

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].

Performance Framework Structure

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

Academic:

The Academic section reflects the school's performance on a set of academic indicators. The Academic section includes subsections particular to grades K-8, grades 9-12, and alternative schools. Each school will receive a score on all relevant subsections. (For example, as school offering grades K-12 will receive one score for the K-8 subsection and another for the 9-12 subsection. A high school with both general education and alternative programs will receive one score for the 9-12 subsection and another for the alternative subsection.) The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's school accountability system. Backup measures are included to supplement or supplant the accountability system-based measures in the event those measures cannot be used effectively with regard to any or all schools.

Mission-Specific:

Mission-specific indicators comprise a secondary element for consideration during the renewal process. This score will not typically be used as the primary rationale for non-renewal unless the failure to meet standards is indicative of overall ineffectiveness of the school's educational program. The purpose of mission-specific measures is to provide an opportunity for meaningful acknowledgement of schools' outcomes in programmatic areas not reflected elsewhere in the framework. 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. These measures may not be added, removed, or amended mid-term. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be a condition of the performance certificate.

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 will not typically be used as the primary rationale for non-renewal unless the non-compliance with operational 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 will not typically 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 authorizer 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 designations in each area: Honor, Good Standing, Remediation, or Critical. The accountability designations will, in turn, guide the authorizer's renewal or non-renewal decision-making. Measures for which a school lacks publishable data due to factors such as grade configuration or small size may not contribute to that school's published accountability designation; however, the authorizer will consider student-level data when making authorizing decisions. Backup measures may be substituted in order to provide as much transparency and scope as possible when establishing accountability designations. The authorizer will consider contextual factors affecting a school's accountability designations 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.

Good Standing:

Schools achieving at this level in the academic category will be recommended for renewal; however, conditional renewal may be recommended if mission-specific, operational, and/or financial outcomes are poor. Replication and expansion proposals will be considered.

Remediation:

Schools achieving at this level in the academic category may be recommended for non-renewal or conditional renewal, particularly if mission-specific, operational, and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed.

Critical:

Schools achieving at this level in the academic category face a strong likelihood of non-renewal, particularly if mission-specific, operational, and/or financial outcomes are also poor. Replication and expansion proposals should not be considered.

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY		Result	Points Possible	Points Earned
Measure 1a State Accountability Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received [summative score] on the [statewide school accountability system]. Meets Standard: School received [summative score] on the [statewide school accountability system]. Does Not Meet Standard: School received [summative score] on the [statewide school accountability system]. Falls Far Below Standard: School received [summative score] on the [statewide school accountability system].		50 30 10 0	<u>0</u>
Notes	This measure should only be included if the summative score reflects a sufficient scope of information beyond that which is captured in the following measures. The summative score is likely to reflect school quality measures such as chronic absenteeism, a technology index, and teacher quality and engagement. Possible results and weighting (likely minimal) will be determined as more information becomes available.			

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a ISAT by SBAC % Proficiency English Language Arts	Are students achieving English Language Arts proficiency on state examinations? Exceeds Standard: **% or more of students met or exceeded proficiency. Meets Standard: Between *-**% of students met or exceeded proficiency. Does Not Meet Standard: Between *-**% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than **% of students met or exceeded proficiency.		57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40	<u>0</u> 0 0 0 0
Notes	Percentages in rating categories will likely dovetail with state accountability system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the level of achievement on the relevant measure with the state system that would contribute to the minimum acceptable summative score.						

Measure 2b ISAT by SBAC % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: **% or more of students met or exceeded proficiency. Meets Standard: Between *-**% of students met or exceeded proficiency. Does Not Meet Standard: Between *-**% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than **% of students met or exceeded proficiency.		57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40	<u>0</u> 0 0 0 0
Notes	See measure 2a notes.						

Measure 2c ISAT by SBAC % Proficiency Science	Are students achieving science proficiency on state examinations? Exceeds Standard: **% or more of students met or exceeded proficiency. Meets Standard: Between *-**% of students met or exceeded proficiency. Does Not Meet Standard: Between *-**% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than **% of students met or exceeded proficiency.		57-75 38-56 20-37 0-19	19 19 18 19	90-100 65-89 41-64 1-40	11 25 24 40	<u>0</u> 0 0 0 0
Notes	The PCSC may need to set rating categories independent of the state accountability system, which may not include science for several years.						

