

Agenda Item: Presentation on the State Public Charter School Commission's second quarter report through February 2018

BOE performance measure	Deficiencies	Corrective actions (and plan, if applicable)
<p>A.2: Strategic Vision and Organizational Goals (corrective action plan required)</p>	<p>In a written response to the Committee, the Commission recognizes that it does not have a documented vision or measurable organizational goals. Without an articulated and intentional strategic vision and plan for chartering—including clear organizational priorities, goals, and timeframes for achievement—it would be difficult for the Commission to:</p> <ul style="list-style-type: none"> • Implement policies, processes, and practices that streamline and systematize its work toward its stated goals; • Evaluate its work regularly against its strategic plan goals or implement plans for improvement when falling short of its strategic plan; or • Report on its progress and performance in meeting its strategic plan goals. <p>A lack of a “long-term strategic vision for Hawaii’s public charter schools” is not complying with the Commission’s role as provide for by statute (HRS §302D-3(d)). Through interviews with Commission board and staff leadership, it is clear that the Commission does not have a consensus within its own organization as to its responsibilities in establishing a strategic vision. Some interviewees seemed to believe the statutory mission of the Commission (as provided for in HRS §302D-3(b)) is the same as the strategic vision it is responsible for establishing, while others stated that the Commission cannot begin establishing a vision without participation from the Board. Others thought that, while alignment with the Board is ideal, the Commission should</p>	<p><u>Corrective action plan and corrective actions (submitted in October 2017):</u></p> <p>The Commission appointed a Permitted Interaction Group (PIG) to engage in strategic planning, and has initiated the process of creating a long-term strategic vision for Hawaii’s public charter schools.</p> <p>The three key steps in this process are:</p> <ol style="list-style-type: none"> 1. Approve/organize a PIG (completed 4/13/2017); 2. Receive a report out and recommendation from the PIG (recommended to be scheduled January 2018 Commission General Meeting); 3. Take action on the PIG recommendation (recommended to be scheduled for the February 2018 Commission General Meeting) <p>Project Phases & Milestones:</p> <ul style="list-style-type: none"> • Phase 0 – Planning • Phase I – Where are we going? (TO BE)/Vision • Phase II – How are we getting there? • Phase III – Where are we now? (AS IS) • Phase IV – How do we manage and maintain? • Phase V – Closing and Lessons Learned <p>Update: February 2018</p> <p>The Commission has scheduled community feedback sessions in February and March on Kauai and Hawaii Island. The Commission issued a</p>

	develop a strategic vision independent of the Board.	survey to the community to solicit additional feedback. In addition, Commission Chair has met with Board of Education Chair and Superintendent regarding charter school vision for the State of Hawaii.
A.3: Commitment to Quality Authorizing	The Commission acknowledges that it needs a more comprehensive plan for orienting new Commissioners to the core principles of quality authorizing.	<p><u>Corrective actions (submitted in October 2017):</u></p> <p>Commission will be reviewing all deficiencies identified in the BOE Special Review Report as part of its strategic planning process during school year 2017-2018.</p> <p>Update: February 2018</p> <p>The Commission has adopted a professional development policies and procedures. New Commissioners attend the National Association of Charter School Authorizers (NACSA) annual conference. There are continuous professional development opportunities which include attending the National Charter Schools Conference. Commissioners are required to debrief on best practices learned at all professional development opportunities.</p> <p>http://sharepoint.spcsc.hawaii.gov/SPCSC/Documents/VI.%20B.%20Commissioner%20Professional%20Development%20Policy%20and%20Procedures.pdf</p>
A.4: Operational Conflicts of Interest (<i>corrective action plan required</i>)	While Commissioners have in the past independently sought advice from the State Ethics Commission and acted appropriately based on the advice, they are not directed to do so by a conflict of interest policy or procedure. The Commission	<p><u>Corrective action plan and corrective actions (submitted in October 2017):</u></p> <p>The Commission drafted a Standard of Conduct and Conflict of Interest policy and procedure,¹ which was adopted on August 15, 2017.</p>

¹<http://sharepoint.spcsc.hawaii.gov/SPCSC/Documents/VI.%20A.%20Commission%20Conflict%20of%20Interest%20Policy%20and%20Procedures.pdf>

	<p>has a code of conduct attached to its bylaws. However, the code of conduct is not a comprehensive conflict of interest policy that defines external relationships and lines of authority to protect its authorizing functions from conflicts of interest and political influence. The Commission argues that the State Ethics Code serves as its conflicts of interest policy; however, HRS §302D-8 requires more protections against conflicts of interest for authorizers. Further, neither law clearly serves as a comprehensive conflict of interest policy that defines external relationships and lines of authority to protect its authorizing functions from conflicts of interest and political influence.</p> <p>Even without its own conflict of interest policy, the Commission acknowledges it does not have procedures to implement the State Ethics Code or HRS §302D-8.</p>	<p>http://sharepoint.spcsc.hawaii.gov/SPCSC/Documents/VI.%20A.%20Commission%20Conflict%20of%20Interest%20Policy%20and%20Procedures.pdf</p> <p>This task has been completed.</p>
A.5: Self-Evaluation of Capacity, Infrastructure, and Practices (<i>corrective action plan required</i>)	<p>In a written response to the Committee, the Commission cites a permitted interaction group created by the Commission as its most recent example of self-evaluation. However, this group was created in response to the pending special review and utilized criteria established by the Board for this purpose. Through interviews, the Commission acknowledged that it does not have a documented or systematic process for regularly evaluating its work against national standards for quality authorizing and recognizing effective practices. The Commission noted that it has been in existence for a short time and preoccupied with urgent responsibilities tasked by law, yet it will be contracting with NACSA to conduct an evaluation, which will make a total of three evaluations within a year when it previously did none. The Committee is unclear as to why the Commission</p>	<p><u>Corrective action plan and corrective actions (submitted in October 2017):</u></p> <p>The Commission conducted an internal self-evaluation that used the NACSA Principles and Standards as an evaluation framework, and then brought in NACSA to conduct an independent, external evaluation of the Commission and its work to date. The Commission analyzed the findings of its self-evaluation, the BOE's special review report, and NACSA's external evaluation in order to ensure a comprehensive understanding of its strengths and weaknesses from a variety of perspectives, and then used this information to develop a plan to address the areas identified for improvement.</p> <p>The Commission's strategic plan will include a process with scheduled dates for self-evaluation</p>

	<p>will be devoting time and resources to another evaluation clustered closely to its previous self-evaluation and this special review rather than developing a system for <i>regular</i> evaluations.</p> <p>The survey conducted by the Committee found that Commission responses (including Commissioner and Commission staff responses) tend to be in overwhelming agreement that the Commission achieves its statutory obligations and authorizer responsibilities. However, the survey also found that charter schools (which includes responses from governing board chairpersons and school directors) do not share that perspective and have a high rate of disagreement that the Commission achieves these same statutory obligations and authorizer responsibilities. The wide disparity in perspectives between the Commission and charter schools suggests that the Commission should, but does not, engage in effective self-evaluation that includes meaningful and constructive feedback from the charter schools in its portfolio.</p>	<p>that begin after the initial implementation of the plan. A year after implementation has begun, the Commission will revisit the strategic plan.</p> <p>The Commission scheduled a meeting with Governor Ige to discuss the original intent behind the establishment of charter schools in Hawaii. The Commission further worked to improve BOE and Commission communications, including reaching out and meeting with BOE members.</p> <p>To better define and reflect the goals and purpose of its work, the Commission is creating a communication plan to solicit stakeholder feedback on the Commission and the internal changes made regarding the Commission staff's reorganization and federal programs support.</p> <p>Update: February 2018</p> <p>Commission staff assembled a communication committee that will be meeting on a regular basis to provide feedback on its communication efforts. Commission staff continues to develop a communication campaign/strategy. With Superintendent's agreement, charter schools and Commission staff receive updates from the DOE.</p>
A.6: Structure of Operations	<p>In a written response to the Committee, the Commission recognizes that its organizational structure and the duties and responsibilities of each position could be more clearly defined with a comprehensive long-term strategic vision.</p> <p>Because the organizational structure is not more clearly defined with appropriate lines of authority, aspects of the structure are not appropriate to effective authorizing, in particular the blending of authorizing and support functions. For example, the Academic Performance Manager position</p>	<p><u>Corrective actions (submitted in October 2017):</u></p> <p>The Commission staff realigned its organizational structure around three primary functions: authorizing, administrative support, and federal programs support. In addition, individual positions have been redescribed to better align with this new organizational structure.</p> <p>Update: February 2018</p>

