



## **EPIC ONE-ON-ONE CHARTER SCHOOL (EPIC) Performance Framework**

Prior to the beginning of the fourth year of operation of a charter school, the sponsor shall issue a charter school performance report and charter renewal application guidance to the school and the charter school board (70-3-135 (C)). The performance report shall summarize the performance record to date of the charter school, based on the data required by the Oklahoma Charter Schools Act and contract and taking into consideration the percentage of at-risk students enrolled in the school, and shall provide notice of any weaknesses or concerns perceived by the sponsor concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have forty-five (45) days to respond to the performance report and submit any corrections or clarifications for the report.

The performance framework sets forth the academic and operational performance indicators, measures and metrics that will guide the evaluation of the charter school by the authorizer. Data is submitted through the year to the authorizer and informs the performance framework. Included in the framework are indicators, measures and metrics that address the following statutory requirements:

1. Student academic proficiency;
2. Student Academic growth;
3. Achievement gaps in both proficiency and growth between major student subgroups;
4. Student attendance;
5. Recurrent enrollment from year to year as determined by the methodology used for public schools in Oklahoma;
6. In the case of high schools, graduation rates as determined by the methodology used for public schools in Oklahoma;
7. In the case of high schools, postsecondary readiness;
8. Financial performance and sustainability; and
9. Governing board performance and stewardship, including compliance with all applicable laws, regulations and terms of the charter contract.



## Academic Performance Framework Checklist

The Academic Performance section of the Framework is developed to provide an assessment of the body of evidence required to determine the academic performance of the school. It is expected that the school will deliver an academic program that provides improved academic outcomes and education success for students. This should be accomplished through (1) a robust curriculum aligned to state academic standards and aligned both vertically and horizontally within the school, (2) instruction that includes best practices in online education and student engagement, (3) a formative assessment program that continually enables teachers, students, and parents to gage academic progress and learning gaps and create lessons to address student needs, and (4) a variety of student supports appropriate for online education.

Academic Performance Framework – Checklist	Meets Standard	Does Not Meet Standard
<b>1.1 – Overall Achievement and Growth</b>		
1.1.1 – Are students achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?		X
1.1.2 – Are students achieving proficiency on statewide assessments in <b>Math</b> ?		X
1.1.3 – Are students enrolled in the school for two or more consecutive academic years achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?		X
1.1.4 – Are students enrolled in the school for two or more consecutive academic years achieving proficiency on statewide assessments in <b>Math</b> ?		X
1.1.5 – Are students enrolled in the school for three or more consecutive academic years achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?		X
1.1.6 – Are students enrolled in the school for three or more consecutive academic years achieving proficiency on statewide assessments in <b>Math</b> ?		X
<b>1.2 – Subgroup Achievement and Growth</b>		
1.2.1 – Are students in the special education subgroup achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?		X
1.2.2 – Are students in the special education subgroup achieving proficiency on statewide assessments in <b>Math</b> ?		X
1.2.3 – Are students in the special education subgroup enrolled for two or more consecutive academic years achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?	N/A	N/A
1.2.4 – Are students in the special education subgroup enrolled for two or more consecutive academic years achieving proficiency on statewide assessments in <b>Math</b> ?	N/A	N/A
1.2.5 – Are students in the special education subgroup enrolled for three or more consecutive academic years achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?	N/A	N/A
1.2.6 – Are students in the special education subgroup enrolled for three or more consecutive academic years achieving proficiency on statewide assessments in <b>Math</b> ?	N/A	N/A



### Academic Performance Framework Checklist

Academic Performance Framework – Checklist	Meets Standard	Does Not Meet Standard
1.2.7 – Are students in the economically disadvantaged subgroup achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?		X
1.2.8 – Are students in the economically disadvantaged subgroup achieving proficiency on statewide assessments in <b>Math</b> ?		X
1.2.9 – Are students in the economically disadvantaged subgroup enrolled for two or more consecutive academic years achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?		X
1.2.10 – Are students in the economically disadvantaged subgroup enrolled for two or more consecutive academic years achieving proficiency on statewide assessments in <b>Math</b> ?		X
1.2.11 – Are students in the economically disadvantaged subgroup enrolled for three or more consecutive academic years achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?		X
1.2.12 – Are students in the economically disadvantaged subgroup enrolled for three or more consecutive academic years achieving proficiency on statewide assessments in <b>Math</b> ?		X
<b>1.3 – Postsecondary Readiness</b>		
1.3.1 – Based on state expectations for student graduation within four years, does the school meet the expectations for student graduation?		X
1.3.2 – Based on the extended-year adjusted graduation rate, does the school meet the expectations for student graduation?		X
1.3.3 – Did the school meet the expectation for graduating eligible seniors during the most recent school year?		X
1.3.4 – Are the school’s students participating in the ACT college preparation assessment process?		X
1.3.5 – Does the school’s student performance on the ACT meet the state performance level?		X
1.3.6 – Are students benefiting from college and career readiness opportunities (i.e. college preparatory coursework, college remediation data, Career Technology programs, other industry certification programs, internships, dual (concurrent) enrollment, military service commitment)?	X	
1.3.7 - Is the school's college remediation rate equal to or less than the state remediation rate?	X	



## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.1 – Overall Achievement and Growth

1.1.1 – Are students achieving proficiency on statewide assessments in **Reading/English Language Arts?** \*

