



# **New Jersey Department of Education, Office of Charter and Renaissance Schools**

## **Performance Framework**

**Updated July 2017**

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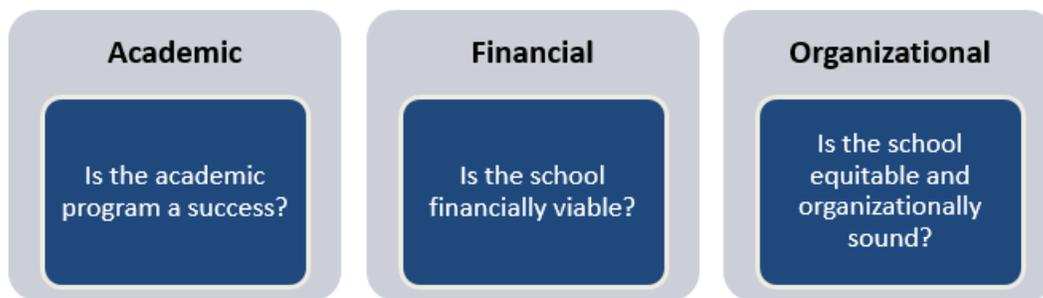
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## Introduction

The New Jersey Department of Education (Department) developed the Performance Framework to ensure that every New Jersey charter school is serving students by providing a high-quality public education. The Performance Framework sets forth the criteria by which all New Jersey charter schools are evaluated, informing both the Department and individual charter school officials about charter school performance and sustainability. The Performance Framework is established in the charter agreement and in current regulations ([N.J.A.C. 6A:11](#)).

The Performance Framework is integral to the core functions of the Office of Charter and Renaissance Schools (OCRS), since it provides a consistent definition of school success from recruitment and application through renewal that is aligned with Department goals for all schools.

The Performance Framework consists of three sections—Academic, Financial and Organizational—each guided by an essential question shown below:



While each charter school’s performance against the criteria outlined in the three sections of the Performance Framework is reviewed for all high-stakes decisions, a charter school’s performance on the Academic section carries the most weight. The additional weight given to academic performance reflects the trade-off between autonomy and accountability at the heart of the *Charter School Program Act of 1995*: charter school operators are offered greater autonomy in exchange for greater accountability for student outcomes.

## Background

The Department first released the Performance Framework in July 2012. The Organizational section was updated in August 2015 and released as a separate document on the OCRS website. Modifications to the Academic section, made with stakeholder input, began in 2015 in order to accommodate New Jersey’s transition from NJ ASK to PARCC tests. It was released via sample drafts of Academic Performance Framework Reports starting in 2016. This July 2017 version brings together, with minor alterations, the Financial section from the July 2012 version, the Organizational section from August 2015, and the new Academic section.

Some of the minor alterations made to publish the July 2017 version of the Performance Framework are as follows:

- Indicator 5.2 “EpiCenter Compliance” in the Organizational section was renamed 5.2 “OCRS reporting compliance” because OCRS has not used EpiCenter to collect documentation since September 2016

- Ratings for some indicators in the Organizational section were clarified for greater transparency. For example, in the August 2015 version, “Does Not Meet Standard” on Indicator 1.2 “Curriculum” is described as: “The school presents concerns in meeting a majority of the criteria identified in indicator 1.2 with moderate or major issues noted.” In this version, “Does Not Meet Standard” on Indicator 1.2 is clarified to read: “The school’s curriculum is not aligned to state standards.”
- The “Financial Compliance Indicators” introduced in the Organizational section in 2015 were moved to the Financial section, and the criteria within this indicator related to the school’s performance on the annual audit became a new measure called “Financial Audit.”
- Two measures of Financial Sustainability Indicators (Total Margin and Debt to Asset Ratio) were removed from the Financial section, as the passing of GASB 68 requires all public schools to list state pension contributions as liabilities, reducing the insight into fiscal viability previously provided by those measures

## Anticipated Changes

The Department plans in the future to adjust criteria based on feedback, field experience, and changes to state and federal regulations. The following changes are anticipated:

- Aligning terms and numbering styles across sections of the Performance Framework. For example, the same term will be used for “Performance Areas” in the Organizational Performance Framework, “Categories” in the Academic Performance Framework and “Indicators” in the Financial Framework
- Omitting Indicator 1.3 “Instruction” from the Organizational Performance Framework
- Streamlining the criteria found in the Organizational Performance Framework
- Revamping the Academic Performance Framework for High School Grades 9-12 to take into account new state policies and regulations related to performance
- Standardizing the number of bonus points possible across all grade spans in the Academic Performance Framework

## Implementation

OCRS serves four core functions: 1) manage an effective charter school application process, 2) ensure readiness and capacity to open a new charter school, 3) oversee existing charter schools, and 4) renew, expand and close charter schools. The Performance Framework is used to guide all of these functions and as the basis for all decisions regarding charter schools and charter school applications.

