

Charter School Operational Performance Framework and Guidance

North Carolina Department of Public Instruction
Office Charter Schools



Public Schools of North Carolina
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NATIONAL ASSOCIATION OF
CHARTER SCHOOL AUTHORIZERS

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Operational Performance Framework Guidance

Charter schools have the autonomy to manage their organization consistent with state and federal law; however, the North Carolina State Board of Education (SBE) and the North Carolina Department of Public Instruction (DPI) must protect the health, safety, and well being of students by ensuring that the schools are operationally sound. SBE, by renewing or not renewing a charter school, determine whether charter schools are not only academically and financially viable, but also organizationally sound.

The Operational Performance Framework gauges a range of areas including educational programs, equity, school culture, governance, safety, and reporting for each school. The operational framework identifies schools meeting operational and compliance quality standards. Annual utilization and reporting of the operational framework provides tools to recognize schools currently in or trending towards structural difficulty and to more proactively evaluate or address the problem. The framework aligns with NACSA's Principles & Standards for Quality Charter School Authorizing (2012), which states that authorizers should, through a performance framework, set clear expectations for "clear, measurable, and attainable academic, financial, and organizational performance standards and targets."

The Operational Performance Framework provides a clear picture of a school's organizational performance and compliance with state and federal law. This framework, which has been included as Appendix A, will enable the SBE to more effectively evaluate a charter school's operational performance as part of ongoing monitoring and renewal decision making.

Framework Structure

Component	Definition	Example
Indicators	6 general categories of operational performance	Equity
Measures	Questions to evaluate an aspect of an indicator	Is the school protecting the rights of English Language Learners (ELL)?
Metrics	Expectations set forth in evaluating a measure	<ul style="list-style-type: none"> - Required policies related to the service of ELL students - Proper steps for identification and exiting of students for ELL services
Targets	Thresholds that signify success in meeting the standard for a specific measure	The school complied with applicable laws, rules, regulations, and provisions of the charter agreement relating to English Language Learner requirements.
Ratings	Assignment of charter school performance into one of two rating categories, based on how the school performs against the framework targets	If school meets the target of 2c the rating category is "Meets Standard"

Indicators

The framework includes six indicators or categories used to evaluate a school's operational performance and compliance.

1. Education Program

This indicator includes measures of the school's fidelity to the education program as defined by the charter agreement and law. Charter schools must, by means of a charter application (or charter amendment), propose to the authorizer the education program they plan to implement. The authorizer approves a charter school based on the expectation that the school will follow the material components of its education program as proposed, while still allowing the school sufficient autonomy. For the purposes of the Operational Framework, we define "material" in the following way:

Material—Material means that the authorizer deems the matter relevant to:

1. The authorizer's accountability decisions, including but not limited to decisions about whether to renew or non-renew or revoke a charter, or
2. Information that is relevant and significant to the outcome, or
3. Information that a family would consider relevant to a decision to attend the school.

The Education Program section is used to evaluate the school's adherence to the material terms of its proposed education program as they were set out in the charter agreement. This section also captures certain aspects of an education program that are required by law (e.g., assessments, special education requirements, etc.).

Additionally, we frequently refer to the "charter agreement," which is defined as follows:

Charter Agreement—The legally binding document that defines the expectations of the authorizer to the nonprofit charter school board for the operation of the charter school.

2. Equity

While charter schools may be exempt from certain laws and allowed to function with greater autonomy, they still must adhere to federal and state laws regarding treatment of students within the organization. In this section, the authorizer measures charter school compliance with a variety of laws related to students including the rights of students.

3. School Culture

This indicator includes measures of the school's fidelity to the State Board approved mission.

4. Governance

A charter school must practice sound governance throughout the existence of the charter. In this section, the authorizer sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own State Board approved bylaws and policies. Additionally, this indicator includes a measure to evaluate the extent to which the board oversees the individuals or organizations to which it delegates the duties of implementing the program, a fiduciary responsibility of the board.

5. Facilities and Safe School Environment

Charter schools must also follow laws related to the school's physical plant and the health and safety of students and the charter community. This section addresses the school's facility, fire inspections, certificate of occupancy, and school's code of conduct policy, among other things.

6. Reporting and Compliance

A charter school must adhere to reporting requirements of the authorizer and other responsible entities. The final indicator ensures that the authorizer has the authority to hold the charter school accountable for any laws or requirements that are not explicitly stated in the Operational Framework. The measures and metrics outlined in this Framework represent the authorizer's priorities, thus certain, lower priority requirements may not be explicitly called out in the framework and would instead be captured in the reporting requirements section. This

Charter School Operational Performance Framework Guide

measure also provides the authorizer with the flexibility necessary to hold the school accountable for any requirements that may have been enacted or changed after the Performance Framework was adopted.

Measures

For each of the indicators, the Framework provides a number of measures by which to evaluate schools. The measures take the form of questions about each school's performance. For example:

- Is the school complying with applicable educational requirements?
- Is the school protecting the rights of Exceptional Children (EC) and English Language Learner (ELL) students?

Information and guidance specific to each measure is provided below in the Measures In Detail section.

Metrics

Metrics are expectations set forth in evaluating a measure. For example, to evaluate the question, "Is the school protecting the rights of English Language Learner (ELL) students?" authorizers should look to a number of areas where the school must meet existing expectations established by laws, rules, regulations, or provisions of the charter agreement. Examples of metrics for this measure are:

- Required policies related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Required accommodations as outlined in the students educational plan (ie IEP, LEP, 504) are met with fidelity

Throughout the Operational Framework, we set forth the metrics for evaluating the different measures within the "Meets Standard" rating.

Targets and Ratings

For each measure a school receives one of two ratings based on evaluation of the established metrics.

Meets Standard:

The "Meets Standard" rating is defined by the threshold of success for the measure, or the target the school is expected to meet. In the Operational Framework, this rating provides the detailed metrics against which the charter school is judged. If the school meets the target, then the authorizer does not need to follow up with the school or require corrective action. Schools do not meet the standard if failures are material in nature, meaning they are relevant to the authorizer's accountability decisions.

Does Not Meet Standard:

The "Does Not Meet Standard" rating remains consistent for each measure in the Operational Framework and reads:

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

This means that the school has materially failed to meet the target at any point during the evaluation period. Schools with a number of "Does Not Meet Standard" designations may be considered for non-renewal. Each measure will have a comment box to allow for explanations of why a school received a particular rating, and what evidences were used to create the rating.

Use of the Framework

Collecting Evidence

The authorizer determines the amount of evidence that is necessary to determine whether the school is meeting each target and assess staff capacity when deciding how best to evaluate school operational performance. Additional evidences may be required to determine operational performance, depending on a given situation. Some measures in the Operational Framework require periodic monitoring to ensure compliance, while others can be analyzed annually during site visits or reports submitted to the authorizer. Others still may only require an assurance of compliance by the charter school board but may require follow up if concerns are raised. Due to the complexity in verifying compliance with some metrics, evidence of compliance may be determined only after the collection and analysis of multiple data points. For example, the authorizer may periodically evaluate whether a school is compliant with special-education requirements by gathering evidence through multiple sources at different points in the school year (i.e., the authorizer may annually verify compliance by review of special-education audits conducted by the Department of Public Instruction (DPI) as well as through site visit observations).

The sections below outline common ways that authorizers may collect data to evaluate charter schools' operational performance, beginning with the least intensive approach.

Assurance of compliance by the charter board

The Operational Framework provides a space for the authorizer to report any credible cases of noncompliance in areas where it may not routinely evaluate the school. The authorizer should require that the school maintain a file of official assurance of compliance by the charter school board. This documentation by the charter board provides an assurance to the authorizer that the board is aware of its legal obligations to the organization. The charter school board should approve this document annually. Accompanying this assurance should be evidence of compliance or direct reference to evidence (e.g., reference to board minutes or policies, reference to school procedures, or certificates). The assurance and evidence could be organized in a file or binder that the authorizer can access at the school site upon request.

The authorizer should review the file at least annually or when deemed necessary (i.e., the authorizer may review this report and request follow-up information on some measures during an annual site visit). For instance, an authorizer may require that the charter school board assure it is complying with employment law. Evidence of compliance would include the board-approved assurance and would be verified annually by the authorizer; in this case, compliance would be assumed unless determined otherwise. A complaint to the authorizer may warrant more direct review or investigation of an issue, but the burden of providing evidence of compliance lies with the charter school board that has assured compliance to the authorizer.

Required reporting

The authorizer may also require that the charter school report or verify compliance to the authorizer, in which case evidence of compliance would be at the disposal of the authorizer for reference during monitoring. For example, the authorizer may require that the charter school submit specific policies and procedures. Note, however, that the authorizer should be careful to verify the accuracy and quality of self-reported data.

