

# CHARTER SCHOOL PERFORMANCE REVIEW SYSTEM

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A GUIDE FOR THE CHARTER SCHOOL COMMUNITY

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# SECTION 1: 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 calculations 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, non-selective public schools of choice. Charter schools have flexibility and autonomy to devise curriculum, choose instructional calculations, 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 performance expectations, 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 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 through implementation and national best practice.

The 2017 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 authorizing 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. Additionally, as Rhode Island developed and submitted its ESSA State Plan. A small working group of charter school leaders reviewed the new statewide accountability system

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PERFORMANCE REVIEW SYSTEM: OVERVIEW

The Charter School Performance Review System includes four indicators to 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 strong 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, and 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 placed into one of four tiers (“(1)Exceeds Expectations,” “(2)Meets Expectations,” “(3)Approaches Expectations,” or “(4)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 FRAMEWORK SNAPSHOT

<b>Primary Indicator: Academic Performance</b>	<i>School Performance</i>	1.A1 Statewide School Accountability System 1.A2 School-Specific Goals
	<i>School Comparison (Calculated only if the school is not meeting School Performance)</i>	1.A2 School-Specific Goals 1.B1 Comparison to Enrolling Districts 1.B2 English Language Proficiency 1.B3 Growth (Both Elementary and Secondary)
<b>Sustainability Indicator 1: Financial Performance</b>	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	
<b>Sustainability Indicator 2: Organizational Performance</b>	2.1 Organizational School-Specific Goals 2.2 School Environment 2.3 Equity and Access 2.4 Dissemination 2.5 Board and Leadership Quality	
<b>Sustainability Indicator 3: Compliance</b>	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	

**PERFORMANCE REVIEW TIMELINES**

The following outlines an estimated timeline of school interaction with the Charter Performance Review System. The exact timing of each activity may vary.

**Year One (New School)**

The pre-opening process entails a combination of document submission and at least one on-site visit to a new charter school. Reach out to [RICharters@ride.ri.gov](mailto:RICharters@ride.ri.gov) for specifics on year one requirements.

**Year One (Charters that had a previous term)**

Time	Performance Review Activity	Responsible
Early Fall	Complete School-Prepared Annual Report for year 5 of previous term	Charter
Mid Fall	RIDE Data Analysis and Follow Up with Schools	RIDE
Mid Fall	Release Charter School Performance Report for Year 5 of previous term	RIDE
December 31	School Submits Year 5 of previous term Financial Audit	Charter

**Year Two**

Time	Performance Review Activity	Responsible
Early Fall	Complete School-Prepared Annual Report for Year 1	Charter
Mid Fall	RIDE Data Analysis and Follow Up with Schools	RIDE
Mid Fall	Release Charter School Performance Report for Year 1	RIDE
December 31	Submit School Year 1 Financial Audit	Charter

**Year Three**

Time	Performance Review Activity	Responsible
Early Fall	Complete School-Prepared Annual Report for Year 2	Charter
Mid Fall	RIDE Data Analysis and Follow Up with Schools	RIDE
Mid Fall	Release Charter School Performance Report for Year 2	RIDE
December 31	Submit School Year 2 Financial Audit	Charter

**Year Four**

Time	Performance Review Activity	Responsible
Early Fall	Complete School-Prepared Annual Report for Year 3	Charter
Mid Fall	RIDE Data Analysis and Follow Up with Schools	RIDE
Mid Fall	Release Charter School Performance Report for Year 3	RIDE
Mid Fall	Renewal Process identified based on available Performance Reports	RIDE
Late Fall	Schedule tier-specific site visit and share renewal application	RIDE
December 31	Submit School Financial Audit for Year 3	Charter
Winter	Schedule tier-specific site visit and release renewal application	RIDE
Spring	Complete Renewal Application	Charter
Spring	Conduct School Site Visits	RIDE / Charter
Summer	Draft Renewal Report with Placeholder for Year 4 Data	RIDE
Summer	Charter reviews Draft Renewal Report for Factual Accuracy	Charter

**Year Five\***

<b>Time</b>	<b>Performance Review Activity</b>	<b>Responsible</b>
Early Fall	Complete School-Prepared Annual Report for Year 4	Charter
Mid Fall	RIDE Data Analysis and Follow Up with Schools	RIDE
Mid Fall	Release Charter School Performance Report for Year 4	RIDE
Mid Fall	Finalize Renewal Report	RIDE
Late Fall	Charter Submits Response to Report	Charter
Winter	Present Recommendation to Council	RIDE / Council
Winter	Council Vote on Renewal Decision	Council
December 31	Submit School Financial Audit for Year 4	Charter

\* At the conclusion of this fifth academic year, schools will submit the School-Prepared Annual Report and Financial Audit for Year 5 by the same deadline as other schools. RIDE will issue the school’s Annual Charter School Performance Report for Year 5 in the fall alongside other Charter School Annual Performance Reports.

## SECTION 2: PERFORMANCE INDICATORS

The Charter School Performance Review System includes four indicators that evaluate performance: Academic, 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 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, and clear review of performance. For each indicator, this section provides information regarding the description of each indicator and the underlying criteria as well as data sources, notes and rubrics. Use the table below to navigate to a specific Indicator or criterion.

<b>Primary Indicator</b>	
1.	<p><b>Primary Indicator: Academic Performance</b></p> <ul style="list-style-type: none"> <li>A. School Performance                             <ul style="list-style-type: none"> <li>1. School Classification</li> <li>2. School-Specific Academic Goals</li> </ul> </li> <li>B. School Comparison                             <ul style="list-style-type: none"> <li>1. Sending District Comparison</li> <li>2. English Language Proficiency</li> <li>3. Growth (Both Elementary and Secondary)</li> </ul> </li> </ul>
<b>Sustainability Indicators</b>	
1.	<p><b>Sustainability Indicator 1: Financial Performance</b></p> <ul style="list-style-type: none"> <li>1.1. Current Ratio</li> <li>1.2. Unrestricted Days of Cash</li> <li>1.3. Debt to Asset Ratio</li> <li>1.4. Total Margin &amp; 3-Year Aggregate Total Margin</li> <li>1.5. Debt Service Coverage Ratio</li> </ul>
2.	<p><b>Sustainability Indicator 2: Organizational Performance</b></p> <ul style="list-style-type: none"> <li>2.1. Organizational School-Specific Goals</li> <li>2.2. School Environment</li> <li>2.3. Equity and Access</li> <li>2.4. Dissemination</li> <li>2.5. Board and Leadership Quality</li> </ul>
3.	<p><b>Sustainability Indicator 3: Compliance Performance</b></p> <ul style="list-style-type: none"> <li>3.1 - 3.5. Student Rights</li> <li>3.6 - 3.8. Employee Management</li> <li>3.9 - 3.12. Health &amp; Safety</li> <li>3.13 - 3.16. Educational Program</li> <li>3.17 - 3.19. School Leadership</li> <li>3.20 - 3.29. Financial Management</li> </ul>



**PRIMARY INDICATOR: ACADEMIC PERFORMANCE**

The Academic Performance indicator is designed to gauge the success of a school’s educational program as measured by student academic performance. Consistent with Rhode Island state law and regulation regarding charter schools, the Academic Performance Indicator is the primary indicator considered 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-specific goals are used to determine if the school is a high 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.

**SCHOOL PERFORMANCE**

School Performance measures performance in the state accountability system and school-specific goals set at the time of Charter issue/renewal. Schools are given an overall annual rating that is determined by ratings for each indicator. Each school performance indicator, its ratings and calculations for arriving at the ratings, are listed below.

Annual Ratings School Performance			
Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
1.A.1 is rated as “Meets” or “Exceeds.”	1.A.1 is rated as “Meets” or “Exceeds.”	1.A.1 is rated as “Approaches.”	1.A.1 is rated as “Does Not Meet.”
AND	AND	AND	AND
1.A.2 is rated as “Exceeds.”	1.A.2 is rated as “Meets” or “Does Not Meet.”	1.A.2 is rated as “Exceeds”, “Meets” or “Does Not Meet.”	1.A.2 is rated as “Exceeds”, “Meets” or “Does Not Meet.”

The following tables describe the criteria that make up the Academic Performance Indicator: School Performance.

