Performance Framework for OPSB Network Schools

Orleans Parish School Board

January 2016

Prepared by the Office of Network Schools, Orleans Parish School Board in partnership with the Portfolio Office
Introduction

About the Orleans Parish School Board Performance Framework

The Orleans Parish School Board (OPSB) developed the comprehensive Performance Framework to ensure that each and every school is serving students with a high-quality public education. The Performance Framework sets the academic and comprehensive organizational standards by which OPSB Network Schools will be evaluated, informing both the Orleans Parish School Board, the Office of Network Schools, and individual school officials about school performance, sustainability, and operations.

By utilizing the Performance Framework throughout each network school’s life cycle, OPSB officials will expand the rigorous standards and metrics by which each and every school is evaluated. This will enable OPSB officials to take multiple factors into account when evaluating schools across the district.
Section I. Academic Performance

The Academic Performance Framework includes measures that allow OPSB to evaluate school academic performance. This section includes indicators, measures and metrics for student academic proficiency; student academic growth; performance of major student subgroups; and optional, additional mission-specific measures.

This section answers the evaluative question: Is the academic program a success? A school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place.

For each measure, a school receives one of four ratings: “Exceeds Standard”, “Meets Standard”, “Does Not Meet Standard”, or “Falls Far Below Standard”.

NOTE: Schools in the top 5 percent of all schools statewide serving the same grade levels, based on School Performance Score (SPS), will be evaluated only using Indicator 1 and, if applicable, Indicator 2.

NOTE 2: Schools that experience a change to the student body composition of more than 40% from the prior school year (October 1st MFP student counts) due to:

- Identification as a turnaround school (as defined in BESE Bulletin 111, §1105),
- conducting a full takeover (merger) of a school otherwise meeting the definition of a turnaround school,
- a school reconfiguration (as defined in BESE Bulletin 111, §3303), or
- the initial growth plan for a newly-opened school will be evaluated using only Indicator 1 and, if applicable, Indicator 2. Transitional evaluation standards for eligible schools will be established by the Superintendent.

Indicators and Measures:

1. State and Federal Accountability System
   a. Louisiana’s Accountability System

2. Optional School-Specific Academic Goals
   a. Academic Goals

3. Subgroup Performance
   a. Student Growth
   b. State Examination Comparison

4. Reading & Math Goals
   a. State Examination Comparison - ELA
   b. State Examination Comparison - Math
1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

1a. Is the school meeting acceptable standards according to Louisiana’s accountability system (Letter Grades & SPS)?

☐ Exceeds Standard
   School received a letter grade of A.

☐ Meets Standard
   • School received a letter grade of B, or
   • School received a letter grade of C and has an SPS at or above the midpoint of the C range (77).

☐ Does Not Meet Standard
   • School received a letter grade of C and has an SPS below the midpoint of the C range (77), or
   • School received a letter grade of D.

☐ Falls Far Below Standard
   School received a letter grade of F.
Section I: Academic Performance

2. SCHOOL-SPECIFIC ACADEMIC GOALS

2a. Did the school meet its school-specific academic goals?

Note: Specific metric(s) and target(s) must be developed and agreed upon by the school and the Executive Director of Network Schools.

☐ Exceeds Standard: The school exceeded its school-specific academic goal(s).

☐ Meets Standard: The school met its school-specific academic goal(s).

☐ Does Not Meet Standard: The school did not meet its school-specific academic goal(s).

☐ Falls Far Below Standard: The school fell far below its school-specific academic goal(s).
3. SUBGROUP PERFORMANCE

Applies to all schools that meet State reporting thresholds for enrollment of students who qualify for Free or Reduced Lunch (FRL), English-Language Learners (ELL), students with disabilities (SPED), or minority students.

3a. Are students in demographic subgroups exceeding individual student growth expectations?

Note: The OPSB Academic Performance Framework will include a measure of student growth, aligned to the state’s Value-Added Model (VAM). The Louisiana Department of Education has indicated that VAM data will not be published for the 2013-14 and 2014-15 school years due to the state’s transition to new assessments. Targets for this measure will be established once this data is again available.

☐ Exceeds Standard:
   TBD

☐ Meets Standard:
   TBD

☐ Does Not Meet Standard:
   TBD

☐ Falls Far Below Standard:
   TBD

3b. Are students in demographic subgroups performing well on state examinations in math and reading compared to subgroup performance statewide?