Excessive required reports may be burdensome on both the school and authorizer and could cause the authorizer to spend more time and resources monitoring reporting requirements than evaluating the school's performance outcomes. To ease the burden, the authorizer will establish a calendar of required reports to clearly communicate regular reporting deadlines to its charter schools. The calendar should outline which reports the authorizer requires, the form the reports should take, and the point(s) in the year when reports are due to the authorizer.

Observed practice

The authorizer may verify compliance for certain measures in the Operational Framework through direct observation. For example, the authorizer may observe mandatory state assessments to ensure compliance with

Charter School Operational Performance Framework Guide

required procedures. The authorizer is careful when using this type of monitoring except when necessary and should, wherever possible, seek additional evidence to substantiate observed practice.

Investigations

At times authorizers may receive complaints or assertions from individuals that a school is not in compliance. The authorizer should generally refer the complainant to the charter school board, which is responsible for investigating such cases. However, from time to time the authorizer may receive complaints that it must investigate directly, especially if the complaint is a major infraction (e.g., school leadership is accused of cheating on state assessments) or if it involves the charter school board (e.g., accused violations of open meeting law). In some instances, the authorizer itself may be required by law to take action or notify appropriate authorities. The Operational Framework allows space for the authorizer to investigate potential grievances and determine whether or not the school is meeting organizational expectations.

Evaluation

The Operational Performance Framework provides information that can be used both to monitor charter schools in an ongoing annual basis and to inform high-stakes decisions such as renewal or revocation.

Review Schedule

The authorizer should, at least annually, formally review the school's adherence to the Operational Framework. This transparent authorizer reporting of the school's performance measured to the Framework will allow the school's board ongoing opportunity to address shortcomings. Further, the authorizer will have clear documentation of systemic issues with organizational effectiveness if the need to recommend closure should arise.

Reporting

Each year the authorizer should report on the findings of its evaluation of the school's performance against the operational expectations. This public report should at a minimum note areas where the school is failing to meet the Framework standards, and could also highlight the areas where the school was in compliance.

Accountability decisions

The Academic and Financial Performance Frameworks are generally the primary tools for accountability decisions largely because authorizers use these frameworks to measure schools' outcomes. The Operational Framework is used to measure compliance, which is not always directly related to school performance. In most cases, the authorizer uses the evaluation of the Operational Framework as a way to communicate unsatisfactory performance, as a basis for intervention, or as secondary evidence when making the case for closure. Only when the school has multiple instances of "Does not meet standards," which would indicate major concerns with organizational effectiveness, should an authorizer consider findings on organizational effectiveness as the primary reason for nonrenewal or revocation. Regardless of the point in the life of the charter, whether during an interim review or at the time of renewal, schools that have multiple occurrences where they annually do not meet standards should be considered for nonrenewal or revocation, especially if these instances put students in danger, are pervasive within the charter school, or are egregious in nature.

At the end of a charter term, the authorizer should analyze both static and trend data related to organizational performance using the Operational Framework. It is important to analyze whether the school's performance in the one area is trending upward or downward, as that may impact both intervention and renewal decisions. A school may show a pattern of sporadic noncompliance throughout the life of the charter and in the most recent year. In this case, the authorizer must evaluate the school's organizational effectiveness and determine whether the issues are systemic and if the school is likely to remain unstable in the next charter term. The authorizer should determine whether to place a school on intervention and renew or make a decision of nonrenewal.

Intervention

The authorizer will use the framework to identify schools whose organizational stability is in danger and for intervention purposes. This intervention could be in the form of communication of unsatisfactory performance, increased monitoring, mid-year financial check-ins, or governance warnings.

For schools determined to be in operational distress following the comprehensive review described above, the authorizer will consider requiring ongoing reporting to monitor continuous organizational performance and may elevate intervention strategies.

Review and Renewal

Framework results will be utilized during the renewal period and five year review to identify schools' historical trends and current positions, both of which are useful in gauging schools' future vitality.

Revocation

In the most severe cases of instability, the framework will indicate schools that should be considered for revocation of their charters. The targets for each measure are set to indicate schools that are annually not meeting standards. Schools that receive multiple measures at this level will be considered for charter revocation.

Section III: Operational Performance

Indicators and Measures:

1. Education Program

- a. Essential Terms
- b. Data Use
- c. Education Requirements

2. Equity

- a. Admissions and Enrollment
- b. Students with Disabilities
- c. English Language Learner Students
- d. Attrition and Enrollment Stability

3. School Culture

- a. Mission Alignment and High Expectations

4. Governance

- a. Governance Requirements
- b. School Leadership Accountability

5. Facilities and Safe School Environment

- a. Safe and Secure School

6. Reporting and Compliance

- a. Federal and State Reporting Requirements

Measures in Detail

Each of the measures included in the organizational framework are described in the following thirteen pages.

