Rhode Island Public Charter Schools:
Performance Review Handbook

Office of Charter Schools
Rhode Island Department of Education

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INTRODUCTION

"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.)

The Rhode Island Board of Regents for Elementary and Secondary Education grants charters that confer to a non-profit organization the right to operate a Rhode Island public school or public school district. The actual charter document lays out key school operational details, a number of assurances required by statute, and—the most crucial piece—what the school will accomplish over the five-year charter term in exchange for its increased school autonomy.

The school must accomplish Rhode Island Department of Education (RIDE)-developed goals of academic performance, school-level conditions, and organizational viability. It may also propose to be held accountable to unique goals specific to its mission. Progress towards these goals is evaluated annually by the RIDE Office of Charter Schools, and the body of evidence gathered over the course of a charter term will provide context for the Commissioner's renewal recommendation to the Board of Education. Schools may also use the information generated from reviews to identify successes and areas of improvement in their programming.

This handbook describes the methods that the Office of Charter Schools will use to gather evidence about the RIDE-developed goals and how this information will be used in renewal decisions. It is intended to allow all stakeholders to understand and, with access to requisite data, re-create the methods.

This system is the result of collaboration and careful research of best practices in charter school authorizing. Representatives of the Office of Charter Schools met with representatives from the League of Charters and key RIDE personnel to develop it. The work of that body incorporated many of the best ideas from highly-respected authorizers from around the country, including the SUNY Charter Schools Institute, Central Michigan University's Center for Charter Schools, the Indianapolis Mayor's Office of Education Innovation, and Massachusetts Department of Elementary and Secondary Education's Charter School's Office.

How to Use This Handbook

This handbook has three major sections:

1. **Introduction** – This section provides a summary of which aspects of school performance are measured in the Performance Review, how that information is collected, and how this information affects renewal decisions.

2. **The Three Core Questions** – This section provides a summary of the performance measures and metrics that comprise the three standards of the review.

3. **Methods** – This section provides an in-depth discussion and examples of all the measures and metrics that comprise the three standards of the review. This section of the handbook is intended to allow fellow researchers to recreate our methods. A familiarity with NECAP, educational assessment, and quantitative and qualitative program evaluation methods is assumed.

All stakeholders should find the Introduction section helpful.

School leaders and other education professionals should find the Three Standards section most helpful.

Researchers should find the Methods section most helpful.

Representatives from RIDE's Office of Charter Schools will be holding regular information sessions for all stakeholders to more deeply understand the Charter School Performance Review. Please contact nora.meah@ride.ri.gov or drew.allsopp@ride.ri.gov for further information.

PERFORMANCE REVIEW OVERVIEW

In order to support the Commissioner's renewal recommendation to the Board of Education, The Office of Charter Schools will conduct a rigorous evaluation of the school's performance based on the three following core questions:

1. **Is the school's educational program an academic success?**

   The first portion of the review considers all relevant student outcome measures using the most generalizable data available. The results from this portion of the review will be weighted most heavily at renewal time.

2. **Is the school providing the appropriate conditions for academic success?**

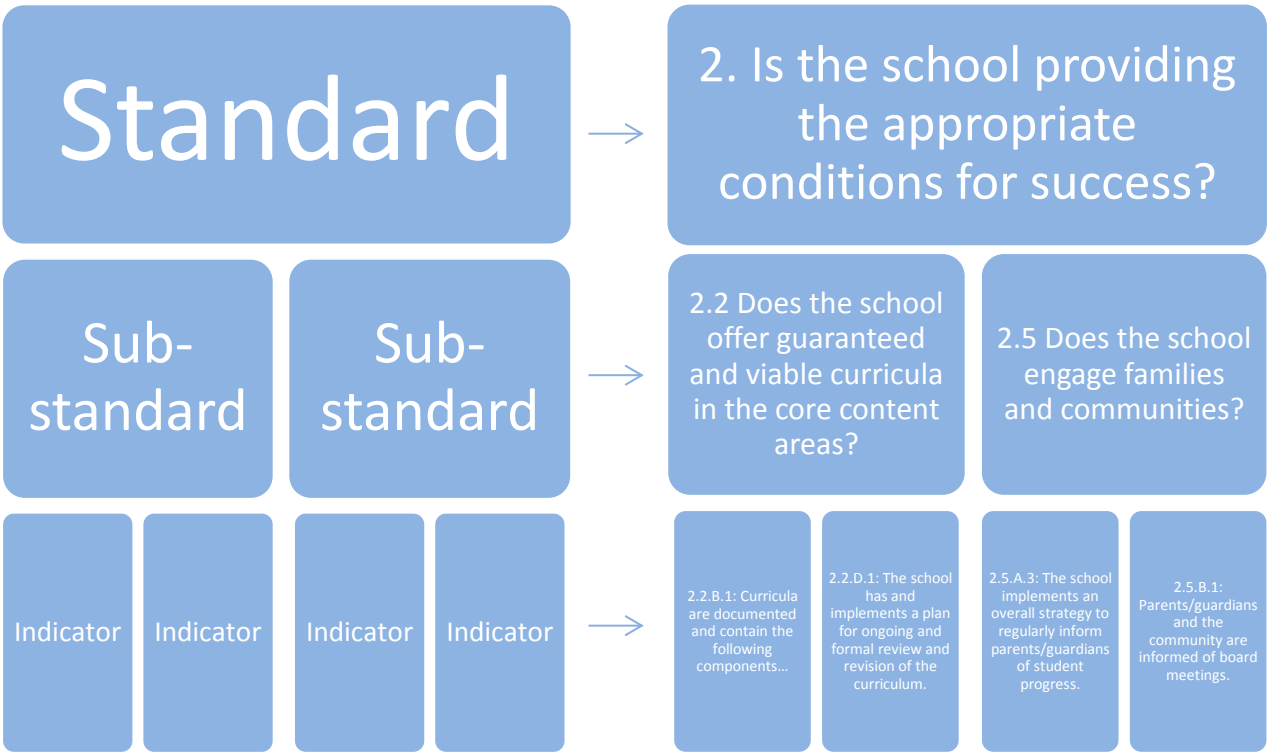
   The second portion of the review gauges the quality of instructional leadership, curriculum, school-wide systems for instructional delivery, HR systems, community and family engagement, use of data to improve instruction, and school climate at each school relative to the standards set forth in the Board of Education's Basic Education Program Regulations.

3. **Is the school a viable organization?**

   The third portion of the review is designed to ensure that charter schools are able to continue to operate both short and long-term while at least maintaining the quality of their programs. To assess organizational viability, RIDE staff will review each school's financial health, legal/regulatory compliance, and the quality of their implementation of programmatic goals.

Organization, Ratings, and Conclusions

Each standard is broken down into sub-standards and, if necessary, discrete, measurable indicators:



Each sub-standard and, if applicable, indicator is rated annually or semi-annually. Sections 1-3 of this document detail extensively how ratings are determined. Ratings over the course of a charter term are then used to determine conclusions about standards. These conclusions are in narrative form and are based on the preponderance of evidence gathered.

The ultimate renewal decision will be based primarily on information drawn from the outcome measures in Standard 1—Is the school's educational program an academic success?—and Standard 3—Is the school a viable organization?

Thus excellence in the areas covered by Standard 2 will not excuse poor performance in Standards 1 and 3.The Office of Transformation's recommendation for renewal will be primarily based on a school's *results*—particularly the results it achieves for its students—rather than what the school hopes to accomplish.

PERFORMANCE FRAMEWORK

All of the standards and sub-standards provided below are used by the Office of Charter Schools to answer the three core questions.

1. IS THE SCHOOL'S EDUCATIONAL PROGRAM AN ACADEMIC SUCCESS?

1.1 Is the school outperforming its students' sending districts as measured by NECAP?

1.2 Is the school outperforming demographically similar schools as measured by NECAP?

1.3 Is the school's student-level growth percentile higher than the state's median (elementary and middle school only)?

1.4 Are students with Limited English Proficiency making typical growth in English fluency as measured by ACCESS?

1.5 Is the school meeting its mission-specific educational goals?

1.6 Is the school meeting federally required academic performance targets?

2. IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

2.1 Does the school's leadership lead the focus on student learning and continuous improvement?

2.2 Does the school offer guaranteed and viable curricula?

2.3 Has the school implemented a set of coherent, organized instructional strategies designed to meet the needs of all learners?

2.4 Does the school recruit, support, and retain highly effective staff?

2.5 Does the school engage families and communities?

2.6 Does the school provide safe, healthy, and supportive learning environments?

2.7 Does the school use information to improve results?

2.8 Do all stakeholders share a common understanding of the school's mission?

3. IS THE SCHOOL A VIABLE ORGANIZATION?

3.1 Is the school in sound fiscal health?

3.2 Is the school maintaining low rates of chronic absenteeism?

3.3 Is there a high level of parent and student satisfaction with the school?

3.4 Has the school established and implemented a fair and appropriate pupil enrollment process?

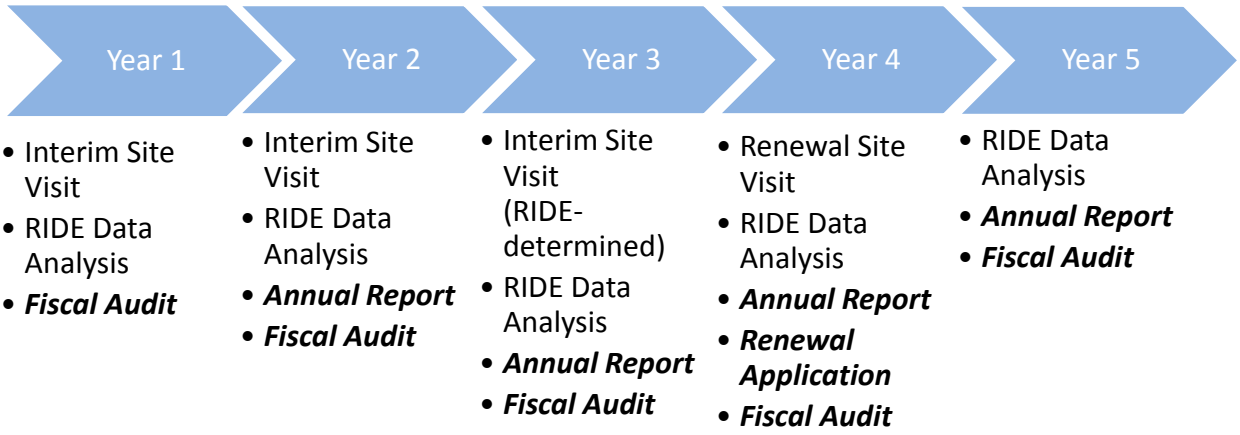
3.5 Is the school fulfilling its legal obligations related to access and services to ESL students and students with disabilities?

