

**SUBJECT**

Proposed PCSC Performance Framework

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-5202A(4)

I.C. §33-5205B

I.C. §33-5209A

**BACKGROUND**

Idaho's 2013 charter school legislation contains a new provision requiring each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the Performance Certificate.

The measurable performance targets contained within the Framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement.

The Performance Framework (specifically the Mission-Specific section and, in some cases, the Financial section) will be individualized for each school and incorporated into the school's Performance Certificate. The Framework is designed for use with non-alternative schools; a modified Framework for alternative schools will need to be developed at a later date.

At the June 13, 2013, and August 15, 2013, PCSC meetings, the PCSC considered drafts of a Performance Framework consisting of standardized Academic, Operational, and Financial measures applicable to all schools, as well as a Mission-Specific section to be individualized for each school. The draft Framework was based on PCSC staff research encompassing NACSA's Core Performance Framework and Guidance, as well as stakeholder input and the Frameworks used by a number of authorizers in other states whose evaluation processes have been established for an extended period.

PCSC staff facilitated roundtable discussions with stakeholders on May 23, 2013; July 9, 2013; August 5, 2013; and August 26, 2013 to solicit feedback from stakeholders regarding the Performance Framework drafts. Additionally, stakeholders were invited to contact the PCSC office with written or verbal comments regarding the drafts, which were posted on the PCSC website from June 6, 2013, to the present. Opportunity for public comment was provided during the two, regular PCSC meetings during which drafts were discussed.

## **DISCUSSION**

The proposed Performance Framework included with these materials incorporates both PCSC and stakeholder input. A document outlining the revisions made since the August 15, 2013, PCSC meeting is also included.

Two, significant modifications agreed upon during the most recent stakeholder roundtable are reflected in the proposed Framework:

- The relative weights of the Academic section and the Mission-Specific section shifted from 67% and 33%, respectively, to 60% and 40%, respectively. The increased weight on Mission-Specific measures emphasizes the importance of charter schools' unique missions and the collection of data with regard to the educational impact of those missions.
- Schools are offered an opt-out option from the Mission-Specific section. This option would be available only for the first Performance Certificate term, and only to schools approved to open in fall 2014 or earlier. Schools choosing to opt out of Mission-Specific measures for their first term would see the weight of those measures placed instead on the Academic section, which would then become the single, primary factor considered for purposes of renewal or non-renewal. (The Operational and Financial sections would remain secondary except in egregious cases.)

The purpose of this recommendation is to recognize that, while Mission-Specific measures are critically important, they may be difficult and time-consuming to develop. Some schools may require additional time in which to research and create the quality measurement tools necessary for measuring the qualitative factors that make them unique.

## **IMPACT**

If the proposed Performance Framework is adopted by the PCSC, it will serve as a template for all PCSC-authorized schools' Frameworks. Staff will begin working with schools on the individualized sections of the Framework.

## **STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the PCSC adopt the proposed Performance Framework.

**COMMISSION ACTION**

A motion to adopt the proposed Performance Framework as submitted.

OR

A motion to adopt the proposed Performance Framework with the following modifications: \_\_\_\_\_.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**August 30, 2013**

**THIS PAGE IS LEFT INTENTIONALLY BLANK**

August 30, 2013

Performance Certificate Revisions: August 15, 2013 - August 28, 2013

Section	Change(s)	Reasoning
4.D	Amendment of "default" to "deficit" with regard to deficit protection clauses in management contracts.	Request by stakeholders for phrasing better aligned with their contracts.
4.F	Addition of "full-time" in front of "employees" in second sentence.	Acknowledgement of standard procedure of providing benefits to full-time, and not necessarily to all, employees.
8.A	Deletion of first sentence and the words "control of" in the second sentence.	Clarify that the Performance Certificate does not create a relationship between the parties.

August 30, 2013

**PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK**

Name of School: \_\_\_\_\_ Year Opened: \_\_\_\_\_ Operating Term: \_\_\_\_\_ Date Executed: \_\_\_\_\_

**Introduction**

Idaho’s charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer’s evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

**Performance Framework Structure**

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

**Academic:**

A high percentage (60%) of a school’s total score for the Academic & Mission Specific Accountability Designation reflects the school’s performance on a set of academic measures. These measures are the same for all non-alternative schools. The “Meets Standard” rating for each measure is designed to align closely with state minimum standards as established in Idaho’s ESEA waiver and Star Rating System.

**Mission-Specific:**

A significant portion (40%) of a school’s total score for the Academic & Mission Specific Accountability Designation reflects the school’s performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

*During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.*

**Operational:**

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

**Financial:**

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

**Accountability Designations**

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

**Honor:**

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

**Good Standing:**

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

**Remediation:**

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

**Critical:**

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible	Points Earned			
	<p><b>Exceeds Standard:</b> School received five stars on the Star Rating System</p> <p><b>Meets Standard:</b> School received three or four stars on the Star Rating System</p> <p><b>Does Not Meet Standard:</b> School received two stars on the Star Rating System</p> <p><b>Falls Far Below Standard:</b> School received one star on the Star Rating System</p>	5	25				
		4	20				
		3	15				
		2	0				
		1	0				
					<b>0.00</b>		
<b>Notes</b>	<p>Stakeholder comment indicates general consensus that the PCSC's minimum to "meet standard" should coincide with Idaho's minimum standard under the ESEA waiver; the ratings throughout this framework presently reflect this standard.</p> <p>This measure is weighted lightly to reflect the fact that other measures below are based on different aspects of the same data that contributes to the overall star rating. Categorizing both 3 and 4 star results as "meets standards" but offering more points to 4 star schools rewards the higher achievers while still acknowledging the success of 3-star schools. The possible points (0) for "does not meet" and below sets a floor at 3 stars.</p>						
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned			
	<p><b>Exceeds Standard:</b> School was identified as a "Reward" school.</p> <p><b>Meets Standard:</b> School does not have a designation.</p> <p><b>Does Not Meet Standard:</b> School was identified as a "Focus" school.</p> <p><b>Falls Far Below Standard:</b> School was identified as a "Priority" school.</p>	Reward	25				
		None	15				
		Focus	0				
		Priority	0				
					<b>0.00</b>		
<b>Notes</b>	<p>In this draft, this measure is weighted lightly to reflect the fact that state designations are based heavily on the star rating already accounted for in Measure 1a. This measure adds value to the framework because it reflects additional detail.</p> <p>The possible points (0) for "does not meet" and below sets a floor recognizing that schools identified as "focus" or "priority" are not meeting minimum state standards.</p>						
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<p><b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency.</p> <p><b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency.</p> <p><b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency.</p> <p><b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.</p>		57-75	18	90-100	11	0.00
			38-56	18	65-89	25	0.00
			20-37	18	41-64	24	0.00
			0-19	19	1-40	40	0.00
							<b>0.00</b>
<b>Notes</b>	<p>NACSA's recommended percentages cross the point-eligibility lines established by Idaho's SRS. The percentages used above align to Idaho's SRS as follows: Exceeds = High 4-5 point range; Meets = 3-Mid 4 point range; Does Not Meet = 2 point range; Falls Far Below = 1 point range. Although some categories are broad, the scoring system is designed to reflect where in the range an individual school falls.</p> <p>In this draft, proficiency measures are weighted at 75% of the criterion-referenced growth measures. Norm-referenced growth measures are weighted the same as proficiency measures in order to protect schools whose high proficiency rates limit their capacity for norm-referenced growth. Growth is further emphasized within the framework by the greater number of growth measures (7) as compared to proficiency measures (3). The PCSC should consider, with the input of stakeholders, whether this represents an appropriate balance.</p>						
		School's actual result	Number of points available within each rating range. May be adjusted to weight different measures.		Taken from ratings at left.	Number of percentile points in each rating's range	Points are calculated using a method that recognizes schools' varied levels of achievement within each rating category: School's result minus number of percentile points in the range = X. School receives X% of the possible percentile points in the range, which means the school gets X% of all the possible overall points in this range plus all the possible points from the lower ranges combined, for a total of Y points earned on this measure. Note that if the school's actual result is lower than the number of percentile points in the "Falls Far Below" range, the number of points earned for the measure will be zero.



Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	<b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	<b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	<b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							<b>0.00</b>

Notes

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	<b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	<b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	<b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							<b>0.00</b>

Notes

Measure N/A	Subgroup Comparisons	Result	Weight	Score
	<p><b>Exceeds Standard:</b></p> <p><b>Meets Standard:</b></p> <p><b>Does Not Meet Standard:</b></p> <p><b>Falls Far Below Standard:</b></p> <p>Although NACSA recommends inclusion of subgroup comparisons, this draft does not address such due to the high percentage of Idaho charters whose student populations are too small for the state to obtain statistically significant subgroup data. Schools whose missions/educational programs are focused on serving particular subgroups have the opportunity to include Mission-Specific measures to ensure that their efforts in these areas are recognized.</p>			

Notes

**INDICATOR 3: STUDENT ACADEMIC GROWTH**

Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							<b>0.00</b>

Notes

The measures in Indicator 3 are important because they consider whether the school is successfully helping most of its students reach or exceed proficiency and continue to grow. In the past, stakeholders have responded favorably to recommended MSES that are similar to this measure.

To determine a school's ratings for Measures 3a-3c, the PCSC will need to look not at the median AGP included with each school's SRS report for use in determining star rating, but at student-level data to determine the percentage of students that are making adequate growth. The percentages included in the ratings above align with NACSA's recommendations. Another option is to simply rank a school as "meets standard" if the school "made adequate growth" according to the SRS, or as "does not meet standard" if it doesn't. However, the latter method relies on a formula within the SRS that accounts for median SGP, which leads to double-counting of the SGP measure within this framework.

Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							<b>0.00</b>
<b>Notes</b>							

Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	<b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	<b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							<b>0.00</b>
<b>Notes</b>							

Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	18	66-99	34	0.00
	<b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	18	43-65	23	0.00
	<b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0.00
	<b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0.00
							<b>0.00</b>
<b>Notes</b> In Measures 3d-3g, this draft looks at the median SGP included with each school's SRS report for use in determining star rating. The percentile ranges included align to the SRS scale for schools that meet adequate growth. This was done in response to stakeholder feedback in an effort to be conscientious of high proficiency schools when establishing student growth targets.							

Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	18	66-99	34	0.00
	<b>Meets Standard:</b> The school's Median SGP in math falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	18	43-65	23	0.00
	<b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0.00
	<b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0.00
							<b>0.00</b>
<b>Notes</b>							

Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	18	66-99	34	0.00
	<b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	18	43-65	23	0.00
	<b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0.00
	<b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0.00
							<b>0.00</b>
<b>Notes</b>							

Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0.00
	<b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0.00
	<b>Does Not Meet Standard:</b> School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0.00
	<b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0.00
							<u>0.00</u>
<b>Notes</b>	Subgroup growth is combined into a single category as a practical measure due to the small size of many of Idaho's public charter schools. The percentages used in this draft are based on a review of the percentage of subgroup points earned by PCSC-authorized schools in 2012. 1-2 star schools generally received 15%-35% of the possible points; 3 star schools received 40%-60%, 4 star schools received 50-75%, and the 5 star school received 80%. Although the "meets standard" rating category is broad, the scoring system is designed to reflect where in the range an individual school falls.						

**INDICATOR 4: COLLEGE AND CAREER READINESS**

Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	
<b>Notes</b>	As drafted, these ratings reflect both participation and successful completion (C or better) as reported in the SRS. Participation and successful completion could be accounted for as separate measures.			<u>0.00</u>

Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
	<b>Meets Standard:</b> Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30	
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
	<b>Falls Far Below Standard:</b> Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
<b>Notes</b>	Idaho will begin including this measure in the SRS in 2013. Idaho's targets in this area will increase annually between until the 2014-15 school year. This draft addresses the 2013-2014 targets in measure 4a2a and the 2014-2015 targets in Measure 4a2b. Rather than varying points across categories, this measure has set points possible. The reason for this approach is statistical in nature - the formula used to allow for variable scores within a category would not function properly on this indicator due to the substantial size of the top category.			<u>0.00</u>

<b>Measure 4b2</b> <b>College Entrance Exam Results</b>	<b>Does students' performance on college entrance exams reflect college readiness?</b>  <b>Exceeds Standard:</b> Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam. <b>Meets Standard:</b> Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam. <b>Does Not Meet Standard:</b> Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam. <b>Falls Far Below Standard:</b> Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
		5	50	
		3-4	30	
		2	10	
		1	0	<u>0.00</u>
<b>Notes</b>				

<b>Measure N/A</b>	<b>College Entrance Exam Participation</b>  <b>Exceeds Standard:</b> <b>Meets Standard:</b> <b>Does Not Meet Standard:</b> <b>Falls Far Below Standard:</b>	<b>Result</b>	<b>Weight</b>	<b>Score</b>
		<b>Notes</b>		
Idaho will begin including this measure in the SRS in 2013. However, detailed information regarding how the data will be reported is not accessible at this time. The PCSC could, with stakeholder input, modify this framework in the future to include this measure as NACSA recommends.				

<b>Measure 4c</b> <b>Graduation Rate</b>	<b>Are students graduating from high school?</b>  <b>Exceeds Standard:</b> At least 90% of students graduated from high school. <b>Meets Standard:</b> 81-89% of students graduated from high school. <b>Does Not Meet Standard:</b> 71%-80% of students graduated from high school. <b>Falls Far Below Standard:</b> Fewer than 70% of students graduated from high school.	<b>Result (Percentage)</b>	<b>Possible Overall</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
			39-50	12	90-100	11	0.00
			26-38	13	81-89	9	0.00
			14-26	13	71-80	10	0.00
			0-13	13	1-70	70	<u>0.00</u>
<b>Notes</b>		The ratings above for "exceeds" and "meets" are consistent with the SRS requirements to earn 5 and 4 stars, respectively, and are 1% different (higher) from NACSA's recommendations. A 71-80% graduation rate would earn 3 stars; NACSA recommends that a 70-79% graduation rate be rated "does not meet." This presents an opportunity for the PCSC to consider whether it believes public charter schools should meet a higher standard than other public schools; stakeholder comment indicates a strong preference for PCSC minimums to meet state minimum requirements.					
PCSC staff remains in conversation with the SDE regarding this measure. The ESEA waiver states that "in 2013-2014, Idaho will switch to the cohort-based graduation rate and reset the graduation rate goal at that time." The draft performance certificate included with the June 13, 2013, PCSC workshop materials contains a provision indicating that the PCSC may update its performance standards to coincide with changes in state requirements; this is a likely situation in which such updates will become necessary.							

MISSION-SPECIFIC ACADEMIC GOALS				
<b>Measure 1</b>	<b>Is the school ***?</b>	<b>Result</b>	25	<b>Weight</b>
	<b>Exceeds Standard:</b> <b>Meets Standard:</b> <b>Does Not Meet Standard:</b> <b>Falls Far Below Standard:</b>			<b>Score</b>
<b>Notes</b>	<p>Consistent with best practices and input from stakeholders, a significant portion (34%) of a school's total score on the framework reflects the school's performance on a set of Mission-Specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of Mission-Specific measures should be established during one-on-one negotiations between school and authorizer.</p>			
<b>Measure 2</b>	<b>Is the school ***?</b>	<b>Result</b>		<b>Weight</b>
	<b>Exceeds Standard:</b> <b>Meets Standard:</b> <b>Does Not Meet Standard:</b> <b>Falls Far Below Standard:</b>			<b>Score</b>
<b>Notes</b>				
<b>Measure 3</b>	<b>Is the school ***?</b>	<b>Result</b>		<b>Weight</b>
	<b>Exceeds Standard:</b> <b>Meets Standard:</b> <b>Does Not Meet Standard:</b> <b>Falls Far Below Standard:</b>		525	<b>Score</b>
<b>Notes</b>				
<b>Measure 4</b>	<b>Is the school ***?</b>	<b>Result</b>		<b>Weight</b>
	<b>Exceeds Standard:</b> <b>Meets Standard:</b> <b>Does Not Meet Standard:</b> <b>Falls Far Below Standard:</b>			<b>Score</b>
<b>Notes</b>				

August 30, 2013

NAME OF SCHOOL --- MISSION-SPECIFIC FRAMEWORK

	Result	Weight	Score
<b>Measure 5</b> Is the school ***? *** Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:  Notes			

0

INDICATOR 1: EDUCATIONAL PROGRAM				
		Result	Points Possible	Points Earned
<b>Measure 1a Implementation of Educational Program</b>	<p><b>Is the school implementing the material terms of the educational program as defined in the performance certificate?</b></p> <p><b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.</p> <p><b>Does Not Meet Standard:</b> School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>		25	
			0	
				<hr/> 0.00
<b>Notes</b>	<p>The purpose this measure (and others under this indicator) is to protect public interests by ensuring that the school's educational program is "as advertised." In order to avoid interfering with school autonomy, the PCSC should consider only whether or not the school is implementing the essential elements of the educational program, with an expectation that the school exhibits fidelity to the program. This is not intended to be a qualitative review of how well the school is implementing the program, or how effective the program is (those elements will be reflected in the Academic Framework), but rather, on whether or not the program provided is consistent with that described in the charter and performance contract.</p> <p>Although the scoring mechanism included with this draft includes points for Operational measures, the total number of Operational points earned is intended to be calculated and considered separately from the combined Academic and Mission-Specific points. This is because the bulk of an authorizer's renewal decision-making should be based on Academic and Mission-Specific outcomes; Operational and Financial indicators should be secondary, providing additional information on which to base a decision regarding a school whose Academic and/or Mission-Specific results are marginal. Only in cases of egregious Operational or Financial deficiencies should these indicators serve as the primary rationale for non-renewal.</p>			
<b>Measure 1b Education Requirements</b>	<p><b>Is the school complying with applicable education requirements?</b></p> <p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.</p> <p><b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
				<hr/> 0.00
<b>Notes</b>	<p>As drafted, this definition (like most of those below) of "Meets Standard" is lower than the standard recommended by NACSA in that it allows for occasional, minor failures to comply, so long as the board takes immediate steps to remedy the situation. The "exceeds standard" category has been added to recognize schools that remain in full compliance. Schools that fail to meet the standard will have an opportunity to correct any matters of non-compliance prior to the following year's review.</p>			

Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate 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 IEPs and Section 504 plans; operational compliance, including provision of services in the LRE 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; appropriate use of all available, applicable funding.</p> <p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
				<hr/> 0.00
<b>Notes</b>				

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; 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; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
				<hr/> 0.00
<b>Notes</b>				



INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>	<b>Result</b>	<b>Points Possible</b>
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p>		25
	<p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15
	<p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0
			<hr/> <b>0.00</b>
<b>Notes</b>			
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>	<b>Result</b>	<b>Points Possible</b>
	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate 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; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p>		25
	<p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0
<b>Notes</b>			
	<p>This measure is included in the Operational framework to reflect a school's compliance with GAAP. The financial health of the school, regardless of compliance, is addressed in the Financial framework.</p>		

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<b>Measure 3a</b> <b>Governance Requirements</b>	<b>Is the school complying with governance requirements?</b>  <b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.  <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25  15  0	<hr/> 0.00
<b>Notes</b>				
<b>Measure N/A</b> <b>Management Accountability</b>	<b>Is the school holding management accountable?</b>  <b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the oversight of school management, including but not limited to: For 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. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the oversight of school management; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.			
<b>Notes</b>				
<b>Measure 3b</b> <b>Reporting Requirements</b>	<b>Is the school complying with reporting requirements?</b>  <b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.  <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25  15  0	<hr/> 0.00
<b>Notes</b>				

INDICATOR 4: STUDENTS AND EMPLOYEES				
<b>Measure 4a</b> <b>Student Rights</b>	<b>Is the school protecting the rights of all students?</b>	<b>Result</b>	<b>Points Possible</b>     	<b>Points Earned</b>
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.</p>		25	
	<p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15	
	<p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
<b>Notes</b>			<hr/> <b>0.00</b>	
<b>Measure 4b</b> <b>Credentialing</b>	<b>Is the school meeting teacher and other staff credentialing requirements?</b>	<b>Result</b>	<b>Points Possible</b>    	<b>Points Earned</b>
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.</p>		25	
	<p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15	
	<p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
<b>Notes</b>			<hr/> <b>0.00</b>	
<b>Measure 4c</b> <b>Employee Rights</b>	<b>Is the school complying with laws regarding employee rights?</b>	<b>Result</b>	<b>Points Possible</b>    	<b>Points Earned</b>
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.</p>		25	
	<p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15	
	<p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
<b>Notes</b>			<hr/> <b>0.00</b>	

		Result	Points Possible	Points Earned
<b>Measure 4d Background Checks</b>	<b>Is the school completing required background checks?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				<hr/> 0.00
<b>Notes</b>	<b>INDICATOR 5: SCHOOL ENVIRONMENT</b>			
<b>Measure 5a Facilities and Transportation</b>	<b>Is the school complying with facilities and transportation requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupance or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				<hr/> 0.00
<b>Notes</b>				
<b>Measure 5b Health and Safety</b>	<b>Is the school complying with health and safety requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				<hr/> 0.00
<b>Notes</b>				

Measure 5c Information Handling	Is the school handling information appropriately?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to 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.</p> <p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
				<u>0.00</u>

**Notes**

**ADDITIONAL OBLIGATIONS**

Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
	<p><b>Meets Standard:</b> 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; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated here; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			0	
				<u>0.00</u>

**Notes**

INDICATOR 1: NEAR-TERM MEASURES			
			25
<b>Measure 1a</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>	<b>Result</b>	<b>Points Possible</b>
<b>Current Ratio</b>	<p><b>Meets Standard:</b> 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). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>		<b>Points Earned</b>
			50
			10
			0
			<hr style="width: 50px; margin-left: auto; margin-right: 0;"/> 0.00
<b>Notes</b>	Although the scoring mechanism included with this draft includes points for Financial measures, the total number of Financial points earned is intended to be calculated and considered seperately from the combined Academic and Mission-Specific points. This is because the bulk of an authorizer's renewal decision-making should be based on Academic and Mission-Specific outcomes; Operational and Financial indicators should be secondary, providing additional information on which to base a decision regarding a school whose Academic and/or Mission-Specific results are marginal. Only in cases of egregious Operational or Financial deficiencies should these indicators serve as the primary rationale for non-renewal.		
<b>Measure 1b</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b>	<b>Result</b>	<b>Points Possible</b>
<b>Unrestricted Days Cash</b>	<p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>		<b>Points Earned</b>
			50
			10
			0
			<hr style="width: 50px; margin-left: auto; margin-right: 0;"/> 0.00
<b>Notes</b>			
<b>Measure 1c</b>	<b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b>	<b>Result</b>	<b>Points Possible</b>
<b>Enrollment Variance</b>	<p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p>		<b>Points Earned</b>
			50
			30
			0
			<hr style="width: 50px; margin-left: auto; margin-right: 0;"/> 0.00
<b>Notes</b>			
<b>Measure 1d</b>	<b>Default</b>	<b>Result</b>	<b>Points Possible</b>
<b>Default</b>	<p><b>Meets Standard:</b> School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.</p> <p><b>Does Not Meet Standard:</b> Not applicable</p> <p><b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>		<b>Points Earned</b>
			50
			0
			<hr style="width: 50px; margin-left: auto; margin-right: 0;"/> 0.00
<b>Notes</b>			

INDICATOR 2: SUSTAINABILITY MEASURES			
<b>Measure 2a</b> Total Margin and Aggregated 3-Year Total Margin	<b>Total Margin:</b> Net Income divided by Total Revenue AND <b>Aggregated Total Margin:</b> Total 3-Year Net Income divided by Total 3-Year Revenues	<b>Result</b>	<b>Points Possible</b>
	<b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>		50
	<b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10
	<b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0
<b>Points Earned</b> <hr/> 0.00			
<b>Notes</b>			
<b>Measure 2b</b> Debt to Asset Ratio	<b>Debt to Asset Ratio:</b> Total Liabilities divided by Total Assets	<b>Result</b>	<b>Points Possible</b>
	<b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9		50
	<b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0		30
	<b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0		0
<b>Points Earned</b> <hr/> 0.00			
<b>Notes</b>			
<b>Measure 2c</b> Cash Flow	<b>Cash Flow:</b> Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	<b>Result</b>	<b>Points Possible</b>
	<b>Meets Standard (in one of two ways):</b> 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. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>		0
	<b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		50
	<b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative		30
<b>Points Earned</b> <hr/> 0.00			
<b>Notes</b>			
<b>Measure 2d</b> Debt Service Coverage Ratio	<b>Debt Service Coverage Ratio:</b> (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	<b>Result</b>	<b>Points Possible</b>
	<b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1		50
	<b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1		0
	<b>Falls Far Below Standard:</b> Not Applicable		
<b>Points Earned</b> <hr/> 0.00			
<b>Notes</b>			

NAME OF SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	0.00	25	1%	0.00
	1b	25	2%	0.00	25	1%	0.00
Proficiency	2a	75	5%	0.00	75	4%	0.00
	2b	75	5%	0.00	75	4%	0.00
	2c	75	5%	0.00	75	4%	0.00
Growth	3a	100	7%	0.00	100	6%	0.00
	3b	100	7%	0.00	100	6%	0.00
	3c	100	7%	0.00	100	6%	0.00
	3d	75	5%	0.00	75	4%	0.00
	3e	75	5%	0.00	75	4%	0.00
	3f	75	5%	0.00	75	4%	0.00
	3g	100	7%	0.00	100	6%	0.00
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
<b>Total Academic Points Received</b>				<b>0.00</b>			<b>0.00</b>
<b>% of Possible Academic Points for This School</b>				<b>0.00%</b>			<b>0.00%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
May be divided among multiple measures as determined through individual negotiations	X						
Total Possible Mission-Specific Points		600	40%		700	40%	
<b>Total Mission-Specific Points Received</b>				<b>0.00</b>			<b>0.00</b>
<b>% of Possible Mission-Specific Points Received</b>				<b>0.00%</b>			<b>0.00%</b>
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>		<b>1500</b>			<b>1750</b>		
<b>TOTAL POINTS RECEIVED</b>				<b>0.00</b>			<b>0.00</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>0.00%</b>			<b>0.00%</b>

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	0.00
	1b	25	6%	0.00
	1c	25	6%	0.00
	1d	25	6%	0.00
Financial Management & Oversight	2a	25	6%	0.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	0.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	0.00
	4b	25	6%	0.00
	4c	25	6%	0.00
	4d	25	6%	0.00
School Environment	5a	25	6%	0.00
	5b	25	6%	0.00
	5c	25	6%	0.00
Additional Obligations	6a	25	6%	0.00
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>0.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>0.00%</b>

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	0.00
	1d	50	13%	0.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	0.00
	2c	50	13%	0.00
	2d	50	13%	0.00
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>0.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>0.00%</b>



NAME OF SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p><b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic &amp; Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p><b>Remediation</b> Schools achieving at this level in Academic &amp; Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p><b>Critical</b> Schools achieving at this level in Academic &amp; Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	