○ **Meets Standard**

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

*\* Proficiency determined based on Full Academic Year (FAY) OSTP results. Partial credit will be awarded for each grade level that meets one of the two standards.*

The following grade levels meet one of the two standards:

3 <sup>rd</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	7 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	8 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	H.S. English Language Arts	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			

1.1.2 – Are students achieving proficiency on statewide assessments in **Math?** \*

○ **Meets Standard**

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

*\* Proficiency determined based on Full Academic Year (FAY) OSTP results. Partial credit will be awarded for each grade level that meets one of the two standards.*

The following grade levels meet one of the two standards:

3 <sup>rd</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	7 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	8 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	H.S. Math	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			



## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.1 – Overall Achievement and Growth

1.1.3 – Are students enrolled in the school for two or more consecutive academic years achieving proficiency on statewide assessments in **Reading/English Language Arts?** \*

○ **Meets Standard**

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

*\* Proficiency determined based on Full Academic Year (FAY) OSTP results. Partial credit will be awarded for each grade level that meets one of the two standards.*

*\*A student is considered enrolled for two or more years if he/she was present on the testing roster of the reporting year and on the October WAVE snapshot indicating enrollment on October 1 of the previous school year.*

The following grade levels meet one of the two standards:

3<sup>rd</sup> Grade       Yes     No

4<sup>th</sup> Grade       Yes     No

5<sup>th</sup> Grade       Yes     No

6<sup>th</sup> Grade       Yes     No

7<sup>th</sup> Grade       Yes     No

8<sup>th</sup> Grade       Yes     No

H.S. English Language Arts     Yes     No



## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.1 – Overall Achievement and Growth

1.1.4 – Are students enrolled in the school for two or more consecutive academic years achieving proficiency on statewide assessments in **Math**? \*

○ **Meets Standard**

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

*\* Proficiency determined based on Full Academic Year (FAY) OSTP results. Partial credit will be awarded for each grade level that meets one of the two standards.*

*\*A student is considered enrolled for two or more years if he/she was present on the testing roster of the reporting year and on the October WAVE snapshot indicating enrollment on October 1 of the previous school year.*

The following grade levels meet one of the two standards:

3<sup>rd</sup> Grade       Yes    No

4<sup>th</sup> Grade       Yes    No

5<sup>th</sup> Grade       Yes    No

6<sup>th</sup> Grade       Yes    No

7<sup>th</sup> Grade       Yes    No

8<sup>th</sup> Grade       Yes    No

H. S. Math       Yes    No



## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.1 – Overall Achievement and Growth

1.1.5 – Are students enrolled in the school for three or more consecutive academic years achieving proficiency on statewide assessments in **Reading/English Language Arts?** \*

○ **Meets Standard**

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

*\* Proficiency determined based on Full Academic Year (FAY) OSTP results. Partial credit will be awarded for each grade level that meets one of the two standards.*

*\*A student is considered enrolled for three or more years if he/she was present on the testing roster of the reporting year and on the October WAVE snapshot indicating enrollment on October 1 of the two previous school years.*

The following grade levels meet one of the two standards:

3 <sup>rd</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	7 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	8 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	H.S. English Language Arts	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			



## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.1 – Overall Achievement and Growth

1.1.6 – Are students enrolled in the school for three or more consecutive academic years achieving proficiency on statewide assessments in **Math**? \*

○ **Meets Standard**

- ✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

- ✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

*\* Proficiency determined based on Full Academic Year (FAY) OSTP results. Partial credit will be awarded for each grade level that meets one of the two standards.*

*\*A student is considered enrolled for three or more years if he/she was present on the testing roster of the reporting year and on the October WAVE snapshot indicating enrollment on October 1 of the two previous school years.*

The following grade levels meet one of the two standards:

3 <sup>rd</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	7 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	8 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	H. S. Math	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			





## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.2 – Subgroup Achievement and Growth

1.2.1 – Are students in the special education subgroup achieving proficiency on statewide assessments in **Reading/English Language Arts**? \*

○ **Meets Standard**

- ✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

- ✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

*\* Proficiency determined based on Full Academic Year (FAY) Special Education (or Economically Disadvantaged) students. Partial credit will be awarded for each grade level that meets one of the two standards.*

The following grade levels meet one of the two standards:

3 <sup>rd</sup> Grade	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	7 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	8 <sup>th</sup> Grade	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5 <sup>th</sup> Grade	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	H.S. English Language Arts	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			

1.2.2 – Are students in the special education subgroup achieving proficiency on statewide assessments in **Math**? \*

○ **Meets Standard**

- ✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

- ✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

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4 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	8 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	H. S. Math	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			



## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.2 – Subgroup Achievement and Growth

1.2.3 – Are students in the special education subgroup enrolled for two or more consecutive academic years achieving proficiency on statewide assessments in **Reading/English Language Arts**? \*

○ **Meets Standard**

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

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*\* A student is considered enrolled for two or more years if he/she was present on the testing roster of the reporting year and on the October WAVE snapshot indicating enrollment on October 1 of the previous school year.*

The following grade levels meet one of the two standards:

3 <sup>rd</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No	7 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No	8 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No	H.S. English Language Arts	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No			



## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.2 – Subgroup Achievement and Growth

1.2.4 – Are students in the special education subgroup enrolled for two or more consecutive academic years achieving proficiency on statewide assessments in **Math**? \*

