Tulsa Public Schools Charter Performance Framework

Technical Guide to Measures, Methods, and Application

Updated June 2026~~4~~

TULSA PUBLIC SCHOOLS

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Charter Performance Framework: Tulsa Public Schools

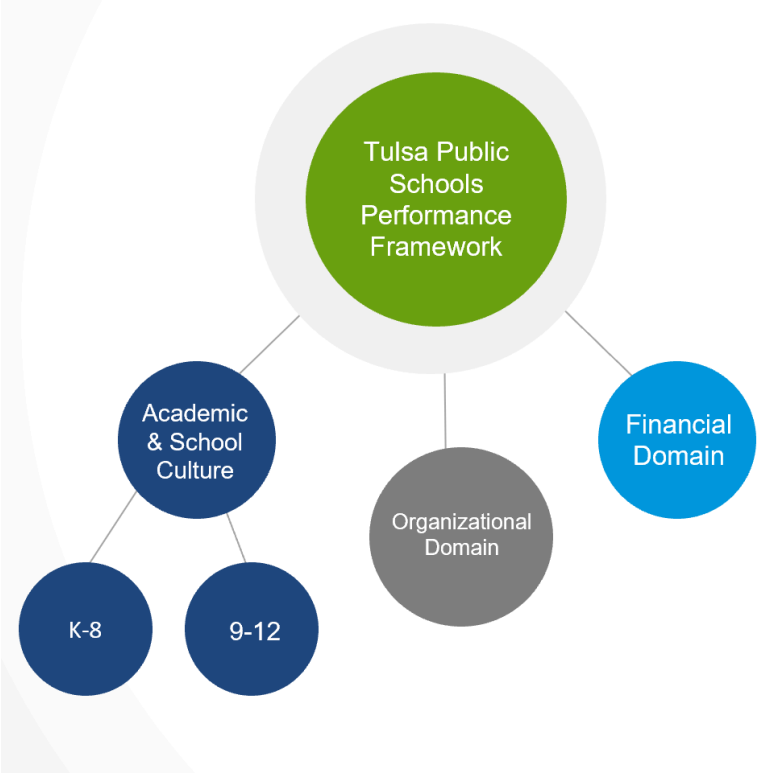
Introduction to the Performance Framework

The Performance Framework (PF) outlines Tulsa Public Schools' process of evaluating and publicly reporting the performance of the public charter schools under its authority. A well-designed and fully-described PF establishes clear and transparent evaluation criteria for schools and the authorizer. Our goals as authorizers focus on:

- Maintaining high standards for schools
- Upholding school autonomy
- Protecting students and public interests

The most important function of a charter performance framework for authorizers is understanding charter performance and informing decisions related to renewal, non-renewal, expansion, and interventions. School leaders, board and staff, parents, and other community stakeholders can also use the performance framework to understand school performance.

Tulsa Public Schools' PF includes three domains: an academic and school culture domain, an organizational domain, and a financial domain. Evaluations in all three domains combine to render both discrete and aggregate information about school performance.



Each public charter school is measured by Tulsa Public Schools' Performance Framework. Tulsa-authorized charter schools will receive a Performance Framework-driven report for each unit that is operating under separate charter contracts. For example, if a charter school:

- Has two campuses covered under a single contract, the school will receive **one** PF-driven assessment and report;
- Has one campus serving PK-12 with separate contracts for PK-8 and 9-12, the school will receive **two** PF-driven assessments and reports;
- Serves PK-8 students under a single contract, the school will receive **one** PF-driven assessment and report that includes academic domain ratings separated by K-5 and 6-8.

Terminology Used in this Framework

This evaluation framework includes (1) domains, (2) categories, (3) measures, and (4) metrics.

Domains are the three large categories of evaluation: academic and culture, financial, and organizational. All routine and formal evaluation conducted by Tulsa Public Schools falls into one of these three domains.

Categories are groups of measures such as "proficiency," "student progress," or "school environment." Categories of measures comprise a domain.

Measures are the specific instruments or means to assess performance in each category. Each category contains one or more specific measures, such as "NWEA-MAP ELA growth" or "school re-enrollment rate."

Metrics are the calculation method or formula for a given measure.

Summary of Categories within each Domain

Academic and School Culture Domain

(1) *Student progress* as measured by the percentage of students meeting individual growth targets using nationally-normed growth calculations.

(2) *Student proficiency* for K-8 as measured by appropriate, criterion-referenced large-scale assessment instruments.

(3) For high school only, *post-secondary success* as measured by students meeting national college-ready standards on a criterion-referenced, large-scale assessment instrument and graduation rates.

(4) *School environment* as measured by sources that tell a picture of school health for students and adults beyond academic outcomes. This includes re-enrollment rates and school survey data.

(5) *Mission-specific measures* signal the degree to which the charter is meeting its stated mission.

Not all schools are required to include a mission-specific goal, and those that opt-out will have their total eligible points adjusted downward by 5 points to hold them harmless. When a school chooses to include a mission-specific goal in the academic and school culture domain, the school will also negotiate a performance display range with Tulsa Public Schools. Schools can apply to display a mission specific goal through an annual submission detailed in Attachment 4.

The financial domain categories are:

(1) *Near-term financial health*, which indicates the school's financial position and viability for the current year.

(2) *Long-term financial health,* which indicates the school's financial position and viability over time.

(3) *Financial operations and oversight,* which indicates the school's ability to manage and oversee finances well.

The organizational domain categories are:

(1) *Governing in the public interest,* which assesses the board's compliance with basic governance requirements and its ability to fulfill the management duties.

(2) *Creating great places to work,* which assesses the health of the school's staffing practices.

(3) *Supporting students,* which assesses compliance on the protection of student rights.

(4) *Delivering the educational program,* which assesses the school's adherence to the charter and fulfilling responsibilities to students with disabilities and English language learners.

(5) *Creating a safe and positive learning environment,* which assesses the school's adherence to building and safety laws and standards.

Technical Considerations

No Data Are Available

Tulsa Public Schools will not report the results when no data are available for the campus due to issues beyond the school's control. Examples include COVID-related testing disruptions and errors or delays in results coming from the testing company. In the event that no data is available, the points associated with that measure are removed and the total possible points are adjusted. For example, a first-year school does not have a re-enrollment rate. In this case, the re-enrollment rate is not applicable, and the total score is out of 90 points instead of 100.

In the event that no data is available due to charter school failure, Tulsa Public Schools will report results as zero and the measure will be included in the calculation of total points possible in the PF. Examples include failure to collect data and failure to administer assessments during required testing windows or under required testing conditions.

Minimum Cohort Sizes

TPS will not report results when fewer than 10 students are included in a measure. The points associated with that measure will be removed from the total points possible.

Other than following the exclusion/exemption guidelines set forth in Attachment 5: Strong Readers Act and Multilingual Learner Testing Exemptions / Exclusions, minimum student population testing should not fall below 90% for any demographic or subgroup.

Rounding

All final data and metrics are rounded to the nearest tenth. TPS makes every effort to retain the data it receives until final results are presented. Data is stored to the number of digits originally provided by the publisher, school, or LEA and all rates and percent of points earned are rounded only at the display stage. The points earned on a measure are calculated from the unrounded rates and then rounded to the nearest tenth prior to calculating a school's overall PF score.

The Academic and School Culture Domain

Point-Earning in the Academic Domain

The academic domain offers 100 possible points that can be earned based on performance across different measures. Each measure has a "points possible," which is the maximum possible points that can be awarded for that measure. Each measure also has an established floor and target that are used to allocate points.

The floor determines the minimum value for which any points are awarded. Schools do not receive points for performance that falls at or below the floor. For example, if the re-enrollment floor were 65.0%, a school where 65.0% or fewer of its students re-enroll would not receive any points for the measure.

The target determines the value at which the maximum points for a common measure are awarded. Schools do not receive additional points for values that are above the target. For example, if the target for re-enrollment is 90.0%, a school where 95.0% of its students re-enroll would receive the full amount of points available for the measure, but no more.

Depending on the school's score on each measure and its position between the floor and target, it will receive incrementally more points the higher the score. For example, if the floor for re-enrollment was 65.0% and the target was 90.0%, a school that earned a 77.5% re-enrollment rate would receive exactly half of the total amount of possible points because its score fell halfway between the floor and the target.

In most cases, schools will earn a portion of 100 possible points. Their score is calculated by taking the sum of the points earned by the school for all of the measures for which it was eligible and dividing it by the maximum possible score that could have been earned by the school. For example, a school might earn 67 of 100 possible points, generating an academic domain score of 67.

In some cases, schools might not be eligible for a score calculation for every measure. In this case, the school's total earned points will be presented compared to all *eligible* points. For example, a school that earned 60 points but was only eligible to earn 80 possible points would earn an academic and culture domain score of 60/80, or 75.

A school must be eligible for a minimum of 50 points possible on the PF score for the score to be displayed. If a school is not eligible for at least 50 possible points (for example, a high school opening with only grade 9 or an early childhood campus only opening with PK grades but growing into an elementary school), the rates for each measure will be displayed but an overall score will not be calculated or displayed.

The floors and targets are set according to the criteria above for all measures using NWEA MAP data. The percentages can change once Spring MAP has been administered and applied for the next academic year. This framework was created based on data from Spring 2022, and updated periodically as detailed below. Tulsa Public Schools reserves the right to recalculate district performance, percentiles, floors and targets, and academic domain cut scores every two years. Changes must be made for the *subsequent academic year.* If Tulsa Public Schools chooses to make changes, they must:

1. Provide the charter sector with the changes and a rationale 60 days prior to putting any changes into effect;
2. Provide the charter sector the opportunity to comment on the proposed changes; and
3. Update and re-distribute this document.

