### Category: Critical Financial, and Federal, State and Local Compliance Metrics

<table>
<thead>
<tr>
<th>Weights</th>
<th>Data Source</th>
<th>Meets Expectations</th>
<th>Rubric</th>
<th>Developing</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>City Schools/ Renewal</td>
<td>Application/ Audits</td>
<td>The Independent Auditor’s Reports offer qualified opinions and no 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>
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<td>The independent Auditor’s Reports offer qualified opinions with multiple unidentified management points or material weaknesses identified. Or, the statements of cash flow and ratio of assets to liabilities indicate that the operator has poor performance on their short term liquidity measure.</td>
</tr>
</tbody>
</table>

### Category: Audit Content, Internal Controls

1.2 Effective Academic Programming for Students with Disabilities

| Each metric considered on an | City Schools/ Renewal | Application/ IEP Quality Monitoring Process | Evidence indicates that in each year of the charter term, the school has demonstrated a strong trajectory of growth, is aware 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, has consistently implemented appropriate processes, interventions and strategies to support student outcomes over the course of the contract, and has effectively and consistently implemented appropriate steps to address any shortcomings. | Evidence indicates that the school has demonstrated a strong trajectory of growth, is aware 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 consistently 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. | Evidence indicates that the school has not demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, has maximum gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has not consistently implemented appropriate processes, interventions and strategies to support student outcomes over the course of the contract. The school has not taken prompt and appropriate steps to address any shortcomings. |

### Category: Operator Capacity

1.3 Strategic Leadership/Governance

### Category: Operator Capacity

1.4 Effective Academic Programming for Students with Disabilities

| Each metric considered on an | City Schools/ Renewal | Application | Evidence indicates that the key action is a practice or system that is being implemented at a level that has been demonstrated to have a demonstrably positive impact on the school’s effectiveness. | Evidence indicates that the key action is a practice or system that is being implemented at a level that has been demonstrated to have a demonstrably positive impact on the school’s effectiveness. | Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school’s effectiveness. |

### Category: Operator Capacity

1.4 Effective Academic Programming for Students with Disabilities

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### Category: Operator Capacity
Is the school an academic success?

4.375

Developing

City Schools Data

System

Effective Programming for All Student Racial/Ethnic Groups (For schools with diverse student groups)

Multi-Year Growth on NWEA assessment (Optional and in lieu of Growth on PARCC)

Weights

Data Source

Highly Effective

Effective

Developing

Not Effective

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

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

Trend in Mean Scale Score on PARCC - Reading (grades 6-8)

Trend in Mean Scale Score on PARCC - Math (grades 2-5)

Trend in Mean Scale Score on PARCC - Math (grades 6-8)

2.4 Fidelity to Charter/Application Overall

25/15

2.5 Effective Programming for All Student Racial/Ethnic Groups (For schools with diverse student bodies, splits rubric weight with Fidelity to Charter/Application Overall)

0/10

2.6 Overall Academic Metrics considered for progress towards 5-year term in future renewal rounds

Academic metrics considered for schools recommended for non-renewal

Inform school planning for next contract term

Schools of the District based on grade band and rate of economic disadvantage

Evidence that the school has fully implemented the mission expressed in its charter application and the mission is clear to all stakeholders.

Evidence that the school has made a good faith effort to gather data to assess its efficacy and has begun to develop and implement strategies to address any challenges evident in the data, particularly in the areas of student performance, enrollment, student attendance, dropout rates, attendance and student choice data/school demand.

Evidence that the school is seeking to ensure that all student groups achieve and seek to ensure that all stakeholders are aware of its performance data for all groups.

Evidence that the school believes will decrease these gaps.

Evidence that the school has implemented some strategies to address any challenges evident in the data, particularly in the areas of student performance, enrollment, student attendance, dropout rates, attendance and student choice data/school demand.

Evidence that the school is aware of its performance data for all groups.

Evidence that the school is seeking to ensure that all student groups achieve and that the mission expressed in its charter application and the mission is clear to all stakeholders.

Evidence that the school is aware of its performance data for all groups.

Evidence that the school has implemented some strategies to address any challenges evident in the data, particularly in the areas of student performance, enrollment, student attendance, dropout rates, attendance and student choice data/school demand.

Evidence that the school has implemented the mission expressed in its charter application and the mission is clear to most stakeholders.

Evidence that the school has made a good faith effort to gather data to assess its efficacy and has begun to develop and implement strategies to address any challenges evident in the data, particularly in the areas of student performance, enrollment, student attendance, dropout rates, attendance and student choice data/school demand.

Evidence that the school is aware of its performance data for all groups.

Evidence that the school seeks to ensure that all student groups achieve and that the mission expressed in its charter application and the mission is clear to most stakeholders.

Evidence that the school has implemented the mission expressed in its charter application and the mission is clear to most stakeholders.

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<th>2.1 Highly Effective Instruction</th>
<th>Weights</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate section does not receive an overall rating</td>
<td>SER</td>
<td>Evidence indicates 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>
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<td>Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to 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 not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school’s effectiveness.</td>
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| 2.2 Talented People | Climate section does not receive an overall rating | SER | Evidence indicates 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. | Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school’s effectiveness. | Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school’s effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined. | Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school’s effectiveness. |

| 2.3 Vision and Engagement | Climate section does not receive an overall rating | SER | Evidence indicates 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. | Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school’s effectiveness. | Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school’s effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined. | Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school’s effectiveness. |