○ **Meets Standard**

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

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4 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No	8 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No	H. S. Math	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No			



## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.2 – Subgroup Achievement and Growth

1.2.5 – Are students in the special education subgroup enrolled for three or more consecutive academic years achieving proficiency on statewide assessments in **Reading/English Language Arts**? \*

○ **Meets Standard**

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

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The following grade levels meet one of the two standards:

3 <sup>rd</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No	7 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No	8 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No	H.S. English Language Arts	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No			



## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.2 – Subgroup Achievement and Growth

1.2.6 – Are students in the special education subgroup enrolled for three or more consecutive academic years achieving proficiency on statewide assessments in **Math**? \*

○ **Meets Standard**

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

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The following grade levels meet one of the two standards:

3 <sup>rd</sup> Grade	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	7 <sup>th</sup> Grade	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
4 <sup>th</sup> Grade	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	8 <sup>th</sup> Grade	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
5 <sup>th</sup> Grade	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	H. S. Math	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
6 <sup>th</sup> Grade	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No					



## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.2 – Subgroup Achievement and Growth

1.2.7 – Are students in the economically disadvantaged subgroup achieving proficiency on statewide assessments in **Reading/English Language Arts**? \*

○ **Meets Standard**

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

*\* Proficiency determined based on Full Academic Year (FAY) Special Education (or Economically Disadvantaged) students. Partial credit will be awarded for each grade level that meets one of the two standards.*

The following grade levels meet one of the two standards:

3 <sup>rd</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	7 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	8 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	H.S. English Language Arts	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			

1.2.8 – Are students in the economically disadvantaged subgroup achieving proficiency on statewide assessments in **Math**? \*

○ **Meets Standard**

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

*\* Proficiency determined based on Full Academic Year (FAY) Special Education (or Economically Disadvantaged) students. Partial credit will be awarded for each grade level that meets one of the two standards.*

The following grade levels meet one of the two standards:

3 <sup>rd</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	7 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	8 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	H. S. Math	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			



## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.2 – Subgroup Achievement and Growth

1.2.9 – Are students in the economically disadvantaged subgroup enrolled for two or more consecutive academic years achieving proficiency on statewide assessments in **Reading/English Language Arts**? \*

○ **Meets Standard**

- ✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

- ✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

*\* Proficiency determined based on Full Academic Year (FAY) Special Education (or Economically Disadvantaged) students. Partial credit will be awarded for each grade level that meets one of the two standards.*

*\*A student is considered enrolled for two or more years if he/she was present on the testing roster of the reporting year and on the October WAVE snapshot indicating enrollment on October 1 of the previous school year.*

The following grade levels meet one of the two standards:

3 <sup>rd</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	7 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	8 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	H.S. English Language Arts	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6 <sup>th</sup> Grade	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			



## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.2 – Subgroup Achievement and Growth

1.2.10 – Are students in the economically disadvantaged subgroup enrolled for two or more consecutive academic years achieving proficiency on statewide assessments in **Math**? \*

○ **Meets Standard**

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

*\* Proficiency determined based on Full Academic Year (FAY) Special Education (or Economically Disadvantaged) students. Partial credit will be awarded for each grade level that meets one of the two standards.*

*\*A student is considered enrolled for two or more years if he/she was present on the testing roster of the reporting year and on the October WAVE snapshot indicating enrollment on October 1 of the previous school year.*

The following grade levels meet one of the two standards:

3<sup>rd</sup> Grade       Yes     No

7<sup>th</sup> Grade       Yes     No

4<sup>th</sup> Grade       Yes     No

8<sup>th</sup> Grade       Yes     No

5<sup>th</sup> Grade       Yes     No

H. S. Math       Yes     No

6<sup>th</sup> Grade       Yes     No





## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.2 – Subgroup Achievement and Growth

1.2.11 – Are students in the economically disadvantaged subgroup enrolled for three or more consecutive academic years achieving proficiency on statewide assessments in **Reading/English Language Arts**? \*

○ **Meets Standard**

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

*\* Proficiency determined based on Full Academic Year (FAY) Special Education (or Economically Disadvantaged) students. Partial credit will be awarded for each grade level that meets one of the two standards.*

*\*A student is considered enrolled for three or more years if he/she was present on the testing roster of the reporting year and on the October WAVE snapshot indicating enrollment on October 1 of the two previous school years.*

The following grade levels meet one of the two standards:

3<sup>rd</sup> Grade     Yes     No  
4<sup>th</sup> Grade     Yes     No  
5<sup>th</sup> Grade     Yes     No  
6<sup>th</sup> Grade     Yes     No

7<sup>th</sup> Grade     Yes     No  
8<sup>th</sup> Grade     Yes     No  
H.S. English Language Arts     Yes     No



## Academic Performance Framework

### 1.0 – Academic Performance Framework

#### 1.2 – Subgroup Achievement and Growth

1.2.12 – Are students in the economically disadvantaged subgroup enrolled for three or more consecutive academic years achieving proficiency on statewide assessments in **Math**? \*

○ **Meets Standard**

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is equal to or above the state level of proficiency.

OR

✓ The percentage of students scoring proficient or above at each grade level on the OSTP state assessments is improved five percent (5%) or greater each year over the baseline score established the first year of the charter contract term.

