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Wyoming Charter School Authorizing Board

Organizational Performance Framework

Indicator 1: Governing in the Public Interest

Measure 1a: Governance

Question: Does the board comply with basic governance requirements?

Meets Standard: The board materially complies with applicable laws and the charter contract regarding governance, such as:

- Board composition and/or membership rules (e.g., community representation, requisite number of qualified teachers, ban on employees or contractors serving on the board).
- Board policies.
- Board bylaws, including election of officers.
- State open meetings law.
- State public records law.
- Code of ethics.
- Background checks.
- Conflicts of interest.
- Board member training.

Does Not Meet Standard: The school fails to materially comply with applicable laws and the charter contract as outlined above.

Data Source:

- Corporate formation documents (Article of Incorporation and Bylaws) and regulatory filings.
- Board member disclosures or other signed documents related to compliance with ethics and conflict of interest requirements.
- School Website.
- Board meeting agendas, materials, and minutes.
- Board Policies.
- Board meeting observations.
- Board assurance of compliance.

Measure 1b: Governance

Question: Does the board fulfill its governance and fiduciary duties?

Meets Standard: The board demonstrates sound governance through policies and practices that foster accountability for performance with the following elements fully developed and functioning effectively:

- Board members have a shared understanding of and commitment to the school's mission and vision.
- Board members possess an array of appropriate and relevant skills with which to oversee the school and recruit additional members when a gap is identified.
- The board evaluates the school leader(s), its own performance, and/or the contracted Education Service Provider (ESP) consistently, in accordance with a written board policy.
- The board regularly reviews academic, financial, and organizational performance data to ensure all students are learning and the school is meeting performance expectations as outlined in the charter contract, and takes appropriate action as needed.
- The board ensures implementation of its policies, such as bylaws, code of ethics, and conflict of interest policy, and ensures they are kept up to date and legally compliant.
- If school operation is contracted to a management organization:
 - There is evidence of arm's-length negotiations for management and/or facilities contracts;
 - A written agreement exists that includes:
 - o Performance measures, consequences, and mechanisms by which the school governing board will hold the provider accountable for performance, aligned with the performance measures in the charter contract;
 - o Financial reporting requirements and provisions for the school governing board's financial oversight.

Approaches Standard: One or more of the above elements is developing or in need of improvement.

Does Not Meet Standard: The school failed to implement sound governance as described above and the failure(s) was (were) material and significant to the viability of the school.

Data Source:

- Board meeting agendas, materials, and minutes.
- Board member interviews.
- Board meeting observations.
- Board policies.
- Management services contract.
- Leadership evaluation policies and practices.
- Strategic planning documents or other similar documents that highlight board planning, goal setting, and evaluation.

Indicator 2: Supporting Students and Protecting Student Rights

Measure 2a: Student Rights

Question: Does the school comply with basic legal requirements for student rights?

Meets Standard: The school materially complies with applicable laws, the charter contract, and its own policies relating to the rights of students, such as:

- Admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment).
- The collection and protection of student information.
- Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction.
- Student discipline and behavior, including discipline hearings and suspension and expulsion policies and practices.

Does Not Meet Standard: The school fails to materially comply with applicable laws and the charter contract as outlined above.

Data Source:

- Enrollment, lottery, and admissions policies.
- Student enrollment forms and related forms.
- Lottery observations.
- Other relevant board policies.
- Student discipline policies and/or student/family handbook.
- Evidence of practices, including those for recruitment, hiring, compensation, coaching, collaboration, professional development, and evaluation for leaders, teachers, and other staff.
- Student, family, and/or staff survey results.
- Student, family, and/or staff interviews.
- Discipline data (including data by student subgroup to evaluate for equitable discipline practices; this data may be available through the SEA).
- Board assurance of compliance.

Measure 2b: Student Accessibility and Supports

Question: Is the school accessible to and supportive of all students?

Meets Standard: The school is accessible to and supportive of all students, with the following elements fully developed and functioning effectively:

- Recruitment policies and practices are designed to reflect the needs and aspirations of the community the school serves.

- The school does not enroll an excessively fewer proportion of students with disabilities or English learners than would be anticipated from communities from which the school draws students.
- Student retention rates are high across all subgroups.
- The school maximizes opportunities for students to access any and all available openings (i.e., backfilling).
- Equitable student discipline and behavior management practices minimize exclusion and are responsive to students' developmental needs.
- The school supports students' social and emotional well-being (e.g., the school employs or ensures students have access to social workers, counselors, and/or other resources).
- Students and families have equitable access to post-secondary planning supports.
- For high schools: High percentages of students complete the FAFSA.
- The school ensures students have equitable access to high-level coursework.

Approaches Standard: One or more of the above elements is developing or in need of improvement.

Does Not Meet Standard: The school failed to implement the program as described above and the failure(s) was (were) material and significant to the viability of the school.

Data Source:

- Enrollment, lottery, and admissions policies.
- Student enrollment forms and related forms.
- Marketing and outreach activities.
- Other relevant board policies.
- Student discipline policies and/or student/family handbook.
- Evidence of practices, including those for recruitment, hiring, compensation, coaching, collaboration, professional development, and evaluation for leaders, teachers, and other staff.
- Student, family, and/or staff survey results.
- Student, family, and/or staff interviews.
- Staff information.
- Discipline data (including data by student subgroup to evaluate for equitable discipline practices; this data may be available through the SEA).
- Course enrollment data.

