

# ASU Charter School Performance Framework

## BACKGROUND

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

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

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

## DECISION MATRIX

When Corrective Action is assigned, the focus school must develop a plan and demonstrate ability to implement the plan within one year to avoid being denied. The first three years of implementation of the Corrective Action Plan are considered “Probationary” and require annual checks by ASU. After three years, if the focus school is making accepted growth in the areas targeted for Corrective Action, the focus school moves from “Probationary” to “Approved”. If, during the “Probationary” period, the focus school fails to make accepted growth in the areas targeted for Corrective Action, the focus school falls to “Denial of Authorization.” Acceptable growth is defined as meeting the determined marks for the specified areas.

## TERMS TO KNOW:

- A. Indicator: General categories of academic performance
- B. Standard: Threshold that signifies success in meeting the standard for a specific measure
- C. State Assessments: Examinations adopted by the Arizona State Board of Education, from time to time
- D. Expected Proficiency Rate: Proficiency level as determined by standardized assessments
- E. Subgroup: Demographic groups of the total school population representing required reporting groups for federal and state adequate yearly progress reporting. These groups include economically disadvantaged (FRL), race and ethnic groups, SpEd, and ELL
- F. Demographic Subgroup: Demographic groups of the total school population representing required reporting groups for federal and state adequate yearly progress reporting. These groups include economically disadvantaged (FRL), race and ethnic groups, SpEd, and ELL
- G. Like School: School(s) that has a FRL, ethnicity/race, and SpEd rates within 10% plus or minus of focus school

## ACKNOWLEDGEMENTS

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## 1. ACADEMIC ACHIEVEMENT

1a. Are students achieving proficiency on State Assessments?	
<p><b>Exceeds Standard:</b></p> <input type="checkbox"/> School's proficiency rates are (a) in the top 10% of Average Statewide Performance; or (b) the school's proficiency rates are at least 90%.	
<p><b>Meets Standard:</b></p> <input type="checkbox"/> School's proficiency rates are equal to or greater than the average statewide performance, but fall below the top 10% and the school's proficiency rates are below 90% but above 70%.	
<p><b>Approaches Standard:</b></p> <input type="checkbox"/> School's proficiency rates are less than the average statewide performance, but are greater than the bottom 20%.	
<p><b>Falls Far Below Standard:</b></p> <input type="checkbox"/> School's proficiency rates are in the bottom 20% of average statewide performance.	
1.b. Are students performing equal to or better than Like Schools on State Assessments, considering SpEd, FRL, ELL, race/ethnicity?	
<p><b>Exceeds Standard:</b></p> <input type="checkbox"/> School's actual proficiency rate Exceeds the Expected Proficiency Rate by 15 percentage points or more.	
<p><b>Meets Standard:</b></p> <input type="checkbox"/> School's actual Proficiency Rate Meets or Exceeds the Expected Proficiency Rate by up to 15 percentage points.	
<p><b>Approaches Standard:</b></p> <input type="checkbox"/> School's actual proficiency rate is less than the Expected Proficiency Rate by up to 15 percentage points.	
<p><b>Falls Far Below Standard:</b></p> <input type="checkbox"/> School's actual proficiency rate is less than the Expected Proficiency Rate by 15 or more percentage points.	
1.c. Are the School's Subgroup proficiency rates the same or higher than the state's Subgroup (FRL, SpEd, race/ethnicity) proficiency rates on State Assessments?	
<p><b>Exceeds Standard:</b></p> <input type="checkbox"/> School's Subgroup proficiency rates are in the top 10% of statewide subgroup performance.	
<p><b>Meets Standard:</b></p> <input type="checkbox"/> School's Subgroup proficiency rates Meets or Exceeds statewide subgroup performance, but fall below the top 10%.	
<p><b>Approaches Standard:</b></p> <input type="checkbox"/> School's Subgroup proficiency rates fall below statewide subgroup performance, but are above the bottom 20%.	
<p><b>Falls Far Below Standard:</b></p> <input type="checkbox"/> School's Subgroup proficiency rates are in the bottom 20% of statewide subgroup performance.	
<p><b>Academic Achievement Decision Matrix for Approval: If B or C = Meets or Exceeds but A &lt; Meets, then category Meets. If A = Meets, but B or C &lt; Meets, then category Approaches.</b></p>	
<p><b>Approved with Distinction:</b></p> <input type="checkbox"/> All conditions Exceed targeted outcomes.	
<p><b>Approved for Authorization</b></p> <input type="checkbox"/> One or more conditions Meet targeted outcomes and remaining conditions either Meet or Exceed targeted outcomes.	
<p><b>Correction Plan Assigned</b></p> <input type="checkbox"/> One condition Approaches or Falls Far Below targeted outcomes and remaining conditions either Meet or Exceed targeted outcomes.	
<p><b>Denial of Authorization/Renewal</b></p> <input type="checkbox"/> Two or more conditions Approach or Falls Far Below targeted outcomes.	

## 2. ANNUAL GROWTH

2.a. Are annual growth rates greater or equal to like schools' growth rates considering SpEd, FRL, and ELL, race/ethnicity?
<p><b>Exceeds Standard:</b></p> <input type="checkbox"/> School's Subgroup proficiency rates are in the top 10% of statewide subgroup performance.
<p><b>Meets Standard:</b></p> <input type="checkbox"/> School's Subgroup proficiency rates are equal to or greater than statewide subgroup performance, but are below the top 10%.
<p><b>Approaches Standard:</b></p> <input type="checkbox"/> School's Subgroup proficiency rates are below statewide subgroup performance, but are above the bottom 20%.
<p><b>Falls Far Below Standard:</b></p> <input type="checkbox"/> School's Subgroup proficiency rates are in the bottom 20% of statewide subgroup performance.

2.b. Are demographic subgroups' achievement rates increasing?
Exceeds Standard: <input type="checkbox"/> School's Demographic Subgroup proficiency rates are in the top 10% of statewide subgroup performance.
Meets Standard: <input type="checkbox"/> School's Demographic Subgroup proficiency rates meet for exceed statewide subgroup performance, but fall below the top 10%.
Approaches Standard: <input type="checkbox"/> School's Demographic Subgroup proficiency rates fall below statewide subgroup performance, but are above the bottom 20%.
Falls Far Below Standard: <input type="checkbox"/> School's Demographic Subgroup proficiency rates are in the bottom 20% of statewide subgroup performance.
<b>Annual Growth Indicators for Authorizing Recommendations</b> <b>Decision Matrix for Approval: If B meets or exceeds but A &lt; meets, then category meets.</b>
<b>Approved with Distinction:</b> <input type="checkbox"/> Both conditions exceed targeted outcomes.
<b>Approved for Authorization</b> <input type="checkbox"/> Either both conditions meet targeted outcomes <u>or</u> one condition meets and the other condition exceeds targeted outcomes.
<b>Correction Plan Assigned</b> <input type="checkbox"/> One condition fails to meet or exceed targeted outcomes.
<b>Denial of Authorization/Renewal</b> <input type="checkbox"/> Neither condition meets or exceeds targeted outcomes.

### 3. POST-SECONDARY READINESS (FOR HIGH SCHOOLS ONLY)

3.a. Is the school graduating most of its students from high school?
Exceeds Standard: <input type="checkbox"/> 90% or more students graduated from high school in the most recently completed school year
Meets Standard: <input type="checkbox"/> Between 80% and 90% of students graduated from high school in the most recently completed school year
Approaches Standard: <input type="checkbox"/> 70% to 80% of students graduated from high school in the most recently completed school year
Falls Far Below Standard: <input type="checkbox"/> Less than 70% of students graduated from high school in the most recently completed school year

3.b Does student performance on the ACT and SAT reflect college readiness?
Exceeds Standard: <input type="checkbox"/> The composite score for ACT or SAT performance exceeds the state average.
Meets Standard: <input type="checkbox"/> The composite score for ACT or SAT performance meets or exceeds the national average by up to 20%.
Approaches Standard: <input type="checkbox"/> The percentage of students meeting benchmarks for ACT or SAT performance falls below the national average by up to 20%.
Falls Far Below Standard: <input type="checkbox"/> The percentage of students meeting benchmarks for ACT or SAT performance falls below the national average by at least 20%.

3.c Is the school minimizing its dropout rate? dropout rate?
Exceeds Standard: <input type="checkbox"/> Annual dropout rate is 2% or less than state average.
Meets Standard: <input type="checkbox"/> Annual dropout rate is between 2% and 4% than state average.
Approaches Standard: <input type="checkbox"/> Annual dropout rate is 4% or higher but less than 12% of state average.
Falls Far Below Standard: <input type="checkbox"/> Three-year dropout rate is 12% or higher than state average.

<b>Post-Secondary Readiness Indicators for Authorizing Recommendations</b> <b>Decision Matrix for Approval: If B or C = meets or exceeds but A &lt; meets, then category meets.</b>
<b>Approved with Distinction:</b> <input type="checkbox"/> All conditions Exceed targeted outcomes.
<b>Approved for Authorization</b>

<input type="checkbox"/> One or more conditions Meet targeted outcomes and all other conditions either Meet or Exceed targeted outcomes.
<b>Correction Plan Assigned</b> <input type="checkbox"/> One condition either Approaches or Falls Far Below targeted outcomes and all other conditions either Meet or Exceed targeted outcomes.
<b>Denial of Authorization/Renewal</b> <input type="checkbox"/> Two or more conditions Approach or Fall Far Below targeted outcomes.

#### 4. FINANCIAL PERFORMANCE FRAMEWORK

<b>4.a. Current Ratio: Current Assets divided by Current Liabilities</b>
<b>Meets Standard:</b> <input type="checkbox"/> Current Ratio is either (a) 1.1 or higher; or (b) Current Ratio is less than 1.1 but greater than 1.0 and one-year trend is positive (current year ratio is higher than last year's).
<b>Approaches Standard:</b> <input type="checkbox"/> Current Ratio is either (a) greater than .9 but less than or equal to 1.0; or (b) Current Ratio is less than 1.1 but greater than 1.0 and one-year trend is negative (current year ratio is less than last year's).
<b>Falls Far Below Standard:</b> <input type="checkbox"/> Current ratio is 0.9 or less.
<b>4.b. Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365)</b>
<b>Meets Standard:</b> <input type="checkbox"/> Days Cash is either (a) 60 days or higher; or (b) less than 60 days but equal to or greater than 30 days and one-year trend is positive.
<b>Approaches Standard:</b> <input type="checkbox"/> Days Cash is either (a) less than 30 days but equal to or greater than 15 days; or (b) less than 60 days but equal to or greater than 30 days and one-year trend is negative.
<b>Falls Far Below Standard:</b> <input type="checkbox"/> Schools in first or second year of operation: Days Cash is less than 30 days. Schools in third year of operation and beyond: Days Cash is less than 30 days.
<b>4.c. Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Approved Budget</b>
<b>Meets Standard:</b> <input type="checkbox"/> Enrollment Variance is (a) 95% or greater; and (b) has been 95% or greater in either each of the last three years or in every year of the school's operation.
<b>Approaches Standard:</b> <input type="checkbox"/> Enrollment Variance is either (a) between 85% and 95%; or (b) it is 95% or greater but has NOT been 95% or greater in any of the last three years for which Enrollment Variance data is available.
<b>Falls Far Below Standard:</b> <input type="checkbox"/> Enrollment Variance is 85% or less.
<b>4.d. Default</b>
<b>Meets Standard:</b> <input type="checkbox"/> School is not in default of loan covenant(s) and is not delinquent with debt service payments, if applicable.
<input type="checkbox"/> Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments by over 60 days.
<b>4.e. General Fund Balance Ratio: Total Fund Balance (including unrestricted funds and funds (or real property) restricted for emergencies) divided by State Per Pupil Revenue (PPR)</b>
<b>Meets Standard:</b> <input type="checkbox"/> Positive General Fund Balance AND 3% of Total State Per Pupil Revenue in restricted funds or real property
<b>Falls Far Below Standard:</b> <input type="checkbox"/> Negative General Fund Balance OR failure to maintain 3 percent of Total State Per Pupil Revenue in restricted funds

#### 5. STUDENTS AND THE EDUCATION PROGRAM

<b>5.a. Is the school implementing the essential terms of the education program as defined in the current Charter?</b>
<ul style="list-style-type: none"> <li>The essential delivery of the education program in all material respects and operation reflects the essential terms of the program as defined in the Charter</li> </ul>
<input type="checkbox"/> Meets Standard (M): The school has implemented the program in the described manner to the satisfaction of the authorizer.

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

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

5.b. Is the school complying with all applicable ADE requirements, unless waived?

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

Meets Standard (M): The school has implemented the program in the described manner to the satisfaction of the authorizer.

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

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

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

Protecting student rights pursuant to:

- Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act relating to the treatment of students with identified disabilities and those suspected of having a disability, consistent with the school's status and responsibilities as a school in a LEA.
- Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities relating to English Language Learner requirements
- Law, policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, enrollment, the collection and protection of student information
- Conduct of discipline procedures, including discipline hearings and suspension and expulsion policies and practices, in compliance with CRS 22-33-105 and 22-33-106
- Recognition of due process protections, privacy, civil rights and student liberties requirements, including 1<sup>st</sup> Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction

Meets Standard (M): The school has implemented the program in the described manner to the satisfaction of the authorizer.

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

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

## 6. GOVERNANCE AND FINANCIAL MANAGEMENT

### 6.a. Is the school complying with governance requirements?

- Adequate Board policies and by laws, including those related to oversight of an education service provider, if applicable (CRS 22-30.5-509(s)), and those regarding conflicts of interest, anti-nepotism, excessive compensation, and board composition
- Compliance with Arizona's Open Meeting Law (A.R.S 38-431, *et seq.*)
- Maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, if applicable
- Requiring annual financial reports of the education service provider (CRS 22-30.5-509(s)), if applicable

Meets Standard (M): The school has implemented the program in the described manner to the satisfaction of the authorizer.

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

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

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

- Compliance with the Financial Transparency Act (CRS 22-44-301)
- Complete and on-time submission of financial reports, including financial audit, corrective action plans, annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider
- Meeting all reporting requirements related to the use of public funds
- The school's audit is an unqualified audit opinion and devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses

Meets Standard (M): The school has implemented the program in the described manner to the satisfaction of the authorizer.

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

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

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

Up to date fire inspections and related records:

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

Meets Standard (M): The school has implemented the program in the described manner to the satisfaction of the authorizer.

Approaches Standard (A): The school has failed to implement the program in the described manner; the failure(s) were material, and the board has instituted remedies that have resulted in compliance or prompt and sufficient

movement toward compliance to the satisfaction of the authorizer.

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

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

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

Meets Standard (M): The school has implemented the program in the described manner to the satisfaction of the authorizer.

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

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