

Performance Framework

New Jersey Department of Education,
Office of Charter Schools

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Prepared for the New Jersey Department of Education by the
National Association of Charter School Authorizers

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Introduction

About the Performance Framework

The New Jersey Department of Education (NJDOE) developed the comprehensive Performance Framework to ensure that each and every NJ charter school is serving students with a high-quality public education.

The Performance Framework sets the academic, organizational and fiscal standards by which all NJ public charter schools will be evaluated, informing both NJDOE and individual school officials about school performance and sustainability.

By utilizing the Performance Framework throughout the charter school's life cycle, NJDOE officials will expand the rigorous standards and metrics by which each and every public charter school is evaluated. This will enable NJDOE officials to take multiple factors into account when evaluating public charter schools across the state.

Section I. Academic Performance

Indicators and Measures:

1. Student Achievement (Absolute)
 - a. Proficiency Status (LAL/Math)
 - b. Advanced Proficiency (LAL/Math)
2. Comparative Performance
 - a. District Comparison (LAL/Math)
 - b. Peer School Rankings (LAL/Math)
3. Student Progress Over Time (Growth)
 - a. School-Wide Adequate Growth (SGP)
 - b. Subgroup Adequate Growth (SGP)
4. Post-Secondary Readiness
 - a.i. ACT/SAT Performance
 - a.ii. ACT/SAT Participation
 - b. Graduation Rate
 - c. Enrollment in post-secondary institutions (6 months)
 - d. Enrollment in post-secondary institutions (18 months)
5. State and Federal Accountability
Academic Performance Targets Achieved
6. Mission-Specific Academic Goals
By School (Approved by DOE)

1. STUDENT ACHIEVEMENT (ABSOLUTE)

1a. Are students achieving proficiency on statewide assessments in Language Arts and Literacy (LAL)?

Exceeds Standard

- 85% or more proficient or advanced proficient on NJASK LAL (Gr. 3-8)
- 95% or more proficient or advanced proficient on HSPA LAL (HS)

Meets Standard

- 75% to 84% proficient or advanced proficient on NJASK LAL (Gr. 3-8)
- 85% to 94% proficient or advanced proficient on HSPA LAL (HS)

Does Not Meet Standard

- 50% to 74% proficient or advanced proficient on NJASK LAL (Gr. 3-8)
- 70% to 84% proficient or advanced proficient on HSPA LAL (HS)

Falls Far Below Standard

- Below 50% proficient or advanced proficient on NJASK LAL (Gr. 3-8)
- Below 70% proficient or advanced proficient on HSPA LAL (HS)

1b. Are students achieving proficiency on statewide assessments in Mathematics?

Exceeds Standard

- 85% or more proficient or advanced proficient on NJASK Math (Gr. 3-8)
- 95% or more proficient or advanced proficient on HSPA Math (HS)

Meets Standard

- 75% to 84% proficient or advanced proficient on NJASK Math (Gr. 3-8)
- 85% to 94% proficient or advanced proficient on HSPA Math (HS)

Does Not Meet Standard

- 50% to 74% proficient or advanced proficient on NJASK Math (Gr. 3-8)
- 70% to 84% proficient or advanced proficient on HSPA Math (HS)

Falls Far Below Standard

- Below 50% proficient or advanced proficient on NJASK Math (Gr. 3-8)
- Below 70% proficient or advanced proficient on HSPA Math (HS)

1c. Are students achieving advanced proficiency on statewide assessments in Language Arts and Literacy (LAL)?

☐ Exceeds Standard

- 30% or more score advanced proficient on NJASK LAL (Gr. 3-8)
- 30% or more score advanced proficient on HSPA LAL (HS)

☐ Meets Standard

- 20% to 29% score advanced proficient on NJASK LAL (Gr. 3-8)
- 15% to 29% score advanced proficient on HSPA LAL (HS)

☐ Does Not Meet Standard

- 7% to 19% score advanced proficient on NJASK LAL (Gr. 3-8)
- 3% to 14% score advanced proficient on HSPA LAL (HS)

☐ Falls Far Below Standard

- Below 7% score advanced proficient on NJASK LAL (Gr. 3-8)
- Below 3% score advanced proficient on HSPA LAL (HS)

1d. Are students achieving advanced proficiency on statewide assessments in Mathematics?

