

DeKalb County School District



DCSD Charter Department
Draft Documents for the
National Association of Charter School Authorizers
National Conference

“Development of Performance Framework – A Work in Progress”

Contents:

- Governing Board Observation Form
- Performance Standards
- Beginning of the Year Report Template
- Informal Site Visit Template
- Timeline of Department Activities

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(Oct. 2016)

Governing Board Meeting Observation Form

| | | |
|------------|-----------|-------------|
| School: | Date: | Start Time: |
| Principal: | Location: | End Time: |
| Chair: | Observer: | |

Purpose

The Governing Board Meeting Observation Form provides feedback on the critical behaviors of an effective Governing Board. The form is divided into the following topic areas: Mandatory Requirements, Optional Inclusions, Best Practices, Observable Practices, and Feedback.

Directions

This form includes a series of statements, each followed by either

- A Yes or No option

The Observer will circle the statement which most closely fits behaviors observed during the Governing Board meeting. The Observer *may* also provide specific comments after each topic.

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Mandatory Requirements

Open and Public Meetings Act O.C.G.A. §§ 50-14-1 through 6

Open Records Act O.C.G.A. §§ 50-18-70 through 77

| | | |
|--|-----|----|
| 1. Meeting time & location was posted at least 7 days in advance. | YES | NO |
| 2. Meeting agenda was posted on Governing Board/School website. | YES | NO |
| 3. The current meeting's agenda is reviewed, approved and may include amendments. | YES | NO |
| 4. The prior meeting's minutes are reviewed, approved and may include amendments. | YES | NO |
| 5. Summary of actions, from current meeting, was posted within 2 business days. Date Checked: | YES | NO |
| 6. Approved minutes, from prior meeting, were posted within 2 business days of the current meeting. Date Checked: | YES | NO |
| 7. The meeting starts and ends on time. | YES | NO |
| 8. Hard copies of the agenda are available and focus on issues relevant to the school. | YES | NO |
| 9. The Secretary or designee records accurate minutes throughout the meeting. | YES | NO |
| 10. Votes and discussion are conducted within the spirit of Robert's Rules of Order. | YES | NO |
| 11. Governing Board has current fingerprinting and background documentation on each member. (Available upon Request) | YES | NO |
| <i>Comments regarding compliance requirements:</i> | | |

Optional Inclusions

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| | | | | <i>Evidence and/or Specific Behavior Observed</i> |
|---------------------------|-----|----|--|---|
| 12. Access to the Public | YES | NO | | |
| 13. Principal's Report | YES | NO | | |
| 14. Public Comment Period | YES | NO | | |
| 15. Sign-In Form | YES | NO | | |

| Best Practices | | | | |
|---|-----|----|-----|---|
| Environment & Process | | | | |
| | | | | <i>Evidence and/or Specific Behavior Observed</i> |
| 16. The meeting setting encourages participation and interaction among Governing Board members and is conducive to public attendance. | YES | NO | N/O | |
| 17. Motions are made, seconded and voted on according to Robert's Rules of Order | YES | NO | N/O | |
| 18. The Governing Board is updated on results of items sent to Committee or worked on by individuals. | YES | NO | N/O | |

| Best Practices | | | | |
|---|-----|----|-----|---|
| Leadership | | | | |
| | | | | <i>Evidence and/or Specific Behavior Observed</i> |
| 19. The Chair makes every effort to keep the discussion focused and on track, according to the approved agenda. | YES | NO | N/O | |
| 20. The Chair conducts the meeting in a professional manner using agreed | YES | NO | N/O | |

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| | | | | |
|--|-----|----|-----|--|
| upon norms. | | | | |
| 21. The Chair and Parliamentarian or Secretary successfully manage the public comment process. | YES | NO | N/O | |
| 22. The Principal actively participates in the discussion, while allowing the Chair to lead the meeting. | YES | NO | N/O | |

| Best Practices Communication | | | | |
|---|-----|----|-----|---|
| | | | | <i>Evidence and/or Specific Behavior Observed</i> |
| 23. Communication is directed toward the entire Governing Board with very few side conversations. | YES | NO | N/O | |
| 24. Members exhibit respect toward one another. | YES | NO | N/O | |
| 25. Members support Governing Board decisions even when they may personally disagree. | YES | NO | N/O | |

| Best Practices Ownership | | | | |
|---|-----|----|-----|---|
| | | | | <i>Evidence and/or Specific Behavior Observed</i> |
| 26. The Chair solicits participation by all members present. | YES | NO | N/O | |
| 27. When warranted, the Governing Board sends items to Committee for further exploration. | YES | NO | N/O | |
| 28. Members volunteer to take on assignments so that tasks are evenly distributed. | YES | NO | N/O | |

