



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

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PUBLIC CHARTER SCHOOL COMMISSION MEETING SPECIAL MEETING

August 30, 2013
650 W. State Street, Boise, Idaho
State Board of Education Office, Board Room

Friday, August 30, 2013 – 650 W. State Street, SBOE Office, Board Room, 9:00 a.m.

1. PCSC Performance Certificate and Performance Framework

OTHER / NEW BUSINESS

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 or Charter Commission staff before the meeting opens. While the Commission attempts to address items in the listed order, some items may be addressed by the Commission prior to or after the order listed.

SUBJECT

Proposed PCSC Performance Certificate

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5202A(4)

I.C. §33-5205B

I.C. §33-5209A

BACKGROUND

Idaho's 2013 charter school legislation contains a new provision requiring that all public charter schools and their authorizers sign Performance Certificates. Performance Certificates replace charters as the documents to which authorizers must hold schools accountable, and must contain the following information:

- The term of the Performance Certificate (3 years for new schools, and 5 years thereafter);
- The Academic and Operational performance expectations and measures by which the public charter school will be judged, including, but not limited to, applicable federal and state accountability requirements; and
- The administrative relationship between the authorizer and the school, including each party's rights and duties.

Performance Certificates for all existing PCSC-authorized charter schools must be executed no later than July 1, 2014. Performance Certificates for new public charter schools must be executed within 75 days of approval.

At the June 13, 2013, and August 15, 2013, PCSC meetings, the PCSC considered drafts of a Performance Certificate consisting of largely boilerplate language but containing some sections to be individualized for each school. The Certificate was based on PCSC staff research encompassing NACSA's model charter contract and the contracts used by a number of states that were given high marks regarding performance contracts in the National Alliance for Public Charter Schools' 2013 Charter Law Rankings Database.

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

DISCUSSION

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

During the final roundtable meeting with stakeholders, no outstanding concerns regarding the proposed Performance Certificate were raised.

The PCSC previously agreed to begin considering schools for renewal in March 2016, beginning with 1-Star schools. However, new information from the State Department of Education indicates that Star rating data will not be calculated for the 2013-2014 school year. As a result, any renewal decisions made in March 2016 would be based on only one consecutive year of data. The revised renewal schedule included with these materials places the first renewal decisions in March 2017. This ensures that no school will be considered for renewal or non-renewal without at least two, consecutive years of data.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC adopt the proposed Performance Certificate.

COMMISSION ACTION

A motion to adopt the proposed Performance Certificate as submitted.

OR

A motion to adopt the proposed Performance Certificate with the following modifications: _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

RENEWAL SCHEDULE FOR PCSC-AUTHORIZED SCHOOLS

Statute requires that the performance certificates for existing schools ensure all schools will be evaluated for renewal or nonrenewal between March 2016 and March 2019. The PCSC will schedule initial renewal considerations for the existing schools it authorizes based on their 2013 Star ratings. In order to protect taxpayer interests, lower scoring schools will be considered first. However, all schools will receive at least two, annual reports from the PCSC prior to the year in which they will be considered for renewal or non-renewal, permitting ample time to correct any shortcomings.

In accordance with statute, new schools will receive performance certificates with an initial term of three years, and will be added to this schedule accordingly.

March 2017

School	2013 Star Rating	2012 Star Rating	Opening Year	Age at Renewal
Heritage Academy	1	1	2011	6
iSucceed Virtual High School (iSVHS)	1	1	2008	9
Kootenai Bridge Academy (KBA)	1	1	2009	8
Wings Charter Middle School (WCMS)	1	1	2009	8
Idaho Connects Online (ICON)	2	1	2009	8
Another Choice Virtual School (ACVS)	2	1	2010	7
Richard McKenna Charter High School	1 / 3	3	2002	15
American Heritage Charter School (AHCS)	N/A	N/A	2013	4
Chief Tahgee Elementary Academy (CTEA)	N/A	N/A	2013	4
Odyssey Charter School	N/A	N/A	2013	4
Syringa Mountain School	N/A	N/A	2014	3
Bingham Academy	N/A	N/A	2014	3

March 2018

School	2013 Star Rating	2012 Star Rating	Opening Year	Age at Renewal
The Village Charter School (TVCS)	3	2	2011	7
Idaho Science and Technology Charter School (ISTCS)	3	3	2009	9
Idaho Virtual Academy (IDVA)	3	3	2002	16
INSPIRE Connections Academy	3	3	2005	13
Falcon Ridge Public Charter School (FRPCS)	3	4	2000	18
Monticello Montessori Charter School	4	2	2010	8
Palouse Prairie School of Expeditionary Learning (PPSEL)	4	2	2009	9
Heritage Community Charter School (HCCS)	4	2	2011	7
Legacy Charter School	4	3	2011	7
North Idaho STEM Charter Academy (NI STEM)	4	N/A	2012	6
Rolling Hills Public Charter School (RHPCS)	4	4	2005	13

March 2019

School	2013 Star Rating	2012 Star Rating	Opening Year	Age at Renewal
Academy at Roosevelt Center, The	4	4	2006	13
Blackfoot Charter Community Learning Center (BCCLC)	4	4	2000	19
Sage International School of Boise	4	4	2010	9
Taylor's Crossing Public Charter School (TCPCS)	4	4	2006	13
Xavier Charter School (XCS)	4	4	2007	12
Compass Public Charter School	5	5	2005	14
Liberty Charter School	5	4	1999	20
North Valley Academy (NVA)	5	4	2008	11
Victory Charter School	5	4	2004	15
Vision Charter School	5	4	2007	12
White Pine Charter School (WPCS)	5	4	2003	16

August 30, 2013

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

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

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 on or before July 20 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 F. 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 the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion 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 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 School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the 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 G.

- 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 H.
- 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 provide reasonable notification to the Authorizer of any change in the location of its facilities. [FOR RENEWAL SCHOOLS:] Location. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- 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 full-time 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 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 F.
- 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; (4) 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; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) 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 I.
- 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 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 I.
- 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 attached, if applicable, as Appendix A 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 I.
- 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.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or 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.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

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

August 30, 2013

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: School Performance Framework
Appendix G: Authorizer Policies
Appendix H: Enrollment Policy
Appendix I: Public Charter School Closure Protocol

SUBJECT

Proposed PCSC Performance Framework

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5202A(4)

I.C. §33-5205B

I.C. §33-5209A

BACKGROUND

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

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

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

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

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

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

DISCUSSION

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

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

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

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

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC adopt the proposed Performance Framework.

COMMISSION ACTION

A motion to adopt the proposed Performance Framework as submitted.

OR

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

August 30, 2013

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August 30, 2013

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

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

August 30, 2013

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: _____ Year Opened: _____ Operating Term: _____ Date Executed: _____

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY		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? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	5	25	<hr/> 0.00
		4	20	
		3	15	
		2	0	
		1	0	
Notes	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.			
	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.			

Measure 1b	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned
State Designations	Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Reward	25	<hr/> 0.00
		None	15	
		Focus	0	
		Priority	0	
Notes	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.			
	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.			

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? 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.		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
							<hr/> 0.00
Notes	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.						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.
	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.	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	

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

Notes

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

Notes

Measure N/A	Subgroup Comparisons	Result	Weight	Score
	<p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>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>			

Notes

INDICATOR 3: STUDENT ACADEMIC GROWTH

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

Notes

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

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

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

Notes

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

Notes

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

Notes
In Measures 3d-3g, this draft looks at the median SGP included with each school's SRS report for use in determining star rating. The percentile ranges included align to the SRS scale for schools that meet adequate growth. This was done in response to stakeholder feedback in an effort to be conscientious of high proficiency schools when establishing student growth targets.

