



Charter School Performance Framework

Acknowledgements

The Tennessee State Board of Education would like to acknowledge and thank the National Association of Charter School Authorizers (NACSA),¹ the Metropolitan Nashville Public School's Office of Innovation,² and the Tennessee Achievement School District³ for use of their framework templates, guidance, and assistance in the creation of this performance framework.



© 2014 National Association of Charter School Authorizers (NACSA)

This document carries a Creative Commons license, which permits noncommercial re-use of content when proper attribution is provided. This means you are free to copy, display and distribute this work, or include content from the application in derivative works, under the following conditions:

Attribution You must clearly attribute the work to the National Association of Charter School Authorizers, and provide a link back to the publication at <http://www.qualitycharters.org/>.

Noncommercial You may not use this work for commercial purposes, including but not limited to any type of work for hire, without explicit prior permission from NACSA.

Share Alike If you alter, transform, or build upon this work, you may distribute the resulting work only under a license identical to this one.

For the full legal code of this Creative Commons license, please visit www.creativecommons.org. If you have any questions about citing or reusing NACSA content, please contact us.

¹ National Association of Charter School Authorizers, "Core Performance Framework and Guidance," March 2013, accessed August 26, 2014, available at www.qualitycharters.org.

² Metropolitan Nashville Public Schools, Office of Innovation, "Performance Frameworks," April 2013, available at <http://www.mnps.org/AssetFactory.aspx?did=88196>.

³ Tennessee Achievement School District, "ASD Accountability: School Performance Framework," accessed August 26, 2014, available at <http://www.asdperformanceandpractice.com/school-performance-framework-spf.html>.

About the Performance Framework

The Tennessee State Board of Education’s mission with regard to its role as an appellate authorizer of charter schools is laid out in State Board Policy 6.100. This policy states that “the mission of the State Board is to increase families’ access to high-quality charter schools.”⁴

Therefore, this document outlines the comprehensive benchmarks by which charter schools authorized by the Tennessee State Board of Education will be measured and evaluated in order to meet the mission stated above. The framework addresses the academic, financial, and organizational benchmarks by which schools will be scored to indicate the overall success and health of the charter school. A charter school’s performance on these measures will be reported in the annual report produced by the State Board of Education.

⁴ Tennessee State Board of Education Policy 6.100, available at http://tn.gov/assets/entities/sbe/attachments/6_100_Mission.pdf.

Section I: Academic Performance

Pursuant to T.C.A. § 49-13-102, one of the purposes of a charter school is to improve learning for all students and to ensure that children have the opportunity to reach proficiency on state academic assessments. One of the most important indicators of the success of a charter school is its academic performance. For the students, families, and the community, the main question that needs to be answered is this: “Is this school a high achieving school?”~~”~~. With increased school autonomy, a bedrock of charter school authorization, comes the expectation of high academic achievement. The following pages lay out the main measures by which a charter school’s academic performance will be evaluated for purposes of yearly monitoring, potential interventions and plans of correction, and renewal and revocation decisions.

A school will be evaluated on each performance measure and will receive a rating for each measure as well as a composite score that encompasses the entire academic performance framework. The composite score will be out of 100 points. The State Board of Education may also take into account a school’s academic performance as compared to the district in which it is located and/or as compared to schools statewide as a part of its yearly monitoring, interventions, and renewal and revocation decisions.

The State Board of Education’s Charter School Intervention Policy 6.700 lays out the possible interventions and sanctions for failure to meet the standards set forth in the performance framework. For example, the governing board of Any school that receives a “Falls Far Below” rating in any category will receive a Notice of Concern detailing the areas of concern on the Performance Framework. Achievement of a rating of “Falls Far Below” in multiple areas or “Does Not Meet Standard” in a significant number of ratings will result in a Notice of Deficiency being issued to the school’s governing board and a Plan of Correction being developed. n immediate Plan of Correction to assist in remedying the deficiencies in this academic area. Three or more consecutive years of ratings that include a measure in the “Falls Far Below” category may result in a recommendation of immediate revocation of the charter. Additional information regarding possible interventions and sanctions, including charter revocation, are available in the Charter School Intervention Policy 6.700.

