



**Charter School Final Petition Evaluation Rubric
DeKalb PATH Academy**

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 |
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| 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 founding 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 |
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| Community Support & Need | <ul style="list-style-type: none"> - The petitioner demonstrates a deep, realistic, and authentic understanding of the “who” (targeted population), the “how” (education model), and the “why” (educational philosophy). | Meets the Standard |
| | <ul style="list-style-type: none"> - 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. | Partially Meets the Standard |
| | <ul style="list-style-type: none"> - 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. - The petitioner understands the unique characteristics of DeKalb County’s educational landscape and is aware of its communities’ needs, assets, and strengths. | Below the Standard |

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| | <ul style="list-style-type: none"> - The petitioner demonstrates an understanding of the economic, political, historical, and social contexts of the community it seeks to serve. - 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. | Far Below the Standard |
| <p>Review Committee’s Comments or Concerns:</p> <ul style="list-style-type: none"> - The petitioner presents a compelling case for the unmet need in the DeKalb County School District that DeKalb PATH Academy meets. The school administration and educators have an understanding of the unique characteristics of DeKalb County’s educational landscape. - The Governing Board, staff, and stakeholders demonstrate a deep, realistic, or authentic understanding of the targeted population. The petitioner demonstrates an understanding of the economic, political, historical, and social contexts of the community it seeks to serve. - An awareness of the community's needs, assets, and strengths is evident in the final revised petition. - Focus groups indicated involvement of DeKalb community members, organizations, families, and community partnerships to support the mission and vision of DeKalb PATH Academy. | | |
| School Governance | Evidence of Standard | Rating |
| | <ul style="list-style-type: none"> - 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. | Meets the Standard |
| | <ul style="list-style-type: none"> - The governance structure creates a forum for parent, teacher, and community input and the strategies for communicating Board priorities and decisions include all stakeholders. | Partially Meets the Standard |
| | <ul style="list-style-type: none"> - The Board clearly articulates both its policies and a decision-making process for determining when and how to adjust its plans based on feedback. | Below the Standard |
| <ul style="list-style-type: none"> - The Founding Board reflects the sociodemographic diversity of the community served by the charter school. | Far Below the Standard | |
| <p>Review Committee’s Comments or Concerns:</p> <ul style="list-style-type: none"> - The Governing Board members have a broad and varied knowledge base. The Governing Board reflects the sociodemographic diversity of the DeKalb PATH community. However, it is unclear what role(s), if any, Board members played in the petition development process. - Although DeKalb PATH Academy has been an established charter school for over 20 years, concerns were raised that the petition indicates that Governing Board committees were reestablished only recently. - During the most recent charter term, the Governing Board has been non-compliant regarding aspects of Standard 15 - Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards. The Petition Review Committee recommends a corrective action plan to address persistent non-compliance with Georgia’s Open Meetings/Records requirements. | | |

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| <ul style="list-style-type: none"> - The Governing Board demonstrates the capacity to implement most aspects of the education program or to meet the needs of the target student population. | | |
| Academic Performance/ Plan | Evidence of Standard | Rating |
| | <ul style="list-style-type: none"> - The petitioner addresses student subgroups individually, recognizing and planning for the diverse needs of diverse students. - 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). | Meets the Standard |
| | <ul style="list-style-type: none"> - Embedded in the instructional methods and resources are concrete strategies and materials to support SWDs, ELLs, and academically struggling students. - 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. | Partially Meets the Standard |
| | <ul style="list-style-type: none"> - 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. | Below the Standard |
| | <ul style="list-style-type: none"> - 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. - 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. | Far Below the Standard |
| <p>Review Committee’s Comments or Concerns:</p> <ul style="list-style-type: none"> – As stated in the petition, PATH did not “meet” targets for either of the data reporting years in either Measure 2 or Measure 3 in the current charter term; however, PATH demonstrated significant progress on Measure 2 and met in Middle school for Measure 3. – The petitioner addresses student subgroups and plans for the diverse needs of its students. – The Petition Review Committee raised concerns about the need for a defined curriculum for ELLs at DeKalb PATH Academy. – DeKalb PATH Academy uses restorative practices to build and maintain positive, healthy relationships, and resolve conflict. | | |
| Financial Performance/ | Evidence of Standard | Rating |

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| Plan | <ul style="list-style-type: none"> - The budget is balanced, error free, and based on realistic expectations for income and expenditures. - The financial plan demonstrates a clear understanding of the statutory funding formula, private funding opportunities, and all applicable federal funds. - The budget reflects all necessary outlays outlined in the Academic Plan, including personnel, technological resources, facilities, curricular resources, and mission-specific expenditures. - 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. - The identified facility will meet the needs of the education program, and there are effective measures to ensure the health and safety of students. - The facilities financing plan is based on realistic market expectations and includes contingencies in the case that the preferred financing method is unavailable. - The applicant has established protocols to ensure strong financial performance, compliance with generally accepted accounting principles (GAAP) and major federal fund requirements. - 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. | Meets the Standard |
| | | 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"> - The budget is based on realistic expectations for income and expenditures and reflect all needs outlined in the Academic Plan, including personnel, technological resources, facilities, curricular resources, and mission specific expenditures. - A contingency budget to address other options for building space/locations was requested as part of the initial clarification memorandum. - Financial policies/protocols are comprehensive. - DeKalb PATH has adequate levels of cash on hand, including cash reserves and/or contingencies for unexpected shortfalls. | | |
| Organizational Performance/ Plan | Evidence of Standard | Rating |
| | <ul style="list-style-type: none"> - 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 | Meets the Standard |

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| | <p>similar to that the school plans to serve. Experience with ELLs, SWDs, and/or economically-disadvantaged students is evident.</p> <ul style="list-style-type: none"> - The Board has identified the school leader(s) or the skills and experiences necessary for the leaders who will operate the school. - The applicant has a thorough and accurate plan for how the school will meet its expected growth trajectory. - Staff recruitment and retention plans are likely to attract and retain the quality and specific expertise needed to support the school’s academic program. - 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. - The PD plan specifically addresses any supports the student population may require. - The charter school’s faculty, staff, and students reflect the sociodemographic diversity of the community served by the school. | 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"> - PATH’s current leaser has offered the school a two-year lease extension. The Governing Board’s plan to secure a new lease or facility is unclear. The Petition Review Committee expressed concerns about the lack of a plan to navigate this uncertainty. - The professional development plan sufficiently addresses support for special student populations. | | |
| Minimum Requirements | Evidence of Standard | Rating |
| | <ul style="list-style-type: none"> - Applicant met all submission deadlines and requirements. | Meets the Standard |
| | <ul style="list-style-type: none"> - The essential elements of the mission, philosophy, and school program are infused in each element of the application. | Partially Meets Standard |
| | <ul style="list-style-type: none"> - 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. - Petition includes specific examples of waivers or flexibility needed to accomplish the school’s goals. | Below the Standard |
| <p>Review Committee’s Comments or Concerns:</p> <ul style="list-style-type: none"> - The petitioner met all submission deadlines and requirements. - The petition includes specific examples of waivers or flexibility needed to accomplish the school’s goals. | | |

Overall Assessment/Final Evaluation

| | Meets the Standard | Partially Meets the Standard | Below the Standard | Far Below the Standard |
|---|---------------------------|-------------------------------------|---------------------------|-------------------------------|
| Written Petition Evaluation | | X | | |
| Governing Board Capacity Interview Evaluation | | X | | |
| Final Evaluation | | 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.