

## **2021-2022 PERFORMANCE FRAMEWORK SOVEREIGN COMMUNITY SCHOOL (SCS)**

LOCATION:	12600 N. Kelley Ave, Oklahoma City, 73131 (Between Kilpatrick Turnpike and NW 122 <sup>nd</sup> )
LOCATION DISTRICT:	Oklahoma City Public Schools
OPERATIONAL YEAR:	3
ENROLLMENT (Oct. 1 Count):	124
GRADES SERVED:	5 <sup>th</sup> -11 <sup>th</sup>
FY21 OCAS EXPENDITURES:	\$1,229,694 (\$9,917 per pupil)
BOARD CHAIR:	James McSpadden/Kendra Wilson-Clements
SUPERINTENDENT:	Dr. Dusty Delso

The performance framework sets forth the academic and operational performance indicators, measures and metrics that will guide the evaluation of the charter school by the authorizer. Data is submitted through the year to the authorizer and informs the performance framework. Included in the framework are indicators, measures and metrics that address the following statutory requirements:

1. Student academic proficiency;
2. Student Academic growth;
3. Achievement gaps in both proficiency and growth between major student subgroups;
4. Student attendance;
5. Recurrent enrollment from year to year as determined by the methodology used for public schools in Oklahoma;
6. In the case of high schools, graduation rates as determined by the methodology used for public schools in Oklahoma;
7. In the case of high schools, postsecondary readiness;
8. Financial performance and sustainability; and
9. Governing board performance and stewardship, including compliance with all applicable laws, regulations and terms of the charter contract.

## Academic Performance Framework Checklist

The Academic Performance section of the Framework is developed to provide an assessment of the body of evidence required to determine the academic performance of the school. It is expected that the school will deliver an academic program that provides improved academic outcomes and education success for students.

Please note that Oklahoma State Testing was conducted in Spring 2021 but Oklahoma School Report Cards have not been issued as of the date of this report. Academic Performance will be adjusted accordingly and the possible points will be removed from final calculations. SCS did not serve grade 12 and had no graduates.

Academic Performance Framework—Checklist	Meets Standard	Does Not Meet Standard
<b>1.1—Overall Absolute Achievement</b>		
1.1.1—Are students achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?		✓
1.1.2—Are students achieving proficiency on statewide assessments in <b>Math</b> ?		✓
<b>1.2—Overall Growth</b>		
1.2.1—Are students improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP?	N/A	
1.2.2—Are students improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP?	N/A	
<b>1.3—Subgroup Absolute Achievement</b>		
1.3.1—Are students in all subgroups achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ? <i>(Note: All subgroups will be evaluated separately)</i>		✓
1.3.2—Are students in all subgroups achieving proficiency on statewide assessments in <b>Math</b> ? <i>(Note: All subgroups will be evaluated separately)</i>		✓
<b>1.4—Subgroup Growth</b>		
1.4.1—Are students in all subgroups improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP? <i>(Note: All subgroups will be evaluated separately)</i>	N/A	
1.4.2—Are students in all subgroups improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP? <i>(Note: All subgroups will be evaluated separately)</i>	N/A	
<b>1.5—Postsecondary Readiness</b>		
1.5.1—Assessment Participation		
1.5.2—Assessment Performance		
1.6—Graduation Rate		

## Academic Performance Framework

1.0—Academic Performance Framework	
1.1—Overall Absolute Achievement	
<p>1.1.1—Are students achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b>?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 60% of FAY students score proficient or advanced on OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ More than 40% of FAY students score below proficient on OSTP</li> </ul> </li> </ul>	<p>1.1.2—Are students achieving proficiency on statewide assessments in <b>Math</b>?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 60% of FAY students score proficient or advanced on OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ More than 40% of FAY students score below proficient on OSTP</li> </ul> </li> </ul>
1.2—Overall Growth	
<p>1.2.1—Are students improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Less than 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> </ul>	<p>1.2.2—Are students improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Less than 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> </ul>

## Academic Performance Framework

1.3—Subgroup Absolute Achievement	
<p>1.3.1—Are students in all subgroups achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b>? (Note: All subgroups will be evaluated separately)</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 60% of FAY students score proficient or advanced on OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ More than 40% of FAY students score below proficient on OSTP</li> </ul> </li> </ul>	<p>1.3.2—Are students in all subgroups achieving proficiency on statewide assessments in <b>Math</b>? (Note: All subgroups will be evaluated separately)</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 60% of FAY students score proficient or advanced on OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ More than 40% of FAY students score below proficient on OSTP</li> </ul> </li> </ul>
1.4—Subgroup Growth	
<p>1.4.1—Are students in all subgroups improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP? (Note: All subgroups will be evaluated separately)</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Less than 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> </ul>	<p>1.4.2—Are students in all subgroups improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP? (Note: All subgroups will be evaluated separately)</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Less than 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> </ul>

## Academic Performance Framework

1.5—Postsecondary Readiness	
<p>1.5.1—Assessment Participation</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 70% of FAY students in the 11<sup>th</sup> and 12<sup>th</sup> grade will have taken the ACT, SAT, PSAT, WorkKeys or ASVAB at least once.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Less than 70% of FAY students in the 11<sup>th</sup> and 12<sup>th</sup> grade will have taken the ACT, SAT, PSAT, WorkKeys, or ASVAB at least once.</li> </ul> </li> </ul>	<p>1.5.2—Assessment Performance</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The most recent year’s average ACT, SAT, PSAT, WorkKeys, and ASVAB scores of students at the school is equal to or greater than the most recent average scores recorded for the State of Oklahoma.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The most recent year’s average ACT, SAT, PSAT, WorkKeys, and ASVAB score of students at the school is less than the most recent average scores recorded for the State of Oklahoma.</li> </ul> </li> </ul>
1.6—Graduation Rate	
<p>1.6—Graduation Rate</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The high school graduation rate of the school, as it is measured by the State Department of Education, is equal to or greater than the state’s average high school graduation rate.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The high school graduation rate of the school, as it is measured by the State Department of Education, is less than the state’s average high school graduation rate.</li> </ul> </li> </ul>	

## Academic Performance Framework

Academic Performance Framework Scoring		
Criteria	Points Available	Points Earned
1.1.1—Are students achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?	2	0
1.1.2—Are students achieving proficiency on statewide assessments in <b>Math</b> ?	2	0
1.2.1—Are students improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP?	0	N/A
1.2.2—Are students improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP?	0	N/A
1.3.1—Are students in all subgroups achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ? (Note: All subgroups will be evaluated separately)*	1	0
1.3.2—Are students in all subgroups achieving proficiency on statewide assessments in <b>Math</b> ? (Note: All subgroups will be evaluated separately)*	1	0
1.4.1—Are students in all subgroups improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP? (Note: All subgroups will be evaluated separately)*	0	N/A
1.4.2—Are students in all subgroups improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP? (Note: All subgroups will be evaluated separately)*	0	N/A
1.5.1—Postsecondary Readiness Participation	N/A	N/A
1.5.2—Postsecondary Readiness Performance	N/A	N/A
1.6—Graduation Rate	N/A	N/A
<b>Total</b>	<b>6</b>	<b>0</b>

<b>Academic Performance Score</b>	0/6 = 0
$[(\text{Points Earned})/(\text{Points Available})]*100 = \text{Score}$	

\*Note: The Oklahoma State Department of Education disaggregates to the following subgroups: Hispanic, American Indian, Asian, Black, Hawaiian or Pacific Islander, White, Two or More Races, Students with Learning Disabilities, Student with Limited English Proficiency, and Students with Migrant Status.

## Financial Performance Framework Checklist

Financial Performance Framework—Checklist	Meets Standard	Does Not Meet Standard
2.1—Audit Findings		
2.1.1—Did the most recent audit have any findings?		✓
2.1.2—Did any of the school’s audits over the term of the contract have any findings?		✓
2.2—Cash Flow		✓
2.3—Debt to Asset Ratio ( <i>Total Liabilities divided by Total Assets</i> )		✓
2.4—Timely Reporting, Financial		
2.4.1—Did the school meet all the financial reporting deadlines over the most recent year, as required by the Oklahoma State Department of Education?		✓
2.4.2—Did the school meet all the financial reporting deadlines, as required by the Oklahoma State Department of Education, over the term of the charter contract?		✓

## Financial Performance Framework

2.0—Financial Performance Framework	
2.1—Audit Findings	
<p>2.1.1—Did the most recent audit have any findings?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ There were no findings of significant deficiencies, material noncompliance or known fraud on the school's most recent independent financial audit.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ There were one or more findings of significant deficiencies, material noncompliance or known fraud on the school's most recent independent financial audit.</li> </ul> </li> </ul>	<p>2.1.2—Did any of the school's audits over the term of the contract have any findings?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ There were no findings of significant deficiencies, material noncompliance or known fraud on any independent financial audits over the term of the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ There were one or more findings of significant deficiencies, material noncompliance or known fraud on any independent financial audits over the term of the charter contract.</li> </ul> </li> </ul>
2.2—Cash Flow	2.3—Debt to Asset Ratio
<p>2.2—Cash Flow</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Three-year cumulative cash flow for the school is positive and cash flow is positive for each year, OR</li> <li>✓ Three-year cumulative cash flow for the school is positive, cash flow is positive in two of three years, and cash flow in the most recent year is positive</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Three-year cumulative cash flow for the school is negative</li> </ul> </li> </ul>	<p>2.3—Debt to Asset Ratio (Total Liabilities divided by Total Assets)</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Debt to Asset Ratio is less than 0.9</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Debt to Asset Ratio is greater than 0.9</li> </ul> </li> </ul>



## Financial Performance Framework

2.4—Timely Reporting, Financial	
<p>2.4.1—Did the school meet all the financial reporting deadlines over the most recent year, as required by the State Department of Education?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time.</li> </ul> </li> </ul>	<p>2.4.2—Did the school meet all the financial reporting deadlines, as required by the State Department of Education, over the term of the charter contract?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time over the term of the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time over the term of the charter contract.</li> </ul> </li> </ul>

Financial Performance Framework Scoring		
Criteria	Points Available	Points Earned
2.1.1—Did the most recent audit have any findings?	3	0
2.1.2—Did two of the school's last three audits have any findings?	2	0
2.2—Cash Flow ( <i>Three-year cumulative cash flow is positive</i> )	2	0
2.3—Debt to Asset Ratio ( <i>Total Liabilities divided by Total Assets</i> )	1	0
2.4.1—Did the school meet all the financial reporting deadlines over the most recent year, as required by the State Department of Education?	1	0
2.4.2—Did the school meet all the financial reporting deadlines, as required by the State Department of Education, over the term of the charter contract?	1	0
<b>Total</b>	<b>10</b>	<b>0</b>

<b>Financial Performance Score</b>	0/10 = 0
$[(\text{Points Earned})/(\text{Points Available})]*100 = \text{Score}$	

## Organizational Performance Framework Checklist

Please note that the “Recurrent Enrollment” metric is not being included in this evaluation. The calculation for this metric defined in the framework is not applicable to schools that add additional grades and increase student enrollment.

Organizational Performance Framework—Checklist	Meets Standard	Does Not Meet Standard
3.1—Attendance Rate*		✓
3.2—Recurrent Enrollment		
3.2.1—Recurrent Enrollment (The number of students enrolled on October 1 divided by the number of students enrolled on the last day of the prior school year times 100)	N/A	N/A
3.2.2—Recurrent Enrollment Average	N/A	N/A
3.3—Open Meeting Act & Open Record Act Compliance		✓
3.4—Accreditation		
3.4.1—Accreditation ( <i>Most Recent</i> )		✓
3.4.2—Accreditation ( <i>Contract Term</i> )		N/A
3.5—Does the school website meet the standards for transparency and documentation as described by Oklahoma Statute and by the Oklahoma State Department of Education?		✓
3.6—Timely Reporting, Accreditation		
3.6.1—Did the school meet all the reporting deadlines, as required by the Oklahoma State Department of Education, on the most recent Accreditation Report?		✓
3.6.2—Did the school meet all the reporting deadlines, as required by the Oklahoma State Department of Education, on any of the Accreditation Reports filed over the term of the charter contract?	N/A	N/A
3.7—Timely Reporting, Sponsor Governing School Board		
3.7.1—Did the school meet all the reporting deadlines, as required by the Sponsor Governing School Board, during the most recent year?		✓
3.7.2—Did the school meet all the reporting deadlines, as required by the Sponsor Governing School Board, over the term of the charter contract?	N/A	N/A
3.8—Does the school provide support structures for students and families that are accessible 24 hours per day and seven (7) days per week (e.g. online tutoring, mentoring, and technical support)?	✓	

\*Data from OSDE End-of-Year Audit Reports of Average Daily Membership (ADM) and Average Daily Attendance (ADA). SCS’s FY22 average daily attendance was 85.4%. Statewide average daily attendance was 92.9%.

## Organizational Performance Framework

3.0—Organizational Performance Framework	
3.1—Attendance	
<p>3.1—Attendance Rate</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The average attendance rate, as defined by the school’s governing board, over the term of the charter contract is equal to or greater than the state average for attendance as reported by the State Department of Education during the same timeframe as the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The average attendance rate, as defined by the school’s governing board, over the term of the charter contract is less than the state average for attendance as reported by the State Department of Education during the same timeframe as the charter contract.</li> </ul> </li> </ul>	
3.2—Recurrent Enrollment	
<p>3.2.1—Recurrent Enrollment <i>(The number of students enrolled on October 1 divided by the number of students enrolled on the last day of the prior school year times 100)</i></p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The recurrent enrollment for this year is equal to or greater than 75%.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The recurrent enrollment for this year is less than 75%.</li> </ul> </li> </ul>	<p>3.2.2—Recurrent Enrollment Average</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The cumulative average recurrent enrollment is equal to or greater than 75% over the term of the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The cumulative average recurrent enrollment is less than 75% over the term of the charter contract.</li> </ul> </li> </ul>

