



# **AUTHORIZER ROLLOUT PROPOSAL**

For Applicants Interested in School Year 2019-2020

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## Table of Contents

Overview .....	2
Part 1.....	4
Policy Development.....	4
Board Policies .....	4
Vision and Mission .....	5
Authorizing Policy .....	7
The Application Process .....	8
Request for Proposals: .....	8
Notice of Intent: .....	9
Format and Form of the Application:.....	9
Timeline Submission, Review, Decision and Appeal: .....	9
The Performance Framework.....	14
Action Plan .....	18
30 Days – January 2 – February 13.....	18
60 Days – February 14 – March 27.....	19
90 Days – March 28 – May 3.....	20
120 Days –May 4 – June 14.....	21
150 Days –June 15 – July 27 .....	22
Attachment 1 – New School Application Timeline .....	23

## OVERVIEW

In order for the Board to be in the position to effectively analyze charter school applications and ensure quality charter schools are the only schools authorized, several elements must be in place including a comprehensive plan for policy development, communications, the application process, charter school contracting, monitoring, and data-driven decision making. This proposal outlines those key areas of that plan and discusses foundational documents and tools needed for its implementation.

### Part I.

#### 1. Policy Development:

Statute and newly adopted regulations provide a series of policies and procedures that must be created and adopted by authorizers. The proposal lays out the necessary pieces that must be in place prior to the review of any application.

#### 2. Application Solicitation, Submission and Review:

This proposal outlines the comprehensive application process required in statute and regulation. It includes a timeline, required elements, and information about the RFP process and the staff and community members included in making the process a success.

### Part II.

#### 3. Charter School Contracting:

The charter school relies on a comprehensive contract to serve as the framework for the implementation of its vision and mission but also as a guidepost for defining expectations and accountability to the Authorizer. The contract should be built on a foundation of high expectations and accountability, but should also recognize and ensure school autonomy for meeting those expectations.

#### 4. Charter School Monitoring:

Charter schools are accountable to their governing boards who are then accountable to the Authorizer. The Authorizer must have systems in place to provide ongoing monitoring using the Performance Framework to ensure responsible school leadership and student success. The proposal outlines a tiered monitoring protocol that assesses risk and holds schools accountable to high standards of academic performance, financial responsibility, and organizational excellence.

#### 5. Data-Driven Decision Making:

Charter school law requires a framework of reporting from the school to the Authorizer. In addition, charter schools must adhere to transparency requirements regarding that data and information. This collection of data and information is integral to informed decision making on the part of the Authorizer.

Note:

The Portfolio Team is the office led by the Director of School Choice. This team is dedicated to implementation of the charter school application process but also tasked with thinking about school choice as a strategic part of a district-wide comprehensive plan for increasing student achievement.

DRAFT

## PART 1

These policies shall be presented on the follow dates:

- February 13 – JCBOE Work Session
- February 27 – JCBOE First Reading of Policies
- March 13 – JCBOE Second Reading of Policies

## POLICY DEVELOPMENT

The subsections present the required policy elements that must be adopted by the Board.

### Board Policies

Statute and regulation require the adoption of a series of policies and procedures, including:

#### **PART I:**

##### **1. Vision for Authorizing:**

- a. This is a description of the authorizer’s vision for authorizing
- b. Identification of any charter application preferences of the authorizer. The authorizer is encouraged to give preference to applications that demonstrate the intent, capacity, and capability to provide comprehensive learning experiences to (a) students identified by the applicants as at risk of academic failure, and (b) students with special needs as identified in IEP.

##### **2. Authorizing:**

- a. Description of the authorizer’s organizational capacity, including its commitment of human and financial resources necessary to conduct authorizing duties effectively and efficiently

##### **3. Application Process:**

- a. Guidelines concerning the format and content essential for an applicant to demonstrate the capacities necessary to establish and operate a charter school
- b. Timeline for submission, review, decision, and appeal for a charter application, and request for renewal. Mayor’s office has to consult with the superintendent when planning this timeline.
- c. Required evidence – This includes the board of directors’ ability to meet the financial solvency and sustainability demands of their proposed budget; competent and timely charter school start-up and operation; foreseen and unforeseen closure; and all debts and obligations during each fiscal year of the charter school contract and during the entire contract term
- d. Authorizer’s requirements for solicitation and evaluation of a charter application. This includes the use of a comprehensive application process that includes the KY Charter School Application and Addendum and rigorous criteria, and approval of only a charter application that demonstrates a strong capacity to establish and operate charters school.
- e. Rubric for the evaluation of a charter application (to be adopted in policies and procedures as well as posted on website)

##### **4. Performance Framework:**

- a. The Performance Framework sets the academic, organizational, governance, climate and culture and financial standards by which each charter school shall be evaluated throughout the course of the charter school's life.

