

Charter School Performance Review System

Information Packet

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Primary Indicator: Academic Performance

The Academic Performance Indicator is the primary indicator used in renewal decisions. It is made up of two levels of criteria. In the first level, School Performance, the school's performance in the state accountability system and school-set goals are used to determine if the school is a highly performing school in Rhode Island. If a school does not meet the required measures for each criteria in School Performance, the second level of criteria, School Comparison, are included in the school's performance analysis. The criteria of both levels will be evaluated on an annual basis.

School Performance

Measures the school's performance in the state accountability system and school-specific goals set at the time of Charter issue/renewal to determine if the school is a highly performing school in Rhode Island.

Annual Rating

The annual rating summarizes the performance on the indicator's criteria.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
A.1 is rated as "Meets" or "Exceeds."	A.1 is rated as "Meets" or "Exceeds."	A.1 is rated as "Approaches."	A.1 is rated as "Does Not Meet."
AND	AND	AND	AND
A.2 is rated as "Exceeds."	A.2 is rated as "Meets" or "Does Not Meet."	A.2 is rated as "Exceeds", "Meets" or "Does Not Meet."	A.2 is rated as "Exceeds", "Meets" or "Does Not Meet."

1.A1 Statewide School Accountability System

Is the school demonstrating student performance based on the State Accountability System?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
School is at "Commended" level	School is at "Leading" or "Typical" level	School is at "Warning" level	School is at "Focus" or "Priority" level

1.A2 Academic School-Specific Goals

Is the school meeting the 2-3 goals set at the time the charter was granted/renewed which ensure their faithfulness to the charter? Note: School-specific goals are optional. If no goals were set at the time of Charter issue/renewal this criteria will not be considered.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
The school is outperforming at least one goal and performing at target for all other goals per the measures set for each goal at the time of charter issue/renewal	The school is performing at target for all goals per the measures set for each goal at the time of charter issue/renewal	The school is underperforming on one or more goals per the measures set for each goal at the time of charter issue/renewal	

School Comparison

If a school does not at least "Meet Expectations" in School Performance, then the following criteria will be considered.

Annual Rating

The annual rating summarizes the performance on the indicator's criteria.

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	For A.2, B.2 and B.3 no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND B.1 is rated as "Meets" or "Exceeds."	For A.2, B.2 and B.3, no more than one criterion is rated as "Does Not Meet" and all others are rated as "Approaches", "Meets" or "Exceeds." OR B.1 is rated as "Approaches."	For A.2, B.2 and B.3 two or more criteria are rated as "Does Not Meet." OR B.1 is rated as "Does Not Meet."

1.B1 Proficiency Compared to Enrolling Districts

Are students in the school performing well on the state assessment in comparison to their home district?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The charter school proficiency rate, minus the error value is at 15 percentage points or more the weighted average proficiency rate of enrolling districts in both Math and ELA. OR The weighted average proficiency rate of enrolling districts is above 85% and the charter school proficiency rate minus the error value is greater than the weighted average proficiency rate of enrolling districts	The weighted average proficiency rate of enrolling districts in both Math and ELA is lower than the percent of students proficient at the charter school minus the error value*.	The weighted average proficiency level of enrolling districts in both Math and ELA is equal to or within the charter school's performance range values*.	The charter school's percent of students proficient, plus the error value, is below the weighted average proficiency level of enrolling districts in Math, ELA or both.

*Each [school's report card](#) contains a published error rate for proficiency, creating a performance range. 2015 report cards are baseline and do not have an error value

**To be considered above 85% the charter school's proficiency rate minus the error band must be equal to or greater than 85%.

1.B2 Subgroup Proficiency

Are students in established demographic subgroups achieving proficiency?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The percent of proficient students in each subgroup falls within the top two ranges* of scores as published for the school accountability system for both Math and ELA.	The percent of proficient students in each subgroup falls within the middle range* of scores as published for the school accountability system for both Math and ELA.	The percent of proficient students in one subgroup falls within the bottom two ranges* of scores as published for the school accountability system for Math, ELA, or both.	The percent of proficient students in two or more subgroups falls within the bottom two ranges* of scores as published for the school accountability system for Math, ELA or both.

