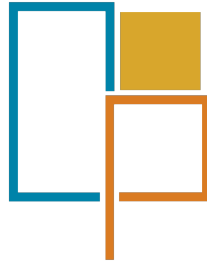




ATLANTA
PUBLIC
SCHOOLS



Office of Charter
+ Partner Schools

CHARTER SCHOOL APPLICATION REVIEW GUIDE

School Name

1. Strong Academic Results

Indicator	Academic Goals and Objectives
Definition	Description should include goals and objectives that are: - Targeted to achieving rigorous academic achievement goals (e.g., focus on scores in Math or ELA to raise CCRPI; focus on closing the gap between educationally advantaged and educationally disadvantaged students) - Measuring the progress over time of a single cohort of students - S.M.A.R.T. - Aligned with state and federal assessment standards - Measurable on at least an annual basis - Attainable - Reflective of the mission set forth in the petition <i>Additional Information: How these academic goals and objectives will result in continuous improvement in student achievement.</i>
Levels	<u>Exceeds Standard</u>: The charter school's academic goals are targeted, SMART, AND will result in continuous improvement in student achievement. <u>Meets Standard</u>: The charter school's academic goals are targeted and SMART. <u>Approaches Standard</u>: The charter school's academic goals are either targeted or SMART. <u>Does Not Meet Standard</u>: The charter school's academic goals are neither targeted nor SMART.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Assessment Methods
Definition	Description should include: - The charter school's assessment plan to obtain student performance data, including how the current baseline standard of achievement will be determined - How the assessment plan will measure student improvement and over what period of time - How the charter school will use assessment data to monitor and improve achievement for all students - How the charter school will work with the local school system to participate in statewide assessments <i>Additional Information: How the charter school will tailor its instructional approach during the pendency of its charter term if student achievement goals are not met</i>
Levels	<u>Exceeds Standard</u>: The charter school has an assessment plan to collect, measure, monitor, and improve academic achievement for its students AND describes how it will tailor its instructional approach if academic goals are not met. <u>Meets Standard</u>: The charter school has an assessment plan to collect, measure, monitor, and improve academic achievement for its students. <u>Approaches Standard</u>: The charter school describes an assessment plan that will collect, measure, monitor, or improve academic achievement for its students. <u>Does Not Meet Standard</u>: The charter school does not have an assessment plan to collect, measure, monitor, or improve academic achievement for its students.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Educational Program
Definition	Description should include: • Focus of the curriculum (e.g., STEM, STEAM, project-based learning, etc.) • The instructional methods to be used, including any distinctive or unique instructional techniques or educational programs (e.g., looping, multi-grade classrooms, year-round school calendar, etc.) • How the educational innovations will increase student achievement • Why the innovations are appropriate for the charter school • The anticipated teacher-to-student ratio and the rationale for maintaining this ratio • For charter schools serving high school grade levels, the method for determining that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded (i.e., SBOE Rule 160-4-2-.48) • <i>Additional Information: To the extent that third parties (universities, non-profits, community partners; excluding ESPs) is involved in the delivery of the curriculum, whether directly or indirectly, describe the nature of the relationships and how the partner's involvement will be integrated into the school's operations on a weekly/monthly/annual basis</i>
Levels	<u>Exceeds Standard:</u> The charter school has a focused curriculum that utilizes educational innovations that are appropriate for the school, will increase student achievement, and involve third parties that are well-integrated into the school's operations. Charter high schools comply with SBOE Rule 160-4-2-.48. <u>Meets Standard:</u> The charter school has a focused curriculum that utilizes educational innovations that are appropriate for the school and will increase student achievement. Charter high schools comply with SBOE Rule 160-4-2-.48. <u>Approaches Standard:</u> The charter school implements an educational program that is somewhat focused, utilizes some educational innovations that may not be appropriate for the school, or may not increase student achievement. Charter high schools comply with SBOE Rule 160-4-2-.48. <u>Does Not Meet Standard:</u> The charter school does not have a focused curriculum, does not utilize educational innovations, or utilizes educational innovations that are inappropriate for the school, or implements an educational program that will not increase student achievement. Charter high schools are not in compliance with SBOE Rule 160-4-2-.48.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

