State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
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Ken Wagner, Ph.D.
Commissioner

Enclosure 6b
September 16, 2016

September 16, 2016

TO: Members of the Council on Elementary and Secondary Education

FROM: Ken Wagner, Ph.D., Commissioner

RE: Revisions to Charter Performance Review System

The attached documents relate the the revised Charter School Performance Review system that RIDE will use: a) to annually review the academic, financial, and organizational performance of all charter schools; and, b) as a clear framework to guide charter renewal evaluation and recommendation decisions to the Council.

These revisions come as the result of a year of engagement with a committee consisting of representative from RIDE, the Rhode Island League of Charter Schools, and the Rhode Island Mayoral Academies - all tasked with evaluating and updating the review system.

While there is no Council action required for this item, RIDE is presenting these documents to the Council as the revised Charter Performance Review System will serve as the framework in which RIDE presents renewal recommendations to the Council.

The following documents include:

- An Executive Summary (included at the end of this memo) that provides a high-level overview of the revised charter school performance system.
- A detailed overview of each indicator (academic, financial, organizational, and compliance) and their respective criteria that RIDE will use to: a) annually review each charter school's performance; and, b) determine the charter school's overall rating for each indicator.
- A template of the Annual Performance Report that charter schools will receive.
- An overview framework indicating how RIDE will use the annual performance ratings to differentiate the charter renewal process based on school performance.
- The initial draft attached Performance Review System, a tool that will be used

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Executive Summary for Revisions to the Charter Performance Review System:

"The key appeal of the charter school concept is its promise of increased accountability for student achievement in exchange for increased school autonomy." (R.I.G.L 16-77-3.1.)

Introduction:

In 2010, RIDE developed a comprehensive charter school review framework to help evaluate school performance and inform the Council's charter renewal decisions. This framework produced a robust report to accompany the Commissioner of Education's renewal recommendation to the Council. Following five years of experience implementing the system, in 2015, RIDE embarked on a process to revise the system based on lessons learned in-state and nationally.

This updated Charter School Performance Review System stems from a year of research, engagement, and development, in partnership with a committee of charter school practitioners and the National Association of Charter School Authorizers. The committee consisted of RIDE staff and representatives from the Rhode Island League of Charter Schools, and the Rhode Island Mayoral Academies. This committee sought to revise the existing charter school performance review framework by:

- Increasing transparency for all stakeholders (including schools, families, and communities);
- Analyzing objective performance criteria to inform clear annual performance evaluations and charter school renewal decisions; and,
- Incorporating best practices and ensuring consistency with state policies and procedures to result in an efficient charter school review process.

Overview:

The Charter School Performance Review System includes four indicators that cohesively evaluate performance:

Primary Indicator (1)	Academic
Sustainability Indicators (3)	Financial, Organizational, and Sustainability

The primary indicator places academic performance at the forefront of evaluating charter school performance, while the sustainability indicators ensure that the charter school possesses the proper infrastructure and systems to continue to provide a quality education to Rhode Island's students. Each Indicator is made up of select criteria (representing state law, regulation and practice regarding accountability measures) that ensures a streamlined, robust, clear review of performance.

On an annual basis, each charter school will receive a RIDE-issued school-specific Annual Charter Performance Report. These school-specific reports indicate the respective school's performance for each indicator and the indicator's respective criteria. RIDE will also issue an annual report to the Council that summarizes the annual performance of all charter schools. These annual reports are designed to increase transparency of accountability measures for school leaders, the council, families, and the general public.

Finally, this revised system uses the Annual Charter Performance Reports to clearly inform the charter renewal process and recommendations. When RIDE reviews a charter for renewal, the charter will be sorted into one of four tiers ("Exceeds Expectations," "Meets Expectations," "Approaches Expectations," or "Does Not Meet Expectations") based on the charter's Annual Charter Performance Reports. RIDE will subsequently differentiate the review process for each tier - for example, schools in "Exceeds Expectations" will have a streamlined review process, while the review process for the "Does Not Meet Expectations" tier will require a more in-depth intensive review. The differentiated renewal review and sorting of schools by historic performance will then help provide clarity to the Council when making their renewal decisions.

Rhode Island Charter Schools:

Overview of RI Charters and the Updated Performance Review System

September 20, 2016

RIDE Rhode Island Department of Education

Presentation Agenda

RIDE Rhode Island Department of Education

1. RI Charter School Overview

- Review: Council's charter school authorizing responsibilities and the current charter school landscape.
- Timeline: Key upcoming charter council activities.

2. Updated Charter School Performance Review System

- History: Old charter school performance review system and process for developing the new system.
- Overview: Key features of the new system (highlighting academic performance and the renewal process).
- Timeline: Next steps for implementation.

Questions?

RIDE Charter Authorizer Overview

RIDE's Charter School Vision:

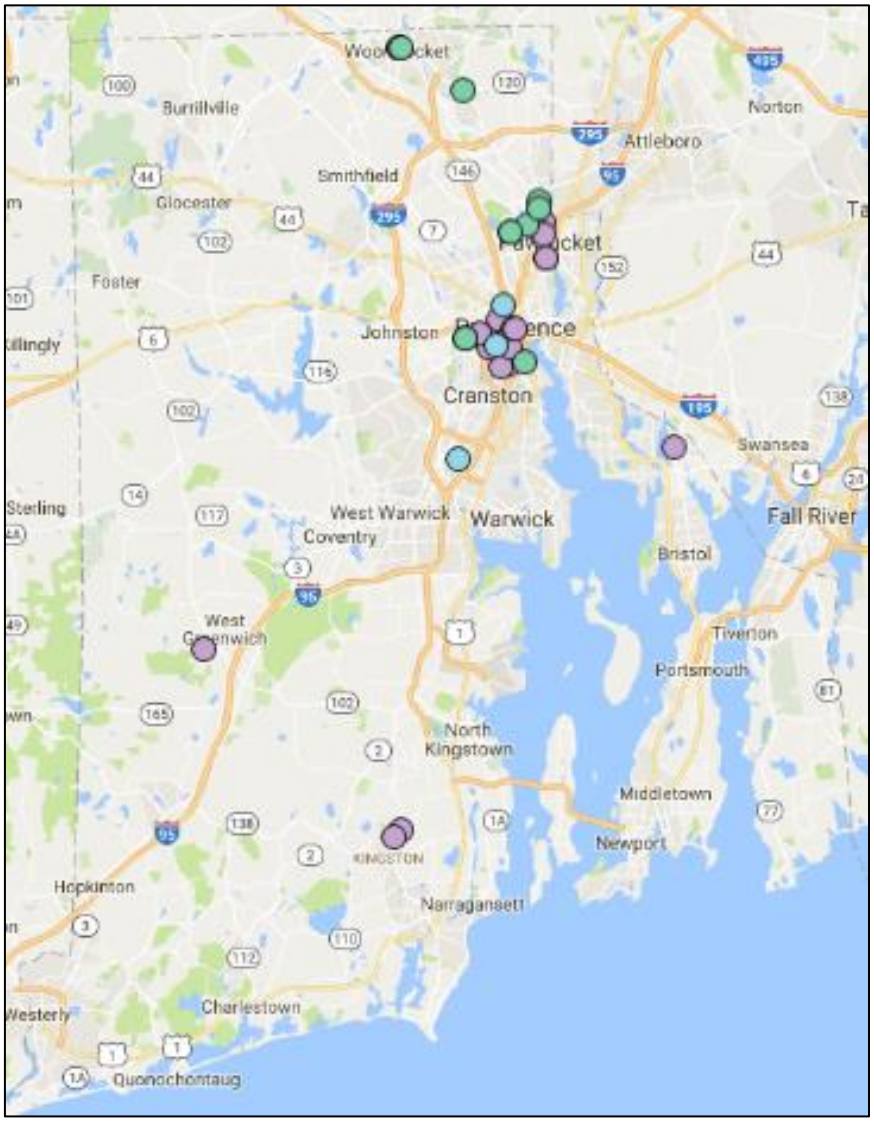
To "increase quality learning opportunities for all pupils with special emphasis on expanded learning experiences for pupils who are identified as educationally disadvantaged or at risk."

RI General Laws 16-77-3.1 – enacted in 1995

Key Council Authorizer Responsibilities:

1) Authorizing	Creating new quality student opportunities by either: a) approving new charters; or, b) expanding existing charters.
2) Accountability	Evaluating charter school quality to inform charter renewal or revocation decisions.

RI Charter Schools Overview



Overview:

- 22 charters with 30 total schools serve over 7,300 students (5% all RI Students)
- Charter School Types
  - District – 3 charters (blue)
  - Independent – 14 charters (purple)
  - Mayoral Academies – 5 charters (green)
- Significant majority of all charter school students (78%) live in Urban core districts

Fall 2016 Charter Council Timeline

Meeting Date	Authorizing	Accountability
Sep. 20	-	• Discussion: New Performance Review System Starting for Fall 2017 Renewal Decisions
Oct. 11	• Discussion: Framework for Evaluating Charter School Applications and Expansions	*Using Old Performance Review System:* • Discussion: Fall 2016 Renewal Decisions (2 Schools)
Nov. 1	-	• Action: Fall 2016 Renewal Decisions
Dec. 6	• Discussion: New Charter School Applications [Preliminary Approval] • Discussion: Existing Charter School Expansions	-
Dec. 20	• Action: New Charter School Applications [Preliminary Approval] • Action: Existing Charter School Expansions	-
Spring 2017	• Discussion & Action: New Charter School Applications [Final Approval]	*Using New Performance Review System:* • Charter SY2015-16 Annual Reports
Fall 2017	• Charter School Approval/Expansions [Next Cycle]	*Using New Performance Review System:* • Charter SY12016-17 Annual Reports • Fall 2017 Renewal Decisions

Updated Charter School Performance Review System

RIDE Rhode Island Department of Education

Old Charter Performance Review System

History:

- Originally adopted by RIDE in 2010.
- Objective: evaluate all of the information required by statute and regulations to inform RIDE's renewal recommendations at the end of a charter's term.

Key Challenges:

1) Lack of Timely Information

+

2) Lack of Clear Information

=

3) Inconsistent RIDE Renewal Recommendations

New System: How We Got to Today

- Year-long review process started in Sept. 2015.
- Review committee: RIDE staff, charter school leaders the League of Charter Schools, and the Rhode Island Mayoral Academies.
- Contracted w/ the National Association of Charter School Authorizers (NACSA) to support the development process.
- Focus on key values: transparency, clarity, consistency, academic performance as #1 priority, and incorporating national best practices.
- Reviewed final framework with charter leaders in Sept. 2016. Positive feedback from leaders.

New System: Key Features

- Four overall indicators that annually evaluate each charter school's cohesive performance:

Primary Indicator	Academic
Sustainability Indicators	Financial, Organizational, and Sustainability

- Each indicator contains multiple, clear performance criteria.
- Each indicator's criteria inform an annual overall rating for that indicator ("Exceeds Expectations", "Meets Expectations", "Approaches Expectations", "Does Not Meet Expectations").
- Annual charter school performance reports each fall.
- Clear, differentiated framework for charter renewal process and recommendations based on annual ratings.

