

Charter School Monitoring Handbook



Clayton County Public Schools

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Introduction

The mission of the Clayton County Public Schools (CCPS) Charter Department is to authorize high-quality public charter schools and provide effective oversight and transparent accountability to improve educational outcomes for students.

Our vision is to foster innovation and ensure excellence so that every student has access to and thrives in a high-quality public school.

As outlined by the National Association of Charter School Authorizers, a quality authorizer “evaluates each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicates evaluation results to the school’s governing board and leadership.” As the authorizer, CCPS has the responsibility of providing oversight and continual monitoring of the Performance Framework.¹ This may include conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of the charter, adhere to the terms of the Charter Contract, and do not unduly inhibit the autonomy granted to charter schools. In the event that a charter school's performance or legal compliance appears unsatisfactory, the authorizer must promptly notify the Charter School of the perceived problem and provide reasonable opportunity for the school to remedy.

The CCPS Charter Department has developed a charter school monitoring process that meets the authorizer’s responsibility to ultimately determine whether each Charter Contract merits renewal, nonrenewal or revocation. The CCPS monitoring process aligns with the terms of the Charter Contract, the Performance Framework, and state and federal legal compliance of charter schools.

The Purpose and Types of Monitoring

CCPS monitors and annually reviews and evaluates local district charter schools' academic, financial, and operational performance to determine whether they meet the performance measures in their charter contracts and comply with applicable laws, rules, and regulations. CCPS monitoring is designed to promote high-quality charter schools by identifying compliance concerns and incentivizing remediation.

This guide describes CCPS’s monitoring activities, which include a desk audit and annual site visit. The purpose of these monitoring activities is to serve as a tool to inform continuous improvement and provide data points in determining a charter school’s compliance with its contract and state and federal rules and regulations. CCPS is charged with the responsibility to provide oversight to charter schools, and to that end, publicly report on standards and methods for monitoring the quality and effectiveness of charter schools, and for withdrawing approval from charter schools that fail to meet the provisions of their Charter Contract, and the academic, financial and organizational frameworks.

As a reminder, the results of the CCPS’s monitoring activities are only one of many data points CCPS considers when calculating performance framework scores. A compilation of data sources for each performance indicator is available in the appendix of the performance framework.

An overview of the annual monitoring activities timeline is included in Appendix A.

Desk Audit

The desk audit is designed for CCPS staff to review policies, procedures, and other operational and compliance documentation required for charter schools within the district.

What to Expect

CCPS will review school policies, procedures, and practices as well as financial reports and transactions for compliance with the charter contract and applicable laws, rules, regulations, and policies. Documentation for the desk audit must be submitted through Epicenter on or before the due date annually. Document submissions must be in a searchable PDF or Microsoft Word format. Documentation that is not timely uploaded to Epicenter will not be reviewed for compliance.

CCPS staff will review submissions for compliance as submitted on or before the deadline. The desk audit represents a “snapshot” of compliance. Schools will not be permitted to amend or supplement responses after submission.

Further, CCPS will not review new documents or information during the appeal window, discussed below, to determine compliance.

The desk audit is not a comprehensive evaluation of the requested documentation. Instead, CCPS staff will evaluate school policies, procedures, and practices for specific elements of compliance. Complete compliance remains the responsibility of each state charter school.

As a charter authorizer, CCPS holds schools accountable for compliance with the provisions of their charter contracts and applicable rules, laws, and regulations. CCPS’s operational monitoring activities are tailored to determine the overall operational health of state charter schools. CCPS charter schools are responsible for ensuring their awareness of and compliance with all applicable legal, regulatory, and contractual obligations.

CCPS charter schools assume sole responsibility for the accurate and timely data transmission to CCPS. By signing the charter contract, charter schools affirm their understanding that inaccurate or untimely data may adversely impact the school's academic, financial, and operational standing and that CCPS does not guarantee an opportunity to correct errors.

An outline of the sample review topics, documents, and information CCPS will evaluate during the desk audit is included in Appendix B.

How to Prepare

To prepare for the CCPS desk audit, charter schools are encouraged to:

- 1. Review Epicenter log-in information and watch the Monitoring Programs Walkthrough.**

Please ensure that all Epicenter log-in and contact information is accurate. To reset your password, select “Forgot your password?” at the bottom of the log-in page. A password reset email will be sent to the email address associated with the account. Additionally, review the Monitoring Programs Walkthrough video posted in Epicenter.