## **PART II:**

### **5. Contracting:**

- a. Performance contracting requirements are to include academic, financial, and operational measures.
- b. Requirements for executing a contract with the charter school board of directors: That articulates the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success and failure; performance consequences and; other material terms.
- c. Template of assurances an authorizer shall require in a charter contract
- d. Procedures for amending the contract (semi-annually).

### **6. Monitoring:**

- a. Evidence the authorizer shall require in the evaluation of a charter school.
- b. The evaluation the authorizer shall conduct: This is using the performance framework.
- c. Monitoring procedures: This includes ensuring charter school's legally entitled autonomy, protecting students civil, disability, safety, and educational rights; informing intervention, revocation, and renewal decision; and providing annual reports as required by KRS 160.1597(5).

### **7. Transparency:**

- a. Requirements for reporting to the public.
- b. Authorizer's authority to intervene in charter schools, when and if necessary.
- c. Financial transparency requirements that will apply to a charter school, including specific provisions regarding publication on the authorizer's website and the charter school's website.

### **8. Renewal and Nonrenewal:**

- a. Renewal and revocation process. This includes the rigorous criteria and transparent process that uses comprehensive academic, financial, and operational performance data to make merit-based decisions.

### **9. Closure:**

- a. Charter school closure protocol.

### **10. Misc.:**

- a. Requirements in KRS 160.1590-1599 and KRS 161.141 and 701 KAR Chapter 8.

## **Vision and Mission**

### **702 KAR 8:020**

*(a) The authorizer's strategic vision for chartering, including a clear statement of any preference for a charter application that demonstrates the intent, capacity, and capability to provide comprehensive learning experiences or expanded learning opportunities to students identified in KRS 160.1594(2) or KRS 160.1592(19);*

*(b) Identification of any charter application preferences of the authorizer pursuant to KRS 160.1594(2);*

The JCBOE must adopt a strategic vision for authorizing. This vision must include a clear statement for any preference for a charter application that demonstrates the intent, capacity, and capability to provide comprehensive learning experiences or expanded learning opportunities for students identified as at risk

of academic failure, as defined in 701 KAR 8:020, and students with special needs as defined in KRS 158.281.

Examples include:

DeKalb County, Georgia:

*The DeKalb County Board of Education seeks to authorize high quality charter schools with innovative, unique, and effective academic programs that align to the strategic priorities of the District in order to increase student performance and achievement. The DeKalb County School District will enforce clear expectations for its charter schools and hold them accountable to the terms of their charter contracts.*

Denver, Colorado:

*The Denver Public Schools Board of Education is committed to providing “all students the knowledge and skills necessary to become contributing citizens in our diverse society and to compete in the 21st century global economy.” Toward that end, DPS is committed to implementing quality authorizing practices that are based on national best practices and consistent with Colorado Statute and the Quality Authorizing Standards adopted by the Colorado State Board of Education. Through our policies, practices and procedures as a quality authorizer, the district will provide high standards for all schools that lead to high levels of student achievement, high school graduation, college preparation, and college matriculation for all of Denver’s diverse students.*

Orleans Parish, Louisiana:

*To be an exemplary portfolio school district that values excellence, choice, autonomy, accountability, and public engagement.*

Cleveland, Ohio:

*Our goal is to ensure that every child in Cleveland attends a high-quality school and that every neighborhood has a multitude of great schools from which families can choose. To do this, Cleveland must transition from a traditional, single-source school district to a new system of district and charter schools that are held to the highest standards and work in partnership to create dramatic student achievement gains for every child. The plan is built upon growing the number of excellent schools in Cleveland, regardless of provider, and giving these schools autonomy over staff and budgets in exchange for high accountability for performance. We will create an environment that empowers and values principals and teachers as professionals and makes certain that our students are held to the highest expectations.*

**Preferences:** The board must establish any preferences it would like to include in the RFP. These preferences will indicate to applicants that while the authorizer will review all applicants regardless of the posted preferences, those applicants that answer the requests for specific preferences indicated by the board will be given preference.

A robust needs assessment that reviews program needs across the district could be used to inform those preferences. For example, if the needs assessment indicates the need for more school options for students with Autism, the board could choose to include programs that seek to serve that population as part of its preferences included in the RFP.