☐ Exceeds Standard

- 30% or more score advanced proficient on NJASK Math (Gr. 3-8)
- 30% or more score advanced proficient on HSPA Math (HS)

☐ Meets Standard

- 20% to 29% score advanced proficient on NJASK Math (Gr. 3-8)
- 15% to 29% score advanced proficient on HSPA Math (HS)

☐ Does Not Meet Standard

- 7% to 19% score advanced proficient on NJASK Math (Gr. 3-8)
- 3% to 14% score advanced proficient on HSPA Math (HS)

☐ Falls Far Below Standard

- Below 7% score advanced proficient on NJASK Math (Gr. 3-8)
- Below 3% score advanced proficient on HSPA Math (HS)

2. COMPARATIVE PERFORMANCE

2a. Are students performing well on statewide assessments in LAL compared with students in the school's district-of-residence?

Exceeds Standard

- On NJASK LAL (3-8): if at least 50% proficient, then at least 20 percentage points above district-of-residence; if below 50% proficient, then at least 25 percentage points above district-of-residence
- On HSPA LAL (HS): if at least 70% proficient, then at least 20 percentage points above district-of-residence; if below 70% proficient, then at least 25 percentage points above district-of-residence

Meets Standard

- On NJASK LAL (3-8): if at least 50% proficient, then 10-19 percentage points above district-of-residence; if below 50% proficient, then 15-24 percentage points above the district-of-residence
- On HSPA LAL (HS): if at least 70% proficient, then 10-19 percentage points above district-of-residence; if below 70% proficient, then 15-24 percentage points above district-of-residence

Does Not Meet Standard

- On NJASK LAL (3-8): if at least 50% proficient, then 0-9 percentage points above district-of-residence; if below 50% proficient, then 5-14 percentage points above the district-of-residence
- On HSPA LAL (HS): if at least 70% proficient, then 0-9 percentage points above district-of-residence; if below 70% proficient, then 5-14 percentage points above district-of-residence

Falls Far Below Standard

- On NJASK LAL (3-8): if at least 50% proficient but below district-of-residence; if below 50% proficient but less than 5 percentage points above the district-of-residence
- On HSPA LAL (HS): if at least 70% proficient but below district-of-residence; if below 70% proficient but less than 5 points above district-of-residence

2b. Are students performing well on statewide assessments in Mathematics compared with students in the school's district-of-residence?

□ Exceeds Standard

- On NJASK Math (3-8): if at least 50% proficient, then at least 20 percentage points above district-of-residence; if below 50% proficient, then at least 25 percentage points above district-of-residence
- On HSPA Math (HS): if at least 70% proficient, then at least 20 percentage points above district-of-residence; if below 70% proficient, then at least 25 percentage points above district-of-residence

□ Meets Standard

- On NJASK Math (3-8): if at least 50% proficient, then 10-19 percentage points above district-of-residence; if below 50% proficient, then 15-24 percentage points above the district-of-residence
- On HSPA Math (HS): if at least 70% proficient, then 10-19 percentage points above district-of-residence; if below 70% proficient, then 15-24 percentage points above district-of-residence

□ Does Not Meet Standard

- On NJASK Math (3-8): if at least 50% proficient, then 0-9 percentage points above district-of-residence; if below 50% proficient, then 5-14 percentage points above the district-of-residence
- On HSPA Math (HS): if at least 70% proficient, then 0-9 percentage points above district-of-residence; if below 70% proficient, then 5-14 percentage points above district-of-residence

□ Falls Far Below Standard

- On NJASK Math (3-8): if at least 50% proficient but below district-of-residence; if below 50% proficient but less than 5 percentage points above the district-of-residence
- On HSPA Math (HS): if at least 70% proficient but below district-of-residence; if below 70% proficient but less than 5 points above district-of-residence

2c. How are students performing on statewide assessments in LAL compared with their Peer Schools? *Note: This measure is preliminary until Peer School Rankings have been established by the Performance Division.*

