

**FREQUENTLY ASKED QUESTION:
PERFORMANCE CERTIFICATE & PERFORMANCE FRAMEWORK DEVELOPMENT
Updated July 17, 2013**

Legislation passed during the 2013 legislative session requires charter school authorizers to develop a performance certificate and a performance framework that clearly sets forth the academic and operational indicators, measures and metrics that will guide the authorized chartering entity's evaluations of each public charter school." (See [House Bill 221a](#), I.C. 33-5209A, effective July 1, 2013.)

How will the PCSC's performance certificate and framework be developed, and may stakeholders provide comment on the topic?

The PCSC and its staff are presently working to develop a performance certificate and a framework that addresses the indicators, measures, and metrics required by Idaho Code. The framework will include academic, mission-specific, operational, and financial performance sections. The PCSC considered a draft certificate and framework (for non-alternative schools) during a workshop on its regular meeting date of June 13, 2013. Revisions to the draft will be considered at the August 15 regular meeting, which is open to the public.

In order to understand the nature and purpose of the performance framework, as well as its relevance to the role of the PCSC as an authorizer, we strongly recommend that you review the National Association of Charter School Authorizer's [Core Performance Framework and Guidance](#). Pages 2-5 of the document provide a good overview, while the remainder of the extensive document provides more specific guidance that will help inform the PCSC's development of its Framework.

The PCSC values input from representatives of PCSC-authorized schools, as well as other public charter school stakeholders. The PCSC office hosted a listening session on May 23, 2013, to hear public comment on the development of the certificate and framework, as well as the administrative Rules of the Public Charter School Commission. Stakeholder input was received during the June 13, 2013, PCSC workshop. A round table discussion with stakeholder group representatives was held on July 9, 2013, to consider further revisions.

You are invited to attend the PCSC's regular and special meetings, which are open to the public. Meeting dates and materials are posted on this website. The August 15 meeting materials will be posted online on August 8 (see the "Meetings" page on this site) and will include a near-final draft certificate and framework. Public comment will be taken during the meeting; additionally, written comment is welcome anytime. Please note that the PCSC plans to finalize the performance certificate and framework by the end of August 2013 in order to allow sufficient time for individualized certificate negotiations with all PCSC-authorized schools.

If you would like to provide comment as the certificate and framework are under development, please feel free to contact Charter Schools Program Manager Alison Henken.

Phone: (208) 332-1585

E-mail: alison.henken@osbe.idaho.gov

U.S. Mail: PO Box 83720, Boise, ID, 83720

Will the same performance framework apply to all public charter schools?

In accordance with Idaho statute, the framework will be designed to help all schools meet the minimum academic, operational, and financial requirements of the state. We recognize, however, that alternative schools must be evaluated somewhat differently than other public schools.

The draft framework available at this time is intended for use with non-alternative schools. A modified framework for alternative schools will be developed during the 2013-14 school year as additional work is done on Idaho's ESEA Waiver and Star Rating System to accommodate alternative schools and programs.

What will be the process through which existing PCSC-authorized public charter schools negotiate their own Performance Certificates?

Idaho statute requires that all existing public charter schools sign performance certificates with their authorizers no later than July 1, 2014. Although much of the performance certificate language will be "boilerplate," there are several sections designed to be drafted during individualized negotiations with each school. These negotiations will include opportunity for schools and authorizers to mutually draft measures within the performance framework that are unique to each school's mission.

Due to the large number of schools authorized by the PCSC, performance certificate negotiation meetings will begin in early September, as soon as the PCSC has formally adopted its certificate and framework. We anticipate that the process will involve several meetings with each school, as follows:

Meeting	Attendees	Purpose
Initial Idea Discussion	PCSC Staff, School Representatives (must include at least 2 board members; administrator participation also encouraged)	School brings ideas for mission-specific measures. Parties discuss which ideas should be pursued. School follow-up: research metrics, targets, & weight.
Drafting Meeting	PCSC Staff, School Representatives (the same individuals)	Parties work together to draft measures, targets, ratings, and formulas.
Committee Meeting	PCSC Committee, PCSC Staff, School Representatives	Committee reviews draft measures, negotiates re. differing opinions, if any, and forms recommendation to PCSC. School follow-up: present to full board for approval.
PCSC Approval	PCSC, PCSC Staff, School Representatives	PCSC considers measures and Committee recommendation. Possible consent agenda item.