* Refer to the proficiency cut scores published on page 7 of [the technical bulletin](#) for the statewide accountability system. There are five ranges established for percent of students proficient.

1.B3 Growth (Middle / Elementary)

Is the school increasing academic performance of all of its students?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The school's median student growth percentile falls within the top two ranges* of scores as published for the school accountability system	The school's median student growth percentile falls within the middle range* of scores as published for the school accountability system.	The school's median student growth percentile falls within the bottom two ranges* of scores as published for the school accountability system	The school's median student growth percentile falls within the bottom two ranges* of scores as published for the school accountability system
AND	AND	OR	AND
The median student growth percentile of each subgroup falls within the top two ranges* of scores as published for the school accountability system	The median student growth percentile of each subgroup falls within the middle range* of scores as published for the school accountability system.	The median student growth percentile of one or more subgroups falls within the bottom two ranges* of scores as published for the school accountability system	The median student growth percentile of one or more subgroups falls within the bottom two ranges* of scores as published for the school accountability system

* Refer to the growth cut scores published on page 11 of [the technical bulletin](#) for the statewide accountability system. There are five ranges established for growth.

1.B3 Graduation Rate (High Schools)

Are the students who attend the school graduating?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The school's graduation rate equal to or above 90.*	The school's graduation rate is equal to 85 and less than the 90.*	The school's graduation rate is equal to 75 and less than the 85.*	The school's graduation rate is below 75.*

* These ranges will mirror the CIS. Current percentages are based on cut scores that would earn 4 points in the CIS calculation and could change each year.

Sustainability Indicator 1: Financial Performance

The Financial Performance Indicator evaluates the charter school's fiscal short-term performance and long-term sustainability. The following criteria and their measures make up the Financial Performance Sustainability indicator.

Annual Rating

The annual rating summarizes the performance on the indicator's criteria.

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	For 1.1, 1.2, 1.3, 1.4, and 1.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets."	For 1.1, 1.2, 1.3, 1.4, and 1.5, no more than one criterion is rated as "Does Not Meet" and all others are rated as "Approaches" or "Meets."	For 1.1, 1.2, 1.3, 1.4, and 1.5, two or more criteria are rated as "Does Not Meet."

1.1 Current Ratio

Does the organization's current ratio indicate that its current assets can cover its current liabilities?

Calculation: Current Assets / Current Liabilities

Data Source: Audited Financial Statements

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	Current ratio is equal to or greater than 1.	Current ratio is between .9 and 1	Current ratio is below .9

1.2 Unrestricted Days of Cash*

For how many days can the organization pay its expenses without another inflow of cash?

Calculation: (Unrestricted Cash & Equivalents x 365 Days) / (Total Operating Expenses - Annual Depreciation)

Data Source: Audited Financial Statements *Not reported for District Charters

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	School has 60 days or more of unrestricted cash on hand. OR School has between 30 and 60 days of cash and one-year trend is positive.	School has between 15 and 30 days of unrestricted cash OR School has between 30 and 60 days of cash and one-year trend is negative.	School has 15 days or less of unrestricted cash on hand

Long Term

1.3 Debt to Asset Ratio

Does the school have a low level of debt relative to assets? *New to this Framework

Calculation: Total Liabilities / Total Assets

Data Source: Audited Financial Statements

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	School's debt to asset ratio is less than 0.90	School's debt to asset ratio is between .9 to 1, inclusive	School's debt to asset ratio is greater than 1

1.4 Total Margin & 3-Year Aggregate Total Margin

Does the school have a positive net income relative to its total revenues? Does the school have a positive three-year net income relative to its total three-year revenue?

