



Charter School Performance Framework



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



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, “The mission of the State Board is to increase families’ access to high-quality charter schools.” 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 published in the annual report produced by the State Board of Education.



Section I. Academic Performance & School Culture

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 operational performance indicators, measures, and metrics that will guide the authorizer's evaluation of each public charter school.”² 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. 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 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.³

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.

1. Student Achievement (50%)
2. Comparative Performance (30%)
3. School Culture (20%)

² T.C.A. § 49-13-143(a)

³ 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 6.700.



1: Student Achievement (50%)

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 or F	C	B	A	50%

**For schools in their first year of operation, see 1b in the next section.*

In December 2015, the Every Student Succeeds Act (ESSA) was signed into law. ESSA replaces the former federal education law, commonly referenced as No Child Left Behind, and reauthorizes the Elementary and Secondary Education Act of 1965. In 2017, the Tennessee Department of Education (TDOE) outlined a new district and school accountability framework that is aligned to ESSA. The TDOE’s school accountability framework measures school performance for all students and by subgroup on the following indicators:⁴

1. **Achievement:** Percent of students performing at “on track” or “mastered” on state assessments through two pathways:
 - a. Absolute achievement (relative to other schools); or
 - b. Performance on Annual Measureable Objectives (AMO) targets (growth in achievement);
2. **Growth:** TVAAS growth for all students and progress on all achievement levels for subgroups;
3. **Ready Graduate (High School Only):** Percent of high school graduates who demonstrate the necessary skills for postsecondary, military, and workforce readiness by meeting either ACT, Early Postsecondary Opportunities (EPSO), or military criteria through two pathways:
 - a. Absolute achievement (relative to other schools); or
 - b. Performance on AMO targets (growth in Ready Graduate indicator);
4. **Chronically Out of School:** Percent of students who are chronically out of school, defined as missing 10 percent or more of a school year due to absences or out of school suspensions, through two pathways:
 - a. Absolute achievement (relative to other schools); or
 - b. Performance on AMO targets (reduction in percent of students chronically out of school);
5. **English Language Proficiency Assessment (ELPA):** Progress toward English language proficiency through two pathways:
 - a. Percent of students exiting ESL services, weighted by initial ELP; or
 - b. Percent of students meeting or exceeding the growth standard based on prior English proficiency.

⁴ Tennessee Department of Education. (2017, April 3). *Every Student Succeeds Act: Building on Success in Tennessee*.



An A-F letter grade⁵ is assigned to each school evaluated by the TDOE. Due to the comprehensive nature of this state-determined school rating, each letter grade will correspond to the rating category as determined in the table above. 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.”

1. b. Student Achievement for New Schools (Applicable for schools with only one year of data)

New schools in their first year of operations will not receive an A-F rating from the TDOE. Instead, new schools will be evaluated in the following three areas in student achievement. The total weight of the following three areas equals 50% of the final score, replacing the 50% weight from the A-F letter grade.

1. **Absolute Achievement:** Absolute achievement will be measured by the percentage of student scoring “On-Track” or “Mastered” on the Tennessee state assessments in the subject areas of ELA, math, and science⁶. The total scoring weight for absolute achievement is 25% with each subject area consisting of 8.3% of the total 25%. If a school is not being tested in a certain area, the total of 25% 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.
3. **Chronic Absenteeism:** Chronic Absenteeism is defined as the percent of students missing 10% or more of enrolled school days.

⁵ T.C.A. § 49-1-228 : “(a) The department of education shall develop a school grading system that annually assigns A, B, C, D, and F letter grades to schools based on: (1) Student performance on the Tennessee comprehensive assessment program (TCAP) tests or end-of-course exams; (2) Student growth as indicated by Tennessee Value-Added Assessment System (TVAAS) data or data from other measures of student growth; and (3) Other outcome indicators of student achievement that the department finds to be reliable measures of school performance.”

⁶ The science thresholds are based on Tennessee state assessment data from 2017. Once the new aligned science TN Ready assessments are released, these science thresholds will be updated to be more consistent with the latest science assessment data.

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	
1a – Year 1	Absolute Achievement	Absolute performance in ELA, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	HS	Less than 20%	20%-29.9%	30%-50%	Greater than 50%	8.3%
			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 On Track/Mastered	HS	Less than 10%	10%-19.9%	20%-40%	Greater than 40%	8.3%
			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 On Track/Mastered	HS	Less than 40%	40%-49.9%	50%-70%	Greater than 70%	8.3%
			3-8	Less than 40%	40%-49.9%	50%-70%	Greater than 70%	
	Growth	TVAAS overall composite index for one-year trend.	All	Level 1	Level 2	Level 3 or 4	Level 5	20%
	Chronic Absenteeism	The percent of students missing 10 percent or more of enrolled school days	HS	Greater than 25%	20.1-25%	15%-20%	Less than 15%	5%
			K-8	Greater than 20%	15.1%-20%	10%-15%	Less than 10%	

2: Comparative Performance (30%)

Measure	Description		Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
2a	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	7.5%
2b	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	7.5%
2c	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	7.5%
2d	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	7.5%

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 “mastered” or “on track” on the state assessments at the charter school, as compared to the resident district average.

- In grades 3-8, an average percent “mastered” or “on track” of all grades will be calculated for each tested subject.



- This average will be calculated by taking the total number of students scoring “mastered” or “on track” and dividing it by the total number of students who took the test in grades 3-8.
- In high school, an average percent “mastered” or “on track” will be calculated for End-of-Course (EOC) assessments in English I, II, and III, Algebra or Integrated Math I, Geometry or Integrated Math II, Algebra II or Integrated Math III, Chemistry, Biology, and U.S. History.
 - This average will be calculated by taking the total number of students scoring “mastered” or “on track” and dividing it by the total number of students who took the tests, which will be grouped by subject.
 - EOC assessments will be grouped by subject in the following way:
 - ELA: English I, II, and III
 - Math: Algebra or Integrated Math I, Geometry or Integrated Math II, Algebra II or Integrated Math III
 - Science: Chemistry, Biology
 - Social Studies: U.S. History

*If a school is not being tested in certain subject areas, the total weight will be reallocated equally among the total tested subject areas.

3: School Culture (20%)

Measure	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
3a	Suspension rate	ES	5% or more	4% - 4.9%	3% - 3.9%	Less than 3%	6.7%
		MS	20% or more	13% - 19.9%	5% - 12.9%	Less than 5%	
		HS	10% or more	8% - 9.9%	4% - 7.9%	Less than 4%	
3b	Student attrition rate	All	35% or more	25%-34.9%	15%-24.9%	Less than 15%	6.7%
3c	Teacher retention rate	All	Less than 65%	65% - 74.9%	75% - 84.9%	85% or more	6.7%

3a: The suspension rate is measured as the percentage of individual students suspended one or more times at a school during the school year. This rate includes out-of-school suspensions only.

3b: The student attrition rate is measured as the total percentage of students who left the school for reasons other than completing the highest grade in one annual cycle between October 1 of a given year and October 1 of the next year.⁷ This annual cycle was selected to account for student attrition during the school year and during the summer months.

3c: Teachers who are non-renewed 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.

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. Each rating will receive the following number of points:

Rating	Points
Falls Far Below Standard	1

⁷ October 1 is commonly used as the date by which schools track official enrollment numbers because typical beginning-of-year fluctuations in enrollment even out by October 1. The National Center for Education Statistics (NCES) also uses this date when referencing enrollment for a given year.



Does Not Meet Standard	2
Meets Standard	3
Exceeds Standard	4

The number of points received will be multiplied by the section weight to yield a final score for the academic and cultural section.

Example: ABC Charter School

Section	Section Weight	Indicator	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Final Score	Indicator Weight	Weighted Score
Student Achievement	50%	School academic performance, as measured by TN's accountability system	1	2	3	4	3	50%	1.5
Comparative Performance	30%	School comparative performance to resident district in ELA	1	2	3	4	2	7.5%	0.15
		School comparative performance to resident district in math	1	2	3	4	3	7.5%	0.225
		School comparative performance to resident district in science	1	2	3	4	1	7.5%	0.075
		School comparative performance to resident district in social studies	1	2	3	4	3	7.5%	0.225
Culture	20%	Suspension rate	1	2	3	4	2	6.7%	0.1334
		Student attrition rate	1	2	3	4	3	6.7%	0.2001
		Teacher retention rate	1	2	3	4	3	6.7%	0.2001
Average Total Rating* = 3 (Meets Standard)									

*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 "Meets Standard." A score of 2.4 would be rounded down to a 2 and a determination of "Does Not Meet Standard.")



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
 - e. Near Term Indicators

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

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 evidence 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.

2. 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.

3. 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.

4. 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.

5. 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.