PCSC staff will work with each school to schedule these meetings at the most convenient times possible. Please note that alternative schools and schools with alternative programs will be scheduled for later in Spring 2014 due to the delayed availability of a performance framework specific to alternative schools.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____, 20____ by and between the Idaho Public Charter School Commission (the “Authorizer”), and _____ (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

[FOR EXISTING SCHOOLS] WHEREAS, on [DATE], the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year ____; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

[FOR NEW SCHOOLS] WHEREAS, on [DATE], Authorizer received a petition to request the creation of a new charter school referred to as [NAME OF SCHOOL;] and

WHEREAS, on [DATE], the Authorizer approved the charter petition (the “Charter”) subject to conditions outlined in Appendix A;

[FOR RENEWAL SCHOOLS:] WHEREAS, on [DATE], the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, on [DATE], the Authorizer issued to the school a public charter school performance report and charter renewal application guidance; and

WHEREAS, on [DATE], Authorizer received a renewal application from the School; and

WHEREAS, on [DATE], the Authorizer approved the renewal application subject to conditions outlined in Appendix A;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Establishment [or Continued Operation] of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment [OR continued operation] of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school on [DATE]. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.]
- C. Term of Agreement.** This Certificate is effective as of [DATE], and shall continue through [DATE], unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all

times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows:
- B. Grades Served.** The School may serve students in grade XX through grade XX.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix G. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In

accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer, in its sole discretion, deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the Charter School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix H.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be [NUMBER] of students. The maximum number of students who may

be enrolled per class/grade level shall be as follows:

- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix I.
- D. School Facilities.** [FOR NEW SCHOOLS:] Location. The School shall identify the location of its facilities pursuant to the terms of the Pre-Opening Requirements. The School shall notify the Authorizer of any change in the location of its facilities no later than thirty (30) days prior to the change. [FOR RENEWAL SCHOOLS:] Location. The School shall notify the Authorizer of any change in the location of its facilities no later than thirty (30) days prior to the change.
- E. Attendance Area.** The School's primary attendance area is as follows:
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable state financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix G.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (5) an organizational chart; (6) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the

individual who will be responsible for preparing such financial reports in the following fiscal year; (7) internal control procedures for cash receipts, cash disbursements and purchases; and (8) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix J.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix J.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix J.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

E. Disposition of School's Assets upon Termination or Dissolution. Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** Neither the School, its employees, agents, nor contractors are employees or agents of the Authorizer; nor are either the Authorizer or its employees, agents, or contractors employees or agents of the School. None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective [DATE].

Appendix A: Conditions of Authorization/Renewal

Appendix B: Charter

Appendix C: Pre-Opening Requirements

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Board Roster

Appendix F: Third Party Management Contract

Appendix G: School Performance Framework

Appendix H: Authorizer Policies

Appendix I: Enrollment Policy

Appendix J: Public Charter School Closure Protocol

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY		Result (Stars)	Points Possible	Points Earned
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	5 4 3 2 1	25 20 15 0 0	<hr/> 0.00
Notes	<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>			

		Result	Points Possible	Points Earned
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Reward None Focus Priority	25 15 0 0	<hr/> 0.00
Notes	<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>			

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?		57-75 38-56 20-37 0-19	18 18 18 19	90-100 65-89 41-64 1-40	11 25 24 40	0.00 0.00 0.00 <hr/> 0.00
Notes	<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.

<p>Measure 2b ISAT / SBA % Proficiency Math</p>	<p>Are students achieving math proficiency on state examinations?</p> <p>Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</p>	<p>Result (Percentage)</p>	<p>Points Possible</p>	<p>Possible in this Range</p>	<p>Percentile Targets</p>	<p>Percentile Points</p>	<p>Points Earned</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
							0.00
Notes							
<p>Measure 2c ISAT / SBA % Proficiency Language Arts</p>	<p>Are students achieving language proficiency on state examinations?</p> <p>Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</p>	<p>Result (Percentage)</p>	<p>Points Possible</p>	<p>Possible in this Range</p>	<p>Percentile Targets</p>	<p>Percentile Points</p>	<p>Points Earned</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
							0.00
Notes							
<p>Measure N/A</p>	<p>Subgroup Comparisons</p> <p>Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:</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>	<p>Result</p>			<p>Weight</p>	<p>Score</p>	
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
<p>Measure 3a Criterion-Referenced Growth in Reading</p>	<p>Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?</p> <p>Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.</p>	<p>Result (Percentage)</p>	<p>Points Possible</p>	<p>Possible in this Range</p>	<p>Percentile Targets</p>	<p>Percentile Points</p>	<p>Points Earned</p>
			76-100	25	85-100	16	0.00
			51-75	25	70-84	15	0.00
			26-50	25	50-69	20	0.00
			0-25	25	1-49	49	0.00
							0.00
Notes							
<p>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.</p> <p>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.</p>							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?						
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0.00
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0.00
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0.00
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0.00
							0.00
Notes	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
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
							0.00
Notes	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.						
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: 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				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
							0.00
Notes	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.						

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

Notes

Measure N/A	College Entrance Exam Participation	Result	Weight	Score
	Exceeds Standard:			
	Meets Standard:			
	Does Not Meet Standard:			
	Falls Far Below Standard:			
Notes	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.			

Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		76-100	25	90-100	11	0.00
	Meets Standard: 81-89% of students graduated from high school.		51-75	25	81-89	9	0.00
	Does Not Meet Standard: 71%-80% of students graduated from high school.		26-50	25	71-80	10	0.00
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-25	25	1-70	70	0.00
Notes	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.						0.00

MISSION-SPECIFIC ACADEMIC GOALS				
Measure 1	Is the school ***?	Result	Weight	Score
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			
Notes	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.			
Measure 2	Is the school ***?	Result	Weight	Score
***	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			
Notes				
Measure 3	Is the school ***?	Result	Weight	Score
***	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			
Notes				
Measure 4	Is the school ***?	Result	Weight	Score
***	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			
Notes				

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

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	<p>Is the school implementing the material terms of the educational program as defined in the performance certificate?</p> <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 performance certificate, or the school has gained approval for a charter modification to the material terms.</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	
			0	
				<u>0.00</u>
Notes	<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>			
Measure 1b Education Requirements	<p>Is the school complying with applicable education requirements?</p> <p>Exceeds 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>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	
			20	
			0	
				<u>0.00</u>
Notes	<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>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>			25	
<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>			20	
<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>			0	
				0.00
Notes				

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
<p>Exceeds 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. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p>			25	
<p>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>			20	
<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>			0	
				0.00
Notes				

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible Points Earned
	<p>Exceeds 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 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>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>		20
	<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>		0
Notes			<hr/> 0.00
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?	Result	Points Possible Points Earned
	<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>		25
	<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 audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0
	Notes	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.	

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements? Exceeds 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; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings. 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. 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.		25 20 0	<hr/> 0.00
Notes				
Measure N/A Management Accountability	Is the school holding management accountable? Meets Standard: 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. 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 oversight of school management; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.			
Notes				
Measure 3b Reporting Requirements	Is the school complying with reporting requirements? Exceeds 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. 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. 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.		25 20 0	<hr/> 0.00
Notes				

INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: 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.		25	
	Meets Standard: 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.		20	
	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 rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<hr/> 0.00
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: 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.		20	
	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 requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<hr/> 0.00
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: 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.		25	
	Meets Standard: 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.		20	
	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 employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<hr/> 0.00

		Result	Points Possible	Points Earned
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	Meets Standard: 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.		20	
	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 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
Notes				
INDICATOR 5: SCHOOL ENVIRONMENT				
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: 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 occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: 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.		20	
	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, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				<hr/> 0.00
Notes				
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: 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	
	Meets Standard: 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.		20	
	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 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
Notes				

		Result	Points Possible	Points Earned
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds 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 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.		25	
	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.		20	
	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	
				<hr/> 0.00
Notes				
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 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.		25	
	Does Not Meet Standard: 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 herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				<hr/> 0.00
Notes				

INDICATOR 1: NEAR-TERM MEASURES

		Result	Points Possible	Points Earned
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities			
Current Ratio	<p>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></p> <p>Does Not Meet Standard: 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>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>		50	
			10	
			0	<u>0.00</u>
Notes	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.			
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)			
Unrestricted Days Cash	<p>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></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>		50	
			10	
			0	<u>0.00</u>
Notes				
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget			
Enrollment Variance	<p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>		50	
			30	
			0	<u>0.00</u>
Notes				
Measure 1d	Default			
Default	<p>Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>		50	
			0	<u>0.00</u>
Notes				

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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			10			0				<u>0.00</u>
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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				<u>0.00</u>
Result	Points Possible	Points Earned															
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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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				<u>0.00</u>
Result	Points Possible	Points Earned															
	50																
	30																
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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> <p>Falls Far Below Standard: Not Applicable</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			0				<u>0.00</u>			
Result	Points Possible	Points Earned															
	50																
	0																
		<u>0.00</u>															
Notes																	

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	50	3%	0.00
	1b	25	2%	0.00	25	2%	0.00
Proficiency	2a	75	6%	0.00	75	5%	0.00
	2b	75	6%	0.00	75	5%	0.00
	2c	75	6%	0.00	75	5%	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	6%	0.00	75	5%	0.00
	3e	75	6%	0.00	75	5%	0.00
	3f	75	6%	0.00	75	5%	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			1075		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1075		
Total Academic Points Received				0.00			0.00
% of Possible Academic Points for This School				0.00%			0.00%

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	450	33%		575	35%	
Total Possible Mission-Specific Points		450					
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		1350			1650		
TOTAL POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				0.00%			0.00%

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
TOTAL OPERATIONAL POINTS		400	100%	0.00
% OF POSSIBLE OPERATIONAL POINTS				0.00%

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
TOTAL FINANCIAL POINTS		400	100%	0.00
% OF POSSIBLE FINANCIAL POINTS				0.00%

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>Honor 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				
<p>Good Standing Schools achieving at this level in Academic & 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 & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74%	of points possible				
<p>Remediation Schools achieving at this level in Academic & 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				
<p>Critical Schools achieving at this level in Academic & 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				