



PERFORMANCE FRAMEWORK RUBRIC

Performance Indicator	Falls Below	Approaches	Meets/Exceeds
PERFORMANCE STANDARD 1: SCHOOL PERFORMANCE			
1.1. Student Achievement, Growth, and Gap Closure	Classification as a Review, Turnaround, or Focus school, resulting from overall poor performance or achievement gaps for a specific subgroup(s). Weak and/or minimal evidence of student growth and/or gap closure.	Classification as a Transitioning school or school outperforms its host district (or majority sending district) by between 0 and 10 points. Moderate evidence of student growth and gap closure.	Classification as a Progressing or Excelling school, or School of Distinction; or school outperforms host district (or majority sending district) by > 10 points. Strong evidence of and multiple data points indicating student growth and gap closure.
1.2. Mission-Specific Goals	Absence of school-specific goals and/or weak evidence to validate progress toward and achievement of such goals.	Established school goals, some sense of stakeholder awareness of goals, and some evidence of progress toward and achievement of school goals.	Established and acknowledged school goals; compelling and quantitative data substantiating progress toward and achievement of all school goals.
1.3. School Culture and Climate	Concerns about school climate and the learning environment. Low expectations for students and staff. Average daily attendance < 90% and chronic absenteeism > 30%. Weak and/or inconsistent approach to behavior management. High frequency of suspensions.	Somewhat welcoming learning environment. Moderate expectations for students and staff. Average daily attendance < 95% and ≥ 90 , and chronic absenteeism > 15% and ≤ 30 %. Somewhat effective behavior management. Moderate frequency of suspensions.	Positive and welcoming learning environment. Consistently high expectations for students and staff. Average daily attendance rate ≥ 95 %, and chronic absenteeism rate ≤ 15 %. Clear, consistent, and effective behavior management. Low frequency of suspensions.
1.4. Instruction	Weak and/or highly variable instruction and pedagogy, leading to concerns about teaching and learning. Minimal signs of the use of data. Minimal or misaligned opportunities for staff development.	Solid instruction and pedagogy demonstrated by most of the teaching staff. Some evidence to substantiate the use of data to drive instruction. Some opportunities for staff development of variable quality.	Strong instruction and pedagogy demonstrated by all or almost all teachers. Strong evidence of data to differentiate and improve instruction. Strong approach to staff development, as evidenced by instruction.
1.5. Academic Program	Weak/Minimal adherence to the academic program outlined in the charter. Lack of full implementation of the Common Core State Standards (CCSS). Concerns about access and equity for special populations.	Partial or in-progress implementation of the school's academic program and the CCSS. Programs that somewhat meet the needs of special populations with diverse learning needs.	Full implementation of the academic program outlined in the charter and aligned to the CCSS. Programs to fully meet the needs of special populations, including ELLs and students with disabilities.



Performance Indicator	Falls Below	Approaches	Meets/Exceeds
1.6. Supports for Special Populations	Inadequate systems to meet the needs of students with disabilities, high-risk students, and ELLs. School lacks appropriate interventions, staffing, protocols, and/or programming.	School generally meets the needs of special education students, high-risk students, and ELLs. School has some appropriate interventions, staffing, protocols, and/or programming. Most students meet IEP goals.	School consistently meets the needs of special education students, high-risk students, and ELLs. School has appropriate interventions, staffing, protocols, and programming. Students regularly meet IEP goals, and the school is in full compliance.
PERFORMANCE STANDARD 2: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT			
2.1. Fiscal Viability	Fiscal viability is not achieved due to serious concerns regarding: ability to meet enrollment projections; reasonability and certainty of revenue projections and funding sources; margins and cash flow; and/or debt levels.	Some concern with short and/or long-term fiscal viability as evidenced by: ability to meet enrollment projections; reasonability and certainty of revenue projections and funding sources; margins and cash flow; and/or debt levels.	Strong short and long-term fiscal viability is evidenced by: ability to meet enrollment projections; reasonability and certainty of revenue projections and funding sources; margins and cash flow; and debt levels.
2.2. Financial Management	Inadequate fiscal policies and procedures, including adherence to Generally Accepted Accounting Principles (GAAP), or implementation thereof. Lack of organizational structure to support proper fiscal policies and procedures. Insufficient financial projections.	Some clear policies, procedures, and practices for financial management adhering to GAAP. Some organizational structure to support proper fiscal policies and procedures. Somewhat supported financial projections.	Clear and coherent fiscal policies and procedures. Strong organizational structure to support and implement such policies and procedures. Sophisticated fiscal policies and procedures adhering to GAAP. Clear financial projections.
2.3. Governance and Management	Board fails to exercise adequate and consistent leadership, management, and/or oversight.	Board has some policies and practices for effective school governance and management, including student learning and school operations management.	Board, has strong policies and practices in place to create conditions for success, including student learning and school operations management.
2.4. Organizational Capacity	Unstructured and/or inadequate organizational capacity to effectively deliver upon the school's mission and charter. Poorly defined roles and responsibilities.	Somewhat defined organizational structure with some of the necessary capacity to deliver upon the school's mission and charter. Somewhat defined roles and responsibilities.	Clear and coherent organizational structure. Strong organizational capacity and school leadership to meet the school's mission and charter. Clearly defined roles and responsibilities.
2.5. Accountability Measures	Board-driven accountability efforts are minimal and/or inconsistent. Board fails to establish a culture of accountability and continuous improvement.	Board establishes some tools and processes for goal-setting, and board and school leader accountability. Some evidence of board-initiated progress and performance monitoring.	Board engages in regular goal-setting and holds itself and school leaders accountable for results. Board uses tools and processes to monitor school progress and performance.



Performance Indicator	Falls Below	Approaches	Meets/Exceeds
2.6. School Facility	Concerns about the school environment, such as safety and/or maintenance. Failure to acquire and pass necessary health and safety reviews and fire inspections.	Somewhat safe, adequate, and well-maintained school facility. Some concerns about the learning environment and/or the school's ability to execute the academic program in the facility.	Safe, adequate, and well-maintained school facility to support high-quality teaching and learning. Efforts to create and maintain a 21 st century learning environment.
PERFORMANCE STANDARD 3: STUDENT POPULATION			
3.1. Recruitment and Enrollment Process	Failure to establish policies or implement practices for fair and equitable recruitment and enrollment (e.g., admissions, lottery, and waiting lists).	Somewhat fair and equitable enrollment and recruitment (e.g., admissions, lottery, and waiting lists). Evidence of transparency and open access.	Fair and equitable enrollment and recruitment processes (e.g., admissions, lottery, and waiting lists). Strong evidence of transparency and open access.
3.2. Waitlist and Enrollment Data	Inability to meet enrollment projections and approved seat allocations, and/or inconsistent enrollment patterns.	Ability to meet enrollment projections and approved seat allocations. Increasing annual waitlist data, evidencing growing demand for the school.	Strong and consistent ability to meet enrollment projections and approved seat allocations. Sizable annual waitlist, evidencing strong demand for the school.
3.3. Demographic Representation	Student body does not reflect the demographics of the target population and/or surrounding communities. Minimal evidence of efforts to attract, enroll, and retain special populations.	Student body somewhat reflects the demographics of the target population and/or surrounding communities. Some evidence of efforts to attract, enroll, and retain special populations.	Student body reflects the demographics of the target population and/or surrounding communities. Strong evidence of efforts to attract, enroll, and retain special populations.
3.4. Transfer/Retention Rates	Concerns about student transfer and attrition rates. Lack of targeted efforts to monitor attrition and/or address high transfer rates.	Some efforts to monitor and minimize attrition. Moderate student transfer rates and/or marked improvements in recent years.	Strong efforts to monitor and minimize attrition to ensure stable and equitable enrollment. Low student transfer rates.
3.5. Parental and Community Support	Low parent satisfaction and limited community support, as evidenced by multiple data points. Weak and/or infrequent efforts to engage the community	Mixed and/or moderate parent satisfaction and community support, as evidence by multiple data points. Some efforts to engage the community.	Strong parent satisfaction and community support, as evidenced by multiple data points. Frequent and meaningful opportunities for involvement.