

Performance Plan Template for [insert name of authorizer] Public Charter Schools

Performance Plan

A Performance Plan is an accountability agreement between an authorizer and the charter school that it oversees. Performance Plans are a component of the charter school contract. Performance Plans are the “work plan” by which authorizers monitor school performance over the course of the charter term. The Performance Plan contains a completed set of indicators, measures, metrics and targets in the following areas of charter school accountability: academic program performance, operational program performance, and, if applicable, elements drawn from a school’s specific design.

Performance Plans are an important element of charter school accountability because they provide a common, agreed upon work plan for authorizers and schools to follow when measuring school performance over the charter term. It gives authorizers and the schools they oversee a common set of rulers and rubrics to use to measure school performance.

Most indicator and measures in Performance Plans are non-negotiable and are common to all charter schools that the authorizer oversees. In addition, some metrics and targets (particularly those linked with school academic status as defined by federal AYP standards) are also non-negotiable. Authorizers complete these metrics and targets prior to presenting the Performance Plans to schools. Some metrics and targets are completed at appropriate intervals as testing results become available. Targets set by authorizers and schools should be in line with the school’s charter, outcome based, realistic, and measured at appropriate intervals.

If a charter schools fails to meet a majority of the targets in its Performance Plan, or fails to make substantial progress towards meeting a majority of the targets in its Performance Plan, it risks non-renewal of its charter.



**[NAME OF AUTHORIZER] Performance Plan for [insert name of charter school]
[Insert Date Executed/Approved by Authorizer]**

ACADEMIC PROGRAM QUALITY

Indicator #1: Adequate Yearly Progress (AYP)

All public schools must follow federal and state accountability requirements, including participation in state level assessment programs. All public schools, including charter schools, must follow federal and state accountability expectations, commonly referred to as Adequate Yearly Progress or AYP, as defined in a state’s Accountability Workbook. Charter school authorizers must hold the charter schools that they oversee to the same accountability standards as traditional public district schools, expecting that charter schools make and maintain AYP over the course of their charter terms.

For further information, please refer to [\[provide link to state accountability information\]](#)

Approved state accountability workbooks can be found at: <http://www.ed.gov/admins/lead/account/stateplans03/index.html>

Federal accountability information can be found at: <http://www.ed.gov/nclb/accountability/ayp/edpicks.jhtml?src=rt>

Measures	Metrics	Targets
AYP determination	<ul style="list-style-type: none"> • Attainment of Adequate Yearly Progress (AYP) 	<p>AYP</p> <ul style="list-style-type: none"> • The school will make AYP in the aggregate • The school will make AYP for all statistically significant subgroups • The school will not have advanced accountability status (Improvement; Corrective Action; Restructuring)

Indicator #2: Student Achievement Level (Status)

Student academic status, or point-in-time, measures are the most common and simplest indicators of academic program success. Student status measures can include end-of year state testing results, norm referenced testing results, grade level assessments or demonstrations, or school implemented passage or exit assessments. They demonstrate where a student, or group of students, is at a particular point in time, and do not make a distinction or comparison from year-to-year.

Authorizers and schools should set these targets ensuring that targets are consistent with the following:

- the school meeting AYP in the aggregate and for all statistically significant subgroups;
- the school reaching for and maintaining “high” school status measures;
- the school meeting and maintaining state Performance Index required index score improvements from one year to the next; and
- students at the school demonstrating proficiency, or substantial progress toward meeting proficiency.

For further information, please refer to [\[insert link to state accountability resources\]](#)

Measures	Metrics	Targets
Proficiency Levels on State Assessments by Grade and Subject <i>[insert subject area and grade level tests administered under state assessment system]</i>	<ul style="list-style-type: none"> • Percentage of students scoring Proficient or Advanced • Percentage of students scoring at each state performance level (e.g. Below Basic, Basic, Proficient, and Advanced) • Meeting and maintaining state Performance Index score improvements 	<p>Proficiency</p> <ul style="list-style-type: none"> • XX% of students will score Proficient or Advanced <p>Performance Levels</p> <ul style="list-style-type: none"> • XX% of students will score at [each performance level] • Each year, the percentage of students scoring the bottom two performance levels will be reduced. <p>Performance Index [insert your state’s Performance Index information here]</p> <ul style="list-style-type: none"> • The school meet and maintain [required Performance Index score] improvements from one year to the next
College Entrance Exam Composite and Subtest Scores	<ul style="list-style-type: none"> • Percentage of students reaching score predictive of college success on exam (as determined by the test publisher) 	<p>Score Predictive of College Success</p> <ul style="list-style-type: none"> • XX% of students will reach a score predictive of college success • The median score of students taking the test will be XX <p>Participation</p>

	<ul style="list-style-type: none"> • Median score • Percentage of students taking college entrance exam 	<ul style="list-style-type: none"> • XX% of students take a college entrance exam
School Identified Measure	School Identified Metric(s)	School Identified Target(s)

Indicator #3: Student Progress over Time (Growth)

Student growth over time, as measured by an externally or internally reliable criterion referenced test, is an important indicator of academic program quality. Criterion referenced tests measure a student’s grasp of a particular set of knowledge and skills outlined in a specific curriculum. These assessments, when utilized correctly, can track student academic progress over time in reading, language arts, and math. If a school is using a nationally recognized criterion referenced test (or another valid and reliable internal criteria- or standards-based assessment system), schools and authorizers should set growth targets after the first year of school operation when baseline testing data is available.

Targets must be consistent with students making appropriate progress towards grade level proficiency and sustaining or exceeding grade level proficiency over time.

Measures	Metrics	Targets
Longitudinal Growth Based on Similar Starting Points	<ul style="list-style-type: none"> • Percentage of students achieving or exceeding typical or average growth rate • Percentage of students making or exceeding target growth rate 	<p>Typical/Average Growth</p> <ul style="list-style-type: none"> • XX% of students will achieve or exceed typical or average growth, based on similar starting points (e.g., one year’s growth in one year’s time) <p>Target Growth</p> <ul style="list-style-type: none"> • XX% of students will make or exceed target growth, based on similar starting points
Criterion-Referenced	<ul style="list-style-type: none"> • Percentage of students 	Growth to Proficiency

Longitudinal Growth	<p>making adequate growth to reach or maintain proficiency during a certain period of time</p> <ul style="list-style-type: none"> Percentage of students already proficient or advanced who maintain or improve their performance level Percentage of students moving to a higher performance level 	<ul style="list-style-type: none"> XX% of students will make growth to reach or maintain proficiency <p>Maintain and Improve</p> <ul style="list-style-type: none"> XX% of proficient or advanced students will maintain or improve their performance level XX% of students below proficient that move to a higher performance level XX% of students move to a higher performance level
School Identified Measure	School Identified Metric(s)	School Identified Target(s)

Indicator #4: Postsecondary Readiness and Success (for High Schools)

Authorizers and schools should set postsecondary readiness and success targets by looking at appropriate benchmark comparison schools.

Measures	Metrics	Targets
Postsecondary Access & Opportunity	<ul style="list-style-type: none"> Percentage of students enrolled in a college-prep curriculum (based on state high school standards or admission standards for in-state public 4-year colleges) Percentage of graduates submitting applications to 	<p>College-prep curriculum enrollment</p> <ul style="list-style-type: none"> XX% of students are enrolled in a college-prep curriculum <p>Post-secondary applications</p> <ul style="list-style-type: none"> XX% of graduates submit application(s) to postsecondary institutions

	postsecondary institutions, by type of program (4-year and 2-year colleges, trade and apprentice programs)	
High School Completion	<p>Graduation rate calculated as recommended by the National Governors Association</p> <p><i>The NGA graduation rate formula divides the number of graduates in a particular year by the number of students entering the ninth grade for the first time four years before, plus the difference between the number of students who transfer in and out over the same four years. That is: [On-time graduates in Year X] / [(first-time entering ninth-graders in Year X - 4) + (transfers in - transfers out over the 4-year period)].</i> Graduation Counts: A Compact on State High School Graduation Data, National Governors Association, 2005.</p>	<p>Graduation Rate</p> <ul style="list-style-type: none"> The school maintains a graduation rate of XX%
Postsecondary Enrollment or Employment	<ul style="list-style-type: none"> Percentage of students gaining admission to postsecondary institutions (4-year and 2-year colleges, trade and apprentice programs) Percentage of students submitting a complete Federal Application for Financial Student Aid (FAFSA) Percentage of 	<p>Post Secondary Admission</p> <ul style="list-style-type: none"> XX% of students at the school gain admission to postsecondary institutions. XX% of free and reduced-priced lunch students at the school gain admission to postsecondary institutions. XX% of students at the school submit a complete FAFSA. <p>College placement</p> <ul style="list-style-type: none"> XX% of graduates enter college <p>Career education placement</p> <ul style="list-style-type: none"> XX% of students are placed in occupations related to their training, in college, or in the military

	Free/Reduced-Price Lunch students admitted to postsecondary institutions	
School Identified Measure	School Identified Metric(s)	School Identified Target(s)

Indicator #5: Student Engagement

Authorizers and schools should set postsecondary readiness and success targets by looking at appropriate benchmark comparison schools.

Measures	Metrics	Targets
Student Attendance	<ul style="list-style-type: none"> Average Daily Attendance rate 	<p>Attendance</p> <ul style="list-style-type: none"> The school maintains an average daily attendance rate of XX%
Continuous Enrollment	<ul style="list-style-type: none"> Percentage of students re-enrolled from one year to the next 	<p>Re-enrollment</p> <ul style="list-style-type: none"> XX% of students re-enroll from one year to the next
School Identified Measure	School Identified Metric(s)	School Identified Target(s)



OPERATIONAL PROGRAM QUALITY

Indicator #1: Financial Performance & Sustainability

Measures	Metrics	Targets
Financial Reporting	Timeliness and sufficiency	Timely and sufficient filing of required reports
Financial Status (based on budget, balance sheets, and cash flow statements)	Net financial position	Positive net assets and adequate reserve
	Cash flow statements	Adequate working capital
	Budget	Balanced based on valid, evidence-based assumptions
	Budget-Actuals	General budget-actuals alignment
	Financial commitments and obligations	In good standing with respect to financial obligations
Financial management	Independent audit results	<ul style="list-style-type: none"> • unqualified • no major findings

Indicator #2: Board Performance & Stewardship

Measures	Metrics	Targets
Board meeting conduct	Legal compliance	Noticed and conducted consistent with open meetings law
Conflict of interest compliance	Applicable law, board policy	Decision-making that is free of conflicts and consistent with the board's fiduciary duty to act in the best interest of the school.
Grievance compliance	Applicable law, Board policy	Material compliance with applicable due process laws and board policy

Reporting (financial, attendance, staff-related)	Applicable law, the charter; authorizer policy	On time and complete, consistent with applicable law, the charter, and authorizer policy
Legal compliance	IDEA, NCLB, Title VI (ELL), health and safety law, employment-related law including background check requirements, other legal compliance requirements as set out in the charter.	Material compliance with all applicable law

Indicator #3: Parent & Community Engagement

Measures	Metrics	Targets
Enrollment lottery	Applicable law; board policy; charter	Lottery conducted in accordance with applicable law, board policy and the terms of the charter.
School Identified Measure	School Identified Metric(s)	School Identified Target(s)