WestEd

Charter School Promising Practices: Research Plan for the State Charter Schools Commission of Georgia (SCSC)

June 2026

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High Level Summary

This study responds to the State Charter School Commission of Georgia's (SCSC) request to identify and document effective academic, operational, and fiscal practices used in charter schools across the state. It aims to produce practical guidance that is both evidence-based and context-specific. Findings from the study will be shared through practitioner-oriented channels and populate a searchable online resource for school leaders and teachers. This study is designed to support activities proposed under the state's US Department of Education Charter Schools Program State Entity Grant (CSP Grant) to identify and disseminate charter school best practices.

As proposed under SCSC's CSP Grant, the SCSC will select 15 K-12 schools, and aim to document 20 evidence-based practices, highlight 4 practices for students with high needs, and provide 4 practices with enough detail for replication. The project is completed in four phases: research planning, data collection, toolkit development, and dissemination. The team will combine quantitative and qualitative insights about charter school practices to understand what works under different conditions. Findings will be shared with participating schools and then combined into a synthesis that highlights common practices and necessary conditions for success.

This research plan is a living document. Certain methodologies and research approaches will be amended and updated as the study progresses, particularly as the team engages directly with schools and partners during Phase II. Sections subject to revision will be clearly noted as they are updated.

Project Overview

The study is organized into four phases: (1) Research Planning, (2) Data Collection and Analysis, (3) Toolkit Development, and (4) Dissemination and Outreach. Phase I activities lay the methodological groundwork for the study. These activities include developing the school ranking criteria and a school profile wireframe, developing a research plan, and producing a literature review. This research plan (below) summarizes the research questions, school identification methodology, and analyses that comprise the Charter School Best Practices Research Study.

Research Questions

The research questions are addressed through qualitative case studies conducted at schools identified using the school identification methodology.

Table 1. Research Questions

Domain	Research Question
Academic	1. What academic programs and systems of organization are high quality charter schools using?
	2. What administrative (school-level) practices are high quality charter schools employing?
Operational	3. What operational practices (e.g., facilities use, expansion strategies, etc.) are high quality charter schools implementing?
	4. What personnel and staffing approaches (i.e., reporting structures, staff functions, etc.) are high quality charter schools implementing?
	5. What governing board practices (e.g., leadership supports, decision-making processes, oversight approaches) are high-quality charter school boards implementing?
Fiscal	6. What budgeting practices (e.g., budgeting frameworks, forecasting approaches, etc.) are high quality charter schools using?
	7. What fiscal management and oversight practices (e.g., internal policies, cash management practices, etc.) are high quality charter schools employing?

School Eligibility and Identification Methodology

To be eligible for inclusion, schools must be K–12 charter schools authorized at the state or local level. The following school types are excluded: alternative schools, exam schools, and schools serving only students with intensive special education support needs. Eligible schools are further categorized by locale: urban, rural, and suburban. The locale focus is intended to ensure the sample reflects the range of Georgia charter school contexts.

School Sample and Available Data

SCSC has shared data on 51 state-authorized charter schools and their performance measures. SCSC has also provided data for 48 locally-authorized charter schools and their performance measures from the same school years. While the state-authorized charter school data includes all three performance measures and the data they use, locally-authorized school data includes only the academic performance measures and a subset of fiscal and operational data. Financial data for both state and locally-authorized charter schools will be drawn from independent audit reports obtained through SCSC.

State-authorized Charter School Identification

To select high performing charter schools, WestEd will use measures from three performance areas: academic, operational, and financial performance. For state-authorized schools, academic and operational performance standards from the Comprehensive Performance Framework (CPF) will be used. Financial performance will be assessed using a subset of the CPF's fiscal indicators, constructed directly from independent audit data to ensure consistency across authorization types and over time. The descriptions below outline the standards and criteria used to assess performance across the mentioned areas for state authorized charter schools.

Academic Performance

Schools can meet academic standards by outperforming the comparison zone on any one or combination of academic measures across all grade bands served. Schools that exceed this threshold by 10 or more points earn an "Exceeds" designation, while those within 2 points below may still earn an "Approaches" designation. Schools falling below the comparison zone on all academic measures will receive a "Does Not Meet" designation.

