

APPLICATION FOR REGISTRATION AS A CHARTER AUTHORIZER

I. GENERAL INFORMATION

Local Board of Education Name: Greene County Schools	
Alabama State Board of Education District: 3	Congressional District: 7
Physical Address: 220 Main Street Eutaw, Alabama 35462	Mailing Address: 220 Main Street Eutaw, Alabama 35462
Board Contact Person: Dr. Corey Jones	Board Contact Title/Position: Superintendent
Board Office Telephone Number: 205-372-3109	Board Contact Telephone Number 205-372-3109
Board Fax Number: 205-372-3247	Board Contact E-Mail Address: cjones@greene.k12.al.us

II. NOTICE OF INTENT TO SERVE AS A CHARTER AUTHORIZER [ACT 2015-3, SECTION 6 (d) (1)]

By its submission of this *Application for Registration as a Charter Authorizer*, the undersigned local board of education hereby notifies the Alabama State Department of Education (ALSDE) of its intent to serve as a charter authorizer in accordance with the [Alabama School Choice and Student Opportunity Act](#).

III. STATEMENT OF ASSURANCE [ACT 2015-3, SECTION 6 (d) (7)i NACSA PRINCIPLES & STANDARDS (pp. 8-9)]

The board commits to serving as a charter authorizer and agrees that it will fully participate in any authorizer training provided and/or required by the state.

REQUIRED SIGNATURE AND DATES

Date of Board Action to Become Authorizer: March 1, 2016

Local Superintendent: Dr. Corey Jones

Local Superintendent's Signature: _____

Date of Local Superintendent's Signature: November 1, 2019

Date of Submission: November 1, 2019

FOR ALSDE USE ONLY

DATE RECEIVED	DATE REVIEWED	DATE STATUS NOTIFICATION SENT	DATE OF REGISTRATION
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Scan and electronically mail the completed application to pcs@alsde.edu no later than March 1, 2016. Mail or hand-deliver the completed hard copy with original signatures to the Alabama State Department of Education, Public Charter Schools, Gordon Persons Building, 50 N. Ripley Street, P. O. Box 302101, Montgomery, AL 36130-2101.

IV. CAPACITY AND COMMITMENT [ACT 2015-3, SECTION 6 (d) (2)]; NACSA PRINCIPLES & STANDARDS (pp. 8-10)

Explain the board's capacity and commitment to execute the duties of quality charter authorizing as defined by nationally recognized authorizing standards.

This explanation should include, but is not limited to, the following attributes of a quality public charter school authorizer:

- An explanation of why the board wishes to serve as a charter school authorizer.
- An explanation of how the board proposes to use existing or additional staff and facilities to implement its charter vision and an explanation of other resources the board plans to use to fulfill its authorizer duties.
- An explanation of potential policies and practices that will streamline and systematize the board's work toward stated goals and execution of its duties efficiently while minimizing administrative burdens on schools.

Enter explanation here (unlimited characters)

With a mission of guiding all students to achieve excellence in a safe, secure and nurturing environment, and a vision to be a recognized leader in public education, meeting the needs of a diverse student population prepared to succeed in a global society, and in accordance with ACT 2015-3, Greene County Schools wishes to serve as a charter school authorizer. As an authorizer, Greene County School will be able to empower quality schools by fostering innovation and using flexibility and autonomy strategically to increase student outcomes. The system will accomplish its goals of rigorous curriculum, high academic performance, and innovative and expanded programming by utilizing charter schools as a means for creating a culture of best practices and expanding the system's portfolio of school offerings and programming.

By establishing a transparent strategic process to attract the highest-quality petitioners and to match them with the district's areas of greatest need, Greene County School will increase the number of high-quality educational options for at-risk and underserved students throughout the district. By following best practices enumerated in National Association of Charter School Authorizers (NACSA) Principles and Standards, or charter practices and policies will be transparent, consistent, and rigorous, ensuring stakeholder participation in the strategic process and ensuring that our work is built on evidence-based approaches that have proven successful in districts facing similar challenges. Greene County School thoroughly understands and accepts the roles and responsibilities it assumes as a quality charter authorizer and will follow the National Association of Charter School Authorizers' core principles for quality charter school authorizing.

V. STRATEGIC VISION [ACT 2015-3, SECTION 6 (d) (3)]; NACSA PRINCIPLES & STANDARDS (p. 10)

Explain the board's strategic vision for chartering, including, but not limited to, the following:

- A clear mission for serving any student, student group, student need, or community need that the board desires to serve using charter schools.
- The desired outcomes (priorities, goals, and time frames) for any student, student group, student need, or community need.
- The impact of this vision on the board's overall strategic plan for the district.

