

Arizona State University

Performance Evaluation Framework

[SCHOOL NAME HERE]

[SCHOOL NAME HERE]

Performance Evaluation Framework

BACKGROUND

Pursuant to A.R.S. §15-183 *et seq.* (“Arizona’s Charter School Law”), Arizona State University (“ASU”) has oversight and administrative responsibility for the charter schools it sponsors. This ASU Performance Evaluation Framework (the “Performance Framework”) sets the rigorous standards and metrics ASU shall use to evaluate the academic, financial, and operational performance of each ASU authorized charter school (“Charter School”). The rating categories are: “Approved with Distinction,” “Approved for Authorization,” “Correction Plan Assigned,” or “Denial of Authorization/Renewal.” If correction is identified in any of the categories the operator will plan interventions and improvements necessary and provide evidence that the deficiencies are addressed.

Arizona’s Charter School Law requires ASU to consider a Charter Holder’s academic performance, based on the performance of its operated Charter Schools, as one of the most important factors when considering Charter renewal or revocation decisions. To that end, ASU shall annually evaluate each Charter School with the Performance Framework based on information collected from the previous year. ASU shall use the Performance Framework results to provide feedback to Charter Schools and to inform critical decisions ranging from the assignment of Correction Plans to the renewal and revocation of Charters.

Nothing in this Performance Framework restricts ASU’s legal rights or obligations to take action pursuant to state or federal law, the Charter, or the ASU Charter Contract Revocation Policy. In addition, nothing in this Performance Framework changes a Charter Holder’s obligation to comply with its Charter or other applicable state or federal obligations. All capitalized terms used in this Policy, and not otherwise defined herein, shall have the meaning set forth in the Charter.

DECISION MATRIX

The School receives a score for each category based on the degree to which the School meets the respective targeted standard. Corrective Action is assigned if/when a School does not Meet or Exceed the standards. In such cases, the School must develop a plan to meet the standard(s) in question and demonstrate the ability to implement the plan within one year to avoid being denied charter authorization approval or renewal. The first three years of implementation of the Corrective Action Plan are considered “Probationary” and require annual

checks by ASU. After three years, if the School is making accepted growth in the areas targeted for Corrective Action, the School moves from “Probationary” to “Approved”. If during the “Probationary” period, the focus school fails to make acceptable growth in the areas targeted for Corrective Action, the focus school falls to “Denial of Authorization.” Acceptable growth is defined as meeting benchmarks for growth, as established by ASU on a case by case basis, in all areas not meeting “Exceeds” or “Meets.”

TERMS TO KNOW:

- A. *Indicator*: Category of academic performance
- B. *Standard*: Threshold that signifies success in meeting the standard for a specific measure
- C. *State Assessment*: The current assessment adopted by the Arizona State Board of Education and utilized by the Arizona Department of Education
- D. *Proficiency Rate*: The average performance rate on a given assessment
- E. *School*: Applicant/renewal school/entity
- F. *Subgroup(s)*: Groups in the total school population, including demographic subgroups, representing required reporting groups for federal and state adequate yearly progress reporting. These groups include economically disadvantaged (FRL), race and ethnic groups (black, white, Pacific Islander, Hispanic, Asian, Native American), SpEd, and ELL.
- G. *Like School*: Other School(s) identified by the authorized school that have Subgroup rates within 10% plus or minus of that of the School.
- H. *Chosen Benchmark Assessment*: State, national, or international benchmark assessments, examples of which include, but not limited to, AzMERIT, ACT & SAT, and PISA & Cambridge Examinations, respectively.

ACKNOWLEDGEMENTS

Considerable portions of this document are reproduced from the Arizona State Board for Charter Schools Performance Framework, funding for which was provided by the National Association of Charter School Authorizers (NACSA, <http://www.qualitycharters.org/>), and from NACSA's Core Performance Framework and Guidance. Permission to use these works for non-commercial purposes, when proper attribution, is given is made available under a Creative Commons Attribution-Noncommercial-ShareAlike license at Copyright ©2012 National Association of Charter School Authorizers (NACSA).

[SCHOOL NAME HERE]

Performance Evaluation Framework

Principal:

Review Year: FY

Period of Performance: FY

1. ACADEMIC ACHIEVEMENT

1.a. Are students achieving proficiency and/or growth on the Chosen Assessment (Network, State, national or international assessment)?

<input type="checkbox"/> Exceeds Standard: Network's proficiency and/or growth rates are 10 percentage points or higher above the average rate of the Chosen Benchmark Assessment; or (b) the network's proficiency rates are at least 90% of the average on the Chosen Benchmark Assessment.	<input type="checkbox"/> Approaches Standard: Network's proficiency and/or growth rates are more than 10 percentage points below of the average rate, but greater than the bottom 20%, on the Chosen Benchmark Assessment.
<input type="checkbox"/> Meets Standard: Network's proficiency and/or growth rates are within plus or minus 10 percentage points of the average rate on the Chosen Benchmark Assessment.	<input type="checkbox"/> Falls Far Below Standard: Network's proficiency and/or growth rates are in the bottom 20% of the average rate on the Chosen Benchmark Assessment.

1.b. Are students achieving proficiency and/or growth compared to Like Schools on the Chosen Benchmark Assessment (Network, State, national or international assessment)?

☐ **Exceeds Standard:**

Network's proficiency and/or growth rates are 10 percentage points or higher above the average rate of the Chosen Benchmark Assessment; or (b) the network's proficiency rates are at least 90% of the average on the Chosen Benchmark Assessment.

☐ **Approaches Standard:**

Network's proficiency and/or growth rates are more than 10 percentage points below of the average rate, but greater than the bottom 20%, on the Chosen Benchmark Assessment.

☐ **Meets Standard:**

Network's proficiency and/or growth rates are within plus or minus 10 percentage points of the average rate on the Chosen Benchmark Assessment.

☐ **Falls Far Below Standard:**

Network's proficiency and/or growth rates are in the bottom 20% of the average rate on the Chosen Benchmark Assessment.

1.c. Are students meeting or exceeding on the ELA state assessment as compared to the state average?

☐ **Exceeds Standard:**

School's Subgroup proficiency rate exceeds the average rate for the State Subgroup by 10 percentage points or more, on the State assessment.

☐ **Approaches Standard:**

School's Subgroup proficiency rates are more than 10 percentage points below of the average rate, but greater than the bottom 20% on the State assessment.

☐ **Meets Standard:**

One or more of the School's Subgroup proficiency rates are within plus or minus 10 percentage points of the average rate on the on the State assessment.

☐ **Falls Far Below Standard:**

School's Subgroup proficiency rates are in the bottom 20% for the State Subgroup rate on the State assessment.

☐ **NA**

When a group has 10 or fewer students, showing data may risk and student anonymity so data is not reported or there is no data available.

1.d. Are students meeting or exceeding on the Science state assessment as compared to the state average?

<input type="checkbox"/> Exceeds Standard: School's Subgroup proficiency rate exceeds the average rate for the State Subgroup by 10 percentage points or more, on the State assessment.	<input type="checkbox"/> Approaches Standard: School's Subgroup proficiency rates are more than 10 percentage points below of the average rate, but greater than the bottom 20% on the State assessment.
<input type="checkbox"/> Meets Standard: One or more of the School's Subgroup proficiency rates re within plus or minus 10 percentage points of the average rate on the on the State assessment.	<input type="checkbox"/> Falls Far Below Standard: School's Subgroup proficiency rates are in the bottom 20% for the State Subgroup rate on the State assessment.
<input type="checkbox"/> NA When a group has 10 or fewer students, showing data may risk and student anonymity so data is not reported or there is no data available.	

1.e. Are students meeting or exceeding on the Math state assessment as compared to the state average?