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| | | | | |
|---|-----|----|-----|--|
| 29. All members actively participate in the discussion. | YES | NO | N/O | |
|---|-----|----|-----|--|

| Best Practices Meeting Focuses | | | | |
|--|-----|----|-----|---|
| | | | | <i>Evidence and/or Specific Behavior Observed</i> |
| 30. Board meetings focus primarily on education. | YES | NO | N/O | |
| 31. Board meetings include frequent review of student assessment results. | YES | NO | N/O | |
| 32. Board meetings include a review of curriculum effectiveness. | YES | NO | N/O | |
| 33. Board meetings include a review of the effectiveness of instructional methods. | YES | NO | N/O | |

| Observable Practices Communication Pattern | | | | |
|--|--|--|--|--|
| | | | | |

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Observable Practices
Decision Making Evidence

| |
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Feedback
Mandatory

| |
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Optional

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Commendations

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DeKalb County School District Charter School Office
Monitoring for Accountability Process
 Performance Standards

| Performance Standards | |
|---|--|
| <ul style="list-style-type: none"> • School Performance: The school is an effective model resulting in value-added growth to student outcomes and a positive school climate where students feel successful. • Budget and Finance: The charter school is financially healthy as evidenced by performance on short and long term fiscal health metrics throughout their charter term. • Organizational Structure: The charter school’s governance, including the governing board and school leadership are effective. • Operations: The charter school is a safe and secure facility that meets compliance set forth by federal mandates and district expectations. • Legal Compliance: The school is compliant with applicable laws and regulations. | |

| Performance Standards Indicators: | |
|-----------------------------------|--|
| School Performance | <ol style="list-style-type: none"> 1. Student Achievement, Growth, and Gap Closure 2. Mission-Specific Goals 3. School Culture and Climate 4. Rigorous Instruction 5. Academic Program |
| Budget and Finance | <ol style="list-style-type: none"> 1. Fiscal Viability 2. Financial Management |
| Organizational Structure | <ol style="list-style-type: none"> 1. Governance and Management 2. Organizational Capacity |
| Operations | <ol style="list-style-type: none"> 1. Accountability Measures 2. Recruitment and Enrollment Process 3. Waitlist and Enrollment Data 4. Transfer/Retention Rates 5. Parental and Community Support |
| Legal Compliance | <ol style="list-style-type: none"> 1. Signed Statement of Assurances 2. Open Public Meetings 3. Fingerprints and Background Checks |

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Performance Standards Indicators and Measures:

1. School Performance

1.1 Student Achievement, Growth, and Gap Closure

- Are students achieving proficient or above on statewide assessments in Core Content Areas?
- Are students demonstrating typical/high academic growth compared to their academic peers?
- Is the school annually outperforming the district it serves as measured by CCRPI?
- Is the school annually closing the achievement gap between students in eligible subgroups as compared to similar traditional schools?

1.2 Mission-Specific Goals

- Is the school meeting its mission-specific goals?

1.3 School Culture and Climate

- Are there clear, and consistent high expectations for students and staff as communicated within the schools strategic plan?
- Are the expectations for students visible, and communicated regularly by all stakeholders?
- Is the average daily attendance rate 95% or above as reported in Infinite Campus?
- Is there a clear, consistent and effective behavior management system that results in low frequency of out of school suspensions as reported in Infinite Campus?

1.4 Rigorous Instruction

- Are teacher lesson plans standards-based and reflect work toward the annual student achievement goal?
- Does the school use a scope and sequence for each content area?
- Does the school have a data-analysis plan in place? Who are the stakeholders involved? How frequent does this occur?
- If extended day is apart of the school's charter, in what innovative ways does the school use this to increase academic achievement?

1.5 Academic Program

- Is the school implementing all essential or innovative features of its program as defined in its current charter contract?
- Is the school complying with applicable education requirements?
- Is the school protecting the rights of all students by keeping all student records housed in a safe and secure location?

