

Expanded Criteria for the Organizational Performance Framework: Is the organization effective and well-run?

The purpose of this document is to provide schools with expanded criteria the Commission staff will use to inform the Annual Organizational Performance Framework Reports. For each indicator, the criteria list relevant areas of compliance reviewed, and the data, artifacts and resources collected to complete the review. In some cases, the Commission will be responsible for direct oversight while in other cases, as indicated, the Commission will determine ratings based on reports and audits conducted by other agencies (i.e. OSPI, SAO).

1.a. Is the school implementing the material terms of the education program as defined in the current charter contract?	
Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission
Meets standard	A school either remained in compliance at all times throughout the year, implementing the material terms of the education program in all material respects, and the education program in operation reflects the materials as defined in the charter contract, or amendments thereto.

Data Sources for Indicator 1.a

Data	Artifacts/Sources
<ul style="list-style-type: none"> Issues with fidelity to the educational model can take several forms. Some issues that may arise include: deviating from the mission, objectives, or goals laid out in <i>Attachment 4</i> of the charter contract, and/or changing the mission, objectives, or goals laid out in <i>Attachment 4</i> of the charter contract without communicating with the board, students, families or other stakeholders, or without adhering to the notification and amendment process set forth in the Commission’s Annual Compliance Calendar. 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Educational Program Terms (<i>Attachment 4</i> of <i>Charter Contract</i>) Charter Amendments Board meeting agendas, packets, reports, and minutes Sources: <ul style="list-style-type: none"> Commission Site Visit Report (if applicable)

1.b. Is the school complying with applicable education requirements?



Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission
Meets standard	The school materially complies with and presents no concerns in the following areas: 1) applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements; 2) implementation of mandated programming as a result of state or federal funding

Data Sources for Indicator 1.b

Data		Artifacts/Sources
1	<ul style="list-style-type: none"> Instructional days or minutes requirements, Graduation and promotion requirements, Content standards, including Common Core and State assessments as outlined in the Statement of Assurances 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Academic Calendar (including State assessments) Charter Contract including <i>Statement of Assurances</i> This sub-indicator is deficiency-based in nature, meaning that unless the school, OSPI, the Commission, or another authoritative body identifies the school as out of compliance with one of the aforementioned areas, a school is understood to be meeting standard
2	<ul style="list-style-type: none"> Evidence that school has implemented mandated programming as a result of state or federal funding 	<ul style="list-style-type: none"> Sources: <ul style="list-style-type: none"> Consolidated Program Review Report (if applicable) This sub-indicator is deficiency-based in nature, meaning that unless the school, OSPI, the Commission, or another authoritative body identifies the school as out of compliance with one of the aforementioned areas, a school is understood to be <i>meeting standard</i>

1.c. Is the school protecting the rights of students with disabilities?

Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission.
------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Meets standard	The school complies with and presents no concerns in the following areas: 1) Equitable access and opportunity to enroll; 2) identification, location, and evaluation of students who may be eligible for special education; 3) provision of a Free and Appropriate Public Education in the least restrictive environment; 4) provision of procedural safeguards to students with disabilities and their families; 5) identification, location, and evaluation of students who may be eligible for 504 Plans; and 6) provision of services and accommodations under Section 504.
----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Data Sources for Indicator 1.c