Enter explanation here (unlimited characters)

Greene County School's commitment to maintaining high standards for schools begins with setting high standards for approving charter applicants and maintaining high standards for the schools that it oversees as authorizer. This begins with ensuring that applicants have a clear understanding or expectations that meet all statutory requirements. Applicants must demonstrate a clear mission and vision, with a sound academic program and a solid business and financial plan. This ensures that families receive stable, sustainable, high quality academic options that increases student achievement. Greene County School will ensure that charter schools meet the outlined performance standards and targets, using a range of indicators, measures, metrics and targets to evaluate performance. These measures help to establish clear academic expectations, and hold schools accountable to a sound educational program that is consistently evaluated on clear performance goals. In cases where schools fail to fulfill their obligations, Greene County School will act responsibly in closing schools that fail to meet standards and targets as codified in law and contract.

Greene County Schools is committed to upholding charter autonomy, recognizing it as an essential component of innovation. In keeping with NACA's core principles, core autonomies include a governing board which acts independently from the authorizer; budgeting; creating school vision and culture; personnel; instructional programming; curriculum design and development; and allocation of time. This ensures that schools have the latitude to govern and operate independently, but with oversight and support of the authorizer. The authorizing board assumes the responsibility not of participating in the direct activities of the school which lead to failure or success, but for holding schools accountable for their performance, focusing on outcomes rather than processes.

While allowing school autonomy, Greene County Schools will operate within the confines of a defined external relationship and will be governed by established policies and procedures. Clear lines of authority will be established, creating procedures for preventing conflicts of interest and outside influence, particularly in the areas of governance, compensation and contracts. Such policies will address conflict of interest definition, procedures which include enclosure, determining if a conflict exists, addressing conflict and violations and sanctions.

The board intends to implement policies that clearly communicate a separation of administrative and governance-level authorizing responsibilities, clarifying that the local board operates at a policy-level rather than a management level. The district's charter authorizing activities are aligned with the district's larger strategic goals, mission, and vision.

Potential policies shall include:

- Clear and logical criteria for petition approval and denial
- Definition of conflict of interest and possible actions taken regarding potential conflicts of interest

VI. CHARTER SCHOOL APPLICANT SOLICITATION [ACT 2015-3, SECTION 6 (d) (4)]; NACSA PRINCIPLES & STANDARDS (pp. 12-13)

Explain the board's plans to solicit public charter school applicants including, but not limited to, the following:

- The board plans to publicize its Request for Proposals to the public and all interested applicants.
- The procedures, time lines, and method of evaluation the board intends to utilize during the Request for Proposal process.
- Any public forums or resources that will be available for interested applicants to receive additional information as needed.
- Policies establishing the petition process timeframe, including dates for issuance of the RFP, response thresholds for approvals and denials
- Renewal, replication, and closure policies
- Policies establishing charter access to district resources
- Policies delineating timelines and guidelines for charter contracts
- Policies setting the date and format for the required annual report

Practices shall include:

- Application review by teams of external and internal experts, based on whole-petition review and a capacity interview
- Development and distribution of a work-flow process that provided sufficient time for evaluation, applicant support, and constructive dialogue
- Time dedicated to public discussion of individual petitions at public board meetings
- Regularly scheduled community question-and-answer sessions to share information about goals, mission, and vision of charter schools strategic plan and to address communities' questions and concerns about district charter schools

In adherence to NACA's third core principle, Greene County Schools, as a quality authorizer, will protect both student and public interest, making students' well-being and interest the central focus of all of its decision-making. Greene County Schools will hold schools accountable for fulfilling fundamental public education obligations to students. These obligations include granting school access to eligible students in a non-discriminatory way, and providing fair treatment and appropriate services to all students, including those with disabilities and English language learners. Schools will be held accountable to fulfilling fundamental obligations to the public such as responsible stewardship of public funds, sound governance, and effective management within the framework of operational transparency which provides the public with needed information

The authorizer board will act in the interest of both students and the public, and will participate in the process of continuous improvement by conducting itself ethically, complying with applicable laws, demonstrating responsible stewardship of public funds, and operating in clarity, consistency and transparency in executing its authorizing policies, practices and decisions. The authorizer board will demonstrate this continuous improvement by remaining grounded in and guided by national standards, developing and maintaining authorizer standards and policies consistent with NACSA's authorizing standards, and adhering to quality practices, statutes and rules. Authorizer accountability and improvement will be informed by the findings of charter school performance in the annual report.

VII. PERFORMANCE FRAMEWORK [ACT 2015-3, SECTION 6 (d) (5); SECTION 8 (a) AND (b)] NACSA PRINCIPLES & STANDARDS (pp. 14-19)

Describe or outline the performance framework the board will use to guide the establishment of a charter contract and for ongoing oversight and evaluation of public charter schools consistent with the requirements of the Act.

Enter explanation here (unlimited characters)

District charter schools will focus their time and resources on instruction and student support, allowing them to create a nurturing culture of high expectations which will then be disseminated across the district so that all schools become schools of choice. Meanwhile, Greene Count Schools, as authorizer, is committed to allocating adequate resources, and is in good financial position to do so, currently exceeding the state's financial requirement of a one-month fund balance in reserve.