INDICATOR 3: STUDENT ACADEMIC GROWTH		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3a K-8 Criterion-Referenced Growth ISAT by SBAC ELA	Are students making adequate annual academic growth to achieve ELA proficiency with 3 years? Exceeds Standard: At least **% of students are making adequate academic growth. Meets Standard: Between *-**% of students are making adequate academic growth. Does Not Meet Standard: Between *-**% of students are making adequate academic growth. Falls Far Below Standard: Fewer than **% of students are making adequate academic growth.		76-100 51-75 26-50 0-25	25 25 25 25	85-100 70-84 50-69 1-49	16 15 20 49	<u>0</u> 0 0 0 0
Notes	Information regarding how the state accountability system will calculate K-8 academic growth is presently unavailable. It is likely that the methodology will be less nuanced than criterion-referenced and norm-referenced growth. However, both types of growth can be calculated for PCSC-authorized schools. Growth (all measures combined) is presently weighted approximately three times as heavily as proficiency (all measures combined); this is consistent with stakeholder input upon development of the original performance framework.						

<p>Measure 3b</p> <p>K-8 Criterion-Referenced Growth ISAT by SBAC Math</p> <p>Notes</p>	<p>Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?</p> <p>Exceeds Standard: At least **% of students are making adequate academic growth. Meets Standard: Between **-% of students are making adequate academic growth. Does Not Meet Standard: Between **-% of students are making adequate academic growth. Falls Far Below Standard: Fewer than **% of students are making adequate academic growth.</p> <p>See Measure 3a notes.</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Points possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>85-100</td> <td>16</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>70-84</td> <td>15</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>25</td> <td>50-69</td> <td>20</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>25</td> <td>1-49</td> <td>49</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned		76-100	25	85-100	16	0		51-75	25	70-84	15	0		26-50	25	50-69	20	0		0-25	25	1-49	49	0						0
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<p>Measure 3d</p> <p>K-8 Norm-Referenced Growth ISAT by SBAC ELA</p> <p>Notes</p>	<p>Are students making expected annual academic growth in ELA compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the **th and **th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the **th percentile.</p> <p>See Measure 3a notes.</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						0
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<p>Measure 3f</p> <p>K-8 Norm-Referenced Growth ISAT by SBAC Science</p> <p>Notes</p>	<p>Are students making expected annual academic growth in science compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in reading falls between the **th and **th percentile. Meets Standard: The school's Median SGP in reading falls between the **th and **th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the **th and **th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the **th percentile.</p> <p>See Measure 3a notes.</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						0
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INDICATOR 4: EARLY READING EFFECTIVENESS							
Measure 4a K-3 Reading IRI	Is the school ensuring that early elementary students learn to read?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: ***% of students in grades K-3 either scored a 3 or improved their IRI scores by one point between fall and spring.		76-100	25	70-100	31	0
	Meets Standard: **.% of students in grades K-3 either scored a 3 or improved their IRI scores by one point between fall and spring.		51-75	25	45-69	25	0
	Does Not Meet Standard: **.% of students in grades K-3 either scored a 3 or improved their IRI scores by one point between fall and spring.		26-50	25	31-44	14	0
	Falls Far Below Standard: Fewer than **% of students in grades K-3 either scored a 3 or improved their IRI scores by one point between fall and spring.		0-25	25	1-30	30	0
							0
Notes	The state accountability system may require use of the revised IRI in the future (2019).						

INDICATOR 5: NEXT LEVEL READINESS							
Measure 5a Next Level Readiness Elementary Grade Band	Are 5th grade students prepared to succeed in middle school?	Result	Points Possible				Points Earned
	Exceeds Standard:		100				
	Meets Standard:		60				
	Does Not Meet Standard:		20				
	Falls Far Below Standard:		0				
							0
Notes	The state accountability system will use indices, which have not yet been developed, to determine next-level readiness. It will likely be appropriate to establish rating categories that dovetail with the cumulative index scores. Possible results and weighting will be adjusted as additional details become available. Additional indicators and sub-indices within the state accountability system may be appropriate for use in mission-specific goals for certain schools.						

Measure 5b Next Level Readiness Middle School Grade Band	Are students in grades 6-8 prepared to succeed in high school?	Result	Points Possible				Points Earned
	Exceeds Standard:		100				
	Meets Standard:		60				
	Does Not Meet Standard:		20				
	Falls Far Below Standard:		0				
							0
Notes	See measure 4a notes.						