Indicator 3: Delivering the Education Program

Measure 3a: Education Requirements

Question: Does the school comply with applicable education requirements?

Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of state/ federal law and/or the charter contract relating to education requirements, such as:

- Instructional days or minutes requirements.
- Graduation and promotion requirements.
- Content standards.
- State assessments.
- Implementation of mandated programming as a result of state or federal funding.

Does Not Meet Standard: The school fails to materially comply with applicable laws and the charter contract as outlined above.

Data Source:

- Other agencies, including SEAs (These agencies may monitor compliance with these legal requirements and may have procedures for dealing with noncompliance; the authorizer should find out what is available and avoid duplication of effort.)
- School calendars and daily schedules.
- Student/parent handbook that includes course requirements.
- Other relevant information gathered through third-party sources, and periodic verification of compliance, such as during site visits.
- Board assurance of compliance.

Measure 3b: Students with Disabilities

Question: Does the school comply with applicable requirements for students with disabilities?

Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to serving students with disabilities who currently qualify or who may qualify for services pursuant to the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act (ADA), such as:

- Equitable access and opportunity to enroll.
- Identification and referral including evaluation of representation of subgroups, (i.e., Child Find process is in place and the school adheres to this process).
- Development and implementation of Individualized Education Programs (IEPs) and Section 504 plans, including access to the school's facility and programs.
- Communication requirements with parents or guardians.

- Operational compliance, including provision of services in the Least Restrictive Environment (LRE) and appropriate inclusion in the school's academic program, assessments, and extracurricular activities.
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans.
- Accommodations on assessments.
- Securing and use of all available funding.

Does Not Meet Standard: The school fails to materially comply with applicable laws and the charter contract as outlined above.

Data Source:

- Site visits, including classroom observations.
- Record reviews.
- School policies.
- Financial statements Does Not Meet Standard.
- Stakeholder interviews: school leadership, special education director, staff, students, parents, and community.
- Annual reports, renewal applications, or other school submissions.
- Third-party reports or monitoring, such as from a district special education department, a special education collaborative, board of cooperative services, or SEA.

Measure 3c: English Learners

Question: Does the school comply with requirements for students that qualify as English learners?

Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act [ESEA] and U.S. Department of Education authorities) relating to requirements regarding English learners, such as:

- Equitable access and opportunity to enroll.
- Policies related to the service of English learners.
- Compliance with native language communication requirements, including communication with parents or guardians.
- Identification of students in need of English Learner (EL) services.
- Delivery of services to identified students .
- Accommodations on assessments.
- Exiting of students from EL services including ongoing monitoring of exited students.
- Securing and use of all available funding.

Does Not Meet Standard: The school fails to materially comply with applicable laws and the charter contract as outlined above.

Data sources:

- Site visits, including classroom observations.
- Record reviews.
- Stakeholder interviews: school leadership, staff, students, parents, and community.
- Annual reports, renewal applications, or other school submissions.
- School policies.
- Financial statements.
- Third-party reports or monitoring, such as from a district English Learner department, board of cooperative services, or SEA.

Indicator 4: Maintaining a Safe and Positive Learning Environment

Measure 4: School Environment

Question: Does the school comply with health and safety requirements for all students?

Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including but not limited to:

- Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA).
- Fire inspections and related records.
- Crisis management or related policies and practices.
- Viable certificate of occupancy or other required building use authorization.
- Documentation of requisite insurance coverage.
- Student transportation.
- Student records maintenance, including complying with privacy requirements
- Appropriate nursing services and dispensing of pharmaceuticals.
- Food service requirements.
- Other services, if applicable.

Does Not Meet Standard: The school fails to materially comply with applicable laws and the charter contract as outlined above.

Data sources:

- Site visits, including classroom observations.
- Record reviews.
- Stakeholder interviews: school leadership, staff, students, parents, and community.
- Annual reports, renewal applications, or other school submissions.
- School policies.
- Third-party reports or monitoring, such as from a district food or facilities offices, SEA, and local or state fire safety offices..

Indicator 5: Meeting Reporting Requirements

Measure 4: Reporting

Question: Does the school comply with reporting requirements?

Meets Standard: The school materially complies with applicable laws, rules, regulations, and the charter contract relating to relevant reporting requirements to the school's authorizer, SEA, district education department, and/or federal authorities, including but not limited to:

- Accountability tracking
- Attendance and enrollment reporting
- Information required to be posted on school websites
- Compliance and oversight
- Annual Reports
- Additional information requested by the authorizer

Does Not Meet Standard: The school fails to materially comply with applicable laws and the charter contract as outlined above.

- To help monitor this measure, the authorizer should develop a reporting calendar to track all required reports to the authorizer, SEA, and any other relevant parties; this will help both the authorizer and school keep track of when reports are due, which will minimize duplicative reporting.

Data sources:

- Site visits, including classroom observations.
- Record reviews.
- Stakeholder interviews: school leadership, staff, students, parents, and community.
- Annual reports, renewal applications, or other school submissions.
- School policies.
- Third-party reports or monitoring, such as from a district food or facilities offices, SEA, and local or state fire safety offices.