## Organizational Performance Framework

<b>3.3—Open Meetings &amp; Open Records Compliance</b>	
3.3—Open Meetings & Open Records Compliance <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The board of governance for the school consistently complies with requirements in the Open Meetings &amp; Open Records Acts.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The board of governance for the school inconsistently complies with requirements in Open Meetings &amp; Open Records Acts.</li> </ul> </li> </ul>	
<b>3.4—Accreditation</b>	
3.4.1—Accreditation ( <i>Most Recent</i> ) <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ There were no findings on the school's most recent Accreditation Report.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ There were one or more findings on the school's most recent Accreditation Report.</li> </ul> </li> </ul>	3.4.2—Accreditation ( <i>Contract Term</i> ) <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ There were no findings on any of the Accreditation Reports over the term of the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ There were one or more findings any of the Accreditation Reports over the term of the charter contract.</li> </ul> </li> </ul>
<b>3.5—Website</b>	
3.5—Does the school website meet the standards for transparency and documentation as described by Oklahoma statute and by the State Department of Education? <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The school has consistently met all requirements for school website(s) as described in Oklahoma statute and by the State Department of Education.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The school has not consistently met all requirements for school website(s) as described in Oklahoma statute and by the State Department of Education.</li> </ul> </li> </ul>	

## Organizational Performance Framework

3.6—Timely Reporting, Accreditation	
<p>3.6.1—Did the school meet all the reporting deadlines, as required by the State Department of Education, on the most recent Accreditation Report?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time.</li> </ul> </li> </ul>	<p>3.6.2—Did the school meet all the reporting deadlines, as required by the State Department of Education, on any of the Accreditation Reports filed over the term of the charter contract?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time over the term of the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time over the term of the charter contract.</li> </ul> </li> </ul>
3.7—Timely Reporting, Sponsor Governing School Board	
<p>3.7.1—Did the school meet all the reporting deadlines, as required by the Sponsor Governing School Board, during the most recent year?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time.</li> </ul> </li> </ul>	<p>3.7.2—Did the school meet all the reporting deadlines, as required by the Sponsor Governing School Board, over the term of the charter contract?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on.</li> </ul> </li> </ul>
3.8—Organizational Support Structures	
<p>3.8—Does the school provide support structures for students and families that are accessible 24 hours per day and seven (7) days per week (e.g. online tutoring, mentoring, and technical support)?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Students and families have access to support structures 24 hours per day and seven (7) days per week.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Students and families do not have access to support structures 24 hours per day and seven (7) days per week.</li> </ul> </li> </ul>	

## Organizational Performance Framework

Organizational Performance Framework Score		
Criteria	Points Available	Points Earned
3.1—Attendance Rate	2	0
3.2.1—Recurrent Enrollment (The number of students enrolled on October 1 divided by the number of students enrolled on the last day of the prior school year times 100)	N/A	0
3.2.2—Recurrent Enrollment Average	N/A	N/A
3.3—Open Meetings & Open Records Compliance	1	0
3.4.1—Accreditation (Most Recent)	2	0
3.4.2—Accreditation (Contract Term)	2	0
3.5—Does the school website meet the standards for transparency and documentation as described by Oklahoma statute and by the State Department of Education?	1	0
3.6.1—Did the school meet all the reporting deadlines on the most recent Accreditation Report as required by the State Department of Education?	1	0
3.6.2—Did the school meet all the reporting deadlines on at least two of the last three Accreditation Reports as required by the State Department of Education?	1	0
3.7.1—Did the school meet all the reporting deadlines during the most recent year as required by the Sponsor Governing School Board?	1	0
3.7.2—Did the school meet all the reporting deadlines in at least two of the last three years as required by the Sponsor Governing School Board?	1	0
3.8—Does the school provide support structures for students and families that are accessible 24 hours per day and seven (7) days per week (e.g. online tutoring, mentoring, and technical support)?	2	2
<b>Total</b>	<b>14</b>	<b>2</b>

<b>Organizational Performance Score</b>	$2/14 * 100 = 14.3$
$[(\text{Points Earned})/(\text{Points Available})]*100 = \text{Score}$	

## Performance Framework Index

Performance Framework Index				
Performance Framework	Calculation	Score	Weight	Index
Academic ( <i>A</i> )	$(Score) * (Weight) = (A)$	0	0.50	0
Financial ( <i>F</i> )	$(Score) * (Weight) = (F)$	0	0.25	0
Organizational ( <i>O</i> )	$(Score) * (Weight) = (O)$	14.3	0.25	3.6
Performance Framework Index (PFI)	$[(A) + (F) + (O)] = PFI$		1.0	3.6