	<p>should be primarily focused on academic performance management and accountability, an essential area of charter school oversight. However, according to the Commission's organizational chart, job descriptions, and discussions with the Commission, the Academic Performance Manager oversees a number of positions focused on federal programs, including those providing support related to Title I (<i>i.e.</i>, Educational Specialists). This structure compromises both the Commission's essential authorizing duties of monitoring and oversight as well as its effectiveness in delivering federal program support, such as providing assistance to schools in developing school improvement plans. On one hand, because the Academic Performance Manager supervises the Educational Specialists, schools may think that if they follow the advice of the Educational Specialists, their contracts will be renewed. In addition, the Educational Specialists may be placed in a difficult position should an issue arise at a school to which they are providing support. The Educational Specialists may need guidance or support from their supervisor, but as the Academic Performance Manager, the supervisor's knowledge of the issue may trigger a response from the Commission's authorizer arm. This hinders the effectiveness of the Educational Specialists because schools may be reluctant to share the details of their educational programs with the Educational Specialists for fear of additional monitoring or intervention from the Commission. Past written comments to the Board from former Commission staff who served in federal program positions also seem to suggest this structure is counterproductive.</p> <p>In a written response to the Committee, the Commission recognizes that it could better assess</p>	<p>The Commission Chair has met with Board of Education Chair and Superintendent regarding charter school vision for the State of Hawaii and discussed support systems for charter schools.</p>
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	whether or not it has sufficient resources to effectively oversee its portfolio of charter schools if it had a comprehensive long-term strategic vision.	
A.8: Capacity and Skill Development of Leadership and Staff	<p>Aside from its limited engagement with NACSA, the Commission recognizes that it does not provide regular professional development opportunities that ensure its leadership and staff achieve and maintain high standards of professional authorizing practice. In discussions with Board staff, the Commission noted that it is working on developing a system for professional development and will be seeking funding to support it.</p> <p>Without a vision and measurable organizational goals, the Commission cannot provide professional development that adequately enables continual agency improvement. In discussions with Board staff, the Commission also noted that it needs to better understand the needs of the schools to better assess how the Commission needs to improve.</p>	<p><u>Corrective actions (submitted in October 2017):</u></p> <p>Commission will be reviewing all deficiencies identified in the BOE Special Review Report as part of its strategic planning process during school year 2017-2018.</p> <p>Update: February 2018</p> <p>The Commission's strategic planning process is ongoing.</p>
A.9: Authorizing Operational Budget	In a written response to the Committee, the Commission stated that it "does not believe there has been a full audit by the Commission of the resource needs required for authorizing the portfolio of charter schools, accounting for the additional responsibilities taken on by the Commission." The Commission acknowledges that it does not know what its financial needs are to fulfill its authorizing responsibilities in accordance with national standards and commensurate with the scale of its charter school portfolio while also fulfilling additional responsibilities that, although perhaps not statutorily required, are necessary as	<p><u>Corrective actions (submitted in October 2017):</u></p> <p>Commission will be reviewing all deficiencies identified in the BOE Special Review Report as part of its strategic planning process during school year 2017-2018.</p> <p>Through the Commission staff's recent reorganization, the Commission has determined that the current charter school system does not include an entity that provides charter schools with the administrative support they require in their capacity as state agencies, so this responsibility falls, by default, to the Commission and its staff. The Commission will pursue</p>

	<p>the result of charter schools being entities of the State.</p>	<p>legislation to statutorily address this gap in the system, as well as resources to enable the Commission to continue to provide these necessary supports to charter schools.</p> <p>Update: February 2018</p> <p>The Commission has discussed possible legislation with Board of Education staff.</p> <p>The Commission Chair has met with Board of Education Chair and Superintendent regarding charter school vision for the State of Hawaii and discussed support systems for charter schools.</p> <p>After reviewing all of the actual Commission office functions, the Commission has a better understanding of all the work that is needed to make chartering in Hawaii work. Hawaii has chosen not to charter the way other states do, and needs a system that fulfills Hawaii needs. Because Hawaii has chosen to make all charter schools state entities, this requirement creates additional need for administrative systems and supports.</p>
A.10: Compliance to Statutory Responsibilities	<p>The survey conducted by the Committee found that 60% of responding school directors disagree or strongly disagree that the “Commission receives and distributes applicable federal funds from the Department of Education to charter schools.” Some common themes, drawn from open-ended responses to the survey, claim that the Commission inappropriately withholds funds or does not distribute funding in accordance with funding formulas. Comments provided through the public hearing and group interviews with charter school leaders argue that the Commission does not provide timely distribution of funds,</p>	<p><u>Corrective actions (submitted in October 2017):</u></p> <p>The Commission is collaborating with the DOE to better understand and improve the allocation and distribution of federal funds to charter schools.</p> <p>Update: February 2018</p> <p>ESSA requires financial audit on all school expenditures. Commission staff is working with the DOE to ensure that charter schools comply with the new federal requirements.</p>

	<p>which in turn impacts the financial performance of schools. In follow-up discussions with Board staff, the Commission confirmed that, while adjustments to schools' financial performance are made after review of audited financial reports, schools could still end up on financial monitoring before then. The Committee was limited in its time and resources devoted to assessing this performance measure and therefore could not confirm the validity or accuracy of the issues raised by school leaders. The Committee did not find evidence that the Commission is statutorily noncompliant as measured by this performance measure, but the Commission acknowledged that, at a minimum, there is confusion surrounding funding distribution that it needs to address.</p>	<p>Commission staff continues to work closely with the DOE on clarifying and communicating roles and responsibilities.</p> <p>This task has been completed.</p>
B.2: Request for Proposals	<p>Without a strategic vision, the RFP cannot align with or publicize the Commission's vision. In a written response to the Committee, the Commission recognizes that additional work can be done in this area.</p> <p>The survey conducted by the Committee found that only a third of responding Commissioners believe that the Commission's RFP "encourages diverse educational models from both new applicants and existing operators."</p> <p>In a written response to the Committee, the Commission recognizes that it has not encouraged replication of existing charter school models. The survey conducted by the Committee confirms that only a third of responding Commissioners believe that the Commission's RFP "encourages expansion and replication of successful charter school models."</p>	<p><u>Corrective actions (submitted in October 2017):</u></p> <p>Commission will be reviewing all deficiencies identified in the BOE Special Review Report as part of its strategic planning process during school year 2017-2018.</p> <p>Update: February 2018</p> <p>Ongoing - Commission continues to refine its RFP process on an annual basis based on feedback from Commissioners, stakeholders and Commission staff.</p> <p>Link to submittal for 2018 RFP</p>

