<table>
<thead>
<tr>
<th>Category</th>
<th>Weights</th>
<th>Data Source</th>
<th>Metric Expectations</th>
<th>Rubric</th>
<th>Developing</th>
<th>Not Effective</th>
<th>Role in Renewal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Audit Content, Internal Controls</strong></td>
<td></td>
<td></td>
<td>The Independent Auditor's Reports offer qualified opinions and or management points were found in each of the years of the charter term. The statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short term liquidity measure.</td>
<td>Highly Effective</td>
<td>Effective</td>
<td>Developing</td>
<td>Not Effective</td>
</tr>
<tr>
<td><strong>1.2 Effective Academic Programming for Students with Disabilities</strong></td>
<td>Each metric considered on an individual basis</td>
<td></td>
<td>Evidence that school has demonstrated a strong trajectory of growth, in awareness of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.</td>
<td>Evidence that school has demonstrated a strong trajectory of growth, in awareness of its data and responsibilities to students with disabilities, has minimum gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has generally implemented appropriate processes, interventions and strategies to support student outcomes over the course of the contract. The school has taken prompt and appropriate steps to address any shortcomings.</td>
<td>Evidence that school is working toward a trajectory of growth and is aware of its data and responsibilities to students with disabilities, has implemented processes, interventions and strategies to support student outcomes including to address any gaps in the data as it relates to performance and climate metrics for students with disabilities over time over the course of the contract but in some instances has struggled to take measures that are appropriate and sufficient. The school has taken steps to remedy such shortcomings.</td>
<td>Evidence indicates that through the charter or contract term the school has generally operated effectively as evidenced by the fact that the operator does not meet state or federal reporting requirements, or critical District or federal obligations or has inefficent management grants. During the charter or contract term the operator has received some Notices of Concern or Notices of Reprimand with the number, frequency and severity of such notices indicate of consistent challenges with operations and compliance. (Evidence that may be considered include compliance with critical District, state or federal reporting requirements, timely audit and budget submissions, monitoring reports, quarterly reports; whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations; the school’s ability to meet key contractual requirements; the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)</td>
<td>A Not Effective rating in this metric could lead to a recommendation for non-renewal</td>
</tr>
<tr>
<td><strong>1.3 Operator Capacity</strong></td>
<td></td>
<td></td>
<td>Evidence that during the charter or contract term the school has increasingly operated effectively, the operator has met all state and federal reporting requirements, critical District or federal obligations, has appropriately managed grants and has received limited or no Notices of Concern and not received any Notices of Reprimand during the contract period. (Evidence that may be considered include compliance with critical District, state or federal reporting requirements, timely audit and budget submissions, monitoring reports, quarterly reports; whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, the school’s ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)</td>
<td>Evidence that during the charter or contract term the operator has consistently met all critical District obligations but has demonstrated progress in complying with all requirements. The school has demonstrated progress in its management of grants. During the charter or contract term the operator has received some Notices of Concern and Notices of Reprimand with the number, frequency and severity of such notices decrease over time. (Evidence that may be considered include compliance with critical District, state or federal reporting requirements, timely audit and budget submissions, monitoring reports, quarterly reports; whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations; the school’s ability to meet key contractual requirements; the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)</td>
<td>Evidence indicates that in each year of the charter or contract term, the school has operated effectively and the operator has consistently met all state, and federal reporting requirements, critical District or federal obligations, has effectively managed grants and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered include compliance with critical District, state or federal reporting requirements, timely audit and budget submissions, monitoring reports, quarterly reports; whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, the school’s ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)</td>
<td>Evidence indicates that out of the operator has failed to sufficiently take measures that are appropriate and sufficient. The school has taken steps to remedy such shortcomings.</td>
<td>A Not Effective rating in this metric could lead to a recommendation for non-renewal</td>
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<td><strong>1.4 Strategic Leadership/Governance</strong></td>
<td></td>
<td>SER</td>
<td>Evidence that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school’s effectiveness.</td>
<td>Evidence that the key action is a practice or system that has been adopted and/or implemented at the school, but that the level of adoption/implementation does not improve the school’s effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.</td>
<td>Evidence indicates that the key action is a practice or system that is developing at the school, but that the level of adoption/implementation does not improve the school’s effectiveness.</td>
<td>Evidence indicates that the key action is a practice or system that has been adopted and/or implemented at the school, but the level of adoption/implementation does not improve the school’s effectiveness.</td>
<td>A Not Effective rating in this metric could lead to a recommendation for non-renewal</td>
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</table>
3.3 Vision and Engagement

Multi-Year Growth on PARCC

Growth in Mean Scale Score on PARCC - Reading (grades 3-5)

Trend on PARCC (Not used for schools opting for NWEA)

Weight: 0.51 to 1

Evidence indicates that the key action is a practice that is developing at the school, but has not yet been implemented at a level that has demonstrated a positive impact on the school's effectiveness.

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2.2 Multi-Year Growth on PARCC

Growth in Mean Scale Score on PARCC - Reading (grades 3-5)

Trend on PARCC (Not used for schools opting for NWEA)

Weight: 0.51 to 1

Evidence indicates that the key action is a practice that is developing at the school, but has not yet been implemented at a level that has demonstrated a positive impact on the school's effectiveness.

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2.5 Trend in Mean Scale Score on PARCC - Reading (grades 3-5)

Trend on PARCC (Not used for schools opting for NWEA)

Weight: 0.51 to 1

Evidence indicates that the key action is a practice that is developing at the school, but has not yet been implemented at a level that has demonstrated a positive impact on the school's effectiveness.

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Section: Overall Academic

Trend on PARCC (Not used for schools opting for NWEA)

Weight: 0.51 to 1

Evidence indicates that the key action is a practice that is developing at the school, but has not yet been implemented at a level that has demonstrated a positive impact on the school's effectiveness.

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