Academic Performance Indicator

Contains two sub-indicators:

Sub-Indicator:	Annually Reported:	Criteria:
School Performance	Always	• State Accountability Classification (CIS) • School-Specific Goals
School Comparison	If School Performance "Approaches" or "Does Not Meet" Expectations	• School-Specific Goals • Comparison to Enrolling Districts • Subgroup Proficiency • Growth (Elem/Middle) or Graduation Rate (High)

Renewal Process Overview

Charters sorted into differentiated, clear tiers for the renewal process:

Renewal Tier	**1**	**2**	**3**	**4**
Overall Performance	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Renewal Process	Expedited	Standard	In-Depth	In-Depth
Potential RIDE Renewal Reccomen-dation	Renew (with potential discussions about growth)	Renew	Possibly Renew, but with Sustainability Conditions	Non-renewal

Timeline – Next Steps:

Timeline	Next Steps
Fall 2016	• Council renewal decisions for 2 schools in Oct/Nov (using old performance review system) • RIDE publishes guidance handbook to all charters for new performance review system • Charters submit SY2015-16 annual report (delayed from normal timeline due to alignment with new system)
Early Spring 2017	• RIDE issues school specific annual performance reports to each school for SY2015-16
Summer 2017	• Charters submit RIDE SY2016-17 annual report
Fall 2017	• RIDE issues school-specific annual performance reports for SY2016-17 • RIDE presents overall SY2016-17 annual report to Council • Council renewal decisions for 8 schools using new performance review system

Timeline – Upcoming Charter Renewals:

Old Performance Review System	New Performance Review System			
Fall 2016	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
• Blackstone Academy Charter School • The Compass School	• Achievement First Providence Mayoral Academy, Illuminar Mayoral Academy • Beacon Charter High School, Founders Academy • Highlander Charter School • International Charter School • Kingston Hill Academy • Nowell Leadership Academy – Central Falls, Providence • Paul Cuffee School • Village Green Virtual Charter School	• Blackstone Valley Prep Mayoral Academy ES 1, ES 2, ES 3, MS 1, HS 3 • Hope Academy • The Learning Community Charter School • Segue Institute for Learning • SouthSide Elementary Charter School • Times 2 Academy	• Academy for Career Exploration • The Greene School • NEL/CPS Construction & Career Academy • RISE Prep Mayoral Academy • Trinity Academy for the Performing Arts	• Rhode Island Nurse's Institute Middle College

Updates to the Charter School Performance Review System:

Questions?

RIDE Rhode Island Department of Education

Updates to the Charter School Performance Review System:

Appendix

RIDE Rhode Island Department of Education

RI Charter Schools – Additional Key Notes

Student Demand:	• For 2016-17, over ~14.6 students applied for ~1.6k seats (11% of total student demand).
Student Demographics:	• 74% Free and Reduced Lunch student population (compared to 47% RI statewide average)
Student Performance:	• 2013 report from Center for Research on Education Outcomes found RI charter schools to grow by an additional 86 days in reading and 108 days in math. • 2016 PARCC: Overall charter sector performance on par with state averages (% Meets/Exceeds: 41% ELA, 29% Math)
School Accountability:	• RIDE first enacted a "Charter School Performance Review" system in 2010 to specifically evaluate charter school quality. • 2016 classifications: 3 of 17 commended schools were charters (BVP ES2, BVP HS, Compass School)

Sustainability Indicator 1 – Financial Performance

Financial Performance

- Aligned with National Best Practice
- Sourced from Audited financial Statements except 1.5 (school reported.)

Criteria

- 1.1 Current Ratio
- 1.2 Unrestricted Days of Cash
- 1.3 Debt to Asset Ratio
- 1.4 Total Margin & 3-Year Aggregate Total Margin
- 1.5 Debt Service Coverage Ratio

Sustainability Indicator 2 – Organizational Performance

Organizational Performance

- Align with elements in regulation and statute.
- Sourced by evidence and assurances in the school's annual report and other reporting requirements and a site visit in the penultimate term year.

Criteria

- 2.1 Organizational School-Specific Goals
- 2.2 School Environment
- 2.3 Equity and Access
- 2.4 Dissemination
- 2.5 Board and Leadership Quality

Sustainability Indicator 3 – Compliance Performance

Compliance Performance

- Align with state processes for review
- Sourced by evidence and assurances in the school's annual report and other reporting requirements and a site visit in the penultimate term year.

Criteria

- 3.1 - 3.5 Student Rights
- 3.6 - 3.8 Employee Management
- 3.9 - 3.12 Health & Safety
- 3.13 - 3.16 Educational Program
- 3.17 - 3.19 School Leadership
- 3.20 - 3.29 Financial Management

Revision Process

- September – November 2015 - Revision Kick Off
  - Formed Committee with RIDE teams, League of Charter Schools & RIMA
  - Contracted with NACSA
  - Shared revision process plan with Charters in monthly meeting
  - Committee conducted benchmark analysis of national best practices

- November 2015 – December 2016 – First Iteration
  - Committee developed proposal
  - Conducted survey of charter school leaders
  - Shared at Monthly Meeting

- January – March 2016 – Second Iteration
  - Committee developed last proposal for review
  - Hosted Charter Focus Group

- April – June 2016 – Reporting and Renewal
  - NACSA developed reporting and renewal structure and presented to the committee for Feedback and decisions

- July – September 2016 – Finalize Performance Review System
  - Presented final version to field on 9/6

2016 Generally Assembly Recap

FY17 Budget:

- Reduces the local tuition payments from districts to charter schools by the greater of either: a) 7% of the local per pupil funding; or, b) the per pupil value of certain district fixed costs.

S 3075 Sub A:

- Codifies definitions for "network" charters and charter "expansions."
- Requires for independent and mayoral charters:
  - Public comment for charter expansions.
  - "Written support" for proposed network charters [existing charters grandfathered from this requirement].
  - The Council to consider the fiscal, programmatic, and educational impact for charter applications/expansions.

RHODE ISLAND DEPARTMENT OF EDUCATION

Charter School Performance Review System

Information Packet

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Charter School Performance Review System

Stakeholder Handbook

Commissioner Ken Wagner | September 2016

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INTRODUCTION

ABOUT CHARTER SCHOOLS:

In 1995, the Rhode Island General Assembly passed a law permitting teachers and school district personnel to establish new public schools. The law provided these schools some flexibility from district mandates, empowering teachers to innovate around school models and methods of instruction. Several years later, the state legislature amended the law, this time allowing for nonprofit organizations or Rhode Island colleges and universities to establish new public schools again with the goal of encouraging innovation and improvement in student performance. In 2008, another amendment passed enabling "mayoral academies," a unique type of charter school where mayors establish regional charter schools, with the ultimate goal of improving student outcomes and strengthening communities.

Though Rhode Island's charter schools have unique qualities, they share characteristics common among charter schools: they are free, independent, nonselective public schools of choice. Charter schools have flexibility and autonomy to devise curriculum, choose instructional methods, and develop a mission that best meets the needs of students. The governing boards of charter schools are self-appointing and are typically independent from district governance, policies, and procedures. In exchange for these freedoms, all charter schools must improve student performance, operate a successful organization, and act as responsible stewards of public funds, according to the terms of a charter. Charters are issued by the Rhode Island the Council on Elementary and Secondary Education (the Council) to charter school boards, and describe each school's academic and operational targets, which are the manifestations of the promises charter schools make to students, families, and the state of Rhode Island. The Council subsequently reviews each charter at the end of its term to determine whether or not that charter should be renewed.

ABOUT THE CHARTER SCHOOL PERFORMANCE REVIEW SYSTEM:

"The key appeal of the charter school concept is its promise of increased accountability for student achievement in exchange for increased school autonomy." (R.I.G.L 16-77-3.1.)

In 2010, RIDE developed a comprehensive charter school review framework to help evaluate school performance and inform the Council's charter renewal decisions. This framework produced a robust report to accompany the Commissioner of Education's renewal recommendation to the Council. Following five years of experience implementing the system, in 2015, RIDE embarked on a process to revise the system based on lessons learned in-state and nationally.

This updated Charter School Performance Review System stems from a year of research, engagement, and development, in partnership with a committee of charter school practitioners and the National Association of Charter School Authorizers. The committee consisted of RIDE staff and representatives from the Rhode Island League of Charter Schools, and the Rhode Island Mayoral Academies. This committee sought to revise the existing charter school performance review framework by:

- Increasing transparency for all stakeholders (including schools, families, and communities);
- Analyzing objective performance criteria to inform clear annual performance evaluations and charter school renewal decisions; and,
- Incorporating best practices and ensuring consistency with state policies and procedures to result in an efficient charter school review process.

The product of their work is documented in this handbook as a guide for engaging with and interpreting the Charter Performance Review System.

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PERFORMANCE REVIEW SYSTEM: OVERVIEW

The Charter School Performance Review System includes four indicators that cohesively evaluate performance:

Primary Indicator (1)	Academic
Sustainability Indicators (3)	Financial, Organizational, and Compliance

The primary indicator places academic performance at the forefront of evaluating charter school performance, while the sustainability indicators ensure that the charter school possesses the proper infrastructure and systems to continue to provide a quality education to Rhode Island's students. Each Indicator is made up of select criteria (representing state law, regulation and practice regarding accountability measures) that ensures a streamlined, robust, clear review of performance.

On an annual basis, each charter school will receive a RIDE-issued school-specific Annual Charter Performance Report. These school-specific reports indicate the respective school's performance for each indicator and the indicator's respective criteria. RIDE will also issue an annual report to the Council that summarizes the annual performance of all charter schools. These annual reports are designed to increase transparency of accountability measures for school leaders, the council, families, and the general public.

Finally, this revised system uses the Annual Charter Performance Reports to clearly inform the charter renewal process and recommendations. When RIDE reviews a charter for renewal, the charter will be sorted into one of four tiers ("Exceeds Expectations," "Meets Expectations," "Approaches Expectations," or "Does Not Meet Expectations") based on the charter's Annual Charter Performance Reports. RIDE will subsequently differentiate the review process for each tier - for example, schools in "Exceeds Expectations" will have a streamlined review process, while the review process for the "Does Not Meet Expectations" tier will require a more in-depth intensive review. The differentiated renewal review and sorting of schools by historic performance will then help provide clarity to the Council when making their renewal decisions.

PERFORMANCE REVIEW SYSTEM: INDICATORS AND CRITERIA

Primary Indicator: Academic Performance

School Performance

1.A1 School Accountability System (CIS)
1.A2 School-Specific Goals

School Comparison (Calculated only if the school is not meeting School Performance)

1.A2 School-Specific Goals
1.B1 Comparison to Enrolling Districts
1.B2 Subgroup Proficiency
1.B3 Growth (Elementary/Middle School) or Graduation Rate (High School)

Sustainability Indicator 1: Financial Performance

1.1 Current Ratio
1.2 Unrestricted Days of Cash
1.3 Debt to Asset Ratio
1.4 Total Margin & 3-Year Aggregate Total Margin
1.5 Debt Service Coverage Ratio

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Sustainability Indicator 2: Organizational Performance

2.1 Organizational School-Specific Goals
2.2 School Environment
2.3 Equity and Access
2.4 Dissemination
2.5 Board and Leadership Quality

Sustainability Indicator 3: Compliance

3.1 - 3.5 Student Rights
3.6 - 3.8 Employee Management
3.9 - 3.12 Health & Safety
3.13 - 3.16 Educational Program
3.17 - 3.19 School Leadership
3.20 - 3.29 Financial Management

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Primary Indicator: Academic Performance

The Academic Performance Indicator is the primary indicator used in renewal decisions. It is made up of two levels of criteria. In the first level, School Performance, the school's performance in the state accountability system and school-set goals are used to determine if the school is a highly performing school in Rhode Island. If a school does not meet the required measures for each criteria in School Performance, the second level of criteria, School Comparison, are included in the school's performance analysis. The criteria of both levels will be evaluated on an annual basis.

School Performance

Measures the school's performance in the state accountability system and school-specific goals set at the time of Charter issue/renewal to determine if the school is a highly performing school in Rhode Island.

1.A1 Statewide School Accountability System

Is the school demonstrating student performance based on the State Accountability System?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
School is at "Commended" level	School is at "Leading" or "Typical" level	School is at "Warning" level	School is at "Focus" or "Priority" level

1.A2 Academic School-Specific Goals

Is the school meeting the 2-3 goals set at the time the charter was granted/renewed which ensure their faithfulness to the charter? Note: School-specific goals are optional. If no goals were set at the time of Charter issue/renewal this criteria will not be considered.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
The school is outperforming at least one goal and performing at target for all other goals per the measures set for each goal at the time of charter issue/renewal	The school is performing at target for all goals per the measures set for each goal at the time of charter issue/renewal	The school is underperforming on one or more goals per the measures set for each goal at the time of charter issue/renewal	

School Comparison

If a school does not at least "Meet Expectations" in School Performance, then the following criteria will be considered.

1.B1 Proficiency Compared to Enrolling Districts

Are students in the school performing well on the state assessment in comparison to their home district?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The charter school proficiency rate, minus the error value is at 15 percentage points or more the weighted average proficiency rate of enrolling districts in both Math and ELA. OR The weighted average proficiency rate of enrolling districts is above 85% and the charter school proficiency rate minus the error value is greater than the weighted average proficiency rate of enrolling districts	The weighted average proficiency rate of enrolling districts in both Math and ELA is lower than the percent of students proficient at the charter school minus the error value*.	The weighted average proficiency level of enrolling districts in both Math and ELA is equal to or within the charter school's performance range values*.	The charter school's percent of students proficient, plus the error value, is below the weighted average proficiency level of enrolling districts in Math, ELA or both.

**Each school's report card contains a published error rate for proficiency, creating a performance range. 2015 report cards are baseline and do not have an error value*

***To be considered above 85% the charter school's proficiency rate minus the error band must be equal to or greater than 85%.*

1.B2 Subgroup Proficiency

Are students in established demographic subgroups achieving proficiency?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The percent of proficient students in each subgroup falls within **the top two ranges*** of scores as published for the school accountability system for both Math and ELA.	The percent of proficient students in each subgroup falls within **the middle range*** of scores as published for the school accountability system for both Math and ELA.	The percent of proficient students in **one subgroup** falls within **the bottom two ranges*** of scores as published for the school accountability system for Math, ELA, or both.	The percent of proficient students in **two or more subgroups** falls within **the bottom two ranges*** of scores as published for the school accountability system for Math, ELA or both.

** Refer to the proficiency cut scores published on page 7 of the technical bulletin for the statewide accountability system. There are five ranges established for percent of students proficient.*

1.B3 Growth (Middle / Elementary)

Is the school increasing academic performance of all of its students?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The school's median student growth percentile falls within **the top two ranges*** of scores as published for the school accountability system AND The median student growth percentile of each subgroup falls within **the top two ranges*** of scores as published for the school accountability system	The school's median student growth percentile falls within the **middle range* of scores** as published for the school accountability system. AND The median student growth percentile of each subgroup falls within the **middle range* of scores** as published for the school accountability system.	The school's median student growth percentile falls within **the bottom two ranges*** of scores as published for the school accountability system OR The median student growth percentile of one or more subgroups falls within **the bottom two ranges*** of scores as published for the school accountability system	The school's median student growth percentile falls within **the bottom two ranges*** of scores as published for the school accountability system AND The median student growth percentile of one or more subgroups falls within **the bottom two ranges*** of scores as published for the school accountability system

** Refer to the growth cut scores published on page 11 of the technical bulletin for the statewide accountability system. There are five ranges established for growth.*

1.B3 Graduation Rate (High Schools)

Are the students who attend the school graduating?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The school's graduation rate **equal to or above 90. ***	The school's graduation rate is **equal to 85 and less than the 90.***	The school's graduation rate is **equal to 75 and less than the 85.***	The school's graduation rate **is below 75.***

** These ranges will mirror the CIS. Current percentages are based on cut scores that would earn 4 points in the CIS calculation and could change each year.*

Sustainability Indicator 1: Financial Performance

The Financial Performance Indicator evaluates the charter school's fiscal short-term performance and long-term sustainability. The following criteria and their measures make up the Financial Performance Sustainability indicator.

Near Term

1.1 Current Ratio

Does the organization's current ratio indicate that its current assets can cover its current liabilities?
Calculation: Current Assets / Current Liabilities
Data Source: Audited Financial Statements

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	Current ratio is equal to or greater than 1.	Current ratio is between .9 and 1	Current ratio is below .9

1.2 Unrestricted Days of Cash*

For how many days can the organization pay its expenses without another inflow of cash?
Calculation: (Unrestricted Cash & Equivalents x 365 Days) / (Total Operating Expenses - Annual Depreciation)
Data Source: Audited Financial Statements

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	School has 60 days or more of unrestricted cash on hand. OR School has between 30 and 60 days of cash and one-year trend is positive.	School has between 15 and 30 days of unrestricted cash OR School has between 30 and 60 days of cash and one-year trend is negative.	School has 15 days or less of unrestricted cash on hand

** The current set up of District charter schools does not allow for this calculation to be made.*

Long Term

1.3 Debt to Asset Ratio

Does the school have a low level of debt relative to assets? *New to this Framework
Calculation: Total Liabilities / Total Assets
Data Source: Audited Financial Statements

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	School's debt to asset ratio is less than 0.90	School's debt to asset ratio is between .9 to 1, inclusive	School's debt to asset ratio is greater than 1

1.4 Total Margin & 3-Year Aggregate Total Margin

Does the school have a positive net income relative to its total revenues? Does the school have a positive three-year net income relative to its total three-year revenue?
Calculation: TM = Net Income / Revenue 3ATM = Total 3yr Net Income / Total 3yr Revenue
Data Source: Three years of Audited Financial Statements

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	Aggregated three- year total margin is positive AND The most recent year total margin is positive	Aggregated three- year total margin is negative OR The most recent year total margin is negative	Aggregated three- year total margin is negative AND The most recent year total margin is negative

1.5 Debt Service Coverage Ratio

Does the school have the ability to cover its debt obligations in the current year?
Calculation: (Net Income + Depreciation Expense (if not included in net income) / (Annual Principal, Annual Interest, and Lease/Rent Payments)
Data Source: Audited Financial Statements and school-provided annual principal and interest obligations

	Meets Expectations	Does Not Meet Expectations	
	School's debt service coverage ratio is greater than or equal to 1.1	School's debt service coverage ratio is less than 1.1	

Sustainability Indicator 2: Organizational Performance

The Organizational Performance Indicator evaluates the quality of the management and structure of the institution to ensure sustainable student performance and the integrity of the organization as a representative of the charter school community. Organizational performance is in the support of the ultimate goal of student achievement and may be considered in a charter's renewal.

2.1 Organizational School-Specific Goals

Is the school meeting the 2-3 goals set at the time the charter was granted/renewed which ensure their faithfulness to the charter? Note: School-specific goals are optional. If no goals were set at the time of Charter issue/renewal this criteria will not be considered.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
The school is outperforming at least one goal and performing at target for all other goals per the measures set for each goal at the time of charter issue/renewal	The school is performing at target for all goals per the measures set for each goal at the time of charter issue/renewal	The school is underperforming on one or more goals per the measures set for each goal at the time of charter issue/renewal	

2.2 School Environment

Is the school creating a strong learning environment that students and families choose to be a part of?

***If SurveyWorks were reinstituted, it would be incorporated here. Note: Addressed in regulations section C-1-4(h)(4).**

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The school's attendance rate equal to or greater than the state's average attendance rate as published by RIDE. AND There is evidence that the school regularly engages parents and families AND At least 80% of students in non-break grades* return to school the next year. AND	The school's attendance rate equal to or greater than the state's average attendance rate as published by RIDE. AND There is evidence that the school regularly engages parents and families AND At least 80% of students in non-break grades* return to school the next year.	The school's attendance rate is lower than the state's average attendance rate as published by RIDE. OR There is no evidence that the school regularly engages parents and families OR Fewer 80% of students in non-break grades* return to school the next	The school's attendance rate is lower than the state's average attendance rate as published by RIDE. AND There is no evidence that the school regularly engages parents and families AND/ OR Fewer than 80% of students in non-break grades* return to school

The school's waitlist comprises at least 50% of available seats for the current school year.		year.	the next year.

***non-break grades will be determined for each school with RIDE.** For example a K-8 school, might have 5th grade as a break grade where many students choose to attend their home district for middle school.

2.3 Equity and Access

Do the school's policies and procedures ensure access to all students across the school's approved regions?

Note: Addressed in regulations section C-1-4(h)(4).

Data Source: Charter School Applicant Report (CSAR), TCS Data, Review of Evidence submitted by School, Site Visit

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. AND There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district. AND There is evidence that the applicant pool is representative of its sending communities, in line with the school's charter.	*One of the following is true:* There is no evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. --- Evidence suggests that the school has not implemented recruitment, lottery and retention policies and procedures that address all populations in their sending district. --- Evidence suggests that the applicant pool is not representative of its sending communities.	*Two or more of the following are true:* There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making. --- Evidence suggests that the school has not implemented recruitment, lottery and retention policies and procedures that address all populations in their sending district. --- Evidence suggests that the applicant pool is not representative of its sending communities.

2.4 Dissemination

Is the Charter School/Network disseminating quality best practices and lessons learned with K-12 institutions and partners? **Note: Addressed in statute 16-77-3.1 (b)** Data Source: Review of Evidence submitted by School, Site Visit

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
There is evidence that the school shares curricular and instructional resources and best practices with multiple partners or through multiple modalities.	There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices	There is little evidence that a school shares curricular and/or instructional resources and/or best practices	There is no evidence that a school shares curricular and/or instructional resources and/or best practices

2.5 Board and Leadership Quality

Does school leadership and members of the board of trustees act as public agents authorized by the state and provide competent and appropriate governance and leadership to ensure the success and sustainability of the school?

Data Source: Review of Evidence submitted by School, Site Visit, Board and School Interviews

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The board **and** school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. AND The board **and** school leader have and implement clear and well-understood systems for decision-making and communication processes. AND There is evidence that the Board holds the school leader accountable. AND There is evidence that the board represents a wide	The board **and** school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. AND The board **and** school leader have and implement clear and well-understood systems for decision-making and communication processes. AND There is evidence that the Board holds the school leader accountable.	*One of the following is true:* The board **or** school leader do not engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. ---- The board **or** school leader does not have and implement clear and well-understood systems for decision-making and communication processes. ---- There is no evidence that the Board holds the school	*Two or more of the following are true:* The board **or** school leader do not engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. ---- The board **or** school leader does not have and implement clear and well-understood systems for decision-making and communication processes. ---- There is no evidence that the Board holds the school leader accountable.

range of expertise and shows alignment to school mission where applicable.		leader accountable.	

Sustainability Indicator 3: Compliance

The Charter Compliance Indicator ensures that the charter school has complied with legal and regulatory responsibilities. Any additional context would be included with notes, depending on the extent of the violation.

		Compliance Matter	Meets Expectations	Does Not Meet Expectations	Notes
Student Rights	3.1	There is not an unresolved material violation with laws and regulations as reviewed by the Office of Civil Rights.			
	3.2	There is not an unresolved material violation with laws and regulations relating to IDEA (Special Education) as reviewed by the Office of Student, Community and Academic Support.(To be clarified with the Office)			
	3.3	There has not been an instance of material violation with laws and regulations relating to Title III (English Language Learners) as reviewed by the Office of Student, Community and Academic Support. (To be clarified with the Office)			
	3.4	There is not an unresolved material violation with laws and regulations relating to Title I as reviewed by the Office of Student, Community and Academic Support. (To be clarified with the Office)			
	3.5	The school appropriately utilizes the RI enrollment lottery application, submits the charter school applicant report and has policies/ procedures in place to ensure a fair and equitable lottery system.			
Employee Management	3.6	There is not an unresolved material violation with laws and regulations relating to Highly Qualified Teacher and Paraprofessional requirements including those within Title II of the Elementary and Secondary Education Act [ESEA]) as reviewed by the Office of Educator Quality. (To be updated under ESSA)			
	3.7	The school has established human resource procedures and an employee handbook that addresses employee rights.			
	3.8	There is not an unresolved material violation with laws and regulations relating to teacher and staff evaluation as reviewed by the Office of Educator Quality. (To be clarified with the Office)			
Health & Safety	3.9	The school has secured and maintained Current Documentation of Fire Code Inspection, Certificate of Occupancy and Appropriate Certificate of Insurance Coverage.			
	3.10	There is not an unresolved material violation with laws and regulations relating to appropriate nursing services and dispensing of pharmaceuticals as reviewed by the Office of Student, Community and Academic Support. (To be clarified with the Office)			

	3.11	There is not an unresolved material violation with laws and regulations relating to food service requirements as reviewed by the Office of Statewide Efficiencies? (To be clarified with the Office)			
	3.12	The school has documented behavior and school safety policies.			
Educational Program	3.13	The school is practicing essential educational program components as defined by the school's charter, state law and regulation.			
	3.14	For all grades and in all core-content area subjects, the school implemented curricula that are aligned to statewide standards.			
	3.15	The school has submitted all required information via reporting tools including but not limited to TCS, enrollment, attendance.			
	3.16	The school has a policy to abide by all laws and regulations regarding length of school day and year.			
School Leadership	3.17	The charter's board complied with all open meetings, public records requests, and the State Employee Code of Ethics.			
	3.18	The Board maintains and implements board bylaws.			
	3.19	The Board has policies and procedures for addressing conflicts of interest and stakeholder complaints.			
Financial Management	3.20	Necessary budget revisions during the school year were made and formally approved by the charter's board.			
	3.21	The school's Quarterly Financial Reports were submitted on time and with accurate information.			
	3.22	The school submitted its Quarterly UCOA data on time and with accurate information?			
	3.23	The school submitted its Agreed Upon Procedure Audits on time and with accurate information?			
	3.24	The school submitted its Annual Budget on time and with accurate information.			
	3.25	The school submitted its Annual Financial Audit on time and with accurate information.			
	3.26	The school received an unqualified/unmodified audit.			
	3.27	The school's auditors determined the school had "no significant deficiencies" or equivalents.			
	3.28	The school's auditors determined the school had "no material weaknesses" or equivalents.			
	3.29	The school received an unmodified/unqualified single audit? *(only applicable beginning FY16 when a school has spent $750K+ in Federal Funds)*			

Indicator Annual Ratings

Academic Indicator - Student Performance | School Performance

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
A.1 is rated as “Meets” or “Exceeds.” AND A.2 is rated as “Exceeds.”	A.1 is rated as “Meets” or “Exceeds.” AND A.2 is rated as “Meets” or “Does Not Meet.”	A.1 is rated as "Approaches." AND A.2 is rated as “Exceeds”, “Meets” or "Does Not Meet."	A.1 is rated as "Does Not Meet." AND A.2 is rated as “Exceeds”, “Meets” or "Does Not Meet."