Indicator 1: Education Program

The Organizational Framework includes measures of the school's educational program that are legal requirements that the school must adhere to when implementing its educational program. These measures are different from the Academic Performance Framework in that they measure educational compliance rather than performance outcomes and should remain separate from the Academic Performance Framework.

1a. Essential Terms

Definition: The authorizer approves charter school applications on the basis of the essential terms of the charter proposal.

Essential terms—The essential terms of the charter are the critical characteristics that define the charter school program. The essential terms are usually defined in the charter application and set forth in the charter agreement either through direct inclusion in the body of the agreement or through reference to portions of the charter application.

Source of Data: Site visit observations, interviews with stakeholders in the charter community, professional development logs, certifications, accreditations, local surveys, Teacher Working Conditions Survey and required reports from the charter school (including annual reports, reviews, and renewal applications).

Measure 1a

Is the school implementing the essential terms of the education program as defined in its charter agreement?

Meets Standard:

- The school is implementing the academic program and design as described in its State Board approved charter application or approved amendments.

Does Not Meet Standard:

- The school is not implementing the academic program and design as described in its State Board approved charter application or approved amendments.

Evidence and Comments

1b. Data Use

Definition: The use of data to inform instruction is a best practice of highly effective schools.

Source of Data: Observation, EVAAS access, board meeting minutes, results of informal and formal data, PLC minutes, Read to Achieve plan, student intervention plan, process for identifying at risk students, process and procedure protocol for assessments, interviews with stakeholders in the community and required reports from the Charter School.

Measure 1b

Does the school use data to inform, guide, and improve instruction and other school practices?

Meets Standard:

- The school uses specific formal and informal data processes or procedures to inform, guide and improve instruction and other school practices.
 - Education Value-Added Assessment System (EVAAS) has an administrator from the charter school
 - Board meeting minutes, including a principal report, demonstrates data use to inform instruction
 - School is collecting and using data throughout the school year as evidenced by data summary sheets

Does Not Meet Standard:

- The school does not uses specific formal and informal data processes or procedures to inform, guide and improve instruction and other school practices.

Evidence and Comments

1c. Education Requirements

Some elements of a North Carolina public school's education program are fixed in law (ie: federal mandates, Race to the Top) and may not be waived for charter schools.

Source of Data: School calendar, graduation and promotion requirements as stated in State Board approved charter, student handbooks, licensure information, student records or reports that the school may submit to verify compliance may be requested.

Measure 1c

Is the school complying with applicable educational requirements?

Meets Standard:

- The school complies with applicable laws, rules, and regulations, and provisions as stated in the charter agreement relating to instructional programming, including but not limited to:
 - Instructional days or instructional hours requirements
 - Graduation requirements as stated in State Board approved application
 - Promotion requirements as stated in State Board approved application
 - Adhere to all testing and accountability policies for state assessments
 - Implementation of mandated programming as a result of state or federal requirements (ie: Read to Achieve legislation)

Does Not Meet Standard:

- The school does not comply with applicable laws, rules, and regulations, and provisions as stated in the charter agreement relating to instructional programming.

Evidence and Comments

Indicator 2: Equity Measures

2a. Admissions and Enrollment

Definition: Charter Schools must protect the rights of the students they serve. North Carolina public school's admission and enrollment policies are to provide students with fair and equitable treatment and may not be waived.

Source of Data: Reports to the authorizer, including charter school board policies and examples of forms (e.g., student enrollment form), and site visit observations and interviews with charter school community stakeholders. The authorizer may also require that the school's board assures compliance with certain elements of this measure that may be difficult to verify unless through investigation (e.g., implementation of discipline policies).

Measure 2a

Are the school's admissions and enrollment practices fair and equitable, as required by law?

Meets Standard:

- Policies and procedures related to admission requirements do not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or mission of the school as set out in the charter, the school does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.
- The school follows the Charter School Act, North Carolina General Statute §115C-218.45 and §115C-218.55, and charter agreement.

Does Not Meet Standard:

- Policies and procedures related to admission requirements do not follow the Charter School Act, North Carolina General Statute §115C-218.45 and §115C-218.55, and charter agreement.