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

Notes

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

Notes

Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	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
							<u>0.00</u>
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	
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.			<u>0.00</u>

Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned
	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	
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.			<u>0.00</u>

Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness? 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. 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. 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. 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.	Result	Points Possible	Points Earned
		5	50	
		3-4	30	
		2	10	
		1	0	
			<u>0.00</u>	
Notes				

Measure N/A	College Entrance Exam Participation Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:	Result	Weight	Score
		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? Exceeds Standard: At least 90% of students graduated from high school. Meets Standard: 81-89% of students graduated from high school. Does Not Meet Standard: 71%-80% of students graduated from high school. Falls Far Below Standard: Fewer than 70% of students graduated from high school.	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			39-50	12	90-100	11	0.00
			26-38	13	81-89	9	0.00
			14-26	13	71-80	10	0.00
			0-13	13	1-70	70	0.00
							<u>0.00</u>
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.							

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

August 30, 2013

NAME OF SCHOOL --- MISSION-SPECIFIC FRAMEWORK

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

0

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	
				<hr/> 0.00
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	
			15	
			0	
				<hr/> 0.00
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> <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	
				<hr/> 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> <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> <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	
				<hr/> 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
	<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>		15
	<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
			<hr/> 0.00
Notes			
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?	Result	Points Possible
	<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			
	<p>This measure is included in the Operational framework to reflect a school's compliance with GAAP. The financial health of the school, regardless of compliance, is addressed in the Financial framework.</p>		

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
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 15 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 15 0	<hr/> 0.00
Notes				

INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?	Result	Points Possible 25 15 0	Points Earned <hr/> 0.00
	<p>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.</p>			
	<p>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.</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 the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			
Notes				
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible 25 15 0	Points Earned <hr/> 0.00
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.</p>			
	<p>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.</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 state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			
Notes				
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible 25 15 0	Points Earned <hr/> 0.00
	<p>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.</p>			
	<p>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.</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 employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			
Notes				

		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.		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 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 occupance 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.		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, 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.		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 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				

Measure 5c Information Handling	Is the school handling information appropriately?	Result	Points Possible	Points Earned
	<p>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.</p> <p>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.</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 the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
				<u>0.00</u>

Notes

ADDITIONAL OBLIGATIONS

Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
	<p>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.</p> <p>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.</p>		25	
			0	
				<u>0.00</u>

Notes

INDICATOR 2: SUSTAINABILITY MEASURES			
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible
	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>		50
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10
	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.		0
Points Earned <hr/> 0.00			
Notes			
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible
	Meets Standard: Debt to Asset Ratio is less than 0.9		50
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0
Points Earned <hr/> 0.00			
Notes			
Measure 2c Cash Flow	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	Result	Points Possible
	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>		0
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		50
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		30
Points Earned <hr/> 0.00			
Notes			
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0
	Falls Far Below Standard: Not Applicable		
Points Earned <hr/> 0.00			
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	25	1%	0.00
	1b	25	2%	0.00	25	1%	0.00
Proficiency	2a	75	5%	0.00	75	4%	0.00
	2b	75	5%	0.00	75	4%	0.00
	2c	75	5%	0.00	75	4%	0.00
Growth	3a	100	7%	0.00	100	6%	0.00
	3b	100	7%	0.00	100	6%	0.00
	3c	100	7%	0.00	100	6%	0.00
	3d	75	5%	0.00	75	4%	0.00
	3e	75	5%	0.00	75	4%	0.00
	3f	75	5%	0.00	75	4%	0.00
	3g	100	7%	0.00	100	6%	0.00
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
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						
Total Possible Mission-Specific Points		600	40%		700	40%	
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		1500			1750		
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		90% - 100% of points possible		85% - 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		80% - 89% of points possible		65% - 84% 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		61% - 79% of points possible		46% - 64% 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		0% - 60% of points possible		0% - 45% of points possible	