BACKUP INDICATOR #1: STATE PROFICIENCY COMPARISON							
Backup Measure 1a ELA Proficiency Rate Comparison to State Average on Required Standardized Test	Do ELA (or similar subject area) proficiency rates exceed the state average?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's proficiency rate exceeds the state average by 16% or more.	[state average]	76-100	25	[state ave+16]-	[percentile points	0
	Meets Standard: The school's proficiency rate is equal to the state average, or exceeds it by 1-15%.		51-75	25	[state ave]-[state	[percentile points	0
	Does Not Meet Standard: The school's proficiency rate is 1-10% lower than the state average.		26-50	25	[state ave - 11]-	[percentile points	0
	Falls Far Below Standard: The school's proficiency rate is 11% or more lower than the state average.		0-25	25	1-[state ave - 12]	[percentile points	0
							0
Notes	This backup measure is intended to function regardless of which statewide assessment is used.						

Backup Measure 1b Math Proficiency Rate Comparison to State Average on Required Standardized Test	Do math (or similar subject area) proficiency rates exceed the state average?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's proficiency rate exceeds the state average by 16% or more.	[state average]	76-100	25	[state ave+16]-	[percentile points	0
	Meets Standard: The school's proficiency rate is equal to the state average, or exceeds it by 1-15%.		51-75	25	[state ave]-[state	[percentile points	0
	Does Not Meet Standard: The school's proficiency rate is 1-10% lower than the state average.		26-50	25	[state ave - 11]-	[percentile points	0
	Falls Far Below Standard: The school's proficiency rate is 11% or more lower than the state average.		0-25	25	1-[state ave - 12]	[percentile points	0
							0
Notes	See backup measure 1a notes.						

Backup Measure 1c Science Proficiency Rate Comparison to State Average on Required Standardized Test	Do Science (or similar/replacement subject area) proficiency rates exceed the state average?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		[state average]	76-100	25	[state ave+16]-	[percentile points	0
	Exceeds Standard: The school's proficiency rate exceeds the state average by 16% or more.		51-75	25	[state ave]-[state	[percentile points	0
	Meets Standard: The school's proficiency rate is equal to the state average, or exceeds it by 1-15%.		26-50	25	[state ave - 11]-	[percentile points	0
	Does Not Meet Standard: The school's proficiency rate is 1-10% lower than the state average.		0-25	25	[state ave - 11]-	[within percentile	0
	Falls Far Below Standard: The school's proficiency rate is 11% or more lower than the state average.				1-[state ave - 12]	[percentile points	0
						total = 100	0
Notes	See backup measure 1a notes. Flexibility regarding subject area is permitted to accommodate the possibility of a categorical shift, such as from reading, math, and language usage to ELA, math, and science.						

BACKUP INDICATOR #2: DISTRICT PROFICIENCY COMPARISON

Backup Measure 2a ELA Proficiency Rate Comparison to Surrounding District Average on Required Standardized Test	Do ELA (or similar subject area) proficiency rates exceed the surrounding district average?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		[district average]	76-100	25	[dist ave+16]-100	[percentile points	0
	Exceeds Standard: The school's proficiency rate exceeds the surrounding district average by 16% or more.		51-75	25	[dist ave]-[dist	[percentile points	0
	Meets Standard: The school's proficiency rate is equal to the surrounding district average, or exceeds it by 1-15%.		26-50	25	[dist ave - 11]-	[percentile points	0
	Does Not Meet Standard: The school's proficiency rate is 1-10% lower than the surrounding district average.		0-25	25	1-[dist ave - 12]	[percentile points	0
	Falls Far Below Standard: The school's proficiency rate is 11% or more lower than the surrounding district average.					total = 100	0
Notes	This backup measures is intended to function regardless of which statewide assessment is used. Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district will be used for comparison purposes.						

Backup Measure 2b Math Proficiency Rate Comparison to Surrounding District Average on Required Standardized Test	Do Math (or similar subject area) proficiency rates exceed the surrounding district's average?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		[district average]	76-100	25	[dist ave+16]-100	[percentile points	0
	Exceeds Standard: The school's proficiency rate exceeds the state average by 16% or more.		51-75	25	[dist ave]-[dist	[percentile points	0
	Meets Standard: The school's proficiency rate is equal to the state average, or exceeds it by 1-15%.		26-50	25	[dist ave - 11]-	[percentile points	0
	Does Not Meet Standard: The school's proficiency rate is 1-10% lower than the state average.		0-25	25	1-[dist ave - 12]	[percentile points	0
	Falls Far Below Standard: The school's proficiency rate is 11% or more lower than the state average.					total = 100	0
Notes	See measure 2a notes.						