Determining Performance Tiers through the Academic and Culture Domain

The academic and culture domain scores are used to establish the highest possible tier rating for which the school is eligible. Tiers are calculated based on the total number of points earned for the PK-8 PF or the HS PF.

Tulsa Public Schools' performance framework uses a 100-point scale. Schools will be identified as Tier 1, Tier 2, or Tier 3 based first and primarily on the school's performance in the academic and culture domain. The following cut scores determine preliminary tier rating for the 2022-2023 and 2023-2024 years. Thereafter, the district will update the scores to reflect real changes in student performance. Please see attachment 1 for more information about how tiers and cut scores are set.

1. Schools with Tier 1 status earn at least 75 of the possible points.
2. Schools with Tier 2 status earn 33 to 74.9 of the possible points.
3. Schools with Tier 3 status earn less than 33 of the possible points.

The organizational and financial domains contribute to an overall picture of school health, but cannot increase or decrease the overall points earned.

Schools serving multiple grade spans

Charter schools that serve grades that span K-8 and 9-12 *under a single contract* will receive two 100 point scores for the academic domain. The two separate scores reflect the differences in measures and metrics at different grade levels. The two academic domain scores will be averaged together to provide a combined total. The financial and organizational domains will be calculated and reported on in aggregate.

How Tulsa Public Schools Uses the Tiers

Tulsa Public Schools uses the tiers to make recommendations about charter renewal, expansion, and termination decisions. Schools earning fewer points are monitored more closely than those that are high point-earning.

Tier 1

Tier 1 designates charters that meet or exceed Tulsa's authorizing standards. Tier 1 charter schools will be publicly recognized for their performance by Tulsa Public Schools. Tier 1 are generally eligible for five-year renewals and, when requested and appropriate, expansion. Schools earning a Tier 1 rating for four consecutive years can apply to receive a charter renewal for the longest term allowable under state law.

Tier 2

Mid-performing Tier 2 campuses are generally eligible for renewal at a term of at least three years.

Lower performing Tier 2 schools are often not achieving their charter goals and student academic achievement expectations as set forth in their charter. Not achieving a school's charter goals puts the school at risk of non-renewal. In this situation, Tulsa Public Schools authorizing staff will generally meet with the school leader(s) and board members to review the school's performance.

Tier 3

If a campus earns a Tier 3 status, it is likely failing to meet its charter goals and the student academic achievement expectations as set forth in its charter. Tulsa Public Schools authorizing staff will conduct a site visit during the following school year and meet with the school leader(s) and board members. Tier 3 schools may face non-renewal and, in some cases, charter termination.

Schools that are candidates for termination as a result of their Tier 3 status undergo a high-stakes review immediately to gather qualitative and quantitative evidence to determine whether the school has met its charter goals and is otherwise compliant with district expectations.

See Attachment 2 for detailed tables that combine the performance across the academic, organizational, and financial domain to produce a tiered rating.

Renewal and Annual Reporting Cycle

- Annual reporting occurs in Spring (April/May~~May/June~~) of each year of the contract term following the academic year. (For example FY26~~2~~ Annual Report is completed in April 2027~~June 2023~~.)
    - Academic data from schools is typically available July/August after the conclusion of the fiscal year.
    - Financial data relies heavily on the annual audit, which is provided March 30~~April/May~~ of the following fiscal year.
    - Charters will have 30 days from the date the draft annual report is provided to review the report for accuracy and bring any concerns to the attention of authorizing staff via email. If no concerns are shared within the 30 day review period, the annual report becomes final.
- A Preliminary report will include all data available in the summer following the academic year. (School year 25-26~~21-22~~ preliminary report will be provided in September 15~~July/August~~ of 2026~~22~~.)
    - A complete academic framework picture should be available for PK-8, and mostly available for 9-12.
    - Organizational reporting will be incomplete until the accreditation report is provided.
    - Financial data drawn from year-end school reported financials will be available in August.
    - Charters will have 30 days from the date the draft preliminary report is provided to review the report for accuracy and bring any concerns to the attention of authorizing staff via email. If no concerns are shared within the 30 day review period, the annual report becomes final.
    - In a renewal year, defined as the last year of the charter contract, charters agree to a condensed timeline that begins on the date they submit the year end (Q4) financials and concludes with the end of the charter review period, no later than 17 days prior to the first TPS October board meeting. Authorizer will provide the Preliminary Annual Report as soon as possible, but reserves ten days after receipt of the year end financials to provide the Preliminary Annual Report for charter review.
- The final year of the previous contract is included in the data and reporting for the new contract, for example (see Attachment 3 for table):

  Five year contract term example: July 1, 2022 - June 30, 2027.

- Renewal decision is based on 5 years worth of data: FY22 (from previous term), FY23, FY24, FY25, FY26 (partial.)

PK-8 Academic and School Culture Domain

This overarching framework covers all school campuses with pre-kindergarten through grade 8. Floors and targets for NWEA MAP measures are set separately for K-5 and 6-8 grade spans.

Categories

Tulsa Public Schools will use four categories to measure academic performance for all schools serving grades PK-8:

(1) Student Progress: This category includes measures that capture student academic growth in English language arts and math from fall-to-spring on a standardized assessment. Every tested student is included in this category.

(2) Student Achievement: This category includes measures that capture student academic achievement in English language arts and math in any given year or years. It is generally described as "percentage of students scoring" at a grade-level standard. Every tested student in grades K through 8 is included in this category.

(3) School Environment: This category includes measures that capture a school's climate such as re-enrollment rate and school survey data.

(4) Mission Specific Goal: This optional category includes one school-specific measure.

These four core categories of academic performance apply to every school serving grades K-8, with different points assigned to the categories depending on the grade span of the school.

Student achievement is not applicable for pre-kindergarteners.

Point Earning Summary for the K-8 Academic and Culture Domain

Category	Measure	Possible Points	Floor percentile	Target percentile
Student Progress, grades K-8: 50 total possible points	ELA NWEA-MAP growth	15	25%	75%
	Math NWEA-MAP growth	15	25%	75%
	NWEA-MAP growth - subpopulation	10	25%	75%
	NWEA-MAP growth - subpopulation	10	25%	75%
Student Achievement: 35 possible possible points	NWEA-MAP 50% percentile ELA	12.5	25%	75%
	NWEA-MAP 50% percentile math	12.5	25%	75%
	Subpopulation achievement - ELA	5	25%	75%
	Subpopulation achievement - Math	5	25%	75%
School Environment: 10 possible points	Re-enrollment	5	65%	90%
	School Climate survey	5	Binary measure: Met = 5 points Missed = 0 points	
Mission specific measure	To be determined by the school and approved by Tulsa Public Schools	5	Binary measure: Met = 5 points Missed = 0 points	
Total Points Possible		100		

Tulsa Public Schools is responsible for providing all authorized charter schools with an updated simulation file that includes the values associated with the floors and targets. This simulator must make the underlying calculation method transparent and provide the charter with the ability to explore their performance within the 100 point-earning system.

PK-8 Academic and Culture Domain: Data Sources and Methodology

Student Progress				
This measure is worth a maximum of 30 points: 15 for ELA and 15 for math. • For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years in K-5, the math floor for this measure is 49.4~~36.40~~ and the target is 59.2~~51.89~~; the ELA floor for this measure is 49.7~~32.99~~ and the target is 61.4~~45.76~~. • For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years in 6-8, the math floor for this measure is 37.7~~28.54~~ and the target is 43.8~~38.64~~; the ELA floor for this measure is 41.4~~30.57~~ and the target is 48.4~~38.11~~.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale
Student Progress	School median growth for grades K-8 for ELA and Math	Growth measure that tells how much change or growth there has been in student performance from year to year.	Score as provided by NWEA-MAP and validated by schools. *Components* Median Growth Percentile Score is calculated by identifying the median of individual students reaching their growth targets. • The N-size must be at least 10 for each year. If the most current year has an n-size of 10 or greater but the year prior does not, only the current year will be included in the measure. *Methodology* • The percentage of TPS students who have met their growth targets between the Fall and Spring administrations in the same academic year is calculated for school sites (excludes early childhood, alternative, virtual, and criterion magnet sites) • Each school is ranked based on the percentage from lowest to highest • The floor is set at the 25th percentile which means the percentage that is higher than the bottom quarter of TPS schools • The target is set at the 75th percentile which means the percentage that is higher than the bottom three-fourths of TPS schools • Only students who have valid Fall and Spring scores are included in the calculation	A measure of student progress that compares changes in a student's scores to other students with similar score performance profiles. It tells how much change or growth there has been in performance from year to year.