Note: Each eligible subgroup (Economically Disadvantaged, Minority, Students with Exceptionalities, and English Language Learners) is evaluated separately for reading and math.

☐ Exceeds Standard:
   School subgroup proficiency rate met or exceeded the 90th percentile of statewide subgroup performance.

☐ Meets Standard:
   School subgroup proficiency rate was between the 50th and 89th percentiles of statewide subgroup performance.

☐ Does Not Meet Standard:
   School subgroup proficiency rate was between the 20th and 49th percentiles of statewide subgroup performance.

☐ Falls Far Below Standard:
   School subgroup proficiency rate fell below the 20th percentile of statewide subgroup performance.
4. ENGLISH LANGUAGE ARTS & MATH GOALS

4a. Are students performing well on state examinations in English Language Arts in comparison to other schools in the state?

- **Exceeds Standard:**
  School average proficiency rate is in the top 10 percent of statewide performance for schools serving the same grade levels.

- **Meets Standard:**
  School average proficiency rate met or exceeded the statewide average for schools serving the same grades, but falls below the 90th percentile of statewide performance.

- **Does Not Meet Standard:**
  School average proficiency rate fell below the statewide average for schools serving the same grades, but is above the 20th percentile of statewide performance.

- **Falls Far Below Standard:**
  School average proficiency rate fell below the 20th percentile of statewide performance for schools serving the same grades.

4b. Are students performing well on state examinations in Math in comparison to other schools in the state?

- **Exceeds Standard:**
  School average proficiency rate is in the top 10 percent of statewide performance for schools serving the same grade levels.

- **Meets Standard:**
  School average proficiency rate met or exceeded the statewide average for schools serving the same grades, but falls below the 90th percentile of statewide performance.

- **Does Not Meet Standard:**
  School average proficiency rate fell below the statewide average for schools serving the same grades, but is above the 20th percentile of statewide performance.

- **Falls Far Below Standard:**
  School average proficiency rate fell below the 20th percentile of statewide performance for schools serving the same grades.
Section II: Organizational Performance

The purpose of the Organizational Performance Framework is to communicate to the school and public the compliance-related standards that all Network Schools must meet. The Organizational Framework lists the standards that the school is already required to meet through state and federal law, rules, regulations, or district policies.

For each measure a school receives one of three ratings.

**Meets Standard:** The school materially meets the expectations outlined.

**Does Not Meet Standard:** The school has failed to implement the program in the manner described above; the failure(s) were material, but the school administration has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the Superintendent of Schools.

**Falls Far Below Standard:** The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, regardless of the severity of the failure(s).

**Indicators and Measures:**

1. **Education Program**
   a. Essential Terms & District Policies
   b. Compliance with Education Requirements
   c. Students with Disabilities Rights
   d. English Language Learner Rights

2. **Regulated and School Funds Oversight**
   a. Compliance with Program Requirements
   b. School Activities Funds Maintenance
   c. Alignment of Resources and Professional Development

3. **Office of Network Schools Expectations**
   a. Utilization of Academic Employees
   b. Support of Teacher Performance
   c. Professional Learning
   d. Compliance with Reporting Requirements

4. **Students, Parents, and Employees**
   a. Rights of Students
   b. Student Population Stability
   c. Information from Parents and Guardians
   d. Employee Rights

5. **School Environment**
   a. Facilities and Transportation
   b. Health and Safety
   c. Information Handling

6. **Additional Obligations**
   a. All Other Obligations
1. **EDUCATION PROGRAM**

1a. **Is the school implementing the material terms of the district’s education program?**

- **Meets Standard**
  The school implemented the material terms of the education program in all material respects, and the education program in operation reflects the material terms as set forth in:
  - OPSB Pupil Progression Plan
  - Applicable laws, rules, regulations, and provisions of the Orleans Parish School Board, the Superintendent of Schools, or the Network Schools Office.

- **Does Not Meet Standard**
  The school has failed to implement the program in the manner described above; the failure(s) were material, and the school has instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

- **Falls Far Below Standard**
  The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, regardless of the severity of the failure(s), but the school has not instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

1b. **Is the school complying with applicable education requirements?**

- **Meets Standard**
  The school materially complies with applicable laws, rules, and regulations relating to education requirements, including but not limited to:
  - BESE Bulletin 741
  - Instructional days or minutes requirements
  - Graduation and promotion requirements
  - Content standards, including Common Core State assessments
  - Implementation of mandated programming as a result of state or federal funding

- **Does Not Meet Standard**
  The school has failed to implement the program in the manner described above; the failure(s) were material, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the Executive Director of Network Schools and the Superintendent of Schools.