Backup Measure 2c Science Proficiency Rate Comparison to Surrounding District Average on Required Standardized Test	Do Science (or similar/replacement subject area) proficiency rates exceed the surrounding district's average?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		[district average]	76-100	25	[dist ave+16]-100	[percentile points	0
	Exceeds Standard: The school's proficiency rate exceeds the state average by 16% or more.		51-75	25	[dist ave]-[dist	[percentile points	0
	Meets Standard: The school's proficiency rate is equal to the state average, or exceeds it by 1-15%.		26-50	25	[dist ave - 11]-	[percentile points	0
	Does Not Meet Standard: The school's proficiency rate is 1-10% lower than the state average.		0-25	25	1-[dist ave - 12]	[percentile points	0
	Falls Far Below Standard: The school's proficiency rate is 11% or more lower than the state average.					total = 100	0
Notes	See measures 2a notes. Flexibility regarding subject area is permitted to accommodate the possibility of a categorical shift, such as from reading, math, and language usage to ELA, math, and science.						

BACKUP INDICATOR #3: GROWTH COMPARISONS

Backup Measures 3a-3f	Any or all of measures 3a-3f may be applied using results from a different, state-mandated or PCSC-mandated test.
ADDITIONAL BACKUP INDICATORS	
Additional backup measures (such as comparing virtual schools to other virtual schools, or language immersion schools to other language immersion schools) may also be included in the mission-specific section. In accordance with any conditions in the performance certificate, such measures may be considered primary instead of secondary.	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY			Result	Points Possible	Points Earned
Measure 1a State Accountability Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?				
	Exceeds Standard: School received [summative score] on the [statewide school accountability system].			50	
	Meets Standard: School received [summative score] on the [statewide school accountability system].			30	
	Does Not Meet Standard: School received [summative score] on the [statewide school accountability system].			10	
	Falls Far Below Standard: School received [summative score] on the [statewide school accountability system].			0	
Notes	This measure should only be included if the summative score reflects a sufficient scope of information beyond that which is captured in the following measures. The summative score is likely to reflect school quality measures such as chronic absenteeism, a technology index, and teacher quality and engagement. Possible results and weighting will be determined as more information becomes available.				<u>0</u>

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a Proficiency [Subject Area]	Are students achieving [subject area] proficiency on [assessment]?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		57-75	19	90-100	11	0
	Meets Standard:		38-56	19	65-89	25	0
	Does Not Meet Standard:		20-37	18	41-64	24	0
	Falls Far Below Standard:		0-19	19	1-40	40	0
Notes	The state's accountability system will not include high school testing for all students. However, the PCSC believes that such data is critical to understanding schools' effectiveness. For this reason, the PCSC is considering requiring all PCSC-authorized high schools to administer the Measures of Academic Progress (MAP) test in grades 9-12. If the state offers to pay for optional ISAT by SBAC testing in all high school grades, PCSC-authorized high schools could be required to take advantage of that option instead; however, the possibility of ISAT phase-out, resulting in absence of data, should be considered. Proficiency and growth measures will be crafted according to the assessment selected, with growth weighted more heavily than proficiency. Subject areas will depend upon assessment used. Science may be most appropriately included in the mission-specific framework for certain schools.						<u>0</u>

Measure 2b Proficiency [Subject Area]	Are students achieving [subject area] proficiency on [assessment]?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		57-75	19	90-100	11	0
	Meets Standard:		38-56	19	65-89	25	0
	Does Not Meet Standard:		20-37	18	41-64	24	0
	Falls Far Below Standard:		0-19	19	1-40	40	0
Notes	See measure 2a notes.						<u>0</u>

Measure 2c Proficiency [Subject Area]	Are students achieving [subject area] proficiency on [assessment]?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		57-75	19	90-100	11	0
	Meets Standard:		38-56	19	65-89	25	0
	Does Not Meet Standard:		20-37	18	41-64	24	0
	Falls Far Below Standard:		0-19	19	1-40	40	0
Notes	See measure 2a notes.						<u>0</u>

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Growth [Subject Area]	Are students making adequate academic growth?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		76-100	25	85-100	16	0
	Meets Standard:		51-75	25	70-84	15	0
	Does Not Meet Standard:		26-50	25	50-69	20	0
	Falls Far Below Standard:		0-25	25	1-49	49	0
Notes	See measure 2a notes.						<u>0</u>

Measure 3b Growth [Subject Area]	Are students making adequate academic growth?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		76-100	25	85-100	16	0
	Meets Standard:		51-75	25	70-84	15	0
	Does Not Meet Standard:		26-50	25	50-69	20	0
	Falls Far Below Standard:		0-25	25	1-49	49	0
							<u>0</u>
Notes	See measure 2a notes.						

Measure 3c Growth [Subject Area]	Are students making adequate academic growth?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		76-100	25	85-100	16	0
	Meets Standard:		51-75	25	70-84	15	0
	Does Not Meet Standard:		26-50	25	50-69	20	0
	Falls Far Below Standard:		0-25	25	1-49	49	0
							<u>0</u>
Notes	See measure 2a notes.						

