



Adopted: May 15, 2013
Revised: May 18, 2020
Effective: July 1, 2020

Colorado Springs School District 11: Framework for the Charter School Annual Performance Review (APR)

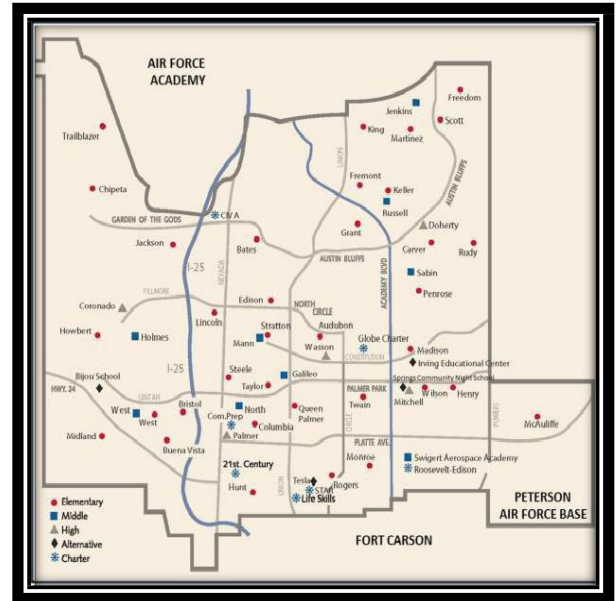
Dr. Michael J. Thomas
Superintendent

Consortium Partnership:

Angela Dominguez, Deputy Superintendent/ALL
Dr. Brandan Comfort, Executive Director of School Leadership
Kris Odom, Executive Director, Procurement Contracting
Anna Diaz, Senior Contract Specialist
Tom Weston, Charter School Liaison
Mark Capps, Senior Accountant
Nikki Myers, Academy ACL, Principal
Randy Zimmerman, CIVA, Principal
Raj Solanki, Community Prep, Principal
Katherine Siegel, GLOBE Charter, Principal
Cassandra Berry, Eastlake High School, Principal
Julie Tenyenhuis, Roosevelt Charter Academy, Principal

Educational Data and Support Services (EDSS):

David Khaliqi, Ph.D., Executive Director



“Greater Autonomy in Exchange for Greater Accountability”

Mission Statement:

To provide charter schools with timely and responsive support, to facilitate innovation and collaboration between charter and traditional systems, and dare to empower the whole student to profoundly impact our world.

Developed in Collaboration with the D11 Consortium Partnership for Charter Schools

Table of Contents

Foreword.....	3
The Colorado Springs School District 11 Charter School APR.....	4
Overall Rating: Overall School Performance on the APR.....	4
Indicators: Assigned Weights to the Performance Indicators on the APR.....	5
Measures: Points Earned for Measures on the APR.....	6
Indicator: Academic Performance and Accreditation Status.....	7
Measure: School Performance Framework (SPF).....	7
Measure: District Accreditation Status.....	7
Measure: New Charter Schools.....	8
Indicator: Financial Accountability.....	9
Measure: Current Ratio.....	9
Measure: Operating Reserve Ratio.....	9
Measure: Annual Net Income.....	10
Measure: Submission of Audit and CDE 3 Transmission File.....	10
Measure: Finance Business Rules.....	11
Significance.....	11
Rule: “Going Concern” Opinion from the Auditors.....	11
Rule: Current Ratio less than 1.0 Declining Over Time.....	11
Rule: Operating Reserve Ratio Declining Over Time.....	12
Rule: A Positive Deficit Fund Balance Ratio (not including PERA).....	12
Rule: Material Weakness Finding on Annual Audit.....	13
Rule: Failure to timely file IRS Form 990 Tax Return.....	13
Rule: Filing of Chapter 7 or 11 Bankruptcy.....	14
Rule: Notifications from Regulatory Agencies on Failure to Pay Taxes.....	14
Rule: Notifications from Vendors of Late Payment in Excess of 120 Days.....	14
Rule: Legal Judgments from Lawsuits/Litigation.....	15
Indicator: Governance.....	16
Measure: Special Needs (SPED) Services.....	16
Measure: Health and Safety in the School.....	16
Measure: Contractual Obligations.....	17
Measure: Other Reporting Obligations.....	17
Measure: Governance Business Rules.....	18
Significance.....	18
Rule: Contractual Obligations.....	18
Rule: Special Education Services.....	19
Rule: Board Operations.....	19
Indicator: Operations.....	21
Measure: Attendance, Traditional Charter Schools.....	21
Measure: Truancy, Traditional Charter Schools.....	21
Measure: Parent Satisfaction Survey.....	22
Measure: Staff Satisfaction Survey.....	22
Measure: School Improvement Plans.....	23
Measure: Staff Retention Rate.....	23

Measure: Operations Business Rules.....	24
Significance	24
Rule: Attendance.....	24
Rule: Average Graduation Probability.....	25
Reporting the Annual Performance Review (APR).....	26
Annual Performance Review (APRs).....	26
School Side-by-Side APRs Reporting All Schools	26
School Side-by-Side APRs across the Years for each School.....	26
The Colorado Springs School District 11 Annual Performance Review (APR) Framework	26

Tables

Overall School Annual Performance Ratings and Associated Definitions.....	4
Example: Cover Sheet, Annual Performance Review (APR).....	27
Example: Annual Performance Review (APR) for a Traditional Charter School	28
Example: Annual Performance Review (APR) for an Alternative Education Campus (AEC) Charter School.....	29
Example: Side-by-Side Annual Performance Review (APR) Reporting All Schools for the Year.....	30
Example: Side-by-Side Annual Performance Review (APR) Across the Years for a Specific School	31
Framework of Performance Indicators and Associated Information	32

Foreword

As a charter school authorizer, School District 11 has the responsibility to evaluate the quality of its charter school plans, operations, and student achievement on an ongoing basis. In the NACSA (National Association of Charter School Authorizers) standards adopted by the State Board of Education, annual feedback is identified as a high leverage, best practice to ensure effective communication and oversight between authorizer and school. As an authorizer, we commit to providing each charter school in our district qualitative feedback on their performance each year.

The purpose of the Annual Performance Review (APR) is to summarize the charter school's cumulative performance and compliance data. The goal of the APR is to present each school with data findings and summary considerations. The annual review should provide guidance and direction for the charter school throughout the term of its contract and give school leaders a clear idea of the school's progress in preparation for renewal consideration. The underlying accountability premise guiding the framework consists of performance indicators, measures, targets, sources, weights, and ratings (see Tables 1 and 7). The APR also may alert D11 administration and its board of issues of concern in the management or performance of its charter schools.

Schools may respond to their feedback in writing and/or, in the case of borderline cases, schools may request special consideration with the submission of additional bodies of evidence for inclusion in the final determination of the performance status and/or recommendation for renewal. This annual performance review feedback report and the school's response become the running record of performance that is used to make decisions regarding renewal.

The D11 Charter School Annual Performance Review (APR)

A. Overall Rating: Overall School Performance on the APR

The following scale determines the overall APR school performance evaluation. Color coding and associated definitions providing quick visual representation of performance is embedded in the APR. For each indicator, schools will receive a rating of green, yellow, orange or red (see Table 1). An overall score of 80% or greater can receive a “blue” or exceeds.

Anytime a charter earns 90% or better on their overall school performance rating their contract will be presented to the Board of Education for consideration of a one-year extension; per CDE procedures, charter contract extensions must be approved by Board resolution. A charter must submit a renewal application at least every 10 years, therefore extended contracts will not exceed 10 total contract years.

Charter schools shall submit all data to the Charter School Liaison no later than Oct 15 annually. The District will finalize and send the draft APR report to the schools by November 15 annually for final review.