2. Financial Sustainability

Indicator	Financial Goals and Objectives
Definition	Description should include: - The charter school's financial goals and measures that reflect where the school envisions itself financially at the end of the charter term. Objectives should emphasize fiscal health and sustainability. - The financial innovations that will be implemented during the charter term. - How the innovations will increase financial effectiveness. - Why the innovations are appropriate for the charter school. - Whether the charter school will utilize the local district for fiscal management or other services and, if so, the level of autonomy the school will have over budgets and expenditures. - Examples of how the charter school will implement its broad flexibility waiver to meet its financial plans.
Levels	<u>Meets Standard</u>: The charter school has sustainable financial plans. <u>Does Not Meet Standard</u>: The charter school does not have sustainable financial plans.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

3. Operational Excellence

Indicator	Organizational Goals and Objectives
Definition	Description should include: - The charter school's organizational goals and measures that reflect where the school envisions itself organizationally at the end of the charter term. Objectives should include governing board training; student and teacher retention; and student, parent, and teacher satisfaction. - The organizational innovations that will be implemented during the charter term. - How the innovations will increase organizational effectiveness. - Why the innovations are appropriate for the charter school. - Examples of how the charter school will implement its broad flexibility waiver to meet its organizational plans. <i>Additional Information: Description includes how parents, community members, and other interested parties were involved in developing the petition and will be involved with the charter school.</i>
Levels	<u>Meets Standard</u>: The charter school's organizational goals are S.M.A.R.T and innovative. Details regarding the implementation and effectiveness of the innovations are provided. The charter school included parents and community members in the development process of the petition. <u>Approaches Standard</u>: The charter school's organizational goals are innovative but not S.M.A.R.T. Details regarding the implementation and effectiveness of the innovations are provided. The charter school did not include parents and/or community members in the development process of the renewal petition. <u>Does Not Meet Standard</u>: The charter school did not develop any organizational goals for the requested new charter term nor did they involve parents/community members in the development process of the renewal petition.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