*\* Proficiency determined based on Full Academic Year (FAY) Special Education (or Economically Disadvantaged) students. Partial credit will be awarded for each grade level that meets one of the two standards.*

*\*A student is considered enrolled for three or more years if he/she was present on the testing roster of the reporting year and on the October WAVE snapshot indicating enrollment on October 1 of the two previous school years.*

The following grade levels meet one of the two standards:

3<sup>rd</sup> Grade     Yes     No  
 4<sup>th</sup> Grade     Yes     No  
 5<sup>th</sup> Grade     Yes     No  
 6<sup>th</sup> Grade     Yes     No

7<sup>th</sup> Grade     Yes     No  
 8<sup>th</sup> Grade     Yes     No  
 H. S. Math     Yes     No



## Academic Performance Framework

1.0 – Academic Performance Framework
<b>1.3 – Postsecondary Readiness</b>
<p>1.3.1 – Based on state expectations for student graduation within four years, does the school meet the expectations for student graduation?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The school’s most recent graduation rate is equal to or greater than the most recent graduation rate for the State of Oklahoma.</li> </ul> </li> <li style="text-align: center;">OR</li> <li>✓ The school’s most recent graduation rate increased twenty percent (20%) or more of the difference between the graduation rate of the baseline year and 100% over the past two years.</li> </ul>
<p>1.3.2 – Based on the extended-year adjusted graduation rate, does the school meet the expectations for student graduation? *</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Evidence indicates a majority of extended-year students graduating.</li> </ul> </li> </ul> <p><i>* Extended-year adjusted graduation rate as defined by the federal graduation rate methodology and the State of Oklahoma will be used to determine if a standard is met.</i></p>
<p>1.3.3 – Did the school meet the expectation for graduating eligible seniors during the most recent school year? *</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The percent of eligible seniors enrolled on the first day of the school year and graduating in the current school year is equal to or greater than the current graduation rate for the State of Oklahoma.</li> </ul> </li> </ul> <p><i>* Eligible senior graduation count determined by number of seniors on the first day of the school year who have earned sufficient credits to be classified as a senior and graduated by September 1 of the following calendar year. Students who can be verified as having enrolled in another school or having completed the General Education Development/Diploma (GED) or High School Equivalency Certificate will be exempt from the count.</i></p>
<p>1.3.4 – Are the school’s students participating in the ACT college preparation assessment process? *</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The most recent year’s ACT participation rate is equal to or greater than the most recent rate recorded for the State of Oklahoma.</li> </ul> </li> </ul> <p><i>* ACT reporting through the Oklahoma State Regents for Higher Education will be utilized to determine if standard met, not College and Career Readiness Assessment/ACT results through the Oklahoma School Testing Program (OSTP).</i></p>



## Academic Performance Framework

1.0 – Academic Performance Framework
<b>1.3 – Postsecondary Readiness</b>
<p>1.3.5 – Does the school’s student performance on the ACT meet the state performance level? *</p> <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ The school’s most recent year’s average composite ACT score is equal to or greater than the most recent average score recorded for the State of Oklahoma.</li></ul></li></ul> <p><i>* ACT reporting through the Oklahoma State Regents for Higher Education will be utilized to determine if standard met, not College and Career Readiness Assessment/ACT results through the Oklahoma School Testing Program (OSTP).</i></p>
<p>1.3.6 – Are students benefiting from college and career readiness opportunities (i.e. college preparatory coursework, college remediation data, Career Technology programs other industry certification programs, internships, dual (concurrent) enrollment, military service commitment)?</p> <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ Evidence provides a profile of college and career readiness opportunities.</li></ul></li></ul>
<p>1.3.7 – Is the school's college remediation rate equal to or less than the state remediation rate?</p> <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ The three-year average remediation rate of high school graduating classes indicates the school's college remediation rate is equal to or less than the state remediation rate.</li></ul></li></ul>



### Academic Performance Framework Scoring

Academic Performance Framework Scoring		
Criteria	Points Available	Points Earned
1.1.1 – Are students achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?	1	0.00
1.1.2 – Are students achieving proficiency on statewide assessments in <b>Math</b> ?	1	0.00
1.1.3 – Are students enrolled in the school for two or more consecutive academic years achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?	1	0.00
1.1.4 – Are students enrolled in the school for two or more consecutive academic years achieving proficiency on statewide assessments in <b>Math</b> ?	1	0.00
1.1.5 – Are students enrolled in the school for three or more consecutive academic years achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?	1	0.00
1.1.6 – Are students enrolled in the school for three or more consecutive academic years achieving proficiency on statewide assessments in <b>Math</b> ?	1	0.00
1.2.1 – Are students in the special education subgroup achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?	1	.43
1.2.2 – Are students in the special education subgroup achieving proficiency on statewide assessments in <b>Math</b> ?	1	0.00
1.2.3 – Are students in the special education subgroup enrolled for two or more consecutive academic years achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?	1	N/A
1.2.4 – Are students in the special education subgroup enrolled for two or more consecutive academic years achieving proficiency on statewide assessments in <b>Math</b> ?	1	N/A
1.2.5 – Are students in the special education subgroup enrolled for three or more consecutive academic years achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?	1	N/A
1.2.6 – Are students in the special education subgroup enrolled for three or more consecutive academic years achieving proficiency on statewide assessments in <b>Math</b> ?	1	N/A
1.2.7 – Are students in the economically disadvantaged subgroup achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?	1	0.00
1.2.8 – Are students in the economically disadvantaged subgroup achieving proficiency on statewide assessments in <b>Math</b> ?	1	0.00
1.2.9 – Are students in the economically disadvantaged subgroup enrolled for two or more consecutive academic years achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?	1	.14
1.2.10 – Are students in the economically disadvantaged subgroup enrolled for two or more consecutive academic years achieving proficiency on statewide assessments in <b>Math</b> ?	1	0.00