3.6 Is the school meeting state and federal reporting and regulatory compliance obligations?

3.7 Is the school meeting its school-specific organizational and management performance goals?

PROCESS AND DATA SOURCES

Over the course of an initial charter term, RIDE will gather evidence from the sources described below:



Schools are responsible for the items in **BOLD** text.

Interim Site Visit – These visits are meant to document a school's performance across the charter term for Standard 2, and schools may use the information gathered during these visits to celebrate success and address areas of improvement. Section 2 of this document describes interim site visits in greater depth.

RIDE Data Analysis – RIDE will perform all data analysis necessary for common measures in each year of the charter term.

Fiscal Audit – In accordance with the charter school statute, schools are required to have their financial statements audited. This information is used to conduct the analysis for sub-standard 3.1—is the school in sound fiscal health?

Annual Report–In accordance with the charter school statute, schools are required to provide information on the school's progress to parents, the community, and the school committee of the district or sending districts served. Information from the report addresses Standard 2 and will be corroborated through RIDE's site visit process.

Renewal Site Visit– This visit serves as the final summative determination of whether or not a school has provided the appropriate conditions for success. Section 2 of this document describes renewal site visits in greater depth.

Renewal Application - RIDE requires charter schools to apply for renewal to fulfill two key purposes: (1) to present any important new or supplemental information pertaining to the above core questions, to enable a more comprehensive assessment of school performance; and (2) to articulate a school's strategies and capacities for sustaining success and continuing to improve over the next charter term.

1. IS THE SCHOOL'S EDUCATIONAL PROGRAM AN ACADEMIC SUCCESS?

OVERVIEW

This standard is designed to gauge the success of a school's educational program as measured by the academic outcomes its students achieve (i.e. standardized test proficiency, graduation rate, etc.). Transformation weighs this area most heavily in our renewal recommendations.

Only the most accurate and generalizable data available is used for the common measures in this standard. This means that we only use measurement tools that have gone through extensive validation process (typically by third parties) to ensure accuracy. We also only use measurement tools that generate evidence for large groups of students. This allows us to ensure that we have large enough sample sizes to make valid conclusions about school's performance.

Transformation's interpretation of the data takes into account numerous contextual factors that affect conclusions drawn about student outcome data. For instance, a school might achieve 30% proficiency on a reading assessment, but may draw its students from a district that routinely achieves single-digit proficiency on the same assessment. While the school still has much room for continuous improvement, it is a comparative success. This should be taken into account for the school's renewal recommendation. Accordingly, Transformation has developed a number of sub-standards that anticipate such complex situations. Specifically, they address:

- The school's success in continuously improving the percentage of students demonstrating proficiency over time;
- The school's success relative to the schools its students would otherwise have attended ;
- The school's success relative to demographically similar schools in Rhode Island;
- If available, the school's success in improving student proficiency annually for its students relative to similarly-achieving peers in other Rhode Island schools;
- If available, the school's success in improving English fluency for its English Language Learner students; and
- The school's success in meeting state and federally-mandated academic performance targets.

Schools are also allowed to develop its own measures of students' educational success, provided that these goals are valid, reliable, rigorous, and not covered by Transformation's common measures. High schools are required to develop one measure of post-secondary success.

As with all Standards of the Performance Review, the final determination of whether a school's educational program is an academic success will be based on the preponderance of evidence gathered over the course of a charter term.

SUB-STANDARDS AND INDICATORS

Please visit the "Methods" section of this handbook for a more in-depth discussion of the sub-standards and indicators for this standard.

Sub-Standard 1.1	Ratings
Is the school making measurable gains in math and ELA NECAP Performance*? • In math and ELA NECAP performance by the2011-2012 teaching year, Model 1* schools make school-wide, statistically significant gains in proficiency ("3s" and "4s") and partial proficiency levels ("2s", "3s", and "4s"). • In math and ELA NECAP performance by the 2011-2012 teaching year, Model 2* schools make school-wide gains in proficiency and partial proficiency level by moving half the proportion of a school's "1s" and half the proportion of a school's "2s" to the next achievement levels. * Schools created after the 2008-2009 teaching year will not be held to this target. **Please visit 1.1 of the "Methods" section to understand the difference between Model 1 and 2 schools.	Meets the Standard: The school has met the proficiency and partial proficiency targets. Approaches the Standard: The school has met either the proficiency or the partial proficiency target. Does Not Meet the Standard: The school has met neither the proficiency nor partial proficiency target.

Sub-Standard 1.2	Ratings
Is the school outperforming its students' sending districts as measured by Math and ELA NECAP? • In math and ELA NECAP performance, the schools proficiency level is measurably higher than a weighted average of its sending district(s)' proficiency levels.	Above Typical Performance: The school's proficiency level is measurably higher than a weighted average of its sending district(s)' proficiency levels. Typical Performance: The school's proficiency level is not distinguishable from a weighted average of its sending district(s)' proficiency levels. Below Typical Performance: The school's proficiency level is measurably lower than a weighted average of its sending district(s)' proficiency levels.

Sub-Standard 1.3	Ratings
Is the school outperforming demographically similar schools as measured by Math and ELA NECAP? • In Math and ELA NECAP performance, the school's proficiency level is measurably higher than a statistical estimate of the proficiency level based on the proportion of traditionally underserved (FRPL, IEP, and LEP) students enrolled at that school.	Above Typical Performance: The school's proficiency level is measurably higher than an estimate of its proficiency level based on its percentage of traditionally underserved students. Typical Performance: The school's proficiency level is not distinguishable from an estimate of its proficiency level based on its percentage of traditionally underserved students. Below Typical Performance: The school's proficiency level is measurably lower than an estimate of its proficiency level based on its percentage of traditionally underserved students.

Sub-Standard 1.4	Ratings
Is the school's student-level growth percentile* for Math and ELA NECAP higher than the state's median? (elementary and middle school only) • In Math and ELA NECAP performance, the school's student growth percentile is above the 60th percentile of all schools in Rhode Island. * Please visit http://1.usa.gov/o9LrgC to learn more about student-level growth percentiles.	Above Typical Performance: The school's student growth percentile is above the 60th percentile of all schools in Rhode Island. This places a school roughly within the top 20% of schools state-wide. Typical Performance: The school's student growth percentile is between the 40th and 60th percentile of all schools in Rhode Island. This places a school roughly within the middle 60% of schools state-wide. Below Typical Performance: The school's student growth percentile is less than or equal to the 40th and 60th percentile of all schools in Rhode Island. This places a school roughly within the bottom 20% of schools state-wide.

Sub-Standard 1.5	Ratings
Are students with limited English proficiency making typical growth in English fluency as measured by ACCESS? • The school's number of students making typical growth in English fluency based on age and prior fluency.	Because of the small number of students who are classified as English language learners at charter schools, this measure cannot be reliably used on an annual basis to generate a rating. However, over the course of a charter term, significant deviations from national expectations for fluency attainment will be presented as a finding to the Commissioner for consideration when developing a renewal recommendation.

Sub-Standard 1.6	Ratings
Is the school meeting its mission-specific educational goals*? • All charter schools will have the option to develop measures to assess school-specific educational goals in cooperation with the Office of Transformation. School-specific educational measures must be rigorous, valid, reliable, and provide RIDE with additional information not adequately provided by the common measures contained in this handbook. • In recognition of the myriad ways students, families, and schools might define post-secondary success, RIDE requires each charter high school to have at least one Mission-Specific Goal focused on college and career readiness * Please visit http://1.usa.gov/qh1LUn to learn more about mission-specific goals.	N/A

2. IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

OVERVIEW

This standard is designed to gauge the success of a school's internal systems and structures for producing academic and organizational outcomes. Specifically, sub-standards and indicators measure the quality of instructional leadership, curriculum, school-wide systems for instructional delivery, HR systems, community and family engagement, use of data to improve instruction, and school climate at each school relative to the standards set forth in the Board of Regent's Basic Education Program Regulations. Evidence for this standard is collected through two types of site visits—interim and renewal—over the course of a school's charter term.

Interim Visits

In years one and two of a new charter term, schools will receive 1-2 day interim site visits. Interim site visits are conducted by RIDE to create a continuum of evidence and information about how a school is performing across the charter term. A secondary purpose of these visits is to provide schools with reliable performance-based information that they can use to celebrate successes and work on areas of improvement.

Schools start the visit process each year by completing the annual report. The current report, as well as past annual reports, provides the visit team with a continuum of information about the school before the visit begins. Visit teams corroborate the information in the most recent annual report during the visit as well as conduct additional evidence gathering to determine the school's progress toward the indicators in Standard 2.

Recognizing that Year 1 schools are in a startup phase, Transformation has targeted particular sub-standards and indicators for this visit that are crucial for school success. Year two visits will include additional sub-standards and indicators for a deeper understanding of school performance. (Transformation may also evaluate additional sub-standards and indicators as needed.)

A report is prepared after each site visit. First year visit reports will not include ratings of indicators and sub-standards. Narrative findings statements will describe the evidence gathered from interviews and observations. All other reports will include ratings of indicators and sub-standards.

Interim site visits are conducted by a team of individuals comprised of staff members from RIDE with education expertise. All individuals will go through a rigorous screening process. Teams may also include:

- Teachers from existing Rhode Island charter schools;
- Volunteers with education expertise; and
- Consultants with education expertise.

Schools that have been renewed for a full term or a shorter conditional charter term will receive interim visits at the discretion of the Office of Transformation.

Renewal Visits

In the year before a charter term expires, schools will receive a 3-day renewal site visit, which is meant to be a summative evaluation of whether the school is providing the appropriate conditions for success. Schools will be rated on all indicators in Standard 2. Visit teams corroborate the information in the most recent annual report during the visit as well as conduct additional evidence gathering to determine the school's progress. Given the high stakes of these visits, only educational experts who are not currently employed by Rhode Island charter schools are eligible to serve as team members on these visits.

Site Visit Overview – New Charter Term					
	Year 1	Year 2	Year 3	Year 4	Year 5
Type	Interim	Interim	(Optional)	Renewal	(Optional)
Length	1-2 days	1-2 days	N/A	3 days	N/A
Standards Evaluated	Targeted	Targeted	N/A	All	N/A
Report Ratings	None	Yes	N/A	Yes	N/A
Team Members	RIDE, RI Charter School Teachers, Volunteers, & Consultants	RIDE, RI Charter School Teachers, Volunteers, & Consultants	N/A	RIDE, Volunteers, & Consultants	N/A

As with all Standards of the Performance Review, the final determination of whether a school is providing the appropriate conditions for success will be based on the preponderance of evidence gathered over the course of a charter term.

SUB-STANDARDS AND INDICATORS

Please visit the "Methods" section of this handbook for a more in-depth discussion of how evidence is gathered for the sub-standards and indicators for this standard.

Interim site visits review, at a minimum, the sub-standards and indicators as listed below in the first and second years of a school's charter. All indicators are listed and indicated for review in the fourth year when the renewal site visit takes place. Transformation reserves the right to also conduct an interim visit in the third year of a school's charter and may choose to review additional indicators in any year, depending on circumstances at the school.

Standard 2: Is the school providing the appropriate conditions for success?

Sub-Standard 2.1	**Ratings**

Does the school's leadership lead the focus on student learning and continuous improvement?
 	
• The board has policies and practices in place that provide the appropriate conditions for success, including, establishing standards for:
  ○ student learning;
  ○ overall management of the school;
  ○ implementation of the school's mission, as defined in the charter; and
  ○ continuous improvement.
 	
• The board holds the school leader(s) accountable for implementation of the standards and the creation of an educational environment conducive to learning.
 	
• The school leader ensures implementation of policies and practices as determined by the board.
 	
• The school leader ensures a focus on student learning and achievement in alignment with the BEP and the school's mission.
	Exceeds the standard: All indicators are met and leadership engages in activities and practices that go beyond the sub-standard and indicators.
	
	Meets the standard: The school presents no material concerns in any of the indicators regarding school leadership.
	
	Approaches the standard: The school presents a material concern in one of the indicators regarding school leadership.
	
	Does not meet the standard: The school presents a material concern in more than one of the indicators regarding school leadership.

Indicators

	Y1	**Y2**	**RENEWAL**
A. Board			
1. The board has policies and practices in place that establish standards for student learning and continuous improvement.			
1) The board has developed tools to monitor and evaluate progress toward meeting established standards.	X	X	X
2) The board receives timely qualitative and quantitative data reports on student performance.		X	X
3) The board ensures that resources are used appropriately and proactively to support student learning and continuous improvement.		X	X
2. The board has policies and practices in place that establish standards for overall management of the school.			
1) The board ensures appropriate staffing to meet the school's organizational requirements.		X	X
2) The board ensures that the school's facility is appropriate to meet the educational requirements of the school.		X	X
3. The board has policies and practices in place that support the implementation of the mission of the school.	X	X	X

4. The board holds the school leader(s) accountable.			
1) Roles and responsibilities for the school leader(s) are clearly defined and documented.	X	X	X
2) The board regularly and systematically evaluates the performance of the school leader(s) against clearly defined goals and makes effective and timely use of evaluation results.		X	X
3) The board holds the school leader accountable for effective management of human capital in the school.			X
4) The board holds the school leader accountable for establishing, evaluating and monitoring the school's comprehensive assessment system.			X
5. The board ensures effective fiscal oversight of the school.			
1) The board establishes policies and procedures for fiscal oversight.	X		X
2) The board ensures compliance with mandated fiscal requirements.		X	X
3) The board oversees the annual budget process and votes to approve annual budgets.		X	X
6. The school's board operates in compliance with the plan for governance in its charter.		X	X
B. School Leader(s)			
1. Mission			
1) The school leader ensures that the mission of the school is fully implemented.		X	X
2. Curriculum			
1) The school leader ensures that the curriculum for each subject is documented and aligned as described in sub-standard 2.2.		X	X
2) The school leader ensures that expectations for delivery of the curriculum are fully communicated.		X	X
3) The school leader ensures that delivery of the curriculum is monitored.		X	X
4) The school leader ensures that curriculum is reviewed and modified.			X
3. Assessment and Data			
1) The school leader ensures that relevant qualitative and quantitative data is collected and analyzed.		X	X
2) The school leader ensures that the results of data analysis are used to identify and address gaps in student learning.		X	X
4. Plan for Improvement			
1) The school leader ensures that the school plan for improvement is implemented.		X	X
2) The school leader ensures that the improvement plan is evaluated for its effectiveness in supporting continuous improvement.		X	X
5. Evaluation			
1) The school leader ensures that teachers and staff are regularly and systematically evaluated.		X	X
2) The school leader ensures that evaluations are effectively used to support continuous improvement of the staff and the school as a whole.			X
6. Professional Development and Common Planning Time			
1) The school leader ensures effective use of common planning time and professional development to increase teacher expertise in implementing school expectations.		X	X
2) The school leader ensures that common planning time is used to address student learning needs, monitor progress, and identify effective instructional practices.		X	X
3) The school leader ensures that professional development is used to address standards in content areas, research-based instructional strategies and practices, assessment practices, and fidelity of implementation of programs, texts, and materials.		X	X
4) The school leader ensures that professional development is differentiated to meet the needs of individual staff members.			X
5) The school leader implements policies and procedures for staff recruitment and retention.		X	X
7. School Environment			
1) The school leader ensures that the school environment is conducive to learning.	X	X	X

2) The school leader establishes school organizational structures, which include, but are not limited to, the school calendar and schedule, staffing plans, and structures for communication.	X	X	X
8. Fiscal Oversight			
1) The school leader ensures that fiscal policies and procedures are implemented.		X	X

Sub-Standard 2.2	Ratings
Does the school offer guaranteed and viable curricula in the core content areas? • All core-content area curricula (English, social studies, math, and science) are aligned for each grade level and in each content area. Alignment is completed using Rhode Island state content standards. • Each curricula is documented. • Curriculum, instruction, and assessment systems are maintained and continuously improved in accordance with the BEP.	Exceeds the standard: All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators. Meets the standard: The school presents no material concerns in any of the indicators regarding curricula. Approaches the standard: The school presents a material concern in one of the indicators regarding curricula. Does not meet the standard: The school presents a material concern in more than one of the indicators regarding curricula.

Indicators

	Y 1	Y 2	RENEWAL
A. Alignment			
1. For all grades and in all core-content area subjects, the school implements curricula that are fully congruent with the educational program in the school's charter and fully aligned to Rhode Island GSEs and GLEs, or Common Core Standards.		X	X
B. Documentation			
1. Curricula are documented and contain the following components:			
1) Content standards;		X	X
2) Texts;		X	X
3) Assessments; and		X	X
4) Expectations for grading.		X	X
Documentation may also include curriculum maps, lesson plans, instructional strategies, unit plans, or other documents developed by the school.			
C. Design			
1. Programs, texts, and materials used in the curricula are:			
1) Sufficiently available to ensure that students can engage in and complete all curriculum activities;			X
2) Research-based and current;			X
3) Selected with input from educators representing all grade levels and courses; and			X
4) Designed to ensure access for all students.			X
2. Literacy skills pervade the curriculum in all core content areas.			X
D. Review			
1. The school has a plan for ongoing and formal review and revision of the curriculum.			
1) Qualitative and quantitative data is used in the evaluation process.		X	X
2) The plan includes professional development activities designed to address gaps between the written and taught curriculum;		X	X
3) Educators are involved in the review process;		X	X

Sub-Standard 2.3	Ratings
Has the school implemented a set of coherent, organized instructional strategies designed to meet the needs of all learners? • The school's instructional strategies are congruent with the educational program described in the school's charter and BEP G-13-2.1. • Instructional strategies are adjusted to meet the needs of all students. • Instructional strategies are implemented school wide. • Teachers are supported in improving delivery of instruction.	Exceeds the standard: All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators. Meets the standard: The school presents no material concerns in any of the indicators regarding instructional strategies. Approaches the standard: The school presents a material concern in one of the indicators regarding instructional strategies. Does not meet the standard: The school presents a material concern in more than one of the indicators regarding instructional strategies.

Indicators

	Y 1	Y 2	RENEWAL
A. Strategies			
1. The school has clearly defined instructional strategies, which can be articulated by administrators and teachers.	X	X	X
2. Instructional interventions are developed for students who are not meeting proficiency standards or are at risk for non-promotion or dropping out of school.		X	X
B. Implementation			
1. The school implements the instructional strategies that are consistent with the educational program in its charter.		X	X
2. Instructional strategies, including those in the BEP, are consistently implemented.			X
C. Support			
1. Common planning time and professional development are used to support improvement in instructional strategies and implementation.			X

Sub-Standard 2.4	Ratings
Does the school recruit, support, and retain highly effective staff? • The school has developed and implemented policies and strategies to recruit, hire, and retain highly effective personnel. • The school hires staff who can effectively implement the mission of the school. • The school has developed and implemented policies regarding supports for staff. • The school has developed and implemented policies and procedures for evaluation of staff.	Exceeds the standard: All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators. Meets the standard: The school presents no material concerns in any of the indicators regarding highly effective staff. Approaches the standard: The school presents a material concern in one of the indicators regarding highly effective staff. Does not meet the standard: The school presents a material concern in more than one of the indicators regarding highly effective staff.

Indicators

	Y 1	Y 2	RENEWAL
A. Policies and Strategies			
1. The school has established human resource processes that result in clearly defined positions, recruiting strategies, and the hiring of qualified and highly effective individuals.		X	X
B. Mission			
1. As applicable, the school hires staff who are trained in mission-specific methodologies or the school provides the required training.			X
2. As applicable, the school includes mission-specific methodologies in the evaluation process for employees.			X
C. Staff Support			
1. The school has a plan for professional development that supports school goals and the needs of individuals.		X	X
2. The school has developed support structures for new staff.		X	X
D. Evaluation			
1. The school has documented policies and procedures for evaluation of employees that are compliant with the Rhode Island Educator Evaluation Standards.		X	X
E. Staff Retention			
1. The school has policies and practices to retain effective staff.			X

Sub-Standard 2.5	Ratings
Does the school engage families and communities? • Parents/guardians and the community are sufficiently informed about student progress and school programming to actively promote student's academic success. • Parents/guardians and the community have opportunities to give input on school issues and operations. • The school has established and implemented processes and procedures for ensuring that staff members are responsive to parents/guardians.	Exceeds the standard: All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators. Meets the standard: The school presents no material concerns in any of the indicators regarding engagement of families and communities. Approaches the standard: The school presents a material concern in one of the indicators regarding engagement of families and communities. Does not meet the standard: The school presents a material concern in more than one of the indicators regarding engagement of families and communities.

Indicators

	Y 1	Y 2	RENEWAL
A. Communication			
1. The school implements a communication strategy for parents/guardians and the community that provides comprehensive information about the school.			X
2. Mechanisms are established that allow for two-way communication between the school and parents/guardians.	X	X	X
3. The school implements an overall strategy to regularly inform parents/guardians of student progress.	X	X	X
4. The school provides the means for direct involvement of parents/guardians in their child(ren)'s education and in the school.			X
B. Parent/Guardian and Community Input			
1. Parents/guardians and the community are informed of board meetings.			X
2. Board meetings allow time for input from parents/guardians and the community.		X	X
3. Parents/guardians and the community have multiple mechanisms for giving input into school issues and operations, including administrators and staff.			X
C. Staff Responsiveness			
1. The school provides training to staff members on school policies and procedures for being responsive to parents/guardians and the community.		X	X
2. Staff members are consistent in their implementation of school policies and procedures for interactions with parents/guardians and the community.			X

Sub-Standard 2.6	Ratings
Does the school provide safe, healthy, and supportive learning environments? ▪ The school provides supplemental supports and interventions for students determined to be at risk of not reaching proficiency. ▪ The school has established a climate of safety and security for students.	Exceeds the standard: All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators. Meets the standard: The school presents no material concerns in any of the indicators regarding the provision of a safe, healthy, and supportive learning environment. Approaches the standard: The school presents a material concern in one of the indicators regarding the provision of a safe, healthy, and supportive learning environment. Does not meet the standard: The school presents a material concern in more than one of the indicators regarding the provision of a safe, healthy, and supportive learning environment.

Indicators

	Y 1	Y 2	RENEWAL
A. Supplemental Supports and Interventions			
1. The school has established academic supports and interventions that coordinate with and supplement instruction.		X	X
2. The school monitors student progress toward achieving proficiency.		X	X
B. Safety and Security			
1. The school's behavior and safety policies are documented and shared with all stakeholders.	X	X	X
2. All stakeholders in the school share a common set of expectations for student behavior.	X	X	X
3. All stakeholders share and implement a common understanding of consequences for behavior that does not meet expectations.	X	X	X
4. Teachers and staff receive administrative support for managing behavior.	X	X	X
5. The classroom environment is conducive to learning.	X	X	X
6. Classroom practices engage students in learning.	X	X	X
7. Classroom routines are established and implemented.	X	X	X

Sub-Standard 2.7	Ratings
Does the school use information to improve results? ▪ Qualitative and quantitative data is used to support a focus on continuous improvement. ▪ The school has a comprehensive assessment system.	Exceeds the standard: All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators. Meets the standard: The school presents no material concerns in any of the indicators regarding use of information to improve results. Approaches the standard: The school presents a material concern in one of the indicators regarding use of information to improve results. Does not meet the standard: The school presents a material concern in more than one of the indicators regarding use of information to improve results.

Indicators

	Y 1	Y2	RENEWAL
A. Qualitative and Quantitative Data			
1. The school has established mechanisms to collect qualitative and quantitative data to support the following:		X	X
1) The determination of students in need of supplemental supports and interventions.		X	X
2) Evaluation for improvement of key systems and structures; and			X
3) Evaluation of teachers, administrators, and other staff.			X
B. Comprehensive Assessment System			
1. The school's assessment system includes measures of student performance for the purposes of formative, interim, and summative evaluations of all students in each core content area.		X	X
2. Data from the school's assessment system is used to analyze school wide performance and identify areas for improvement.			X

Sub-Standard 2.8	Ratings		
Do all stakeholders share a common understanding of the school's mission?	Meets the standard: All stakeholders share a common understanding of the school's mission. Approaches the standard: Most stakeholders share a common understanding of the school's mission. Does not meet the standard: Most stakeholders and/or key stakeholders do not share a common understanding of the school's mission.		
	Y1	**Y2**	**RENEWAL**
	X	**X**	**X**

3. IS THE SCHOOL A VIABLE ORGANIZATION?

OVERVIEW

This standard is designed to ensure charter schools are able to continue to operate both short and long-term while at least maintaining the quality of their programs. Transformation weights this area second most heavily in our renewal recommendations.

Only the most accurate and generalizable data available is used for this standard. The only data used has gone through an extensive validation process (typically by third parties) to ensure accuracy. Also, data is used that generates evidence for large groups of students. This ensures that sample sizes are large enough to make valid conclusions about a school's performance.

Sub-standards for this standard focus on key organizational outcomes for schools: financial health, legal/regulatory compliance, chronic absenteeism and stakeholder satisfaction. Where appropriate, comparison groups are used to develop targets.

Schools are also allowed to develop its own organizational viability goals, provided that these goals are valid, reliable, rigorous, reproducible and not covered by Transformation's common measures.

As with all Standards of the Performance Review, the final determination of a school's organizational viability will be based on the preponderance of evidence gathered over the course of a charter term.

SUB-STANDARDS AND INDICATORS

Please visit the "Methods" section of this handbook for a more in-depth discussion of the sub-standards and indicators for this standard.

Sub-Standard 3.1	Ratings
Is the school in sound fiscal health? • The school receives an unqualified opinion on its year-end audited financial statements. • The school demonstrates short-term fiscal stability as measured by the school's liquidity, cash reserves, working capital level, and federal loan eligibility. • The school demonstrates long-term fiscal stability as measured by its adherence to annual budget, and federal loan eligibility. • The school meets relevant regulatory and statutory fiscal reporting requirements.	Because of the complex nature of making this determination, ratings for this sub-standard are made at the indicator level. The final assessment of whether or not a school is in sound fiscal health is made based on the preponderance of evidence generated by the various indicators for this sub-standard. To see ratings for each individual indicator, please see 3.1 in the "Methods" section.

Indicators

A. Unqualified Opinion

1. The school receives an unqualified opinion on its year-end audited financial statements.

B. USDOE Fiscal Responsibility Score

1. The school receives a 1.5 or above on the USDOE fiscal responsibility score.

C. Liquidity

1. The school's acid test ratio ((current assets - less prepaid expenses)/current liabilities) is 2.5 or greater.

D. Cash Reserves

1. The school has more than 6 months of cash available to cover its total expenses.

E. Working Capital

1. The school's working capital (current assets-current liabilities) as a percentage of its unrestricted revenue is greater than 15%.

F. Adherence to Annual budget

1. The school's annual percent of deviation from its budget is less than a TBD threshold.

G. Reporting and Regulatory Compliance

1. Quarterly expenditures reported to the Office of Statewide Efficiencies utilizing the Uniform Chart of Accounts are on-time and accurate.
2. Quarterly financial reports to the Office of Municipal Affairs are on-time.
3. Annual year-endaudited financial statements are submitted to the Auditor General and Office of Transformation.

Sub-Standard 3.2	Ratings
Is the school maintaining low rates of chronic absenteeism relative to its sending districts? • The school's chronic absenteeism rate is lower than a weighted-average of its sending districts' chronic absenteeism rates.	Above Typical: Chronic absenteeism rate is no more than 80% of the sending district target. Typical: Chronic absenteeism rate is between 80% and 120% of the sending district target. Below Typical: Chronic absenteeism rate is more than 120% of the sending district target.

Sub-Standard 3.3	Ratings
Is there a high level of parent and student satisfaction with the school? • Identifying parent and student satisfaction will require the combining of several responses to SurveyWorks!, RIDE's comprehensive survey of students, teachers, administrators, and parents. RIDE will be piloting the development of an overall satisfaction metric with the first year of available SurveyWorks! Data in the 2011-2012 school year. Charter schools will be evaluated on this measure in the 2012-2013 school year.	TBD

Sub-Standard 3.4	Ratings
Has the school established and implemented a fair and appropriate pupil enrollment process? • The school conducts its enrollment process in compliance with all relevant statutory and regulatory requirements.	Meets the standard: The school uses model application language, submits accurate and on-time lottery data, and complies with the enrollment procedures defined in its charter. Approaches the standard: The school uses model application language, submits late or inaccurate lottery data, and complies with the enrollment procedures defined in its charter. Does not meet the standard: The school does not use model application language, or does not comply with the enrollment procedures defined in its charter.

Indicators

A. Application

1. The school uses model enrollment application language developed by the Office of Transformation

B. Data Submission

1. The school submits accurate and on-time lottery data to support implementation of Rhode Island's state education aid funding formula.

C. Charter

1. The school complies with the enrollment procedures defined in its charter.

Sub-Standard 3.5	Ratings
Is the school fulfilling its legal obligations related to access and services to ELL students and students with disabilities? • The school is materially compliant with relevant provisions in Title III and IDEA.	Meets the standard: The school has no material compliance violations for any of the applicable programs. Does not meet the standard: The school has material compliance violations for any of the applicable programs.

Indicators

A. Compliance

1. The school is materially compliant with all requirements evaluated by the following RIDE's Office of Student, Community, and Academic Support monitoring programs:
    1) IDEA School Support Visits
    2) Remaining IDEA SPP Indicators
    3) ELL Monitoring Visits
    4) Title III

Sub-Standard 3.6	Ratings
Is the school fulfilling its state and federal reporting and regulatory compliance obligations? • The school is materially compliant with relevant provisions in Title I, Title II-A, Secondary School Regulations, Certification regulations, and the Open Meetings Law.	Meets the standard: The school has no material compliance violations for any of the applicable programs. Does not meet the standard: The school has material compliance violations for any of the applicable programs.

Indicators

A. Compliance

1. The school is materially compliant with all requirements in the following major programs:
    1) Title I
    2) Title II-A
    3) Certification
    4) Secondary School Regulations
    5) Open Meetings Law

Sub-Standard 3.7	Ratings
Is the school meeting its mission-specific organizational and management performance goals*? • All charter schools will have the option to develop measures to assess mission-specific organizational and management goals in cooperation with the Office of Transformation. Mission-specific organizational measures must be auditable and reproducible and provide RIDE with additional information not adequately provided by the common measures contained in this handbook. * Please visit http://1.usa.gov/qh1LUn to learn more about mission-specific goals.	N/A

METHODS

This section of the handbook is designed to allow researchers to deeply understand our methods. A familiarity with NECAP, educational assessment, and quantitative and qualitative program evaluation methods is assumed. Representatives from RIDE's Office of Transformation and Office of Data Analysis are available (and excited to!) hold information sessions for all stakeholders to more deeply understand the methods described in this section in more depth.

1. IS THE SCHOOL'S EDUCATIONAL PROGRAM AN ACADEMIC SUCCESS?

1.1:IS THE SCHOOL MAKING MEASURABLE GAINS IN NECAP PERFORMANCE?

Each school receives proficiency (the percent of students scoring at achievement levels "3" and "4") and partial proficiency(the percent of students scoring at achievement levels "2," "3," and "4") targets. Targets are calculated using two different methods: one for Model I schools and another for Model II schools.

Identification Method: Model I schools are existing charter schools that are above the Model II threshold, which is described below.

Model II schools are determined by a process which is similar to guidance for developing baselines from the US Department of Education under the No Child Left Behind Act of 2001. The performance of all Rhode Island schools is ranked based on overall proficiency levels for reading and math. The test-taking populations of these schools are then added cumulatively. The baseline proficiency is the performance of the school containing the final student required to reach the bottom 30% of the test-taking population. These baselines are established in both reading and math and for both the primary (K-8) and secondary (11) levels.

For the 2008-2009 NECAP Teaching Year Results, the following proficiency levels represent the baseline proficiency levels:

	Reading	Math
Primary	62.3%	46.5%
Secondary	63.0%	14.2%

A charter will be considered a Model II charter school for the absolute performance target if their performance is below these levels.

When an existing school is approved to expand its grade-level enrollments, first-year data from the new grade will be excluded when calculating school-wide proficiency for accountability purposes.

Any school which has an achievement level which is equivalent to 95% will be considered as having met their absolute targets. Schools whose target is calculated to be above 95% will have an expected target of 95% (represented by a target of 95% ± in this document).

Model I Schools: School-level proficiency rates have measurement error related to both the number of students taking the NECAP exam and the percent of students considered to be proficient. A school is considered to have made measurable progress if at 95% confidence intervals the initial and final school achievement levels do not overlap.

Example Calculation: Model I School

$$Minimumtarget = 2 * z^* * \sqrt{\frac{pq}{N}} + p$$

where z* is the z-value which corresponds to the construction of the 95% confidence interval in two-tailed standardized testing, N is the number of students, p is the percent proficient, and q is (1-p).

Excellent Charter has 125 K-8 grade students and 50% of their students are proficient on the NECAP math exam:

$$Minimumtarget = 2 * 1.96 * \sqrt{\frac{(50)(50)}{125}} + 50 = 67.5\%$$

At Excellent, 85% of students are partially proficient or proficient on the NECAP math exam:

$$Minimumtarget = 2 * 1.96 * \sqrt{\frac{(85)(15)}{125}} + 85 = 95\% \pm$$

Model II Schools: In theseschools, statistically significant growth alone does not indicate sufficient progress. Schools are required to move half the proportion ofits "1s" and half the proportion of its "2s" to the next achievement levels.

Example Calculation: Model II School

Washington Charter has 100 students. The 30th percentile for the NECAP Math exam is 46.4% for primary school students. Washington has 40 students who earned a "1", 30 students who earned a "2", and 30 students who were proficient for an overall proficiency of 30% and partial proficiency level of 60%. At the end of the charter term, if Washington Charter still had 100 students, they would be expected to have 45 proficient students, 35 students who earned a "2", and 20 students who earned a "1". Therefore, their targets are 45% proficient and 80% partially proficient or higher.

Proficiency Level	Before (number of students)	After (number of students)
1	40	20
2	30	35
3 and 4	30	45

Rating Method:

- **Meets the Standard:** The school has met the proficiency and partial proficiency targets (both targetsare within the 95% confidence interval of the school's performance).
- **Approaches the Standard:**The school has met either the proficiency or the partial proficiency target.
- **Does Not Meet the Standard:** The school has met neither the proficiency nor partial proficiency target.

Rating Examples

Model I: At the time of renewal, 70% of the students at Excellent Charter (from *Example Calculation: Model I School*) are proficient and 90% are above the partially proficient level. They have met their proficiency target of 67.5%. The target of 95%± for partial proficiency is contained in the 95% confidence interval constructed at the 90% partial proficiency level. Therefore, Excellent Charter **"Meets the Standard"**.

Model II: At the time of renewal, 34% of the students at Washington Charter (from *Example Calculation: Model II Schools*) are proficient and 85% are above the partially proficient level. The 95% confidence interval for 34% proficiency does not overlap with the target of 45% proficient. Washington Charter has met their partial proficiency target of 80%. Washington Charter is rated, **"Approaches the Standard"**.

1.2:IS THE SCHOOL OUTPERFORMING ITS STUDENTS' SENDING DISTRICTS AS MEASURED BY NECAP?

The composition of each charter school's student body will be used to create a weighted-average of the sending district's proficiency levels. The weighted-average will take into account only students whose NECAP results are attributed to the charter school's teaching year accountability data.

Example Calculation

Excellent Charter draws 20% of its students from Cranston, 30% of its students from Providence, and 50% of its students from Pawtucket. The Sending District Target for Excellent Charter for mathematics is:

$$(20\% * \%ProfCranston) + (30\% * \%ProfProvidence) + (50\% * \%ProfPawtucket) \\ = (20\%)(82\%) + (30\%)(55\%) + (50\%)(60\%) = 62.9\%\ SendingDistrictTarget$$

Note: Sending district proficiency levels are for demonstration only and may not reflect actual performance in these districts.

Rating Method:

- **Above Typical Performance:** The sending district target is below the lower limit of the 95% confidence interval of the school's proficiency level.
- **Typical Performance:** The sending district target is within the 95% confidence interval of the school's proficiency level.
- **Below Typical Performance:** The sending-district target is not within the 95% confidence interval of the school's proficiency level.

Rating Example

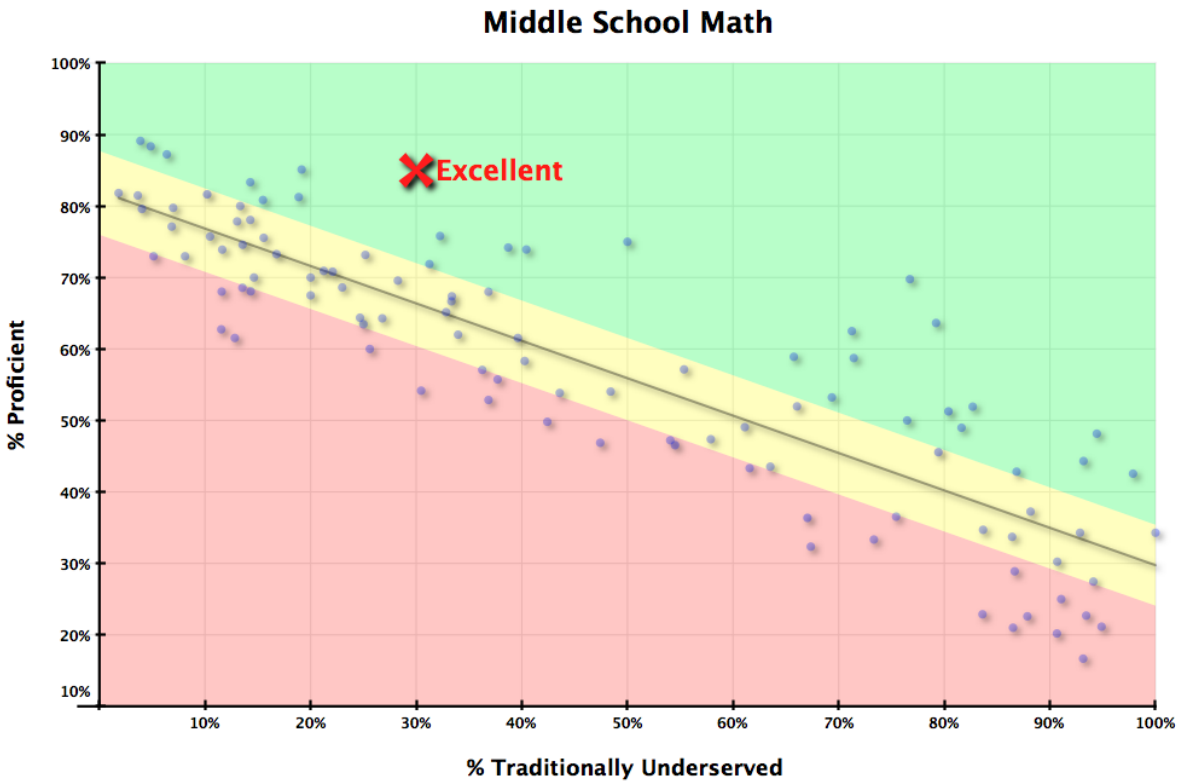
Excellent Charter's proficiency level is 85%±6.3, so they are rated as "**Above Typical Performance**".

1.3:IS THE SCHOOL OUTPERFORMING DEMOGRAPHICALLY SIMILAR SCHOOLS AS MEASURED BY NECAP?

A bivariate linear regression model will be used to estimate schools' proficiency level based on the percentage of traditionally underserved students. The specification of this model will be updated as needed to ensure best fit. This estimate will use the number of students who have one or more of the following classifications: free and reduced price lunch eligibility, limited English proficiency, or special educational needs outlined in an Individualized Education Plan. Schools with fewer than 30 students and significant outliers (as determined by studentized residuals) are excluded from the regression model to ensure accuracy.

Example Calculation

Thirty percent of Excellent Charter's students are traditionally underserved students. At this concentration, the regression estimates that 66.8% ±10.2%of middle school students will be proficient in math.



Rating Method:

- **Above Typical Performance:** Proficiency is above of the 95% confidence interval of the regression estimate.
- **Typical Performance:** Proficiency is within the 95% confidence interval of the regression estimate.
- **Below Typical Performance:** Proficiency is below the 95% confidence interval of the regression estimate.

Rating Example

Excellent Charter's proficiency level is 88%.

The upper limit of 95% confidence interval of the regression estimate is 66.8% ±10.2%. Excellent Charter's proficiency level is above the upper limit, so they are rated as "**Above Typical Performance**".

Note: These numbers are for demonstration purposes and may not accurately reflect the estimates of the regression model.

1.4: IS THE SCHOOL'S STUDENT-LEVEL GROWTH PERCENTILE HIGHER THAN THE STATE'S MEDIAN? (ELEMENTARY AND MIDDLE SCHOOL ONLY)

Please visit http://www.ride.ri.gov/assessment/RIGM.aspx for more information on the Rhode Island Growth Model.

Each school will be assigned a growth percentile by RIDE. RIDE calculates the growth percentile for all students in Rhode Island with similar baseline achievement and uses the median growth percentile in a school to assign a school-level growth percentile.

Example School

Excellent Charter has 125 students. The growth percentiles of each student are placed in ascending order and the percentile of the 63rd student is the school's median growth percentile.

Student	Growth Percentile
1	26
…	…
60	55
61	55
62	56
63	61
64	61
65	64
66	65
…	…
125	98

Rating Method:

- **Above Typical Performance:** Median growth is greater than or equal to the 60th percentile of growth for all students with similar baseline achievement. This places a school roughly within the top 20% of schools state-wide.
- **Typical Performance:** Median growth is between the 40th and 60th percentile of growth for all students with similar baseline achievement. This places a school roughly within the middle 60% of schools state-wide.
- **Below Typical Performance:** Median growth is less than or equal to the 40th percentile of growth for all students with similar baseline achievement. This places a school roughly within the bottom 20% of schools state-wide.

Rating Example

Excellent Charter's median student growth on the math NECAP exam is in the 61st percentile of the students in the state. Excellent would be rated "**Above Typical Performance.**"

1.5:ARE STUDENTS WITH LIMITED ENGLISH PROFICIENCY MAKING TYPICAL GROWTH IN ENGLISH FLUENCY AS MEASURED BY ACCESS?

The World-class Instructional Design (WIDA) Consortium, which develops Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS), has established typical growth expectations that control for a student's age and initial English proficiency through statistical analysis of 238,476 test takers nationwide. A summary of their findings can be found on the RIDE webpage at: http://www.ride.ri.gov/applications/ell/content/WIDA-focus-on-growth.pdf.

RIDE will calculate and report the number of individual students whose scaled score gains on ACCESS falls within (or above) the typical range as well as the number of ELLs participating in ACCESS. For this metric, "Typical" is defined as 25th percentile or better growth. The most recently compiled growth data for ACCESS can be made available upon request.

Example School

Excellent Charter has 30 students who are classified as having limited English proficiency. All of these students participate in the ACCESS test. For each individual, his or her growth on ACCESS will be compared to the appropriate growth range as calculated by WIDA. At Excellent, 25 students have made growth within or above the identified range. RIDE would report 25/30 for Excellent in this year.

1.6:IS THE SCHOOL MEETING ITS MISSION-SPECIFIC EDUCATIONAL GOALS?

All charter schools will have the option to develop measures to assess school-specific educational goals in cooperation with the Transformation Office at RIDE. School-specific educational measures must be rigorous, valid, reliable, and provide RIDE with additional information not adequately provided by the common measures contained in this handbook, which may include assessments in subjects and grade-levels that are not currently used for statewide accountability.

RIDE has released the Mission-Specific Goals Protocol which serves both as guidance for rigorous goal-setting, high-quality measure development, and the procedure for submitting goals to RIDE for inclusion in a school's accountability plan. For further guidance on the mission-specific goals please refer to:
http://www.ride.ri.gov/commissioner/charterschools/DOCS/20110612_MSGFinalProtocol.pdfIn recognition of the myriad ways students, families, and schools might define post-secondary success, RIDE is requiring that each charter high school will be required to have one Mission-Specific Goal focused on college and career readiness. Several examples *might* include:

- Acceptance rates at competitive colleges and universities
- College enrollment 16-months from graduation at a college-prep high school.
- Passing rates on industry exams that result in certifications for career and technical education programs.

All post-secondary success measures will be developed with the Transformation Office at RIDE and will be held to the same standards outlined in the Mission-Specific Goals Protocol.

1.7:IS THE SCHOOL MEETING FEDERAL AND STATE-REQUIRED ACADEMIC PERFORMANCE TARGETS?

Detailed information on those targets are available at the following websites:

i. Adequate Yearly Progress and Title III AMAOs:
http://www.ride.ri.gov/assessment/accountability.aspx

ii. IDEA SPP Indicators:
http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx

2. IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

OVERVIEW

For all site visits, high-quality evidence is collected during the site visit process and, when appropriate, corroborated from multiple sources, including, but not limited to, observations, documents, data, and information derived from interviews and focus groups. High-quality evidence is defined as being both sufficient in quantity and appropriate to support the rating. The team uses its professional judgment to determine if the evidence collected is sufficient. In assessing the appropriateness of the evidence, the team must ensure that the evidence is relevant, valid, and reliable:

- Relevant evidence is logically related and important to the sub-standard or indicator under consideration.
- Valid evidence is based on accurate information and sound reasoning.
- Reliable evidence is verifiable and consistent.

The visit team will attempt to triangulate all evidence collected on the visit. For example, if during the administrator interview, the team is told that a particular instructional strategy is in use at the school, the team will try to corroborate this statement through document review, direct observations, and interviews with the school's teachers and students. If the team finds a written policy requiring use of this technique, observes many teachers using this technique in the classrooms, and learns through interviews with teachers and students that this technique is used, the team may reasonably conclude that the school administrator's statement is accurate.

Prior to the visit, members of the team are provided with the annual reports of the school to be visited, the Site Visit Protocol, the daily schedule for the visit, and other relevant documents. Team members are expected to be thoroughly familiar with the annual report and to have gained an understanding of all components of the Renewal Site Visit Protocol, including the Code of Conduct found in the Protocol, prior to the visit.

Team members will be assigned tasks by the team leader throughout the visit, including participation in interviews and classroom observations. Visitors will also gather as a group to assess progress during the visit in gathering evidence regarding the indicators found under each substandard for question 2. The sub-standards and indicators create the basic structure of the report that will be issued after the visit. Team members will use the school's annual report as baseline information and then gather evidence on site through interviews, document review, and classroom observations, to corroborate the information provided in the annual report. Team members are expected to complete classroom observation forms and take comprehensive notes in interviews. All notes and classroom observation forms are gathered by the team leader and are used to inform the report writing process. By the end of the visit, the team will have completed the rating for each substandard in a manner that is sufficient to form the basis of a comprehensive report.

The site visit team leader guides the team through a moderation process, during which team members share the evidence gathered and evaluate the quality of that evidence. Using all of the resources that have been provided—including documents, notes from interviews, data, and classroom observation sheets—team members collaborate to develop ratings.

RENEWAL SITE VISIT TOOLS

Transformation has developed the following tools to be used during renewal site visits:

1. Interview Questions

The lists of interview questions are organized by the group to be interviewed and are intended to provide a starting point for the interviewer. Interviewers may not ask all questions in all circumstances, or may ask additional questions as needed. The questions provided are intended to garner information that will serve as a source of evidence in the overall evaluation of the school. Site visitors are gathering evidence of trends across the school and, as such, will not identify the answers of individuals. Students in interview groups should be in at least third grade.

2. Classroom Observation Tool

Classroom observations are conducted using the tool attached to this document. Classroom observations, for the purposes of a renewal site visit, are intended to provide evidence regarding implementation of curriculum and instructional practices as required in the BEP and as prioritized by the school. They are not intended to provide guidance on improving instruction or to be evaluative of individual teachers. Team members should fill out each form in as complete a manner as possible. Observation forms will be gathered in the team room and data from the forms will be compiled and used as a source of evidence in the evaluation process. Classroom observations should be no less than twenty minutes in length and team members should make every effort to observe beginning, middle, and ending of classes, especially in mathematics, English language arts, social studies and science. Classroom observations will be assigned during team meeting time on the first day of the visit and every effort will be made to observe all grade levels. Team members should also conduct observations in the least obtrusive manner possible, without interrupting instruction or work time for students.

3. Indicator Ratings

Indicators under each sub-standard provide context and also define in more detail the type of information to be gathered. The indicators are rated using the following definitions:

Exceeds the Indicator	The policies and practices applicable to this indicator have been met and the school has implemented policies and practices that exceed the requirements of the indicator.
Meets the Indicator	The policies and practices applicable to this indicator are substantially developed and implemented.
Approaches the Indicator	Substantial progress has been made in implementing the policies and practices applicable to this indicator.
Does not meet the Indicator	The policies and practices applicable to this indicator are not developed.

INTERVIEW QUESTIONS

The following questions are intended to provide a baseline of information. Questions may vary depending on the school and its particular circumstances.

A. Board

1. What is the structure of the board? Are there committees and, if so, what are their functions?
2. Describe the school's mission and how you see it enacted in this school.
3. What are the board's top priorities for this school? How were these priorities established?
4. What are the board's expectations for students in this school?
5. How do you know how well students are doing academically?
6. Describe the working relationship between the board and administrators.
7. Describe how the board develops policy and makes decisions.
8. Which areas of decision-making are the board's and which belongs to administration?
9. How does the board know that its policies are implemented in the school?
10. What kind of information does the board receive from the school and/or principal? How often is it received and in what form?
11. How does the board know how well the school is doing organizationally?
12. How does the board become aware of problems or needs of the school?
13. How would you describe your most important expectations for the principal?
14. What is the evaluation process for the principal?
15. How are goals established for the principal?
16. What are the principal's goals for this year?
17. How do you know how well those goals are being met throughout the year?
18. How would you describe the school environment?
19. How are parents/guardians involved in the school? In their child's education?
20. Describe how the board provides fiscal oversight for the school.
21. Are there particular financial or facility goals on which the board is currently focused?

B. School leader(s)/administrators

1. General

a. Describe the mission of this school and how you see it enacted.
b. Please summarize your job description, including to whom you report and how you are evaluated.
c. How does the board set expectations for school administrators?
d. What are those expectations?
e. Do you have specific board-designated goals for this year? If yes, please describe.
f. How and by whom are you evaluated?
g. How do school administrators communicate with the board?
h. What information is provided to the board and how often?
i. What are your expectations for students in this school?
j. How do you how well students are doing academically?

2. School Improvement Plan

a. Does the school have an improvement plan?
b. What is the process for developing and implementing the school improvement plan?
c. What is the process for evaluating whether the plan is successfully addressing the needs of the school and for making updates as needed?

3. Instruction

a. How does this school define effective instruction?
b. How does instruction in this school support the mission of the school?
c. Are there particular instructional practices that teachers are required to use? Is this school focused on some instructional practices more than others?
d. How are expectations for instructional practices communicated to teachers? To parents? To students?
e. Describe the instructional practices we will see in classroom observations during this visit. Please note that we will be evaluating how consistently your responses are implemented in your classrooms. Is there any differentiation by grade level?

f. Are there particular ways in which this school defines particular instructional practices, for instance, differentiated instruction?
g. How do you support teachers in implementing the expected instructional practices? (professional development or common planning time)
h. How do you oversee implementation of instructional practices?
i. Are there school-wide classroom practices and routines that support student engagement?

4. Curriculum

a. Describe what the word 'curriculum' means in this school.
b. How does the curriculum support the mission of the school?
c. What components of the curriculum are documented at this point in time?
d. Name the textbooks currently in use at the school.
e. Who is responsible for curriculum development and implementation?
f. What is the school's structure for curriculum development and review; who is involved and how?
g. How do teachers know what to teach and when?
h. What is the process for aligning curriculum to standards and across grade levels?
i. Are teachers required to use lesson plans? Are they monitored?

5. Teacher Evaluation

a. Please describe the process for evaluating teachers.

6. Staff Recruitment and Retention

a. How are policies developed around hiring practices?
b. Describe the process for hiring a new teacher.
c. How does the school think about staff retention and what practices are in place to retain effective teachers?

7. Professional Development

a. What are the goals of professional development?
b. How are decisions made regarding professional development and what is needed by teachers in the school?
c. Do individual teachers have opportunities for professional development tailored to their needs? If so, how is it determined?
d. How do you know if professional development activities have been successful?

8. Common Planning Time

a. Do teachers have common planning time? If yes, how is it structured and what are the administration's expectations for its use?
b. How do you know if common planning time is used effectively?

9. School Environment

a. Who is in charge of behavior management for students?
b. Are there school wide structures for behavior management, including in the classroom? If yes, please describe.
c. How are expectations conveyed to teachers for classroom and behavior management?
d. How are parents/guardians involved in this school?
e. What are the school's expectations for teacher interactions with parents/guardians?
f. How often do parents/guardians receive information on their child's progress?

10. Assessments & Data

a. Describe the school's assessment system.
b. How does the school make decisions about the use of assessments other than the NECAP?
c. Who is in charge of collecting and analyzing data from these assessments?
d. How is the data from assessments used in this school?
e. What supports are in place for students who are identified as needing additional help?
f. What data is used to determine what supports a student needs?
g. How is a parent/guardian notified if their child is identified as needing additional supports?
h. How do you know if the additional supports are working?

C. TEACHERS

1. General

a. What is the mission of this school?
b. Why did you want to teach here?
c. What keeps you here?

2. Instruction

a. How does this school define effective instruction?
b. Are there instructional practices you are required to use in your classroom?
c. How do you know what those practices are and how to implement them? Are there written instructional guidelines?
d. Are there requirements for the frequency of using various instructional practices? If yes, what are they?
e. Who is the instructional leader in this school?
f. What roles do other administrators play in supporting student achievement?

3. Curriculum

a. Define what the word 'curriculum' means at this school.
b. How do you know what to teach and when?
c. What is the process for aligning curriculum to standards and across grade levels?
d. What is the process for reviewing curriculum and evaluating what works?
e. Are you required to complete lesson plans? Are they reviewed? If yes, by whom? Do you receive feedback?

4. Common Planning Time

a. Do you have common planning time? Within grades? Across grades?
b. What is the purpose of common planning time?
c. How do you know what to use the time for?
d. Is there support from administrators?

5. Professional Development

a. What kinds of professional development activities are offered to you?
b. Do you have a voice in choosing professional development activities for the school as a whole?
c. Do you have opportunities for professional development to support your own needs?
d. How does the school know if professional development activities are effective?

6. Evaluation

a. How do you know how well you are doing in the classroom?
b. What is the process for teacher evaluation?

7. School Improvement Plan

a. How is the school improvement plan developed and implemented?
b. How is student learning assessed?

8. Assessments & Data

a. How does the school decide what assessments to use other than NECAP?
b. Describe the school's assessment system. (formative, interim, summative, grading)
c. Describe the ways in which data is used school wide.
d. How do you make use of data in your classroom?
e. What kinds of data are used to plan instruction?
f. Who provides data to you and how do you know what it means?

9. Student Support

a. How are the needs of individual students met??
b. What are the school wide expectations for student behavior?
c. Are there common practices across classrooms?
d. Who is in charge of monitoring student behavior and supporting students and teachers? How is this carried out?

e. How are parents/guardians involved with the school?
f. How often are report cards/progress reports give to parents/guardians? Are there conferences?
g. Does this school have expectations for how you communicate with parents and community members?

D. STUDENTS

1. What is the mission of this school?
2. What do you think this school wants you to be able to do when you graduate/leave?
3. What do you want to do?
4. Describe a typical math class. What happens?
5. Describe a typical English language arts class. What happens?
6. Describe a typical science class. What happens?
7. Describe a typical social studies class. What happens?
8. What happens in a class if you don't understand something? What does your teacher do?
9. Have you ever been offered extra help outside of class on something you don't understand or can't do?
10. How do you know how well you're doing academically and behaviorally?
11. How do your parents/guardians know how well you're doing academically and behaviorally?
12. Do you know what's expected of you when you walk into a class? (behavior; classroom routines)
13. What does it feel like to be in the hallways in this school? (safety)

E. PARENTS/GUARDIANS

1. Why did you choose this school for your child?
2. What is the mission of this school?
3. What do you think this school wants your child to be able to do when they leave/graduate?
4. How do you know how well your child is doing?
5. What are the school's expectations for student behavior?
6. Has your child ever been offered extra supports when he/she isn't making progress?
7. How often do teachers communicate with you? How do they communicate?
8. Do you attend parent/teacher conferences?
9. Are you comfortable meeting with your child's teacher? With administrators?
10. Have you ever attended and/or spoken at a board meeting?
11. What do you think about safety at this school?

CLASSROOM OBSERVATION TOOL

Rhode Island Department of Education – Office of Transformation

RENEWAL SITE VISIT CLASSROOM OBSERVATION

Observer's Name: _____ School: _____ Date:_____

Grade:_____ Subject: _____Time in Classroom: _____to_____

# of Students:_____ # of Adults and roles:_____

Lesson plan provided? _____yes; _____ no

Part of class observed:
___ Beginning
___ Middle
___ End
___ Whole class

*Key: **Clearly & Consistently Observed**: criterion is observed throughout the observation; **Partially Observed**: criterion is observed at least once; **Not Observed**: criterion never observed; **Not Applicable**: use of the criterion would be inappropriate or clearly does not apply.*

Classroom Observation Criteria	**Clearly & Consistently Observed**	**Partially Observed**	**Not Observed**	**Not Applicable**
I. Instruction				
1. Instructional strategies observed during the lesson:				
A. Teacher questioning techniques that addresses different depths of knowledge;				
B. Teacher discussion techniques that address different depths of knowledge				
C. Teacher-directed instruction;				
D. Teacher modeling and demonstration;				
E. Students reflecting and self-assessing regarding learning				
F. Students applying concepts and understanding in new contexts;				
G. Project-based learning and presentation				
H. Individual work;				
I. Small group work;				
J. Whole class grouping;				
2. School-designated strategies:				
A.				
B.				
C.				
D.				
E.				
Notes:				

	Clearly & Consistently Observed	Partially Observed	Not Observed	Not Applicable
1. Instruction is differentiated to meet the needs of all students. School definition of differentiation:				
Notes:				
2. Literacy skills are present in the subject being taught.				
Notes:				
3. Routines for establishing an environment conducive to learning are evident in the classroom.				
Notes (describe routines):				
4. Student engagement in learning:				
A. During the course of the observation, the largest number of students at any one time observed to not be engaged in learning was _____. The number of students in the class was _____.				
B. A simple majority of students is engaged in learning.				
C. The teacher uses techniques to successfully re-engage students in the classroom.				
Notes:				
D. Transitions are efficient and students are quickly on task.				
Notes:				
5. School behavioral expectations are implemented				
A.				
B.				
C.				

3. IS THE SCHOOL A VIABLE ORGANIZATION?

3.1: IS THE SCHOOL IN SOUND FISCAL HEALTH?

3.1.A: Unqualified Opinion Of Auditor

Schools are required to submit an audited financial statement for every fiscal year. RIDE depends on the auditor's opinion as stated at the beginning of the report and if any, additional attached managerial letters from the auditor with details or concerns.

3.1.B United States Department Of Education Fiscal Responsibility Composite Score

The US Department of Education has developed a composite score for nonprofit and proprietary organizations. The composite score ranges from -1.0 to 3.0 with a 3.0 indicating overall financial health. Any score under 1.0 demonstrates relative weakness in fundamental elements of financial health, i.e. viability, liquidity, and/or profitability. The score is made up of three financial ratios: (1) primary reserve ratio, (2) equity ratio, and (3) net income ratio.

The primary reserve ratio is defined as:

$$Primary\ Reserve\ Ratio = \frac{Expendable\ Net\ Assets}{Total\ Expenses}$$

Expendable net assets are defined as assets available to use for operations expenses or to pay off debt. By comparing these assets to the total expenses, the primary reserve ratio provides RIDE with insight into the institutions ability to cover its current expenses and contingencies. A precise accounting of the elements of expendable net assets is available here: http://www2.ed.gov/finaid/prof/resources/finresp/table20.pdf.

The equity ratio is defined as:

$$Equity\ Ratio = \frac{Modified\ Net\ Assets}{Modified\ Assets}$$

The modified net assets differentiate restrictions placed on a school's assets. These restrictions may decrease the school's true capacity to borrow money and provides a more detailed picture to RIDE about the structure of assets at the school.

The net income ratio is defined as:

$$Net\ Income\ Ratio = \frac{Change\ in\ Unrestricted\ Net\ Assets}{Total\ Unrestricted\ Revenue}$$

The net income ratio is analogous to profit. It measures the proportion of revenue that results in an increase in assets. The ability to turn revenue into unrestricted assets over time is an indicator of strong financial standing.

These three ratios are combined by multiplying each by a pre-defined "strength factor". For the primary reserve ratio, the strength factor is 10, for the equity ratio a factor of 6, and for the net income ratio a factor of 1+(25*net income ratio), adjusted in the event that the ratio is negative.

The final step is to weight the three scores by their appropriate weight. The primary reserve weight is 40%, the equity ratio weight is 40%, and the net income weight is 20%.

The final composite score is a sum of these three weighted scores.

Example Calculation

Excellent Charter School has the following elements on its audited financial statements.

Elements necessary for the Primary Reserve Ratio:

Expendable net assets: $403,000

Unrestricted net assets: $435,000
Temporarily restricted net assets: $28,000
Annuities, Terms Endowment, Intangible assets, unsecured party receivables: $0
Net Property, Plant, and Equipment: $60,000

Total expenses: $3,000,000

$$Primary\ Reserve\ Ratio = \frac{\$403{,}000}{\$3{,}000{,}000} = 0.13$$

Elements for the Equity Ratio are:

Modified net assets: $463,000

Unrestricted net assets: $435,000
Temporarily restricted net assets: $28,000
Annuities, Terms Endowment, Intangible assets, unsecured party receivables: $0

Modified Assets $920,000

Total assets: $920,000
Intangible assets, unsecured party receivables: $0

$$Equity\ Ratio = \frac{\$463{,}000}{\$920{,}000} = 0.503$$

Elements for the Net Income Ratio:

Change in unrestricted net assets: $70,000
Total unrestricted revenue: $3,200,000

$$Net\ Income\ Ratio = \frac{\$70{,}000}{\$3{,}200{,}000} = 0.21$$

Excellent Charter's Strength Factor Scores for the three ratios:

$$Primary\ Reserve\ Ratio * 10 = 1.34$$
$$Equity\ Ratio * 6 = 3.02$$
$$1 + (25 * Net\ Income\ Ratio) = 0.303$$

Excellent Charter's Final Composite score, when weights are applied:

$$Primary\ Reserve\ Strength\ Factor\ Score * 40\% = 0.537$$
$$Equity\ Strength\ Factor\ Score * 40\% = 1.208$$
$$Net\ Income\ Strength\ Factor\ Score * 20\% = 0.303$$
$$0.537 + 1.208 + 0.303 = \mathbf{2.05}\ Fiscal\ Responsibility\ Composite\ Score$$

Rating Method:

- **Meets the Standard**: 1.5-3.0
- **Approaches the Standard**: 1.0-1.4
- **Does Not Meet the Standard:**-1.0-0.9

Example Rating

Excellent Charter School's Financial Responsibility Composite Score, developed by the US Department of Education to determine financial risk level for federal loan eligibility, is a 2.05. Excellent Charter School is rated **Meets the Standard**.

3.1.C: Liquidity

The acid test is used to evaluate the school's short-term viability. It is defined as the ratio of current assets, less prepaid expenses, over current liabilities.

Example Calculation

Excellent Charter School has the following elements on its audited financial statements:
Current Assets: $900,000
Prepaid Expenses: $50,000
Current Liabilities: $275,000

$$Current\ Ratio = \frac{Current\ Assets}{Current\ Liabilities} = \frac{\$900{,}000}{\$275{,}000} = 3.28$$

$$Acid\ Test = \frac{Current\ Assets - Prepaid\ Expenses}{Current\ Liabilites} = \frac{\$900{,}000 - \$50{,}000}{\$275{,}000} = 3.09$$

Rating method:

Acid Test Ratio:

- **Meets the Standard:** 2.5 or greater
- **Approaches the Standard:** 1.0-2.4
- **Does Not Meet the Standard:** Less than 1.0

Example Rating

Excellent Charter School has a Current Ratio of 3.28; it has a rating of **Meets the Standard**. The school's Acid Test ratio is 3.09, which is also a **Meets the Standard** rating for measures of short-term liquidity.

3.1.D: Cash Reserves

This measure is calculated as the amount of cash available, found on the financial statement as cash or cash equivalents, over the total expenses, also found on the financial statements, divided into monthly expenses (divided by 12).

Example Calculation

Excellent Charter School has the following elements on its audited financial statements:
Total Expenses: $3,000,000
Total Cash and Cash Equivalents: $1,750,000

$$Months\ of\ Cash = \frac{\$1{,}750{,}000 * 12}{\$3{,}000{,}000} = 7.0$$

Rating method:

- **Meets the Standard**: More than six months of cash available
- **Approaches the Standard**: Between 3-6 months of cash available
- **Does Not Meet the Standard**: Level than three months of cash available

Example Rating

Excellent Charter School has a rating of 7.0 months of cash available to cover its total expenses. The school's Cash Reserves are therefore rated **Meets the Standard**.

3.1.E: Working Capital

A measure of working capital is the monetary difference between a school's current liabilities and assets, meant to evaluate the school's capability to pay off its short-term liabilities with its short-term assets. A working capital ratio can be expressed as the percentage of Total Unrestricted Revenue, high percentages indicating better efficiency and fiscal health.

Rating method:

- **Meets the Standard:** Greater than 15.0%
- **Approaches the Standard:** Between 10.1%-14.0%
- **Does Not Meet the Standard:** Less than 10.0%

Example Calculation and Rating

Excellent Charter School has the following elements on its audited financial statements:
Current Assets: $900,000
Current Liabilities: $275,000
Unrestricted Revenue: $3,200,000

$$\frac{Working\ Capital}{Unrestricted\ Revenue} = \frac{Current\ Assets - Current\ Liabilities}{Unrestricted\ Revenue}$$

$$= \frac{\$900{,}000 - \$275{,}000}{\$3{,}200{,}000} = \mathbf{20}\%$$

Excellent Charter School's working capital is 20.0% of its unrestricted revenue, and therefore has a **Meets the Standard** rating for working capital.

3.1.F: Adherence to Annual Budget

At the start of each fiscal year, RIDE will collect an annual budget from each school. RIDE will calculate the deviations from the annual budget using the actual expenditures accounted for in the Uniform Chart of Accounts. A rating will be awarded to each school based on its fidelity to its budget.

Rating Method: Forthcoming, Spring 2013

3.1.G: Reporting and Regulatory Compliance Obligations

Financial reporting is an essential component of both the Charter School Performance Management process and public accountability. RIDE will be focusing on three major fiscal reporting requirements:

1. Quarterly expenditures reported to the Office of Statewide Efficiencies utilizing the Uniform Chart of Accounts are on-time and accurate*.
2. Quarterly financial reports to the Office of Municipal Affairs are on-time.
3. Annual year-end audited financial statements are submitted to the Auditor General and Office of Transformation.

*The Office of Statewide Efficiencies is currently developing statewide expectations for the timely and accurate submission of data through the Uniform Chart of Accounts that will serve as the measure for this goal.

3.2: IS THE SCHOOL MAINTAINING LOW RATES OF CHRONIC ABSENTEEISM?

Chronic absenteeism is defined as the proportion of students who were enrolled in a school at least 90 days who were absent at least 10% of the time divided by the total number of students enrolled at least 90 days. The sending district composition of each charter school's student-body is used to create a weighted-average of the sending districts' chronic absenteeism levels. This rate will then be compared to the school's rate. The chronic absenteeism levels are calculated independently for elementary, middle, and high schools.

Example Calculation

Excellent Charter draws 20% of its students from Cranston, 30% of its students from Providence, and 50% of its students from Pawtucket. The Sending District Target for Excellent Charter's Chronic Absenteeism rate is:

$20\% * (Chronic\ Absenteeism\ Cranston\ Elementary\ Schools) + 30\% * (Chronic\ Absenteeism\ Providence\ Elementary\ Schools) + 50\% * (Chronic\ Absenteeism\ Pawtucket\ Elementary\ Schools) = (20\% * 10\%) + (30\% * 12\%)$+(50%*14%)=12.6%

Note: Sending district proficiency levels are for demonstration only and may not reflect actual performance in these districts.

Rating Method:

- **Above Typical:** Chronic absenteeism rate is no more than 80% of the sending district target.
- **Typical:** Chronic absenteeism rate is between 80% and 120% of the sending district target.
- **Below Typical:** Chronic absenteeism rate is more than 120% of the sending district target.

Rating Example

Excellent Charter School has a chronic absenteeism rate of 7%. This rate is less than 80% of the sending district target, so Excellent Charter is rated **Above Typical**.

3.3: IS THERE A HIGH LEVEL OF PARENT AND STUDENT SATISFACTION WITH THE SCHOOL?

Identifying parent and student satisfaction will require the combining of several responses to SurveyWorks!,RIDE's comprehensive survey of students, teachers, administrators, and parents. RIDE will be piloting the development of an overall satisfaction metric with the first year of available SurveyWorks! data and begin evaluating charter schools on this measure in the 2011-2012 school year.

3.4: HAS THE SCHOOL ESTABLISHED AND IMPLEMENTED A FAIR AND APPROPRIATE PUPIL ENROLLMENT PROCESS?

Rhode Island charter school lotteries must conform to the requirements in the charter school statute (RIGL 16-77.2-1 (d), 16-77.3-1 (d), 16-77.4-1 (a) & (b)) and the Board of Regents' Regulations Governing Public Charter Schools (C-5-1 through C-5-5).

Specifically, schools must:

A. Use a model application language developed by the Office of Transformation - http://www.ride.ri.gov/commissioner/charterschools/DOCS/modellotteryapplication.docx

B. Submit accurate and on-time lottery data to support implementation of Rhode Island's state education aid funding formula

C. Comply with the enrollment procedures defined in their charters

Rating Method:

- **Meets the standard:** The school uses model application language, submits accurate and on-time lottery data, and complies with the enrollment procedures defined in its charter.
- **Approaches the standard:** The school uses model application language, submits late or inaccurate lottery data, and complies with the enrollment procedures defined in its charter.
- **Does not meet the standard:** The school does not use model application language, or does not comply with the enrollment procedures defined in its charter.

3.5: IS THE SCHOOL FULFILLING ITS LEGAL OBLIGATIONS RELATED TO ACCESS AND SERVICES TO ESL STUDENTS AND STUDENTS WITH DISABILITIES?

As public schools and public schools systems, charters must ensure that traditionally underserved students receive the services they are entitled to. The Office of Transformation will rely on RIDE's Office of Student, Community and Academic Support's following accountability work to monitor service delivery for special populations:

- IDEA School Support Visits - http://www.ritap.org/ritap/resources/school-support.php
- Remaining IDEA SPP Indicators - https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/
- ELL Monitoring Visits - http://www.ride.ri.gov/applications/ell/
- Title III - http://www.ride.ri.gov/applications/ell/

Annually, Transformation will report out any material compliance violations, actions taken by the offices that oversee these requirements, and, if applicable, any actions that schools have made to correct any adverse findings.

3.6: IS THE SCHOOLMEETING APPLICABLE STATE AND FEDERAL REPORTING AND REGULATORY COMPLIANCE OBLIGATIONS?

As public schools and public school systems, charter schools must comply with an array of rules for a number of different purposes. The Office of Transformation will monitor charter school's compliance with the following major programs:

- Title I - http://www.ride.ri.gov/Special_populations/Title1/default.aspx
- Title II-A - http://www.ride.ri.gov/EducatorQuality/default.aspx
- Certification - http://www.ride.ri.gov/EducatorQuality/Certification/default.aspx
- Secondary School Regulations - http://www.ride.ri.gov/HighSchoolReform/default.aspx
- Open Meetings Law - http://sos.ri.gov/publicinfo/openmeetings/

Annually, Transformation will report out any material compliance violations, actions taken by the offices that oversee these requirements, and, if applicable, any actions that schools have made to correct any adverse findings.

3.7:IS THE SCHOOL MEETING ITS SCHOOL-SPECIFIC ORGANIZATIONAL AND MANAGEMENT PERFORMANCE GOALS?

All charter schools will have the option to develop measures to assess school-specific organizational goals in cooperation with the Office of Transformation. School-specific organizational goals must be auditable and reproducible and provide RIDE with additional information not adequately provided by the common measures contained in this handbook.

RIDE has released the Mission-Specific Goals Protocol which serves both as guidance for rigorous goal-setting, high-quality measure development, and the procedure for submitting goals to RIDE for inclusion in a school's accountability plan. For further guidance on the Mission-Specific Goals please refer to:

http://www.ride.ri.gov/commissioner/charterschools/DOCS/20110612_MSGFinalProtocol.pdf