Existing charter schools that do not meet the criteria established in the Performance Framework are subject to additional oversight, including, but not limited to, probation, revocation or nonrenewal.

## Academic Performance Framework

### Overview

The evaluation of a charter school's academic performance is guided by the following essential question:



The Department utilizes three Academic Performance Frameworks to assess the relative success of the elementary, middle and high school programs offered by charter schools. Academic performance is assessed by tested grade span, with grades 3-5 representing the elementary program, grades 6-8 the middle school program, and grades 9-12 the high school program. Each Academic Performance Framework consists of four categories of metrics. The table below shows the number of metrics and the points assigned to each category for each Academic Performance Framework (i.e., for grades 3-5, grades 6-8, and grades 9-12).

**Table 1 Metrics and Points by Academic Performance Framework and Category**

Grade span	Student Growth	Graduation Rate	Achievement	Leading Indicators	Closing Gaps
3 - 5	8 metrics worth 48 points	N/A	12 metrics worth 48 points	1 metric worth 4 points	10 metrics worth up to 10 bonus points
6 - 8	8 metrics worth 44 points	N/A	12 metrics worth 44 points	3 metrics worth 12 points	15 metrics worth up to 15 bonus points
9 - 12	N/A	1 metric worth 34 points	12 metrics worth 36 points	11 metrics worth 30 points	5 metrics worth up to 5 bonus points

For measures in all categories except Closing Gaps, the number of points a charter school earns depends on how well the school performed relative to schools across the state; schools in the largest sending district(s); and schools serving similar populations of students. The Closing Gaps section examines subgroup performance within a charter school. In this section, a charter school may earn one additional bonus point whenever the difference between

the subgroup's performance and either that of all other students in the grade span or the Department's target for grades 9-12 is equal to or greater than zero.

The percent of total points a charter school earns on an Academic Performance Framework determines its Tier Rank for that academic program. To receive a Tier Rank 1, the highest possible rank, a charter school must earn at least 65 percent of the points possible. Charter schools that earn 35-64.9 percent of points possible are classified as Tier Rank 2, or middle performing. To receive a Tier Rank 3, the lowest possible rank, a charter school must earn fewer than 35 percent of all points possible. Starting in 2015, the Department developed a Summative Tier Rank to combine all grade-span specific Tier Ranks that charter schools receive into one. Tier Ranks factor into all decisions made by the Department regarding charter schools.

## Academic Performance Framework for Elementary Grades 3-5

### *Categories and Metrics*

1. Student Growth
  - a. Growth score of all students (English language arts (ELA)/math)
  - c. Growth score of students who scored at or below Partially Met Expectations (i.e., Level 1 or 2) in the previous year (ELA/math)
  - e. Growth score of students who scored at Approached Expectations (i.e., Level 3) in the previous year (ELA/math)
  - g. Growth score of students who scored at Exceeded Expectations (i.e., Level 5) in the previous year (ELA/math)
  
2. Achievement
  - a. Percent that met or exceeded expectations (Proficiency Rate) (ELA/math)
  - c. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)
  - e. Proficiency rate of students with disabilities (SWD) (ELA/math)
  - g. Proficiency rate of English language learners (ELL) (ELA/math)
  - i. Proficiency rate of economically disadvantaged students (ELA/math)
  - k. Performance index (ELA/math)
  
3. Leading Indicators
  - a. Rate of chronic absenteeism
  
4. Closing Gaps
  - a. Growth score of SWD compared to that of all other students (ELA/math)
  - c. Growth score of ELL compared to that of all other students (ELA/math)
  - e. Growth score of economically disadvantaged students compared to that of all other students (ELA/math)
  - g. Growth score of African-American students compared to that of all other students (ELA/math)
  - i. Growth score of Hispanic students compared to that of all other students (ELA/math)

## Academic Performance Framework for Elementary Grades 3-5

### 1. Student Growth (How much progress did students in grades 3-5 at this school make relative to their peers?)

Metric	Criteria and Rating
1a. & 1b. Growth score of all students (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <ul style="list-style-type: none"> <li>The school earns less than 35% of points possible</li> </ul>
1c. & 1d. Growth score of students who scored at Level 1 or 2 in the previous year (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
1e. & 1f. Growth score of students who scored at Level 3 in the previous year (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
1g. & 1h. Growth score of students who scored at Level 5 in the previous year (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

### 2. Achievement (How many students in grades 3-5 met or exceeded grade level expectations? How was student performance in grades 3-5 overall?)