Data		Artifacts/Sources
1	<ul style="list-style-type: none"> Evidence the school provides equitable access and opportunity to enroll for students with disabilities. 	<ul style="list-style-type: none"> Commission Site Visit Report (if applicable) OSPI Consolidated Program Review Report (if applicable) Washington Integrated System of Monitoring Report (if applicable)
2	<ul style="list-style-type: none"> Evidence the school meets Child Find obligations outlined in WAC 392-172A 02040 	<ul style="list-style-type: none"> Evaluation and eligibility determination reports Commission Site Visit Report (if applicable) Washington Integrated System of Monitoring Report (if applicable)
3	<ul style="list-style-type: none"> Evidence the school ensures Free Appropriate Public Education outlined in WAC 392-172 A 02000 	<ul style="list-style-type: none"> Documented implementation of Individual Education Plans Commission Site Visit Report (if applicable) Washington Integrated System of Monitoring Report (if applicable)
4	<ul style="list-style-type: none"> Evidence the school ensures Procedural Safeguards for students with disabilities and their families outlined in WAC 392-1172A 05015 	<ul style="list-style-type: none"> Evidence of Prior Written Notice Evidence of Procedural Safeguard Notices to students and families Commission Site Visit Report (if applicable) Washington Integrated System of Monitoring Report (if applicable)
5	<ul style="list-style-type: none"> Evidence the school identifies students eligible for Section 504 Plans Evidence the school is providing services and accommodations outlined in Requirements under Section 504 of The Rehabilitation Act. 	<ul style="list-style-type: none"> 504 evaluation and eligibility reports Documented implementation of 504 Plans OSPI Consolidated Program Review Report
6	<ul style="list-style-type: none"> Evidence that students eligible for special education services are not improperly excluded from school for disciplinary reasons and are provided services in accordance with WAC 392-172A-05145. 	<ul style="list-style-type: none"> Due process protections, manifestation determinations, and behavior intervention plans Commission Site Visit Report (if applicable)



1.d. Is the school protecting the rights of English Language Learner (ELL) students?

Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission.
Meets standard	The school complies with and presents no concerns in the following areas: 1) removal of barriers to the enrollment and retention of ELL student; 2) communicates with all English Learners in a language they can understand 3) provides English language development services to English Language Learners (ELL)—national original minority students

Data Sources for Indicator 1.d

Data		Artifacts/Sources
1	<ul style="list-style-type: none"> Admissions and enrollment practices outlined in RCW 28A.710.050 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> All school enrollment forms and packets in English and any translated version the school uses Enrollment policy and procedures Sources: <ul style="list-style-type: none"> Commission Site Visit Report (if applicable) OSPI Consolidated Program Review Report (if applicable)
2	<ul style="list-style-type: none"> Evidence the school is providing qualified and competent adult interpreters to communication with parents of EL's and translating vital documents when a significant percentage of the population in a school needs the information in a language other than English. 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Home Language Survey A description of the process the school uses to ensure that interpretation and translation services are provided to communicate vital information with LEP parents Parent notification forms: initial placement, continued eligibility, transition from English development services Sources: <ul style="list-style-type: none"> Commission Site Visit Report (if applicable) OSPI Consolidated Program Review Report (if applicable)



3	<ul style="list-style-type: none"> Evidence or a description of the process school uses to identify LEP parents 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Evidence of administration of State-approved English language proficiency placement test Roster of eligible ELL students, indicating language proficiency level and the type and amount of English language development services provided for each student Updated Staff Qualifications (including ELL services/endorsement) English language development (ELD) staff schedules Evidence of ELL training, participation, and implementation Sources: <ul style="list-style-type: none"> Commission Site Visit Report (if applicable) OSPI Consolidated Program Review Report (if applicable)
----------	--------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2.a. Is the school meeting financial reporting and compliance requirements?

Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission.
Meets standard	The school materially complies with 1) Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), and quarterly financial reports 2) On-time submission and completion of the annual independent audit and corrective action plans, if applicable

Data Sources for Indicator 2.a

	Data	Artifacts/Sources
1	<ul style="list-style-type: none"> Compliance documentation submission dates/status 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Annual Compliance Calendar submissions <ul style="list-style-type: none"> Quarterly financial report Annual budget Sources: <ul style="list-style-type: none"> Quarterly school reviews
2	<ul style="list-style-type: none"> Compliance documentation submission dates/status 	<ul style="list-style-type: none"> Sources:



		<ul style="list-style-type: none"> ○ State auditor or auditing firm
--	--	------------------------------------------------------------------------------------

2.b. Is the school following Generally Accepted Accounting Principles (GAAP)?

Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission .
Meets standard	The school has an unqualified audit opinion, an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

Data Sources for Indicator 2.b

Data	Artifacts/Sources
<ul style="list-style-type: none"> • Annual accrual based audit document 	<ul style="list-style-type: none"> • Sources: <ul style="list-style-type: none"> ○ Notes to the Audited Financial Statements from Financial Audit

3.a. Is the school governing board complying with governance requirements?

Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission.
Meets standard	The board complies with and presents no concerns in the following areas: 1) Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary 2) Holding of all meetings in accordance with Open Public Meeting Laws and adhering to the rules and regulations of the Public Records Act 3) Effective and transparent management of conflicts of interest and code of ethics.

Data Sources for Indicator 3.a



Data		Artifacts/Sources
1	<ul style="list-style-type: none"> Board policies and procedures 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Articles of incorporation (including bylaws), board meeting agendas, packets, reports, and minutes Charter Amendments
2	<ul style="list-style-type: none"> Meeting policies and procedures 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Board meeting announcements, agendas, and minutes Sources: <ul style="list-style-type: none"> Accountability Audit Report (for OPMA compliance)
3	<ul style="list-style-type: none"> Conflicts of interest (or lack of conflicts) 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Board roster, board resumes and disclosure forms, conflicts of interest policies and forms (if applicable) Annual F1 Personal Financial Disclosure Statement Sources: <ul style="list-style-type: none"> Accountability Audit Report (for Ethics compliance) Board meeting reports and minutes, meeting discussions and notes
4	<ul style="list-style-type: none"> Board roster and member experience/ skillset Methods/systems for orientation and development 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Board roster and resumes Board meeting schedule, agendas, packets Board certification of OPMA training Sources: <ul style="list-style-type: none"> Board meeting reports, and minutes, meeting discussions and notes

3.b. Is the governing board holding the school management team accountable?

Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission.
Meets standard	The board complies with and presents no concerns in the following areas: 1) Annual utilization of a performance based evaluation to assess the board’s own performance, as well as that of the



	school leader; 2) Collaboration with the school leader to establish clear objectives, priorities, and goals; 3) The school governing board’s willingness and skill in identifying issues with the school management team, taking corrective action, and implementing any corrective actions imposed
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Data Sources for Indicator 3.b

Data		Artifacts/Sources
1	<ul style="list-style-type: none"> Evaluations of board, school leader, and CMO/EMO (if applicable) 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> School leader evaluation (or template), board meeting agendas, packets Sources: <ul style="list-style-type: none"> Board meeting reports, and minutes, meeting discussions and notes
2	<ul style="list-style-type: none"> Board and school goals and use of data throughout the year to evaluate progress towards those goals 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Board meeting agendas, packets Sources: <ul style="list-style-type: none"> Board meeting reports, and minutes, meeting discussions and notes
3	<ul style="list-style-type: none"> Communication of concerns with Commission staff (or lack of evidence of deficiencies), instances when a deficiency or concern was not communicated to Commission in a timely manner 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Submission of Immediate or Additional Notifications as per the Annual Compliance Calendar Sources: <ul style="list-style-type: none"> School-Commission communication log Constituent call log

3.c. Is the school complying with reporting requirements?

Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission.
Meets standard	The school complies with and presents no concerns in the following areas: 1) Submission of all required compliance documentation in a timely manner as set forth by the Commission; 2) Active participation in scheduled meetings with the Commission, including the submission of required documentation by deadlines; 3) Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Commission

Data Sources for Indicator 3.c



Data		Artifacts/Sources
1	<ul style="list-style-type: none"> Compliance documentation submission dates/status 	<ul style="list-style-type: none"> Sources: <ul style="list-style-type: none"> Compliance documentation tracker Accountability Audit Report
2	<ul style="list-style-type: none"> Information and data discussed during meetings 	<ul style="list-style-type: none"> Sources: <ul style="list-style-type: none"> Meeting agendas, discussions, and notes
3	<ul style="list-style-type: none"> Communication of concerns with Commission staff (or lack of evidence of deficiencies), instances when a deficiency or concern was not communicated to Commission in a timely manner 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Submission of Immediate or Additional Notifications as per the Annual Compliance Calendar Sources: <ul style="list-style-type: none"> School-Commission communication log Constituent call log

4.a. Is the school protecting the rights of students?

Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission.
Meets standard	The school complies with and presents no concerns in the following areas: 1) designated at least one employee to coordinate and monitor the school’s compliance with its responsibilities under Section 504, Title IX, ELL, McKinney-Vento, Foster Care and state nondiscrimination laws; 2) provides continuous notice regarding student civil rights; 3) has adopted discrimination complaint and appeal procedures and a sexual harassment policy and procedure that are consistent with the requirements in state law; 4) does not discriminate in the counseling, or guidance of students; 5) does not discriminate in the discipline of students 6) has an instructional materials policy and an accompanying procedure that includes a process to evaluate and eliminate bias pertaining to sex, race, creed, religion, color, national origin, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog or service animal in all textbooks and instructional materials; 7) has removed barriers to the enrollment and retention of all students.

Data Sources for Indicator 4.a

	Data	Artifacts/Sources



1	<ul style="list-style-type: none"> Evidence of appropriate coordinators in place and requisite training 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Staff list, and evidence of training such as training materials, meeting minutes, sign-in sheets, certificates of attendance, agendas, etc. Sources: <ul style="list-style-type: none"> Commission Site Visit Report (if applicable) OSPI Consolidated Program Review Report (if applicable)
2	<ul style="list-style-type: none"> Evidence of continuous notice regarding student civil rights 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Nondiscrimination Statement visible in all widely disseminated publications Sexual harassment policy and educational rights of homeless children and youth visible in easily accessible areas of the school Sources: <ul style="list-style-type: none"> Commission Site Visit Report (if applicable) OSPI Consolidated Program Review Report (if applicable)
3	<ul style="list-style-type: none"> Evidence of adoption of discrimination complaint and appeal procedures and a sexual harassment policy and procedure that are consistent with the requirements in state law 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Student and Employee Handbooks Sources: <ul style="list-style-type: none"> Commission Site Visit Report (if applicable) OSPI Consolidated Program Review Report (if applicable)
4	<ul style="list-style-type: none"> Evidence of disaggregation of course and program enrollment data to identify discrimination in the counseling or guidance of students 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Evidence of formalized methods of data collection and analysis (collected annually) and implementation of effective interventions Sources: <ul style="list-style-type: none"> Commission Site Visit Report (if applicable) OSPI Consolidated Program Review Report (if applicable)
5	<ul style="list-style-type: none"> Evidence of disaggregation of discipline data to identify discrimination in the counseling or guidance of students 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Evidence of formalized methods of data collection and analysis (collected annually) and implementation of effective interventions Sources: <ul style="list-style-type: none"> Commission Site Visit Report (if applicable)



		<ul style="list-style-type: none"> ○ OSPI Consolidated Program Review Report (if applicable)
6	<ul style="list-style-type: none"> ● Evidence of existence and implementation of instructional materials policy and procedures that includes a process for evaluating and eliminating bias 	<ul style="list-style-type: none"> ● Artifacts: <ul style="list-style-type: none"> ○ Evidence of (at least annual) review of instructional materials for bias and replacement and/or supplementation of materials to meet scope and sequence requirements ● Sources: <ul style="list-style-type: none"> ○ Commission Site Visit Report (if applicable) ○ OSPI Consolidated Program Review Report (if applicable)
7	<ul style="list-style-type: none"> ● Evidence of fair and open recruitment, enrollment, and retention of all students 	<ul style="list-style-type: none"> ● Artifacts: <ul style="list-style-type: none"> ○ Application and enrollment forms ○ Recruitment and enrollment materials translated into major languages of surrounding community ○ Student Housing Questionnaire and intake forms ○ Comprehensive policy related to serving the educational needs of homeless children and youth in accordance with the McKinney-Vento Act ○ Evidence of adequate provision of services to students in foster care (i.e. transportation services, provision of support services to promote academic progress and on-time grade-level progression) ○ Ongoing and regular contact with community agencies and entities, e.g. service groups, social service agencies, faith communities, etc. Evidence may include logs, meeting minutes, correspondence, agendas, etc. ● Sources: <ul style="list-style-type: none"> ○ Commission Site Visit Report (if applicable) ○ OSPI Consolidated Program Review Report (if applicable)

4.b. Does the school's recurrent enrollment rate indicate equitable access to the school?	
Does not meet standard	The school has not met the enrollment target that was established in collaboration with the Commission.
Meets standard	The school has met or exceeded the enrollment target that was established in collaboration with the Commission.

Data Sources for Indicator 4.b.