INDICATOR 4: COLLEGE AND CAREER READINESS

Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advanced opportunity coursework?	Result	Points Possible	Points Earned
	Exceeds Standard: School earned *** on the Advanced Opportunity Index.		50	
	Meets Standard:		30	
	Does Not Meet Standard:		10	
	Falls Far Below Standard:		0	
				<u>0</u>
Notes	The state accountability system will use an index to determine college and career readiness. A sub-index will address advanced opportunities specifically. This measure will be crafted to dovetail with the advanced opportunities index. Possible results and weighting will be adjusted accordingly. Additional indicators and sub-indices within the state accountability system may be appropriate for use in mission-specific goals for certain schools.			

Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned
	Exceeds Standard: School earned *** on the Postsecondary and Career Readiness Index.		50	
	Meets Standard:		30	
	Does Not Meet Standard:		10	
	Falls Far Below Standard:		0	
				<u>0</u>
Notes	The state accountability system will use an index to determine college and career readiness. A sub-index will address postsecondary and career readiness (PSAT/SAT/ACT/Technical Skills and Workplace Readiness Assessments) specifically. This measure will be crafted to dovetail with the postsecondary and career readiness index. Possible results and weighting will be adjusted accordingly.			

Measure 4c Graduation Rate Four Year + Summer Cohort	Are students graduating from high school on time?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least *** of students graduated from high school with their 4-year-plus-summer cohort.		39-50	12	90-100	11	0
	Meets Standard: **-*** of students graduated from high school with their 4-year-plus-summer cohort.		26-38	13	81-89	9	0
	Does Not Meet Standard: **%-*** of students graduated from high school with their 4-year-plus-summer cohort.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than **% of students graduated from high school with their 4-year-plus-summer cohort.		0-13	13	1-70	70	0
							<u>0</u>
Notes	The state's accountability system will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score.						

BACKUP INDICATOR #1: PROFICIENCY

Backup Measures 1a-1c	Any or all of measures 2a-2c may be applied using results from a different, state-mandated or PCSC-mandated test, should the assessment used in the standard measures become unavailable.						
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BACKUP INDICATOR #2: GROWTH			
Backup Measures 2a-2c	Any or all of measures 3a-3c may be applied using results from a different, state-mandated or PCSC-mandated test, should the assessment used in the standard measures become unavailable.		
BACKUP INDICATOR #3: COLLEGE & CAREER READINESS			
Backup Measure 3a College Entrance Exam Results	<p>Does students' performance on college entrance exams reflect college readiness?</p> <p>Exceeds Standard: At least ***% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Meets Standard: Between **-59% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Does Not Meet Standard: Between *-***% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Falls Far Below Standard: Less than **% of students met or exceeded the college readiness benchmark on an entrance or placement exam.</p>	Result	Points Possible
Notes	Rating categories will need to be set in accordance with the new SAT, first implemented during the 2015-16 school year. Separate measures could be used for each of the subject areas.		Points Earned
			0
Backup Measure 3b GPA	<p>Are students achieving at a level adequate to prepare them for college or career?</p> <p>Exceeds Standard: At least ***% of students have a GPA of 3.0 or higher. Meets Standard: Between **-***% of students have a GPA of 3.0 or higher. Does Not Meet Standard: Between *-***% of students have a GPA of 3.0 or higher. Falls Far Below Standard: Less than **% of students have a GPA of 3.0 or higher.</p>	Result	Points Possible
Notes			Points Earned
			0
ADDITIONAL BACKUP INDICATORS			
Additional backup measures (such as comparing virtual schools to other virtuals, or language immersion schools to other language immersion schools) may also be included in the mission-specific section. In accordance with any conditions in the performance certificate, such measures may be considered primary instead of secondary.			

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY			Result	Points Possible	Points Earned
Measure 1a State Accountability Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?				
	Exceeds Standard: School received [summative score] on the [statewide school accountability system].			50	
	Meets Standard:			30	
	Does Not Meet Standard:			10	
Falls Far Below Standard:			0		
Notes	This measure should only be included if the summative score reflects a sufficient scope of information beyond that which is captured in the following measures. The summative score is likely to reflect school quality measures such as chronic absenteeism, a technology index, and teacher quality and engagement. Possible results and weighting will be determined as more information becomes available.				0

