



St. John the Baptist Parish School Board

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Patrick H. Sanders
Board President

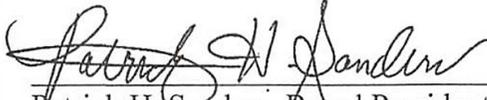
Kevin R. George
Superintendent

Sherry DeFrancesch
Board Vice-President

REVISED
02-11-2019

DATE: February 8, 2019

TO: MEMBERS OF THE EXECUTIVE COMMITTEE:
Honorable Patrick H. Sanders
Honorable Sherry DeFrancesch
Honorable Albert A. Burl

FROM: 
Patrick H. Sanders, Board President

RE: Meeting

Upon call of the President, the Executive Committee of the St. John the Baptist Parish School Board will meet Tuesday, February 12, 2019, at 9:00 a.m., at St. John School Board Central Office, 118 West 10th St., Reserve, Louisiana.

The agenda for the meeting is attached.

PHS/sww

Copy: Board Members
News Media
Legal Counsel
SJA

MEMBERS OF THE ST. JOHN THE BAPTIST PARISH SCHOOL BOARD

Charo Holden, District 1 Gerald J. Keller, Ph.D., District 3 Sherry DeFrancesch, District 5 Phillip Johnson, District 7 Shawn Wallace, District 9 Clarence Triche, District 11
Albert Burt, District 2 Patrick H. Sanders, District 4 Keith Jones, District 6 Debbie Schum, District 8 Nia Mitchell, District 10

AGENDA

ST. JOHN PARISH SCHOOL BOARD EXECUTIVE COMMITTEE AGENDA

REVISED 02-11-2019

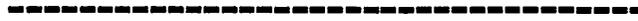
Tuesday, February 12, 2019

9:00 a.m.

St. John the Baptist Parish School Board Office ~ 118 West 10th St., Reserve, LA

1. Public Comment: Call to Order, Pledge of Allegiance
2. Public Comment: Roll Call
3. Public Comment: Approval of Minutes: Minutes of December 4, 2018 (Action)
4. Public Comment. Mr. Kevin Klibert - Executive Session:
 - a. *Marissa Dennis versus Stella Michael, et al.*, 40th Judicial District Court, Docket No. 71164, Div. A - strategy discussion (no action required)
 - b. *Reneaka Stewart o/b/o Zakia Stewart v. St. John Parish School Board, et al.*, 40th Judicial District Court, Docket No. 71049, Div. B - strategy discussion (no action required)
5. Public Comment. Ms. Iman Montgomery – Request approval of New Policy: HC – Charter School Monitoring, Extension, and Renewal (Action)
6. Public Comment. Mr. Patrick H. Sanders – Discussion regarding the hiring freeze on employment, excluding school-based personnel, bus personnel, and SPED positions at schools, effective February 8, 2019 (Action)
7. Public Comment. Mr. Patrick H. Sanders/Mr. Felix Boughton – Discussion of Central Office Clerks/School Clerks' Salary Inequity
8. Public Comment: Committee Items of Interest
9. Public Comment: Adjournment

EXECUTIVE COMMITTEE



AGENDA ITEM

MEETING DATE:

ITEM #:

TOPIC:

Introduction of New Policy: HC – Charter School Monitoring, Extension, and Renewal

BACKGROUND:

COST:

FUNDING SOURCE:

INFORMATION SOURCES:

Ms. Iman Montgomery

CHARTER SCHOOL MONITORING, EXTENSION, AND RENEWAL

It is the responsibility of the St. John the Baptist Parish School Board to hold charter schools accountable for achieving the performance standards set forth in policy, the *SJBPSS Annual Review Indicators*, and each charter school's operating agreement.

ANNUAL ASSESSMENT AND REPORTING OF CHARTER PERFORMANCE

The School Board collects data and information concerning the performance of its charter schools through monitoring processes and that data and information is used to produce an Annual Review for each charter school authorized by the School Board. The Annual Review is a public document that reports the performance of charter schools and is based on the expectations for high-quality charter schools outlined in the Louisiana Department of Education's Charter School Performance Compact. Annual Reviews are released each winter using data to assess the performance of each school in the prior school year.