Student Progress				
This measure is worth a maximum of 20 points: 10 for ELA and 10 for math. • For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years in K-5, the math floor for this measure is 49.1~~37.05~~ and the target is 58.1~~49.73~~; the ELA floor for this measure is 49.1~~29.46~~ and the target is 59.8~~42.86~~. • For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years in 6-8, the math floor for this measure is 37.6~~30.60~~ and the target is 43.7~~36.43~~; the ELA floor for this measure is 40.6~~21.67~~ and the target is 48.1~~32.87~~.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale
Student Progress	NWEA-MAP Growth - gap measure for ELA and Math	Comparative growth measure for student subpopulations	*Methodology* • The percentage of TPS ELL and/or ESS and/or Economically Disadvantaged students who have met their growth targets between the Fall and Spring administrations in the same academic year is calculated for non-alternative and non-magnet school sites • Each school is ranked based on the percentage from lowest to highest • The floor is set at the 25th percentile which means the percentage that is higher than the bottom quarter of TPS schools • The target is set at the 75th percentile which means the percentage that is higher than the bottom three-fourths of TPS schools • Only students who have valid Fall and Spring scores are included in the calculation • The N-size must be at least 10 for each subgroup. Only subgroups with at least 10 will be reported.~~The N-size must be at least 10 for each year.~~ If the most current year has an n-size of 10 or greater but the year prior does not, only the current year will be included in the measure.	A measure of student progress that helps us understand whether a charter school is helping students grow at an equitable pace that will eventually lead to proficiency and reduced achievement gaps

Student Proficiency				
This measure is worth a maximum of 25 points: 12.5 for ELA and 12.5 for math. • For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years in K-5, the math floor for this measure is 30.1~~17.61~~ and the target is 49.0~~32.68~~; the ELA floor for this measure is 32.2~~19.70~~ and the target is 47.4~~38.59~~. • For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years in 6-8, the math floor for this measure is 11.9~~4.75~~ and the target is 15.7~~12.22~~; the ELA floor for this measure is 21.2~~13.99~~ and the target is 31.7~~22.75~~.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale
Student Proficiency	NWEA-MAP, ELA and Math	Percentage of students scoring at or above the 50% percentile	Score as provided by NWEA-MAP and validated by schools *Methodology* • The percentage of TPS students who have scored at or above the 50th percentile based on NWEA national norms at the Spring administration is calculated for non-alternative and non-magnet school sites • Each school is ranked based on the percentage from lowest to highest • The floor is set at the 25th percentile which means the percentage that is higher than the bottom quarter of TPS schools • The target is set at the 75th percentile which means the percentage that is higher than the bottom three-fourths of TPS schools • Only students who have a valid Spring score are included in the calculation	This category shows the percentage of students performing above the national median

Student Proficiency				
This measure is worth a maximum of 10 points: 5 for ELA and 5 for math. • For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years in K-5, the math floor for this measure is 29.2~~10.32~~ and the target is 47.1~~20.08~~; the ELA floor for this measure is 31.0~~12.73~~ and the target is 45.3~~24.56~~. • For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years in 6-8, the math floor for this measure is 11.7~~1.57~~ and the target is 14.4~~4.69~~; the ELA floor for this measure is 20.7~~3.80~~ and the target is 30.0~~9.83~~.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale
Student Subgroup Proficiency	NWEA-MAP, ELA and Math	Comparative student achievement measure for student subpopulations	*Methodology* • The percentage of TPS ELL and/or ESS and/or Economically Disadvantated students who have scored at or above the 50th percentile based on NWEA national norms at the Spring administration is calculated for non-alternative and non-magnet school sites • Each school is ranked based on the percentage from lowest to highest • The floor is set at the 25th percentile which means the percentage that is higher than the bottom quarter of TPS schools • The target is set at the 75th percentile which means the percentage that is higher than the bottom three-fourths of TPS schools • Only students who have a valid Spring score are included in the calculation • The N-size must be at least 10 for each subgroup. Only subgroups with at least 10 will be reported	A measure of student progress that helps us understand whether a charter school is helping students grow at an equitable pace that will eventually lead to proficiency and reduced achievement gaps

School Environment				
This measure is worth a maximum of 5 points. For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years, the floor will be 65% and the target will be 90%.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale
School Environment	Re-enrollment	Re-enrollment percentage of students enrolled consecutive years	Components Fall Enrollment Audit for current and previous year, First Quarter Statistical review for previous year, Letter from Charter School Leader~~Executive Director~~ Metric Number of students present for current year enrollment audit that were also enrolled at the time of the prior year enrollment audit /ADM from prior year FQSR excluding the exiting year x 100 ~~Re-enrollment number/current students x 100~~ The Charter School Leader reports by grade span the ~~Executive Director reports~~ percentage of students re-enrolling using the Fall Enrollment Audit from previous year and current year to determine the percentage~~number~~ of students from the previous year that are currently enrolled. ~~enrolled both years~~.	Used to assess student and guardian~~parent~~ satisfaction and dropout rate.

School Environment				
This measure is worth a maximum of 5 points. It is a binary measure and schools will earn full points if they meet their target. They will receive zero points if they miss their target.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale

School Environment	Charter sector-wide school survey	A survey developed by the sector to assess and report and school health	Annually in the Spring, a common third party~~OPSRC~~ will administer a survey of guardians.~~ parents and school staff~~. Data will be compiled by the third party~~OPSRC~~ and delivered to TPS no later than June 30 of each year for each group surveyed. TPS~~, OPSRC~~, and Charters will agree on metrics that will be published in the compliance tracker. Any changes will be made annually before August 30.	School community health is a factor in charter success and a focus of each school within their applications.

Mission-Specific Measure				
This measure is worth a maximum of 5 points. It is a binary measure and schools will earn full points if they meet their target. They will receive zero points if they miss their target.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale
Mission-specific measure	School approved Mission Specific Goal (MSG)	The Mission Specific Goal measures a specific commitment of the LEA to the school.	This measure is optional. For a school to include a MSG on the PK-8 PF, the charter must submit an application to TPS for review and approval. Applicants must submit the completed application to TPS byJanuary 30~~ February 1~~ to be included for the following year's PF. The goal will continue to be displayed for each grade span until the charter submits a new application or~~LEA changes the mission of the charter or~~reports the measurement is no longer available. Mission Specific data are provided by school and validated by TPS when possible.	Charter schools are awarded charters based on the innovation of their program. This display option allows schools the option to show the results of their MSG to all stakeholders.

9-12 Academic and Culture Domain

This framework will be used as a common accountability measure for all high school campuses. The High School PF covers grades 9 through 12. A school must have at least a grade 10 to be evaluated using the high school framework.

If a high school does not contain the grade for which a common measure applies, the points associated with that measure are removed and the total possible points available are adjusted.

Categories

TPS will use four categories to measure academic performance for all schools serving grades 9-12:

(1) Student Progress: This category includes measures that capture student academic growth in English language arts and math on the state assessment from spring to spring.

(2) College and Career Readiness: This category includes measures that capture critical achievement and preparation for college and career readiness.

(3) School Environment: This category includes measures that capture a school's climate using measures including re-enrollment rate and school survey data.

(4) Mission Specific Goal: This optional category includes one school-specific measure.

These four core categories of academic performance apply to every school ending in grades 9-12, with different points assigned to the categories depending on the grade span of the school.

Point Earning Summary for the 9-12 Academic and Culture Domain

Each measure has specific approved points, which describe how much the measure will impact the overall score.

Category	Measure	Possible Points	Floor	Target
Student Progress: 45 possible points	ACT growth, Math	12.5	25%	75%
	ACT growth, ELA	12.5	25%	75%
	ACT subpopulation growth, ELA	10	25%	75%
	ACT subpopulation growth, Math	10	25%	75%
College and Career Readiness Measures: 40 possible points	Four-Year Graduation Rate	10	25%	75%
	ACT college readiness - ELA	10	25%	75%
	ACT college readiness - Math	10	25%	75%
	Subpopulation college readiness - ELA	5	25%	75%
	Subpopulation college readiness - MATH	5	25%	75%
School Environment: 10 possible points	Re-Enrollment	5	65%	90%
	School Climate Survey	5	Binary measure: Met = 5 points Missed = 0 points	
Mission specific measure	To be determined by the school and approved by Tulsa Public Schools	5	Binary measure: Met = 5 points Missed = 0 points	
Total Points Possible		100		

Tulsa Public Schools is responsible for providing all authorized charter schools with an updated simulation file that includes the values associated with the floors and targets. This simulator must make the underlying calculation method transparent and provide the charter with the ability to explore their performance within the 100 point-earning system.

9-12 Academic and Culture Domain; Data Sources and Methodology: Student Progress

Student Progress				
This measure is worth a maximum of 25 points: 12.5 for ELA and 12.5 for math. For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years, the math floor for this measure is 39.4~~18.93~~ and the target is 44.3~~33.13~~; the ELA floor for this measure is 39.6~~52.43~~ and the target is 56.2~~59.34~~.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale
Student Progress	School median growth for grades 10-11	Growth measure that tells how much change or growth there has been in student performance from year to year.	*Methodology* • The percentage of TPS students who took the district-administered PSAT in 10th grade who meet or exceed their projected growth on the ACT~~SAT~~ in 11th grade is calculated for non-alternative and non-criteria magnet high school sites • ~~Since TPS started administering the ACT instead of the SAT from 2023-2024 school year, the ACT scores will be converted into corresponding SAT scores for comparison, based on the State Department of Education's practices¶~~ • Each school is ranked based on the percentage from lowest to highest • The floor is set at the 25th percentile which means the percentage that is higher than the bottom quarter of TPS schools • The target is set at the 75th percentile which means the percentage that is higher than the bottom three-fourths of TPS schools • This will be compared to the percentage of charter school students who took the Pre-ACT in 10th grade who meet or exceed their projected score on the ACT in 11th grade. • Only the Math, English, and Reading sections will be used. • In accordance with the State Department of Education's practices, the English and	A measure of student progress that compares changes in a students' scores to other students with similar score performance profiles. It tells how much change or growth there has been in performance from year to year.

			Reading subsection scores of the ACT will be combined for a maximum subsection score of 72.	