Metric	Criteria and Rating
2a. & 2b. Proficiency rate (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2c. & 2d. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

Metric	CRITERIA AND RATING
<b>2e. &amp; 2f. Proficiency rate of SWD (ELA/math)</b>	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
<b>2g. &amp; 2h. Proficiency rate of ELL (ELA/math)</b>	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
<b>2i. &amp; 2j. Proficiency rate of economically disadvantaged students (ELA/math)</b>	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
<b>2k. &amp; 2l. Performance index (ELA/math)</b>	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

3. *Leading Indicators* (Is the school preparing students in grades 3-5 for future success?)

Metric	Criteria and Rating
<b>3a. Chronic absenteeism rate</b>	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

4. *Closing Gaps* (Are traditionally underserved groups in grades 3-5 at the school progressing at the same rate as all others?)

Metric	Criteria and Rating
<b>4a. &amp; 4b. Growth score of SWD compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4c. &amp; 4d. Growth score of ELL compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.

Metric	Criteria and Rating
<b>4e. &amp; 4f. Growth score of economically disadvantaged students compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4g. &amp; 4h. Growth score of African-American students compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4i. &amp; 4j. Growth score of Hispanic students compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.

## Academic Performance Framework for Middle Grades 6-8

### *Categories and Metrics*

1. Student Growth
  - a. Growth score of all students (English language arts (ELA)/math)
  - c. Growth score of students who scored at or below Partially Met Expectations (i.e., Level 1 or 2) in the previous year (ELA/math)
  - e. Growth score of students who scored at Approached Expectations (i.e., Level 3) in the previous year (ELA/math)
  - g. Growth score of students who scored at Exceeded Expectations (i.e., Level 5) in the previous year (ELA/math)
  
2. Achievement
  - a. Percent that met or exceeded expectations (Proficiency Rate) (ELA/math)
  - c. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)
  - e. Proficiency rate of students with disabilities (SWD) (ELA/math)
  - g. Proficiency rate of English language learners (ELL) (ELA/math)
  - i. Proficiency rate of economically disadvantaged students (ELA/math)
  - k. Performance index (ELA/math)
  
3. Leading Indicators
  - a. Chronic absenteeism rate
  - b. Participation rate on the Algebra 1 or Geometry PARCC test
  - c. Proficiency rate on the Algebra 1 or Geometry PARCC test
  
4. Closing Gaps
  - a. Growth score of SWD compared to that of all other students (ELA/math)
  - c. Growth score of ELL compared to that of all other students (ELA/math)
  - e. Growth score of economically disadvantaged students compared to that of all other students (ELA/math)
  - g. Growth score of African-American students compared to that of all other students (ELA/math)
  - i. Growth score of Hispanic students compared to that of all other students (ELA/math)
  - k. Participation rate on the Algebra 1 or Geometry PARCC test of SWD compared to that of all other students
  - l. Participation rate on the Algebra 1 or Geometry PARCC test of ELL compared to that of all other students
  - m. Participation rate on the Algebra 1 or Geometry PARCC test of economically disadvantaged students compared to that of all other students
  - n. Participation rate on the Algebra 1 or Geometry PARCC test of African-American students compared to that of all other students
  - o. Participation rate on the Algebra 1 or Geometry PARCC test of Hispanic students compared to that of all other students

## Academic Performance Framework for Middle Grades 6-8

### 1. Student Growth (How much progress did students in grades 6-8 at this school make relative to their peers?)

Metric	Criteria and Rating
1a. & 1b. Growth score of all students (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <ul style="list-style-type: none"> <li>The school earns less than 35% of points possible</li> </ul>
1c. & 1d. Growth score of students who scored at Level 1 or 2 in the previous year (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
1e. & 1f. Growth score of students who scored at Level 3 in the previous year (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
1g. & 1h. Growth score of students who scored at Level 5 in the previous year (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

### 2. Achievement (How many students in grades 6-8 met or exceeded grade level expectations? How was student performance in grades 6-8 overall?)

Metric	Criteria and Rating
2a. & 2b. Proficiency rate (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2c. & 2d. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

Metric	Criteria and Rating
2e. & 2f. Proficiency rate of SWD (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2g. & 2h. Proficiency rate of ELL (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2i. & 2j. Proficiency rate of economically disadvantaged students (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2k. & 2l. Performance index (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

3. *Leading Indicators* (Is the school preparing students in grades 6-8 for future success?)

Metric	Criteria and Rating
3a. Chronic absenteeism rate	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
3b. Participation rate on the Algebra I or Geometry PARCC test	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
3c. Proficiency rate on the Algebra I or Geometry PARCC test	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

4. *Closing Gaps* (Are traditionally underserved groups in grades 6-8 at the school progressing at the same rate as all others?)

