

## I. STUDENT ACHIEVEMENT LEVEL (Status)

### 1. Proficiency Levels on State Assessments by Grades 3-11 for Reading, Math, Science, and Writing

- Percentage of students scoring at proficiency  
Proficient
- Percentage of students scoring at each state performance level  
Achievement Levels 1, 2, 3, 4, 5 for Reading, Math and Science in grades 3-11;  
Scores of 1, 2, 3, 4, 5, 6 for Writing
- Percentage of students proficient in all subgroups as defined by FL AYP

**Evaluation Criteria: Proficiency Levels on State Assessments by Grades 3-11 for Reading, Math, Science, and Writing**

Reviewers will look for:

- Student and School Proficiency

Suggested Documents:

FCAT reports for Reading, Math, Science, Writing  
State accountability reports  
FCAT Demographic Reports  
Form 4: External Assessments  
Form 8: School Accountability Report  
Form 9: School AYP Report

### 2. Grades K-2 Achievement/Progress as determined by contract for Reading and Mathematics

- Percentage of students making progress in reading and mathematics using assessments as determined by charter contract

**Evaluation Criteria: Percentiles, Lexiles on Norm-Referenced Tests or Performance on Florida Assessments for Instruction in Reading (FAIR)**

Reviewers will look for:

- Student Progress

Suggested Documents:

Identified measures in charter contract  
Form 4: External Assessments

3. High School Grades Model (if applicable)

- Required as part of FL new high school grades/accountability model

**Evaluation Criteria: SAT, ACT, AP, IB, Dual Enrollment, Industry and Career Certification**

Reviewers will look for:

- High school success

Suggested Documents:

School Report Card/High School Grading Matrix (new school report)  
Data reports for high school measures

4. High School Exit Exam (as phased in by the FLDOE with Next Generation Assessments)

- Percentage of students passing/proficient
- Proficiency levels by grade, subject, and subgroup

**Evaluation Criteria: High School Exit Exam**

Reviewers will look for:

- Proficiency levels by grade, subject, subgroups

Suggested Documents:

Graduation requirement for exit exam  
FCAT (or other exit exam) reports  
Proficiency levels reports

## II. Student Progress over Time (Growth)

### 1. Annual Gains for Same (Matched) Students

#### Matched:

- Student has prior year data (student is matched)
- Student's prior year data is from same school

#### School Study:

- Percentage of students achieving or exceeding targeted gains as reported by FLDOE
- Disaggregated by subgroups

#### **Evaluation Criteria: Annual Gains for Same (Matched) Students**

##### Reviewers will look for:

- Student learning gains in each school – a year's growth

##### Suggested Documents:

School Grade/Report Card and percentage making learning gains  
FCAT reports for same (matched) students

### 1. Student Longitudinal Growth

- Student Study
- Percentage of students making growth/learning gains across x number of years

#### **Evaluation Criteria: Student Longitudinal Growth**

##### Reviewers will look for:

- Student growth across years and grades

##### Suggested Documents:

FCAT report that shows student growth based on Developmental Scale Score (DSS)  
FCAT reports that show performance by achievement level  
Locally generated reports

2. Criterion-Referenced Longitudinal Growth

- Percentage of students making adequate growth to reach or maintain proficiency during a certain period of time
- Percentage of students already proficient or advanced who maintain or improve their performance level
- Percentage of students moving to a higher performance level

**Evaluation Criteria: Criterion-Referenced Longitudinal Growth**

Reviewers will look for:

- Student growth

Suggested Documents:

FCAT reports that show student learning gains  
School grades reports/School Report Card

### III. Postsecondary Readiness and Success (for High Schools)

#### 1. Postsecondary Access & Opportunity

- Percentage of students enrolled in a college-prep curriculum (based on state high school standards or admission standards for in-state public 4-year colleges)

#### **Evaluation Criteria: Postsecondary Access & Opportunity**

Reviewers will look for:

- Postsecondary access

Suggested Documents:

High school grades/accountability model

#### 2. High School Completion

- Graduation rate calculated as recommended by the National Governors Association
- Graduation rate calculated by FLDOE ??
- Dropout rate