<p>B.5: Charter Contract Terms, Negotiation, and Execution</p>	<p>The survey conducted by the Committee found that nearly two-thirds of responding school directors disagree or strongly disagree that the “Commission negotiates and executes charter contracts that clearly define material terms and rights and responsibilities of the schools and the Commission with clear, measurable, and attainable performance standards.” Respondents most commonly identified the lack of contract negotiations as a major issue. Some public testimonies argue that the complexity of the contract with the lack of immediate access to legal counsel mean that governing boards do not fully understand contracts within the timeframe provided for review. Further, several charter schools stated that they feel they have no choice but to sign contracts, indicating that there is not mutual acceptance of the terms of the contract. In discussions with Board staff, the Commission explained that it held several in-person meetings (on each island) and webinars with school leaders to discuss the charter contract but acknowledged that the Commission and governing boards may not have a mutual understanding of the terms of the contract.</p> <p>Most of the charter schools within the Commission’s portfolio of schools are currently on three-year charter contracts and only some will be renewed for five-year terms with the rest on shorter term contracts, which means the Commission conducts high-stakes reviews more frequently than every five years.</p> <p>The charter contract defines performance standards, but it is not clear in the charter contract if these standards are a condition of renewal, especially because the Commission adopted renewal criteria that rely on the</p>	<p><u>Corrective actions (submitted in October 2017):</u></p> <p>The Charter Contract that went into effect on July 1, 2017, was individually negotiated with charter schools and includes school-specific academic performance targets and contract renewal requirements.</p> <p>Update: February 2018</p> <p>Ongoing - Commission will develop a timeline for contracts that will provide charter schools with more time to consult with their deputy attorney general.</p> <p>The current contract articulates a process for renewal based on individually negotiated academic performance target ranges and standardized organizational and financial performance expectations.</p> <p>See attached Exhibit 1 for an example of a current Performance Framework.</p>
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	performance frameworks but are not included in the charter contract.	
B.6: Charter School Performance Standards	<p>The charter contract contains measurable academic, financial, and organizational performance standards and targets, but it is not clear in the charter contract if these standards and targets are a condition of renewal, especially because the Commission adopted renewal criteria that rely on the performance frameworks but are not included in the charter contract.</p> <p>The academic performance framework defines the Strive HI Performance System as the source of academic data that form the evidence base for ongoing evaluation but does not describe all of the state-mandated standardized assessments and reports that serve as the data sources for the Strive HI Performance System. (Note: NACSA's standards appear to encourage the use of internal assessments, qualitative reviews, and performance comparisons with other public schools in the state as additional sources of academic data that form the evidence base for ongoing evaluation and renewal, none of which are included in the Commission's academic performance framework.)</p> <p>The Commission acknowledges that the organizational performance framework does not define the sources of organizational data that form the evidence base for ongoing evaluation and will be working on clearly defining the sources for next the charter contract.</p>	<p><u>Corrective actions (submitted in October 2017):</u></p> <p>The Charter Contract that went into effect on July 1, 2017, was individually negotiated with charter schools and includes school-specific academic performance targets in the Academic Performance Framework. Charter school progress toward meeting these targets and their performance on all Financial and Organizational Performance Framework measures will determine contract renewal.</p> <p>This task has been completed.</p>
B.7: Process for Ongoing Oversight of Charter Schools	In a written response to the Committee, the Commission stated that "the charter contract does not delineate specific processes for monitoring and oversight in the areas of academics, finances,	<p><u>Corrective actions (submitted in October 2017):</u></p> <p>Commission staff has streamlined the process for compliance reporting by charter schools for the 2017-2018 school year. In addition, staff have</p>

	<p>and operations.” The Commission acknowledges that, while the charter contract references a “compliance management system” (section 12.1), it does not define an accountability and compliance monitoring system. Further, the system is not described through any documented processes or procedures.</p> <p>Because the Commission does not have any documented processes or procedures for the accountability and compliance monitoring system it implements, it is difficult to determine if the system effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting schools’ legally entitled autonomy and minimizing schools’ administrative and reporting burdens.</p>	<p>developed and will be seeking approval from the Commission for an updated accountability and compliance monitoring system.</p> <p>Update: February 2018</p> <p>Commission staff reviewed the tasks that charter schools are required to submit via the Commission’s accountability and compliance monitoring system and limited the tasks to those required by law or the charter contract.</p> <p>See attached Exhibit 2 for a list of compliance tasks for school year 2017-2018 and 2016-2017.</p>
B.8: Communicating Oversight	<p>As noted in the strengths, the Commission communicates to schools the timing of gathering and reporting school performance and compliance data. However, the Commission does not define or clearly communicate to schools the process of gathering and reporting school performance and compliance data. While the Commission may informally communicate the method of gathering and reporting data through trainings, the Commission does not have any documented processes or procedures for the accountability and compliance monitoring system it implements (see weaknesses under Performance Measure B.7).</p> <p>In discussions with Board staff, the Commission acknowledged that it can improve on providing technical guidance to schools as needed to ensure timely compliance with applicable rules and regulations.</p>	<p><u>Corrective actions (submitted in October 2017):</u></p> <p>See corrective actions for “B.7: Process for Ongoing Oversight of Charter Schools” above.</p> <p>Update: February 2018</p> <p>Commission staff has enhanced its annual training for new charter schools and opened the training to all existing charter schools. A wide range of state offices will be presenting at the 2018 three-day training.</p> <p>Commission staff has strengthened its relationships with DOE complex area superintendents, enabling charter schools to participate in complex area PD/trainings as appropriate.</p>

<p>B.9: Protecting School Autonomy</p>	<p>The survey conducted by the Committee found that 72% of responding school directors disagree or strongly disagree that the “Commission respects, preserves, and supports the essential autonomies of the charter schools.” In follow-up discussions with Board staff, the Commission noted that there needs to be a definition or mutual understanding of autonomy.</p> <p>Because aspects of the Commission’s organizational structure are not appropriate for effective authorizing (see weaknesses under Performance Measure A.6), the Commission is vulnerable to unintentionally directing or participating in educational decisions or choices that are appropriately within a school’s purview under law or the charter contract.</p> <p>As noted under Performance Measure B.7, the Commission does not have any documented processes or procedures for the accountability and compliance monitoring system it implements. Therefore, it is difficult to determine if the system effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting schools’ legally entitled autonomy and minimizing schools’ administrative and reporting burdens.</p>	<p><u>Corrective actions (submitted in October 2017):</u></p> <p>See corrective actions for “B.7: Process for Ongoing Oversight of Charter Schools” above.</p> <p>Update: February 2018</p> <p>Commission staff reviewed the tasks that charter schools are required to submit via the Commission’s accountability and compliance monitoring system and limited the tasks to those required by law or the charter contract.</p> <p>As had been done in the past, the Commission staff continues to develop and improve its protocols and will pilot a new compliance monitoring and site visit protocol, that will include an academic compliance monitoring component.</p>
<p>B.12: Charter Contract Renewal or Revocation Processes and Decisions</p>	<p>While the Commission revoked Halau Lokahi Charter School’s charter contract during the contract term, a 2015 State Auditors’ report entitled “Study of Public Charter Schools’ Governing Boards” found that the Commission delayed in revoking the contract even with clear evidence of extreme underperformance that imperiled public funds. The Commission has publicly acknowledged its shortcomings in the situation and has taken steps to be better</p>	<p><u>Corrective actions (submitted in October 2017):</u></p> <p>Commission will be reviewing all deficiencies identified in the BOE Special Review Report as part of its strategic planning process during school year 2017-2018.</p> <p>Update: February 2018</p>

	<p>prepared should a similar situation arise. Still, this is the only instance to date of a revocation decision on which to judge the Commission.</p> <p>Per the Commission's renewal process and criteria, some renewal decisions will be based, in part, on additional indicators not included in the charter contract.</p> <p>In addition to the charter contract being unclear if the academic, financial, and organizational performance standards and targets in the renewal criteria are a condition of renewal, the renewal criteria allow a charter contract to be renewed even if the charter school scores in the lowest academic performance bracket and does not meet expectations in both organizational and financial performance. Based on its current and only renewal cycle thus far, the Commission will grant renewal to all schools regardless of performance instead of only to those that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.</p> <p>It is not entirely clear what the Commission's rationale is for granting contract renewal to all charter schools, regardless of performance, with only the length of the contract being affected by a school's performance. In discussions with Board staff, the Commission explained that schools should have a chance to prove themselves academically under the new federal law. However, it is the Commission, as the authorizer, that determines the standards, targets, and criteria for contract renewal, not federal or state law. Even the recently released federal regulations on the Every Student Succeeds Act confirm that authorizers retain authority to</p>	<p>The current contract articulates a process for renewal based on individually negotiated academic performance target ranges and standardized organizational and financial performance expectations.</p> <p>The Commission developed Exhibit E of the Charter Contract which provides the criteria for renewal (see attached Exhibit 3). The renewal process evaluates charter schools' performance through the Performance Framework. Failure to meet performance expectations, violations of the Charter Contract, or compliance breaches can affect renewal, depending on how the charter school responds through the Intervention Protocol.</p> <p>The Commission also revised the Intervention Protocol; Commissioners, not staff, issue Notices of Deficiency, following review and deliberation at a public meeting. As a result, Notices of Deficiency are more severe and will affect renewal as it would subject a charter school to a public hearing for renewal. Charter schools that do not receive a Notice of Deficiency may opt for a hearing, if they so choose.</p>
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	enforce accountability. Therefore, the Committee cannot determine whether or not the Commission is making renewal decisions on the basis of community pressure or solely on promises of future improvement.	
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Exhibit 1: Performance Frameworks (Academic, Financial, and Organizational)

EXHIBIT B

ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework consists of two sections: Student Academic Outcomes and Value Added.

1. Student Academic Outcomes

This section contains the measures that are required by Section 302D-16, HRS including:

- a) **Student academic proficiency:** schools will set a target for the percentage of students who score at the levels of proficient or above on the statewide assessments in English Language Arts or Hawaiian Language Arts and math.
- b) **Student academic growth:** schools will set a target for growth based on statewide assessment results, as measured under the state ESSA plan for federal reporting and accountability or revised state accountability system (i.e., Strive HI)¹.
- c) **Achievement gaps in proficiency between major subgroups:** schools will set a target for high-needs proficiency rates in order to close the achievement gap between the non-high needs and high needs student subgroups.²
- d) **College and career readiness:** schools will set a target for each college and career readiness indicator for each grade division served.
 - a. For high schools and schools with a high school division, the readiness measures must include the four-year graduation rate.³ In addition, schools may also add the five-year graduation⁴ and/or college-going rates.⁵

¹ If this measure is not calculated using the current growth model for the state ESSA plan for federal reporting and accountability or revised state accountability system (i.e., Strive HI), this measure will not be calculated for the Academic Performance Framework until a calculation methodology for growth is determined and approved by the Commission.

² High needs students include the following full school year students who tested: economically disadvantaged, students with disabilities (IDEA only), English Language Learners, recent exits (2 years) for students with disabilities and English Language Learner. Non-high needs students comprise of all remaining full school year students who tested. See [2015-16 Strive HI Indicators and Measures Technical Report](#) for more details.

³ The four-year graduation rate is calculated using a four-year adjusted cohort graduation rate (ACGR) methodology. The graduation rate reported is lagged by one year. The rate reported for 2015-2016 results are based on the four-year cohort graduating by the end of 2014-2015.

The four-year ACGR =
$$\frac{\text{\# of on-time graduates in a year}}{\text{\# of first time entering 9th graders} + \text{transfers in} - \text{transfers out}}$$

- Graduates are students who receive a diploma within four years
- on-time for all students is four years
- graduation requirements may be completed during the summer of the given final year

- b. For middle schools and schools with middle school divisions, schools may choose any measure that is consistent with the middle school college and career readiness measures used or captured by the DOE such as chronic absenteeism⁶ or average daily attendance⁷, ACT Aspire exam, eighth graders taking and passing Algebra 1, or the PSAT.
- c. For elementary divisions, schools will set a target for attendance and may choose between chronic absenteeism, or average daily attendance rates as defined above.

Optional other measures: optional measures are not required by Section 302D-16, HRS. They must focus on valid and reliable student outcome data and may be school-developed or drawn from existing data sources such as DOE data or school-selected formative assessment.

When selecting measures within these categories, the availability and reliability of the data are important, and sometimes limiting, factors. For this reason, the Academic Performance Framework measures pull from Strive HI data and other data collected by the DOE for all public schools statewide.

For each measure, schools will work with staff to set annual target ranges, and interim targets if required by the school's charter contract. These ranges will be developed by analyzing a school's historical data, as well as comparative data for each school's geographic complex and all schools statewide.

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- GED certificates of completion and other school-based certificates do not count as graduates for this calculation
 - students who transfer in will be added to the school's appropriate graduating cohort
 - students who transfer out must be documented by the sending school with an official transcript from the receiving school, only then can the student be removed from the cohort, students whose status is unknown or dropped out of the system are non-graduates
 - students who are retained in grade 9 count only in their "first time grade 9" cohort.

See [2015-16 Strive HI Indicators and Measures Technical Report](#) for more details.

⁴ The five-year graduation rate is an extended year adjusted cohort graduation rate that accounts for graduates for an additional, fifth year. This rate is calculated following the same methodology used for the four-year adjusted cohort graduation rate. See [2015-16 Strive HI Indicators and Measures Technical Report](#) for more details.

⁵ This metric reports the percent of high school diploma earners with confirmed postsecondary enrollment (based on National Clearing House data) within 16 months after high school graduation. See [College and Career Readiness Indicators Report Class of 2015 Technical Report](#) for more details.

⁶ Chronic absenteeism is based on the number of full school year students (as defined by DOE) enrolled at a school (denominator) and the number of full school-year students who were absent, excused or unexcused, for 15 days or more during the full school year period (numerator). See [2015-16 Strive HI Indicators and Measures Technical Report](#) for more details.

⁷ Average Daily Attendance = (sum of full day present attendance days x 100) / (sum of the total number of possible school attendance days for each active student).

Excused and unexcused absences are treated as absences in the attendance calculation.

Calculation example: There are 30 students at your school and it is the 10th day of the new school year. During the first 10 days of school 9 students missed a full school day. The denominator is based on the total number of possible school days: 30 students x 10 days = 300. The numerator is 30 students x 10 days of school/ 9 days of absences = 291. (291 x 100) / 300 = 97%

2. Value Added

The second section of the Academic Performance Framework captures the work that schools are doing to add value to their school community or the education system at large. Each school must create a minimum of one Value Added goal. This section can measure the implementation of systems designed to increase program effectiveness, innovative practices and those that are aligned to the school's mission and vision. These goals will be specifically articulated and measurable and will include implementation timelines.

Evaluation and Reporting

For each measure included in its Academic Performance Framework, schools will set targets for each year of their contract. The Commission will publicly report these targets, as well as each school's performance on the measures, to the extent possible while protecting the privacy and confidentiality of students' data. The Commission will also report whether the school met its annual target, exceeded the target, or did not meet the target.

If the School does not achieve results within the set target range, the School is subject to the Intervention Protocol, provided in Exhibit D of this Charter Contract.

Modifications to the Academic Performance Framework During the Contract Period

Modifications can be made to the APF during the contract period in limited circumstances:

1. Modifications to the student outcome targets, which can be made when a school experiences a major shift in demographics.
2. Measures in both the Academic Student Outcomes and Value Added sections may be modified or added,
3. Academic Student Outcome targets may be renegotiated should the approved ESSA state accountability plan include extensive deviations from the methodology currently described in this submittal.

New Student Academic Outcome measures may be added between March 1st and May 15th for implementation the following year. Value Added measures may be added or modified after the school conducts a comprehensive needs assessment or similar strategic planning, but no later than July 1st.

Connections Public Charter School

Academic Performance Framework

I. Student Academic Outcomes

1. Academic Proficiency

Subject	TARGETS				
	% Proficient SY 17-18	% Proficient SY 18-19	% Proficient SY 19-20	% Proficient SY 20-21	% Proficient SY 21-22
Math	35% - 44%	37% - 46%	40% - 49%	43% - 52%	46% - 55%
ELA	49% - 58%	51% - 60%	54% - 63%	57% - 66%	60% - 69%

2. Academic Growth

SGP= Student Growth Percentile

Subject	TARGETS				
	Median SGP SY 17-18	Median SGP SY 18-19	Median SGP SY 19-20	Median SGP SY 20-21	Median SGP SY 21-22
Math	56 - 62	56 - 62	56 - 62	56 - 62	56 - 62
ELA	50 - 54	50 - 54	55 - 58	55 - 58	55 - 58

3. College and Career Readiness

Chronic Absenteeism: Elementary and Middle

TARGETS				
% Chronically Absent Combined Elementary & Middle SY 17-18	% Chronically Absent Combined Elementary & Middle SY 18-19	% Chronically Absent Combined Elementary & Middle SY 19-20	% Chronically Absent Combined Elementary & Middle SY 20-21	% Chronically Absent Combined Elementary & Middle SY 21-22
16% - 19%	16% - 19%	12% - 15%	12% - 15%	12% - 15%

Connections Public Charter School

Academic Performance Framework

Graduation Rate: High School

TARGETS				
% Graduating in 4 years SY 17-18	% Graduating in 4 years SY 18-19	% Graduating in 4 years SY 19-20	% Graduating in 4 years SY 20-21	% Graduating in 4 years SY 21-22
60%-70%	65%-75%	70%-80%	75%-86%	75%-86%

College-going Rate: High School

TARGETS				
% College-going SY 17-18	% College-going SY 18-19	% College-going SY 19-20	% College-going SY 20-21	% College-going SY 21-22
54% - 65%	56% - 65%	58% - 67%	60% - 69%	62% - 71%

4. Achievement Gap

Targets for increasing the proficiency of high needs students in order to close the achievement gap

Subject	TARGETS				
	% Proficient High Needs SY 17-18	% Proficient High Needs SY 18-19	% Proficient High Needs SY 19-20	% Proficient High Needs SY 20-21	% Proficient High Needs SY 21-22
Math	31% - 40%	34% - 43%	37% - 46%	40% - 49%	43% - 52%
ELA	45% - 54%	48% - 57%	51% - 60%	54% - 63%	57% - 66%

Connections Public Charter School

Academic Performance Framework

II. Value Added

All teachers will develop and maintain an individual professional development plan (IPDP) that identifies areas for targeted growth and learning based on an annual completion of the Learning Cultures Professional Development Survey. Each teacher's IPDP will include individual goals, a description of how the desired change will lead to improvement in professional practice and how it will impact student achievement, proposed professional learning activities, a plan for collecting evidence documenting progress, reflections, and a timeline for completion.

This SMART goal outlines a three phase process to be implemented each year from 2017-2018 to 2021-2022:

Phase 1: Create/modify Learning Cultures Professional Development Survey

Phase 2: Implement Action Steps

Phase 3: Evaluate and Revise

Action	Measurable Outcomes	Lead	Evidence of Completion	Due Date
1. All teachers complete Learning Cultures Professional Development Survey at end of school year or when hired	<ol style="list-style-type: none"> Confidence level relating to Social Norms Ability to create standards and curricular activities using Work Time Ability to generate high-priority lesson content through analysis of Lessons assessments Confidence level implementing Learning Conferences Confidence level using Oral Reading Assessment Confidence level implementing Cooperative Unison Reading Ability to provide specific feedback through Writing Conference process Confidence level implementing Genre Practice 	Principal/Director	Summary of survey results	Last day for teachers or upon being hired June 30, 2018 June 30, 2019 June 30, 2020 June 30, 2021 June 30, 2022
2. All teachers use the IPDP worksheet to submit annual goals for targeted growth	<ol style="list-style-type: none"> Set goals related to needs identified in Learning Cultures Professional Development Survey Ability to link goal(s) with improvement(s) in professional responsibilities Proposal of learning activities to meet goals Collection of evidence generated through activities Completion by target date 	Principal/Director	Goals of 3 randomly selected teachers	First Friday of September 2018, 2019, 2020, 2021, 2022

Connections Public Charter School

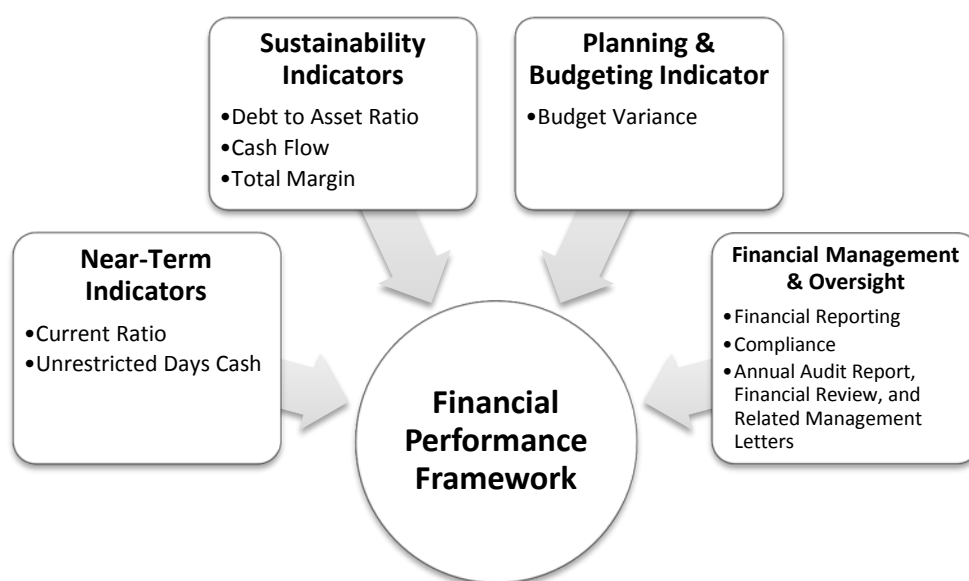
Academic Performance Framework

3. All teachers meet with school principal or vice principal to clarify/discuss/revise IPDP	<ol style="list-style-type: none"> 1. Ability to link goals to Learning Cultures Professional Development Survey 2. Creation of plan linking goals to improvement(s) in professional responsibilities 3. Link goals to learning activities 4. Development of process for collecting evidence generated through activities 5. Completion by target date 	Principal/ Director	Statement of completion	End of first quarter SY 2017-2018, SY 2018-2019 SY 2019-2020 SY 2020-2021 SY 2021-2022
4. All teachers submit completed IPDP worksheet to school principal	<ol style="list-style-type: none"> 1. Completion of IPDP worksheet 2. Submission by due date 3. Evaluation of IDPD worksheet 	Principal/ Director	IPDP worksheet for same 3 randomly selected teachers	Last day for teachers or by June 30 th of each year SY 2017-2018, SY 2018-2019 SY 2019-2020 SY 2020-2021 SY 2021-2022