1.A.1 Statewide School Accountability System	
<b>Key Question:</b>	Is the school demonstrating strong student academic achievement based on the State Accountability System?
<b>Description:</b>	This criterion is intended to be responsive to changes in the statewide accountability system - the system by which the state holds all schools including traditional and charter schools, accountable for their performance in accordance with federal law. The criteria for this system are determined through an approval process with the US Department of Education that is detailed in Rhode Island’s Every Student Succeeds Act

	(ESSA) State Plan. The criteria within the statewide accountability system may also change over years.		
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>State Accountability System results for school</li> </ul>		
<b>Notes</b>	In the absence of a classification due to a lack of or insufficient data, this criterion will not be rated.		
Ratings			
Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
5-star school OR 4-star school and the school is performing at the 5-star level for Achievement and Growth	3-star school OR 4-star school that is not at the 5-star level for both Achievement and Growth	2-star school	1-star school

1.A.2 Academic School-Specific Goals	
<b>Key Question:</b>	Is the school meeting academic goals set by the charter at the time of authorization/renewal?
<b>Description:</b>	School-specific goals may be set or revised through an approval process with the Office of Charter Schools prior to the start of a school year. These goals will be reflected as part of the charter and reported on annually by the school through the annual report. These goals have been included in the primary indicator to ensure the school’s progress with its approved mission is considered in its overall performance assessment. The setting of these goals will be a collaborative process between the school or charter’s leadership and the RIDE team. Further information on setting school-specific goals can be found in the appendix.
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>The calculations for school specific academic goals are unique to each school. The calculations measure whether the school is meeting any approved academic school-specific goals.</li> <li>The evidence provided will vary based on approved goals.</li> <li>School-specific goals should not be redundant to the Charter Performance Review System. Charters might begin by examining the mission statement and key educational program elements of the</li> </ul>

	<p>charter. Charters with already adopted board strategic plans may be able to align the goals of their strategic plan to school-specific goals. The key elements of each charter’s mission should serve as a starting point for creating goals.</p> <ul style="list-style-type: none"> <li>Based on national best practices for goal-setting, each school-specific goal must meet the criteria of being a SMART goal.</li> </ul>		
<p><b>Notes</b></p>	<p>Setting school-specific goals is optional. If goals were not set, this criterion will not be considered. In those instances, the annual rating for School Performance will equate to the rating for 1.A1. The full school-specific goal process is detailed in the appendix. For this criterion, “Approaches Expectations” will not be defined.</p>		
<p><b>Ratings</b></p>			
<p><b>Exceeds Expectations</b></p>	<p><b>Meets Expectations</b></p>	<p><b>Approaches Expectations</b></p>	<p><b>Does Not Meet Expectations</b></p>
<p>The school is <b>outperforming at least one goal <i>and</i> performing at target for all other goals</b> per the measures set for each goal.</p>	<p>The school is performing <b>at target for all goals</b> per the measures set for each goal.</p>		<p>The school is <b>underperforming on one or more goals</b> per the measures set for each goal.</p>

**SCHOOL COMPARISON**

The School Comparison component of the Academic Performance Indicator **is only calculated if a school is not rated at least “Meets Expectations” in the School Performance Annual Rating.** The comparison allows for a more informative accountability process if a school has not met expectations in School Performance. These elements represent the most common considerations of a school’s performance when not meeting expectations on School Performance Criterion 1.A1 – Statewide School Accountability System. The School Comparison component measures the school’s weighted academic comparison to its sending school district(s)’ proficiency rates. Additionally, this component of the Academic Indicator breaks out the individual components of the State Accountability System. Since School Comparison is intended to gather more information on the charter’s academic performance beyond the expectations of School Performance, it is not possible for a school to receive a rating of “Exceeds Expectations.” Each school comparison criteria, its ratings and calculations for arriving at the ratings, are listed below. If applicable, performance on 1.A2 – School-Specific goals will be considered as part of annual ratings for school comparison, outlined in the rubric below. This will ensure the charter’s performance on school-specific goals is not lost in the annual ratings for charters not meeting expectations on 1A.1.

Annual Ratings School Comparison			
Exceeds Expectations	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."

The following tables describe the criteria that make up the Academic Performance Indicator: School Comparison.

1.B.1 Proficiency Compared to Enrolling Districts	
<b>Key Question:</b>	Are students in the school performing well on the state assessment in comparison to their home district?
<b>Description:</b>	The weighted average proficiency compared to enrolling districts criterion allows for a weighted comparison between a charter school and its enrolling districts of the same grade levels. A standard error is calculated for each school’s proficiency, creating a performance range. The error can be calculated using the

	normal distribution for a 95% confidence interval. Ratings are decided based on whether the weighted average of sending district’s proficiency falls above, below or within the charter school’s performance range.
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>The weighted average proficiency in Math and ELA is compared to the school’s enrolling districts.</li> </ul>
<b>Notes</b>	To be considered above 85%, the charter school’s proficiency rate minus the error band must be equal to or greater than 85%.

**Ratings**

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
<p>The charter school proficiency rate, minus the error value is at 15 percentage points or more than the weighted average proficiency rate of enrolling districts in both Math and ELA.</p> <p>OR</p> <p>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.</p>	<p>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.</p>	<p>The weighted average proficiency level of enrolling districts in either Math or ELA is equal to or within the charter school’s performance range values.</p>	<p>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.</p>

**1.B.2 EL Proficiency Index**

<b>Key Question:</b>	Are English learners at the school making adequate progress towards achieving English language proficiency?
<b>Description:</b>	As described in Rhode Island’s Statewide School Accountability System under ESSA, Rhode Island will determine, on an individual student basis, the number of years a student has to attain proficiency. Growth targets will be set based on the entering grade-level scale-score, beginning with the 2017 ACCESS for ELLs 2.0 assessment.

<p><b>Data Sources and Examples of Evidence:</b></p>	<ul style="list-style-type: none"> <li>● State Accountability System results for school</li> <li>● Refer to the index cut scores for the ELP indicator, published in the technical bulletin for the statewide accountability system and described in the RI ESSA state plan.</li> </ul>		
<p><b>Notes</b></p>	<p>The number of years a student has to reach the attainment target varies from three to six years depending on the student’s initial composite proficiency level. Targets will be reset annually, based on the student’s current score. Refer to the index cut scores for the ELP indicator, published in the technical bulletin for the statewide accountability system and described in the RI ESSA state plan.</p>		
<p><b>Ratings</b></p>			
<p><b>Exceeds Expectations</b></p>	<p><b>Meets Expectations</b></p>	<p><b>Approaches Expectations</b></p>	<p><b>Does Not Meet Expectations</b></p>
<p>The school earned 4 ELP Progress points as measured by school index score published in the statewide school accountability system.</p>	<p>The school earned 3 ELP Progress points as measured by school index score published in the statewide school accountability system.</p>	<p>The school earned 2 ELP Progress points as measured by school index score published in the statewide school accountability system.</p>	<p>The school earned 1 ELP Progress point as measured by school index score published in the statewide school accountability system.</p>

<p><b>1.B3 Student Growth Index</b></p>	
<p><b>Key Question:</b></p>	<p>Is the school ensuring all students are demonstrating growth in academic achievement?</p>
<p><b>Description:</b></p>	<p>A Student Growth Index will be calculated using Student Growth Percentiles (SGP) for all schools in both ELA and Math. An SGP describes a student’s progress relative to their academic peers on the state assessment in mathematics and English language arts. Academic peers are students who have scored similarly on the state assessment in the past. Because all students’ scores are compared only to those of their academic peers, students at every level of proficiency have the opportunity to demonstrate growth in their achievement.</p>
<p><b>Data Sources and Examples of Evidence:</b></p>	<ul style="list-style-type: none"> <li>● Growth is calculated for the State Accountability System using the <a href="#">Student Growth Percentile</a> (SGP) methodology. The Student Growth Percentile (SGP) methodology was developed by Damian Betebenner.</li> <li>● Student Growth Percentiles for eleventh grade students based on the PSAT and SAT. Student Growth Percentiles for students in grades four through eight based on the RICAS assessment.</li> </ul>

<b>Notes</b>	The Student Growth Index includes differential weights for low, typical, and high growth on the state. A school’s Student Growth Index is the average of the student weights for students with available SGPs. Low growth is defined as an SGP below 35. Typical growth is defined as an SGP 35 or higher and below 70. High growth is defined as an SGP greater than or equal to 70		
Ratings			
Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The school earned 3 points each for growth in both ELA and Math as published in the statewide school accountability system.	The school earned at least 2 points each for growth in both ELA and Math as published in the statewide school accountability system.	The school earned 1 point for growth in either ELA or Math as published in the statewide school accountability system.	The school earned 1 point each for growth in both ELA and Math as published in the statewide school accountability system.

1.B4 Postsecondary Success (High Schools)	
<b>Key Question:</b>	Are students demonstrating achievements beyond those needed to earn a high school diploma?
<b>Description</b>	The Post-Secondary Success Indicator will be included in School Comparison once available for inclusion in the statewide school accountability system. It will measure the percent of students in each high school that graduate with an industry-approved credential, college credits or successful completion Advanced Placement tests.

**SUSTAINABILITY INDICATOR 1: FINANCIAL PERFORMANCE**

The Financial Performance Indicator evaluates the charter school’s fiscal short-term performance and long-term sustainability. Schools are required to submit audited financial statements for every fiscal year. RIDE depends on the auditor’s opinion as stated at the beginning of the report and any managerial letters from the auditor with details or concerns. The Financial Performance Indicator evaluates the charter school or network as managers of public funds.

Annual Ratings			
Exceeds Expectations	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."

The following criteria make up the Financial Performance Sustainability indicator. For each criterion, RIDE will calculate an initial rating following the submission of the school’s financial audit. RIDE will follow up with charters about initial ratings as needed to obtain any additional information for consideration for the Final Annual Rating.

1.1 Current Ratio			
<b>Key Question:</b>	Does the organization’s current ratio indicate that its current assets can cover its current liabilities?		
<b>Description:</b>	This criterion measures whether the school’s current assets cover the school’s current debts or pecuniary obligations. The Current Ratio serves as an indication of the school’s financial health.		
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>• Audited financial statement</li> <li>• Calculation: Current Assets / Current Liabilities</li> </ul>		
Ratings			
Exceeds Expectations	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**



<b>Key Question:</b>	How many days can the organization pay its expenses without another inflow of cash?
<b>Description:</b>	Unrestricted Days of Cash indicates the amount of days an organization can pay expenses without incoming cash flow. This measure illustrates the organization’s ability to balance their budget.
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>• Audited financial statement</li> <li>• Calculation: (Unrestricted Cash &amp; Equivalentents x 365 Days) / (Total Operating Expenses - Annual Depreciation)</li> </ul>
<b>Notes</b>	The financial structure of District charter schools may not allow for this calculation to be made. This rating will be calculated if the necessary information is available in the charter’s annual financial audit.

Ratings			
Exceeds Expectations	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

1.3 Debt to Asset Ratio			
<b>Key Question:</b>	Does the school have a low level of debt relative to assets?		
<b>Description:</b>	The Debt to Asset Ratio shows the quantitative relationship between an organization’s debt and assets. This measure serves as an indication of the school’s financial health.		
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>• Audited financial statements</li> <li>• Calculation: Total Liabilities / Total Assets</li> </ul>		
Ratings			
Exceeds Expectations	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			
<b>Key Question:</b>	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?		
<b>Description:</b>	The Total Margin ratio examines the school’s revenue as a function of its expenses. The 3-Year Aggregate Total Margin shares the trend of revenue as a function of expenses.		
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>• Three years of Audited financial statements</li> <li>• Calculation of Total Margin: Net Income / Revenue</li> <li>• Calculation of Total 3-year Margin: Total 3-year Net Income / Total 3-year Revenue</li> </ul>		
Ratings			
Exceeds Expectations	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			
<b>Key Question:</b>	Does the school have the ability to cover its debt obligations in the current year?		
<b>Description:</b>	The ratio measures a school’s ability to pay the principal and interest due on its debt based on current year’s net income.		
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>• Audited financial statements (cash flow and/or income statements)</li> <li>• Calculation: (Net Income + Depreciation + Principal + Interest Expense / (Principal + Interest Expense)</li> </ul>		
Ratings			
Exceeds Expectations	Meets Expectations	Approaches 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 the charter holder. Organizational performance is in the support of the ultimate goal of student achievement and may be considered in a charter’s renewal. This annual rating requires that the Equity and Access criteria must be met in order to be rated “Meet Expectations.” Beyond that, the school should have no more than one “Approaches Expectations” ratings for the other criteria in order to “Meet Expectations.” The criteria and the corresponding rubric for this Indicator are below. The following criteria and their measures make up the Organizational Performance Sustainability indicator.

Annual Ratings			
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.”	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.”	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.”
AND	AND		
2.3 is rated as “Meets.”	2.3 is rated as “Meets.”		

The following tables describe the criteria that make up the Organizational Performance Indicator.

2.1 Organizational School-Specific Goals	
<b>Key Question:</b>	Is the school meeting the 2-3 goals set at the time the charter was granted/renewed that ensure their faithfulness to the charter?
<b>Description:</b>	School-specific goals may be set or revised through an approval process with the Office of Charter Schools prior to the start of a school year. These goals will be reflected as part of the charter and reported on annually by the school through the annual report. These goals have been included in the indicator to ensure the school’s progress with its approved mission is considered in its overall performance assessment. The setting of these goals will be a collaborative process between the school or charter’s leadership and the RIDE team. Further information on setting school-specific goals can be found in the appendix.
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>The calculations for school specific organizational goals are unique to each charter. The calculations measure whether the school is meeting the 2-3 goals set at the time the charter was granted/renewed.</li> </ul>

	<ul style="list-style-type: none"> <li>• The evidence provided here will vary based on goals.</li> <li>• School-specific goals should not be redundant to the Charter Performance Review System. Charters might begin by examining the mission statement and key educational program elements of the charter. Charters with already adopted board strategic plans may be able to align the goals of their strategic plan to school-specific goals. The key elements of each charter’s mission should serve as a starting point for creating goals.</li> <li>• Based on national best practices for goal setting, each school-specific goal must meet the criteria of being a SMART goal.</li> </ul>		
<b>Notes</b>	Setting school-specific goals is optional. If goals were not set, this criterion will not be considered. The full school-specific goal process is detailed in the appendix. For this criterion, “Approaches Expectations” will not be defined.		
<b>Ratings</b>			
Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The school is <b>outperforming at least one goal <i>and</i> performing at target for all other goals</b> per the measures set for each goal.	The school is performing <b>at target for all goals</b> per the measures set for each goal.		The school is <b>underperforming on one or more goals</b> per the measures set for each goal.

<b>2.2 School Environment</b>	
<b>Key Question:</b>	Is the school creating a strong learning environment that students and families choose to be a part of?
<b>Description:</b>	This criterion includes various elements that make up a school’s environment including student and family engagement, student attendance, demand for the school, and student retention.
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>• Attendance records reported to RIDE and averages published annually by RIDE</li> <li>• Parent &amp; Family Engagement                         <ul style="list-style-type: none"> <li>○ Documentation of events or activities</li> <li>○ Copies of school newsletters or other information vehicles</li> <li>○ Parent engagement on or with the Board</li> <li>○ In Site Visit Year, interviews or feedback from parents</li> </ul> </li> <li>• Retention: Charter school attrition data and analysis of enrollment data for students who re-enroll annually, excluding charter’s reported break grades.</li> <li>• Waitlist: Charter School Applicant Report (CSAR)</li> </ul>

<b>Notes</b>	For each school where “break grades” exist, these will be documented by the school.		
Ratings			
Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
<p>The school’s attendance rate equal to or greater than the state’s average attendance rate as published by RIDE.</p> <p>AND</p> <p>There is evidence that the school regularly engages parents and families</p> <p>AND</p> <p>At least 80% of students in non-break grades return to school the next year.</p> <p>AND</p> <p>The school’s waitlist comprises at least 50% of available seats for the current school year.</p>	<p>The school’s attendance rate equal to or greater than the state’s average attendance rate as published by RIDE.</p> <p>AND</p> <p>There is evidence that the school regularly engages parents and families</p> <p>AND</p> <p>At least 80% of students in non-break grades return to school the next year.</p>	<p><i>One of the following is true:</i></p> <p>The school’s attendance rate is lower than the state’s average attendance rate as published by RIDE.</p> <p>---</p> <p>There is no evidence that the school regularly engages parents and families</p> <p>---</p> <p>Fewer 80% of students in non-break grades return to school the next year.</p>	<p><i>Two or more of the following are true:</i></p> <p>The school’s attendance rate is lower than the state’s average attendance rate as published by RIDE.</p> <p>---</p> <p>There is no evidence that the school regularly engages parents and families</p> <p>---</p> <p>Fewer than 80% of students in non-break grades return to school the next year.</p>

2.3 Equity and Access	
<b>Key Question:</b>	Do the school’s policies and procedures ensure access to all students across the school’s approved regions?
<b>Description:</b>	This criterion considers lottery, enrollment, retention policies and procedures to ensure the school is accessible to students of all demographic groups from the school’s approved regions.
<b>Data Sources and Examples of Evidence:</b>	<p>Attrition data</p> <ul style="list-style-type: none"> <li>● Documented policies or procedures for data analysis</li> <li>● Documented policies or procedures that resulted from data analysis</li> <li>● Minutes or notes from meetings where analysis or conclusions were discussed</li> </ul>

	<p>Recruitment and retention</p> <ul style="list-style-type: none"> <li>• Documented policies or procedures for recruitment and retention, especially pertaining to students identified as low-income, special education and English Learners</li> <li>• Documentation of events, activities or school wide actions that demonstrate these policies address all populations.</li> </ul> <p>Applicant pool</p> <ul style="list-style-type: none"> <li>• Documented policies or procedures regarding recruitment</li> <li>• Charter School Applicant Report (CSAR)</li> <li>• Teacher-Course-Student Data</li> </ul>		
Ratings			
Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	<p>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.</p> <p>AND</p> <p>There is evidence that the school implements recruitment, enrollment and retention policies and procedures that address all populations in their sending district.</p> <p>AND</p> <p>There is evidence that the applicant pool is representative of its sending communities, in line with the school’s charter.</p>	<p><i>One of the following is true:</i></p> <p>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.</p> <p>---</p> <p>Evidence suggests that the school has not implemented recruitment, enrollment and retention policies and procedures that address all populations in their sending district.</p> <p>---</p> <p>Evidence suggests that the applicant pool is not representative of its sending communities.</p>	<p><i>Two or more of the following are true:</i></p> <p>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.</p> <p>---</p> <p>Evidence suggests that the school has not implemented recruitment, enrollment and retention policies and procedures that address all populations in their sending district.</p> <p>---</p> <p>Evidence suggests that the applicant pool is not representative of its sending communities.</p>

<b>2.4 Dissemination</b>			
<b>Key Question:</b>	Is the Charter School/Network actively sharing quality best practices and lessons learned with K-12 institutions and partners?		
<b>Description:</b>	Per state law § 16-77, regarding charter schools, “Charter public schools are intended to be vanguards, laboratories, and an expression of the on-going and vital state interest in the improvement of education.” This criterion seeks to understand the extent to which the school is promoting lessons learned and best practices across the K-12 field.		
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>● Documentation of reports shared with colleagues in the K12 field</li> <li>● Conference presentations</li> <li>● Documentation of District-Charter partnerships</li> <li>● Documentations of efforts in distributing best practices or lessons learned through websites, newsletters or events</li> </ul>		
<b>Ratings</b>			
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

<b>2.5 Board and Leadership Quality</b>	
<b>Key Question:</b>	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?
<b>Description:</b>	This criterion reviews the quality of the authorized body, the school’s board, in ensuring the school is well managed and operating in a way that promotes continuous improvement for teaching and learning in line with the school’s mission.
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>● Documentation of leadership review processes</li> </ul>

	<ul style="list-style-type: none"> <li>● Documentation of board meeting minutes that reflect goal setting, progress monitoring, decision-making, etc.</li> <li>● Documentation of strategic plan and implementation</li> <li>● Board Member resumes</li> </ul>		
Ratings			
Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
<p>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.</p> <p>AND</p> <p>The board and school leader have and implement clear and well-understood systems for decision-making and communication processes.</p> <p>AND</p> <p>There is evidence that the Board holds the school leader accountable.</p> <p>AND</p> <p>There is evidence that the board represents a wide range of expertise and shows alignment to school mission.</p>	<p>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.</p> <p>AND</p> <p>The board and school leader have and implement clear and well-understood systems for decision-making and communication processes.</p> <p>AND</p> <p>There is evidence that the Board holds the school leader accountable.</p>	<p><i>One of the following is true:</i></p> <p>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.</p> <p>----</p> <p>The board or school leader does not have and implement clear and well-understood systems for decision-making and communication processes.</p> <p>----</p> <p>There is no evidence that the Board holds the school leader accountable.</p>	<p><i>Two or more of the following are true:</i></p> <p>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.</p> <p>----</p> <p>The board or school leader does not have and implement clear and well-understood systems for decision-making and communication processes.</p> <p>----</p> <p>There is no evidence that the Board holds the school leader accountable.</p>



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. The annual rating summarizes the 29 criteria that make up this Indicator.

Annual Ratings for Compliance			
Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	All criteria associated with Federal laws and regulations are rated as "Meets."  AND  No more than one criterion not associated with Federal laws and regulations is rated as "Does Not Meet."	One criterion associated with Federal law and 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."

The criteria below make up the Compliance Indicator. They have been grouped into five sets of related criteria.

3.1 - 3.5 Student Rights	
<b>Key Question:</b>	Does the school have established and implemented policies and procedures in place to address student rights matters consistent with law, regulation and requirements of the charter school as authorized?
<b>Description:</b>	This set of criteria addresses matters relating to civil rights, special education, English learners, disadvantaged student populations and matters of charter lottery and enrollment.
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>• School provided assurances in School-Prepared Annual Report</li> <li>• Summary of any review conducted by the Office of Civil Rights or RIDE office on behalf of the Office of Civil Rights</li> <li>• Summary of any review conducted by the RIDE Office of Student, Community and Academic Support.</li> <li>• Charter School Applicant Report</li> </ul>

	<ul style="list-style-type: none"> <li>Documented Lottery Policies and Procedures</li> </ul>
Ratings	
Meets Expectations	Does Not Meet Expectations
3.1 There is not an unresolved material violation with laws and regulations related to Civil Rights, as reviewed by the Methods of Administration Coordinator.	3.1 There is an unresolved material violation with laws and regulations related to Civil Rights, as reviewed by the Methods of Administration Coordinator.
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.	3.2 There is an unresolved material violation with laws and regulations relating to IDEA (Special Education) as reviewed by the Office of Student, Community and Academic Support.
3.3 There is not an unresolved material violation with laws and regulations relating to Title III (English Learners), and R.I.G.L. 16-54, as reviewed by the Office of Student, Community and Academic Support.	3.3 There is an unresolved material violation of laws and regulations relating to Title III (English Learners), R.I.G.L. 16-54 and related regulations, as reviewed by the Office of Student, Community and Academic Support.
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.	3.4 There is an unresolved material violation with laws and regulations relating to Title I as reviewed by the Office of Student, Community and Academic Support.
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.	3.5 There is evidence the school does not appropriately utilizes the RI enrollment lottery application AND/OR has not submitted the charter school applicant report AND/OR does not have policies/ procedures in place to ensure a fair and equitable lottery system.

3.6 - 3.8 Employee Management	
<b>Key Question:</b>	Does the school have established and implemented policies regarding the staffing of the schools that are consistent with laws, regulations and requirements of the charter as authorized?
<b>Description:</b>	This set of criteria address Title II, staff evaluation and policies and procedures regarding matters of staffing.
<b>Data Sources and</b>	<ul style="list-style-type: none"> <li>School provided assurances in School-Prepared Annual Report</li> </ul>

<b>Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>• Summary of any review conducted by the RIDE Office of Educator Quality</li> <li>• Documented Human Resources policies and procedures</li> </ul>
<b>Ratings</b>	
<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
3.6 There is not an unresolved material violation with laws and regulations relating to Professional Qualifications for Teachers, Support Professionals, Administrators and Paraprofessional requirements including those within the Every Student Succeeds Act (ESSA), as reviewed by the Office of Educator Excellence and Certification Services.	3.6 There is an unresolved material violation with laws and regulations relating to Professional Qualifications for Teachers, Support Professionals, Administrators and Paraprofessional requirements including those within the Every Student Succeeds Act (ESSA), as reviewed by the Office of Educator Excellence and Certification Services.
3.7 The school has established human resource procedures and an employee handbook that addresses employee rights.	3.7 The school does not have 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, support professional and administrator evaluation as reviewed by the Office of Educator Excellence and Certification Services.	3.8 There is an unresolved material violation with laws and regulations relating to teacher, support professional and administrator evaluation as reviewed by the Office of Educator Excellence and Certification Services.

<b>3.9 - 3.12 Health &amp; Safety</b>	
<b>Key Question:</b>	Has the school established and implemented policies and procedures that ensure the safety and well-being of students?
<b>Description:</b>	This set of criteria includes building safety, nursing and health services, food services and student behavior management.
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>• School provided assurances in School-Prepared Annual Report</li> <li>• Summary of any review conducted by the RIDE Office of Fiscal Efficiencies</li> <li>• Documentation of inspections, certificates and insurance</li> <li>• Documented policies and procedures regarding student behavior and school safety</li> </ul>
<b>Ratings</b>	
<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
3.9 The school has secured and maintained appropriate facility safety documentation including but not limited	3.9 The school has not secured and maintained appropriate facility safety documentation including but

to fire safety/code and local certification of occupancy as well as, appropriate Certificate of Insurance Coverage, including the charter’s general liability policy naming the Council on Elementary and Secondary Education as additionally insured.	not limited to fire safety/code and local certification of occupancy as well as, appropriate Certificate of Insurance Coverage, including the charter’s general liability policy naming the Council on Elementary and Secondary Education as additionally insured.
3.10 There is not an unresolved material violation with laws and regulations relating to appropriate school health services protocols, procedures, standing orders, plans, and policies as required in the annual submission of the Annual School Health Report (ASHR) and reviewed by the Office of Student, Community and Academic Support.	3.10 There is an unresolved material violation with laws and regulations relating to appropriate school health services protocols, procedures, standing orders, plans, and policies as required in the annual submission of the Annual School Health Report (ASHR) and reviewed by the Office of Student, Community and Academic Support.
3.11 There is not an unresolved finding regarding the National School Lunch Program requirements or the Rhode Island Nutritional Requirements as reviewed by the Office of Statewide Efficiencies.	3.11 There is an unresolved finding regarding the National School Lunch Program requirements or the Rhode Island Nutritional Requirements as reviewed by the Office of Statewide Efficiencies.
3.12 The school has documented behavior and school safety policies.	3.12 The school does not have documented behavior and school safety policies.

3.13 - 3.16 Educational Program	
<b>Key Question:</b>	Is the school implementing and reporting all required elements of the school’s educational program as required by law, regulation and the authorization of the charter?
<b>Description:</b>	This set of criteria summarizes the requirements of the school to abide by laws, regulations and requirements of the authorized charter regarding the educational program of the school including requirements and addresses relevant reporting requirements.
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>● School provided assurances in School-Prepared Annual Report</li> <li>● Summary of any review conducted by the RIDE Division of Teaching and Learning</li> <li>● Summary of any review conducted by the RIDE Office of College and Career Readiness</li> <li>● Documentation of meetings, including professional development, of teachers, board or school leadership regarding content alignment to standards</li> <li>● Enrollment and Attendance Reports</li> <li>● Documentation of policies regarding school year length</li> </ul>

<b>Notes</b>	<ul style="list-style-type: none"> <li>Approved deadline extensions will not count against the charter school. If a requested deadline extension was approved for the charter school, the approved extended deadline will be used to consider the report’s timeliness.</li> </ul>
<b>Ratings</b>	
<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
3.13 The school is practicing essential educational program components as defined by the school’s charter, state law and regulation.	3.13 There is not evidence that 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.	3.14 There is not sufficient evidence that 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 statewide data reporting tools including but not limited to TCS, enrollment, and attendance.	3.15 The school has not submitted all required information via statewide data reporting tools including but not limited to TCS, enrollment, and attendance.
3.16 The school has a policy to abide by all laws and regulations regarding length of school day and year.	3.16 The school does not have a policy to abide by all laws and regulations regarding length of school day and year.

<b>3.17 - 3.19 School Leadership</b>	
<b>Key Question:</b>	Is the school abiding by laws, regulations and board bylaws established to govern board activities?
<b>Description:</b>	This set of criteria includes open meetings laws, public records requests, state code of ethics, and board bylaws.
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>School provided assurances in School-Prepared Annual Report</li> <li>Summary of any review conducted by the RI State Board of Ethics</li> <li>Documentation of Board meeting minutes</li> <li>Documentation of policies and procedures regarding conflicts of interest and stakeholder complaints</li> </ul>
<b>Ratings</b>	
<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
3.17 The charter’s board complied with all open meetings, public records requests, and the State Employee Code of Ethics.	3.17 There is not sufficient evidence that 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.	3.18 There is not sufficient evidence that the Board maintains and implements board bylaws.
3.19 The Board has policies and procedures for addressing conflicts of interest and stakeholder complaints.	3.19 There is not sufficient evidence that the Board has policies and procedures for addressing conflicts of interest and stakeholder complaints.

**3.20 - 3.28 Financial Management**

<b>Key Question:</b>	Is the school completing financial management requirements?
<b>Description:</b>	This indicator summarizes the financial reporting requirements of charter schools. It also includes reporting of outcomes of reviews by other bodies such as the independent auditor report(s).
<b>Data Sources and Examples of Evidence:</b>	<ul style="list-style-type: none"> <li>● Documentation of Board meeting minutes</li> <li>● Documentation of policies and procedures regarding budget amendments</li> <li>● Quarterly UCOA Reports</li> <li>● Audited Financial Statements</li> </ul>
<b>Notes</b>	<ul style="list-style-type: none"> <li>● Approved deadline extensions will not count against the charter school. If a requested deadline extension was approved for the charter school, the approved extended deadline will be used to consider the report’s timeliness.</li> </ul>

**Ratings**

Meets Expectations	Does Not Meet Expectations
3.20 The charter submitted an annual budget on time and any necessary budget revisions during the school year were made and formally approved by the charter’s board.	3.20 There is not sufficient evidence that the charter submitted an annual budget on time and any necessary budget revisions during the school year were made and formally approved by the charter’s board.
3.21 The charter’s Quarterly Financial Reports, as required by the Division of Municipal Finance and the Office of the Auditor General, were submitted on time and with accurate information.	3.21 The charter did not submit Quarterly Financial Reports, as required by the Division of Municipal Finance and the Office of the Auditor General, on time and with accurate information.
3.22 The charter submitted its required periodic UCOA reports on time and with accurate information.	3.22 The charter did not submit its required periodic UCOA reports on time and with accurate information.
3.23 The charter submitted its Agreed Upon Procedure (AUP) Audits, as required by the Office of the Auditor General and the Office of Statewide Efficiencies, on time and with accurate information.	3.23 The charter did not submit its Agreed Upon Procedure (AUP) Audits, as required by the Office of the Auditor General and the Office of Statewide Efficiencies, on time and with accurate information.

<p>3.24 The charter submitted its Annual Financial Audit and corresponding management letter as applicable, as required by the Office of the Auditor General, on time and with accurate information.</p>	<p>3.24 The charter did not submit Annual Financial Audit and corresponding management letter as applicable, as required by the Office of the Auditor General, on time and with accurate information.</p>
<p>3.25 The charter received an unqualified/unmodified audit.</p>	<p>3.25 The charter received a qualified/modified audit.</p>
<p>3.26 The charter’s auditors determined the charter had “no significant deficiencies” or equivalents, as outlined in any applicable management letter accompanying the annual audit.</p>	<p>3.26 The charter’s auditors determined the charter had “significant deficiencies” or equivalents, as outlined in any applicable management letter accompanying the annual audit.</p>
<p>3.27 The charter’s auditors determined the charter had “no material weaknesses” or equivalents, as outlined in any applicable management letter accompanying the annual audit.</p>	<p>3.27 The charter’s auditors determined the charter had “material weaknesses” or equivalents, as outlined in any applicable management letter accompanying the annual audit.</p>
<p>3.28 The school received an unmodified/unqualified single audit. (only applicable beginning FY16 when a school has spent \$750K+ in Federal Funds)</p>	<p>3.28 The school received a modified/qualified single audit. (only applicable beginning FY16 when a school has spent \$750K+ in Federal Funds)</p>

## SECTION 3: ANNUAL REPORTING

The Charter Performance Review System is intended to provide regular and timely information regarding charter school performance. This information is used by school leaders and administrators in decision making and planning; students and families to understand their education options; and the Rhode Island Department of Education for accountability and reporting purposes. Annual Reporting is made up of two parts: a school generated report (the School-Prepared Annual Report) and a RIDE generated report (the Annual Charter School Performance Dashboard).

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### SCHOOL-PREPARED ANNUAL REPORT

The School-Prepared Annual Report is completed by the school or charter leadership at the end of each academic year. The report template is developed by RIDE and available on a web-based platform. The annual report template includes both open response questions, and assurance and questions requiring uploads of policy and other documentation. The report is released by the RIDE team each summer and will be due in September. Submitted School-Prepared Annual Reports are public documents, alongside the school's Annual Charter School Performance Report.

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### ANNUAL CHARTER SCHOOL PERFORMANCE DASHBOARD

Each year, RIDE will issue an Annual Performance Dashboard for each school. The dashboard is made up of the annual ratings for each indicator with a short synopsis of the reason and source for that rating. Charters authorized to manage multiple schools will receive a performance report for each school.

These reports will be shared in two ways. The first is as a school-specific report sent directly to the school leaders. Second, a summary report of all RI charter schools will be compiled annually for a performance report to the Council on Elementary and Secondary Education. Following the Council meeting in which it is shared, the summary report will also be available on RIDE's website. Council members request individual school performance dashboards.



DATA SOURCES FOR CHARTER SCHOOL ANNUAL PERFORMANCE REPORTS IN A SCHOOL’S TERM

	<b>Charter School Annual Performance Report of Year 1</b>	<b>Charter School Annual Performance Report of Year 2</b>	<b>Charter School Annual Performance Report of Year 3</b>	<b>Charter School Annual Performance Report of Year 4</b>	<b>Charter School Annual Performance Report of Year 5</b>
<b>Primary Indicator</b>					
<b>Academic Performance Indicator</b>	Year 1 State Accountability System + Year 1 School-Prepared Annual Report	Year 2 State Accountability System + Year 2 School-Prepared Annual Report	Year 3 State Accountability System + Year 3 School-Prepared Annual Report	Year 4 State Accountability System + Year 4 School-Prepared Annual Report + Site Visit	Year 5 State Accountability System + Year 5 School-Prepared Annual Report
<b>Sustainability Indicators</b>					
<b>Financial Performance Indicator</b>	Final year of previous charter term Financial Audit + Annual Report or NONE	Year 1 Financial Audit + Year 1 School-Prepared Annual Report	Year 2 Financial Audit + Year 2 School-Prepared Annual Report	Year 3 Financial Audit + Year 3 School-Prepared Annual Report	Year 4 Financial Audit + Year 4 School-Prepared Annual Report
<b>Organizational Performance Indicator</b>	Year 1 School-Prepared Annual Report + Year 1 Lottery Data	Year 2 School-Prepared Annual Report + Year 2 Lottery Data	Year 3 School-Prepared Annual Report + Year 3 Lottery Data	Site Visit + Year 4 School-Prepared Annual Report + Year 4 Lottery Data	Year 5 School-Prepared Annual Report + Year 5 Lottery Data
<b>Compliance Performance Indicator</b>	Year 1 School-Prepared Annual Report + RIDE program-specific office reports	Year 2 School-Prepared Annual Report + RIDE program-specific office reports	Year 3 School-Prepared Annual Report + RIDE program-specific office reports	Site Visit + Year 4 School-Prepared Annual Report + RIDE program-specific office reports	Year 5 School-Prepared Annual Report + RIDE program-specific office reports

## SECTION 4: RENEWAL PROCESS

The renewal process has been designed to increase transparency of the progress of schools and charters against the established academic and organizational expectations. It is made up of a **determination of a renewal tier** based on the available Annual Performance Reports, a renewal application completed by the school and renewal site visit conducted by the RIDE Renewal Review team both of which correspond to the determined Renewal Tier, and a final Renewal Report and Recommendation that summarize the findings of all school and charter reports.

### RENEWAL TIMELINE

#### Year Four

Time	Performance Review Activity	Responsible
Mid Fall	Release Charter School Performance Report for Year 3	RIDE
Mid Fall	Renewal Process identified for schools based on available Annual Charter School Performance Dashboards.	RIDE
Mid Fall	Schedule tier-specific site visit and release renewal application	RIDE
Spring	Complete Renewal Application, Provide required documents	Charter
Spring	Conduct School Site Visits	RIDE / Charter
Summer	Draft Renewal Report with Placeholder for Year 4 Data	RIDE
Summer	Charter reviews Draft Renewal Report for Factual Accuracy	Charter

#### Year Five

Time	Performance Review Activity	Responsible
Mid Fall	Finalize Renewal Report with Year 4 data	RIDE
Late Fall	Charter Submits Response to Report	Charter
Winter	Present Recommendation to Council	RIDE / Council
Winter	Council Vote on Renewal Decision	Council

### RENEWAL TIERS

In the fall of the Charter’s penultimate year, each school in the charter will be organized into a tier based on the school’s performance over the term of its charter with particular focus on the two most recent years of available information. These tiers will inform the renewal application and renewal site visit experiences by each charter during the renewal process. **RIDE will assign a tier to each school authorized by a charter.** If two years of data are not available, then a school will not be assigned a tier (noted as “No Tier) and will follow the In-Depth renewal process. In the final year of the charter, the renewal tier will be updated based the charter’s performance report from the penultimate year. It is this final renewal tier, in addition to the renewal application, renewal site visit, and school response to the renewal recommendation report, that will help to inform the renewal recommendation.

The table below summarizes the performance needed to be in certain tiers. A school must fulfill the requirements outlined in the rubric below for both Academic and Sustainability Indicators to be placed into a certain Tier.

	Renewal Tiers	Tier 1 Exceeds Expectations	Tier 2 Meets Expectations	Tier 3 Approaches Expectations	Tier 4 Does Not Meet Expectations
Performance Indicators	<b>Academic: School Performance</b>	<ul style="list-style-type: none"> <li>At least “Meets” or “Exceeds” in all years of available data; and,</li> <li>“Exceeds” in at least one of the two most recent years available of data.</li> </ul>	<ul style="list-style-type: none"> <li>At least “Meets” or “Exceeds” in both of the two most recent years of available data.</li> </ul>	<ul style="list-style-type: none"> <li>At least “Approaches” in both of the two most recent years of available data*</li> </ul> <p><i>* Must meet School Comparison ratings detailed below</i></p>	<ul style="list-style-type: none"> <li>“Does Not Meet” in either of the two most recent years of available data*</li> </ul> <p><i>*Or School is not meeting School Comparison criteria in Tier 3</i></p>
	<b>Academic: School Comparison*</b>	-	-	If School Performance is rated “Approaches,” in either of the two most recent years of available data, School Comparison must: <ul style="list-style-type: none"> <li>“Meets” in the most recent year calculated; or,</li> <li>“Approaches” in the most recent year and “Meets” in the prior year.</li> </ul>	-
	<b>Sustainability (Finance, Organizational, and Compliance)</b>	“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.

If two years of sufficient data are not available as determined by the RI Department of Education, then a school will not be assigned a tier (noted as “No Tier”).

## RENEWAL APPLICATION

The Renewal Application is a formal request from the charter to be considered for a renewed charter, and is adapted from the National Association of Charter School Authorizers. The Renewal Application will be reviewed by the renewal site visit team and will inform target areas for the site visit. The application asks the charter to provide narrative

explanation for any areas of low performance, as measured by the performance framework, throughout the course of the term. The application calls out specific information about the school(s), charter holders and intentions for a new charter term.

**DOCUMENT SUBMISSION**

As outlined in Section 2 of this handbook, the performance indicators are made up of several criteria and varying sources of evidence are required to make a determination of performance. Each charter will be asked to provide relevant documentation prior to the site visit in order to corroborate the information in the Renewal Application and prepare for the site visit. Data sources and examples of evidence are noted for each Criterion but do not necessarily represent an exhaustive list. A school may provide additional documentation that aligns the criteria.

**DIFFERENTIATED RENEWAL SITE VISIT**

Charter school renewal site visits are differentiated based on a school’s performance standing. For example, RIDE will conduct an abbreviated site visit for charter schools that are determined to be in Tier 1 while Charter schools that are in Tier 2, 3 or 4 or No Tier will receive a more comprehensive Renewal Site Visit. The table below provides general guidelines for a Renewal Site Visit based on a school’s academic standing.

The Renewal Site Visit allows time for the RIDE team to see the school’s work in action and ensure due diligence when considering a charter for renewal. The length of the site visit and the content discussed differs by the tier the school is determined to be in during its penultimate year. RIDE will consider each school authorized by the charter individually to assign a tier. This may mean that the Charter Renewal Review Team spends more time at one school under the charter’s management to conduct a more in depth review.

Performance Tier	Length of Visit	Renewal Site Visit Components
Tier 1	Half Day Visit	<ul style="list-style-type: none"> <li>• 2-3 Reviewers</li> <li>• Interviews with board president and school leader(s)</li> <li>• Classroom walk-throughs</li> <li>• End of Day Debrief</li> </ul>
Tier 2	Full Day Visit	<ul style="list-style-type: none"> <li>• 3-5 Reviewers</li> <li>• Interviews with board of trustees and school leader(s)</li> <li>• Interviews with any of the following as determined based on standards receiving “approaches” or “does not meet” ratings on annual reports from the charter term: teachers, student support staff, data administrator, finance director, parents and students</li> <li>• Classroom walk-throughs</li> <li>• End of Day Debrief</li> </ul>
Tier 3, 4 and No Tier	Two to Three Day Visit	<ul style="list-style-type: none"> <li>• 3-5 Reviewers</li> <li>• Interviews with board of trustees, school leader, teachers, data administrator, student support staff, finance and operations directors, parents and students</li> <li>• Classroom observations as needed</li> <li>• End of Day Debrief</li> </ul>

RENEWAL REPORT AND RECOMMENDATION

A renewal report will be drafted following the renewal site visit that summarizes the charter’s performance comprised of a summary of all available Annual Ratings, information from the site visit, application and the School’s Annual Reports.

Based on the final tier, available once academic and any other outstanding data for the charter’s penultimate year is available, a final renewal report and school response, the Commissioner will develop a recommendation regarding the renewal of the charter to be shared and discussed with the Council on Elementary and Secondary Education during its public meetings.

RENEWAL RECOMMENDATIONS

The final renewal tier will indicate the likely length of renewal. The table bellows shares the tier, process and likely renewal recommendation for each tier. In the case of a school with “no tier” the renewal length and addition of sustainability conditions may vary based on the circumstances of that school.

Renewal Tier	1	2	3		4
Overall Performance	Exceeds Expectations	Meets Expectations	Approaches Expectations (Financial/Org)	Approaches Expectations (Academic)	Does Not Meet Expectations
Renewal Process	Expedited	Standard	In-Depth	In-Depth	In-Depth
Likely Renewal Recommendation	5 years	5 years	Standard 5-year renewal  AND Possible sustainability conditions if process identifies significant concerns	Standard 5-year renewal  OR One-time 3-year renewal	Non-renewal, or 3-year renewal if in commissioner's judgement non-renewal would be detrimental to student outcomes

RHODE ISLAND CHARTER FORM

All RI charter schools have at one time submitted a proposed charter to RIDE prior to being approved. This preliminary document discussed plans for school operations and design. However, the RI charter school regulations refer to a second document – a “final Charter” – to be issued by the Council on Elementary and Secondary Education once final approval is granted to operate.

*Creation and Implementation of Final Charters*

A charter, to use Merriam- Webster’s definition, is “a written instrument that creates and defines the franchises of a city, educational institution, or corporation.” Similarly, these final Charters will define the roles and responsibilities of each charter school, and the roles and responsibilities of the Board of Education relative to RI charter schools.

RIDE and each charter school will coordinate to draft a customized final Charter. Some areas of the final Charter are common across all charter schools; other areas will be highly customized according to the mission and design of the charter school, and include essential details from the original proposed charter. The contents of the final Charter are based on the statutory obligations of charter schools. Overall, the final Charter does not substantially increase, reduce, or change the regulatory responsibilities of charter schools; rather, it seeks to: 1) reaffirm requirements in existing statute and regulation; 2) clarify which elements of the original proposed charter remain obligatory during the course of the charter term, and 3) describe how to implement certain requirements.

Once drafted and complete, the Commissioner will bring each final Charter to the Council on Elementary and Secondary Education for approval.

### *Components of Final Charters*

Components of the final Charter are as follows:

**Introduction:** A series of “whereas” statements that provide a historical foundation for the charter and declare the Board as eligible to receive a charter.

**Section 1: Obligations of Directors.** This section defines the responsibilities of the charter school board, including compliance with public meetings. The Charter also requires that the Commissioner be notified of board composition changes.

**Section 2: Term and Renewal.** This section describes the length of the charter term, describes the process for evaluating performance of the charter school (namely, by using the expectations set forth in the Performance Framework, including standardized as well as school-developed goals). It also defines the role of the Council, and rights of the school, in cases of charter renewal, revocation, or expiration.

**Section 3. Scope of Program and Enrollment.** This section defines the annual enrollment expectations, the authorized enrolling communities; and the hours of instruction the school will provide in each year of its term (including any extended day/year proposed by the school’s founders).

**Section 4: Mission and Program Requirements.** This section defines the charter school as a public school and applicable laws. It also includes the mission statement of the school, and the essential educational program elements that the school will implement over the course of the term. The educational program components included in the final Charter will include essential design elements of each charter school, while omitting program design elements that may have been described in the original proposed charter but may change over time. Educational program elements will be included in consultation with, and with recommendations from, each charter school.

**Section 5: Third-Party Management Providers (if applicable).** In cases where charter schools are managed by external nonprofit management organizations, or where partner organizations are foundational to the school’s operations, its contract or management agreement governing the partnership will be attached to the final Charter.

**Section 6: Enrollment and Outreach.** This section defines the responsibilities of charter schools to enroll students using a fair, open and nonselective process. Each school’s enrollment procedures will be attached to its Final Charter.

Section 7: Personnel. This section describes responsibilities of the school to produce and abide by certain personnel policies, provide certain organizational documentation to be attached to the final Charter, and notify the Commissioner of changes in head administrators.

Section 8: Student Discipline and Parent Concerns. This section describes responsibilities of the school to produce and abide by certain student and parent policies.

Section 9: Facilities. This section refers to a document titled Facilities Requirements and Assurances, which must be signed and attached to all final Charters. It also describes how the school should notify the Commissioner of any facility moves or changes.

Section 10: Financial Plan. This section describes certain required financial reports and documents that must be attached to the final Charter.

Section 11: Variances and Waivers (if applicable). If charter schools have been granted waivers or variances from statute or regulation, those waivers/ variances, these will be articulated in this section.

Section 12: Amendments. This section restates from the regulations the Board and Commissioner roles in approving or denying amendments to the Final Charter. Schools desiring to operate differently or under different conditions than described in the final Charter will require either a major or a minor amendment. However, if schools wish to make organizational or operational adjustments to items not defined or attached to the final Charter, amendments shall not be required. In this way, the final Charter can clarify whether charter amendments are required.

Section 13: General Provisions. This section describes the general legal provisions of the final Charter, including an indemnification and insurance requirement.

Section 14: Appendices. There are ten (10) required attachments to the Final Charter. These attached materials are intended to be binding on charter schools during the charter term unless amended. If schools wish to amend the school-developed documents attached the final Charter, schools should request an amendment in writing to RIDE. RI regulations will govern whether the amendment sought is major or minor, and in turn, whether the request requires approval from the Council on Elementary and Secondary Education or may be made administratively.

- A: Board Bylaws
- B: Management Contract of Memorandum
- C: Student Enrollment Procedures
- D: Organizational Structure
- E: Staffing Plan
- F: Facilities Requirements and Assurances
- G: Five-year Budget Outlook
- H: Financial Management Policies
- I: Insurance Policy Declaration Pages
- J: School-Specific Goals

#### *Issuing the Charter Form*

RIDE has already begun implementing charter forms for some charters that have been authorized or renewed since 2015. RIDE will be updating the charter form and will continue the process of issuing charters as soon as possible.

# SECTION 5: APPENDIX

## SCHOOL-SPECIFIC GOALS

The following serves as guidance to Rhode Island charters for creating their school-specific goals. The information provided below has been created by RIDE for charter schools, relying on guidance given by the National Association of Charter Schools and from *Making the Mission Matter* by Margaret Lin of the Center for Charter Schools of Central Michigan University. **School-specific goals must be submitted to the Charter School Team via e-mail at [RICharters@ride.ri.gov](mailto:RICharters@ride.ri.gov). All school-specific goals must be submitted using the form on page 4 of this document.**

### About School-Specific Goals

School-specific goals are set by each charter as an additional way to capture progress and determine if a school is achieving its fundamental purpose as laid out in its mission. School-specific goals are an optional component of the Rhode Island Charter Performance Review System. If a charter chooses to create school-specific goals, RIDE suggests creating two to three academic goals and two to three organizational goals.

Academic school-specific goals will be evaluated in the Charter Performance Review System in the Primary Indicator: Academic Performance. The School Performance indicator, criterion 1.A.2, measures school-specific goals. Organizational school-specific goals will be evaluated in the Charter Performance Review System in Sustainability Indicator 2: Organizational Performance, criterion 2.1. Please reference the Charter Performance Review System Handbook for additional information on the indicators and their corresponding criteria.

### Timeline For Creating School-Specific Goals

The following table identifies the ideal timeline and process for charters that choose to create school-specific goals. Ideally, goals will be formally approved and adopted by the school’s board prior to the start of the first school year with performance targets. Please note, schools may choose to create these goals at any point in their term. If a charter chooses to revise their school-specific goal after adoption, a formal minor amendment request should be submitted to the charter team. The school must provide the rationale for revising the goal, and subsequently undergo the process identified below.

Time	Activity	Responsible
March	RIDE provides guidance for creating school-specific goals	RIDE
March-April	Schools draft school-specific goals	Charter
April-May	Schools send draft of school-specific goals in the indicated format to <a href="mailto:RICharters@ride.ri.gov">RICharters@ride.ri.gov</a> .	Charter
May	RIDE vets draft school-specific goals against the required criteria. RIDE sends feedback and collaborates with school leaders to finalize goals.	RIDE
June	Charters set benchmarks and charter boards approve their school-specific goals. Charters submit the final goals to RIDE for review with documentation of the charter board’s approval.	Charter
July-August	RIDE completes final vetting of school-specific goals against required criteria, and if all criteria are met, RIDE will: a) send verification of goals to the charter; and, b) add the goals to the final charter form.	RIDE



## School-Specific Goal Criteria

In accordance with Charter School Regulations Section C-1-4, a final charter includes an accountability plan comprised of student academic and organizational performance goals developed by the charter school and related to the charter’s mission. School-specific goals should **not** be redundant to the Charter Performance Review System. RIDE encourages charters to begin by examining the mission statement and key educational program elements of the charter. Charters with already adopted board strategic plans may be able to align the goals of their strategic plan to school-specific goals. The key elements of each charter’s mission should serve as a starting point for creating goals.

Based on national best practices for goal-setting, each school-specific goal must meet the criteria of being a **SMART** goal:

**SMART** (Specific, Measurable, Achievable, Relevant and Time-Based) is a nationally used framework for creating school-specific goals. Goals must follow the SMART framework to be RIDE-approved. The criteria for SMART goals are as follows:

### Specific

Goals should be clearly stated and easily understood. Academic goals need to be tied to student learning specifying what students should be able do. Organizational goals should clearly state the charters desired outcome. Goals should be very clear about what data will be gathered and what constitutes meeting (or not meeting) the goal.

### Measurable

Data source(s) for measuring each goal should be clearly identified and tied to quantifiable results. These sources should be reliable and credible, using data that can be externally validated by an entity outside of the school if needed. Examples of data that can be validated by an external source are provided in Appendix B.

### Ambitious & Achievable

Goals should be both ambitious and achievable, resulting in a substantial impact for the charter’s students. Goal setting should start with examining students’ baseline achievement levels or current organizational data.

### Relevant

Goals should be reflective of the charter’s mission, values and aspirations.

### Time based

A time frame is necessary to be able to examine achievement. Charters should set annual goals as well as comprehensive goals for their current Charter term.

In addition, each school-specific goal should meet the additional following criteria:

- ✓ Goals are related directly to Charter Mission.
- ✓ Goal are not redundant to outcomes measured in other parts of the Charter Performance Review System.
- ✓ Goal use credible data and can be externally validated by an outside source. (See Appendices A and B)
- ✓ Goals include measures, benchmarks and annual targets.
- ✓ Goals are in the provided table format.
- ✓ Goals are approved by the charter’s board of trustees.
- ✓ Goals are outcomes-based.



**Further Guidance for School-Specific Goals**

**ACADEMIC GOALS** are measurable academic outcomes of student learning. They should focus on outcomes and evidence of learning and not inputs. They can extend to other areas beyond those academic aspects evaluated solely by standardized and mandated tests. For example, goals could be related to arts education, character development or service learning, while relating directly to the school’s mission.

**ORGANIZATIONAL GOALS** consider the management, governance, or operational performance of the school as they relate to the charter mission. For example, goals can address teacher advancement, staff diversity, or institutional events, while relating directly back to the mission.

**Breaking Down the Components of Goals:**

To assist charters in completing the Goal Setting Form on page 4, below is an example of goal and its elements.

Element	Description	Example
<b>Goal</b>	Broad statement about what the charter or school is trying to accomplish.	“All students who have attended the school for at least three years will demonstrate broad knowledge of Biology.”
		
<b>Measure</b>	The data source or means to assess performance of toward the goal.	“The <u>percentage of students</u> who have attended the school for at least three years who achieve a 3, 4 or 5 on the Advanced Placement Biology exam.”
		
<b>Targets</b>	The specific objective and/or annual target for the identified measure in order to meet the goal. A benchmark, or baseline, must be identified in order to build annual targets.	<u>At least 90% of students</u> who have attended the school for at least three years will achieve a 3, 4 or 5 on the Advanced Placement Biology exam.”

**Examples:** The following examples illustrate SMART goals.

**1. Mission:** Charter School Academy prepares all graduates to succeed in college.

**Sample Goal:** *By the time they graduate, all students will have the skills and knowledge to succeed in competitive, four-year colleges, as measured by Advanced Placement exams and the SAT.*

**2. Mission:** Chinese Immersion Charter School will prepare student for success in high school and as future citizens in a globalized economy.

**Sample Goal:** *By the end of grade 6, students will demonstrate grade-appropriate proficiency on the Chinese National Online Early Language Learning Assessment (NOELLA).*

**School-Specific Goals: Examples of Measures and targets**

Measures should be credible and designed to minimize bias to ensure students and faculty are held to the highest expectations. **If a charter chooses to use an assessment as a measure, the assessment must be valid.** This means that the assessment has been shown by research to **measure the skills or knowledge that it intends to measure.** Researchers validate an assessment by reviewing its content, observing the processes by which students answer the questions, and evaluating whether external factors introduce bias into the testing results<sup>1</sup>.

Validity also means that **the measure is appropriate for the purposes for which it is used.** For example, the results of a diagnostic reading test are valid for understanding which reading skills the student has not yet mastered. They may not be valid, however, for determining the student’s overall reading proficiency.<sup>2</sup>

Academic Performance	Organizational
Reaching X proficiency of mission-related target demographic	Teacher retention rate
Proficiency or scores on PSAT/SAT or AP exams (% of student body)	Participation in school activities (field trip, parents days, volunteering)
College enrollment (% of student body)	Leadership retention rates
College remediation (% of student body)	Teacher ratings on classroom observation/ evaluation tool
College persistence (% of student body)	Participation in parent-teacher conferences
Proficiency of non-tested subjects by assessment (Foreign Language, Writing, Grades K-3)	Student participation in school-related activities

**School-Specific Goals: Data Sources**

Systems for gathering data must be able to be externally validated. The following appendix explains how to apply this principle. Some academic and most organizational goals will be based on internally gathered data. In order to include goals based on this data in an accountability plan, the system used to collect relevant data must be transparent and the data must be collected and recorded consistently. The appropriate system for tracking information will vary for different goals. Data sources for measures should use a transparent and consistent data collection system. Upon reviewing the goal submission, RIDE may follow up for additional documentation or description of the data collection system (including relevant instruments like spreadsheets or surveys) to ensure the goal and its measures are credible.

**Example:** A school that prioritizes the creation of a safe learning environment wants to demonstrate that students feel safe and secure while they are at school. The school decides to administer a survey to let students anonymously report whether they have experienced bullying. It chooses the Olweus Bullying Survey, a research-tested survey designed to assess school climate and bullying. The school sets the measure: “1% or fewer students will report being bullied each year, according to the definition contained in the Olweus Bullying Survey.”

The school ensures its data sources are able to be externally validated by keeping all survey data in a binder that is organized by year. Each year contains a cover sheet with the following information: number of surveys distributed, date they were distributed, person in charge of distribution, number completed. Behind this tab are the surveys themselves, with a printout of the spreadsheet where the results were tallied. A reviewer could easily review the surveys, ask the sender questions about methodology, and understand the return rate.

<sup>1</sup> Foundations of Psychological Testing: A Practical Approach. By Robert L. Lovler, Leslie A. Miller, Sandra A. McIntire. P189

<sup>2</sup> IBID. p. 188

**SCHOOL-SPECIFIC GOAL SETTING FORM**

Charters should use the form below as a template for setting school-specific goals. **School-specific goals must be submitted using this form to the Charter School Team via e-mail at [RICharters@ride.ri.gov](mailto:RICharters@ride.ri.gov).**

Charters interested in identifying school-specific goals should only provide goals that correspond to the remainder of their charter term. For example, if charter’s current 5-year term expires after the 2020-21 school year, then charters do not need to identify goals for the 2021-22 or 2022-23 school years (goals for those years will be identified upon charter renewal).

<b>CHARTER NAME:</b>			<b>SCHOOL NAME:</b>		
<b>CHARTER MISSION:</b>					
<b>GOAL:</b>					<b>Select Goal Type</b> <input type="checkbox"/> Organizational <input type="checkbox"/> Academic
<i>Explain how this goal is aligned to the charter’s mission? Why is the identified goal both ambitious and achievable?</i>					
<b>MEASURE:</b>					
<i>Explain why this measure is an appropriate tool for evaluating the outcome of the goal. Explain why the data source is credible and how it can be externally validated.</i>					
<b>BENCHMARK YEAR</b>	<b>YEAR 1 TARGET</b>	<b>YEAR 2 TARGET</b>	<b>YEAR 3 TARGET</b>	<b>YEAR 4 TARGET</b>	<b>YEAR 5 TARGET</b>

\*Note: Targets can be incremental. Targets can also be the same each year. Either way, please be sure to include the goal’s target for each year, as illustrated above