#### **Evaluation Criteria: High School Completion**

Reviewers will look for:

- Students' successful completion of high school; high school completion rates

Suggested Documents:

Published graduation rates (FLDOE, National Governors Association)  
Published dropout rates (FLDOE)

3. Postsecondary Admission

- Percentage of students gaining admission to postsecondary institutions (4-year and 2-year colleges, trade and apprentice programs)
- Percentage of students submitting a complete Federal Application for Financial Student Aid (FAFSA)

**Evaluation Criteria: Postsecondary Admission**

Reviewers will look for:

- Evidence of successful transition to post high school education

Suggested Documents:

Survey of Student Postsecondary Plans  
Locally generated reports

## IV. Student Engagement

### 1. (a) Student Attendance

- Average Daily Attendance rate
- Percentage of students attending a target percentage of days; percentage for district and charter school

#### **Evaluation Criteria: Student Attendance**

Reviewers will look for:

- Students' consistent presence in school learning environment

Suggested Documents:

SPAR (School Public Accountability Report)

### 1. (b) Student Attendance for Alternative Schools

- Average Daily Attendance rate
- Percentage of students attending a target percentage of days; percentage for district and charter school

#### **Evaluation Criteria: Student Attendance for Alternative Schools**

Reviewers will look for:

- Stability and consistency of student attendance in alternate learning environment

Suggested Documents:

SPAR (School Public Accountability Report)

2. Student Enrollment

- Number and percentage by grade level
- Number and percentage by subgroup

**Evaluation Criteria: Student Enrollment**

Reviewers will look for:

- Official student enrollment and demographic detail

Suggested Documents:

SPAR (School Public Accountability Report)

3. Continuous Enrollment

- Percentage of students continuously enrolled throughout the year
- Percentage of students re-enrolled from one year to the next
- Percentage of student continuously enrolled for three years

**Evaluation Criteria: Continuous Enrollment**

Reviewers will look for:

- Stability of student enrollment

Suggested Documents:

Locally generated reports

## V. Administration and Faculty

### 1. Highly Qualified Teachers

- Certification
- In-field and Out-of-field

#### Evaluation Criteria: Highly Qualified Teachers

Reviewers will look for:

- Quality and stability of school administration and faculty

Suggested Documents:

SPAR (School Public Accountability Report)

### 2. Staff Turnover

- Number and percentage of administration, faculty, and staff

#### Evaluation Criteria: Staff Turnover

Reviewers will look for:

- Stability across years of administration, faculty, and staff

Suggested Documents:

SPAR (School Public Accountability Report)  
Form 6: Staffing and Staff Turnover

## VI. Financial Performance & Sustainability

### 1. Student Enrollment

- Actual student enrollment per count / Budgeted student enrollment
- Enrollment Trends (F.S. 1002.345)

#### Evaluation Criteria: Student Enrollment

Reviewers will look for:

- Projected Growth
- Evidence of accurate reporting
- Under enrollment issues

Suggested Documents:

### 2. Liquidity & Sustainability (F.S. 1002.345; 7(10); 218.583)

- $(\text{Current assets} - \text{Current liabilities}) / \text{Total expenses}$
- Total unrestricted net assets / average monthly expenses (g(2); 7.10)
- Planned Budget Priorities (9(h))

#### Evaluation Criteria: Liquidity & Sustainability

Reviewers will look for:

- Evidence of positive fund balances
- Evidence of reserve (or plan for)
- Evidence that higher %age of funds tied to academic program

Suggested Documents:

3. Internal Controls (F.S. 1002.33 9(h)(i))

- Policy & Procedures (6A5)
- FTE Reporting (17(a))
- Redbook (9(g) 1.(1))
- Accrual (ongoing revenue & expenditures) (9.K(2))

**Evaluation Criteria: Internal Controls**

Reviewers will look for:

- Proper Board Approval & Oversight
- Evidence that policy & procedures are followed
- Federal Regulations followed (ie: Title I and IDEA)
- Federal and State Grants (7.9)

Suggested Documents:

4. Financial Reports

- Monthly Financial Reports (9.h(2))
- Insurance Coverage (7(11))
- Budget (F.S. 1002.33; 9.h)
- Payroll Taxes (218.503 1.(c))
- Annual Reports (7(10); 9(L))
- Cost Reports (9.g(2))
- Capital Outlay (1013.62)

**Evaluation Criteria: Financial Reports**

Reviewers will look for:

- Timeliness and Accuracy
- Accuracy of payment of payroll taxes
- Evidence that staff data is reported accurately
- Accuracy of Annual Report
- Evidence of accuracy of fund accounting
- Balanced budget
- No gaps in insurance coverage
- Appropriate Insurance coverage

Suggested Documents:

5. Annual Audit (218.503; 218.39; 218.391; 218.583; 218.503; 9.3(b); 1002.33 9(g))
- Absence of material or repeated audit findings in annual audit by qualified independent auditor
  - Financial Emergency / Recovery Plan

**Evaluation Criteria: Annual Audit**

Reviewers will look for:

- Findings / Trends (materiality)
- Financial Emergency Plans
- Governance oversight of Financial Plan
- Management response to Audit findings
- Use of outside auditor (9.j(2); 9.j(1))

Suggested Documents:

## VII. Board Performance & Stewardship

### 1. Board Member Skills, Knowledge and Commitment

- Board member experience in each of the following critical areas, at a minimum:  
Finance, Legal, Education, and Board Leadership/Governance
- Percentage of board members who attend more than 80% of board meetings
- Additional areas recommended to be represented: Community representation
- Compliance of governance training requirements
- Board Member membership and turnover

#### **Evaluation Criteria: Board Member Skills, Knowledge and Commitment**

Reviewers will look for:

- Percentage of attendance of board members who attend more than 80% board meetings
- Individual resumes/credentials of board members
- Board members years of experience in critical areas
- Verification of each board member's compliance with board training and fingerprinting
- Frequency and location of board meetings
- Minimum rate of board member turnover
- Appropriate number of board members

Suggested Documents:

- Form 5: Governing Board Membership and Turnover
- Form 7: School Governing Board Membership

## 2. Setting Expectations

- Percentage of short- and long-term academic and operating performance goals (for external accountability) that are SMART

i.e.: Specific

Measurable

Ambitious

Realistic, with Responsibility Assigned

Time-specific with Target Date

### **Evaluation Criteria: Setting Expectations**

Reviewers will look for:

- Percentage of contract goals that satisfy SMART criteria
- Percentage of board meeting minutes reflecting board discussions on current status/progress towards meeting goals

Suggested Documents:

## 3. Ethical Conduct

- Compliance with authorizer-approved board policy governing ethical matters including conflicts of interest
- Compliance with Jessica Lundsford Act

### **Evaluation Criteria: Ethical Conduct**

Reviewers will look for:

- Assurance signed that contracts awarded do not violate conflict of interest
- Disclosure of any relationship of individuals employed or contract with school
- Existence of nepotism policy
- Quorum present when board action is taken
- Required ethics policy – FS 1002.33 (12)(g)3

Suggested Documents:

**SAMPLE**

4. Regulatory and Reporting Compliance

- Required filings that are complete, accurate and on time
- Absence of violations of any regulatory or reporting requirements
- Membership list of SAC and Meeting dates
- Membership list of PLC and meeting dates

**Evaluation Criteria: Regulatory and Reporting Compliance**

Reviewers will look for:

- Percent complete, accurate and on-time reports, including but not limited to: Teacher certification / HQ teachers, monthly financial reports, annual audited financial, updated insurance verification, compliance with Sunshine Law
- SAC and PLC policy concerning segregation of duties for financial reporting
- SAC and PLC members have received and addressed annual audit, financials and other compliance related audits

Suggested Documents:

SAC and PLC minutes

## 5. Leadership Oversight and Evaluation

- Clear lines of authority, responsibility, and reporting
- *Special case:* In the case of CMOs, this should include assigning all ultimate leadership duties to the individual who reports to the CMO board
- Board monitoring of school/CMO leadership performance, as appropriate, throughout the year
- Annual evaluation of school/CMO leadership performance against established performance expectations (SMART goals)