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|--|
| 2. Budget and Finance |
| <p>2.1. Fiscal Viability</p> <ul style="list-style-type: none"> • Does the school have the ability to cover short-term financial obligations? • Does the school maintain an appropriate balance of cash on hand? • Is the school able to project enrollment in a way that enables them to adequately budget? • Is the school repaying debts in a timely manner? <p>2.2 Financial Management</p> <ul style="list-style-type: none"> • Does the school manage costs appropriately? • Is the school meeting financial reporting and compliance requirements? • Is the school following GAGSP? • Does the school maintain an appropriate balance between assets and liabilities over time? |
| 3. Organizational Structure |
| <p>3.1 Governance and Management</p> <ul style="list-style-type: none"> • Do all Governing Board Members have an updated background check? • Do all Governing Board Members have updated fingerprints? • Have all Governing Board Members received the required Board Training? • Does the governing board retain decision making authority in the following areas: personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations that is evident through the observation of the Governing Board Meetings? • Has the Governing Board created, or adopted a decision making model that is used to make decisions, and is evident in practice through observation at the Governing Board Meetings? <p>3.2 Organizational Capacity</p> <ul style="list-style-type: none"> • Has there been any changes in school leadership? • Did teachers voluntarily resign during the school year? • Are teachers and staff released from their contractual obligations during the school year? • Are teachers and staff released from their contractual obligations at the end of the school year? • Did teachers and staff resign from their contractual obligations at the end of the school year? |
| 4. Operations |
| <p>4.1 Accountability Measures</p> <ul style="list-style-type: none"> • Does the school actively maintain a school safety plan? • Does the school have policies and programs that establish a safe and secure school environment? • Is the school compliant in conducting required emergency procedures? • Does the school have safe and secure facilities? • Does the school's food service program meet the health and safety requirements of the state? |

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| <ul style="list-style-type: none"> • Does the school offer transportation that meets the requirements of the state? <p>4.2 Recruitment and Enrollment Process</p> <ul style="list-style-type: none"> • Does the school hold fair and equitable recruitment, application, and enrollment processes? • Is the school transparent in its recruitment, application and enrollment processes to the public? <p>4.3 Waitlist and Enrollment Data</p> <ul style="list-style-type: none"> • Does the school meet its yearly enrollment projections? • What is the school’s annual waitlist? <p>4.4 Transfer/Retention Rates</p> <ul style="list-style-type: none"> • Are there low student transfer rates? • Does the school make strong efforts to monitor and minimize attrition to ensure stable enrollment? <p>4.5 Parental and Community Support</p> <ul style="list-style-type: none"> • Is there strong parent satisfaction and community support towards the school? • Are there frequent and meaningful opportunities for involvement? |
| <p>5. Legal Compliance</p> |
| <p>5.1 Signed Statement of Assurances</p> <ul style="list-style-type: none"> • Is there a signed statement of assurances? <p>5.2 Open Public Meetings</p> <ul style="list-style-type: none"> • Are there records of open public meetings posted on the school’s website for the entire term? <p>5.3 Fingerprint and Background Checks</p> <ul style="list-style-type: none"> • Do all employees have current fingerprints and background checks on file? |

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DeKalb County School District Charter School Office
Monitoring for Accountability Process
 BOY Report Template

Introduction

| | |
|--|--|
| Name of Charter School | |
| Address of School | |
| Name of Individual Responsible for this Report and Contact Information | |
| Date Charter School Governing Board Reviewed and Approved this Report for Submission | |

Performance Standard #1: School Performance

Student Growth and Academic Achievement *(Performance Standard #1)*

| Percentage of Students Performing Developing or Above in ELA | Percentage of Students Performing Developing or Above in Math | Percentage of Students Performing Developing or Above in Science | Percentage of Students Performing Developing or Above in Social Studies |
|--|---|--|---|
| | | | |

*Please use the above chart for grades 3-8 EOG, and adjust with appropriate EOC labels as needed.

