

State Charter Schools Commission of Georgia

Petition Evaluation Guide

The SCSC does not use a rubric or structured scoring system when reviewing petitions for state charter schools. Instead, the SCSC encourages individuals reviewing state charter school petitions to provide feedback based on their specialized expertise. The questions below are provided to reviewers to guide them in examining petitions for state charter schools. The feedback and recommendations of reviewers are not limited to the questions or categories below.

Academic Program

Does the proposed charter school present an academic curriculum that is aligned with the Georgia's identified academic standards?

Does the proposed charter school present an academic program (curriculum, learning model, etc.) that will enable the charter school to meet rigorous performance expectations?

Does the academic program of the proposed charter school utilize innovation and flexibility from state law that will enable the charter school to meet rigorous performance expectations?

Does the petitioner articulate demanding but achievable academic goals?

Does the petitioner articulate a plan for addressing identified student weakness to encourage constant student growth and achievement?

Is the academic program consistent with state and federal legal requirements, including those protecting students' rights, such as IDEA and programs for English learners?

Is the mission of the proposed charter school consistent with the educational goals of Georgia?

School Governance

Does the petition clearly illustrate school-level governance will be vested in the school's governing board as a whole?

Does the proposed governance board have the capacity to operate as a state charter school which requires an in-depth understanding of what it means to be a Local Education Agency (LEA)? (This includes, but is not limited to, full knowledge of charter school requirements, capabilities, and legal obligations?)

Does the governing board rely too heavily on or defer too often to a founding member, school leader, or EMO?

Does the governing board illustrate its ability to assess the school leader?

Does the governing board have a realistic plan to identify and recruit a qualified school leader and/or business operations manager?

Does the governing board have a plan for succession?

Business Operations

Does the proposed charter school present a plan that will ensure the school will be fiscally sound?

Does the petitioner exhibit an understanding of school finance?

Do the proposed staff and governing board have the knowledge and capacity to make difficult financial decisions to operate a charter school, particularly as the school functioning as an LEA?

Does the school have a facility (or proposed facility) that is both reasonable and appropriate for the school?

Does the school rely too heavily on estimated or projected fundraising revenue to maintain a balanced budget?

Community Involvement and Key Partnerships

Will the proposed charter school meet the needs of its community?

Has the petitioner provided evidence that the community will support the school with student enrollment?

Does the proposed charter school leverage community partnerships, including building relationships with other schools, universities, or nonprofit entities?

Is the school partnering with an EMO or CMO, and, if so, is that partnership structured in a responsible manner?

Overall

Will the proposed charter school meet the needs of its students?

Will the proposed charter school ensure the highest academic quality?

Will the proposed charter school create a healthy learning environment and positive school climate?

Will the proposed charter school provide parents and students meaningful school choice?