Table 1
Overall School Annual Performance Ratings and Associated Definitions

Color Code/ Rating	Definition	Framework Percentage of Points Earned
Exceeds	The authorizer believes the school is exceeding the district standard.	>= 90%
Meets	The authorizer believes the school is achieving the district standard.	>= 70% - < 90%
Approaching	The authorizer is concerned about performance in the evaluated area, which is not meeting district standard and will be watched closely in the next year.	>= 60% - < 70%
Improvement	The authorizer has concerns about performance in the evaluated area, which is low. Adequate improvement must be made in the coming school year. A meeting will be set where adequate progress is clearly defined and monitored.	>= 50% - < 60%
Does not meet	The authorizer has serious concerns about the area being evaluated, which may be addressed through non-renewal, revocation, or probation. If a probationary status is imposed then a meeting will be set where adequate progress is clearly defined in writing and a monthly dashboard meeting will be established for monitoring purposes.	< 50%

B. Indicators: Assigned Weights to the Performance Indicators on the APR

The following scale shows the assigned weights to each of the performance indicators.

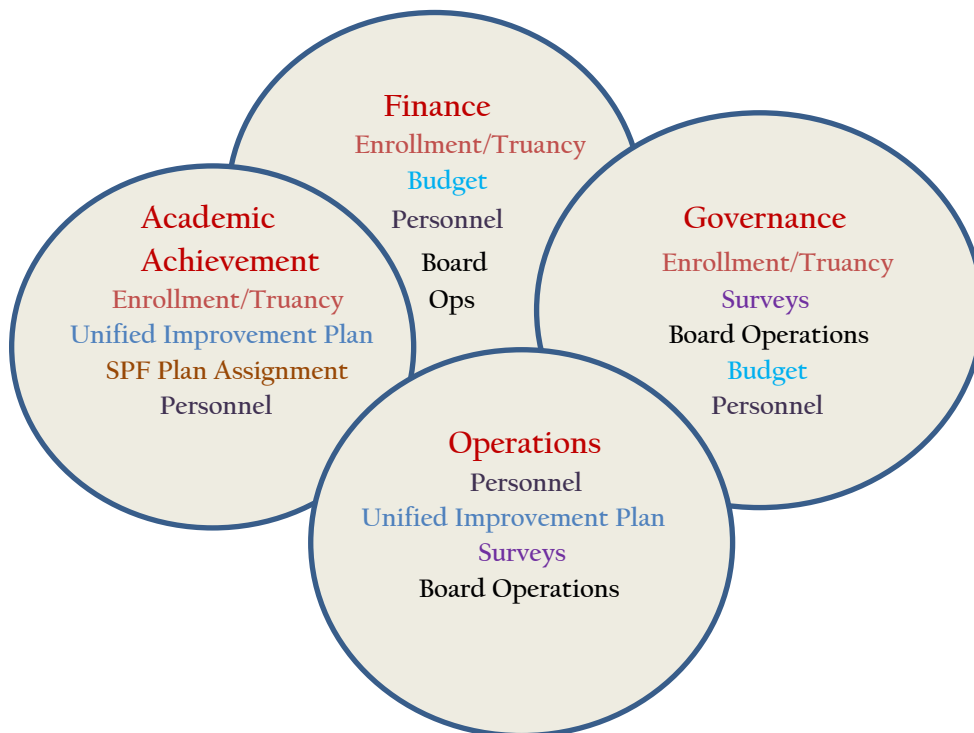
<u>Indicators</u>	<u>Weight Assigned</u>
Academic Achievement	40
Finance*	30
Governance**	15
Operations***	15

*The Finance performance indicator contains nine (9) business rules that if violated will automatically assess an overall school performance rating of “Does not meet.” Immediate action must be taken to remedy the violation. The District may address non-compliance through non-renewal, revocation, or probation processes.

** The Governance performance indicator would include three (3) business rules that if violated would automatically assess an overall school performance rating of “Does not meet.” Immediate action must be taken to remedy the violation. The District may address non-compliance through non-renewal, revocation, or probation processes.

*** The Operations performance indicator would contain nine (3) business rules that if violated will automatically assess an overall school performance rating of “Does not meet.” Immediate action must be taken to remedy the violation. The District may address non-compliance through non-renewal, revocation, or probation processes.

That each indicator of the APR is critically important to the success of the charter school. Realizing that each is also linked to each other, and charters can only operate at the highest levels if they successfully integrate each: Academic Achievement, Finance, Governance and Operations.



C. Measures: Points Earned for Measures on the APR

The following scale determines the points earned for each performance measure attained.

<u>Performance Attained on Measures</u>	<u>Points Earned</u>
Meets	4
Approaching	3
Improvement *	2
Does not meet *	1
Does not meet-initiate action*, **	0

* Any point earned that is 2 or lower, requires a comment in the comments section of the APR

**Only applicable on or to financial, governance, and operations business rules in the corresponding indicator of the APR.

Indicator: Academic Performance and Accreditation Status

A. Measure: School Performance Framework (SPF).

- a. The state school performance framework provides a snapshot of the school's level of attainment on academic achievement, growth, growth gaps, and/or postsecondary readiness (for high schools only). The evaluation of the overall performance on each of these indicators leads to an assignment of the type of improvement plan a school will implement and an accreditation designation at the district level.
- b. The following scale determines the performance measure status earned for traditional and Alternative Education Campuses (AEC) charter schools on the school performance framework.

<u>Performance Attained on Measure</u>	<u>SPF Plan Type*</u>
Meets	Performance
Approaching	Improvement
Improvement	Priority Improvement
Does not meet	Turnaround

*These cut scores are reflective of the existing SPF and are subject to change pending outcome of the redesign of the SPF. The redesigned SPFs are forthcoming.

- c. Equation:
 - i. Traditional Charter Schools: A performance rating of “Meets” on academic achievement, growth, and post-secondary workforce readiness (high school only).
 - ii. AEC Charter Schools: A performance rating of “Meets” on academic achievement, growth, student engagement, and post-secondary workforce readiness (high school only).
- d. Exceptions from both the numerator and denominator: None.
- e. Source: SPFs, Colorado Department of Education (CDE).
- f. Responsibility: District receives, processes, and distributes SPFs.
- g. Current Users: BOE, District, Charters.
- h. Future Expectations/Implications: None.

B. Measure: District Accreditation Status.

- a. The D11 Board of Education (BOE) approves the accreditation status for each school in the District. The evaluation of the overall performance as reported on the SPF and other bodies of evidence leads to a designation status.
- b. The following scale determines the performance measure status earned for the D11 assigned accreditation status.

<u>Performance Attained on Measure</u>	<u>D11 Accreditation Status</u>
Meets	Distinction and Performance or Performance
Approaching	Improvement
Improvement	Priority Improvement
Does not meet	Turnaround

- c. Equation: N/A.
- d. Exceptions from both the numerator and denominator: N/A.

- e. Source: SPFs and other bodies of evidence.
- f. Responsibility: The District Accountability Committee for Accreditation and BOE.
- g. Current Users: BOE, District, Charters.
- h. Future Expectations/Implications: None.

C. New Charter Schools.

In the event a new charter school is in its first or second year, the following rule is applicable.

- a. A charter school in its first and/or second year will receive an academic rating based on the results of the assessments used per their contract details (e.g. DIBELS, benchmark assessments, etc.). Their assessment results will lead to a rating determined through a cooperative effort of the District’s educational data and charter team.

<u>Performance Attained on Measure</u>	<u>D11 SPF/Accreditation Status</u>
Meets	
Approaching Improvement	To be determined based on review of available data.
Does not meet	

- b. Equation: N/A.
- c. Exceptions from both the numerator and denominator: N/A.
- d. Source: SPFs and other bodies of evidence.
- e. Responsibility: Educational Data and Support Services, charter team, District Accountability Committee for Accreditation and BOE.
- f. Current Users: BOE, District, Charters.
- g. Future Expectations/Implications: In the first year there may be such limited data available at the time of the Annual Performance Review, a rating of “Hold Harmless” may be most appropriate.

Indicator: Financial Accountability

A. Measure: Current Ratio.

- a. This ratio looks at the school’s ability to pay off short term liabilities with its current assets, those short-term liabilities due within the following school year.
- b. Post financial transparency that meets CDE guidelines on school webpage by August 31 annually.
- c. The following scale determines the performance measure status earned for compliance of the current ratio.