The Academic Performance framework is made up of three key areas which are outlined below. Additional details and explanations around these areas are included in the pages that follow. Measures will be re-weighted if a school does not have the data necessary to complete the calculation.

Indicators and Measures:

1. Academic Growth (45%)
2. Attainment & Post-Secondary Readiness (45%)
3. Gap Closure (10%)

Section Ia: Academic Performance (K-8)

Indicators and Measures:

1. Academic Growth (45%) – It is critically important for a school to demonstrate that it is increasing student knowledge and skills on a yearly basis, and for school serving students that are academically behind, a high rate of student growth is imperative if students are to be ready for post-secondary success at the end of high school. The following measures will be utilized to evaluate a school’s academic growth.

Measure	Description	Weight
1a	Tennessee Value Added Assessment System (TVAAS) overall composite index for one-year trend.	25 15%
<u>1b</u>	<u>TVAAS overall composite index for three-year trend.⁵</u>	<u>15%</u>
<u>1c</u>	<u>Mean achievement level increase as a percent of target for TCAP Reading (3rd Grade), TCAP Math (3rd Grade), TCAP Reading (7th Grade), TCAP Math (7th Grade), TCAP Reading (3-8) and TCAP Math (3-8) TCAP Reading Language Arts (3rd grade-5th grade); TCAP Reading Language Arts (6th grade-8th grade); TCAP Math (3rd grade-5th grade); and TCAP Math (6th grade-8th grade)</u>	20 15%

2. Attainment & Post-Secondary Readiness (45%) – Although demonstrating academic growth is important, the ultimate measure of a school is whether the school has a high rate of students achieving proficient or advanced on end of year assessments and if students are projected to attain a score indicating a high likelihood of post-secondary readiness. The following measures will be utilized to evaluate a school’s attainment and post-secondary readiness.

Measure	Description	Weight
2a	Mean percent of students scoring Proficient or Advanced for TCAP Reading, Math, and Science, <u>and Social Studies</u> in grades 3-8	20%
2b	Percent of students in grade 4 or 8 (or the school’s highest grade level) that are projected by TVAAS to score 21 or above on the ACT college entrance exam composite by the end of high school	15%
2c	Percentile rank of school in Tennessee based on the 1-year Reward School Success Rate	10%

3. Gap Closure (10%) – The third key component to a school’s academic achievement is the closing of the achievement gap between comparison groups.⁶ The following measures will be used to evaluate a school’s progress toward gap closure.⁷

⁵ During year 1 of a school’s operation, the one-year TVAAS overall composite will account for 30%. In year 2 of the school’s operation, the two-year TVAAS composite will be substituted for the three-year TVAAS overall composite.

⁶ The Tennessee Department of Education sets AMO targets for the following comparison groups: Economically Disadvantaged vs. Non-Economically Disadvantaged, Limited English Proficiency Students vs. Non-Limited English Proficiency Students, Students with Disabilities vs. Non-Students with Disabilities, Black/Hispanic/Native American vs. All Students.

⁷ If a school does not have the student data available for a TVAAS composite trend in a particular subgroup because of a limited number of tested students, the other gap closure measures will be reweighted to accommodate the lack of data.

Measure	Description	Weight
<u>3a</u>	Achievement of Gap Closure AMOs as set by the Tennessee Department of Education. TVAAS overall composite index for one-year trend for the Black-Hispanic-Native American student subgroup.⁸	102.5%
<u>3b</u>	TVAAS overall composite index for one-year trend for the Economically Disadvantaged student subgroup.	2.5%
<u>3c</u>	TVAAS overall composite index for one-year trend for the English Language Learner student subgroup.	2.5%
<u>3d</u>	TVAAS overall composite index for one-year trend for the Students with Disabilities subgroup.	2.5%

Rating System:

Each school will receive points per measure based on where they fall on the range (from “Falls Far Below Standard” through “Exceeds Standard”). Then, the points for the measure will be weighted according to each measure’s assigned weight. All weighted points will be summed for a composite score out of 100.