### Academic Performance Framework Scoring

Academic Performance Framework Scoring		
Criteria	Points Available	Points Earned
1.2.11 – Are students in the economically disadvantaged subgroup enrolled for three or more consecutive academic years achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?	1	.14
1.2.12 – Are students in the economically disadvantaged subgroup enrolled for three or more consecutive academic years achieving proficiency on statewide assessments in <b>Math</b> ?	1	0.00
1.3.1 – Based on state expectations for student graduation within four years, does the school meet the expectations for student graduation?	1	0.00
1.3.2 – Based on the extended-year adjusted graduation rate, does the school meet the expectations for student graduation?	1	0.00
1.3.3 – Did the school meet the expectation for graduating eligible seniors during the most recent school year?	1	0.00
1.3.4 – Are the school’s students participating in the ACT college preparation assessment process?	1	0.00
1.3.5 – Does the school’s student performance on the ACT meet the state performance level?	1	0.00
1.3.6 – Are students benefiting from college and career readiness opportunities (i.e. college preparatory coursework, college remediation data, Career Technology programs, other industry certification programs, internships, dual (concurrent) enrollment, military service commitment)?	1	1.00
1.3.7 - Is the school's college remediation rate equal to or less than the state remediation rate?	1	1.00
<b>Total</b>	<b>21</b>	<b>2.71</b>
<b>Academic Performance Score</b>	<b>12.90%</b>	
<i>[(Points Earned)/(Points Available)]*100 = Score</i>		



## Financial Performance Framework Checklist

The Financial Performance section of the Framework is developed to provide for an assessment of the body of evidence required to determine the financial stability of the school. It is expected that the school will comply with all federal and state laws and regulations related to the ethical management of schools funds and that the school will be transparent with all financial accounting practices.

Financial Performance Framework – Checklist	Meets Standard	Does Not Meet Standard
<b>2.1 – Audit Findings</b>		
2.1.1 – Did the school’s most recent audit have findings? *		X
2.1.2 – Did any of the school’s audits over the term of the contract have findings? *		X
<b>2.2 – Quarterly Financial Reports</b>		
2.2.1 – Did the school consistently submit appropriate quarterly financial reports to the Statewide Virtual Charter School Board over the most recent year? **		X
2.2.2 – Did the school consistently submit appropriate quarterly financial reports to the Statewide Virtual Charter School Board over the term of the charter contract? **		X
<b>2.3 – Financial Reporting</b>		
2.3.1 – Did the school consistently meet financial reporting expectations over the most recent year, as required by the State Department of Education and confirmed by the Office of Financial Accounting, Oklahoma Cost Accounting System (OCAS), and Audits?		X
2.3.2 – Did the school consistently meet the financial reporting expectations over the term of the charter contract, as required by the State Department of Education and confirmed by the Office of Financial Accounting, Oklahoma Cost Accounting System (OCAS), and Audits?		X
<p><b>NOTE:</b> Any documented evidence of financial concern not reflected in the audit but discovered through other examination of financial records may be reflected in scoring and/or result in additional audit procedures including, but not limited to, financial audits through the State Auditor office.</p>		
<p>* Audit referenced is the state-mandated school audit completed in compliance with statute. This standard may also reference an audit completed by the Office of the State Auditor, if applicable.</p>		
<p>** Appropriate is defined as submitted in the Oklahoma Cost Accounting System (OCAS) format, on-time, and with complete and accurate data indicating the financial stability of the school.</p>		



## Financial Performance Framework

2.0 – Financial Performance Framework
<p><b>2.1 – Audit Findings</b></p> <p>2.1.1 – Did the school’s most recent audit have findings? *</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ There were no findings of significant deficiencies, material noncompliance or known fraud on the school’s most recent independent financial audit.</li> </ul> </li> </ul> <p><i>* Audit referenced is the state-mandated school audit completed in compliance with statute. This standard may also reference an audit completed by the Office of the State Auditor, if applicable.</i></p>
<p>2.1.2 – Did any of the school’s audits over the term of the contract have findings? *</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ There were no findings of significant deficiencies, material noncompliance or known fraud on any independent financial audits over the term of the charter contract.</li> </ul> </li> </ul> <p><i>* Audit referenced is the state-mandated school audit completed in compliance with statute. This standard may also reference an audit completed by the Office of the State Auditor, if applicable.</i></p>
2.2 – Quarterly Financial Reports
<p>2.2.1 – Did the school consistently submit appropriate quarterly financial reports to the Statewide Virtual Charter School Board over the most recent year? *</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Appropriate reports were submitted in the Oklahoma Cost Accounting System (OCAS) format, on time, and indicating financial stability of the school.</li> </ul> </li> </ul> <p><i>** Appropriate is defined as submitted in the Oklahoma Cost Accounting System (OCAS) format, on-time, and with complete and accurate data indicating the financial stability of the school.</i></p>
<p>2.2.2 – Did the school consistently submit appropriate quarterly financial reports to the Statewide Virtual Charter School Board over the term of the charter contract? *</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Appropriate reports were submitted in the Oklahoma Cost Accounting System (OCAS) format, on time, and indicating financial stability of the school.</li> </ul> </li> </ul> <p><i>** Appropriate is defined as submitted in the Oklahoma Cost Accounting System (OCAS) format, on-time, and with complete and accurate data indicating the financial stability of the school.</i></p>
2.3 – Financial Reporting
<p>2.3.1 – Did the school consistently meet financial reporting expectations over the most recent year, as required by the State Department of Education and confirmed by the Office of Financial Accounting, Oklahoma Cost Accounting System (OCAS) and Audits?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The State Department of Education confirms financial reporting expectations fulfilled over the most recent year.</li> </ul> </li> </ul>