<input type="checkbox"/> Exceeds Standard: School's Subgroup proficiency rate exceeds the average rate for the State Subgroup by 10 percentage points or more, on the State assessment.	<input type="checkbox"/> Approaches Standard: School's Subgroup proficiency rates are more than 10 percentage points below of the average rate, but greater than the bottom 20% on the State assessment.
<input type="checkbox"/> Meets Standard: One or more of the School's Subgroup proficiency rates re within plus or minus 10 percentage points of the average rate on the on the State assessment.	<input type="checkbox"/> Falls Far Below Standard: School's Subgroup proficiency rates are in the bottom 20% for the State Subgroup rate on the State assessment.
<input type="checkbox"/> NA When a group has 10 or fewer students, showing data may risk and student anonymity so data is not reported or there is no data available.	

1.f. Are the School's Free and Reduced Subgroup proficiency rates the same or higher than the State's Free and Reduced Subgroup proficiency rates on the State assessment?

<input type="checkbox"/> Exceeds Standard: School's Subgroup proficiency rate exceeds the average rate for the State Subgroup by 10 percentage points or more, on the State assessment.	<input type="checkbox"/> Approaches Standard: School's Subgroup proficiency rates are more than 10 percentage points below of the average rate, but greater than the bottom 20% on the State assessment.
<input type="checkbox"/> Meets Standard: One or more of the School's Subgroup proficiency rates re within plus or minus 10 percentage points of the average rate on the on the State assessment.	<input type="checkbox"/> Falls Far Below Standard: School's Subgroup proficiency rates are in the bottom 20% for the State Subgroup rate on the State assessment.
<input type="checkbox"/> NA When a group has 10 or fewer students, showing data may risk and student anonymity so data is not reported or there is no data available.	

1.g. Are the School's SPED Subgroup proficiency rates the same or higher than the State's SPED Subgroups proficiency rates on the State assessment?

<input type="checkbox"/> Exceeds Standard: School's Subgroup proficiency rate exceeds the average rate for the State Subgroup by 10 percentage points or more, on the State assessment.	<input type="checkbox"/> Approaches Standard: School's Subgroup proficiency rates are more than 10 percentage points below of the average rate, but greater than the bottom 20% on the State assessment.
<input type="checkbox"/> Meets Standard: One or more of the School's Subgroup proficiency rates re within plus or minus 10 percentage points of the average rate on the on the State assessment.	<input type="checkbox"/> Falls Far Below Standard: School's Subgroup proficiency rates are in the bottom 20% for the State Subgroup rate on the State assessment.
<input type="checkbox"/> NA When a group has 10 or fewer students, showing data may risk and student anonymity so data is not reported or there is no data available.	

1.h. Are the School's ELL Subgroup proficiency rates the same or higher than the State's ELL Subgroups proficiency rates on the State assessment?

☐ **Exceeds Standard:**

School's Subgroup proficiency rate exceeds the average rate for the State Subgroup by 10 percentage points or more, on the State assessment.

☐ **Approaches Standard:**

School's Subgroup proficiency rates are more than 10 percentage points below of the average rate, but greater than the bottom 20% on the State assessment.

☐ **Meets Standard:**

One or more of the School's Subgroup proficiency rates re within plus or minus 10 percentage points of the average rate on the on the State assessment.

☐ **Falls Far Below Standard:**

School's Subgroup proficiency rates are in the bottom 20% for the State Subgroup rate on the State assessment.

☐ **NA**

When a group has 10 or fewer students, showing data may risk and student anonymity so data is not reported or there is no data available.

1.i. Are the School's Hispanic/Latino Subgroup proficiency rates the same or higher than the State's Hispanic/Latino Subgroups proficiency rates on the State assessment?

☐ **Exceeds Standard:**

School's Subgroup proficiency rate exceeds the average rate for the State Subgroup by 10 percentage points or more, on the State assessment.