□ Exceeds Standard

School ranked at or above the 75th percentile on the Peer School Ranking in LAL

□ Meets Standard

School ranked from the 50th to 74th percentile on the Peer School Ranking in LAL

□ Does Not Meet Standard

School ranked from the 25th to 49th percentile on the Peer School Ranking in LAL

□ Falls Far Below Standard

School ranked below the 25th percentile on the Peer School Ranking in LAL

2d. How are students performing on statewide assessments in Math compared with their Peer Schools? *Note: This measure is preliminary until Peer School Rankings have been established by the Performance Division.*

□ Exceeds Standard

School ranked at or above the 75th percentile on the Peer School Ranking in Mathematics

□ Meets Standard

School ranked from the 50th to 74th percentile on the Peer School Ranking in Mathematics

□ Does Not Meet Standard

School ranked from the 25th to 49th percentile on the Peer School Ranking in Mathematics

□ Falls Far Below Standard

School ranked below the 25th percentile on the Peer School Ranking in Mathematics

3. STUDENT PROGRESS OVER TIME (GROWTH)

3a. Are schools making adequate growth based on the school's median student growth percentile (SGP) in LAL?

Exceeds Standard

Median LAL SGP is 65 or higher

Meets Standard

Median LAL SGP is from 50 to 64

Does Not Meet Standard

Median LAL SGP is from 35 to 49

Falls Far Below Standard

Median LAL SGP is below 35

3b. Are schools making adequate growth based on the school's median SGP in Mathematics?

Exceeds Standard

Median Math SGP is 65 or higher

Meets Standard

Median Math SGP is from 50 to 64

Does Not Meet Standard

Median Math SGP is from 35 to 49

Falls Far Below Standard

Median Math SGP is below 35

3c. Are students in subgroups making adequate growth based on the school's median SGP in LAL?

(Subgroups: i. African-American, ii. Hispanic, iii. White, iv. Asian, v. Special Education, vi. FRPL, vii. LEP) Note: All relevant subgroups will be evaluated separately.

Exceeds Standard

Median LAL SGP of relevant subgroup is 65 or higher

Meets Standard

Median LAL SGP of relevant subgroup is 50 to 64

Does Not Meet Standard

Median LAL SGP of relevant subgroup is 35 to 49

Falls Far Below Standard

Median LAL SGP of relevant subgroups is below 35

3d. Are students in subgroups making adequate growth based on the school's median SGP in Mathematics?

(Subgroups: i. African-American, ii. Hispanic, iii. White, iv. Asian, v. Special Education, vi. FRPL, vii. LEP) Note: All relevant subgroups will be evaluated separately.

Exceeds Standard

Median Math SGP of relevant subgroup is 65 or higher

Meets Standard

Median Math SGP of relevant subgroup is 50 to 64

Does Not Meet Standard

Median Math SGP of relevant subgroup is 35 to 49

Falls Far Below Standard

Median Math SGP of relevant subgroup is below 35

4. POST-SECONDARY READINESS

(Required for high schools only. Currently, select data in this section were not available for testing and so the targets are denoted as “XX.” These measures are considered preliminary and will not be utilized until data becomes available to both test and implement. Additionally, in year 1, all post-secondary measures will be binary. As more NJ specific data is collected, a 4-tiered target system will be implemented to align with the rest of the framework.)

4a.i. Does students’ performance on the ACT or SAT reflect college readiness?

Note: This measure is preliminary until aligned with NJ Performance Division targets.

Meets Standard

XX% to XX% of students score a composite ACT score of 21 or combined SAT score of 1550

Does Not Meet Standard

XX% to XX% of students score a composite ACT score of 21 or combined SAT score of 1550

4a.ii. Do student participation rates in the ACT or SAT reflect college readiness?

Note: This measure is preliminary until aligned with NJ Performance Division targets.

Meets Standard

XX% to XX% of students participated in the ACT or SAT

Does Not Meet Standard

XX% to XX% of students participated in the ACT or SAT

4b. Are students graduating from high school?

(Graduation rates are calculated according to the federal “4-year, adjusted cohort graduation rate”).