The system is prepared to allocate funding to cover expenses including but not limited to: Salary and benefits for one staff member, professional development, purchases services, materials and supplies, and other direct costs associated with authorizing. Further, funding will help support application and consideration and contract administration, compliance monitoring and oversight, training, technical assistance, academic support, performance evaluation, and other unspecified activities that assist schools in achieving improved performance.

Initially, the Superintendent shall assign existing staff to carry out this work and will ensure that physical space, materials, and resources needed are furnished for full implementation, and later add a full-time Strategy and Innovation Director Position to the district's budget at the point that multiple locally-approved charter schools open in the district. At that time, no more staff than necessary will be employed to implement and execute the RFP, monitoring and oversight processes. Nevertheless, staff will be adequate to ensure the protection of NACA's core principles of maintaining high standards, ensuring school autonomy and protection student and public interests. Assigned staff will meet regularly with the senior leadership team in an effort to include charter schools as a part of the district's overall strategic vision and in order to increase collaboration and communication between district charter schools and traditional schools. Staff will be responsible for the overall planning, deployment, monitoring, improvement and supervision of the authorizer operations such as, but not limited to:

- Developing and implementing the organizational structure required to operate the office and carry out the activities of the Authorizer board
- Providing support through the process for authorizing new charter schools
- Ensuring work and decision align with national best practice to maintain high standards for charter schools while upholding school autonomy and protecting student and public interests
- Providing budget management and oversight
- Publishing an annual report of progress on authorized charter schools
- Providing supervision of daily operations of charter schools
- Providing executive leadership to manage Board relations and goals, both at district-and charter-school level, serving as the liaison between Superintendent and charter-school board members
- Representing the Authorizer board at conferences, community events and to news media and public forums

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Other relevant experience should include: curriculum and instruction; testing and assessment; data analysis and interpretation; special education and ELL; school law; budget and financial management; and, school governance.

To broaden knowledge and to support professional development, the board plans to use all available guidance and tools supplied by NACSA, including attendance at national conferences and trainings, and to collaborate with other high-performing authorizers across the country ensuring that our authorizing team is up to date on national best practices and Innovations.

When high-quality charter schools have been approved and begin serving students, our district is committed to encouraging autonomy while providing meaningful support.
Greene

County Schools will support flexibility and innovation while holding each approved charter school to the highest possible standards, and to thorough monitoring and oversight without increasing administrative responsibilities at the school level.

V. Strategic Vision [ACT 2015-3, Section 6(d) (3)]; NACSA PRINCIPLES & STANDARDS (p. 10)

Explain the board's strategic vision for chartering, including, but not limited to, the following:

- A clear mission for serving any student, student group, student need, or community need that the board desires to serve using charter schools.
- The desired outcomes (priorities, goals, and time frames) for any student group, student need, or community need.
- The impact of this vision on the board's overall strategic plan for the district.

Enter explanation here (unlimited characters)

The goal of the Greene County Schools charter school strategic plan is to take full advantage of the flexibility, accountability and local control provided by charter schools to strengthen communities, increase parent and community involvement in schools and to promote student success in and out of the classroom. The following strategic plan is based on Birmingham City Schools Model.

In pursuit of this goal, the charter school strategic plan focuses on four main areas:

1. Attract high-quality applicants

Primary goal: Greene County Schools will create a fair and transparent application process yielding the highest-quality charter schools to serve neighborhoods that fully support them.

Steps to be taken to achieve this goal:

1. Development of a fair, comprehensive RFP/application process for charter applicants which attracts applicants who use innovative school, staffing and instructional models which yield high student outcomes
2. Development of charter rubric
3. Development of charter information workshops for applicants
4. Creation of a review panel of internal and external charter experts
5. Publication of a fair and transparent charter application grading scale
6. Interviews conducted with all applicant groups
7. Provision of helpful post-denial support
8. Timely creation of a contract for approved charters

2. Create high academic and performance expectations

Primary goal: Greene County Schools will create an environment of high academic expectations, supported by active family and community engagement, which holds charter schools accountable for setting and meeting high performance expectations and by providing the support charter schools need in order to focus on those goals.

Steps to be taken to achieve this goal:

Pre-opening support for board-approved applications

1. Perform timely and thorough post-approval clarification review
2. Conduct quarterly progress status meetings with approved applicants
3. Develop a clear accountability plan which contractually state clear expectations, with emphasis on performance measures, and consequences for failing to meet expectations

Ongoing support

1. Minimize administrative and compliance burdens on schools to allow schools to focus on instruction and outcomes
 2. Maintain routine and on-going charter board contact and support
 3. Maintain on-going communication and support for the annual financial audit
 4. Maintain on-going communication and support for the annual operations audit
 5. Provide continuous feedback and support to ensure positive outcomes of annual academic audit
3. Increase academic options for families and students

Primary goal: Greene County Schools has made chartering part of its long-term strategic plan for improving academic performance by identifying areas of academic need and attracting the best possible applicants and by taking full advantage of the flexibility offered under state charter law

Steps to be taken to achieve this goal:

1. Conduct multi-pronged research to determine areas of need
 2. Incorporate research into charter application process
 3. Identify and invite innovative and successful national charter program to participate in the Greene County Schools charter application process to expand academic options for families
 4. Actively pursue foundation partnerships for charter program
 5. Become model authorizer of innovative school models which lead to increased academic achievement
4. Establish Greene County as leading charter authorizer

Primary Goal: Greene County Schools will not only coordinate and collaborate with local school districts and charter school organizations, but will become a leader in the national charter school movement by maintaining a strong presence at national conferences and by serving as a model authorizer.