Data	Artifacts/Sources
<ul style="list-style-type: none"> The Commission defines “recurrent enrollment” as the number of students continuing to be enrolled in the school from one year to the next expressed as a percentage of the total number of students eligible to continue their enrollment at the school. The recurrent enrollment target is negotiated with each school annually beginning after the school’s first full year of operation. 	<ul style="list-style-type: none"> Charter School CEDARS data
<p>Methodology</p> <p>Metric Description and General Principles</p> <ul style="list-style-type: none"> The annual retention metric tracks the percentage of students who remain at a school for a full year and either return to the school in the following year or exit the school as planned (i.e., graduated or transitioned to a grade not served by their original school). This calculation requires data from two school years, hereafter referred to as Year One (e.g. 2017-18) and Year Two (2018-19). Thus, this indicator is only applicable to schools after their first full year of operation. Students are considered retained if they were enrolled at the same school on October 10 of Year One, at the end of Year One, and on October 10 of Year Two, with the following exceptions: <ul style="list-style-type: none"> Students who graduated from the school prior to the beginning of Year Two are considered retained. Students who completed a school’s terminal grade – that is, the final grade offered at the school – are considered retained, as long as they were enrolled at the school at the beginning and end of Year One. Students who attended a school that closed at the end of Year One are considered retained, as long as they were enrolled at the beginning and end of Year One. All students who were enrolled on October 10 of Year One and who were enrolled for at least 10 days during Year One are eligible to be counted towards the metric. This metric applies to all schools and students in all grades. <p>Data Source</p> <ul style="list-style-type: none"> Charter School CEDARS Data <p>Business Rules for Annual Retention Rate Calculation</p> <ol style="list-style-type: none"> Remove students who were not enrolled on October 10th of Year One Remove students who were enrolled in the school for fewer than 10 days. Remove students whose exit codes indicate that they are not eligible for the metric (e.g., they moved out of the country or passed away). Assign a series of flags to each student. These will be used to construct the ultimate retention flag: <ol style="list-style-type: none"> Assign a within-year retention flag to each student: <ol style="list-style-type: none"> RETAINED WITHIN-YEAR, if the student finished the school year at the same school at which they were enrolled on October 10th of Year One. The student must be enrolled at the same school on August 31 of Year One. NOT RETAINED WITHIN-YEAR, if the student did not finish the school year at that school. Assign an across-year retention flag to each student: <ol style="list-style-type: none"> RETAINED ACROSS-YEAR, if the student was enrolled at the same school in Year One and on October 10th of Year Two. NOT RETAINED ACROSS-YEAR, if the student was enrolled at a different school on October 10th of Year Two. Assign a promotion flag to each student: <ol style="list-style-type: none"> PROMOTED, if: <ol style="list-style-type: none"> The student’s Year Two enrollment record indicates they completed or skipped the final grade at their original school¹, <p style="text-align: center;"><u>OR</u></p>	

¹ This rule also covers a variety of much less common scenarios, including students who are promoted mid-year, students at schools that expand or contract their grade spans, and students are demoted out of the school;



- (2) The student was not enrolled in any Washington State school district or Charter school in Year Two, but their Year One enrollment record indicates they were enrolled in the final grade at their original school (these students are assumed to have been promoted).
- ii) NOT PROMOTED, if:
 - (1) The student’s Year Two enrollment record indicates they had not yet progressed beyond the final grade of their original school, OR
 - (2) The student was not enrolled in any Washington State school in Year Two, and their Year One enrollment record indicates they were not yet enrolled in the school’s final grade.
- d) Assign a graduation flag to each student:
 - i) GRADUATED, if the student graduated from the school at which they were enrolled on October 10 of Year One before the beginning of Year Two.
 - ii) DID NOT GRADUATE (from their original school), if the student did not graduate, did not graduate before the beginning of Year Two, or graduated from a different school.
- e) Assign a school closure flag to each student:
 - i) SCHOOL CLOSED, if the student was enrolled in a school that closed between the end of Year One and the beginning of Year Two.
 - ii) SCHOOL REMAINED OPEN, if the school remained open in Year Two.
- 5) Assign a retention flag to each student:
 - a) RETAINED, if any of the following conditions holds:
 - i) The student was RETAINED WITHIN-YEAR and was RETAINED ACROSSYEAR, OR
 - ii) The student was RETAINED WITHIN-YEAR and the SCHOOL CLOSED, OR
 - iii) The student was PROMOTED, OR
 - iv) The student GRADUATED.
 - b) NOT RETAINED, if any of the following conditions holds:
 - i) The student was NOT RETAINED WITHIN-YEAR and DID NOT GRADUATE, OR
 - ii) The student was RETAINED WITHIN-YEAR, but was NOT RETAINED ACROSS-YEAR, DID NOT GRADUATE, was NOT PROMOTED, and the SCHOOL REMAINED OPEN.
- 6) Calculate the retention metric as follows:
 - a) Total number of students who were retained (5a) divided by the total number of students (5a + 5b)
- 7) Assign an exception code as appropriate:
 - a) INSUFFICIENT SAMPLE, if the school has fewer than eligible 25 students.

