



## Charter School Renewal Final Petition Evaluation Rubric

School Name: Leadership Preparatory 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

Review Committee's Comments or Concerns:		
<ul style="list-style-type: none"> <li>- The petitioner's response to the initial memo states that over the next charter term, the facility plan includes the relocation of Leadership Preparatory Academy (LPA) to a facility which can or will accommodate its continued growth. A new facility will allow the administration and teachers to adequately serve diverse stakeholders in DeKalb County who may not wish to partner with a school that is in an existing church building.</li> <li>- In its response to the initial memo, the petitioner indicated that it does not currently have a capital fundraising campaign.</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		
Review Committee's Comments or Concerns:		
<ul style="list-style-type: none"> <li>- Governing board members collectively have the capacity to oversee the programming of Leadership Preparatory Academy.</li> <li>- The governing board should remain committed to the development of each member and increase opportunities for committee participation. Per the petitioner, the Finance Committee meets twice a year. Specialized board committees that meet at least bimonthly are recommended.</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> <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</li> </ul>	<b>Meets the Standard</b>
		Partially Meets the Standard
		Below the Standard
Far Below the Standard		

	<p>and social development for all students, including those with special needs, English Language Learners, and students who struggle academically.</p> <ul style="list-style-type: none"> <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 petition states that LPA intentionally reduced its school size and capacity at the start of its current charter term to ensure a clear and sustainable future. Prior to the decision to restrict growth, the trajectory of LPA’s student population growth would have strained school staff, space, and resources. Once LPA restructures it’s administrative organization and improves staffing, it is recommended that LPA consider incrementally move toward the enrollment projected in the charter petition.
- Regular instructional focus walks by DCSD are recommended for the first year of the new charter term considering the school’s current performance on the GMAS. While the Leadership Framework has been aligned with the GSE ELA standards, during classroom observations the petition review committee did not observe evidence of implementation of that alignment in the curriculum or with other course standards. Regular instructional focus walks would allow monitoring of this alignment.

	Evidence of Standard	Rating
<p><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><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>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>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; and in-depth reviews of budgets, actuals, forecasts, and external financial audits.</li> </ul>	<p>Far Below the Standard</p>

Review Committee’s Comments or Concerns:

- Leadership Preparatory Academy’s financial performance meets all standards.
- The school has a thoroughly developed financial plan that is aligned with the school’s mission and program. Leadership Preparatory Academy has over six months of unrestricted days cash in financial reserves.
- 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> <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> </ul>	Below the Standard
	<ul style="list-style-type: none"> <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 LPA governing board explained that it implements a Chief Executive Officer, Chief Academic Officer, and Chief Financial Officer structure to ensure the school administration addresses all academic, financial, and operational needs to exceed legal, contractual, and performance expectations. The CAO serves as the lead for the school’s academic and learning support operations for all students.
- The resume for a CFO was included in the petition and the Governing Board stated in the Governing Board Capacity Interview that this individual meets the legal and contractual requirements for a charter school CFO.
- The organizational chart submitted with the response to the initial memo divided the duties of the CEO and the CAO to ensure that the CAO was solely focused on student academic performance . However, a lack of staffing especially in classified and executive positions has not allowed the CAO to function solely in this role. According to the response to the initial memo, the CEO position remains vacant as the school is examining the tasks and functions of each position.
- The petition review committee recommends that the Governing Board assess the need for additional executive administrative support, ensuring that the CAO’s position is primarily focused on student and teacher performance.

Minimum Requirements	Evidence of Standard	Rating
	<ul style="list-style-type: none"> <li>• Applicant met all submission deadlines and requirements.</li> </ul>	

	<ul style="list-style-type: none"> <li>The essential elements of the mission, philosophy, and school program are infused in each element of the application.</li> <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>	<b>Meets the Standard</b>
		Partially Meets Standard
		Below the Standard
		Far Below the Standard
<p>Review Committee's Comments or Concerns:</p> <ul style="list-style-type: none"> <li>The petitioner met all submission deadlines and requirements.</li> <li>The petitioner presented evidence to support the program design and responded sufficiently to the clarifying questions.</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	X			
Governing Board Capacity Interview Evaluation		X		
<b>Final Evaluation</b>	X			

**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.