EXHIBIT B

FINANCIAL PERFORMANCE FRAMEWORK

The Financial Performance Framework (“Framework”) serves as a tool for the Commission to assess the financial health and viability of charter schools in its portfolio. The framework intends to provide a financial frame of reference based on current and past financial performance of charter schools. The indicators used in the framework are based on industry standard financial measures (e.g. ratios, variances) designed to be viewed in the aggregate with other complementary and supplementary information (e.g. timely and accurate financial and reporting practices, management practices). No single indicator or point in time data point gives a full picture of the financial situation of a school. Taken together, however, the indicators provide a qualitative assessment of the school’s near-term financial health, mid-term capacity, and long-term financial sustainability.



Risk-Based Approach

The framework adopts a risk assessment model as part of ongoing oversight and monitoring of charter schools’ fiscal activities, and renewal decision-making. The model aligns the framework to the unique funding and governance environment for charter schools in the State of Hawai‘i. This risk-based approach will help identify areas of strength and weakness, highlighting controls that are designed to mitigate risks.

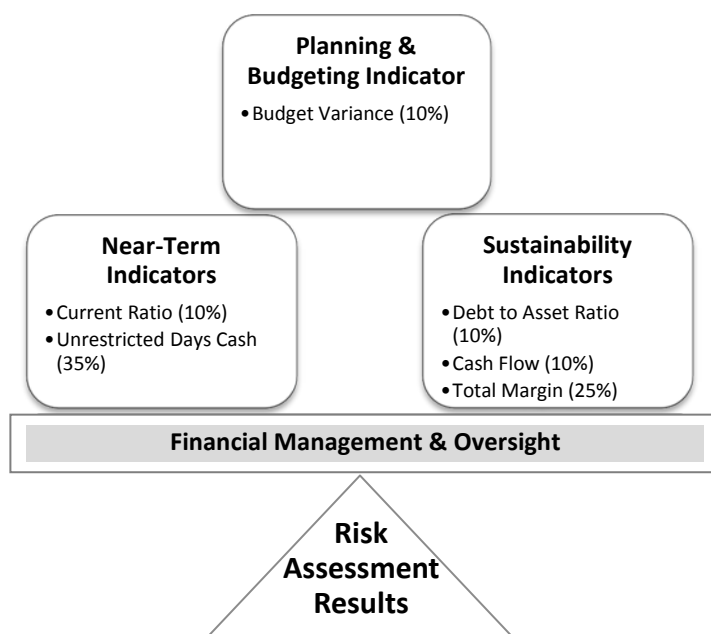
School(s) will be closely monitored if there is heightened risk of financial problems. Financial monitoring may include, but not limited to, request for reports or other documentation, inquiries through written or telephone communications, desk audits, or on-site visits, announced or otherwise. Moreover, a school may be requested to develop an appropriate corrective action plan in accordance with the Intervention Protocol (**Exhibit D**) to address any monitoring issues identified during the risk assessment. The corrective action plan provides a school an opportunity to explain the issue(s); identify measurable solution(s); identify person(s) who will be responsible for each solution; set timelines; and monitor the progress of the corrective action plan.

Annual Risk Assessment Process

The annual risk assessment evaluates whether the financial viability of a school is at-risk based on the Commission’s review of financial information which will be drawn from the school’s annual audited financial statements or financial review. The inclusion of a “component unit” (an affiliated non-profit entity) may apply when a school’s annual audited financial statements include the presentation of reporting the audited component unit. The Commission’s assessment may also include other financial information and/or a more detailed examination of the school’s financial position and practices, as needed. The Commission may also consider the more current and more detailed information to determine whether the risk assessment result is still applicable throughout the assessment period and the degree to which it is, in fact, an indication of financial risk or distress or mitigation.

The risk assessment will focus on six indicators, or measures based on the National Association of Charter School Authorizers (NACSA) standards. Each indicator will be assessed on a scale from 1 to 5, with 1 being the lowest risk and 5 the highest risk. All six indicators will collectively make up a school’s overall risk level. The annual risk assessment result for a school will be determined using a balanced weighted formula utilizing the individual scores calculated for each indicator as follows:

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10)$$



The individual and final risk assessment results will be represented as one of five categories based on the school’s risk assessment calculations as color-coded below and will be rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Near Term Indicators

Current Ratio

$$\text{Current Ratio} = \text{Current Assets} \div \text{Current Liabilities}$$

The current ratio shows the relationship between a school's current assets and current liabilities. Current assets are balance sheet accounts (e.g. cash, receivables) that include the value of all assets that are expected to be converted to cash through normal operations within the current fiscal year. Current liabilities represent obligations (e.g. payables, accrued payroll, accrued vacation) that are payable in cash within a fiscal year. This ratio gives an indication of a school's ability to pay its obligations over the next twelve months. A school may be at-risk if it is unable to meet its current obligations.

This indicator accounts for **10 percent** of a school's aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Ratio is greater than (>) 1.5	Ratio is between 1.35 – 1.5	Ratio is between 1.2 – 1.35	Ratio is between 1.0 – 1.2	Ratio is less than (<) 1.0

Unrestricted Days of Cash on Hand

$$\text{Unrestricted Days Cash} = \text{Days Cash} \div [(\text{Total Expenses} - \text{Depreciation Expense}) \div 365]$$

The unrestricted days of cash on hand provides the number of days a school can pay its current expenses without another inflow of cash. Cash balances fluctuate since schools can expend and receive money on an almost daily basis. It indicates whether a school maintains a sufficient cash balance to meet its cash obligations. A school may be at-risk if there is insufficient cash to meet its cash obligations.

The indicator looks at a fixed point in time (the time the financial statement is prepared) and a trend over a period of time. Although this indicator is at a fixed point in time, it tells whether a school may have challenges in meeting its cash obligations. Note that this indicator looks at unrestricted cash, not cash that already has been earmarked for a specific purpose, such as renovations or facilities.

This indicator accounts for **35 percent** of a school's aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Days Cash is more than 60 days and having an upward or downward trend over three years or more	Days Cash is between 50 – 60 days and having an upward or downward trend over three years or more	Days Cash is between 30 – 50 days and having an upward or downward trend over three years or more	Days Cash is between 20 – 30 days and having an upward or downward trend over three years or more	Days Cash is less than 20 days and having a downward trend over three years or more

Sustainability Indicators

Debt to Asset Ratio

$$\text{Debt to Asset Ratio} = \text{Total Liabilities} \div \text{Total Assets}$$

The Debt to Asset Ratio compares a school's financial liabilities against the assets it owns. A lower ratio generally indicates stronger financial health. A higher ratio indicates that the school may be at-risk of not being able to pay back its debts. It is generally accepted indicator of potential long-term financial issues.

This indicator accounts for **10 percent** of a school's aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Ratio is less than (<) 0.2	Ratio is between 0.2 – 0.4	Ratio is between 0.4 – 0.5	Ratio is between 0.5 – 0.75	Ratio is greater than (>) 0.75

Cash Flow

$$\text{Cash Flow} = \text{Year-end Cash Balance} - \text{Beginning Year Cash Balance}$$

Cash Flow measures a school's change in cash balance from one period to another. This indicator is similar to days' cash on hand, but it provides insight into a school's long-term stability, as it helps to assess a school's sustainability over a period of time in an uncertain funding environment. A positive cash flow over time generally indicates increasing financial health and sustainability.