Additionally, the preferences can reflect needs geographically. This can consider programs already available in certain parts of the district but not available in others. For example, Denver posts in its RFP application preferences by neighborhood. See below:

#### Northwest Denver Considerations

**Overall Enrollment:** Northwest Denver ("NW") currently has significant excess capacity, which is forecasted to worsen as the number of school aged children continues to decline, although more slowly than in recent years. Surpluses are most concentrated at the elementary level.

**Performance Analysis:** The percent of NW students attending a school that meets or exceeds expectations on the School Performance Framework ("SPF") declined in 2017 and is the lowest in the city, far from the Denver Plan goal of 80%. In 2017, 36% of students in the region attended a blue or green school, compared to 41% in 2016. This rate was highest at elementary schools, but still only at 44%, compared to less than 30% at the secondary level.

#### Other Notes:

- **Academic Gaps:** 29% of NW students are attending a school that met or exceeded expectations on the 2017 SPF's academic gaps indicator, which measures performance and growth of historically underserved student groups, including English language learners, students with disabilities, students in poverty and students of color.
- **Choice Opportunity:** NW has the highest SchoolChoice match rates in the city (95%), but also has low participation rates due to the popularity of default schools. This is most evidenced at the high school level, where North High School is the boundary high school for much of the region and the likely option for students in this portion of the region not attending the STRIVE Middle Schools.
- **Feeder Patterns:** No issues identified
- **Integration:** NW currently has enrollment conditions that may support applicants pursuing an integrated and inclusive school model. NW currently has access to three middle school enrollment zones, with portions of the region also accessing a high school enrollment zone.

Finally, the review process must take into account programs already in existence, the availability of those programs for students, and issues like market saturation.

## Authorizing Policy

701 KAR 8:020

*(m) A description of the authorizer's organizational capacity, including its commitment of human and financial resources necessary to conduct authorizing duties effectively and efficiently;*

The Board, in its creation of the position Director of School Choice has committed human and financial resources necessary to conduct authorizing duties. This policy shall indicate that the Director of School Choice shall work with the Board in its capacity as authorizer to ensure quality authorizing and compliance with charter school statute and regulation.

The Director shall make recommendations to the Board with respect to all new charter school applicants and renewals. With respect to charter school applications and monitoring of existing charter schools, the Director shall not allow contracts to be recommended or continued if fiscal jeopardy or failure to make



consistent progress towards their stated objectives is a likely outcome or is evident. In addition, the Director shall not allow existing charter schools to operate in a manner that would jeopardize the learning or well-being of students.

The Board shall use the Principles and Standards for Quality Authorizing developed by the National Association of Charter School Authorizers (NACSA) as a tool in its policy making responsibilities as an Authorizer.

### Principles and Standards - NACSA

## THE APPLICATION PROCESS

### 701 KAR 8:020

*(g) Guidelines concerning the format and content essential for an applicant to demonstrate the capacities necessary to establish and operate a public charter school, pursuant to KRS 160.1590 to 160.1599, 161.141, and 701 KAR Chapter 8*

*(h) The timeline for submission, review, decision, and appeal for a charter application, and a request for renewal. An authorizer described in KRS 160.1590(13)(c) and (d) shall consult with the superintendent of the resident local school district when planning this timeline;*

*(j) The following evidence sufficiency requirements for the charter application:*

- 1. The charter school board of directors' ability to meet the financial solvency and sustainability demands of their proposed budget;*
- 2. Competent and timely charter school start-up and operation;*
- 3. Foreseen and unforeseen closure; and*
- 4. All debts and obligations during each fiscal year of the charter contract and during the entire contract term*

*(n) The authorizer's requirements for solicitation and evaluation of a charter application, including its implementation of a comprehensive application process that includes use of the Kentucky Charter School Application and Addendum, and rigorous criteria, and approval of only a charter application that demonstrates a strong capacity to establish and operate a charter school;*

### 701 KAR 8:030

*(a) The authorizer shall include in its policies and procedures a rubric for its evaluation of a charter application and its rubric for evaluation of charter contract performance for renewal; (To be included in policy and posted on website)*

### Request for Proposals:

In an effort to streamline the application process and avoid confusion regarding its requirements, and RFP designed to serve as a guide for Applicants shall be issued. The RFP will discuss format, form, as well as evidence necessary to prove sufficient for categories within the application. The RFP will include the scoring rubric for the application and any additional information the Applicant may need to successfully complete the application.