2. Attend the Monitoring Webinar.

The monitoring webinar will provide an overview of the monitoring process, and attendees will have the opportunity to ask questions about the process. A recording of the webinar will be provided to schools.

3. Review the Financial and Operational Performance Section of the Performance Framework.

CCPS's financial and operational monitoring activities are aligned with the performance indicators in Section II (Financial Performance) and Section III (Operation Performance) of the Performance Framework. The desk audit is organized consistently with financial and operational performance indicators. Familiarity with the financial and operational performance indicators will ensure that the school understands the policies, procedures, and practices CCPS considers when evaluating a school's performance under the Performance Framework's financial and operational indicators and measures. Further, the performance framework Appendix describes the data sources reviewed by CCPS staff to determine the school's performance under each indicator.

4. Ensure timely and accurate document submissions are uploaded in searchable Adobe PDF or Microsoft Word format.

As above, responsive information **MUST BE SUBMITTED** through Epicenter on or before the due date. Document submissions must be in a searchable PDF or Microsoft Word format.

Schools will have at least two weeks to upload documents and provide information in Epicenter. Ensuring that policies, procedures, and practices are readily accessible to relevant staff and in the format required for submission will streamline and expedite the school's policy, procedure, and practice review submission. Searchable PDF documents make the documents accessible to users of assistive technology; while also making it possible to search for text within the document.

As a reminder, the desk audit represents a "snapshot" of compliance. Schools will not be permitted to amend or supplement responses after submission. Further, CCPS will not review new documents or information submitted during the appeal window to determine compliance.

CCPS charter schools are solely responsible for timely and accurately submitted data. Inaccurate or untimely data may have an adverse impact on the operational standing of the school. CCPS does not guarantee an opportunity to correct submissions.

Site Visits

Each year, CCPS will conduct a comprehensive on-site review of each of its charter schools. Charter Schools who have been placed on probation or identified as needing more intensive academic, financial, or operational monitoring are subject to additional on-site reviews as determined by The CCPS Charter Department. As part of our charter school authorizing responsibility, CCPS will require interviews with parents, teachers, students, school leadership, and governing board members. Upon conclusion of the site review, CCPS will provide an annual written report to each school, summarizing their performance and compliance to date and identifying areas of strength and areas needing improvement. This written report will be available for each school's leadership team, staff, stakeholders and governing board. CCPS will make themselves available to discuss any items described within this report.

The overall purpose of the annual site review includes the following:

1. Identify the areas of strength and areas in need of follow up and continued support.
2. Monitor charter school contract compliance.
3. Collect information which cannot be obtained otherwise and in accordance with the charter contract which will be used as part of the charter school renewal.
4. Gain a deeper understanding of the overall school program through open discussion with stakeholder groups.

What to Expect

Site visits will be organized, conducted, and reported according to three sections. Within each section, the review team will summarize its findings based on observations at the school site, discussion with school stakeholders, and a review of documents. The findings will consist of a summary of strengths; identification of implementation problems; areas needing attention; recommendations for improvement; and a listing of technical assistance resources available, as needed. These three sections will include the following categories and subsections:

- **Academic Performance**-*Innovation Features, State Educational Requirements (such as ESOL, Gifted, Special Education, 504, State Assessment Administrations, Graduation Requirements, Data Reporting (such as required Data Reporting, Student Record reporting, QBE/FTE),*
- **Financial Performance**-*Fiscal Viability, Sustainability, Adherence to GAAP Standards, Adherence to Federal Financial Requirements, Adherence to School's Own Financial Policies and Procedures*
- **Operational Performance**-*Governance, Ethics, and Transparency; Obligations to Students (such as Due Process, IDEA) Employer Obligations (such as Certifications, Background Checks,) School Environment (such as Health and Safety, Facility Requirements)*

In general, the following expectations are outlined for both the charter school and site visit team:

Charter School	Site Visit Team
The charter school will provide private workspace where the review team can work as well as private space free from interruptions where team members can conduct interviews with stakeholder groups.	The review team will arrive punctually and work efficiently throughout the review.
Identified staff (including principal) should be available throughout the day to work with the review team as requests come up from time to time.	The review team will be respectful of the teaching and learning process by limiting disruptions to the learning environment.
Charter schools should have all requested documentation available in an organized manner and available for review team members upon arrival. Please also include school artifacts that may not be requested by the review team (see below for examples).	The review team will be respectful to stakeholder groups while conducting interviews by respecting both stakeholder privacy and confidentiality.
Charter schools should have all stakeholder groups identified and scheduled prior to site visit (School leadership team, Teachers, Parents, Governing Board, and Students).	The review team will compile data and provide a written report as quickly as is feasibly possible.

How to Prepare

Please review and complete the steps below to ensure the school is prepared and the site review team is able maximize their time on campus.

- 1. Confirm the date and time of the site visit and notify CCPS staff if the scheduled site visit is likely to disrupt instruction or other school activities.**

To the extent possible, site visits will be scheduled in a manner that is the least disruptive to instruction and other school activities. Because instructional methods and testing schedules may differ by school, it is the school's responsibility to notify CCPS staff if the scheduled site visit will disrupt school activities. CCPS staff will use their best efforts to accommodate schedule change requests. However, we cannot guarantee accommodations.

- 2. Ensure that school staff are prepared to lead a tour of the school and prepared to speak about operational and safety requirements.**

Because each charter school facility differs, ensure that staff assigned to represent the school during the site visit are knowledgeable about the building layout and can speak accurately about security processes and procedures for accessing the building, protecting student records and medical information, and fire or emergency evacuation routes.

- 3. Ensure all required supplies and materials are made ready and available for the site review team.**
 - a. Access to a printer and copier

- b. Labeled map of the school
 - c. Master bell schedule (including room numbers, teacher schedules/staff roster, and classroom assignments)
4. Review the following specialized areas to ensure all relevant documentation, staff, or other needs are available.
- a. **Special Education**: The Department of Exceptional Students will review a sampling of Individualized Educational Plans. For the purpose of classroom observations, on the day of the site visit, DES will require current schedules for the special education teachers along with the names of the students they will be servicing on the day of the site visit. **Expectation from school**: School will provide all of the above referenced records as well as access to each special education teacher as needed.
 - b. **504 Documents**: Student records will be pulled and a sampling of 504 documents will be reviewed to verify that relevant paperwork is complete and plans are written appropriately. The 504-team member will also conduct classroom observations of selected students to verify that all accommodations are being implemented. **Expectation from school**: A current list of all students with 504 plans and access to all records of those students listed on the most updated list
 - c. **Transportation**: Schools must provide the following documents: (1) Vendors Up to date bus driver's names; (2) Up to date bus numbers; (3) Copies of school bus routes; and (4) Bus field trip lists. **Expectation from school**: Schools should have the above documentation available as well as be prepared to discuss the procedures for responding to behavior issues and procedures for before and after school bus coverage.
 - d. **Academic Accountability**: Academic Accountability will examine artifacts and evidence that relate to how the school uses data and has established a data culture with the school. **Expectation from school**: Be prepared to discuss how both formative and summative data are currently being used to drive instruction. Schools must also provide the following documents: (1) School Testing Plan for any state or nationally normed test (PSAT, SAT, ACT); and (2) Credentialing or certification for any required mandated training that has taken place prior to the site visit.
 - e. **Business Services**: Be prepared to participate in discussions with the Business Services Department regarding, but not limited to, the following: (1) Current interim financial statements, board approved policies and regulations concerning financial management; (2) Board minutes concerning financial decisions and/or obligations; (3) Charter school financial management procedures and guidelines; (4) Trial balance; (5) Bank Reconciliations; (6) Agreements or contracts applicable to the current fiscal year or entered into for upcoming years; (7) Lease agreements or similar financial obligation documents; and (8) Loan agreements or funding arrangements with financial. **Expectation from school**: Make available to the site visit team the school's finance manager or Chief Financial Officer as well as the items referenced above.
 - f. **Nutrition**: The Nutrition Department will review the following: (1) Renewal of equipment repair contract; (2) Review of the grease trap maintenance log for this school year; (3) Personnel certification/credentialing; and (4) State and federal documents relative to the Free and Reduce lunch status. **Expectation from school**: Provide access to the kitchen area in order for staff to review equipment.

Additional Monitoring Activities

In addition to the desk audit and site visit monitoring outlined above, CCPS will also conduct the following annual monitoring activities for its charter schools.

School Website Monitoring

Throughout the school year, CCPS will monitor school websites for compliance with state and district policy which, in part, require state charter schools to make specific information readily available on their websites. Non-compliance may result in the loss of performance framework points for the corresponding measure.

Governing Board Monitoring

CCPS may attend some or all of a school's governing board meetings. CCPS governing board monitoring will assess a governing board's compliance with minimum legal requirements (such as Open Meetings laws) and observe general governance practices. If CCPS governing board monitoring observes and reports legal violations, the school may lose points on the corresponding operational performance framework measure.

High Risk Financial Monitoring

Schools may be required to complete quarterly financial review monitoring if the school meets one or more of the following categories:

- Scores "Does Not Meet Standards" on the financial section of the performance framework;
- Has a fund deficit;
- Significant financial findings from the CCPS or GADOE Financial Review Office;
- Placed on High Risk by either GADOE Federal Programs staff or the Georgia Department of Audits;
- Placed on Probationary Status by the CCPS;
- Events at the school warn that its ability to manage funds may be compromised.

Based on the severity of the deficiencies identified, schools may be monitored at other intervals as determined by CCPS staff.

Schools required to complete periodic financial review monitoring will be contacted directly by CCPS. Schools must provide requested financial documentation.

Academic Progress Monitoring

Academic Progress Monitoring is a process that CCPS may require of schools when significant concerns arise regarding their ability to meet the academic expectations of the Performance Framework. When a school is placed on Academic Progress Monitoring, they will be required to submit periodic academic updates to CCPS, which will include interim assessment reports, narrative analyses of the state of their academic program, and an assessment calendar for the school year. The purpose of Academic Progress Monitoring is to:

1. Provide proactive oversight of any school struggling to meet academic standards prior to high-stakes renewal decisions.
2. Ensure active lines of communication between CCPS and the school regarding programmatic challenges and initiatives.

Schools will be identified for Academic Progress Monitoring primarily as an outcome of CCPS's School Performance Review Process, following the release of the annual performance framework report. During Performance Review, schools that do not meet academic standards are notified, and depending on the severity

of underperformance, Academic Progress Monitoring is one of several interventions that CCPS may require. CCPS may place a school on Academic Progress Monitoring outside of the Performance Review process as deemed necessary due to additional factors, including:

- A significant decline in Georgia Milestones scores
- Leadership instability
- High teacher turnover rate
- Enrollment declines
- Other factors suggesting academic programmatic challenges

Additionally, Academic Progress Monitoring may be included in the terms of a school's probation or probationary charter term. The specific rationale and submission requirements will be provided anytime a school is placed on Academic Progress Monitoring.

An overview of the School Performance Review Process is included in Appendix D.

Monitoring Results

Using information from the policy, procedure, practice review, fiscal management and oversight review, and health and safety facility visits, CCPS staff will identify compliance concerns and areas requiring remediation. Each school will receive written results that identify areas of concern or non-compliance. The results of each of the aforementioned CCPS monitoring activities may be distributed separately. Monitoring results will identify two types of compliance concerns:

- **Findings** are violations of statutory, regulatory, or contractual requirements that result in the loss of points on the Performance Framework and require corrective action.
- **Adverse Practices** are deficiencies that may impact but do not violate statutory, regulatory, or contractual requirements. Adverse practices do not require corrective action or result in the loss of performance framework points but must be reviewed to ensure alignment with applicable requirements.

If CCPS monitoring results do not indicate a “finding” or “adverse practice,” then CCPS did not identify compliance concerns within the scope of its review. As a reminder, CCPS staff evaluates school policies, procedures, practices, and facilities for specific components of compliance; the CCPS does not perform a comprehensive evaluation of compliance. Complete compliance remains the responsibility of each state charter school.

Finally, monitoring results may indicate that a specific policy, procedure, or practice was not scored. An unscored indicator means that the results of CCPS’s review will not affect the school’s monitoring results.

If a school believes that CCPS made an error in issuing the school’s monitoring results, the school must dispute the school’s monitoring letter by submitting an appeal within seven (7) days of receiving the monitoring results. CCPS will only accept appeals submitted through Epicenter. Disputes received after this timeframe or those not transmitted through Epicenter will not be reviewed or considered. Generally, CCPS will not review new documents or consider supplemental information submitted in an appeal to determine compliance.

Corrective Action Plans

Schools must submit a Corrective Action Plan (CAP) in response to any *finding(s)* identified in the CCPS monitoring results. CCPS will not review adverse practice scores for compliance. A CAP is a written plan that describes the steps a school will take to remediate a finding. A CAP should be detailed enough to provide a reasonable understanding of how the school plans to remediate the issue and when remediation will be complete. The contents of the CAP and the methods by which the school chooses to remedy noncompliance are within the discretion of the governing board. CCPS will respect the school’s autonomy in devising and implementing its CAP, but it will also hold the governing board accountable for full compliance with applicable laws. CCPS will not review adverse practice scores for compliance.

CAPs are due no later than six (6) weeks after monitoring results are issued. Schools are not required to submit CAPs in response to adverse practice scores or in areas the SCSC did not score for compliance.

Where appropriate, based on the performance framework scoring guidelines, CCPS may award partial performance framework points on specific operational and fiscal management performance framework measures. To be considered for an award of partial performance framework points, a school must develop and timely submit a CAP and evidence of remediation for the findings identified in CCPS’s monitoring results.

Evidence of remediation must be sufficient to demonstrate that the school has regained compliance in the area that received a finding.

All schools that receive findings in their CCPS monitoring results must submit a CAP. However, only schools seeking partial performance framework points must submit evidence of remediation. CCPS will not review CAP submissions that are not submitted by the applicable deadline and through Epicenter.

Performance Framework Calculations

Please remember that CCPS monitoring activities are one of many data sources that comprise the school's operational and financial performance on the performance framework. Therefore, even if CCPS monitoring activities do not result in a finding or are otherwise not reviewed for calculating the performance framework in a particular indicator, results from other data points may result in performance framework point deductions in the same category. Schools are required to contact the external source to appeal any findings. CCPS will only overturn findings from external sources if CCPS receives confirmation from the external source that the finding has been overturned. Additionally, CCPS will not award partial performance framework points for the remediation of findings based on external data. The availability of partial performance framework points is limited to the remediation of qualifying CCPS findings only.

To ensure that you understand your CCPS annual monitoring results in the context of the overall performance framework score, please thoroughly review the entire performance framework and its appendix.

Conclusion

CCPS makes every effort to ensure monitoring is fair and thorough. If you have any questions regarding monitoring activities, please contact Dr. Chantara Rumph-Carter, Director of MSAP and Charter Schools and Strategic Improvement, at chantara.rumph-carter@clayton.k12.ga.us.

Appendix A – Monitoring Timeline

Annual Monitoring Timeline (Fall 2026-2027)	
Prior to August 15	Monitoring Webinar held. Exact dates will be provided to schools in advance.
August 15	Monitoring application documents available in Epicenter.
September 15	Deadline for schools to submit monitoring documentation in Epicenter. CCPS will notify applicable schools of the date and time of their site visit.
October 1- December 31	On-campus site visits window.
January 31	CCPS will issue monitoring results for the desk audit and site visit.
1 week from receipt of monitoring results	Appeal submissions due.
6 weeks from receipt of monitoring results	Corrective Action Plans (CAP) submissions due.

Appendix B – Sample Compliance Review Documents

Please note: the topics and documents in Appendix B are illustrative, not exhaustive, to assist charter schools with monitoring preparation.

Section II – Financial Performance

Indicator	Illustrative Review Topics	Illustrative Documents
Fiscal Management and Oversight	- Financial procedures for purchases made with federal funds - Federal inventory management system compliance - LUA manual compliance, including but not limited to the existence of (and compliance with) purchasing thresholds; and construction contract awards - Federal procurement policies and procedures including standards of conduct	- Financial Policies and Procedures - Inventory records for property purchased with federal funds - Inventory Policy and Procedures - Journal entry reporting local five mill share - Purchasing thresholds policy - Documentation supporting bidding and awarding of any construction contract over \$100,000.

Section III - Operational Performance

Indicator	Illustrative Review Topics	Illustrative Documents
1. Educational Program Compliance	- Implementation of essential and innovative features - Progress toward meeting mission-specific goals - Academic assessments and benchmarking - State education program requirements, such as EIP and REP implementation, graduation requirements, accreditation, and CLIP submission - Policies and procedures for serving students lacking a fixed, regular, and adequate nighttime residence.	- Early Intervention Program procedures - Homeless Liaison training documentation - Accreditation status for schools with high school graduation classes

2. Governance, Ethics, & Transparency	- Georgia Open Meetings and Records Act compliance - Annual operating budget approval - SCSC Communications Policy Compliance - SCSC Sites and Facilities Rule Compliance	- Governing board bylaws - Governing board meeting calendars - Conflict of interest policy - Board meeting minutes - Board Executive Session Affidavit - Stakeholder complaints and grievance policies - Budget hearing advertisements - Budget hearing meeting agendas - Budget hearing meeting minutes
3. Obligations to Students	- Student Code of Conduct - Parents' Bill of Rights - Complaint resolution policy to address complaints alleging violations of the Protect Students First Act - Title IX of the Education Amendments notices and grievance procedures - Notices of Non-Discrimination - Section 504 of the Rehabilitation Act of 1973 notices and grievance procedures - Procedures for serving students with disabilities under Section 504 and the Individuals with Disabilities Education Act (IDEA) - Admissions and Enrollment procedures - Registration and enrollment documentation - Processes and procedures for serving English Learners	- Admissions application - Enrollment documents, including home language survey - Student and Family Handbook - McKinney-Vento policy - Title IX policy - Procedural Safeguards for parents of students with disabilities - Training and certification documentation for personnel providing EL services
4. Employer Obligations	- Professional qualifications policies - Chief Financial Officer qualifications - Notice of non-discrimination to employees and staff - Notices required by the Family Medical Leave Act (FMLA) and the Fair Labor Standards Act (FLSA)	- Employee Handbook - FMLA Policy

5. School Environment	- Fire Drill reporting requirements - Adequate insurance coverage - School safety plan compliance - Training for staff and volunteers related to child abuse and neglect and Family Educational Rights and Privacy Act (FERPA) - School health nurse program policies - Infectious disease policies - Sudden cardiac arrest information sessions - Identification and reporting of child abuse - State-mandated process for reporting alleged sexually inappropriate behavior by personnel - Water safety education information - Implementation plan for seizure action plans - FERPA and Protection of Pupil Rights Amendment (PPRA) notices	- School safety drill schedule - Registration confirmation for the state emergency drill reporting system portal - Certificate of Insurance - Confirmation of safety plan approval by local emergency management and law enforcement - Cardiac arrest symptoms and warning signs information sheet - Suicide prevention policy - Diabetes training certification
6. Additional and Continuing Obligations	- Surety bond requirements - Stakeholder communications and complaints - Governing board conflict of interest requirements	- Surety bond - Process for receiving and responding to stakeholders' communications and complaints - Signed conflict of interest forms by all governing board members

Appendix C – Sample Site Visit Schedule

Time	Activities		
7:30 a.m. – 8:30 a.m.	Introductions and Overview of the Day		
AM Block 8:30 a.m. – 12:00 p.m.	School Site Observations, Document Review, and Classroom Observations	9:00 – 10:00 a.m.	Focus Group – Students
		10:00 – 11:00 a.m.	Focus Group – Teachers
		11:00 a.m. – 12:00 p.m.	Focus Group – Governing Board
12:00 p.m. – 1:00 p.m.	Lunch Break		
PM Block 1:00 p.m. – 3:00 p.m.	Document Review and Classroom Observations	1:00 – 2:00 p.m.	Focus Group – School Leadership Team
		2:00 – 3:00 p.m.	Focus Group – Parents
3:00 p.m. – 3:30 p.m.	Team Debriefing and Adjourn		

Appendix D – School Performance Reviews

Assessment On the Comprehensive Performance Framework

CCPS utilizes a Performance Framework to assess each charter school's academic achievement, financial viability, and operational compliance. The performance framework and its indicators and measures are incorporated into all charter contracts as the accountability tool by which school performance is assessed. Thus, a school must meet the performance framework's expectations to meet its charter contract's academic, financial, and operational goals.

Performance framework standings are calculated and published on an annual basis to track each school's progress toward renewal. A school's collective performance track record is used to inform decision-making over the course of the charter term and at the time of the End-of-Term Comprehensive Performance Review. A school's performance framework standing is a reflection of whether the school has met the requirements and goals outlined in its charter contract, applicable law, and state and district rules and policies.

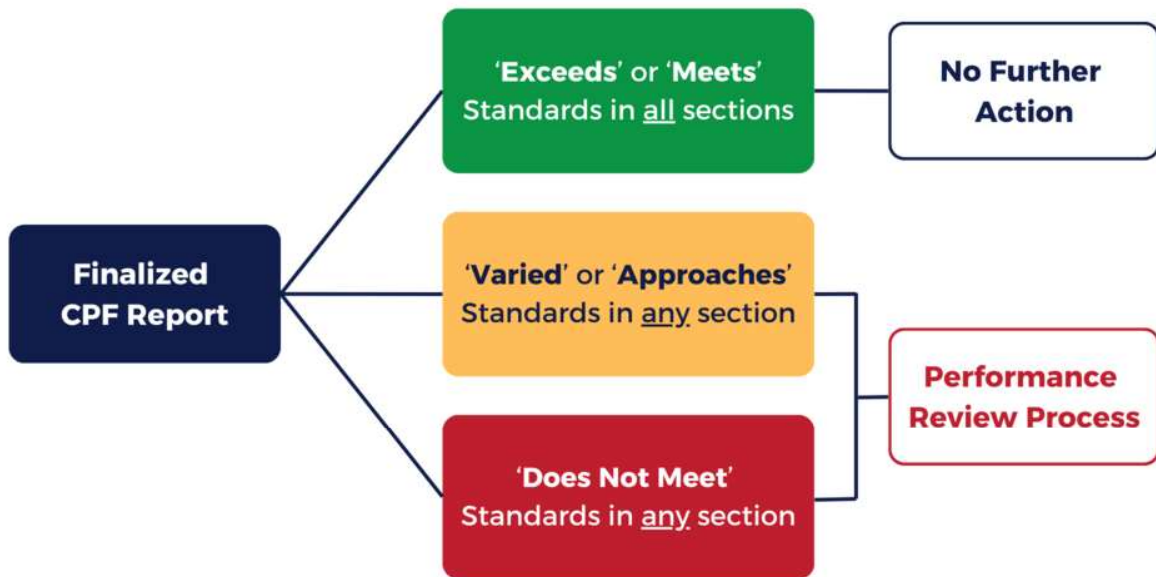
The three areas of performance covered by the performance framework —academic achievement, financial management, and organizational compliance— correspond directly with the three components of a high-quality charter school application as well as the three areas on which a charter school's performance should be evaluated. In each of the three areas, the framework asks a fundamental question:

- Academic Performance: Is the educational program offering students a better educational opportunity than they would otherwise receive at a traditional public school?
- Financial Performance: Is the school financially viable?
- Organizational Performance: Is the organization effective, compliant, and well-run?

The results of a charter school's annual academic, financial, and operational assessment under the performance framework are provided to the school and will determine its participation in the Annual School Performance Review Process.

Annual School Performance Reviews

The SCSC utilizes Annual School Performance Reviews to notify schools of annual accountability standings. As part of the performance framework report process, schools are given time, usually 2-4 weeks, to challenge their performance framework score and provide documentation to support the change request. After the rebuttal timeframe, performance framework scores become final, and the Annual Performance Review process begins. Schools that earned an "Approaches," "Varied," or "Does Not Meet" designation in any section of the performance framework are subject to participation in the performance review process.



The process consists of three tiers: 1) Notification Tier, 2) Review Tier, and 3) Probation. Each tier will include a letter highlighting areas where the school failed to meet performance expectations. The required follow-up responses, actions, consequences, and outcomes increase with each tier.

1. **Tier 1: Notification:** The Notification Letter explains that while the school did not meet performance expectations, CCPS staff have reviewed the school's information, and no further action is required at the time. However, the school is strongly encouraged to identify areas of improvement and internally employ relevant interventions.
2. **Tier 2: Review:** The Review Letter will outline areas of concern and require that the school provide a written response addressing specific deficiencies identified by CCPS staff. Responses are due no later than thirty (30) days after the date the Review Letter was sent. After reviewing the school's response, if deemed necessary, CCPS may also employ any of the actions listed in the Required Outcomes section of this document or place the school on probation.
3. **Tier 3: Probation:** A Probation Letter will be sent to schools that rise to a level of concern beyond the Review Letter stage. A probation letter can be issued at the same time as a Notification Letter or Review Letter or after CCPS staff have reviewed Review Letter responses and continued concerns exist.

NOTE: Schools can be placed on probation at any time, even outside of the performance review process and timeline, if circumstances warrant such placement.

In either the process's Review Letter or Probation Letter stage, schools must outline plans to improve performance in all deficiency areas and respond to policy and practice questions. CCPS does not infringe upon the autonomy of charter schools to identify specific remediation efforts; however, CCPS expects charter schools to acknowledge and promptly address issues of noncompliance and nonperformance.

Timeline: The annual performance review process begins each year once performance framework reports are final and ends once all Review Letter responses, Required Outcomes documentation, and Probation Corrective Action Plans (CAPs) are submitted and approved. Review Letter responses and Probation CAPs are due 30 days from the letter send date.

Required Outcomes: CCPS will take appropriate action and impose meaningful consequences on schools that do not meet standards and fall into the Tier 2: Review or Tier 3: Probation stages. Specific actions that CCPS may take and outcomes that may be imposed include, but are not limited to:

- **Academic Progress Monitoring:** A charter school is placed on Academic Progress Monitoring when significant concerns arise regarding the school's ability to meet the academic expectations of the performance framework. It will be required to submit periodic academic updates to CCPS, which will include interim assessment reports, narrative analyses of the state of its academic program, and an assessment calendar for the school year.
- **Directed or Limited the use of administrative withhold funds:** At the end of each fiscal year, CCPS returns its remaining administrative withhold funds to schools on a prorated basis. If CCPS identifies areas of noncompliance or issues of concern as part of its review, CCPS may require that the school use the returned funds to remedy such matters. The plan for fund usage will require approval from CCPS, and the school must sign an attestation form stating that when received, it will use the funds to carry out the plan as approved.
- **High-Risk Financial Monitoring:** If CCPS identifies a charter school with financial concerns, consistently does not meet financial expectations, or is currently facing financial hardship, the charter school will be required to submit regular financial statements and documents.
- **Performance Improvement Plan:** The school may be required to develop and submit a performance improvement plan. The plan must, at a minimum, identify the circumstances that led to the school not meeting standards and provide a timeline for remediating the circumstances identified. CCPS staff may require that the plan include specific, measurable outcomes that must be met throughout or upon completion of the plan's implementation.
- **Reduction of State or Federal Funding:** If CCPS, or another state or federal agency, identifies noncompliance with rule or law that requires the return or withholding of state or federal funding, CCPS will cooperate with all appropriate parties and implement its contractual authorities to ensure the proper use of public funding.
- **Required Training:** If CCPS identifies systemic failures that can be improved or eliminated through subject-specific training, CCPS may require charter school governing board members or staff to attend specified training. The school may be required to provide evidence of training attendance or sign an attestation form confirming future participation.
- **School Site Visit:** CCPS staff and board members may wish to visit the school to see operations firsthand. While there is no specific evaluation tool used on such visits, staff and board members may ask questions about the school's performance and processes.
- **CCPS Board Presentation:** The school may be required to attend a CCPS board meeting to answer board members' and staff questions about its performance and present plans for improvement. At least one Charter School governing board member and one Charter School staff member must attend the presentation.

The performance review process combined with the annual publication of school performance under the performance framework creates a demonstrable record of school performance, efforts to remediate nonperformance, and the ultimate record and results of performance and remediation efforts to guide CCPS in imposing meaningful consequences under the charter contract, including charter renewal, nonrenewal, or termination.

End-of-Term Comprehensive Performance Reviews

In the final year of a school's charter term, CCPS will conduct an End-of-Term Performance Review of the school's academic, financial, and operational performance over the preceding charter term. Every

charter school receives a comprehensive End-of-Term Review at least every five years, even if the school's charter contract term is longer than five years. The End-of-Term Performance Review allows CCPS to conduct an in-depth, high-stakes review of school performance and make recommendations to the CCPS board of directors to impose meaningful consequences as necessary, up to and including charter termination.

The End-of-Term Performance Review aims to examine the charter school's holistic performance over time. CCPS utilizes the review to evaluate a school's overall ability to meet the goals of the charter contract and identify performance trends in academic achievement, financial viability, and operational compliance as measured through the performance framework. In contrast with CCPS Annual Performance Reviews, the End-of-Term Performance review assesses a complete and comprehensive track record of performance so as to determine whether a charter school merits contract renewal, nonrenewal, or other meaningful consequences. The End-of-Term Performance Review process is also called the Charter Renewal Process. More information on the Charter Renewal Process, including a guidance document that outlines the process, can be found on the CCPS website at:

<https://www.clayton.k12.ga.us/departments/charter-school-petition-guidelines/charterr-petition-timeline>

CCPS is committed to ensuring district charter schools meet academic, financial, and operational standards that promote high-quality charter schools that will provide better educational outcomes for their students. The annual publication of school performance within the performance framework combined with Annual Performance Reviews provides a clear understanding of the school's outcomes in comparison with CCPS expectations to deliver the school and stakeholders an explicit outlook towards charter renewal. CCPS upholds its commitment and statutory charge to support high-quality charter schools through its End-of-Term Performance Review that thoroughly examines a school's track record of performance under its charter contract to guide CCPS in determining whether to renew the charter contract or impose other meaningful consequences under the contract.