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a Proficiency [Subject Area]	Are students achieving [subject area] proficiency on [assessment]?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		57-75	19	90-100	11	0
	Meets Standard:		38-56	19	65-89	25	0
	Does Not Meet Standard:		20-37	18	41-64	24	0
	Falls Far Below Standard:		0-19	19	1-40	40	0
Notes	The state's accountability system will not include high school testing for all students. However, the PCSC believes that such data is critical to understanding schools' effectiveness. For this reason, the PCSC is considering requiring all PCSC-authorized high schools to administer the MAP test in grades 9-12. If the state offers to pay for optional ISAT by SBAC testing in all high school grades, PCSC-authorized high schools could be required to take advantage of that option instead; however, the possibility of ISAT phase-out, resulting in absence of data, should be considered. Proficiency and growth measures will be crafted according to the assessment selected, with growth weighted more heavily than proficiency. Subject areas will depend upon assessment used. Science may be most appropriately included in the mission-specific framework for certain schools.						

Measure 2b Proficiency [Subject Area]	Are students achieving [subject area] proficiency on [assessment]?							
	Exceeds Standard:			57-75	19	90-100	11	0
	Meets Standard:			38-56	19	65-89	25	0
	Does Not Meet Standard:			20-37	18	41-64	24	0
Falls Far Below Standard:			0-19	19	1-40	40	0	
Notes	See measure 2a notes.							

Measure 2c Proficiency [Subject Area]	Are students achieving [subject area] proficiency on [assessment]?							
	Exceeds Standard:			57-75	19	90-100	11	0
	Meets Standard:			38-56	19	65-89	25	0
	Does Not Meet Standard:			20-37	18	41-64	24	0
Falls Far Below Standard:			0-19	19	1-40	40	0	
Notes	See measure 2a notes.							

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Growth [Subject Area]	Are students making adequate academic growth?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		76-100	25	85-100	16	0
	Meets Standard:		51-75	25	70-84	15	0
	Does Not Meet Standard:		26-50	25	50-69	20	0
	Falls Far Below Standard:		0-25	25	1-49	49	0
Notes	See measure 2a notes.						

Measure 3b Growth [Subject Area]	Are students making adequate academic growth?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:		76-100 51-75 26-50 0-25	25 25 25 25	85-100 70-84 50-69 1-49	16 15 20 49	0 0 0 0 <hr/> 0
Notes	See measure 2a notes.						
Measure 3c Growth [Subject Area]	Are students making adequate academic growth?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:		76-100 51-75 26-50 0-25	25 25 25 25	85-100 70-84 50-69 1-49	16 15 20 49	0 0 0 0 <hr/> 0
Notes	See measure 2a notes.						
INDICATOR 4: WORKPLACE READINESS							
Measure 4a Credit Recovery/Accumulation	Are students accumulating/recovering credits at an appropriate rate?	Result	Points Possible				Points Earned
	Exceeds Standard: School earned *** for credit recovery/accumulation on the state accountability system. Meets Standard: Does Not Meet Standard: Falls Far Below Standard:						<hr/> 0
Notes	The state accountability system for alternative schools will include a measure addressing credit recovery/accumulation. Rating categories in this framework will be crafted to dovetail with the state's measure. Results possible and weighting will be determined as additional detail becomes available.						
Measure 4b Graduation Rate Four Year + Summer Cohort	Are students graduating from high school on time?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least *** of students graduated from high school with their 4-year-plus-summer cohort. Meets Standard: ***-*** of students graduated from high school with their 4-year-plus-summer cohort. Does Not Meet Standard: ***-*** of students graduated from high school with their 4-year-plus-summer cohort. Falls Far Below Standard: Fewer than *** of students graduated from high school with their 4-year-plus-summer cohort.		39-50 26-38 14-25 0-13	12 13 12 13	90-100 81-89 71-80 1-70	11 9 10 70	0 0 0 0 <hr/> 0
Notes	The state's accountability system for alternative schools will calculate graduation rates on a 4-year-plus-summer cohort. Rating categories will be drafted to dovetail with the state's system. It is anticipated that the bottom end of the "Meets Standard" range will correlate to the graduation rate that would contribute to the minimum acceptable summative score.						
Measure 4c Graduation Rate Extended Year Cohort	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least *** of students graduated from high school with an extended cohort. Meets Standard: ***-*** of students graduated from high school with an extended cohort. Does Not Meet Standard: ***-*** of students graduated from high school with an extended cohort. Falls Far Below Standard: Fewer than *** of students graduated from high school with an extended cohort.		39-50 26-38 14-25 0-13	12 13 12 13	90-100 81-89 71-80 1-70	11 9 10 70	0 0 0 0 <hr/> 0
Notes	This measure will be calculated using a 6-year cohort.						
BACKUP INDICATOR #1: PROFICIENCY							
Backup Measures 1a-1c	Any or all of measures 2a-2c may be applied using results from a different, state-mandated or PCSC-mandated test, should the assessment used in the standard measures become unavailable.						
BACKUP INDICATOR #2: GROWTH							
Backup Measures 2a-2c	Any or all of measures 3a-3c may be applied using results from a different, state-mandated or PCSC-mandated test, should the assessment used in the standard measures become unavailable.						