<u>Performance Attained on Measure</u>	<u>Percent Ranges</u>
Meets	≥ 1.3%
Approaching	≥ 1.2% - <1.3%
Improvement	≥ 1.0% - <1.2%
Does not meet	= 1.0%

Note: If the current ration ratio is less than 1.0, then the finance business rule addressing current ratio is in effect.

- d. Equation:
 - i. Numerator: Current Assets.
 - ii. Denominator: Current Liabilities.
- e. Exceptions from both the numerator and denominator: N/A.
- f. Source: Charters’ Audited Financial Statements.
- g. Responsibility: Charters provide district with financial statements for review and disposition.
- h. Current Users: BOE, District, Charters.
- i. Future Expectations/Implications: Non-renewal, revocation, or probation.

B. Measure: Operating Reserve Ratio.

- a. This ratio serves a dynamic role as a means of using unrestricted net assets in emergencies to sustain financial operations in the unanticipated event of significant unbudgeted increases in operating expenses and/or losses in operating revenues. The school board approved Reserves Policy establishes a minimum Operating Reserve Ratio.
- b. The following scale determines the performance measure status earned for compliance of the negative operating reserve ratio.

<u>Performance Attained on Measure</u>	<u>Percent Ranges</u>
Meets	≥ 0.5*
Approaching	≥ 0.3 - < 0.5
Improvement	≥ 0.0 - < 0.3
Does not meet	= 0.0

*An ORR of 0.0192 (1/52, or week) equates to one week of reserves to cover current expenditures. Therefore, a ratio of 0.5 equates to 26 weeks of reserves to cover current expenditures. If the ORR ratio is less than 0.0, then the finance business rule addressing negative ORR is in effect.

- c. Equation
 - i. Numerator: Fund Balance, ending.
 - ii. Denominator: Annual Expenditures, ending balance.
- d. Exceptions from both the numerator and denominator: None.
- e. Source: Charters' Audited Financial Statements.
- f. Responsibility: Charters provide district with financial statements for review and disposition.
- g. Current Users: BOE, District, Charters.
- h. Future Expectations/Implications: Non-renewal, revocation, or probation.

C. Measure: Annual Net Income.

- a. This measure looks at the relationship between revenues, expenses, depreciation, interest, and other expenses. It serves as a measure of the school's profitability and financial viability. The figures to make this calculation are found on the income statement.
- b. The following scale determines the performance measure status earned for complying in the annual net income measure.

<u>Performance Attained on Measure</u>	<u>Percent Ranges</u>
Meets	≥ \$25,000
Approaching	≥ \$0 - < \$25,000
Improvement	≥ -\$25,000 - < \$0
Does not meet	< -\$25,000

- c. Equation: Current year revenues – current year expenditures.
- d. Source: Charters' Audited Financial Statements, note section.
- e. Responsibility: Charters provide district with financial statements for review and disposition.
- f. Current Users: BOE, District, Charters.
- g. Future Expectations/Implications: Non-renewal, revocation, or probation.

D. Measure: Submission of Audit and CDE 3 Transmittal File.

- a. August 15th- Draft audit and the final transmittal file are due. I can begin verifying the governmental section against your transmittal file at this time. The amounts in the governmental section should not change between the draft and the final version.

Aug 31-Final audit with PERA liability information is due.

Please note, these deadlines are exclusive and must be met to meet the requirement on your APR score. If either are missed, including bad information on the transmittal file, financial APR score will be affected.

- The transmittal file must include the District's summary of GL balances from the District's accounts. These accounts must be equal to zero when combined.
- The transmittal data must tie to the audit, which is a key factor in CDE and State Auditor's review.
- Each school is responsible for not only meeting the deadlines with respect to the audit but is also responsible for submitting accurate and correct data.

- b. The following scale determines the performance measure status earned for compliance in the submission of both the audit and CDE 3 transmittal file.
- 1=Missed deadline for submission
 - 2=Information submitted on time, but the audit contains multiple errors based on high-level review, and the information needs to be resubmitted with corrections within 5 days.
 - 3=Information submitted on time, but contains a single error based on high level review and can be quickly corrected and resubmitted within 3 days.
 - 4=Information submitted on time and all information was correct and accurate

The scoring/evaluation of the audit submission will follow the guidelines below:

- Failure to submit by the deadline may be considered a material breach of contract and will result in a “1” Rating on the APR.
 - Failure to submit data that accurately ties to the audit may be considered a material breach of contract and will result in a “1” Rating on the APR.
 - Failure to provide correct data may be considered a material breach of contract and will result in a “1” Rating on the APR.
- If the submission is timely but the data is unacceptable (due to multiple errors that can be corrected, the District may assign a “2” Rating on the APR. The District may notify the charter school’s auditors for corrective action and resubmission.
- If the submission was timely but the data contained a single error or very minor correctable errors, the District may assign a “3” rating on the APR once the corrections are made by the stated deadline, and the corrections are deemed acceptable to the Finance Office.
- A timely submission, without errors will result in a “4” rating.
 - Criteria for an acceptable submission
 - Meets the deadline
 - The format and the data have no errors
 - The final trail balance amount for Revenue, Expenses, Assets and Liabilities must match the total in the Governmental Fund Statements.

This addendum to the APR is intended to ensure more timely and accurate compliance with respect to submission of the audit. It is our hope that adherence to these guidelines will ensure that the annual audit submissions from all District 11 charter schools will be accurate and timely.

- c. Equation: N/A.
- d. Source: Charters’ Audited Financial Statements, note section.
- e. Responsibility: Charters submit to the district in accordance with the established deadline.
- f. Current Users: BOE, District, Charters.
- g. Future Expectations/Implications: None.

E. Measure: Finance Business Rules.

Significance: Financial rules have been established and embedded into the APR as internal controls to prevent, detect, and allow for timely resolution of financial deficiencies. There are a total of nine (9) rules where if one or more is cited as “Does not meet-initiate action” it automatically triggers action to be taken for resolution of the financial deficiency in the form of non-renewal, revocation, or probation and a “Does not meet” status to the overall school performance is rendered on the APR for the year in question. The performance scale for each of the measures is twofold: it either meets or does not meet the measure.

a. Rule: “Going Concern” Opinion from the Auditors.

- i. This measure cites a particular type of audit opinion by the auditors providing assurance services over financial statements. Auditors issue a “going concern opinion” when the school’s financial condition is such that doubt is raised as to the school’s ability to continue as a going concern.
- ii. The following scale determines the performance measure status earned for compliance of the current ratio.

Performance Attained on Measure

Meets
Does not meet

Measure

No Going Concern
Going Concern

- iii. Equation: N/A.
- iv. Exceptions from both the numerator and denominator: N/A.
- v. Source: Charters’ Audited Financial Statements, note section.
- vi. Responsibility: Charters provide and notify the district of the financial statements and notify district of “going concerns.”
- vii. Current Users: BOE, District, Charters.
- viii. Future Expectations/Implications: Non-renewal, revocation, or probation.

b. Rule: Current Ratio Declining Over Time.

- i. This ratio looks at the school’s ability to pay off short term liabilities with its current assets, those short-term liabilities due within the following school year. A declining ratio indicates declining cash balance.
- ii. The following scale determines the performance measure status earned for compliance of the current ratio.

Performance Attained on Measure

Meets
Does not meet

Measure

no decrease as identified by law
decrease of 25% over one year time period

- iii. Equation:

- a. Numerator: Current Assets calculated for multiple time periods.
- b. Denominator: Current Liabilities calculated for multiple time periods.
- iv. Exceptions from both the numerator and denominator: N/A.
- v. Source: Charters' Audited Financial Statements.
- vi. Responsibility: Charters provide district with financial statements for review and disposition.
- vii. Current Users: BOE, District, Charters.
- viii. Future Expectations/Implications: Non-renewal, revocation, or probation.

c. Rule: Operating Reserve Ratio Declining Over Time.