Measure	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard
<i>Possible Points</i>	0 – 25	26 – 50	51 – 75	76 – 100
K-8 One-Year TVAAS Composite Index (12.5%)	Level 1	Level 2	Level 3 or 4	Level 5
Three-Year TVAAS Composite Index (15%)	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3 or 4</u>	<u>Level 5</u>
% of Progress Toward Goal (1520%)	< 50%	5%—29.95% to 99.9%	30%—59.9100%—120%	> 60% or 120% greater
% Proficient/Adv (20%)	< 25%	25% - 49.9%	50% - 74.9%	75% - 100%
K-8 ACT Projections (15%)	< 10%	10% - 24.9%	25% - 49.9%	50% - 100%
School Success Rate Percentile (10%)	0-25th percentile	26th-50th percentile	51st-75th percentile	76th to 100th percentile
Gap Closure One-Year TVAAS Composite for BHN Subgroup (102.5%)	Level 1 Does not meet AMO in any subgroup categories	Level 2 Meets AMO in one subgroup category	Level 3 or 4 Meets AMO in two or three subgroup categories	Level 5 Meets AMO in four subgroup categories
<u>One-Year TVAAS Composite for ED Subgroup (2.5%)</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3 or 4</u>	<u>Level 5</u>

~~⁸If a school does not have the data to set Gap Closure AMOs in all four subgroup categories because of a limited number of tested students, the range required to meet the rating categories will be modified and the weight of the gap closure measure may be reduced and redistributed to accommodate for fewer AMOs.~~

<u>One-Year TVAAS Composite for ELL Subgroup (2.5%)</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3 or 4</u>	<u>Level 5</u>
<u>One-Year TVAAS Composite for SWD Subgroup (2.5%)</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3 or 4</u>	<u>Level 5</u>

Section Ib: Academic Performance (9-12)

Indicators and Measures:

1. Academic Growth (45%) - It is critically important for a school to demonstrate that it is increasing student knowledge and skills on a yearly basis, and for school serving students that are academically behind, a high rate of student growth is imperative if students are to be ready for post-secondary success at the end of high school. The following measures will be utilized to evaluate a school's academic growth.

Measure	Description	Weight
1a	Tennessee Value Added Assessment System (TVAAS) overall composite index for one-year trend.	25 15%
<u>1b</u>	<u>TVAAS overall composite index for three-year trend.⁹</u>	<u>15%</u>
1b1c	Mean achievement level as a percent of target for Algebra I and II; Geometry and ; and English I, II, and III End of Course assessments. ¹⁰	20 15%

2. Attainment & Post-Secondary Readiness (45%) - Although demonstrating academic growth is important, the ultimate measure of a school is whether the school has a high rate of students achieving proficient or advanced on end of year assessments and if students are projected to attain a score indicating a high likelihood of college readiness. The following measures will be utilized to evaluate a school's attainment and post-secondary readiness.

Measure	Description	Weight
2a	Mean percent of students scoring Proficient or Advanced for Algebra I and II; <u>Geometry</u> ; ¹¹ English I, II, and III; <u>US History</u> ; <u>Chemistry</u> , and Biology I ¹²	15%
2b	Percent of students scoring 21 or above on the ACT (or the corresponding score of 980 on the SAT) college entrance exam Composite	10%
2c	Percent of students graduating on-time with a regular high school diploma	10%
2d	Percentile rank of school in Tennessee based on the 1-year Reward School Success Rate	10%

3. Gap Closure (10%) - The third key component to a school's academic achievement is the closing of the achievement gap between comparison groups. The following measure will be used to evaluate a school's progress toward gap closure.¹³

⁹ During year 1 of a school's operation, the one-year TVAAS overall composite will account for 30% of the academic growth measure. In year 2 of the school's operation, the two-year TVAAS composite will be substituted for the three-year TVAAS overall composite.