Operational Performance

Schools can meet operational performance standards by scoring 80 points or more across all operational indicators. Schools scoring between 70 and 79 points will receive an "Approaches" designation, while those scoring 69 points or below will receive a "Does Not Meet" designation.

Financial Performance

While the CPF includes financial performance designations for state-authorized charter schools, these designations are not used directly in the site selection process. The CPF financial indicators have varied year-over-year due to changes in the scoring approach, making them less reliable as a consistent measure of financial performance across the review period. Instead, this study constructs financial performance indicators directly from available financial data and independent audit reports using the same measures across both state and locally-authorized charter schools. This ensures both comparability across authorization types and consistency over time. Each measure will be scored using the thresholds and designations established in the CPF. WestEd will use the same two indicators for financial performance, fiscal viability and fiscal management and oversight. For the former, three measures will be used:

- Current Ratio
- Total Days Cash on Hand
- Annual Debt-to-Income

To assess fiscal management and oversight for state and locally-authorized charter schools, WestEd will construct an indicator using two measures: the presence of material weaknesses or significant deficiencies in internal controls, and federal compliance findings. Each measure will be scored as a binary indicator where schools either receive full points or none (i.e., "Meets" or "Does Not Meet"). This is consistent with the thresholds and designations established in the CPF:

- Material Weaknesses
- Federal Compliance

Locally-authorized Charter School Identification

The data available for locally-authorized charter schools differ from those available for state-authorized schools. To ensure comparability across authorization types, the locally-authorized school identification methodology is designed to approximate the state charter school framework as closely as the available data allows. Academic and financial indicators are aligned across both authorization types. Operational measures are not included in the composite score for locally-authorized schools due to a lack of commensurate data. Table 2 (below) shows the measures that will be used consistently across authorization types, and the measures that will differs across authorization types.

Table 2. State vs Locally-authorized Charter School Data Comparison Matrix

	State-authorized Charter Schools Indicators	Locally-authorized Charter Schools Indicators
Academic Performance	CPF Designation (e.g., Meets)	CPF Designation (e.g., Meets)
Operational Performance	CPF Designation (e.g., Meets)	NA
Financial	Fiscal Viability & Management Indicators	Fiscal Viability & Management Indicators
School Years Used	two most recent school years available	two most recent school years available

Weighting and Generating the Composite Measure

A weighted composite score will be constructed for both state and locally-authorized charter schools. Composite scores will be based on a 2-year average of available data across the two most recent school years available. The process for composite score construction will involve five steps: assigning numeric values to performance designations, calculating a 2-year average and applying eligibility criteria to exclude ineligible schools, standardizing the values for all eligible schools, applying domain weights, and creating a single weighted composite to rank eligible schools.

To start, numeric values are assigned to all designation levels within the academic performance domain, allowing for the calculation of a 2-year average score across the two most recent school years available. A 2-year average accounts for year-to-year variation in performance and is more stable than a single-year snapshot. The eligibility screen is then applied based on this average. Schools that receive an average score of 2.0 or higher are classified as "Meets or Exceeds" meaning they have consistently performed at the "Meets" level or above across the review period and are eligible to proceed to composite score construction. Schools that do not meet this threshold are excluded from further consideration regardless of their financial or operational performance.[1]

The following numeric values are assigned to each performance designation across all applicable domains:

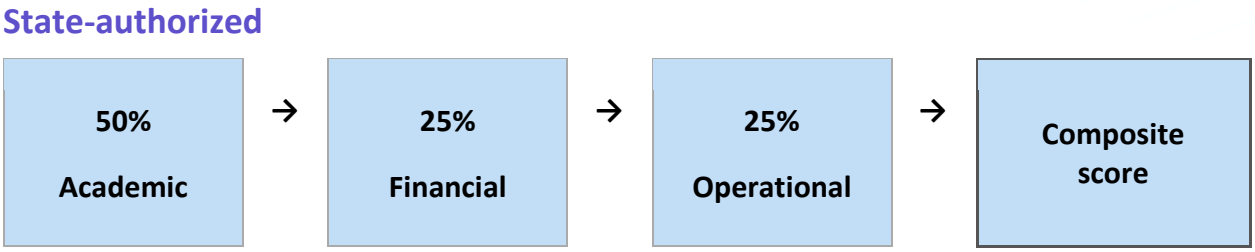
[1] Before generating the composite measure, WestEd will identify outliers for individual indicators across both time points. This step is intended to ensure that schools performing exceptionally well on a single indicator are not overlooked by the composite approach.