## Financial Performance Framework

### 2.0 – Financial Performance Framework

#### 2.3 – Financial Reporting

2.3.2 – Did the school consistently meet the financial reporting expectations over the term of the charter contract, as required by the State Department of Education and confirmed by the Office of Financial Accounting, Oklahoma Cost Accounting System (OCAS) and Audits?

- **Meets Standard**

- ✓ The State Department of Education confirms financial reporting expectations fulfilled over the term of the charter contract.



### Financial Performance Framework Scoring

Financial Performance Framework Scoring		
Criteria	Points Available	Points Earned
2.1.1 – Did the school’s most recent audit have findings? *	1	.50
2.1.2 – Did any of the school’s audits over the term of the contract have findings? *	1	.67
2.2.1 – Did the school consistently submit appropriate quarterly financial reports to the Statewide Virtual Charter School Board over the most recent year? **	1	.75
2.2.2 – Did the school consistently submit appropriate quarterly financial reports to the Statewide Virtual Charter School Board over the term of the charter contract? **	1	.75
2.3.1 – Did the school consistently meet financial reporting expectations over the most recent year, as required by the State Department of Education and confirmed by the Office of Financial Accounting, Oklahoma Cost Accounting System (OCAS) and Audits?	1	0.00
2.3.2 – Did the school consistently meet the financial reporting expectations over the term of the charter contract, as required by the State Department of Education and confirmed by the Office of Financial Accounting, Oklahoma Cost Accounting System and Audits?	1	0.00
<b>Total</b>	<b>6</b>	<b>2.67</b>
<b>Financial Performance Score</b>	44.44%	
<i>[(Points Earned)/(Points Available)]*100 = Score</i>		



## Organizational Performance Framework Checklist

The Organizational Performance section of the Framework is developed to provide for an assessment of the body of evidence required to determine the organizational capacity of the school. A strong school organization will include effective school leadership, consistent and competent school governance, policies and procedures required to ensure the safety and success of students, and a professional and welcoming school climate.

Organizational Performance Framework - Checklist	Meets Standard	Does Not Meet Standard
<b>3.1 Organizational Structure</b>		
3.1.1 – Is the school faithful to its mission and implementing key design elements within the approved charter contract?	X	
3.1.2 – Does the school follow appropriate procedures to ensure student access and equity?	X	
3.1.3 – Does the school have approved and appropriate policies and procedures that ensure student and staff safety and success and does the school communicate those policies and procedures to students/families and staff?	X	
3.1.4 – Does the school adhere to applicable state and federal laws and regulations?		X
3.1.5 – Does the school adhere to the terms of the charter contract?		X
<b>3.2. Governance</b>		
3.2.1 – Does a stable governing board exist?	X	
3.2.2 – Does the governing board recruit, select, orient and train members with skills and expertise to enable them to govern the school appropriately?	X	
3.2.3 – Does the charter school comply with the Open Meeting Act and Open Records Act?	X	
3.2.4 – Does the school provide transparency through Statewide Virtual Charter School Board access to school records?	X	
3.2.5 – Does the educational service provider(s) provide transparency through Statewide Virtual Charter School Board access to school records?	X	
<b>3.3. Record of Compliance</b>		
3.3.1 – Did the school consistently meet the reporting expectations as required by the State Department of Education during the most recent year?	X	
3.3.2 – Did the school consistently meet the reporting expectations as required by the State Department of Education over the term of the charter contract?	X	
3.3.3 – Did the school consistently meet the reporting expectations as required by the Statewide Virtual Charter School Board during the most recent year?	X	
3.3.4 – Did the school consistently meet the reporting expectations as required by the Statewide Virtual Charter School Board over the term of the charter contract?	X	
3.3.5 – Does the school website meet the standards for transparency and documentation as mandated by the Oklahoma School District Transparency Act and requested by the Statewide Virtual Charter School Board?		X