Calculation: TM = Net Income / Revenue 3ATM = Total 3yr Net Income / Total 3yr Revenue

Data Source: Three years of Audited Financial Statements

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	Aggregated three- year total margin is positive AND The most recent year total margin is positive	Aggregated three- year total margin is negative OR The most recent year total margin is negative	Aggregated three- year total margin is negative AND The most recent year total margin is negative

1.5 Debt Service Coverage Ratio

Does the school have the ability to cover its debt obligations in the current year?

Calculation: (Net Income + Depreciation Expense (if not included in net income) / (Annual Principal, Annual Interest, and Lease/Rent Payments)

Data Source: Audited Financial Statements and school-provided annual principal and interest obligations

	Meets Expectations	Does Not Meet Expectations	
	School's debt service coverage ratio is greater than or equal to 1.1	School's debt service coverage ratio is less than 1.1	

Sustainability Indicator 2: Organizational Performance

The Organizational Performance Indicator evaluates the quality of the management and structure of the institution to ensure sustainable student performance and the integrity of the organization as a representative of the charter school community. Organizational performance is in the support of the ultimate goal of student achievement and may be considered in a charter’s renewal.

Annual Rating

The annual rating summarizes the performance on the indicator’s criteria.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as “Meets” and all other criteria are rated as “Exceeds.”	For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Approaches" and all others are rated as “Meets” or “Exceeds.”	For 2.1, 2.2, 2.3, 2.4 and 2.5, no more than one criterion is rated as "Does Not Meet"and all others are rated as "Approaches", “Meets” or “Exceeds.”	For 2.1, 2.2, 2.3, 2.4 and 2.5, two or more criteria are rated as "Does Not Meet."
AND	AND		
2.3 is rated as “Meets.”	2.3 is rated as “Meets.”		

2.1 Organizational School-Specific Goals

Is the school meeting the 2-3 goals set at the time the charter was granted/renewed which ensure their faithfulness to the charter? Note: School-specific goals are optional. If no goals were set at the time of Charter issue/renewal this criteria will not be considered.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
The school is outperforming at least one goal and performing at target for all other goals per the measures set for each goal at the time of charter issue/renewal	The school is performing at target for all goals per the measures set for each goal at the time of charter issue/renewal	The school is underperforming on one or more goals per the measures set for each goal at the time of charter issue/renewal	

2.2 School Environment

Is the school creating a strong learning environment that students and families choose to be a part of?

***If SurveyWorks were reinstated, it would be incorporated here. Note: Addressed in regulations section C-1-4(h)(4).**

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
<p>The school’s attendance rate equal to or greater than the state’s average attendance rate as published by RIDE.</p> <p>AND</p> <p>There is evidence that the school regularly engages parents and families</p> <p>AND</p> <p>At least 80% of students in non-break grades* return to school the next year.</p> <p>AND</p> <p>The school’s waitlist comprises at least 50% of available seats for the current school year.</p>	<p>The school’s attendance rate equal to or greater than the state’s average attendance rate as published by RIDE.</p> <p>AND</p> <p>There is evidence that the school regularly engages parents and families</p> <p>AND</p> <p>At least 80% of students in non-break grades* return to school the next year.</p>	<p>The school’s attendance rate is lower than the state’s average attendance rate as published by RIDE.</p> <p>OR</p> <p>There is no evidence that the school regularly engages parents and families</p> <p>OR</p> <p>Fewer 80% of students in non-break grades* return to school the next year.</p>	<p>The school’s attendance rate is lower than the state’s average attendance rate as published by RIDE.</p> <p>AND</p> <p>There is no evidence that the school regularly engages parents and families</p> <p>AND/OR</p> <p>Fewer than 80% of students in non-break grades* return to school the next year.</p>

***non-break grades will be determined for each school with RIDE.** For example a K-8 school, might have 5th grade as a break grade where many students choose to attend their home district for middle school.

2.3 Equity and Access

Do the school’s policies and procedures ensure access to all students across the school’s approved regions?