BACKUP INDICATOR #1: COLLEGE & CAREER READINESS			
Backup Measure 1b GPA	Are students achieving at a level adequate to prepare them for college or career?	Result	Points Possible
	<p>Exceeds Standard: At least **% of students have a GPA of 2.7 or higher.</p> <p>Meets Standard: Between **-% of students have a GPA of 2.7 or higher.</p> <p>Does Not Meet Standard: Between **-% of students have a GPA of 2.7 or higher.</p> <p>Falls Far Below Standard: Fewer than **% of students have a GPA of 2.7 or higher.</p>		<p>Points Earned</p> <hr/> <p>0</p>
Notes			

MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS

<p>Measure 1 Is the school ***?</p> <p>Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Notes These measures may be academic or non-academic in nature, but must be objective and data-driven. Measures must be based on data that is processed by a 3rd party, such as an assessment vendor or the SDE; rating categories must correlate with the format in which the 3rd party provides data to the school. The number (at least 4) and weighting of Mission-Specific measures should be established during one-on-one negotiations between the school and authorizer. The standard reporting deadline is August 1; exceptions may be made by mutual agreement in cases where data is unavailable by that date. Unless otherwise specified, schools are responsible for accurate collection and submission of mission-specific data; failure to provide substantiated results in a meaningful format by the established deadline will negatively impact scoring.</p>			<hr/> <p>0.00</p>

<p>Measure 2 Is the school ***?</p> <p>Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Notes</p>			<hr/> <p>0.00</p>

<p>Measure 3 Is the school ***?</p> <p>Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Notes</p>			<hr/> <p>0.00</p>

MISSION-SPECIFIC FRAMEWORK

Measure 4 Is the school ***?

- Exceeds Standard:
- Meets Standard:
- Does Not Meet Standard:
- Falls Far Below Standard:

Result

Points Possible

Points Earned

0.00

Notes

Measure 5 Is the school ***?

- Exceeds Standard:
- Meets Standard:
- Does Not Meet Standard:
- Falls Far Below Standard:

Result

Points Possible

Points Earned

0.00

Notes

OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible
	<p>Meets Standard: 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 charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: 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 15 0
Notes			<hr/> 0.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible
	<p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: 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
Notes			<hr/> 0.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible
	<p>Exceeds Standard: 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>Meets Standard: 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>Does Not Meet Standard: 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
Notes			<hr/> 0.00

OPERATIONAL FRAMEWORK

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<p>Meets Standard: 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.</p> <p>Partially Meets Standard: 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>Does Not Meet Standard: 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	
Notes				0.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Meets Standard: 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 an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: 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> <p>Does Not Meet Standard: 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>		25	
			15	
			0	
Notes				0.00
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<p>Meets Standard: 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> <p>Partially Meets Standard: The school largely 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. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: 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 audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0.00

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a Governance Requirements	Is the school complying with governance requirements?	Result	Points Possible
	<p>Meets Standard: 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; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings. The school board has adopted and maintains a complete policy book customized to the school.</p> <p>Partially Meets Standard: 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. The school's policy book may be substantially complete but requires additional maintenance or customization.</p> <p>Does Not Meet Standard: 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. The school's policy book may be incomplete, unmaintained, or non-existent.</p>	25	Points Earned
		15	
		0	
Notes			<hr/> 0.00
Measure 3b Board Oversight	Is the board fulfilling its oversight obligations?	Result	Points Possible
	<p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning.</p> <p>Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement.</p> <p>Does Not Meet Standard: The school board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained.</p>	25	Points Earned
		15	
		0	
Notes			<hr/> 0.00
Measure 3c Reporting Requirements	Is the school complying with reporting requirements?	Result	Points Possible
	<p>Meets Standard: 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.</p> <p>Partially Meets Standard: 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.</p> <p>Does Not Meet Standard: 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.</p>	25	Points Earned
		15	
		0	
Notes			<hr/> 0.00

OPERATIONAL FRAMEWORK

		Result	Points Possible	Points Earned
Measure 3d Public Transparency	Is the school complying with public transparency requirements?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to public transparency, including but not limited to maintenance of its website, timely availability of board meeting minutes, and insuring accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, and other applicable authorities.		25	
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and requirements of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<hr/> 0.00
Measure 3e Credentialing & Background Checks	Is the school meeting employee credentialing and background check requirements?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: 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 and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<hr/> 0.00
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a Transportation	Is the school complying with transportation requirements?			
	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.		0	
Notes				<hr/> 0.00