State-Mandated CCRPI Measure *(Performance Standard #1)*

| | |
|------------------------------------|--|
| Current CCRPI Score | |
| District CCRPI Score | |
| Action Plan to Improve CCRPI Score | |

Student Daily Attendance Average *(Performance Standard #1)*

| |
|---|
| % |
|---|

Student Behavioral Data *(Performance Standard #1)*

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| | |
|-----------------------|----------------------|
| Number of Suspensions | Number of Expulsions |
| | |

Performance Standard #2: Stewardship, Governance, and Management

| | |
|--|--|
| Fiscal Viability: | |
| Total Margin (net income/total revenue): | |
| Debt to asset ratio (total liabilities/total assets): | |
| Debt service coverage ratio (net income + depreciation + interest expense)/ (principal + interest payments): | |
| Current asset ratio (current assets/current liabilities): | |
| Days of unrestricted cash ((total expenditures-depreciation)/ 365): | |
| Cash Flow (Change in Cash balance): | |

Fiscal Management:

| |
|--|
| Submit a copy of the approval of the budget (2016-2017) (pdf). |
| Submit a copy of the YTD Income/Expense Statement and Balance Sheet (pdf). |

Governance and Management (Performance Standard #3)

Do all Governing Board Members have an updated background check? YES NO

Do all Governing Board Members have updated fingerprints? YES NO

Have all Governing Board Members received the required Board Training? YES NO

Additional Information will be recorded using the Governing Board Observation Form.

Organizational Capacity (Performance Standard #3)

| | |
|---|--|
| Teacher and Staff Retention <i>Number of Teachers and staff that voluntarily resigned during the school year</i> | |
| Teacher and Staff Dismissal <i>Number of Teachers and staff released from their contractual obligations during the school year</i> | |
| Teacher and Staff Non-Renewal | |

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| | |
|--|--|
| <i>Number of Teachers and staff released from their contractual obligations at the end of the school year</i> | |
| Teacher and Staff Resignation <i>Number of Teachers and staff that resigned from their contractual obligations at the end of the school year</i> | |

Performance Standard #4: Operations

School Facility *(Performance Standard #4)*

Submit a copy of the school safety plan (pdf).

Student Recruitment *(Performance Standard #4)*

Please describe in one paragraph the charter school’s recruitment efforts to build its student enrollment, citing specific examples of outreach, marketing materials, and open houses (location and date).

Please describe in one paragraph the charter school’s application and enrollment process, and include how it ensures transparency to the public?

Student Enrollment *(Performance Standard #4)*

| | | | |
|----------------------------|--|--------------------|--|
| Grades Served: | | % Black: | |
| Student Enrollment: | | % Hispanic: | |
| % Free/Reduced-Price Lunch | | % Caucasian: | |
| % Special Education: | | % Asian: | |
| % Limited English | | % Other Ethnicity: | |

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| | | | | | | | | | | | | | | |
|--|--------------------|----------|----------------------|----------|---------------------------|----------|----------|--------------------------|----------|---------------------------|-----------|-----------|-----------|--------------|
| Proficiency: | | | | | | | | | | | | | | |
| 2016-2017 Enrollment by Grade Level: | | | | | | | | | | | | | | |
| <i>PK</i> | <i>K</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> | <i>6</i> | <i>7</i> | <i>8</i> | <i>9</i> | <i>10</i> | <i>11</i> | <i>12</i> | <i>TOTAL</i> |
| | | | | | | | | | | | | | | |
| <i>Waitlist Data: Provide waitlist totals below.</i> | | | | | | | | | | | | | | |
| <i>2014-2015 Waitlist</i> | | | | | <i>2015-2016 Waitlist</i> | | | | | <i>2016-2017 Waitlist</i> | | | | |
| | | | | | | | | | | | | | | |
| Enrollment and Withdrawal Comparison | | | | | | | | | | | | | | |
| Grade Level | # Withdraws | | # New Enrolls | | Current Number | | | Budget Projection | | | | | | |
| | | | | | | | | | | | | | | |

Parent and Community Support Plan *(Performance Standard #4)*

Please describe in one paragraph the charter school's plan to attract, engage, and retain active involvement from parents and community supporters this school year.

Performance Standard #5: Legal Compliance

Does the school have record of open public meetings posted on the school website for the entire term?

YES NO

Do all employees have current fingerprints and background checks on file?

YES NO

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DeKalb County School District Charter School Office
Monitoring for Accountability Process
Informal Site Visit Template

The site visit is designed to collect data to document the charter school's compliance towards the charter school performance indicators and measures. There are two scheduled types of site visits that will occur throughout the duration of the school year; informal and formal. Informal site visits will address performance indicators 1 and 3 on Visit 1, and 2 and 4 on Visit 2. They will be conducted twice a year, and will be conducted by the Charter School Coordinator of DeKalb County School District. Formal site visits will address performance indicators 1-6, once a year and may be conducted by a site visit team.

Informal Site Visit Components:

School Tour: Non-guided tour of the school facility to observe school culture and climate, and mission specific goal integration throughout print environment.

Classroom Observations: Informal and random classroom observations conducted within a variety of grade levels and content areas.

Meeting with Charter School Director/Principal: Informational interview with charter school leadership regarding charter school academic performance, academic program components, recruitment and enrollment processes, enrollment data, retention rates of students and teachers, and parent and community support.

Meeting with Teacher Representative: Informational interview with a teacher representative to discuss school climate and culture from a teacher perspective, as well as the academic program progress.

Documentation Support: School Performance Data that includes internal and external assessment results, a copy of the mission specific goals as outlined within the charter, progression towards CCRPI score increases, recruitment and enrollment marketing materials, and an application packet.

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| Performance Indicator | Falls Below (0 Points) | Approaches (2 Points) | Meets (4 Points) | Total Points |
|---|---|---|---|--------------|
| Performance Standard 1: School Performance | | | | |
| 1.1 Student Achievement, Growth, and Gap Closure | Classification as a Priority or Focus school, resulting from overall poor performance or achievement gaps for a specific subgroup(s). Weak and/or minimal evidence of student growth and/or gap closure. Evidence not data driven. | Outperforms its district and/or region. Moderate evidence of student growth and gap closure. Evidence includes some data. | Outperforms district and region. Strong data driven evidence of students' growth and gap closure. | |
| 1.2 Mission-Specific Goals | Absence of school specific goals and/or weak evidence to validate progress toward an achievement of such goals. | Established school goals, some sense of stakeholder awareness of goals, and some evidence of progress toward and achievement of school goals. | Established and acknowledged school goals through various modes of communication. School specific goals are visible within the print environment, and school culture. Compelling data substantiating progress toward and achievement of all school goals. | |
| 1.3 School Culture and Climate | Average daily attendance is less than 90%. Weak and/or inconsistent approach to behavior management resulting in a high frequency of suspensions in comparison to the Office of Civil Rights Data. | Average daily attendance is no more than 95%, but no less than 90%. Somewhat effective behavior management resulting in a moderate frequency of suspensions in comparison to the Office of Civil Rights Data. | Average daily attendance is more than or equal to 95%. Clear, consistent, and effective behavior management resulting in a low frequency of suspensions in comparison to the Office of Civil Rights Data. | |
| 1.4 Rigorous Instruction | The school does not use predetermined scope and sequence or curriculum map that is aligned with the GPS standards. The school does not have a clear data analysis process that includes stakeholders in order to ensure that data drives the instructional focus. | Each core content area has a predetermined scope and sequence that is aligned with the GPS standards. The school has a data analysis process that includes the administrative team or teachers in order to ensure that data drives the instructional focus. | Each content area has a predetermined scope and sequence that is aligned with the GPS standards. The school has a data analysis process that includes all stakeholders in order to ensure that data drives the instructional focus. | |
| 1.5 Academic Program | Weak/Minimal adherence to the academic program outlined in the charter. | Partial or in-progress implementation of the school's implementation of the school's academic program outlined in the charter. | Full implementation of the academic program outlined in the charter. | |

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| Performance Standard 2: Budget and Finance | | | | |
|---|---|--|---|--|
| 2.1 Fiscal Viability | The school has not projected the budget in a manner that somewhat allows them to maintain a balance of cash on hand to cover short-term obligations. | The school has projected the budget in a manner that somewhat allows them to maintain a balance of cash on hand to cover short-term obligations. | The school has projected the budget in a manner that allows them to maintain a balance of cash on hand to cover short-term obligations. | |
| 2.2 Financial Management | The school does not follow the GAGAS and/or does not meet financial reporting and compliance requirements. | The school follows the GAGAS. The school almost always meets financial reporting and compliance requirements. | The school follows the GAGAS. The school always meets financial reporting and compliance requirements. | |
| Performance Standard 3: Organizational Structure | | | | |
| 3.1 Governance and Management | Some of the Governing Board members maintain either an updated background check, fingerprints, and/or required Board training. | Majority of the Governing Board members maintain an updated background check, fingerprints, and required Board training. | All Governing Board members maintain an updated background check, fingerprints, and required Board training. | |
| 3.2 Organizational Capacity | The teacher retention rate is outside of a 5% margin of the set retention goal within the charter contract. | The teacher retention rate is within a 5% margin of the set retention goal within the charter contract. | The teacher retention rate is within the margin set written in the charter contract. | |
| Performance Standard 4: Operations | | | | |
| 4.1 Accountability Measures | Does not pass necessary health and safety reviews and fire inspections. The school does not keep an updated and on-file safety plan in Infinite Campus. | Almost Always passes necessary health and safety reviews and fire inspections. The school keeps an updated and on-file safety plan in Infinite Campus. | Always passes necessary health and safety reviews and fire inspections. The school keeps an updated and on-file safety plan in Infinite Campus. | |
| 4.2 Recruitment and Enrollment Processes | Failure to establish policies or implement practices for fair and equitable application, enrollment, and recruitment. | Somewhat fair and equitable application, enrollment and recruitment. Evidence of transparency and open access. | Fair and equitable application, enrollment and recruitment processes. Strong evidence of transparency and open access. | |
| 4.3 Waitlist and Enrollment Data | Inability to meet enrollment projections and approved seat allocations and/or inconsistent enrollment patterns. | Ability to meet enrollment projections and approved seat allocations. | Strong and consistent ability to meet enrollment projections and approved seat allocations. | |
| 4.4 Transfer/Retention Rates | Concerns about student transfer and attrition rates. Lack of targeted efforts to monitor attrition and/or address high transfer rates. | Some efforts to monitor and minimize attrition. Moderate student transfer rates and/or marked improvements in recent years. | Strong efforts to monitor and minimize attrition to ensure stable and equitable enrollment. Low student transfer rates. | |

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| | | | | |
|---|---|---|--|--|
| 4.5 Parental and Community Support | Low parent satisfaction and limited community support, as evidenced by multiple data points. Weak and/or infrequent efforts to engage the community | Mixed and/or moderate parent satisfaction and community support, as evidence by multiple data points. Some efforts to engage the community. | Strong parent satisfaction and community support, as evidenced by multiple data points. Frequent and meaningful opportunities for involvement. | |
| Performance Standard 5: Legal Compliance | | | | |
| 5.1 Signed Statement of Assurances | Incomplete Statement of Assurance | | Completed Signed Statement of Assurance | |
| 5.2 Open Public Meetings | No evidence of open public meetings. | Some evidence of open public meetings. | Strong evidence of open public meetings. | |
| Total Points | | | | |
| | | | | |

| | |
|-------------|---|
| Meets | The school meets or exceeds performance expectations with minor, if any, concerns noted; the school can remedy any concerns. (44-64) |
| Approaches | The school approaches performance expectations; the school review generates moderate concerns with actions required by the school. (22-43) |
| Falls Below | The school falls below performance expectations with significant concerns noted, which require immediate attention and intervention. (0-21) |

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DeKalb County School District Charter School Office
Monitoring for Accountability Process
 Timeline of Activities

| DCSD Charter Department (DRAFT) | | | | | | | | | | | | | | | | |
|---------------------------------|-------------------------------------|---|---------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|
| Process | Function | Action Step | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | | |
| | | | SY16/17 | | | | | | | | | | | | | |
| 1 | 1.0 Authorize High Quality Charters | | | | | | | | | | | | | | | |
| 1.1 | Establish New Charters | | | | | | | | | | | | | | | |
| 1.1.1 | | Work with Choice Committee to establish RFP for SY18/19 | | | | | | | | | | | | | | |
| 1.1.2 | | Write RFP | | | | | | | | | | | | | | |
| 1.1.3 | | Publish RFP | | | | | | | | | | | | | | |
| 1.1.4 | | Potential Orientations | | | | | | | | | | | | | | |
| 1.1.5 | | Accept Petitions | | | | | | | | | | | | | | |
| 1.1.6a | | Gather and Confirm Members for Raters Committee | | | | | | | | | | | | | | |
| 1.1.6b | | Run Raters Committee | | | | | | | | | | | | | | |
| 1.1.7 | | Run Mini Sessions | | | | | | | | | | | | | | |
| 1.1.8 | | DBOE Vote | | | | | | | | | | | | | | |