Meets Standard

At least 85% of students graduated from high school in the current school year

Does Not Meet Standard

Below 85% of students graduated from high school in the current school year

4c. Are high school graduates enrolled in post-secondary institutions within 6 months following graduation? *Note: This measure is preliminary until aligned with NJ Performance Division targets.*

Meets Standard

XX% to XX% of high school graduates were enrolled in a post-secondary institution

Does Not Meet Standard

XX% to XX% of high school graduates were enrolled in a post-secondary institution

4d. Are high school graduates enrolled in post-secondary institutions within 18 months following graduation? *Note: This measure is preliminary until aligned with NJ Performance Division targets.*

Meets Standard

XX% to XX% of graduates were enrolled in a post-secondary institution

Does Not Meet Standard

XX% to XX% of graduates were enrolled in a post-secondary institution

5. STATE AND FEDERAL ACCOUNTABILITY

5. Is the school meeting targets set forth by the state accountability system?

Exceeds Standard

- School met 100% of the Academic Performance Targets set by the State, OR
- was identified as a “Reward” school

Meets Standard

School met at least 75% of the Academic Performance Targets set by the State

Does Not Meet Standard

- School met 50% to 74% of the Academic Performance Targets set by the State, AND
- was not identified as a “Focus” or “Priority” School

Falls Far Below Standard

- School met less than 50% of the Academic Performance Targets set by the State, OR
- was identified as a “Focus” or “Priority” School

6. MISSION-SPECIFIC ACADEMIC GOALS

6. Is the school meeting mission-specific academic goals?

Meets Standard

School met its mission-specific goals

Does Not Meet Standard

School did not meet its mission-specific goals

Section II: Financial Performance

Indicators and Measures:

1. Near-Term Indicators
 - a. Current Ratio
 - b. Unrestricted Days Cash on Hand
 - c. Enrollment Variance
 - d. Default on Loans

2. Sustainability Indicators
 - a. Total Margin
 - b. Debt to Asset Ratio
 - c. Cash Flow
 - d. Debt Service to Coverage Ratio

1. NEAR TERM INDICATORS

1a. Current Ratio (Working Capital Ratio)

Current Assets divided by Current Liabilities

Meets Standard

- Current Ratio is greater than 1.1, OR
- Current Ratio is between 1.0 and 1.1 *and* one-year trend is positive (current year ratio is higher than last year's)
- For schools in their first year of operations, the current ratio must be greater than 1.1

Does Not Meet Standard

Does not meet passing options

Falls Far Below Standard

Current ratio is less than 0.9

1b. Unrestricted Days Cash

Unrestricted Cash divided by (Total Expenses/365)

Meets Standard

- 60 days cash, OR
- Between 30 and 60 days cash *and* one-year trend is positive
- Schools in their first and second years of operation must have a minimum of 30 days cash

Does Not Meet Standard

Days cash and trend do not match passing options above

Falls Far Below Standard

Less than 10 days cash

1c. Enrollment Variance

Actual Enrollment divided by Enrollment Projection in Board-Approved Budget

Meets Standard

- Meets or exceeds planned enrollment in most recent year, OR
- Actual enrollment equals or exceeds 95% of planned enrollment in most recent year and equals or exceeds 95% over each of the last three years
- For schools open less than three years, actual enrollment must equal or exceed 95% of planned enrollment for each year of operation

Does Not Meet Standard

Does not meet passing options

Falls Far Below Standard

Actual enrollment was less than 85% of planned enrollment in recent year

1d. Default

Meets Standard

School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

Does Not Meet Standard

Blank

Falls Far Below Standard

School is in default of loan covenant(s) and/or is delinquent with debt service payments

2. SUSTAINABILITY INDICATORS

2a. Total Margin:

Net Income divided by Total Revenue

Meets Standard

- Aggregated three-year total margin is positive *and* the most recent year total margin is positive, OR
- Aggregated three-year total margin is greater than -1.5% *and* the trend is positive for the last two years *and* the most recent year total margin is positive
- For schools in their first and second year the annual total margin must be positive

Does Not Meet Standard

Total margin and trend do not meet passing options.

Falls Far Below Standard

- Aggregated three-year total margin is less than -1.5% [*Note, this is calculation is: (Total 3 year net income) / (Total 3 year revenues)*], OR
- Current year total margin is less than -10%

2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

Meets Standard

Debt to Asset Ratio is less than 0.90

Does Not Meet Standard

Debt to Asset Ratio is greater than 0.90

Falls Far Below Standard

Debt to Asset Ratio is greater than 1.0

2c. Cash Flow

Meets Standard

- Three-year cumulative cash flow is positive *and* cash flow is positive each year, OR
- Three-year cumulative cash flow is positive, cash flow is positive in two of three years, and cash flow in the most recent year is positive
- Schools in their first and second year must have positive cash flow

Does Not Meet Standard

Three-year cumulative cash flow is positive, but does not meet standard

Falls Far Below Standard

Three year cumulative cash flow is negative

2d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)

Meets Standard

Debt Service Coverage Ratio is equal to or exceeds 1.10

Does Not Meet Standard

Debt Service Coverage Ratio is less than 1.10

Falls Far Below Standard

Blank

Section III: Organizational Performance

Indicators and Measures:

1. Education Program
 - a. Essential Terms
 - b. Curriculum Alignment
 - c. Data Use
 - d. Education Requirements
2. Equity
 - a. Admissions and Enrollment
 - b. Students with Disabilities
 - c. English Language Learner Students
 - d. Attrition and Enrollment Stability
3. School Culture
 - a. Mission Alignment and High Expectations
 - b. Family and Community Involvement
4. Governance
 - a. Governance Requirements
 - b. Accountability of Management
5. Facilities and Safe School Environment
 - a. Safe and Secure Facilities
 - b. Safe and Secure School Environment
6. Financial Management and Oversight
 - a. Financial Reporting and Compliance
 - b. Generally Accepted Accounting Principles
7. Reporting and Compliance
 - a. Federal and State Reporting Requirements
 - b. Other Relevant Compliance Requirements

1. EDUCATION PROGRAM

1a. Is the school implementing the essential terms of the education program as defined in its charter agreement?

Meets Standard

The school is implementing the academic program and design described in its charter and charter agreement.

Does Not Meet Standard

The school failed to implement its program in the manner described above.

1b. Is the school's curriculum aligned with State standards?

Meets Standard

The curriculum is aligned to State Standards and Common Core State Standards (CCSS).

Does Not Meet Standard

The curriculum is not aligned in the manner described above.

1c. Does the school use data to inform, guide and improve instruction and other school practices?

Meets Standard

The school uses data to inform, guide and improve instruction and other school practices.

Does Not Meet Standard

The school does not have evidence of using data in an organized, consistent and effective manner.

1d. Is the school complying with applicable educational requirements?

Meets Standard

The school complied with applicable laws, rules, regulations, and provisions of the charter agreement relating to curriculum and instruction, including but not limited to:

- Instructional days requirements
- Graduation and promotion requirements
- State assessments

Does Not Meet Standard

The school does not comply with one or more of the applicable laws, rules, regulations or provisions of the charter agreement relating to educational requirements.

2. EQUITY

2a. Are the school's admissions and enrollment practices fair and equitable, as required by law?

Meets Standard

Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment are fair and equitable, as required by law. The school does not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in the English language, or any other basis that would be illegal if used by a school district, either by policy or any other means. The school is committed to serving all students, as demonstrated by its recruiting efforts and making application information and materials accessible to families.

Does Not Meet Standard

The school's admissions and enrollment practices do not meet the guidelines described above.

2b. Is the school protecting the rights of students with disabilities?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to the treatment of students with identified disabilities and those suspected of having a disability including but not limited to:

- Identification and referral
- Operational compliance including the academic program, assessments, and all other aspects of the school's program and responsibilities
- Appropriately carrying out student Individualized Education Plans and Section 504 plans
- Access to the school's facility and program to students and parents in a lawful manner and consistent with students' abilities
- Securing of all applicable funding

Does Not Meet Standard

The school does not protect the rights of students with disabilities in the manner described above.

2c. Is the school protecting the rights of English Language Learner (ELL) students?

Meets Standard

The school materially complied with applicable laws, rules, regulations, and provisions of the charter agreement relating to English Language Learner requirements, including but not limited to:

- Required policies related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students (including instructional groupings)
- Appropriate accommodations on assessments
- Exiting of students from ELL services

Does Not Meet Standard

The school does not protect the rights of English Language Learner (ELL) students in the manner described above.

2d. Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?

Meets Standard

The school monitors and minimizes attrition rates and analyzes data to ensure stable and equitable enrollment.

Does Not Meet Standard

The school does not monitor attrition rates and/or has high rates of attrition and no documented plan to address attrition.

3. SCHOOL CULTURE

3a. Does the school's learning environment align with its mission and program and does the school foster a culture of high expectations?

Meets Standard

The school environment fosters a culture of high academic expectations and is consistent with the school's mission and educational program.

Does Not Meet Standard

The school environment does not foster a culture of high expectations and does not align with the school's mission.

3b. Have the school's plans for family and community involvement in its charter been realized?

Meets Standard

Family and community involvement in the school's operation fulfill the school's mission and program as described in its charter. Partnerships with educational institutions or community organizations relate positively to mission achievement.

Does Not Meet Standard

The school does not engage families, community organizations, and educational institutions in the manner described above.

4. GOVERNANCE

4a. Is the school complying with governance requirements?

Meets Standard

The Board of Trustees and the administration comply with all applicable training, disclosure and operational requirements, including but not limited to:

- Operation in accordance with the charter's by-laws
- Completion of New Jersey School Boards training by every board member
- Compliance with the School Ethics Act
- Compliance with the Open Public Meetings Act
- Policies and procedures to evaluate the school leader on an annual basis
- Annual (more frequently if required) review and update (through resolution) of policies and procedures to reflect current regulatory and statutory authority
- Establishment of an advisory grievance committee

Does Not Meet Standard

The Board of Trustees and administration does not provide sufficient evidence of complying with all applicable training, disclosure and operational requirements listed above.

4b. Is the school holding management accountable?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to oversight of school management, including but not limited to:

- (For Education Service Providers) Maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the education service provider
- (For Others) Oversight of management that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement

Does Not Meet Standard

The school failed to implement its program in the manner described above.

5. FACILITIES AND SAFE SCHOOL ENVIRONMENT

5a. Does the school have safe and secure facilities?

Meets Standard

The school provides adequate and appropriately maintained facilities to support teaching and learning including but not limited to:

- Annual health and safety reviews conducted in each building
- Evidence of fire inspections and related records
- Viable certificate of occupancy or other required building use authorization

Does Not Meet Standard

The school does not have evidence of providing adequate and appropriately maintained facilities.

5b. Does the school have policies and programs that establish a safe and secure school environment?

Meets Standard

The school maintains a physically safe environment for students and employees. The school's code of conduct and Harassment, Intimidation and Bullying (HIB) policy are effectively implemented to provide an environment free of discrimination and harassment. Background checks of all applicable individuals (including staff, board members, and members of the charter community, where applicable) are complete and on file.

Does Not Meet Standard

The school does not maintain a safe school environment.

6. FINANCIAL MANAGEMENT AND OVERSIGHT

6a. Is the school meeting financial reporting and compliance requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial reporting requirements, 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 a management company
- Employment of a School Business Administrator (SBA)
- On-time submission and completion of the annual independent audit, including Corrective Action Plan
- All reporting requirements related to the use of public funds

Does Not Meet Standard

The school does not meet financial reporting and compliance requirements.

6b. Is the school following Generally Accepted Accounting Principles?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:

- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses

Does Not Meet Standard

The school does not comply with applicable laws, rules, regulations and provisions of the charter agreement relating to financial compliance and management expectations.

7. REPORTING AND COMPLIANCE

7a. Is the school complying with federal and state reporting requirements?

Meets Standard

The school complies with relevant reporting requirements to state and federal authorities, including but not limited to:

- Accountability tracking
- NJ SMART reporting deadlines and data quality requirements (i.e., final error rate of no more than 2% defined as number of errors/total number of student records)
- Enrollment reports
- Compliance and oversight
- Additional information requested by the NJDOE

Does Not Meet Standard

The school does not comply with one or more of the relevant reporting requirements including but not limited to the above list.

7b. Is the school meeting other relevant compliance requirements?

Meets Standard

The school is meeting other relevant compliance requirements, including but not limited to:

- Charter agreement
- Staffing and Licensure
- Other compliance documents due to the county office of education

Does Not Meet Standard

The school is not meeting one or more of the relevant compliance requirements including but not limited to the above list.