This indicator and accounts for **10 percent** of a school's aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Current Year Cash Flow is positive (+) and having an upward trend over three years or more	Current Year Cash Flow is positive (+) and having an upward or a down trend over three years or more	Current Year Cash Flow is either positive or negative (+/-) and having an upward or a downward trend over three years or more	Current Year Cash Flow is negative (-) and having an upward or a downward trend over three years or more	Current Year Cash Flow is negative (-) and having a downward trend over three years or more

Total Margin

$$\text{Total Margin} = \text{Net Income} \div \text{Total Revenue}$$

Total Margin measures the surplus or deficit a school yields out of its total revenues. This indicator is important because a school cannot operate at a deficit for a sustained period of time without the risk of closure. The intent of this indicator is not for the schools to be profitable, but is important for charter schools to operate within its available resources in a particular year and to build a reserve to support growth and sustainability.

This indicator is calculated by dividing net income by total revenue and accounts for **25 percent** of a school's aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Current Year Margin is positive (+) and having an upward trend over three years or more	Current Year Margin is positive (+) and having an upward or a downward trend over three years or more	Current Year Margin is either positive or negative (+/-) and having an upward or a downward trend over three years or more	Current Year Margin is negative (-) and having an upward or a downward trend over three years or more	Current Year Margin is negative (-) and having a downward trend over three years or more

Planning & Budgeting

Budget Variance

$$\text{Budget Variance} = \text{Actual Total Revenues} \div \text{Projected Total Revenues in the Charter School's Board-Approved Budget}$$

The budget variance depicts actual versus projected incoming revenues for a fiscal year. This indicator is important because revenues drive the development of a school's budget. While the per-pupil funding is the primary revenue source for charter schools, there are other sources (e.g. federal funds, grants, other state funds) that provide the basis for determining costs such as staffing and supplies. A budget based on revenues that are significantly more than its actual revenues may be at-risk of not meeting all of its budgeted expenses. Budgeted revenues that do not exceed actual revenues would not have a significant impact to the risk assessment rating scale.

This indicator accounts for **10 percent** of a school's aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Variance is greater than (>) 99%	Variance is between 96% – 98%	Variance is between 94% – 95%	Variance is between 91% – 93%	Variance is less than (<) 90%

Financial Management and Oversight

Compliance

The Commission ensures that the school complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements, and to financial management and oversight expectations as evidenced by an annual independent audit or review, including but not limited to:

- Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer and any reporting requirements if the board contracts with an Education Service Provider (ESP)
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- No charging of tuition
- Adequate management and financial controls
- All reporting requirements related to the use of public funds
- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

If the School does not comply with the requirements of this Financial Performance Framework, the School is subject to the Intervention Protocol, provided in Exhibit D of this Charter Contract.¹

As provided in the Charter Contract:

14.1 Monitoring. The Commission shall continually monitor the performance and legal compliance of the School. The Commission shall have the authority to conduct or require oversight activities that enable the Commission to fulfill its responsibilities, so long as those

¹ in accordance with **§302D-17 Ongoing oversight and corrective actions;**

(a) An authorizer shall continually monitor the performance and legal compliance of the public charter schools it oversees, including collecting and analyzing data to support ongoing evaluation according to the Charter Contract.

responsibilities are consistent with the intent of Chapter 302D, HRS, and adhere to the terms of this Charter Contract.

EXHIBIT B

ORGANIZATIONAL PERFORMANCE FRAMEWORK

The Organizational Performance Framework serves as the means by which the Commission addresses one of an authorizer's core responsibilities: protecting the public interest. The framework ensures that charter schools meet all applicable federal, state, and local laws and regulations as well as contractual requirements.

The Commission pledges to exercise its best efforts to meet NACSA's standards on performance evaluation and compliance monitoring by implementing an accountability system that effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting schools' legally entitled autonomy and minimizing school's administrative and reporting burdens.

The Organizational Performance Framework requires the School to complete the Assurance of Compliance Statement (included in this framework) on an annual basis. The Assurance of Compliance Statement identifies the specific federal, state, and local laws and regulations and contractual requirements that the School is accountable to. Regardless of the specific references to law, rule, regulation, or contractual provision contained in the Statement, the School is required comply with all relevant laws and regulations at all times.

The Commission will evaluate and assess performance under the framework by:

1. Conducting audits of any compliance requirements associated with the references identified in the Statement;
2. Conducting at least one school site visit during the term of the Charter Contract;
3. Requiring submission of documentation verifying compliance through the Commission's online compliance management system; and
4. Reporting on the School's fulfillment of compliance requirements specified in this framework.

The level of oversight the School will receive may vary during the term of the Charter Contract. If the School does not comply with the requirements of this Organizational Performance Framework, the School is subject to the Intervention Protocol, provided in **Exhibit D** of this Charter Contract.

Within the first quarter of each fiscal year, the Commission will provide an annual Organizational Framework Report to the School that covers the previous year. The report will include a narrative of the School's performance under the framework, including any compliance breaches and actions required through the Intervention Protocol.

ASSURANCE OF COMPLIANCE STATEMENT

This document provides assurances to the Commission that the School is in compliance with the laws, rules, regulations, policies, and Charter Contract provisions set forth below. This document will be assigned to the School through the Commission's online compliance management system and must be completed, signed, and dated by the School's board chair and school leader annually.

In addition to this Assurance of Compliance Statement, the School is required to comply with all relevant laws and regulations at all times, regardless of the specific references in this document.

The School should read through each reference below, and then check the corresponding box to assure the Commission that the School is in compliance with the specified items identified below for the specified school year. A School with compliance breaches that require the Intervention Protocol will need to resolve the compliance breach by the end of the school year or be in the process of implementing a corrective action plan that resolves the compliance breach.

GOVERNANCE

- ☐ Section 302D-12(a), HRS: Governing Board Composition
- ☐ Section 302D-12(c), HRS: Governing Board Composition- Chair
- ☐ Section 302D-12(b), HRS: Governing Board Recruitment
- ☐ Section 302D-12(f), HRS: Oversight
- ☐ Section 302D-12(g), HRS: Procurement
- ☐ Section 302D-12(h), HRS: Open Meeting Requirements
- ☐ Section 302D-12(i), HRS: State Code of Ethics

HEALTH AND SAFETY

- ☐ Charter Contract Section 11.4: Facilities- Compliance with Codes
- ☐ Charter Contract Section 9.1: Safe Environment
- ☐ Chapter 12-45.2, Hawaii Administrative Rules: State Fire Code

ACCESS AND EQUITY

- ☐ Section 302D-34(a), HRS: Enrollment
- ☐ Charter Contract Section 7.3- Admissions
- ☐ Americans with Disabilities Act: 42 U.S.C. 12101
- ☐ Individuals with Disabilities Educational Act: 20 U.S.C. 1400 et seq.
- ☐ Section 302D-30, HRS: Special Education Services
- ☐ Section 504 of the Rehabilitation Act of 1973: 29 U.S.C 794

- ☐ Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974

STUDENT CONDUCT AND DISCIPLINE

- ☐ Section 302A-1132, HRS: Compulsory Education Law
- ☐ Section 302A-1134, HRS: Exclusion from School
- ☐ Section 302A-1134.6, HRS: Zero Tolerance Policy
- ☐ Section 302A-1141, HRS: Punishment of Students
- ☐ Section 302A-1141.3, HRS: Seclusion and Chemical and Mechanical Restraint Prohibited
- ☐ Section 302A-1141.4, HRS: Use of Physical Restraint Limited
- ☐ Section 709-309(2), HRS: Use of force by persons with special responsibility for care, discipline, or safety of others

PERSONNEL

- ☐ Section 302D-33, HRS: Criminal History Record Checks
- ☐ Section 302A-804, HRS: Teacher Credentials
- ☐ Charter Contract Section 9.4: Reporting Crime-related Incidents

SCHOOL OPERATIONS

- ☐ Family Educational Rights and Privacy Act (FERPA) of 1974
- ☐ Charter Contract Section 7.5: Attendance
- ☐ Charter Contract Section 7.8: Withdrawal and Transfer
- ☐ Charter Contract Section 8.6: Complaints Process
- ☐ Charter Contract Section 8.9: School Policies
- ☐ Board of Education Policy 102-15: High School Graduation Requirements and Commencement (*if applicable*)
- ☐ Section 286-181, HRS: Pupil Transportation Safety (*if applicable*)

School Governing Board Chair	Date
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School Director	Date
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Exhibit 2: List of Compliance Tasks for Organizational and Financial Performance Frameworks



2016-2017 School Year Compliance Tasks
Organizational and Financial Performance Frameworks

Compliance Master Detail

1	Annual Budget- 7/12/2016	School
2	School Year Calendar - 7/13/2016	School
3	UIPA Annual Log for the School Year 2015-2016 - 7/22/2016	School
4	List of Key School Employees/Contacts - 7/29/2016	School
5	Collective Bargaining Non- Salary Data - 8/1/2016	School
6	4th Quarter Financial Statement for SY2015-2016 - 8/15/2016	School
7	Governing Board Membership Roster - 9/2/2016	Board
8	Collective Bargaining Salary Data for 2018-2019 - 9/6/2016	School
9	Teacher Licensure Task #1- HTSB - 9/9/2016	School
10	Teacher Licensure Task #2- Commission - 9/9/2016	School
11	Schedule of Expenditures of Federal Awards (SEFA) Report - 9/15/2016	School
12	Unaudited Financial Statements - 9/15/2016	School
13	Student Enrollment Count- October 15 - 10/17/2016	School
14	1st Quarter Financial Statement - 11/14/2016	School



2016-2017 School Year Compliance Tasks
Organizational and Financial Performance Frameworks

Compliance Master Detail

15	Annual Audit - 11/15/2016	School
16	Student Enrollment Count- November 15 - 11/15/2016	School
17	Staff FTE Counts - 1/20/2017	School
18	Uniform Information Practices Act ("UIPA") Semiannual Summary Log FY2017 - 1/20/2017	School
19	2nd Quarter Financial Statement - 2/15/2017	School
20	3rd Quarter Financial Statement - 5/15/2017	School
21	Projected Enrollment Count - 5/15/2017	School
22	Annual Fire Inspection Report - 6/9/2017	School
23	Projected Budget for the Upcoming School Year - 6/15/2017	School



2017-2018 School Year Compliance Tasks
Organizational and Financial Performance Frameworks

Compliance Master Detail

1	Annual Budget - 7/11/2017	School
2	School Year Calendar - 7/12/2017	School
3	List of Key School Employees/Contacts - 7/28/2017	School
4	UIPA Annual Log for the School Year 2016-2017 - 7/28/2017	School
5	4th Quarter Financial Statement - 7/31/2017	School
6	Governing Board Membership Roster - 9/1/2017	Board
7	Teacher Licensure Task #1- HTSB - 9/8/2017	School
8	Teacher Licensure Task #2- Commission - 9/8/2017	School
9	Schedule of Expenditures of Federal Awards (SEFA) Report - 9/15/2017	School
10	Salary Data Charter Schools Form - 10/13/2017	School
11	1st Quarter Financial Statement - 10/31/2017	School
12	Annual Audit - 11/1/2017	School
13	Student Admission Packet Material for Upcoming Student Application Period - 12/21/2017	School
14	Uniform Information Practices Act ("UIPA") Semiannual Summary Log - 1/19/2018	



2017-2018 School Year Compliance Tasks
Organizational and Financial Performance Frameworks

Compliance Master Detail

15	2nd Quarter Financial Statement - 1/31/2018	School
16	Staff FTE Counts - 2/28/2018	School
17	3rd Quarter Financial Statement - 5/1/2018	School
18	Student Enrollment Projection - 5/15/2018	School
19	Annual Fire Inspection Report - 6/8/2018	School
20	Annual Budget - 6/15/2018	School
21	Statement of Assurances for Organizational Performance Framework - 6/20/2018	School

Exhibit 3: Renewal, Non-renewal, and Revocation

EXHIBIT E

RENEWAL AND NON-RENEWAL CRITERIA AND PROCESS

The School will begin the process for renewal or non-renewal in the fall of the final year of the contract. Soon after academic results are released for the previous school year, typically in September or October, the School will receive a Final Performance Report for each year of the contract. The Final Performance Report shall summarize the School's performance record to date as well as the due process afforded to the School through the administrative rules¹. Each school will have 30 days from the time of receipt of the Final Performance Report to complete the renewal application and respond to the Final Performance Report.

PROCESS FOR SCHOOLS THAT DID NOT RECEIVE A NOTICE OF DEFICIENCY DURING THE CONTRACT PERIOD

If the School did not receive a Notice of Deficiency during the contract period will submit a renewal application for a five-year contract after receiving the Final Performance Report. The School may also request a hearing pursuant to Sections 8-505-12(b)(2) or 8-505-16(3), HAR.

PROCESS FOR SCHOOLS THAT RECEIVED A NOTICE OF DEFICIENCY DURING THE CONTRACT PERIOD

If the School received a Notice of Deficiency at any time during the contract period, the Commission will conduct a performance review hearing within 45 days of receiving the School's application for renewal. During the performance review hearing, the Commission will determine whether or not the School has earned a renewal of the charter and may apply conditions if applicable.

At the performance review hearing, the Commission may decide not to renew the Charter Contract if it is determined that the school:

- (1) Committed a material and substantial violation of any of the terms, conditions, standards, or procedures required under Chapter 302D, HRS, or the charter school contract.**

In evaluating this provision, the Commission will place a heavier emphasis on violations of law or contract when the law or contract provision was designed to protect the health or safety of students or protect equal access and equity of educational opportunities.

- (2) Failed to meet or make sufficient progress toward performance expectations set forth in the contract.**

When evaluating this provision for the Academic Framework, the Commission shall find that sufficient progress was not made toward academic performance expectations when there is a pattern of failing to meet a majority of targets, there is a pattern of failing to meet targets coupled with a downward trend in performance, or there is a pattern of failure to implement corrective action plans.

¹ The processes and procedures pertaining to renewal or nonrenewal of a charter contract are found in Sections 8-505-10 through 8-505-13, HAR.

When evaluating this provision for the Organizational and Financial Performance Frameworks, the Commission shall find that progress has not been made when standards have not been met and/or there is a pattern of failure to implement corrective action plans in a timely manner.

(3) Failed to meet generally accepted accounting principles of fiscal management.

The Commission shall find failure to meet standards when there is a pattern of fiscal mismanagement in addition to failing to take corrective actions to address significant financial risks identified during the contract period.

(4) Substantially violated any material provision of law from which the charter school is not exempted.

When evaluating this provision, the Commission will place a heavier emphasis on violations of law that were designed to protect the health and safety of students and access and equity of educational opportunities.