¹⁰ Integrated Math I, II, and III will be used if a school teaches these courses instead of Algebra and Geometry.

¹¹ Ibid.

¹² As additional End of Course assessments are added by the Tennessee Department of Education, these assessments will be added to the measure.

¹³ If a school does not have the student data available for a TVAAS composite trend in a particular subgroup because of a limited number of tested students, the other gap closure measures will be reweighted to accommodate the lack of data. The Tennessee Department of Education sets AMO targets for the following comparison groups: Economically Disadvantaged vs. Non-Economically Disadvantaged, Limited-English Proficiency Students vs. Non-Limited English

~~Proficiency Students, Students with Disabilities vs. Non-Students with Disabilities, Black/Hispanic/Native American vs. All Students.~~

Adopted: 10/31/2014

Revised:

Description		Weight
3	Achievement of Gap Closure AMOs as set by the Tennessee Department of Education. ⁴⁴	10%
Measure	Description	Weight
3a	TVAAS overall composite index for one-year trend for the Black-Hispanic-Native American subgroup.	2.5%
3b	TVAAS overall composite index for one-year trend for the Economically Disadvantaged subgroup.	2.5%
3c	TVAAS overall composite index for one-year trend for the English Language Learner subgroup.	2.5%
3d	TVAAS overall composite index for one-year trend for the Students with Disabilities subgroup.	2.5%

Rating system:

Each school will receive points per measure based on where they fall on the range (from “Falls Far Below Standard” through “Exceeds Standard”). Then, the points for the measure will be weighted according to each measure’s assigned weight. All weighted points will be summed for a composite score out of 100.

Measure	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard
<i>Possible Points</i>	0 – 25	26 – 50	51 – 75	76 - 100
<u>One-Year TVAAS Composite Index (15%)</u> TVAAS composite index (25%)	<u>Level 1</u> Level 1	<u>Level 2</u> Level 2	<u>Level 3 or 4</u> Level 3 or 4	<u>Level 5</u> Level 5
<u>Three-Year TVAAS Composite Index (15%)</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3 or 4</u>	<u>Level 5</u>
<u>% of Progress Toward Goal (15%)</u> % of Progress Toward Goal (20%)	<u>< 50%</u> < 5%	<u>50% to 99.9%</u> 5% – 29.9%	<u>100%-120%</u> 30% – 59.9%	<u>> 120%</u> 60% or greater
% Proficient/Adv (15%)	< 25%	25% - 49.9%	50% - 74.9%	75% - 100%
High School ACT 21+ (10%)	< 10%	10% - 29.9%	30% - 49.9%	50% - 100%
Graduation Rate (10%)	< 65%	65% - 79.9% 84.9%	80% 85% - 89.9%	90% - 100%
School Success Rate Percentile (10%)	0-25th percentile	26th-50th percentile	51st-75th percentile	76th to 100th percentile

⁴⁴ If a school does not have the data to set Gap Closure AMOs in all four subgroup categories because of a limited number of tested students, the range required to meet the rating categories will be modified and the weight of the achievement gap closure measure may be reduced and redistributed to accommodate for fewer AMOs.

<u>One-Year TVAAS Composite for BHN Subgroup (2.5%)</u> <u>Gap Closure (10%)</u>	<u>Level 1</u> Does not meet AMO in any subgroup categories	<u>Level 2</u> Meets AMO in one subgroup category	<u>Level 3 or 4</u> Meets AMO in two or three subgroup categories	<u>Level 5</u> Meets AMO in four subgroup categories
<u>One-Year TVAAS Composite for ED Subgroup (2.5%)</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3 or 4</u>	<u>Level 5</u>
<u>One-Year TVAAS Composite for ELL Subgroup (2.5%)</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3 or 4</u>	<u>Level 5</u>
<u>One-Year TVAAS Composite for SWD Subgroup (2.5%)</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3 or 4</u>	<u>Level 5</u>

Section II: Financial Performance

In addition to academic performance, another important indicator of short-term and long-term success of charter schools is the financial performance. Annually, a charter school will be rated on the following near term and sustainability indicators. Any school that receives a “Falls Far Below” rating in any category will receive an immediate Plan of Correction to assist in remedying the deficiencies in this financial area. Three or more successive years of ratings that include a measure in the “Falls Far Below” category may result in a recommendation of immediate revocation of the charter.

Indicators and Measures:

1. Near Term Indicators:
 - a. Current Ratio
 - b. Unrestricted Days Cash
 - c. Enrollment Variance
 - d. Default

2. Sustainability Indicators:
 - a. Total Margin
 - b. Debt to Asset Ratio
 - c. Cash Flow
 - d. Debt Service Coverage Ratio

1. Near Term Indicators

1(a). Current Ratio:

Current Assets divided by Current Liabilities

- Meets Standard
 - Current Ratio is greater than or equal to 1.1, OR
 - Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)

Note: For schools in their first or second year of operation, the Current Ratio must be greater than or equal to 1.1.

- Does Not Meet Standard
 - Current Ratio is between 0.9 and 1.0 or equal to 1.0, OR
 - Current Ratio is between 1.0 and 1.1 and one-year trend is negative

- Falls Far Below Standard
 - Current Ratio is less than or equal to 0.9, OR
 - If a school is in their first or second year of operation, Current Ratio is less than 1.1.

1(b). Unrestricted Days Cash:

Unrestricted Days Cash divided by ([Total Expense minus Depreciation Expenses] Divided by 365)

- Meets Standard
 - 60 Days Cash, OR
 - Between 30 and 60 Days Cash and one-year trend is positive

Note: For schools in their first or second year of operation, they must have a minimum of 30 days cash.

- Does Not Meet Standard
 - Days Cash is between 15-30 days, OR
 - Days Cash is between 30-60 days and one-year trend is negative

- Falls Far Below Standard
 - Fewer than 15 days cash, OR
 - For schools in their first or second year of operation, Days Cash is less than 30 days

1(c). Enrollment Variance:

Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

- Meets Standard
 - Enrollment Variance equals or exceeds 95 percent in the most recent year
- Does Not Meet Standard
 - Enrollment Variance is between 85 percent and 95 percent in the most recent year
- Falls Far Below Standard
 - Enrollment Variance is less than 85 percent in the most recent year

1(d). Default:

- Meets Standard
 - School is not in default of loan covenant(s) and/or is not delinquent with debt service payments
- Does Not Meet Standard
 - School is in default of loan covenant(s), but has worked with lender(s) to restructure debt service payments
- Falls Far Below Standard
 - School is in default of loan covenant(s) and/or is delinquent with debt service payment

2. Sustainability Measures

2(a). Total Margin:

Total Margin is Net Income divided by Total Revenue and Aggregated Total Margin is Total Three-Year Net Income divided by Total Three-Year Revenues

Meets Standard

- Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive, OR
- Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive

Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.

Does Not Meet Standard

- Aggregated Three-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"

Falls Far Below Standard

- Aggregated Three-Year Total Margin is less than or equal to -1.5 percent,
- The most recent year Total Margin is less than -10 percent, OR
- For schools in their first or second year of operation, the cumulative Total Margin is negative

2(b). Debt to Asset Ratio:

Total Liabilities divided by Total Assets

Meets Standard

- Debt to Asset Ratio is less than 0.9

Does Not Meet Standard

- Debt to Asset Ratio is between 0.9 and 1.0

Falls Far Below Standard

- Debt to Asset Ratio is greater than 1.0

2(c). Cash Flow:

Multi-Year Cash Flow = Year 3 Total Cash – Year 1 Total Cash; One-Year Cash Flow = Year 2 Total Cash – Year 1 Total Cash

Meets Standard

- Multi-Year Cumulative Cash Flow is Positive and Cash Flow is positive each year, OR
- Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive

Note: Schools in their first or second year of operation must have positive cash flow.

Does Not Meet Standard

- Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"

Falls Far Below Standard

- Multi-Year Cumulative Cash Flow is negative, OR
- For schools in their first or second year of operation, cash flow is negative

2(d). Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) divided by (Annual Principal, Interest, and Lease Payments)

Meets Standard

- Debt Service Coverage Ratio is equal to or exceeds 1.1

Does Not Meet Standard

- Debt Service Coverage Ratio is less than 1.1

Falls Far Below Standard

- Not Applicable

Section III: Organizational Performance

A charter school's performance in the organization measures is a large piece of the overall health of a charter school. Deficiencies or weaknesses in organizational performance may be an indicator of the overall health of the charter school. Any school that receives a "Falls Far Below" rating in any category will receive an immediate Plan of Correction to assist in remedying the deficiencies in this organizational area. Three or more successive years of ratings that include a measure in the "Falls Far Below" category may result in a recommendation of immediate revocation of the charter.

Indicators and Measures:

1. Education Program:
 - a. Charter Terms
 - b. Compliance with Education Requirements
 - c. Students with Disabilities Rights
 - d. English Language Learner Rights
2. Financial Management and Oversight
 - a. Financial Reporting and Compliance Reporting
 - b. Generally Accepted Accounting Principles
3. Governance and Reporting
 - a. Governance Requirements
 - b. Accountability of Management
 - c. Reporting Requirements
4. Students and Employees
 - a. Rights of Students
 - b. Attendance
 - c. Credentialing
 - d. Employment Rights
 - e. Background Checks
5. School Environment
 - a. Facilities and Transportation
 - b. Health and Safety
 - c. Information Handling
6. Additional Obligations
 - a. All Other Obligations

1. Education Program

1(a). Is the school implementing the material terms of the education program as defined in the current charter contract?

- Meets Standard
 - The school implemented the material terms of the education program in all material respects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a charter modification to the material terms.
- Does Not Meet Standard
 - The school failed to implement the material terms of the education program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.
- Falls Far Below Standard
 - The school failed to implement its program in the manner described above.
 -

1(b). Is the school complying with applicable education requirements?

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:
 - Instructional Days or minutes requirements
 - Graduation and promotion requirements
 - Content standards, including Common Core
 - State Assessments
 - Implementation of mandated programming as a result of state or federal funding
- Does Not Meet Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions described above; however, the school promptly came into compliance once the shortcoming(s) were identified.
- Falls Far Below Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

1(c). Is the school protecting the rights of students with disabilities?

Meets Standard

- Consistent with the school’s status and responsibilities as a Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatments of students with identified disabilities and those suspected of having a disability, including but not limited to:
 - Equitable access and opportunity to enroll
 - Identification and referral
 - Appropriate development and implementation of Individualized Education Plans and Section 504 plans
 - Operational compliance, including provision of services in the least restrictive environment and appropriate inclusion in the school’s academic program, assessments, and extracurricular activities
 - Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
 - Access to the school’s facility and program students in a lawful manner and consistent with students’ IEPs or Section 504 Plans
 - Securing of all applicable funding

Does Not Meet Standard

- The school did not materially comply with all applicable laws, rules, regulations, and provisions relating to the treatment of students with identified disabilities and those suspected of having a disability in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

1(d). Is the school protecting the rights of English Language Learner (ELL) students?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act (ESEA) and the US Department of Education authorities) relating to the English Language Learner requirements, including but not limited to:
 - Required policies related to the service of ELL students
 - Proper steps for identification of students in need of ELL services
 - Appropriate and equitable delivery of services to identified students
 - Appropriate accommodations on assessments
 - Exiting of students from ELL services
 - Ongoing monitoring of exited students

Does Not Meet Standard

- The school did not materially comply with all applicable laws, rules, regulations, and provisions relating to English Language Learner requirements in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

2. Financial Management

2(a). Is the school meeting financial reporting and compliance requirements?

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including but not limited to:
 - Complete and on-time submission of financial reports, including annual budget, revised budget (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an Education Service Provider (ESP)
 - On-time submission and completion of annual independent audit and corrective action plans, if applicable
 - All reporting requirements related to the use of public funds
- Does Not Meet Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions relating to financial reporting requirements as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.
- Falls Far Below Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

2(b). Is the school following Generally Accepted Accounting Principles?

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:
 - An unqualified audit opinion
 - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
 - An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report
- Does Not Meet Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions relating to financial management and oversight expectations described above; however, the school promptly came into compliance once the shortcoming(s) were identified.
- Falls Far Below Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

3. Governance and Reporting

3(a). Is the school complying with governance requirements?

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:
 - Board policies, including those related to oversight of an Education Service Provider (ESP), if applicable
 - Board bylaws
 - State open meetings law
 - Code of ethics
 - Conflicts of interest
 - Board composition and/or membership rules (e.g. requisite number of qualified teachers, ban on employees or contractors serving on the board, etc.)
 - Compensation for attendance at meetings
- Does Not Meet Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions relating to governance by its board as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.
- Falls Far Below Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

3(b). Is the school holding management accountable?

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to oversight of school management, including but not limited to:
 - (For Education Service Providers [ESPs]) maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the ESP
 - (For Others) oversight of management that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
- Does Not Meet Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions relating to oversight of school management; however, the school promptly came into compliance once the shortcoming(s) were identified.
- Falls Far Below Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

3(c). Is the school complying with reporting requirements?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the school’s authorizer, State Education Agency (SEA), district education department, and/or federal authorities, including but not limited to:
 - Accountability tracking
 - Attendance and enrollment reporting
 - Compliance and oversight
 - Additional information request by authorizer

Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions relating to relevant reporting requirements described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

4. Students and Employees

4(a). Is the school protecting the rights of all students?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:
 - Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
 - The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)
 - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
 - Conduct of discipline (discipline hearings and suspension and expulsion policies and practices)

Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions relating to the rights of students as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

4(b). Is the school meeting attendance goals?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to attendance goals.

Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions relating to attendance goals; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

4(c). Is the school meeting teacher and other staff credentialing requirements?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act [ESEA]) relating to state certification requirements.

Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions relating to state certification requirements; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

4(d). Is the school complying with laws regarding employee rights?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. The school does not interfere with employees' rights to organize collectively or otherwise violate staff collective bargaining rights.

Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions relating to employment considerations; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

4(e). Is the school completing required background checks?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable).

Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions relating to background checks; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

5. School Environment

5(a). Is the school complying with facilities and transportation requirements?

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including but not limited to:
 - Americans with Disabilities Act (ADA)
 - Fire inspections and related records
 - Viable certificate of occupancy or other required building use authorization
 - Documentation of requisite insurance coverage
 - Student transportation
- Does Not Meet Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions relating to the school facilities, grounds, and transportation as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.
- Falls Far Below Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

5(b). Is the school complying with health and safety requirements?

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including but not limited to:
 - Appropriate nursing services and dispensing of pharmaceuticals
 - Food service requirements
 - Other district services, if applicable
- Does Not Meet Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions relating to safety and the provision of health-related services as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.
- Falls Far Below Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

5(c). Is the school handling information appropriately?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the handling of information, including but not limited to:
 - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities
 - Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
 - Transferring of student records
 - Proper and secure maintenance of testing materials

Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions relating to the handling of information as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions described above.

6. Additional Obligations

6(a). Is the school complying with all other obligations?

Meets Standard

- The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:
 - Revisions to state charter law
 - Consent decrees
 - Intervention requirements by the authorizer
 - Requirements by other entities to which the school is accountable (e.g. State Education Agency [SEA])

Does Not Meet Standard

- The school failed to materially comply with all other material, legal, statutory, regulatory, or contractual requirements as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions described above.