Student Progress				
This measure is worth a maximum of 20 points: 10 for ELA and 10 for math. For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years, the math floor for this measure is 37.8~~19.53~~ and the target is 43.7~~25.00~~; the ELA floor for this measure is 38.9~~53.03~~ and the target is 55.0~~55.90~~.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale
Student Progress	ACT testing suite comparative growth measure	Comparative growth measure for student subpopulations	Score as provided through ACT scoring services. *Methodology* • The percentage of ELL and/or ESS and/or Economically Disadvantaged TPS students who took the district-administered PreACT~~PSAT~~ in 10th grade who meet or exceed their projected growth on the ACT~~SAT~~ in 11th grade is calculated for non-alternative and non-criteria magnet high school sites • ~~Since TPS started administering the ACT instead of the SAT from 2023-2024 school year, the ACT scores will be converted into corresponding SAT scores for comparison, based on the State Department of Education's practices~~¶ • Each school is ranked based on the percentage from lowest to highest • The floor is set at the 25th percentile which means the percentage that is higher than the bottom quarter of TPS schools • The target is set at the 75th percentile which means the percentage that is higher than the bottom three-fourths of TPS schools	A measure of student progress that helps us understand whether a charter school is helping students grow at an equitable pace that will eventually lead to proficiency and reduced achievement gaps

			• This will be compared to the percentage of ELL and/or ESS and/or Economically Disadvantaged charter school students who took the Pre-ACT in 10th grade who meet or exceed their projected score on the ACT in 11th grade. • Only the Math, English, and Reading sections will be used. • In accordance with the State Department of Education's practices, the English and Reading subsection scores of the ACT will be combined for a maximum subsection score of 72. • The N-size must be at least 10 for each subgroup. Only subgroups with at least 10 will be reported	

College and Career Readiness				
This measure is worth a maximum of 10 points. For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years, the floor for this measure is 58.9~~52.86~~ and the target is 74.4~~69.71~~.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale
College and Career Readiness	4-year graduation rate	Description of graduation rate defined by a 4-year cohort	Methodology • The graduation rate at non-alternative and non-criteria magnet high schools is calculated using state-certified results • The floor is set at the 25th percentile which means the percentage that is higher than the bottom quarter of TPS schools • The target is set at the 75th percentile which means the percentage that is higher than the bottom three-fourths of TPS schools • Results are often delayed,~~ for a year or more~~ so the rate used will be 1~~2~~ year~~s~~ behind.	This measure expresses the degree to which the school supports students in successfully completing graduation requirements.

College and Career Readiness				
This measure is worth a maximum of 20 points: 10 for ELA and 10 for math. For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years, the math floor for this measure is 1.1~~0.60~~ and the target is 5.7~~2.62~~. For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years, the ELA floor for this measure is 9.8~~9.67~~ and the target is 17.8~~14.36~~.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale
College and Career Readiness	ACT	College readiness, ELA and Math	Methodology • The percentage of TPS students who took the district-administered ACT scoring at or above the college, career, readiness benchmark (21 in Math and 37 in combined English and Reading sections) in 11th grade according to the State Department of Education is calculated for non-alternative and non-criteria magnet high school sites • Each school is ranked based on the percentage from lowest to highest • The floor is set at the 25th percentile which means the percentage that is higher than the bottom quarter of TPS schools • The target is set at the 75th percentile which means the percentage that is higher than the bottom three-fourths of TPS schools • Only the Math, English, and Reading sections will be used. • In accordance with the State Department of Education's practices, the English and Reading subsection scores of the ACT will be combined for a maximum subsection score of 72. • Testing will be administered in accordance with the PreACT and ACT test coordinators handbook.	This measure expresses the degree to which the school is preparing students for the academic expectations they will face in college.

College and Career Readiness				
This measure is worth a maximum of 10 points: 5 for ELA and 5 for math. For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years, the math floor for this measure is 0.9~~00~~ and the target is 4.7~~0.40~~. For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years, the ELA floor for this measure is 8.8~~0.40~~ and the target is 16.5~~3.15~~.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale
College and Career Readiness	ACT	Comparative college readiness measure for student subpopulations	*Methodology* • The percentage of ELL and/or ESS and/or Economically Disadvantaged TPS students who took the district-administered ACT scoring at or above the college, career, readiness benchmark (21 in Math and 37 in combined English and Reading sections) in 11th grade is calculated for non-alternative and non-criteria magnet high school sites • Each school is ranked based on the percentage from lowest to highest • The floor is set at the 25th percentile which means the percentage that is higher than the bottom quarter of TPS schools • The target is set at the 75th percentile which means the percentage that is higher than the bottom three-fourths of TPS schools • Only the Math, English, and Reading sections will be used. • In accordance with the State Department of Education's practices, the English and Reading subsection scores of the ACT will be combined for a maximum subsection score of 72. • The N-size must be at least 10 for each subgroup. Only subgroups with at least 10 will be reported	A measure of student progress that helps us understand whether a charter school is helping students grow at an equitable pace that will eventually lead to proficiency and reduced achievement gaps

School Environment				
This measure is worth a maximum of 5 points. For the 2026-2027 and 2027-2028~~2024-2025 and 2025-2026~~ years, the floor will be 65% and the target will be 90%.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale
School Environment	Re-enrollment	Re-enrollment percentage of students enrolled consecutive years	Components Fall Enrollment Audit for current and previous year, First Quarter Statistical Review for previous year, Letter from Charter School Leader~~Executive Director~~ Metric Number of students present for current year enrollment audit that were also enrolled at the time of the prior year enrollment audit/ADM from Prior year FQSR minus the exiting year x 100 ~~Re-enrollment number/current students x 100~~ Charter School Leader~~Executive Director~~ reports percentage of students re-enrolling using the Fall Enrollment Audit from previous year and current year to determine the percentage of students from the previous year that are currently enrolled.~~ number of students enrolled both years~~.	Used to assess student and guardian~~-parent~~ satisfaction and dropout rate.

School Environment				
This measure is worth a maximum of 5 points. It is a binary measure and schools will earn full points if they meet their target. They will receive zero points if they miss their target.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale

School Environment	Charter sector-wide school survey	A survey developed by the sector to assess and report and school health	Annually in the Spring, a common third party~~OPSRC~~ will administer a survey of guardians~~parents and school staff~~. Data will be compiled by the third party~~OPSRC~~ and delivered to TPS no later than June 30 of each year for each group surveyed. TPS~~, OPSRC~~, and Charters will agree on metrics that will be published in the compliance tracker. Any changes will be made annually before August 30.	School community health is a factor in charter success and a focus of each school within their applications.

Mission-Specific Measure				
This measure is worth a maximum of 5 points. It is a binary measure and schools will earn full points if they meet their target. They will receive zero points if they miss their target.				
Category	Measure	Description	Components, Metric, Additional Notes	Rationale
Mission-specific measure	School approved Mission Specific Goal (MSG)	The Mission Specific Goal measures a specific commitment of the LEA to the school.	This measure is optional. For a school to include a MSG on the 9-12~~PK-8~~ PF, the charter must submit an application to TPS for review and approval. Applicants must submit the completed application to TPS by January 30~~February 1~~ to be included for the following year's PF. The goal will continue to be displayed for this grade span until the charter submits a new application or reports that~~until the LEA changes the mission of the charter or~~ the measurement is no longer available. Mission Specific data are provided by school and validated by TPS when possible.	Charter schools are awarded charters based on the innovation of their program. This display option allows schools the option to show the results of their MSG to all stakeholders.

Financial Domain

Charter financial health is an indicator of the school's ability to provide quality instruction and safety for the students and staff. This domain includes categories that create an overall picture of the ability of a school to meet debt obligations, the goals set forth in their charter, grow their program, and the capacity of the board to monitor finances. An explanation of how a school's performance on Financial Measures affects their tier can be found on page 5, with further details in Attachment 2.

Financial Performance Categories

The charter financial performance domain contains three categories to demonstrate overall financial health. Within each category are measures that are scored with Meets Standard or Falls Below Standard, with some containing a possible score of Approaches Standard. A comprehensive look at each measure's metrics and scoring can be found beginning on p. 28, under Data Sources and Methodologies for Financial Measures.

Near-term financial health

This section of the financial framework is designed to depict the school's financial position and viability in the upcoming year. Schools meeting the standards demonstrate a low risk of financial distress in the coming year. Schools that fail to meet one or more of the standards may currently be experiencing financial difficulties and/or are at higher risk for financial hardship in the near term. These schools may require additional review and immediate intervention on the part of the authorizer.

Measures include: Current Ratio, Unrestricted Days Cash

Long-term financial health

This section of the financial framework is designed to depict a school's financial position and viability over time. Schools that meet the desired standards demonstrate a lower risk of financial distress in the future. Schools that fail to meet the standards may be at higher risk for financial hardship in the future.

Measures include: Total Margin and Aggregated Three-Year Total Margin, Fund Balance, and Enrollment Stability

Financial Management and Oversight

This section of the financial framework is designed to depict a school's ability to manage and oversee its finances well. Authorizers have a responsibility to protect the public's interest and must annually evaluate and monitor on a regular basis the extent to which the school is responsibly managing and overseeing its finances including the willingness and ability to make timely adjustments, use financial forecasting and the ability to submit financial reporting as required. Schools that meet the desired standards demonstrate a lower risk of financial distress. Schools that fail to meet the standards may be at higher risk for financial hardship in the near future and can have a lasting effect.

Measures include: Annual Financial Audit and Financial Capacity

Implementation Recommendation on Financial Domain

- A school's performance on the framework annually informs authorizer oversight activities, i.e., a school that has strong performance on the framework has standard oversight; a school with concerns on the framework may warrant additional oversight and expanded document requests (see Attachment 4);
- While performance on the framework annually matters on the near-term and sustainability indicators and should be reported, performance in the final year on these indicators is most important in terms of renewal decisions. They most clearly answer the questions around the school's current financial health and sustainability at the time of renewal.
    - Performance on the financial management and oversight indicator should be looked at in terms of trends and ongoing performance to answer the question of whether this school has the capacity to effectively manage and oversee public funds.

Data Sources and Methodology for Financial Measures

Category	Measure	Description	Components, Metric, Additional Notes	Rationale
Near-term financial health	Current Ratio	Determine if school Meets Standard using Quarter 4 financial report, audit	Metric Current Assets/Current Liabilities **Meets standard:** 1.1 or greater **Approaches standard:** greater than or equal to .9 and less than 1.1 **Falls below standard:** less than .9 The current ratio in the annual report is populated using the quarter 4 financial report, and as it becomes available, adjusted to reflect the numbers in the independent audit.	Is the school meeting its financial obligations?
Near-term financial health	Unrestricted days cash	Determine if school Meets Standard using Quarter 4 financial report, audit	Metric Unrestricted cash/[total expenses/365] **Meets Standard:** 60 days or 30-60 days with one year positive trend **Approaches standard:** 15-30 days or 30-60 days with one year negative trend **Falls below standard:** Fewer than 15 days cash Unrestricted days cash is populated in the annual report using the quarter 4 financial statement and updated the following year as the financial audit becomes available. In FY23, any trends will be assessed using FY22 audit information.	Does the school have the cash available to fund operations?
Long-term financial health	Total Margin and Aggregated Three-Year Total Margin	Determine if school Meets Standard using Quarter 4 financial report, audit	Metric Total margin: Net income/total revenue Aggregated three year total margin: total 3 year average net income/total 3 year average total revenue **Meets standard:** Aggregated 3 year total margin ratio is positive, and most recent year total margin is positive, or aggregated 3 year total margin ratio is greater than -1.5%, the trend is positive for the last two years and the most recent year total margin is positive **Falls below standard:** Aggregated 3 year total margin is greater than -1.5% but trend does not meet standard	Is the school living within its available resources, therefore, not needing to use fund balance to operate?

			Total margin and aggregated three year margin are populated using the quarter 4 financial statements and updated the following year as the financial audit becomes available. In FY23, any trends will be assessed using FY22 audit information.	
Long-term financial health	Fund Balance	Determine if school Meets Standard using the annual audit	Fund balance/Operating Expenses **Meets standard:** Greater than or equal to 16.67 of total annual operating expenses (representing 2 months) **Approaches standard:** Greater than 8.33% and less than 16.67% of total annual operating expenses **Falls below standard:** Less than or equal to 8.33~~16.67~~% of annual operating expenses Fund balance is pulled directly from the audit and will be populated in the annual report as it's made available.	Does the school have sufficient reserves on hand to serve as a cushion for unexpected situations or to help fuel growth or investment in new programs?
Long-term financial health	Enrollment stability	Determine if the school Meets Standard using the Certified October 1 Student Count data for current and previous 4 years.	Metric Current year enrollment ≥ 95% of Enrollment 5 years ago and Current Year Enrollment ≥ 95% of Previous Year Enrollment **Meets standard:** Current year actual enrollment is ≥ 95% of enrollment 5 years ago, and current year actual enrollment is ≥ 95% of previous year enrollment **Approaches standard:** Current year actual enrollment is ≥ 95% of enrollment 5 years ago, or current year actual enrollment is ≥ 95% of previous year enrollment **Falls below standard:** Current year actual enrollment is less than 95% of enrollment 5 years ago, or Current year actual enrollment is less than 95% of previous year enrollment Enrollment stability will be determined using the certified October 1 student count numbers for each year.	Is the school's enrollment trend stable?
Fiscal management and oversight	Annual financial audit	Determine if school Meets Standard using annual financial audit	**Meets standard:** Audit includes: • an unqualified/unmodified opinion • no material weaknesses or significant deficiencies • no repeat findings **Falls below standard:** Audit includes any one of the following: • a qualified audit opinion • significant finding and condition, a material weakness, or a significant internal control weakness	Is the school's audit of the financial statements satisfactory?

			• a going concern disclosure • repeat findings The financial audit information will be populated as it is received. This will typically mean this measure is left blank in the current year annual report and populated in the following year's annual report.	
Fiscal management and oversight	Oversight capacity	Determine if the school Meets Standard using information from interviews, board minutes and reporting materials, and financial policies.	**Meets standard:** • School has appropriate financial policies • Board reviews quality financial statements at least quarterly • Board engages in financial forecasting • School has on staff or contracts with appropriate financial expertise **Falls below standard:** The school does not oversee the financial health and activities by materially completing the items in Meets the Standard. TPS will collect evidence of the charter board's capacity to manage and oversee the school's finances. Evidence may include but is not limited to the following: board and director interviews, board minutes and reporting materials, financial policies, and state reports.	Does the school have the capacity to oversee the financial health and activities of the school?

Organizational Domain

Charter organizational health is an indicator of the school's ability to provide appropriate oversight and compliance with federal, state and local laws, adherence to the school's charter, and respecting the rights of students, staff, and families. This domain includes categories that create an overall picture of the school's ability to maintain a safe, inclusive environment, deliver the instructional program presented in the charter, and follow applicable laws. An explanation of how a school's performance on Organizational Measures affects their tier can be found on page 5, with further details in Attachment 2.

Organizational Performance Categories

The charter organizational performance domain contains five categories to demonstrate overall organizational health. Within each category are measures that are scored with Meets Standard or Falls Below Standard, and Yes or No. A comprehensive look at each measure's metrics and scoring can be found beginning on p. 32, under Organizational Performance Categories.

Implementation Recommendation on Organizational Domain

- A school's performance within the organizational domain annually informs authorizer oversight activities, i.e., a school that has strong organizational performance has standard oversight; a school with concerns may warrant additional oversight and expanded document requests (see Attachment 4);
- While performance annually matters on organizational indicators and should be reported, trends and patterns, as well as performance in the final full reported year matter most in terms of renewal decisions. They most clearly answer the questions around the school's current organizational health and sustainability at the time of renewal.
- Information gained can be used for several purposes, including:
    - Monitoring schools that don't yet have sufficient academic or financial data
    - Determining the degree to which issues in other domains of the Performance Framework are systemic
    - Providing supplemental information for high-stakes decisions

Organizational Performance Categories

Category 1~~One~~: Governing in the public interest

Measure 1a: Is the board complying with basic governance requirements?	
Possible Sources: Corporate formation documents, charter application, charter contract, assurances of compliance with ethics and conflicts requirements; board meeting agendas, materials, and minutes; OSDE accreditation; school board policies; compliance documents	**Yes or No** The board materially complies with applicable laws and charter contract provisions regarding governance, including, but not limited to: Check at application stage, and review subsequent modifications: ● Board bylaws, including election of officers ● Board composition and/or membership rules (e.g., community representation, requisite number of qualified teachers, ban on employees or contractors serving on the board, etc.) On assurances form or included in contract: ● State public records law ● Code of ethics ● Background checks ● Conflicts of interest Annual review: ● Accreditation requirements (including open meetings, board member training)
Measure 1b: How well is the board fulfilling its management duties?	
Sources: Board policies, meeting agendas, materials, and minutes; school leader job postings; ~~and~~ evaluations; compliance documents	**Meets Standard**: The board demonstrates strong governance through policies and practices that foster accountability for performance: ● The board has and follows a written policy and procedure for hiring and evaluating the school or network leader. ● Board members regularly review academic performance and data on organizational health to ensure all students are learning and the school is meeting performance expectations as outlined in the charter contract. ● Board ensures school administration is completing authorizer compliance in a timely manner, meeting expectations 8/10 months.

Category 2: Creating great places to work

Measure 2a: Is the school complying with basic staffing requirements?	
Sources: Assurances form; staff background checks;	**Yes or No** The school materially complies with applicable laws and charter contract provisions regarding employee qualifications and rights, including, but not limited to: ● Background checks and clearances (for employees, contractors, and volunteers) ● Employee rights, including those relating to the Family Medical Leave Act (FMLA), the Americans with Disabilities Act (ADA), and employment contracts
Measure 2b: How well is the school creating a work environment that fosters the professional growth and retention of effective employees?	
Sources: employee survey results, teacher retention rates	**Meets Standard:** An established percentage of staff agree that the school fosters a work environment that meets the criteria to be developed in the OPSRC staff survey. Reported annual teacher retention rates are at or above 70% excluding teachers exited for performance.

Category 3: Supporting students

Measure 3: Is the school open and accessible to all students and are student rights protected?	
Sources: Assurances form, charter agreement, OSDE accreditation and supplementary reports; suspension data; school board policies and examples of forms; site visit observations and community stakeholders	***Yes or No*** The school materially complies with the following requirements: ● Enrollment, lottery, and admissions procedures in OKLA STAT 70-3-136. ● The collection and protection of student information per FERPA and State law ● Due process protections in State law and school policy ● Programs and operations are non-sectarian

Category 4: Delivering the education program

Measure 4a: How effectively is the school enacting the key design elements of its education program?	
Sources: Site visits, interviews with community stakeholders, amendments to charter, required reports, accreditation and state reports	***Meets Standard:*** The school allocates resources and aligns operations to put the key elements of its education program into practice with fidelity (e.g., social emotional learning, mentoring, apprenticeships, or Montessori). As applicable, TPS may review: ● Qualified staff are hired to provide program elements specific to the school. ● Any applicable certifications are maintained. ● Evaluation of school leadership is tied to fidelity to the education program. ● The school communicates the key design elements sufficiently for families to distinguish the school's program from that offered by other schools in the community. ● The school is making progress on outcome goals based on key design elements or "mission-specific" attributes of the educational program (chosen by the school) ● Student attendance
4b: Is the school filling its responsibilities for students with disabilities?	
Sources: SPED manual; verified complaints; information from SDE (e.g., desktop audits); Enroll Tulsa policies	***Yes or No.*** The school materially complies with applicable laws relating to serving students with disabilities who currently qualify or who may qualify for services pursuant to the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act (ADA), including but not limited to: ● Equitable access and opportunity to enroll ● Identification and referral ● Appropriate development of Individualized Education Programs (IEPs) and Section 504 plans, including access to the school's facility and programs ● Operational compliance, including provision of services in the least restrictive environment and appropriate inclusion in the school's academic program, assessments, and extracurricular activities ● Discipline, including due process protections, manifestation determinations, and behavioral intervention plans ● Appropriate use of all available funding
4c: Is the school complying with requirements for students that qualify as English Language Learners (ELLs)?	

