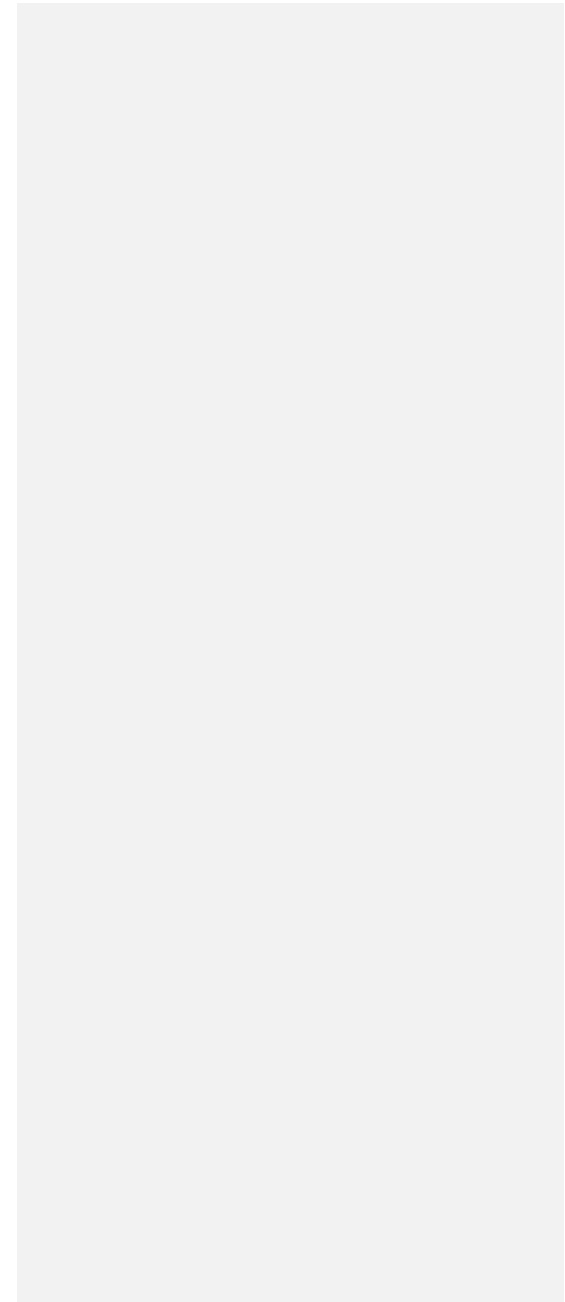


# Charter School Performance Framework

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## Acknowledgements

The Tennessee [Public Charter School Commission \(“Commission”\)](#)~~State Board of Education~~ would like to acknowledge and thank the National Association of Charter School Authorizers<sup>1</sup> for use of their framework templates, guidance, and assistance in the creation of this performance framework. In addition, we appreciate the assistance of the Tennessee Department of Education [and Tennessee State Board of Education](#) for guidance around the state’s accountability framework and their thought-partnership during the development of this performance framework.



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<sup>1</sup> National Association of Charter School Authorizers, “Core Performance Framework and Guidance,” March 2013, accessed August 26, 2014, available at [www.qualitycharters.org](http://www.qualitycharters.org).

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## About the Performance Framework

With regard to its role as an appellate authorizer of charter schools, a mission of the Tennessee State Board of Education is laid out in State Board Policy ~~6-100~~. This policy states, "The mission of the State Board is to increase families' access to high-quality charter schools." Therefore, ~~this~~ document outlines the comprehensive benchmarks by which charter schools authorized by the ~~Commission Tennessee State Board of Education~~ will be measured and evaluated in order to meet the mission stated above. The framework addresses the academic, financial, and organizational benchmarks by which schools will be scored to indicate the overall success and health of the charter school. A charter school's performance on these measures will be published in the annual report produced by the ~~Commission State Board of Education~~.

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Performance Frameworks

## Section I. Academic Performance & School Culture

Pursuant to Tennessee Code Annotated (T.C.A) § 49-13-102, two of the purposes of a charter school are to improve learning for all students and to ensure that children have the opportunity to reach proficiency on state academic assessments. In addition, the law states that “[t]he performance-related provisions within a charter agreement shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluation of each public charter school.”<sup>2</sup> For students, families, and the community, the main question that needs to be answered is: “Is this school a high-achieving school?” With increased school autonomy, a bedrock of charter school authorization, comes the expectation of high academic achievement. The following pages outline the measures by which a charter school’s academic performance will be evaluated for purposes of yearly monitoring, potential interventions and plans of correction, and renewal and revocation decisions. A school will be evaluated on each performance measure and will receive a rating for each measure as well as a composite score that encompasses the entire academic performance framework. The ~~Commission~~[State Board of Education](#)’s Charter School Intervention Policy ~~4.6006-700~~ lays out the possible interventions and sanctions for failure to meet the standards set forth in the performance framework.<sup>3</sup>

The Academic Performance framework is made up of three key areas, which are outlined below. Additional details and explanations around these areas are included in the pages that follow.

1. Student Achievement (50%)
2. Comparative Performance (30%)
3. School Culture (20%)

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<sup>2</sup> T.C.A. § 49-13-143(a)

<sup>3</sup> For example, the governing board of any school that receives a “Falls Far Below” rating in any category will receive a Notice of Concern detailing the areas of concern on the Performance Framework. Achievement of a rating of “Falls Far Below” in multiple areas or “Does Not Meet Standard” in a significant number of ratings will result in a Notice of Deficiency being issued to the school’s governing board and a Plan of Correction being developed. Additional information regarding possible interventions and sanctions, including charter revocation, are available in the Charter School Intervention Policy ~~4.6006-700~~.

**1: Student Achievement (50%)**

Measure	Description	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
1a*	School academic performance, as measured by the Tennessee Department of Education	D	C	B	A	50%

\*For schools in their first year of operation, see 1b in the next section.

In December 2015, the Every Student Succeeds Act (ESSA) was signed into law. ESSA replaces the former federal education law, commonly referenced as No Child Left Behind, and reauthorizes the Elementary and Secondary Education Act of 1965. In 2017, the Tennessee Department of Education (TDOE) outlined a new district and school accountability framework that is aligned to ESSA. The TDOE’s school accountability framework measures school performance for all students and by subgroup on the following indicators:<sup>4</sup>

1. **Achievement:** Percent of students performing at “on track” or “mastered” on state assessments through two pathways:
  - a. Absolute achievement (relative to other schools); or
  - b. Performance on Annual ~~Measurable~~Measurable Objectives (AMO) targets (growth in achievement);
2. **Growth:** TVAAS growth for all students and progress on all achievement levels for subgroups;
3. **Ready Graduate (High School Only):** Percent of high school graduates who demonstrate the necessary skills for postsecondary, military, and workforce readiness by meeting either ACT, Early Postsecondary Opportunities (EPSO), or military criteria through two pathways:
  - a. Absolute achievement (relative to other schools); or
  - b. Performance on AMO targets (growth in Ready Graduate indicator);
4. **Chronically Out of School:** Percent of students who are chronically out of school, defined as missing 10 percent or more of a school year due to absences or out of school suspensions, through two pathways:
  - a. Absolute achievement (relative to other schools); or
  - b. Performance on AMO targets (reduction in percent of students chronically out of school);
5. **English Language Proficiency Assessment (ELPA):** Progress toward English language proficiency through two pathways:
  - a. Percent of students exiting ESL services, weighted by initial ELP; or
  - b. Percent of students meeting or exceeding the growth standard based on prior English proficiency.

<sup>4</sup> Tennessee Department of Education. (2017, April 3). *Every Student Succeeds Act: Building on Success in Tennessee*.

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An A-D letter grade<sup>5</sup> is assigned to each school evaluated by the TDOE. Due to the comprehensive nature of this state-determined school rating, each letter grade will correspond to the rating category as determined in the table above. Minus grades for schools designated as “focus” schools will not influence the overall ratings category of the school. For example, a school receiving a B- will be designated as “Meets Standard.”

### **1. b. Student Achievement for New Schools (Applicable for schools with only one year of data) (50%)**

New schools in their first year of operations will not receive an A-D rating from the TDOE. Instead, new schools will be evaluated in the following areas in student achievement. The weight of the following areas makes up 50% of the final academic performance and school culture score, just as the 50% weight from the A-D letter grade. Each of the below indicators scoring weights align to the scoring weights used for each indicator in the A-D letter grade.

1. **Absolute Achievement:** Absolute achievement will be measured by the percentage of students scoring “On-Track” or “Mastered” on the Tennessee state assessments in the subject areas of ELA, math, science, and social studies. The total scoring weight for absolute achievement is 45% with each subject area consisting of 11.25% of the total 45%. If a school is not being tested in a certain area, the total of 45% will be reallocated equally among the total tested subject areas.
2. **Growth:** Growth in achievement will be measured by TVAAS overall composite index for the one-year trend. The total scoring weight for growth is 35%.
3. **Chronic Absenteeism:** Chronic absenteeism is defined as the percent of students missing 10% or more of enrolled school days. The total scoring weight for chronic absenteeism is 10%.
4. **English Language Proficiency Assessment (ELPA):** ELPA will be measured by the percentage of students meeting or exceeding the growth standard based on prior English proficiency. The total scoring weight for ELPA is 10%.

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<sup>5</sup> T.C.A. § 49-1-228

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Measure	Sub-Category	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
				1	2	3	4	
1b – Year 1	Absolute Achievement	Absolute performance in ELA, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	HS	Less than 20%	20%-29.9%	30%-50%	Greater than 50%	11.25%
			3-8	Less than 20%	20%-29.9%	30%-50%	Greater than 50%	
		Absolute performance in math, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	HS	Less than 10%	10%-19.9%	20%-40%	Greater than 40%	11.25%
			3-8	Less than 20%	20%-29.9%	30%-50%	Greater than 50%	
		Absolute performance in science, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	HS	Less than 40%	40%-49.9%	50%-70%	Greater than 70%	11.25%
			3-8	Less than 40%	40%-49.9%	50%-70%	Greater than 70%	
		Absolute performance in social studies, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	HS	Less than 20%	20%-29.9%	30%-50%	Greater than 50%	11.25%
			3-8	Less than 20%	20%-29.9%	30%-50%	Greater than 50%	
	Growth	TVAAS overall composite index for one-year trend.	All	Level 1	Level 2	Level 3 or 4	Level 5	35%
	Chronic Absenteeism	The percent of students missing 10 percent or more of enrolled school days	HS	Greater than 25%	20.1-25%	15%-20%	Less than 15%	10%
			K-8	Greater than 20%	15.1%-20%	10%-15%	Less than 10%	
	English Language Proficiency Assessment (ELPA)	Percent of students meeting or exceeding the growth standard based on prior English proficiency	HS	Less than 40%	Less than 50%	Less than 60%	At least 60%	10%
			K-8	Less than 40%	Less than 50%	Less than 60%	At least 60%	



**2: Comparative Performance (30%)**

Measure	Description		Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
2a	School comparative performance to resident district in ELA	All Grades	More than 15 percentage points lower than the resident district	5.1-15 percentage points lower than the resident district	Up to 5 percentage points below or above the resident district	Greater than 5 percentage points higher than the resident district	25%
2b	School comparative performance to resident district in Math	All Grades	More than 15 percentage points lower than the resident district	5.1-15 percentage points lower than the resident district	Up to 5 percentage points below or above the resident district	Greater than 5 percentage points higher than the resident district	25%
2c	School comparative performance to resident district in Science	All Grades	More than 15 percentage points lower than the resident district	5.1-15 percentage points lower than the resident district	Up to 5 percentage points below or above the resident district	Greater than 5 percentage points higher than the resident district	25%
2d	School comparative performance to resident district in Social Studies	All Grades	More than 15 percentage points lower than the resident district	5.1-15 percentage points lower than the resident district	Up to 5 percentage points below or above the resident district	Greater than 5 percentage points higher than the resident district	25%

Comparison of charter performance to the resident district average allows for the evaluation of whether the charter school is providing a better option for students. Comparative achievement will be measured by evaluating the percentage of students who scored “mastered” or “on track” on the state assessments at the charter school, as compared to the resident district average.

- In grades 3-8, an average percent “mastered” or “on track” of all grades will be calculated for each tested subject.

- This average will be calculated by taking the total number of students scoring “mastered” or “on track” and dividing it by the total number of students who took the test in grades 3-8.
- In high school, an average percent “mastered” or “on track” will be calculated for End-of-Course (EOC) assessments in English I, and II, Algebra or Integrated Math I, Geometry or Integrated Math II, Algebra II or Integrated Math III, , Biology, and U.S. History.
  - This average will be calculated by taking the total number of students scoring “mastered” or “on track” and dividing it by the total number of students who took the tests, which will be grouped by subject.
  - EOC assessments will be grouped by subject in the following way:
    - ELA: English I and II
    - Math: Algebra or Integrated Math I, Geometry or Integrated Math II, Algebra II or Integrated Math III
    - Science: Biology
    - Social Studies: U.S. History

\*If a school is not being tested in certain subject areas, the total weight will be reallocated equally among the total tested subject areas.

