



SY1718 Charter Renewal Cycle Final Evaluation Rubric
The GLOBE Academy – October 4, 2017

Petition Evaluation Score	31 / 40 possible points (Inter-Rater Reliability)
Governance Board Interview Score	30.5 / 40 possible points (Average of Interview Panel Rating)
Combined Total Score	61.5 / 80 possible points

Final Score

60+ Points = Committee Recommends Approval

20-59 Points=Committee Does Not Recommend Approval

PETITION EVALUATION RUBRIC

The final rating earned is color-coded in yellow.

Weighted Categories	DCSD Charter Petition Standards	Exceeds the Standard	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
1. Executive Summary & Background Information	- Petitioner has a deep, realistic, and authentic understanding of the targeted community. - Community Support is strong. - Innovation and concept will produce high quality educational outcomes for DCSD students. - Petitioner understands the role, mission, and values of the District and will actively collaborate with DCSD to serve students.	4 points	3 points	2 points	0 points
Comments: The innovation of a three-track dual language immersion program is unique to The GLOBE Academy is not currently offered amongst the DCSD portfolio of schools, thus a unique school choice for families within the district. While the Governing Board continues to collect trend data on the 80/20 immersion model in comparison to the 50/50 immersion model to determine effectiveness of the language proficiency model, students continue to excel academically in the core content areas as measured by the Georgia Milestone. The petition includes a diversity plan to expand its student diversity to increase the number of Free and Reduced Lunch applicants through a weighted lottery. However, the disparity between the District and the charter school related to educationally disadvantaged students is of serious concern to the committee.					
2. Academic Objectives & Plans	- The data and responses provided indicate that the school will be able to anticipate and adjust its operations to changing academic expectations and/or capitalize on new academic opportunities over the term of the contract. - The curriculum and instructional methods will result in outstanding student outcomes for the targeted community. - The school's academic plans are aligned to the student population. - All students can receive an exemplary education.	10 points	8 points	5 points	0 points

Comments: The initial petition provided conclusive information regarding the academics of the school, which included research based reasoning for dual language immersion, language proficiency measures, and the annual CCRPI and Milestone scores. During the Governing Board interview the committee learned that the school continues to monitor the direct impact of dual language immersion on core content academics using the third-grade cohort as the baseline based on the change to the language delivery model to 50/50 immersion.					
3. Organizational Objectives & Plans (Governance Structures, Contracts & Partnerships)	- Organizational plans are realistic and highly effective, and will result in a healthy, sustainable public school. - The Governing Board has ultimate decision-making authority in: - Personnel Decisions - Financial Decisions - Curriculum & Instruction - Resource Allocation - School Improvement Goals - Operations - The Governing Board structure promotes community involvement and transparent operations. - The Governing Board is demographically and professionally diverse with backgrounds in business, education, and organizational excellence. - The Bylaws are firmly drafted and support the organizational and governance goals of the school.	10 points	8 points	5 points	0 points
Comments: The Governing Board is intentional on recruiting new members that bring needed skillsets. The current Governing Board is comprised of majority parents and represents a vast array of expertise. While the Governing Board is functional, the committee has highly recommended that they adopt or create a decision-making process to guide decisions within their areas of authority.					
4. Financial Objectives & Plans	- The Financial plan ensures that the charter will be able to fully implement the academic and organizational plan. - The financial plans and processes are realistic, transparent, and highly effective, and will result in a healthy, sustainable public school.	10 points	8 points	5 points	0 points

	• The school's financial plans are aligned to the student population. • The charter school structures and processes will ensure compliance to federal accountability requirements including requirements for the monitoring of the use of federal funds				
Comments: There are no concerns with the school finances. However, if renewed, the school will need either a new facility to house the growth of the student population in one facility, or expand the current two locations by acquiring additional modulars, or other perspective space.					
5. Compliance Items (Student Admissions, Facilities, Student Discipline, Personnel, Transportation, School Nutrition, Insurance, & Legal)	• The charter school processes will ensure a safe, effective, learning environment. • The charter school processes will ensure a safe, effective, legally compliant working environment. • The charter school structures and processes will ensure compliance to federal accountability requirements and applicable laws, rules, policies, and guidelines to include legal counsel and insurance requirements. • The petitioner has clear and legally compliant enrollment priorities and admissions processes that are not discriminatory. • Student discipline processes will result in successful remediation of behaviors that may interfere with student achievement. • A transportation plan is realistic and will ensure access. • The food services plan is realistic and compliant to health and safety standards.	4 points	3 points	2 points	0 points
Comments: The petition outlines the above listed items and are compliant. The school does not offer transportation.					
6. Petition Minimum Requirements	• Petition formatting requirements were followed. • Letter of Assurance is evident and signed in blue ink. • All components of the petition are complete	2 points	1.5 points	1 point	0 points

Comments:

All components of both the initial application and revised applications were complete.