### Organizational Performance Framework Checklist

Organizational Performance Framework - Checklist	Meets Standard	Does Not Meet Standard
<b>3.4 Accreditation</b>		
3.4.1 – Did the school receive accreditation from the State Department of Education in the most recent year?	X	
3.4.2 – Did the school receive accreditation from the State Department of Education over the term of the charter contract?	X	
<b>3.5 Attendance</b>		
3.5.1 – Does the school meet the State expectations for student attendance?		X
<b>3.6 Recurrent Enrollment</b>		
3.6.1 – Does recurrent enrollment of students meet expectations?	N/A	N/A
<b>3.7 Student Support</b>		
3.7.1 – Does the school provide support structures for students and families that are accessible twenty-four (24) hours per day and seven (7) days per week, including teacher support, individualized learning plans, guidance/counseling program, online tutoring, and technical support?	X	
<b>3.8 School Goals</b>		
3.8.1 – Did the charter school meet the expectation of Goal One over the term of the charter contract?		X
3.8.2 – Did the charter school meet the expectation of Goal Two over the term of the charter contract?	X	
3.8.3 – Did the charter school meet the expectation of Goal Three over the term of the charter contract?		X



## Organizational Performance Framework

3.0 – Organizational Performance Framework
<b>3.1 – Organizational Structure</b>
<p>3.1.1 – Is the school faithful to its mission and implementing key design elements within the approved charter contract? *</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Evidence documents faithfulness to the school’s mission and implementation of key design elements of school.</li> </ul> </li> </ul> <p><i>* School will provide evidence of success in implementing the key design elements of the school as defined in the application for reauthorization, thus achieving or working toward achievement of the school's mission.</i></p>
<p>3.1.2 – Does the school follow appropriate procedures to ensure student access and equity?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Data confirms appropriate procedures to ensure student access and equity.</li> </ul> </li> </ul>
<p>3.1.3 – Does the school have approved and appropriate policies and procedures that ensure student and staff safety and success, and does the school communicate those policies and procedures to students/families and staff?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Approved and appropriate policies and procedures are implemented and communicated.</li> </ul> </li> </ul>
<p>3.1.4 – Does the school adhere to applicable state and federal laws and regulations?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Evidence suggests the school adheres to state and federal laws and regulations.</li> </ul> </li> </ul>
<p>3.1.5 – Does the school adhere to the terms of the charter contract?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Evidence suggests the school adheres to the charter contract.</li> </ul> </li> </ul>
<b>3.2 – Governance</b>
<p>3.2.1 – Does a stable governing board exist?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ History of board stability exists.</li> </ul> </li> </ul>
<p>3.2.2 – Does the governing board recruit, select, orient and train members with skills and expertise to enable them to govern the school appropriately?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Board agendas, approved minutes and supporting documents provide evidence of board member activities.</li> </ul> </li> </ul>



## Organizational Performance Framework

3.0 – Organizational Performance Framework
<b>3.2 – Governance</b>
3.2.3 – Does the charter school comply with the Open Meeting Act and Open Records Act? <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ The charter school consistently complies with requirements of the Open Meeting Act and Open Records Act.</li></ul></li></ul>
3.2.4 – Does the charter school provide transparency through Statewide Virtual Charter School Board access to school records? <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ The charter school has provided the Statewide Virtual Charter School Board with all requested school records.</li></ul></li></ul>
3.2.5 – Does the educational service provider(s) provide transparency through Statewide Virtual Charter School Board access to school records? <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ The educational service provider(s) has provided the Statewide Virtual Charter School Board with all requested school records.</li></ul></li></ul>
<b>3.3 – Record of Compliance</b>
3.3.1 – Did the school consistently meet the reporting expectations as required by the State Department of Education during the most recent year? <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ The State Department of Education confirms reporting expectations fulfilled.</li></ul></li></ul>
3.3.2 – Did the school consistently meet the reporting expectations as required by the State Department of Education over the term of the charter contract? <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ The State Department of Education confirms reporting expectations fulfilled.</li></ul></li></ul>
3.3.3 – Did the school consistently meet the reporting expectations as required by the Statewide Virtual Charter School Board over the most recent year? <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ Reporting expectations fulfilled as required – 90% or above in both on-time and accuracy categories.</li></ul></li></ul>



## Organizational Performance Framework

<b>3.0 – Organizational Performance Framework</b>
<b>3.3 – Record of Compliance</b>
<p>3.3.4 – Did the school consistently meet the reporting expectations as required by the Statewide Virtual Charter School Board over the term of the charter contract?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Reporting expectations fulfilled as required – 90% or above in both on-time and accuracy categories.</li> </ul> </li> </ul>
<p>3.3.5 – Does the school website meet the standards for transparency and documentation as mandated by the Oklahoma School District Transparency Act and requested by the Statewide Virtual Charter School Board?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The school has consistently met requirements for school website as mandated by the Oklahoma School District Transparency Act and requested by the Statewide Virtual Charter School Board?</li> </ul> </li> </ul>
<b>3.4 – Accreditation</b>
<p>3.4.1 – Did the school receive accreditation from the State Department of Education in the most recent year?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The school received accreditation with no deficiencies noted from the State Department of Education in the most recent year.</li> </ul> </li> </ul>
<p>3.4.2 – Did the school receive accreditation from the State Department of Education over the term of the charter contract?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The school received accreditation with no deficiencies noted from the State Department of Education over the term of the charter contract.</li> </ul> </li> </ul>
<b>3.5 – Attendance</b>
<p>3.5.1 – Does the school meet the expectations for student attendance?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Evidence documents the school met State expectations for student attendance.</li> </ul> </li> </ul>
<b>3.6 – Recurrent Enrollment</b>
<p>3.6.1 – Does recurrent enrollment of students meet expectations?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The school’s student recurrent enrollment rate meets expectations indicated by the methodology used for public schools in Oklahoma.</li> </ul> </li> </ul>