### 3: School Culture (20%)

Measure	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
3a	Suspension rate	ES	5% or more	4% - 4.9%	3% - 3.9%	Less than 3%	33.3%
		MS	20% or more	13% - 19.9%	5% - 12.9%	Less than 5%	
		HS	10% or more	8% - 9.9%	4% - 7.9%	Less than 4%	
3b	Student attrition rate	All	35% or more	25%-34.9%	15%-24.9%	Less than 15%	33.3%
3c	Teacher retention rate	All	Less than 65%	65% - 74.9%	75% - 84.9%	85% or more	33.3%

**3a:** The suspension rate is measured as the percentage of individual students suspended one or more times at a school during the school year. This rate includes out-of-school suspensions only.

**3b:** The student attrition rate is measured as the total percentage of students who left the school for reasons other than completing the highest grade in one annual cycle between October 1 of a given year and October 1 of the next year.<sup>6</sup> This annual cycle was selected to account for student attrition during the school year and during the summer months.

**3c:** Teachers who are non-renewed are not included as part of the teacher retention rate. This metric will also hold harmless teachers who move into a different role at the school or in the charter management organization.

#### Rating System:

Each school will receive points per measure based on where they fall on the range (from “Falls Far Below Standard” through “Exceeds Standard”). Then, the points for the measure will be weighted according to each measure’s assigned weight. Each rating will receive the following number of points:

<sup>6</sup> October 1 is commonly used as the date by which schools track official enrollment numbers because typical beginning-of-year fluctuations in enrollment even out by October 1. The National Center for Education Statistics (NCES) also uses this date when referencing enrollment for a given year.

Rating	Points
Falls Far Below Standard	1
Does Not Meet Standard	2
Meets Standard	3
Exceeds Standard	4

The number of points received will be multiplied by the section weight to yield a final score for the academic and cultural section.

**Example: ABC Charter School**

Section	Indicator	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Final Score	Percentage of Section Score	Percentage of Overall Score	Weighted Score
Student Achievement	School academic performance, as measured by TN's accountability system	1	2	3	4	3	100%	50%	1.5
Comparative Performance	School comparative performance to resident district in ELA	1	2	3	4	2	25%	30%	0.675
	School comparative performance to resident district in math	1	2	3	4	3	25%		
	School comparative performance to resident district in science	1	2	3	4	1	25%		
	School comparative performance to resident district in social studies	1	2	3	4	3	25%		
Culture	Suspension rate	1	2	3	4	2	33.3%	20%	0.532
	Student attrition rate	1	2	3	4	3	33.3%		
	Teacher retention rate	1	2	3	4	3	33.3%		
<b>Average Total Rating* = 3 (Meets Standard)</b>									

\*To assign the final score determination, the "Average Total Rating" will be rounded to the nearest whole number. (For example, a score of 2.5 would be rounded up to a 3 and assigned the determination of "Meets Standard." A score of 2.4 would be rounded down to a 2 and a determination of "Does Not Meet Standard.")

## Section II. Financial Performance

In addition to academic performance, another important indicator of short-term and long-term success of charter schools is the financial performance. Annually, a charter school will be rated on the following near term and sustainability indicators. Any intervention action based on the school's ratings received in financial performance will be dictated by [Commission State Board Policy 4.600-6.700](#)— Charter School Intervention.

### Indicators and Measures:

1. Near Term Indicators:
  - a. Current Ratio
  - b. Unrestricted Days Cash
  - c. Enrollment Variance
  - d. Default
2. Sustainability Indicators:
  - a. Total Margin
  - b. Debt to Asset Ratio
  - c. Cash Flow
  - d. Debt Service Coverage Ratio

## 1. Near Term Indicators

### 1(a). Current Ratio:

*Current Assets divided by Current Liabilities*

Audit Source: "Balance Sheet"

Meets Standard

- Current Ratio is greater than or equal to 1.1; OR
- Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than previous year ratio)
- *(For schools in their first or second year of operation)* Current Ratio must be greater than or equal to 1.1