☐ **Approaches Standard:**

School's Subgroup proficiency rates are more than 10 percentage points below of the average rate, but greater than the bottom 20% on the State assessment.

☐ **Meets Standard:**

One or more of the School's Subgroup proficiency rates re within plus or minus 10 percentage points of the average rate on the on the State assessment.

☐ **Falls Far Below Standard:**

School's Subgroup proficiency rates are in the bottom 20% for the State Subgroup rate on the State assessment.

☐ **NA**

When a group has 10 or fewer students, showing data may risk and student anonymity so data is not reported or there is no data available.

1.j. Are the School's Black/African American Subgroup proficiency rates the same or higher than the State's Black/African American Subgroups proficiency rates on the State assessment?

☐ **Exceeds Standard:**

School's Subgroup proficiency rate exceeds the average rate for the State Subgroup by 10 percentage points or more, on the State assessment.

☐ **Approaches Standard:**

School's Subgroup proficiency rates are more than 10 percentage points below of the average rate, but greater than the bottom 20% on the State assessment.

☐ **Meets Standard:**

One or more of the School's Subgroup proficiency rates re within plus or minus 10 percentage points of the average rate on the on the State assessment.

☐ **Falls Far Below Standard:**

School's Subgroup proficiency rates are in the bottom 20% for the State Subgroup rate on the State assessment.

☐ **NA**

When a group has 10 or fewer students, showing data may risk and student anonymity so data is not reported or there is no data available.

1.k. Are the School's American Indian/Alaskan Native Subgroup proficiency rates the same or higher than the State's American Indian/Alaskan Native Subgroups proficiency rates on the State assessment?

☐ **Exceeds Standard:**

School's Subgroup proficiency rate exceeds the average rate for the State Subgroup by 10 percentage points or more, on the State assessment.

☐ **Approaches Standard:**

School's Subgroup proficiency rates are more than 10 percentage points below of the average rate, but greater than the bottom 20% on the State assessment.

☐ **Meets Standard:**

One or more of the School's Subgroup proficiency rates re within plus or minus 10 percentage points of the average rate on the on the State assessment.

☐ **Falls Far Below Standard:**

School's Subgroup proficiency rates are in the bottom 20% for the State Subgroup rate on the State assessment.

☐ **NA**

When a group has 10 or fewer students, showing data may risk and student anonymity so data is not reported or there is no data available.

Academic Achievement Score		
<input type="checkbox"/> Meets Standard All conditions Exceed or Meet.	<input type="checkbox"/> Approaches Standard One or more conditions are not Exceed or Meets.	<input type="checkbox"/> Falls Far Below Standard Two are more conditions fall below Approaches.

2. ACADEMIC ACHIEVEMENT: Post Secondary Readiness

**This section is not applicable to Phoenix Middle due to grades served, 5-8.*

2.a. Is the school graduating most of its students from high school?

☐ **Exceeds Standard:**

90% or more students graduated from high school in the most recently completed school year

☐ **Approaches Standard:**

70% to 80% of students graduated from high school in the most recently completed school year

☐ **Meets Standard:**

Between 80% and 90% of students graduated from high school in the most recently completed school year

☐ **Falls Far Below Standard:**

Less than 70% of students graduated from high school in the most recently completed school year

2.b. Does student performance on the ACT reflect college readiness?

☐ **Exceeds Standard:**

The composite score for ACT performance exceeds the state average or improved over the past 3 of the 5 years and did not regress.

☐ **Approaches Standard:**

The composite score for ACT performance is within the 2 points of the state average or improved over the past 1 of the 5 years.

☐ **Meets Standard:**

The composite score for ACT performance meets the state average or improved over the past 2 of the 5 years.

☐ **Falls Far Below Standard:**

Does not meet the criteria for the Approaches Standard.

2.c Is the school minimizing its dropout rate?

☐ **Exceeds Standard:**

Annual dropout rate is 2% or less than the state average.

☐ **Approaches Standard:**

Annual dropout rate is 4% or higher but less than 12% of state average.