The Annual Review assesses a school in three areas that correspond to the performance expectations for high-quality charter schools. Each school receives a single score for academic, organizational, and financial performance as based on the metrics in the Annual Review. There are measurements that align to each subcomponent of each expectation. These scores are derived by looking at both quantitative measures of performance as well as compliance-based actions.

Expectation	Area of Annual Review	Types of Measurement	Possible Score
All students, regardless of background, need, or ability, are afforded an educational environment that provides them with opportunities for academic growth and achievement.	Academic	School Performance Score (SPS) and Letter Grade	Letter grade A, B, C, D, F, or T
Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures. All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy.	Organizational	Consideration of data related to enrollment of students who are economically disadvantaged and students with disabilities as well as enrollment stability, discipline rates, and special education indicators Compliance with enrollment, special	Meets All Expectations, Meets Most Expectations, or Does Not Meet Expectations

Schools and governing boards responsibly follow all laws, policies, and contractual obligations.		education, governance, and safety-related laws and policies	
Schools demonstrate strong financial practices resulting in fiscally viable and responsibly maintained institutions.	Financial	Performance on annual audits; Financial Risk Assessment; Appropriate use of funds in accordance with law and policy	Meets All Expectations, Meets Most Expectations, or Does Not Meet Expectations

Performance on the metrics in the Annual Review determines the Superintendent’s recommendations to the School Board related to high-stakes decisions, which are described below in the section on Accountability Decisions and Interventions. The impact of a school’s performance on extension and renewal recommendations is described below in the section on Extension and Renewal Standards.

MONITORING OF CHARTER SCHOOL PERFORMANCE

Each year, St. John the Baptist Parish Public Schools shall assess each Type 1 and 3 charter school on each component of the Annual Review and reports this information publicly. The school system shall collect the information needed to compile the Annual Review through a set of monitoring and oversight activities. The information collected through these activities is aligned with the performance expectations to which charter schools are held.

Each year, all charter schools are subject to the following oversight and reporting activities.

1. School Visits

During the year, school system staff members shall visit each charter school at least once and use data to inform the activities that are conducted during the visit(s). Visits may be announced or unannounced. The activities conducted during the visits depend on a school’s performance and may include the following:

- Classroom observations
- Staff interviews
- Audit of student files and records
- Review of policies and procedures
- Health and safety review
- Facilities review
- Discussions with school and board leadership

2. Systematic Review of Data and Documents

As information is reported throughout the school year, the school system shall conduct systematic data reviews in order to assess school performance in a variety of areas. Additionally, the school system shall routinely review school policies, procedures, and other materials for compliance with law and policy.

3. Monitoring of Financial Performance

All charter schools are required to submit an Annual Operating Budget, Quarterly Financial Reports, and the Annual Financial Report. These requirements are managed by the school system's finance team and charter schools shall receive ongoing communications throughout the year on requirements and deadlines.

As needed, the school system may also assess schools based on information and data collected through:

- Additional school visits
- In-depth reviews of student records including, but not limited to the areas of discipline, attendance, enrollment, testing, special populations, and special education
- Targeted review of school policies
- More in-depth facility reviews
- Discussions with families and community members

ACCOUNTABILITY DECISIONS AND INTERVENTIONS

St. John the Baptist Parish Public Schools shall use information collected from the processes outlined above and the metrics included in the Annual Review for three purposes:

1. To undertake actions and interventions in instances where schools fail to meet expectations in one or more areas;
2. To make high stakes decisions and recommendations related to charter school extension and renewal; and
3. To make decisions and recommendations about charter school expansion and replication.