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| | | | Issue Request for Start-Up | | | | | | | | | | | | |
|--------|---|---|---|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | Process | Function | Action Step | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| | | | | | | | | | | | | | | | |
| 1.2 | | Renew/ Replicate High Performing Charters | | | | | | | | | | | | | |
| 1.2.1 | | | Accept Renewal Replication Petitions | | | | | | | | | | | | |
| 1.2.2a | | | Gather and Confirm Members for Raters Committee | | | | | | | | | | | | |
| 1.2.2b | | | Run Raters Committee | | | | | | | | | | | | |
| 1.2.3 | | | Run Mini Sessions | | | | | | | | | | | | |
| 1.2.4 | | | DBOE Vote | | | | | | | | | | | | |
| 1.2.5 | | | Issue Requests for Replication | | | | | | | | | | | | |
| 1.3 | | Terminate Low Performing Charters | | | | | | | | | | | | | |
| 1.3.1 | | | Inform communities and Departments of Non-Renewal | | | | | | | | | | | | |
| 2 | 2.0 Monitor Charters/Depts for Compliance | | | | | | | | | | | | | | |
| 2.1 | | Monitor Compliance to Federal | | | | | | | | | | | | | |

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| | | Programming | | | | | | | | | | | | | |
|-------|---------|---|--------------------------------------|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | Process | Function | Action Step | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| 2.1.1 | | | Issue Department Compliance Survey | | | | | | | | | | | | |
| 2.1.2 | | | Update Department Guide | | | | | | | | | | | | |
| 2.1.3 | | | Conduct Training for Departments | | | | | | | | | | | | |
| 2.1.4 | | | Assist with Collaboration Challenges | | | | | | | | | | | | |
| 2.2 | | Monitor Charter Contract Implementation | | | | | | | | | | | | | |
| 2.2.1 | | | Conduct Site Visits | | | | | | | | | | | | |
| 2.2.2 | | | Observe Governing Boards | | | | | | | | | | | | |
| 2.3 | | Monitor Financial Performance | | | | | | | | | | | | | |
| 2.3.1 | | | Check 20 Day Headcount Attendance | | | | | | | | | | | | |
| 2.3.2 | | | Check First Semester AVG Attendance | | | | | | | | | | | | |
| 2.3.3 | | | Gather Quarterly Financials | | | | | | | | | | | | |

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|-------|--|------------------------------|--|------------|------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--|
| 2.3.4 | | Assist with Budget Processes | | | | | | | | | | | | | | |
| 3 | 3.0 Evaluate Academic/ Operational Performance | | | | | | | | | | | | | | | |
| 3.1 | | Run Financial Analysis | | | | | | | | | | | | | | |
| | Process | Function | Action Step | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | |
| | | | | | | | | | | | | | | | | |
| 3.1.1 | | | Assess Annual Audits | | | | | | | | | | | | | |
| 3.1.2 | | | Collaborate with Budget on Quarterly Performance | | | | | | | | | | | | | |
| 3.2 | | Run Academic Analysis | | | | | | | | | | | | | | |
| 3.2.1 | | | Complete Regression Analysis | | | | | | | | | | | | | |
| 3.2.2 | | | Assist Charters in completing GADOE worksheet | | | | | | | | | | | | | |

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|-------|-------------------------------------|------------------------|--|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 3.2.3 | | | Deaggregate Data by Home School Comparator | | | | | | | | | | | | |
| 4 | 4.0 Communicate Charter Performance | | | | | | | | | | | | | | |
| 4.1 | | Communicate to Parents | | | | | | | | | | | | | |
| 4.1.1 | | | Publish Academic Report | | | | | | | | | | | | |
| 4.1.2 | | | Publish Quarterly Financial Report | | | | | | | | | | | | |
| | Process | Function | Action Step | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| 4.1.3 | | | Publish Department Compliance Survey Results | | | | | | | | | | | | |
| 4.1.4 | | | Publish Governing Board Observation Feedback | | | | | | | | | | | | |
| 4.2 | | Communicate to DBOE | | | | | | | | | | | | | |
| 4.2.1 | | | Publish Summative Annual Review | | | | | | | | | | | | |
| 4.2.2 | | | Review DBOE Policy | | | | | | | | | | | | |
| 4.2.3 | | | Revise DBOE Policy | | | | | | | | | | | | |
| 4.2.4 | | Communicate to GADOE | | | | | | | | | | | | | |
| 4.2.5 | | | Attend Monthly Meetings | | | | | | | | | | | | |
| 4.2.6 | | Communicate to NACSA | | | | | | | | | | | | | |

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|-------|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 4.2.7 | | Attend Annual Conference | | | | | | | | | | | | | | | | |
| 4.2.8 | | Communicate with other District Authorizers | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |

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