- i. This ratio serves a dynamic role as a means of using unrestricted net assets in emergencies to sustain financial operations in the unanticipated event of significant unbudgeted increases in operating expenses and/or losses in operating revenues. The school board approved Reserves Policy establishes a minimum Operating Reserve Ratio. A declining ratio over time indicates a weakening of fund balance reserves.
- ii. The following scale determines the performance measure status earned for compliance of the negative operating reserve ratio.

<u>Performance Attained on Measure</u>	<u>Measure</u>
Meets	no decrease as identifiable by law
Does not meet	decrease of _25% over one-year time period

- iii. Equation
 - a. Numerator: Fund Balance, ending. Calculated for multiple time periods.
 - b. Denominator: Annual Expenditures, ending balance. Calculated for multiple time periods.
- iv. Exceptions from both the numerator and denominator: None.
- v. Source: Charters' Audited Financial Statements.
- vi. Responsibility: Charters provide district with financial statements for review and disposition.
- vii. Current Users: BOE, District, Charters.
- viii. Future Expectations/Implications: Non-renewal, revocation, or probation.

d. Rule: A Positive Deficit Fund Balance Ratio (not including PERA).

- i. This measure monitors fund balance from the perspective of the underlying resources within fund balance, inclusive of fund constraints on how resources can be spent and the sources of those constraints. Because a positive assigned fund balance cannot be reported with a negative unassigned fund balance and a negative unassigned fund balance can only be presented if the total fund balance is negative, a record adjustment is used to allocate the unassigned fund balance to the assigned fund balance. Typically, the transaction processes are reflected on the fiscal end of year fund balances. A positive negative fund balance indicates the assigned fund balance is insufficient to absorb the entire negative fund balance.
- ii. The following scale determines the performance measure status earned for compliance in a positive deficit fund balance ratio.

<u>Performance Attained on Measure</u>	<u>Measure</u>
Meets	Positive Fund Balance, ending
Does not meet	Positive Deficit Fund Balance, ending

- iii. Equations:
- iv. Numerator: Deficit Fund Balance.
- v. Denominator: Revenues, ending balance.
- vi. Exceptions from both the numerator and denominator: PERA.
- vii. Source: Charters' Audited Financial Statements.
- viii. Responsibility: Charters provide district with financial statements for review and disposition.
- ix. Current Users: BOE, District, Charters.
- x. Future Expectations/Implications: Non-renewal, revocation, or probation.

e. Rule: Material Weakness Finding on Annual Audit.

- i. This measure occurs when one or more of the school's internal financial controls set in place to prevent significant financial statement irregularities does not allow management to prevent, detect or correct misstatements on a timely basis, the controls are deemed to be ineffective. When a deficiency in an internal control is understood to be of material weakness, it could lead to a material misstatement in the school financial statements.
- ii. The following scale determines the performance measure status earned for compliance in material weakness finding on the annual audit.

<u>Performance Attained on Measure</u>	<u>Measure</u>
Meets	No material weaknesses
Does not meet	One or more material weaknesses

- iii. Equation: N/A.
- iv. Exceptions from both the numerator and denominator: N/A.
- v. Source: Charters' Audited Financial Statements, note section.
- vi. Responsibility: Charters provide district with financial statements for review and disposition.
- vii. Current Users: BOE, District, Charters.
- viii. Future Expectations/Implications: Non-renewal, revocation, or probation.

f. Rule: Failure to timely file IRS Form 990 Tax Return

- i. This measure occurs when the Charter school fails to timely file its IRS Form 990 tax return in accordance with IRS deadlines.
- ii. The following scale determines the performance measure status earned for compliance for timely filing of the non-profit tax return.

<u>Performance Attained on Measure</u>	<u>Measure</u>
Meets	Filing by IRS deadline
Does not meet	Late or no filing by IRS deadline

- iii. Equation: N/A
- iv. Exceptions from both the numerator or denominator: N/A
- v. Source: Proof of IRS filing by deadline.
- vi. Responsibility: Charters provide district with evidence of timely filing.

- vii. Current Users: BOE, District, Charters.
- viii. Future Expectations/Implications: Non-renewal, revocation, or probation.

g. Rule: Filing of Chapter 7 or 11 Bankruptcy.

- i. Chapter 7 is a liquidation bankruptcy, commonly known as straight bankruptcy because the debtor comes out without any future obligations on discharged debts (non-exempt assets). Chapter 11 is preferably used by schools to reorganize their debts and continue operating since most schools cannot file under Chapter 13 reorganization. Essentially, bankruptcy occurs when a school owes more than it can afford to pay and there is no relief in sight.
- ii. The following scale determines the performance measure status earned for compliance in filing of Chapter 7 or Chapter 11 bankruptcy.

<u>Performance Attained on Measure</u>	<u>Measure</u>
Meets	No Chapter filings
Does not meet	Chapter filing

- iii. Equation: N/A.
- iv. Exceptions from both the numerator and denominator: N/A.
- v. Source: Charters' Audited Financial Statements, note section.
- vi. Responsibility: Charters provide district with financial statements for review and disposition.
- vii. Current Users: BOE, District, Charters.
- viii. Future Expectations/Implications: Non-renewal, revocation, or probation.

h. Rule: Notifications from Regulatory Agencies on Failure to Pay Taxes.

- i. This measure monitors when a school fails to make its tax payments and the regulatory agencies have responded by sending notice to the school informing it of what is owed. Schools that fail to make payment by the prescribed deadlines are subject to unfavorable consequences (i.e., forced to shut down the school, bankruptcy, etc.).
- ii. The following scale determines the performance measure status earned for compliance in notifications from regulatory agencies on failure to pay taxes.

<u>Performance Attained on Measure</u>	<u>Measure</u>
Meets	No Notices of Failure to Pay Taxes
Does not meet	Notices of Failure to Pay Taxes

- iii. Equation: N/A.
- iv. Exceptions from both the numerator and denominator: N/A.
- v. Source: Charters' Audited Financial Statements, note section.
- vi. Responsibility: Charters provide district with financial statements for review and disposition.
- vii. Current Users: BOE, District, Charters.
- viii. Future Expectations/Implications: Non-renewal, revocation, or probation.

i. Rule: Notifications from Vendors of Late Payment in Excess of 120 Days.

- i. This measure monitors a school as a deterrence to prevent payment delays as prescribed by statute, regulations, and/or contract. Here, the school is responsible

for entitlement determination and payment to all vendors that have provided goods or services to the school. Schools that fail to make restitution within the allotted time are subject to unfavorable consequences (i.e., payment for interest on invoices in accordance with applicable statute and/or contract, stoppage of goods and services, credit ratings, etc.) in addition to the consequences of not making full restitution.

- ii. The following determines the performance measure status earned for compliance in notifications from vendors on failure to late payments.

<u>Performance Attained on Measure</u>	<u>Measure</u>
Meets	No Notices of Late Payment to Vendors
Does not meet	Notices of Late Payment to Vendors

- iii. Equation: N/A.
- iv. Exceptions from both the numerator and denominator: N/A.
- v. Source: Charters’ Audited Financial Statements, note section.
- vi. Responsibility: Charters provide district with financial statements for review and disposition.
- vii. Current Users: BOE, District, Charters.
- viii. Future Expectations/Implications: Non-renewal, revocation, or probation.

j. Rule: Legal Judgments from Lawsuits/Litigation.

- i. This measure monitors legal judgement from lawsuits/litigation against a school. The mere nature of a judgment recognizes that the school is liable and subject to pay monetary damages to a second party. Instances where a monetary judgment has been rendered often create havoc within the school system in that there may be situations of refusal to pay or default leading to additional steps incurring further expenses to collect on that judgement.
- ii. The following scale determines the performance measure status earned for compliance in legal judgments from lawsuits and or litigation.

<u>Performance Attained on Measure</u>	<u>Measure</u>
Meets	No legal judgments from Lawsuits/litigation.
Does not meet	Legal judgments from Lawsuits/litigation.