OPERATIONAL FRAMEWORK

		Result	Points Possible	Points Earned
Measure 4b Facilities	Is the school complying with facilities requirements?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. The school facility may benefit from additional maintenance and/or updates.		15	
	Does Not Meet Standard: 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 and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of significant modification or repair.		0	
Notes				<hr/> 0.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Meets Standard: 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 student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.		25	
	Partially Meets Standard: 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.		15	
	Does Not Meet Standard: 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.		0	
Notes				<hr/> 0.00
INDICATOR 5: ENROLLMENT & RETENTION				
Measure 5a Enrollment Variance	Is the school successfully enrolling the projected number of students?			
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		25	
	Partially Meets Standard: Enrollment Variance is between 90-95 percent in the most recent year.		15	
	Does Not Meet Standard: Enrollment Variance is less than 90 percent in the most recent year.		0	
Notes				<hr/> 0.00
Enrollment variance is calculated by dividing actual enrollment by the enrollment projection in the school's board-approved budget submitted to the SDE at the beginning of the fiscal year.				

OPERATIONAL FRAMEWORK

		Result	Points Possible	Points Earned
Measure 5b Student Attrition	Is the school successfully retaining students?			
	Meets Standard: The school's year-over-year attrition rate is less than **% AND the school's in-year attrition rate is less than *%.		25	
	Partially Meets Standard: Either the school's year-over-year attrition rate is higher than **% OR the school's in-year attrition rate is higher than **%.		15	
	Does Not Meet Standard: The school's year-over-year attrition rate is higher than **% AND the school's in-year attrition rate is higher than **%.		0	
Notes	Year-over-year attrition is calculated as follows: (Number of full-time students who were enrolled at end of previous school year but did not return in the fall - number of students who were enrolled in highest grade offered) / (Number of students who were enrolled at the end of the previous school year - number of students who were enrolled in highest grade offered). In-year attrition is calculated as follows: (Number of students who were enrolled at the beginning of this school year but not at the end of this school year) / (Number of students who were enrolled at the beginning of this school year). Attrition rates are a well-recognized indicator of overall school health. However, setting appropriate rating categories may be difficult; exemptions for certain schools may be appropriate.			<hr/> 0.00
INDICATOR 6: ADDITIONAL OBLIGATIONS				
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.		25	
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<hr/> 0.00

FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES													
Measure 1a Current Ratio	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). <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> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 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.	Result	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black; text-align: center;">0.00</td> </tr> </tbody> </table>	Points Possible	Points Earned	50		10		0			0.00
Points Possible	Points Earned												
50													
10													
0													
	0.00												
Notes													
Measure 1b Cash Ratio	Cash Ratio: Cash divided by Current Liabilities Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's). Does Not Meet Standard: Cash Ratio is between 0.9 and 1.0 or Cash Ratio equals 1.0 and one-year trend is negative. Falls Far Below Standard: Cash ratio is equal to or less than 0.9.	Result	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black; text-align: center;">0.00</td> </tr> </tbody> </table>	Points Possible	Points Earned	50		10		0			0.00
Points Possible	Points Earned												
50													
10													
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	0.00												
Notes													
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 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> 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.	Result	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black; text-align: center;">0.00</td> </tr> </tbody> </table>	Points Possible	Points Earned	50		10		0			0.00
Points Possible	Points Earned												
50													
10													
0													
	0.00												
Notes													
Measure 1d Default	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet Standard: School is in default of financial obligations.	Result	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black; text-align: center;">0.00</td> </tr> </tbody> </table>	Points Possible	Points Earned	50		0			0.00		
Points Possible	Points Earned												
50													
0													
	0.00												
Notes													

FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: 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></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: 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.</p>	Result	Points Possible	Points Earned
			50	
			10	
			0	
				<u>0.00</u>
Notes				
Measure 2b Debt to Asset Ratio	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	Result	Points Possible	Points Earned
			50	
			30	
			0	
				<u>0.00</u>
Notes				
Measure 2c Cash Flow	<p>Cash Flow: 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</p> <p>Meets Standard (in one of two ways): 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></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	Result	0	Points Earned
			50	
			30	
			0	
				<u>0.00</u>
Notes				
Measure 2d Debt Service Coverage Ratio	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p>	Result	Points Possible	Points Earned
			50	
			0	
				<u>0.00</u>
Notes				