

Policy 3.700 - Charter School Performance Framework

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| TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION | |
| SCHOOL PERFORMANCE FRAMEWORK | 3.700 |

Acknowledgements

The Tennessee Public Charter School Commission (“Commission”) would like to acknowledge and appreciate the feedback and collaboration received from the Tennessee Department of Education, Commission-authorized schools, and other quality authorizers to develop this revised framework.

About the Performance Framework

This document outlines the comprehensive benchmarks by which charter schools authorized by the Commission will be measured and evaluated in alignment to the Commission’s mission. 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 published in the annual report produced by the Commission.

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Section I. Academic Performance

Pursuant to Tennessee Code Annotated (T.C.A) § 49-13-102, two of the purposes of a charter school are to improve learning for all students and to ensure that children have the opportunity to reach proficiency on state academic assessments. In addition, the law states that “[t]he performance-related provisions within a charter agreement shall be based on a performance framework that clearly sets forth the academic and organizational performance indicators, measures, and metrics that will guide the authorizer’s evaluation of each public charter school.”¹ For students, families, and the community, the main question that needs to be answered is: “Is this school a high-achieving school?” With increased school autonomy, a bedrock of charter school authorization, comes the expectation of high academic achievement and student growth. The following pages outline the 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 Commission’s Charter School Intervention Policy 3.400 lays out the possible interventions and sanctions for failure to meet the standards set forth in the performance framework.²

The Academic Performance framework is made up of four key areas, which are outlined below. Additional details and explanations around these areas are included in the pages that follow.

1. Student Outcomes (25%-35%)
2. Mission-Specific Goal (10%)
3. Comparative Performance (40%)
4. Overall TVAAS Composite Index (15%-25%)

¹ T.C.A. § 49-13-143(a)

² 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. Additional information regarding possible interventions and sanctions, including charter revocation, are available in the Charter School Intervention Policy 3.400.

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1a: Student Outcomes (25%-35%)

The Student Outcomes section of the Commission’s School Performance Framework aligns with the Tennessee Department of Education (TDOE)’s accountability framework. If the TDOE adjusts any indicators in future accountability protocols, the Commission will adjust the same within the performance framework such that this section will continue to align with the state’s accountability model.

| Measure | Description | Falls Far Below Standard | Does Not Meet Standard | Meets Standard | Exceeds Standard | Total Weight |
|---------|---|--------------------------|------------------------|----------------|------------------|--------------|
| 1a* | School academic performance, as measured by the Tennessee Department of Education | D | C | B | A | 25%-35%** |

**For schools in their first year with state assessment data, see 1b in the next section.*

Notes regarding the Student Outcomes Section:

- Minus grades for schools designated as “focus” schools will not influence the overall ratings category of the school. For example, a school receiving a B- will be designated as “Meets Standard.”
- For this indicator, a C letter grade qualifies as “Does Not Meet Standard.” However, a school can still achieve a meets standard for the academic section of the School Performance Framework if the school earns a “Meets Standard” on all other indicators and achieves a TVAAS 4 or 5.
- * **The student outcomes and TVAAS sections have a range of weights due to re-allocation of weight for schools scoring a TVAAS 4 or 5. If a school meets standard at a TVAAS 3 or earns a TVAAS 1 or 2, the allocation of weights will be 35% for student outcomes and 15% for TVAAS. If a school earns a TVAAS 4, the allocation of weights will be 30% for student outcomes and 20% for TVAAS. If a school earns a TVAAS 5, the allocation of weights will be 25% student outcomes and 25% TVAAS. This is to reward schools for having higher growth scores.

In the event there is a pause of the state’s accountability system by the TDOE, the Commission shall reallocate the 25% weight of student outcomes equally to all other sections within the academic section of the framework. Schools will be held accountable to their chronic absenteeism rates and ELPA data in alignment with the thresholds within the state’s accountability protocol at 5% each within the student outcomes section, totaling 10%. The chart below demonstrates the reallocation of weight in the event of enacting the contingency plan in the absence of a letter grade designation:

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| Contingency Weighting in Event of Pause or Interruption in State’s Accountability System | |
|---|--|
| Student Outcomes | Total Weight: 10% <ul style="list-style-type: none"> • ELPA – 5% • Chronic Absenteeism – 5% |
| Mission-Specific Goal | 15% |
| Comparative Performance | Total Weight – 50% <ul style="list-style-type: none"> • Overall Resident District Comparison – 25% • Subgroup Comparison – 25% |
| TVAAS Composite Score | 25% |

1. b. Student Outcomes for New Schools (Applicable for schools with only one year of data) (25%-35%)

New schools in their first year of taking state assessments will not receive a letter grade from the TDOE. Instead, new schools will be evaluated in the following areas in student outcomes. The weight of the following areas makes up 25% - 35% of the final academic performance score, depending on the school’s TVAAS score as outlined under 1.a. Each of the below indicators’ scoring weights aim to align to the scoring weights used for each indicator in the state’s accountability framework.

1. Absolute Achievement: Absolute achievement will be measured by the percentage of students scoring “met or exceeded expectations” on the Tennessee state assessments in the subject areas of ELA, math, science, and social studies. The total scoring weight for absolute achievement is 45% with each subject area consisting of 11.25% of the total 45%. If a school is not being tested in a certain area, the total of 45% will be reallocated equally among the total tested subject areas.
2. Growth: Growth in achievement will be measured by TVAAS overall composite index for the one-year trend. The total scoring weight for growth is 35%.
3. Chronic Absenteeism: Chronic absenteeism is defined as the percent of students missing 10% or more of enrolled school days. The total scoring weight for chronic absenteeism is 10%.
4. English Language Proficiency Assessment (ELPA): ELPA will be measured by the percentage of students meeting or exceeding the growth standard based on prior English proficiency. The total scoring weight for ELPA is 10%.

*Note – if testing data is interrupted or unavailable, Commission staff may either hold items harmless depending on data availability or Commission staff will enact the contingency plan outlined in 1a: Student Outcomes and reallocate the weight for this section as noted in the provided table.

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| Measure | Sub-Category | Description | Grade Level | Falls Far Below Standard | Does Not Meet Standard | Meets Standard | Exceeds Standard | Total Weight | |
|----------------|----------------------|--|--|--------------------------|------------------------|----------------|------------------|---------------|-----|
| Points Total | | | | 1 | 2 | 3 | 4 | | |
| 1b – Year 1 | Absolute Achievement | Absolute performance in ELA, as measured by Tennessee State Assessments - Percent of students scoring met or exceeded expectations. | HS | Less than 20% | 20%-29.9% | 30%-50% | Greater than 50% | 11.25% | |
| | | | 3-8 | Less than 20% | 20%-29.9% | 30%-50% | Greater than 50% | | |
| | | Absolute performance in math, as measured by Tennessee State Assessments - Percent of students scoring met or exceeded expectations. | HS | Less than 10% | 10%-19.9% | 20%-40% | Greater than 40% | 11.25% | |
| | | | 3-8 | Less than 20% | 20%-29.9% | 30%-50% | Greater than 50% | | |
| | | Absolute performance in science, as measured by Tennessee State Assessments - Percent of students scoring met or exceeded expectations. | HS | Less than 20% | 20%-29.9% | 30%-50% | Greater than 50% | 11.25% | |
| | | | 3-8 | Less than 20% | 20%-29.9% | 30%-50% | Greater than 50% | | |
| | | Absolute performance in social studies, as measured by Tennessee State Assessments - Percent of students scoring met or exceeded expectations. | HS | Less than 20% | 20%-29.9% | 30%-50% | Greater than 50% | 11.25% | |
| | | | 3-8 | Less than 20% | 20%-29.9% | 30%-50% | Greater than 50% | | |
| | Growth | | TVAAS overall composite index for one-year trend. | All | Level 1 | Level 2 | Level 3 | Level 4 or 5 | 35% |
| | Chronic Absenteeism | | The percent of students missing 10 percent or more of enrolled school days | HS | Greater than 28.1% | 20.1% -28% | 13%-20% | Less than 13% | 10% |
| | | | | K-8 | Greater than 19.6% | 12%-19.5% | 7%-11.9% | Less than 7% | |
| | English Language | | Percent of students meeting or exceeding the growth | HS | Less than 40% | Less than 50% | Less than 60% | At least 60% | 10% |

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|--|-------------------------------|---|-----|---------------|---------------|---------------|--------------|
| | Proficiency Assessment (ELPA) | standard based on prior English proficiency | K-8 | Less than 40% | Less than 50% | Less than 60% | At least 60% |
|--|-------------------------------|---|-----|---------------|---------------|---------------|--------------|

2: Mission-Specific Goal (10%)

Each school authorized by the Commission will define a mission-specific goal within their charter agreement to be evaluated within the School Performance Framework. See Appendix A for the school’s mission-specific goal.

Each mission-specific goal is unique and pre-determined in collaboration with Commission staff and approved by the Commission. The inclusion of this goal offers an opportunity:

1. For schools to showcase what makes them unique based on the model described within their charter application.
2. For elementary schools who may be missing state student outcomes data due to the majority of their students being in non-tested grade levels, this goal can track growth and achievement for students who do not take state testing through nationally normed assessments.
3. To include supplemental data for schools who are staggering their opening by grade level.
4. To capture additional important data aligned with their mission that schools believe are beneficial and are outside the scope of what is measured within the academic portion of the framework. This can include items such as ACT scores, nationally normed internal assessment data, and curriculum rubrics.

The school must adhere to the guidelines established by the Commission to develop the proposed mission-specific goal. The Commission will either approve the goal as is and incorporate it within the school’s accountability and reporting, or it will engage in further negotiations regarding the goal. If the school chooses to make changes to its mission-specific goal at any point in time during the tenure of the charter agreement, the school must amend the charter agreement to do so.

The following are guidelines for schools in the development of the mission-specific goal:

1. The proposed goal must be student-centered and outcome driven.
 - a. The goal must include student outcomes and not action steps, curriculum, or adult actions.
 - b. The goal must include quantitative data. This goal cannot be qualitative, including items such as survey data or student statements.
2. The proposed goal must include goals, predetermined metrics, and progress.
 - a. The goal must be aligned to the mission of the school as outlined within the charter application.
 - b. The goal must not include metrics or assessments already utilized within the performance framework such as TCAP/TNReady achievement scores, TVAAS, or chronic absenteeism.

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- c. The goal must include pre-determined metrics to measure student success toward the mission. These metrics are not flexible and cannot change year over year to ensure comparison. Some metrics can include:
 - i. Nationally-normed internal assessment data (e.g., NWEA MAP)
 - ii. Aligned End of Course Assessments (not tied to state testing)
 - iii. ACT Scores/SAT Scores
 - iv. Student performance rubrics
 - v. Curriculum-based measurements or evaluations
- d. Schools must report on progress within the metrics toward the mission-specific goal. This must be demonstrated through aggregated (not raw) data and be clearly reported to the Commission. The school must report accurate data and determine whether or not they are meeting, exceeding, or not meeting their goal.

The mission-specific goal will be discussed with the school during site visits and during interim reviews. The mission-specific goal will be included within the annual reporting for the school which is public record. The mission-specific goal will also be considered in high-stakes decisions including intervention, renewal, and revocation. The school is responsible for reporting the pre-determined and aggregated data by the specified date within the charter agreement for site visit and annual reporting. Failure to report this data will result in the charter school receiving a “does not meet standard” for the mission-specific goal.

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3: Comparative Performance (40%)

3a. School to Resident District – Overall (20%)

| Measure | Description | | Falls Far Below Standard | Does Not Meet Standard | Meets Standard | Exceeds Standard | Total Weight |
|---------|---|------------|---|---|--|--|--------------|
| 3a | School comparative performance to resident district in ELA | All Grades | More than 15 percentage points lower than the resident district | 5.1-15 percentage points lower than the resident district | Up to 5 percentage points below or above the resident district | Greater than 5 percentage points higher than the resident district | 25% |
| 3b | School comparative performance to resident district in Math | All Grades | More than 15 percentage points lower than the resident district | 5.1-15 percentage points lower than the resident district | Up to 5 percentage points below or above the resident district | Greater than 5 percentage points higher than the resident district | 25% |
| 3c | School comparative performance to resident district in Science | All Grades | More than 15 percentage points lower than the resident district | 5.1-15 percentage points lower than the resident district | Up to 5 percentage points below or above the resident district | Greater than 5 percentage points higher than the resident district | 25% |
| 3d | School comparative performance to resident district in Social Studies | All Grades | More than 15 percentage points lower than the resident district | 5.1-15 percentage points lower than the resident district | Up to 5 percentage points below or above the resident district | Greater than 5 percentage points higher than the resident district | 25% |

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3b. School to Resident District – Subgroups (20%; 5% per subgroup)

