Welcome to the Webinar!

SEA Community of Practice: Performance Frameworks

We will be starting soon.
SEA Community of Practice: Performance Frameworks

September 17, 2012
The U.S. Department of Education is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the National Charter School Resource Center.
Presenter

Amy Ruck
Acting Director
Charter School Program
New Jersey Department of Education

Chris Busse
Vice President
Quality Initiatives
Texas Charter Schools Association
What is the Performance Framework?

- 3-part document that sets forth *agreed upon* expectations of performance and compliance
- Established in the charter agreement
- Basis for school evaluation, monitoring, and intervention that informs the NJDOE’s high stakes decision-making.
Charter Cycle

- **Application Cycle**
  - Applicants establish goals/plans based on framework standards

- **Contract Establishment**
  - To set expectations
  - Attached to the contract

- **Annual Review**
  - As a rubric for annual report

- **Intervention (if applicable)**
  - Triggered by annual reviews

- **Renewal Review**
  - As a rubric for high stakes review
  - Allow for communication to stakeholders (summary performance)
Performance Framework Purpose and Goals

• **Ensures** that each and **every NJ charter school** is serving students with a **high-quality** public education.

• **Sets clear academic, organizational** and **fiscal standards** by which all NJ public charter schools will be **evaluated**.

• **Provides continuity of charter cycle** with consistent language from the application to renewal.

• **Allows stakeholders**, including **NJ families**, to make **informed decisions** about charter school **performance** and **quality**.
# Performance Framework Guiding Questions

<table>
<thead>
<tr>
<th>Academic</th>
<th>Financial</th>
<th>Organizational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the academic program a success?</td>
<td>Is the school financially viable?</td>
<td>Is the school equitable and organizationally sound?</td>
</tr>
</tbody>
</table>
## Academic Framework Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
<td>General categories of academic performance</td>
<td>Student Achievement (Absolute)</td>
</tr>
<tr>
<td>Measures</td>
<td>General means to evaluate an aspect of an indicator</td>
<td>Proficiency on State Assessments</td>
</tr>
<tr>
<td>Metrics</td>
<td>Method of quantifying a measure</td>
<td>Percentage of students achieving proficiency on state assessment</td>
</tr>
<tr>
<td>Targets</td>
<td>Thresholds that signify success for a specific measure</td>
<td>70% of students achieve proficiency on state assessment</td>
</tr>
</tbody>
</table>
Academic Framework Indicators

- Student Achievement (Absolute)
- Comparative Performance
- Student Progress Over Time (Growth)
- State and Federal Accountability
- Post-Secondary Readiness
- Mission-Specific Goals
Academic Framework Measures

**STUDENT ACHIEVEMENT**
- Proficiency Status (LAL/ Math)
- Advanced Proficiency (LAL/ Math)

**COMPARATIVE PERFORMANCE**
- District Comparison (LAL/ Math)
- Peer School Rankings (LAL/ Math)

**STUDENT PROGRESS OVER TIME**
- School-Wide Adequate Growth (SGP)
- Subgroup Adequate Growth (SGP)

**STATE AND FEDERAL ACCOUNTABILITY**
- State Performance Targets Achieved

**POST –SECONDARY READINESS**
- ACT/SAT Performance
- ACT/SAT Participation
- Graduation Rate
- Enrollment in post-secondary institutions (6 mths)
- Enrollment in post-secondary institutions (18 mths)

**MISSION-SPECIFIC ACADEMIC GOALS**
- By School (Approved by DOE)
Financial Performance Framework

• Gauges both near term financial health and longer term financial sustainability.

• Identifies schools that may be in severe financial distress (at risk for closure for failure to meet financial obligations) and schools that are experiencing negative financial trends that could leave the school in financial distress.

• Authorizers will use the following to evaluate schools against the framework:
  – Audited balance sheet
  – Audited income statement
  – The notes to the audited financial statements
  – Board-approved budget with enrollment targets
  – Actual enrollment information
  – Annual Debt schedule, indicating the total principal and interest due
Financial Framework Indicators and Measures

**Long Term - Sustainability Indicators**

- Debt to Asset Ratio
- Total Margin
- Cash Flow
- Debt Service to Coverage Ratio

**Near Term Indicators**

- Current Ratio
- Unrestricted Days Cash On Hand
- Enrollment Variance
- Default on Loans
GUIDING QUESTION:
Is the school equitable and organizationally sound?
ORGANIZATIONAL PERFORMANCE FRAMEWORK

• Expectations the charter school is required to meet through state and federal law or the charter agreement:
  o Spend public funds responsibly;
  o Practice sound governance; and
  o Adhere to laws and charter requirements
• Balance between appropriate oversight and infringement on autonomy.
EDUCATION PROGRAM
- Essential Terms of Charter
- Curriculum Alignment
- Data Use
- Education Requirements

EQUITY
- Admissions and Enrollment
- Students with Disabilities
- English Language Learners
- Attrition/Enrollment Stability

SCHOOL CULTURE
- Mission Alignment/High Expectations
- Family and Community Involvement

GOVERNANCE
- Governance
- Accountability of Management

FACILITIES / SAFE SCHOOL ENVIRONMENT
- Safe and Secure Facilities
- Safe and Secure School Environment

FINANCIAL MANAGEMENT / OVERSIGHT
- Reporting / Compliance
- GAAP

REPORTING AND COMPLIANCE
- Federal and State Compliance
- Other Compliance
QUESTIONS?
TCSA Quality Framework: Continuous Improvement for Texas Charters
Every charter must sign the Quality Pledge and complete their assessment to renew membership and therefore continue accessing Association benefits and privileges.
TCSA Quality Framework
Meeting Members Where They Are

PROJECT & METHODOLOGY
Evolution of a Charter School and TCSA's Corresponding Proposed Technical Assistance

Task 1: Quality Framework
Task 6: Public Information & Engagement

Task 2: Charter
Task 3: Charter
Task 4: Training Modules
Task 5: Specialized Technical Assistance

PHASE 0
APPLYING & PLANNING
SBOE Awards Charter

PHASE 1
OPENING
First Day of School

PHASE 2
FIRST 5 YEARS

PHASE 3
SUSTAINING EXCELLENCE
First Renewal
Balance of being member-driven and research-based

Committee of charter leaders committed to quality and continuous improvement

Institute for Public School Initiatives at the University of Texas and high-caliber consulting team provided exhaustive research on best practices from education and other industries

An iterative process was used to create / revise / endorse the Quality Framework
TCSA Quality Framework
What is it?

What it IS
• Common definition of quality
• Continuous improvement process
• Holistic—operational, financial, academic

What it IS NOT
• NOT a separate accountability system
• NOT pass / fail
• NOT an evaluation without action

Quality Framework: A Simple, 3-step Process

Step 1. Progress Self-Evaluation
School leaders begin by engaging in a self-assessment of the current status of their schools within 10 Quality Framework systems. TCSA staff members are available to help support the process, but school leaders themselves choose how to conduct the evaluation.

Step 2. Review + Data Pack
TCSA visits with school leadership to review the Results Report and the Data Pack, two comprehensive reports that present both qualitative and quantitative school-level and district-level data to help schools identify and prioritize needs.

Step 3. Tools + Resources
TCSA works to match identified priorities with the tools, resources, and technical assistance that will help schools improve.

STUDENT SUCCESS
Academic Achievement & Growth • Post-secondary Readiness
Culture of High Expectation • Student Engagement • Social & Emotional Skills

- Mission & Vision
  Core purpose
  Future State
  Values/Cultural Norms

- Stakeholder
  Market Focus
  Families
  Community Partnerships

- Learning
  Curriculum
  Instruction
  Assessment

- Leadership
  Governance
  Leadership Planning

- Data Driven
  Integrated Performance Management
  Data Analysis & Usage
  Data Security & Accuracy

- Staff
  Recruitment & Selection
  Development & Support Retention

- Safety and Support Services
  Safe & Secure Environment
  Facilities
  Operational Services

- Fiscal Management
  Financial Plan
  Budget
  Financial Oversight & Risk Management

- Public Accountability
  Compliance
  Transparency
## FISCAL MANAGEMENT SYSTEM

Quality Standard: An effective Texas public charter school uses its resources in alignment with its mission to advance measurable, increased learning and development for each student served.

<table>
<thead>
<tr>
<th>ELEMENT AND INDICATOR</th>
<th>NOT EVIDENT</th>
<th>EARLY EFFECTIVE</th>
<th>EFFECTIVE</th>
<th>HIGHLY EFFECTIVE</th>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUDGET ELEMENT</td>
<td>No evidence consistently in place at the organization.</td>
<td>The school has developed and implemented a budget that is approved by the board.</td>
<td>The school uses historical data and appropriate metrics to compare year-against-year budgets and expenses.</td>
<td>Monthly budget review and analysis are scheduled and occur.</td>
<td>The school has implemented a spending profile.</td>
</tr>
<tr>
<td>The school has an annual budget and budget process in place.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Members find themselves on this continuum to assess their level of effectiveness.
Welcome to the Quality Framework Portal

The Quality Framework process helps schools assess various elements and indicators across ten key systems: Student Success; Mission, Vision, and Values; Leadership; Learning; Safety and Support; Staff; Stakeholder; Data Driven; Public Accountability; and Fiscal Management.

The goal of the Quality Framework is to help schools move beyond their current levels of success in each system by helping school leaders recognize their strengths and focus on areas where the school can be better.

To learn more about each step in the process, select one of the arrows to the left or see below.

Self-Assessment: Each year, TCSA members and their respective campuses complete a self-assessment as part of their commitment and pledge to work toward quality and continuous improvement, and as part of annual membership.

Review and Data Pack: Upon submission of self-assessments, TCSA members can view their scores and compare performance with other members. Further reports are published by TCSA to members via this portal.

Tools and Resources: With development needs identified, TCSA members gain access to various resources based on the specific areas identified during the Self-Assessment process. Resources have been pre-screened and are recommended by TCSA.

Email: qualityframework@txcharterschools.org
TCSA Quality Framework
Web-Based Self-Assessment

Spring 2012 Self-Assessment for Early Adopters - Test Academy Preparatory

Mission & Values System
Use the Guiding Statements to select the appropriate level, where applicable. Each selection indicates that the statements for previous levels, if applicable, are also consistently true, met, or exceeded. Please note that clicking “Save” anywhere on this page, or clicking any item on the System navigation to the left will save ALL data you have entered.

Core Purpose Element

Indicator: The school or organization is mission-driven.

<table>
<thead>
<tr>
<th>Level</th>
<th>Guiding Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>The school or organization regularly reviews and, if appropriate, updates the mission statement with stakeholder input. The mission is evident in the day-to-day operations of the organization.</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>Stakeholders can articulate the school mission. Decision-making processes are documented as aligned to mission. Stakeholders can identify the school's mission statement. The mission statement is developed with stakeholder input. The mission statement is publicly posted and featured in appropriate communications pieces and correspondence and other collateral material.</td>
</tr>
<tr>
<td>Effective</td>
<td>Stakeholders can articulate the school mission. Decision-making processes are documented as aligned to mission. Stakeholders can identify the school's mission statement. The mission statement is publicly posted and featured in appropriate communications pieces and correspondence and other collateral material.</td>
</tr>
<tr>
<td>Early Effective</td>
<td>The school or organization has a documented mission statement, or is in the process of developing one.</td>
</tr>
<tr>
<td>Not Evident</td>
<td>No evidence consistently in place at the organization.</td>
</tr>
</tbody>
</table>

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TCSA Quality Framework
Results by System, Element, & Indicator

Fiscal Management System - Score: 66/100

About scoring
Note: Indicators marked with an asterisk (*) denote that the score was entered by the charter holder. They are displayed here to form a complete organizational report. All other scores are campus-level scores.

[Expand All] [Collapse All]

### Financial Plan Element

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>* The school or organization has a financial plan in place.</td>
<td>Not Evident</td>
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### Budget Element

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<tr>
<td>* The school or organization has an annual budget and budget process in place.</td>
<td>Not Evident</td>
</tr>
<tr>
<td>* The school or organization appropriately incorporates grant funds.</td>
<td>Model</td>
</tr>
<tr>
<td>* Number of months of expenses that can be covered by unrestricted assets/fund balance. — Quantitative value not available</td>
<td>Model</td>
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### Financial Oversight and Risk Management Element

<table>
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<th>Score</th>
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<tr>
<td>* The school or organization staff members have appropriate financial expertise for relevant positions.</td>
<td>Effective</td>
</tr>
<tr>
<td>* The school or organization has appropriate financial control and oversight</td>
<td>Effective</td>
</tr>
<tr>
<td>* The school or organization ensures accuracy and reliability of financial information.</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>* The school or organization has processes in place for contracts and procurement.</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>* The school or organization has financial reporting processes in place.</td>
<td>Effective</td>
</tr>
<tr>
<td>* The school or organization has a risk management plan in place.</td>
<td>Early Effective</td>
</tr>
<tr>
<td>* The organization successfully completes the annual independent audit.</td>
<td>Highly Effective</td>
</tr>
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</table>
## Fiscal Management System

**Current Score**: 52/100  
**Prior-Year Score**: 66/100

*Effective*

**Note**: Indicators marked with an asterisk (*) denote that the score was entered by the charter holder. They are displayed here to form a complete organizational report. All other scores are campus-level scores.

**Areas whose score increased over the prior year will be highlighted in green.**  
**Those which decreased will be highlighted in red.**

### Financial Plan Element

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<th>Prior-Year Score</th>
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<th>Prior-Year Score</th>
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<td>Highly Effective</td>
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<td><em>The school or organization has financial reporting processes in place.</em></td>
<td>Effective</td>
<td>Effective</td>
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</tr>
</thead>
<tbody>
<tr>
<td><em>The school or organization has a risk management plan in place.</em></td>
<td>Effective</td>
<td>Early Effective</td>
</tr>
</tbody>
</table>
Fiscal Management System: The organization successfully completes the annual... Early Effective

Results

"The organization successfully completes the annual independent audit." is an Indicator of the Fiscal Management System, Financial Oversight and Risk Management Element. The organization noted above scored Early Effective in this Indicator. The score with the highest frequency of all assessments submitted in the same year is Model.
Reports - Data Pack - TAKS Detail

The TCSA Data Pack is available to member organizations based on publicly-available TAKS, enrollment, and other data available from the Texas Education Agency. Further questions about this data should be sent to qualityframework@txcharterschools.org.

You are viewing reports for TEA Entity Name: HOUSTON ISD
County District Number: 101312

TAKS Performance - ALL Students Passing Rates, Summed Grades 3-11 without TPM
Anonymously compare campus performance with state average and with below avg., avg., and above avg. levels of growth.
Resource list - Fiscal Management System

- procedures, annual budget processes, and audit components.

Indicator: The school or organization has a risk management plan in place. (5)

**What is Risk Management?**

Description: Presented at the 2011 Texas Charter Schools Conference, this presentation provides information on: Risk Management and the TCSA Quality Framework; Risk Management Self-Assessment; Defining Risk Management; Co-Presenter Odyssey Academy’s Experience; Risk Management Plan Components; and, “Now what?” Action Steps for Today

Clickable links

**TCSA Insurance Program**

The TC SA Insurance Program is designed to provide schools with adequate coverage to manage legal risks at a competitive price. Your school will save money by leveraging your purchasing power with other Texas schools. We have gone through a rigorous selection process to create a team of insurance companies that not only understand charter schools, but have customized programs aimed directly at charter school needs. Property & Casualty, Educators Legal Liability, Auto, Professional Liability Workers’ Compensation Group Medical, Vision and Dental Life and Disability TC SA member schools will also receive a Free Risk Management & Safety Training Portal and a Free Online Enrollment and Administration Program. For more information contact Eric Smith at 210-248-2398 or esmith@worthmsa.com.

**Violence Prevention in Schools — A Proactive Approach**

Description: This free information is provided by TC SA Preferred Vendor, Wortham Insurance. Learn about violence prevention in schools, including early warning signs, safe schools planning, and creating a prevention and response team. See many more information briefs in the Wortham Insurance Client Portal by participating the TC SA Insurance Program.

**Educational Institutions Liability Under FERPA**

Description: This free information is provided by TC SA Preferred Vendor, Wortham Insurance. Learn about rights of parents and eligible students, directory information, and sanctions and liability risks regarding FERPA. See many more information briefs in the Wortham Insurance Client Portal by participating the TC SA Insurance Program.

**Emergency Response Safety for Schools**

Description: This free information is provided by TC SA Preferred Vendor, Wortham Insurance. Learn about mitigation and prevention, preparedness, response, and recovery after crisis or emergency situations. See many more information briefs in the Wortham Insurance Client Portal by participating the TC SA Insurance Program.
Quality Framework Submission Status

- Not Submitted
- Submitted

Total Student Enrollment

- 88%
- 12%

*Not Shown: 7 out of the 16 charters with no student enrollment in the 2010-2011 school year have submitted their Quality Framework.
TCSA Quality Framework Results
Candid and Correlated

Quality Framework Score and Student Performance

- Standard
- Linear (Standard )

Percentage of All Students Passing All Tests vs. Quality Framework Score
Aggregated indicator-level data can be sorted to determine highest areas of need.

<table>
<thead>
<tr>
<th>TCSA Quality Framework - SYSTEMS, ELEMENTS, INDICATORS</th>
<th>MODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board conducts self-evaluations.</td>
<td>19%</td>
</tr>
<tr>
<td>A succession plan is in place.</td>
<td>19%</td>
</tr>
<tr>
<td>The school or organization has a risk management plan in place.</td>
<td>31%</td>
</tr>
<tr>
<td>The school or organization has a focused marketing plan that is aligned to school/organization mission.</td>
<td>31%</td>
</tr>
<tr>
<td>School provides mentors for students.</td>
<td>31%</td>
</tr>
<tr>
<td>The school or organization has a clearly articulated vision.</td>
<td>31%</td>
</tr>
<tr>
<td>Stakeholder satisfaction with leadership is assessed.</td>
<td>31%</td>
</tr>
</tbody>
</table>
TCSA Quality Initiatives Team
Contact Info

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Director, School Support Services

Develops highest value member solutions and services

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Call any of us at 512-584-8272, or email qualityframework@txcharterschools.org
Questions?

Raise your hand or enter your question in the chat box on the left side of your screen.
Thank you for participating.

- Continue the conversation at the meeting of SEA Project Directors next week or online through the CSP Exchange: http://www.charterschoolcenter.org/group/csp-exchange.

- This webinar will be archived at the following website: http://www.charterschoolcenter.org/webinars/

- Please share your feedback with us through the evaluation.
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E-Mail: charterschoolcenter@air.org