☐ **Meets Standard:**

Annual dropout rate is between 2% and 4% than state average.

☐ **Falls Far Below Standard:**

Three-year dropout rate is 12% or higher than state average.

Post-Secondary Readiness Indicators for Authorizing Recommendations

Decision Matrix for Approval: If B or C = meets or exceeds but A < meets, then category meets.

☐ **Meets Standard**

All conditions Exceed or Meet targeted outcomes.

☐ **Approaches Standard**

One or more conditions do not meet targeted outcomes.

☐ **Falls Far Below Standard**

Two or more conditions do not approach or meet the targeted outcomes.

3. ACADEMIC ACHIEVEMENT: Regulatory and Operational Performance

3.a. Is the school implementing the essential terms of the education program as defined in the current Charter?

- The essential delivery of the education program in all material respects and operation reflects the essential terms of the program as defined in the Charter.

☐ **Meets Standard (M):**

The school has implemented the program in the described manner to the satisfaction of the authorizer.

☐ **Approaches Standard (A):**

The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

☐ **Falls Far Below Standard (F):**

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

3.b. Is the school complying with all applicable state and federal requirements, unless waived?

- Instructional days or minutes requirements
- Graduation and promotion requirements
- Alignment with content standards, including Arizona College and Career Readiness Standards (or other state required standards)
- State-required assessments
- Implementation of mandated programming as a result of state or federal funding

☐ **Meets Standard (M):**

The school has implemented the program in the described manner to the satisfaction of the authorizer.

☐ **Approaches Standard (A):**

The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

☐ **Falls Far Below Standard (F):**

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

3.c. Is the school implementing interventions and improvements to increase academic growth?

- Interventions are aligned with student and teacher data to improve academic growth.
- Improvements are progress monitored and evaluated weekly and quarterly in academic teams.

<input type="checkbox"/> Meets Standard (M): The school has implemented interventions based on data to improve academic outcomes for students as evidenced by on-going interventions and progress monitoring of data led by site leaders.	<input type="checkbox"/> Approaches Standard (A): The school has failed to implement the interventions and improvement in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.	<input type="checkbox"/> Falls Far Below Standard (F): The school failed to implement the interventions and improvement in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.
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3.d. Does the school have an explicit, written curriculum for core content area that is aligned with Arizona academic standards?

<input type="checkbox"/> Meets Standard (M): The school has implemented the program in the described manner to the satisfaction of the authorizer.	<input type="checkbox"/> Approaches Standard (A): The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.	<input type="checkbox"/> Falls Far Below Standard (F): The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.
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3.e. Does the school have a systematic process for reviewing and evaluating the curriculum, at specific intervals, for alignment to Arizona academic standards and improving student academic outcomes for the population served?

☐ **Meets Standard (M):**

The school has implemented the program in the described manner to the satisfaction of the authorizer.

☐ **Approaches Standard (A):**

The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

☐ **Falls Far Below Standard (F):**

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

3.f. Does the school have a teacher evaluation system to monitor the integration of state standards into instruction?

☐ **Meets Standard (M):**

The school has implemented the program in the described manner to the satisfaction of the authorizer.

☐ **Approaches Standard (A):**

The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

☐ **Falls Far Below Standard (F):**

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

3.g. Does the school have an assessment plan to track, analyze, and monitor student academic performance?

☐ **Meets Standard (M):**

The school has implemented the program in the described manner to the satisfaction of the authorizer.

☐ **Approaches Standard (A):**

The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

☐ **Falls Far Below Standard (F):**

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

3.h. Does a professional development plan that aligns with the program of instruction and best practices?

☐ **Meets Standard (M):**

The school has implemented the program in the described manner to the satisfaction of the authorizer.

☐ **Approaches Standard (A):**

The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

☐ **Falls Far Below Standard (F):**

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Academic Achievement: Regulatory and Operational Performance

☐ **Meets Standard**

All conditions Exceed or Meet.

☐ **Approaches Standard**

One or more conditions are not Exceed or Meets.

☐ **Falls Far Below Standard**

Two are more conditions fall below Approaches.

4. FINANCIAL PERFORMANCE

4.a. Did budget expenses as reported on the AFR agree with the school's adopted budget?

☐ **Meets Standard:**

Budget expenses as reported on the AFR agree with the school's adopted budget.

☐ **Does Not Meet**

Budget expenses as reported on the AFR does not agree with the school's adopted budget.

4.b. Did actual revenues and expenses as reported on the AFR agree with the school's accounting records?

☐ **Meets Standard:**

Actual revenues and expenses as reported on the AFR agree with the school's accounting records.

☐ **Does Not Meet**

Actual revenues and expenses as reported on the AFR do not agree with the school's accounting records.

4.c. Was adequate documentation retained to support amounts reported on the AFR and in the financial statements?

☐ **Meets Standard:**

Adequate documentation was retained to support amounts reported on the AFR and in the financial statements

☐ **Does Not Meet**

Adequate documentation was retained to support amounts reported on the AFR and in the financial statements

4.d. Current Ratio: Current Assets divided by Current Liabilities

☐ **Meets Standard:**

Current Ratio is either (a) 1.1 or higher; or (b) Current Ratio is less than 1.1 but greater than 1.0 and one-year trend is positive (current year ratio is higher than last year's).

☐ **Approaches Standard:**

Current Ratio is either (a) greater than .9 but less than or equal to 1.0; or (b) Current Ratio is less than 1.1 but greater than 1.0 and one-year trend is negative (current year ratio is less than last year's).

☐ **Falls Far Below Standard:**

Current ratio is 0.9 or less.

4.e. Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365)

<input type="checkbox"/> Meets Standard: Days Cash is either (a) 60 days or higher; or (b) less than 60 days but equal to or greater than 30 days and one-year trend is positive.	<input type="checkbox"/> Approaches Standard: Days Cash is either (a) less than 30 days but equal to or greater than 15 days; or (b) less than 60 days but equal to or greater than 30 days and one-year trend is negative.	<input type="checkbox"/> Falls Far Below Standard: Schools in first or second year of operation: Days Cash is less than 30 days. OR Schools in third year of operation and beyond: Days Cash is less than 30 days.
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4.f. Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Approved Budget

<input type="checkbox"/> Meets Standard: Enrollment Variance is (a) 95% or greater; and (b) has been 95% or greater in either each of the last three years or in every year of the school's operation.	<input type="checkbox"/> Approaches Standard: Enrollment Variance is either (a) between 85% and 95%; or (b) it is 95% or greater but has NOT been 95% or greater in any of the last three years for which Enrollment Variance data is available.	<input type="checkbox"/> Falls Far Below Standard: Enrollment Variance is 85% or less.
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4.g. Default

<input type="checkbox"/> Meets Standard: School is not in default of loan covenant(s) and is not delinquent with debt service payments, if applicable.	<input type="checkbox"/> Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments by over 60 days.
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4.h. General Fund Balance Ratio: Total Fund Balance (including unrestricted funds and funds (or real property) restricted for emergencies) divided by State Per Pupil Revenue (PPR)

<input type="checkbox"/> Meets Standard: Positive General Fund Balance AND 3% of Total State Per Pupil Revenue in restricted funds or real property	<input type="checkbox"/> Approaches Standard: Positive General Fund Balance or 3% of Total State Per Pupil Revenue in restricted funds or real property	<input type="checkbox"/> Falls Far Below Standard: Negative General Fund Balance OR failure to maintain 3 percent of Total State Per Pupil Revenue in restricted funds
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Financial Performance Score

<input type="checkbox"/> Meets Standard All conditions Exceed or Meet.	<input type="checkbox"/> Approaches Standard One or more conditions are not Exceed or Meets.	<input type="checkbox"/> Falls Far Below Standard Two are more conditions fall below Approaches.
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5. OPERATIONAL PERFORMANCE

5.a. Is the school complying with governance requirements?

- Adequate Board policies and by laws, including those related to oversight of an education service provider and those regarding conflicts of interest, anti-nepotism, excessive compensation, and board composition
- Compliance with Arizona's Open Meeting Law (A.R.S 38-431, *et seq.*)
- Maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, if applicable
- Requiring annual financial reports of the education service provider if applicable

☐ **Meets Standard (M):**

The school has implemented the program in the described manner to the satisfaction of the authorizer.

☐ **Approaches Standard (A):**

The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

☐ **Falls Far Below Standard (F):**

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

5.b. Is the school meeting financial reporting and compliance requirements, including Generally Accepted Accounting Principles?

- Complete and on-time submission of financial reports, including financial audit, corrective action plans, annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider
- Meeting all reporting requirements related to the use of public funds
- The school's audit is an unqualified audit opinion and devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses

☐ **Meets Standard (M):**

The school has implemented the program in the described manner to the satisfaction of the authorizer.

☐ **Approaches Standard (A):**

The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

☐ **Falls Far Below Standard (F):**

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

5.c. Is the school complying with health, safety, and facilities requirements?

Up to date fire inspections and related records:

- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation safety requirements, if applicable
- Compliance with food services requirements, if applicable
- Up to date emergency response plan, including compliance with (National Incident Management System) NIMS requirements

☐ **Meets Standard (M):**

The school has implemented the program in the described manner to the satisfaction of the authorizer.

☐ **Approaches Standard (A):**

The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

☐ **Falls Far Below Standard (F):**

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

5.d. Is the school complying with all other reporting obligations?

- Timely submitting required reports to the school's authorizer, state education agency, district education department, and/or federal authorities
- All other legal or contractual requirements contained in its charter agreement that are not otherwise explicitly stated herein

☐ **Meets Standard (M):**

The school has implemented the program in the described manner to the satisfaction of the authorizer.

☐ **Approaches Standard (A):**

The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

☐ **Falls Far Below Standard (F):**

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

5.e. Is the school protecting the rights of all students?

Protecting student rights pursuant to:

- Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act relating to the treatment of students with identified disabilities and those suspected of having a disability, consistent with the school's status and responsibilities as a school in a LEA.
- Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities relating to English Language Learner requirements
- Law, policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, enrollment, the collection and protection of student information
- Conduct of discipline procedures, including discipline hearings and suspension and expulsion policies and practices
- Recognition of due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction

☐ **Meets Standard (M):**

The school has implemented the program in the described manner to the satisfaction of the authorizer.

☐ **Approaches Standard (A):**

The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

☐ **Falls Far Below Standard (F):**

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

5.f. Did the site comply with student attendance reporting guidelines?

<input type="checkbox"/> Meets Standard (M): The school has implemented the program in the described manner to the satisfaction of the authorizer.	<input type="checkbox"/> Approaches Standard (A): The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.	<input type="checkbox"/> Falls Far Below Standard (F): The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.
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5.f. Did the site comply with the records management requirement?

<input type="checkbox"/> Meets Standard (M): The school has implemented the program in the described manner to the satisfaction of the authorizer.	<input type="checkbox"/> Approaches Standard (A): The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.	<input type="checkbox"/> Falls Far Below Standard (F): The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.
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5.f. Did the site comply with classroom site project requirements?

☐ **Meets Standard (M):**

The school has implemented the program in the described manner to the satisfaction of the authorizer.

☐ **Approaches Standard (A):**

The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

☐ **Falls Far Below Standard (F):**

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Operational Performance Score

☐ **Meets Standard**

All conditions Exceed or Meet.

☐ **Approaches Standard**

One or more conditions are not Exceed or Meets.

☐ **Falls Far Below Standard**

Two or more conditions fall below Approaches.