- For **academic performance**, "Exceeds" receives a 3, "Meets" a 2, "Approaches" a 1, and "Varied" or "Does Not Meet" a 0. The same approach applies to both state- and locally-authorized charter schools.
- For **operational performance** for state-authorized charter schools, "Meets" receives a 2, "Approaches" a 1, and "Does Not Meet" a 0. Operational performance is not included in the composite score for locally-authorized charter schools due to a lack of commensurate data.
- For **financial performance**, the domain comprises two separately scored indicators. Fiscal viability is scored on a three-level scale: "Meets" receives a 2, "Approaches" a 1, and "Does Not Meet" a 0. Fiscal management and oversight is scored on a binary scale: "Meets" receives a 1 and "Does Not Meet" a 0. The two fiscal management and oversight measures (i.e., material weaknesses and federal compliance) are summed to create a single unified measure with possible values of 0, 1, or 2. The same financial scoring approach applies to both state- and locally-authorized charter schools.

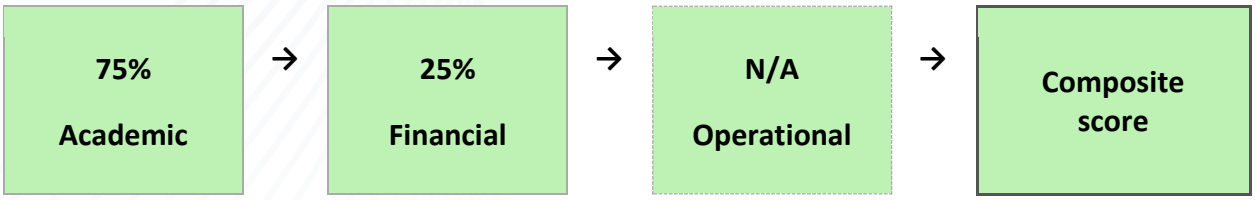
Among schools that meet the eligibility criteria, a weighted composite score is constructed. Because performance domains use different numeric scales, average scores are standardized into z-scores prior to weighting. Standardized scores are then weighted and summed to produce a single composite value for each school, which is then used to rank schools within selection strata.

Domain weighting differs by authorization type as shown in Figure 1 (below). For state-authorized schools, academic performance receives 50 percent of the weight, with financial and operational performance each receiving 25 percent. For locally-authorized charter schools, the academic domain is weighted at 75 percent and the financial domain at 25 percent, as operational data are unavailable.

Figure 1. Composite Score Construction by Authorization Type



Locally-authorized



Site Selection Using Sampling Strata

The study targets a combined total of 15 case study schools, drawn in equal numbers from state- and locally-authorized charter schools. Schools will be stratified using moderators that have been identified as important to the SCSC. These moderators are school characteristics which should be proportionally represented in our school sample to ensure the case study schools are generally representative of the larger Georgia charter school landscape. Schools will be stratified using the following dimensions:

- Locale - Urban vs Rural vs Suburban based on NCES designations
- School-Community Representativeness Indicator[2]
- School Maturity – Length of time the charter has been operating
- Grade Band – Elementary, Middle, and High
- School Enrollment
- Student Demographics:[3]
    - Share of economically disadvantaged students[4]
    - Share of students of color
    - Share of multi-lingual learners
    - Share of students with disabilities

K-means clustering will be used to group schools into clusters based on similar characteristics, such as locale, size, student demographics, and school maturity. Within each cluster, schools will be rank ordered based on their composite scores. Case study schools will then be selected from across clusters, ensuring the final sample reflects the diversity of charter school types operating in Georgia. To ensure equal representation across authorization types, an equal

[2] The School-Community Representativeness Indicator is calculated as a dissimilarity index: for each demographic variable (race/ethnicity, economic disadvantage, English learner status), the absolute difference between the school's enrollment share and the surrounding community's share (derived from U.S. Census Bureau American Community Survey 5-year estimates) is computed and divided by two. These values are summed across all variables to produce a single score ranging from 0 (perfectly representative) to 1 (completely unrepresentative). Lower scores indicate greater alignment between school enrollment and community demographics.

[3] Student demographic data are drawn from the Georgia Governor's Office of Student Achievement (GOSA) Georgia Report Card Downloadable Data, Enrollment by Subgroup Metrics, SY 2024–25. Available at: https://goews.georgia.gov/dashboards-data-report-card/downloadable-data

[4] Based on direct certification.

number of state- and locally-authorized schools will be selected from within each stratum, so that the final pool of 15 case study schools is (approximately) evenly split between the two authorization types. This approach improves generalizability and provides a more objective basis for school identification.

Recruitment and Participation

Researchers will utilize the site selection process outlined above to identify eligible school sites. SCSC will lead site level recruitment by approaching and engaging identified schools and offering them the opportunity to be featured as case studies. As the study requires minimum burden to the school sites and focuses on celebrating and elevating practices used at these sites, the research team does not anticipate difficulty getting schools to agree to participate. To participate in the study, sites will be required to complete a data sharing agreement with WestEd. Once data sharing agreements are in place WestEd will schedule and conduct site visits in partnership with the SCSC.

In the event that a selected school declines to participate, a replacement school will be identified using the same ranked list generated through the composite scoring and stratification process. The replacement school will be the next highest-ranked school within the same stratum as the school that opted out, ensuring that the overall representativeness of the sample is maintained. This process will continue until all 15 case study slots are filled.

Qualitative Study Methodology

WestEd will conduct a series of case studies examining charter school best practices at each of the 15 schools selected using the school identification methodology. The resources and tools used to conduct the case studies will be informed by findings from the literature review, the aims and requirements of the CSP grant, and feedback from local and state charter school authorizers. The purpose of the case studies is to identify and highlight effective charter school practices that fall within the academic, operational, and fiscal operations of selected schools. The data collected from these case studies will be used to address the project's research questions, inform the development of school profiles, and populate the digital repository of Georgia charter school best practices. To conduct the case studies, the WestEd research team and SCSC staff will schedule and complete site visits at participating schools. These site visits will facilitate a comprehensive qualitative analysis, including school walkthroughs, interviews and focus groups with students and staff, and a review of materials that complement learning from school visits and discussions.

Qualitative Data Collection

Qualitative data will be collected in person at site visits scheduled in collaboration with the SCSC and participating schools, though some elements of the data collection may be conducted virtually to accommodate schools or SEA staff schedules. School case studies will include a combination of the site visit data, along with any other ancillary data collection activities employed to supplement the site visit (e.g., pre-interview; school survey, etc.). Table 3 provides descriptions and details about WestEd's qualitative data collection plans by mode and activity.

Table 3. Qualitative Data Collection Activities

Mode	Data Collection Activity	Description
Virtual	Administrator/Leadership Pre-Site Visit Interview (45 Minutes)[5]	Takes place in advance of the site visit and will consist of reviewing site visit logistics, gathering key contextual information about each school, and identifying priority activities for site visit data collection. Each site will receive a virtual "pre-interview."

[5] Locally-authorized charter schools will be encouraged to invite a representative from their Authorizer for additional context.