Metric	Criteria and Rating
<b>4a. &amp; 4b. Growth score of SWD compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4c. &amp; 4d. Growth score of ELL compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4e. &amp; 4f. Growth score of economically disadvantaged students compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4g. &amp; 4h. Growth score of African-American students compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4i. &amp; 4j. Growth score of Hispanic students compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4k. Participation rate on the Algebra 1 or Geometry PARCC test of SWD compared to that of all other students</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4l. Participation rate on the Algebra 1 or Geometry PARCC test of ELL compared to that of all other students</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4m. Participation rate on the Algebra 1 or Geometry PARCC test of economically disadvantaged students compared to that of all other students</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4n. Participation rate on the Algebra 1 or Geometry PARCC test of African-American students compared to that of all other students</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4o. Participation rate on the Algebra 1 or Geometry PARCC test of Hispanic students compared to that of all other students</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.

## Academic Performance Framework for High School Grades 9-12

### *Categories and Metrics*

1. Graduation
  - a. Four-year graduation rate
2. Achievement
  - a. Percent that met or exceeded expectations (Proficiency Rate) (English language arts (ELA)/math)
  - c. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)
  - e. Proficiency rate of students with disabilities (SWD) (ELA/math)
  - g. Proficiency rate of English language learners (ELL) (ELA/math)
  - i. Proficiency rate of economically disadvantaged students (ELA/math)
  - k. Performance index (ELA/math)
3. Leading Indicators
  - a. Chronic absenteeism rate
  - b. Percent of 9<sup>th</sup>-11<sup>th</sup> graders that has met the graduation assessment requirement on PARCC (ELA/math)
  - d. PSAT or PLAN participation rate among 10<sup>th</sup> and 11<sup>th</sup> graders
  - e. SAT or ACT participation rate among 12<sup>th</sup> graders
  - f. Percent of 12<sup>th</sup> graders that met the college-ready benchmark on the SAT
  - g. Percent of 11<sup>th</sup> or 12<sup>th</sup> graders who took at least one AP test in English, math, science or social studies
  - h. Percent of AP test scores  $\geq 3$  in English, math, science or social studies
  - i. Dual enrollment course participation rate
  - j. Career and Technical Education program participation rate
  - k. Post-graduation enrollment rate 16 months after graduation
4. Closing Gaps
  - a. Graduation rate of SWD
  - b. Graduation rate of ELL
  - c. Graduation rate of economically disadvantaged students
  - d. Graduation rate of African-American students
  - e. Graduation rate of Hispanic students

## Academic Performance Framework for High School Grades 9-12

### 1. Graduation (What proportion of seniors graduated after four years?)

Metric	Criteria and Rating
1a. Four-year graduation rate	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <ul style="list-style-type: none"> <li>The school earns less than 35% of points possible</li> </ul>

### 2. Achievement (How many students in grades 9-12 met or exceeded grade level expectations? How was student performance in grades 9-12 overall?)

Metric	Criteria and Rating
2a. & 2b. Proficiency rate (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2c. & 2d. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2e. & 2f. Proficiency rate of SWD (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2g. & 2h. Proficiency rate of ELL (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2i. & 2j. Proficiency rate of economically disadvantaged students (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

Metric	Criteria and Rating
2k. & 2l. Performance index (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

3. *Leading Indicators* (Is the school preparing students in grades 9-12 for future success?)

Metric	Criteria and Rating
3a. Chronic absenteeism rate	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
3b. & 3c. Percent of 9 <sup>th</sup> -11 <sup>th</sup> graders that has met the graduation assessment requirement on PARCC (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
3d. PSAT or PLAN participation rate among 10 <sup>th</sup> and 11 <sup>th</sup> graders	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
3e. SAT or ACT participation rate among 12 <sup>th</sup> graders	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
3f. Percent of 12 <sup>th</sup> graders that met the college-ready benchmark on the SAT	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
3g. Percent of 11 <sup>th</sup> or 12 <sup>th</sup> graders who took at least one AP test in English, math, science or social studies	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

Metric	Criteria and Rating
<b>3h. Percent of AP test scores &gt;=3 in English, math science or social studies</b>	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
<b>3i. Dual enrollment course participation rate</b>	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
<b>3j. Career and Technical Education program participation rate</b>	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
<b>3k. Post-graduation enrollment rate 16 months after graduation</b>	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

4. *Closing Gaps* (Are traditionally underserved subgroups at the school hitting the OCRS graduation rate target of 85%?)