Steps to be taken to achieve this goal:

1. Establish and maintain a leadership role in local chartering
2. Maintain a strong relationship with the ALSDE charter office
3. Collaborate with other successful districts/authorizers around the country
4. Participate in local national conferences
5. Increase web presence
6. Publish a Greene County Schools annual charter schools report
7. Evaluate regularly Greene County Schools work against national standards for quality authorizing and recognized best practices

By following the recommendations in this plan, Greene County Schools can attract and hold accountable high-performing charter schools, strategically directed towards the system's greatest areas of need, which yield high achieving students who graduate both college and career ready. Further, the plan demonstrates a commitment to innovation which encourages strengthened family and community partnerships and establishes rigorous and transparent accountability measures. Of greatest benefit, the plan increases the number of high-quality educational options and outcomes for the children of Greene County Schools.

VI. CHARTER SCHOOL APPLICANT SOLICITATION [ACT 2015-3, SECTION 6 (d) (4)] NACSA PRINCIPLES & STANDARDS (pp.12-13)

Explain the board's plans to solicit public charter school applicants including, but not limited to, the following:

- The board plans to publicize its Request for Proposals to the public and all interested applicants.
- The procedures, timelines, and method of evaluation the board intends to utilize during the Request for Proposal process.
- Any public forums or resources that will be available for interested applicants to receive additional information as needed.

Enter explanation here (unlimited characters)

Request for Proposals

As a charter school authorizer Greene County Schools is responsible for publishing a Request for Proposals (RFP) and communicating its release to the broader community.

The RFP will be approved and broadly publicized by November 1st of each year in accordance with the Alabama School Choice and Opportunity Act (SB45). The RFP will be developed in cooperation with NACSA framework and the guidelines set forth by the Alabama Department of Education.

The RFP will be posted prominently on the school district website home page and disseminated widely to the greater Greene County Community through available media channels. A media plan will be developed for the publication and advertisement of the RFP to include a variety of communication channels (i.e. social media, email marketing, press release). NACSA website or the National Alliance for Public Charter Schools' website. Communications regarding the RFP will direct potential applicants to an available download of the document along with other supporting documents. In future years, the district will also publish copies of approved charter petitions, performance framework reports, and signed and executed charter contracts.

The RFP shall include, but is not limited to the following:

1. Mission and Vision of Greene County Schools
2. Strategic Vision of Greene County Schools
3. Areas of Academic Need
4. Expectations of Student Rigor

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5. Statement of Priority for Schools Committed to Serving At-Risk students
6. Performance Framework for Oversight and Evaluation
7. Clear guidelines regarding the Content and Format for submission
8. A timeline of important dates for petitioner

Greene County Schools Public Charter School Application

Applicants for public charter schools in Greene County will be required to thoroughly describe the following areas of school operation in accordance with state law:

Overview

- a. Executive Summary
- b. Mission & Vision of the proposed public charter school, including identification of the targeted student population and the community the school seeks to serve

Education Plan

- c. The geographic area proposed for the school.
- d. The grades to be served each year for the full term of the charter contract
- e. Minimum, planned, and maximum enrollment per grade per year for the term of the charter contract
- f. Evidence of need and community support for the proposed public charter school
- g. A brief biography regarding the expertise and background of the founding members and the proposed school leadership and management team
- h. The school's proposed academic calendar and daily schedule
- i. A description of the academic program
- j. A description of the school's instructional design, class size and structure, curriculum overview, & teaching methods
- k. The school's plan for using internal and external assessments for measuring and reporting student progress
- l. The school's plan for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students, including but not limited to compliance with applicable laws and regulations
- m. A description of extracurricular and co-curricular activities and how they will be funded and delivered
- n. Plans and timelines for student recruitment and enrollment, including random selection procedures in the event that interest exceeds capacity
- o. The school's student discipline policies, including those for special education student

Governance

- p. An organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, and related bodies, and external organizations that will play a role in managing the school
- q. A clear description of the roles and responsibilities for governing board, the school's leadership and management team, and any other entities shown in the organizational chart
- r. A staffing chart for school's first year, and a staffing plan for the term of the charter
- s. Plans for recruiting and developing school leadership and staff
- t. The school's leadership and teacher employment policies, including performance evaluation plans

