



Montana Board of Public Education

Public Charter School Performance Framework

Evaluation Criteria

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:

- Graduation Rate
- 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 30 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

*Public Charter Schools must submit between 1-3 student achievement goals to highlight innovative efforts.

Guiding Question: Is the school meeting mission- or school-specific student achievement goals?

Student Achievement Goals Rubric	
Meets Standard (1)	The public charter school has provided moderate evidence of meeting their mission- or school-specific student achievement goal.
Does Not Meet Standard (0)	The public charter school has no evidence to support meeting their mission- or school-specific student achievement goal.

Definitions:

- Meets Standard - submits at least 2 pieces of relevant and reliable documentation to meet standard.

Student Academic Proficiency/Growth

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

Math Performance Rubric	
Exceeds Standard (3)	The public charter school has provided strong evidence of the use of 1 or more well designed measurements for student learning and evidence that data generated from tool is used improve teaching learning. The data show an increase in achievement in math.
Meets Standard (2)	The public charter school has provided moderate evidence of the use of 1 or more valid and reliable measurements for student learning. The data show an increase in achievement in math.
Approaches Standard (1)	The public charter school has provided limited evidence of the use of 1 or more valid and reliable measurements for student learning. The data does not show an increase in achievement in math
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning in math.

Definitions:

- Exceeds Standard - Evidence of a valid and reliable measurement tool used. The data generated from the tool is used to improve teaching and learning and demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.
- Meets Standard - Evidence of a valid and reliable measurement but some evidence on how the measurement tool is used to improve teaching and learning. Data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.
- Approaches Standard - Evidence of a valid and reliable measurement tool used but no evidence on how the data generated from the tool is used to improve teaching or learning or that data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.

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

ELA Performance Rubric	
Exceeds Standard (3)	The public charter school has provided strong evidence of the use of 1 or more well designed measurements for student learning and evidence that data generated from tool is used improve teaching learning. The data show an increase in achievement in ELA.
Meets Standard (2)	The public charter school has provided moderate evidence of the use of 1 or more valid and reliable measurements for student learning. The data show an increase in achievement in ELA.
Approaches Standard (1)	The public charter school has provided limited evidence of the use of 1 or more valid and reliable measurements for student learning. The data does not show an increase in achievement in ELA.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning in ELA.

Definitions:

- Exceeds Standard - Evidence of a valid and reliable measurement tool used. The data generated from the tool is used to improve teaching and learning and demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.
- Meets Standard - Evidence of a valid and reliable measurement but some evidence on how the measurement tool is used to improve teaching and learning. Data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.
- Approaches Standard - Evidence of a valid and reliable measurement tool used but no evidence on how the data generated from the tool is used to improve teaching or learning or that data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.

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.

Definition: 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 (3)	The public charter school has provided strong evidence of the use of 1 or more well designed measurements for student learning and evidence that data generated from tool is used improve teaching learning for major student subgroups. The data show an increase in achievement in Math.
Meets Standard (2)	The public charter school has provided moderate evidence of the use of 1 or more valid and reliable measurements for student learning for major student subgroups. The data show an increase in achievement in Math.
Approaches Standard (1)	The public charter school has provided limited evidence of the use of 1 or more valid and reliable measurements for student learning for major student subgroups. The data does not show an increase in achievement in Math.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning for major student subgroups in Math.

Definitions:

- Exceeds Standard - Evidence of a valid and reliable measurement tool used. The data generated from the tool is used to improve teaching and learning and demonstrates an increase in student learning progression, growth, or proficiency within major student subgroup performance data.
- Meets Standard - Evidence of a valid and reliable measurement but some evidence on how the measurement tool is used to improve teaching and learning. Data provided demonstrates an increase in student learning progression, growth, or proficiency within major student subgroup performance data.
- Approaches Standard - Evidence of a valid and reliable measurement tool used but no evidence on how the data generated from the tool is used to improve teaching or learning or that data provided demonstrates an increase in student learning progression, growth, or proficiency within major student subgroup performance data.

Guiding Question: How is the public charter school ensuring students in major student subgroups are learning in ELA? Please name those subgroups.

Definition: 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 (3)	The public charter school has provided strong evidence of the use of 1 or more well designed measurements for student learning and evidence that data generated from tool is used improve teaching learning for major student subgroups. The data show an increase in achievement in ELA.
Meets Standard (2)	The public charter school has provided moderate evidence of the use of 1 or more valid and reliable measurements for student learning for major student subgroups. The data show an increase in achievement in ELA.
Approaches Standard (1)	The public charter school has provided limited evidence of the use of 1 or more valid and reliable measurements for student learning for major student subgroups. The data does not show an increase in achievement in ELA.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning for major student subgroups in ELA.