Does Not Meet Standard

- Current Ratio is between 0.9 and 1.0 or equal to 1.0; OR
- Current Ratio is between 1.0 and 1.1 and one-year trend is negative

Falls Far Below Standard

- Current Ratio is less than or equal to 0.9
- *(For schools in their first or second year of operation)* Current Ratio is less than 1.1

### 1(b). Unrestricted Days Cash:

*Unrestricted Days Cash divided by  $([Total Expense minus Depreciation Expense] divided by 365)$*

Audit Source: "Balance Sheet" (Cash), "Statement of Activities" (Depreciation, Total Expenses)

Meets Standard

- Days Cash is greater than or equal to 60 days; OR

- Days Cash is between 30 and 60 days and one-year trend is positive
- *(For schools in their first or second year of operation)* Days Cash is greater than or equal to 30 days

Does Not Meet Standard

- Days Cash is between 15-30 days or equal to 30 days; OR
- Days Cash is between 30-60 days and one-year trend is negative

Falls Far Below Standard

- Days Cash is less than or equal to 15 days
- *(For schools in their first or second year of operation)* Days Cash is less than 30 days

### 1(c). Average Daily Membership (ADM) to Budget Variance:

*Actual ADM (June 30 ADM) divided by Enrollment Projection used in June 1 Charter School Board-Approved Budget*

Source of Data: Received Directly from School

Meets Standard

- ADM to Budget Variance greater than or equal to 95 percent in the most recent year

Does Not Meet Standard

- ADM to Budget Variance is between 85 percent and 95 percent in the most recent year

Falls Far Below Standard

- ADM to Budget Variance is less than or equal to 85 percent in the most recent year

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**1(d). Default:**

Source of Data: Received Directly from School

Meets Standard

- School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

Does Not Meet Standard

- School is in default of loan covenant(s), but has worked with lender(s) to restructure debt service payments

Falls Far Below Standard

- School is in default of loan covenant(s) and/or is delinquent with debt service payments

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## 2. Sustainability Measures

### 2(a). Total Margin:

*Total Margin is Change in Net Position divided by Total Revenues;  
Aggregated Total Margin is Total Three-Year Change in Net Position  
divided by Total Three-Year Revenues*

Audit Source: "Statement of Revenues, Expenditures and Changes in Fund Balance - Governmental Fund" (*Total Revenues*) and "Statement of Activities" (*Change in Net Position*)

Meets Standard

- Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive; OR
- Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive
- (*For schools in their first or second year of operation*) Aggregated Two-Year Total Margin (if applicable) is positive, and the most recent year Total Margin is positive

Does Not Meet Standard

- Aggregated Three-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"

Falls Far Below Standard

- Aggregated Three-Year Total Margin is less than or equal to -1.5 percent; OR
- The most recent year Total Margin is less than -10 percent
- (*For schools in their first or second year of operation*) Aggregated Two-Year Total Margin (if applicable) is negative (or zero), OR the most recent year Total Margin is negative (or zero)

### 2(b). Debt to Asset Ratio:

*(Total Liabilities plus Deferred Inflows from Resources) divided by  
(Total Assets plus Deferred Outflows from Resources)*

Audit Source: "Statement of Net Position"

Meets Standard

- Debt to Asset Ratio is less than or equal to 0.9

Does Not Meet Standard

- Debt to Asset Ratio is between 0.9 and 1.0

Falls Far Below Standard

- Debt to Asset Ratio is greater than or equal to 1.0

### 2(c). Cash Flow:

*Cash Flow (recent year) = Recent Year Cash minus Previous Year Cash;  
Multi-Year Cash Flow = Recent Year Cash minus Two Years Ago Cash*

Audit Source: "Statement of Revenues, Expenditures and Changes in Fund Balance - Governmental Fund"

Meets Standard

- Multi-Year Cash Flow is positive, and Cash Flow in the most recent year is positive
- (*For schools in their first or second year of operation*) Cash Flow in the most recent year is positive

Does Not Meet Standard

- Multi-Year Cash Flow is positive, and Cash Flow in the most recent year is negative (or zero)

Falls Far Below Standard

Adopted: [10/31/2014](#)

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- Multi-Year Cash Flow is negative (or zero)
- (For schools in their first or second year of operation) Cash Flow in the most recent year is negative (or zero)

**2(d). Debt Service Coverage Ratio:**

*(Change in Net Position + Depreciation Expense + Interest Expense + Rent/Lease Expense) divided by (Debt Due within One Year + Interest Expense + Rent/Lease Expense)*

Audit Source: "Statement of Activities" (*Change in Net Position, Depreciation Expense, Interest Expense*); "Statement of Net Position" (*Debt Due within One Year*); "Notes to Financial Statements" (*Rent/Lease Expense*)

Note: If *Rent/Lease Expense* is not detailed in audit, then schools must provide this information directly

- Meets Standard
  - Debt Service Coverage Ratio is greater than or equal to 1.1
- Does Not Meet Standard
  - Debt Service Coverage Ratio is less than or equal to 1.1
- Falls Far Below Standard
  - Not Applicable

**GASB Audit Data Sources for Financial Performance Framework:**

#	Metric	Data for Calculation	Data Source
1a	Current Ratio	Current Assets	Balance Sheet
1a	Current Ratio	Current Liabilities	Balance Sheet
1b	Unrestricted Days Cash	Cash & Cash Equivalents	Statement of Net Position
1b	Unrestricted Days Cash	Total Expenses	Statement of Activities
1b	Unrestricted Days Cash	Depreciation	Statement of Activities
1c	Enrollment Variance	Actual Enrollment	Directly from School
1c	Enrollment Variance	Budgeted Enrollment	Directly from School
1d	Default	Default/Delinquency	Directly from School
2a	Total Margin	Total Revenues	Statement of Revenues, Expenditures and Changes in Fund Balance
2a	Total Margin	Change in Net Position	Statement of Activities
2b	Debt to Asset Ratio	Total Liabilities	Statement of Net Position
2b	Debt to Asset Ratio	Deferred Inflows	Statement of Net Position
2b	Debt to Asset Ratio	Total Assets	Statement of Net Position
2b	Debt to Asset Ratio	Deferred Outflows	Statement of Net Position
2c	Cash Flow	Cash & Cash Equivalents	Statement of Net Position
2d	Debt Service Coverage Ratio	Change in Net Position	Statement of Activities
2d	Debt Service Coverage Ratio	Depreciation	Statement of Activities
2d	Debt Service Coverage Ratio	Interest Expense	Statement of Activities
2d	Debt Service Coverage Ratio	Rent and Lease Expenses	Notes to Financial Statements or Directly from School
2d	Debt Service Coverage Ratio	Short-term Debt	Statement of Net Position
2d	Debt Service Coverage Ratio	Current Portion of Long-term Debt	Statement of Net Position

### Section III: Organizational Performance

A charter school's performance on the organizational measures is a large piece of the overall evaluation of a charter school. Deficiencies or weaknesses in organizational performance may be an indicator of the overall health of the charter school. Any school that receives a "Falls Far Below" rating in any category will receive an immediate Plan of Correction to assist in remedying the deficiencies in this organizational area. Three or more successive years of ratings that include a measure in the "Falls Far Below" category may result in a recommendation of immediate revocation of the charter.

#### Indicators and Measures:

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. Education Program:<ol style="list-style-type: none"><li>a. Charter Terms</li><li>b. Compliance with Education Requirements</li><li>c. Students with Disabilities Rights</li><li>d. English Learner Rights</li></ol></li><li>2. Financial Management and Oversight<ol style="list-style-type: none"><li>a. Financial Reporting and Compliance Reporting</li><li>b. Generally Accepted Accounting Principles</li></ol></li><li>3. Governance and Reporting<ol style="list-style-type: none"><li>a. Governance Requirements</li><li>b. Accountability of Management</li><li>c. Reporting Requirements</li></ol></li></ol> | <ol style="list-style-type: none"><li>4. Students and Employees<ol style="list-style-type: none"><li>a. Rights of Students</li><li>b. Attendance</li><li>c. Credentialing</li><li>d. Employment Rights</li><li>e. Background Checks</li></ol></li><li>5. School Environment<ol style="list-style-type: none"><li>a. Facilities and Transportation</li><li>b. Health and Safety</li><li>c. Information Handling</li></ol></li><li>6. Additional Obligations<ol style="list-style-type: none"><li>a. All Other Obligations</li></ol></li></ol> |
|---|--|

## 1. Education Program

### 1(a). Is the school implementing the material terms of the education program as defined in the current charter agreement?

Meets Standard

- The school implemented the material terms of the education program in all material respects and the education program in operation reflects the material terms as defined in the charter agreement, or the school has gained approval for a charter modification to the material terms pursuant to T.C.A. § 49-13-110. If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school failed to implement the material terms of the education program in the manner described above; Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to implement its program in the manner described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

### 1(b). Is the school complying with applicable education requirements?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of

the charter agreement relating to education requirements, including but not limited to:

- Instructional days or minutes requirements
- Graduation, promotion, and retention requirements
- Content standards, including implementation of Tennessee Academic Standards
- State Assessments
- Implementation of Response to Instruction and Intervention (RTI<sup>2</sup>)
- Implementation of mandated programming as a result of state or federal funding

If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school failed to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions described above. Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

**1(c). Is the school protecting the rights of students with disabilities?**

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement (including the 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, including but not limited to:
  - Equitable access and opportunity to enroll
  - Identification and referral
  - Appropriate development and implementation of Individualized Education Plans and Section 504 plans, in compliance with required timelines
  - Operational compliance, including provision of services in the least restrictive environment and appropriate inclusion in the school's academic program, assessments, and extracurricular activities
  - Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
  - Access to the school's facility and program in a lawful manner and consistent with students' IEPs or Section 504 Plans
  - Securing and properly accounting for all applicable federal and state funding

If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school did not materially comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions relating to the treatment of students with identified disabilities and those suspected of having a disability in the manner described above; Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, LEA policies, and procedures, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

**1(d). Is the school protecting the rights of English Learner (EL) students?**

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement (including Title I and III of the Every Student Succeeds Act (ESSA)) relating to the English Learner requirements, including but not limited to:
  - Required policies and notifications related to the service of EL students
  - Proper steps for identification of students in need of EL services, in compliance with required timelines.
  - Appropriate and equitable delivery of services to identified students
  - Compliance with 1:35 EL teacher to student ratio

- Annual assessment of EL students (screener and annual assessment)
- Appropriate accommodations on assessments
- Exiting of students from EL services
- Ongoing monitoring of exited students

If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school did not materially comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions relating to English Learner requirements in the manner described above; Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

## 2. Financial Management

### 2(a). Is the school meeting financial reporting and compliance requirements?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to financial reporting requirements, including but not limited to:
  - Complete and on-time submission of financial reports, including initial and revised budgets, periodic financial reports as required by the State Board via the Reporting Calendar, and any reporting requirements if the board contracts with an Education Service Provider (ESP)
  - On-time submission and completion of annual independent audit and corrective action plans, if applicable
  - Complete and on-time submission of all additional reporting requirements related to the use of public funds

If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions relating to financial reporting requirements as described above; Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

### 2(b). Is the school following Generally Accepted Accounting Principles as outlined by the Governmental Accounting Standards Board?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:
  - An unqualified audit opinion
  - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
  - An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions relating to financial management and oversight expectations described above; Once the shortcoming(s) were identified, the school did not promptly come into compliance

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.



### 3. Governance and Reporting

#### 3(a). Is the school complying with governance requirements?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to governance by its board, including but not limited to:
  - Board policies, including those related to oversight of an Education Service Provider (ESP) or Charter Management Organization (CMO), if applicable
  - Board bylaws
  - State open meetings law
  - Code of ethics
  - Conflicts of interest
  - Board composition and/or membership rules pursuant to T.C.A. § 49-13-109 (e.g. inclusion of a parent on board or proper membership on school advisory council.)

If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school failed to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions relating to governance by its board as described above; Once the shortcoming(s) were identified, the school did not promptly come into compliance

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions described above. Once shortcomings were identified, the school did not come into

compliance or the failure was so severe that it outweighed any efforts to come into compliance.

#### 3(b). Is the school holding management accountable (Applicable to schools contracting with an Educational Service Provider (ESP) or Charter Management Organization (CMO))?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA Policies and Procedures, and provisions of the charter agreement relating to oversight of school management through an ESP or CMO, including but not limited to:
  - Maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the ESP or CMO.

Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions relating to oversight of school management; once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

**3(c). Is the school complying with reporting requirements?**

Reporting Calendar On-Time Completion Rate*	Meets Standard	Does Not Meet or Falls Far Below
	≥ 85%	< 85%

Reporting Overall Rate*	Calendar Completion

\*Note:

- Period= July –June
- On-Time= Within five (5) business days of the due date. If an item was not required of the school or an extension was granted and met, the item will be considered on time.\*Percentages will be rounded to the nearest whole number. (For example, an on time percentage of 84.5 would be rounded up to an 85 and be eligible for a “Meets Standard” rating. An on time percentage of 84.4 would be rounded down to an 84 and a rating of either “Does Not Meet Standard” or “Falls Far Below Standard.”)
- For schools in the first year of operation, completion rates will be reported, however, the school’s rating will not be tied to the on-time completion rate.

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to relevant reporting

requirements to the ~~Commission~~ [State Board](#), Tennessee Department of Education, and/or federal authorities. The school submits timely, complete, and accurate reports, including but not limited to:

- On-time completion rate for Reporting Calendar submissions of at least 85% (not applicable to schools in their first year of operation).
- Timely and accurate attendance and enrollment reporting
- Timely and accurate reporting related to state and federal compliance and oversight
- Timely and accurate reporting of additional information requested by the State Board

Does Not Meet Standard

- The school failed to timely comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions relating to relevant reporting requirements described above.

Falls Far Below Standard

The school exhibited a pattern of failure to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

#### 4. Students and Employees

##### 4(a). Is the school protecting the rights of all students?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to the rights of students, including but not limited to:
  - Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
  - The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)
  - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
  - Conduct of discipline (discipline hearings and suspension and expulsion policies and practices)

If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school failed to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions relating to the rights of students as described above; Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

##### 4(b). Is the school meeting attendance goals?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to attendance goals, including but not limited to:
  - Meeting attendance goals outlined in the charter agreement
  - Meeting attendance goals outlined in the School or LEA plan (if applicable)

If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school failed to comply with applicable laws, rules, regulations, LEA policies and procedures, and provisions relating to attendance goals described above; Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions described above. Once shortcomings were identified, the school did not come into

compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

**4(c). Is the school meeting teacher and other staff credentialing requirements?**

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement (including the federal Highly Qualified Teacher and Paraprofessional requirements within Elementary and Secondary Education Act [ESEA] as amended by ESSA) relating to state certification requirements. If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions relating to state certification requirements; Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

**4(d). Is the school complying with laws regarding employee rights?**

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of

the charter agreement relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable). The school does not interfere with employees' rights to organize collectively or otherwise violate staff collective bargaining rights. If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions relating to employment considerations; Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

The school failed to comply with applicable laws, rules, regulations, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

**4(e). Is the school completing required background checks?**

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to background checks of all applicable individuals (including staff, contractors and volunteers, where applicable). If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions relating to background checks; Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

## 5. School Environment

### 5(a). Is the school complying with facilities and transportation requirements?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to the school facilities, grounds, and transportation, including but not limited to:
  - Americans with Disabilities Act (ADA)
  - Fire inspections and related records
  - Viable certificate of occupancy or other required building use authorization
  - Asbestos inspections
  - Documentation of requisite insurance coverage
  - Student transportation (including transportation for students with disabilities)

If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions relating to the school facilities, grounds, and transportation as described above; Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

### 5(b). Is the school complying with health and safety requirements?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to safety and the provision of health-related services, including but not limited to:
  - Appropriate nursing services, school health reporting requirements, and dispensing of medication
  - Food service requirements
  - Emergency Operations Plan
  - School safety drills
  - Other district requirements

If shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions relating to safety and the provision of health-related services as described above; Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

### 5(c). Is the school handling information appropriately?

Meets Standard

- The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions regarding the handling of information, including but not limited to:
  - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable laws
  - Access to documents maintained by the school under the state’s open records law and other applicable authorities
  - Transferring of student records
  - Proper and secure maintenance of testing materialsIf shortcomings were identified, the school promptly came into compliance.

Does Not Meet Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions relating to the handling of information as described above; Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.

## 6. Additional Obligations

### 6(a). Is the school complying with all other obligations?

Meets Standard

- The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter agreement that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:
  - Revisions to state charter law
  - LEA policies and procedures
  - Consent decrees
  - Intervention requirements by the authorizer
  - Requirements by other entities to which the school is accountable (e.g. Tennessee Department of Education)

Does Not Meet Standard

- The school failed to materially comply with other material, legal, statutory, regulatory, or contractual requirements as described above; Once the shortcoming(s) were identified, the school did not promptly come into compliance.

Falls Far Below Standard

- The school failed to comply with applicable laws, rules, regulations, and provisions described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance.