RHODE ISLAND DEPARTMENT OF EDUCATION

CHARTER SCHOOL PERFORMANCE REVIEW SYSTEM

A GUIDE FOR THE CHARTER SCHOOL COMMUNITY

COMMISSIONER KEN WAGNER | JANUARY 2017

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SECTION 1: INTRODUCTION

ABOUT CHARTER SCHOOLS

In 1995, the Rhode Island General Assembly passed a law permitting teachers and school district personnel to establish new public schools. The law provided these schools some flexibility from district mandates, empowering teachers to innovate around school models and calculations of instruction. Several years later, the state legislature amended the law, this time allowing for nonprofit organizations or Rhode Island colleges and universities to establish new public schools again with the goal of encouraging innovation and improvement in student performance. In 2008, another amendment passed enabling "mayoral academies," a unique type of charter school where mayors establish regional charter schools, with the ultimate goal of improving student outcomes and strengthening communities.

Though Rhode Island's charter schools have unique qualities, they share characteristics common among charter schools: they are free, independent, non-selective public schools of choice. Charter schools have flexibility and autonomy to devise curriculum, choose instructional calculations, and develop a mission that best meets the needs of students. The governing boards of charter schools are self-appointing and are typically independent from district governance, policies, and procedures. In exchange for these freedoms, all charter schools must improve student performance, operate a successful organization, and act as responsible stewards of public funds, according to the terms of a charter. Charters are issued by the Rhode Island the Council on Elementary and Secondary Education (the Council) to charter school boards, and describe each school's academic and operational performance expectations, which are the manifestations of the promises charter schools make to students, families, and the state of Rhode Island. The Council subsequently reviews each charter at the end of its term to determine whether or not that charter should be renewed.

ABOUT THE CHARTER SCHOOL PERFORMANCE REVIEW SYSTEM

"The key appeal of the charter school concept is its promise of increased accountability for student achievement in exchange for increased school autonomy." (R.I.G.L 16-77-3.1.)

In 2010, RIDE developed a comprehensive charter school review framework to help evaluate school performance and inform the Council's charter renewal decisions. This framework produced a robust report to accompany the Commissioner of Education's renewal recommendation to the Council. Following five years of experience implementing the system, in 2015, RIDE embarked on a process to revise the system based on lessons learned through implementation and national best practice.

This updated Charter School Performance Review System stems from a year of research, engagement, and development, in partnership with a committee of charter school practitioners and the National Association of Charter School Authorizers. The committee consisted of RIDE staff and representatives from the Rhode Island

League of Charter Schools, and the Rhode Island Mayoral Academies. This committee sought to revise the existing charter school performance review framework by:

- Increasing transparency for all stakeholders (including schools, families, and communities);
- Analyzing objective performance criteria to inform clear annual performance evaluations and charter school renewal decisions; and,
- Incorporating authorizing best practices and ensuring consistency with state policies and procedures to result in an efficient charter school review process.

The product of their work is documented in this handbook as a guide for engaging with and interpreting the Charter Performance Review System.

PERFORMANCE REVIEW SYSTEM: OVERVIEW

The Charter School Performance Review System includes four indicators to evaluate performance:

Primary Indicator (1)	Academic
Sustainability Indicators (3)	Financial, Organizational, and Compliance

The primary indicator places academic performance at the forefront of evaluating charter school performance, while the sustainability indicators ensure that the charter school possesses strong infrastructure and systems to continue to provide a quality education to Rhode Island's students. Each Indicator is made up of select criteria (representing state law, regulation and practice regarding accountability measures) that ensures a streamlined, robust, and clear review of performance.

On an annual basis, each charter school will receive a RIDE-issued school-specific Annual Charter Performance Report. These school-specific reports indicate the respective school's performance for each indicator and the indicator's respective criteria. RIDE will also issue an annual report to the Council that summarizes the annual performance of all charter schools. These annual reports are designed to increase transparency of accountability measures for school leaders, the council, families, and the general public.

Finally, this revised system uses the Annual Charter Performance Reports to clearly inform the charter renewal process and recommendations. When RIDE reviews a charter for renewal, the charter will be placed into one of four tiers ("(1)Exceeds Expectations," "(2)Meets Expectations," "(3)Approaches Expectations," or "(4)Does Not Meet Expectations") based on the charter's Annual Charter Performance Reports. RIDE will subsequently differentiate the review process for each tier - for example, schools in "Exceeds Expectations" will have a streamlined review process, while the review process for the "Does Not Meet Expectations" tier will require a more in-depth intensive review. The differentiated renewal review and sorting of schools by historic performance will then help provide clarity to the Council when making their renewal decisions.

PERFORMANCE FRAMEWORK SNAPSHOT

Primary Indicator: Academic Performance	*School Performance*	1.A1 School Accountability System (CIS) 1.A2 School-Specific Goals
	School Comparison (Calculated only if the school is not meeting School Performance)	1.A2 School-Specific Goals 1.B1 Comparison to Enrolling Districts 1.B2 Gap Closure 1.B3 Growth (Elementary/Middle School) or Graduation Rate (High School)
Sustainability Indicator 1: Financial Performance	1.1 Current Ratio 1.2 Unrestricted Days of Cash 1.3 Debt to Asset Ratio 1.4 Total Margin & 3-Year Aggregate Total Margin 1.5 Debt Service Coverage Ratio	
Sustainability Indicator 2: Organizational Performance	2.1 Organizational School-Specific Goals 2.2 School Environment 2.3 Equity and Access 2.4 Dissemination 2.5 Board and Leadership Quality	
Sustainability Indicator 3: Compliance	3.1 - 3.5 Student Rights 3.6 - 3.8 Employee Management 3.9 - 3.12 Health & Safety 3.13 - 3.16 Educational Program 3.17 - 3.19 School Leadership 3.20 - 3.29 Financial Management	

PERFORMANCE REVIEW TIMELINES

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

Year One (New School)

There will not be any required actions during the first school year.

Year One (Schools that had a previous term)

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

Year Two

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

Year Three

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

Year Four

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

Year Five*

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

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

SECTION 2: PERFORMANCE INDICATORS

The Charter School Performance Review System includes four indicators that evaluate performance: Academic, Financial, Organizational, and Compliance. The primary indicator places academic performance at the forefront of evaluating charter school performance, while the sustainability indicators ensure that the charter school possesses the proper infrastructure and systems to continue to provide a quality education to Rhode Island's students. Each Indicator is made up of select criteria (representing state law, regulation and practice regarding accountability measures) that ensures a streamlined, robust, and clear review of performance. For each indicator, this section provides information regarding the description of each indicator and the underlying criteria as well as data sources, notes and rubrics. Use the table below to navigate to a specific Indicator or criterion.

Primary Indicator
1. Primary Indicator: Academic Performance A. School Performance 1. School Classification 2. School-Specific Academic Goals B. School Comparison 1. Sending District Comparison 2. Gap Closure 3. Growth (Elementary/Middle School) or Graduation Rate (High School)
Sustainability Indicators
1. Sustainability Indicator 1: Financial Performance 1.1. Current Ratio 1.2. Unrestricted Days of Cash 1.3. Debt to Asset Ratio 1.4. Total Margin & 3-Year Aggregate Total Margin 1.5. Debt Service Coverage Ratio
2. Sustainability Indicator 2: Organizational Performance 2.1. Organizational School-Specific Goals 2.2. School Environment 2.3. Equity and Access 2.4. Dissemination 2.5. Board and Leadership Quality
3. Sustainability Indicator 3: Compliance Performance 3.1 - 3.5. Student Rights 3.6 - 3.8. Employee Management 3.9 - 3.12. Health & Safety 3.13 - 3.16. Educational Program 3.17 - 3.19. School Leadership 3.20 - 3.29. Financial Management

PRIMARY INDICATOR: ACADEMIC PERFORMANCE

The Academic Performance indicator is designed to gauge the success of a school's educational program as measured by student academic performance. Consistent with Rhode Island state law and regulation regarding charter schools, the Academic Performance Indicator is the primary indicator considered in renewal decisions. It is made up of two levels of criteria. In the first level, School Performance, the school's performance in the state accountability system and school-set goals are used to determine if the school is a high performing school in Rhode Island. If a school does not meet the required measures for each criteria in School Performance, the second level of criteria, School Comparison, are included in the school's performance analysis.

SCHOOL PERFORMANCE

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

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

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

1.A.1 Statewide School Accountability System	
Key Question:	Is the school demonstrating student performance based on the State Accountability System?
Description:	This criterion is intended to be responsive to changes in the statewide accountability system - the system by which the state holds all schools including traditional and charter schools, accountable to for their performance in accordance with federal law. The criteria for this system are determined through a process with the US Department of Education. Regardless of the criteria, a cut score is determined as part of the

	composite index score process that determines a school's classification. The criteria within the statewide accountability system may also change over years.
Data Sources and Examples of Evidence:	● State Accountability System results for school
Notes	In the absence of a classification due to a lack of or insufficient data, this criterion will not be rated.

Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
School is at "Commended" level.	School is at "Leading" or "Typical" level.	School is at "Warning" level.	School is at "Focus" or "Priority" level.

1.A.2 Academic School-Specific Goals	
Key Question:	Is the school meeting academic goals set by the charter at the time of authorization/renewal?
Description:	Following the first implementation of school-specific goals, these goals will be established at the time of charter issuing or renewal and will be reflected in the official charter form issued to the charter's board. These goals have been included in the primary indicator to ensure the school's progress with its approved mission is considered in its overall performance assessment. The setting of these goals will be a collaborative process between the school or charter's leadership and the RIDE team. Further information will be available in an appendix of this document to be added at a later date.
Data Sources and Examples of Evidence:	● The calculations for school specific academic goals are unique to each school. The calculations measure whether the school is meeting the 2-3 goals set at the time the charter was granted/renewed. ● The evidence provided here will vary based on goals.
Notes	If goals were not set, this criterion will not be considered. In those instances, the annual rating for School Performance will equate to the rating for 1.A1. The full school-specific goal process will be available in an Appendix of this document to be added at a later date. For this criterion, "Approaches Expectations" will not be defined.

Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
The school is **outperforming at least one goal *and* performing at target for all other goals** per the measures set for each goal at the time of charter issue/renewal.	The school is performing **at target for all goals** per the measures set for each goal at the time of charter issue/renewal.		The school is **underperforming on one or more goals** per the measures set for each goal at the time of charter issue/renewal.

SCHOOL COMPARISON

The School Comparison component of the Academic Performance Indicator is only calculated if a school is not rated at least "Meets Expectations" in the School Performance Annual Rating. The comparison allows for a more informative accountability process if a school has not met expectations in School Performance. The School Comparison component measures the school's weighted academic comparison to its sending school district(s)' proficiency rates. Additionally, this component of the Academic Indicator breaks out the individual components of the State Accountability System, known as the Composite Index Score (CIS). Graduation rates are calculated for high schools and growth is calculated for elementary and middle schools. These elements represent the most common considerations of a school's performance when not meeting expectations on the state accountability system. Since this School Comparison indicator has been established to gather more information beyond the expectations of School Performance, it is not possible for a school to receive a rating of "Exceeds Expectations." Each school comparison criteria, its ratings and calculations for arriving at the ratings are listed below.

Annual Ratings School Comparison			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	For A.2, B.2 and B.3 no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND B.1 is rated as "Meets" or "Exceeds."	For A.2, B.2 and B.3, no more than one criterion is rated as "Does Not Meet" and all others are rated as "Approaches", "Meets" or "Exceeds." OR B.1 is rated as "Approaches."	For A.2, B.2 and B.3 two or more criteria are rated as "Does Not Meet." OR B.1 is rated as "Does Not Meet."

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

1.B.1 Proficiency Compared to Enrolling Districts			
Key Question:	Are students in the school performing well on the state assessment in comparison to their home district?		
Description:	The proficiency compared to enrolling districts criterion allows for a weighted comparison between a charter school and its enrolling districts. A standard error is calculated for each school's proficiency, creating a performance range. The error can be calculated using the normal distribution for a 95% confidence. Ratings are decided based on whether the weighted average of sending schools' proficiency falls above, below or within the charter school's performance range.		
Data Sources and Examples of Evidence:	● The weighted average proficiency in Math and ELA is compared to the school's enrolling districts.		
Notes	To be considered above 85%, the charter school's proficiency rate minus the error band must be equal to or greater than 85%.		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
The charter school proficiency rate, minus the error value is at 15 percentage points or more than the weighted average proficiency rate of enrolling districts in both Math and ELA. OR The weighted average proficiency rate of enrolling districts is above 85% and the charter school proficiency rate minus the error value is greater than the weighted average proficiency rate of enrolling districts.	The weighted average proficiency rate of enrolling districts in both Math and ELA is lower than the percent of students proficient at the charter school minus the error value.	The weighted average proficiency level of enrolling districts in either Math or ELA is equal to or within the charter school's performance range values.	The charter school's percent of students proficient, plus the error value, is below the weighted average proficiency level of enrolling districts in Math, ELA or both.

1.B.2 Gap Closure	
Key Question:	Is the school closing the proficiency gap between their highest and lowest performing students?
Description:	The Gap Closure criterion measures the average performance of the bottom 25 % of all student scores for each content area within each school against the minimum scale score to meet expectations.
Data Sources and Examples of Evidence:	● State Accountability System results for school ● Students are placed into quartiles based on their annual scaled scores. Then school mean scaled scores at the bottom quartile are calculated. The school gap is defined as the gap between 750 (the minimum scale score for proficiency) and the average scale score of the bottom quartile. ● Refer to the gap closure cut scores published in the technical bulletin for the statewide accountability system.
Notes	Schools where the bottom quartile population over two years is fewer than 20 will not have a gap metric calculated.

Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
The gap between the mean scale score of the lowest quartile and proficiency for both ELA and Math falls within the top two ranges of scores as published in the school accountability system.	The gap between the mean scale score of the lowest quartile and proficiency for either ELA, Math or both falls within the middle range of scores as published in the school accountability system AND neither Math nor ELA are in the bottom two ranges.	The gap between the mean scale score of the lowest quartile and proficiency for either ELA or Math falls within the bottom two ranges of scores as published in the school accountability system.	The gap between the mean scale score of the lowest quartile and proficiency for ELA and Math falls within the bottom two ranges of scores as published in the school accountability system.

1.B3 Growth (Middle/Elementary)	
Key Question:	Is the school increasing academic performance of all its students?
Description:	For this measure, Student level percentile records in ELA/Literacy and in mathematics combine to increase the number of records available for determining median percentiles for each of the three subgroups (All students, Minority/Poverty and IEP/ELL). Each subgroup is only measured if there are at least 20 students in that subgroup who were tested.
Data Sources and Examples of Evidence:	• Growth is calculated for the State Accountability System using the Student Growth Percentile (SGP) methodology. Each student's PARCC score is compared to his previous years' standardized test scores. The growth is calculated relative to peers with a similar prior academic history. For each school or district, a median percentile score is determined for each of the subgroups. Points from 1 to 5 are then assigned for each of these subgroups based on their median percentile scores. The mean of these three values is then calculated. • Refer to the growth cut scores published in the technical bulletin for the statewide accountability system.

Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
The school's growth measures for both ELA and Math falls within the top two ranges of scores as published in the school accountability system	The school's growth measures for either ELA, Math or both falls within the middle range of scores as published in the school accountability system. AND neither Math nor ELA are in the bottom two ranges.	The school's growth measures for either ELA or Math falls within the bottom two ranges of scores as published in the school accountability system.	The school's growth measures for both ELA AND Math fall within the bottom two ranges of scores as published in the school accountability system.

1.B3 Graduation Rate (High Schools)			
Key Question:	Are the students who attend the school graduating?		
Description:	This measure is intended to serve as an indication of a school's graduation quota.		
Data Sources and Examples of Evidence:	• The graduation rate used for this criterion is the rate used for the state accountability system. The State Accountability system uses the higher of the 4-year rate and the composite rate. • Refer to the graduation rate cut scores published in the technical bulletin for the statewide accountability system.		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
The school's graduation rate equal to or above 90.	The school's graduation rate is equal to 85 and less than the 90.	The school's graduation rate is equal to 75 and less than the 85.	The school's graduation rate is below 75.

SUSTAINABILITY INDICATOR 1: FINANCIAL PERFORMANCE

The Financial Performance Indicator evaluates the charter school's fiscal short-term performance and long-term sustainability. Schools are required to submit 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. The Financial Performance Indicator evaluates the charter school or network as managers of public funds.

Annual Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	For 1.1, 1.2, 1.3, 1.4, and 1.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets."	For 1.1, 1.2, 1.3, 1.4, and 1.5, no more than one criterion is rated as "Does Not Meet" and all others are rated as "Approaches" or "Meets."	For 1.1, 1.2, 1.3, 1.4, and 1.5, two or more criteria are rated as "Does Not Meet."

The following criteria and their measures make up the Financial Performance Sustainability indicator. For each criterion, RIDE will calculate a Preliminary Rating following the submission of the school's financial audit. RIDE will then follow up with schools about their preliminary ratings as necessary to obtain any contextual information that should be considered in preparing a Final Rating. The Final ratings will be used in determining the annual rating above.

1.1 Current Ratio			
Key Question:	Does the organization's current ratio indicate that its current assets can cover its current liabilities?		
Description:	This criterion measures whether the school's current assets cover the school's current debts or pecuniary obligations. The Current Ratio serves as an indication of the school's financial health.		
Data Sources and Examples of Evidence:	● Audited financial statement ● Calculation: Current Assets / Current Liabilities		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	Current ratio is equal to or greater than 1.	Current ratio is between .9 and 1	Current ratio is below .9

1.2 Unrestricted Days of Cash	
Key Question:	For how many days can the organization pay its expenses without another inflow of cash?
Description:	Unrestricted Days of Cash indicates the amount of days an organization can pay expenses without incoming cash flow. This measure illustrates the organization's ability to balance their budget.
Data Sources and Examples of Evidence:	● Audited financial statement ● Calculation: (Unrestricted Cash & Equivalents x 365 Days) / (Total Operating Expenses - Annual Depreciation)
Notes	The financial structure of District charter schools may not allow for this calculation to be made. This rating is currently not reported for District charter schools.

Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	School has 60 days or more of unrestricted cash on hand. OR School has between 30 and 60 days of cash and one-year trend is positive.	School has between 15 and 30 days of unrestricted cash OR School has between 30 and 60 days of cash and one-year trend is negative.	School has 15 days or less of unrestricted cash on hand

1.3 Debt to Asset Ratio			
Key Question:	Does the school have a low level of debt relative to assets?		
Description:	The Debt to Asset Ratio shows the quantitative relationship between an organization's debt and assets. This measure serves as an indication of the school's financial health.		
Data Sources and Examples of Evidence:	• Audited financial statements • Calculation: Total Liabilities / Total Assets		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	School's debt to asset ratio is less than 0.90	School's debt to asset ratio is between .9 to 1, inclusive	School's debt to asset ratio is greater than 1

1.4 Total Margin & 3-Year Aggregate Total Margin	
Key Question:	Does the school have a positive net income relative to its total revenues? Does the school have a positive three-year net income relative to its total three-year revenue?

Description:	The Total Margin ratio examines the school's revenue as a function of its expenses. The 3-Year Aggregate Total Margin shares the trend of revenue as a function of expenses.		
Data Sources and Examples of Evidence:	• Three years of Audited financial statements • Calculation of Total Margin: Net Income / Revenue • Calculation of Total 3-year Margin: Total 3-year Net Income / Total 3-year Revenue		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	Aggregated three- year total margin is positive AND The most recent year total margin is positive	Aggregated three- year total margin is negative OR The most recent year total margin is negative	Aggregated three- year total margin is negative AND The most recent year total margin is negative

1.5 Debt Service Coverage Ratio			
Key Question:	Does the school have the ability to cover its debt obligations in the current year?		
Description:	Total margin ratio examines a school's revenue relative to its expenses.		
Data Sources and Examples of Evidence:	• Audited financial statements • School-provided annual principal and interest obligations • Calculation: (Net Income + Depreciation + Interest Expense / (Annual Principal, Interest, and Lease Payments)		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	School's debt service coverage ratio is greater than or equal to 1.1		School's debt service coverage ratio is less than 1.1

SUSTAINABILITY INDICATOR 2: ORGANIZATIONAL PERFORMANCE

The Organizational Performance Indicator evaluates the quality of the management and structure of the institution to ensure sustainable student performance and the integrity of the organization as a representative of the charter school community. Organizational performance is in the support of the ultimate goal of student achievement and may be considered in a charter's renewal. This annual rating reflects that the Equity and Access criteria must be met in order to be rated "Meet Expectations." Beyond that the school should have no more than one "Approaches Expectations" ratings for the other criteria in order to "Meet Expectations." The criteria and the corresponding rubric for this Indicator are listed below. The following criteria and their measures make up the Organizational Performance Sustainability indicator.

Annual Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Meets" and all other criteria are rated as "Exceeds." AND 2.3 is rated as "Meets."	For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND 2.3 is rated as "Meets."	For 2.1, 2.2, 2.3, 2.4 and 2.5, no more than one criterion is rated as "Does Not Meet" and all others are rated as "Approaches", "Meets" or "Exceeds."	For 2.1, 2.2, 2.3, 2.4 and 2.5, two or more criteria are rated as "Does Not Meet."

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

2.1 Organizational School-Specific Goals	
Key Question:	Is the school meeting the 2-3 goals set at the time the charter was granted/renewed which ensure their faithfulness to the charter?
Description:	Following the first implementation of school-specific goals, these goals will be established at the time of charter issuing or renewal and will be reflected in the official charter form issued to the charter's board. These goals have been included in the indicator to ensure the school's progress with its approved mission is considered in its overall performance assessment. The setting of these goals will be a collaborative

	process between the school or charter's leadership and the RIDE team. Further information will be available in an appendix to be added at a later date.
Data Sources and Examples of Evidence:	● The calculations for school specific organizational goals are unique to each school. The calculations measure whether the school is meeting the 2-3 goals set at the time the charter was granted/renewed. ● The evidence provided here will vary based on goals. The full school-specific goal process will be available in an Appendix of this document to be added at a later date.

Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
The school is outperforming at least one goal and performing at target for all other goals per the measures set for each goal at the time of charter issue/renewal	The school is performing at target for all goals per the measures set for each goal at the time of charter issue/renewal	The school is underperforming on one or more goals per the measures set for each goal at the time of charter issue/renewal	

2.2 School Environment	
Key Question:	Is the school creating a strong learning environment that students and families choose to be a part of?
Description:	This criterion includes various elements that make up a school's environment including student and family engagement, student attendance, demand for the school, and student retention.

Data Sources and Examples of Evidence:	● Attendance
	  ○ Attendance records reported to RIDE daily
	● Parent & Family Engagement
	  ○ Documentation of events or activities
	  ○ Copies of school newsletters or other information vehicles
	  ○ Parent engagement on or with the Board
	  ○ In Site Visit Year, interviews or feedback from parents
	● Retention
	  ○ Charter school attrition data and analysis of enrollment data

	• Waitlist ○ Charter School Applicant Report (CSAR)		
Notes	For each school where "break grades" exist, these will be documented in the school's charter.		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
The school's attendance rate equal to or greater than the state's average attendance rate as published by RIDE. AND There is evidence that the school regularly engages parents and families AND At least 80% of students in non-break grades return to school the next year. AND The school's waitlist comprises at least 50% of available seats for the current school year.	The school's attendance rate equal to or greater than the state's average attendance rate as published by RIDE. AND There is evidence that the school regularly engages parents and families AND At least 80% of students in non-break grades return to school the next year.	*One of the following is true:* The school's attendance rate is lower than the state's average attendance rate as published by RIDE. --- There is no evidence that the school regularly engages parents and families --- Fewer 80% of students in non-break grades return to school the next year.	*Two or more of the following are true:* The school's attendance rate is lower than the state's average attendance rate as published by RIDE. --- There is no evidence that the school regularly engages parents and families --- Fewer than 80% of students in non-break grades return to school the next year.

2.3 Equity and Access	
Key Question:	Do the school's policies and procedures ensure access to all students across the school's approved regions?
Description:	This criterion considers lottery, enrollment, retention policies and procedures to ensure the school is accessible to students of all demographic groups from the school's approved regions.

Data Sources and Examples of Evidence:	• Attrition data
	  ○ documented policies or procedures for data analysis
	  ○ Documented policies or procedures that resulted from data analysis
	  ○ Minutes or notes from meetings where analysis or conclusions were discussed
	• Recruitment and retention
	  ○ documented policies or procedures for recruitment and retention, especially pertaining to students identified as low-income, special education and English Language Learners
	  ○ Documentation of events, activities or school wide actions that demonstrate these policies address all populations.
	• Applicant pool
	  ○ documented policies or procedures regarding recruitment
	  ○ Charter School Applicant Report (CSAR)
	  ○ Teacher-Course-Student Data

Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. AND	*One of the following is true:* There is no evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations.	*Two or more of the following are true:* There is no evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. ---

	There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district. AND There is evidence that the applicant pool is representative of its sending communities, in line with the school's charter.	--- Evidence suggests that the school has not implemented recruitment, lottery and retention policies and procedures that address all populations in their sending district. --- Evidence suggests that the applicant pool is not representative of its sending communities.	Evidence suggests that the school has not implemented recruitment, lottery and retention policies and procedures that address all populations in their sending district. --- Evidence suggests that the applicant pool is not representative of its sending communities.

2.4 Dissemination			
Key Question:	Is the Charter School/Network disseminating quality best practices and lessons learned with K-12 institutions and partners?		
Description:	Per state law § 16-77, regarding charter schools, "Charter public schools are intended to be vanguards, laboratories, and an expression of the on-going and vital state interest in the improvement of education." This criterion seeks to understand the extent to which the school is promoting lessons learned and best practices across the K-12 field.		
Data Sources and Examples of Evidence:	● Documentation of reports shared with colleagues in the K12 field ● Conference presentations ● Documentation of District-Charter partnerships ● Documentations of efforts in distributing best practices through websites, newsletters or events		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**

There is evidence that the school shares curricular and instructional resources and best practices with multiple partners or through multiple modalities.	There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices	There is little evidence that a school shares curricular and/or instructional resources and/or best practices	There is no evidence that a school shares curricular and/or instructional resources and/or best practices

2.5 Board and Leadership Quality			
Key Question:	Does school leadership and members of the board of trustees act as public agents authorized by the state and provide competent and appropriate governance and leadership to ensure the success and sustainability of the school?		
Description:	This criteria reviews the quality of the authorized body, the school's board, in ensuring the school is well managed and operating in a way that promotes continuous improvement for teaching and learning in line with the school's mission.		
Data Sources and Examples of Evidence:	● Documentation of leadership review processes ● Documentation of board meeting minutes ● Documentation of strategic plan and implementation ● Board Member resumes		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational	The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational	*One of the following is true:* The board or school leader do not engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's	*Two or more of the following are true:* The board or school leader do not engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities

philosophy. AND The board and school leader have and implement clear and well-understood systems for decision-making and communication processes. AND There is evidence that the Board holds the school leader accountable. AND There is evidence that the board represents a wide range of expertise and shows alignment to school mission where applicable.	philosophy. AND The board and school leader have and implement clear and well-understood systems for decision-making and communication processes. AND There is evidence that the Board holds the school leader accountable.	mission, and educational philosophy. ---- The board or school leader does not have and implement clear and well-understood systems for decision-making and communication processes. ---- There is no evidence that the Board holds the school leader accountable.	that are aligned with the school's mission, and educational philosophy. ---- The board or school leader does not have and implement clear and well-understood systems for decision-making and communication processes. ---- There is no evidence that the Board holds the school leader accountable.

SUSTAINABILITY INDICATOR 3: COMPLIANCE

The Charter Compliance Indicator ensures that the charter school has complied with legal and regulatory responsibilities. Any additional context would be included with notes, depending on the extent of the violation. The annual rating summarizes the 29 criteria that make up this Indicator.

Annual Ratings for Compliance			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	All criteria associated with	One criterion associated	Three or more criteria are

	Federal laws and regulations are rated as “Meets.” AND No more than one criterion not associated with Federal laws and regulations is rated as "Does Not Meet."	with Federal law and regulation is rated as "Does Not Meet." OR Two or more criteria are rated as "Does Not Meet."	rated as "Does Not Meet."

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

3.1 - 3.5 Student Rights	
Key Question:	Does the school have established and implemented policies and procedures in place to address student rights matters consistent with law, regulation and requirements of the charter school as authorized?
Description:	This set of criteria addresses matters relating to civil rights, special education, English language learners, disadvantaged student populations and matters of charter lottery and enrollment.
Data Sources and Examples of Evidence:	● School provided assurances in School-Prepared Annual Report ● Summary of any review conducted by the Office of Civil Rights or RIDE office on behalf of the Office of Civil Rights ● Summary of any review conducted by the RIDE Office of Student, Community and Academic Support. ● Charter School Applicant Report ● Documented Lottery Policies and Procedures

Ratings	
Meets Expectations	**Does Not Meet Expectations**
3.1 There is not an unresolved material violation with laws and regulations as reviewed by the Office for Civil Rights.	3.1 There is an unresolved material violation with laws and regulations as reviewed by the Office of Civil Rights.

3.2 There is not an unresolved material violation with laws and regulations relating to IDEA (Special Education) as reviewed by the Office of Student, Community and Academic Support.	3.2 There is an unresolved material violation with laws and regulations relating to IDEA (Special Education) as reviewed by the Office of Student, Community and Academic Support.
3.3 There is not an unresolved material violation with laws and regulations relating to Title III (English Language Learners) as reviewed by the Office of Student, Community and Academic Support.	3.3 There is an unresolved material violation of laws and regulations relating to Title III (English Language Learners) as reviewed by the Office of Student, Community and Academic Support.
3.4 There is not an unresolved material violation with laws and regulations relating to Title I as reviewed by the Office of Student, Community and Academic Support.	3.4 There is an unresolved material violation with laws and regulations relating to Title I as reviewed by the Office of Student, Community and Academic Support.
3.5 The school appropriately utilizes the RI enrollment lottery application, submits the charter school applicant report and has policies/ procedures in place to ensure a fair and equitable lottery system.	3.5 There is evidence the school does not appropriately utilizes the RI enrollment lottery application AND/OR has not submitted the charter school applicant report AND/OR does not have policies/ procedures in place to ensure a fair and equitable lottery system.

3.6 - 3.8 Employee Management	
Key Question:	Does the school have established and implemented policies regarding the staffing of the schools that are consistent with laws, regulations and requirements of the charter as authorized?
Description:	This set of criteria address Title II, staff evaluation and policies and procedures regarding matters of staffing.
Data Sources and Examples of Evidence:	● School provided assurances in School-Prepared Annual Report ● Summary of any review conducted by the RIDE Office of Educator Quality ● Documented Human Resources policies and procedures

Ratings	
Meets Expectations	**Does Not Meet Expectations**
3.6 There is not an unresolved material violation with laws and regulations relating to Highly Qualified Teacher and Paraprofessional requirements including	3.6 There is an unresolved material violation with laws and regulations relating to Highly Qualified Teacher and Paraprofessional requirements including those within

those within Title II of the Elementary and Secondary Education Act [ESEA]) as reviewed by the Office of Educator Quality.	Title II of the Elementary and Secondary Education Act [ESEA]) as reviewed by the Office of Educator Quality.
3.7 The school has established human resource procedures and an employee handbook that addresses employee rights.	3.7 The school does not have established human resource procedures and an employee handbook that addresses employee rights.
3.8 There is not an unresolved material violation with laws and regulations relating to teacher and staff evaluation as reviewed by the Office of Educator Quality.	3.8 There is an unresolved material violation with laws and regulations relating to teacher and staff evaluation as reviewed by the Office of Educator Quality.

3.9 - 3.12 Health & Safety	
Key Question:	Has the school established and implemented policies and procedures that ensure the safety and well-being of students?
Description:	This set of criteria includes building safety, nursing and health services, food services and student behavior management.
Data Sources and Examples of Evidence:	● School provided assurances in School-Prepared Annual Report ● Summary of any review conducted by the RIDE Office of Fiscal Efficiencies ● Documentation of inspections, certificates and insurance ● Documented policies and procedures regarding student behavior and school safety

Ratings	
Meets Expectations	**Does Not Meet Expectations**
3.9 The school has secured and maintained Current Documentation of Fire Code Inspection, Certificate of Occupancy and Appropriate Certificate of Insurance Coverage.	3.9 The school has not secured and maintained Current Documentation of Fire Code Inspection AND/OR Certificate of Occupancy AND/OR Appropriate Certificate of Insurance Coverage.
3.10 There is not an unresolved material violation with laws and regulations relating to appropriate school health services protocols, procedures, standing orders, plans, and policies as required in the annual submission of the Annual School Health Report (ASHR) and reviewed by the Office of Student, Community and Academic Support.	3.10 There is an unresolved material violation with laws and regulations relating to appropriate school health services protocols, procedures, standing orders, plans, and policies as required in the annual submission of the Annual School Health Report (ASHR) and reviewed by the Office of Student, Community and Academic Support.

3.11 There is not an unresolved material violation with laws and regulations relating to food service requirements as reviewed by the Office of Statewide Efficiencies.	3.11 There is an unresolved material violation with laws and regulations relating to food service requirements as reviewed by the Office of Statewide Efficiencies.
3.12 The school has documented behavior and school safety policies.	3.12 The school does not have documented behavior and school safety policies.

3.13 - 3.16 Educational Program	
Key Question:	Is the school implementing and reporting all required elements of the school's educational program as required by law, regulation and the authorization of the charter?
Description:	This set of criteria summarizes the requirements of the school to abide by laws, regulations and requirements of the authorized charter regarding the educational program of the school including requirements and addresses relevant reporting requirements.
Data Sources and Examples of Evidence:	● School provided assurances in School-Prepared Annual Report ● Summary of any review conducted by the RIDE Division of Teaching and Learning ● Summary of any review conducted by the RIDE Office of College and Career Readiness ● Documentation of meetings, including professional development, of teachers, board or school leadership regarding content alignment to standards ● Enrollment and Attendance Reports ● Documentation of policies regarding school year length
Notes	● Approved deadline extensions will not count against the charter school. If a requested deadline extension was approved for the charter school, the approved extended deadline will be used to consider the report's timeliness.

Ratings	
Meets Expectations	**Does Not Meet Expectations**
3.13 The school is practicing essential educational program components as defined by the school's charter, state law and regulation.	3.13 There is not evidence that the school is practicing essential educational program components as defined by the school's charter, state law and regulation.

3.14 For all grades and in all core-content area subjects, the school implemented curricula that are aligned to statewide standards.	3.14 There is not sufficient evidence that for all grades and in all core-content area subjects, the school implemented curricula that are aligned to statewide standards.
3.15 The school has submitted all required information via reporting tools including but not limited to TCS, enrollment, attendance.	3.15 The school has not submitted all required information via reporting tools including but not limited to TCS, enrollment, attendance.
3.16 The school has a policy to abide by all laws and regulations regarding length of school day and year.	3.16 The school does not have a policy to abide by all laws and regulations regarding length of school day and year.

3.17 - 3.19 School Leadership	
Key Question:	Is the school abiding by laws, regulations and board bylaws established to govern board activities?
Description:	This set of criteria includes open meetings laws, public records requests, state code of ethics and board bylaws.
Data Sources and Examples of Evidence:	● School provided assurances in School-Prepared Annual Report ● Summary of any review conducted by the RI State Board of Ethics ● Documentation of Board meeting minutes ● Documentation of policies and procedures regarding conflicts of interest and stakeholder complaints

Ratings	
Meets Expectations	**Does Not Meet Expectations**
3.17 The charter's board complied with all open meetings, public records requests, and the State Employee Code of Ethics.	3.17 There is not sufficient evidence that the charter's board complied with all open meetings, public records requests, and the State Employee Code of Ethics.
3.18 The Board maintains and implements board bylaws.	3.18 There is not sufficient evidence that the Board maintains and implements board bylaws.
3.19 The Board has policies and procedures for addressing conflicts of interest and stakeholder complaints.	3.19 There is not sufficient evidence that the Board has policies and procedures for addressing conflicts of interest and stakeholder complaints.

3.20 - 3.29 Financial Management	
Key Question:	Is the school completing financial management requirements?
Description:	This indicator summarizes the financial reporting requirements of charter schools. It also includes reporting of outcomes of reviews by other bodies such as the independent auditor report(s).
Data Sources and Examples of Evidence:	● Documentation of Board meeting minutes ● Documentation of policies and procedures regarding budget amendments ● Quarterly UCOA Reports ● Audited Financial Statements
Notes	● Approved deadline extensions will not count against the charter school. If a requested deadline extension was approved for the charter school, the approved extended deadline will be used to consider the report's timeliness.

Ratings	
Meets Expectations	**Does Not Meet Expectations**
3.20 Necessary budget revisions during the school year were made and formally approved by the charter's board.	3.20 There is not sufficient evidence that necessary budget revisions during the school year were made and formally approved by the charter's board.
3.21 The school's Quarterly Financial Reports were submitted on time and with accurate information.	3.21 The school did not submit Quarterly Financial Reports on time and with accurate information.
3.22 The school submitted its Quarterly UCOA data on time and with accurate information.	3.22 The school did not submit its Quarterly UCOA data on time and with accurate information.
3.23 The school submitted its Agreed Upon Procedure Audits on time and with accurate information.	3.23 The school did not submit its Agreed Upon Procedure Audits on time and with accurate information.
3.24 The school submitted its Annual Budget on time and with accurate information.	3.24 The school did not submit its Annual Budget on time and with accurate information.
3.25 The school submitted its Annual Financial Audit on time and with accurate information.	3.25 The school did not submit its Annual Financial Audit on time and with accurate information.
3.26 The school received an unqualified/unmodified audit.	3.26 The school received a qualified/modified audit.
3.27 The school's auditors determined the school had "no significant deficiencies" or equivalents.	3.27 The school's auditors determined the school had "significant deficiencies" or equivalents.

3.28 The school's auditors determined the school had "no material weaknesses" or equivalents.	3.28 The school's auditors determined the school had "material weaknesses" or equivalents.
3.29 The school received an unmodified/unqualified single audit. (only applicable beginning FY16 when a school has spent $750K+ in Federal Funds)	3.29 The school received a modified/qualified single audit. (only applicable beginning FY16 when a school has spent $750K+ in Federal Funds)

SECTION 3: ANNUAL REPORTING

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

SCHOOL-PREPARED ANNUAL REPORT

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

ANNUAL CHARTER SCHOOL PERFORMANCE REPORT

Each year, RIDE will issue an Annual Performance Report for each school. The report takes a dashboard format and will be made up of the annual ratings for each indicator with a short synopsis of the reason for that rating.

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

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

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

SECTION 4: RENEWAL PROCESS

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

RENEWAL TIMELINE

Year Four

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

Year Five

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

RENEWAL TIERS

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

application, renewal site visit, and school response to the renewal recommendation report, that will help to inform the renewal recommendation.

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

	Renewal Tiers	**Tier 1 Exceeds Expectations**	**Tier 2 Meets Expectations**	**Tier 3 Approaches Expectations**	**Tier 4 Does Not Meet Expectations**
Performance Indicators	**Academic: School Performance**	• At least "Meets" or "Exceeds" in all years of available data; and, • "Exceeds" in at least one of the two most recent years available of data.	• At least "Meets" or "Exceeds" in both of the two most recent years of available data.	• At least "Approaches" in the two most recent years of available* ** must meet School Comparison ratings detailed below*	• **At least "Does Not Meet" in the two most recent years of available*** **Or School is not meeting School Comparison ratings in Tier 3*
	Academic: School Comparison* **Comparison calculation are made when schools do not earn a "Meets" or "Exceeds" Annual Rating for the Academic School Performance Indicator.*	-	-	If School Performance is rated "Approaches," in the two most recent years of available data, School Comparison must: • "Meets" in the most recent year; or, • "Approaches" in the most recent year and "Meets" in the prior year.	-
	Sustainability* **(Finance, Organizational, and Compliance)**	· "Meets" or "Exceeds" in 100% of annual ratings from all years of available data.	· "Meets" or "Exceeds" in 100% of annual ratings from the two most recent years of available data.	· "Meets" or "Exceeds" in at least 50% of annual ratings from the two most recent years of available data.	· "Meets" or "Exceeds" in less than 50% of annual ratings from the two most recent years of available data.

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

RENEWAL APPLICATION

The Renewal Application is a formal request from the school to be considered for a renewed charter and will inform the renewal site visit. The form calls out specific information about the school(s), charter holders and intentions for a new charter term. The Renewal Application used is adapted from the National Association of Charter School Authorizers.

DOCUMENT SUBMISSION

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

DIFFERENTIATED RENEWAL SITE VISIT

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

The Renewal Site Visit allows time for the RIDE team to see the school's work in action. The length of the site visit and the content discussed differs by the tier the school is determined to be in during its penultimate year.

RIDE will consider each school authorized by the charter individually to assign a tier. This may mean that the Charter Renewal Review Team spends more time at one school under the charter's management to conduct a more in depth review.

Performance Tier	Length of Visit	Renewal Site Visit Components
Tier 1	Half Day Visit	• 2-3 Reviewers • Interviews with board president and school leader(s) • Classroom walk-throughs • End of Day Debrief
Tier 2	Full Day Visit	• 3-5 Reviewers • Interviews with board of trustees and school leader(s) • Interviews with any of the following as determined based on standards receiving "approaches" or "does not meet" ratings on annual reports from the charter term: teachers, student support staff, data administrator, finance director, parents and students

		• Classroom walk-throughs • End of Day Debrief
Tier 3, 4 and No Tier	Two to Three Day Visit	• 3-5 Reviewers • Interviews with board of trustees, school leader, teachers, data administrator, student support staff, finance and operations directors, parents and students • Classroom observations as needed • End of Day Debrief

RENEWAL REPORT AND RECOMMENDATION

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

Based on the final tier, final renewal report and school response, the Commissioner will develop a recommendation regarding the renewal of the charter authorization to be shared with the Council on Elementary and Secondary Education.

RENEWAL RECOMMENDATIONS

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

Renewal Tier	1	2	3	4
Overall Performance	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Renewal Process	Expedited	Standard	In-Depth	In-Depth
Likely Renewal Recommendation	5 years	5 years	5 years, with sustainability conditions	Non-renewal, or 3-year renewal if in commissioner's judgement, non-renewal would be detrimental to student outcomes

RHODE ISLAND CHARTER FORM

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

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

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

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

Components of Final Charters
Components of the final Charter are as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Issuing the Charter Form

RIDE has already begun implementing charter forms for charters that have been authorized or renewed since 2015. RIDE will continue to issue Charter forms to schools as they are authorized or renewed.