Academic Indicator - Student Performance | School Comparison*

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	For A.2, B.2 and B.3 no more than one criterion is rated as "Approaches" and all others are rated as “Meets” or “Exceeds.” AND B.1 is rated as “Meets” or “Exceeds.”	For A.2, B.2 and B.3, no more than one criterion is rated as "Does Not Meet"and all others are rated as "Approaches", “Meets” or “Exceeds.” OR B.1 is rated as "Approaches."	For A.2, B.2 and B.3 two or more criteria are rated as "Does Not Meet." OR B.1 is rated as "Does Not Meet."

***School Comparison is only calculated if the School Performance annual rating is “Approaches Expectations” or “Does Not Meet”**

Sustainability Indicator 1 - Financial Performance

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	For 1.1, 1.2, 1.3, 1.4, and 1.5, no more than one criterion is rated as "Approaches" and all others are rated as “Meets.”	For 1.1, 1.2, 1.3, 1.4, and 1.5, no more than one criterion is rated as "Does Not Meet"and all others are rated as "Approaches" or “Meets.”	For 1.1, 1.2, 1.3, 1.4, and 1.5, two or more criteria are rated as "Does Not Meet."

Sustainability Indicator 2 - Organizational Performance

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as “Meets” and all other criteria are rated as “Exceeds.” AND 2.3 is rated as “Meets.”	For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Approaches" and all others are rated as “Meets” or “Exceeds.” AND 2.3 is rated as “Meets.”	For 2.1, 2.2, 2.3, 2.4 and 2.5, no more than one criterion is rated as "Does Not Meet"and all others are rated as "Approaches", “Meets” or “Exceeds.”	For 2.1, 2.2, 2.3, 2.4 and 2.5, two or more criteria are rated as "Does Not Meet."

Sustainability Indicator 3 - Compliance

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	All criteria associated with Federal law/regulation are rated as “Meets.” AND No more than one criterion not associated with Federal law/regulation is rated as "Does Not Meet."	One criterion associated with Federal law/ regulation is rated as "Does Not Meet." OR Two or more criteria are rated as "Does Not Meet."	Three or more criteria are rated as "Does Not Meet."

Charter School Annual Performance Report
School Name | Academic Year

Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating			
1.A1 Statewide School Accountability System			
1.A2 Academic School-Specific Goals			

Primary Indicator: Academic Performance - School Comparison

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating			
1.A2 Academic School-Specific Goals			
1.B1 Proficiency Compared to Enrolling Districts			
1.B2 Subgroup Proficiency			
1.B3 Growth or Graduation Rate			

Charter School Annual Performance Report
School Name | Academic Year

Sustainability Indicator 1: Financial Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating			
1.1 Current Ratio			
*1.2 Unrestricted Days of Cash**			
1.3 Debt to Asset Ratio			
1.4 Total Margin & 3-Year Aggregate Total Margin			
1.5 Debt Service Coverage Ratio			

Sustainability Indicator 2: Organizational Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating			
2.1 Organizational School-Specific Goals			
2.2 School Environment			

2.3 Equity and Access			
2.4 Dissemination			
2.5 Board and Leadership Quality			

Sustainability Indicator 3: Compliance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating			
Student Rights (3.1 - 3.5)			
Employee Management (3.6 - 3.8)			
Health and Safety (3.9-3.12)			
Educational Program (3.13-3.16)			
School Leadership (3.17-3.19)			
Financial Management (3.20 - 3.29)			

Charter Performance Review System – Renewal Tier Summary

	Renewal Tiers	Tier 1 Exceeds Expectations	Tier 2 Meets Expectations	Tier 3 Approaches Expectations	Tier 4 Does Not Meet Expectations
Performance Indicators	**Academic: School Performance**	• At least "Meets" or "Exceeds" in all years of available data; and, • "Exceeds" in at least one of the two most recent years available of data.	• At least "Meets" or "Exceeds" in both of the two most recent years of available data.	• At least "Approaches" in the two most recent years of available* ** must meet School Comparison ratings detailed below*	• **At least "Does Not Meet" in the two most recent years of available*** **Or School is not meeting School Comparison ratings in Tier 3*
	Academic: School Comparison* **Comparison calculation are made when schools do not earn a "Meets" or "Exceeds" Annual Rating for the Academic School Performance Indicator.*	-	-	If School Performance is rated "Approaches," in the two most recent years of available data, School Comparison must: • "Meets" in the most recent year; or, • "Approaches" in the most year and "Meets" in the prior year.	-
	Sustainability* **(Finance, Organizational, and Compliance)**	· "Meets" or "Exceeds" in 100% of annual ratings from all years of available data.	· "Meets" or "Exceeds" in 100% of annual ratings from the two most recent years of available data.	· "Meets" or "Exceeds" in at least 50% of annual ratings from the two most recent years of available data.	· "Meets" or "Exceeds" in less than 50% of annual ratings from the two most recent years of available data.
Renewal Process	**Process Type**	**Expedited**	**Standard**	**In-Depth**	
	Process Description	· Either streamlined or no renewal application (ex: notification only). · Abbreviated site visit.	· Expedited renewal proceeding. · Either streamlined or no renewal application (ex: notification only). · Abbreviated site visit.	· Schools submit renewal application. · Application must include strategies and plans to address deficiencies in academic performance and sustainability indicators In-depth site visit and review.	
	Possible Renewal Recommendation	· Ride highly likely to recommend renewal, with conversations about replication and growth.	· RIDE likely to recommend renewal.	· If renewal is recommended, it will likely include sustainability conditions.	· RIDE likely to recommend non-renewal. · Burden rests with Charter and RIDE to justify renewal recommendation.