- **Falls Far Below Standard**
  The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, regardless of the severity of the failure(s), but the school has not instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the Executive Director of Network Schools and the Superintendent of Schools.
1c. Is the school protecting the rights of students with disabilities?

**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of district policies and regulations (including but not limited to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, La. R.S. 17:1941, et seq., Bulletin 1706, §§300 & 500, and Bulletin 1508, OPSB Policy IFCB) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

- Identification and referral
- Equitable access and opportunity to enroll
- Appropriate development and implementation of Individualized Education Plans and Section 504 plans
- Operational compliance, including provision of services in the least restrictive environment and appropriate inclusion in the school’s academic program, assessments, and extracurricular activities
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or Section 504 plans
- Appropriate use of all available, applicable funding
- Seclusion and physical restraint of students with exceptionalities, La. R.S. 17:416.21

**Does Not Meet Standard**

The school has failed to implement the program in the manner described above; the failure(s) were material, and the school has instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

**Falls Far Below Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, regardless of the severity of the failure(s), but the school has not instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

1d. Is the school protecting the rights of English Language Learner (ELL) students?

**Meets Standard**

The school materially complies with applicable laws, rules, and regulations (including but not limited to Title III of the Elementary and Secondary Education Act [ESEA], U.S. Department of Education authorities, and Bulletin 111) relating to requirements regarding English Language Learners (ELLs), including but not limited to:

- Equitable access and opportunity to enroll
- Required policies related to the service of ELL students
- Compliance with native-language communication requirements
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

**Does Not Meet Standard**

The school has failed to implement the program in the manner described above; the failure(s) were material, and the school has instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

**Falls Far Below Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, regardless of the severity of the failure(s), but the school has not instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.
2. REGULATED & SCHOOL FUNDS OVERSIGHT

2a. Is the school in compliance with all program requirements for all regulated funds AND/OR the governing body behind other regulated funding sources?

☐ Meets Standard
The school is in compliance with the Office of Federal Programs and/or the governing body behind other regulated funding sources.

☐ Does Not Meet Standard
Upon completion of the audit process, a determination was made which states that the school fell out of compliance with the Office of Federal Programs OR other governing bodies. Further action may be taken by the Superintendent of Schools.

☐ Falls Far Below Standard
The school has previously fallen out of compliance and has failed to abide by the actions taken by the Superintendent of Schools in order to meet all requirements.

2b. Has the school accurately maintained school activity funds (i.e. fundraising monies, monies from athletic events, donations, etc.) according to an audit process?

☐ Meets Standard
All school-based monies have been deposited, documented, and used according to OPSB policy DK.
  • An audit of school-based monies results in the school being in good standing according to OPSB policy

☐ Does Not Meet Standard
All School-based monies have been accounted for but errors in the spending or depositing process occurred.

☐ Falls Far Below Standard
There is a discrepancy between monies collected and monies deposited/spent or the accounting process lacked consistency or clarity.
2c. **Is the school using regulated funds to purchase resources and provide professional development sessions and activities that are all directly related to the school’s academic goals?**

- **Meets Standard**
  
  All regulated funds are used to purchase resources directly related to the school’s academic goals including but not limited to the following items:
  
  - Instructional materials such as books, programs, supplies to be used by students, and teaching kits for teachers
  - Field trips and other relevant experiences
  - Resources related to goal setting (i.e. instructional technology, instructional kits, software, library resources, assessments)

- **Does Not Meet Standard**
  
  Between 95% and 99% percent of the school’s regulated funds are used to purchase resources directly related to the school’s academic goals including but not limited to the aforementioned items

- **Falls Far Below Standard**
  
  Less than 95% of regulated funds are used to purchase resources directly related to the school’s academic goals including but not limited to the aforementioned items
3. OFFICE OF NETWORK SCHOOLS EXPECTATIONS

3a. Are all academic employees utilized in the capacity most appropriate for them to support the school’s academic goals?

☐ **Meets Standard**
   All academic employees (teachers, paraprofessionals, instructional coaches, curriculum facilitators, teacher leaders, and other created positions) are used in their most appropriate capacities as evidenced by a review of job description, certification area, and current placement of employee:
   • Certification areas, highly qualified status, and/or range of knowledge match the course(s) and grade level(s) taught or supported.*

☐ **Does Not Meet Standard**
   At least 95% of academic employees (teachers, paraprofessionals, instructional coaches, curriculum facilitators, teacher leaders, and other created positions) are used in their most appropriate capacities

☐ **Falls Far Below Standard**
   Less than 94% of academic employees (teachers, paraprofessionals, instructional coaches, curriculum facilitators, teacher leaders, and other created positions) are used in their most appropriate capacities

3b. Has the school delegated one or more people to coach/support teachers in the area of classroom teacher performance?

☐ **Meets Standard**
   The school has designated one or more people to focus on building teacher capacity and effectiveness, strengthening student-teacher relationships, and measuring student learning.
   • Persons in this capacity are able to provide documentation of work pertaining to the areas indicated above, including but not limited to coaching logs, agendas from teacher training sessions, email communications between teachers and coaches, lists of resources provided to teachers, etc.
   • Coaching effectiveness may be demonstrated by an increase in teacher performance rating on the Compass evaluation instrument and/or an increase in student test scores for effectively coached teachers.

☐ **Does Not Meet Standard**
   The school has designated one or more people to focus on building teacher capacity and effectiveness, strengthening student-teacher relationships, and measuring student learning, but persons in this capacity are unable to provide evidence (documentation) of consistent and timely teacher interactions throughout the school year and/or documentation of coaching effectiveness pertaining to the options listed.

☐ **Falls Far Below Standard**
   The school has failed to designate one or more people to focus on building teacher capacity and effectiveness, strengthening student-teacher relationships, and measuring student learning or evidences of coaching interactions yielded no increase in teacher effectiveness or student test scores.
3c. Has the school provided educators with adequate space and time for collaborative professional learning?

- **Meets Standard**
  School has provided academic personnel with structured professional learning times and spaces that permit personnel to collaborate with each other and with teacher leaders, including but not limited to instructional coaches, curriculum facilitators, and academic focused administrators. School is able to provide evidence that outcomes are strongly related to collaboration or relevant professional learning. Examples of collaborative professional learning include:
  - Professional learning communities that are focused on student learning
  - Collaborative planning sessions
  - Student work reviews
  - Data Analysis

- **Does Not Meet Standard**
  School has provided academic personnel with structured professional learning time and space, but outcomes are weakly related to collaboration or relevant professional learning or school is unable to provide consistent and timely evidence of professional learning sessions.

- **Falls Below Standard**
  School has failed to provide academic personnel with structured professional learning time and space, or outcomes are not related to collaboration or relevant professional learning or school is unable to provide any evidence of professional learning sessions.

3d. Is the school complying with reporting requirements?

- **Meets Standard**
  The school materially complies with applicable laws, rules, regulations, and OPSB Policies relating to the relevant reporting requirements to OPSB, Louisiana Department of Education, and/or federal authorities, including but not limited to:
  - Accountability tracking
  - Attendance and enrollment reporting, La. R.S. 17:232
  - Compliance and oversight; 26 U.S.C. 501(c)(3)
  - Additional notification required by the Executive Director of Network Schools and/or the Superintendent of Schools.

- **Does Not Meet Standard**
  The school has failed to implement the program in the manner described above; the failure(s) were material, but the school has instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

- **Falls Far Below Standard**
  The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, regardless of the severity of the failure(s), but the school has not instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.
4. STUDENTS, PARENTS, AND EMPLOYEES

4a. Is the school protecting the rights of all students?

☐ Meets Standard
The school materially complies with applicable laws, rules, and regulations relating to the rights of students, including but not limited to:
• The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law), FERPA, 20 U.S.C. 1232(g)
• Conduct of discipline (discipline hearings and suspension and expulsion policies and practices); 34 CFR § 300.530-37.
• Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1c.

☐ Does Not Meet Standard
The school has failed to implement the program in the manner described above; the failure(s) were material, and the school has instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

☐ Falls Far Below Standard
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, regardless of the severity of the failure(s), but the school has not instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

4b. Is the school achieving stability in its student population over time?

☐ Meets Standard
The student stability rate (percent of students enrolled in non-terminal grades at the school on October 1 that remain enrolled at the same school on the following October 1) is equal to or above 75%.

Note: OPSB will follow up with schools that do not meet standard on this measure to determine whether student stability rates below 75% reflect issues at the school or can be explained by natural student mobility.

☐ Does Not Meet Standard
The school has failed to implement the program in the manner described above; the failure(s) were material, and the school has instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

☐ Falls Far Below Standard
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, regardless of the severity of the failure(s), but the school has not instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.
4c. Is the school giving and receiving information from parents & guardians of students?

- **Meets Standard**
  The school has formal processes in place to both communicate with and receive information from parents and guardians, in accordance with federal Title funding provisions, as applicable, and OPSB policy.

- **Does Not Meet Standard**
  The school has failed to implement the program in the manner described above; the failure(s) were material, and the school has instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

- **Falls Far Below Standard**
  The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, regardless of the severity of the failure(s), but the school has not instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Orleans Parish School Board.

4d. Is the school respecting employee rights?

- **Meets Standard**
  The school materially complies with applicable laws, rules, regulations, and OPSB policy relating to employment considerations (including but not limited to the Family Medical Leave Act, the Americans with Disabilities Act, employment contracts, Title VII of the Civil Rights Act of 1964).

- **Does Not Meet Standard**
  The school has failed to implement the program in the manner described above; the failure(s) were material, and the school has instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Orleans Parish School Board.

- **Falls Far Below Standard**
  The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, regardless of the severity of the failure(s), but the school has not instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Orleans Parish School Board.
5. SCHOOL ENVIRONMENT

5a. Is the school complying with facilities and transportation requirements?

☐ **Meets Standard**
   The school materially complies with applicable laws, rules, and regulations relating to the school facilities, grounds, and transportation, including but not limited to:
   • Americans with Disabilities Act
   • Viable certificate of occupancy or other required building use authorization
   • Fire inspections and related records, La. R.S. 17:81(S)
   • Documentation of requisite insurance coverage.

☐ **Does Not Meet Standard**
   The school has failed to implement the program in the manner described above; the failure(s) were material, and the school has instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

☐ **Falls Far Below Standard**
   The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, regardless of the severity of the failure(s), but the school has not instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

5b. Is the school complying with health and safety requirements?

☐ **Meets Standard**
   The school materially complies with applicable laws, rules, and regulations, relating to safety and the provision of health-related services, including but not limited to:
   • Appropriate nursing services and dispensing of pharmaceuticals
   • School crisis management and response plans, La. R.S. 17:416.16
   • Other district services, if applicable

☐ **Does Not Meet Standard**
   The school has failed to implement the program in the manner described above; the failure(s) were material, and the school has instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

☐ **Falls Far Below Standard**
   The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, regardless of the severity of the failure(s), but the school has not instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.
5c. Is the school maintaining and handling information appropriately?

- **Meets Standard**
  The school materially complies with applicable laws, rules, and regulations relating to the maintaining and handling of information, including but not limited to:
  - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act; La. R.S. 17:3914; La. R.S. 17:3913; and other applicable authorities
  - Accessing documents maintained by the school under the Louisiana’s Public Records Act and other applicable authorities, La. R.S. 44:1
  - Transferring of student records, La. R.S. 17:112
  - Proper and secure maintenance of testing materials, Bulletin 118, Ch. 3

- **Does Not Meet Standard**
  The school has failed to implement the program in the manner described above; the failure(s) were material, and the school has instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

- **Falls Far Below Standard**
  The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, regardless of the severity of the failure(s), but the school has not instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.
6. ADDITIONAL OBLIGATIONS

6a. Is the school complying with all other obligations?

☐ **Meets Standard**
   The school materially complies with all other legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:
   • Revisions to federal or state laws, state regulations
   • Requirements by other entities to which the Network School is accountable (e.g., BESE)
   • Court orders and consent decrees, if applicable

☐ **Does Not Meet Standard**
   The school has failed to implement the program in the manner described above; the failure(s) were material, and the school has instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.

☐ **Falls Far Below Standard**
   The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, regardless of the severity of the failure(s), but the school has not instituted remedies by developing and executing a plan of action that has been submitted to and accepted by the Executive Director of Network Schools and the Superintendent of Schools.