### **Evaluation Criteria: Leadership Oversight and Evaluation**

Reviewers will look for:

- Review of contract of ESP, to include who owns property purchased with public monies
- Principal hired by Board – verified in minutes
- Organizational chart
- Method used by board to evaluate principal
- Method used by Principal to evaluate teachers/staff
- Teacher attrition rate
- Method of evaluation of ESP by board

Suggested Documents:

Board Meeting Minutes  
Organizational Chart  
Board Policy  
Principal Evaluations and Teacher/Staff Evaluations

## 6. Contract Management and Oversight

- Fulfillment of terms of charter contract
- Effective management and oversight of all service contracts, including any contracts for education/management services, as evidenced by, at a minimum:
  - Clear, sound contracts that articulate roles and responsibilities;
  - academic and operational (as applicable) performance goals, measures, timelines and terms; and consequences for inadequate performance;
  - and Oversight that focuses on contractually-agreed performance outcomes and quality service

### **Evaluation Criteria: Contract Management and Oversight**

Reviewers will look for:

- Verify that contracts of \$5000+ are reflected in budget
- MOU with partnerships
- Approval of contracts are reflected in minutes
- Signed assurance form that all contracts do not violate conflict of interest
- Results of interviews with board members, to include knowledge of by-laws and contract

Suggested Documents:

Board Approved Budgets for each year  
Board Meeting Minutes

## 7. Public Accountability and Transparency

- Clear, accurate, regular communication by the school on its academic and operating performance to key constituencies and the public through a variety of means that

### **Evaluation Criteria: Public Accountability and Transparency**

Reviewers will look for:

- Evidence that there is clear, accurate and regular communication by the school

Suggested Documents:

Out of Field letters  
Copies of newsletters  
Marketing plan  
Copies of letters to parents  
Website  
Minutes of SAC & PLC  
Copies of advertisements/collateral

maximize access and understanding

8. Securing the Future/Continuous Improvement

- Documented (in board minutes) board and leadership attention to significant changes in the school's environment including authorizing changes and legislative, regulatory and policy activity
- Formal annual board review of performance and improvement against annual targets and long-term academic and operating performance goals
- Measurable improvement in the school's academic and operating performance over time, aligned with the school's performance contract goals

**Evaluation Criteria: Securing the Future/Continuous Improvement**

Reviewers will look for:

- Evidence that the board uses desegregated data in its ongoing review of academic and operating performance goals
- Compliance with the Differentiated Accountability Model (if applicable)
- Evidence that there is an approved plan in place for professional development and that it is reflected in the board approved budget
- Evidence of on-going staff development
- Evidence of support by parents, teachers and students

Suggested Documents:

School Improvement Plan (or equivalent) / FCAT Focus  
Board minutes  
Professional development plan & budget  
Parent, teacher, student surveys  
Certified petition from parents & employees supporting renewal

## VIII. Parent & Community Commitment

### 1. Satisfied Students and Parents

- Re-enrollment ratio: School's rate of student re-enrollment from year to year
- At least 80% of parents and students will complete an author-approved satisfaction survey

#### Evaluation Criteria: Satisfied Students and Parents

Reviewers will look for:

- Re-enrollment ratio will meet or exceed the district's re-enrollment ratio
- 80% of completed surveys will reflect a high (A or B) rating

Suggested Documents:

Parent and student satisfaction surveys

### 2. Excess Student and Parent Demand

- $(\text{Enrollment} + \text{Excess Demand}) / \text{School's Current Enrollment Capacity}$

#### Evaluation Criteria: Excess Student and Parent Demand

Reviewers will look for:

- Enrollment demand meets or exceeds capacity of the school as determined by FISH capacity or a percentage of capacity to be agreed upon by the school and the sponsor

Suggested Documents:

Waiting list and enrollment history

### 3. Community Support



#### **Evaluation Criteria: Community Support**

Reviewers will look for:

- Evidence of community support

Suggested Documents:

Community volunteers/mentors  
Monetary and in-kind support  
Letters of support

## IX. Charter Alignment

### 1. Exceptional Student Education

- Appropriate ESE staffing with required certification
- Number of students receiving ESE services under Section 504 of the Rehabilitation Act (Section 504)
- Number of ESE students withdrawn from school over the term of the contract broken down by year
- Timely completion of IEP staffing and renewals
- Compliance in ESE Audit (if applicable)

#### Evaluation Criteria: Exceptional Student Education

Reviewers will look for:

- Evidence that the school has complied with all federal, state and local regulations in the provisions of ESE services to students

Suggested Documents:

Teacher certification  
ESE Audit Findings (if applicable)  
Form 2: Special Needs Student Enrollment  
Form 3: Special Needs Staffing

### 2. Limited English Proficiency

- Compliance with home language surveys
- Number of identified English Language Learners broken down by year
- Appropriate Teacher certification with ESOL endorsement

#### Evaluation Criteria: Limited English Proficiency

Reviewers will look for:

- Evidence that the school has complied with all federal, state and local regulations in the provisions of ESOL services to identified students

Suggested Documents:

Process for administering home language surveys  
Teacher certification/endorsements  
Form 2: Special Needs Student Enrollment  
Form 3: Special Needs Staffing

### 3. Operational Considerations

- Evidence of an approved Transportation Plan that ensures transportation is not a barrier to enrollment
- Evidence of an approved Food Service Plan that ensures all students are provided meals that meet the requirements of the National Food Lunch Program
- Evidence of an appropriate School Facility that meets all requirements for health, safety and welfare

#### **Evaluation Criteria: Operational Considerations**

Reviewers will look for:

- Evidence that the school has policies and contracts in place for the provision of transportation and food services
- Evidence that the facilities meet all federal, state and local regulations

Suggested Documents:

Transportation Policy  
Transportation contract with a service provider  
Transportation Plan  
Food Services Plan  
Food Services contract with a service provider  
Annual Health Inspections  
Annual Fire Inspections  
Certification of Occupancy

## **X. Charter School Five Year Plan**

As you submit your renewal documents, describe any changes you intend to propose in the following areas (if renewed):

### **1. Academic Programs**

- Changes in Focus
- Changes in Curriculum
- Changes in Assessment

### **2. Operational Programs**

- Changes in Governance
- Changes in Grade Configuration
- Changes in Board Policies and Procedures
- Changes in Staffing Plan

### **3. Facilities**

- Changes in location
- Planned renovations
- Construction

### **4. Finances**

- Planned long-term financing for the purpose of construction
- 5 year projected budget
- Detailed business plan if requesting contract term longer than 5 years

**Guidelines for an Application for Renewal of a Public School Charter**

**Form 1: Public School Charter  
Renewal Application  
Certification Statement**

Charter School Name: \_\_\_\_\_

School Address: \_\_\_\_\_  
Street Address City Zip

I hereby certify that the information submitted in this application for renewal of a public school charter is true to the best of my knowledge and belief; that this application has been approved by the school's Governing Board; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

\_\_\_\_\_  
Signature of Chair of Governing Board (or designated signatory authority) Date

Print/Type Name: \_\_\_\_\_

Title (if designated): \_\_\_\_\_

Date of approval by Governing Board: \_\_\_\_\_

<b>Year School Opened</b>	
<b>Current Enrollment</b>	
<b>Charter Maximum Enrollment*</b>	
<b>Current Grades Served</b>	
<b>Charter Grade Span*</b>	
<b>District(s) Served</b>	

\*Maximum enrollment, grade span, and district for which the school is chartered.

SAMPLE

**Guidelines for an Application for Renewal of a Public School Charter**

**Form 2: Special Needs Student Enrollment**

List the number of special education students, number of students receiving services under Section 504 of the Rehabilitation Act (Section 504), and number of students identified as English Language Learners (ELL) as of the October 1 SIMS submission for each year it is available for the current charter term. You may add to the chart if additional years are needed.

School Year	Student Enrollment			
	Special Education	Section 504	English Language Learners	Total School Enrollment



SAMPLE



**Guidelines for an Application for Renewal of a Public School Charter**

**Form 5: Governing Board Membership and Turnover**

List the total board membership and the number of board members joining and leaving the board in each school year of the current charter period.

<b>School Year</b>	<b>Total Membership</b>	<b>Members Joining</b>	<b>Members Departing</b>

## Guidelines for an Application for Renewal of a Public School Charter

### Form 6: Staffing and Staff Turnover

List the following information for each year of the current charter period: number of administrators, teachers, and other staff (actual number and FTEs); and number of departures of administrators, teachers and other staff during and at the end of each school year. Provide a brief explanation of administrator and teacher departures.

School Year					
<b>Administrators</b>					
Number and FTEs					
Departures during school year					
Departures at end of school year					
<b>Teachers</b>					
Number and FTEs					
Departures during school year					
Departures at end of school year					
<b>Other Staff</b>					
Number and FTEs					
Departures during school year					
Departures at end of school year					

**Guidelines for an Application for Renewal of a Public School Charter**

**Form 7: School Governing Board Membership  
Organizational Chart**

Name of Charter School: \_\_\_\_\_

Form Completed By: \_\_\_\_\_

Date Form Completed: \_\_\_\_\_

<b>Name of Board Member</b>	<b>Preferred method of contact (indicate Home or Work) Address, Telephone and Fax Numbers, and E-mail</b>	<b>Date Term Expires</b>	<b>Position Held (Chair, Secretary, etc.)</b>	<b>Voting or Non-Voting or other restrictions (if any)</b>	<b>Committee Assignment(s) (if any)</b>

SAMPLE

**Guidelines for an Application for Renewal of a Public School Charter**

**Form 8: School Accountability Report  
(Pre-Populated)**

Name of Charter School: \_\_\_\_\_

Grade Level(s) Served: \_\_\_\_\_

(List the following information for each year of the current charter term.)

School Year	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Percent Tested

SAMPLE

**Guidelines for an Application for Renewal of a Public School Charter**

**Form 9: School AYP Report for Reading  
(Pre-Populated)**

Name of Charter School: \_\_\_\_\_

Grade Level(s) Served: \_\_\_\_\_

(List the following information for each year of the current charter term.)

School Year	Reading: % Tested in Reading								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

School Year	Reading: % Scoring at or above Grade Level in Reading								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

SAMPLE

**Guidelines for an Application for Renewal of a Public School Charter**

**Form 9: School AYP Report for Reading  
(Pre-Populated)**

Name of Charter School: \_\_\_\_\_

Grade Level(s) Served: \_\_\_\_\_

(List the following information for each year of the current charter term.)

School Year	Reading: % of Students Below Grade Level in Reading								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

School Year	Reading: % of Students on Track to be Proficient in Reading								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

SAMPLE

SAMPLE

**Guidelines for an Application for Renewal of a Public School Charter**

**Form 9: School AYP Report for Math  
(Pre-Populated)**

Name of Charter School: \_\_\_\_\_

Grade Level(s) Served: \_\_\_\_\_

(List the following information for each year of the current charter term.)

School Year	Math: % Tested in Math								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

School Year	Math: % Scoring at or above Grade Level in Math								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

SAMPLE

**Guidelines for an Application for Renewal of a Public School Charter**

**Form 9: School AYP Report for Math  
(Pre-Populated)**

Name of Charter School: \_\_\_\_\_

Grade Level(s) Served: \_\_\_\_\_

(List the following information for each year of the current charter term.)

School Year	Math: % of Students Below Grade Level in Math								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

School Year	Math: % of Students on Track to be Proficient in Math								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

SAMPLE

**Guidelines for an Application for Renewal of a Public School Charter**

**Form 9: School AYP Report for Writing & Graduation Rate  
(Pre-Populated)**

Name of Charter School: \_\_\_\_\_

Grade Level(s) Served: \_\_\_\_\_

(List the following information for each year of the current charter term.)

School Year	Writing: Improved Performance by 1% in Writing								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

School Year	Graduation: Increased Graduation Rate by 1%								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

SAMPLE

SAMPLE