The Portfolio Team will host an Application Orientation for potential applicants. While this will not be mandatory this year, it will be a great opportunity to engage and learn more about potential applicants.

### Notice of Intent:

The application RFP shall include a required Notice of Intent to be filed by the Applicant and submitted to the Authorizer 30 days prior to the RFP deadline. The purpose of the Notice of Intent is to provide sufficient time for the Authorizer to plan for and arrange sufficient time for application review, interviews, community forums, and other forms of outreach and communication. Applicants that do not submit the Notice of Intent will be denied as incomplete.

### Format and Form of the Application:

These are essentially the rules of the RFP. The font, the form presented to the authorizer (e.g., printed and in binders tabbed).

This section of the RFP will also indicate what forms of evidence are requested in order to be sufficient for the application. For example, statute requires the governing board of a charter school to be representative of different areas of expertise. There is also a significant analysis of board capacity made by the authorizer during the interview process. In order to aid in that process, the authorizer can request prospective governing board members to provide their resume.

**Timeline Submission, Review, Decision and Appeal:** Statute and regulation provide for specific deadlines for certain elements of the application process. See Attachment 1 – New School Application Timeline. Given those required deadlines, the following timelines are proposed:

Application Timeline for Applicants Interested in School Year 2019-2020						
January 2018	February 2018	March 2018	April 2018	May 2018	June 2018	July 2018
Draft 1 <sup>st</sup> Round of Policies- Due <b>January 31</b>	Work Session to Review 1 <sup>st</sup> Round of Policies – <b>February 13</b>	Draft 2 <sup>nd</sup> Round Board Policies Due- <b>March 1</b>	Press Release RFP <b>April 16</b>	Notice of Intent Deadline – <b>May 15</b>	Deadline for RFP - <b>June 15</b>	Community Hearing and Public Comment
Draft RFP - Due <b>January 31</b>	Press Release - Notice of Intent to Release RFP – <b>After February 13 Work Session</b>	Second Read of 1 <sup>st</sup> Round Policies <b>March 13</b>	Release RFP- <b>April 16</b>	Application Reviews and Interviews (as needed)	Communicate with applicants that are incomplete and give <b>10 day</b> deadline to complete	Community Hearing and Public Comment
	First Read of 1 <sup>st</sup> Round Policies- <b>February 27</b>	Work Session to Review 2 <sup>nd</sup> Round Draft Policies – <b>March 13</b>	Application Orientation for Prospective Applicants - <b>April 23</b>	Community Hearing and Public Comment	Application Reviews and Interviews	JCBE votes on the application recommendations
	Application Review Team initial Training - <b>by February 28</b>	First Read of 2 <sup>nd</sup> Round Policies - <b>March 27</b>	Second Reading of 2 <sup>nd</sup> Round Policies – <b>April 24</b>		Community Hearing and Public Comment	Recommendations brought to JCBE
					JCBE votes on the application recommendations	
					Recommendations brought to JCBE	

Application Timeline for Applicants Interested in School Year 2020-2021 and Beyond						
December 2018	January 2019	February 2019	March 2019	April 2019	May 2019	June 2019
Draft 2020-2021 RFP Completed <b>December 1</b>	Release RFP- <b>January 1</b>	Notice of Intent Deadline – <b>February 1</b>	Deadline for RFP – <b>March 1</b>	Application Reviews and Interviews	Community Hearing and Public Comment	Deadline for Contract to be entered into with JCBOE and charter board of directors
Press Release for January 1 RFP Release Date <b>December 1</b>	Press Release RFP <b>January 1</b>		Communicate with applicants that are incomplete and give <b>10 day</b> deadline to complete	Community Hearing and Public Comment	Community Hearing and Public Comment	
Application Review Team Training <b>December 15</b>	Application Orientation for Prospective Applicants – <b>January 15</b>		Application Reviews and Interviews (as needed)	JCBE votes on the application recommendations	JCBE votes on the application recommendations	
			Community Hearing and Public Comment	Recommendations brought to JCBE	Recommendations brought to JCBE	
					Deadline for Contract to be entered into with JCBOE and charter board of directors	

The Application Process will have three distinct phases:

## Phase 1:

- Application Received and time stamped by Director of School Choice or designee.
- Each Application will be given a "Deadline Card" that will outline due dates based on the 60 day statutory timeline.
- Application is posted online for public comment by Portfolio Team.
- Applications are reviewed by Portfolio Team for completeness.
- Incomplete applications are notified and provided 10 days to supplement.
  - When received, the supplemental material will be posted and time stamped.
- Applications deemed insufficient or noncompliant with protocol will be denied if they do not amend.
- Third Party Reviewer receives applications for review.
- Third Party Reviewer recommends Applicants to Application Review Team for Phase 2. Third Party Reviewer will provide information to Application Review Team regarding all Applicants.