Generally, a student counts as retained if they were enrolled up until the point when they moved beyond the grade span served by the school.

4.c. Is the school meeting teacher and other staff credentialing requirements?

Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission.
Meets standard	The school materially complies with legal obligations for public schools to employ appropriately qualified and credentialed staff including administrative, teaching, and educational support staff as required by law.

Data Sources for Indicator 4.c

Data	Artifacts/Sources
------	-------------------



<ul style="list-style-type: none"> Evidence of appropriate qualifications and credentials for school staff 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Commission can verify through EDS/CEDARS <u>Annual Staff Qualifications submission</u> Sources: <ul style="list-style-type: none"> Accountability Audit Report
---------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4.d. Is the school respecting employee rights?	
Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission.
Meets standard	The school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including but not limited to the Family Medical Leave Act, the Americans with Disabilities Act, employment contracts, Title VII of the Civil Rights Act of 1964, the Fair Labor Standards Act, and chapter RCW 28A.642. RCW 28A.710.040(1)(a).

Data Sources for Indicator 4.d

Data	Artifacts/Sources
<ul style="list-style-type: none"> Evidence of notice of employee civil rights 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Non-discrimination statement on major publications Posted sexual harassment policy Employee handbook Staff development agenda Federal labor Law Posters Sources <ul style="list-style-type: none"> Commission Site Visit Report (if applicable) OSPI Consolidated Program Review Report (if applicable)

4.e. Is the school completing required background checks?	
Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission.
Meets standard	The school conducts background checks to ensure the safety of students and employees in the school.

Data Sources for Indicator 4.e

Data	Artifacts/Sources
<ul style="list-style-type: none"> Evidence of updated background checks 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Current employee roster and proof of background check clearance for employees, board members, or contractors who will have unsupervised access to children If the school hires an employee during a year of operation, the school must provide the Commission proof of background check clearance within five (5) business days of hire Sources: <ul style="list-style-type: none"> Accountability Audit Report

5.a. Is the school complying with facilities and transportation requirements?	
Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission.
Meets standard	The school complies with and presents no concerns in the following areas: 1) Health, Safety, Facility and Fire Code Requirements; 2) Facility Accessibility; 3) Compliance with legal obligations for providing student transportation.

Data Sources for Indicator 5.a

	Data	Artifacts/Sources
1	<ul style="list-style-type: none"> Evidence that school meets health, safety, and fire code requirements and maintains an environment lack of complaints or charges otherwise 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Inspection reports, permits, and certification collected during pre-opening and/or new construction This sub-indicator is deficiency-based in nature, meaning that unless the school, OSPI, the Commission, or another authoritative body identifies the school as out of compliance with one of the aforementioned areas, a school is understood to be meeting standard



2	<ul style="list-style-type: none"> Evidence that school is accessible to all students and lack of complaints or charges otherwise 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Final copy of inspection from city building inspector and/or health inspector (collected during pre-opening and/or new construction) This sub-indicator is deficiency-based in nature, meaning that unless the school, OSPI, the Commission, or another authoritative body identifies the school as out of compliance with one of the aforementioned areas, a school is understood to be meeting standard
3	<ul style="list-style-type: none"> Evidence that school complies with legal obligations for providing student transportation 	<ul style="list-style-type: none"> Sources: <ul style="list-style-type: none"> Accountability Audit Report
4	<ul style="list-style-type: none"> Facility layout and setup that reflects agreed upon plan for addressing needs of students, faculty, and members of the community and lack of complaints or charges otherwise 	<ul style="list-style-type: none"> Sources: <ul style="list-style-type: none"> Commission Site Visit Report (if applicable)

5.b. Is the school complying with health and safety requirements?

Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission.
Meets standard	The school complies with and presents no concerns in the following areas: 1) Health and Safety Code Requirements; 2) Updated safety and emergency management plans.

Data Sources for Indicator 5.b

	Data	Artifacts/Sources
1	<ul style="list-style-type: none"> Evidence that school is up to code on all relevant health and safety requirements 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> Collected through Annual Compliance calendar through Emergency Contact Information, Training on Child Abuse and Neglect Reporting This sub-indicator is mostly deficiency-based in nature, meaning that unless the school, OSPI, the Commission, or another authoritative body identifies the school as out of



		compliance with one of the aforementioned areas, a school is understood to be meeting standard
2	<ul style="list-style-type: none"> Plan for preparing for/responding to emergencies (fire, tornado, active shooter, etc.) that complies with applicable laws 	<ul style="list-style-type: none"> Artifacts: <ul style="list-style-type: none"> School safety and emergency preparedness plans (collected during preopening) School mapped in Rapid Responder

5.c. Is the school maintaining and handling information appropriately?

Does not meet standard	The school failed to implement the program in the manner described below; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the Commission.
Meets standard	The school complies with and presents no concerns in the following areas: 1) Public Records Requirements; 2) Proper and secure maintenance of student, governance, and finance records; 3) Compliance with rules and regulations regarding transferring of student records; 4) Proper and secure maintenance of testing materials.

Data Sources for Indicator 5.b

	Data	Artifacts/Sources
1	<ul style="list-style-type: none"> Evidence that school is complying with public records requirements 	<ul style="list-style-type: none"> Sources: <ul style="list-style-type: none"> Accountability Audit (if applicable) This sub-indicator is mostly deficiency-based in nature, meaning that unless the school, OSPI, the Commission, or another authoritative body identifies the school as out of compliance with one of the aforementioned areas, a school is understood to be meeting standard
2	<ul style="list-style-type: none"> Evidence that school has implemented policies and procedures to ensure proper and secure maintenance of student, governance, and finance records 	<ul style="list-style-type: none"> Sources: <ul style="list-style-type: none"> Accountability Audit (if applicable) This sub-indicator is mostly deficiency-based in nature, meaning that unless the school, OSPI, the Commission, or another authoritative body identifies the school as out of



		compliance with one of the aforementioned areas, a school is understood to be meeting standard
3	<ul style="list-style-type: none"> Evidence that school has implemented policies and procedures to comply with rules and regulations regarding transferring of student records 	<ul style="list-style-type: none"> Sources: <ul style="list-style-type: none"> Accountability Audit (if applicable) This sub-indicator is mostly deficiency-based in nature, meaning that unless the school, OSPI, the Commission, or another authoritative body identifies the school as out of compliance with one of the aforementioned areas, a school is understood to be meeting standard
4	<ul style="list-style-type: none"> Evidence that school has implemented policies and procedures to ensure proper and secure maintenance of testing materials 	<ul style="list-style-type: none"> Sources: <ul style="list-style-type: none"> Accountability Audit (if applicable) Commission Site Visit Report (if applicable) This sub-indicator is mostly deficiency-based in nature, meaning that unless the school, OSPI, the Commission, or another authoritative body identifies the school as out of compliance with one of the aforementioned areas, a school is understood to be meeting standard

6.a. Is the school meeting its school-specific non-academic goals?

Does not meet standard	TBD: Metrics determined based on school-specific non-academic goal(s), in conjunction with the school. The school does not meet standard on any school-specific non-academic goal.
Meets standard	School has clearly met its school-specific non-academic goal(s). School is 1) meeting standard on all school-specific non-academic goals, OR 2) meeting standard on one or more school-specific non-academic goal while exceeding standard on one or more goal(s).

Data Sources for Indicator 6.a

TBD: Metrics and data sources based on school-specific non-academic goal, in conjunction with the school.