



Start-Up Charter School Final Petition Evaluation Rubric

School Name:

Date:

The 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 rate each section 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 expects to operate; and inspires confidence in the applicant's capacity to carry out the plan 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 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 plans.

	Evidence of Standard	Rating
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). - The petitioner describes the need for the program because its innovation and offering is above and beyond what is already available to Clayton County residents through Clayton County Public Schools. - 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. - The community engagement with supporting evidence 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 Clayton County's educational landscape and is aware of its communities' needs, assets, and strengths. - 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. 	Meets the Standard
		Partially Meets the Standard
		Below the Standard
		Far Below the Standard



Review Committee's Comments or Concerns:

	Evidence of Standard	Rating
Academic Plan	<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 Learners (ELs). 	Meets the Standard
	<ul style="list-style-type: none"> - Embedded in the instructional methods and resources are concrete strategies and materials to support SWDs, ELs, 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, ELs, and academically struggling students, different disabilities, different levels of need, and how the school will adjust its programs and processes accordingly. - 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. 	Below the Standard
	<ul style="list-style-type: none"> - 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
Review Committee's Comments or Concerns:		

	Evidence of Standard	Rating
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School Governance	<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. - The governance structure creates a forum for parent, teacher, and community input and the strategies for communicating Board priorities and decisions include all stakeholders. - The Board clearly articulates both its policies and a decision-making process for determining when and how to adjust its plans based on feedback. - The Governing Board reflects the sociodemographic diversity of the community served by the charter school. 	Meets the Standard
		Partially Meets the Standard
		Below the Standard
		Far Below the Standard

Review Committee's Comments or Concerns:

	Evidence of Standard	Rating
Organizational Plan	<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 similar to that the school plans to serve. Experience with ELLs, SWDs, and/or economically-disadvantaged students is evident. - 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 (will) reflect the sociodemographic diversity of the community served by the school. 	Meets the Standard
		Partially Meets the Standard
		Below the Standard
		Far Below the Standard

Review Committee's Comments or Concerns:



	Evidence of Standard	Rating
Financial 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. 	Meets the Standard
	<ul style="list-style-type: none"> - 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. 	Partially Meets the Standard
	<ul style="list-style-type: none"> - 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. 	Below the Standard
	<ul style="list-style-type: none"> - 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. 	Far Below the Standard
Review Committee's Comments or Concerns:		
	Evidence of Standard	Rating
Minimum Requirements	<ul style="list-style-type: none"> - Applicant met all submission deadlines and requirements. - The essential elements of the mission, philosophy, and school program are infused in each element of the application. 	Meets the 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. 	Partially Meets Standard
	<ul style="list-style-type: none"> - Petition includes specific examples of waivers or flexibility needed to accomplish the school's goals. 	Below the Standard



		Far Below the Standard
Review Committee's Comments or Concerns:		

Overall Assessment/Final Evaluation

	Meets the Standard	Partially Meets the Standard	Below the Standard	Far Below the Standard
Written Petition Evaluation				
Governing Board Capacity Interview Evaluation				
Final Evaluation				

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 Clayton County Board of Education.

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.