Governing Board Capacity Interview Rubric
The final rating earned is color-coded in yellow.

Weighted Categories and Possible Topics	DCSD Governance Standard	Exceeds the Standard	Meets the Standard	Partially Meets Standard	Does Not Meet Standard
1. Executive Summary: - Why did you initially apply to be a charter school? - Why are you applying to renew your charter? - Based on your enrollment trends throughout your charter, has your enrollment increased? Waitlist? In what ways will you ensure you meet enrollment expectations? - How are the school innovations still relevant and increasing achievement for the students in which you serve?	Answers indicate an authentic and realistic rationale for opening a charter and continuing a charter	4 points	3 points	2 points	0 point
Comments: The petitioning school's instructional model includes the innovations of dual-language immersion and constructivism, which is unique to DCSD because they offer three different language tracks. Based on the enrollment policy of the school, students are admitted in grades K, 1, and 6. Currently, each grade maintains a waiting list of over 60 students which indicates community support for the innovations. Due to turnover at both the governing and administrative levels, the innovations have not been consistently implemented. The school has increased grade level cohort size from four (4) classes each grade level to six (6) classes each grade level. The levels of immersion fluctuated from 80/20 to 50/50. Consequently, the SY16/17 was the first time that the 50/50 dual immersion cohort growth was able to be measured accurately. This inconsistent implementation impacted the ability of the governance board to exceed the standard for articulating a realistic rationale for continuing the innovations.					
2. Relationship with Authorizer: - What is your view of the state's requirement that charter schools be under the control and management of the local board of education? - Why do you want to continue a partnership with DCSD? - What challenges have you experienced between our organizations? How were they rectified?	Answers indicate an understanding that DCSD will authorize exemplary charter schools and enforce clear expectations	2 points	1.5 points	1 points	0 points

• What has been the most important service or support that DCSD could offer to your charter school? How do you see this evolving within the next 5 years?					
Comments: The governing board demonstrated an in-depth awareness of the various supports that the District offers to the petitioning school and an aligned understanding of the role of the District in both setting standards and enforcing expectations.					
3. Governing Board: • Discuss the board membership transitions? Are the founding members the existing board, etc.? • What expertise do each of you bring to the board that is integral in the school meeting academic, organizational, and financial goals within the next charter term? • What have been the major organizational challenges for the board so far and how have those challenges been addressed? • What training have you received thus far and what training will you need moving forward? • How does the organization plan to assess successful board governance? • Discuss any changes in school leadership. • How have you responded to the State requirement of socio-diversity on your Governing Board?	Answers indicate an understanding of governing board best practices such as board roles and functions, board development, and realistic expectations	8 points	6 points	4 points	0 points
Comments: The Governing Board had many challenges during Year One: financial, facility, operations and curriculum creation. They chose to address these openly and came to recognize that they needed to create a governance structure that was sustainable. Through the assistance of a consultant, the Governing Board has created a more sustainable structure that includes working groups which utilize committee structures. Perspective Governing Board members have the opportunity to first serve in the capacity of serving on a committee to understand the structure and function of the organization. New members are recruited after identifying the needed skillset for the organization which then informs a search for new members					

in both the parent body and in the wider community. However, while much improved over the early years, the Governing Board has not yet exceeded standards.					
4. Charter School Concept: - Briefly describe your charter concept. How did your concept originate? - What does your concept offer to students and their families that DCSD does not currently offer? - What does your concept offer to DCSD and the communities it serves? - Discuss the current term (previous 5 years) academic progress of the students, including the Beating the Odds Data, CCRPI, and comparison between the school and the district, and state. - How do you know your concept has worked? How do you measure your success? Daily? Quarterly? Yearly?	Answers indicate an understanding of the proposed academic concept(s) and data driven decision making	8 points	6 points	4 points	0 points
Comments: The GLOBE Academy concept requires deliberate planning in order to execute a three track, dual immersion model, with six classes per grade level. The Governing Board discussed the ways in which they had to change the model during the beginning years in order to have a sustainable staffing model. This, as well as facility and leadership changes, made it difficult for the board to determine the effectiveness or impact the dual-immersion model has on student achievement. Thus, the committee found that the governing board did not fully understand the implementation of their concept and are just now beginning to grasp the impact of the model on operations. Additionally, while the board was making changes to address the poor assumptions made in the original petition and the first years of operations, these decisions were not data driven as much as reactionary. The structural changes mentioned earlier are bringing new skill sets to the board which will improve performance in this area.					
5. Business Plan: Has your charter school been able to operate without debt on DCSD funding levels or has it required additional, outside resources? If so, how has your school acquired those additional resources? Will this be the same or different for the next charter term?	Answers indicate an understanding of the proposed business concept(s) and data driven decision making	8 points	6 points	4 points	0 points

• What are your most pressing concerns, financially speaking? • Describe your facility arrangement and backup plan, if any. Within the next five years will your current facility continue to serve your needs, or will you need to move? • What is the process for setting the charter school's annual budget? Who at the school is responsible for financial management? Will this stay the same or change for the next charter term? • When the board is presented with the budget for approval, how will board members know whether to approve it, deny it, or make changes to it?					
Comments: The school operates on the funding provided by the District, with 65 days of cash reserve. The Governing Board Development Committee manages the Annual Fund, which has raised approximately 240K. With the projected growth of the school, including the addition of 8th grade, and phasing in six (6) classes for each grade level, the school hopes to serve approximately 1,248 students. Based on the expansion, the Governing Board Facilities Committee has been working to determine a facility option for the school. The petition stated that the school would continue to search for a single facility to house all students. During the interview, however, the petitioners expanded on "Plan B" which includes remaining at the current location and adding modulars to accommodate student growth. The Committee is concerned that the governing board still lacks definitive direction and vision in the area of the business plan, similar to that noted in the School Concept section. Again, with the structural changes mentioned earlier, new skill sets will be brought to the board, but the current board does not yet meet standard.					
6. Organizational Operations: • What sorts of decisions will the governing board make and what sorts of decisions will be left to the school leader? • What do you see as the relationship between your board and the school's leadership? • What is the process for hiring and evaluating the charter school leader? What is the process for dismissing the charter school leader or teachers? • How will your school be organized in order to meet the federal, state and local requirements?	Answers indicate an understanding of organizational relationships and best practices	8 points	6 points	4 points	0 points

• How will the organization build an effective school culture? (For Charters hiring EMO) • Why did you decide to use an EMO in general and this EMO in particular? • What process did you follow to select your particular EMO? • Describe the relationship you will have with the EMO. What are the terms of your contract with the EMO? • What authorities do you plan to empower the EMO with? How will you monitor their use of your authority? • If the EMO does not meet your expectations, what are your alternatives? • Does the EMO understand your relationship with DCSD?					
Comments: The Governing Board understands the delineation between setting the vision as the Board, and the day to day implementation that is managed by the school leader. The Governing Board highlighted the collaboration and communication between the Board and the school leader as a strength. Within the Initial Memo, the petition must expound upon the way in which the school leader will be evaluated by the Governing Board. More experienced members, as would be expected, did take a larger role in answering these questions and shared the development of the board in its understanding of the proper role of the board. They have attended extensive governance trainings and are well on their way to consistent implementation of the best practices.					
7. Case Study (Choose one): 1. Academic: Your students with disabilities percentage is lower than that of the district. Assuming you're your population of students with disabilities mirrors more of the district population at 12%, what will you do?	Answers indicate an understanding of transparent processes and legal responsibilities	2 points	1.5 points	1 points	0 points

2. Academic: Upon the completion of the sixth and seventh year, you receive your Milestone and Beating the Odds data. The Governing Board learns that the school is underperforming in comparison to the region, district, and state. The staff and students are working hard, but it seems what worked the previous five years is no longer getting the results as before. How would the board handle this situation? 3. Governance: Assume that after the renewal, there are components of the school that have changed, such as the academic program, including structure of the school day. You begin to notice that several teachers are resigning and non-renewing their contracts based on these changes. They have even started a website detailing their various complaints and have attended one of your governing board meetings. Student academic performance is strong and parent satisfaction is high. How would you as a board handle this situation? 4. Financial: Your projected enrollment for the following school year, did not match the actual enrollment and 20-day headcount by 15%. Your budget now must be adjusted to match the actual number of students the school is serving. What will you do as a Governing Board? 5. Organizational: At the end of year five, your founding Principal steps down. This person was instrumental in the development of the charter, and implementation of the curriculum. You hold a rigorous search for a replacement Principal that understands your concept and innovation. You find a great fit, and hire a new Principal to					
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kick-off the sixth year. You finance professional development for the Principal to ensure that any knowledge gaps are filled about the concept, to ensure a smooth start of the school year. In December of the sixth year, the Principal does not return after Winter Break. How does the Governing Board handle this situation?					
Comments: The case study demonstrated the flow of communication between the Governing Board members and reliance on the expertise and guidance of the Treasurer based on the given situation. The team did eventually arrive at a course of action given the situation presented in the case study and the communication among members was positive and collaborative. Through this discussion, however, the Committee observed the need of a decision-making process for the Governing Board. It was evident that the Governing Board should adopt and implement such a process in order to have a definitive, consistent and comprehensive process to arrive at action plans. For example, the Governing Board commended themselves in a previous response on their usage of a committee structure to create solutions to be presented to the Governing Board as a whole. However, during this case study simulation, the Governing Board did not make mention of taking the given issue to a committee to further investigate. While there was an obvious awareness of their self-acknowledged best practice, there was no decision-making discipline in place to remind them of their own best practices. A formal structure to follow will ensure the board consistently employs best practices and considers data and long-term repercussions of their options.					