

## Attachment B.1.3

### Five (5) Major Areas of Performance Criteria

The following is a summary of the performance indicators of the five major parts of the IQS oversight of schools authorized. Each of these five areas are individualized for each school based on the school's design model, student needs, etc.

1. Mission, goals and school model performance indicators:
  - a. School model is being implemented consistent with its approved application;
  - b. The statutory purposes are being addressed;
  - c. Board, parents, staff and students (when appropriate) have a clear understanding as to the school mission and model;
  - d. The curriculum supports the school model;
  - e. State standards, authorizer standards and board standards are addressed;
  - f. Staff development provided is consistent with the school model.
2. Governance performance indicators:
  - a. Board is organized consistent with law and by-laws;
  - b. Criminal background checks have been conducted;
  - c. Members have no conflicts of interest as defined by law;
  - d. Meetings are conducted in compliance with the Open Meeting law;
  - e. By-laws are followed and reviews are conducted occasionally for possible revision;
  - f. Board has required policies and a process for orderly filing (Board Manual)
  - g. Board has a strategic plan;
  - h. Board makes decisions consistent with the duties of a board;
  - i. Meetings are conducted in an orderly manner;
  - j. Budget is monitored at least quarterly;
  - k. Board has a "board development plan."
3. Student performance indicators
  - a. School has a process for establishing student performance baselines such as beginning kindergarten literacy assessment or a screen whenever a student enrolls at the school;
  - b. NCLB requirements are being met;
  - c. Focus for each student is a minimum of one years growth or more than one years growth;
  - d. A growth model or value-added growth model of data analysis is used for contract renewal decision making using a cohort of students who have attended the school for three or more years;
  - e. AYP is met;
  - f. ELL students are learning English;
  - g. MCA performance is equal or better when compared to sites with comparable demographics;
  - h. MAP data for national comparison;
  - i. Graduation rates;

- j. Post-secondary credits attained;
  - k. Family Responsibility: Student attendance;
  - l. Satisfaction surveys from students, parents, staff and community;
  - m. Student follow-up after they leave the school;
  - n. Innovation evaluation based on the research design in the contract;
4. Finance performance indicators:
- a. Approved budget prior to July 1 with amendments as appropriate;
  - b. Finance management is appropriate in each major category;
  - c. Not in statutory operating debt (SOD)
  - d. Finance reports filed with MDE on time and accurately;
  - e. School not being used as a method for home schooling
  - f. Taxes, insurance and pension payments are made;
  - g. Board monitoring of the budget;
  - h. Audits do not report material weaknesses or violations of law.
5. Operations of the school performance indicators:
- a. Teacher qualifications, teacher turnover, class size are appropriate;
  - b. Enrollment is adequate;
  - c. Transportation systems appropriate;
  - d. Required insurance;
  - e. Compliance with state/federal laws;
  - f. Management systems are operating appropriately;
  - g. Health and safety provisions are in order;
  - h. Adequate space
  - i. Lease agreement is appropriate;
  - j. Non-sectarian requirements are being met.