	Board Member Pre-Site Visit Interview (1 hour and 15 Minutes)	Board member interviews will elicit information on the operational and fiscal domains and governance.
In-Person	Administrator Interview(s) (In-Person) (30 Minutes)	Interview(s) with administrators will address all three categories of practices (academic, operational, and fiscal).
	School Walk Through (1 – 1.5 hours)	Walk throughs will focus on academic, staffing, and operational practices identified in the administrator pre-interview.
	Teacher & Staff Focus Group(s)/ Interview(s) (1 hour)	Teacher and staff focus groups will examine academic and operational practices from the educator perspective.
	Concurrent Student & Parent Focus Groups (1 hour)	Student and parent focus groups will examine academic and operational practices from the student and parent perspective.
Virtual (Asynchronous)	Complementary Material Review	WestEd will review materials (e.g., curriculum, instructional, policies) that complement or contextualize learning from school site interviews, focus groups, walk throughs.
Virtual (Post In-Person	Authorizer Interview (30 min)[6]	Authorizer interview will serve as triangulation and confirmation of practices identified during the other portion of the visit that were identified as being supported by the Authorizer in their role as LEA.

[6] For locally-authorized schools only.

Interview Protocol(s)

WestEd will develop pre-site visit interview protocols to review site visit logistics; learn about school contexts and collect preliminary data on selected schools' best practices for academic, operational, and fiscal success. The protocol will be used with school or district leaders, authorizers of locally-authorized schools, and board members, prior to conducting site visits (i.e., pre-interviews). These interviews will be voluntary in nature, take place remotely through a virtual platform, and last approximately 45 minutes.

The in-person interview administrator interviews will cover a range of topics including: a more detailed review of school operational and staffing practices and key contextual information about each school. Where applicable, protocols will also ask about decision-making a school leadership; views on successes and challenges; and perspectives on effective implementation and lessons learned.

The post-visit authorizer interviews (for locally-authorized charters) will be developed based on data collected from each school visit. These interviews will focus on confirming and elaborating on how the authorizers support the schools as identified through other data collection activities. This is intended to triangulate existing observations about how the school functions with support from the authorizer rather than probe general authorizer practices.

School Walkthrough Tool

WestEd will develop an observation and reflection tool to document domain specific practices seen at schools, specifically for academic and organizational practices. The tool will draw on types of practices and learning found in the literature review and include criteria to reflect on approaches used and phases of implementation. It will also help WestEd document academic, organizational, and fiscal challenges, best practices, and outcomes seen or discussed during visits. Each researcher conducting a school walkthrough will fill out the tool individually, comparing notes to triangulate and confer on experiences.

Focus Group Protocol(s)

WestEd will develop separate focus group protocols to talk to teachers, parents, and students. Teacher and staff focus groups will focus on understanding academic and operational practices used at selected sites, particularly those with an evidence base as identified from the study's literature review. Parent and student focus groups will provide valuable information on school community interactions with (and perspectives on) the school. Questions across groups will focus on types of practices used and why; implementation experiences (e.g., strategies, successes, and challenges); and perspectives on the effectiveness of different approaches.

Each interview or focus group will last for approximately 1 hour. Verbal consent will be requested prior to or at the start of each session. Researchers will obtain parental consent from student participants under age 18, which will be facilitated through focus and parent focus groups that are held concurrently.

Complementary Material Review

WestEd will conduct a review of materials that complement or contextualize learning from administrator and board member interviews, school site interviews, focus groups, and walk throughs. This review will be selective and may include materials and artifacts such as curriculum, instructional materials, academic materials and products, student developed projects, resources, organizational policies, etc.

Planned Analyses

WestEd will develop case studies by triangulating data across interviews, focus groups, school walkthroughs, and complementary material reviews. Interview and focus group data will be coded using a codebook aligned with the research questions and informed by findings from the literature review. Two to three researchers will independently code the data, norm their use of codes across common transcripts to establish interrater reliability and meet periodically to debrief on emerging themes and any needed revisions to the codebook. All changes to the codebook will be documented to ensure transparency. Once coding is complete, WestEd will cross-check findings across sources and settings to identify a preliminary set of common best practices across the case study schools. Where needed, member checking with participants will be conducted to verify the accuracy of descriptions. To further assess the robustness of emergent findings, researchers may conduct five to seven interviews with administrators from schools not selected for case studies. These interviews may include schools that did not meet the high-performance threshold, providing insight into the counterfactual and helping to ensure that identified best practices are meaningfully distinct from those found in lower-performing schools.

While operational performance designations are not incorporated into the composite score used to identify locally-authorized charter schools for case study, operational best practices will still be identified and documented through the qualitative data collection process. During site visits, interviewers and observers will document operational practices observed across all participating schools regardless of authorization type. Where operational best practices are identified at locally-authorized charter schools, the research team will, on a case-by-case basis, seek to verify those practices through follow-up requests for relevant documentation and, where available, organizational performance data.

Data Collection, Security, and Participant Protections

WestEd will consult and collaborate with SCSC leadership during the development of data collection activities, and during administration of focus groups. Feedback will be collected on whether data collection plans and instruments are meaningful to participating individuals and whether they align to SCSC's priorities and aims.

The WestEd research team will take precautions to ensure ethical collaboration during focus groups. These precautions include clear information about the purpose of the discussions and

overall research, the roles that WestEd researchers and SCSC members play in the focus groups, assurances of protections to mitigate risks. The team will clearly communicate opt-in and out opportunities. Interviews or alternate discussion opportunities will be provided for participants who wish to opt-out of focus groups where SCSC is present, but who still want to share information with WestEd.

WestEd will seek permission from participants to record interviews and focus groups for notetaking and transcription purposes. All recordings will be securely stored in WestEd's encrypted BOX system and deleted after being transcribed. If participants are not comfortable with recording the sessions, researchers will take detailed notes of the discussion to capture key ideas and themes.

Research plans include SCSC collaboration in focus groups to help extend relationships and rapport and to establish continued dialogue. WestEd adheres to the highest standards of data security and participant protections during research. Researchers safely collect and store data in secure systems, consistently assess and monitor participants' risk and benefits, and ensure proper consent and confidentiality procedures are in place throughout a project. Our approach will include the following procedures and protections:

Data Security and Storage

Data collection and analysis will be descriptive and aggregated for student and school level information used for site selection (e.g., as with student demographics or school growth and performance trends). Data collection and analysis from interviews and focus groups will include consent and assent documentation, representative populations, and a team approach to ensure interrater reliability for coding and thematic analysis. All protocols will be developed with consideration of appropriate role, age, and reading levels; to respect and reduce time burdens; and for cultural inclusivity and authenticity. All participating schools will sign data sharing agreements that will outline expectations around collection and data storage. All data containing personally or indirectly identifiable information will be stored in a secure computing environment, and only authorized research staff will have access to these data. By conducting focus groups and interviews, those participating in conversations will have access to identifiable information such as participant names and roles. Participants, WestEd researchers, and SCSC collaborators will also know the content of conversations. While WestEd cannot promise anonymity, all participants will be asked to maintain confidentiality by not divulging discussions or participant identities outside of the focus group.

Monitoring and Mitigating Risks to Participants

Data collection and dissemination will pose no more than minimal risk to those participating in the research, with data analyzed and reported in the aggregate. Identifiable information that WestEd will have access to would include names and contact details for focus group and interviews. Role group information, such as job titles, will also be known. These would be used

only for outreach and scheduling, as well as to document consent for participation, and destroyed when no longer needed.

Interviews and focus groups will also disclose the voluntary nature of discussions, will not ask for sensitive information that could endanger or cause emotional harm, and will include opt-out procedures so that participants may skip or end participation at any time. Focus groups that include SCSC collaboration will include the same level of protections and assurances to mitigate risk such as breach of confidentiality or retaliation.

Risk from process and data breach is also minimal, with appropriate protections put in place to include establishing protection criteria and measures for collaborative research, developing and adhering to a data security plan, utilizing encrypted systems for data uploads and storage, and timely data destruction at the end of the project or when no longer needed to inform research activities.

Consent Processes

Consent processes for interviews and focus groups will include providing information about the research project, researchers' roles, participant benefits and risk, protections against retaliation and other risks, and documenting written, verbal, or electronic consent. For interviews with students under the age of 18, WestEd will seek both parental consent and students' assent. WestEd will also ask permission to audio or video record focus groups and interviews to support notetaking and transcriptions (if needed). Notes, transcriptions, and audio and video recordings will be stored in an encrypted system, cross-referenced during analysis, and destroyed when no longer needed or at the end of the research project, whichever occurs first.

Appendix A: Composite Score Calculation Example

This appendix describes the process for constructing composite performance scores used to identify high-performing charter schools for case study. The process applies to both state- and locally-authorized schools, with differences in domain availability and weighting noted where relevant.

Overview of the scoring process

1	**Assign numeric values and calculate a 2-year average** Performance designations are converted to numeric values within each domain. A 2-year average is calculated across the two most recent school years available to account for year-to-year variation.
2	**Apply the eligibility screen** Schools with an average academic score below 2.0 — equivalent to consistently performing below the Meets level — are excluded from composite score construction regardless of financial or operational performance.
3	**Standardize scores using z-scores** Average domain scores for all eligible schools are standardized into z-scores so that all indicators are on a common scale prior to weighting.
4	**Apply domain weights and sum to produce the composite** Standardized scores are weighted by domain and summed to produce a single composite value for each school. Schools are then ranked within each authorization type.

Numeric value assignments by domain

Domain	Designation	Numeric value	Notes

Academic	Exceeds / Meets / Approaches / Varied / Does Not Meet	3 / 2 / 1 / 0	Same for both authorization types. Eligibility threshold: 2-year average ≥ 2.0.
Financial — Fiscal viability	Meets / Approaches / Does Not Meet	2 / 1 / 0	Three measures averaged equally: current ratio, days cash on hand, debt-to-income.
Financial — Fiscal mgmt. & oversight	Meets / Does Not Meet	1 / 0	Binary. Two measures (material weaknesses, federal compliance) summed: possible values 0, 1, or 2.
Operational (state-authorized only)	Meets / Approaches / Does Not Meet	2 / 1 / 0	Not included for locally-authorized schools due to data unavailability.

Domain weights by authorization type

Authorization type	Academic	Financial	Operational	Formula
State-authorized	50%	25%	25%	0.50 × z_acad + 0.25 × z_fin + 0.25 × z_op
Locally-authorized	75%	25%	N/A	0.75 × z_acad + 0.25 × z_fin

Illustrative Examples

The examples below show the scoring process applied to a hypothetical state-authorized school (Peachtree Academy) and a hypothetical locally-authorized school (Riverside Charter Academy). Both schools are presented side by side at each step to highlight where the methodology differs.

Step 1. Assign numeric values and calculate 2-year averages

Peachtree Academy (state-authorized)	Riverside Charter Academy (locally-authorized)

Domain / measure	Yr 1	Yr 2	Avg.
Academic	Meets (2)	Meets (2)	**2.0**
Fiscal viability — current ratio	Meets (2)	Meets (2)	**2.0**
Fiscal viability — days cash on hand	Appr. (1)	Appr. (1)	**1.0**
Fiscal viability — debt-to-income	Meets (2)	Meets (2)	**2.0**
Fiscal mgmt. — material weaknesses	Meets (1)	Meets (1)	**1.0**
Fiscal mgmt. — federal compliance	Meets (1)	Meets (1)	**1.0**
Operational	Meets (2)	Meets (2)	**2.0**

Domain / measure	Yr 1	Yr 2	Avg.
Academic	Meets (2)	Meets (2)	**2.0**
Fiscal viability — current ratio	Meets (2)	Meets (2)	**2.0**
Fiscal viability — days cash on hand	Appr. (1)	Appr. (1)	**1.0**
Fiscal viability — debt-to-income	Meets (2)	Meets (2)	**2.0**
Fiscal mgmt. — material weaknesses	Meets (1)	Meets (1)	**1.0**
Fiscal mgmt. — federal compliance	Meets (1)	Meets (1)	**1.0**
Operational	N/A	N/A	N/A

Apply the eligibility screen

Both schools achieve an average academic score of 2.0, equivalent to consistently performing at the Meets level across the two-year review period. Both schools clear the eligibility threshold and proceed to composite score construction.

> **Note** Schools scoring below 2.0 on the academic average are excluded from further consideration regardless of financial or operational performance.

Aggregate within-domain scores and standardize using z-scores

Before standardizing, scores are aggregated within each domain. The financial domain comprises two indicators — fiscal viability and fiscal management and oversight — averaged equally. Aggregated domain scores are then standardized into z-scores across all eligible schools in the pool.

Financial domain aggregation

Fiscal viability (average of three measures): (2 + 1 + 2) / 3 = 1.67

Fiscal management and oversight (sum of two binary measures): (1 + 1) = 2

Financial domain score (two indicators averaged equally): (1.67 + 2.00) / 2 = 1.84

Peachtree Academy — z-scores

Domain	Score	Pool mean	Pool SD	Z-score
Academic	2.00	1.60	0.70	**+0.57**
Financial	1.84	1.40	0.60	**+0.73**
Operational	2.00	1.70	0.50	**+0.60**

Riverside Charter Academy — z-scores

Domain	Score	Pool mean	Pool SD	Z-score
Academic	2.00	1.70	0.60	**+0.50**
Financial	1.84	1.50	0.50	**+0.68**
Operational	N/A	N/A	N/A	N/A

Apply domain weights and produce the composite score

Peachtree Academy — weighted scores

Domain	Z-score	Weight	Weighted score
Academic	+0.57	0.50	**+0.285**
Financial	+0.73	0.25	**+0.183**

Riverside Charter Academy — weighted scores

Domain	Z-score	Weight	Weighted score
Academic	+0.50	0.75	**+0.375**
Financial	+0.68	0.25	**+0.170**

Operational	+0.60	0.25	**+0.150**
Composite score **= +0.618**	0.50 × (+0.57) + 0.25 × (+0.73) + 0.25 × (+0.60)		

Operational	N/A	N/A	N/A
Composite score **= +0.545**	0.75 × (+0.50) + 0.25 × (+0.68)		

Schools are ranked by composite score. Then the stratified sampling approach is implemented to ensure the combined pool of 15 case study schools is representative of the broader Georgia charter school landscape.

Appendix B: School Profile Wireframe (v2)

[SCSC LOGO] STATE CHARTER SCHOOLS COMMISSION OF GEORGIA · [WESTED LOGO]

Georgia Charter School Best Practices Repository

State-authorized · Urban · K–8 · Est. 2012

Peachtree Charter Academy

Atlanta, GA · Fulton County · 620 students

Two most recent school years available

High performing

ACADEMIC PERFORMANCE

Meets

+3.2 pts above comparison zone

- CCRPI content mastery ⓘ
- CCRPI progress
- CCRPI grade band
- Value-added model

FINANCIAL PERFORMANCE

Meets

Fiscally viable and responsible

- Current ratio
- Days cash on hand
- Debt-to-income
- Audit findings

OPERATIONAL PERFORMANCE

Meets

School climate survey

- Student-staff relations
- Safety
- Physical environment

★ BEST PRACTICE AREAS

★ Instructional leadership
Distributed leadership model with strong instructional coaching at all grade bands

★ Family engagement
Structured family liaison program with bilingual outreach across all grade bands

★ Data-driven instruction
Weekly data cycles tied to targeted intervention protocols and teacher planning

★ Fiscal management
Multi-year budgeting with board-level finance

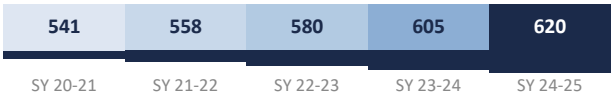
★ Student wellbeing
Integrated SEL curriculum with tiered student support system and counseling

★ Governance
Active board with standing committees, annual self-assessment, and training compliance

SCHOOL PROFILE AND SAMPLING STRATA

Authorization type	**State-authorized**
Locale	**Urban**
Grade band	**K–8**
School maturity	**13 years (est. 2012)**
Single site or network	**Single site**
Economically disadvantaged	**68%**
Students of color	**82%**

ENROLLMENT TREND (5-YEAR)



Note: chart style to be finalized in Phase 2 digital build.

Multilingual learners	**24%**
Students with disabilities	**11%**

Data sourced from GaDOE and SCSC. Two most recent school years available.

ⓘ **View metric definitions →**