Note: Addressed in regulations section C-1-4(h)(4).

Data Source: Charter School Applicant Report (CSAR), TCS Data, Review of Evidence submitted by School, Site Visit

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	<p>There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not</p>	<p><i>One of the following is true:</i></p> <p>There is no evidence the school is analyzing attrition</p>	<p><i>Two or more of the following are true:</i></p> <p>There is evidence the school is analyzing attrition</p>

	<p>occurring disproportionately for specific populations.</p> <p>AND</p> <p>There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district.</p> <p>AND</p> <p>There is evidence that the applicant pool is representative of its sending communities, in line with the school's charter.</p>	<p>data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations.</p> <p>---</p> <p>Evidence suggests that the school has not implemented recruitment, lottery and retention policies and procedures that address all populations in their sending district.</p> <p>---</p> <p>Evidence suggests that the applicant pool is not representative of its sending communities.</p>	<p>data and is using attrition analysis in decision-making.</p> <p>---</p> <p>Evidence suggests that the school has not implemented recruitment, lottery and retention policies and procedures that address all populations in their sending district.</p> <p>---</p> <p>Evidence suggests that the applicant pool is not representative of its sending communities.</p>
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2.4 Dissemination

Is the Charter School/Network disseminating quality best practices and lessons learned with K-12

institutions and partners? **Note: Addressed in statute 16-77-3.1 (b)** Data Source: Review of Evidence submitted by School, Site Visit

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
There is evidence that the school shares curricular and instructional resources and best practices with multiple partners or through multiple modalities.	There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices	There is little evidence that a school shares curricular and/or instructional resources and/or best practices	There is no evidence that a school shares curricular and/or instructional resources and/or best practices

2.5 Board and Leadership Quality

Does school leadership and members of the board of trustees act as public agents authorized by the state and provide competent and appropriate governance and leadership to ensure the success and sustainability of the school?

Data Source: Review of Evidence submitted by School, Site Visit, Board and School Interviews

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
<p>The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school’s mission, and educational philosophy.</p> <p>AND</p> <p>The board and school leader have and implement clear and well-understood systems for decision-making and communication processes.</p> <p>AND</p> <p>There is evidence that the Board holds the school leader accountable.</p> <p>AND</p> <p>There is evidence that the board represents a wide range of expertise and shows alignment to school mission where applicable.</p>	<p>The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school’s mission, and educational philosophy.</p> <p>AND</p> <p>The board and school leader have and implement clear and well-understood systems for decision-making and communication processes.</p> <p>AND</p> <p>There is evidence that the Board holds the school leader accountable.</p>	<p><i>One of the following is true:</i></p> <p>The board or school leader do not engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school’s mission, and educational philosophy.</p> <p>----</p> <p>The board or school leader does not have and implement clear and well-understood systems for decision-making and communication processes.</p> <p>----</p> <p>There is no evidence that the Board holds the school leader accountable.</p>	<p><i>Two or more of the following are true:</i></p> <p>The board or school leader do not engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school’s mission, and educational philosophy.</p> <p>----</p> <p>The board or school leader does not have and implement clear and well-understood systems for decision-making and communication processes.</p> <p>----</p> <p>There is no evidence that the Board holds the school leader accountable.</p>

Sustainability Indicator 3: Compliance

The Charter Compliance Indicator ensures that the charter school has complied with legal and regulatory responsibilities. Any additional context would be included with notes, depending on the extent of the violation.

Annual Rating

The annual rating summarizes the performance on the indicator's criteria.

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	<p>All criteria associated with Federal law/regulation are rated as "Meets."</p> <p>AND</p> <p>No more than one criterion not associated with Federal law/regulation is rated as "Does Not Meet."</p>	<p>One criterion associated with Federal law/ regulation is rated as "Does Not Meet."</p> <p>OR</p> <p>Two or more criteria are rated as "Does Not Meet."</p>	<p>Three or more criteria are rated as "Does Not Meet."</p>

	Compliance Matter		Meets Expectations	Does Not Meet Expectations	Notes
Student Rights	3.1	There is not an unresolved material violation with laws and regulations as reviewed by the Office of Civil Rights.			
	3.2	There is not an unresolved material violation with laws and regulations relating to IDEA (Special Education) as reviewed by the Office of Student, Community and Academic Support.(To be clarified with the Office)			
	3.3	There has not been an instance of material violation with laws and regulations relating to Title III (English Language Learners) as reviewed by the Office of Student, Community and Academic Support. (To be clarified with the Office)			
	3.4	There is not an unresolved material violation with laws and regulations relating to Title I as reviewed by the Office of Student, Community and Academic Support. (To be clarified with the Office)			
	3.5	The school appropriately utilizes the RI enrollment lottery application, submits the charter school applicant report and has policies/ procedures in place to ensure a fair and equitable lottery system.			

Employee Management	3.6	There is not an unresolved material violation with laws and regulations relating to Highly Qualified Teacher and Paraprofessional requirements including those within Title II of the Elementary and Secondary Education Act [ESEA]) as reviewed by the Office of Educator Quality. (To be updated under ESSA)			
	3.7	The school has established human resource procedures and an employee handbook that addresses employee rights.			
	3.8	There is not an unresolved material violation with laws and regulations relating to teacher and staff evaluation as reviewed by the Office of Educator Quality. (To be clarified with the Office)			
Health & Safety	3.9	The school has secured and maintained Current Documentation of Fire Code Inspection, Certificate of Occupancy and Appropriate Certificate of Insurance Coverage.			
	3.10	There is not an unresolved material violation with laws and regulations relating to appropriate nursing services and dispensing of pharmaceuticals as reviewed by the Office of Student, Community and Academic Support. (To be clarified with the Office)			
	3.11	There is not an unresolved material violation with laws and regulations relating to food service requirements as reviewed by the Office of Statewide Efficiencies? (To be clarified with the Office)			
	3.12	The school has documented behavior and school safety policies.			
Educational Program	3.13	The school is practicing essential educational program components as defined by the school's charter, state law and regulation.			
	3.14	For all grades and in all core-content area subjects, the school implemented curricula that are aligned to statewide standards.			
	3.15	The school has submitted all required information via reporting tools including but not limited to TCS, enrollment, attendance.			
	3.16	The school has a policy to abide by all laws and regulations regarding length of school day and year.			
School Leadership	3.17	The charter's board complied with all open meetings, public records requests, and the State Employee Code of Ethics.			
	3.18	The Board maintains and implements board bylaws.			

	3.19	The Board has policies and procedures for addressing conflicts of interest and stakeholder complaints.			
Financial Management	3.20	Necessary budget revisions during the school year were made and formally approved by the charter's board.			
	3.21	The school's Quarterly Financial Reports were submitted on time and with accurate information.			
	3.22	The school submitted its Quarterly UCOA data on time and with accurate information?			
	3.23	The school submitted its Agreed Upon Procedure Audits on time and with accurate information?			
	3.24	The school submitted its Annual Budget on time and with accurate information.			
	3.25	The school submitted its Annual Financial Audit on time and with accurate information.			
	3.26	The school received an unqualified/unmodified audit.			
	3.27	The school's auditors determined the school had "no significant deficiencies" or equivalent.			
	3.28	The school's auditors determined the school had "no material weaknesses" or equivalent.			
	3.29	The school received an unmodified/unqualified single audit? <i>(only applicable beginning FY16 when a school has spent \$750K+ in Federal Funds)</i>			



Charter School Annual Performance Report

School Name | Academic Year

Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating			
<i>1.A1 Statewide School Accountability System</i>			
<i>1.A2 Academic School-Specific Goals</i>			

Primary Indicator: Academic Performance - School Comparison

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating			
<i>1.A2 Academic School-Specific Goals</i>			
<i>1.B1 Proficiency Compared to Enrolling Districts</i>			
<i>1.B2 Subgroup Proficiency</i>			
<i>1.B3 Growth or Graduation Rate</i>			



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School Name | Academic Year

Sustainability Indicator 1: Financial Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating			
<i>1.1 Current Ratio</i>			
<i>1.2 Unrestricted Days of Cash*</i>			
<i>1.3 Debt to Asset Ratio</i>			
<i>1.4 Total Margin & 3-Year Aggregate Total Margin</i>			
<i>1.5 Debt Service Coverage Ratio</i>			

Sustainability Indicator 2: Organizational Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating			
<i>2.1 Organizational School-Specific Goals</i>			
<i>2.2 School Environment</i>			



Charter School Annual Performance Report

School Name | Academic Year

<i>2.3 Equity and Access</i>			
<i>2.4 Dissemination</i>			
<i>2.5 Board and Leadership Quality</i>			

Sustainability Indicator 3: Compliance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating			
<i>Student Rights (3.1 - 3.5)</i>			
<i>Employee Management (3.6 - 3.8)</i>			
<i>Health and Safety (3.9-3.12)</i>			
<i>Educational Program (3.13-3.16)</i>			
<i>School Leadership (3.17-3.19)</i>			
<i>Financial Management (3.20 - 3.29)</i>			

Renewal Tier Summary

	Renewal Tiers	Tier 1 Exceeds Expectations	Tier 2 Meets Expectations	Tier 3 Approaches Expectations	Tier 4 Does Not Meet Expectations
Performance Indicators	Academic: School Performance	<ul style="list-style-type: none"> At least “Meets” or “Exceeds” in all years of available data; and, “Exceeds” in at least one of the two most recent years available of data. 	<ul style="list-style-type: none"> At least “Meets” or “Exceeds” in both of the two most recent years of available data. 	<ul style="list-style-type: none"> At least “Approaches” in the two most recent years of available* <p><i>* must meet School Comparison ratings detailed below</i></p>	<ul style="list-style-type: none"> At least “Does Not Meet” in the two most recent years of available* <p><i>*Or School is not meeting School Comparison ratings in Tier 3</i></p>
	Academic: School Comparison*	-	-	If School Performance is rated “Approaches,” in the two most recent years of available data, School Comparison must: <ul style="list-style-type: none"> “Meets” in the most recent year; or, “Approaches” in the most year and “Meets” in the prior year. 	-
	Sustainability* (Finance, Organizational, and Compliance)	<ul style="list-style-type: none"> “Meets” or “Exceeds” in 100% of annual ratings from all years of available data. 	<ul style="list-style-type: none"> “Meets” or “Exceeds” in 100% of annual ratings from the two most recent years of available data. 	<ul style="list-style-type: none"> “Meets” or “Exceeds” in at least 50% of annual ratings from the two most recent years of available data. 	<ul style="list-style-type: none"> “Meets” or “Exceeds” in less than 50% of annual ratings from the two most recent years of available data.
Renewal Process	Process Type	Expedited	Standard	In-Depth	
	Process Description	<ul style="list-style-type: none"> Either streamlined or no renewal application (ex: notification only). Abbreviated site visit. 	<ul style="list-style-type: none"> Schools submit renewal application. Standard site visit and review. 	<ul style="list-style-type: none"> Schools submit renewal application. Application must include strategies and plans to address deficiencies in academic performance and sustainability indicators In-depth site visit and review. 	
	Possible Renewal Recommendation	<ul style="list-style-type: none"> Ride highly likely to recommend renewal, with conversations about replication and growth. 	<ul style="list-style-type: none"> RIDE likely to recommend renewal. 	<ul style="list-style-type: none"> If renewal is recommended, it will likely include sustainability conditions. 	<ul style="list-style-type: none"> RIDE likely to recommend non-renewal. Burden rests with Charter and RIDE to justify renewal recommendation.