- iii. Equation: N/A.
- iv. Exceptions from both the numerator and denominator: N/A.
- v. Source: Charters’ Audited Financial Statements, note section.
- vi. Responsibility: Charters provide district with financial statements for review and disposition.
- vii. Current Users: BOE, District, Charters.
- viii. Future Expectations/Implications: Non-renewal, revocation, or probation.

Indicator: Governance

B. Measure: Special Needs (SPED) Services.

- a. Schools must ensure that its educational program is in complete compliance with all federal, state, and local statutes and regulations when providing educational services to students with disabilities. If there are no students requiring special needs services and the school has a plan to address compliance, the school meets this requirement.
- b. The following scale determines the performance measure status earned for compliance in special needs educational services.

<u>Performance Attained on Measure</u>	<u>Percent Ranges</u>
Meets	= 100%
Approaching	≥ 95% - < 100%
Improvement	≥ 90% - < 95%
Does not meet	< 90%

- c. Equation
 - i. Numerator: The number of compliances as measured by federal, state, and local observations.
 - ii. Denominator: The number of compliances plus the number of non-compliances as measured by federal, state, and local observations.
- d. Exceptions from both the numerator and denominator: None.
- e. Source: District and Charter records; local, state and federal reports.
- f. Responsibility: District and Charters monitor, collaboratively.
- g. Current Users: BOE, District, Charters.
- h. Future Expectations/Implications: None.

C. Measure: Health and Safety in the School.

- a. Schools must ensure that its health and safety program is in complete compliance with all federal, state, and local statutes and regulations in the school when providing educational services to students. As such, the school must maintain and sustain a health and safety policy and procedure document to establish and maintain, in so far as is reasonably practicable, a safe and healthy environment throughout the school.
- b. The following scale determines the performance measure status earned for compliance in health and safety in the school.

<u>Performance Attained on Measure</u>	<u>Percent Ranges</u>
Meets	= 100%
Approaching	≥ 95% - < 100%
Improvement	≥ 90% - < 95%
Does not meet	< 90%

- c. Equation
 - i. Numerator: The number of major compliances as measured by federal, state, and local observations.

- ii. Denominator: The number of major compliances plus the number of major non-compliances as measured by federal, state, and local observations.
- d. Exceptions from both the numerator and denominator: None.
- e. Source: District and Charter data records; local, state and federal reports.
- f. Responsibility: School District and Charters monitors, collaboratively.
- g. Current Users: BOE, District, Charters.
- h. Future Expectations/Implications: None.

D. Measure: Contractual Obligations.

- a. The school shall abide by all requirements of the current contract with the school district, as well as federal, state, and local laws applicable to the operation of the school. Implementation action of a change to the current contract shall not be implemented until representatives of both parties, the school and district, have a signed modification and/or notification.
- b. The following scale determines the performance measure status earned for compliance in contractual obligations.

<u>Performance Attained on Measure</u>	<u>Percent Ranges</u>
Meets	= 100%
Approaching Improvement	≥ 95% - <100%
Improvement	≥ 90% - < 95%
Does not meet	< 90%

- c. Equation
 - i. Numerator: The number of compliances as measured by federal, state, and local obligations.
 - ii. Denominator: The number of observed compliances plus the number of observed and unmodified or uncorrected non-compliances as measured by federal, state, and local obligations.
- d. Exceptions from both the numerator and denominator: As modified during the term of the contract by mutual agreement in writing executed by both parties, the District and the School.
- e. Source: District and Charter records; local, state and federal reports.
- f. Responsibility: District and Charters monitor, collaboratively.
- g. Current Users: BOE, District, Charters.
- h. Future Expectations/Implications: None.

E. Measure: Other Reporting Obligations.

- a. The school shall meet the timely submission of reports to the District and all other legal or contractual reporting requirements contained in the charter contract/agreement that are not otherwise explicitly stated therein.
- b. The following scale determines the performance measure status earned for compliance with other reporting obligations.

<u>Performance Attained on Measure</u>	<u>Percent Ranges</u>
Meets	= 100%
Approaching	≥ 95% - < 100%
Improvement	≥ 90% - < 95%
Does not meet	< 90%

- c. Equation
 - i. Numerator: The number of compliances, as submitted on or before due dates, as measured by observations.
 - ii. Denominator: The number of observed compliances, as submitted on or before due dates, plus the number of observed non-compliances, as submitted after due dates, as measured by observations.
- d. Exceptions from both the numerator and denominator: None.
- e. Source: District and Charter records; local, state and federal reports.
- f. Responsibility: District and Charters, collaboratively.
- g. Current Users: BOE, District, Charters.
- h. Future Expectations/Implications: None.

F. Measure: Governance Business Rules.

Significance: APR Governance rules serve as internal controls to allow for timely resolution of governance deficiencies. There are a total of three (3) rules where if one or more is cited as “Does not meet-initiate action” it automatically triggers action to be taken for resolution of the governance deficiency in the form of non-renewal, revocation, or probation and a “Does not meet” status to the overall school performance is rendered on the APR for the year in question. The performance scale for each of the measures is twofold: it either meets or does not meet the measure.

a. Rule: Contractual Obligations

- i. This measure cites specific deadlines reflected in the contract, that if not met impact the District in an unfavorable manner. The below listed deadlines are of significant importance and need to be accurate and submitted in a timely manner.
 - (a) October 1 count submission to CDE
 - (b) December 1 special education count submission
- ii. The following scale determines the performance measure status earned.

<u>Performance Attained on Measure</u>	<u>Measure</u>
Meets	No Contractual Violations
Does not meet	Contractual Violations

- iii. Equation: N/A.
- iv. Exceptions from both the numerator and denominator: N/A.
- v. Source: Charters’ Contract
- vi. Responsibility: Charters
- vii. Current Users: BOE, District, Charters.
- viii. Future Expectations/Implications: Non-renewal, revocation, or probation.

b. Rule: Special Education Services

- i. This measure cites specific criteria that must be met with respect to delivering Special Education Services to students and criteria that must be in place with respect to Special Education staff.

Specific Required Criteria that must be met:

- a. All Special Education staff must hold current licensure/degrees/ certificates as required by CDE to work with Special Education students
- b. The School’s IEP Review Team must meet criteria articulated in CDE’s IEP Procedural Guidance Publication from the Exceptional Student Services Unit Technical Assistance, including, but limited to:
 - The Special Education Process
 - Completing the Individualized Education Program Form
 - Determination of Eligibility Forms
 - Prior Written Notice Forms
 - Other IEP Related Forms
 - Guidance Documents
- c. Evidence that all IEP and 504 Plans are reviewed and updated as outlined in each student’ plans

Note: The school is responsible for following ALL guidance contained in the Procedural Guidance Publication

- i. The following scale determines the performance measure status earned.

Performance Attained on Measure

- Meets
- Does not meet

Measure

- Meets ALL Criteria/Procedures
- Failure to meet ALL Criteria/Procedures

- ii. Equation: N/A.
- iii. Exceptions from both the numerator and denominator: N/A.
- iv. Source: Federal Law and The Procedural Guidance Publication which is available from the District upon request.
- v. Responsibility: Charter is required to comply with all federal, state, and local laws pertaining to Special Education services.
- vi. Current Users: BOE, District, Charters.
- vii. Future Expectations/Implications: Non-renewal, revocation, or probation.

c. Rule: Board Operations

- i. This measure cites Board Operations in Governance of the School, Finance, and relations with Community, Faculty, Staff and Administration

Specific Required Criteria that must be met:

- (a) Evidence that the Board of Directors follows all Sunshine Laws identified by Colorado Revised Statutes (CRS Title 24 Article 6:) Colorado Sunshine Law Part 4 Open Meetings Law:
 - (CRS 24-6-401—24-46.3-302), including appropriate use of Regular Meetings and Executive Sessions as defined by Colorado Revised Statutes (22-32-108) (CRS 24-6-402(2) (d5 (II) (A)

- (b) Evidence that the Board of Directors follows Colorado Open Records (CRS 24-72-204)
- (c) Evidence that Notice of Board Meetings are posted physically and appear on the school's website prior to each meeting
- (d) Evidence that all meetings are recorded and that the minutes of each meeting are public
- (e) Board provides to the District and shows evidence of following a Conflict of Interest Policy to include (but not limited to)
 - (1) Evidence that all Board members serve voluntarily
 - (2) Evidence that no Board members are employed in any capacity by the school
 - (3) Evidence that no Board member has business ties to the school
- (f) Evidence that the Board reviews monthly and quarterly financial statements and takes action to ensure financial viability (See Finance section for other specific Finance rules)
- (g) Evidence of positive relations between the Board and the school community, faculty, staff and administration
- (h) Evidence of policies in place to ensure an accurate enrollment count each year for every count mandated by the State of Colorado
- (i) Evidence of a Lease Agreement (if applicable) that ensures financial viability (See Finance section for other specific Finance rules)
- (j) Evidence of regular Board member trainings
- (k) Evidence of following all Department of Labor rules for classifying employees
- (l) No evidence of Malfeasance in Finance, Conflict of Interest, Business Operations, Board member conduct
- (m) Evidence that the Board engaged an appropriate entity to conduct a comprehensive annual audit (See Finance for specific with respect to audit)

ii. The following scale determines the performance measure status earned.