1. Ongoing Actions and Interventions

Based on the information collected through its monitoring and oversight processes, St. John the Baptist Parish Public Schools may become aware of concerns related to a school's performance as measured by the Charter School Evaluation Framework. St. John the Baptist Parish Public Schools may use this information to address these situations through other interventions including but not limited to:

- Targeted communications with school leaders and board chairs and connection with support organizations
- Additional inquiry and oversight
- Restriction of growth and/or the ability to expand
- Entry into the Accountability Intervention Ladder

Accountability Intervention Ladder

All charter schools are initially considered to be in Good Standing and in compliance with the contract they have with the School Board. However, based on routine and ad hoc monitoring and oversight by St. John the Baptist Parish Public Schools over the course of the school year, information received by the School Board may reveal that a charter school is failing to meet expectations in a certain area that requires immediate remediation. In these instances, the

charter school will enter the intervention ladder through the issuance of a Notice of Concern or Notice of Breach.

- **Notices of Concern** are given to schools in instances of less significant non-compliance of law or policy as determined by school system staff.
- **Notices of Breach** are given to schools in instances of significant, systemic, or repeated non-compliance of law or policy as determined by staff.

Notices contain specific action steps and due dates required to remedy the issue. Upon remedying the issue, the school returns to Good Standing.

- If a Notice of Concern is not remedied in the time allotted, the school progresses to a Notice of Breach with additional steps required to address the issue.
- If a Notice of Breach is not remedied in the time allotted, additional accountability actions may be taken by St. John the Baptist Parish Public Schools up to and including a recommendation of revocation to the School Board.

In serious situations, failure to remedy a Notice of Breach or repeated Notices of Breach in a single school year can lead to a school entering the charter contract revocation review. Receipt of a Notice of Concern or Breach is considered in the assessment of a school's performance, is included in the Annual Review, and can impact decisions related to extension and renewal or expansion.

Revocation Review

In instances where a charter school has ongoing and significant concerns or is threatening the safety, health, and welfare of students, St. John the Baptist Parish Public Schools may recommend to the School Board that the charter be revoked, which may lead to immediate closure of the school. In these situations, St. John the Baptist Parish Public Schools will engage in a revocation review before making that recommendation.

The revocation review will involve additional data and document collection and may include visits to the school or an in-depth audit to assess financial and organizational health. Findings from the revocation review shall determine whether a school enters into revocation proceedings or is granted a revised Notice of Breach.

The school system recognizes the magnitude of revocation proceedings and only rarely uses this authority in cases of persistent shortcomings or grave incidents that threaten the health, safety, or welfare of students. If a school enters revocation proceedings, the school system will follow the revocation procedures outlined in Bulletin 126 and the charter contract.

2. Extensions and Renewals

Charter schools are granted an initial contract length of four years. During a school's fourth year of operation, St. John the Baptist Parish Public Schools shall assess each school's performance and makes a recommendation to the School Board as to whether the school should be allowed to operate for a fifth year. This is known as the extension process.

During a charter school's fifth year of operation, St. John the Baptist Parish Public Schools shall again assess the school's performance and make a recommendation to the School Board as to whether the school should receive a renewal contract to continue operation. This is known as the renewal process. The renewal process occurs in the last year of every charter contract term.

Decisions and recommendations for extensions and renewals shall be made in accordance with this framework and Bulletin 126 and based on longitudinal information over a school's charter term as collected and reported in the Annual Review. Specifically, a charter school's School Performance Score (SPS) and its various components comprise the section of the Annual Review that lays out expectations for academic performance. A school's accountability results, considered against the academic standards for extension and renewal in policy, will inform whether St. John the Baptist Parish Public Schools recommends a school for extension or renewal, as well as the minimum number of years for the new contract term.

Once a school has been recommended for renewal, St. John the Baptist Parish Public Schools shall also determine a recommended renewal term length. The length of the renewal term is guided by a school's performance on the organizational and financial components of the Annual Review over the entire term of the current contract. Schools that continue to meet organizational and financial expectations are eligible for additional years over and above the base number of years earned by their academic performance. In instances where the school has serious, systemic, or repeated non-compliance with organizational or financial standards, the Superintendent may recommend a term length up to two years shorter than the base number of years.

For a charter school with a renewal term of six or more years, the St. John the Baptist Public School Board will conduct an in-depth review and evaluation of the charter school, equivalent to a renewal review, at least once every five years to measure the charter school's performance as measured by the charter school performance compact. The superintendent or his or her designee shall present such review and evaluation to the St. John the Baptist Parish School Board at a regular meeting and provide an opportunity for the Board to take appropriate action or impose meaningful consequences, if necessary, as provided for in the adopted performance framework.

3. Charter School Expansion and Replication

Charter schools may seek to serve more students in one of two ways:

- Expansion of the enrollment of a school currently in existence, or
- The opening of a new charter school.

In order to ensure that only the highest-quality schools are expanding, the ability to serve additional students is contingent upon a school's performance as measured by this framework and the Annual Review.

ANNUAL REVIEW INDICATORS

The Superintendent shall adopt and maintain Annual Review Indicators to be used in the Annual Review. Such indicators shall provide for multiple measure of each charter school's financial, organizational, and academic performance.

ANNUAL REVIEW STANDARDS

In the Annual Review, each school will receive academic, financial, and organizational performance ratings based on the Annual Review Indicators.

Schools earn points for indicators where their performance meets expectations based upon a review of available data. These indicators are aligned to each expectation and are outlined below within the categories of academic, organizational, and financial performance. Schools that fail to meet performance indicators can lose points for organizational or financial performance.

Category	Overall Rating
Academic	Meets All Expectations: "A" letter grade AND 64 points Meets Most Expectations: "C" or higher letter grade AND 33-63 points Does Not Meet Expectations: "D" or lower letter grade OR 0-32 points
Organizational	Meets All Expectations: 8 points Meets Most Expectations: 5-7 points Does Not Meet Expectations: 0-4 points
Financial	Meets All Expectations: 40 points Meets Most Expectations: 21-39 points Does Not Meet Expectations: 0-20 points

EXTENSION AND RENEWAL STANDARDS

Extension Standards

Extension/Renewal Type	Minimum Academic Requirements
Extension or 1st Renewal	"D" or higher letter grade in the most recent year of the contract term
2nd or Subsequent Renewal	"C" or higher letter grade in the most recent year of the contract term OR "D" letter grade in the most recent year of the contract term and "C" letter grades for more than half of the letter grades earned during the charter term and the final letter grade earned for the charter's prior term

Renewal Standards

Current Letter Grade	Minimum Term Length	Potential Additional Years (Based on Organizational and Financial Performance Over Current Term)	
A	6 Years	"Does Not Meet Expectations" in any year	No additional years
		"Meets All" and/or "Meets Most Expectations" all years	≤ 2 Years
		"Meets All Expectations" all years	≤ 4 Years
B	5 Years	"Does Not Meet Expectations" in any year	No additional years
		"Meets All" and/or "Meets Most" Expectations all years	≤ 1 Year
		"Meets All Expectations" all years	≤ 2 Years
C	4 Years	No additional years	
D, F or no letter grade	3 Years	No additional years	

Notwithstanding, the School Board may recommend a renewal term that is up to two years shorter than the minimum term length, but no shorter than 3 years for a charter school: 1) where fewer than 50% of the school's enrolled grades are testable under state accountability; or 2) that has significant, intentional, or repeated non-compliance with financial or organizational requirements.

New Policy: February 7, 2019

Ref: La. Rev. Stat. Ann. §§17:10.7.1, 17:3972, 17:3973, 17:3974, 17:3975, 17:3976, 17:3977, 17:3978, 17:3979, 17:3991, 17:3991.1, 17:3992, 17:3993, 17:3994, 17:3995
Charter Schools, Bulletin 126, §§306, 307, 1101, 1103, 1105, 1301, 1303, 1501 and §1701, Louisiana Department of Education,
 Board minutes, 2-7-19

**St. John the Baptist Parish School System
Charter School Annual Review Indicators**

I. Academic Standards of Evaluation					
Indicator	Level 4: Exemplary level of development and implementation	Level 3: Fully functioning and operational level of implementation	Level 2: Partial implementation	Level 1: Low level or no evidence of development and implementation	Performance Level:
The vision and mission statements reflect the school purpose.	<i>The vision and mission are clear driving forces for the school stakeholders; the future course is clearly aligned with the vision and mission.</i>	<i>Stakeholders have sufficiently implemented the vision and mission and the future plans indicate continued successful implementation.</i>	<i>The vision, mission and future plans have changed somewhat or have little association with the work of the stakeholders.</i>	<i>The vision, mission and future plans have drifted away from the original and have no meaning for the stakeholders.</i>	4 3 2 1
Comments/Recommendations:					
The school has achieved adequate levels of academic growth and achievement over the term of the charter based on LEAP, iLEAP, ACT and EOC/GEE.	<i>School received a letter grade of A with increased academic achievement.</i>	<i>School received a letter grade of B or C and has an SPS at or above the midpoint of the C range (77).</i>	<i>School received a letter grade of C and has an SPS below the midpoint of the C range (77), or letter grade D.</i>	<i>School received a letter grade of F.</i>	4 3 2 1
Comments/Recommendations:					

<i>The school has a method for identifying and meeting the needs of “At-Risk” students. “At-Risk” includes ESS, ELL and Low Income students.</i>	<i>The school has a clear and documented method for identifying and meeting needs of “At Risk” students.</i>	<i>The school identifies and meets needs of some subgroups.</i>	<i>The school identifies but does not meet needs of the subgroups.</i>	<i>The school does not have a method for identifying or meeting needs of “At Risk” students.</i>	4 3 2 1
Comments/Recommendations:					
<i>The subgroups (ESS, ELL, Low Income) achieved adequate levels of academic growth over the term of the charter based on LEAP, iLEAP, ACT and EOC/GEE. (If less than 10, disregard)</i>	<i>School subgroup proficiency rate met or exceeded the 90th percentile of statewide subgroup performance.</i>	<i>School subgroup proficiency rate was between the 50th and 89th percentiles of statewide subgroup performance.</i>	<i>School subgroup proficiency rate was between the 20th and 49th percentiles of statewide subgroup performance.</i>	<i>School subgroup proficiency rate fell below the 20th percentile of statewide subgroup performance.</i>	4 3 2 1
Comments/Recommendations:					
<i>The school has a plan for closing achievement gaps.</i>	<i>The school has an aggressive yet reasonable plan for closing the achievement gap for all students, subjects and</i>	<i>The school has a plan to close the achievement gap but it only addresses some of the student groups.</i>	<i>The school has a plan for closing the achievement gap for all students, subjects and grades but it is unlikely to</i>	<i>The school does not have an adequate plan to close the achievement gaps.</i>	4 3 2 1

	grades.		produce swift or effective results.		
<i>Comments/Recommendations:</i>					
The school equips students for a post high school education or career.	At least 90% of students continue their education and/or are employed after graduation.	75% - 89% of students continue their education and/or are employed after graduation.	60% - 74% of students continue their education and/or are employed after graduation.	Less than 59% of students continue their education and/or are employed after graduation.	4
					3
					2
					1
<i>Comments/Recommendations:</i>					
The school complies with state mandated "seat time" instruction guidelines.	The school complies with all state mandated guidelines.	The school complies with 70% of the state mandated guidelines.	The school complies with 50% of the state mandated guidelines.	The school complies with less than 50% of the state mandated guidelines.	4
					3
					2
					1
<i>Comments/Recommendations:</i>					
The school provides effective instruction methods that are aligned to approved standards.	The school leader ensures every instructional staff member is improving, diverse student academic needs are being addressed and a variety of instructional methods are being used.	Most of the staff is improving and a several effective instructional methods are used to address varied student learning needs.	Effective instructional practices are inconsistent and not sustainable or prioritized.	A comprehensive instructional plan is not described, or it appears the plan has not been implemented at the classroom level.	4
					3
					2
					1
<i>Comments/Recommendations:</i>					

The curriculum used is high quality and appropriate for respective courses.	The curriculum is high quality, research based and implemented with fidelity.	The curriculum is good quality and the most of the teachers implement it with fidelity.	The curriculum is good quality but not implemented with fidelity.	There is no evidence of a high-quality curriculum being implemented with fidelity.	4
					3
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					1
<i>Comments/Recommendations:</i>					
The school uses certified teachers.	The school's faculty is 80% certified.	More than 65% of the faculty is certified.	Less than 65% of the school's faculty is certified.	Less than 50% of the school's faculty is certified.	4
					3
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<i>Comments/Recommendations:</i>					
Parents are satisfied with the school and kept informed of events and student progress.	At least 90% of parents surveyed are satisfied with the school.	75%-89% of parents surveyed are satisfied with the school.	60%-74% of parents surveyed are satisfied with the school.	Less than 59% of parents surveyed are satisfied with the school.	4
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<i>Comments/Recommendations:</i>					
The school culture recognizes student academic achievement.	The culture strongly and repeatedly supports the recognition of student academic achievement in a myriad of ways.	A positive school culture exists that rewards student academic achievement on a regular basis.	There are some celebrations/traditions in place to honor student academic achievement.	Students get little or no recognition for academic achievement.	4
					3
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<i>Comments/Recommendations:</i>					
The school has a system in place to effectively handle discipline issues when they arise.	The school has a solid system in place and a commendable record of implementing the discipline policy.	The school has a system in place to effectively and consistently handle discipline issues when they arise.	There is a system in place, but it isn't always reliable or effective.	There have been some significant lapses in the discipline system.	4
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<i>Comments/Recommendations:</i>					
The discipline system is effective in managing student behavior.	Less than 5% of students have been suspended or expelled.	Between 6% and 10% of students have been expelled or suspended.	Between 11% and 20% of students have been suspended or expelled.	More than 21% of students have been suspended or expelled.	4
					3
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<i>Comments/Recommendations:</i>					
The school has a low level of attrition.	More than 95% of students enrolled in October are still enrolled in May.	94%- 85% of students enrolled in October are still enrolled in May.	84%- 70% of students enrolled in October are still enrolled in May.	Less than 69% of students enrolled in October are still enrolled in May.	4
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					1
<i>Comments/Recommendations:</i>					
The school monitors and minimizes attrition rates.	The school has a solid system in place and a commendable record of implementing the attrition	The school has a system in place to effectively and consistently handle attendance/attrition problems.	There is a system in place, but it isn't always reliable or consistent and there are concerns about	There is no plan in place for targeting high levels of attrition.	4
					3
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	policy.		pieces of the plan.		1
<i>Comments/Recommendations:</i>					
II. Organizational Standards of Evaluation					
The school has a reasonable yet progressive Academic five year future plan.	The school has plans to exceed performance targets through year 2020 and beyond.	The school has plans to meet performance targets through year 2020 and beyond.	The school has few plans to exceed or meet performance targets through year 2020 and beyond.	The school has no plans to exceed or meet performance targets through year 2020 and beyond.	4
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					1
<i>Comments/Recommendations:</i>					
The school a reasonable yet progressive facility/enrollment five-year future plan.	The school has plans to both increase enrollment and improve facilities through year 2020 and beyond.	The school has plans to either increase enrollment or improve facilities through year 2020 and beyond.	The school has plans to increase enrollment or improve facilities but it will take longer than year 2020.	The school has no plans to increase enrollment and improve facilities through year 2020 and beyond.	4
					3
					2
					1
<i>Comments/Recommendations:</i>					
III. Financial Standards of Evaluation					
The school has strong financial performance over the term of the charter.	For the term of the charter, the school has always adhered to a balanced budget, built a substantial fund balance, had clean independent financial audits, and demonstrated exceptional financial	For most of the term of the charter, the school has mostly adhered to a balanced budget, built an adequate fund balance, had clean independent financial audits, and demonstrated strong financial	For some of the term of the charter, the school has occasionally adhered to a balanced budget, built a fund balance, had clean independent financial audits, and demonstrated moderate	For the term of the charter, the school has struggled to adhere to a balanced budget, built a no fund balance, had clean independent financial audits, and/or demonstrated weak financial practices and	4
					3
					2
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	practices and decision-making.	practices and decision-making.	financial practices and decision-making.	decision-making.	
<i>Comments/Recommendations:</i>					
The financial policies are comprehensive, practical and effective and implemented with fidelity.	It is very clear that the financial policies are implemented with integrity and fidelity and the school has a history of strong implementation.	Financial policies are comprehensive, practical and effective and are implemented with fidelity.	Financial policies are generally comprehensive but are missing several key elements or the implementation has gaps.	Financial policies were not submitted, or they are very minimal, raising numerous questions about implementation.	4 3 2 1
<i>Comments/Recommendations:</i>					
The school reports financial records in a timely manner.	The school has reported the required documents three days prior to Board Meetings and to the local authorizer at least 95% of the time.	The school has reported the required documents three days prior to Board Meetings and to the local authorizer 94% to 85% of the time.	The school has reported the required documents three days prior to Board Meetings and to the local authorizer 84% to 70% of the time.	The school has reported the required documents three days prior to Board Meetings and to the local authorizer less than 69% of the time.	4 3 2 1
<i>Comments/Recommendations:</i>					
The School Board is equipped to ensure the financial viability of the school.	The entire Board has received financial training and has a working knowledge of the school's finances.	The majority of the Board has received financial training and may have a working knowledge of the school's finances.	Some of the Board Members have received moderate financial training and has a working knowledge of the school's finances.	The Board has received no financial training and is ill equipped to handle the school's finances.	4 3 2 1
<i>Comments/Recommendations:</i>					

The School Board has a governance model and receives training to better support oversight of the school.	The board has a sound governance model; all members have received training regarding effective school management.	The board has a governance model; most members have received training regarding effective school management.	The board has a governance model some members have received training regarding effective school management.	The board has a no governance model; no members have received training regarding effective school management.	4 3 2 1
<i>Comments/Recommendations:</i>					
The School Board reviews its bylaws, polices and conducts self-reviews.	The board conducts policy and self-reviews at least annually and uses the results to make improvements to policies and procedures.	The board conducts policy and self-reviews at least every two years and uses the results to make improvements to policies and procedures.	The board conducts policy and self-reviews at least annually and but there is no evidence that the results are used to make improvements.	The board does not conduct policy or self-reviews.	4 3 2 1
<i>Comments/Recommendations:</i>					
The lead administrator is sufficiently qualified to lead the school.	The lead administrator has demonstrated strong leadership skills and is doing a Highly Effective job of leading the school.	The lead administrator is effective and has demonstrated leadership capabilities.	The lead administrator is minimally qualified and demonstrates emerging leadership capabilities.	The lead administrator's qualifications were not included or there are concerns about the administrator's capabilities.	4 3 2 1
<i>Comments/Recommendations:</i>					
The school leader is evaluated at least annually by the governing board.	The school leader's evaluation is aligned with the school's mission, vision and its goals and is conducted at least yearly.	The governing board uses an effective evaluation instrument, has policy for an annual review and demonstrated	The board has a policy to conduct an annual evaluation of the school leader, but not has not demonstrated that it has done	The board has not evaluated the school leader and there is no policy for doing so.	4 3 2 1

		evidence that the annual evaluation was completed.	so or there is a weak policy and/or Instrument.		
<i>Comments/Recommendations:</i>					
The board has plans in place for a variety of events for the future contractual period.	The board has innovative plans to support quality governance and support effective and well-run operations for the future contractual period.	The board has plans to support quality governance and support effective and well-run operations for future contractual period.	The board has few plans to support quality governance and support effective and well-run operations for future contractual period.	The board has no plans to support quality governance and support effective and well-run operations for the future contractual period.	4
					3
					2
					1
<i>Comments/Recommendations:</i>					
The school has procedures in place to be followed in the event of closure or dissolution of the school.	The school does have these procedures in place.	N/A	N/A	The school does not have these procedures in place.	4
					3
					2
					1
<i>Comments/Recommendations:</i>					

Created: February 7, 2019