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- u. Proposed governing bylaws
- v. Explanations of any partnerships or contractual relationships central to the school's operations or mission
- w. The school's plans for providing transportation, food service, and all other significant operational or ancillary services
- x. Opportunities and expectations for parental involvement
- y. A detailed school start-up plan, identifying tasks, timelines and responsible individuals

Finance & Accountability

- z. Description of the school's financial plan and policies, including financial controls and audit requirements. This plan shall include a disclosure of all donations of private funding. If any, including, but not limited to gifts received from foreign governments, foreign legal entities, and when reasonably known, domestic entities affiliated with either foreign governments or foreign legal entities.
- aa. A description of the insurance coverage the school will obtain
- bb. Start-up and five-year budgets with clearly stated assumptions
- cc. Evidence of anticipated fundraising contributions, if claimed in the application
- dd. A sound facilities plan, including backup or contingency plans, if appropriate
- ee. In case of an applicant who has submitted an application for 501(c)(3) tax-exempt status, but has not yet been approved for 501(c)(3) tax-exempt status, the applicant shall submit a copy of their application for 501(c)(3) tax-exempt status
- ff. Any other item appropriate to assess the applicant's ability to successfully open and operate a public charter school

Process for Evaluation of Applications

Greene County Schools will implement a three phase process for the evaluation of proposals.

Phase I: Letter of intent and Eligibility Determination

Phase II: Application Development & Evaluation

Phase III: Capacity Demonstration & Decision Making

Phase I:

After the RFP has been widely disseminated, the district will hold orientation sessions and applicant workshops a minimum of two times. These workshops will inform interested applicants of the process and procedures necessary to comply with the application requirements. The purpose of these workshops is to provide support to interested applicants and allow for transparency in the application process. The dedicated staff member will facilitate this process and will be easily accessible to applicants throughout the duration of the process. The workshops may be face to face or in webinar format.

A letter of intent will be required for all applicants. This letter is required of all applicants in order to determine capacity for application evaluation. Only applicants who have completed a letter of intent to apply will be eligible to submit full proposals for the evaluation cycle. The letter of intent will include:

Name of Proposed Charter School
Sponsor /Sponsoring Agency
Model or Focus of Proposed School

Contact Person for School along with Contact Information

Name of Proposed School Leader (if any)

Replication Application: Yes ___ No ___

Projected Year of School Opening

Phase II:

The district will publish an application packet that delineates all elements of the application process. There will be a clear timeline for all due dates and actions that are part of the required authorization process that will be available in application materials. The application will include formatting requirements in addition to all required content in accordance with the three areas of charter school planning (Education Plan, Governance, Financial & Accountability)

Proposed Timeline:

Proposed Application Cycle in Year One

March 2016: RFP Published and Application Packet Available

Following dates will align with Alabama Public Charter School Commission Timeline:

Workshops and Applicant Support

Letter of Intent to Apply and Applicants Support

Application Deadline for 2017 schools

Capacity Interviews

Applicants Approved or Denied

Applicant Notified

Performance Contract

Evaluation Team:

For each petition cycle the district shall assemble a review team of both internal and external reviewers. Greene County Schools will solicit the help of NACSA for this process, but will also engage with community members. The dedicated staff member will organize and coordinate the evaluation team.

Greene County Schools will publish an application for evaluators. Evaluators will be selected based on their expertise in all three areas of the application (Education Plan, Governance, and Finance & Accountability). The evaluation team will be selected to reflect a variety of community stakeholders.

The review team will have a training hosted by designated personnel to ensure that all evaluators are consistent with the following:

Use of the scoring rubric

Capacity Interview best practices

Conflict of Interest

Important deadlines

Prior to reading applications, all members of the evaluation team will sign Conflict of Interest statements, confirming that they do not have close relationships with charter school applicants and that they will be fair and unbiased in their reading of applications. If a reviewer is found to have a conflict of interest, they will be removed from the evaluation team.

Each reviewer shall read each petition in its entirety and shall submit a written evaluation of its strengths and weaknesses, using the criteria published in the evaluation rubric. The evaluation rubric will align directly with the requirements set out in the application.

If the minimum threshold for completion has been satisfied, each petitioner shall undergo a capacity interview, during which the review team may ask clarifying questions, probe for more information, and further assess the petitioner's capacity to implement and run a school in accordance with the requirements. Shortly after the capacity interview, the district shall hold a public forum and invite community members to hear petitioners speak about their plans, answer questions, and provide feedback on each plan.

The review team will develop a recommendation for each petition, based on the evaluation rubric, the capacity interview evidence, and community feedback, will submit this recommendation to the Superintendent, who will then submit a formal recommendation to the board at a meeting within 60 days of receipt of the original petition.

Applicants who are approved will enter into a performance contract with Greene County Schools. Only applications which meet the following criteria will be approved:

1. Clear capacity to successfully operate a new school
2. Researched data showing strong market demand for the proposed school that fits with the specific educational needs of Greene County Schools
3. Quality educational program
4. Solid business plan and start-up budget

**VII PERFORMANCE FRAMEWORK [ACT 2015-3, SECTION 6 (D) (5); SECTION 8 (A) AND (B);
NACSA
PRINCIPLES & STANDARDS [PP. 14-19]**

Describe or outline the performance framework the board will use to guide the establishment of a charter contract and for ongoing oversight and evaluation of public charter schools consistent with the requirements of the Act.

Enter explanation here (unlimited characters)

Performance Contracting

The Greene County Schools Performance Contract will be created as a separate document from the application and executed by the governing board of each charter school and Greene County Schools. The performance contract will define roles, powers, and responsibilities for the schools and Greene County Schools. At a minimum, the performance contract will consist of the following sections:

1. Recitals
2. Parties, Notice and Intent
3. General Governing Documents
4. Oversight to allow Autonomy
5. Performance Frameworks
6. Organizational Framework
7. Academic Performance Framework
8. Financial Performance Framework
9. Authorizer Powers and Responsibilities
10. Resolution of Dispute Relating to the Contract

The performance contract will define student measures such as academic and operational performance expectations by which the charter schools will be judge. This performance framework includes measures and metrics for, at a minimum, student academic proficiency and growth, achievement gaps, attendance, recurrent enrollment, postsecondary readiness (high schools), financial performance, and board stewardship (including compliance).

The performance framework will be divided into three sections: academic performance, financial performance, and organizational performance.

- Academic performance data will be designated with an increased weight in the performance calculation, emphasizing the importance of academic rigor and student experience in alignment with the district's overall goals.
- The organizational framework is a compliance checklist that ensures that the School is responsive to the needs of its students, employees and School community. This framework looks at organizational, overarching processes established to ensure efficient operations by the School by looking at compliance with laws. One indicator negotiated annually, related to recurrent enrollment, is included in this framework
- Greene County Schools shall establish general financial annual performance targets for its authorized schools, that mirror those set by the District and ALSDE for all schools, in consultation with its Charter School(s). The Parties shall then negotiate school-specific annual performance targets for the Financial Framework for each year this Contract is in effect. During the Annual Site Visit, in addition to reviewing the annual financial targets for the previous year. The Parties shall negotiate school-specific annual financial targets for the next year.

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Each school's framework criteria will be slightly different, given that petitioners have input into the designation of some measures and goals are set collaboratively between the petitioner and the district. Each Framework will include indicators, measures, and metrics. These Performance Frameworks and the annual performance indicators are part of the Essential Documents governing the Parties. Each Performance Framework will be set up to establish annual performance targets.

For each designated performance framework category, charter school performance will fall into one of three categories: Meets Standard, Does Not Meet Standard, or Falls Far below Standard. Thresholds set for each performance level are based on specific charter goals and calculated using publically available metrics. The renewal of the Schools, charter shall be based substantially on the data collected regarding how the School's charter shall be based substantially on the data collected regarding how the School is progressing towards the annual School specific indicators and compliance with the terms of this Contract. During the site visits, the Greene County Schools and the Charter School will review progress made toward Charter School specific indicators established the previous school year. Next, the Parties shall negotiate annual School specific indicators for the next year considering and incorporating the general annual performance indicators set by Greene County Schools for that year.

The performance contract will be based upon the criteria established in the performance management framework as well as any school-specific criteria agreed upon by the petitioner and the district. Should the petition be approved conditionally, all conditions must be met by the petitioner before a contract maybe drafted. Should the petition be denied, the district will send the petitioner a comprehensive list of the reasons for denial, which will also be posted on the district website. This information will be shared and posted within 15 days after the board denial recommendation.

The performance contract will provide for an initial term for five operating ears or a longer term with periodic high stakes reviews. The Greene County School performance contract will be aligned with existing Greene County Schools Board Policies. All authorizer contracts will specify a required high-stakes review to take place prior to contract renewal.

Oversight & Evaluation: Performance Framework

Oversight and Evaluation are two of the most critical elements in charter authorizing which ensure high academic performance and strong accountability which result improves student outcomes. In this regard, Greene County schools, as authorizer, will develop a comprehensive performance accountability and compliance monitoring system defined by charter contract. The contract will establish clear performance expectations that ensure that every student is prepared for both college and career success. The contract will address the needs of all students and will establish performance expectations as well as the rights and responsibilities of each party. Come areas of performance oversight may include academic performance, enrollment and attendance, special education, fiscal management, facilities and operations and public disclosure of conflicts of interest.

As it primary guide in oversight and evaluation, Greene County Schools will utilize NACSA's Principles and Standards for quality authorizing, and as a quality authorizer will:

Implement a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and proves the information necessary to make rigorous and standards-based renewal, revocation, and intervention decisions. This ensures that clear, high standards are established at the outset for academic, operational and finical performance.

Define and communicate to schools the process, methods, and timing of gathering and reporting school performance and compliance data. This helps to minimize the administrative burden on the schools by establishing performance criteria and timelines in advance to help schools effectively prepare, plan and implement appropriate systems and processes.

