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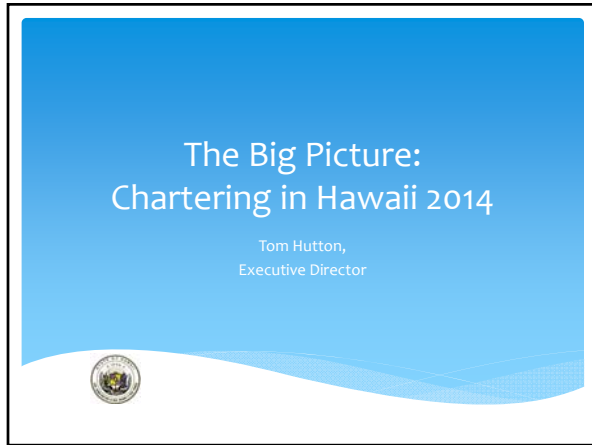
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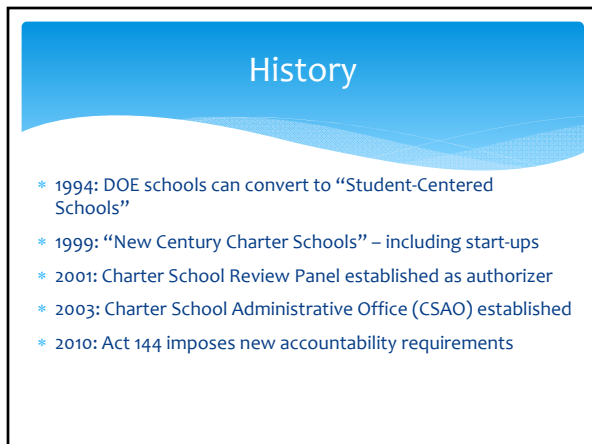
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**History (continued)**

- \* 2011: Act 130 (of 2011) creates Task Force on Charter School Governance, Accountability, and Authority
- \* 2011: Legislative Auditor Performance Audit of the Hawaii Public Charter School System
  - \* No outside oversight
  - \* Unethical and illegal spending of public funds
- \* 2012: Legislative Task Force Report issued
  - \* Sets in motion Act 130 (of 2012)

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**History (continued)**

- \* 2012: Act 130 passes
  - \* Charter School Review Panel replaced by Commission
  - \* CSAO set to sunset June 30, 2013
  - \* Commission staff to focus primarily on authorizer role
  - \* Law mandates charter school performance contracts
  - \* Law sets forth performance framework
  - \* Law requires charter applications to address elements of performance framework

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**History (continued)**

- \* 2013: Commission completes application cycle inherited from Charter School Review Panel
- \* 2013: CSAO transitions to Commission staff and sunsets
- \* 2013: Existing charter schools enter into 1-yr charter contracts
- \* 2013: Commission adopts new calendar for application cycle
- \* 2014: Commission executes first full application cycle
- \* 2014: Existing charters enter into new charter contracts

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### This Moment

- \* Accountability and rigor are themes of the day
- \* Emphasis on rigor on the front end
- \* High expectations for high-performing schools
- \* Governance expectations
- \* Leadership expectations
- \* Staffing expectations
- \* KEY: Application is not just a “bar” but a helpful tool

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### Some Unique Features

- \* Creating new state agencies (not 501 (c)(3)s with contracts)
- \* Hawaii’s statewide SEA/LEA
- \* Employees not only unionized but in same bargaining units— and under same master collective bargaining agreements—as DOE employees
  - \* Charter school supplemental agreements
- \* Two official state languages
- \* Conversion schools that retain attendance districts
- \* Direct provision of some services (SPED), funding (benefits)

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### Continuing Challenges

- \* Funding
- \* Facilities needs for start-ups
- \* Need for collective system supports / capacity augmentation not the function of the authorizer
- \* Longstanding unresolved system questions

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### Opportunity

- \* Increasing confidence in charter school system
- \* Improved BOE/DOE - charter school relations
- \* Need and desire for system-wide improvement, educational options—and some notable progress
- \* Huge potential for charter schools to make more constructive contributions to Hawaii’s public education system
- \* Opportunities for new schools

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### Some Big Picture Questions

- \* How will our proposed school contribute to the public school system as a whole?
  - \* Address recognized system needs or challenges?
- \* Communities with gap between enrollment and school capacity
  - \* Urban version
  - \* Rural version

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### Some Big Picture Questions (continued)

- \* Student populations the system has struggled to serve
  - \* Micronesian populations
  - \* Male students (address learning styles, middle school)
- \* Workforce opportunities and challenges
  - \* “Pipeline” issues, growth areas for high-skill employment
    - \* STEM, high-skill trades
  - \* Note: opportunities for strategic partnerships

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**Some Big Picture Questions  
(continued)**

- \* Where parental confidence could be stronger
  - \* Middle schools?
- \* Have we thoughtfully considered high school?
- \* What is our perspective on questions of socioeconomic diversity?
- \* What can we learn from other jurisdictions?
- \* What do we need to learn about Hawaii?
- \* What skill sets does our founding group need?

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**Hawaii's Legal Framework for  
Charter Schooling**

Danny Vasconcellos,  
Organizational Performance Specialist



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**The Performance Contract**

- \* The charter contract protects a school's autonomy while holding it accountable for results.
- \* Act 130: Requires that charter schools enter into a performance contract with the Commission and requires the Commission to establish a performance framework.
- \* Contracts are almost identical for each school, with some exceptions that recognize the unique missions of individual schools.

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### Performance Frameworks

- \* The contract establishes the expectations of the school in three frameworks: academic, financial, and organizational.
- \* These frameworks set clear expectations for schools and help define the rights and responsibilities for both the school and the Commission.
- \* Schools receive ratings (such as meets or does not meet) on indicators within each framework.

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### Academic Performance Framework

**Is the educational program successful?**

- \* Indicators look at student academic proficiency; achievement gaps in proficiency; growth; and other measures.
- \* The framework encompasses both statewide and school-specific measures.
- \* Both the state accountability system and the charter contract recognize there are multiple ways of determining success.

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### Financial Performance Framework

**Is the school financially viable?**

- \* The purpose of this framework is to evaluate a school's near term and sustainable financial health.
- \* Examples of indicators: Total margin ratio (whether you have more money than you spend); current ratio (total current assets divided by total current liabilities).
- \* Charters need an annual external audit and must submit quarterly financial statements.

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## Organizational Performance Framework

**Is the organization effective and accountable?**

- \* Charter schools have responsibilities to students, but also to the State, and ultimately, the public at large.
- \* This framework ensures that schools are in compliance by meeting applicable legal obligations and that they are good stewards of public resources.
- \* Indicators include governance and reporting; education program; students and employees; and school environment.

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## Organizational Performance Framework (continued)

- \* The Organizational Performance Framework often intersects with the academic and financial frameworks but looks more at process and less at outputs.
- \* For example, this framework looks at whether the school has its policies and procedures on its website—it does not evaluate or approve the policies (except Admissions).
- \* This framework also is something of a “catch all” for the other terms in the contract.

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## The Three Frameworks

<b>Academic</b> Is the educational program successful?	<b>Financial</b> Is the school financially viable?	<b>Organizational</b> Is the organization effective and accountable?
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### How the Frameworks are Used

The frameworks provide the foundation for the Commission's work, from **monitoring** to **intervention** to **renewal decisions**.

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### Monitoring

- \* State law requires the Commission to continually monitor performance and legal compliance.
- \* The Commission must provide an annual report to the Legislature, which must include a performance report on each charter school based on the performance frameworks.
- \* Each school must submit an annual report to the Commission to help it compile the annual report.

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### Intervention

- \* If a school's performance or legal compliance appears unsatisfactory, the Commissioner shall notify the school and provide a chance for the school to respond and/or remedy the problem.
- \* Most deficiencies will be readily addressed.
- \* Drastic concerns may prompt drastic measures, ranging from the school adopting an interim restructuring plan to revocation.

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## Renewal Decisions

- \* Ratings in each of the three framework will help the Commission make high-stakes decisions about whether to renew, non-renew, or revoke a charter contract.
- \* There is no rigid formula—a school that does not perform well in one framework may still be renewed. But a school that does poorly on one indicator may also be non-renewed.

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## Questions?

Overview of Chartering

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