Sources: Enroll Tulsa policies; Title III monitoring and compliance reports; ELL corrective action plans	***Yes or No.*** The school materially complies with laws (including Title III of the Elementary and Secondary Education Act relating to requirements regarding English Learners (ELs), including but not limited to: ● Equitable access and opportunity to enroll ● Required policies related to the service of English Learners ● Compliance with native language communication requirements, including translation of all documents and availability of translators for students and families whose first language is English ● Proper steps for identification of students in need of EL services ● Appropriate and equitable delivery of services to identified students ● Appropriate accommodations on assessments ● Exiting of students from EL services ● Ongoing monitoring of exited students

Category 5: Creating a safe and positive learning environment (safety and facilities)

Measure 5: Is the school complying with safety requirements for all students?	
Sources: State agency (Accreditation report); Food Handlers Permits (non-TPS CNS only)	***Yes or No.*** The school materially complies with laws relating to the school facilities, grounds, and transportation, including but not limited to: ● Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) ● Fire inspections and related records ● Viable certificate of occupancy and facility inspection ● Documentation of requisite insurance coverage ● Student transportation safety requirements ● Appropriate nursing services and dispensing of pharmaceuticals

Attachments

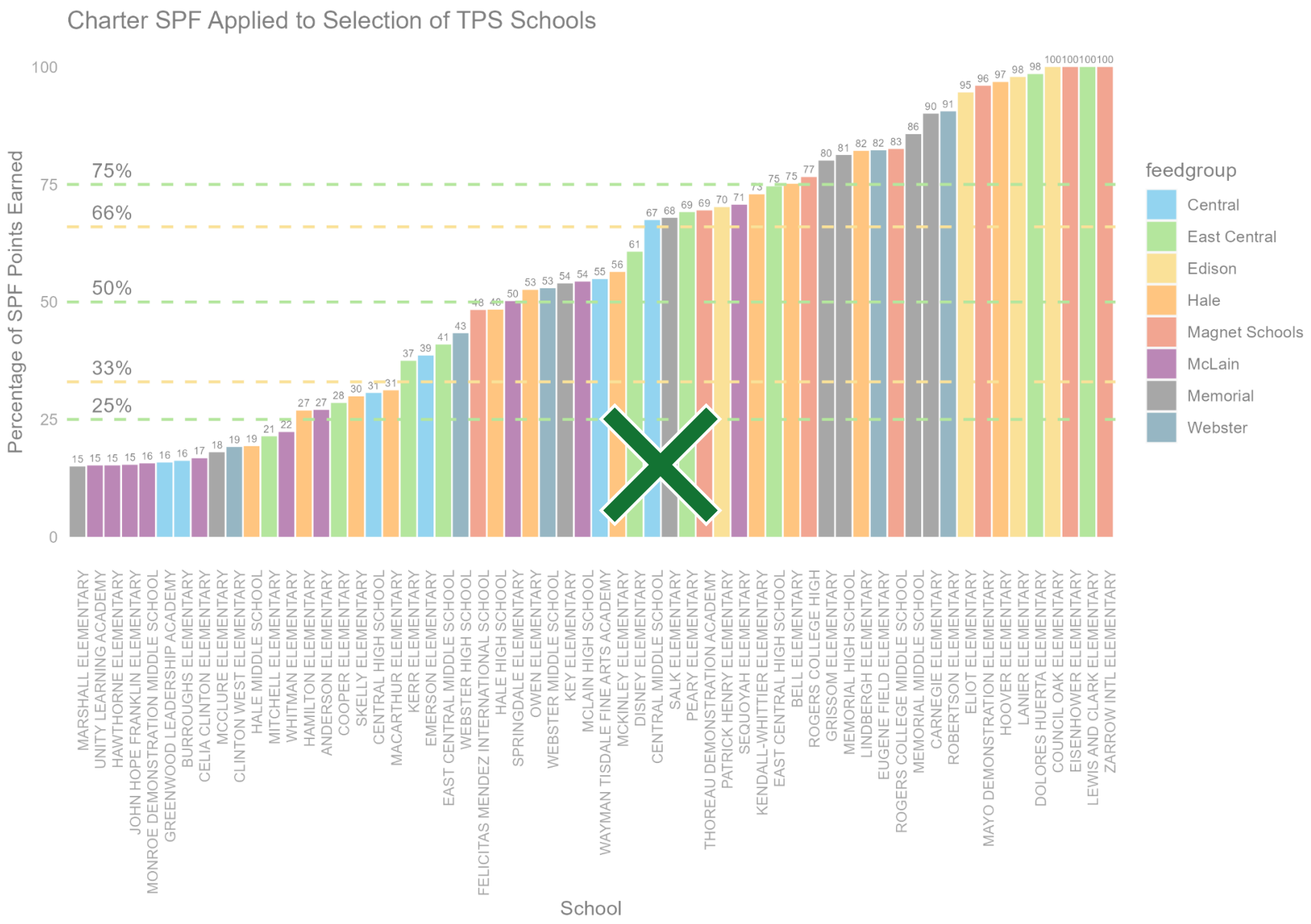
Attachment 1: Method for Setting Tier Cut Scores

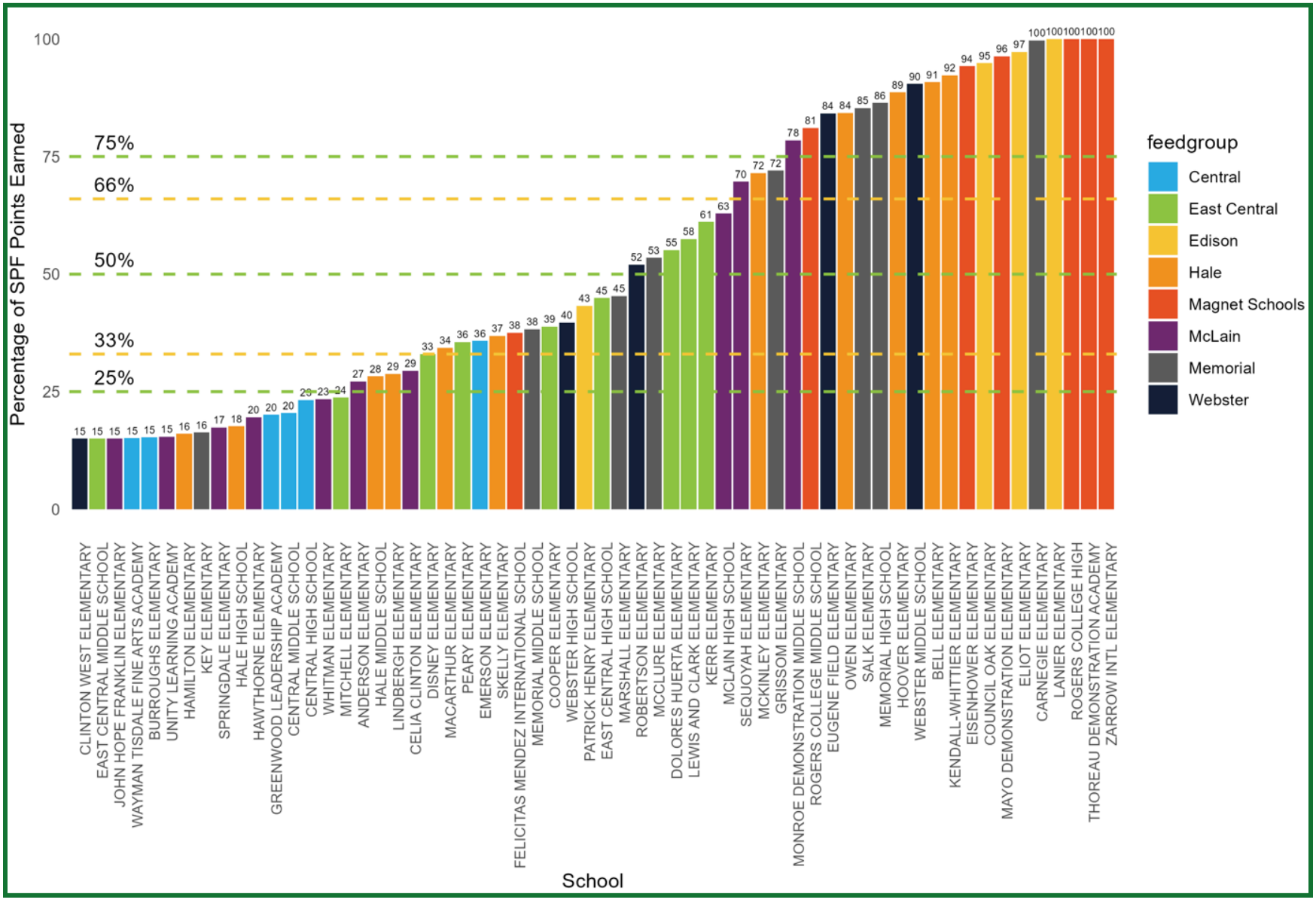
Tulsa Public Schools calculates tier cut scores by calculating an estimated academic and culture domain score for most Tulsa Public Schools. This calculation method is as is described in this technical guide, but the following measures were excluded: (1) reenrollment, (2) climate survey, and (3) mission-specific score.

This exercise allows us to produce a distribution of most Tulsa Public Schools. See figure 1 below. We excluded the academic criterion magnet schools, alternative sites, early childhood sites, and Tulsa Virtual Academy because of significant differences in student population and instructional model.

Once the distribution is established, we evaluate the overall distribution to identify sound cut scores based on percentiles. For the 2026~~4~~-2027~~5~~ and 2027~~5~~-2028~~6~~ year, we established cut scores at the 75th and 33rd percentile. This method contextualizes Tulsa-authorized charter school performance within the unique conditions and context of Tulsa. It enables us to answer questions about charter school performance compared to Tulsa schools and set the expectation that charters provide better educational options than are otherwise available in Tulsa.

Figure 1: Draft distribution chart based on SY26~~24~~


Charter SPF Applied to Selection of TPS Schools
Percentage of SPF Points Earned
100
75
50
25
0
75%
66%
50%
33%
25%
15 15 15 15 16 16 16 17 18 19 19 21 22 27 27 28 30 31 31 37 39 41 43 48 48 50 53 53 54 54 55 56 61 67 68 69 69 70 71 73 75 75 77 80 81 82 82 83 86 90 91 95 96 97 98 98 100 100 100 100
MARSHALL ELEMENTARY
UNITY LEARNING ACADEMY
HAWTHORNE ELEMENTARY
JOHN HOPE FRANKLIN ELEMENTARY
MONROE DEMONSTRATION MIDDLE SCHOOL
GREENWOOD LEADERSHIP ACADEMY
BURROUGHS ELEMENTARY
CELIA CLINTON ELEMENTARY
MCCLURE ELEMENTARY
CLINTON WEST ELEMENTARY
HALE MIDDLE SCHOOL
MITCHELL ELEMENTARY
WHITMAN ELEMENTARY
HAMILTON ELEMENTARY
ANDERSON ELEMENTARY
COOPER ELEMENTARY
SKELLY ELEMENTARY
CENTRAL HIGH SCHOOL
MACARTHUR ELEMENTARY
KERR ELEMENTARY
EMERSON ELEMENTARY
EAST CENTRAL MIDDLE SCHOOL
WEBSTER HIGH SCHOOL
FELICITAS MENDEZ INTERNATIONAL SCHOOL
HALE HIGH SCHOOL
SPRINGDALE ELEMENTARY
OWEN ELEMENTARY
WEBSTER MIDDLE SCHOOL
KEY ELEMENTARY
MCLAIN HIGH SCHOOL
WAYMAN TISDALE FINE ARTS ACADEMY
MCKINLEY ELEMENTARY
DISNEY ELEMENTARY
CENTRAL MIDDLE SCHOOL
SALK ELEMENTARY
PEARY ELEMENTARY
THOREAU DEMONSTRATION ACADEMY
PATRICK HENRY ELEMENTARY
SEQUOYAH ELEMENTARY
KENDALL-WHITTIER ELEMENTARY
EAST CENTRAL HIGH SCHOOL
BELL ELEMENTARY
ROGERS COLLEGE HIGH
GRISSOM ELEMENTARY
MEMORIAL HIGH SCHOOL
LINDBERGH ELEMENTARY
EUGENE FIELD ELEMENTARY
ROGERS COLLEGE MIDDLE SCHOOL
MEMORIAL MIDDLE SCHOOL
CARNEGIE ELEMENTARY
ROBERTSON ELEMENTARY
ELIOT ELEMENTARY
MAYO DEMONSTRATION ELEMENTARY
HOOVER ELEMENTARY
LANIER ELEMENTARY
DOLORES HUERTA ELEMENTARY
COUNCIL OAK ELEMENTARY
EISENHOWER ELEMENTARY
LEWIS AND CLARK ELEMENTARY
ZARROW INTL ELEMENTARY
School
feedgroup
Central
East Central
Edison
Hale
Magnet Schools
McLain
Memorial
Webster


Percentage of SPF Points Earned
100
75
50
25
0
75%
66%
50%
33%
25%
15 15 15 15 15 15 16 16 17 18 20 20 20 20 23 24 27 28 29 29 33 34 36 36 37 38 38 39 40 43 45 45 52 53 55 58 61 63 70 72 72 78 81 84 84 85 86 89 90 91 92 94 95 96 97 100 100 100 100 100
CLINTON WEST ELEMENTARY
EAST CENTRAL MIDDLE SCHOOL
JOHN HOPE FRANKLIN ELEMENTARY
WAYMAN TISDALE FINE ARTS ACADEMY
BURROUGHS ELEMENTARY
UNITY LEARNING ACADEMY
HAMILTON ELEMENTARY
KEY ELEMENTARY
SPRINGDALE ELEMENTARY
HALE HIGH SCHOOL
HAWTHORNE ELEMENTARY
GREENWOOD LEADERSHIP ACADEMY
CENTRAL MIDDLE SCHOOL
CENTRAL HIGH SCHOOL
WHITMAN ELEMENTARY
MITCHELL ELEMENTARY
ANDERSON ELEMENTARY
HALE MIDDLE SCHOOL
LINDBERGH ELEMENTARY
CELIA CLINTON ELEMENTARY
DISNEY ELEMENTARY
MACARTHUR ELEMENTARY
PEARY ELEMENTARY
EMERSON ELEMENTARY
SKELLY ELEMENTARY
FELICITAS MENDEZ INTERNATIONAL SCHOOL
MEMORIAL MIDDLE SCHOOL
COOPER ELEMENTARY
WEBSTER HIGH SCHOOL
PATRICK HENRY ELEMENTARY
EAST CENTRAL HIGH SCHOOL
MARSHALL ELEMENTARY
ROBERTSON ELEMENTARY
MCCLURE ELEMENTARY
DOLORES HUERTA ELEMENTARY
LEWIS AND CLARK ELEMENTARY
KERR ELEMENTARY
MCLAIN HIGH SCHOOL
SEQUOYAH ELEMENTARY
MCKINLEY ELEMENTARY
GRISSOM ELEMENTARY
MONROE DEMONSTRATION MIDDLE SCHOOL
ROGERS COLLEGE MIDDLE SCHOOL
EUGENE FIELD ELEMENTARY
OWEN ELEMENTARY
SALK ELEMENTARY
MEMORIAL HIGH SCHOOL
HOOVER ELEMENTARY
WEBSTER MIDDLE SCHOOL
BELL ELEMENTARY
KENDALL-WHITTIER ELEMENTARY
EISENHOWER ELEMENTARY
COUNCIL OAK ELEMENTARY
MAYO DEMONSTRATION ELEMENTARY
ELIOT ELEMENTARY
CARNEGIE ELEMENTARY
LANIER ELEMENTARY
ROGERS COLLEGE HIGH
THOREAU DEMONSTRATION ACADEMY
ZARROW INTL ELEMENTARY
School
feedgroup
Central
East Central
Edison
Hale
Magnet Schools
McLain
Memorial
Webster

Attachment 2: Detailed Tables for Calculating Tiers Based on Performance Against the Framework

The tables below further detail how the tiers are affected by academic, financial and organizational performance. A recommendation for renewal or expansion is based on the performance over the duration of the contract years. For charters requesting renewal, this usually includes the year prior to the start of the new contract.

The scores listed are in effect for the 2026~~4~~-2027~~5~~ and 2027~~5~~-2028~~6~~ school years. Prior to the 2028~~6~~-2029~~7~~ school year, the district shall recalculate district performance and if necessary, reset cut scores by replicating the method described in this guide.

	Academic domain score of 75 or above			
	Organizational domain			
Financial domain		Meets the standard on at least 7 of 9 ratings	Meets at least 6 of 9 ratings	Meets fewer than 5 of 9 ratings
	No more than two "approaches the standard" ratings and no "fails to meet standard" ratings	Tier 1	Tier 2	Tier 2
	More than 2 "approaches the standard" ratings and 1 "fails to meet standard" rating; does not fail audit standards	Tier 2	Tier 2	Tier 2
	More than 2 "fails to meet standard" rating and more than 2 "approaches the standard" rating; fails audit standard	Tier 3	Tier 3	Tier 3

Tier 1	Tier 2	Tier 3
Corresponds to a 5-year renewal recommendation	Corresponds to a 3-4-year renewal recommendation	Corresponds to a 2-year renewal recommendation or less

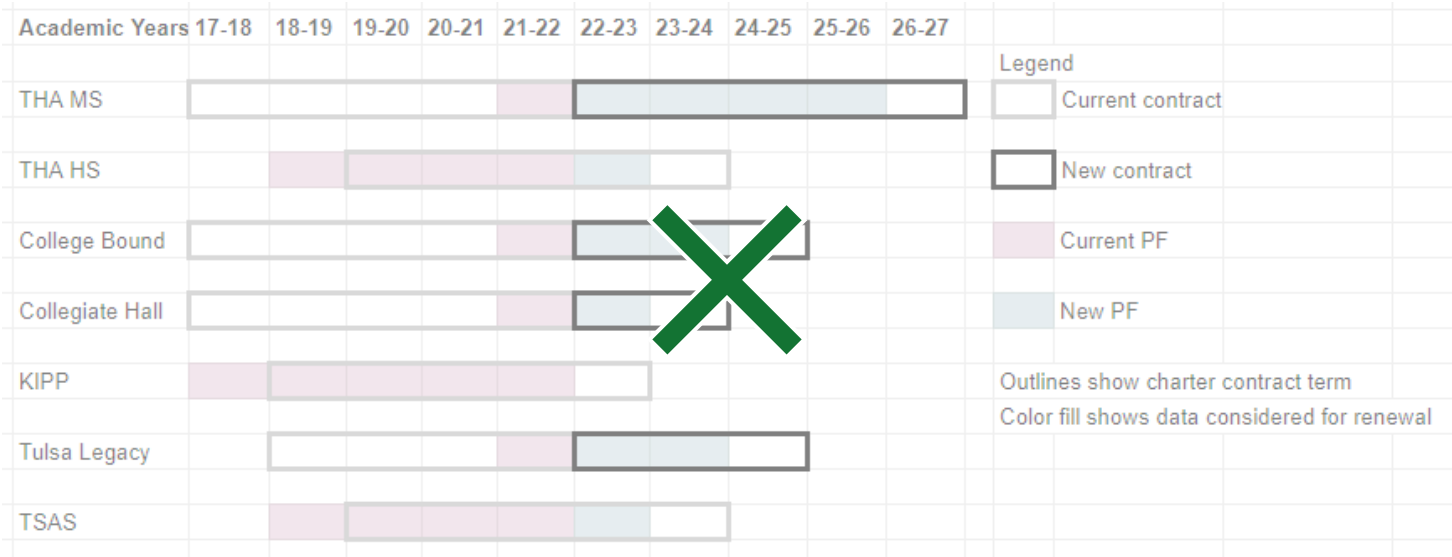
	Academic domain score of 33.1 - 74.9			
	Organizational domain			
Financial domain		Meets the standard on at least 7 of 9 ratings	Meets at least 6 of 9 ratings	Meets fewer than 5 of 9 ratings
	No more than two “approaches the standard” ratings and no “fails to meet standard” ratings	Tier 2	Tier 2	Tier 2
	More than 2 “approaches the standard” ratings and 1 “fails to meet standard” rating; does not fail audit standards	Tier 2	Tier 2	Tier 2
	More than 2 “fails to meet standard” rating and more than 2 “approaches the standard” rating; fails audit standard	Tier 3	Tier 3	Tier 3

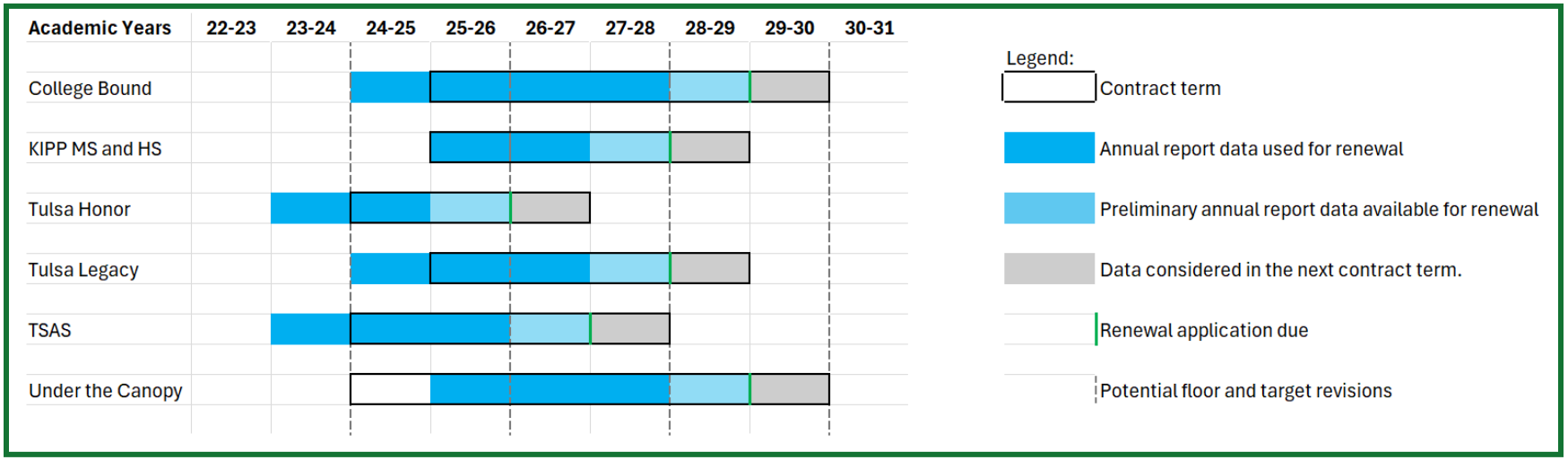
Tier 1	Tier 2	Tier 3
Corresponds to a 5-year renewal recommendation	Corresponds to a 3-4-year renewal recommendation	Corresponds to a 2-year renewal recommendation or less

	Academic domain score of 32.9 or lower			
	Organizational domain			
Financial domain		Meets the standard on 7 9 ratings	Meets at least 6 of 9 ratings	Meets fewer than six
	No more than two “approaches the standard” ratings and no “fails to meet standard” ratings	Tier 3	Tier 3	Tier 3
	More than 2 “approaches the standard” ratings and 1 “fails to meet standard” rating; does not fail audit standards	Tier 3	Tier 3	Tier 3
	More than 2 “fails to meet standard” rating and more than 2 “approaches the standard” rating; fails audit standard	Tier 3	Tier 3	Tier 3

Tier 1	Tier 2	Tier 3
Corresponds to a 5-year renewal recommendation	Corresponds to a 3-4-year renewal recommendation	Corresponds to a 2-year renewal recommendation or less

Attachment 3: Transition Schedule from Previous to Current Charter Performance Framework





Attachment 4: Submission Summary and Schedule

Documents below are collected directly from charters, due the last day of the month unless otherwise noted. Items in brackets are collected directly from the source through a data sharing agreement. The district acknowledges that the charter relies on state agencies and vendors to provide some of the documents below. While the charter should make every effort to ensure they provide documents on time, they will be held harmless for delays outside of their control, including changes to dates by TPS, even if it's excluded from the grace period. A 10-day grace period is given for all items unless indicated below where timelines impact the authorizer's ability to provide timely information.

Month	Description
July	Board approved school calendar Board approved school budget Certificate of insurance Renewing Charters: Q4 Financial report from previous year due as soon as provided by your vendor, no later than 8/30
August	Q4 Financial report from previous year (excluded from grace period) Update general charter information Prior year accreditation report Prior year unique suspension data Copy of fully executed facility lease agreement(s) if relevant
September	~~Prior year graduation rate letter from executive director~~ Fall enrollment verification (due September 15) (excluded from grace period) Fall enrollment audit
October	ONLY IF CHANGES HAVE BEEN MADE: Provide any updates to board bylaws, policies, special education policies and procedures manual, and student enrollment policies
November	[Fall MAP] October FQSR Q1 Financial report Re-enrollment letter from Charter School Leader~~executive director~~
January	ONLY IF SCHOOL IS USING: Submit Mission Specific Goal for next academic year
February	Q2 financial report Spring enrollment verification Preliminary seat counts for Enroll Tulsa by grade level (due Feb. 15) (excluded from grace period)
March	Final seat counts for Enroll Tulsa (Due March 1) (excluded from grace period) Report number of ELL corrective action plans required Report OSDE annual Special Education reviews and desktop audits State Certified Graduation Rate Prior year financial audit (excluded from grace period)

May	Sector-wide school survey Q3 financial report ~~Prior year financial audit (excluded from grace period)~~
June	IF PARTICIPATING: Mission specific measure results [Spring MAP] [ACT and PreACT results] Financial and academic board report materials that have not been previously provided or made available on school website Assurances letter from charter board

<u>Documents collected through data sharing added to submission calendar above in parentheses:</u>
MAP (Fall and Spring administrations with IEP/ELL demographic information)
ACT (Spring administrations with student ID/student number/State ID, IEP/ELL and grade level demographic information)
PreACT (Fall administrations with student ID/student number/State ID, IEP/ELL and grade level demographic information)

<u>Documents which may be requested if additional information is needed or TPS is unable to access through OSDE or other means:</u>
Board meeting minutes and reporting materials
Non-profit verification
Financial policies
Corporate formation documents
Charter application and amendments
School leader job postings and evaluations
Charter contract and amendments
School board policies
Special education policies and procedures manual
Student handbook detailing student enrollment policies
Student application forms
OSDE Title III monitoring
Food handlers permits
Staff employee handbook and contract
Background checks
Fully executed facility lease and/or facility lease-purchase agreements
Any documents allowed by law and the charter contract required to assess compliance

Attachment 5: Strong Readers Act and Multilingual Learner Testing Exemptions / Exclusions, updated Fall 2024

Exclude OAAP students with an IEP
TPS follows the Strong Readers Act which includes exclusions for Deaf students and those that use Braille.
Exclude multilingual learner students who didn't take the MAP test and transferred out of TPS during the testing window (count separately by subject)
Newcomers can take the Spanish Reading test for the first administration test only.
Multilingual learners in grades K-3 who are in their first 12 months in an English language development program are now exempt from the universal screener (MAP Growth - Reading) and the dyslexia screener.
Multilingual learners in grades K-3 who have been in an English language development program for more than 12 months must continue to participate in the universal screener (MAP Growth - Reading).
All students must take the MAP Growth - Reading in English. For students in dual language programs or newcomers who speak Spanish, the MAP Growth - Reading in Spanish may also be administered following the administration of the required assessment in English if it will provide beneficial information for the instruction of the student.
Students who have just enrolled from another country are exempt from participating in the first MAP administration following their enrollment.
Students may discontinue the MAP Growth assessments, using a stop/discontinue form, if they have reached a frustration point after attempting a minimum of five questions.

Principals may still elect to test newcomer students in English or Spanish.