



Montana Board of Public Education Public Charter School Performance Framework Evaluation Rubric

OVERVIEW

Public charter schools must adhere to the provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana and any state or local rule, regulation, policy, or procedure relating to noncharter public schools within the located school district, unless a variance to standard was awarded.

Public charter schools shall identify a performance framework as prescribed in [20-6-809](#), MCA, that clearly sets forth the academic and operational performance indicators, measures, and metrics which include:

- School achievement goals
- Student academic proficiency
- Student academic growth
- Achievement gaps in both proficiency and growth between major student subgroups
- Attendance
- Recurrent enrollment from year to year
- Postsecondary readiness
- Financial performance and sustainability
- Charter Governing Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract

The Public Charter School Performance Framework Work Group also included additional performance indicators, measures, and metrics which include:

- Student Engagement
- Support for Transitions

These performance framework indicators, measures, and metrics must align to mission-specific goals, and when possible, exceed provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana. The performance framework indicators, measures, and metrics must be reported to the Board of Public Education no later than October 31 of the first year of operation.

Public charter schools shall submit information in accordance with the Office of Public Instruction Accreditation Process documenting adherence to the performance framework to support the Board of Public Education's evaluation and annual reporting process.

The Board shall publish an annual report that includes a comparison of the performance of public charter school students with the performance of academically, ethnically, and economically comparable groups of students in noncharter public schools.

PERFORMANCE TARGETS AND RATINGS

Authorizers establish performance targets that honor their unique contexts. These targets establish the levels of performance corresponding to the ratings for a given measure. Authorizers begin by setting targets for the Meets Standard rating category, which establish expectations and definitions of a quality performance on a given measure. Potential ratings include:

Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.
Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.

PERFORMANCE FRAMEWORK – ACADEMIC

Is the public charter school academically successful?

The Board of Public Education places emphasis on multiple measures of student success. Strong literacy and numeracy skills are critical for success in life. There are also additional ways schools impact student learning, wellness, and other life outcomes consistent with their mission. The Board of Public Education encourages charter schools to think more broadly about excellence by setting expectations for, and evaluating progress against, other aspects of students' learning and achievement unique to each school and its particular mission.

Student Achievement Goals

Guiding Question: Is the public charter school meeting mission- or school-specific student achievement goals? (Public Charter Schools must submit between 1-3 student achievement goals to highlight innovative efforts.)

Student Achievement Goals Rubric	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided relevant and reliable evidence to show that they have met their mission- or school-specific student achievement goal.
Approaches Standard	The public charter school has met some of the minimum expectations but has not fully met their mission- or school-specific student achievement goal.
Does Not Meet Standard	The public charter school has no evidence to support meeting their mission- or school-specific student achievement goal.

Student Academic Proficiency/Growth

Guiding Question: How is the public charter school ensuring all students are learning in Math?

Math Performance Rubric	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided evidence of the use of a tool for measuring student math performance, along with data demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data, and evidence of how the data from the tool is used to inform teaching and learning.
Approaches Standard	The public charter school has provided evidence of the use of a tool for measuring student math performance and data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data.
Does Not Meet Standard	The public charter school has no evidence to support student learning in math.

Definitions:

"Overall Group Performance Data" means the whole public charter school.

"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Guiding Question: How is the public charter school ensuring all students are learning in ELA?

ELA Performance Rubric	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided evidence of the use of a tool for measuring student ELA performance, along with data demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data, and evidence of how the data from the tool is used to inform teaching and learning.
Approaches Standard	The public charter school has provided evidence of the use of a tool for measuring student ELA performance and data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data.
Does Not Meet Standard	The public charter school has no evidence to support student learning in ELA.

Definitions:

"Overall Group Performance Data" means the whole school.

"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Achievement gaps in both proficiency and growth between major student subgroups

Guiding Question: How is the public charter school ensuring students in major student subgroups are learning in Math? Please name those subgroups. (This refers to a subgroup of students identified by a particular characteristic. The student subgroups used for the accountability system includes economically disadvantaged students, students from major racial and ethnic groups (White, American Indian, and Hispanic), children with disabilities, and English learners.)

Math Subgroup Performance Rubric	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided evidence of the use of a tool for measuring student math performance for major student subgroups, along with data demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data, and evidence of how the data from the tool is used to inform teaching and learning.
Approaches Standard	The public charter school has provided evidence of the use of a valid and reliable tool for measuring math performance for major student subgroups and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data.
Does Not Meet Standard	The public charter school has no evidence to support student learning for major student subgroups in Math.

Definitions:

"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Guiding Question: How is the public charter school ensuring students in major student subgroups are learning in ELA? Please name those subgroups. (This refers to a subgroup of students identified by a particular characteristic. The student subgroups used for the accountability system includes economically disadvantaged students, students from major racial and ethnic groups (White, American Indian, and Hispanic), children with disabilities, and English learners)

ELA Subgroup Performance Rubric	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided evidence of the use of a tool for measuring student ELA performance for major student subgroups, along with data demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data, and evidence of how the data from the tool is used to inform teaching and learning.
Approaches Standard	The public charter school has provided evidence of the use of a valid and reliable tool for measuring ELA performance for major student subgroups and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data.
Does Not Meet Standard	The public charter school has no evidence to support student learning for major student subgroups in ELA.

Definitions:

"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Attendance

Guiding Question: Is the public charter school's annual attendance rate meeting the state average of 33% of students attending school 95% or more?

Attendance Rate Rubric	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided relevant and reliable evidence to show that their average daily attendance rate meets the state average.
Approaches Standard	The public charter school has provided relevant and reliable evidence to show that their average daily attendance rate falls slightly below the minimum standard at either 30-32% of students attending school 90-94%.

Does Not Meet Standard	The public charter school's average daily attendance rate does not meet the state average and falls below 30% of students attending school 90%.
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Student Engagement

Guiding Question: Provide evidence to show how students are engaged in their learning.

Student Engagement Rubric	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided at least two pieces of relevant and reliable evidence to show that students are engaged in their learning.
Approaches Standard	The public charter school has provided one piece of relevant and reliable evidence to show that students are engaged in their learning.
Does Not Meet Standard	The public charter school has no evidence to show that students are engaged in their learning.

Support for Transitions (Grades K-8 Only)

Guiding Question: How is the public charter school supporting students as they transition into a new school setting, for example, kindergarten entry or transition to middle school or high school?

Transitions Rubric	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided at least two pieces of relevant and reliable evidence to support transitions into new school settings for students.
Approaches Standard	The public charter school has provided one piece of relevant and reliable evidence to show support for students as they transition into a new school setting.
Does Not Meet Standard	The public charter school has no evidence to show for students as they transition into new school settings.

Postsecondary Readiness (Grades 9-12 Only)

Guiding Question: How is the public charter school ensuring that students graduate college and career ready?

Postsecondary Readiness Rubric (College and Career Readiness)	
Exceeds Standard	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard	The public charter school has provided two or more pieces of evidence to show that students are graduating ready for college and/or career opportunities.
Approaches Standard	The public charter school has provided one piece of evidence to show that students are graduating ready for college and/or career opportunities.
Does Not Meet Standard	The public charter school has provided no evidence to ensure students are graduating ready for college and/or career opportunities.

PERFORMANCE FRAMEWORK – FINANCIAL

Is the public charter school financially healthy?

Public charter schools have the autonomy to manage their finances, consistent with state and federal law. The Board of Public Education's role is to define clear, measurable, and attainable financial standards and targets that a school must meet as a condition of renewal. The Board of Public Education has developed and utilized a good set of tools to assess and monitor a school's financial health while respecting a school's autonomy.

Financial Performance and Stability

Guiding Question: Does the public charter school materially comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to financial reporting requirements including timely and complete submission of required documents?

Financial Performance and Stability Rubric	
Meets Standard	The public charter school has provided relevant and reliable evidence that it materially complies with applicable laws, rules, regulations, and provisions of the Charter Contract relating to financial reporting requirements including timely and complete submission of required documents, such as: <ul style="list-style-type: none">• Public Charter Initial Statement.• Public Charter Financial Summaries.• Public Charter Annual Projections.• Trustee Financial Summaries.
Does Not Meet Standard	The public charter school does not materially comply with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements due to failure to make timely and complete submission of required documents, including failure or unwillingness to provide additional information requested by the Board of Public Education.

Recurrent enrollment from year to year

Guiding Question: Is the public charter school within 95% of its projected enrollment or is the three-year average enrollment greater than its projected enrollment?

Recurrent Enrollment Rubric	
Meets Standard	The public charter school has provided relevant and reliable evidence to show that it is within 95% of its projected enrollment or the public charter school's three-year average is greater than its projected enrollment.
Does Not Meet Standard	The public charter school does not meet their recurrent enrollment targets and does not provide sufficient evidence to support these targets.

PERFORMANCE FRAMEWORK – ORGANIZATIONAL

Is the public charter school organizationally sound?

The Board of Public Education is responsible for holding public charter schools accountable for sound and well-functioning organizational practices to protect the public interest. The Organizational Framework provides a comprehensive lens to the extent to which public charter schools are meeting operational expectations and protecting student and public interests while simultaneously honoring public charter schools' rightful autonomy to design and deliver school models that meet students' needs.

Charter Governing Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract

Guiding Question: Does the Charter Governing Board comply with basic governance requirements?

Governance Oversight Rubric	
Meets Standard	<p>The Charter Governing Board has provided relevant and reliable evidence that it complies with basic governance requirements such as:</p> <ul style="list-style-type: none"> • monitoring academic performance at least once a quarter. • reviewing financial reports at each board meeting. • engaging in strategic planning. • conducting evaluations of its school leader, in accordance with Charter Governing Board policies. • monitoring compliance with its charter contract. • monitoring compliance with applicable law and regulations. • ensuring compliance with the family and community engagement plan.
Does Not Meet Standard	The Charter Governing Board fails to materially comply with any one of the activities outlined above.

OPEN ENDED QUESTIONS

1. How has the public charter school prioritized innovation different from a program that the school district could operate or currently operate without the public charter designation?
2. Why is the public charter school innovating? What are the student needs in the community that are trying to be met?
3. How is the public charter school flexible and nimble in response to the needs of students?
4. What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?
5. What have you learned, and what goals do you want to set moving forward?