

Anne Arundel County Public Schools

Charter School Renewal Application



A quality authorizer....

Designs and implements a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions..

National Association of Charter School Authorizers

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I. Renewal Timeline

| MILESTONE | START | STOP | STATUS | RESPONSIBILITY |
|--|--------------|-------------------------|---------------|--------------------------|
| Governing board notifies AACPS of intent to renew | July | No later than September | | Charter School |
| Present to board/operator/staff on renewal process | August | August | | AACPS |
| Assemble site visit review team and renewal review team | August | September | | AACPS |
| Renewal Application completed | August | October | | Charter School |
| Conduct site visit/governing board, staff and parents Interview | October | October | | Charter School/ AACPS |
| Conduct site visit/data presentation/classroom visit/feedback | October | October | | Charter School/ AACPS |
| Perform financial audit | November | January | | AACPS |
| Review renewal application and site visit findings | November | January | | AACPS |
| Prepare recommendation to the Superintendent to renew or non-renew charter | January | January | | AACPS |
| Final board report to Superintendent | January | January | | AACPS |
| Complete board document for board packet in anticipation of February board meeting | February | February | | AACPS |
| Action Item Board of Education | February | February | | AACPS |
| If approved, begin Renegotiation of contract | February | March | | AACPS/Charter School |
| If denied, begin dissolution process | February | | | AACPS/Charter School |

II. Overview

Introduction

The charter school renewal process is a major event in the term of a charter school's contract. It determines the continuance or termination of a school. It has the potential to be a celebration of the accomplishments and successes of the students and school that was built from the ground up a few years earlier. On the other hand, it may be the public's declaration that a school did not live up to its promises to the public, or to the parents and students who chose to attend.

In most cases, the renewal decision happens on an ongoing basis as the authorizer evaluates a school's performance from year to year. Revocation of a charter midterm is typically the result of dramatic failure, mismanagement, or malfeasance. It is in the renewal decision, at the end of the charter's term, that the authorizer must assess the critical areas of a charter school's performance and accountability. As part of the renewal process, the authorizer must analyze complex qualitative and quantitative data to reach a transparent, merit based renewal decision.

Theory, Research, and Best Practices

Authorizers should establish, disseminate and carefully follow transparent and uniform renewal practices. Clear, equitable practices include adequate notice and fairness.

Policy should set basic evaluation requirements early in the life of the charter school or prior to the schools opening to ensure that charter renewal decisions are based on a strong, multidimensional body of data gathered over the charter term.

Additionally, the policy should specify a minimum body of varied, essential evidence that authorizers should gather to gain a full understanding of a school's quality and effectiveness.

Background: In accordance with Maryland law, a charter school may be renewed provided that a program review and evaluation demonstrates that the school has successfully fulfilled the terms of its contract. In conducting a renewal program review, Anne Arundel County Public Schools will focus its analysis on the charter school's performance in (7) categories:

- A. Instruction and Student Services Performance
- B. Business and Management Services Performance
- C. School Climate Performance
- D. Governance and Management Performance
- E. Parent and Community Involvement Performance
- F. Operational Compliance
- G. The Next Five Years

III. Renewal Application

The Public Charter School Renewal Application shall be completed by the charter school and must address the following categories:

A. Instruction and Student Services Performance

Educational Performance

Areas of Analysis:

- State Mandated Assessment Data
- Other Student Performance Assessments
- Student Academic Growth
- Non Testing Assessment Methods
- Academic goals/objectives/mission/vision from the originally approved application.
- Contribution to AACPS
- Instructional Strategies
- Academic Interventions
- Special Education Instruction
- Professional Development Effectiveness

Guiding questions to address when completing the Educational Performance Analysis Section:

- I. Provide an in depth data analysis of State Mandated assessment data beginning with the school's first year of operation (or first year of current contract term). This analysis should include a grade by grade comparison as well as a comparison by cohort and each student group. If applicable, this data analysis should include any HSA assessments administered to students. What trends does this data show about the progress of student achievement?
- II. Provide an outline of all past and current student performance assessments used at each grade level to identify baseline student achievement data as well as annual learning targets and growth. These assessments should not include any of the required state assessments.
- III. Provide a summary of performance related to each assessment outlined above. Provide annual student cohort data which provides evidence of student growth since the school's first year of operation (or first year of current contract term).
- IV. Provide further methods of assessing student performance which may include student work, portfolios, etc.
- V. Describe how the school has measured its progress toward achieving their originally stated student performance objectives and student achievement goals. Please provide specific outcome data for each of these performance objectives for each year that the school has operated. Please disaggregate this data by overall student performance, grade level and student subgroup.
- VI. Describe how the program has helped AACPS achieve their Strategic Plan Goals and Objectives. Please provide specific outcomes for each applicable Strategic Plan Goal.
- VII. Outline the school's instructional strategies. Describe how these learning strategies have enhanced student learning. How are these instructional strategies aligned to the trends identified in the school's data analysis?
- VIII. What academic interventions are being used for students in need of additional instruction outside of the regular classrooms? How are these academic interventions aligned to the trends identified in the school's data analysis? How are these interventions being measured for effectiveness? Please provide data which addresses the effectiveness of these academic interventions.
- IX. Describe how the school has met the needs of students with disabilities. Please provide specific programmatic strategies which are being used by teachers in order to ensure that all students with IEP's are receiving the most effective instruction.
- X. Provide data to support these instructional strategies. How does your school know that students with IEP's are receiving high quality instruction tailored to fit the needs of these identified students?

- XI. Has the school implemented and achieved its originally stated Mission/Vision? How do you know this has been accomplished? This analysis should include your approved programmatic focus and educational model.
- XII. Discuss the school's Professional Development (PD) program for staff. How is this PD plan relevant to the schools mission/vision and programmatic uniqueness? How have you measured its effectiveness with teacher growth?

B. Business and Management Services Performance

Financial Performance

Areas of Analysis:

- Annual Financial Comparisons between projected and actual budgets
- Financial Challenges
- Internal Financial Controls
- Financial Transactions
- Financial Oversight
- Funding Breakdown by Category
- Financial Audits

Guiding questions to address when completing the Financial Analysis Section:

- I. Please provide an in depth analysis of the proposed budget vs. the school's annual final budgets for the applicable fiscal years. Please analyze and explain any financial trends that may be significantly different than originally proposed.
- II. Describe any financial challenges that have been experienced by the school over the course of the charter term.
- III. Describe the school's financial management and internal accounting procedures of the school. Please discuss all internal control procedures used by the school to ensure a high level of financial accountability.
- IV. How does the school track financial transactions? Please provide details regarding the use of any accounting software products used by the school.
- V. Who is responsible on a daily basis for the oversight and accountability of the school's budget? If there are multiple parties involved, explain how they work together to ensure a high level of budget oversight.
- VI. Provide a year by year analysis of the percentage of funding spent on the school's various line items. For example, provide for the percentage spent on instruction, personnel, facility, maintenance, materials and supplies, etc.
- VII. Attach all financial audits that have been completed over each fiscal year of the charter term.

C. School Climate Performance

Student Enrollment

Areas of Analysis:

- Student Enrollment
- Teacher- Student Ratio
- Demographic Breakdown
- Enrollment Trends

Guiding questions to address when completing the Student Enrollment Section:

- I. Provide the grades your school currently serves, the total number of students by grade level, and the number of students in each classroom. What is the current student- teacher ratio? How does this compare to your student enrollment targets stated in the original application?
- II. What is the relationship between the current student population served and the geographic area where your school is located? How has the existence of your school impacted the surrounding community and neighbor-

hood schools? Is the demographic make-up of your current student body reflective of the communities in which you serve or Anne Arundel County as a whole?

- III. Student Enrollment Trends. Provide a year by year, grade by grade enrollment analysis. Please summarize any trends in the school's year by year enrollment. For example, please explain any significant student enrollments/withdrawals in any given year. Please discuss current and past waitlist numbers as well as total applications received each year that the school has been in operation.

Safe Schools

Areas of Analysis:

- Behavior Interventions
- Behavioral Analysis
- Other non-academic strategies

Guiding questions to address when completing the Safe Schools Section:

- I. Discuss the behavioral interventions and strategies currently being used at your school.
- II. How were these interventions and strategies developed? How do you know that these interventions and strategies are effective? Provide a year by year analysis by grade and cohort of student referrals/suspensions/expulsions. Please provide a summary of this data which outlines the trends related to the effectiveness of the school's behavioral interventions and strategies.
- III. What is the school's disciplinary philosophy related to student behavior. How does the school ensure that all stakeholders buy into this philosophy and operate in accordance to its beliefs?
- IV. Please list any additional non-academic activities that have been used at your school that you feel have enhanced your overall school program. These activities for example may include character education programs, student assemblies, school wide programs, after school programs, parent activities, etc.). Please be specific when describing these programs as to how you feel they have enhanced the overall school program. What data can you provide which supports their effectiveness?

School Climate

Areas of Analysis

- Parent satisfaction
- Staff retention and turnover
- Measures of school climate
- Extra-Curricular Activities

Guiding questions to address when completing the School Climate Section:

- I. How is parent satisfaction measured each year? What does the data show regarding the level of satisfaction that parents have in the school? What improvements can be made to ensure an even higher level of parental satisfaction?
- II. Provide a year by year analysis of staff turnover and retention. Please describe new teacher indoctrination and training programs which insure a high level of teacher development and satisfaction. Why would staff want to continue working at your school? What is offered to your staff that they wouldn't receive in another educational environment?
- III. What strategies are used to determine and improve upon overall school climate each year? How does the school know that there is a positive climate throughout the school and with stakeholders?
- IV. Describe any current extra-curricular activities available to students. These activities may include athletics, music, clubs and school organizations. How do these offerings compare to what was outlined in the originally approved application?
- V. How have these extra-curricular activities enhanced the current school program? Have they had a positive impact on academic achievement? How many students does the school currently have taking advantage of these activities?

D. Governance and Management Performance

Governing Board Effectiveness

Areas of Analysis:

- Board Composition and Turnover
- Board Responsibilities
- Evaluation of School Leadership
- Strategic Planning/Board Trainings
- Board Communication with stakeholders
- Financial Oversight
- Operator Effectiveness
- Reflection

Guiding questions to address when completing the Governance Performance Section

- I. Describe the composition of the board including length of term, background of members, and method of selection, active sub committees, officers and frequency of meetings.
- II. How are board members oriented to their role as board members?
- III. What are the responsibilities of the school's board members?
- IV. Describe how the board is included in the evaluation of the school principal? What is their role in this process and how do they know whether the principal is being effective in this role?
- V. Has the board conducted a strategic plan? If yes, please provide a copy of this plan. If not, when does the board plan on conducting one?
- VI. How do board members handle problems brought to them by faculty, parents or students? What are the procedures for receiving communications from these stakeholders?
- VII. Describe the guidelines that separate and articulate the responsibilities of board members and the school administration and faculty?
- VIII. How does the school's board oversee the financial management of the school? In what ways does it assure that financial resources provide adequate support for the school's overall program?
- IX. Discuss the relationship between the school's governing board and school operator. What is the contractual relationship between the two parties and what is the specific division of duties that each is accountable to perform? How does the governing board hold the operator accountable for specific outcomes of the agreed upon contract?
- X. Provide a reflection over the past three years of the school. How has your work as a board impacted the school's overall performance? How do you envision your role changing over the next three years?

E. Parent and Community Involvement Performance

Parent Involvement

Areas of Analysis:

- Parental Activities
- PTO
- Business Community Partnerships

Guiding questions to address when completing the Parent Involvement Performance Section

- I. What activities take place at the school to engage parents in their child's education? Please be specific regarding parent participation in these activities. What strategies could be used to increase the level of parental participation and engagement
- II. Does the school have an active PTO? Please provide evidence that this organization is highly active and engaged in the schools overall success. What is the role of this organization and how do they support the academic program?
- III. Describe the current business partnerships that your school has and the specific relationship between your school and these businesses. What is the purpose of these partnerships and how do they lead to increased student achievement both academically and non-academically.

F. Operational Compliance

Operational Compliance—Completing the section below, please provide evidence that over the term of the initial five year contract, the charter school has complied with Federal, State, and local laws as well as AACPS Board of Education policies and regulations, including those items identified in the AACPS Charter School Oversight and Information System (Sharepoint). The Operational Compliance section must include supporting data that addresses the following:

- A. Student enrollment/Lottery procedures**
- B. Facilities compliance**
- C. Transportation**
- D. Human Resources**
- E. Special Education**

Guiding questions to address when completing the Operational Compliance Section:

- A. Student Enrollment/Lottery
 - I. Describe how the school's lottery provides for a transparent process and complies with federal/state and local laws/policies and regulations.
 - II. Describe how the school implements enrollment processes and procedures that are consistent with the school's contract and in compliance with applicable laws that govern charter school enrollment.
- B. Facilities Compliance
 - I. How does the current facility comply with applicable laws and codes?
 - II. Compare the current facilities use to the originally approved education specification document. Have any significant changes taken place over the past five years in terms of facility use and space?
- C. Transportation
 - I. Describe your current transportation plan. Please include number of busses, number of bus riders, transportation challenges, and current transportation provider.
 - II. How does the school's transportation program comply with all applicable COMAR requirements?
- D. Human Recourses
 - I. Please address the HR standards as set forth in section 4 of Standards/Criteria/Sources of Evidence outlined below.
- E. Special Education
 - I. Provide a description of how the school meets timelines and legal requirements as they relate to the provisions of services of students with disabilities.

G. The Next Five Years

Provide a five year accountability plan for the charter school outlining the school's Academic, Non Academic, Financial and Governance goals, objectives, and measures. The accountability plan should include strategies for accomplishing these measures over the term of the next five years. This accountability plan will be used in part to hold the charter school accountable over the next contract term.

Additional Renewal Requirements:

- A. Terms of Renewal- a statement of the terms of renewal requested and compelling rationale for why the charter should be renewed for the maximum term of five years.
- B. Contract Revisions-contents of the charter school application indicating any changes to the original charter the governing board is requesting and any amendments, including waivers to the initial charter, which were previously approved.
- C. Compliance Assurances-dated and signed by the lead person of the governing board (Form G)*.
- D. Affidavit of Disclosure I-V dated and signed by the lead person of the governing board (Form H)*.

**Forms G and H can be found by going to <http://www.aacps.org/Page/1081>. At the bottom of the page under Guidelines Documents, click on the link Forms and Guidelines.*

— IV. Criteria/Standards/Sources of Evidence & Evaluation —

Criteria/Standards/Sources of Evidence

The criteria listed below will be considered by Anne Arundel County Public Schools when making renewal determinations for existing charter schools and will address Focus Areas, Indicators, Standards/Criteria, and Sources of Evidence as outlined in the attached chart and evaluation rubric. It is a school's performance within these indicators that inform a charter renewal decision.

Evaluation

The following evaluation will be completed by Anne Arundel County Public Schools and the Designees of the Superintendent.

Evaluation Scale

to be completed by the designee of the Superintendent of Anne Arundel County Public School's Charter School Office. The renewal monitoring and evaluation process will assess specific indicators and standards listed above to determine a charter contract renewal. The evaluation findings will be indicated in the following manner:

-  **Meets the Standard**
-  **Approaches the Standard**
-  **Does Not Meet the Standard**

Other evidence collected during this evaluation will include:

- A review of details and data regarding any violations of the charter during the term of the contract.
- A performance assessment of the progress towards meeting standards of fiscal management.
- Other applicable reports/observations/assessments/site visits of the charter school over the course of the charter term.

A. Instruction and Student Services Performance

| EDUCATIONAL PERFORMANCE | | | |
|---|---|---|--|
| Focus Area | Indicator | Standard/Criteria | Sources of Evidence |
| Federal, State & Local Accountability | State mandated assessments | Students at the school demonstrate proficiency or progress towards meeting proficiency on state mandated assessments. | State assessment data for each year of the charter school contract. |
| | HSA achievement | Students at the school demonstrate proficiency or progress towards meeting proficiency on state mandated assessments. | HSA data—if applicable Only applies if charter school has students taking HSA Assessments |
| | Analysis of student cohort growth | Annual academic growth by student cohort. Grade by grade analysis. | State assessment data, relative performance |
| | % of students tested | The school is appropriately administering applicable state standardized tests to its students. | State testing participation rates for each year of charter school contract. |
| | Relative performance | The school's performance meets or exceeds the performance of schools with closely comparable student populations. | State testing data for each year of the charter school contract. |
| | Student attendance rates | The school attendance rates meet or exceed the district's annual attendance targets for all students and by student groups. | Annual attendance rates |
| <input type="checkbox"/> Meets the Standard | Comments | | |
| <input type="checkbox"/> Approaches the Standard | | | |
| <input type="checkbox"/> Does Not Meet the Standard | | | |
| Student Performance and Assessment (Non state mandated assessment) | Other student assessment data which includes benchmark assessments, student growth assessments, internally developed assessments, portfolios, other assessment methods. | Demonstrated student growth related to outlined assessment methods. Annual growth targets as identified internally. | Analysis of student growth relating to internally developed benchmarks and targets as well as non-state mandated student growth assessments and benchmarking data. |
| <input type="checkbox"/> Meets the Standard | Comments | | |
| <input type="checkbox"/> Approaches the Standard | | | |
| <input type="checkbox"/> Does Not Meet the Standard | | | |
| Data Driven Decision Making | Data-driven decision making | The school competently uses formative and summative data to inform and guide instructional planning and practice aligned with Common Core Standards | State assessment data, internally developed assessments (formative/ summative) annual site reviews (sample lesson plans); Program of Study, student schedule, School Improvement/ Accountability plan, process for analyzing data with staff and decision making based on the analyzed data. |
| <input type="checkbox"/> Meets the Standard | Comments | | |
| <input type="checkbox"/> Approaches the Standard | | | |
| <input type="checkbox"/> Does Not Meet the Standard | | | |

| EDUCATIONAL PERFORMANCE | | | |
|--|---|---|---|
| Focus Area | Indicator | Standard/Criteria | Sources of Evidence |
| Annual Performance and Student Achievement Goals and Objectives | Analysis of annual school performance related to originally stated student performance goals and objectives | Demonstrated trends toward positive growth related to annual student performance measures. | State assessment data, HSA, Other assessment methods |
| | <input type="checkbox"/> Meets the Standard | Comments | |
| | <input type="checkbox"/> Approaches the Standard | | |
| | <input type="checkbox"/> Does Not Meet the Standard | | |
| Implementation of Mission/Vision | Data supporting the implementation of the originally stated mission and vision | Demonstrated evidence of school's implementation of originally stated mission and vision | Specific documentation/artifacts of meeting the school's mission and vision |
| | <input type="checkbox"/> Meets the Standard | Comments | |
| | <input type="checkbox"/> Approaches the Standard | | |
| | <input type="checkbox"/> Does Not Meet the Standard | | |
| Instructional Strategies | Implementation of curriculum and instructional techniques | The school is successfully implementing curriculum and instructional techniques as defined in the schools approved charter application. | Program of Study, Curriculum Scope and Sequence; Curriculum Guides; Materials of Instruction, Alignment to standards; Co Curricular and summer programs ; extended day/ week and year opportunities |
| | Implementation of differentiated instruction for students, particularly of those below grade level | The school implements demonstrated effective instructional interventions/ techniques that support struggling students to achieve at grade level. | Examples of differentiated instructional practices implemented at the school and data showing evidence of effectiveness. |
| | <input type="checkbox"/> Meets the Standard | Comments | |
| | <input type="checkbox"/> Approaches the Standard | | |
| Special Education/ ELL | Implementation of specialized instruction for exceptional learners (Students with disabilities, and 504 plans) | The school provides quality services for students with disabilities as defined in the schools approved charter application and as required by applicable law. | Student schedules with special education/ related services; Tienet/Cumulative folder , student progress reports, classroom observations ; special education process folders, identification, evaluation process, parent notices, IEP components, notices/ reports/assessment growth |
| | Implementation of ELL program | The school provides quality services for English Language Learner students as defined in the school's contract and as required by applicable law. | Documentation of services being provided leading to high quality outcomes for ELL students. |
| | <input type="checkbox"/> Meets the Standard | Comments | |
| | <input type="checkbox"/> Approaches the Standard | | |
| | <input type="checkbox"/> Does Not Meet the Standard | | |

A. Instruction and Student Services Performance cont.

| EDUCATIONAL PERFORMANCE | | | |
|--|---|---|---|
| Focus Area | Indicator | Standard/Criteria | Sources of Evidence |
| Professional Development Plan | Relevant PD program aligned with program mission and vision. | Annual PD calendar demonstrating PD based on needs assessment | Developed PD plan for each of the years of the contract which shows the methods of determining the PD activities and how these PD activities contributed to increased levels of teacher capacity and student achievement and aligns with overall school mission and vision. |
| <input type="checkbox"/> Meets the Standard | Comments | | |
| <input type="checkbox"/> Approaches the Standard | | | |
| <input type="checkbox"/> Does Not Meet the Standard | | | |

B. Business and Management Services Performance

| FINANCIAL PERFORMANCE | | | |
|---|---|--|--|
| Focus Area | Indicator | Standard | Sources of Evidence |
| Financial Management | Demonstration of professional competence and sound systems in managing the schools financial operations | The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices. | Annual budgets, financial reports, annual financial audits, financial corrective action plans, annual site reviews |
| | Adherence to generally accepted accounting principles | The school adheres to generally accepted accounting principles | |
| | Financial Reporting Requirements | The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract. | |
| <input type="checkbox"/> Meets the Standard | Comments | | |
| <input type="checkbox"/> Approaches the Standard | | | |
| <input type="checkbox"/> Does Not Meet the Standard | | | |
| Financial Viability | Budgeting | The school maintains balanced budgets and a positive cash flow. | Actual annual budgets vs. Projected budgets. Financial reports, annual financial audits, annual site visits. Next charter term five year proposed budget. |
| | Financial obligations | The school's financial obligations are in good standing. | |
| | Long-term financial performance | The school has a sound and sustainable long-term financial plan. | |
| <input type="checkbox"/> Meets the Standard | Comments | | |
| <input type="checkbox"/> Approaches the Standard | | | |
| <input type="checkbox"/> Does Not Meet the Standard | | | |

C. School Climate Performance

| STUDENT ENROLLMENT | | | |
|--|---|--|---|
| Focus Area | Indicator | Standard | Sources of Evidence |
| Student Enrollment | Targeted Student Enrollment | Annual student enrollment in relation to the originally stated enrollment targets | Annual actual student count vs. annual proposed enrollment, broken down by grade level for each year of the charter contract |
| | Student/Teacher Ratio | Annual student teacher ratio by classroom in relation to the originally stated ratios | Annual breakdown of classroom ratios |
| | Geographic Analysis | Analysis of current student enrollment in relation to the demographic breakdown of both the surrounding communities as well as AACPS as a whole | Analysis should demonstrate a student population representative of both the schools community and the district |
| | Enrollment Trends | Annual analysis of student enrollment trends. | Analysis of annual enrollment and withdrawals by grade. An explanation of withdrawal trends should be included |
| <input type="checkbox"/> Meets the Standard <input type="checkbox"/> Approaches the Standard <input type="checkbox"/> Does Not Meet the Standard | Comments | | |
| SAFE SCHOOLS | | | |
| Focus Area | Indicator | Standard | Sources of Evidence |
| Behavior interventions and analysis | Intervention effectiveness | Description of behavior intervention programs and an analysis of the school's annual safe schools data (referrals, suspensions, expulsions) | <p>The data analysis should demonstrate a positive trend of decreasing levels of negative student behavior. This data should be broken down by student groups.</p> <p>Discipline reporting, annual site visits, Discipline/Suspension/Expulsion trends by grade level throughout the term of the first five years of the existing charter contract.</p> |
| Behavioral Philosophy | Solid research based behavior approach to school wide interventions | Description of school wide behavior interventions and methods for insuring that all staff are trained and held accountable for adhering to this philosophy | PD trainings, staff development activities related to school wide behavior interventions. Documents supporting the school wide plan |
| <input type="checkbox"/> Meets the Standard <input type="checkbox"/> Approaches the Standard <input type="checkbox"/> Does Not Meet the Standard | Comments | | |

SCHOOL CLIMATE

| Focus Area | Indicator | Standard | Sources of Evidence |
|---|--|---|---|
| Parent Satisfaction | Annual parent satisfaction data | Demonstrated high level of parent satisfaction | Parental satisfaction surveys, annual site visit interviews, annual enrollment numbers and lottery wait lists, list of parental involvement activities and evidence of attendance |
| Staff Retention and turnover | Annual staff retention and turnover rates | Data showing annual trends of teacher retention and turnover | Data analysis showing low levels of staff turnover as well as a narrative describing these trends. Teacher retention programs/ trainings/teacher satisfaction data. |
| Measures of School Climate | Examples of methods used to assess school climate | Documented methods of assessing school climate along with accompanying data | Data trends highlighting positive or negative school climate among stakeholders. |
| Extra-Curricular activities | Examples of extra-curricular activities offered at the school | Listing of annual offerings related to all extracurricular activities | Annual grade by grade offering of extra-curricular activities along with number of students impacted by these offerings and methods of choosing which of these activities to offer to students. |
| <input type="checkbox"/> Meets the Standard | Comments | | |
| <input type="checkbox"/> Approaches the Standard | | | |
| <input type="checkbox"/> Does Not Meet the Standard | | | |

D. Governance and Management Performance

| GOVERNING BOARD EFFECTIVENESS | | | |
|---|---|---|---|
| Focus Area | Indicator | Standard | Sources of Evidence |
| Board Composition | Description of the board composition and turnover during the course of the charter contract. | Trends of board make up and board capacity to provide proper oversight to the charter school. | Annual listing of board members along with their background and skill set which provides for a diverse make up of board members. |
| Board trainings and orientation | Listing of board trainings, strategic planning sessions. | How are board members indoctrinated to their role on the board? How does the board ensure that all members are properly trained and developed to carry out their role as a governing board? | List of trainings and other board activities outside of regular meetings which provide board members with capacity building activities and opportunities to strategically develop annual school targets and outcomes. |
| Board effectiveness | Measures of board effectiveness | Measures and outcomes which provide details related to the overall effectiveness of the governing board. How do you know the governing board is being effective in their role? | Governing board meeting agendas and minutes, annual site visits; Organizational Chart; list of current governing board members, officers of the board, board turn over the past three years, updated signed affidavit of disclosure and conflict of interest policy for each board member. Description of board oversight, roles and responsibilities, Articles of Incorporation, Bylaws, tax exempt status, good standing with state and updated federal filings, Strategic Plan |
| Operator Performance | Performance analysis of school operator | Measures and outcomes which provide details related to the overall effectiveness of the school operator. How do you know the operator is being effective in their role? | Data which demonstrates positive effectiveness among the school operator. Clear measures of operator effectiveness. |
| <input type="checkbox"/> Meets the Standard | Comments | | |
| <input type="checkbox"/> Approaches the Standard | | | |
| <input type="checkbox"/> Does Not Meet the Standard | | | |

E. Parent and Community Involvement Performance

| PARENT AND COMMUNITY INVOLVEMENT | | | |
|---|---|--|---|
| Focus Area | Indicator | Standard | Sources of Evidence |
| Parental Involvement | Parental involvement opportunities | Methods for enlisting positive and ongoing parental involvement in the school. | Listing of related involvement opportunities, supporting evidence highlighting parental involvement in such activities. Methods for reaching out to parents and tracking parental involvement. |
| PTO | Effective PTO | Demonstrated evidence of effective and engaged PTO | Annual growth of PTO represented by PTO membership, officers, activities offered, role of PTO, interaction with school based personnel. PTA/ PTO bylaws, insurance and evidence of 501c3, meeting minutes; treasurers report; family /community roster; executive committee minutes; copy of 5013C, annual activities, fundraisers. |
| Business Partnerships | Established partnerships | Listing and defined relationship of all Business Partnerships | Annual listing of business partnerships and how these partnerships align to the mission and vision of the school. Details of business relationships and partnership outcomes. |
| <input type="checkbox"/> Meets the Standard <input type="checkbox"/> Approaches the Standard <input type="checkbox"/> Does Not Meet the Standard | Comments | | |

F. Operational Compliance

| OPERATIONAL COMPLIANCE | | | |
|---|--|--|--|
| Focus Area | Indicator | Standard | Sources of Evidence |
| Student Enrollment/Lottery | Lottery process | The school's lottery process is transparent and complies with all federal, state and local policies and regulations | Lottery process, applications and admissions documentation; wait list procedures and admissions process |
| | Enrollment procedures | The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law | Lottery process, applications and admissions documentation; wait list procedures and admissions process |
| <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #28a745; margin-right: 5px;"></div> Meets the Standard </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="width: 20px; height: 20px; background-color: #ffc107; margin-right: 5px;"></div> Approaches the Standard </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="width: 20px; height: 20px; background-color: #dc3545; margin-right: 5px;"></div> Does Not Meet the Standard </div> | | | |
| Comments | | | |
| Facilities | Facility compliance | The school's facilities comply with applicable laws and codes | Occupancy permits, health, annual site visits Fire inspections, fire drill reports, evacuation plans, Roofing reports, AHERA updates, Annual Fire/Safety Equipment Systems |
| | Room compliance | The facility complies with approved Educational Specifications | Space utilization chart |
| <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #28a745; margin-right: 5px;"></div> Meets the Standard </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="width: 20px; height: 20px; background-color: #ffc107; margin-right: 5px;"></div> Approaches the Standard </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="width: 20px; height: 20px; background-color: #dc3545; margin-right: 5px;"></div> Does Not Meet the Standard </div> | | | |
| Comments | | | |
| Transportation | Transportation Services | The school secures, manages, supervises, implements and directs its own transportation services. The school complies with all federal, state, and local policies related to transportation services. | Observation, site visits, interviews with parents, students, and service providers, service provider contracts |
| <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #28a745; margin-right: 5px;"></div> Meets the Standard </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="width: 20px; height: 20px; background-color: #ffc107; margin-right: 5px;"></div> Approaches the Standard </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="width: 20px; height: 20px; background-color: #dc3545; margin-right: 5px;"></div> Does Not Meet the Standard </div> | | | |
| Comments | | | |
| Human Resources | Personnel and Operations, records management | The school complies with recruiting and employee processing practices, payroll and benefits; Workers Compensation and records management | Employee processing records, workers comp claims, review of Local School Files (LSF) and Official Employee Files (OPF). Past site visit documents. |
| | Adherence to recruitment and employment requirements | The school correctly employs Brass Ring to post vacancies and evaluate candidates | Brass Ring reports vacancies posted prior to interviews conducted; applications that have properly applied on Brass Ring prior interview, timely completion of "Selection to Hire" form. |
| | Adherence to new employee processing requirements | The school ensures that all new employees complete all new employee processing requirements, including fingerprint, prior to starting work | Processing session sign in, fingerprint cards I-9's |

| | | | |
|--|--|---|--|
| Human Resources cont. | Leave Reporting/Substitutes | The school will ensure teachers report absences in SEMS prior to their absence and request a substitute, as appropriate | SEMS record agrees with payroll time sheets and leave authorization forms |
| | Observations/Evaluations | The school will comply with Board Policy, Regulations and Negotiated Agreements to complete timely observations and evaluations for all employees | Observation and Evaluation Forms Adherence to established policies and/or Negotiated Agreements to address performance concerns Adherence to established policies and/or Negotiated Agreements to address performance concerns |
| | Certification/qualifications of instructional staff | The school will ensure teachers hired are fully certified and assigned to teach subjects/grades for which they are deemed HQ | Certification Reports |
| | Employee Investigations/Discipline | The school will annually review with employee's policies as specified in Board Policies and Regulations. In addition, reports will be made to the Office of Investigations, as required, for allegations of misconduct. | View "Every Employee Must Know" Video with entire staff; filing of DSS reports when warranted Adherence to established policies and/or negotiated agreements to address performance concerns |
| | Employee Termination/Separation | The school will comply with Board procedures and Negotiated Agreements related to employee termination and separation | Timely notification to Regional Assistant Superintendent regarding requests for non renewal of teachers. Submission of Leave/Retirement/Separation forms to HR in a timely fashion. |
| | Workers' Compensation/ADA | The school will comply with Workers' Compensation and ADA | Compliance with WC reporting requirements and ADA requirements |
| <input checked="" type="checkbox"/> Meets the Standard | Comments | | |
| <input type="checkbox"/> Approaches the Standard | | | |
| <input type="checkbox"/> Does Not Meet the Standard | | | |
| Special Education | Special Education Process | The school meets timelines and legal requirements as they relate to the provision of services for students with disabilities | Student schedules with special education/related services; Tienet/Cumulative folder, student progress reports, classroom observations; special education process folders (identification, evaluation process, parent notices, IEP components, notices/ reports) |
| <input checked="" type="checkbox"/> Meets the Standard | Comments | | |
| <input type="checkbox"/> Approaches the Standard | | | |
| <input type="checkbox"/> Does Not Meet the Standard | | | |

V. Recommendation

Anne Arundel County Public Schools Recommends:

Anne Arundel County Public Schools
Department of Student Support Services
Office of Alternative Education



ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS