MEMORANDUM

TO: ADD
FROM: Robert Kelly, Program Manager, CSDE Charter School Office
SUBJECT: 2015 Charter School Renewal Process
DATE: October 9, 2014

The purpose of this memorandum is to provide notification that [School Name]'s charter expires on July 1, 2015; as such, [School Name] is eligible to apply for charter renewal. Charters may be renewed for up to five years by the State Board of Education (SBE). In accordance with C.G.S. § 10-66bb(g), the SBE makes renewal decisions based on evidence of:

1. **School Performance:** Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. **Stewardship, Governance, and Management:** Is the school financially and organizationally healthy and viable?
3. **Student Population:** Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations?
4. **Legal Compliance:** Is the school acting in compliance with applicable laws and regulations?

The Connecticut State Department of Education (CSDE) and SBE carefully evaluate qualitative and quantitative evidence and longitudinal data when making charter renewal decisions. Please review the toolkit contained on the following pages to understand the steps and criteria that comprise the charter renewal process.

Section:	Page:
I. 2015 Charter Renewal Process	2
II. Charter School Performance Framework	2
III. Charter Renewal Outcomes	4
IV. Renewal Application and Document Review	4
V. Renewal Site Visit	5
VI. Renewal Report	6
Appendix A: Performance Framework Rubric	8
Appendix B: Renewal Application	12
Appendix C: Statement of Assurances	16
Appendix D: Renewal Report Template	18

Please note that the deadline to submit the charter renewal application to the CSDE is 4:00 p.m., Friday, November 21, 2014. Please contact me if you have any questions about the renewal process. I may be reached by phone (860-713-6574) or email (Robert.Kelly@ct.gov). Felicia Canty, Charter School Liaison, will contact you to coordinate logistics for the charter renewal site visit. Lastly, please plan to participate in a brief conference call on Thursday, October 16, 2014, at 9:00 a.m., to review the CSDE's expectations and procedures for the renewal process. Please join the call by dialing: 605-475-4700; 697378#.

CHARTER SCHOOL RENEWAL TOOLKIT

I. 2015 CHARTER RENEWAL PROCESS:

Step:	Description:
1. **Issuance of Application** October 10, 2014	The CSDE issues the charter renewal application for charter schools eligible to participate in the renewal process.
2. **Renewal Application Deadline** November 21, 2014	By 4:00 p.m., the charter school submits an application to the CSDE for the renewal of its charter.
3. **Application Review** December 2014 – February 2015	A review team reviews the application and prepares a written summation of the merits of the application.
4. **Invitation for Written Comment** December 19, 2014	The CSDE sends letters to superintendents in school districts where a charter school is located and in contiguous districts asking for written comments on the renewal.
5. **Charter School Site Visit** December 2014 – February 2015	A site visit is conducted by a team of CSDE staff and/or impartial, external reviewers. The team provides a written report to the Commissioner of Education, including the summation of the merits of the application.
6. **Public Hearing** January 2015 – March 2015	A public hearing on the renewal is held in the school district in which the school is located.
7. **Commissioner's Recommendation and SBE Vote** April 1, 2015	The Commissioner of Education makes a recommendation to the SBE regarding the renewal of the charter, and the SBE votes on the charter renewal.

II. CHARTER SCHOOL PERFORMANCE FRAMEWORK:

In accordance with C.G.S. § 10-66bb(g), the CSDE and SBE evaluate charter school performance and operations relative to four core performance standards outlined in the chart below.

Performance Standards:
1. **School Performance:** Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. **Stewardship, Governance, and Management:** Is the school financially and organizationally healthy and viable?
3. **Student Population:** Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations?
4. **Legal Compliance:** Is the school acting in compliance with applicable laws and regulations?

The charter school performance framework drives the CSDE's charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations. Please reference Appendix A for the charter performance framework rubric.

Charter Approval C.G.S. § 10-66bb(a)-(f)	Annual Reporting C.G.S. § 10-66cc	Renewal C.G.S. § 10-66bb(g)

Does the applicant provide a compelling plan to achieve positive outcomes aligned to the indicators below?

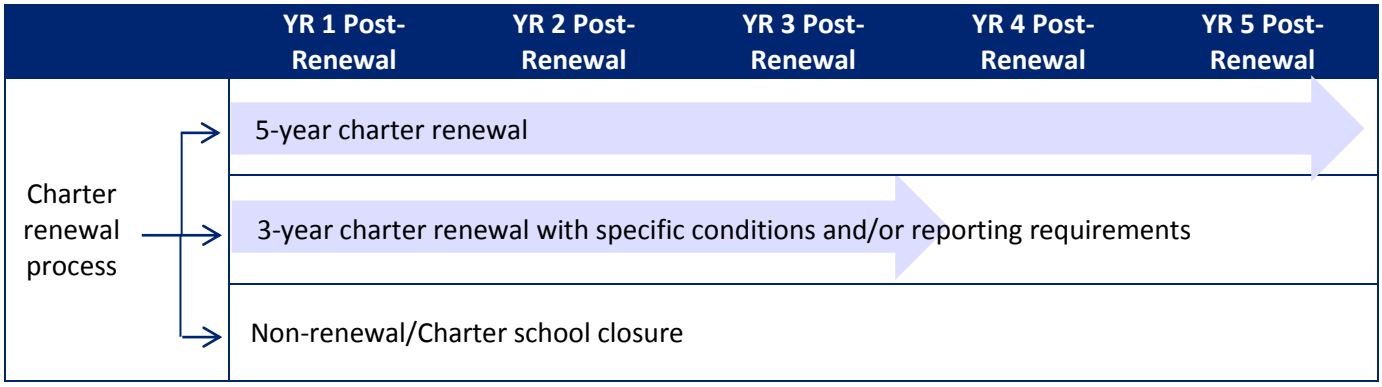
Is the charter school achieving, maintaining, and continuously improving outcomes and operations aligned to the indicators below?

Performance Standards:	Performance Indicators:
1. School Performance	1.1. Student Achievement, Growth, and Gap Closure 1.2. Mission-Specific Goals 1.3. School Culture and Climate 1.4. Instruction 1.5. Academic Program 1.6. Supports for Special Populations
2. Stewardship, Governance, and Management	2.1. Fiscal Viability 2.2. Financial Management 2.3. Governance and Management 2.4. Organizational Capacity 2.5. Accountability Measures 2.6. School Facility
3. Student Population	3.1. Recruitment and Enrollment Process 3.2. Waitlist and Enrollment Data 3.3. Demographic Representation 3.4. Transfer/Retention Rates 3.5. Parental and Community Support
4. Legal Compliance	4.1. Signed Statement of Assurances 4.2. Open Public Meetings

Rating:	Description:
Meets/Exceeds	The school meets or exceeds performance expectations with minor, if any, concerns noted; the school can remedy any concerns.
Approaches	The school approaches performance expectations; the school review generates moderate concerns with actions required by the school.
Falls Below	The schools falls below performance expectations with significant concerns noted, which require immediate attention and intervention.

III. CHARTER RENEWAL OUTCOMES:

The renewal process culminates in a decision made by the SBE. The SBE uses findings from the renewal process to determine the length of the renewal and any necessary conditions and/or reporting requirements. A charter may be renewed for a maximum of five years. In order to be eligible for a five-year renewal, the charter school must meet most, if not all, performance indicators outlined in the charter school performance framework. Conversely, a school's charter will not be renewed if the school does not apply for renewal or if the school fails to meet most or all of the charter performance standards. In the case of non-renewal, the charter school will be closed upon the charter's expiration.



IV. RENEWAL APPLICATION AND DOCUMENT REVIEW:

By 4:00 p.m., on Friday, November 21, 2014, applicants must submit to the CSDE a renewal application (see Appendix B), a signed Statement of Assurances (see Appendix C), and documentation illustrating the school's viability and operating procedures (see "Document/Artifact Submission Checklist" on page 5). The original renewal application must be signed and dated by the Charter School Director and the Board Chairperson of the governing council of the charter school, and sent in PDF format to: Robert.Kelly@ct.gov. In addition to the renewal application, the charter school must submit a flash drive containing the documentation and artifacts listed on page 5. Flash drives can be mailed to: Robert Kelly, Connecticut State Department of Education, Charter School Office, Room 302, 165 Capitol Avenue, Hartford, CT 06106.

A successful application must provide clear and compelling evidence for the renewal of the charter, focusing primarily on student outcomes. The application must offer a vision for the school's future plans, including identifying and offering solutions for any weaknesses or gaps in the current program. In sum, the application should provide a sound, well-supported explanation of why the SBE should renew the school's charter.

The application should be **no more than 20 pages**, excluding charts or attachments. Applicants must submit an application using the template found in Appendix B of this renewal toolkit. The application should have standard margins and be clearly paginated. The text should be printed using 11-point font. Pictures, tables, graphs, and other data in the application must be clearly presented, clearly explained, and directly relevant to the text.

An impartial committee will review renewal applications. Members of the renewal site visit team will review pertinent documentation prior to the site visit to inform questioning during site visit interviews and focus groups. Charter schools must submit the following documentation for CSDE review:

Document/Artifact Submission Checklist:	
❑ School general ledger	❑ School documentation of necessary insurance coverage
❑ Three-year pro forma budget projection	❑ CMO board member list, if applicable
❑ School chart of accounts	❑ Current MOU/agreement between the school and CMO, if applicable
❑ Copies of the school's last three certified financial audits and corresponding IRS 990 forms	❑ A schedule of any and all fees paid by the school to the CMO over the last three years, if applicable
❑ School accounting manual, including policies for handling/depositing cash receipts and check authorization/large expenditures	❑ Current MOU/agreement between the school and host district regarding shared services, if applicable
❑ School board bylaws	❑ School special education plan
❑ School organizational chart	❑ School curriculum scope and sequence/pacing guide demonstrating Common Core alignment
❑ School board member list, indicating professions and qualifications, contact information, and completion of board training	❑ School assessment calendar
❑ School human resource policies	❑ Staffing list and documentation of staff certification, including durational or long-term substitute permits
❑ List of properties owned by the school. If applicable, please provide outstanding debt schedules (mortgage) for each property.	
❑ School facility lease agreements	

V. RENEWAL SITE VISIT:

The charter school renewal site visit is a critical part of the charter renewal process. A team of impartial reviewers will visit the charter school for one day after the school submits its renewal application and the required documentation and artifacts. The purpose of the renewal site visit is to observe charter school programs, policies, practices, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems. Evidence collected through site visit observations, interviews, and focus groups will inform the renewal report submitted to the Commissioner of Education and SBE.

Site Visit Review Team:

The site visit review team will consist of impartial reviewers with the necessary skills and expertise to credibly evaluate all aspects of school operations and performance. The team will consist of at least four members:

- CSDE Charter Office representative
- CSDE or external instructional expert
- CSDE finance and operations expert
- CSDE or external special education expert

Components:

The site visit is designed to collect data to confirm and augment the review of the school's renewal application, performance data, and relevant documents and artifacts. The review team will conduct interviews and focus groups with diverse stakeholders, including school leaders, board members, teachers, and family members. The site visit will consist of the following:

- **School Tour:** Guided tour of the school facility to observe school operations, procedures, maintenance, routines, and health and safety measures.
- **Classroom Observations:** Informal and random classroom observations conducted for a variety of grade levels and content areas.
- **Meeting with the Board of Directors:** Informational interview with the charter school's governing council regarding charter school governance, performance, operations, and long-term viability.
- **Meeting with the Charter School Director/Principal:** Informational interview with charter school leadership (including CMO leadership, if applicable) regarding charter school performance, programming, operations, enrollment, and staffing.
- **Meeting with the Finance/Operations Manager:** Informational interview with charter school personnel regarding accounting procedures, financial status, general school operations, and facilities maintenance and improvement.
- **Faculty Focus Groups:** Conversations with school staff regarding charter school performance, programming, operations, enrollment, and staff development.
- **Parent/Community Focus Groups:** Conversations with families and community partners regarding charter school performance, school climate, programming, operations, and enrollment.
- **Special Education Review:** Review of special education files and procedures.

Sample Schedule:

The Charter School Office will work with charter school leadership to develop a schedule for the renewal site visit that includes the required components outlined above. Charter school leaders are responsible for reserving a conference room and/or classroom for the review team to conduct the site visit. Also, charter school leaders are responsible for notifying and coordinating the relevant parties participating in the identified interviews and focus groups.

Time:	Activity:
9:15 - 10:00 AM	School tour
10:00 - 10:45 AM	Faculty focus group
11:00 - 11:45 AM	Classroom observations/Meeting with the Director
11:45 AM - 12:15 PM	Lunch break
12:15 PM - 1:15 PM	Meeting with the Board of Directors
1:15 PM - 2:00 PM	Classroom observations/Meeting with the Finance/Operations Manager
2:00 PM - 3:00 PM	Classroom observations/Special education review
3:00 PM - 3:45 PM	Parent and community focus group

VI. RENEWAL REPORT:

At the conclusion of the renewal process, the CSDE prepares a renewal report synthesizing data including, but not limited to, school performance data, the charter renewal application, relevant documents and artifacts, and findings from the renewal site visit. The school will receive a rating of “meets/exceeds”, “approaches”, or “falls below” in each of the indicator areas articulated in the CSDE’s charter school performance framework. Each of the four performance standard areas will include relevant notes and evidence used to make rating determinations. The template for the renewal report can be found in Appendix D.

APPENDIX A: PERFORMANCE FRAMEWORK RUBRIC

Performance Indicator	Falls Below (0 Points)	Approaches (2 Point)	Meets/Exceeds (4 Points)	Possible Evidence/ Sources of Data
PERORMANCE STANDARD 1: SCHOOL PERFORMANCE				
1.1. Student Achievement, Growth, and Gap Closure	Classification as a Review, Turnaround, or Focus school, resulting from overall poor performance or achievement gaps for a specific subgroup(s). Weak and/or minimal evidence of student growth and/or gap closure.	Classification as a Transitioning school or school outperforms its host district (or majority sending district) by between 0 and 10 points. Moderate evidence of student growth and gap closure.	Classification as a Progressing or Excelling school, or School of Distinction; or school outperforms host district (or majority sending district) by > 10 points. Strong evidence of and multiple data points indicating student growth and gap closure.	• School classification and SPI • Achievement data • Renewal application questions #2, 6, and 7
1.2. Mission-Specific Goals	Absence of school-specific goals and/or weak evidence to validate progress toward and achievement of such goals.	Established school goals, some sense of stakeholder awareness of goals, and some evidence of progress toward and achievement of school goals.	Established and acknowledged school goals; compelling and quantitative data substantiating progress toward and achievement of all school goals.	• Annual report and goals • Interviews and focus groups • Data (depending on goals) • Renewal application questions #2 and 10
1.3. School Culture and Climate	Concerns about school climate and the learning environment. Low expectations for students and staff. Average daily attendance < 90% and chronic absenteeism > 30%. Weak and/or inconsistent approach to behavior management. High frequency of suspensions.	Somewhat welcoming learning environment. Moderate expectations for students and staff. Average daily attendance < 95% and ≥ 90, and chronic absenteeism > 15% and ≤ 30%. Somewhat effective behavior management. Moderate frequency of suspensions.	Positive and welcoming learning environment. Consistently high expectations for students and staff. Average daily attendance rate ≥ 95%, and chronic absenteeism rate ≤ 15%. Clear, consistent, and effective behavior management. Low frequency of suspensions.	• Interviews and focus groups • School tour and classroom observations • Attendance, chronic absenteeism, behavior data • Climate survey data • Renewal application question #2 and 9
1.4. Instruction	Weak and/or highly variable instruction and pedagogy, leading to concerns about teaching and learning. Minimal signs of the use of data. Minimal or misaligned opportunities for staff development.	Solid instruction and pedagogy demonstrated by most of the teaching staff. Some evidence to substantiate the use of data to drive instruction. Some opportunities for staff development of variable quality.	Strong instruction and pedagogy demonstrated by all or almost all teachers. Strong evidence of data to differentiate and improve instruction. Strong approach to staff development, as evidenced by instruction.	• Interviews and focus groups • Classroom observations • Renewal application question #8

1.5. Academic Program	Weak/Minimal adherence to the academic program outlined in the charter. Lack of full implementation of the Common Core State Standards (CCSS). Concerns about access and equity for special populations.	Partial or in-progress implementation of the school's academic program and the CCSS. Programs that somewhat meet the needs of special populations with diverse learning needs.	Full implementation of the academic program outlined in the charter and aligned to the CCSS. Programs to fully meet the needs of special populations, including ELLs and students with disabilities.	• Interviews and focus groups • School tour and classroom observations • Scope and sequence • Renewal application question #8
1.6. Supports for Special Populations	Inadequate systems to meet the needs of students with disabilities, high-risk students, and ELLs. School lacks appropriate interventions, staffing, protocols, and/or programming.	School generally meets the needs of special education students, high-risk students, and ELLs. School has some appropriate interventions, staffing, protocols, and/or programming. Most students meet IEP goals.	School consistently meets the needs of special education students, high-risk students, and ELLs. School has appropriate interventions, staffing, protocols, and programming. Students regularly meet IEP goals, and the school is in full compliance.	• Interviews and focus groups • Classroom observations • IEP/Special education file review • Subgroup achievement data • SRBI process • Renewal application questions #6, 7, and 8
Performance Indicator	**Falls Below (0 Points)**	**Approaches (1 Point)**	**Meets/Exceeds (2 Points)**	**Possible Evidence/ Sources of Data**
PERORMANCE STANDARD 2: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT				
2.1. Fiscal Viability	Fiscal viability is not achieved due to serious concerns regarding: ability to meet enrollment projections; reasonability and certainty of revenue projections and funding sources; margins and cash flow; and/or debt levels.	Some concern with short and/or long-term fiscal viability as evidenced by: ability to meet enrollment projections; reasonability and certainty of revenue projections and funding sources; margins and cash flow; and/or debt levels.	Strong short and long-term fiscal viability is evidenced by: ability to meet enrollment projections; reasonability and certainty of revenue projections and funding sources; margins and cash flow; and debt levels.	• Interviews and focus groups • Financial data and audits • Budget • Renewal application questions #11 and 13
2.2. Financial Management	Inadequate fiscal policies and procedures, including adherence to Generally Accepted Accounting Principles (GAAP), or implementation thereof. Lack of organizational structure to support proper fiscal policies and procedures. Insufficient financial projections.	Some clear policies, procedures, and practices for financial management adhering to GAAP. Some organizational structure to support proper fiscal policies and procedures. Somewhat supported financial projections.	Clear and coherent fiscal policies and procedures. Strong organizational structure to support and implement such policies and procedures. Sophisticated fiscal policies and procedures adhering to GAAP. Clear financial projections.	• Interviews and focus groups • Budget and accounting materials • Financial projections • Renewal application question #12

2.3. Governance and Management	Board fails to exercise adequate and consistent leadership, management, and/or oversight.	Board has some policies and practices for effective school governance and management, including student learning and school operations management.	Board, has strong policies and practices in place to create conditions for success, including student learning and school operations management.	• Board policies and bylaws • Board membership and training • CMO contract, if applicable • Renewal application questions #12 and 13
2.4. Organizational Capacity	Unstructured and/or inadequate organizational capacity to effectively deliver upon the school's mission and charter. Poorly defined roles and responsibilities.	Somewhat defined organizational structure with some of the necessary capacity to deliver upon the school's mission and charter. Somewhat defined roles and responsibilities.	Clear and coherent organizational structure. Strong organizational capacity and school leadership to meet the school's mission and charter. Clearly defined roles and responsibilities.	• Organizational chart • Board policies and bylaws • CMO contract, if applicable • Interviews and focus groups • Renewal application questions #2 and 13
2.5. Accountability Measures	Board-driven accountability efforts are minimal and/or inconsistent. Board fails to establish a culture of accountability and continuous improvement.	Board establishes some tools and processes for goal-setting, and board and school leader accountability. Some evidence of board-initiated progress and performance monitoring.	Board engages in regular goal-setting and holds itself and school leaders accountable for results. Board uses tools and processes to monitor school progress and performance.	• Interviews and focus groups • Board policies • Renewal application questions #2, 7, 10, and 13
2.6. School Facility	Concerns about the school environment, such as safety and/or maintenance. Failure to acquire and pass necessary health and safety reviews and fire inspections.	Somewhat safe, adequate, and well-maintained school facility. Some concerns about the learning environment and/or the school's ability to execute the academic program in the facility.	Safe, adequate, and well-maintained school facility to support high-quality teaching and learning. Efforts to create and maintain a 21st century learning environment.	• School tour • Facility lease agreement • Insurance coverage
Performance Indicator	**Falls Below (0 Points)**	**Approaches (1 Point)**	**Meets/Exceeds (2 Points)**	**Possible Evidence/ Sources of Data**
PERORMANCE STANDARD 3: STUDENT POPULATION				
3.1. Recruitment and Enrollment Process	Failure to establish policies or implement practices for fair and equitable recruitment and enrollment (e.g., admissions, lottery, and waiting lists).	Somewhat fair and equitable enrollment and recruitment (e.g., admissions, lottery, and waiting lists). Evidence of transparency and open access.	Fair and equitable enrollment and recruitment processes (e.g., admissions, lottery, and waiting lists). Strong evidence of transparency and open access.	• Interviews and focus groups • Waitlist and enrollment data • Renewal application question #14

3.2. Waitlist and Enrollment Data	Inability to meet enrollment projections and approved seat allocations, and/or inconsistent enrollment patterns.	Ability to meet enrollment projections and approved seat allocations. Increasing annual waitlist data, evidencing growing demand for the school.	Strong and consistent ability to meet enrollment projections and approved seat allocations. Sizable annual waitlist, evidencing strong demand for the school.	• Waitlist and enrollment data • Renewal application question #16
3.3. Demographic Representation	Student body does not reflect the demographics of the target population and/or surrounding communities. Minimal evidence of efforts to attract, enroll, and retain special populations.	Student body somewhat reflects the demographics of the target population and/or surrounding communities. Some evidence of efforts to attract, enroll, and retain special populations.	Student body reflects the demographics of the target population and/or surrounding communities. Strong evidence of efforts to attract, enroll, and retain special populations.	• Subgroup representation • Renewal application questions #4 and 14
3.4. Transfer/ Retention Rates	Concerns about student transfer and attrition rates. Lack of targeted efforts to monitor attrition and/or address high transfer rates.	Some efforts to monitor and minimize attrition. Moderate student transfer rates and/or marked improvements in recent years.	Strong efforts to monitor and minimize attrition to ensure stable and equitable enrollment. Low student transfer rates.	• Interviews and focus groups • Transfer/Retention rate data • Subgroup transfer data • Renewal application question #15
3.5. Parental and Community Support	Low parent satisfaction and limited community support, as evidenced by multiple data points. Weak and/or infrequent efforts to engage the community	Mixed and/or moderate parent satisfaction and community support, as evidence by multiple data points. Some efforts to engage the community.	Strong parent satisfaction and community support, as evidenced by multiple data points. Frequent and meaningful opportunities for involvement.	• Interviews and focus groups • Public hearing testimony • Superintendent comments • Renewal application question #16

APPENDIX B: RENEWAL APPLICATION

PART 1: APPLICANT INFORMATION AND EXECUTIVE SUMMARY

1. Complete Table 1.A, providing the school's general information.

Table 1.A: Charter School General Information	
Name of Charter School:	Year School Opened:
Street Address:	City/Zip Code:
Name of Board President:	Email/Phone for Board President:
Signature of Board President:	Date:
Name of Charter School Director:	Email/Phone for Charter School Director:
Signature of Charter School Director:	Date:

2. Provide a concise summary of the school's unique model, student population, performance, and future goals. Provide evidence to substantiate the school's impact and explain why the State Board of Education (SBE) should renew the school's charter.

3. Request any material revisions to the school's charter, if applicable. Material charter revisions are defined as those changes that fundamentally affect a school's mission, organizational structure, or educational program, including, but not limited to:

    - Fundamental change affecting the school's mission (e.g., shifting the educational model to serve exclusively over-age, under-credited students);
    - Relocation of the school to a different city;
    - Contracting with or discontinuing a relationship with a charter management organization (CMO);
    - Renaming of the school; and/or
    - Changing grade configurations (e.g., expanding from PK-8 to PK-12).

4. Complete Table 4.A, summarizing the school's demographics, enrollment, and three-year growth projections. Demographic data should reflect the school's 2014-15 student population.

Table 4.A: Charter School Enrollment and Demographic Information															
School Year:	**Actual Enrollment:**														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11															
2011-12															
2012-13															
2013-14															
2014-15															
School Year:	**Growth Projections:**														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16															
2016-17															
2017-18															

2014-15 Student Demographic Information:	
Majority sending city/district:	
Percentage of students qualifying for free or reduced price meals:	
Percentage of special education students:	
Percentage of students with limited English proficiency:	
Percentage of Asian students:	
Percentage of Black students:	
Percentage of Hispanic students:	
Percentage of Caucasian students:	

5. If applicable, provide a rationale for the proposed expansion outlined in Table 4.A.

PART 2: SCHOOL PERFORMANCE

6. Complete Table 6.A, summarizing the school's record of student achievement.

Table 6.A: School Performance Data				
Performance Metric:	**2010-11:**	**2011-12:**	**2012-13:**	**2013-14:**
Average daily attendance rate:				
Chronic absenteeism rate:				
Number of in-school suspensions:				
Number of out-of-school suspensions:				
Number of expulsions:				
Cohort graduation rate (if applicable):				
Holding power rate (if applicable):				

Table 6.A: School Performance Data				
Performance Metric:	**2010-11:**	**2011-12:**	**2012-13:**	**2013-14:**
Overall School Performance Index (SPI):				
Overall host District Performance Index (DPI):				
Math SPI:				
Math host district SPI:				
Reading SPI:				
Reading host district SPI:				
Writing SPI:				
Writing host district SPI:				
Black/African American SPI:				
Black/African Am. host district DPI:				
Hispanic/Latino SPI:				
Hispanic/Latino host district DPI:				
ELL SPI:				
ELL host district DPI:				
FRL SPI:				
FRL host district DPI:				
Special education SPI:				
Special education host district DPI:				

7. Discuss the school's academic achievement. Summarize the school's performance from absolute, comparative, and growth perspectives. Address progress toward closing achievement gaps. Provide data evidencing performance and progress during the 2013-14 school year. Given the transition in state standardized assessments, the applicant should provide alternate data that speak to 2013-14 student performance and progress.

8. Describe the school's academic program and efforts to align to the Common Core State Standards and next-generation assessments. Describe efforts to support special education students, high-risk students, and English language learners (ELLs). Identify areas for growth and improvement in the school's academic program. Discuss areas of concern and plans to address identified deficiencies, if any.

9. Discuss the school's culture and climate (e.g., attendance, student behavior, college-going culture, professional culture). Identify areas for growth and improvement in the school's climate. Discuss areas of concern and plans to address identified deficiencies, if any.

10. Discuss progress aligned to the school's mission-specific goals, as stated in the school's 2014 annual report.

PART 3: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT

11. Complete Table 11.A, summarizing the school's financial health.

Table 11.A: School Financial Information			
Financial Information:	**FY 12**	**FY 13**	**FY 14**
Total margin (net income / total revenue)			
Debt to asset ratio (total liabilities / total assets)			
Debt service coverage ratio (net income + depreciation + interest expense) / (principal + interest payments)			
Current asset ratio (current assets / current liabilities):			
Days of unrestricted cash (total expenditures - depreciation) / 365			
Cash flow (change in cash balance)			

12. Identify areas for growth and improvement in the school's governance, financial systems, and core operating procedures. Discuss areas of concern and plans to address deficiencies.

13. Please make the case for the school's long-term viability over the next five years.

PART 4: STUDENT POPULATION

14. Summarize the school's efforts to attract, enroll, and retain special populations. Explain how the school's demographics reflect that of the target population and/or the communities the school seeks to serve. Provide evidence to substantiate the school's ability to effectively serve low-income students, students with disabilities, and ELLs.

15. Complete Table 15.A, providing student mobility information for the past three school years.

Table 15.A: Student Mobility Information			
Mobility Data:	**2011-12**	**2012-13**	**2013-14**
Number of students who left during the school year			
Number of students who did not re-enroll the next school year and had not completed the highest grade at the school			

16. Complete Table 16.A, summarizing demand and community support for the charter school. Explain how the charter school is increasing educational opportunities and equity for the students it seeks to serve. Provide information regarding the school's attrition rate (i.e., the number of students leaving the school during the school year) and how the school seeks to decrease attrition.