<u>Performance Attained on Measure</u>	<u>Measure</u>
Meets	Evidence of ALL Criteria Followed
Does not meet	Failure to meet ALL Criteria

- iii. Equation: N/A.
- iv. Exceptions from both the numerator and denominator: N/A.
- v. Source: Federal Law and The Procedural Guidance Publication which is available from the District upon request.
- vi. Responsibility: Charter is required to comply with all federal, state, and local laws pertaining to Special Education services.
- vii. Current Users: BOE, District, Charters.
- viii. Future Expectations/Implications: Non-renewal, revocation, or probation.

Indicator: Operations

A. Measure: Attendance, Traditional Charter Schools.*

- a. This measure reports the average attendance for the school year. It measures the aggregate numbers of whole and partial days the students have attended school for the current school year.
- b. The following scale determines the performance measure status earned for attendance in the traditional charter school.

<u>Performance Attained on Measure</u>	<u>Percent Ranges</u>
Meets	≥ 95% - 100%
Approaching	≥ 85% - < 95%
Improvement	≥ 75% - < 85%
Does not meet	< 75%

- c. Equation:
 - i. Numerator: Total student days attended.
 - ii. Denominator: Total student days possible, computed as total days attended + total student days excused absence + total student days' unexcused absence.
- d. Exceptions from both the numerator and denominator: None.
- e. Source: CDE Flat Files.
- f. Responsibility: District draws statistics from CDE.
- g. Current Users: BOE, District, Charters.
- h. Future Expectations/Implications: None.

B. Measure: Truancy, Traditional Charter Schools.*

- a. This measure reports the percent of students with unexcused absences (days) as truant out of the total student days possible.
- b. The following scale determines the performance measure status earned for truancy in the traditional charter schools.

<u>Performance Attained on Measure</u>	<u>Percent Ranges</u>
Meets	≤ 5%
Approaching	> 5% - ≤ 10%
Improvement	> 10% - ≤ 15%
Does not meet	> 15%

- c. Equation:
 - i. Numerator: Total student days unexcused.
 - ii. Denominator: Total student days possible.
- d. Exceptions from both the numerator and denominator: None.
- e. Source: CDE Flat Files.
- f. Responsibility: District draws statistics from CDE.
- g. Current Users: BOE, District, Charters.
- h. Future Expectations/Implications: None.

*Note: Attendance and truancy calculations are embedded in the AEC SPFs. Therefore, these measures are not separately monitored in the APR for AECs.

C. Measure: Parent Satisfaction Survey.

- a. While not all surveys are valid and reliable, it is important to assess parent satisfaction with the aim of continuous improvement of the school. Parent surveys best guide improvement when high rates are obtained (for example, academic programs, school culture, instruction, leadership, school support services, and parent engagement).
- b. The following scale determines the performance measure status earned for the parent satisfaction survey; parent response must reflect a 40% or higher response rate for traditional charters and 10% or higher for AEC charters.

<u>Performance Attained on Measure</u>	<u>Percent Ranges</u>
Meets	≥ 80% - 100%
Approaching	≥ 70% - < 80%
Improvement	≥ 60% - < 70%
Does not meet	< 60%

- c. Equation
 - i. Numerator: The number of parents reporting satisfaction with the school overall.
 - ii. Denominator: The number of parents who responded to the question of overall satisfaction.
- d. Exceptions from both the numerator and denominator: Those who did not respond.
- e. Source: Charter conducts survey or outsources survey.
- f. Responsibility: Charters provide copy of the survey and survey results to the district, annually by the end of the year.
- g. Current Users: BOE, District, Charters.
- h. Future Expectations/Implications: None.

D. Measure: Staff Satisfaction Survey.

- a. While not all surveys are valid and reliable, it is important to assess staff satisfaction with the aim of continuous improvement of the school. Staff surveys are expected to reflect strong response rates from staff supporting or teaching students at the charter. Survey should assess staff satisfaction on a variety of issue including: academic programs, school culture, instruction, leadership, school support services, and parent engagement.
- b. The following scale determines the performance measure status earned for the staff satisfaction survey; staff response must reflect a 50% or higher response rate:

<u>Performance Attained on Measure</u>	<u>Percent Ranges</u>
Meets	≥ 80% - 100%
Approaching	≥ 70% - < 80%
Improvement	≥ 60% - < 70%
Does not meet	< 60%

- c. Equation
 - i. Numerator: The number of staff who report they are generally satisfied with the work climate at their school.
 - ii. Denominator: The number of staff who responded to the general satisfaction item.
- d. Exceptions from both the numerator and denominator: Non-responders are excluded from both the numerator and the denominator.
- e. Source: Charter conducts survey or outsources survey.
- f. Responsibility: Charters provides copy of survey to the district and survey results, annually at the end of the year.
- g. Current Users: BOE, District, Charters.
- h. Future Expectations/Implications: None.

E. Measure: School Improvement Plans.

- a. This measure addresses the timeliness of submission of the Unified School Improvement Plan (USIP) and quality of goals contained therein.
- b. The following scale determines the performance measure status earned:

<u>Performance Attained on Measure</u>	<u>Ranges</u>
Meets	Annually updated and submitted by established deadlines; USIP written in a manner that aligns to quality criteria and includes rigorous, yet realistic/attainable goals.
Approaching	Belated submission; and/or school does not initially set rigorous, yet realistic/attainable goals or does not substantially follow quality criteria as established by CDE.
Improvement	Misses key and critical USIP deadlines and/or needs substantial support to address quality criteria outlined by CDE and/or goals are not adequately rigorous.
Does not meet	Fails to submit USIP by established deadlines, USIP is not written in a manner to meet quality criteria.

- c. Source: Charter completes USIP.
- d. Responsibility: Charters provide USIP to the District by submittal deadline.
- e. Current Users: BOE, District, Charters.
- f. Future Expectations/Implications: None.

F. Measure: Staff Retention Rate.

- a. This measure assesses staff retention. It is expected that a successful school will have low turnover rates and a stable staff.
- b. The following scale determines the performance measure status earned:

<u>Performance Attained on Measure</u>	<u>Percent Ranges</u>
Meets	≥ 80% - 100%
Approaching	≥ 70% - < 80%
Improvement	≥ 50% - < 70%
Does not meet	< 50%

- c. Equation
 - i. Numerator: The number of FT staff who return to the school in the fall.
 - ii. Denominator: The number of FT staff who worked at the school the prior spring.
- d. Exceptions from the numerator FT staff in new positions; from the denominator there are no exceptions.
- e. Source: Charter conducts provide data.
- f. Responsibility: Charters provide data to the District, annually by the end of September.
- h. Current Users: BOE, District, Charters.
- i. Future Expectations/Implications: None.

G. Measure: Operations Business Rules.

Significance: Operations rules have been established and embedded into the APR as internal controls to prevent, detect, and allow for timely resolution of operations deficiencies. There are a total of two (2) rules where if one or more is cited as “Does not meet-initiate action” it automatically triggers action to be taken for resolution of the governance deficiency in the form of non-renewal, revocation, or probation and a “Does not meet” status to the overall school performance is rendered on the APR for the year in question. The performance scale for each of the measures is twofold: it either meets or does not meet the measure.

a. Rule: Attendance

- i. This measure cites: Accuracy of Daily Attendance and timely entry into the District’s Student Information System as specified in the contract. Evidence of accurate enrollment counts annually for each mandated state count
- ii. The following scale determines the performance measure status earned for compliance of the current ratio.

Performance Attained on Measure

Meets
Does not meet

Measure

Both a timely accurate submission
Late submission and/or errors in daily entries

- iii. Equation: N/A.
- iv. Exceptions from both the numerator and denominator: N/A.
- v. Source: Charters’ daily attendance and truancy as reflected in the District Student Information System.
- vi. Responsibility: Charters are required to provide daily attendance and truancy data in the district student information system
- vii. Current Users: BOE, District, Charters.
- viii. Future Expectations/Implications: Non-renewal, revocation, or probation.

b. Rule: Average Graduation Probability

This measure combines attendance, behavioral, and academic trends to compute a probability of graduation in 4 years. This probability is reported as a percent and utilizes 4-5 measurement points throughout the school year to determine overall trends at the school.

The following scale determines the performance measure status earned

<u>Performance Attained on Measure</u>	<u>Measure</u>
Meets	33% or greater graduation probability
Does not meet	Less than 33% graduation probability

- i. Equation: N/A.
- ii. Exceptions from both the numerator and denominator: N/A.
- iii. Source: Charters' School Improvement Plan.
- iv. Responsibility: Charters provide and notify the district of its School Improvement Plan
- v. Current Users: BOE, District, Charters.
- vi. Future Expectations/Implications: Non-renewal, revocation, or probation.

Reporting the Annual Performance Review (APR)

Annual Performance Review (APRs): APRs will be reported after all performance statistics have been officially released for the year in question. A typical APR will consist of a cover sheet and the actual APR. It should be noted that traditional charter schools and Alternative Education Campus (AEC) charter schools have slightly different APRs (see Tables 2-4).

School Side-by-Side APRs Reporting All Schools: APRs for any given year will be reported showing the performance across all schools. These side-by-side APRs reporting all schools will be maintained by the District (see Table 5).

School Side-by-Side APRs across the Years for each School: Once the contract period matures over time, there may be times when a side-by-side reporting of the APRs across the years for each school may be appropriate. These side-by-side APRs at the school level will be maintained by the District (see Table 6).

The Colorado Springs School District 11 Charter School Annual Performance Review (APR) Framework: The APR framework consists of four performance indicators and 15-17 measures, depending if the school is a traditional or Alternative Education Campus (AEC) charter (see Table 7). New schools may not have as many in their first year or two of operations given the delay in calculation of some measures.

Table 2

Example: Cover Sheet, Annual Performance Review (APR)

Colorado Springs School District 11 Annual Performance Review (APR) Academic School Year 2012-2013			
Charter Type:	EMO: Company Name	Opened:	1996-1997
Name of School:	Sample School	Grades Served:	K-5
	2520 Community Road Colorado Springs, CO 80900 719-258-4978	Current Year:	2012-2013
Principal:	Mr. Don Gruber	Years as Principal:	3
Board Members:			
Charlie Wake, President		Holly Stevens, Director	
Sarah Lee Dorsey, Treasurer		J. C. Steward, Director	
Kevin Staples, Secretary			
Derrick Upcoming, Director			
School Calendar Year:	2012-2013		
Total Enrollment¹:	700		
Existing Contract:	July 1, 2009-June 30, 2014	Years Awarded:	5
Renewal Year:	November 1, 2013		
Percent Teachers Highly Qualified², Charter:	100%		
Percent Teachers with Colorado Teaching Licenses²:	100%		
Percent Teachers with Masters or above²:	3%		
Student-to-Teacher Ratio²:	20-1		
Average School Class Size³:	25		
Kindergarten, average class size³:	30		
Elementary, average class size³:	25		
Middle School, average class size³:	0		
Vision Statement:			
Mission Statement:			
Top Accomplishments, Current Year:			
Focus in Future Years:			

Table 3

Example: Annual Performance Review (APR) for a Traditional Charter School

D11 Charter School Framework		Annual Performance Review 2020 (Year 4), Charter School B (Traditional School)								
Performance Indicator	Measure	(1) Does Not Meet (Turnaround)	(2) Improvement (Priority Improvement)	(3) Approaching (Improvement)	(4) Meets (Performance)	Points Earned	WT Total Points Earned	Total Possible Points (weighted)	Perc of Points Earned	Performance Indicator Status
Achievement (40%)	1. School Performance Framework-ES				4	4	40.0	40	100.00%	Exceeds
	2. School Performance Framework-MS				4	4				
	3. School Performance Framework-HS				4	4				
	4. School Performance Framework-K8				4	4				
	5. Accreditation Status				4	4				
	Comments:									
Finance (30%)	1. Current Ratio		2			2	14.3	30	47.50%	Violated Finance Rule, does not meet, initiate action
	2. Operating Reserve Ratio		2			2				
	3. Annual Net Income		2			2				
	4. Submission of Audit/CDE 3 Transmission File		2			2				
	5. Finance Business Rules (internal controls)				0	0				
	Comments: School reported a positive deficit fund balance ratio, not including PERA, violating one or the nine finance business rules (internal controls).									
Governance (15%)	1. Special Needs (SPED) Services				4	4	15.0	15	100.00%	Exceeds
	2. Health and Safety in the School				4	4				
	3. Contractual Obligations				4	4				
	4. Other Reporting Obligations				4	4				
	5. Governance Business Rules (internal controls)									
	Comments:									
Operations (15%)	1. Attendance Rate, Traditional Charter Schools			3		3	13.1	15	87.50%	Meets
	2. Truancy Rate, Traditional Charter Schools				4	4				
	3. Parent Satisfaction Survey			3		3				
	4. Staff Satisfaction Survey			3		3				
	5. School Improvement Plan				4	4				
	6. Staff Retention Rate				4	4				
	7. Operations Business Rules (internal controls)									
Comments:										
OVERALL SCHOOL PERFORMANCE							83.38	100	83.38%	Meets
RECOMMENDATION WITH LARGER BODY OF EVIDENCE CONSIDERED							N/A			

Performance Indicator Scale Score	
Meets:	>= 70% - < 90%
Approaching:	>= 60% - < 70%
Improvement:	>= 50% - < 60%
Does not meet:	< 50%

Overall Scale Score	
Exceeds:	>= 90%
Meets:	>= 70% - < 90%
Approaching:	>= 60% - < 70%
Improvement:	>= 50% - < 60%
Does not meet:	< 50%

Table 4

Example: Annual Performance Review (APR) for an Alternative Education Campus (AEC) Charter School

D11 Charter School Framework		Annual Performance Review 2018 (Year 2), Charter School A (AEC)								
Performance Indicator	Measure	(1) Does Not Meet (Turnaround)	(2) Improvement (Priority Improvement)	(3) Approaching (Improvement)	(4) Meets (Performance)	Points Earned	WT Total Points Earned	Total Possible Points (weighted)	Perc of Points Earned	Performance Indicator Status
Achievement	1. School Performance Framework-ES			3		3	30.0	40	75.00%	Meets
	2. School Performance Framework-MS			3		3				
	3. School Performance Framework-HS			3		3				
	4. School Performance Framework-K8			3		3				
	5. Accreditation Status			3		3				
Comments:										
Finance	1. Current Ratio				4	4	24.4	30	81.25%	Meets
	2. Operating Reserve Ratio			3		3				
	3. Annual Net Income		2			2				
	4. Submission of Audit/CDE 3 Transmission File				4	4				
	5. Finance Business Rules (internal controls)				4	4				
Comments:										
Governance	1. Special Needs (SPED) Services			3		3	11.3	15	75.00%	Meets
	2. Health and Safety in the School			3		3				
	3. Contractual Obligations			3		3				
	4. Other Reporting Obligations			3		3				
	5. Governance Business Rules (internal controls)									
Comments:										
Operations	1. Attendance Rate, Traditional Charter Schools					0	12.2	15	81.25%	Meets
	2. Truancy Rate, Traditional Charter Schools					0				
	3. Parent Satisfaction Survey			3		3				
	4. Staff Satisfaction Survey		2			2				
	5. School Improvement Plan				4	4				
	6. Staff Retention Rate				4	4				
	7. Operations Business Rules (internal controls)									
Comments:										
OVERALLSCHOOL PERFORMANCE							77.81	100	77.81%	Meets
RECOMMENDATION WITH LARGER BODY OF EVIDENCE CONSIDERED							N/A			