Metric	Criteria and Rating
<b>4a. Graduation rate of SWD</b>	Schools may earn one additional bonus point when a subgroup's graduation rate is 85% or greater
<b>4b. Graduation rate of ELL</b>	Schools may earn one additional bonus point when a subgroup's graduation rate is 85% or greater
<b>4c Graduation rate of economically disadvantaged students</b>	Schools may earn one additional bonus point when a subgroup's graduation rate is 85% or greater
<b>4d. Graduation rate of African-American students</b>	Schools may earn one additional bonus point when a subgroup's graduation rate is 85% or greater
<b>4e. Graduation rate of Hispanic students</b>	Schools may earn one additional bonus point when a subgroup's graduation rate is 85% or greater

## Financial Performance Framework

### Overview

The evaluation of a charter school's financial performance is guided by the following essential question:



The Financial Performance Framework gauges near-term financial health, longer term financial sustainability and fiscal-related compliance to address the question of a charter school's financial viability. The Financial Performance Framework is divided into three indicators and seven measures that the Department utilizes to evaluate a charter school's financial performance and determine whether or not a school is meeting standards.

### Indicators and Measures

1. Near Term Indicators
  - a. Current ratio (working capital ratio)
  - b. Unrestricted days cash on hand
  - c. Enrollment variance
  - d. Default on loans
2. Sustainability Indicators
  - a. Cash flow
  - b. Debt service to coverage ratio
3. Financial Compliance Indicators
  - a. Financial audit
  - b. Financial management and compliance

## Financial Performance Framework

### 1. Near Term Indicators

Measure	Criteria and Rating
<b>1a. Current ratio (working capital ratio)</b> Current assets divided by current liabilities	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>Current ratio is greater than 1.1 OR current ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)</li> <li>For schools in their first year of operations, the current ratio must be greater than 1.1</li> </ul> <p><b>Does Not Meet Standard</b></p> <ul style="list-style-type: none"> <li>Does not meet passing options</li> </ul> <p><b>Falls Far Below Standard</b></p> <ul style="list-style-type: none"> <li>Current ratio is less than 0.9</li> </ul>
<b>1b. Unrestricted days cash</b> Unrestricted cash divided by (total expenses / 365)	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>60 days cash OR between 30 and 60 days cash and one-year trend is positive</li> <li>Schools in first and second years of operation must have a minimum of 30 days cash</li> </ul> <p><b>Does Not Meet Standard</b></p> <ul style="list-style-type: none"> <li>Days cash and trend do not match passing options above</li> </ul> <p><b>Falls Far Below Standard</b></p> <ul style="list-style-type: none"> <li>Less than 10 days cash</li> </ul>
<b>1c. Enrollment variance</b> Actual enrollment divided by enrollment projection in board-approved budget	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>Meets or exceeds planned enrollment in most recent year or actual enrollment equals or exceeds 95% of planned enrollment in most recent year and equals or exceeds 95% over each of the last three years</li> <li>For schools open less than three years, actual enrollment must equal or exceed 95% of planned enrollment for each year of operation</li> </ul> <p><b>Does Not Meet Standard</b></p> <ul style="list-style-type: none"> <li>Does not meet passing options</li> </ul> <p><b>Falls Far Below Standard</b></p> <ul style="list-style-type: none"> <li>Actual enrollment was less than 85% of planned enrollment in recent year</li> </ul>
<b>1d. Default</b>	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>School is not in default of loan covenant(s) and/or is not delinquent with debt service payments</li> </ul> <p><b>Does Not Meet Standard</b></p> <ul style="list-style-type: none"> <li>School is in default of loan covenant(s) and/or is delinquent with debt service payments</li> </ul>

### 2. Sustainability Indicators

Measure	Criteria and Rating
<b>2a. Cash flow</b>	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>Three-year cumulative cash flow is positive and cash flow is positive each year or three-year cumulative cash flow is positive, cash flow is positive in two of three years, and cash flow in the most recent year is positive</li> <li>Schools in their first and second year must have positive cash flow</li> </ul> <p><b>Does Not Meet Standard</b></p> <ul style="list-style-type: none"> <li>Three-year cumulative cash flow is positive, but does not meet standard</li> </ul> <p><b>Falls Far Below Standard</b></p> <ul style="list-style-type: none"> <li>Three year cumulative cash flow is negative</li> </ul>

Measure	Criteria and Rating
<b>2b. Debt service coverage ratio:</b> (Net income + depreciation + interest expense) / (principal and interest payments)	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>Debt Service Coverage Ratio is equal to or exceeds 1.10</li> </ul> <p><b>Does Not Meet Standard</b></p> <ul style="list-style-type: none"> <li>Debt Service Coverage Ratio is less than 1.10</li> </ul>

3. *Financial Compliance Indicators* (The school follows Generally Accepted Accounting Principles and meets financial reporting and compliance requirements.)

Measure	Criteria and Rating
<b>3a. Financial audit</b>	<p><b>Meets Standard</b></p> <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to Financial Accounting for New Jersey Charter Schools as evidenced by:</p> <ul style="list-style-type: none"> <li>An annual independent audit with an unqualified audit opinion</li> <li>An annual independent audit devoid of significant conditions or internal control weaknesses</li> <li>The Independent Auditor’s Management Report has no significant or “repeat” findings</li> <li>On-time submission and completion of the annual independent audit and corrective action plan</li> </ul> <p><b>Does Not Meet Standard</b></p> <p>The school does not comply with all applicable laws, rules, regulations and provisions of the charter agreement relating to Financial Accounting for New Jersey Charter Schools as evidenced by, among other factors:</p> <ul style="list-style-type: none"> <li>An annual independent audit with a qualified audit opinion</li> <li>The Independent Auditor’s Management Report has significant or “repeat” findings</li> <li>Failure to submit the annual independent audit on time</li> <li>Failure to submit a corrective action plan on time (if applicable)</li> </ul>
<b>3b. Financial Management and Compliance</b>	<p><b>Meets Standard</b></p> <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial management and oversight expectations as evidenced by:</p> <ul style="list-style-type: none"> <li>Employment of a School Business Administrator</li> <li>Submission of periodic financial reports as required by the Department</li> <li>On-time submission and completion of annual and revised budgets (if applicable)</li> <li>Submission of board contracts with a management company (if applicable)</li> </ul> <p><b>Does Not Meet Standard</b></p> <p>The school does not comply with all applicable laws, rules, regulations and provisions of the charter agreement relating to financial management and oversight expectations as evinced by, among other factors:</p> <ul style="list-style-type: none"> <li>Failure to submit periodic financial reports as required by the Department on time</li> <li>Failure to submit annual budgets and/or revised budgets in a timely manner</li> <li>Failure to submit board contracts with a management company</li> </ul>



## Organizational Performance Framework

### Overview

The evaluation of a charter school's organizational performance is guided by the following essential question:



The Organizational Performance Framework is divided into five performance areas. Within these areas, the Framework provides indicators with specific criteria used to evaluate organizational capacity and rate whether or not the school meets standards.

### Performance Areas and Indicators

1. Education Program and Capacity
  1. Mission and key design elements
  2. Curriculum
  3. Instruction
  4. Assessment
  5. Organizational capacity
2. School Culture and Climate
  1. School culture and climate
  2. Family and community engagement
3. Board Governance
  1. Board capacity
  2. Compliance
4. Access and Equity
  1. Access and equity
  2. Students with disabilities
  3. English language learners
5. Compliance
  1. NJ SMART compliance
  2. OCRS reporting compliance
  3. Other State and Federal Reporting Compliance

## Organizational Performance Framework

### 1. Education Program and Capacity

Indicator	Criteria and Rating
<p><b>1.1 Mission &amp; key design elements</b> The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• Board members, administrators, teachers, students, and families demonstrate a common and consistent understanding of the school’s mission and key design elements</li> <li>• The school has implemented the key design elements in the approved charter</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one of the criteria defined above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting one or both of the criteria defined above</p>
<p><b>1.2 Curriculum</b> The school has a comprehensive curriculum.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school’s curriculum is aligned to state standards</li> <li>• The school has a process for selecting, developing, reviewing and revising its curriculum documents</li> <li>• The implemented curriculum addresses the needs of all learners</li> </ul> <p><b>Partially Meets Standard</b> The school presents moderate or major concerns in meeting one of the criteria defined above</p> <p><b>Does Not Meet Standard</b> • The school’s curriculum is not aligned to state standards</p>
<p><b>1.3 Instruction</b> The school demonstrates high-quality instruction across all classrooms.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school staff demonstrates a common understanding of high-quality instruction with instructional practices aligned to this understanding</li> <li>• Students demonstrate strong engagement in classrooms</li> <li>• Classroom environments are conducive to learning</li> <li>• Teachers deliver purposeful lessons and maximize learning time (e.g., appropriate pacing, on-task student behavior, clear objective focus, efficient transitions, and high student engagement)</li> </ul> <p><b>Partially Meets Standard</b> The school presents moderate or major concerns in meeting one of the applicable criteria defined above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting two or more of the applicable criteria defined above</p>
<p><b>1.4 Assessment</b> The school has an assessment system that improves instructional effectiveness and student learning.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school uses an effective system of formative and benchmark assessments, including a reliable process for scoring and analyzing such assessments</li> <li>• The school uses qualitative and quantitative data to evaluate the effectiveness of the academic program in serving all students and modifies the program accordingly</li> <li>• The school uses qualitative and quantitative data to address the needs of students on a grade, classroom and individual basis</li> </ul> <p><b>Partially Meets Standard</b> The school presents moderate concerns in meeting one or more of the criteria defined above</p> <p><b>Does Not Meet Standard</b></p>

Indicator	Criteria and Rating
	<ul style="list-style-type: none"> <li>The school does not use data to evaluate the effectiveness of the academic program in serving all students</li> </ul>
<p><b>1.5 Organizational capacity</b> The school has a clear and well-functioning organizational structure that leads to continuous improvement.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>The school has clear and well-understood systems for decision-making</li> <li>The school provides strong instructional leadership to teachers</li> <li>The school has an effective, comprehensive professional development program that improves the implementation of the curriculum and instructional practices</li> <li>The school has developed systems for proactively addressing areas such as communication with stakeholders, community outreach, and teacher evaluations</li> </ul> <p><b>Partially Meets Standard</b> The school presents moderate or major concerns in meeting one of the criteria defined above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting two or more of the criteria defined above</p>

4. School Culture and Climate

Indicator	Criteria and Rating
<p><b>2.1 School culture &amp; climate</b> The school promotes a culture of high expectations and is safe, respectful and supportive.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>The school environment fosters a culture of learning, scholarship and high academic expectations</li> <li>The school environment and interactions amongst stakeholders are respectful, supportive, professional and constructive</li> <li>The school creates a safe environment and addresses the physical, social, emotional and health needs of its students</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in fostering an environment that is conducive to learning</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in fostering an environment that is conducive to learning</p>
<p><b>2.2 Family and community engagement</b> The school actively engages families and the community towards achieving its mission.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>The school has strong relationships with families/guardians that support students' academic growth and achievement and social-emotional health</li> <li>The school has established partnerships with educational institutions or community organizations aligned to the school's mission and education program</li> </ul> <p><b>Partially Meets Standard</b> The school presents moderate or major concerns in meeting one of the criteria defined above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting both of the criteria defined above</p>

5. Board Governance

Indicator	Criteria and Rating
<p><b>3.1 Board capacity</b> The board has the capacity to govern the school effectively.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The board recruits, maintains and trains members with appropriate skills, experience and expertise to govern the school; board membership is diverse and includes legal, fiscal, educational, community and board leadership/governance experience</li> <li>• The board determines the strategic direction of the school by setting goals aligned with the school’s mission and driven by data analysis; the board regularly monitors progress relative to its priorities and goals and engages in continuous improvement</li> <li>• The board has adequate filled seats, and regularly has a quorum, according to the school’s bylaws</li> <li>• Board meetings are well-organized, purposeful and strategically focused</li> <li>• The board updates school policies to ensure compliance with applicable requirements to facilitate efficient, effective operations</li> <li>• The board hires and evaluates the school leader(s) and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals</li> <li>• The board uses a performance-based evaluation process to assess its own performance annually</li> </ul> <p><b>Partially Meets Standard</b> The board presents moderate or major concerns in meeting at least one of the following criteria:</p> <ul style="list-style-type: none"> <li>• The board has adequate filled seats, and regularly has a quorum, according to the school’s bylaws</li> <li>• The board updates school policies to ensure compliance with applicable requirements to facilitate efficient, effective operations</li> <li>• The board hires and evaluates the school leader(s) and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals</li> </ul> <p><b>Does Not Meet Standard</b> The board presents moderate or major concerns in meeting two or more of the following criteria:</p> <ul style="list-style-type: none"> <li>• The board has adequate filled seats, and regularly has a quorum, according to the school’s bylaws</li> <li>• The board updates school policies to ensure compliance with applicable requirements to facilitate efficient, effective operations</li> <li>• The board hires and evaluates the school leader(s) and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals</li> </ul>
<p><b>3.2 Compliance</b> The board complies with relevant laws and regulations.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• In accordance with <i>N.J.A.C. 6A:11-3.1(d)</i>, members complete required training prepared and offered by the New Jersey School Boards Association during the first year of their first term on the board</li> <li>• Members have completed required criminal background checks</li> <li>• Members have submitted required disclosure forms and do not have any conflicts of interest</li> <li>• The board is in compliance with the <i>Open Public Meetings Act</i></li> <li>• The board is in compliance with its by-laws</li> </ul> <p><b>Partially Meets Standard</b> The board presents minor concerns on one or more of the above criteria</p> <p><b>Does Not Meet Standard</b> The board presents moderate or major concerns on one or more of the above criteria</p>

4. Access and Equity

Indicator	Criteria and Rating
<p><b>4.1 Access and equity</b> The school demonstrates a commitment to serving and meeting the needs of all students, especially the highest need students requiring special education services, students who are English language learners, students who qualify for free or reduced-price lunch and other underserved or at-risk populations.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school’s recruitment, application, admissions, lottery and enrollment policies and practices are fair and equitable and demonstrate a commitment to serving all students; these policies and practices align with the requirements and recommendations in the Department’s <a href="#">“Guidelines for Access and Equity in New Jersey Charter Schools”</a></li> <li>• The school monitors and minimizes attrition rates to ensure stable and equitable enrollment</li> <li>• The school’s suspension and expulsion policies align with state law and regulation</li> </ul> <p><b>Partially Meets Standard</b> The school presents moderate or major concerns in meeting one of the criteria defined above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting two or more of the criteria defined above</p>
<p><b>4.2 Students with disabilities</b> The school complies with state and federal special-education laws and provides for a high-quality learning environment for all students.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school consistently complies with rules relating to student identification and referral</li> <li>• The school consistently complies with rules relating to the academic program, assessments, discipline, and all other aspects of the school’s program and responsibilities</li> <li>• Students’ Individualized Education Plans and Section 504 plans are consistently carried out by appropriately certified staff</li> <li>• Access to the school’s facility and program are provided to students and parents in a lawful manner and consistent with their abilities</li> <li>• The school ensures a high-quality learning environment for all students including, but not limited to, access to a multidisciplinary intervention team, teachers with relevant professional development, and differentiated instruction</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one or more of the criteria defined above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting one or more of the criteria defined above</p>
<p><b>4.3 English language learners</b> The school complies with applicable laws, rules and regulations relating to English Language Learner requirements.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school consistently and effectively implements steps to identify students in need of ELL services</li> <li>• Requisite ELL services are provided to identified students by appropriately certified staff</li> <li>• ELL students are provided with appropriate accommodations on assessments</li> <li>• Students are exited from ELL services in accordance with their assessed capacities</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one or more of the criteria defined above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting one or more of the criteria defined above</p>

6. Compliance

Indicator	Criteria and Rating
<p><b>5.1 NJ SMART compliance</b> The school submits critical information punctually and accurately via NJ SMART.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school meets NJ SMART reporting deadlines</li> <li>• The school’s NJ SMART data submissions have a final error rate of no more than 2% defined as the number of errors divided by the total number of student records</li> <li>• The school’s student identification (SID) data, including student demographic data, for the October 15 NJ SMART snapshot are accurate and aligned to the Charter School Enrollment System data</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one of the criteria defined above</p> <p><b>Does Not Meet Standard</b></p> <ul style="list-style-type: none"> <li>• The school does not meet NJ SMART reporting deadlines</li> </ul>
<p><b>5.2 OCRS reporting compliance</b> The school submits critical information punctually and accurately to the OCRS.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school submits required documentation to OCRS accurately and on time</li> </ul> <p><b>Partially Meets Standard</b> The school submits most but not all of the required documentation to OCRS accurately and on time</p> <p><b>Does Not Meet Standard</b> The school does not submit most of the required documentation to OCRS on time, or what is submitted on time is mostly inaccurate</p>
<p><b>5.3 Other compliance</b> The school materially complies with state/federal law and reporting requirements.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school completes all facilities, safety, security and health requirements in a timely manner</li> <li>• The school meets all criminal background check requirements</li> <li>• The school completes on time submission of Electronic Violence and Vandalism Reporting System (EVVRS) reporting</li> <li>• The school completes on time and accurate NCLB Reporting</li> <li>• The school meets educator evaluation, staffing and licensure requirements</li> <li>• The school meets other relevant state and federal reporting and compliance requirements</li> </ul> <p><b>Partially Meets Standard</b> The school submits most, but not all, of the required documentation accurately and on time</p> <p><b>Does Not Meet Standard</b> The school does not submit most of the required documentation accurately and/or on time</p>

## Sources of Evidence

In order to assess charter school performance against the measures set forth in the Performance Framework, the Department considers a wide body of evidence, including but not limited to the following:

- Admissions and enrollment materials
- Annual financial audits
- Annual reports
- Board minutes
- Budgets
- Charter agreement
- Charter amendments
- Complaints received and resolution status
- Curriculum documents
- Data derived from NJ SMART and the Charter School Enrollment System (CHE)
- Department published School Performance Reports and other Department reports
- Discipline data including EVVRS or the new Student Safety Data System (SSDS)
- Documentation of current Certificate of Occupancy, health, safety, and fire inspections
- Evaluation of board of trustees and school administration
- Evaluation of effective systems for financial oversight
- Evaluation of the implementation of ELL and special education requirements and programs
- Facility plans
- Federal and state reporting requirements
- GAAP accounting system review
- Handbooks-board, family, staff, student
- Initial charter school application
- Lesson plans
- Personnel files
- District and public comment
- Policy documents
- Professional development calendars / agendas
- Renewal application
- School calendars
- School identified and collected data from other assessments
- Site visits and accompanying documentation
- Staff lists
- Staff surveys
- State assessment results
- Structured interviews with school officials
- Student growth data
- Student files