Definitions:

- Exceeds Standard - Evidence of a valid and reliable measurement tool used. The data generated from the tool is used to improve teaching and learning and demonstrates an increase in student learning progression, growth, or proficiency within major student subgroup performance data.
- Meets Standard - Evidence of a valid and reliable measurement but some evidence on how the measurement tool is used to improve teaching and learning. Data provided demonstrates an increase in student learning progression, growth, or proficiency within major student subgroup performance data.
- Approaches Standard - Evidence of a valid and reliable measurement tool used but no evidence on how the data generated from the tool is used to improve teaching or learning or that data provided demonstrates an increase in student learning progression, growth, or proficiency within major student subgroup performance data.

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	
Meets Standard (1)	The public charter school's average daily attendance rate meets the state average.
Does Not Meet Standard (0)	The public charter school's average daily attendance rate does not meet the state average.

Definition:

- Meets Standard - must show relevant and reliable documentation.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

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

Student Engagement Rubric	
Exceeds Standard (3)	The public charter school has strong evidence to show that students are engaged in their learning.
Meets Standard (2)	The public charter school has moderate evidence to show that students are engaged in their learning.
Approaches Standard (1)	The public charter school has limited evidence to show that students are engaged in their learning.
Does Not Meet Standard (0)	The public charter school has no evidence to show that students are engaged in their learning.

Definitions:

- Exceeds Standard - submits 3 or more pieces of relevant and reliable documentation.
- Meets Standard - submits at least 2 pieces of relevant and reliable documentation.
- Approaches Standard - submits at least 1 piece of relevant and reliable documentation.

Graduation Rate (Grades 9-12 Only)

Guiding Question: Does the public charter school meet the four-year adjusted cohort graduation rate for all students and for each student group who meet the state standards with a regular high school diploma.

Graduation Rate Rubric	
Meets Standard (1)	The public charter school meets the state four-year adjusted cohort graduation rate.
Does Not Meet Standard (0)	The public charter school's graduation rate does not meet the state average.

Definition:

- Meets Standard - must show relevant and reliable documentation.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

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	
Meets Standard (1)	The public charter school has moderate evidence to support transitions into new school settings for students.
Does Not Meet Standard (0)	The public charter school has no evidence to support transitions into new school settings for students.

Definitions:

- Meets Standard - submits at least 2 pieces of relevant and reliable documentation.

Postsecondary Readiness

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 (3)	The public charter school has strong evidence to ensure students are graduating ready for college and/or career opportunities.
Meets Standard (2)	The public charter school has moderate evidence to ensure students are graduating ready for college and/or career opportunities.
Approaches Standard (1)	The public charter school has limited evidence to ensure students are graduating ready for college and/or career opportunities.
Does Not Meet Standard (0)	The public charter school has no evidence to ensure students are graduating ready for college and/or career opportunities.

Definitions:

- Exceeds Standard - submits 3 or more pieces of documentation.
- Meets Standard - submits at least 2 pieces of documentation.
- Approaches Standard - submits at least 1 piece of documentation.

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 (1)	<p>The public charter school 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:</p> <ul style="list-style-type: none"> • Public Charter Initial Statement. • Public Charter Financial Summaries. • Trustee Financial Summaries.
Does Not Meet Standard (0)	<p>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.</p>

Definition:

- Meets Standard - must show relevant and reliable documentation of each activity listed.

Recurrent enrollment from year to year

Guiding Question: What targets has the public charter school set for recurrent enrollment from year to year and provide evidence of how the public charter school is meeting these targets.

Definition: recurrent enrollment is the number of students continuing to be enrolled in the school from one year to the next expressed as a percentage of the total number of students eligible to continue their enrollment at the school.

Recurrent Enrollment Rubric	
Meets Standard (1)	<p>The public charter school meets their recurrent enrollment targets and provides evidence to support these targets.</p>
Does Not Meet Standard (0)	<p>The public charter school does not meet their recurrent enrollment targets and does not provide sufficient evidence to support these targets.</p>

Definition:

- Meets Standard - must show relevant and reliable documentation.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

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 (1)	<p>The Charter Governing Board 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 (0)	<p>The Charter Governing Board fails to materially comply with any one of the activities outlined above.</p>

Definition:

- Meets Standard - must show relevant and reliable documentation of each activity listed.

OPEN ENDED QUESTIONS

1. How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates 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?