4. Well-Trained and High-Functioning Governing Board

Indicator	Governing Board Composition
Definition	Description should include: • The number of board members • If the board will utilize a subcommittee structure, describe the structure and identify the subcommittees • The skillsets to be represented by the board members • How board members are/will be representative of the school and the community • The charter school's plan for ensuring it maintains a diverse board with broad skillsets • How and when board members will be selected • How and why board members may be removed • How current and future board members will avoid conflicts of interest, and disclose any potential conflicts of interest • How many terms board members will serve
Levels	<u>Meets Standard:</u> Governing Board is diverse and has a complete plan for the selection, removal and/or conflicts of interest. <u>Approaches Standard:</u> Governing Board is diverse, however, does not have a plan for the selection, removal and/or conflicts of interest. <u>Does Not Meet Standard:</u> Governing Board is not diverse nor do they adequately describe processes for selection, removal and/or conflicts of interest.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Governing Board Function, Duties, and Role
Definition	Description should include the board's function, duties, and role in the areas of: • Budget (including fundraising) • Resource allocation • Personnel decisions (primarily school leader selection, evaluation, and termination) • Establishing and monitoring the achievement of school improvement goals • Curriculum and school operations (including policies, legal and regulatory compliance)
Levels	<u>Meets Standard:</u> Governing Board has clearly defined the functions, duties and roles in the areas of personnel, decisions, budget, school operations and establishment and monitoring the achievement of school improvement goals <u>Approaches Standard:</u> Governing Board defined some of the functions, duties and roles in the areas of personnel, decisions, budget, school operations and establishment and monitoring the achievement of school improvement goals. <u>Does Not Meet Standard:</u> Governing Board has not clearly defined the functions, duties and roles in the areas of personnel, decisions, budget, school operations and establishment and monitoring the achievement of school improvement goals
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Governing Board Training
Definition	Description should include: - The board's plan and timeline for securing a provider for initial and annual governance training - The areas of focus that are specific to the board and the charter school
Levels	<u>Meets Standard:</u> The Governing Board has a plan and timeline for initial and annual governance training. <u>Does Not Meet Standard:</u> The Governing Board does have a plan and/or timeline for initial and/or annual governance training.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Contracts with Educational Service Providers or Other Charter Partners
Definition	Description should include: - Whether the charter school intends to contract, or has contracted, with an ESP or other charter partner to provide management or consulting services - How the arrangement will be in the best educational and financial interests of the charter school - Other ESPs or charter partners that were considered and the reasons this ESP or partner was selected above all others - The history of the ESP or partner selected, including academic results, closures, non-renewals, and separations - How the contract was negotiated - The range of services the ESP or partner will provide for the school - How the governing board will monitor and assess the performance of the ESP or partner <i>Additional Information: How the governing board will maintain its fiduciary responsibilities as the charter holder</i>
Levels	<u>Meets Standard:</u> Governing Board does or intend to contract with an ESP, provided detail on contract negotiations, selection and history of the ESP, has a thorough plan on how they will monitor and assess the performance of the ESP or partner. <u>Approaches Standard:</u> Governing Board states whether they do or intend to contract with an ESP, however, provided vague details on contract negotiations, selection and history of the ESP, and does not have a thorough plan on how they will monitor and assess the performance of the ESP or partner. <u>Does Not Meet Standard:</u> Governing Board does not state whether they do or intend to contract with an ESP, provided detail on contract negotiations, selection and history of the ESP, has a thorough plan on how they will monitor and assess the performance of the ESP or partner. <u>Not Applicable:</u> The charter school does not contract with ESP or other charter partners
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Governing Board is autonomous, sticks to governance, and stays out of management
Definition	The charter school utilizes a governing board that is autonomous from the local district(s), CMOs, EMOs, and all other organizations. The governing board stays out of the day-to-day management of the school and exercises substantive control over personnel decisions, financial decisions, curriculum

	and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.
Levels	<u>Meets Standard</u> : Governing Board is autonomous, stays out of school management, and is responsible for all decisions related to personnel, finance, curriculum, instruction, finance, and resources <u>Approaches Standard</u> : Governing Board is mostly autonomous, stays out of school management a majority of the time, and makes at least 85% of decisions related to personnel, finance, curriculum, instruction, finance, and resources <u>Does Not Meet Standard</u> : Governing Board has limited or is not autonomous, gets involved in day-to-day school management, and is not making decisions related to personnel, finance, curriculum, instruction, finance, and resources
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Governing Board receives regular updates on academic, operational, and financial progress of the school
Definition	In order to exercise its decision-making authority, the Governing Board must receive regular updates from school management concerning the academic, operational, and financial progress of the charter school.
Levels	<u>Meets Standard</u> : Governing Board receives regular updates on academic, operational, and financial progress of the school <u>Approaches Standard</u> : Governing Board receives updates on academic, operational, and financial progress of the school after every board meeting, if the board does not meet monthly <u>Does Not Meet Standard</u> : Governing Board does not receive updates on academic, operational, and financial progress of the school
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Compliance with Governing Board Training Requirements
Definition	Pursuant to O.C.G.A. § 20-2-2072, school boards must be trained by an approved trainer annually. Topics should include best practices on school governance, constitutional and statutory requirements related to public records and meetings, and statutes and regulations.
Levels	<u>Meets Standard</u> : Board received training as stated in O.C.G.A § 20-2-2072 and the accompanying SBOE Rule <u>Does Not Meet Standard</u> : Board did not get training as stated in O.C.G.A § 20-2-2072 and the accompanying SBOE Rule
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Open and Public Meetings and Records
Definition	The Governing Board shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of the charter school. The