## Phase 2:

- Application Review Team is given applications and feedback from Third Party Reviewer for review.
- Interviews are scheduled. Under statute, all Applicants are to be given an interview.
- Portfolio Team provides guidance for Applicants regarding interview.
- Interviews are performed by Application Review Team (90 minutes each).
- Application Review Team debriefs after each interview.
- Applicants present in Community Forum to receive feedback from community. Under statute, all Applicants are to be given an opportunity to present at a Community Forum.
- Application Review Team makes recommendation for Finalists to move to Phase 3.

## Phase 3:

- Invited Applicants present to JCBOE at Work Session
- JCBOE meets during Work Session to review recommended applications and receive recommendation from staff which will include summary of comments from community forum
- JCBOE meets in Business Session to review recommendation and make final decisions

These suggestions were taken from Application Process RFP Materials crafted by the National Association of Charter School Authorizers (NACSA), Metro Nashville Public Schools, Denver Public Schools, and the Illinois State Charter School Commission Model RFP.

**PHASE 1:**  
**Evaluation of Application:**

Each application shall be reviewed initially for the following:

- (1) Completeness
- (2) Alignment to Vision and Mission of Authorizer
- (3) Alignment to Preferences articulated by the Authorizer

Applications that are not complete and have failed to provide sufficient supplementary materials shall be noted as incomplete. It is important to note that KRS 160.1594(3) provides that all Applicants are to be given the opportunity to complete an interview and present at a community forum regardless of identified deficiencies in the application that would eliminate it from consideration.

Applications that are not tied to the Vision and Mission of the Authorizer or do not align to the preferences for applications articulated by the Authorizer through policy will be noted as such. This does not mean they will be excluded from the rest of the process.

After an initial review, the Third Party Reviewer will utilize expertise in the area of charter school authorizing to perform an initial review of the applications to evaluate for rigor and provide feedback to the Application Review Team.

**PHASE 2:**  
**Interview Process:**

Following the Third Party Review, the Application Review Team shall then review each application and score based on the Application Rubric.

The Application Review Team shall be comprised of the following personnel:

- (1) Member of the Community – Outside Entity to recommend
- (2) District Personnel with experience in areas including :
  - a. Special Education
  - b. Academic Programs
  - c. ELL
  - d. Finance
  - e. Human Resources
  - f. Law
  - g. Diversity, Equity, Poverty
  - h. Data Systems and Program Monitoring
  - i. Operations, Facilities, Transportation
- (3) Student – Superintendent’s Student Advisory Council
- (4) Teacher – Jefferson County Teachers Association recommends

The Director of School Choice shall coordinate and facilitate the review process.

The Portfolio Team shall compile feedback from the Application Review Team.

Each Applicant shall be scheduled for an interview at Central Office. Prior to the interview process, the Portfolio Team shall provide each invited Applicant guidance as to the interview process. The Portfolio

Team shall create this guidance. The guidance shall include information such as logistics, participation, and the process for the interview.

Applicants shall determine who will attend for the interview but at minimum will ensure the following attend:

- (1) School leader
- (2) Individual who submitted the application
- (3) All proposed governing board members

Interviews shall be 90 minutes and shall consist of a list of interview questions compiled by the Application Review Team for the specific application. The Director of School Choice shall lead each interview.

Application Review Team members shall consider the following:

- *Is the proposed educational plan sound for the students who will be enrolled in the school?*
- *Is the application's description of the required elements reasonably comprehensive?*
- *Does the application meet the requirements established by law?*
- *Does the applicant demonstrate the ability to operate the school in an educationally and fiscally sound manner?*
- *Is the approval of the application likely to improve student learning and achievement and further the purposes of the charter school law?*

### **Community Forum:**

In addition to the community comment period that will take place as soon as each application is posted, each invited Applicant shall present at the Community Forum scheduled by the Authorizer at Central Office or in the area of the District where the proposed school is to be located.

The Community Forum shall consist of a presentation by the Applicant that provides an overview of the educational program and value added by that program. The Authorizer shall publicize these events within the community. The Authorizer shall collect feedback as part of the body of evidence to be provided to the JCBOE. The applicants may be asked questions and the questions and answers shall be compiled and provided to the JCBOE.

The Portfolio Team shall create protocols for the Community Forum.

Based on the collected information, the Application Review Team shall recommend a list of Applicants that shall be invited to participate in the Community Forum and Presentation to the JCBOE. These selected applicants are those that the Application Review Team would positively recommend to the JCBOE for approval.

### **PHASE 3:** **Presentation to JCBOE:**

Each Finalist Applicant shall be scheduled to present their application during a Work Session of the JCBOE. The Portfolio Team shall compile all notes and information from throughout the application process into a summary to be provided to the JCBOE.

The invited applicants shall present to the JCBOE and answer any questions the Board raises. The applicants shall provide no new information, documentation (unless used as a means to present already reported information), or data at this time.

### **JCBOE Consideration and Adoption or Denial:**

The JCBOE will consider each application during the Work Session and then during a subsequent Business Meeting adopt by resolution those schools deemed fit for approval. If the Board recommends approval, it is recommended that the Board approve contingent upon the execution of a contract with the charter school's governing board.

If the board chooses not to approve a recommended application, they shall indicate so and provide reasoning to include:

1. Basis for the recommendation to deny
2. Evidence to support recommendation to deny
3. Information that may improve the application for the future

Any application that was not recommended by the Application Review Team or was otherwise not recommended for approval shall be denied through the Board's adopted resolution indicating denial. For those applicants, the Portfolio Team shall provide information about applications that are not recommended to the JCBOE for approval. Should an application be recommended for Denial, the Portfolio Team shall provide the following information for each recommendation:

1. Basis for the recommendation to deny
2. Evidence to support recommendation to deny
3. Information that may improve the application

### **The Performance Framework**

*KRS 160.1596:*

*Performance Framework:*

*(d) 1. The performance provisions within a charter contract shall be based on a performance framework that sets forth the academic and operational performance indicators, measures, and metrics to be used by the authorizer to evaluate each public charter school. The performance framework shall include at a minimum indicators, measures, and metrics for:*

*a. Student academic proficiency;*

*b. Student academic growth;*

*c. Achievement gaps in both student proficiency and student growth between student subgroups, including race, sex, socioeconomic status, and areas of exceptionality;*

*d. Student attendance;*

*e. Student suspensions;*

*f. Student withdrawals;*

*g. Student exits;*

*h. Recurrent enrollment from year to year;*

*i. College or career readiness at the end of grade twelve (12);*

*j. Financial performance and sustainability; and*

*k. Board of directors' performance and stewardship, including compliance with all applicable statutes, administrative regulations, and terms of the charter contract.*

*2. The performance framework shall allow the inclusion of additional rigorous, valid, and reliable indicators proposed by a public charter school to augment external evaluations of its performance. The proposed indicators shall be consistent with the purposes of KRS 160.1590 to 160.1599 and 161.141 and shall be negotiated with the authorizer.*

*3. The performance framework shall require the disaggregation of student performance data by subgroups, including race, sex, socioeconomic status, and areas of exceptionality.*



4. The authorizer shall be responsible for collecting, analyzing, and reporting to the state board all state-required assessment and achievement data for each public charter school it oversees.

(e) Annual student achievement performance targets shall be set, in accordance with the state accountability system, by each public charter school in conjunction with its authorizer, and those measures shall be designed to help each school meet applicable federal, state, and authorizer goals.

701 KAR 8:020

(d) The evidence the authorizer shall require, the evaluation the authorizer shall conduct using the performance framework, and other aspects of the authorizer's ongoing monitoring of the charter school including:

1. Ensuring a charter school's legally entitled autonomy;
2. Protecting student's civil, disability, safety, and educational rights;
3. Informing intervention, revocation, and renewal decisions; and
4. Providing annual reports as required by KRS 160.1597(5);

The Performance Framework shall set the academic, organizational, governance, climate and culture, and financial standards by which each charter school shall be evaluated. The framework shall be utilized throughout the life of the charter school to evaluate processes, outcomes, and provide important information to the Authorizer regarding a charter school's performance and sustainability. It shall be integrated in the monitoring system and shall serve as the guidepost for future decision making regarding renewal, non-renewal, and closure.

The Performance Framework shall consist of three elements:

- a. Indicators – Broad areas of school functions
- b. Measures – Areas that provide specific data within the indicator that, when viewed together, provide a comprehensive view of the school's performance within the broader indicator.
- c. Metrics – Data to be used within each area.

Each measure shall be given a label, although each measure may not include all four labels:

- d. Does not meet standard
- e. Approaching standard
- f. Meets standard
- g. Exceeds standard

Proposed Performance Framework Indicators	
1. Mission	
2. Academic Performance	
a) State and Federal Accountability (Overall)	
1. Proficiency (Reading/Writing and Math)	
2. Other Academic Indicator (Social Studies and Science)	
3. Growth (Elementary and Middle only)	
4. Graduation Rate (High School only)	

5. Achievement Gap Closure
6. Opportunity and Access
7. Transition Readiness
b) School Specific Academic Goals
c) Attendance
d) Subgroup Performance
e) Material Requirements of Education Program
f) Compliance with Educational Requirements Including Instructional Days, State Standards, and State Assessment
g) Protection of rights of students with disabilities
h) Protection of rights of ELL students
i) High Quality Curriculum and Supporting Materials for Each Grade Served
j) Teaching Processes (Pedagogies) Consistent with School's Mission
k) Guidance and Support Preparation for Post-Secondary Opportunities
l) Professional Development
m) Monitoring and Revising Systems and Practices – Curriculum and Instruction
<b>3. Financial Performance</b>
a) Current Ratio
b) Unrestricted Days Cash
c) Enrollment Variance
d) Default
e) Total Margin
f) Debt to Asset Ratio
g) Cash Flow
h) Debt Service Coverage Ratio
i) Timely Submission of Required Reporting
j) Generally Accepted Accounting Principles
k) Fund and Grant Compliance
<b>4. Organizational Performance</b>
a) Capacity of school leader to lead school to academic and organizational goals
b) Capacity of governing board to hold school accountable to academic and organizational goals
c) Compliance with governance standards
d) Compliance with reporting requirements in law and contract
<b>5. Climate and Culture</b>
a) Reporting of Behavior Data
b) Expectations and Inclusion
c) Resources and Services
d) Suspensions
e) Enrollment
f) Parent Engagement
g) Teacher Credentialing
h) Criminal Background Checks
i) Employee Rights
j) Health and Safety Compliance

k) Effective Communication Processes
l) Transportation
m) Compliance with Student Information Applicable Laws
n) Monitoring and Revising Systems and Practices – Culture and Expectations

These suggestions were taken from Performance Frameworks crafted by the National Association of Charter School Authorizers (NACSA), Office of Education Innovation Office of the Mayor of Indianapolis, Cleveland Metro Public Schools, the Kentucky Department of Education’s Alternative Program Monitoring Rubric, and the Orleans Parish School Board.

Data will be disaggregated by subgroups including race, sex, socioeconomic status, and areas of exceptionality.

## ACTION PLAN

### 30 Days – January 2 – February 13

Type	Action	Due Date
Capacity	Meet with Cabinet Members to provide connections to ongoing work and implications regarding charter schools	January 2 – January 19
Policy	Draft Proposal that covers all areas of policy and includes draft materials needed for implementation of vision, mission, and application process	January 19
Capacity	Discuss with Board additional information and resources to help build understanding of role as authorizers	January 19
Capacity	Collect and distribute to Central Office partners and Board information and resources regarding charter school authorizing in Kentucky	January 31
Policy	Draft 1 <sup>st</sup> Round of Board Policies – Vision, Mission, and Authorizing	January 31
Authorizing	Complete Rubric for Application	January 31
Authorizing	Plan for Third Party Reviewer	January 31
Authorizing	Complete Performance Framework	January 31
Authorizing	Complete RFP	January 31
Authorizing	Establish Application Review Team	January 31
Comm.	Establish Webpage for charter school information	February 1
Capacity	Check-ins with Central Office partners and Board if needed to give update on progress	February 1
Policy	Policy Meeting – Review 1 <sup>st</sup> Round of Board Policies – Vision, Mission, and Authorizing	February 5
Policy	Work Session – Review 1 <sup>st</sup> Round of Board Policies – Vision, Mission, and Authorizing	February 13
Comm.	Press Release – Notice of Intent to Release RFP on April 16	February 13

## 60 Days – February 14 – March 27

Type	Action	Due Date
Comm.	Webinar – RFP Process and Information Pending RFP Release	February 14
Capacity	Application Review Team Training Program Drafted and Complete	February 14
Authorizing	Monitoring Program Details Complete	February 14
Policy	First Read – 1 <sup>st</sup> Round of Board Policies - Vision, Mission, and Authorizing	February 27
Authorizing	Application Review Team Initial Training	February 28
Authorizing	Contract Template Complete	February 28
Capacity	Check-ins with Central Office partners and Board if needed to give update on progress	March 1
Policy	Work Session – 2 <sup>nd</sup> Round of Board Policies - Contracting	March 13
Policy	Second Read – 1 <sup>st</sup> Round of Board Policies – Vision, Mission, and Authorizing	March 13
Authorizing	Application Review Team Follow Up Training	March 15
Policy	First Read – 2 <sup>nd</sup> Round of Board Policies - Contracting	March 27
Authorizing	Identify District-based resources that can be marketed to charter schools	March 27
Capacity	Update Webpage as needed	Ongoing

### 90 Days – March 28 – May 3

Type	Action	Due Date
Capacity	Application Orientation Program Materials Complete	March 31
Authorizing	RFP Finalized	March 31
Authorizing	Interview Protocol and Guidance Completed	March 31
Authorizing	Application Tracking System Complete	March 31
Authorizing	Community Forum Protocol Complete	March 31
Authorizing	Draft Sample Resolution for Approval or Denial	March 31
Comm.	Community Forum or Webinar – Application Process – Prior to Release of RFP	April 1
Capacity	Check-ins with Central Office partners and Board if needed to give update on progress	April 1
Comm.	Press Release – Release of RFP	April 16
Authorizing	Release RFP	April 16
Comm.	Webinar Regarding Release of RFP	April 16
Capacity	Application Orientation for Prospective Applicants	April 23
Policy	Second Read – 2 <sup>nd</sup> Round of Board Policies - Contracting	April 24
Comm.	Press Release – Reminder Notice of Intent Due May 15	April 30
Comm.	Develop FAQ and Update Weekly	May 1
Capacity	Check-ins with Central Office partners and Board if needed to give update on progress	May 1
Authorizing	Application Reviews and Interviews (60 day requirement)	Ongoing from April 15 to July 15

## 120 Days –May 4 – June 14

Type	Action	Due Date
Comm.	Press Release – Final Reminder Notice of Intent Due May 15	May 8
Authorizing	Notice of Intent Due	May 15
Comm.	Webinar for Technical Assistance and FAQ on RFP	May 15
Comm.	Press Release – Reminder Application Due June 15	May 31
Capacity	Check-ins with Central Office partners and Board if needed to give update on progress	June 1
Comm.	Press Release – Final Reminder Application Due June 15	June 8
Authorizing	Application Reviews and Interviews (60 day requirement)	Ongoing from April 15 to July 15
Authorizing	Community Hearing and Public Comment (60 day requirement)	Ongoing from May 15 – August 15
Authorizing	Recommendations Brought to JCBOE (60 day requirement)	Ongoing from May 15 – August 15
Authorizing	JCBOE Votes on Application Recommendations (60 day requirement)	Ongoing from May 15 – August 15



### 150 Days –June 15 – July 27

Type	Action	Due Date
Authorizing	RFP Deadline for new schools	June 15
Capacity	Check-ins with Central Office partners and Board if needed to give update on progress	July 1
Authorizing	Application Reviews and Interviews (60 day requirement)	Ongoing from April 15 to July 15
Authorizing	Community Hearing and Public Comment (60 day requirement)	Ongoing from May 15 – August 15
Authorizing	Recommendations Brought to JCBOE (60 day requirement)	Ongoing from May 15 – August 15
Authorizing	JCBOE Votes on Application Recommendations (60 day requirement)	Ongoing from May 15 – August 15

## ATTACHMENT 1 – NEW SCHOOL APPLICATION TIMELINE

	Report	Deadlines	Example
New Schools	New Charter Application Received	Must be submitted to KDE and Authorizer	June 15, 2018
	Authorizer Publishes Application on Website; Open for Public Comment	3 days after application is submitted	June 18, 2018
	Authorizer Copies Application to Superintendent and Mayor's Office	3 days after application is submitted	June 18, 2018
	Initial Review for completeness	5 days after application is submitted	June 20, 2018
	Third Party Reviewer Receives Applications	5 days after application is submitted	June 25, 2018
	Review by Application Review Team	25 days after application is submitted	July 10, 2018
	Interview of Applicant and Proposed Governing Board Members	30 days after application is submitted	July 16, 2018
	List of Finalist(s) published	35 days after application is submitted	July 20, 2018
	Public Hearing for Finalist Presentations and Comments	40 days after application is submitted	July 26, 2018
	JCBE Work Meeting to review application	Meeting before Final Approval	August 7, 2018
	Statutory Deadline	60 days after application is submitted	August 14, 2018
	JCBE Meeting to approve or deny application	Closest to 60 day requirement or Special Meeting	Special Meeting between August 7 and 14

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