Subgroup – Students with Disabilities (5%)

| Measure | Description | | Falls Far Below Standard | Does Not Meet Standard | Meets Standard | Exceeds Standard | Total Weight |
|---------|---|------------|---|---|--|--|--------------|
| 3a | School comparative performance to resident district in ELA | All Grades | More than 13 percentage points lower than the resident district | 3.1-13 percentage points lower than the resident district | Up to 3 percentage points below or above the resident district | Greater than 3 percentage points higher than the resident district | 50% |
| 3b | School comparative performance to resident district in Math | All Grades | More than 13 percentage points lower than the resident district | 3.1-13 percentage points lower than the resident district | Up to 3 percentage points below or above the resident district | Greater than 3 percentage points higher than the resident district | 50% |

Subgroup – English Learners (5%)

| Measure | Description | | Falls Far Below Standard | Does Not Meet Standard | Meets Standard | Exceeds Standard | Total Weight |
|---------|---|------------|---|---|--|--|--------------|
| 3a | School comparative performance to resident district in ELA | All Grades | More than 13 percentage points lower than the resident district | 3.1-13 percentage points lower than the resident district | Up to 3 percentage points below or above the resident district | Greater than 3 percentage points higher than the resident district | 50% |
| 3b | School comparative performance to resident district in Math | All Grades | More than 13 percentage points lower than the resident district | 3.1-13 percentage points lower than the resident district | Up to 3 percentage points below or above the resident district | Greater than 3 percentage points higher than the resident district | 50% |

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Subgroup – Economically Disadvantaged (5%)

| Measure | Description | | Falls Far Below Standard | Does Not Meet Standard | Meets Standard | Exceeds Standard | Total Weight |
|---------|---|------------|---|---|--|--|--------------|
| 3a | School comparative performance to resident district in ELA | All Grades | More than 13 percentage points lower than the resident district | 3.1-13 percentage points lower than the resident district | Up to 3 percentage points below or above the resident district | Greater than 3 percentage points higher than the resident district | 50% |
| 3b | School comparative performance to resident district in Math | All Grades | More than 13 percentage points lower than the resident district | 3.1-13 percentage points lower than the resident district | Up to 3 percentage points below or above the resident district | Greater than 3 percentage points higher than the resident district | 50% |

Subgroup – Black, Hispanic, Native American (5%)

| Measure | Description | | Falls Far Below Standard | Does Not Meet Standard | Meets Standard | Exceeds Standard | Total Weight |
|---------|---|------------|---|---|--|--|--------------|
| 3a | School comparative performance to resident district in ELA | All Grades | More than 13 percentage points lower than the resident district | 3.1-13 percentage points lower than the resident district | Up to 3 percentage points below or above the resident district | Greater than 3 percentage points higher than the resident district | 50% |
| 3b | School comparative performance to resident district in Math | All Grades | More than 13 percentage points lower than the resident district | 3.1-13 percentage points lower than the resident district | Up to 3 percentage points below or above the resident district | Greater than 3 percentage points higher than the resident district | 50% |

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1. Comparison of charter performance to the resident district average allows for the evaluation of whether the charter school is providing a better option for students. Comparative achievement will be measured by evaluating the percentage of students who scored “met or exceeded expectations” on the state assessments at the charter school, as compared to the resident district average.
 - a. In grades 3-8, an average percent “met expectations” or “exceeded expectations” of all grades will be calculated for each tested subject.
 - i. This average will be calculated by taking the total number of students scoring “met or exceeded expectations” and dividing it by the total number of students who took the test in grades 3-8.
 - b. In high school, an average percent “met or exceeded expectations” will be calculated for End-of-Course (EOC) assessments in English I, and II, Algebra or Integrated Math I, Geometry or Integrated Math II, Algebra II or Integrated Math III, Biology, and U.S. History as aligns to what is outlined within the current TDOE accountability protocol to determine overall subject proficiency for a high school.
 - i. This average will be calculated by taking the total number of students scoring “met or exceeded expectations” and dividing it by the total number of students who took the tests, which will be grouped by subject.
 1. *If a school is not being tested in certain subject areas, the total weight will be reallocated equally among the total tested subject areas.

2. Enrollment percentages for each subgroup defined above will be included in the Commission’s annual reporting for each school. If the school’s student count for any individual subgroup is less than 8 students per grade level, or 30 for a fully built out school of four tested grade levels, schools will not be held accountable due to statistical validity. In this instance, the individual subgroup indicator(s) will be suppressed and marked on the framework as “**”, and the school will be held harmless for the specific subgroup(s). The corresponding weight(s) will be reallocated to the overall school to district comparison (up to 20%).
 - a. Additionally, if resident district proficiency data for a particular subgroup falls below 1%, requiring suppression, the school will be compared to a district score of 0.9% for that subgroup for comparison purposes. If a school’s data is suppressed publicly below 5%, the school will still be held accountable to the comparison, however the actual score will be suppressed in public reporting.
 - b. If a school has a proficiency score of zero for a particular subgroup, they cannot meet the standard, even if it falls within three percent of the resident district. A school must have a proficiency score above zero percent to qualify for this indicator.

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4: Overall Tennessee Value-Added Assessment System (TVAAS) Composite Index (15%-25%)

| Measure | Description | Falls Far Below Standard | Does Not Meet Standard | Meets Standard | Exceeds Standard | Total Weight |
|---------|---|----------------------------|----------------------------|----------------------------|---------------------------------|--------------|
| 4a | The <u>Tennessee Value-Added Assessment System</u> (TVAAS) measures student growth year over year, regardless of whether the student is proficient on the state assessment. In calculating a TVAAS score, a student’s performance is compared relative to the performance of his or her peers who have performed similarly on past assessments. | TVAAS Composite Score of 1 | TVAAS Composite Score of 2 | TVAAS Composite Score of 3 | TVAAS Composite Score of 4 or 5 | 15%-25%* |

Note – if a school does not have a TVAAS score, the weight will be reallocated evenly amongst the other indicators in the academic section.

* The student outcomes and TVAAS sections have a range of weights due to re-allocation of weight for schools scoring a TVAAS 4 or 5. If a school meets standard at a TVAAS 3 or scores a TVAAS 2 or 1, the allocation of weights will be 35% for student outcomes and 15% for TVAAS. If a school earns a TVAAS 4, the allocation of weights will be 30% for student outcomes and 20% for TVAAS. If a school earns a TVAAS 5, the allocation of weights will be 25% student outcomes and 25% TVAAS. This is to reward schools for having higher growth scores.

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| Section | Indicator | Falls Far Below Standard | Does Not Meet Standard | Meets Standard | Exceeds Standard | Percentage of Section Score | Percentage of Overall Score |
|-------------------------|---|--------------------------|------------------------|----------------|------------------|-----------------------------|-----------------------------|
| Student Outcomes | School academic performance, as measured by the Tennessee Department of Education | 1 | 2 | 3 | 4 | 100% | 25%-35%* |
| Mission-Specific Goal | Each school authorized by the Commission will define a mission-specific goal within their charter agreement to be evaluated within the School Performance Framework | 1 | 2 | 3 | 4 | 100% | 10% |
| Comparative Performance | Comparative Performance to Resident District | | | | | 50% | 40% |
| | School comparative performance to resident district in ELA | 1 | 2 | 3 | 4 | 25% | |
| | School comparative performance to resident district in Math | 1 | 2 | 3 | 4 | 25% | |
| | School comparative performance to resident district in Science | 1 | 2 | 3 | 4 | 25% | |
| | School comparative performance to resident district in Social Studies | 1 | 2 | 3 | 4 | 25% | |
| | Comparative Subgroup Performance to Resident District | | | | | 50% | |
| | Students with disabilities comparative performance to resident district in ELA and Math | 1 | 2 | 3 | 4 | 25% | |
| | English Learners comparative performance to resident district in ELA and Math | 1 | 2 | 3 | 4 | 25% | |

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| | Economically disadvantaged students comparative performance to resident district in ELA and Math | 1 | 2 | 3 | 4 | 25% | |
| | Black, Hispanic, Native American students comparative performance to resident district in ELA and Math | 1 | 2 | 3 | 4 | 25% | |
| TVAAS | Overall Tennessee Value-Added Assessment System (TVAAS) Composite Index (10%) | 1 | 2 | 3 | 4 | 100% | 15%-25%* |
| Average Total Rating** (3 and above Meet Standard) | | | | | | | |

* The student outcomes and TVAAS sections have a range of weights due to re-allocation of weight for schools scoring a TVAAS 4 or 5. If a school meets standard at a TVAAS 3 or scores a TVAAS 1 or 2, the allocation of weights will be 35% for student outcomes and 15% for TVAAS. If a school earns a TVAAS 4, the allocation of weights will be 30% for student outcomes and 20% for TVAAS. If a school earns a TVAAS 5, the allocation of weights will be 25% student outcomes and 25% TVAAS. This is to reward schools for having higher growth scores.

** To assign the final score determination, the "Average Total Rating" will be rounded to the nearest whole number. (For example, a score of 2.5 would be rounded up to a 3 and assigned the determination of a "Meet Standard". A score of 2.4 would be rounded down to a 2 and a determination of "Does Not Meet Standard".

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Section II. Financial Performance

In addition to academic performance, another important indicator of short-term and long-term success of charter schools is financial performance. Annually, a charter school will be rated on the following near term and sustainability indicators. When a school does not meet the standard on a measure of the Financial Framework, it becomes necessary for the Commission to seek more information. A rating of “Does Not Meet Standard” on a single measure is not necessarily an indication of financial distress, instead, it is an invitation for the Commission to understand the reason for the financial underperformance, assess the severity of the situation, and if necessary, determine an appropriate course of action or intervention. Any intervention action based on the school’s ratings received in financial performance will be dictated by Commission Policy 3.400 Charter School Intervention.

Financial performance metrics are calculated primarily by using the audited financial statements for each of the Commission’s schools, which are prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the GASB. Consequently, the Statement of Net Position and Statement of Activities are presented in a consolidated manner with all schools operated under a single network. While the consolidated financial statements are utilized in the majority of the Financial Performance Framework for measuring the near term and sustainability measures of the charter school, the Commission will also consider each school’s financial position and hold it independently accountable.

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. Debt Service Coverage Ratio
 - d. Unrestricted Net Position
 - e. Total Margin by School (*if applicable*)

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1. Near Term Indicators

1(a). Current Ratio:

Current Assets divided by Current Liabilities

Audit Source: "Statement of Net Position"

- 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 previous year ratio)
 - (For schools in their first or second year of operation)* 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
 - (For schools in their first or second year of operation)* Current Ratio is less than 1.1

1(b). Unrestricted Days Cash:

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

Audit Source: "Statement of Net Position" (Cash), "Statement of Activities" (Depreciation, Total Expenses)

- Meets Standard
 - Days Cash is greater than or equal to 60 days; OR

- Days Cash is between 30 and 60 days and one-year trend is positive
- (For schools in their first or second year of operation)* Days Cash is greater than or equal to 30 days

Does Not Meet Standard

- Days Cash is between 15-30 days or equal to 30 days; OR
- Days Cash is between 30-60 days and one-year trend is negative

Falls Far Below Standard

- Days Cash is less than or equal to 15 days
- (For schools in their first or second year of operation)* Days Cash is less than 30 days

1(c). Average Daily Membership (ADM) to Budget Variance:

Actual ADM (June 30 ADM) divided by Enrollment Projection used in June 1 Charter School Board-Approved Budget. Schools will be allowed one board-approved revised budget in a fiscal year.

Source of Data: Received Directly from School

- Meets Standard
 - ADM to Budget Variance greater than or equal to 95 percent in the most recent year
- Does Not Meet Standard
 - ADM to Budget Variance is between 85 percent and 95 percent in the most recent year
- Falls Far Below Standard
 - ADM to Budget Variance is less than or equal to 85 percent in the most recent year

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1(d). Default:

Source of Data: Audit and/or Received Directly from School

- 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 payments.

- Does Not Meet Standard
 - Aggregated Three-Year Total Margin is greater than -1.5%, but trend does not “Meet Standard”
- Falls Far Below Standard
 - Aggregated Three-Year Total Margin is less than or equal to -1.5%; OR
 - The most recent year Total Margin is less than -10%.
 - (For schools in their first or second year of operation)* Aggregated Two-Year Total Margin (if applicable) is negative (or zero), OR the most recent year Total Margin is negative (or zero)

2. Sustainability Measures

2(a). Total Margin:

Total Margin is Change in Net Position divided by Total Revenues; Aggregated Total Margin is Total Three-Year Change in Net Position divided by Total Three-Year Revenues

Audit Source: “Statement of Activities” (*Total Revenues*) and “Statement of Activities” (*Change in Net Position*)

- 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%, the trend is positive for the last two years, and the most recent year Total Margin is positive
 - (For schools in their first or second year of operation)* Aggregated Two-Year Total Margin (if applicable) is positive, and the most recent year Total Margin is positive

2(b). Debt to Asset Ratio:

{Total Liabilities plus Deferred Inflows from Resources} divided by {Total Assets plus Deferred Outflows from Resources}

Audit Source: “Statement of Net Position”

- Meets Standard
 - Debt to Asset Ratio is less than or equal to 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 or equal to 1.0

2(c). Debt Service Coverage Ratio:

(Change in Net Position + Depreciation Expense + Interest Expense + Rent/Lease Expense) divided by (Debt Due within One Year + Interest Expense + Rent/Lease Expense)

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Audit Source: "Statement of Activities" (Change in Net Position, Depreciation Expense, Interest Expense); "Statement of Net Position" (Debt Due within One Year); "Notes to Financial Statements" (Rent/Lease Expense)

Note: If Rent/Lease Expense is not detailed in audit, then schools must provide this information directly

- Meets Standard
 - Debt Service Coverage Ratio is greater than or equal to 1.1
- Does Not Meet Standard
 - Debt Service Coverage Ratio is less than or equal to 1.1
- Falls Far Below Standard
 - Not Applicable

2(d). Unrestricted Net Position

Unrestricted Net Position divided by total expenses

Audit Source: "Balance Sheet" (*Unrestricted Net Position*) and "Statement of Activities" (Total Expenses)

- Meets Standard
 - Unrestricted Net Position is greater than or equal to 5%
- Does Not Meet Standard
 - Unrestricted Net Position is greater than 0.0% but less than 5%
- Falls Far Below Standard
 - Unrestricted Net Position is negative

2(e). Total Margin by School (*if applicable*):

Total Margin by School is Change in Net Position for the authorized school divided by Total Revenues for the authorized school; Aggregated Total Margin is Total Three-Year Change in Net Position divided by Total Three-Year Revenues for the authorized school

Audit Source: "Statement of Revenues, Expenditures, and Changes in Fund Balance by School"

- Meets Standard
 - Aggregated Three-Year Total Margin by School is positive, and the most recent year Total Margin by School is positive; OR
 - Aggregated Three-Year Total Margin by School is greater than -1.5%, the trend is positive for the last two years, and the most recent year Total Margin by School is positive
 - (For schools in their first or second year of operation) Aggregated Two-Year Total Margin by School (if applicable) is positive, and the most recent year Total Margin by School is positive
- Does Not Meet Standard
 - Aggregated Three-Year Total Margin by School is greater than -1.5%, but trend does not "Meet Standard"
- Falls Far Below Standard
 - Aggregated Three-Year Total Margin by School is less than or equal to 1.5%; OR
 - The most recent year Total Margin by School is less than -10%
 - (For schools in their first or second year of operation) Aggregated Two-Year Total Margin by School (if applicable) is negative (or zero), OR the most recent year Total Margin by School is negative (or zero).

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GASB Audit Data Sources for Financial Performance Framework:

| # | Metric | Data for Calculation | Data Source |
|----|-----------------------------|--|--|
| 1a | Current Ratio | Current Assets | Statement of Net Position |
| 1a | Current Ratio | Current Liabilities | Statement of Net Position |
| 1b | Unrestricted Days Cash | Cash & Cash Equivalents | Statement of Net Position |
| 1b | Unrestricted Days Cash | Total Expenses | Statement of Activities |
| 1b | Unrestricted Days Cash | Depreciation | Statement of Activities |
| 1c | Enrollment Variance | Actual Enrollment | Directly from School |
| 1c | Enrollment Variance | Budgeted Enrollment | Directly from School |
| 1d | Default | Default/Delinquency | Directly from School |
| 2a | Total Margin | Total Revenues | Statement of Activities |
| 2a | Total Margin | Change in Net Position | Statement of Activities |
| 2b | Debt to Asset Ratio | Total Liabilities | Statement of Net Position |
| 2b | Debt to Asset Ratio | Deferred Inflows | Statement of Net Position |
| 2b | Debt to Asset Ratio | Total Assets | Statement of Net Position |
| 2b | Debt to Asset Ratio | Deferred Outflows | Statement of Net Position |
| 2c | Debt Service Coverage Ratio | Change in Net Position | Statement of Activities |
| 2c | Debt Service Coverage Ratio | Depreciation | Statement of Activities |
| 2c | Debt Service Coverage Ratio | Interest Expense | Statement of Activities |
| 2c | Debt Service Coverage Ratio | Rent and Lease Expenses | Notes to Financial Statements or Directly from School |
| 2c | Debt Service Coverage Ratio | Short-term Debt | Statement of Net Position |
| 2c | Debt Service Coverage Ratio | Current Portion of Long-term Debt | Statement of Net Position |
| 2d | Unrestricted Net Position | Unrestricted Net Position | Statement of Net Position |
| 2d | Unrestricted Net Position | Total Expenses | Statement of Activities |
| 2e | Total Margin by School | Total Revenues for Authorized School | Statement of Revenues, Expenditures, and Changes in Fund Balance by School |
| 2e | Total Margin by School | Change in Net Position for Authorized School | Statement of Revenues, Expenditures, and Changes in Fund Balance by School |

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Section III: Organizational Performance

A charter school’s performance on the organizational measures is a large piece of the overall evaluation of a charter school. Deficiencies or weaknesses in organizational performance may be an indicator of the overall health of the charter school.

When a school does not meet the standard on a measure of the Organizational Performance portion of the framework, it becomes necessary for the Commission to seek more information. A rating of “Does Not Meet Standard” on a single measure may indicate non-compliance but is not necessarily an indication of overall organizational distress. Instead, it is an invitation for the Commission to understand the reason for the organizational underperformance, assess the severity of the situation, and if necessary, determine an appropriate course of action or intervention in alignment with the Commission’s Charter School Intervention Policy – 3.400.³ Conversely, if shortcomings are identified and the school promptly comes into compliance within a reasonable timeframe, the Commission staff reserves the right to use professional discretion to determine if the school is eligible to receive a “Meets Standard” rating.

Indicators and Measures:

- 1. Education Program:
 - a. Charter Terms
 - b. Compliance with Education Requirements
 - c. Enrollment in Alignment with the Charter Agreement
 - d. Student Retention Rates
 - e. Student Retention Rates by Subgroup
 - f. Students with Disabilities Rights
 - g. English 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. Suspension Rate Goals
 - c. Attendance
 - d. Credentialing
 - e. Employment Rights
 - f. Background Checks
 - g. Teacher Retention
- 5. School Environment
 - a. Facilities and Transportation
 - b. Health and Safety
 - c. Information Handling
- 6. Additional Obligations

³ Tennessee Public Charter School Commission Charter School Intervention Policy – 3.400
 Adopted: October 28, 2020
 Revised: January 27, 2023

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1. Education Program

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

- 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 agreement, or the school has gained approval for a charter modification to the material terms pursuant to T.C.A. § 49-13-110. If shortcomings were identified, the school promptly came into compliance.
- Does Not Meet Standard
 - The school failed to implement the material terms of the education program in the manner described above; Once the shortcoming(s) were identified, the school did not promptly come into compliance.
- Falls Far Below Standard
 - The school failed to implement its program in the manner described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

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

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to education requirements,

including but not limited to:

- Instructional days or minutes requirements
- Graduation, promotion, and retention requirements
- Content standards, including implementation of Tennessee Academic Standards
- State Assessments
- Implementation of Response to Instruction and Intervention (RTI2)
- Implementation of mandated programming as a result of state or federal funding

If shortcomings were identified, the school promptly came into compliance.

- Does Not Meet Standard
 - The school failed to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions described above. Once the shortcoming(s) were identified, the school did not promptly come into compliance.
- Falls Far Below Standard
 - The school failed to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

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1(c). Is the school fully enrolled in alignment with the charter agreement?

**Schools that are scaling opening by grade level year over year will be held to their total yearly enrollment count per their approved applications and charter agreements until full enrollment across all grade levels is met.*

- Meets Standard
 - The school is within 15% variance of its maximum allotted students per the terms of the charter agreement.
- Does Not Meet Standard
 - The school is within 30% variance of its maximum allotted students per the terms of the charter agreement.
- Falls Far Below Standard
 - The school is not within at least 30% variance of its maximum allotted students per the terms of the charter agreement.

1(d). Is the school retaining students (students are staying enrolled throughout the year and year over year)?

- Meets Standard
 - The school materially complies with applicable LEA policies and procedures, and provisions of the charter agreement relating to retention rate goals, including but not limited to:
 - Meeting retention rate goals outlined in the School or LEA Plan (if applicable); and/or
 - If shortcomings were identified, the school promptly came into compliance.
- Does Not Meet Standard
 - The school failed to comply with LEA policies and procedures, and provisions relating to retention rate goals described above;

- Once the shortcoming(s) were identified, the school did not promptly come into compliance.

- Falls Far Below Standard
 - The school failed to comply with applicable LEA policies and procedures, and provisions relating to retention rate goals described above;
 - Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

1(e). Is the school retaining students that fall within special populations subgroups including students with disabilities, English Learners, economically disadvantaged students, and Black, Hispanic, and Native American subgroups at a similar rate to their overall student retention rate?

- Meets Standard
 - The school materially complies with applicable LEA policies and procedures, and provisions of the charter agreement relating to retention rate goals by subgroup, including but not limited to:
 - Meeting retention rate goals outlined in the School or LEA Plan (if applicable); and/or
 - If shortcomings were identified, the school promptly came into compliance.
- Does Not Meet Standard
 - The school failed to comply with applicable LEA policies and procedures, and provisions of the charter agreement relating to retention rate goals by subgroup;
 - Once the shortcoming(s) were identified, the school did not promptly come into compliance.

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- Falls Far Below Standard
 - The school failed to comply with applicable LEA policies and procedures, and provisions of the charter agreement relating to retention rate goals by subgroup.
 - Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

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

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment 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, in compliance with required timelines
 - Organizational 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 in a lawful

- manner and consistent with students’ IEPs or Section 504 Plans
 - Securing and properly accounting for all applicable federal and state funding
 - If shortcomings were identified, the school promptly came into compliance.

- Does Not Meet Standard
 - The school did not materially comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions relating to the treatment of students with identified disabilities and those suspected of having a disability in the manner described above;
 - Once the shortcoming(s) were identified, the school did not promptly come into compliance.

- Falls Far Below Standard
 - The school failed to comply with applicable laws, rules, regulations, LEA policies, and procedures, and provisions described above.
 - Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

1(g). Is the school protecting the rights of English Learner (EL) students?

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement (including Title I and III of the Every Student Succeeds Act (ESSA)) relating to the English Learner requirements, including but not limited to:

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- Required policies and notifications related to the service of EL students
 - Proper steps for identification of students in need of EL services, in compliance with required timelines.
 - Appropriate and equitable delivery of services to identified students
 - Compliance with 1:35 EL teacher to student ratio
 - Annual assessment of EL students (screener and annual assessment)
 - Appropriate accommodations on assessments
 - Exiting of students from EL services
 - Ongoing monitoring of exited students
- If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school did not materially comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions relating to English Learner requirements in the manner described above;
- Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions described above.
- Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

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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, LEA policies and procedures, and provisions of the charter agreement relating to financial reporting requirements, including but not limited to:
 - Complete and on-time submission of financial reports, including initial and revised board adopted budgets, periodic financial reports as required by the Commission via the Reporting Calendar, 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
 - Complete and on-time submission of all additional reporting requirements related to the use of public funds
 - If shortcomings were identified, the school promptly came into compliance.
- Does Not Meet Standard
 - The school failed to comply with applicable laws, rules, regulations, and provisions relating to financial reporting requirements as described above;
 - Once the shortcoming(s) were identified, the school did not promptly come into compliance.

- Falls Far Below Standard
 - The school failed to comply with applicable laws, rules, regulations, and provisions described above.
 - Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

2(b). Is the school following Generally Accepted Accounting Principles as outlined by the Governmental Accounting Standards Board?

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement 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 indicative of concern related to GAAP or material compliance with LEA rules and/or policies within the audit report
 - If shortcomings were identified, the school promptly came into compliance.
- Does Not Meet Standard
 - The school failed to comply with applicable laws, rules,

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regulations, and provisions relating to financial management and oversight expectations described above;

- Once the shortcoming(s) were identified, the school did not promptly come into compliance.
- Falls Far Below Standard
 - The school failed to comply with applicable laws, rules, regulations, and provisions described above.
 - Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

3. Governance and Reporting

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

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to governance by its board, including but not limited to:
 - Board policies, including those related to oversight of an Education Service Provider (ESP) or Charter Management Organization (CMO), if applicable
 - Board bylaws
 - State open meetings law
 - Code of ethics
 - Conflicts of interest
 - Board composition and/or membership rules pursuant to T.C.A. § 49-13-109 (e.g. inclusion of a parent on board or proper membership on school advisory council.)
 - If shortcomings were identified, the school promptly came into compliance.
- Does Not Meet Standard
 - The school failed to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions relating to governance by its board as described above;
 - Once the shortcoming(s) were identified, the school did not promptly come into compliance
- Falls Far Below Standard
 - The school failed to comply with applicable laws, rules, regulations, and provisions described above.

- Once shortcomings were identified, the school did not come into compliance or the failure was so severe that it outweighed any efforts to come into compliance.

3(b). Is the school holding management accountable (Applicable to schools contracting with an Educational Service Provider (ESP) or Charter Management Organization (CMO))?

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, LEA Policies and Procedures, and provisions of the charter agreement relating to oversight of school management through an ESP or CMO, including but not limited to:
 - Maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the ESP or CMO.
- Does Not Meet Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions relating to oversight of school management;
 - Once the shortcoming(s) were identified, the school did not promptly come into compliance.
- Falls Far Below Standard
 - The school failed to comply with all applicable laws, rules, regulations, and provisions described above.
 - Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

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

| Reporting Calendar On-Time Completion Rate* | Meets Standard | Does Not Meet or Falls Far Below |
|---|----------------|----------------------------------|
| Submissions are on-time | ≥ 85% | < 85% |

*Note:

- Period= July –June
- On-Time= Within five (5) business days of the due date. If an item was not required of the school or an extension was granted and met, the item will be considered on time.
- Percentages will be rounded to the nearest whole number. (For example, an on-time percentage of 84.5 would be rounded up to an 85 and be eligible for a “Meets Standard” rating. An on-time percentage of 84.4 would be rounded down to an 84 and a rating of either “Does Not Meet Standard” or “Falls Far Below Standard.”)
- For schools in the first year of operation or transition to the Commission from the Achievement School District, completion rates will be reported, however, the school’s rating will not be tied to the on-time completion rate.

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to relevant reporting requirements to the Commission, Tennessee Department of Education, and/or federal authorities. The school submits timely, complete, and accurate reports, including,

but not limited to:

- On-time completion rate for Reporting Calendar submissions of at least 85% (not applicable to schools in their first year of operation).
- Timely and accurate attendance and enrollment reporting
- Timely and accurate reporting related to state and federal compliance and oversight
- Timely and accurate reporting of additional information requested by the State Board

Does Not Meet Standard

- The school failed to timely comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions relating to relevant reporting requirements described above.

Falls Far Below Standard

- The school exhibited a pattern of failure to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions described above.
- Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

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, LEA policies and procedures, and provisions of the charter agreement 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)
 - If shortcomings were identified, the school promptly came into compliance.
- Does Not Meet Standard
 - The school failed to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions relating to the rights of students as described above;
 - Once the shortcoming(s) were identified, the school did not promptly come into compliance.

- Falls Far Below Standard
 - The school failed to comply with applicable laws, rules, regulations, and provisions described above.
 - Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

4(b). Is the school meeting suspension rate goals?

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to suspension rate goals, including but not limited to:
 - Meeting suspension rate goals outlined in the School or LEA plan (if applicable)
 - If shortcomings were identified, the school promptly came into compliance.
- Does Not Meet Standard
 - The school failed to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions relating to suspension rate goals described above;
 - Once the shortcoming(s) were identified, the school did not promptly come into compliance.
- Falls Far Below Standard
 - The school failed to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions

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described above.

- Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

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

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to attendance goals, including but not limited to:
 - Meeting attendance goals outlined in the charter agreement
 - Meeting attendance goals outlined in the School or LEA plan (if applicable)
 - If shortcomings were identified, the school promptly came into compliance.
- Does Not Meet Standard
 - The school failed to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions relating to attendance goals described above;
 - Once the shortcoming(s) were identified, the school did not promptly come into compliance.
- Falls Far Below Standard
 - The school failed to comply with applicable laws, rules, regulations, and provisions described above.
 - Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

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

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement (including the federal Highly Qualified Teacher and Paraprofessional requirements within Elementary and Secondary Education Act [ESEA] as amended by ESSA) relating to state certification requirements.
 - If shortcomings were identified, the school promptly came into compliance.
- Does Not Meet Standard
 - The school failed to comply with applicable laws, rules, regulations, and provisions relating to state certification requirements;
 - Once the shortcoming(s) were identified, the school did not promptly come into compliance.
- Falls Far Below Standard
 - The school failed to comply with applicable laws, rules, regulations, and provisions described above.
 - Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

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

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to employment

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considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable). The school does not interfere with employees' rights to organize collectively or otherwise violate staff collective bargaining rights.

If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

The school failed to comply with applicable laws, rules, regulations, and provisions relating to employment considerations;

Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

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

Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

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

Meets Standard

The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to background checks of all applicable individuals (including staff, contractors and volunteers, where applicable).

If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

The school failed to comply with applicable laws, rules, regulations, and provisions relating to background checks;

Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

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

Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

4(g). Is the school retaining teachers?

**Note - Teachers who are non-renewed by the school/network are not included as part of the teacher retention rate. This metric will also hold harmless teachers who move into a different role at the school or in the charter management organization.*

Meets Standard

School maintains a teacher retention rate of 75% or higher annually.

Does Not Meet Standard

School maintains a teacher retention rate of 65% - 74.9% annually.

Falls Far Below Standard

School maintains a teacher retention rate of less than 65% annually.

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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 agreement 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
 - Asbestos inspections
 - Documentation of requisite insurance coverage
 - Student transportation (including transportation for students with disabilities)
 - If shortcomings were identified, the school promptly came into compliance.
- Does Not Meet Standard
 - The school failed to comply with applicable laws, rules, regulations, and provisions relating to the school facilities, grounds, and transportation as described above;
 - Once the shortcoming(s) were identified, the school did not promptly come into compliance.
- Falls Far Below Standard
 - The school failed to comply with applicable laws, rules, regulations, and provisions described above.

- Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

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

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to safety and the provision of health-related services, including but not limited to:
 - Appropriate nursing services, school health reporting requirements, and dispensing of medication
 - Food service requirements
 - Emergency Operations, including emergency operations plans and required drills/trainings
 - Other state/district requirements
 - If shortcomings were identified, the school promptly came into compliance.
- Does Not Meet Standard
 - The school failed to comply with applicable laws, rules, regulations, and provisions relating to safety and the provision of health-related services as described above;
 - Once the shortcoming(s) were identified, the school did not promptly come into compliance.
- Falls Far Below Standard

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- The school failed to comply with applicable laws, rules, regulations, and provisions described above.
- Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

- did not promptly come into compliance.
- Falls Far Below Standard
 - The school failed to comply with applicable laws, rules, regulations, and provisions described above.
 - Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

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

- Meets Standard
 - The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions regarding the handling of information, including but not limited to:
 - o Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable laws
 - o Access to documents maintained by the school under the state’s open records law and other applicable authorities
 - o Transferring of student records
 - o Proper and secure maintenance of testing materials
 - If shortcomings were identified, the school promptly came into compliance.
- Does Not Meet Standard
 - The school failed to comply with applicable laws, rules, regulations, and provisions related to the handling of information as described above.
 - Once the shortcoming(s) were identified, the school

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 agreement that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:
 - Revisions to state law
 - LEA policies and procedures
 - Consent decrees
 - Intervention requirements by the authorizer
 - Requirements by other entities to which the school is accountable (e.g. Tennessee Department of

Education)

- Does Not Meet Standard
 - The school failed to materially comply with other material, legal, statutory, regulatory, or contractual requirements as described above;
 - Once the shortcoming(s) were identified, the school did not promptly come into compliance.
- Falls Far Below Standard
 - The school failed to comply with applicable laws, rules, regulations, and provisions described above.
 - Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance

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Appendix A – Mission Specific Goal – Libertas

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| School’s Mission | The mission of Libertas School is to be a school for human flourishing: cultivating the minds, hands, and hearts of children in Memphis for lives of wonder, work, and love. |
| Student Profile Summary <i>Who are the students at your school? Describe your student population in 2-3 sentences.</i> | Libertas primarily serves students from its home neighborhood of Frayser 38127 as well as adjacent areas (Raleigh and North Memphis). Libertas served from 2015 through 2022 as a zoned enrollment school transforming a “priority” school under the Achievement School District. Approx. 80% of Libertas students are Black / African American, 53% are directly certified as economically disadvantaged (85% eligible for free or reduced price meals), and 23% receiving special education services. |
| Goal – Outcomes Driven <i>What is your mission-specific goal? What metrics will you use to measure this goal?</i> | As a Montessori school with a large early childhood (PreK and Kindergarten) population, we aspire for our youngest students to demonstrate growth on academic as well as foundational skills at a rate equal to or faster than expected, as measured by Tennessee’s Portfolio assessment, which assesses development in students’ authentic work products over time compared to the state’s rigorous early learning standards. |
| Goal’s Connection to Mission <i>In 3-4 sentences, explain how the goal reflects your school’s mission.</i> | Studies show that Montessori’s personalized, content-rich, rigorous learning method helps to close educational opportunity gaps correlated with socio-economic status. Our model leads “from the hand to the mind” - academic success is built on foundational skills such as development of fine and gross motor skills, sensory discrimination, phonetic blending and segmenting, social and emotional / character development, and other aspects not easily captured on typical assessments. Tennessee’s PreK-K Portfolio assesses growth over time in the academic skills described in our state early learning standards, by using authentic student work products (i.e. video or audio recording of oral demonstrations, or scanned images of student writing or work with concrete materials / manipulatives, in reading or math). In short, counting Portfolio gives value to both the performance and the whole-child development of a large portion of our student body not otherwise counted in the SPF. In addition, Portfolio is also unusual among standardized assessments as an instructional tool for teachers, because of how clearly it relates student performance on standard back to work in the classroom. |
| Targets and Rationale <i>Input what would warrant an exceeds, meets, does not meet,</i> | TN’s Portfolio assessment converts student growth measures - rated on a 7-point scale - into a “teacher effect size,” on a 1-5 scale (comparable to TVAAS). Our goal is to achieve |

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| <p><i>or falls far below standard for your mission-specific goal and aligned metrics along with your rationale for these targets.</i></p> | <p>not 1 but 2 levels of student growth through the year, which equates to a level 4 teacher effect size.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: center;">Target</th> <th style="text-align: center;">Rationale for Target</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Exceeds <i>Portfolio score 4 or 5</i></td> <td>Students grew 2 or more levels per year</td> </tr> <tr> <td style="text-align: center;">Meets <i>Portfolio score 3</i></td> <td>Students grew 1 level per year</td> </tr> <tr> <td style="text-align: center;">Does Not Meet <i>Portfolio score 2</i></td> <td>Students grew less than 1 level per year</td> </tr> <tr> <td style="text-align: center;">Falls Far Below <i>Portfolio score 1</i></td> <td>Students did not grow or lost ground</td> </tr> </tbody> </table> | Target | Rationale for Target | Exceeds <i>Portfolio score 4 or 5</i> | Students grew 2 or more levels per year | Meets <i>Portfolio score 3</i> | Students grew 1 level per year | Does Not Meet <i>Portfolio score 2</i> | Students grew less than 1 level per year | Falls Far Below <i>Portfolio score 1</i> | Students did not grow or lost ground |
|---|--|--------|----------------------|---|---|--|--------------------------------|--|--|--|--------------------------------------|
| Target | Rationale for Target | | | | | | | | | | |
| Exceeds <i>Portfolio score 4 or 5</i> | Students grew 2 or more levels per year | | | | | | | | | | |
| Meets <i>Portfolio score 3</i> | Students grew 1 level per year | | | | | | | | | | |
| Does Not Meet <i>Portfolio score 2</i> | Students grew less than 1 level per year | | | | | | | | | | |
| Falls Far Below <i>Portfolio score 1</i> | Students did not grow or lost ground | | | | | | | | | | |
| <p>Assessment Details <i>Please describe the assessment being used. How will data be collected and how frequently is data collected?</i></p> | <p>As noted above, the PreK/K Portfolio assessment is administered by TDE and required for any state funded PreK program, providing a large database of comparable data among other at-risk students. The state defines which academic standards, based on its early learning standard, are selected for measurement each year and the rubrics used to define levels of performance at each “collection” point (i.e. the assessment is made not just on one day but growth from a fall to a spring collection window). Work samples (described above) are taken from all students in the class, and are rated by the teacher within the state’s electronic system, with a “purpose sample” of students from different levels are then rated by at least 1 or sometimes 2 other anonymous parties elsewhere in the state.</p> | | | | | | | | | | |
| <p>Results Summary <i>What will the results and targets tell you?</i></p> | <p>As indicated above, Portfolio shows us whether our youngest students are growing in both their foundational and academic skills at, below, or above the level expected by the state on its rigorous but developmentally-responsive early learning standards.</p> | | | | | | | | | | |

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