Performance Indicator Scale Score	
Meets:	>= 70% - < 90%
Approaching:	>= 60% - < 70%
Improvement:	>= 50% - < 60%
Does not meet:	< 50%

Overall Scale Score	
Exceeds:	>= 90%
Meets:	>= 70% - < 90%
Approaching:	>= 60% - < 70%
Improvement:	>= 50% - < 60%
Does not meet:	< 50%

Table 5

Example: Side-by-Side Annual Performance Reviews (APR) Reporting All Schools for the Year

D11 Charter School Framework	(Weight)	Side-by-Side Annual Performance Reviews (APR), School Year 2016-2017				
ACADEMIC PERFORMANCE	40	Charter School A	Charter School B	Charter School C (AEC)	Charter School D (AEC)	Charter School E
1. School Performance Framework-ES						
2. School Performance Framework-MS						
3. School Performance Framework-HS						
4. School Performance Framework-K8		3	4	3	3	2
5. Accreditation Status		3	4	3	3	2
FINANCIAL ACCOUNTABILITY	30					
1. Current Ratio		4	4	4	4	2
2. Operating Reserve Ratio		4	4	4	3	2
3. Annual Net Income		4	4	4	2	2
4. Submission of Audit/CDE 3 Transmission File		4	4	4	4	2
5. Finance Business Rules (internal controls)						
GOVERNANCE	15					
1. Special Needs (SPED) Services		3	3	4	3	2
2. Health and Safety in the School		3	3	4	3	2
3. Contractual Obligations		3	4	4	3	2
4. Other Reporting Obligations ?		3	4	4	3	2
5. Governance Business Rules (internal controls)						
OPERATIONS	15					
1. Attendance Rate, Traditional Charter Schools		3	3			2
2. Truancy Rate, Traditional Charter Schools		4	4			2
3. Parent Satisfaction Survey		4	3	3	3	1
4. Staff Satisfaction Survey		3	3	3	2	1
5. School Improvement Plan		4	4	4	4	2
6. Staff Retention Rate ?		4	4	4	4	2
7. Operations Business Rules (internal controls)						
OVERALL						
Overall Percentage of Points Earned		85.0%	96.3%	88.1%	77.8%	50.0%
Overall School Performance Rating		Meets	Exceeds	Meets	Meets	Does Not Meet

Performance Indicator Scale Score	
Meets:	4
Approaching:	3
Improvement:	2
Does not meet:	1
Does not meet Financial Rule:	0

Overall School Performance Scale Score	
Exceeds ¹ :	>= 90%
Meets:	>= 70% - < 90%
Approaching:	>= 60% - < 70%
Improvement:	>= 50% - < 60%
Does not meet:	< 50%

¹Although 70% is the target for meeting overall expectations, 90% serves as a means of recognizing schools that exceeded this expectation.

Note: Charter School E reported a positive deficit fund balance ratio (not including PERA), one of the financial internal control rules requiring immediate action (denoted with a zero).

Table 6

Example: Side-by-Side Annual Performance Reviews (APR) Across the Years for a Specific School

D11 Charter School Framework	(Weight)	Charter School B (Traditional) Annual Performance Reviews (APR) 4 Year Side-by-Side (2017-2020)			
ACADEMIC PERFORMANCE	40	2017	2018	2019	2020
1. School Performance Framework-ES					
2. School Performance Framework-MS					
3. School Performance Framework-HS		4	4	3	2
4. School Performance Framework-K8					
5. Accreditation Status		4	4	3	2
FINANCIAL ACCOUNTABILITY	30				
1. Current Ratio		4	4	4	2
2. Operating Reserve Ratio		4	4	4	2
3. Annual Net Income		4	4	4	2
4. Submission of Audit/CDE 3 Transmission File		4	4	4	2
5. Finance Business Rules (internal controls)		4	4	4	0
GOVERNANCE	15				
1. Special Needs (SPED) Services		4	4	4	2
2. Health and Safety in the School		4	4	4	2
3. Contractual Obligations		4	4	4	2
4. Other Reporting Obligations		4	4	4	2
5. Governance Business Rules (internal controls)					
OPERATIONS	15				
1. Attendance Rate, Traditional Charter Schools		3	3	3	2
2. Truancy Rate, Traditional Charter Schools		4	4	4	2
3. Parent Satisfaction Survey		4	4	4	1
4. Staff Satisfaction Survey		3	3	3	1
5. School Improvement Plan		4	4	4	2
6. Staff Retention Rate		4	4	4	1
7. Operations Business Rules (internal controls)					
OVERALL					
Overall Percentage of Points Earned		98.8%	98.8%	88.8%	50.0%
Overall School Performance Rating		Exceeds	Exceeds	Meets	Does Not Meet

Performance Indicator Scale Score	
Meets:	4
Approaching:	3
Improvement:	2
Does not meet:	1
Does not meet Financial Rule:	0

Overall School Performance Scale Score	
Exceeds ¹ :	>= 90%
Meets:	>= 70% - < 90%
Approaching:	>= 60% - < 70%
Improvement:	>= 50% - < 60%
Does not meet:	< 50%

¹Although 70% is the target for meeting overall expectations, 90% serves as a means of recognizing schools that exceeded this expectation.

Note: For school year 2019-2020, the school reported a positive deficit fund balance ratio (not including PERA), one of the financial rules requiring immediate action (denoted with a zero)

Table 7

Framework of Performance Indicators and Associated Information

Performance Indicators	Academic Performance and Accreditation Status		Financial Accountability					Governance					School Operations						
Measures	School Performance Framework ¹	District Accreditation Status	Current Ratio	Operating Reserve Ratio	Annual Net Income	Submission of Audit and CDE Transmission File	Financial Business Rules, Internal Controls	Special Needs Services	Health and Safety In the School	Contractual Obligations	Other Reporting Obligations	Governance Business Rules, Internal Controls	Attendance, Traditional Charter Schools ²	Truancy, Traditional Charter Schools ²	Parent Satisfaction Survey	Staff Satisfaction Survey	School Improvement Plans	Staff Retention	Operations Business Rules, Internal Controls
Metrics	4-point scale	4-point scale	4-point scale	4-point scale	4-point scale	4 or 1 points	4 or 0 points	4-point scale	4-point scale	4-point scale	4-point scale	4 or 0 points	4-point scale	4-point scale	4-point scale	4-point scale	4-point scale	4-point scale	4 or 0 points
Targets	Performance Plan Type	Meets	1.3	0.5	\$25,000	Meets District Prescribed Deadline	Met or not met	100%	100%	100%	100%	Met or not met	95%	< 5.0 %	80%	80%	High quality & timely delivery	80%	Met or not met
Sources	CDE	District	District, Charters	District, Charters	District, Charters	District, Charters	District, Charters	District, Charters	District, Charters	District, Charters	District, Charters	District, Charters	CDE	CDE	Charters	Charters	Charters & District	Charters	District, Charters
Weights	40		30					15					15						

*These cut scores are subject to change as the existing SPFs are undergoing redesign.

¹The school performance framework (SPF) is disaggregated by school level. Charter schools with an Alternative Education Campus (AEC) designation use a state AEC normed SPF distinctly different from the one used for traditional schools.

²Attendance and truancy are reported as separate measures because attendance/truancy for traditional schools is not reported in the traditional SPF.