Evidence and Comments

2b. Students with Disabilities

Definition: Charter schools must follow North Carolina state and federal special education laws and provide a high-quality learning environment for all students. The elements within this measure range from requirements for identification of students to proper allocation and use of special education funds.

Source of Data: The authorizer may evaluate this measure through required reports, site visit observations, and interviews of stakeholders, or third-party reports and monitoring. The Department of Public Instruction will conduct monitoring to ensure general supervision.

Measure 2b

Is the school ensuring the rights of students? (i.e.: students with 504 plans, students with disabilities, etc.)

Meets Standard:

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to the treatment of students with identified disabilities and those suspected of having a disability including but not limited to:
 - Identification and referral
 - Procedural compliance including academic programming, assessments, and all other aspects of the school's responsibilities
 - Appropriately implementing student Individualized Education Plans and Section 504 plans
 - Ensuring access to the facility and programming for students
 - Completing and submitting grant(s) and budget(s) on time to secure special education funding

Does Not Meet Standard:

- The school does not materially comply with applicable laws, rules, regulations, and provisions of the charter agreement relating to the treatment of students with identified disabilities and those suspected of having a disability.

Evidence and Comments

2c. English Language Learner (ELL) Students

Definition: Charter schools must follow North Carolina state and federal English Language Learner laws and provide a high-quality learning environment for all students. The elements within this measure range from requirements for identification of students to proper security and use of appropriate accommodations on assessments.

Source of Data: The Authorizer may evaluate this measure through required reports, site visit observations, and interviews of stakeholders, or third-party reports or monitoring. The Department of Public Instruction will conduct periodic assessments that authorizers will access.

Measure 2c

Is the school protecting the rights of English Language Learners (ELL)?

Meets Standard:

- The school materially compiles with applicable laws, rules, regulations, and provisions of the charter agreement relating to English Language Learner requirements, including but not limited to:
 - Required policies related to the service of ELL students
 - Appropriate use of the NC English Language Development standards
 - Proper steps for identification of students in need of ELL services
 - Complete data verification as required by North Carolina Department of Public Instruction
 - Complete required paperwork documentation in regards to ELL students
 - Appropriate and equitable delivery of services to identified students (including instructional groupings)
 - Administer annual state identified English Language Proficiency test
 - Appropriate accommodations on assessments
 - Monitor exited ELL students for two years after exiting
 - Required accommodations as outlined in the students educational plan (ie: Individual Education Plan, Limited English Proficiency plan, and 504 plan) are met with fidelity

Does Not Meet Standard:

- The school does not materially comply with applicable laws, rules, regulations, and provisions of the charter agreement relating to English Language Learner requirements

Evidence and Comments

2d. Attrition and Enrollment Stability

Definition: Withdraw rates are measured as the total number of students that withdraw during the academic year. Average Daily Membership (ADM) divided by student withdraws.

Source of Data: The Authorizer may evaluate this measure through required reports, Grade Enrollment and Expansion form, site visit observations, and interviews with stakeholders, or monitoring.

Measure 2d

Is the school monitoring withdraw rates and maintaining enrollment stability?

Meets Standard:

- The school meets the requirements below including but not limited to:
 - The school has procedures to collect data to monitor attrition rates and analyzes data to ensure stable and equitable enrollment.
 - The schools actual enrollment is within ten percent (10%) of the maximum authorized enrollment
 - The schools withdrawal rate is less than ten percent (10%) of their ADM.

Does Not Meet Standard:

- The school does not meet the requirements below including but not limited to:
 - The school has procedures to collect data to monitor attrition rates and analyzes data to ensure stable and equitable enrollment.
 - The school's actual enrollment is within ten percent (10%) of the maximum authorized enrollment
 - The school's withdrawal rate is less than ten percent (10%) of their ADM.

Evidence and Comments

Indicator 3: School Mission

3a. Mission Alignment

Definition: Mission alignment means that the policies, procedures, academic programing, and school's purpose is united with the state board approved mission of the school.

Source of Data: The Authorizer may evaluate this measure through required reports, site visit observations, and interviews of stakeholders, or third-party reports or monitoring.

Measure 3a

Does the school's learning environment align with its state board approved mission of the school?

Meets Standard:

- The school is consistent with the school's mission and educational program including but not limited to:
- State Board approved mission statement aligns in all published and signed materials
- Consistent State Board approved mission statement aligns and is communicated by stakeholders
- Partnerships as described in the charter application with educational institutions or community organizations relate positively to mission achievement

Does Not Meet Standard:

- The school is not consistent with the school's mission and educational program including but not limited to:
 - State Board approved mission statement aligns in all published and signed materials
 - Consistent State Board approved mission statement aligns and is communicated by stakeholders

Evidence and Comments

Indicator 4: Governance

4a. Governance Requirements

Definition: Charter schools must follow North Carolina state and federal laws, State Board policy, and the charter agreement to provide a high-quality learning environment for all students.

Source of Data: The Authorizer will verify board compliance through analysis of critical governance documentation. Additionally, the Authorizer may require a statement of assurances of compliance with conflicts of interest and board membership requirements, among other things.

If the Authorizer, through monitoring or evaluation, finds that it needs to follow up and monitor board governance more closely, it can look for additional evidence that may include, but is not limited to the following:

- Strategic plan that includes goals and objectives for meeting the school's mission
- Board oversight and evaluation of the performance of the charter school
- Attendance by the authorizer at board meetings to verify compliance

Measure 4a

Is the school complying with standards of high quality governance requirements?

Meets Standard:

- The Charter School Board and the administration can provide tangible evidences of effective governance standards including, but not limited to:
 - Operation in accordance with the charter's by-laws
 - A current grievance policy
 - A current conflict of interest policy
 - Compliance with the Open Meetings Law
 - Nepotism Policy
 - Compliance with the Public Records Act
 - Annual (more frequently if required) review and update (through resolution) of policies and procedures to reflect current regulatory and statutory authority
 - A quorum of the board meets no less than 8 times a year
 - Minimum number of 7 members
 - Open board minutes of regularly scheduled meetings are available online
 - No third party organizations that provide substantial services to the school sit as a voting member on the charter school board.

Does Not Meet Standard:

- The Charter School Board and the administration cannot provide tangible evidences of effective governance standards.

Evidence and Comments

4b. School Leadership Accountability

Definition: The central role of the charter school board is to responsibly ensure that the school meets the board's vision and mission. To that end, the board must oversee and hold accountable the charter school leader or the third party organization it has contracted with to carry out these duties.

Source of Data: The Authorizer will verify board compliance through analysis of board minutes, assurances of compliance, written performance agreement with specific, measurable, and relevant goals, and board policies.

Measure 4b

Is the board holding school leadership accountable?

Meets Standard:

- The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to oversight of school leadership, including but not limited to:
 - Annual tool to evaluating the performance of school leadership
 - Annual tool to evaluate third party organizations
 - Oversight of third party agreements that includes holding the party accountable for performance expectations agreed to under a written performance agreement

Does Not Meet Standard:

- The school materially does not comply with applicable laws, rules, regulations and provisions of the charter agreement relating to oversight of school leadership.

Evidence and Comments

Indicator 5: Facilities and Safe School Environment

5. Safe and Secure School Environment

Definition: An essential role of the charter school board is to maintain a physically safe environment for students and employees. To that end, the board has a responsibility to oversee and establish policies and programs to ensure students and employees are safe.

Source of Data: Assurance of compliance by the board and periodic verification of compliance during site visits and reporting.

Measure 5a

Does the school have policies and programs that establish a safe and secure school environment?

Meets Standard:

- The school provides adequate and appropriately maintained facilities to support teaching and learning including, but not limited to:
 - Annual health and safety reviews conducted in each building (i.e., Diabetes Care Plan)
 - Evidence of fire inspections and related records
 - Viable certificate of occupancy or other required building use authorization (maximum number of occupants stated in the building)
 - Evidence of emergency plans
 - Criminal Background Checks Policy

Does Not Meet Standard:

- The school does not provide adequate and appropriately maintained facilities to support teaching and learning.

Evidence and Comments

Indicator 6: Reporting and Compliance

6. Federal and State Reporting Requirements

Source of Data: Assurance of compliance by the board and periodic verification of statutory compliance through site visits and reporting to DPI.

Measure 6a

Is the school complying with federal and state reporting requirements?

Meets Standard:

- The school complies with relevant reporting requirements to state and federal authorities, including but not limited to:
 - NC reporting deadlines and data quality requirements
 - Enrollment reports (i.e., Principal's Monthly Report)
- The school is meeting other relevant compliance requirements, including but not limited to:
 - Charter agreement
 - Staffing
 - Meets statutory requirements for licensed and certified teachers
 - Insurance
 - Lease
 - Other Compliance documents

Does Not Meet Standard:

The school does not comply with relevant reporting requirements to state and federal authorities.

Evidence and Comments