

## *Performance Practices and Their Associated Indicators*

### *Identifying Information of Individual Completing Form*

**Name:** \_\_\_\_\_

**Telephone No.** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Years associated with this charter school?**

**1 – 3 Years** \_\_\_; **4 – 6 Years** \_\_\_; **7+ Years** \_\_\_

If these do not apply, simply mark them “not applicable”

### *Best Practices and Indicators*

**Yes**

**No**

**Unknown**

**Explanation/Documentation**












#### **Goals and Measurable Objectives**

<b>1. The charter school has clearly stated goals and measurable objectives that can be achieved within budget for each major educational and operational program.</b>	<b>Yes</b>	<b>No</b>	<b>Unknown</b>	<b>Explanation/Documentation</b>
a. The charter school can demonstrate that it has clearly stated goals and objectives for its education programs.				
b. Program goals and objectives reflect the primary purposes of each program and are consistent with the charter school’s strategic plan.				
c. For each program, the charter school has an accountability system for routinely measuring its progress towards meeting its goals and objectives.				
d. Program-level accountability systems include policy level outcomes the board and public can use to assess performance as well as lower-level interim outcome and process measures staff can use to monitor program progress.				
e. Program-level accountability systems include linked input, output, process, interim outcome, and outcome measures.				
f. Program-level objectives are designed to be able to be achieved within existing resources.				
g. The charter school establishes performance standards indicating the progress it would like to achieve in meeting its objectives during the time frames covered by its budget and strategic plan.				
h. The charter school compares its performance to appropriate benchmarks, which may be its past performance or, when data is available, the performance of comparable charter schools, or education sector standards.				
i. The charter school regularly tracks and uses performance information to make management decisions. These could be decisions to maintain the status quo, make budget adjustments, adopt new strategies, streamline operations, outsource program services, or deprivatize already outsourced services.				

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<i>Best Practices and Indicators</i>	<i>Yes</i>	<i>No</i>	<i>Unknown</i>	<i>Explanation/Documentation</i>
<b>2. The charter school formally evaluates the performance and cost of its major educational and operational programs and uses evaluation results to improve program performance and cost-efficiency.</b>				
a. The charter school periodically conducts evaluations of its educational and operational programs, functions, or activities using performance information and other reasonable criteria.				
b. At a minimum, the charter school’s evaluations examine whether the program or activity is meeting its goals and objectives in a cost-effective manner.				
c. The charter school issues evaluation reports that include findings and recommendations to improve the effectiveness and/or efficiency of the program or activity being evaluated.				
d. The findings and recommendations of the charter school’s evaluation reports are clearly and directly stated, understandable, and do not require undue assistance to interpret their meaning or significance.				
e. The charter school provides evaluation reports to school board members and top-level administrators.				
f. The charter school can demonstrate specifically how it uses evaluation results to improve performance and cost-efficiency.				
<b>3. The charter school clearly reports on the performance and cost-efficiency of its major educational and operational programs to ensure accountability to parents and other interested community members.</b>				
a. The charter school periodically reports its progress toward meeting the objectives of its major programs to the board and interested parties.				
b. The charter school reports its progress toward meeting the goals of its major educational programs and, if considered necessary, its other programs, to school advisory councils, parents, and other interested community members in a manner that is clear and understandable and does not require undue assistance to interpret its meaning or significance.				
c. The charter school’s progress reports include disaggregated student performance information for special groups of students (e.g., ESE or at-risk students).				
d. The charter school has established a mechanism to receive and respond to feedback from parents and other interested community members as an avenue of accountability to improve poor performance and inefficiency.				

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<b>4. The charter school has a business plan that describes it as an investment worthy enterprise.</b>				
a. The Business plan includes: <ul style="list-style-type: none"> <li> Executive Summary</li> <li> Charter school history and background information</li> <li> Organization Chart</li> <li> Governance Leadership structure</li> <li> Goals and Objectives</li> <li> Markets and Competition</li> <li> Services Offered and Program Marketing Strategies</li> <li> Budget and Financial information</li> <li> List of Potential Investors and Grantors</li> <li> List of Reasons to Invest in the Charter School</li> <li> Management Team Members</li> </ul>				
b. The charter school has established a Return on Investment (RoI) measured as a ratio of academic performance to resources.				
c. The charter school monitors, analyzes, and responds to RoI changes relative to other charter schools and public school systems.				
d. Other information that demonstrated the charter school's use of Performance Accountability Systems best practices and should be considered.				