Implement an accountability system that effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens. While Greene County Schools is able to provide technical support to minimize the administrative burden on schools, charter schools retain the autonomy they are entitled to by maintaining academic, financial, operational and governance autonomy.

Provide clear technical guidance to schools as needed to ensure timely compliance with applicable rules and regulations. This includes timely response to questions and concerns, as well as technical assistance in areas such as professional development, performance improvement, etc., as needed.

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Visit each school as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes, and methods of such visits respect school autonomy and avoid operational interference. Any such visits and data collection will be driven by the need for its consideration in evaluation, renewal, nonrenewal and revocation decisions.

Evaluate each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, utilizing evaluators with diverse backgrounds and areas of expertise, and providing ongoing professional development for evaluators involved in the review process. Such areas or expertise and professional development may include, but not limited to: Curriculum, instruction and assessment; Special Education and ELL Instruction; School Accountability; School Facilities; School Law; School Finance; and School Governance.

Review annual financial audits of schools, conducted by a qualified independent auditor, thoroughly addressing issues identified in the audit, including finding for recovery, issues of material non-compliance, documenting actions by correspondence and/or meeting.

Communicate regularly with schools and receive input and feedback from all school stakeholders, including both the school leaders and governing boards and provide timely notice of contract violation or performance deficiencies. This allows for timely notice to schools to implement corrective steps and actions, on an on-going basis, and provides for timely interventions, minimizing the need for drastic action during the annual evaluation or contract renewal period.

Provide an annual written report to each school, summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement. The annual report helps to inform the school relative to its academic, operational, financial and governance performance, as well as provides a means for authorizer self-evaluation through its process of continuous improvement.

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Articulate and enforce stated consequences for failing to meet performance expectations or compliance requirements.

If at any time during the duration of the contract the authorizer determines that each school is not meeting the terms of the contract, notice will be given to the school, with a defined, reasonable period of response, for the school to address deficiencies. If the school continues to be deficient, the authorizer will identify strategies and/or interventions to provide support in identified areas.

Each year, after publication of each charter school's performance data, the district representative shall meet with each district-authorized charter school to discuss the previous year's performance, noting any deficiencies and clearly laying out expectations for ensuing year and for the entire charter contract period. Any deficiencies that may jeopardize the charter school's position in seeking renewal will be clearly presented in the performance report and discussed in the meeting. As per statute, the charter school will have 15 days to respond to any such noted deficiencies. This response shall be kept on-file and shall be considered, along with the school's performance data and when the authorizer considers renewal. As previously stated, relative to self-evaluation, Greene County Schools, as authorizer, will act in the interest of both students and the public, and will participate in the process of continuous improvement by remaining grounded in and guided by national standards, developing and maintaining authorizer standards and policies consistent with NACSA's authorizing standards, and adhering to quality practices, statutes and rules. Authorizer accountability and improvement will be informed by the findings of charter school performance as determined by the contractual performance framework presented in the annual report, and will guide professional development, organization effectiveness and process improvement.

**VIII DRAFT OF RENEWAL, REVOCATION, NONRENEWAL PROCESS [ACT 2015-3SECTION 6 (D)
(6); SECTION 8 (c); NACDA PRINCIPLES & STANDARDS [PP.20-21]**

Provide a draft of the board's renewal, revocation, and nonrenewal process consistent with Act 2015-3, Section 8 (c).

Enter explanation here (unlimited characters)

Termination & Renewal Decision Making

The performance contract outlines the following terms for termination and renewal decision making (See Draft Charter School Contract Appendix A)

- Section 9.08. Impose sanctions if necessary
- Section 9.09. Suspended, revoke or not renew the Contract if necessary
- Section 9.10. Consider amendments
- Section 9.11. Set annual performance targets
- Section 9.12. Consider alternative performance frameworks
- Section 9-13. Monitoring school's progress
- Section 9.14. Review Data
- Section 9.15. Notify school of unsatisfactory performance
- Section 9.16. Identify reasons for suspension, revocation or nonrenewal
- Section 9.17. Establish closure protocol

In the event of a renewal recommendation, the district shall issue a charter contract within 30 days of the board's vote.

Performance Review

Each year the district charter school personnel will collect an annual report from each charter school and utilize these reports to create annual reports for the State Department on the performance of charter schools operating within the district. This report to ALSDE will be provided no later than July 15 of each year. Any deficiencies that may jeopardize the charter school's position in seeking renewal will be clearly presented in the performance report. The charter school will have 15 days to respond to the performance report and provide any corrections or clarifications.

During this time, charter schools may:

- a) Provide additional evidence, beyond the data contained in the performance report
- b) Describe improvements taken or planned for the school]
- c) Detail the school's plan for the next charter term

At any point in which the charter school's performance appears unsatisfactory, Greene County Schools will notify the school of the problem and provide an opportunity for the school to remedy the problem.

Once the decision is made to renew, not renew, or revoke a charter school, a report will be submitted to the Alabama Department of Education and to the charter school. This report will include the resolution with the actions taken and reasons for the decision.

Renewal of Charter Contract

Renewal petitions must be submitted by October 1, and the Superintendent shall submit a recommendation to the board in time to allow them to take action at a public meeting within 30 days of renewal petition submission.

The district shall publish clear time lines for the renewal process each year and shall post a current renewal petition, including clearly defined evaluation criteria, and sending any school whose charter is scheduled to expire the following year by July 15 and notification regarding the posted renewal materials. Renewal petitions and decisions will be focused on the following four factors:

1. The school's performance framework scores for each year of their charter contract
2. Any improvements undertaken by the school during the present charter term
3. The school's plans for the next charter term
4. Any relevant and persuasive evidence supporting the school's renewal and not considered in the performance framework report

Probation

Should the school score fall far Below Standard in the performance management framework for any one framework section in one year, or score does not meet standard in the same section for two consecutive years or for two sections in one year, they shall be placed on probation and will undergo more frequent performance monitoring and receive additional support from the authorizer. Should a school under probationary status meet the standards in any previously deficient area or areas, they will move out of probationary status.

Nonrenewal or Revocation of Charter Contract

Greene County Schools will develop a standalone policy for the non-renewal and revocation of charter contracts, in accordance with the Greene County Schools charter contract. This policy will be publicly accessible and will specify the evidence that it will collect and the procedures for closing a school.

The charter contract may be revoked or non-renewed at any time if Greene County Schools determines that the Public Charter School is not in compliance with the following:

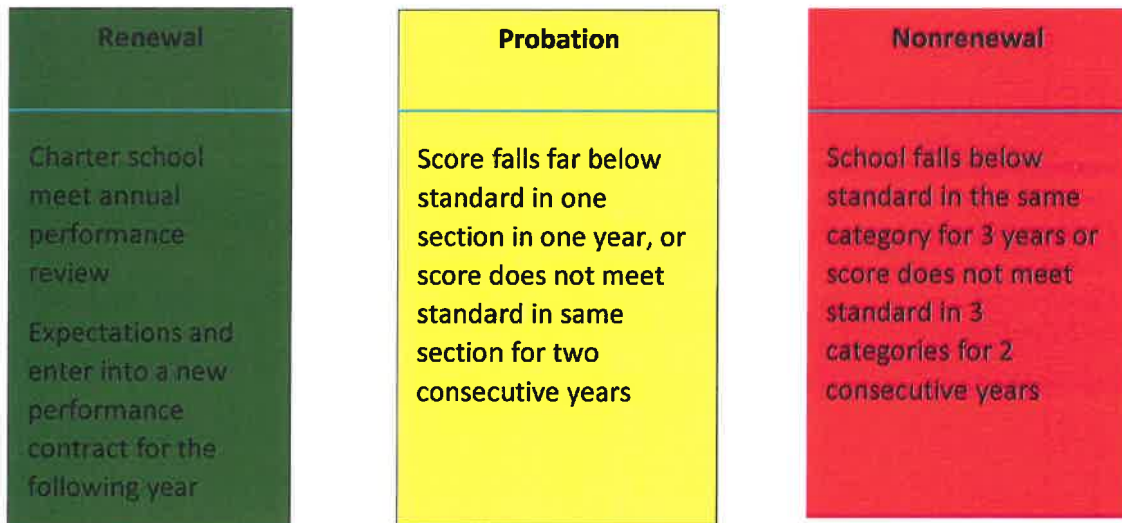
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- a. Commits a material and substantial violation of any of the terms, conditions, standards, or procedures required under the charter contract or SB34, Section 8
- b. Fails to meet or make sufficient progress toward the performance expectations set forth in the charter contract
- c. Fails to attain the minimum state proficiency standard for public charter schools in each year of their operation and over the charter term
- d. Fails to meet generally accepted standards of fiscal management
- e. Substantially violates any material provision of the law from which the public charter school was not exempted

If a school under probationary status falls below standard in the same framework category for three years or scores does not meet standard in three framework categories for two consecutive years, the district may move for charter nonrenewal or revocation. If a school under any status score falls far below standard in three performance categories, then the district may move for nonrenewal revocation.

Figure 1



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In the event of a revocation or a non-renewal the district shall provide charter holders timely notification of the purposed action the correspond performance reports, Greene County Schools will post a report on its website summarizing the bases for each decision and will allow the charter holders ample time to prepare a response and to submit documents and give testimony at an orderly meeting called expressly for that purpose. At this meeting, the charter holder may choose to be represented by council, at their own expense, and to call witnesses and record the proceedings, if desired.

The district will implement a school closure policy which include

- a. Notification to enrolled families who will be impacted decision
- b. Timelines for school closure
- c. Public forums to address concerns, and questions with 30 days of a board approved non-renewal
- d. Staffing procedures
- e. Financial procedures
- f. Transition of students and student records to new school
- g. Respective duties if the school and the authorizer