Table 16.A: Waitlist Information				
2010-11	**2011-12**	**2012-13**	**2013-14**	**2014-15**

APPENDIX C: STATEMENT OF ASSURANCES

It is imperative that charter schools – as with all other public schools – adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families.

As the authorized representative of [INSERT SCHOOL NAME], to the best of my knowledge, I affirm that:

1. All board members and staff have satisfactorily completed background checks, including a state and national criminal records check and a record check of the Department of Children and Families Child Abuse and Neglect Registry.

2. If applicable, all charter school management organization (CMO) staff members have satisfactorily completed background checks, as described in (1).

3. All contractors, if the nature of the contractor's work entails close proximity to students in the judgment of the Governing Board, have satisfactorily completed background checks, as described in (1).

4. Records of any and all background checks are on file at [INSERT SCHOOL NAME] and available for random audit by the Connecticut State Department of Education (CSDE).

5. [INSERT SCHOOL NAME] has adopted written anti-nepotism and conflict of interest policies, and that no member or employee of the Governing Board has a personal or financial interest in any asset, real or personal, of the charter school.

6. All board members have received training in board responsibilities and best practices in charter school governance, and that no board member of [INSERT SCHOOL NAME] serves on the board of another charter school or CMO.

7. All public funds received by [INSERT SCHOOL NAME] have been, or are being, expended prudently and in a manner required by law.

8. All Governing Board meetings are open and accessible to the public, and that [INSERT SCHOOL NAME] has posted, and continues to post, on any Internet website that the Governing Board operates, the schedule, agenda, and minutes of each Governing Board meeting, including any meeting of a subcommittee of the Governing Board.

9. [INSERT SCHOOL NAME] does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

By signing this Statement of Assurances on behalf of the Governing Board of [INSERT SCHOOL NAME], I acknowledge that I understand the terms contained herein and affirm the validity of each statement to the best of my knowledge. I further understand that [INSERT SCHOOL NAME] may be subject to random audit by the CSDE to verify these statements.

Signature: _____

Name of Board Chairperson: _____

Date: _____

APPENDIX D: RENEWAL REPORT TEMPLATE

Charter School Information:	
Charter School Name:	
School Director:	
School Board Chairperson:	
Location (City/Town):	

Rating Key:

Meets/Exceeds (M/E): The school meets or exceeds performance expectations with minor, if any, concerns noted; the school can remedy any concerns.

Approaches (A): The school approaches performance expectations; the school review generates moderate concerns with actions required by the school.

Falls Below (FB): The schools falls below performance expectations with significant concerns noted, which require immediate attention and intervention.

1 School Performance Indicators:	Rating:			Points
1.1. Student Achievement, Growth, and Gap Closure	FB	A	M/E	____/4
1.2. Mission-Specific Goals	FB	A	M/E	____/4
1.3. School Culture and Climate	FB	A	M/E	____/4
1.4. Instruction	FB	A	M/E	____/4
1.5. Academic Program	FB	A	M/E	____/4
1.6. Supports for Special Populations	FB	A	M/E	____/4

Notes and Evidence:

2 Stewardship, Governance, and Management Indicators:	Rating:			Points
2.1. Fiscal Viability	FB	A	M/E	____/2
2.2. Financial Management	FB	A	M/E	____/2
2.3. Governance and Management	FB	A	M/E	____/2
2.4. Organizational Capacity	FB	A	M/E	____/2
2.5. Accountability Measures	FB	A	M/E	____/2
2.6. School Facility	FB	A	M/E	____/2

Notes and Evidence:

3	Student Population Indicators:	Rating:			Points:
3.1.	Recruitment and Enrollment Process	FB	A	M/E	____/2
3.2.	Waitlist and Enrollment Data	FB	A	M/E	____/2
3.3.	Demographic Representation	FB	A	M/E	____/2
3.4.	Transfer/Retention Rates	FB	A	M/E	____/2
3.5.	Parental and Community Support	FB	A	M/E	____/2

Notes and Evidence:

4	Legal Compliance Indicators:	Assurances:	
4.1.	Signed Statement of Assurances	☐ Yes	☐ No
4.2.	Open Public Meetings	☐ Yes	☐ No

Recommendation:	Total Points:
	_____/46

Rationale:

Prepared by:	Approved by: