

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

84.282A CSP Grants to State Entities

CFDA # 84.282A

PR/Award # U282A170022

Grants.gov Tracking#: GRANT12401892

OMB No. , Expiration Date:

Closing Date: May 18, 2017

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
<i>Attachment - 1 (1235-Charter School Grant - GEPA Statement)</i>	e12
6. Grants.gov Lobbying Form	e13
7. Dept of Education Supplemental Information for SF-424	e14
8. ED Abstract Narrative Form	e15
<i>Attachment - 1 (1234-Maryland CSP 2017 Abstract 84.282A)</i>	e16
9. Project Narrative Form	e17
<i>Attachment - 1 (1250-2017 Maryland CSP Project Narrative 84.282A 2017_05_18)</i>	e18
10. Other Narrative Form	e81
<i>Attachment - 1 (1237-MD B Resume Carol Beck 84.282A)</i>	e82
<i>Attachment - 2 (1238-MD F1_MD charter renewal sched)</i>	e84
<i>Attachment - 3 (1239-MD F2_AACPSAnnualCharterSchoolRenewalProtocol)</i>	e85
<i>Attachment - 4 (1240-MD F3_Average Annual Expense Per Pupil AIR 2016)</i>	e109
<i>Attachment - 5 (1241-MD F4_Demographics 2016 Charter School Enrollment for ALL FARMS SWD ELL)</i>	e110
<i>Attachment - 6 (1242-MD F5_MD Charter School Performance Data)</i>	e111
<i>Attachment - 7 (1243-MD F6_Charter School Policy MD State Board)</i>	e115
<i>Attachment - 8 (1244-MD F7_MD Charter Schools Candidates for Growth)</i>	e119
<i>Attachment - 9 (1245-MD F8_Estimated Cost Per Seat for Charter Facilities 2016)</i>	e120
<i>Attachment - 10 (1246-MD F9_Risk Assessment Maryland sample)</i>	e121
<i>Attachment - 11 (1247-MD F10_Charter School Prof Dev Ops)</i>	e124
<i>Attachment - 12 (1248-MD C Letters of Support operators 84.282A)</i>	e126
<i>Attachment - 13 (1249-MD C Maryland State Board of Education 84.282A)</i>	e134
11. Budget Narrative Form	e135
<i>Attachment - 1 (1236-Maryland CSP 2017 Budget Narrative 84.282A)</i>	e136

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

[There were problems converting one or more of the attachments. These are: 1235-Charter School Grant - GEPA Statement.doc](#)

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

05/18/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Maryland State Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

d. Address:

* Street1:

200 W Baltimore Street

Street2:

* City:

Baltimore

County/Parish:

Baltimore City

* State:

MD: Maryland

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

21201-2595

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Carol

Middle Name:

* Last Name:

Beck

Suffix:

Title:

Director of School Innovations

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

PR/Award # U282A170022

Page e3

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-032717-002

* Title:

Office of Innovation and Improvement (OII): Expanding Opportunity through Quality Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

13. Competition Identification Number:

84-282A2017-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

The Maryland Charter School Program to award sub-grants, provide technical assistance and disseminate best practices and performance data.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="19,806,539.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="19,806,539.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Maryland State Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	1,440.00	17,440.00	17,440.00	17,440.00	16,340.00	70,100.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	2,000.00	3,200.00	3,200.00	3,200.00	3,200.00	14,800.00
6. Contractual	263,500.00	292,500.00	282,000.00	150,000.00	205,000.00	1,193,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	1,500,000.00	3,250,000.00	4,750,000.00	4,000,000.00	2,000,000.00	15,500,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 15.70 %.

PR/Award # U282A170022

Name of Institution/Organization Maryland State Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
--	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Michial A Gill</p>	<p>TITLE</p> <p>State Superintendent of Schools</p>
<p>APPLICANT ORGANIZATION</p> <p>Maryland State Department of Education</p>	<p>DATE SUBMITTED</p> <p>05/18/2017</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Maryland State Department of Education

* Street 1: 200 W Baltimore Street Street 2: _____

* City: Baltimore State: MD: Maryland Zip: 21201

Congressional District, if known: 7

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name N/A

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Michial A Gill

* Name: Prefix _____ * First Name Karen Middle Name B

* Last Name Salmon Suffix Ph.D.

Title: State Superintendent of Schools Telephone No.: _____ Date: 05/18/2017

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Charter School Grant - GEPA Statement.doc

Add Attachment

Delete Attachment

View Attachment

Maryland State Department of Education
General Education Provisions Act (GEPA)

The grant will provide technical assistance to school developers and operators. The location will be in different regions of the state in publicly accessible buildings. All documents posted on the Department's website will be ADA compliant.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Maryland State Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Karen"/> Middle Name: <input type="text" value="B"/>
* Last Name: <input type="text" value="Salmon"/>	Suffix: <input type="text" value="Ph.D."/>
* Title: <input type="text" value="State Superintendent of Schools"/>	
* SIGNATURE: <input type="text" value="Michial A Gill"/>	* DATE: <input type="text" value="05/18/2017"/>

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Carol		Beck	20

Address:

Street1:	200 W Baltimore Street
Street2:	
City:	Baltimore
County:	Baltimore City
State:	MD: Maryland
Zip Code:	21201
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

--

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

2017 MARYLAND STATE DEPARTMENT OF EDUCATION – ABSTRACT
The Maryland Charter School Program: Create – Strengthen – Share

The Maryland Charter School Program (CSP) will support, grow and sustain the Maryland public charter school sector so that it will continue to provide high quality education options for Maryland families; deliver strong outcomes for disadvantaged students; and contribute to the success of Maryland’s Public School Systems. Maryland will:

Create.

- Award 21 grants leading to new, replicated and expanded charter schools increasing the number of schools and the number of students served by over one-third.

Strengthen.

- Align authorizing with national best practices.
- Provide technical assistance to subgrant applicants, authorizers, and existing charter schools.
- Promote collaborative technical assistance and professional development among charter schools; and between charter and traditional schools.
- Create the Charter School Advisory Group to oversee the work and advance policy changes.

Share.

- Publish performance reports for charter schools and authorizers.
- Disseminate best practices across charter and traditional sectors.
- Host a statewide practitioner conference serving the charter schools and including colleagues from traditional schools.

Maryland’s 49 public charter schools, operate in urban, suburban and rural areas of the State. Of these, 39 of 49 (80 percent) were created with CSP funding. Growth has slowed. Twenty thousand students are enrolled in charter schools and 20,000 unduplicated students are on charter school waiting lists. The Maryland Charter School Program will meet the need for charter school growth and improve the policy environment Maryland.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

Contents

Introduction..... 1

Competitive Priorities..... 3

Competitive Preference Priority 1 –Periodic review and evaluation of charter schools... 3

Competitive Preference Priority 2 – Charter School Oversight..... 4

**Competitive Preference Priority 3 – One Chartering Authority Other than a Local
 Education Agency (LEA) or an Appeals Process 5**

Competitive Preference Priority 4 – Equitable Financing 6

 Notice and eligibility for federal funds..... 7

Competitive Preference Priority 5 – Charter School Facilities..... 8

Competitive Preference Priority 6 – Best Practices to Improve Struggling Schools 8

Competitive Preference Priority 7 – Serving at Risk Students..... 9

 Serving educationally disadvantaged students 9

Competitive Preference Priority 8 – Best Practices for Charter School Authorizing 11

Selection Criteria 12

a) Flexibility under the charter law 13

 Flexible operation and management..... 13

 Autonomy in budgeting, staffing, procurement, curriculum. 13

 Creation of the Charter School Advisory Group..... 14

b) Objectives..... 14

 Strategy 1 - CREATE High Quality Public Charter Schools. 15

 Strategy 2 - STRENGTHEN Authorizing and Oversight. 16

 Strategy 3 - SHARE Outcomes and Lessons Learned and Increase Collaboration. 17

c) Quality of Subgrant Applicants..... 18

 Existing operators 19

 New charter schools..... 22

d) State Plan 24

 Summary of objectives for Maryland strategies – CREATE, STRENGTHEN, SHARE..... 24

 i. Process for monitoring eligible applicants receiving subgrants..... 25

 ii. Work with authorized public chartering agencies to avoid duplication..... 27

 iii. Provide technical assistance and support for eligible applicants and authorizers 28

 Technical assistance for eligible applicants..... 28

 Technical assistance for quality authorizing..... 31

 Statewide conference 33

e) Parent and Community Involvement..... 33

f) Project Design..... 34

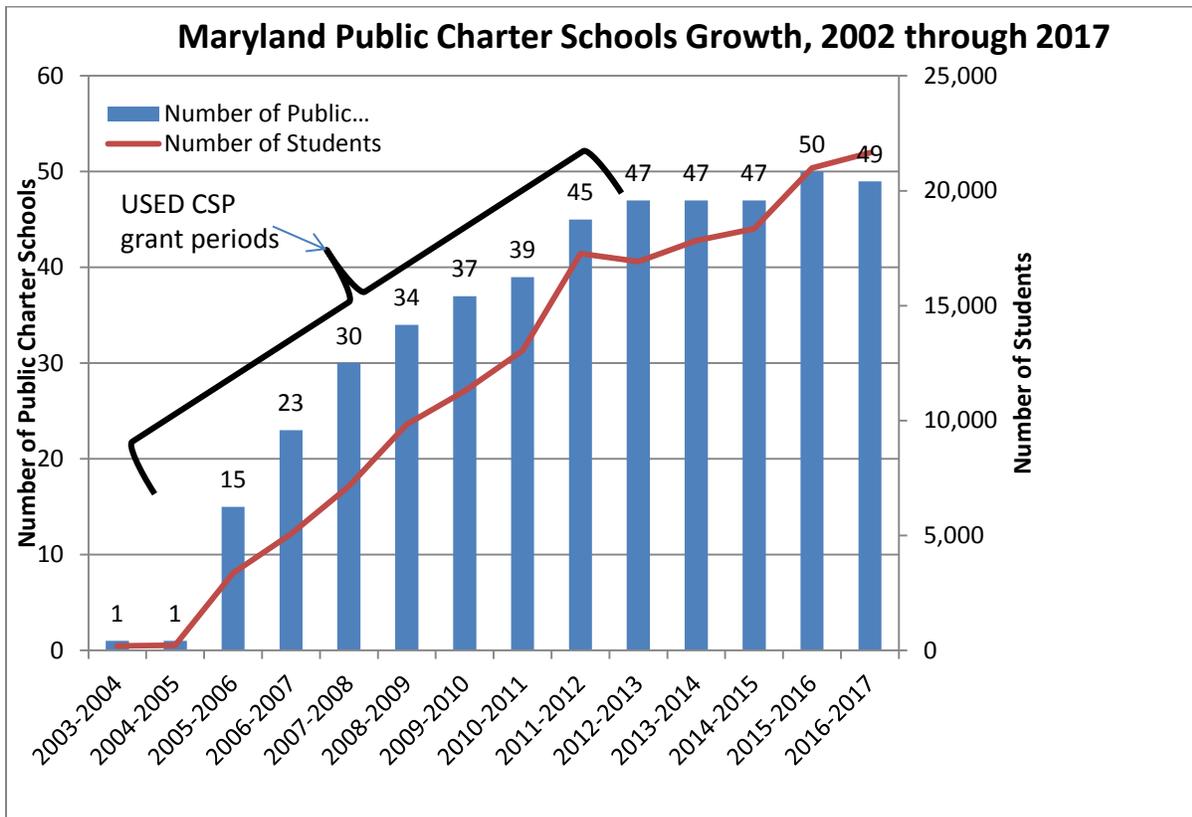
 1) Subgrant application and peer review process 35

 2) Year by year grant estimate and rationale 40

- i. Number of subgrants to be awarded 40
- Evidence to support estimates of grants. 41
- ii. Previous CSP grant numbers 43
- g) Management Plan and Theory of Action..... 43**
 - 1) Logic model..... 44
 - 2) Performance measures - Key Project Activities and Performance Measures Aligned with State Plan 47
 - Overview of project management and Gantt chart 50
- Application Requirements..... 54**
 - A) How the State Will: 54**
 - 1) Support the opening of charter schools 54
 - 2) Inform eligible charter schools..... 54
 - 3) Ensure access to federal funds 54
 - 4) Ensure a process for closure..... 55
 - 5) Requirement not applicable..... 55
 - 6) Ensure that subgrantees are using funds properly, and can sustain their program..... 55
 - 7) Support LEAs with schools identified under 1111(c)(4)(D)(i) of ESSA..... 55
 - 8) Work with charters on recruitment and enrollment 55
 - 9) Share best practices 56
 - 10) Ensure all students needs are met – Students With Disabilities 56
 - 11) Support efforts to increase charter school quality, including authorizing 56
 - 12) Manage oversight of authorizing..... 57
 - 13) Support charter high schools 57
 - B) The Extent to Which the State is Able to Meet Competitive Priorities..... 58**
 - 1) Competitive Priorities, 3 – 8 58
 - 2) Statewide system of support..... 58
 - 3) Collaboration..... 58
 - C) Subgrants Competition 59**
 - 1) Application 59
 - 2) Review of applications 59
 - D) Partner Organization..... 59**
 - E) Transportation..... 59**
 - F) Open Meetings 60**
 - G) Diverse Models..... 60**
- List of Appendices..... 61**

Introduction

Maryland experienced significant growth from one charter school to 45 with Charter School Program (CSP) grants from 2004 through 2013. Thirty-nine (80 percent) of Maryland’s 49 public charter schools opened with support from the Charter School Program.



The United States Department of Education (USED) Charter School Program grant will spawn a new phase of growth for Maryland’s charter schools. Maryland will execute three related strategies. Subgrant awards will CREATE, expand or replicate 21 public charter schools to increase opportunities for families. Technical assistance activities will STRENGTHEN authorizing to ensure quality schools. Authorizers, charter school leaders and the Maryland State Department of Education (MSDE) will SHARE the lessons of this work with the Charter School Advisory Group, a new stakeholder group comprised of MSDE staff, Local Education Agency (LEA) authorizers, charter school operators, staff and parents (described on page 14). The

Advisory Group will work with policy makers to improve policy and practice, and support a strong charter school sector.

Dissemination activities will highlight best practices for all schools. These three strategies will result in immediate benefit to students and families and long term impact by improving policy and practice for both authorizers and charter school operators.

Maryland Charter School Program
Create – Strengthen - Share



Sustain: Stronger foundation for continued support of quality charter schools.

Competitive Priorities

Competitive Preference Priority 1 –Periodic review and evaluation of charter schools.

Maryland meets Competitive Preference Priority 1. Maryland’s 49 charter schools operate in five Maryland LEAs out of 24 in the State. Each has a charter school policy approved by a local board that requires a thorough performance review every three to five years.

(Maryland Charter Renewal Schedule, Appendix **F1**). Maryland law requires that the LEA submit local policy documents to the State (Md. Educ. Art. § 9-110). The State monitors changes to local policy and authorizing documents such as the charter application and renewal rubric.

Through the 2016-2017 school year, 63 charter schools have been approved and 12 have been closed. Two times, two schools under the same operator merged, resulting in 49 schools today. Seven of the closures were the result of decisions to revoke the charter by the LEA authorizer for continued poor performance. Five closed due to low enrollment and sustainability issues.

<i>Competitive Priority 1—Periodic Review and Evaluation – MD LEA Authorizers</i>	
Anne Arundel	Yes. Charter terms are five years. The school system conducts a site visit every year. There is a clear charter renewal protocol. Outcomes are five- or three-year renewal and revocation. (The Anne Arundel Renewal Protocol, Appendix F2 , is an example of strong practice that can inform a state standard.)
Baltimore City	Yes. Charter terms are five years. There is a clear charter renewal protocol. Outcomes are five- or three-year renewal and revocation.
Frederick	Yes. Charter terms are four years. Charter School Renewal Program Review is currently under revision. One school received an eight-year contract after its third successful renewal to facilitate financing.

Prince George's	Yes. Charter renewal protocol includes qualitative review via site visit and data review. Terms are three to five years.
St. Mary's	Yes. Charter term is five years. There is an annual review of academic data and site visits at least three times a year.

Competitive Preference Priority 2 – Charter School Oversight

Maryland meets Competitive Preference Priority 2. Under State law, regulations and local polices, each charter school in Maryland operates under a legally binding performance contract describing rights and responsibilities. The MSDE has produced guidance documents that are utilized by the LEAs (e.g. Maryland State Charter School Model Application, 2012). Each LEA requires the submission of an annual, independent audit of the school operator's finances with a management letter, which is reviewed as part of the renewal process. Each LEA uses academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter. (20 U.S.C. 6311(c)(2))

The Director of the Office of School Innovations of the MSDE provides technical assistance to LEA authorizers. This work is collaborative, enabling LEA authorizers to benefit from colleagues with more experience and to problem solve together. As part of the Maryland Charter School Program, the MSDE will work with LEA authorizers and technical assistance providers to review all aspects of the authorizing process. Performance measures for the Maryland CSP (page 47) include alignment of Maryland authorizer practice with national standards.

<i>Competitive Priority 2--Charter School Oversight – MD LEA Authorizers</i>	
a) 1) Each charter school operates under a performance contract.	
Anne Arundel	Yes. The charter contract incorporates accountability plan.

Baltimore City	Yes. The charter contract incorporates accountability plan.
Frederick	Yes. The charter school has input into contract elements during renewal process.
Prince George's	Yes. The School System uses a procurement contract with adaptations based on the State's model documents.
St. Mary's	Yes. The charter contract incorporates school accountability plan.
a) 2) Each charter school conducts annual, timely, and independent audits of the school's financial statements.	
All LEA Authorizers	Yes. Annual independent audits with a management letter are submitted to the LEA and are included in the renewal review.

b) Public chartering agencies in the State use increases in student academic achievement for all groups of students when determining whether to renew or revoke a school's charter.	
Anne Arundel	Yes. There is an annual charter school site review that includes academic achievement measures. Academic review includes student groups.
Baltimore City	Yes. School board policy requires that academic achievement comprise at least 50 percent of the renewal rubric. The rubric includes absolute performance and growth measures for all students.
Frederick	Yes. Academic performance is a key component of renewal process, but not assigned a fixed percentage.
Prince George's	Yes. Renewals are qualitative and quantitative. Schools report on academic achievement for all student groups.
St. Mary's	Yes. Academic performance is a key component of renewal process, but not assigned a fixed percentage.

Competitive Preference Priority 3 – One Chartering Authority Other than a Local Education Agency (LEA) or an Appeals Process

Maryland meets Competitive Preference Priority 3. Maryland is a state in which LEAs are the only authorized public chartering agencies. Charter school applicants have the right to

appeal the denial of a charter application to the Maryland State Board of Education (Board). The Board can *direct* the LEA to grant the charter or remand the decision to the local school board for re-consideration. (Md. Educ. Art. § 9-104)

The Board has ruled on 28 appeals by denied charter applicants over eight years. The Board affirmed 18 of those and ten were remanded back to the local boards. Of those remanded four applicants withdrew and six charter schools opened.

Competitive Preference Priority 4 – Equitable Financing

Maryland meets Competitive Preference Priority 4. The Board has strongly supported public funding for charter schools that is commensurate with the amount of funding provided for other public schools as required by law. (Md. Educ. Art. § 9-109) The Board’s declaratory rulings on funding for charter schools were affirmed by a series of court rulings when the first public charter schools were negotiating with the LEA authorizers. (Maryland State Board of Education Opinions 05.17 and 06.17) (*Baltimore City Board of School Commissioners v. City Neighbors Charter School*, 400 Md. 324 (2007))

In 2016, the MSDE commissioned a study by the American Institutes of Research (AIR) of funding provided to charter schools and traditional public schools in the State. (Levin, J. et al., Study of Funding Provided to Public Schools and Public Charter Schools in Maryland (Washington, DC: American Institutes of Research, 2016)). The researchers compiled three years of data from each of Maryland’s 24 local school systems and every charter school in Maryland. The study determined for every school in Maryland, the amount expended “in the school house” and the amount expended by the central office of the LEA on behalf of the school. For public charter schools, most of the amount expended is provided directly in cash to the charter school operator as the charter per pupil allocation; for traditional schools, funding is managed centrally

by the local school system. Public charter schools also receive some services from the central office, which are negotiated in the charter contract. The researchers were able to quantify a “total expended” amount for all schools. The study results demonstrated that the direct spending of the charter school (charter per pupil allocation) plus the value of the services provided by the LEA central office was in most cases, equal to the LEA’s spending for traditional schools (Average Annual Expense Per Pupil, AIR study, Appendix F3).

The study’s data will enable Maryland to further analyze finances for all school systems and charter schools. Where there is a difference in the amount expended per pupil, the study data will help determine if there are factors such as student population characteristics or the size of the school that affect costs. Charter schools and LEAs have the information needed to ensure equitable funding, and a method for continued monitoring. Charter school leaders will be able to negotiate the cash out of additional services from the LEA, based on the data in the AIR study.

Notice and eligibility for federal funds

In the state of Maryland, charter schools are included in the process of allocation of federal funds in exactly the same way as traditional public schools. For example, with the Title I program (Every Student Succeeds Act, Title I, 20 U.S.C. 6311 *et seq*), charter schools are included in the LEA rankings of all public schools to determine eligibility for Title I funding according to the MSDE policy and federal guidance. The Office of School Innovations monitors this list and the allocation of funding on a regular basis. The Title I office has provided direction to the LEAs on the allocation of Title I and other federal formula funding to charter schools that are opening or significantly expanding. The MSDE will build on the AIR report findings to improve monitoring of these federal funds to ensure that the charter school controls spending to the extent possible and complies with federal requirements.

Charter School operators are on all contact lists for competitive grant opportunities in Maryland, e.g. 21st Century Community Learning Centers. Nine public charter schools are sites for the 21st Century Community Learning Center program.

Competitive Preference Priority 5 – Charter School Facilities

Maryland meets Competitive Preference Priority 5. Maryland law directs local school superintendents to make school sites or buildings no longer needed for school purposes available to charter schools. (Md. Educ. Art. § 9-110)

Seventeen of the 33 public charter schools located in Baltimore City operate in Baltimore City Schools buildings. The charter operators pay rent, which is below market rate. In some cases City Schools and the charter school have negotiated nominal rent in recognition of capital investment made by the charter school. Maryland law does not provide direct financial support for charter school facilities on a per pupil basis.

Competitive Preference Priority 6 – Best Practices to Improve Struggling Schools and Local Education Agencies

Maryland meets Competitive Preference Priority 6. Title I Priority Schools are five percent of all Title I schools that are the lowest achieving in the State accountability system. In Maryland in 2016-2017, there are 23 Title I Priority Schools. Twenty-one are located in Baltimore City, two are in Prince George's County, and one in Baltimore County.

In the 2016-2017 school year, a charter school operator of two successful charter schools, Afya Baltimore, Inc., took over operations of a priority school in Baltimore City, Brehms Lane Elementary School. Afya Baltimore worked extensively with the school community in preparing the school improvement plan now underway. The charter school conversion was not imposed by the LEA or the State. Rather the school community, the LEA and the operator collaborated on

the conversion and improvement plan. Maryland's Title I Office and the OSI will monitor this partnership and its potential for replication in Baltimore City and in other LEA's for low performing schools under the ESSA accountability system.

Seven of Baltimore City's 33 public charter schools are conversion schools – a charter school operator has taken over operations of an existing traditional school. These schools have retained the enrollment zone in order to retain students enrolled from the low income neighborhoods where the schools are located. This preference is permitted under Maryland's Charter Law (Md. Educ. Art. § 9-102.3).

Competitive Preference Priority 7 – Serving at Risk Students

Maryland meets Competitive Preference Priority 7. Maryland charter schools receive targeted local funding for dropout prevention activities to the same extent as all public schools. Through local and state communication systems, the charter schools can fully access opportunities available to all schools.

For example, at the state level, six of seven charter schools with high school grades participated in the State's College Application Campaign in 2016. Through this effort, students and parents receive assistance with selecting two- or four-year colleges, private career schools, military programs or apprenticeships. A second example is the fact that nine public charter schools are sites for the 21st Century Community Learning Center program. (Every Student Succeeds Act, Title IV)

Serving educationally disadvantaged students

Maryland data show that Maryland's charter schools serve all students which includes students who are eligible for free and reduced price meals (FARMS), students with disabilities, and English language learners. (Demographics 2016 Charter School Enrollment, Appendix **F4**).

Charter school enrollment is 20,000 students statewide, making the student population of all charter schools greater than that of 13 of Maryland's 24 local school systems. The percent of students eligible for free and reduced price meals (FARMS) in charter schools is higher than that of 20 of Maryland's 24 local school systems. In charter schools, 67.6 percent are eligible for FARMS compared to 45.2 percent in all public schools in Maryland. The percent of students with disabilities (SWD) in all Maryland charter schools is 11 percent, higher than that of 12 of Maryland's 24 local school systems.

There are several examples of charter schools in Maryland where educationally disadvantaged students are closing historic achievement gaps. (MD Charter School Performance Data, Appendix F5).

Examples:

Chesapeake Science Point Academy, Anne Arundel County. Of African American students attending Chesapeake Science Point, 48.9 percent scored proficient which is 4 or 5 out of 5 on the PARCC assessment (Partnership for the Assessment for Readiness for College and Careers – Maryland's statewide assessment for school accountability) in 2016, compared to 23.4 percent of African American students in the County. The 48.9 percent proficiency for African American students approaches the 51.2 percent rate for *white* students statewide.

Frederick Classical Charter School, Frederick County. Of Hispanic students attending Frederick Classical, 40 percent scored proficient (4 or 5 out of 5) compared to 31.7 percent of Hispanic students in the county, and making progress on bridging the gap to the 52.1 percent proficiency for white students statewide.

Tunbridge Charter School, Baltimore City. Of students eligible for free and reduced price meals (FARMS), 25 percent scored proficient compared to 9.1 percent of students receiving

FARMS in the City, exceeding the 18.9 percent for FARMS students in the State, and approaching the 36.8 percent proficiency for the All Students group in the State.

Maryland will offer competitive priorities in the subgrant program (**Selection Criteria f) Quality of the Project Design, pages 35-39**) to attract applicants whose plans will specifically address the needs of educationally disadvantaged students, such as those who are from low income families, are English language learners, or have a disability.

Competitive Preference Priority 8 – Best Practices for Charter School Authorizing

Maryland meets Competitive Preference Priority 8. Maryland has taken steps to ensure that all authorized public chartering agencies are implementing best practices for authorizing charter schools. The Maryland Charter School Program will strengthen authorizing through alignment of Maryland practice with the standards of the National Association of Charter School Authorizers (NACSA) and creation of Maryland standards.

The Maryland State Department of Education’s work with the LEA authorizers includes the elements of quality authorizing listed in Section 4303(f)(2)(E) of the Every Student Succeeds Act: Maryland authorizers assess annual performance data of the schools (**Competitive Preference Priority 2, page 4**), review independent annual audits, and hold charter schools accountable through renewal, non-renewal and revocation (See **Competitive Priority 1, Periodic Review and Evaluation, page 3** and Maryland Charter Renewal Schedule, Appendix **F1**).

In the first years of chartering in Maryland, the Board used its power to interpret the Maryland charter law. Through declaratory rulings in cases of appeals of charter applications, the Board established standards for rigor, transparency, and timeliness in the charter application process (Maryland State Board of Education Rulings, 6.26, 6.30, 8.23, and 9.03). The Board

ruled that a local school board can approve a charter school with provisions that include further review of benchmarks indicating readiness to open, and a final pre-opening review. All public authorizing agencies in Maryland utilize authorizing processes with clear criteria and a multi-tiered clearance, including a final review before the school begins its first operational year. The LEA issues final approval for the use of a facility for a charter school.

Because Maryland charter schools are part of the LEA for processes such as reporting of achievement and attendance data, there are multiple steps between approval of the charter and opening of the school in which the LEA is monitoring progress and providing technical assistance.

The MSDE Office of School Innovations meets six times a year with the LEA Charter Liaisons. This group includes the five local school systems with operating charter schools as well as those without charter schools at this time. The group works collaboratively to advise each other on best practices with guidance from the MSDE. For example, Maryland's charter law allows some use of weighted lotteries (Md. Educ. Art. § 9-102.2). The LEA authorizers group reviewed lottery processes and oversight options for each LEA. Three charter schools have developed weighted lottery plans that have been approved by the authorizer.

Selection Criteria

The Selection Criteria are each addressed in this section. For context, the three main strategies of the Maryland Charter School Program are:

- Create quality charter schools through a rigorous application processes and technical assistance.
- Strengthen authorizing to support the creation of quality schools and improve the operating environment for all charter schools.

- Share data on performance for each LEA and each charter school and highlight best practices through publications, internet based methods, and hosting a conference (page 33). Document lessons learned and translate those into policy recommendations with the Charter School Advisory Group (page 14) that will provide stakeholder oversight of the Maryland Charter School Program.

a) **Flexibility under the charter law**

Flexible operation and management. Charter schools are exempt from State and local rules regarding curriculum choice, fiscal management, and staff selection. Under Maryland law, waivers from law and policy are not automatic but are pursued and routinely approved. Charter school instructional models include Montessori, language immersion, and extended days and years, among others. Charter schools are required to participate in statewide assessments, but have full autonomy over curriculum and instruction. See Charter School Policy of the Maryland State Board of Education, Appendix **F6**.

Within the MSDE, the Office of School Innovations acts as an internal advocate to ensure that processes intended to monitor compliance in public schools and school systems are adapted appropriately to ensure that public charter schools have maximum flexibility.

Autonomy in budgeting, staffing, procurement, curriculum. Charter schools have control over budget and expenditures, curriculum and procurement (procurement can require a local waiver). Teachers are considered employees of the local school system but they are recruited, selected, and trained by the charter school.

The recent Study of Funding Provided to Public Schools and Public Charter Schools in Maryland conducted by the American Institutes of Research (AIR) provides data that will enable charter school operators to work with LEAs with support from the MSDE to identify any

inconsistencies in the implementation of the charter school funding formula in the State. This work will be reported to the Charter School Advisory Group and to the Superintendent and the Board for consideration of policy and/or regulations. (Levin, J. et al., Study of Funding Provided to Public Schools and Public Charter Schools in Maryland (Washington, DC: American Institutes of Research, 2016)) The Study is briefly described in **Competitive Preference Priority 4 – Equitable Financing, page 6)**

Creation of the Charter School Advisory Group. Implementation of the Maryland Charter School Program will include creation of a Charter School Advisory Group comprised of the Superintendent’s designee, MSDE staff, the statewide charter support organization, charter school operators, teachers, parents, and community members. Launched during the grant period, this body will continue after the grant period ends. The Charter School Advisory Group will review progress of the grant and provide input and advice to the Director of the Office of School Innovations. The Charter School Advisory Group will review the analysis of authorizing practice and charter performance contracts. The analysis will identify areas of flexibility in operations that are already in place for charter schools that can be strengthened and codified. The Charter School Advisory Group will make recommendations to the Superintendent and the Board for regarding regulation and guidance that would increase the flexibility of operations while maintaining high standards for performance of charter schools.

b) Objectives

The objectives of the Maryland Charter School Program are ambitious, achievable, and based on a realistic assessment of need and capacity of the MSDE, charter school operators, and nonprofit organizations who will partner with the MSDE on implementation. The number of charter schools grew from one to 45 from 2004 through 2013. To facilitate another phase of

growth, access to federal start-up funds that provide for technical assistance and professional development is crucial. Key objectives are listed below, grouped by the Maryland Charter School Program's three interrelated strategies. The Logic Model (page 46) provides a visual representation of how the three strategies of the Maryland Charter School Program will support the goals of creating and supporting quality charter schools.

Strategy 1 - CREATE High Quality Public Charter Schools.

Objectives:

- Implement three rounds of peer-reviewed applications for planning and implementation of new, replicated, or expanded public charter schools.
- Issue 21 subgrant awards made for expansion, replication, or new schools. Create over 10,000 new seats in high quality schools.
- Provide technical assistance to support quality applications. The Technical Assistance Lead (described on pages 18-20) will curate the Charter School Incubator series and develop additional technical assistance opportunities. Described in more detail on page 28, technical assistance will include engaging experts; soliciting proposals from existing charter school operators to launch collaborative professional development projects in partnership with other schools, and creation of a library of resources such as recorded webinars and documents.

Readiness: The operators of 17 public charter schools out of 37 with five or more years of operation (46 percent) are preliminarily identified as candidates for replication or expansion based on data currently available. (MD Charter Schools Candidates for Growth, Appendix F7) Two examples of Maryland charter operators that have successfully partnered with traditional public schools and school systems to offer professional development are described on page 30.

Main Performance Measures:

- Twenty-one grant awards for new/expanded charter schools (GRPA Measure (a) i).
- Increase in the percentage of students in charter schools scoring proficient in 4th and 8th grade Math and English/Language Arts (GRPA Measure (a) ii).
- Number of charter school developers and operators participating in and leading technical assistance and professional development work.

Strategy 2 - STRENGTHEN Authorizing and Oversight.

Objectives:

- Conduct analysis of all aspects of LEA authorizing in conjunction with a national expert. The first deliverable will be creation of a differentiated review process for applications from existing charter school operators, so that improvement in the authorizing process is ready to support Rounds 1 and 2 of applications for expansion and replication projects.
- Codify sound practice and develop policy and/or regulation based on recommendations from technical assistance activities.
- Host quarterly Charter School Advisory Group meetings to review progress on grant objectives and review policy recommendations. Participation will include LEAs, charter school operators, MSDE staff, the statewide charter school organization, teachers, parents and community members.
- Support attendance at NACSA (National Association of Charter School Authorizers) or other professional conference for LEA authorizer staff.

Readiness: The LEA authorizers meet five to six times a year. Attendance includes LEAs with operating charter schools and five that do not have charter schools. All core authorizing documents will be assembled before the start of the grant period.

Main Performance Measures:

- Alignment of LEA authorizing practice with national standards.
- Policy and/or regulatory codification of authorizing practice.

Strategy 3 - SHARE Outcomes and Lessons Learned and Increase Collaboration.

Objectives:

- Publish annual report on charter schools and authorizers that includes outcome data and best practices. Include results of collaborative professional development between charter and traditional.
- Create and publish data dashboards on school performances and portfolio performance for each LEA authorizer and each charter school. Promote policy change so that every LEA authorizer is publishing this portfolio data annually, as is the case in Baltimore City.
- Implement a statewide conference based on practice sharing model. (See page 33.)
- Host quarterly Charter School Advisory Group meetings to review progress on grant objectives and review policy recommendations.
- Calculate a federal cost per student in implementing a successful school (GRPA Measure a) iii)
 - The MSDE will provide USED with this calculation for the CSP and for other federal funds that flow to charter schools. Experience with the AIR study will inform this work. In a similar exercise, the MSDE conducted a review of all facilities costs for charter schools to determine a “cost per seat” for renovation and construction projects. This review was not tied to one source of funds.

(Estimated Cost Per Seat, Appendix **F8**)

Readiness: All Maryland Charter Schools participate fully in the State's accountability system and are included in the [Maryland Report Card \(http://reportcard.msde.maryland.gov/\)](http://reportcard.msde.maryland.gov/). By the summer of 2017, the MSDE will have completed procurement of Tableau® or similar data visualization software so that charter school data can be easily accessed and explored by the public and policy makers. Analysis of performance data for 2014-2015 and 2015-2016 is underway.

Main Performance Measures:

- Annual data dashboards for schools and authorizers and measures of dissemination.
- Annual Report and evidence of dissemination, such as downloads and requests for publications.
- Conference attendance and evaluation.
- Technical assistance participation and number of charter schools leading professional development partnerships with other schools (traditional and charter).

The logic model, page 46, links objectives to short and long-term outcomes and to performance measures.

c) Quality of Subgrant Applicants

The Maryland CSP will ensure quality subgrant applications by providing technical assistance focused on readiness to expand, replicate, or start a charter school. The Technical Assistance Lead will be a nonprofit organization that successfully bids to fill MSDE's qualifications and will serve as a curator and manager of technical assistance activity in collaboration with the MSDE.

The Technical Assistance Lead will create the Charter School Incubator series hosted by existing charter schools and solicit expertise as needed. The series will include vision and

mission, board development, planning for service to all students, facilities and space planning. A focus of these training activities will be on governance from planning to implementation and start up through school growth to full enrollment. (See pages 28-32 for a sample list of training topics.) Hosting the sessions in existing charter schools will enhance the training by giving school developers exemplars of various aspects of school planning, such as space design, implementation of restorative practices and other innovative school climate strategies.

Existing operators

Several operators of high quality charter schools will pursue replication or expansion through the Maryland Charter School Program. Operators have noted this in letters of support (**Appendix C - Letters of Support**).

Existing operators will be invited to participate in all training opportunities, which will focus on governance and leading growth that will be valuable for schools at all stages of development. Maryland will invite and encourage operators of current charter schools that meet the following criteria to consider expansion:

Maryland Quality Charter School:

1. The charter school has been in operation at least 5 years, or is in its fifth year of operation.
2. The charter school has submitted an annual independent audit. (Federal Definition, ESSA Section 4310 (8) (B))
 - a. The auditor's report offers unqualified opinions and any management points were resolved by the subsequent audit.
 - b. Statements of cash flow indicate good performance on short term liquidity measures.
3. The student achievement data shows that proficiency, as defined by the Maryland State Board of Education, and/or the charter school's overall student growth percentile exceeds that of the local school system for the All Students group in the most recent year for which data is available. "Exceeds" means exceed, by any amount, the combined proficiency or growth in Reading and Math for all grades; (Federal Definition, ESSA

Section 4310 (8) (A))
<ol style="list-style-type: none"> 4. The charter school is in one of the top 2 of the 3 levels determined by the State’s indicator of progress. ¹ (Federal Definition, ESSA Section 4310 (8) (C) and (D)) 5. For schools serving grades nine through twelve, the cohort graduation rate exceeds that of the local school system for the All Students group, in the most recent year for which data is available. (Federal Definition, ESSA Section 4310 (8) (D)) 6. The charter school is not identified for comprehensive support and improvement, or targeted support and improvement, nor as a Priority or Focus school under the State’s accountability system. 7. The charter school has no significant compliance issues in serving students with disabilities as reported by the local board. <ol style="list-style-type: none"> a. The charter school has taken prompt and appropriate steps to address any shortcomings identified through monitoring activities.

A list of all operators that preliminarily meet these threshold criteria is found in Appendix F7 (MD Charter Schools Candidates for Growth). This includes 17 of the 37 public charter schools (46 percent) with five or more years of operation. For this estimate, growth from 2015 to 2016 is noted. Maryland’s work on the progress measure that will be a component of the State’s accountability system under the Every Student Succeeds Act is not complete. With only two years of PARCC data available, this analysis will be augmented with a study of the performance of student groups.

The following list provides examples of some of the candidates.

Charter School	Enrollment and Wait List	Example of Performance Data	History
Patterson Park	Enrollment: 670 Last Wait list report: ■■■	■■■■ Overall proficiency for ALL students is 21.6 percent for Patterson compared to 13.2 percent for the City; the FARMS student group is 13.5 percent compared to	2006 – Open 2013 – 5 year renewal (max). Managed physical plant expansion to

¹ The Every Student Succeeds Act requires the State to create a progress indicator that will place schools in at least 3 levels. The progress indicator will incorporate student growth and data for student groups. The State’s progress indicator will take into account that schools with overall excellent academic performance may have less evidence of growth

		9.1 percent for the City FARMS group.	grow from K-5 to K-8.
City Neighbors	<p>3 schools: City Neighbors Elem K-8: Enrollment: 215 Wait list: 430</p> <p>City Neighbors Hamilton K-8: Enrollment: 215 Wait list: 361</p> <p>City Neighbors High School: Enrollment: 381 Wait list: 228</p>	<p>2016: K-8 schools exceed LEA in overall performance. City Neighbors overall proficiency is 23.8 percent compared to 13.2 percent for the City. The FARMS group is 26.6 percent exceeding the ALL students group for the school and for the City. This k-8 offers Algebra in 8th grade. 37.5 percent of the FARMS student group is proficient compared to 9.3 percent of the FARMS group in the City. This also bests the State proficiency for the ALL students group (36.5 percent).</p> <p>2016 High School graduation rate of 94.25 percent exceeds LEA rate of 70.65 percent.</p>	<p>2006 – City Neighbors Open 2010 - City Neighbors Hamilton Open 2011: City Neighbors High School Open</p> <p>All schools received a 5 year renewal at last review.</p> <p>Operator has managed growth and hosts city wide professional development.</p>
Baltimore Montessori	<p>Enrollment: 388 Wait List: 740</p>	<p>2016: Montessori overall proficiency is 24.7 percent compared to 13.2 percent for the school system. Baltimore Montessori offers Algebra in 8th grade. ALL students and FARMS students outperformed ALL students in State.</p>	<p>2009 – Open 2016 - 5 year renewal (max).</p>
Chesapeake Science Point	<p>Enrollment: 454 Wait List: 275</p>	<p>2016: Consistent top performer. FARMS students (43.8 percent) outperform average for ALL students group in the LEA (43.1 percent) and in the State (36.5 percent). The white-black gap for the schools is 10 points compared to 31 points for the State.</p>	<p>2006 – Open Operator has replicated three times, once in partnership with the LEA (Prince George’s County) and the State under Race to the Top. 2015 – 5 year renewal (max).</p>
Baltimore International Academy	<p>Enrollment: 636 Wait List: 216</p>	<p>2016: proficiency for the school (25.6 percent) exceeds LEA (13.2 percent). FARMS students (18.9 percent) outperform ALL students group in LEA (13.2 percent).</p>	<p>2008 – Open 2013 - 5 year renewal (max).</p>

New charter schools

Of the 49 public charter schools operating in Maryland, 39 (80 percent) were founded with support from the Federal Charter School program. Maryland's charter schools have been founded mostly by small, new, nonprofit organizations created for the purpose of founding a charter school. They are closely tied to the community and have logged impressive results for students. The startup costs of founding additional schools far outstrip the capacity of these organizations and that of the newly forming groups of teachers and families developing charter schools. Over the past two years, the Prince George's County School System has documented 11 groups interested in starting schools. Four planning groups are known to be active in other counties. The MSDE receives frequent requests for advice on creating a viable school plan. The Charter School Incubator series will help these groups to assess their readiness to fully develop a school plan.

Subgrants of the Maryland Charter School Program will help overcome the significant obstacles to startup of a high quality school by groups and organizations that have plenty of intellectual and moral capital but have had no way to accumulate the financial capital to cover the considerable costs of planning and launching new schools.

Promising candidates include:

The DaVinci Collaborative. This group seeks to create a high school in East Baltimore. They have completed extensive planning and were a finalist in the national XQ high school competition. There is a need for quality high school options in Baltimore City. The 4-Year Adjusted Cohort Graduation rate for Baltimore City was 70.7 percent in 2016.

P-Tech. The P-tech model originated in New York. These innovative schools create pathways to college and career which include the opportunity to secure a two-year associates

degree. Maryland Governor Larry Hogan and the Maryland General Assembly have supported the start of six P-Tech programs in Maryland. They are operating as programs within existing schools. As the programs develop a track record, P-Tech is a model that could be further disseminated as a charter school.

A rigorous subgrant application process will test for capacity to fully implement a plan for growth or to establish a new school. The application process is described in greater detail under **Selection Criteria f) Project Design, page 34**. The application will extensively probe for program, leadership, and organizational strength. The Office of School Innovations is in the same division of MSDE as the 21st Century Community Learning Center program (ESSA Title IV) which awards grants to nonprofits and school systems across the State. The Office will draw on that experience, which includes the use of a peer reviewed evaluation process.

Two prongs of technical assistance will support the creation of quality grant applications. The Technical Assistance Lead will build the Charter School Incubator series that will address the concrete planning for a successful school, hosted by existing charter schools. This will provide school developers the opportunity to learn from a successful school in operation. The Charter School Incubator series will help ensure that developers have a sound plan and the capacity to execute. It is as important that a group self-select out of applying to run a school as a result of the training, as it is that strong applicants are supported in moving forward.

Technical assistance will begin immediately with the LEA authorizers. While all aspects of the authorizing will be reviewed over the grant period, the initial goal will be to create a common plan for the expedited review of charter school applications from existing operators. This work will build upon the renewal processes to ensure that LEA authorizers have a

framework that places the highest priority on prior performance in the evaluation of replication and expansion proposals.

d) **State Plan**

Summary of objectives for Maryland strategies – CREATE, STRENGTHEN, SHARE

The Maryland State Plan will execute three strategies to achieve the goals of increasing the number of quality public charter schools, strengthening authorizing, and increasing dissemination and collaboration. This triad creates opportunities for families and improves the operating environment through changes to policy and practice. The three strategies and main objectives follow. (Also described in **Selection Criteria b) Objectives, pages 14-18**)

Strategy 1 - CREATE High Quality Public Charter Schools

- Implement three rounds of peer reviewed applications for planning and implementation of new, replicated, or expanded public charter schools.
- Award 21 subgrants for expanding, replicating or new charter schools. Create over 10,000 new seats in high quality schools.
- Provide technical assistance activities to support quality applications and effective planning, managed by a partner nonprofit organization. This ensures rapid start-up and capacity building.

Strategy 2 – STRENGTHEN Authorizing and oversight

- Conduct analysis of all aspects of LEA authorizing in conjunction with a national expert. The first deliverable is creation of a differentiated review process for applications from existing charter school operators, so that this improvement in the authorizing process is ready to support Round 1 of applications for expansions and replication projects.

- Provide technical assistance to LEA Authorizers. Hold three sessions in year one of grant period and at least five in each subsequent year. These will overlap with regular meetings with authorizers.
- Host quarterly Charter School Advisory Group meetings to review progress on grant objectives and review policy recommendations. Participation will include LEAs, Charter School operators, MSDE staff, teachers, parents and community members.
- Codify sound practice and develop policy and/or regulation based on recommendations from technical assistance activities.
- Support attendance at NACSA (National Association of Charter School Authorizers) or other professional conference for LEA authorizer staff.

Strategy 3 - SHARE Outcomes and Lessons Learned and Increase Collaboration.

- Publish annual report on charter schools and authorizers that includes outcome data and best practices.
- Create and publish data dashboards on school performance and portfolio performance for each charter school and LEA authorizer.
- Implement a statewide conference based on practice sharing model. See page 35.

Within this framework the State plan includes the following.

i. Process for monitoring eligible applicants receiving subgrants

Monitoring of subgrants begins during the application process by establishing measurable goals based on the proposal for subgrant funding. The MSDE is the State Education Agency and pass through entity for federal grant funds. The MSDE monitors subgrantees to ensure compliance with federal and State laws and regulations governing all federal grant programs in accordance with the Federal Uniform Administrative Requirements 2 CFR §200.331 (d) and (e).

A risk assessment of each subgrantee provides critical information to help ensure the effective delivery of program services. (Risk Assessment Maryland sample, Appendix F9)

New grantees do not have a track record to assess aspects of previous grants management, such as fidelity of implementation, or spend down rate. As a condition of award, applicants will be required to have a review of financial controls by a certified auditor. The cost of this financial controls test will be an allowable expense in the subgrant budget. Findings will be incorporated into the monitoring activities. The strengths and weaknesses documented by the peer reviewers will be used to create recommendations for grantees regarding technical assistance offerings. All grantees are required to attend post award technical assistance and to participate in one workshop/seminar on governance offered through the Technical Assistance Lead provider.

Grantees moving from planning to implementation will be subject to a more thorough risk assessment, using the Maryland Risk Assessment tool (Risk Assessment Maryland Sample, Appendix F9) that includes performance during year one of the grant. The MSDE’s risk assessment rubric includes accurate and timely invoicing, number of vendors, spend-down rate, on-time reporting, and changes in management personnel. This is in addition to monitoring to ensure subgrantees are making expected progress on the substantive work of the grant project.

Monitoring activities once the subgrant project year has begun are:

Monitoring Activity/requirement	Timing/frequency
Finance controls test by CPA. This is an external review of the plan for financial controls and procurement.	Once – post award
Reports and invoicing. Subgrantees will submit quarterly progress	Quarterly

Monitoring Activity/requirement	Timing/frequency
reports on progress made in the quarter, and anticipated goals for the next quarter. Reports will include participation in technical assistance. Invoicing will be in a format provided by the MSDE with approval contingent on alignment with the grant budget.	
Site visit. Annual site visit findings will include a follow up plan. Reports from the MSDE monitoring visit will be provided to the grantee by the end of the 3 rd quarter. Plans to address findings can will be included in the final report of the grant year, and incorporated into goals for subsequent grant years. For open schools, the visit will include observation of classes and meeting with teachers, families and leadership.	Between 2 nd and 3 rd quarter reports of each year.
AFR – Annual Financial Report	At close of subgrant year.

ii. Work with authorized public chartering agencies to avoid duplication

The MSDE and authorizers will review each LEA’s approval process and create a differentiated review process for existing operators.

The LEA authorizers will have an application process for existing operators in spring and summer 2018 for replication and expansion projects that will have a planning phase of one year and will launch in fall 2019.

The MSDE, the Technical Assistance Lead, and authorizers will create a crosswalk of the subgrant application and the application for charter school approval. Both applications will be synched so that some sections will be able to serve both application processes.

iii. Provide technical assistance and support for eligible applicants and authorizers

Technical assistance for eligible applicants

The MSDE will create a program of technical assistance with local and national partners tailored to the needs of applicants, and subgrantees that are starting, replicating or expanding schools. The Technical Assistance Lead will curate a selection of technical assistance offerings by identifying experts and developing offerings in consultation with the MSDE. The provider will document the training and create recorded webinars for appropriate content that will be available for future needs.

The MSDE will seek proposals from the Maryland Alliance of Public Charter Schools (Maryland's charter support and advocacy organization) and other experts and consultants to assemble a menu of offerings. The MSDE has consulted locally and with the National Association of Charter School Authorizers (NACSA) to estimate the scope of work and cost. However, Maryland must seek bids for the services to be offered under the Maryland Charter School Program in order to comply with best practice, State procurement law and to meet the requirements of the Federal Uniform Administrative Requirements 2 CFR §200.331 (d) and (e). The scope of work will include: 1) development of a charter incubation series hosted by existing public charter schools, tailored for new school development and readiness for growth; 2) management of a menu of technical assistance projects based on a needs assessment, to include workshops, school-to-school partnerships and other delivery models; 3) staging a statewide conference with a focus on teacher and school-lead learning sessions; and 4) documentation and reporting.

Sample Charter Incubator Series for Maryland:

- Designing Your School: Mission, vision, philosophy, and crafting a charter application.
- Education Plan Part I: Educational focus, needs, goals and community involvement.
- Education Plan Part II: Standards, curriculum, and structure of the school day and year.
- Education Plan Part III: Instructional methodology and professional development.
- Operation Plan: Organizational, governing, and administrative structures and implementation of the charter; student recruitment and retention.
- Business Plan: School finance, financial planning and accounting, insurance and audits.
- Special Education: Structuring a quality special education program satisfying federal and State requirements.
- Accountability: Developing an accountability plan.

Other sessions/activities:

- Pre-charter group strength assessment.
- Mock interviews.
- Revise the Founders manual developed in 2012 under the State Charter school program grant.
- Host incubator series at charter schools- providing host schools the opportunity to give school tour and present on a topic.

Sample Replication/Expansion Technical Assistance Offerings for Maryland

- Replication all day workshop- including bringing in charter schools that have replicated previously to share their experience and lessons learned
- Replication Frequently Asked Questions
- Replication budget tool
- Charter school replication readiness tool-kits for operations, governance and leadership, and replication plan
- Asset and challenge mapping for replication:
 - Impact

- Governance
- Talent Management
- Organizational Structure
- Program
- Facilities
- Political Environment
- Community Opportunities and Perceptions
- Project management: checklists and logic models for the various stages of replication.
- Growth models: Assessments of the school's existing corporate structure to determine whether adjustments are needed to support growth.

The Technical Assistance Lead's work will include a charge to foster collaboration between charter schools and eligible applicants, and between charter schools and other charter and/or traditional schools. The Technical Assistance Lead will seek proposals from charter schools to provide coaching and professional development to other schools in an area of documented success. The following are examples of this kind of work now underway that are the inspiration for this component of the Maryland Charter School Program.

Collaborative Professional Development and Technical Assistance models:

- City Neighbors Learning Partners Initiative. Learning Partners are comprised of a cohort of teachers from different schools who agree to come together and chose an area of practice to dive into and explore together. The cohort conducts observations, implements new ideas, and shares best practices. Costs are mostly time and a modest fund for substitute costs for school-to-school visits.
- Consultancy. The City Neighbors Foundation (operator of three schools in Baltimore City) has been engaged by the Anne Arundel County School System to work with 40

teachers at Mary Moss at J. Albert Adams School (alternative middle school), training teachers in Project-Based Learning curriculum and implementation. City Neighbors also serves as a lab site for 25 teachers in the Triple E Program. This Anne Arundel County program infuses Project-Based Learning into district schools through the training of 25 teacher trainers.

- Hosting Professional Development available to all schools. The Children’s Guild operates two charter schools, one in each of two school systems, Baltimore City and Anne Arundel County. The Guild hosts Project Based Learning workshops and offers spaces at no cost for traditional public school teachers in Anne Arundel County at the County’s request. The Children’s Guild also hosts a national conference of NAREN (National At-Risk Education Network). The Guild would like to make low cost or no cost slots available at this gathering for additional teachers from charter and traditional schools. (See Charter Professional Development flyers, Appendix **F10**)

Technical assistance for quality authorizing

The MSDE will engage experts in authorizing practice such as the National Association of Charter School Authorizers (NACSA), and/or quality authorizing entities such as the Washington DC Charter School Board or SUNY to conduct an in-depth review of authorizing practice in the five LEAs with charter schools. As noted, the MSDE has consulted locally and with NACSA to estimate the scope of work and cost. Maryland must seek bids for the services to be offered under the Maryland Charter School Programs in order to comply with State procurement law and to meet the requirements of the Federal Uniform Administrative Requirements (2 CFR §200.331 (d) and (e)). All LEAs and the MSDE will target improvements, through practice changes and/or state level regulation informed by the Maryland

Charter School Program (CSP) grant activities. With the support of the CSP grant, the MSDE will work with the Technical Assistance Lead and with experts to develop technical assistance for LEA authorizers. Topics will be determined in collaboration with the LEA authorizers.

Sample LEA Authorizer Technical Assistance Topics:

- Differentiated review of charter applications from existing charter school operators.
- Renewal decision making and closure processes.
- Assessing organizational capacity of nonprofit organizations.
- Review and adaptation of National Association of Charter School Authorizers (NACSA) principles and standards.
- Weighted lotteries (Md. Educ. Art. § 9-102.2).
- Balancing operational autonomy with the structural links to the school system/authorizer.

Training will be face to face and/or via video conference and will be followed by work on specific policies and practices. In addition, technical assistance experts will review MSDE's model documents, provide feedback, and create others as needed.

The MSDE Charter School Program will support the cost of up to eight Maryland LEA authorizing staff to attend one national meeting each year, such as the NACSA, the National Association of Public Charter Schools, or the University of Washington Center for Reinventing Public Education Portfolio meeting. The additional training and exposure to national practice will help Maryland authorizers put their work in a national context.

The results of the in-depth review of current authorizing will be shared with the Charter Advisory Group (described on page 14) and recommendations made to the Superintendent and the Board. This is crucial because Maryland charter law does not stipulate specific standards for quality authorizing. However, the information from this work can inform policy or regulatory action on the part of the Board to address weaknesses or inconsistencies.

Deliverables from technical assistance work with LEA authorizers include documented changes to policy and practice at the local level and documented changes to policy or regulation at the state level that ensures continued high standards. All Maryland LEAs will have consistent standards and guidance for authorizing.

Statewide conference

The Maryland Charter School Program will convene the first statewide conference for charter schools in eight years. The conference will build cooperation through gatherings for charter school stakeholder groups, such as authorizers, operators, and principals. The conference will promote the goal of collaboration across sectors by offering sessions to share effective practice lead by educators and school leaders. School partners that have implemented school-to-school professional development (see page 32-33) will present. Most workshops will be designed and lead by practitioners. The MSDE will model the conference on the Progressive Education Summit, hosted annually by the City Neighbors Foundation. The core of this event is that teachers and other staff provide the professional development activities. Both workshop leaders and participants represent public charter, traditional, and private schools. The Summit is now a staple of the Baltimore City education landscape. (**Charter School Professional Development flyers, Appendix F10**)

e) **Parent and Community Involvement**

Parent and community involvement will be a component of the application for subgrants. (Outline of subgrant application, page 35). Applicants will be required to describe community outreach to build support for the school, student recruitment activities that ensure access for all students, a parent involvement strategy for the school, and whether and how parents will participate in school governance.

The Technical Assistance Lead will include parent and community involvement in the needs assessment. This is an area where existing charter schools have demonstrated success. These schools will be encouraged to respond to the invitation to design and host professional development and training with other schools.

The Charter School Advisory group will include representation from parents.

f) Project Design

The design of the Maryland Charter School Program illustrates these key principles:

- Quality schools are the focus of the Maryland CSP. The creation and support of high quality charter schools is at the center of the project. This is evident in the technical assistance focus and in the work to strengthen authorizing.
- Maryland's goals are ambitious but achievable. Goals are based on a realistic assessment of Maryland's charter schools, known interest in school development and Maryland's previous growth with the CSP.
- Maryland will use resources judiciously. This is evident in the plan to contract out the management of technical assistance and limiting additional staff positions to one.
- The Maryland CSP will have long term impact. This is evident in the commitment to document alignment of authorizing to national standards, fostering school-lead professional development, and the role of the Charter School Advisory Group in promoting policy improvements.

These principles will support the three strategies of the Maryland Charter School Program:

1. **Create** high quality public charter schools through subgrants and technical assistance; 2.
- Strengthen** authorizing and oversight through working collaboratively with all Maryland's LEA

authorizers; and 3. *Share* best practices, disseminate performance data, and foster collaboration between charter schools and traditional schools and school systems.

The overall design of the project is captured in the logic model (page 46). The Gantt chart on pages 52-53 illustrates how the work will unfold over time.

1) *Subgrant application and peer review process*

The subgrant application process is part of *Strategy 1 – Create High Quality Schools*.

A strong subgrant process includes a thorough application and transparent review process. The application outline for establishment of a new charter school follows and addresses requirements, selection criteria to be addressed in the proposal, and a point allocation. A differentiated version for expansion and replication of existing schools will be created in coordination with development of a differentiated review process by LEA authorizers.

The applications will be scored and ranked by peer reviewers. Point allocations are listed for each section. The maximum point value is 120, with 100 being the minimum required for a fundable project. Applicants can earn 5-15 additional points under the competitive priorities. Elements marked with (*) meet the requirements for subgrant applications listed in Section 4303(f)(1)(C)(i) of the Every Student Succeeds Act.

Outline for Planning and Implementation Subgrant Application	Max Points for Section
<p>Background</p> <ul style="list-style-type: none"> • Authorization for the Charter Schools Program • Purpose of the grant and Maryland’s Goals • Eligible applicants <ul style="list-style-type: none"> ○ Applicants in the year prior to opening the charter school ○ Approved charter or concurrent submission of charter application and CSP grant application. ○ Applicants must meet the federal definition of a new “charter 	<p>NA</p>

Outline for Planning and Implementation Subgrant Application	Max Points for Section
<p>school”</p> <ul style="list-style-type: none"> • Lottery Admissions under Maryland law, including weighted lottery’ provisions. • Available funding and duration of grants. • Uses of Funds • Technical Assistance – required and optional • Monitoring summary 	
<p>Assurances/requirements</p> <ul style="list-style-type: none"> • Compliance with special education and civil rights law • Nondiscrimination assurances • Conflict of interest policy • Assurance form that applicant meets the criteria as an eligible applicant 	NA
<p>Executive summary -</p> <p>Succinct summary of the proposed charter school</p> <p>Mission and Vision</p> <p>Needs of Community</p> <p>How mission and vision meets needs</p> <p>Project goals and objectives that support the vision</p> <p>List and Affiliations of the Founders/Board of Directors</p>	NA
<p>Goals and Budget</p> <p>Identify goals, objectives and methods of measurement for the grant project.</p> <p>Review of the application will include:</p> <ol style="list-style-type: none"> 1) Alignment of goals, expenses, and vision <ol style="list-style-type: none"> a. How planning year (if applicable) and implementation year activities of the CSP grant support the start-up of the school or expanded program. Alignment of proposal with vision for academics and climate. b. Goals support academic achievement c. Budget narrative aligns with goals and objectives 	<p>30</p> <p>20</p>

Outline for Planning and Implementation Subgrant Application	Max Points for Section
<ul style="list-style-type: none"> a. Outreach – Plan for community outreach, especially for hard-to-reach families. b. Description of weighted lottery proposal, if applicable. 2) Design of program, interventions <ul style="list-style-type: none"> a. Anticipated needs of student groups b. How plans will meet needs and support closing achievement gaps c. Use of Title I funds 	
Professional Development - <ul style="list-style-type: none"> 1) Summary of Professional Development plan <ul style="list-style-type: none"> a. Inclusion of staff in planning b. Rationale and goals c. Activities d. Use of Technology e. Budget 	10
Accountability - <ul style="list-style-type: none"> 1) Plan for how the board and staff will structure accountability 2) Development and monitoring of performance goals 3) Communication with community 	15
Parent/Community Involvement and Board Governance - <ul style="list-style-type: none"> 1) Plan for parent and community engagement*³ 2) Composition and process for governing board <ul style="list-style-type: none"> a. Stakeholders, inclusion of parents b. Needed expertise 3) Roles and responsibilities of any partner organizations including Charter Management Organizations* 4) Board training plan. 	15
Relationship with LEA authorizer <ul style="list-style-type: none"> 1) Relationship with authorizer* 	

³ Asterisk (*) indicates requirement for subgrant applications listed in Section 4303(f)(1)(C)(i) of the ESSA.

Outline for Planning and Implementation Subgrant Application	Max Points for Section
a. Status and timing of charter or expansion application with LEA Authorizer. b. Description of performance contract and how the school’s performance will be measured by the authorizer. c. Summary of operational flexibility, consistent with Section 4310 of ESSA.* d. Description of the authorizer’s renewal process	
Competitive priorities - 5 additional points each 1) Location in an area with a median household income below that of the county/City. 2) Creation of innovation high school options, including the ability to earn college credit during high school. 3) Implementation of research based school-wide strategies to improve academic outcomes for educationally disadvantaged students, e.g. students with disabilities and/or English language learners.	15
Maximum points	120
Competitive points	15
Minimum score to be eligible for funding	100

The Maryland Charter School Program will recruit peer reviewers with one or more of the following areas of expertise:

- Instruction
- Interventions for educationally disadvantaged students
- Special Education
- Nonprofit management and organizational development
- Knowledge of regions of the State.

Screening will include potential conflicts of interest.

Peer reviewers will score applications and then meet to review and rank applicants. Each peer reviewer will score three to five proposals. A stipend per application will be provided. Peer Reviewers are required to attend training and provide scoring documentation to the MSDE. The MSDE uses a peer review system for many grant programs (e.g. 21st Century Community Learning Centers), and has experience in recruiting, selecting and training peer reviewers. Scores and comments will be part of the public record.

Peer reviewers will score applications based on a point system. As is the case with the USED CSP grant for State Entities, a range of possible points will be provided as a guide to reviewers. For example, if a section is assigned 30 points, then the guidance to the reviewer is:

Not addressed	Poorly Developed	Adequately developed	Well Developed
0	1-10	11-20	21-30

The Charter School Advisory Group will review the rankings and recommendations of the peer reviewers and ask for clarification on the recommendations if indicated.

2) *Year by year grant estimate and rationale*

i. *Number of subgrants to be awarded*

	Awards	Expansion	Replication	New	Avg Grant	Total
Year 1: 2017-2018	5	3	1	1	\$700,000	\$3,500,000
Planning period begins fall 2018; Implementation of replication/expansion by fall 2019.						
	Awards	Expansion	Replication	New	Avg Grant	Total
Year 2: 2018-2019	8	2	2	4	\$750,000	\$6,000,000
8 schools approved for CSP subgrant and charter in spring 2019, with coordinated approval of charter. Planning period begins fall 2019; Implementation of replication/expansion by fall 2020.						

	Awards	Expansion	Replication	New	Avg Grant	Total
Year 3: 2019-2020	8		2	6	\$750,000	\$6,000,000
8 schools approved for CSP subgrant and charter in spring 2020, with coordinated approval of charter. Planning period begins fall 2020; Implementation of replication/expansion by fall 2021.						

Evidence to support estimates of grants.

The MSDE surveyed current operators of high quality charter schools to learn of those considering expansion and replication. Seven operators responded that planning was underway or that the organization was assessing the feasibility of growth. Four that are actively planning growth are:

Chesapeake Math and IT, under the operation of the Chesapeake Lighthouse Foundation, has won approval for expansion from Prince George’s County Board of Education. Its existing middle/high School will add elementary grades.

Chesapeake Charter School in St. Mary’s County, MD, a rural area, is planning to expand. The likely outcome is a plan to add 180 seats (or one class per grade) to its current enrollment of 240 students.

KIPP Baltimore operates a K-8 school in Baltimore City. In the next three to five years its Board will pursue development of a high school program for Baltimore.

Patterson Park Charter School is developing an expansion plan to add 75 more seats to its current enrollment of 650. The success of the school and demand from the community has prompted the board of directors of Patterson Park to consider founding a second school.

An additional 13 charter schools meet criteria for a high quality charter (See page 19.) school based on a preliminary review of academic achievement, management, and demand.

(Selection Criteria c) Quality of Eligible Subgrant Applicants, page 18 and MD Charter Schools Candidates for Growth, Appendix F7)

In the last two years, the MSDE or a local school system has documented interest from at least 15 active groups seeking start-up assistance for the creation of new charter schools. Many of these will not have the capacity to produce a viable plan. Maryland projects 11 new and 5 replicated schools over the grant period.

For planning purposes the average subgrant award is estimated at \$700,000-750,000 over three years. Applicants are required to submit a budget supported by the work plan, not to create a budget to meet a predetermined amount of funds. The start-up of new schools will require more resources than expansion of an existing school. The exact number of awards may increase or decrease depending on the actual awards made.

Maryland plans on three rounds of grants, so that the majority of funds are expended or encumbered by the end of the five-year federal grant period. If grant awards average a lower amount, additional awards will be made.

The subgrant process is coordinated with technical assistance for LEA Authorizers. LEA Authorizers will have a model process for expedited review of charter school applications from existing operators by April 2018, in time for the first round of subgrants in summer and fall 2018.

The Technical Assistance Lead or an expert identified by the Lead will review modules of the subgrant application listed above with the charter applications of LEA Authorizers to determine areas where duplication can be avoided when a charter school operator or developer is applying for approval from the LEA and applying for planning and implementation grant from the MSDE.

A timeline for the full project is found on pages 52-53.

ii. Previous CSP grant numbers

Years of Last Grant Award: 2007 through 2010 (grant period extended through 2013)

Number of Applicants: 87

Number of grant awards: 49

As noted, 39 of the 49 (76 percent) charter schools in Maryland exist because of the 2004 and 2007 CSP grants. It is difficult to project the quality of the potential applicant pool based on the previous grant project which ended seven years ago. The high-quality schools that are candidates for expansion and/or relocation were founded with CSP funding. (See chart, page 1, Maryland Public Charter Schools Growth.)

g) Management Plan and Theory of Action

The Maryland Charter School Program will pursue three main strategies - *create* quality schools, *strengthen* authorizing, and *share* effective practice. These overlap to support Maryland's goals of serving more students and improving the policy environment. In keeping with the design principles, Maryland will focus on the subgrant process and technical assistance aligned with the subgrant process to ensure the creation of high quality charter schools.

Maryland will engage a contractor, such as the local charter school support organization or other nonprofit, to design and implement technical assistance. This choice will ensure rapid start up, build the capacity of the partner organization/s, and limit the need for additional staff at the MSDE, so that resources are used judiciously. The Charter School Advisory Group and creation of the dissemination tools (e.g. data dashboards) are components that are sustainable after the grant period, helping Maryland promote long term improvements in the quality of schools and authorizing.

Staffing plan

The key staff for the project is the Director of the Office of School Innovations. (Resume, Appendix B). A Coordinator will be hired by the MSDE for the project.

The main duties for each are:

Director	Coordinator
Contract with Technical Assistance Lead and monitor contract performance. Convene and staff Charter School Advisory Group. Provide technical assistance for applicants and grantees. Recruit and Train Peer Reviewers. Complete reports to USED.	Implement grants management systems – notices of grant award (NOGAs), invoicing, and payment approval process. Manage logistics for meetings and travel. Data collection and analysis. Produce reports and publications. Recruit site visit monitors. Site visit monitoring reports.
<p>As a team: Outreach to charter operators; Grant review process; Monitoring activities; Conference (with Technical Assistance Lead)</p>	
<p>Additional Support from the Maryland State Department of Education:</p> <p>Technical Assistance resources include Title I, Special Education, School Climate and Safety, and Fiscal Management. Staff of MSDE will serve on site visit monitoring teams.</p>	

1) Logic model

The performance measures will provide evidence that the long term goals of the Maryland Charter School Program are being met. The snapshot of the Maryland Charter School Program in the graphic on page 2 and in the logic model on page 46 provides a high level picture

of how the main areas of grant activity connect to support the goals of the project. The activities of the grant support the creation of quality schools and the dissemination of achievement data and policy recommendations. Dissemination and collaboration activities are how the progress Maryland makes will be sustained, which will include improvements in policy and process and increased collaboration between traditional and public charter schools.

MARYLAND CHARTER SCHOOL PROGRAM - LOGIC MODEL					
Resources	Activities	Outputs	Short and Medium Term Outcomes	Long Term Outcomes	Performance Measures
Create high quality public charter schools.					
MSDE/Office of School Innovations MSDE/Accountability, Title I, Div. of Student Support LEA Authorizers Charter school leaders and developers Charter Support Entities MAPCS, NACSA CSP grant funds MD law, policy, LEA policy	Administer RFP process for subgrants. Conduct outreach and recruit high quality operators for replication/expansion Monitor subgrantees. TA including: Charter Incubator, Readiness to Replicate, Application Guidance and Role specific (e.g. boards, administrators, principals)	# of applications # of awards # attending pre proposal training % monitoring on schedule # sessions # attending required sessions # attending optional # schools represented in TA	Application and award targets met. Subgrants awarded # of quality charter schools increased. (GRPA Measure a) i) Grantees address monitoring findings. Charter boards more effective.	Percent of schools meeting MD/Fed quality definition increase by 10% annually. 21 schools expanded or opened	Increase the number of high quality charter schools over project period (GPR Measure a) ii) Growth in % of 4 th and 8 th graders proficient on PARCC assessment (GPR) . Increase in overall performance by 2% annually.
Resources	Activities	Outputs	Short and Medium Term Outcomes	Long Term Outcomes	Performance Measures
Strengthen authorizing and oversight.					
MSDE/Office of School Innovations MSDE/Accountability, Title I, Div. of Student Support, Sped LEA Authorizers TA Lead, MAPCS, NACSA, others CSP grant funds MD law, policy, LEA policy Charter School Advisory Group	Analyze authorizer policy and practice LEA authorizer meetings to review findings and identify training needs. Develop and implement training for LEA authorizers. 6 authorizer meetings a year. Support LEA authorizing staff to join NACSA and attend conference	Local practice mapped against standards - baseline # meetings # LEAs represented 12 LEAs represented at authorizer meetings # meetings, attendance and representation of Advisory group.	LEAs identify and revise policy and practice. Model application for differentiated review of current operators LEA's increase alignment with best practices (e.g. differentiated review, use of weighted lotteries, renewal standards). Charter oversight strengthened.	Common Standards in place for LEA Authorizers. Charter and subgrant application in modules. Charter school operating flexibility increased. Increased transparency in authorizer accountability practices Recommendations made to LEAs, State Board.	Documentation of policy changes and alignment with authorizing best practices. ALL LEA authorizers (5) adopt common standards. Standards in State policy or regulation.
Resources	Activities	Outputs	Short and Medium Term Outcomes	Long Term Outcomes	Performance Measures
Share best practices and increase collaboration between charter schools and traditional schools					
MSDE/Office of School Innovations MSDE/Accountability, Title I, Div. of Student Support, Sped LEA Authorizers Charter Support Entities CSP grant funds MD and LEA law, policy Charter School Advisory Group	Expand scope of annual report on implementation of charter law. Include effective practice in MD charters. Create data dashboards/portfolio reports for charter schools by county/city and states. Statewide practitioner conference	# reports distributed # downloads, social media shares # attendees # LEAs represented at conference	Increased knowledge of charter schools among public, stakeholders, policy makers Data dashboards for all schools, LEAs. Calculation of federal cost for student for a successful school (GRPA a) iii)	LEAs issue annual portfolio report based on State dashboards. Increase documented examples of charter/traditional collaboration and local school system support of charter schools in annual report. Recommendations made to policy makers by Charter School Stakeholder Group	Increase dissemination of publications by 20% annually. Annual data dashboards for 5 LEAs. Annual data dashboards for 72 charter schools.

2) Performance measures - Key Project Activities and Performance Measures Aligned with State Plan

Performance measures provide evidence that Maryland is reaching its long term goals for the three strategies of the project. These measures include long term performance measures and some short term outputs that can be tracked over the grant period.

Main Activities	Performance Measures	Baseline	Grant Year Targets				
			1	2	3	4	5
Create High Quality Public Charter Schools							
Subgrant process Peer Review Applicant TA Monitoring	# of applicants	87 over last 3 year grant period. Estimate based on planning groups and existing High Quality schools.	15	25	30	NA	NA
	# of grants for planning and implementation	FY 07-10, 54 grants	5	8	8	NA	NA
	# of charter schools (GRPA Measure a i))	49 in 2016-2017 (21 grants - 5 expansion; 16 new or replicated schools)	49	51	57	65	65
	# of schools represented in ongoing TA	Determine baseline in Year 1		Increase 10%	Increase 10%	Increase 10%	Increase 10%
	% 4 th and 8 th graders, scoring proficient (4&5) on PARCC	Determine baseline with 2015 and 2016 data	Increase 2%	Increase 2%	Increase 2%	Increase 2%	Increase 2%

Main Activities	Performance Measures	Baseline	Grant Year Targets				
			1	2	3	4	5
	(GRPA Measure a) ii))						
Charter Technical Assistance: Pre- grant required Post grant required Role Specific	# of Charter Schools meeting MD/Fed definition of high quality	17/37 or 46%	50%	60%	70%	75%	75%
	# of number of schools/projects represented	Determine Baseline in Round 1		Increase 10%	Increase 10%	Increase 10%	Increase 10%
	# of applicants	NA	15	25	30		
	# of participants and schools represented in ongoing charter TA	Determine base line in first series		Increase 10%	Increase 10%	Increase 10%	Increase 10%
Strengthen Authorizing							
Authorizer Support and TA:	# Authorizer meetings	5 a year	6	6	6	6	6
	# of districts represented	8 in 2016-2017	8	10	12	12	12
	# of authorizers implementing policy and practice changes based on external review	NA Practices adopted by all LEAs with a charter school application.	3	2	0	2 (new LEAs)	3
	Expedited review process	0	3	5	5	5	5

Main Activities	Performance Measures	Baseline	Grant Year Targets				
			1	2	3	4	5
Meetings	for existing operators						
External Review TA sessions	# attendees and attendance for Charter Stakeholder Group	N/A	80%	90%	90%	90%	90%
Share: Dissemination and Collaboration							
Dissemination Annual Report – data and best practices Data Dashboards/reports for LEA’s schools Presentations Conference	Annual report: # copies distributed, requests; # downloads	2016 - < 200 copies, primarily to office holders; Determine in 2017 with revised format.		Increase 20%	Increase 20%	Increase 20%	Increase 20%
	State Conference Attendance	Determine baseline spring fall 2018		Baseline		Increase 10%	Increase 10%
	# data dashboards county portfolio created and posted	NA	3	5	5	5	5
	# of views, downloads		Baseline	Increase 20%	Increase 20%	Increase 20%	Increase 20%
	# charter school data dashboards created	0	25	52	59	66	66

Overview of project management and Gantt chart

The timeline for Maryland Charter School Program is illustrated in the Gantt chart, pages 52-53. The chart is organized by the three strategies of the Maryland Charter School Program - ***Create, Strengthen, Share*** - and delineates how the activities will be executed over time in three overlapping phases. The first phase consists of Administrative Launch activities. Upon notification of the grant award, these activities begin and lay the ground work for the project. During the first 4-5 months, the MSDE will hire a coordinator to assist the Director of the Office of New initiatives, identify members of the Charter Schools Stakeholder Group, convene LEA authorizers, and identify the coordinating partner for technical assistance activities. Marketing of the upcoming grant opportunities will begin immediately with announcement of the award.

This sets the stage for setting up and implementing the second phase, the subgrant process and support for applicant and school quality. The MSDE will complete the subgrant application, recruit and train peer reviewers, release the Request for Proposals (RFP), host a bidder's meeting for potential applicants, oversee the peer review process, and issue grant awards. The project will have three rounds of grant awards. Concurrent with preparation for the subgrant process, the MSDE will convene LEA authorizers, and work with our Technical Assistance Lead to initiate a review of authorizing practice and mapping it to national standards. The first deliverable will be a model process for LEA Authorizers for the expedited review of charter school proposals from current operators of charter schools. The Technical Assistance Lead will be charged with developing a full work plan for the project, including the creation of opportunities for charter leaders to offer training and to create collaboration projects with other charter or traditional schools. The Technical Assistance Lead will launch the Charter Incubator

series, including for readiness for growth, contracting as needed with trainers in governance, leadership, strategic planning.

The third phase consists of the dissemination and policy work. This will include activities that continue after the grant period, including the annual production of performance dashboards by LEA authorizers and the State, and the work of the Charter School Advisory Group. Analysis of three years of performance data from the PARCC is underway and will be completed with the 2016-2017 data in summer 2017. Drafts of dashboards for 25 charter schools will be ready for review with the Charter School Advisory Group in December 2017 and will be a part of an expanded annual report on Maryland charter schools in December 2017. With input from the Charter School Advisory Group, revised data dashboards for charter schools will be posted by the MSDE by February 2018.

The Charter School Advisory Group is a new stakeholder group to help oversee the work of the Maryland Charter School Program and provide an ongoing mechanism for input regarding charter schools in Maryland. The Charter School Advisory Group will bring together key stakeholders to help school systems and charter schools navigate the autonomy and accountability balance that is crucial for success.

Maryland's plan for the Charter School Program proposes a high level of activity in an environment that has been under-resourced for several years. At the same time, the Maryland Charter School Program will use grant resources to strengthen the nonprofit organizations that will support charter schools and the charter sector now and in the future.

2017 Maryland State Department of Education
 Create-Strengthen-Share
 Page 52

		MARYLAND CHARTER SCHOOL PROGRAM												2017 THROUGH 2021												MANAGEMENT TIMELINE											
		October 2017						October 2018						October 2019						October 2020						October 2021											
Task		Grant Year 1		Q2		Q3		Q4		Grant Year 2		Q2		Q3		Q4		Grant Year 3		Q2		Q3		Q4													
		O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S												
Administrative Launch Activites	Participants																																				
Marketing of Grant Award	MSDE																																				
Hire Coordinator	OSI																																				
MSDE job description and paperwork	OSI, MSDE																																				
Advertise, Interviews to Start Date	OSI, MSDE																																				
Form Stakeholder Committee	OSI, MSDE																																				
Invitations to LEA authorizers, MAPCS, Parents	OSI, MSDE																																				
Charter Advisory Group Convene, Mtgs	OSI, CSSG																																				
Identify TA Partners	OSI, TA Lead																																				
RFQ	OSI, MSDE																																				
MSDE review and contract	OSI, MSDE																																				
CREATE High Quality Public Charter Schools																																					
Three Rounds of Subgrant Process																																					
Final Approval of RFP, release	MSDE																																				
TA applicant candidates	TA Leas, App																																				
Recruit and Train Peer Reviewers	OSI																																				
Grant Review	OSI, PR																																				
Review and Approval by LEA Authorizers	LEA																																				
Subgrant Projects underway	App																																				
Monitoring Visit window	OSI, App																																				
Technical Assistance	TA Lead																																				
STRENGTHEN Authorizing																																					
Needs Assessment with LEA Authorizers	OSI, TA Lead, LEA																																				
Identify and contract external TA providers	TA Lead, OSI																																				
Create standards for Expedited Review	LEA, OSI																																				
TA activities per needs assessment	TA Lead, LEA																																				
Review progress and Policy recommendations through Charter Stakeholder group	OSI, CSAG																																				
Meetings of LEA Authorizers	OSI, LEA																																				
SHARE - Dissemination and Collaboration																																					
Annual Report - Expand content and distribution	OSI																																				
Create Data Dashboards - 3 years of data	OSI																																				
Review with Charter Advisory group	OSI, CSAG																																				
Revise and Publish on MSDE, LEA websites	OSI																																				
Conference	OSI, TA Lead																																				
Call for Presenters	OSI, TA Lead																																				
Conference window	OSI, TA Lead																																				
Conference dissemination	OSI, TA Lead																																				
MSDE - Maryland State Dept of Ed leadership																																					
OSI - Office of School Innovations																																					
TA Lead - contractor																																					
CSAG - Charter School Advisory Group																																					
PR - Peer Reviewers																																					
App - Applicants/grantees																																					
LEA - Authorizers																																					

Application Requirements

Maryland's application meets the requirements for the grant program, Expanding Opportunities through Quality Charter Schools Program (CSP) – Grants to State Entities.

A) How the State Will:

1) *Support the opening of charter schools*

Maryland's CSP will award at least 21 grants to create, expand, or replicate quality public charter schools. Maryland's technical assistance activities and subgrant processes will support quality applications. (**Selection Criteria d) State Plan, page 24**)

2) *Inform eligible charter schools*

Maryland will communicate directly with every operator of public charter schools in Maryland and every group or individual that has sought information about the opening of a charter school. Outreach will be via MSDE's website and social media and be supported by the Maryland Alliance of Public Charter Schools.

3) *Ensure access to federal funds*

Under Maryland law (Md. Educ. Art § 9-109) funding to public charter schools is commensurate with that expended on behalf of traditional public schools. Direct financial support for facilities is not provided. As noted on page 7 (***Notice and Eligibility for Federal Funds***), Maryland charter schools receive federal Title I and other funds in the same way as traditional public schools. Representatives of the charter community will now serve on the Committee of Practitioners required by the Every Student Succeeds Act adding additional oversight of and input into how federal and state funds flow from the State to the LEA to the charter schools. The Charter School Advisory Group will also review charter school funding, as part of the project's review of authorizer practice.

4) *Ensure a process for closure*

The reviews and updating of local authorizing processes include the closure process. Baltimore City has the most experience in closing a charter (or any) school. Baltimore City provides direct counseling to the families affected. The timelines for the City's system-wide middle and high school choice system are adjusted to ensure that students in a closing school have full access to these processes. LEA authorizers and the Charter Advisory Group will review Baltimore's process and make recommendations for a state standard.

5) *Requirement not applicable*

6) *Ensure that subgrantees are using funds properly, and can sustain their program*

Subgrant applicants must show that the school will maintain its program after the grant period ends and is sustainable on the charter per pupil allocation. The subgrant process includes a risk assessment that will inform monitoring activities. New subgrantees will be required to conduct a financial controls test. See ***Process for monitoring eligible applicants receiving subgrants, page 25.***

7) *Support LEAs with schools identified under 1111(c)(4)(D)(i) of ESSA.*

Of Maryland's 24 local schools systems, nearly every school identified for comprehensive support and intervention is located in Baltimore City or Prince George's County (adjacent to Washington DC). Baltimore City's portfolio includes seven charter schools that are conversions of existing traditional public schools. A charter operator is currently leading the turnaround of a Title I Priority school. A second partnership for Title I Priority School will be underway in fall 2017. **(Competitive Priority 6 – Best Practices to Improve Struggling Schools and Local Education Agencies, page 8)**

8) *Work with charters on recruitment and enrollment, retention*

Retention of students enrolled in a charter school is an indicator in the charter renewal processes. (See **Competitive Priority 8 – Best Practices for Authorizing, page 11**) The technical assistance offerings will include recruitment and enrollment, outreach to difficult to reach families and building community support.

9) *Share best practices*

Maryland will expand an annual report on public charter schools that includes examples of effective practice supported by data. Examples of underreported work that is underway are included under **Selection Criteria d) State Plan, page 30**. Technical assistance activities include seeking proposals from current charter schools to offer professional development or other training activities in collaboration with other charter and with traditional public schools.

10) *Ensure all students needs are met – Students With Disabilities*

Responsibility for implementation of the Individuals with Disabilities Education Act (IDEA) and for providing IDEA’s guarantee for each child of a Free and Appropriate Public Education (FAPE) are shared by public charter schools and the LEA authorizers. Training and support are provided by the LEA with guidance from the State. Funding for services required by the Individualized Education Program (IEP) is provided to all students in the school system, in both charter and traditional schools. There is an untapped opportunity to learn from charter schools that have implemented full inclusion and have managed the IEP process in partnership with the local school system. The MSDE will assess the potential to increase innovation by building on the experience of charter schools.

11) *Support efforts to increase charter school quality, including authorizing*

The Charter School Program will support charter school quality through a rigorous subgrant application process and concurrent work with LEA authorizers on ensuring high standards for

authorizing. These include but are not limited to the components of quality authorizing listed in ESSA Section 4303 (f)(2)(E): assessing performance data of charter schools, reviewing annual independent financial audits, and holding charter schools accountable through renewal. As described in **Competitive Priority 1, page 3, and Competitive Priority 2, page 4**, Maryland's LEA Authorizers have sound practices that are supported by MSDE. The work of the Maryland Charter School Program will increase the level of technical assistance offered, including access to outside expertise. The launch of the Charter School Advisory Group (page 14) will tap stakeholder input and build political support for policy and practice improvements.

12) Manage oversight of authorizing

Through the CSP Maryland will conduct a review of current authorizing practice in collaboration with the LEA Authorizers. The Charter School Advisory Group will review the results and submit recommendations to the Superintendent and the Board so that best practices can be codified and improved in policy, guidance or regulation.

13) Support charter high schools

Maryland will include a competitive priority for high school projects in its subgrant process. Outreach to successful schools that are candidates for expansion and replication will include Chesapeake Lighthouse Foundation (2016 graduation rate – 100 percent), City Neighbors High School (2016 graduation rate – 94.3 percent) and the Baltimore Leadership School for Young Women (2016 graduation rate – 95.4 percent), all serving high school grades with strong outcomes for students. KIPP Baltimore operates a K-8 charter school in Baltimore and would like to launch a high school in the City.

A new developer of a charter high school, the DaVinci Collaborative, was a finalist in the national XQ competition. Provided that the planning group prepares a strong subgrant

application, the Maryland Charter School Program grant will ensure that this well-developed plan will be implemented.

B) The Extent to Which the State is Able to Meet Competitive Priorities

1) Competitive Priorities, 3 – 8

Priority	Page	Note
3	5	Met. State board can Direct the LEA Authorizer to grant a charter on appeal.
4	6	Met. State Board rulings and court opinions support equitable funding. .
5	8	Met. Local School Systems are required to make unused buildings available to charter schools.
6	8	Met. Charter schools are part of school improvement strategy in Baltimore City. State is monitoring charter operator takeover of a Title I Priority school.
7	9	Met. Charter schools have same access to funds targeting at risk students as all schools.
8	11	Met. LEA Authorizers meet the requirements of ESSA 4303 (f)(2)(E). Technical assistance will codify and improve authorizing practice.

2) Statewide system of support

The creation of the Charter School Advisory Group will contribute to sustainability of the gains of the grant program and be a vehicle for continued improvement. The Maryland Charter School Program will build on the foundations of strong authorizing and successful schools to develop a more cohesive system of support for the opening of new charter schools and the replication of high quality charter schools. By contracting out management of the technical assistance, Maryland will build capacity in the nonprofit sector for charter schools.

3) Collaboration

The Maryland CSP includes dissemination activities that are crucial to raising the awareness of the public and policy makers. The technical assistance activities include soliciting proposals from current charter schools for collaborative professional development between charter schools

and traditional public schools. The statewide conference (See page 33) will highlight the work among charter and traditional schools.

C) Subgrants Competition

1) Application

A description of the subgrant process including the application outline and point allocation of the subgrant application is found under **Selection Criteria f) Project Design, page 34**. The subgrant application includes the requirements of ESSA 4303 (f)(1)(C)(i). The application outline on page 35 indicates the inclusion of these requirements by marking them with an (*) in the outline.

2) Review of applications

Subgrant process: The subgrant process will support the vision for high quality charter schools through a rigorous application, peer review, and grantee monitoring focused on student outcomes.

D) Partner Organization

Maryland will partner with a nonprofit organization such as the Maryland Alliance of Public Charter Schools (MAPCS) or consultant to create technical assistance offerings. The successful bidder will fill the role for Technical Assistance Lead. The Technical Assistance Lead will assist with outreach and communications as well. The State and the charter schools will benefit from a non-profit support organization's ability to recruit, seek bids and contract with content providers.

E) Transportation

Practice varies among Maryland's LEA authorizers. Transportation funding is not consistently provided to charter schools by the LEA. The review of authorizer practice and the charter per pupil allocation will include transportation and other budget items. The American

Institutes of Research study (AIR report) of school funding, described on page 6, will provide data for this work.

F) Open Meetings

In advice to the board of directors of a public charter school, the Attorney General's office concluded that the nonprofit operators of charter schools are not expressly required to conduct the business of its Board of Directors under the requirements of the Maryland Open Meetings law (Md. Educ. Art. § 10-502 (h)). However, it is considered a best practice and for the most part charter schools advertise their board meetings to facilitate parent involvement.

G) Diverse Models

Current Maryland charter schools serve mostly urban but also suburban and rural areas of the State. Charter school models include Montessori, Language Immersion, Project Based Learning, and all grade configurations (PreK-5, K-8, 6-8, 6-12, 9-12).

List of Appendices

Appendices are submitted electronically and separately from the Project Narrative. Maryland has submitted the following to support its application.

Appendix A - Charter Schools Program Assurances

Appendix B - Resume

Appendix C - Letters

Appendix D - Not Applicable

Appendix E - Not Applicable

Appendix F – Other information – in order of reference in narrative

F1 MD Charter Renewal Schedule

F2 Anne Arundel County Renewal Protocol

F3 Average Actual Expense Per Pupil (AIR)

F4 Demographics 2016 Charter School Enrollment

F5 Charter School Performance Data

PARCC 2016, Percent 4 or 5 Elem, Middle, Alg 1

Maryland Charter Schools: Proficiency on PARCC, 2015 and 2016

Charter High School Graduation Rates, 2013-2015

F6 Charter School Policy, Maryland State Board of Education

F7 MD Charters Candidates for Growth

F8 Estimated Cost Per Seat, 2016

F9 Risk Assessment Maryland sample

F10 Professional Development flyers

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Professional experience

2014 to Present: Maryland State Department of Education, Director, Office of School Innovations

Direct the work of the Charter School Program and other initiatives for Maryland.

Responsibilities include:

- Provide Leadership for the State's Charter Schools Program: Promote and monitor implementation of Maryland's charter school law. Provide technical assistance to Local Education Agencies to improve authorizing; and to operators of public charter schools.
- Disseminate information about charter schools and other initiatives to the public; respond to inquiries from public and policy makers.
- Oversee contract for State Boarding School Program

2010 – 2014: Supporting Public Schools of Choice, Director

Provided advocacy support and technical assistance to schools of choice in the Baltimore City Public School System - charter schools, and other public schools operating under a contract. SPSOC is a collaborative of several Baltimore area funders. Activities included,

- Provide technical assistance to public school leaders in areas including evaluation, fundraising, governance, and expansion;
- Support operation of coalition of charter school leaders;
- Liaise with Baltimore City Schools, through service on advisory and work groups;
- Public communications focused on accountability and quality of school options.

2005 – 2010: The SEED Foundation (Washington DC), Maryland Director

Lead feasibility study, strategic planning and implementation for establishment of a SEED School in Maryland. Built and maintained a diverse network of support for the project; coordinated the work of members of SEED Foundation staff in the areas of program and leadership development, fundraising, finance, construction, and community outreach. Played leadership role in key project accomplishments of the team including:

- passage of legislation guaranteeing a secure source of public operating funds;
- identification of a site and lease negotiation with City of Baltimore;
- securing the operating contract with the State Department of Education;
- generation of favorable media coverage;
- establishment of relationships with local school systems for recruitment; and
- fundraising for the planning and the first year of school operations, securing over \$2.4 million.

2004: The Center for Education Reform (Washington DC), Director, External Relations for Maryland

Identified and provided technical assistance to community groups developing charter school proposals; educated community organizations and civic leaders about charter school law and policy. Assisted Baltimore City Schools in development of charter application and process. Five charter school teams achieved approval and successfully applied for federal charter school start up funds.

2001-2003: Consultant (Baltimore, MD)

Conducted research on policy issues including analysis of workforce development opportunities in local hospitals; and services for children who have been lead poisoned. Author of Abell Foundation report on scope of lead contamination in Baltimore's housing stock.

1992-2001: The Abell Foundation (Baltimore, MD), Senior Program Officer for Health and Human Services

Reviewed and evaluated proposals to the Foundation; made recommendations to the President and Board. Oversaw project development in areas including child and adolescent health, reproductive health and family planning, housing, community development, and after school programs.

1989-1991: Catholic Vicariate of Bluefields (Nicaragua), Social Work Director, Community Housing Project

Developed self-help, mutual aid housing project. Included working directly with beneficiary families, development and training of neighborhood organizations, and acting as the liaison with municipal authorities. Created and managed fund of beneficiary house payments to reinvest in neighborhood projects. Over 200 houses constructed; additional 150 underway within two years.

1987-1989: Sarah's House, Catholic Charities (Fort Meade, MD), Director

Responsible for all aspects of operation of 64-bed emergency shelter for adults and families. Included hiring and supervision of 24 staff persons, coordination with Anne Arundel County Department of Social Services; and oversight of annual budget of over \$600,000.

1981-1984: Our Daily Bread, Catholic Charities (Baltimore, MD), Volunteer Coordinator

Supervised efforts of 60 church and community based groups at Catholic Charities' emergency food program. Recruited and trained volunteers. Shared supervisory duties in the kitchen for meal serving over 300 persons daily. Work was sponsored by the Jesuit Volunteer Corps.

Education

1986: University of Maryland School of Social Work, Baltimore

Masters of Social Work, concentration: Community Organization and Social Administration

1981: St. Joseph's University, Philadelphia

Bachelor of Science: Sociology

Community activities/Boards

Chesapeake Down Syndrome Group; New Wave Singers (Community Chorus)

Personal

Married; three children.

Maryland Charter Renewal Sched - 5/1/17

	2012	2013	2014	2015	2016	2017	2018	2019
	2013	2014	2015	2016	2017	2018	2019	2020
Baltimore City - intital contracts are 5 years; renewals can be 3 or 5								
Baltimore Montessori	renewal-3			renewal-5				
City Springs Elementary	renewal-3			renewal-5				
Connexions	renewal-3			renewal-3			renewal	
Coppin Academy	renewal-3			renewal-5				
MATHS	renewal-3			renewal-Not renewed;close end of 15/16				
Northwood Appold	renewal-3			renewal-3				
AFYA	renewal-5					renewal		
Baltimore International Acad	renewal-5					renewal		
City Neighbors	renewal-5					renewal		
Empowerment Academy	renewal-5					renewal		
Hampstead Hill Academy	renewal-5					renewal		
KIPP Ujima	renewal-5					renewal		
Midtown Academy	renewal-5					renewal		
Patterson Park Charter	renewal-5					renewal		
The Crossroads Schools	renewal-5					renewal		
Baltimore Montessori Middle				renewal-5	merge with Balt Mont			
BLSYW			renewal-3			renewal		
City Neighbors Hamilton		renewal-5					renewal	
City Neighbors High			renewal-5					renewal
Furman L Templeton				renewal-3			renewal	
Wolfe Street Academy			renewal-5					renewal
Green Street Academy			renewal-5					renewal
Independence			renewal-3			renewal		
Inner Harbor East			renewal-Not renewed; close end of 14/15					
KIPP Harmony		renewal-5					renewal	
Monarch Academy				renewal-3				
Roots and Branches				renewal-3				
Rosemont Elementary		renewal-5					renewal	
Southwest Baltimore			renewal-3			renewal		
The Green School		renewal-5					renewal	
Tunbridge			renewal-5					renewal
Govans				open				renewal
Banneker				open				renewal
Lillie Mae Carroll Jackson				open				renewal
Creative City		open				renewal		
Baltimore Collegiate				open				renewal
Brehms Lane					open			
St. Mary's County								
Chesapeake		renewal-5					renewal	
Prince George's County - all contracts are 3 years								
Turning Point (06/07)		renewal-3			renewal-3			
Excel			renewal-3			renewal		
Imagine Foundations	renewal -3			renewal-3			renewal	
Imagine Lincoln		renewal -3			renewal-3			
Imagine Morningside			renewal -3			renewal		
Imagine Andrews		renewal-3			renewal-3			
CMIT South			year 1			renewal		
CMIT Elem			year 1			renewal		
CMIT				renewal-3			renewal	
College Park		year 1		renewal-3			renewal	
Anne Arundel County - 5 years typically (did a 3 year for CSP in 11/12)								
Chesapeake Science Point			renewal-5					renewal
Monarch Academy		renewal-5					renewal	
Frederick County - initial contracts are up to 4 years								
Monocacy Valley Mont	7 years in 2011					renewal		
Carroll Creek Mont	year 1			renewal - 4				renewal
Frederick Classical	year 1				renewal 8			

Anne Arundel County Public Schools

Charter School Renewal Application



A quality authorizer....

Designs and implements a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions..

National Association of Charter School Authorizers

Table of Contents

I. Renewal Timeline	1
II. Overview	2
<i>Introduction</i>	2
<i>Theory, Research, and Best Practices</i>	2
III. Renewal Application.....	3
A. <i>Instruction and Student Services Performance</i>	3
B. <i>Business and Management Services Performance</i>	4
C. <i>School Climate Performance</i>	4
D. <i>Governance and Management Performance</i>	6
E. <i>Parent and Community Involvement Performance</i>	6
F. <i>Operational Compliance</i>	7
G. <i>The Next Five Years</i>	7
<i>Additional Renewal Requirements:</i>	8
IV. Criteria/Standards/Sources of Evidence & Evaluation	9
<i>Criteria/Standards/Sources of Evidence</i>	9
<i>Evaluation</i>	9
A. <i>Instruction and Student Services Performance</i>	10
B. <i>Business and Management Services Performance</i>	13
C. <i>School Climate Performance</i>	14
D. <i>Governance and Management Performance</i>	16
F. <i>Operational Compliance</i>	18
V. Recommendation	20
<i>Anne Arundel County Public Schools Recommends:</i>	20

I. Renewal Timeline

MILESTONE	START	STOP	STATUS	RESPONSIBILITY
Governing board notifies AACPS of intent to renew	July	No later than September		Charter School
Present to board/operator/staff on renewal process	August 14	August 14		AACPS
Assemble site visit review team and renewal review team	August 15	September 1		AACPS
Renewal Application completed	August 15	October 15		Charter School
Conduct site visit/governing board, staff and parents Interview	October 11	October 11		Charter School/ AACPS
Conduct site visit/data presentation/classroom visit/feedback	October 14	October 14		Charter School/ AACPS
Perform financial audit	November	January		AACPS
Review renewal application and site visit findings	November	January		AACPS
Prepare recommendation to the Superintendent to renew or non-renew charter	January	January		AACPS
Final board report to Superintendent	January	January		AACPS
Complete board document for board packet in anticipation of February board meeting	February 13	February 13		AACPS
Action Item Board of Education	February 19	February 19		AACPS
If approved, begin Renegotiation of contract	February 20	March 20		AACPS/Charter School
If denied, begin dissolution process	February 20	June 2014		AACPS/Charter School

II. Overview

Introduction

The charter school renewal process is a major event in the term of a charter school's contract. It determines the continuance or termination of a school. It has the potential to be a celebration of the accomplishments and successes of the students and school that was built from the ground up a few years earlier. On the other hand, it may be the public's declaration that a school did not live up to its promises to the public, or to the parents and students who chose to attend.

In most cases, the renewal decision happens on an ongoing basis as the authorizer evaluates a school's performance from year to year. Revocation of a charter midterm is typically the result of dramatic failure, mismanagement, or malfeasance. It is in the renewal decision, at the end of the charter's term, that the authorizer must assess the critical areas of a charter school's performance and accountability. As part of the renewal process, the authorizer must analyze complex qualitative and quantitative data to reach a transparent, merit based renewal decision.

Theory, Research, and Best Practices

Authorizers should establish, disseminate and carefully follow transparent and uniform renewal practices. Clear, equitable practices include adequate notice and fairness.

Policy should set basic evaluation requirements early in the life of the charter school or prior to the schools opening to ensure that charter renewal decisions are based on a strong, multidimensional body of data gathered over the charter term.

Additionally, the policy should specify a minimum body of varied, essential evidence that authorizers should gather to gain a full understanding of a school's quality and effectiveness.

Background: In accordance with Maryland law, a charter school may be renewed provided that a program review and evaluation demonstrates that the school has successfully fulfilled the terms of its contract. In conducting a renewal program review, Anne Arundel County Public Schools will focus its analysis on the charter school's performance in (7) categories:

- A. Instruction and Student Services Performance
- B. Business and Management Services Performance
- C. School Climate Performance
- D. Governance and Management Performance
- E. Parent and Community Involvement Performance
- F. Operational Compliance
- G. The Next Five Years

III. Renewal Application

The Public Charter School Renewal Application shall be completed by the charter school and must address the following categories:

A. Instruction and Student Services Performance

Educational Performance

Areas of Analysis:

- MSA/HSA Data
- Other Student Performance Assessments
- Student Academic Growth
- Non Testing Assessment Methods
- Academic goals/objectives/mission/vision from the originally approved application.
- Contribution to AACPS
- Instructional Strategies
- Academic Interventions
- Special Education Instruction
- Professional Development Effectiveness

Guiding questions to address when completing the Educational Performance Analysis Section:

- I. Provide an in depth data analysis of student MSA data beginning with the school's first year of operation. This analysis should include a grade by grade comparison as well as a comparison by cohort and each student group relative to the school's Annual Measurable Objective (AMO). Compare this data to the student targets outlined in the originally submitted charter application. If applicable, this data analysis should include any HSA assessments administered to students. What trends does this data show about the progress of student achievement?
- II. Provide an outline of all past and current student performance assessments used at each grade level to identify baseline student achievement data as well as annual learning targets and growth. These assessments should not include any of the required state assessments.
- III. Provide a summary of performance related to each assessment outlined above. Provide annual student cohort data which provides evidence of student growth since the school's first year of operation.
- IV. Provide further methods of assessing student performance which may include student work, portfolios, etc.
- V. Describe how the school has measured its progress toward achieving their originally stated student performance objectives and student achievement goals. Please provide specific outcome data for each of these performance objectives for each year that the school has operated. Please disaggregate this data by overall student performance, grade level and student subgroup.
- VI. Describe how the program has helped AACPS achieve their Master Plan Goals and Objectives. Please provide specific outcomes for each applicable Master Plan Objective.
- VII. Outline the school's instructional strategies. Describe how these learning strategies have enhanced student learning. How are these instructional strategies aligned to the trends identified in the school's data analysis?
- VIII. What academic interventions are being used for students in need of additional instruction outside of the regular classrooms? How are these academic interventions aligned to the trends identified in the school's data analysis? How are these interventions being measured for effectiveness? Please provide data which addresses the effectiveness of these academic interventions.
- IX. Describe how the school has met the needs of students with disabilities. Please provide specific programmatic strategies which are being used by teachers in order to ensure that all students with IEP's are receiving the most effective instruction.
- X. Provide data to support these instructional strategies. How does your school know that students with IEP's are receiving high quality instruction tailored to fit the needs of these identified students?

- XI. Has the school implemented and achieved its originally stated Mission/Vision? How do you know this has been accomplished? This analysis should include your approved programmatic focus and educational model.
- XII. Discuss the school's Professional Development (PD) program for staff. How is this PD plan relevant to the schools mission/vision and programmatic uniqueness? How have you measured its effectiveness with teacher growth?

B. Business and Management Services Performance

Financial Performance

Areas of Analysis:

- Annual Financial Comparisons between projected and actual budgets
- Financial Challenges
- Internal Financial Controls
- Financial Transactions
- Financial Oversight
- Funding Breakdown by Category
- Financial Audits

Guiding questions to address when completing the Financial Analysis Section:

- I. Using the originally submitted proposed three/five year budget from the charter application, please provide an in depth analysis of this proposed budget vs. the school's annual final budgets for the applicable fiscal years. Please analyze and explain any financial trends that may be significantly different than originally proposed.
- II. Describe any financial challenges that have been experienced by the school over the course of the charter term.
- III. Describe the school's financial management and internal accounting procedures of the school. Please discuss all internal control procedures used by the school to ensure a high level of financial accountability.
- IV. How does the school track financial transactions? Please provide details regarding the use of any accounting software products used by the school.
- V. Who is responsible on a daily basis for the oversight and accountability of the school's budget? If there are multiple parties involved, explain how they work together to ensure a high level of budget oversight.
- VI. Provide a year by year analysis of the percentage of funding spent on the school's various line items. For example, provide for the percentage spent on instruction, personnel, facility, maintenance, materials and supplies, etc.
- VII. Attach all financial audits that have been completed over each fiscal year of the charter term.

C. School Climate Performance

Student Enrollment

Areas of Analysis:

- Student Enrollment
- Teacher- Student Ratio
- Demographic Breakdown
- Enrollment Trends

Guiding questions to address when completing the Student Enrollment Section:

- I. Provide the grades your school currently serves, the total number of students by grade level, and the number of students in each classroom. What is the current student- teacher ratio? How does this compare to your student enrollment targets stated in the original application?
- II. What is the relationship between the current student population served and the geographic area where your school is located? How has the existence of your school impacted the surrounding community and neighbor-

hood schools? Is the demographic make-up of your current student body reflective of the communities in which you serve or Anne Arundel County as a whole?

- III. Student Enrollment Trends. Provide a year by year, grade by grade enrollment analysis. Please summarize any trends in the school's year by year enrollment. For example, please explain any significant student enrollments/withdrawals in any given year. Please discuss current and past waitlist numbers as well as total applications received each year that the school has been in operation.

Safe Schools

Areas of Analysis:

- Behavior Interventions
- Behavioral Analysis
- Other non-academic strategies

Guiding questions to address when completing the Safe Schools Section:

- I. Discuss the behavioral interventions and strategies currently being used at your school.
- II. How were these interventions and strategies developed? How do you know that these interventions and strategies are effective? Provide a year by year analysis by grade and cohort of student referrals/suspensions/expulsions. Please provide a summary of this data which outlines the trends related to the effectiveness of the school's behavioral interventions and strategies.
- III. What is the school's disciplinary philosophy related to student behavior. How does the school ensure that all stakeholders buy into this philosophy and operate in accordance to its beliefs?
- IV. Please list any additional non-academic activities that have been used at your school that you feel have enhanced your overall school program. These activities for example may include character education programs, student assemblies, school wide programs, after school programs, parent activities, etc.). Please be specific when describing these programs as to how you feel they have enhanced the overall school program. What data can you provide which supports their effectiveness?

School Climate

Areas of Analysis

- Parent satisfaction
- Staff retention and turnover
- Measures of school climate
- Extra-Curricular Activities

Guiding questions to address when completing the School Climate Section:

- I. How is parent satisfaction measured each year? What does the data show regarding the level of satisfaction that parents have in the school? What improvements can be made to ensure an even higher level of parental satisfaction?
- II. Provide a year by year analysis of staff turnover and retention. Please describe new teacher indoctrination and training programs which insure a high level of teacher development and satisfaction. Why would staff want to continue working at your school? What is offered to your staff that they wouldn't receive in another educational environment?
- III. What strategies are used to determine and improve upon overall school climate each year? How does the school know that there is a positive climate throughout the school and with stakeholders?
- IV. Describe any current extra-curricular activities available to students. These activities may include athletics, music, clubs and school organizations. How do these offerings compare to what was outlined in the originally approved application?
- V. How have these extra-curricular activities enhanced the current school program? Have they had a positive impact on academic achievement? How many students does the school currently have taking advantage of these activities?

D. Governance and Management Performance

Governing Board Effectiveness

Areas of Analysis:

- Board Composition and Turnover
- Board Responsibilities
- Evaluation of School Leadership
- Strategic Planning/Board Trainings
- Board Communication with stakeholders
- Financial Oversight
- Operator Effectiveness
- Reflection

Guiding questions to address when completing the Governance Performance Section

- I. Describe the composition of the board including length of term, background of members, and method of selection, active sub committees, officers and frequency of meetings.
- II. How are board members oriented to their role as board members?
- III. What are the responsibilities of the school's board members?
- IV. Describe how the board is included in the evaluation of the school principal? What is their role in this process and how do they know whether the principal is being effective in this role?
- V. Has the board conducted a strategic plan? If yes, please provide a copy of this plan. If not, when does the board plan on conducting one?
- VI. How do board members handle problems brought to them by faculty, parents or students? What are the procedures for receiving communications from these stakeholders?
- VII. Describe the guidelines that separate and articulate the responsibilities of board members and the school administration and faculty?
- VIII. How does the school's board oversee the financial management of the school? In what ways does it assure that financial resources provide adequate support for the school's overall program?
- IX. Discuss the relationship between the school's governing board and school operator. What is the contractual relationship between the two parties and what is the specific division of duties that each is accountable to perform? How does the governing board hold the operator accountable for specific outcomes of the agreed upon contract?
- X. Provide a reflection over the past three years of the school. How has your work as a board impacted the school's overall performance? How do you envision your role changing over the next three years?

E. Parent and Community Involvement Performance

Parent Involvement

Areas of Analysis:

- Parental Activities
- PTO
- Business Community Partnerships

Guiding questions to address when completing the Parent Involvement Performance Section

- I. What activities take place at the school to engage parents in their child's education? Please be specific regarding parent participation in these activities. What strategies could be used to increase the level of parental participation and engagement
- II. Does the school have an active PTO? Please provide evidence that this organization is highly active and engaged in the schools overall success. What is the role of this organization and how do they support the academic program?
- III. Describe the current business partnerships that your school has and the specific relationship between your school and these businesses. What is the purpose of these partnerships and how do they lead to increased student achievement both academically and non-academically.

F. Operational Compliance

Operational Compliance—Completing the section below, please provide evidence that over the term of the initial five year contract, the charter school has complied with Federal, State, and local laws as well as AACPS Board of Education policies and regulations, including those items identified in the AACPS Charter School Oversight and Information System. The Operational Compliance section must include supporting data that addresses the following:

- A. Student enrollment/Lottery procedures**
- B. Facilities compliance**
- C. Transportation**
- D. Human Resources**
- E. Special Education**

Guiding questions to address when completing the Operational Compliance Section:

- A. Student Enrollment/Lottery
 - I. Describe how the school's lottery provides for a transparent process and complies with federal/state and local laws/policies and regulations.
 - II. Describe how the school implements enrollment processes and procedures that are consistent with the school's contract and in compliance with applicable laws that govern charter school enrollment.
- B. Facilities Compliance
 - I. How does the current facility comply with applicable laws and codes?
 - II. Compare the current facilities use to the originally approved education specification document. Have any significant changes taken place over the past five years in terms of facility use and space?
- C. Transportation
 - I. Describe your current transportation plan. Please include number of busses, number of bus riders, transportation challenges, and current transportation provider.
 - II. How does the school's transportation program comply with all applicable COMAR requirements?
- D. Human Recourses
 - I. Please address the HR standards as set forth in section 4 of Standards/Criteria/Sources of Evidence outlined below.
- E. Special Education
 - I. Provide a description of how the school meets timelines and legal requirements as they relate to the provisions of services of students with disabilities.

G. The Next Five Years

Provide a five year accountability plan for the charter school outlining the school's Academic, Non Academic, Financial and Governance goals, objectives, and measures. The accountability plan should include strategies for accomplishing these measures over the term of the next five years. This accountability plan will be used in part to hold the charter school accountable over the next contract term.

Additional Renewal Requirements:

- A. Terms of Renewal- a statement of the terms of renewal requested and compelling rationale for why the charter should be renewed for the maximum term of five years.
- B. Contract Revisions-contents of the charter school application indicating any changes to the original charter the governing board is requesting and any amendments, including waivers to the initial charter, which were previously approved.
- C. Compliance Assurances-dated and signed by the lead person of the governing board (Form G)*.
- D. Affidavit of Disclosure I-V dated and signed by the lead person of the governing board (Form H)*.

**Forms G and H can be found by going to <http://www.aacps.org/charterschools/>. At the bottom of the page under Guidelines Documents, click on the link Forms and Guidelines.*

— IV. Criteria/Standards/Sources of Evidence & Evaluation —

Criteria/Standards/Sources of Evidence

The criteria listed below will be considered by Anne Arundel County Public Schools when making renewal determinations for existing charter schools and will address Focus Areas, Indicators, Standards/Criteria, and Sources of Evidence as outlined in the attached chart and evaluation rubric. It is a school's performance within these indicators that inform a charter renewal decision.

Evaluation

The following evaluation will be completed by Anne Arundel County Public Schools and the Designees of the Superintendent.

Evaluation Scale

to be completed by the designee of the Superintendent of Anne Arundel County Public School's Charter School Office. The renewal monitoring and evaluation process will assess specific indicators and standards listed above to determine a charter contract renewal. The evaluation findings will be indicated in the following manner:

-  **Meets the Standard**
-  **Approaches the Standard**
-  **Does Not Meet the Standard**

Other evidence collected during this evaluation will include:

- A review of details and data regarding any violations of the charter during the term of the contract.
- A performance assessment of the progress towards meeting standards of fiscal management.
- An assessment of progress made toward achievement of Maryland School Assessment/High School Assessments (if applicable) and Annual Measurable Objectives (AMO).
- A legal review of history and record review.
- Other applicable reports/observations/assessments/site visits of the charter school over the course of the charter term.

A. Instruction and Student Services Performance

EDUCATIONAL PERFORMANCE			
Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Federal, State & Local Accountability	MSA achievement	Students at the school demonstrate proficiency or progress towards meeting the stated Annual Measurable Objectives (AMO), in subjects tested (mathematics, reading, and science)	MSA data for each year of the charter school contract.
	HSA achievement	Students at the school demonstrate proficiency or progress towards meeting, the stated Annual Measurable Objectives (AMO), in subjects tested (<i>English, Algebra, Biology</i>)	HSA data—if applicable Only applies if charter school has students taking HSA Assessments
	Analysis of student cohort growth	Annual academic growth by student cohort. Grade by grade analysis.	MSA data, relative performance
	% of students tested	The school is appropriately administering applicable state standardized tests to its students.	MSA participation rates for each year of charter school contract.
	Relative performance	The school's performance meets or exceeds the performance of schools with closely comparable student populations.	MSA data for each year of the charter school contract.
	Student attendance rates	The school attendance rates meet or exceed the district's annual attendance targets for all students and by student groups.	Annual attendance rates
<input type="checkbox"/> Meets the Standard	Comments		
<input type="checkbox"/> Approaches the Standard			
<input type="checkbox"/> Does Not Meet the Standard			
Student Performance and Assessment (Non state mandated assessment)	Other student assessment data which includes benchmark assessments, student growth assessments, internally developed assessments, portfolios, other assessment methods.	Demonstrated student growth related to outlined assessment methods. Annual growth targets as identified internally.	Analysis of student growth relating to internally developed benchmarks and targets as well as non-state mandated student growth assessments and benchmarking data.
<input type="checkbox"/> Meets the Standard	Comments		
<input type="checkbox"/> Approaches the Standard			
<input type="checkbox"/> Does Not Meet the Standard			
Data Driven Decision Making	Data-driven decision making	The school competently uses formative and summative data to inform and guide instructional planning and practice aligned with Common Core Standards	MSA, internally developed assessments (formative/ summative) annual site reviews (sample lesson plans); Program of Study, student schedule, School Improvement/ Accountability plan, process for analyzing data with staff and decision making based on the analyzed data.

EDUCATIONAL PERFORMANCE			
Focus Area	Indicator	Standard/Criteria	Sources of Evidence
<input type="checkbox"/> Meets the Standard <input type="checkbox"/> Approaches the Standard <input type="checkbox"/> Does Not Meet the Standard	Comments		
Annual Performance and Student Achievement Goals and Objectives	Analysis of annual school performance related to originally stated student performance goals and objectives	Demonstrated trends toward positive growth related to annual student performance measures.	MSA, HSA, Other assessment methods
<input type="checkbox"/> Meets the Standard <input type="checkbox"/> Approaches the Standard <input type="checkbox"/> Does Not Meet the Standard	Comments		
Implementation of Mission/Vision	Data supporting the implementation of the originally stated mission and vision	Demonstrated evidence of school's implementation of originally stated mission and vision	Specific documentation/artifacts of meeting the school's mission and vision
<input type="checkbox"/> Meets the Standard <input type="checkbox"/> Approaches the Standard <input type="checkbox"/> Does Not Meet the Standard	Comments		
Instructional Strategies	Implementation of curriculum and instructional techniques	The school is successfully implementing curriculum and instructional techniques as defined in the schools approved charter application.	Program of Study, Curriculum Scope and Sequence; Curriculum Guides; Materials of Instruction, Alignment to standards; Co Curricular and summer programs ; extended day/ week and year opportunities
	Implementation of differentiated instruction for students, particularly of those below grade level	The school implements demonstrated effective instructional interventions/ techniques that support struggling students to achieve at grade level.	Examples of differentiated instructional practices implemented at the school and data showing evidence of effectiveness.
<input type="checkbox"/> Meets the Standard <input type="checkbox"/> Approaches the Standard <input type="checkbox"/> Does Not Meet the Standard	Comments		

A. Instruction and Student Services Performance cont.

EDUCATIONAL PERFORMANCE			
Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Special Education/ELL	Implementation of specialized instruction for exceptional learners (Students with disabilities, and 504 plans)	The school provides quality services for students with disabilities as defined in the schools approved charter application and as required by applicable law.	Student schedules with special education/ related services; Tienet/Cumulative folder , student progress reports, classroom observations ; special education process folders, identification, evaluation process, parent notices, IEP components, notices/ reports/assessment growth
	Implementation of ELL program	The school provides quality services for English Language Learner students as defined in the school's contract and as required by applicable law.	Documentation of services being provided leading to high quality outcomes for ELL students.
 Meets the Standard	Comments		
 Approaches the Standard			
 Does Not Meet the Standard			
Professional Development Plan	Relevant PD program aligned with program mission and vision.	Annual PD calendar demonstrating PD based on needs assessment	Developed PD plan for each of the years of the contract which shows the methods of determining the PD activities and how these PD activities contributed to increased levels of teacher capacity and student achievement and aligns with overall school mission and vision.
	 Meets the Standard	Comments	
 Approaches the Standard			
 Does Not Meet the Standard			

B. Business and Management Services Performance

FINANCIAL PERFORMANCE			
Focus Area	Indicator	Standard	Sources of Evidence
Financial Management	Demonstration of professional competence and sound systems in managing the schools financial operations	The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.	Annual budgets, financial reports, annual financial audits, financial corrective action plans, annual site reviews
	Adherence to generally accepted accounting principles	The school adheres to generally accepted accounting principles	
	Financial Reporting Requirements	The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.	
<input type="checkbox"/> Meets the Standard	Comments		
<input type="checkbox"/> Approaches the Standard			
<input type="checkbox"/> Does Not Meet the Standard			
Financial Viability	Budgeting	The school maintains balanced budgets and a positive cash flow.	Actual annual budgets vs. Projected budgets. Financial reports, annual financial audits, annual site visits. Next charter term five year proposed budget.
	Financial obligations	The school's financial obligations are in good standing.	
	Long-term financial performance	The school has a sound and sustainable long-term financial plan.	
<input type="checkbox"/> Meets the Standard	Comments		
<input type="checkbox"/> Approaches the Standard			
<input type="checkbox"/> Does Not Meet the Standard			

C. School Climate Performance

STUDENT ENROLLMENT			
Focus Area	Indicator	Standard	Sources of Evidence
Student Enrollment	Targeted Student Enrollment	Annual student enrollment in relation to the originally stated enrollment targets	Annual actual student count vs. annual proposed enrollment, broken down by grade level for each year of the charter contract
	Student/Teacher Ratio	Annual student teacher ratio by classroom in relation to the originally stated ratios	Annual breakdown of classroom ratios
	Geographic Analysis	Analysis of current student enrollment in relation to the demographic breakdown of both the surrounding communities as well as AACPS as a whole	Analysis should demonstrate a student population representative of both the schools community and the district
	Enrollment Trends	Annual analysis of student enrollment trends.	Analysis of annual enrollment and withdrawals by grade. An explanation of withdrawal trends should be included
<input type="checkbox"/> Meets the Standard <input type="checkbox"/> Approaches the Standard <input type="checkbox"/> Does Not Meet the Standard	Comments		
SAFE SCHOOLS			
Focus Area	Indicator	Standard	Sources of Evidence
Behavior interventions and analysis	Intervention effectiveness	Description of behavior intervention programs and an analysis of the school's annual safe schools data (referrals, suspensions, expulsions)	<p>The data analysis should demonstrate a positive trend of decreasing levels of negative student behavior. This data should be broken down by student groups.</p> <p>Discipline reporting, annual site visits, Discipline/Suspension/Expulsion trends by grade level throughout the term of the first five years of the existing charter contract.</p>
Behavioral Philosophy	Solid research based behavior approach to school wide interventions	Description of school wide behavior interventions and methods for insuring that all staff are trained and held accountable for adhering to this philosophy	PD trainings, staff development activities related to school wide behavior interventions. Documents supporting the school wide plan
<input type="checkbox"/> Meets the Standard <input type="checkbox"/> Approaches the Standard <input type="checkbox"/> Does Not Meet the Standard	Comments		

SCHOOL CLIMATE

Focus Area	Indicator	Standard	Sources of Evidence
Parent Satisfaction	Annual parent satisfaction data	Demonstrated high level of parent satisfaction	Parental satisfaction surveys, annual site visit interviews, annual enrollment numbers and lottery wait lists, list of parental involvement activities and evidence of attendance
Staff Retention and turnover	Annual staff retention and turnover rates	Data showing annual trends of teacher retention and turnover	Data analysis showing low levels of staff turnover as well as a narrative describing these trends. Teacher retention programs/ trainings/teacher satisfaction data.
Measures of School Climate	Examples of methods used to assess school climate	Documented methods of assessing school climate along with accompanying data	Data trends highlighting positive or negative school climate among stakeholders.
Extra-Curricular activities	Examples of extra-curricular activities offered at the school	Listing of annual offerings related to all extracurricular activities	Annual grade by grade offering of extra-curricular activities along with number of students impacted by these offerings and methods of choosing which of these activities to offer to students.
<input type="checkbox"/> Meets the Standard	Comments		
<input type="checkbox"/> Approaches the Standard			
<input type="checkbox"/> Does Not Meet the Standard			

D. Governance and Management Performance

GOVERNING BOARD EFFECTIVENESS			
Focus Area	Indicator	Standard	Sources of Evidence
Board Composition	Description of the board composition and turnover during the course of the charter contract.	Trends of board make up and board capacity to provide proper oversight to the charter school.	Annual listing of board members along with their background and skill set which provides for a diverse make up of board members.
Board trainings and orientation	Listing of board trainings, strategic planning sessions.	How are board members indoctrinated to their role on the board? How does the board ensure that all members are properly trained and developed to carry out their role as a governing board?	List of trainings and other board activities outside of regular meetings which provide board members with capacity building activities and opportunities to strategically develop annual school targets and outcomes.
Board effectiveness	Measures of board effectiveness	Measures and outcomes which provide details related to the overall effectiveness of the governing board. How do you know the governing board is being effective in their role?	Governing board meeting agendas and minutes, annual site visits; Organizational Chart; list of current governing board members, officers of the board, board turn over the past three years, updated signed affidavit of disclosure and conflict of interest policy for each board member. Description of board oversight, roles and responsibilities, Articles of Incorporation, Bylaws, tax exempt status, good standing with state and updated federal filings, Strategic Plan
Operator Performance	Performance analysis of school operator	Measures and outcomes which provide details related to the overall effectiveness of the school operator. How do you know the operator is being effective in their role?	Data which demonstrates positive effectiveness among the school operator. Clear measures of operator effectiveness.
<input type="checkbox"/> Meets the Standard	Comments		
<input type="checkbox"/> Approaches the Standard			
<input type="checkbox"/> Does Not Meet the Standard			

E. Parent and Community Involvement Performance

PARENT AND COMMUNITY INVOLVEMENT			
Focus Area	Indicator	Standard	Sources of Evidence
Parental Involvement	Parental involvement opportunities	Methods for enlisting positive and ongoing parental involvement in the school.	Listing of related involvement opportunities, supporting evidence highlighting parental involvement in such activities. Methods for reaching out to parents and tracking parental involvement.
PTO	Effective PTO	Demonstrated evidence of effective and engaged PTO	Annual growth of PTO represented by PTO membership, officers, activities offered, role of PTO, interaction with school based personnel. PTA/ PTO bylaws, insurance and evidence of 501c3, meeting minutes; treasurers report; family /community roster; executive committee minutes; copy of 5013C, annual activities, fundraisers.
Business Partnerships	Established partnerships	Listing and defined relationship of all Business Partnerships	Annual listing of business partnerships and how these partnerships align to the mission and vision of the school. Details of business relationships and partnership outcomes.
<input type="checkbox"/> Meets the Standard <input type="checkbox"/> Approaches the Standard <input type="checkbox"/> Does Not Meet the Standard	Comments		

F. Operational Compliance

OPERATIONAL COMPLIANCE			
Focus Area	Indicator	Standard	Sources of Evidence
Student Enrollment/Lottery	Lottery process	The school's lottery process is transparent and complies with all federal, state and local policies and regulations	Lottery process, applications and admissions documentation; wait list procedures and admissions process
	Enrollment procedures	The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law	Lottery process, applications and admissions documentation; wait list procedures and admissions process
<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #28a745; margin-right: 5px;"></div> Meets the Standard </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="width: 20px; height: 20px; background-color: #ffc107; margin-right: 5px;"></div> Approaches the Standard </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="width: 20px; height: 20px; background-color: #dc3545; margin-right: 5px;"></div> Does Not Meet the Standard </div>			
Comments			
Facilities	Facility compliance	The school's facilities comply with applicable laws and codes	Occupancy permits, health, annual site visits Fire inspections, fire drill reports, evacuation plans, Roofing reports, AHERA updates, Annual Fire/Safety Equipment Systems
	Room compliance	The facility complies with approved Educational Specifications	Space utilization chart
<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #28a745; margin-right: 5px;"></div> Meets the Standard </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="width: 20px; height: 20px; background-color: #ffc107; margin-right: 5px;"></div> Approaches the Standard </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="width: 20px; height: 20px; background-color: #dc3545; margin-right: 5px;"></div> Does Not Meet the Standard </div>			
Comments			
Transportation	Transportation Services	The school secures, manages, supervises, implements and directs its own transportation services. The school complies with all federal, state, and local policies related to transportation services.	Observation, site visits, interviews with parents, students, and service providers, service provider contracts
<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #28a745; margin-right: 5px;"></div> Meets the Standard </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="width: 20px; height: 20px; background-color: #ffc107; margin-right: 5px;"></div> Approaches the Standard </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="width: 20px; height: 20px; background-color: #dc3545; margin-right: 5px;"></div> Does Not Meet the Standard </div>			
Comments			
Human Resources	Personnel and Operations, records management	The school complies with recruiting and employee processing practices, payroll and benefits; Workers Compensation and records management	Employee processing records, workers comp claims, review of Local School Files (LSF) and Official Employee Files (OPF). Past site visit documents.
	Adherence to recruitment and employment requirements	The school correctly employs Brass Ring to post vacancies and evaluate candidates	Brass Ring reports vacancies posted prior to interviews conducted; applications that have properly applied on Brass Ring prior interview, timely completion of "Selection to Hire" form.
	Adherence to new employee processing requirements	The school ensures that all new employees complete all new employee processing requirements, including fingerprint, prior to starting work	Processing session sign in, fingerprint cards I-9's

Human Resources cont.	Leave Reporting/Substitutes	The school will ensure teachers report absences in SEMS prior to their absence and request a substitute, as appropriate	SEMS record agrees with payroll time sheets and leave authorization forms
	Observations/Evaluations	The school will comply with Board Policy, Regulations and Negotiated Agreements to complete timely observations and evaluations for all employees	Observation and Evaluation Forms Adherence to established policies and/or Negotiated Agreements to address performance concerns Adherence to established policies and/or Negotiated Agreements to address performance concerns
	Certification/qualifications of instructional staff	The school will ensure teachers hired are fully certified and assigned to teach subjects/grades for which they are deemed HQ	Certification Reports
	Employee Investigations/Discipline	The school will annually review with employee's policies as specified in Board Policies and Regulations. In addition, reports will be made to the Office of Investigations, as required, for allegations of misconduct.	View "Every Employee Must Know" Video with entire staff; filing of DSS reports when warranted Adherence to established policies and/or negotiated agreements to address performance concerns
	Employee Termination/Separation	The school will comply with Board procedures and Negotiated Agreements related to employee termination and separation	Timely notification to Regional Assistant Superintendent regarding requests for non renewal of teachers. Submission of Leave/Retirement/Separation forms to HR in a timely fashion.
	Workers' Compensation/ADA	The school will comply with Workers' Compensation and ADA	Compliance with WC reporting requirements and ADA requirements
<input checked="" type="checkbox"/> Meets the Standard	Comments		
<input type="checkbox"/> Approaches the Standard			
<input type="checkbox"/> Does Not Meet the Standard			
Special Education	Special Education Process	The school meets timelines and legal requirements as they relate to the provision of services for students with disabilities	Student schedules with special education/related services; Tienet/Cumulative folder, student progress reports, classroom observations; special education process folders (identification, evaluation process, parent notices, IEP components, notices/ reports)
<input checked="" type="checkbox"/> Meets the Standard	Comments		
<input type="checkbox"/> Approaches the Standard			
<input type="checkbox"/> Does Not Meet the Standard			

V. Recommendation

Anne Arundel County Public Schools Recommends:

Anne Arundel County Public Schools
Department of Student Support Services
Office of Alternative Education



Average Actual Expense per Pupil for Traditional and Charter Schools by School District (2012–13 to 2014–15)

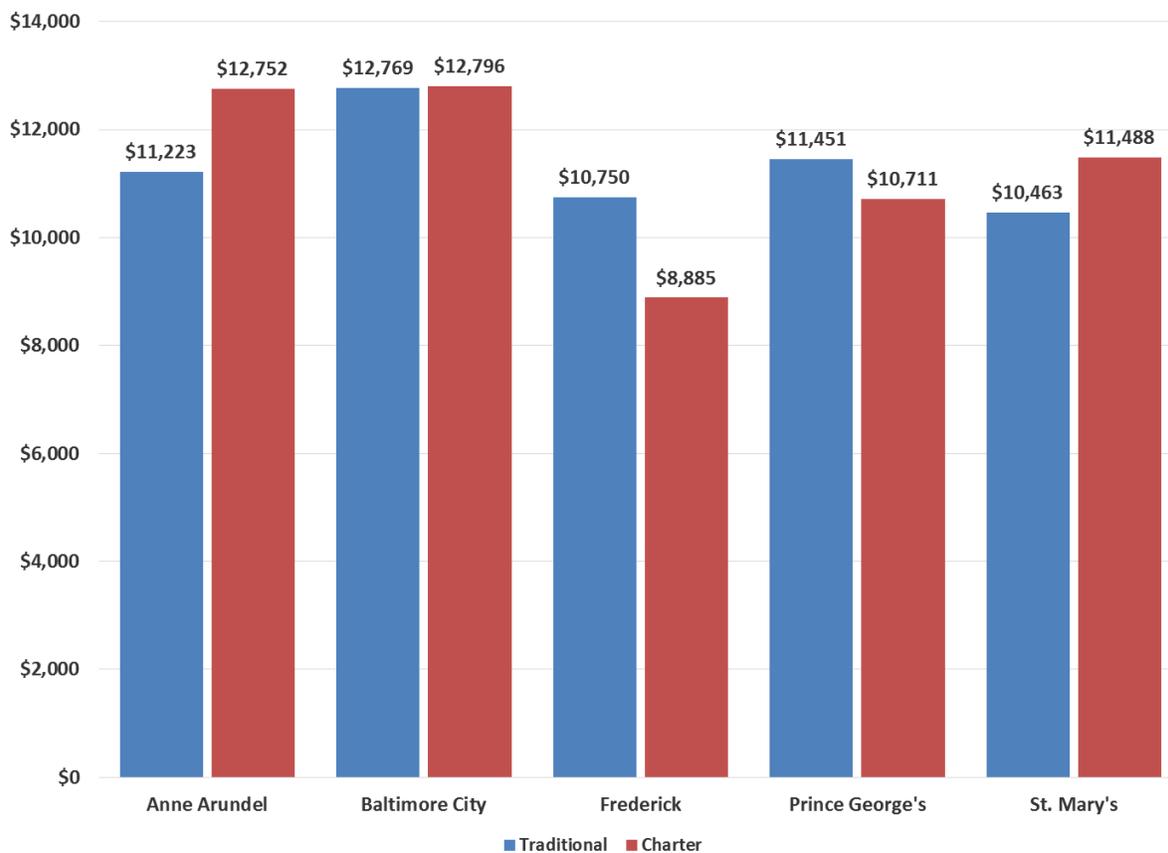


Exhibit reads: In Anne Arundel, the average per-pupil expense over the study period (2012–13 to 2014–15) for traditional and charter public schools was \$11,223 and \$12,752, respectively.

Note: Sample includes all traditional and charter public schools within the five districts with active charter schools.

Maryland Public Charter Schools and Local School System

PCT FRMS, SPED, LEP, 2016

Source: Maryland Report Card

Prince Georges County	Total Enroll	FARMS Cnt	Spec Ed Cnt	LEP Cnt	PCT FRMS	PCT SPED	PCT LEP
Chesapeake Math and IT Elementary Public Ch	440	158	0	0	35.91%	0.00%	0.00%
Chesapeake Math and IT Public Charter	684	170	15	0	24.85%	2.19%	0.00%
Chesapeake Math and IT South Public Charter	433	114	0	0	26.33%	0.00%	0.00%
College Park Academy	427	155	25	0	36.30%	5.85%	0.00%
Excel Academy Public Charter	407	256	29	0	62.90%	7.13%	0.00%
Imagine Andrews Public Charter	455	92	18	0	20.22%	3.96%	0.00%
Imagine Foundations at Leeland PCS	477	147	45	0	30.82%	9.43%	0.00%
Imagine Foundations at Morningside PCS	464	161	0	0	34.70%	0.00%	0.00%
Imagine Lincoln Public Charter	472	279	36	0	59.11%	7.63%	0.00%
Turning Point Academy Public Charter	630	426	35	0	67.62%	5.56%	0.00%
All Charter	4889	1958	203	0	40.05%	4.15%	0.00%
All Prince George's Schools	129647	83317	14354	21177	64.26%	11.07%	16.33%

Frederick County

Carroll Creek Montessori Public Charter School	228	46	14	0	20.18%	6.14%	0.00%
Frederick Classical Charter School	350	52	14	0	14.86%	4.00%	0.00%
Monocacy Valley Montessori School	293	42	19	0	14.33%	6.48%	0.00%
All Charter	871	140	47	0	16.07%	5.40%	0.00%
All Frederick Schools	40910	11378	4166	1722	27.81%	10.18%	4.21%

Baltimore City

Afya Public Charter School	341	270	85	0	79.18%	24.93%	0.00%
Baltimore Collegiate School for Boys	171	107	24	0	62.57%	14.04%	0.00%
Baltimore International Academy	636	331	0	0	52.04%	0.00%	0.00%
Baltimore Leadership School for Young Women	520	377	34	0	72.50%	6.54%	0.00%
Baltimore Montessori Public Charter Middle School	103	39	12	0	37.86%	11.65%	0.00%
Baltimore Montessori Public Charter School	278	88	30	0	31.65%	10.79%	0.00%
Banneker Blake Academy for Arts and Science	80	59	21	0	73.75%	26.25%	0.00%
City Neighbors Charter School	215	63	59	0	29.30%	27.44%	0.00%
City Neighbors Hamilton	215	66	41	0	30.70%	19.07%	0.00%
City Neighbors High School	381	249	108	0	65.35%	28.35%	0.00%
City Springs Elementary	813	753	105	0	92.62%	12.92%	0.00%
ConneXions: A Community Based Arts School	419	348	102	0	83.05%	24.34%	0.00%
Coppin Academy	330	263	67	0	79.70%	20.30%	0.00%
Creative City Public Charter School	241	165	33	0	68.46%	13.69%	0.00%
Empowerment Academy	274	189	13	0	68.98%	4.74%	0.00%
Furman Templeton Preparatory Academy	499	426	74	0	85.37%	14.83%	0.00%
Govans Elementary	410	305	72	0	74.39%	17.56%	0.00%
Green Street Academy	593	490	168	0	82.63%	28.33%	0.00%
Hampstead Hill Academy	738	384	54	122	52.03%	7.32%	16.53%
Independence School Local I	117	81	27	0	69.23%	23.08%	0.00%
K.I.P.P. Harmony	1489	1071	140	0	71.93%	9.40%	0.00%
Lillie May Carroll Jackson School	74	52	15	0	70.27%	20.27%	0.00%
MD Academy of Technology and Health Science	387	331	106	0	85.53%	27.39%	0.00%
Midtown Academy	197	108	24	0	54.82%	12.18%	0.00%
Monarch Academy Public Charter School	896	662	77	0	73.88%	8.59%	0.00%
Northwood Appold Community Academy	205	114	22	0	55.61%	10.73%	0.00%
Patterson Park Public Charter School	670	375	99	98	55.97%	14.78%	14.63%
Roots and Branches School	217	168	27	0	77.42%	12.44%	0.00%
Rosemont Elementary	358	278	38	0	77.65%	10.61%	0.00%
Southwest Baltimore Charter School	387	267	68	0	68.99%	17.57%	0.00%
The Crossroads School	161	128	29	0	79.50%	18.01%	0.00%
The Green School	150	41	30	0	27.33%	20.00%	0.00%
Tunbridge Public Charter School	463	220	57	0	47.52%	12.31%	0.00%
Wolfe Street Academy	230	158	19	137	68.70%	8.26%	59.57%
All Charter	13258	9026	1880	357	68.08%	14.18%	2.69%
All Baltimore City Schools	82559	59668	12489	2862	72.27%	15.13%	3.47%

Anne Arundel County

Chesapeake Science Point	454	118	11	0	25.99%	2.42%	0.00%
Monarch Academy	661	174	79	0	26.32%	11.95%	0.00%
All Charter	1115	292	90	0	26.19%	8.07%	0.00%
All Anne Arundel Schools	80438	27810	7403	2798	34.57%	9.20%	3.48%

St. Mary's County

Chesapeake Charter School	246	17	18	0	6.91%	7.32%	0.00%
All Saint Mary's Schools	17987	5814	1678	0	32.32%	9.33%	0.00%

PARCC 2016: Percent scoring 4 or 5 by Elementary and Middle Grades for ELA, MATH and ALG 01

Percent 4&5 exceeds county Same subgroup	Elementar	Elementar	Elementar	Elementar	Middle	Middle	Middle	Middle				
Percent 4&5 exceeds county ALL students	ELA	ELA	Math	Math	ELA	ELA	Math	Math	Alg 01	Alg 01		
Percent 4&5 exceeds state ALL students	All Studen	FRMS	All Student	FRMS								
SCHOOL_NAME	4+5 percent											
Baltimore City												
Baltimore Collegiate School for Boys	10.0	8.3	10.0	2.1	8.1	3.0	6.0	4.0			9.15	6.28
Afya Public Charter School					8.4	7.9	4.9	4.4			6.65	6.14
Baltimore International Academy	15.3	5.9	35.1	32.8	35.6	26.5	17.2	8.8			25.57	18.95
Baltimore Leadership School for Young Women					15.4	10.1	7.7	6.1	6.2	6.3	13.56	10.72
Baltimore Montessori Public Charter Middle School					33.3	10.8	24.2	8.3	100.0		29.59	9.59
Baltimore Montessori Public Charter School	27.4	5.7	22.1	2.9							24.74	4.29
Banneker Blake Academy for Arts and Sciences					1.3	1.8	5.0	3.5			3.13	2.63
City Neighbors Charter School	30.4	30.4	17.4	26.1	31.6	33.3	12.9	6.3	28.6	37.5	23.79	26.60
City Neighbors Hamilton	32.9	20.0	27.1	15.0	18.2	7.1	9.1	7.1			21.43	11.46
City Neighbors High School									1.0	0.0	4.97	2.44
City Springs Elementary	7.7	7.4	1.6	1.3	8.5	7.5	0.5	0.6			4.60	4.23
ConneXions: A Community Based Arts School					3.3	3.9	0.0	0.0	0.0	0.0	2.21	2.69
Creative City Public Charter School	3.6	4.7	1.8	0.0							2.65	2.30
Empowerment Academy	11.1	9.3	17.8	13.0	16.9	13.3	4.2	4.4			12.73	10.10
Coppin Academy									0.0	0.0	2.90	2.53
Furman Templeton Preparatory Academy	9.8	10.3	6.8	7.6							8.31	8.94
Govans Elementary	7.1	5.9	13.5	11.8							10.29	8.82
Green Street Academy					7.3	7.9	5.5	6.1	4.3	5.6	7.84	8.26
Independence School Local I									2.6	3.8	6.72	6.33
K.I.P.P. Harmony	16.7	14.6	24.5	22.0	18.5	16.8	14.4	11.3			18.49	16.24
Lillie May Carroll Jackson School	15.8	10.0	10.5	10.0	12.7	18.4	1.8	2.6			8.78	10.42
MD Academy of Technology and Health Sciences					2.9	2.6	0.0	0.0	0.0	0.0	1.01	0.92
Midtown Academy	24.2	16.7	22.7	6.7	27.3	27.5	13.6	10.0			21.97	15.71
Monarch Academy Public Charter School	5.3	3.4	5.5	3.4	6.5	4.9	4.7	3.6			5.46	3.72
Patterson Park Public Charter School	26.3	16.5	16.9	7.8	27.5	20.3	13.7	10.8	20.0	11.1	21.41	13.49
Rosemont Elementary	20.6	22.5	23.5	19.7	18.5	17.5	10.1	10.8			17.71	17.00
Northwood Appold Community Academy	20.0	11.5	17.0	13.5							18.50	12.50
Southwest Baltimore Charter School	8.2	4.7	11.5	8.1	12.4	1.3	8.8	2.6			10.21	4.27
The Green School	29.6	5.3	28.2	5.3							28.87	5.26
The Crossroads School					14.1	9.6	16.7	12.3			15.38	10.96
Tunbridge Public Charter School	35.3	21.3	24.9	12.0	45.0	42.3	16.1	18.6	89.5	87.5	32.57	25.49
Roots and Branches School	9.8	7.8	4.0	2.6							6.90	5.23
Wolfe Street Academy	13.0	8.6	16.0	10.0							14.52	9.29
Furman Templeton Preparatory Academy	9.8	10.3	6.8	7.6							8.31	8.94
Hampstead Hill Academy	27.9	18.4	27.8	17.5	35.1	30.5	16.0	13.3	42.3	38.5	27.49	20.69
Baltimore City All Charter	16.4	10.6	17.0	11.4	16.1	12.0	9.0	6.6	8.8	6.1	14.00	9.85
Baltimore City All Schools	12.7	8.5	15.1	10.5	14.8	10.6	8.2	5.4	14.3	9.3	13.20	9.12

PARCC 2016: Percent scoring 4 or 5 by Elementary and Middle Grades for ELA, MATH and ALG 01

Percent 4&5 exceeds county Same subgroup	Elementar	Elementar	Elementar	Elementar	Middle	Middle	Middle	Middle				
Percent 4&5 exceeds county ALL students	ELA	ELA	Math	Math	ELA	ELA	Math	Math	Alg 01	Alg 01		
Percent 4&5 exceeds state ALL students	All Studen	FRMS	All Student	FRMS								
SCHOOL_NAME	4+5 percent											
Anne Arundel												
Chesapeake Science Point					66.0	54.8	22.0	24.2	61.4	60.0	53.10	43.85
Monarch Acadmey	33.9	13.1	29.5	21.3	35.1	22.2	19.7	13.3	66.7	66.7	30.98	18.15
Anne Arundel All Charter	33.9	13.1	29.5	21.3	50.9	38.4	20.5	17.2	62.9	60.9	38.76	26.98
Anne Arundel All Schools	51.3	29.9	45.4	24.5	42.2	21.3	29.5	12.4	44.7	22.0	43.18	22.76
Frederick												
Monocacy Valley Montessori School	37.1	6.3	20.6	6.3	83.1	40.0	48.4	40.0	100.0		47.13	19.23
Carroll Creek Montessori Public Charter School	33.8	46.2	18.4	25.0	33.3	33.3	8.3	0.0			25.42	29.73
Frederick Classical Charter School	63.6	62.5	62.7	43.8	59.5	33.3	48.4	18.8	83.3	50.0	60.04	39.71
Frederick All Charter	46.9	37.8	37.1	25.0	67.0	35.3	45.6	21.9	90.3	50.0	49.24	30.57
Frederick All Schools	50.6	29.2	53.2	30.2	46.6	21.9	41.5	18.5	51.0	22.5	48.06	25.18
Prince George's												
Chesapeake Math and IT Elementary Public Charter	32.5	36.8	18.5	14.0							25.50	25.44
Excel Academy Public Charter	10.4	9.4	6.3	5.2	30.7	21.8	17.5	16.4			15.31	11.59
Chesapeake Math and IT South Public Charter					51.9	36.8	20.8	17.3	83.1	66.7	42.76	31.00
College Park Academy					44.3	39.0	30.8	25.4	26.5	28.0	36.10	31.95
Imagine Andrews Public Charter	46.6	50.0	25.5	31.3	30.7	18.2	28.6	18.2			33.06	29.23
Imagine Foundations at Leeland PCS	26.3	21.6	27.5	19.6	20.3	17.4	21.4	23.4			24.02	20.51
Imagine Foundations at Morningside PCS	17.7	16.5	7.9	11.8	24.0	20.0	12.0	5.0			13.65	13.81
Imagine Lincoln Public Charter	8.1	7.8	7.5	6.9	14.0	9.2	8.0	3.9			9.37	7.04
Turning Point Academy Public Charter	14.8	13.2	13.0	10.5	33.7	34.2	15.6	14.9			18.96	17.29
Chesapeake Math and IT Public Charter					54.7	43.7	19.5	20.6	53.9	54.2	47.11	39.68
Prince George's All Charter	21.7	17.2	14.7	11.5	40.9	31.1	20.8	17.3	52.4	45.9	29.09	21.44
Prince George's All Schools	23.4	18.4	20.2	16.0	29.8	24.0	13.6	10.6	16.5	11.1	21.85	17.17
Saint Mary's												
Chesapeake Charter School	66.1	37.5	52.0	25.0	80.0	50.0	63.2	37.5	100.0		66.03	
Saint Mary's All Charter	66.1	37.5	52.0	25.0	80.0	50.0	63.2	37.5	100.0		66.03	37.50
Saint Mary's All Schools	38.9	20.4	42.2	22.4	41.8	21.4	38.0	17.6	51.6	29.9	40.53	20.83
STATE	39.2	21.1	39.4	20.9	38.8	20.4	27.0	11.7	36.0	16.2	36.54	18.81

Maryland Charter Schools: Porificiency on PARCC, 2015 and 2016, Comparison to School System and State

School Type	PARCC 2016 - % SCORING 4 OR 5					PARCC 2015, % scoring 4 or 5				
	4th English	4th Math	8th English	8th Math	Algebra	4th English	4th Math	8th English	8th Math	Algebra
Baltimore City Charter	19.35	14.68	18.71	9.73	8.77	14.91	7.63	17.45	13.29	5.66
Baltimore City Non Charter	8.77	12.11	13.93	5.13	15.03	10.84	9.19	12.38	2.8	17.42
Charter Compared to District	10.58	2.56	4.78	4.59	-6.26	4.07	-1.56	5.07	10.49	-11.76
Charter Compared to State	-21.11	-22.41	-20.09	-12.35	-27.23	-25.19	-22.97	-22.95	-9.91	-25.54
Prince George's Charter	24.89	9.59	40.63	24.78	52.41	22.8	13.51	38.16	28.67	35.41
Prince George's Non Charter	24.22	17.54	28.24	15.74	15.35	22.7	14.65	27.69	9.89	12.93
Charter Compared to District	0.66	-7.95	12.39	9.04	37.07	0.11	-1.14	10.47	18.78	22.48
Charter Compared to State	-15.57	-27.50	1.82	2.70	16.42	-17.3	-17.09	-2.24	5.47	4.21
Frederick Charter	42.86	25.77	70.69	48.15	90.32	42.27	22.68	70.8	63.2	
Frederick Non Charter	52.84	54.17	46.94	34.05	50.64	49.58	43.66	40.8	25.7	43.37
Charter Compared to District	-9.99	-28.40	23.75	14.10	39.68	-7.32	-20.98	30	37.5	
Charter Compared to State	2.40	-11.32	31.89	26.07	54.33	2.17	-7.92	30.4	40	
Anne Arundel Charter	39.19	36.99	43.92	14.47	62.89	34.21	25	59.2	31.18	44.8
Anne Arundel Non Charter	49.78	42.16	41.70	9.54	44.42	51.41	38.36	49.98	13.77	38.57
Charter Compared to District	-10.59	-5.17	2.22	4.93	18.47	-17.2	-13.36	9.21	17.42	6.23
Charter Compared to State	-1.27	-0.10	5.12	-7.60	26.89	-5.89	-5.6	18.8	7.98	13.6
St. Mary's Charter	64.29	40.48	85.71	75.68	100.00	64.1	46.1	62.1	35.3	100
St. Mary's Non Charter	39.07	37.33	40.58	43.42	51.04	38.71	35.25	42.36	31.96	45.93
Charter Compared to District	25.22	3.15	45.13	32.25	48.96	25.39	10.85	19.74	3.34	54.07
Charter Compared to State	23.83	3.39	46.91	53.60	64.00	24	15.5	21.7	12.1	68.8
Maryland	40.46	37.09	38.80	22.07	36.00	40.1	30.6	40.4	23.2	31.2

Charter students outperform district
 Charter students outperform state average
 Charter students under district or state average

BOLD = growth from 2015

Charter students outperform district
 Charter students outperform state average
 Charter students under district or state average

Charter school high school graduation rates, 2013 to 2015

Maryland High School Graduation Rate, 2013 -2016 (4 year cohort) Charter Schools and Local School Systems (Maryland Report Card)					
Local School System	SCHOOL_NAME	2013 GRAD RATE	2014 GRAD RATE	2015 GRAD RATE	2016 GRAD RATE
Anne Arundel	Chesapeake Science Point	NA	100%	100%	100%
Anne Arundel	All Anne Arundel Schools	85.6%	87.7%	88%	89.1%
Baltimore City	ConneXions	80.0%	77.1%	72.5%	78%
Baltimore City	MD Acad of Tech and Health	94.9%	76.8%	88.9%	84.6%
Baltimore City	Independence School Local I	56.7%	69.6%	80%	66.7%
Baltimore City	City Neighbors High School	NA	90.0%	85.7%	94.3%
Baltimore City	Baltimore Freedom Acad	50.0%	CLOSED		
Baltimore City	Coppin Academy	90.0%	87.0%	94.1%	93.33
Baltimore City	Balt. Leadership Yg. Women	NA	NA	NA	95.4%
Baltimore City	All Baltimore City Schools	68.5%	69.7%	69%	70.7%
State	All MD Charter Schools	76.4%	84.6%	86.8%	90%
State	All Maryland Schools	85.0%	86.4%	87%	87.6%
Orange shading =	Graduation rate greater than Local School System				
Green shading =	Graduation rate greater than State				

Maryland State Board of Education

POLICY

THE CHARTER SCHOOL PROGRAM

BACKGROUND:

The Maryland Public Charter School program was adopted into law by Maryland's General Assembly in 2003 through Title 9, §101-110 of the Education Article of the Code of Maryland. The general purpose of the program, as defined by law, is to establish an alternative means within the existing public school system in order to provide innovative learning opportunities and creative educational approaches to improve the education of students.

INTENT:

This policy is established to clearly define the obligations of charter schools and their authorizers. The State Board of Education recognizes that providing flexibility and autonomy in exchange for innovation, educational reform and high accountability is a key component of the Charter School concept.

PURPOSE:

Consistent with the intent of federal legislation and the Maryland Charter School Program law, this State Board declares that the purpose of the State's public charter schools are to:

- A. Improve student learning by creating high-quality public schools with high standards for student performance;
- B. Close achievement gaps between high-performing and low-performing groups of public students;
- C. Increase high-quality educational opportunities within the public education system for all Maryland students and their families;
- D. Create new professional opportunities for teachers, school administrators, and other school personnel that allows them to actively participate in the development of their schools;
- E. Encourage the use of different, high-quality models of teaching, governing, scheduling, or other aspects of schooling that meet a variety of student needs;
- F. Allow, through chartering, public school freedom and flexibility in exchange for exceptional levels of results-driven accountability;
- G. Provide parents, community members, and other non-profit entities with expanded opportunities for involvement in the design, development and management of public school models within the public education system; and
- H. Encourage the replication of successful public charter schools.

I. To achieve these purposes, the State Board encourages each County Board to:

Local Policies

1. Appoint a representative that serves the board in the role of Charter School Liaison and supports the Board in performing its authorizing responsibilities;
2. Adopt charter school policies that include guidelines related to the application process and its assessment, the process of performance contracting, the process for how charter school operators will be informed of requirements pertaining to children with disabilities, and how the funds will be disbursed to charter schools;
3. Adopt charter school policies and regulations acknowledging the purpose of charter schools and what differentiates them from other public schools. These policies will express a commitment to providing increased flexibilities which will enable charter schools to implement innovations in exchange for higher levels of accountability;
4. Submit their public charter school policies, along with any implementing regulations to the Maryland State Department of Education for review and comment prior to adoption by the County Board;
5. Ensure alignment of charter School policy definitions of commensurate funding with that of the State Board to guarantee that charter schools receive federal, State and local funding in an amount proportionate to the amount of funds expended for elementary, middle and secondary level students in other public schools in the same school system. Such funding includes funding for services for which students in the public charter schools are eligible such as free and reduced priced meals, pre-kindergarten, special education, English language learners, Perkins, Title I and transportation;

Charter School Applications

6. Submit a copy of their application, review process and assessment rubric to the State Department of Education for review and feedback, and re-submit these documents whenever there is a proposed change;
7. Post their most recent application, along with the description of their review process and assessment rubric on their website thereby making it available to charter school developers and the public;
8. Include an assurance statement in the application that will be signed by the developer of the charter school acknowledging and committing to accountability standards in exchange for local school system flexibilities and waivers from local school system policies, internal practices, processes and procedures that have the potential to impact a charter school's ability to implement innovative structures, programs and may impede

the functions of the school's non-profit governing board to make decisions pertinent to the school's development and to ensure the implementation of the school's vision and mission;

Flexibilities for Charter Schools

9. Provides flexibility when applying the school system procedures to the charter school, particularly those that could impede or alter a charter school's ability to design and implement innovative practices in school operations, educational program and school governance and address those flexibilities in the performance contracting process;
10. Reviews and considers a charter school's waiver requests to local policies and grants those that are reasonable;
11. Negotiates flexibilities in collective bargaining agreements that allow implementation of charter school innovations;

Performance Contract

12. Adopts and implements a performance contract contains the following:
 - a. Roles and responsibilities of both parties (County Board and Charter School Operator),
 - b. Performance Standards that the charter school must meet or exceed,
 - c. An evaluation process of public charter schools that includes the use of financial, program and compliance audits,
 - d. A renewal and revocation process,
 - e. Reporting requirements, and,
 - f. Descriptions of waivers and flexibilities provided to the charter school.

II. To achieve the purposes set forth here, the State Board encourages charter schools to:

Accountability

1. Commit to high levels of accountability that include:
 - a. Performance Standards that the charter school must meet or exceed, including clear demonstrations of increased academic growth for all students; and
 - b. Meeting or exceeding standards in operational areas as demonstrated through the use of financial, programmatic and compliance audits.

III. To achieve the purposes set forth here, the State Board directs MSDE to:

1. Provide training to County School Boards, Superintendents, Local School System Charter School Liaisons, and Charter School Developers, Operators, Governing Boards

and Leaders to ensure an understanding of how to implement the Maryland Charter School Law and this policy to achieve the purpose and intent of the Charter School Program goals;

2. Provide technical assistance in problem solving issues that may impede the implementation of this policy; and
3. Ensure the development of understanding and commitment to the concept of charter schools within the department and their support of unique designs intended to promote educational reform through innovation. Ensure that these differences are recognized and taken into consideration in the development and design of program procedures and initiatives.

School Year: 2016-2107		Maryland Public Charter Schools / Candidates for Growth /Initial Review							
LEA Name	School	School Name	SY of open	Last renewal year	2015 All Students outperform LEA (School % / LEA %)	2016 All Students outperform LEA (School % / LEA %)	Growth 15 to 16	Absence of compliance, management issues	HS grad rates exceed LEA
Charter schools operating for => 5 years									Balt. City = 70.65
30-Baltimore City	0337	Afya Public Charter School	2009	2013	no (9 / 13.4)	no (6.7 / 13.2)	no	yes	
30-Baltimore City	0348	Baltimore Leadership School for Young Women	2011	2015	no (11.4 / 13.4)	yes (13.6 / 13.2)	yes	yes	yes 95.38
30-Baltimore City	0376	City Neighbors High School	2011	2015	no (6.7 / 9.8)	no (5 / 13.2)	no	yes	yes 94.25
30-Baltimore City	0008	City Springs Elementary	2006	2013	no (4.8 / 13.4)	no (4.6 / 13.2)	no	yes	
30-Baltimore City	0325	ConneXions: A Community Based Arts School	2007	2013	no (2 / 13.4)	no (2.2 / 13.2)	yes	yes	yes 78
30-Baltimore City	0432	Coppin Academy	2008	2013	no (8 / 13.4)	no (2.9 / 13.2)	no	yes	yes 93.33
16-Prince George's	1442	Excel Academy Public Charter	2007	2015	no (14.3 / 19.4)	no (15.3 / 21.8)	yes	yes	
16-Prince George's	1521	Imagine Foundations at Leeland PCS	2008	2013	no (18.5 / 19.4)	yes (24 / 21.8)	yes	yes	
16-Prince George's	1522	Imagine Foundations at Morningside PCS	2008	2015	no (16.7 / 19.4)	no (13.6 / 21.8)	no	yes	
16-Prince George's	0662	Imagine Lincoln Public Charter	2008	2014	no (6.9 / 19.4)	no (9.3 / 21.8)	yes	yes	
30-Baltimore City	0333	Independence School Local I	2008	2015	no (9.4 / 13.4)	no (6.7 / 13.2)	no	yes	no 66.7
02-Anne Arundel	6233	Monarch Academy	2010	2014	no (18.2 / 40)	no (31 / 43.2)	yes	yes	
30-Baltimore City	0328	Southwest Baltimore Charter School	2006	2015	no (8.2 / 13.4)	no (10.2 / 13.2)	yes	yes	
30-Baltimore City	0023	Wolfe Street Academy	2008	2015	no (8.4 / 13.4)	yes (14.5 / 13.2)	yes	yes	
30-Baltimore City	0335	Baltimore International Academy	2008	2013	yes (27 / 13.4)	yes (25.6 / 13.2)	no	yes	
30-Baltimore City	0336	Baltimore Montessori Public Charter School	2009	2013	no (11.7 / 13.4)	yes (29.6 / 13.2)	yes	yes	
18-Saint Mary's	0813	Chesapeake Charter School	2008	2014	no (35 / 38.3)	yes (66 / 40.5)	yes	yes	
02-Anne Arundel	6223	Chesapeake Science Point	2006	2015	no (30.7 / 40)	yes (53.1 / 43/1)	yes	yes	
30-Baltimore City	0326	City Neighbors Charter School	2006	2013	yes (22.1 / 13.4)	yes (23.8 / 13.2)	yes	yes	
30-Baltimore City	0346	City Neighbors Hamilton	2010	2014	yes (19.9 / 13.4)	yes (21.4 / 13.2)	yes	yes	
30-Baltimore City	0262	Empowerment Academy	2006	2013	yes (14.5 / 13.4)	no (12.73 / 13.2)	no	yes	
30-Baltimore City	0047	Hampstead Hill Academy	2006	2013	yes (25 / 13.4)	yes (27.49 / 13.2)	yes	yes	
30-Baltimore City	0347	K.I.P.P. Harmony	2006	2013	no (12.7 / 13.4)	yes (18.4 / 13.2)	yes	yes	
30-Baltimore City	0321	Midtown Academy	2006	2013	yes (20.6 / 13.4)	yes (22 / 13.2)	yes	yes	
10-Frederick	0226	Monocacy Valley Montessori School	2003	2011	no (17.4 / 44.2)	no (47.1 / 48)	yes	yes	
30-Baltimore City	0330	Northwood Appold Community Academy	2006	2013	yes (15 / 13.4)	yes (18.5 / 13.2)	yes	no	
30-Baltimore City	0327	Patterson Park Public Charter School	2006	2013	no (12.6 / 13.4)	yes (21.4 / 13.2)	yes	yes	
30-Baltimore City	0063	Rosemont Elementary	2007	2014	yes (14 / 13.4)	yes (17.7 / 13.2)	yes	yes	
30-Baltimore City	0323	The Crossroads School	2006	2013	yes (18 / 13.4)	yes (15.4 / 13.2)	no	yes	
30-Baltimore City	0332	The Green School	2007	2014	no (7 / 13.4)	yes (28.9 / 13.2)	yes	yes	
30-Baltimore City	0373	Tunbridge Public Charter School	2011	2015	yes (25.8 / 13.4)	yes (32.6 / 13.2)	yes	yes	
16-Prince George's	2022	Turning Point Academy Public Charter	2007	2014	no (17.1 / 19.4)	no (19 / 21.8)	yes	yes	
16-Prince George's	1015	Chesapeake Math and IT Public Charter	2012	2014	yes (33.2 / 19.4)	yes (47.1 / 21.8)	yes	yes	
16-Prince George's	0917	Imagine Andrews Public Charter	2012	2014	no (18.5 / 19.4)	yes (33 / 21.8)	yes	yes	
30-Baltimore City	0125	Furman Templeton Preparatory Academy	2012	2016 (3 years)		no			
30-Baltimore City	0381	Monarch Academy Public Charter School	2012	2016 (3 years)		no			
30-Baltimore City	0379	Roots and Branches School	2012	2016 (3 years)		no			
Charter School operating for < 5 years				2016 (C years)					
30-Baltimore City		Brehms Lane Public Charter School	2017	2016 (3 years)					
10-Frederick	0228	Carroll Creek Montessori Public Charter School	2013	2016 (1 years)					
10-Frederick	1301	Frederick Classical Charter School	2014	2016 (1 years)					
16-Prince George's	2142	College Park Academy	2014	2016 (1 years)					
30-Baltimore City	0384	Creative City Public Charter School	2014	2016 (3 years)					
16-Prince George's	1016	Chesapeake MATH and IT Elementary Public Charter	2015	2016 (1 years)					
16-Prince George's	1351	Chesapeake Math and IT South Public Charter	2015	2016 (1 years)					
30-Baltimore City	0377	Green Street Academy	2015	2015					
30-Baltimore City		Lillie Mae Carroll Jackson	2016	2016 (3 years)					
30-Baltimore City		Banneker Blake	2016	2016 (3 years)					
30-Baltimore City		Baltimore Collegiate School for Boys	2016	2016 (3 years)					
30-Baltimore City		Govans Elementary	2016	2016 (3 years)					

Maryland Public Charter Schools, Construction Costs and Enrollment										Feb-16	internal MSDE document
LEA	School Name	Project Type	Enrollment Cap per Charter	Square Footage	Sq Ft per student	Construction Cost	Cost per Student or seat	Cost per square foot (whole school)	Current enrollment if different	notes	
Baltimore	Tunbridge	Renovation	450	24156	54	4,400,000	\$ 9,778	182.15			
Baltimore	Afya	Renovation	348	21937	63	2,400,000	\$ 6,897	109.40		sq footage might include convent/green	
Baltimore	Montessori	Renovation/Addition	318	25728	81	2,000,000	\$ 6,289	77.74			
Baltimore	City Neighbors Ham& HS	Renovation	612	143,776	235	9,950,000	\$ 16,258	69.20			
Baltimore	City Neighbors 1	Renovation	178	8161	46	1,300,000	\$ 7,303	159.29			
Baltimore	Patterson Park	Renovation/Addition	622	36302	58	13,665,000	\$ 21,969	376.43			
Baltimore	KIPP	Renovation	1423	331736	233	5,800,000	\$ 4,076	17.48		not using at least one floor	
Baltimore	Monarch		990			11,945,000	\$ 12,066			CG pres says 11,159 per student	
Baltimore	Baltimore Leadership	Renovation/purchase	560	23262	42	4,000,000	\$ 7,143	171.95			
Baltimore	Green Street	Renovation	875	143000	163	14,630,875	16,721	102.31		Sq ftage estimated; based on Hamilton	
Prince Georges	CMIT elem	Renovation/purchase	600	71000	118	10,500,000	\$ 17,500	147.89	300	purch 6.5; ren 4	
Prince Georges	CMIT south	Renovation/purchase	800	107000	134	15,500,000	\$ 19,375	144.86	305	purch 6: ren 9.5	
Prince Georges	CMIT Academy	Renovation	737	48860	66	593,515	\$ 805	12.15	737	renavation as leasehold improvement	
Frederick	Monocacy	Renovation	298							purchase?	
Anne Arundel	Monarch GB	Renovation	658			8,565,844	\$ 13,018			Source; CG	
Anne Arundel	Chesapeake Science Point	New Construction/GYM	462	51587	112	2,399,610	\$ 5,194	46.52	462	gym construction cost - leasehold improvement	
Frederick	Frederick Classical	Renovation	360			314,000	872.22		305	rent \$500K/year	
Prince Georges	Imagine Lincoln	Renovation	500	40055	80	1,026,194	\$ 2,052	25.62	448		
Prince Georges	Imagine Andrews	New Construction	500	37000	74	6,883,433	\$ 13,767	186.04	366	current enrollment 366	
Prince Georges	Imagine Leeland	Renovation	500	52638	105	280,824	\$ 562	5.34	478		
Prince Georges	Imagine Morningside	Renovation	500	40308	81	375,242	\$ 750	9.31	400		
St. Mary's County	Chesapeake Charter	Renovation	540	70000	130	10,000,000	\$ 18,519	142.86		purchase 6.8 , renovation could 3-4 million	
Baltimore	The Green School		150	21937	146					May be included in Afa (above)	

City square foot numbers are from Jacobs report for Baltimore City Schools
Construction cost information provided to MSDE by Charter school operators.
February 2016

MSDE Subrecipient Risk Assessment Matrix

MSDE Subrecipient Risk Assessment -

A.

General Overview: As the State Educational Agency and pass through for federal grant funds, MSDE is under obligation to proactively monitor subawards to ensure compliance with federal and state laws and regulations governing the programs to be administered in accordance with the new Federal Uniform Administrative Requirements 2 CFR §200.331 (d) and (e). An accurate risk assessment of each subaward provides critical information to help ensure the effective delivery of program services.

B.

Risk Assessment Indicators: The definition for each risk factor depends upon a thorough review of programmatic reports, comparison with other aspects of the subaward, and good judgment on the part of the Program Manager. The guidelines provided in the matrix are risk assessment indicators for general grant management and subrecipient risk level classification. Departments may use this matrix, a version of this matrix, or their own unique matrix to identify risk classifications; however, all subrecipients must be classified on the MSDE risk assessment scale of 1-5, with Risk Level 1 being the lowest risk and Risk Level 5 being the highest risk.

There is a strong need to document all subrecipient classifications regardless of which risk assessment matrix departments choose. This explanation needs to be preserved in writing as a defense against adverse audit findings. Risk Level classifications can be changed at any time during grant management or at pre-selected review periods but must be documented accordingly. If you choose to include a subrecipient’s risk level as identified by another MSDE department, you must indicate the grant number where the assessment was made in the documentation. The risk level may be used as a part of the matrix when determining awards, but it is not mandatory that it be used as pre-award risk assessment. It is mandatory that risk assessment be used and documented as part of the grant monitoring process.

C.

Risk Levels

Risk Level 1: The subrecipient follows procedures and regulations with little to no trouble. Standard program management is recommended with no increase in grant monitoring or site visits.

Risk Level 2: The subrecipient follows procedures and regulations with only minor infractions. Increased monitoring of the higher risk procedure is recommended.

Risk Level 3: The subrecipient follows procedures and regulations with difficulty. Increased monitoring of the subrecipient is recommended.

Risk Level 4: The subrecipient does not follow procedures and regulations in many categories. Increased monitoring of the subrecipient is recommended. Special technical assistance and training sessions are recommended. Quarterly risk assessment is recommended.

Risk Level 5: The subrecipient does not follow procedures and regulations in most categories and/or has a documented history of troubled grant management. High level of subrecipient monitoring, special technical assistance, training sessions, and site visits are recommended. Monthly risk assessment is recommended.

D.

Instructions

After rating the risk level in each category, add the total risk points. Divide the sum by the number of risk indicators that you used to identify the subrecipient’s overall risk assessment rating. If the total risk assessment is not a whole number, round to the nearest risk assessment level.

Grant Number	Vendor Name	Begin Date	End Date	Afr Required	Spend Down Rate	Sum of Approved Budget	Sum of R*Balance	Sum of CashPD to Sub-Grantee To Date	Sum of Cash/Payables to Sub-Grantee	Sum of \$ Overpaid or Underpaid to Sub-Recipient
123	Afterschool Non Profit	2014-07-01	2014-08-31	Y	84%	220,243	34,977	185,266		
124	Afterschool Non Profit	2015-02-01	2015-08-30	Y	42%	228,500	133,062	95,438		
125	Afterschool Non Profit	2014-07-01	2015-08-30	Y	82%	220,243	39,863	180,380		
126	Afterschool Non Profit	2014-07-01	2015-08-30	Y	81%	220,243	41,964	178,279		
127	Afterschool Non Profit	2015-02-01	2015-08-30	Y	15%	114,603	97,413	17,190		

ISSUE	RISK LEVEL 1	RISK LEVEL 2	RISK LEVEL 3	RISK LEVEL 4	RISK LEVEL 5	Risk Level
	(1 point)	(2 points)	(3 points)	(4 points)	(5 points)	
How many open grant lines/funding are in the grantee's portfolio (there is no final report for the grant)?	one	two	three	four	five or more	5
What is the total amount of the funding listed above?	\$50,000-\$99,999	\$100,000-\$199,999	\$200,000-\$299,999	\$300,000-\$399,999	>= \$400,000	5
High level of complexity in administering the grant	Pass through entity 1 site	Pass through entity 2 sites	Pass through entity 3 sites	Pass through entity 4 sites	Pass through entity > 5 sites	5
Continuation and Required Documents	Signed documents are submitted on time				Signed documents are late	5
Delayed Implementation	Delay of program activity is less than 30 days following NOGA to LEA with no notable impact on startup/implementation of the program				Delay of program activity is more than 30 days following NOGA to LEA with significant impact on startup/implementation of the program.	1
Unallowable Actions and Expenditures (including changes in key personnel)					Any unallowable actions may result in disallowing grant funds and closing the subaward	
Late Reporting - Reports, Amendments, Deliverables, Evaluation (not including continuation and signed documents noted earlier)	Reports are submitted within 5 business days of due date				Reports are more 5 business days late- any occurrences	5
Low Spend-down Rate	Spending is on track within the timeframe of the grant				Spending is not on track due to lack of spend down	5
Invoices/Expenditure Reports on time	Submitted on the 15th of every month				More than 5 days after (late submission)	5
External Complaints	No verified valid complaints are received				Any verified valid complaint is received pertaining to program function or management	1
Audit Findings	No audit findings or corrective action requested		one or more audit findings and corrective action is in progress		Failure to comply with corrective action may result in possible disallowing of funds and closing subaward	1
Program Review Required Actions- MSDE monitoring	No Program Review findings or corrective action requested		one or more program review findings and corrective action is in progress		Failure to comply with corrective action may result in possible disallowing of funds and closing subaward	3

Programmatic Change Requests (change in scope of project or objectives)	0-2 programatic/fiscal amendments				More than 2 programatic/fiscal amendments	5
Program Deliverables (i.e. goals, objectives, and outcomes)	Program goals, objectives, and outcomes are attained	Program goals, objectives, and outcomes are mostly attained	Program goals, objectives, and outcomes are partially attained	Program goals, objectives, and outcomes consistently are delayed without communication	Program goals, objectives, and outcomes consistently are not met	
Change in Management	Stable, experienced key personnel		One request for change in key personnel within the grant cycle		More than one request for change in key personnel within the grant cycle	1
Number of Paid Partners/Vendors	1 paid partner/vendor at \$25,000 or more per contract		2 paid partners/vendors at \$25,000 or more per contract		3 or more paid partners/vendors at \$25,000 or more per contract	5
External Accountant Finance					No external finance	
Illegal Activity					Any verified illegal activity – possible disallowing of funds and closing of subaward	
Student Enrollment	at least 95% of the expected # of students are enrolled in the program		at least 90% of the expected # of students are enrolled in the program		student enrollment is 85% or less in the program	1
Total Score: Total number of Points						52
Risk Factor Score: Total number of points divided by the number of risk factors used. Round to the nearest whole number						2.888889
Other MSDE Department's Risk Assessment (indicate grant number)	Other MSDE Department has rated the subrecipient as Risk Level 1	Other MSDE Department has rated the subrecipient as Risk Level 2	Other MSDE Department has rated the subrecipient as Risk Level 3	Other MSDE Department has rated the subrecipient as Risk Level 4	Other MSDE Department has rated the subrecipient as Risk Level 5	
Special Conditions	Mandatory special conditions are met within 30 days	Mandatory special conditions are not met within 30 days	Mandatory special conditions are not met within 60 days	Mandatory special conditions are not met within 90 days	Mandatory special conditions are not met within 120 days	
Management with Previous MSDE Experience	Stable, experienced key personnel in good standing with MSDE				Experienced key personnel with one or more verified and valid complaint with MSDE departments	

NAREN2017

The TranZed Alliance Conference Center, 6802 McClean Blvd., Baltimore, MD 21234
www.narentranzed.org

Stocking the Helper's Toolbox: A Skill-Building Extravaganza



- **A Unique Conference in a One-of-a-Kind Learning Environment!**
- **3 Exceptional Keynote Speakers!**
- **55+ Breakout Sessions!**
- **Featured Speakers!**
- **Authentic Youth Performances!**
- **30-minute Brain Blasts!**
- **Poverty Simulation!**
- **The Brain Path!**



CONFERENCE PROGRAM



proudly presents:

The 6th Annual Progressive Education Summit



Keynote Speaker:
Susan Engel

“A child’s ability to become deeply absorbed in something, and derive intense pleasure from that absorption, is something adults spend the rest of their lives trying to return to.”

As the author of *The Hungry Mind: The Origins of Curiosity in Childhood*, and currently immersed in work around children’s ideas and how schools could support and foster idea-building, Ms. Engel will share theory and practice on how schools can be vibrant places of curiosity and idea-making. Susan Engel is Senior Lecturer in Psychology and Founding Director of the Program in Teaching at Williams College. Her research interests include the development of curiosity, children’s narratives, play, and more generally, teaching and learning. Her current research looks at whether students learn to think well in college.

Over 40 Workshops
3 Master Classes
Delicious lunch
Networking
Connecting
Wine and Cheese
This is a Free Event



**Welcome from
Dr. Sonja Santelises
CEO of City Schools**

"We talk so much about poverty, but yet we continue to give children in poverty impoverished learning experiences," she said. "And then we blame them, and we blame their families for why we can't teach them."

Time to **Register!** Space is limited.

Join over 500 educators to learn and share best practices happening in the city, reinvigorate our collective efforts to strive for an excellent education for all students, and to hear from great educational thinkers and reformers.

**November 12, 2016
8:30 am - 4:00 pm**

City Neighbors Hamilton Campus
5609 Sefton Avenue
Baltimore, MD 21214



PR/Award # U282A170022

Page 125 Thank you to the many Foundations in Baltimore who help make the Progressive Education Summit a free event.



Margo Anderson
Acting Assistant Deputy Secretary
Office of Innovation and Improvement
United States Department of Education
400 Maryland Avenue, SW
Washington DC 20202-5970

April 12, 2017

Dear Ms. Anderson:

The Children's Guild (TCG) has a 64 year history of successfully educating students with special needs. Using an innovative philosophy known as Transformation Education (TranZed). TranZed works through the development of staff to provide emotional supports to students depending on their individual needs. TCG has applied its model to produce special education schools, residential care programs and charter schools. TCG currently operates charter schools in Baltimore City, Anne Arundel County, Maryland and the District of Columbia. TCG charter schools focus on the development of the whole child, character development and project-based learning including Expeditionary Learning and the International Baccalaureate PYP program.

College Park Academy (CPA) is a charter school in Prince George's County, Maryland. CPA offers a rigorous college-prep school, with robust extra-curricular enrichment programs, and early college credit opportunities. This dynamic school features blended learning which enables students to earn up to 60 college credits (including 25 credits at the University of Maryland) in Prince George's County by High School Commencement.

The [redacted] and College Park Academy are developing a joint partnership to rep [redacted] h expanded grades and incorporating the TranZed philosophy. The Pu [redacted] Program funding would allow for the replication of a high pe [redacted] rter, but would also allow for the combination of a blende learning mo [redacted] ough the elementary grades with the additional emotional supports for st [redacted]

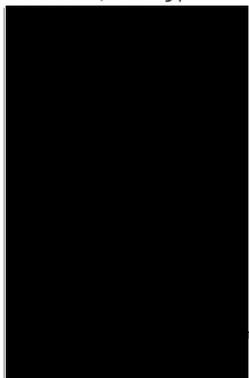
W [redacted] e opportunity for the state of Maryland to become eligible for this gr [redacted]

R [redacted]

([redacted]

A [redacted]
V [redacted] ucatonal Services
The Children's Guild

CORPORATE HEADQUARTERS
FAMILY LIFE EDUCATION
THE ACADEMY
BEHAVIORAL HEALTH SERVICES
6802 McClean Blvd
Baltimore, MD 21234



WWW.CHILDRENSGUILD.ORG



The Children's Guild is an Affiliate of the TranZed Alliance



The DaVinci Collaborative, Ltd.
4000 Dillon Street
Baltimore, MD 21224
April 12, 2017



Margo Anderson
Acting Assistant Deputy Secretary
Office of Innovation and Improvement
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5970

Dear Ms. Anderson:

We at the DaVinci Collaborative are writing to express support for the Maryland State Department of Education (MSDE)'s request for the grant that would enable MSDE to make subgrants for expansion, replication, and start up of new public charter schools in Maryland.

This grant would be particularly meaningful to our organization, which is planning to start an interdisciplinary, project-based high school in Baltimore. Our vision and plans are unique, and we have been strongly encouraged in our venture. We were among 50 finalists in the national contest to "Rethink High School," Project XQ, but did not receive one of the awards. Without federal start-up funding, it will be difficult if not impossible to make our vision a reality. National funders such as the Walton Foundation do not support charter schools in Maryland.

Maryland's environment for charter schools is challenging in many ways. Nevertheless, over fifty schools have risen to that challenge. We believe that providing more choices for families and students will make education stronger, particularly in locations with high needs such as ours in Baltimore. We hope your grant to MSDE will enable us to help provide those choices.

Therefore, we respectfully request that you consider providing this grant to MSDE.

Sincerely,

Helene Luce

Margo Anderson
Acting Assistant Deputy Secretary
Office of Innovation and Improvement
United States Department Of Education
400 Maryland Avenue, SW
Washington DC, 20202-5970



Dear Ms. Anderson,

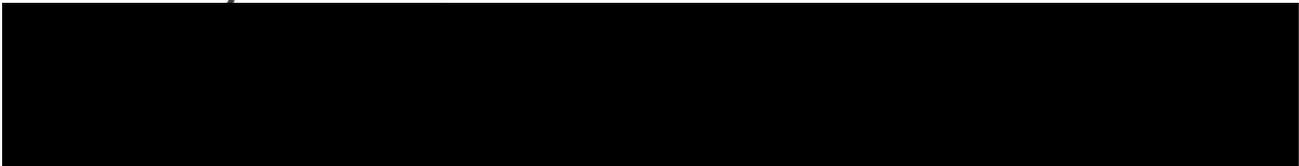
We are writing to show our support of the Maryland State Department of Education’s proposed project to make sub-grants for expansion, replication, and startup of new schools. We are the Executive Director and Board President of Patterson Park Public Charter School (PPPCS), a Baltimore City public charter school, which opened in 2005. We feel confident expressing our full support for MSDE’s application.

PPPCS has experienced much success since our inception. We currently serve 688 students. PPPCS is one of the schools featured in the [Study of Adequacy of Funding for Education in the State Of Maryland](#). The Study reports that on average, the percentage of all students scoring proficient or advanced on the Maryland School Assessment increased from 53 percent in 2007 to 78 percent 2012, for a 24-percentage point change. The gains for subgroups were larger. For the past two years 85% of our students have qualified for criteria-based high schools in Baltimore City. Lastly, we experienced 100% teacher retention from last year to this year.

Because of our success and proven need and support from the community, the PPPCS Board of Directors recently voted on a growth path of replication, so we are planning to provide more Baltimore City students a PPPCS education in the near future. We made this decision in light of the need for more seats in quality Baltimore City schools. PPPCS currently has a waiting list of 385 students, and our school is also located in a section of our district that is experiencing significant overcrowding – approximately an 1,800 seat deficit – and there may be an opportunity for PPPCS to address this need. This grant will make a positive impact on our ability to provide more students a bright future.

We eagerly anticipate collaborating on this project. If you have questions, please reach out to us. We appreciate your time and consideration.

Sincerely,



Executive Director
Patterson Park Public Charter School

[Redacted]
[Redacted] ext. 396

President
Patterson Park Public Charter School

Margo Anderson
Acting Assistant Deputy Secretary
Office of Innovation and Improvement
United States Department Of Education
400 Maryland Avenue, SW
Washington, DC 20202-5970

Dear Ms. Anderson,

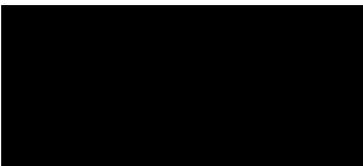
I am the President of ***Hands on Patterson Park Public***, the parent organization at Patterson Park Public Charter School (PPPCS), and I am writing to strongly support the Maryland State Department of Education's proposed project to make sub-grants for expansion, replication, and startup of new schools.

PPPCS is a Baltimore City public school which opened in 2005 and serves 688 students from all over the city. PPPCS has experienced much success since its inception and was chosen to be featured in the [Study of Adequacy of Funding for Education in the State Of Maryland](#). The Study reports that on average, the percentage of all students scoring proficient or advanced on the Maryland School Assessment increased from 53 percent in 2007 to 78 percent 2012, for a 24- percentage point change. The gains for subgroups were larger. For the past two years 85% of our students have qualified for criteria-based high schools in Baltimore City. Lastly, we experienced 100% teacher retention from last year to this year. We believe the close partnership between families and PPPCS administration and staff is a fundamental reason for the success our school has experienced.

Because of our success, proven need, and support from the community, the PPPCS Board of Directors recently voted on a growth path of replication, and this means we hope to be in the position to provide more Baltimore City students with a PPPCS education in the near future. The PPPCS Board of Directors made this decision in light of the need for more seats in quality Baltimore City schools as well as our school's current wait list of 385 students. Indeed, our school is located in a section of Baltimore City that is experiencing significant overcrowding – approximately an 1,800 seat deficit – and there may be an opportunity for PPPCS to address this need. This grant will make a positive impact on our ability to provide more students a bright future.

We eagerly anticipate collaborating on this project. We appreciate your time and consideration.

Sincerely,



Jason Trageser Ph.D.
President
Hands on Patterson Park Public



SCIENCE, TECHNOLOGY, ENGINEERING, & MATH EDUCATION
FOR MARYLAND'S CHILDREN SINCE 2005

April 3, 2017

Carol Beck
Director, Office of School Innovations
Maryland State Department of Education
Division of Student, Family and School Support

Re: Expanding Opportunity Through Quality Charter Schools Program, Grants to State Entities

Dear Ms. Beck,

I am writing in response to your request for planning expansion or replication information for newly approved CMIT South Elementary which will open in 2018-2019 school year. Chesapeake Lighthouse Foundation is seeking a sub-grant opportunity for CMIT South Elementary.

Chesapeake Lighthouse Foundation is in preparation for opening a new charter school named CMIT South Elementary in southern Prince George's County. CMIT South Elementary is an **expansion** project for our successful charter school CMIT South located Upper Marlboro, MD. Also, CMIT South Elementary is a **replication** project of our current successful K-5 model CMIT Elementary located in Laurel, MD.

CMIT South and CMIT Elementary established in school year 2014-2015. They had a successful three years and they are up to renewal this year. Please see attached -Approve CMIT South Elementary Proposal, -CMIT Elementary Renewal Package, -CMIT South Renewal Package for detailed information.

If you require further information, do not hesitate to contact me.

Sincerely,

Vedat Dogan
Chief Operating Officer



May 15, 2017

Ms. Margo Anderson
Acting Assistant Deputy Secretary
Office of Innovation and Improvement
United States Department Of Education
400 Maryland Avenue, SW
Washington DC 20202-5970

Dear Ms Anderson,

We are pleased to submit this letter in support of the Maryland State Department of Education's application for a Charter Schools Program Grant to facilitate subgrants for expansion, replication, and start up of new schools.

With a mission to build a diverse community of joyfully engaged learners and a vision to nurture a love of learning in a small, family-like environment, we opened our doors in the fall of 2008. Since then, we have renovated two previously vacant city buildings and nearly tripled our enrollment to our current capacity of 450 students.

Our diverse student body travels from 26 different Baltimore City zip codes -- nearly every residential neighborhood; our daily attendance rate of 94% is consistently among the highest of all Baltimore City Public Schools and a testament to how much our students enjoy our joyful learning environments. Children at all levels are prepared for success in school and in life: 81% of our students are properly prepared for Kindergarten (vs the City and State averages of 48.2% and 46.8%, respectively); our students score in the top 20% on PARCC; and 85% of our graduates are admitted to the high quality schools of their choice.

As Baltimore City's only public Montessori school, demand for our model continues to increase annually: for the upcoming school year, we have received over 1,300 applications for fewer than 100 spaces. Expansion support from MSDE is essential for our organization to achieve our goal of serving more students. Baltimore Montessori Public is poised for expansion, and we seek to replicate our model within three years, in order to respond to some of this demand.

Please feel free to contact me with any questions or if I can provide further support. Thank you for your consideration.



Allison Shecter
Founder and Director



May 10, 2017

Margo Anderson
Acting Assistant Deputy Secretary
Office of Innovation and Improvement
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5970

Dear Deputy Secretary Anderson:

It is with great pleasure and enthusiasm that I provide this letter of support for the Maryland State Department of Education (MSDE) submission to the CSP federal grant application.

As a charter school operator for nearly two decades, I can tell you how impactful charter schools have changed the landscape of education in a city like Baltimore. Thousands of families have had the opportunity to choose a charter school that relates to their child's interests. However, in many of our communities', charter school opportunities are limited. In one of my own charter schools, ConneXions – A Community Based Arts School, we have a wait list exceeding three hundred students many of whom will not have an opportunity to attend this school because of the limited number of seats. Participating in this grant opportunity will allow MSDE to make available the dreams of many of our children who yearn to attend a charter school of their choice, in their community. It is for this reason we intend to expand our community based arts program by increasing seats with the establishment of a new charter school sometime in the near future.

Baltimore Teacher Network (BTN) has seen firsthand the amazing benefit that charter schools bring to the community. With the assistance of CSP grant funds, MSDE would be able to make available additional dollars for us to expand our program and continue to provide the community with an arts program unparalleled in the City of Baltimore.

Again, we enthusiastically support MSDE's grant application request.

Regards,


Executive Director

Cc:
Matthew Wernsdorfer



Michael C. Brown

[Redacted]

400 Maryland Avenue, SW
Washington DC 20202-5970
Margo Anderson
Office of Innovation and Improvement
United States Department of Education

4/17/2017

Greetings Ms. Anderson:

Over the past several months, my business partner and I have been in planning to start a charter school in the Baltimore/Prince George's County area. I proud to say I am a Marylander, having been born in raised in this state and am vested in the student's education daily as a current Assistant Principal. It is my goal to see students grow, achieve, and become productive adults in society.

Currently, we are in planning for opening a charter school in the near future in Maryland that will provide students with an educational alternative that will focus on developing the whole student in a multi-cultural, academically sound and globally competitive environment. We will be dedicated to students' success in academics, community engagement, and social/self-awareness through a transformative school environment which will be the gateway to college and/or career pathways. I want us to improve students' quality of life through education and enable them to reach their fullest potential through a network of additional resources afforded by various community partnerships. Students will be encouraged to "Think Differently" and use their individual talents and gifts to solve problems while influencing others.

Over my 15 year career as an educator in the state of Maryland, I have seen a gap in students being able to achieve in the early grades (K-6). This has led to more students being left behind and not prepared for college and or career. It is our goal that this gap be reduced and students be awarded the opportunity that many private school students have. As we continue our planning phase, we are in full support of your efforts to ascertain funds to support potential charter schools like ours. Thank you, and we look forward to working together in the near future.

Sincerely,

[Redacted Signature]

Michael C. Brown
Potential Charter School Applicant



Maryland State Board of Education

200 WEST BALTIMORE ST. / [REDACTED]

May 18, 2017

Margo Anderson
Acting Assistant Deputy Secretary
Office of Innovation and Improvement
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5970

Dear Ms. Anderson:

The Maryland State Board of Education (Board) strongly supports the application of the Maryland State Department of Education (MSDE) to U.S. Department of Education Charter School Program Grants for State Entities.

Maryland's charter school sector grew significantly under previous grants from the Charter School Program. A grant at this time will create a new phase of growth. The Board, the MSDE, local school system authorizers and charter school operators will work to ensure that new charter schools are of high quality, and improve the operating environment that balances high levels of accountability with school level autonomy. Many Maryland charter schools are doing excellent work for all students and are strong candidates for expansion and replication.

Over 20,000 students attend Maryland's 49 public charter schools. An additional 20,000 students are on active waiting lists. Maryland is eager to address this need, and support the creation of new education options for Maryland families.

Members of the State Board are committed to working with the staff of the MSDE and with stakeholders in local school systems and charter schools. The work of the Charter School Program grant will support strong authorizing practice, quality schools and collaboration between charter and traditional schools.

Thank you for your kind attention.

Sincerely,

[REDACTED]
Andrew R. Smarick
President, Maryland State Board of Education

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Maryland State Department of Education
U.S. Department of Education - Charter Schools Program,
Grants to State Entities, 84.282A
May 2017

Budget Narrative

The budget assumes a project start date of October 1, 2017 and an end date of September 30, 2022. The Maryland Charter School Program (CSP) budget meets the thresholds of not less than 90% of funds for subgrants, not less than 7% of funds for technical assistance, and not more than 3% of funds for administrative costs.

ED524 Category	Project Yr 1: Federal FY 2018	Project Yr 2: Federal FY 2019	Project Yr 3: Federal FY 2020	Project Yr 4: Federal FY 2021	Project Yr 5: Federal FY 2022
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
Travel	1,440	17,440	17,440	17,440	16,340
<i>Local</i>	<i>1,100</i>	<i>1,100</i>	<i>1,100</i>	<i>1,100</i>	
<i>Out of State: USDE</i>	<i>340</i>	<i>340</i>	<i>340</i>	<i>340</i>	<i>340</i>
<i>National Conf.</i>	<i>0</i>	<i>16,000</i>	<i>16,000</i>	<i>16,000</i>	<i>16,000</i>
Equipment	0		0	0	0
Supplies	2,000	3,200	3,200	3,200	3,200
<i>Office</i>	<i>2,000</i>	<i>3,200</i>	<i>3,200</i>	<i>3,200</i>	<i>3,200</i>
Contractual	263,500	292,500	282,000	150,000	205,000
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	
██████████	██████████	██████████	██████████		
██████████			██████████		██████████
Construction	0	0	0	0	0
Other	1,500,000	3,250,000	4,750,000	4,000,000	2,000,000
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Personnel

ED524 Category		Project Yr 1: Federal FY 2018	Project Yr 2: Federal FY 2019	Project Yr 3 : Federal FY 2020	Project Yr 4: Federal FY 2021	Project Yr 5: Federal FY 2022
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

The Director of the Office of School Innovations of the Maryland State Department of Education (MSDE) will oversee the project. This is a permanent staff position in the MSDE. The work of the grant will be the focus of activity for this position over the grant period. The Director will ensure that the work of the grant is sustained after the grant project ends. No grant funds support this position.

A Coordinator will join the project to manage the grant process and its logistics, recruitment of peer reviewers, and to assist the Director with the creation of the data tools.

The Coordinator is contractual. Salary projections are based on comparable positions in the MSDE. It estimated that this position will be filled within four months of the grant period with a start date of October 1, 2017, and the grant support of the position will end June 30, 2022 (9 months into Project Year 5, Federal FY 2022).

Fringe Benefits

The Fringe Benefits for Contractual employees is [REDACTED].

Travel

ED524 Category		Project Yr 1: Federal FY 2018	Project Yr 2: Federal FY 2019	Project Yr 3 : Federal FY 2020	Project Yr 4: Federal FY 2021	Project Yr 5: Federal FY 2022
3	Travel	1,440	17,440	17,440	17,440	16,340
3a	<i>Local</i>	<i>1,100</i>	<i>1,100</i>	<i>1,100</i>	<i>1,100</i>	
3b	<i>USED meeting</i>	<i>340</i>	<i>340</i>	<i>340</i>	<i>340</i>	<i>340</i>
3c	<i>National Conf</i>	<i>0</i>	<i>16,000</i>	<i>16,000</i>	<i>16,000</i>	<i>16,000</i>

Local travel includes in-state travel for outreach to every Maryland Local Education Agency (LEA) during the project. Mileage and two occasions that will require overnight lodging for extended work in Western Maryland and the Eastern Shore region is estimated at [REDACTED] year. Out-of-state travel includes the National Association of Charter School Authorizers Conference (NACSA) or other national meeting. Beginning in Project Year 2, the project will support up to ten Maryland authorizing staff to attend a national meeting each year to access additional training, including exposure to charter school trends nationally (estimate = \$1,600 per attendee x 10 attendees, \$16,000). The estimated cost of MSDE staff attendance at mandatory USED Charter Schools Program Grantee meeting is \$340 (estimate = \$90 for train and cab + 250 hotel and incidentals). The Director of the Office of School Innovations will attend.

The total for travel is [REDACTED], which is the sum of conference travel (\$16,000), CSP meeting travel (\$340), and local travel (\$1,100).

Supplies

ED524 Category		Project Yr 1: Federal FY 2018	Project Yr 2: Federal FY 2019	Project Yr 3 : Federal FY 2020	Project Yr 4: Federal FY 2021	Project Yr 5: Federal FY 2022
5	Supplies	2,000	3,200	3,200	3,200	3,200
	<i>Office</i>	<i>2,000</i>	<i>3,200</i>	<i>3,200</i>	<i>3,200</i>	<i>3,200</i>

Office supplies includes \$1500 for the Coordinator in his/her first year, and \$500 for printing, folders, and meeting materials.

For Project Years 2 through 5, \$100 a month is budgeted for meeting and office supplies.

For Project Years 2 through 5, \$2,000 is added to supplies for design and printing of the annual report.

Contractual

ED524 Category		Project Yr 1: Federal FY 2018	Project Yr 2: Federal FY 2019	Project Yr 3 : Federal FY 2020	Project Yr 4: Federal FY 2021	Project Yr 5: Federal FY 2022
6	Contractual					
6a	<i>Consultant, TA Charter</i>					

The Maryland Charter School Program will engage partners to conduct or collaborate on the technical assistance portion of the project. The goal is to build capacity in the local sector and take maximum advantage of national expertise on charter school authorizing. The work products will include the production of materials and webinars that will be used after the grant period.

Peer reviewers for the subgrant process are estimated at \$300 per application X 3 reviewers per application X 15 applications in Year 1, 25 in year 2 and 30 in Year 3.

Consultants/experts (e.g. National Association of Charter School Authorizers (NACSA) and/or other experts) will provide technical assistance to Maryland's LEA authorizers. The estimate is based on guidance from NACSA. The assessment of authorizing practice and development of standards and recommendations for authorizers and policy makers is estimated at [REDACTED]. Additional technical assistance sessions for authorizers on specific topics (e.g. weighted lotteries, differentiated review of applications, renewal) are estimated at [REDACTED]. This projected total of \$195,000 is divided over Years 1 through 4). Estimates are based on preliminary proposals from NACSA. However, the MSDE will solicit proposals from other experts as well, and consider more than one provider if that is cost effective.

The technical assistance for charter schools includes \$80,000 each of 2 years over the grant period for a statewide conference. Additional consulting funds are an up-to amount and will be determined by review of proposals from providers. The Request for Bids will outline specific topics with a focus on governance and leadership. They will seek a variety of delivery methods, including a mix of workshops, and individualized coaching. The MSDE reviewed a set of technical assistance projects recently offered to charter schools in Baltimore City. For example, a series on school governance including preparation, group seminars, individual coaching, and follow up for six to ten school teams is estimated at \$30,000 - \$45,000. A project to develop and deliver pre- and post- grant required training in collaboration with the MSDE is projected at \$7,000 - \$10,000. Three to four series of technical assistance offerings for each year of the grant period will total \$775,000.

Other – Subgrants

Maryland projects 21 subgrant awards totaling \$15,500,00. The project will make grant awards in three rounds in the first three years of the grant period. Maryland will offer subgrant periods of three years. In year five of the grant period, final payments will be made for the Round 3 subgrant awards.

The chart below lists the projected payments by project year.

ED524 Category	Project Yr 1: Federal FY 2018	Project Yr 2: Federal FY 2019	Project Yr 3: Federal FY 2020	Project Yr 4: Federal FY 2021	Project Yr 5: Federal FY 2022
8 Other	1,500,000	3,250,000	4,750,000	4,000,000	2,000,000
Grant awards made	3,500,000	6,000,000	6,000,000		
Number of awards	5	8	8		
Average grant	700,000	750,000	750,000		
Estimated Payout					
Round 1 payments	1,500,000	1,250,000	750,000		
Round 2 payments		2,000,000	2,000,000	2,000,000	
Round 3 payments			2,000,000	2,000,000	2,000,000

Indirect

Maryland has an indirect cost agreement with the federal government. The rate is 15.7%.

The Indirect Cost Agreement is in the Attachments.