## Organizational Performance Framework

3.0 – Organizational Performance Framework
<b>3.7 – Student Support</b>
3.7.1 – Does the school provide support structures for students and families that are accessible twenty-four (24) hours per day and seven (7) days per week, such as teacher support, individualized learning plans, guidance/counseling program, online tutoring, and technical support? <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ Students and families have access to multiple support structures twenty-four (24) hours per day and seven (7) days per week.</li></ul></li></ul>
<b>3.8 – School Goals</b>
The charter school will submit up to three (3) data-driven goals and measurement criteria for approval by the Statewide Virtual Charter School Board.
3.8.1 – Did the charter school meet the expectation of Goal One over the term of the charter contract? <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓</li></ul></li></ul>
3.8.2 – Did the charter school meet the expectation of Goal Two over the term of the charter contract? <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓</li></ul></li></ul>
3.8.3 – Did the charter school meet the expectation of Goal Three over the term of the charter contract? <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓</li></ul></li></ul>





## Organizational Performance Framework Scoring

Organizational Performance Framework Scoring		
Criteria	Points Available	Points Earned
3.1.1 – Is the school faithful to its mission and implementing key design elements within the approved charter contract?	1	1.00
3.1.2 – Does the school follow appropriate procedures to ensure student access and equity?	1	1.00
3.1.3 – Does the school have approved and appropriate policies and procedures that ensure student and staff safety and success and does the school communicate those policies and procedures to students/families, and staff?	1	1.00
3.1.4 – Does the school adhere to applicable state and federal laws and regulations?	1	0.00
3.1.5 – Does the school adhere to the terms of the charter contract?	1	0.00
3.2.1 – Does a stable governing board exist?	1	1.00
3.2.2 – Does the governing board recruit, select, orient and train members with skills and expertise to enable them to govern the school appropriately?	1	1.00
3.2.3 – Does the charter school comply with the Open Meeting Act and Open Records Act?	1	1.00
3.2.4 – Does the school providing transparency through Statewide Virtual Charter School Board access to school records?	1	1.00
3.2.5 – Does the educational service provider(s) provide transparency through Statewide Virtual Charter School Board access to school records?	1	1.00
3.3.1 – Did the school consistently meet the reporting expectations as required by the State Department of Education during the most recent year?	1	1.00
3.3.2 – Did the school consistently meet the reporting expectations as required by the State Department of Education over the term of the charter contract?	1	1.00
3.3.3 – Did the school consistently meet the reporting expectations as required by the Statewide Virtual Charter School Board during the most recent year?	1	1.00
3.3.4 – Did the school consistently meet the reporting expectations as required by the Statewide Virtual Charter School Board over the term of the charter contract?	1	1.00
3.3.5 – Does the school website meet the standards for transparency and documentation as mandated by the Oklahoma School District Transparency Act and requested by the Statewide Virtual Charter School Board?	1	0.25
3.4.1 – Did the school receive accreditation from the State Department of Education in the most recent year?	1	1.00
3.4.2 – Did the school receive accreditation from the State Department of Education over the term of the charter contract?	1	1.00
3.5.1 – Does the school meet the expectations for student attendance?	1	1.00



### Organizational Performance Framework Scoring

Organizational Performance Framework Scoring		
Criteria	Points Available	Points Earned
3.6.1 – Does recurrent enrollment of students meet expectations?	N/A	N/A
3.7.1 – Does the school provide support structures for students and families that are accessible twenty-four (24) hours per day and seven (7) days per week, including teacher support, individualized learning plans, guidance/counseling program, online tutoring, and technical support?	1	1.00
3.8.1 – Did the charter school meet the expectation of Goal One over the term of the charter contract?	1	0.00
3.8.2 – Did the charter school meet the expectation of Goal Two over the term of the charter contract?	1	1.00
3.8.3 – Did the charter school meet the expectation of Goal Three over the term of the charter contract?	1	0.50
<b>Total</b>	<b>22</b>	<b>17.75</b>
<b>Organizational Performance Score</b>	<b>80.68%</b>	
<i>[(Points Earned)/(Points Available)]*100 = Score</i>		



## Performance Framework Index

Performance Framework Index				
Performance Framework	Calculation	Score	Weight	Index
Academic (A)	$(Score) * (Weight) = (A)$	12.90	.333	4.26
Financial (F)	$(Score) * (Weight) = (F)$	44.44	.333	14.67
Organizational (O)	$(Score) * (Weight) = (O)$	80.68	.333	26.62
Performance Framework Index (PFI)	$[(A) + (F) + (O)] = PFI$			45.55

A Performance Framework Index (PFI) score of 80% or higher calculated over the course of the charter contract term will result in renewal of authorization for a five (5) year term should the governing board of the charter school choose to submit a letter requesting reauthorization.

A Performance Framework Index (PFI) score of 70% or higher calculated over the course of the charter contract term is expected. However, an application for renewal of authorization is required for consideration by the Statewide Virtual Charter School Board.

A Performance Framework Index (PFI) score of less than 70% calculated over the course of the charter contract term places the charter school at risk of non-approval of the renewal for authorization. An application for reauthorization is required for consideration by the Statewide Virtual Charter School Board.

**\*NOTE:** In the event data is not available, the Statewide Virtual Charter School Board will designate corresponding score with “Not Applicable.”



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