	Governing Board shall maintain its adopted policies, budgets, meeting agendas, and minutes, and shall make such documents available for public inspection. The charter school shall make the minutes of all Governing Board meetings available on its website within ten (10) business days after Governing Board approval and for the duration of the Charter.
Levels	<u>Meets Standard</u> : School holds meetings in accordance with open records law and operates with transparency. Records and notes are easily available to the public with sufficient detail. <u>Approaches Standard</u> : The school operates with transparency generally, but has 1 or 2 instances where the board has unknowingly deviated from the open records/ meetings provisions. <u>Does Not Meet Standard</u> : The board does not operate with transparency, there are more than 2 instances of deviating from open meetings and records law, or the board knowingly disregards open records or meetings law.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Governing board composition reflects the diversity of the community
Definition	Best practices have shown that the characteristics of a high-functioning governing board include members that reflect the demographic diversity of the community the charter school serves. A governing board diverse in skillsets should include members that possess knowledge and skills in areas such as finance and accounting; real estate and facilities; legal and human resource services; fundraising and grant writing; marketing; community partnerships; and academic programming. A governing board that is comprised entirely of parents and/or local community members without any of the areas of expertise noted above will lack the capacity to effectively fulfill their roles. Governing boards are not expected to contain expertise in every area listed above, but they are expected to marshal their expertise, resources, and networks to help meet the school's needs.
Levels	<u>Meets Standard</u> : Governing Board composition is diverse in all respects <u>Approaches Standard</u> : Governing Board has some diversity in skillsets and/or is not primarily composed of parents/local community members without the necessary skillsets. Board is interested in becoming more diverse and has a concrete plan with actions it is taking to become more diverse. <u>Does Not Meet Standard</u> : Governing Board composition does not reflect the diversity of the community and does not have plans to become more diverse.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Governing Board members and employees sign and comply with Conflict of Interest and Code of Ethics policies
Definition	The Governing Board shall establish formal policies to prevent and disclose conflicts of interest and violations of a code of ethics. Members of the Governing Board and all individuals employed at the charter school shall abide by such policies. Upon request, the charter school shall provide Conflict of Interest and Code of Ethics forms to the local district or Department demonstrating that governing board members are in compliance with these policies.
Levels	<u>Meets Standard</u> : Employees and board members sign and comply with the Conflict of Interest and Code of Ethics policies. <u>Does Not Meet Standard</u> : Employees and board members do not sign and/or do not comply with the Conflict of Interest and/or Code of Ethics policies.
Ranking:	

Strengths:	
Weaknesses:	
Notes:	
Questions:	

5. Legal and Regulatory Compliance

Indicator	Incorporated as a Georgia non-profit
Definition	All charter school contracts must be held by a Georgia non-profit corporation.
Source	Charter petition exhibit, GA Secretary of State website, Annual Report
Levels	<u>Meets Standard</u> : Charter school organization is incorporated as a Georgia non-profit. <u>Does Not Meet Standard</u> : Charter school organization is not incorporated as a Georgia non-profit.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	State and Federally Mandated Services – Students with Disabilities
Definition	Description should include the school's plans to: • Evaluate and identify students with disabilities • Develop, renew, and revise IEPs • Integrate special education into the general education program • Deliver special education and related services • Ensure that the school facility meets the requirements of other related laws including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act • Address student discipline • Handle programming disputes involving parents • Ensure confidentiality of special education records • Purchase services from special education vendors • Secure technical assistance and training
Levels	<u>Meets Standard</u> : The charter school has sound plans to provide state- and federally-mandated services to students with disabilities. <u>Does Not Meet Standard</u> : The charter school recites the requirements of law and rule, and does not have sound plans to provide state- and federally-mandated services to students with disabilities and simply recites
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	State and Federally Mandated Services – English Language Learners
Definition	Description should include the school's plans to: • Evaluate and identify English Language Learners • Ensure all external communications (website, newsletters, etc.) are in the students and parents/guardians first language • Secure technical assistance and training
Levels	<u>Meets Standard</u> : The charter school has sound plans to provide state- and federally-mandated services to English Language Learners. <u>Does Not Meet Standard</u> : The charter school recites the requirements of law and rule, and does not have sound plans to provide state- and federally-mandated services to English Language Learners.
Ranking:	

Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	State and Federally Mandated Services – Gifted and Talented Students
Definition	Description should include the school's plans to: Evaluate and identify gifted and talented students
Levels	<u>Meets Standard:</u> The charter school has sound plans to provide state- and federally-mandated services to gifted and talented students. <u>Does Not Meet Standard:</u> The charter school recites the requirements of law and rule, and does not have sound plans to provide state- and federally-mandated services to gifted and talented students.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	State and Federally Mandated Services – Remediation and Supplemental Educational Services
Definition	Description should include the school's plans to: - Provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and No Child Left Behind - Provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB
Levels	<u>Meets Standard:</u> The charter school has sound plans to provide remediation and supplemental educational services. <u>Does Not Meet Standard:</u> The charter school recites the requirements of law and rule, and does not have sound plans to provide remediation and supplemental educational services.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Student Admissions
Definition	Description should include: - The charter school's attendance zone - Whether the charter school will use any enrollment priorities and, if so, their rank order - The rules and procedures that will govern the admission and registration of students in the school - The policy setting annual enrollment, re-enrollment, and lottery deadlines including a description of the lottery procedures detailing how enrollment preferences will be applied and an assurance of complete transparency in its procedures - How the charter school will reach students representative of the racial and socioeconomic diversity in the school system - How the charter school plans to recruit students and maintain/increase enrollment - The proposed admissions application [Exhibit] <i>Additional Information: Whether the charter school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students</i>

Levels	<u>Exceeds Standard:</u> The charter school's admission plans conform to the requirements of Rule and law AND utilizes a weighted lottery. <u>Meets Standard:</u> The charter school's admission plans conform to the requirements of Rule and law. <u>Does Not Meet Standard:</u> The charter school's admission plans do not conform to the requirements of Rule and law.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	School Operations
Definition	Description should include: • The rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures) • The rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers • The charter school's insurance coverage, including the terms, conditions, and coverage amounts • The charter school's employment procedures and policies.
Levels	<u>Meets Standard:</u> The charter school maintains proper insurance coverage and has clearly defined rules and procedures for student discipline, dismissal, grievances, complaints and employment policies. <u>Does Not Meet Standard:</u> The charter school maintains proper insurance coverage, however, has not clearly defined rules and procedures for student discipline, dismissal, grievances, complaints and employment policies.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Facilities
Definition	Description should include: • The location of the newly proposed charter school facility • Whether the facility is new or existing • Whether the facility requires renovations and, if so, the extent of the renovations and the source of funding to pay for the renovations • Whether the charter school has an MOU for the facility pending charter and Department approval and, if so, the total proposed facility cost and material lease terms • Whether the charter school has a Certificate of Occupancy for the proposed facility and, if not, a timeline for obtaining a CO • Whether the charter school has an emergency safety plan pursuant to O.C.G.A. § 20-2-1185 for the proposed facility and, if not, a timeline for submitting the plan to the Georgia Emergency Management Agency
Levels	<u>Meets Standard:</u> The charter school has MOU for its proposed new facility and a sound transition plan that articulates any renovation needs, funding, CO, timeline and emergency safety plan. <u>Approaches Standard:</u> The charter school has MOU for its proposed new facility but does not fully articulate its transition plan, any renovation needs, funding, CO, timeline and emergency safety plan.

	<u>Does Not Meet Standard:</u> The charter school has proposes a new facility but does not have a MOU nor did they provide a transition plan that articulates any renovation needs, funding, CO, timeline and emergency safety plan. <u>Not Applicable:</u> The charter school does not propose a new facility nor require renovations to its current facility.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Open Enrollment and Admissions/Lottery Best Practices/Recruitment
Definition	Charter schools are subject to the same open enrollment and admissions requirements as other public schools, including McKinney Vento (related to homeless youth). Student body is representative of the enrollment zone.
Levels	<u>Meets Standard:</u> Complies with all admissions, enrollment, and lottery laws. Actively recruits students/families to apply to the school. <u>Approaches Standard:</u> School has a recruitment plan to actively engage the community and seek out students from all backgrounds. Complies with all admissions, enrollment, and lottery laws. <u>Does Not Meet Standard:</u> Does not comply with all admissions, enrollment, and lottery laws. Has no plan to recruit students.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Legal Attendance Zone
Definition	School attendance zone is configured in a way that does not favor any particular sub-group over another.
Levels	<u>Meets Standard:</u> Attendance zone is not configured in a way that favors any particular sub-group over another. Student body is representative of the attendance zone. <u>Does not meet Standard:</u> Attendance zone is configured in a way that favors any particular sub-group over another. Student body is not representative of the attendance zone.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Individuals with Disabilities Education Act (IDEA)
Definition	20 U.S.C. § 1400 <i>et seq.</i> Relates to students with special needs - diagnosed or not. This also includes ensuring students with disabilities' needs are met at the school level without delay.
Source	Division of Special Education within GaDOE, complaints, lawsuits, monitoring visits, data collection, annual reports, petition
Levels	<u>Meets Standard:</u> School consistently provides special education services that meet federal and state standards. The school does not show any evidence of IDEA violations. <u>Approaches Standard:</u> There is one complaint within the last year, and the school has made attempts to remedy the complaint.

	<u>Does Not Meet Standard</u> : There is more than 1 violation or complaint. The school does not provide adequate special education services
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Due Process
Definition	Due process relates to the procedures that must take place before students can be denied an education or employees can be denied employment.
Levels	<u>Meets Standard</u> : The petition describes processes that ensures due process is provided consistently to employees and students <u>Does Not Meet Standard</u> : The petition does not describe a process that is likely to provide due process procedures to employees and students.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Food Service
Definition	Charter schools must follow all school nutrition rules that relate to health and safety.
Levels	<u>Meets Standard</u> : Petition describes a process that complies with all school nutrition requirements. <u>Does Not Meet Standard</u> : Petition does not describe a process that complies with all school nutrition requirements.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

6. In the Public Interest

Indicator	Evidence of community support
Definition	Petition shows evidence of community support in alignment with APS administrative regulation IBB-R(2).
Source	Charter petition exhibit
Levels	<u>Meets Standard</u> : Petition shows evidence of community support in alignment with APS administrative regulation IBB-R(2). <u>Does Not Meet Standard</u> : Petition does not show evidence of community support in alignment with APS administrative regulation IBB-R(2).
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Distinctive or unique instructional program
Definition	Petition offers a distinctive or unique instructional program in the school district and the area the school seeks to serve that provides added value and represents a prudent investment of the district's limited financial resources.
Source	Charter petition
Levels	<u>Meets Standard</u> : Proposed school offers a distinctive or unique educational program within APS and adds overall value to the school district representing a prudent investment of district resources. <u>Approaches Standard</u> : Proposed school offers a distinctive or unique educational program within APS but does not add overall value to the school district and does not represent a prudent investment of district resources. <u>Does Not Meet Standard</u> : Proposed school does not offer a distinctive or unique educational program within APS and does not add overall value to the school district nor represent a prudent investment of district resources.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

Indicator	Impact on APS operations
Definition	Petition proposes a location and projected student enrollment for the proposed school that will impact APS's operations in a neutral or positive manner.
Source	Charter petition
Levels	<u>Meets Standard</u> : Petition proposes a location and projected student enrollment for the proposed school that will impact APS's operations in a neutral or positive manner. <u>Does Not Meet Standard</u> : Petition proposes a location and/or projected student enrollment for the proposed school that will impact APS's operations in a negative manner.
Ranking:	
Strengths:	
Weaknesses:	
Notes:	
Questions:	

