws, regulations, and policies to appropriately identify, serve, and report data for all subgroups of students.</li> </ul>	
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Review Committee’s Comments or Concerns:

- The GLOBE Academy has demonstrated a strong academic performance and has continuously exhibited a CCRPI score that exceeds that of DCSD and the state of Georgia. Academic data is shared often with all stakeholders and GLOBE states that its priority is to support students successfully develop literacy skills in both languages regardless of ability in the K-2 years. However, it is a concern of the petition review committee that the DLI model in the early grades does not give enough support in Reading and Language Arts especially for students with disabilities or equitable access for English learners and services for English learners.
- The petition references an assessment for English learners that is no longer used as a screener. All schools should be using WIDA.

	Evidence of Standard	Rating
<p align="center"><b>Financial Performance/ Plan</b></p>	<ul style="list-style-type: none"> <li>• The budget is balanced, error free, and based on realistic expectations for income and expenditures.</li> </ul>	<p align="center"><b>Meets the Standard</b></p>
	<ul style="list-style-type: none"> <li>• The financial plan demonstrates a clear understanding of the statutory funding formula, private funding opportunities, and all applicable federal funds.</li> </ul>	<p align="center">Partially Meets the Standard</p>
	<ul style="list-style-type: none"> <li>• The budget reflects all necessary outlays outlined in the Academic Plan, including personnel, technological resources, facilities, curricular resources, and mission-specific expenditures.</li> </ul>	<p align="center">Below the Standard</p>
	<ul style="list-style-type: none"> <li>• If the budget includes substantial private fundraising revenue, the application details a strong fundraising plan and the Board includes a member or advisor with significant fundraising expertise.</li> <li>• The identified facility will meet the needs of the education program, and there are effective measures to ensure the health and safety of students.</li> <li>• The facilities financing plan is based on realistic market expectations and includes contingencies in the case that the preferred financing method is unavailable.</li> <li>• The applicant has established protocols to ensure strong financial performance, compliance with generally accepted accounting principles (GAAP) and major federal fund requirements.</li> <li>• Financial policies are comprehensive and likely to prevent fraud, including clear job responsibilities of the staff and board members who direct or execute financial transactions; strong financial and accounting procedures and internal controls; clear, robust policies for managing actual or perceived conflicts of interest; direct Board oversight of procurement contracts;</li> </ul>	<p align="center">Far Below the Standard</p>

	and in-depth reviews of budgets, actuals, forecasts, and external financial audits.	
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Review Committee’s Comments or Concerns:

- The GLOBE’s financial performance meets all standards. The school has a thoroughly developed financial plan that is aligned with the school’s mission and program.
- The budget is balanced and based upon realistic expectations for income and expenditures.

	Evidence of Standard	Rating
Organizational Performance/ Plan	<ul style="list-style-type: none"> <li>• The Board has, collectively, expert professional knowledge and requisite skills in all areas needed to open a successful public charter school, including organizational, financial, legal, real estate/facilities, start-up, and other operational capabilities along with extensive, recent, and relevant teaching/school leadership experience with a population similar to that the school plans to serve. Experience with ELLs, SWDs, and/or economically-disadvantaged students is evident.</li> </ul>	Meets the Standard
	<ul style="list-style-type: none"> <li>• The Board has identified the school leader(s) or the skills and experiences necessary for the leaders who will operate the school.</li> </ul>	Partially Meets the Standard
	<ul style="list-style-type: none"> <li>• The applicant has a thorough and accurate plan for how the school will meet its expected growth trajectory.</li> </ul>	Below the Standard
	<ul style="list-style-type: none"> <li>• Staff recruitment and retention plans are likely to attract and retain the quality and specific expertise needed to support the school’s academic program.</li> <li>• The PD plan is broad, covering all necessary areas to prepare teachers to fulfill the school’s goal, including offering consistently high-quality instruction, as well as flexible enough to respond to teacher/PD needs as they develop throughout the school year.</li> <li>• The PD plan specifically addresses any supports the student population may require.</li> <li>• The charter school’s faculty, staff, and students reflect the sociodemographic diversity of the community served by the school.</li> </ul>	Far Below the Standard

Review Committee’s Comments or Concerns:

- The school is organized with an Executive Director (ED) who reports to the governing board. Reporting to the ED is the Administrative Team, including the CFO, Director of Operations, Business Manager, Registrar, Admissions Director, Receptionists, and Leadership Team.
- The Leadership Team is made up of the Heads of School, for each campus, the Assistant Heads of School for each campus, a Language Specialist, Data Coaches for each campus, and Curriculum Coordinators for each campus. GLOBE has flexibility in staffing and encourages shared leadership and provides ongoing opportunity for growth.
- On each campus, a faculty of international lead teachers and teaching assistants provide instruction to students within the DLI model.

	Evidence of Standard	Rating
Minimum Requirements	<ul style="list-style-type: none"> <li>• Applicant met all submission deadlines and requirements.</li> <li>• The essential elements of the mission, philosophy, and school program are infused in each element of the application.</li> </ul>	Meets the Standard

	<ul style="list-style-type: none"> <li>Petitioner presented evidence to support the program design and sufficiently responded to clarifying questions and/or evidence that challenged or refuted elements of the proposed program.</li> <li>Petition includes specific examples of waivers or flexibility needed to accomplish the school's goals.</li> </ul>	Partially Meets Standard
		Below the Standard
		Far Below the Standard
Review Committee's Comments or Concerns: <ul style="list-style-type: none"> <li>The GLOBE Academy met submission deadlines and sufficiently responded to all clarifying questions and/or evidence that challenged the proposed program.</li> </ul>		

**Overall Assessment/Final Evaluation**

	<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Below the Standard</b>	<b>Far Below the Standard</b>
Written Petition Evaluation	<b>X</b>			
Governing Board Capacity Interview Evaluation	<b>X</b>			
<b>Final Evaluation</b>	<b>X</b>			

**Meets the Standard** - The petition may be recommended for approval without any further action on the part of the applicant.

**Partially Meets Standard** - Additional supplemental information and/or clarification is required before a recommendation to approve or deny the charter can be made to the DeKalb Board of Education (DBOE).

**Below the Standard** - The petition requires substantial and material revisions before a recommendation to approve or deny the charter can be made.

**Far Below Standard** - Petition is irreparably flawed and will be recommended for denial.