

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities**

**CFDA # 84.282A**

**PR/Award # S282A200005**

**Grants.gov Tracking#: GRANT13103267**

OMB No. , Expiration Date:

Closing Date: May 15, 2020

PR/Award # S282A200005

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<i>Attachment - 1 (1234-PACSP - GEPA Statement)</i>	e10
<b>5. Grants.gov Lobbying Form</b>	e13
<b>6. Dept of Education Supplemental Information for SF-424</b>	e14
<b>7. ED Abstract Narrative Form</b>	e15
<i>Attachment - 1 (1235-PACSP - Abstract Narrative)</i>	e16
<b>8. Project Narrative Form</b>	e18
<i>Attachment - 1 (1242-PACSP - Project Narrative)</i>	e19
<b>9. Other Narrative Form</b>	e78
<i>Attachment - 1 (1236-PACSP - Appendix A)</i>	e79
<i>Attachment - 2 (1237-PACSP - Appendix B)</i>	e81
<i>Attachment - 3 (1238-PACSP - Appendix D)</i>	e113
<i>Attachment - 4 (1239-PACSP - Appendix C)</i>	e118
<i>Attachment - 5 (1240-PACSP - SF 424B)</i>	e147
<i>Attachment - 6 (1241-Appendix F Additional Information)</i>	e148
<b>10. Budget Narrative Form</b>	e630
<i>Attachment - 1 (1243-PACSP - Budget Narrative)</i>	e631
<b>11. Form ProjObj_PerfMeasures-V1.0.pdf</b>	e648

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

05/12/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name: Pennsylvania Coalition of Public Charter Schools

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

\* c. Organizational DUNS:

### d. Address:

\* Street1:

222 N Keswick Ave

Street2:

\* City:

Glenside

County/Parish:

\* State:

PA: Pennsylvania

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

19038-4819

### e. Organizational Unit:

Department Name:

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Brandie

Middle Name:

\* Last Name:

Karpew

Suffix:

Title: Director of Operations and Development

Organizational Affiliation:

\* Telephone Number:

Fax Number:

\* Email:

PR/Award # S282A200005

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

### \* 12. Funding Opportunity Number:

ED-GRANTS-012720-001

\* Title:

Office of Elementary and Secondary Education (OESE): Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

### 13. Competition Identification Number:

84-282A2020-2

Title:

Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Pennsylvania CSP Grant Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments



**Application for Federal Assistance SF-424****16. Congressional Districts Of:**

\* a. Applicant

PA-4

\* b. Program/Project

PA-a11

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

10/01/2020

\* b. End Date:

09/30/2025

**18. Estimated Funding (\$):**

\* a. Federal

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:

\* First Name:

Ana

Middle Name:

\* Last Name:

Meyers

Suffix:

\* Title:

Executive Director

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

Ana Meyers

\* Date Signed:

05/12/2020

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Pennsylvania Coalition of Public Charter Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is  %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

PR/Award # S282A200005

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Pennsylvania Coalition of Public Charter Schools	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013  
Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
☒ Prime    ☐ SubAwardee  
 \* Name   
 \* Street 1     Street 2   
 \* City     State     Zip   
 Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input style="width: 100%;" type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input style="width: 100%;" type="text" value="Charter Schools"/> CFDA Number, if applicable: <input style="width: 100px;" type="text" value="84.282"/>
---	---

<b>8. Federal Action Number, if known:</b> <input style="width: 100%;" type="text"/>	<b>9. Award Amount, if known:</b> \$ <input style="width: 100px;" type="text"/>
---	--

**10. a. Name and Address of Lobbying Registrant:**  
 Prefix  \* First Name  Middle Name   
 \* Last Name  Suffix   
 \* Street 1     Street 2   
 \* City     State     Zip

**b. Individual Performing Services** (including address if different from No. 10a)  
 Prefix  \* First Name  Middle Name   
 \* Last Name  Suffix   
 \* Street 1     Street 2   
 \* City     State     Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  
  
**\* Signature:**   
**\*Name:** Prefix  \* First Name  Middle Name   
 \* Last Name  Suffix   
**Title:**     **Telephone No.:**     **Date:**

**Federal Use Only:**
Authorized for Local Reproduction  
Standard Form - LLL (Rev. 7-97)

PR/Award # S282A200005

Page e8

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [REDACTED] and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1234-PACSP - GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

PR/Award # S282A200005

Page e9

## **Section 427 of the General Education Provisions Act (GEPA)**

The Pennsylvania Coalition of Public Charter Schools (PCPCS), a statewide nonprofit charter support organization, will provide oversight to the Pennsylvania Charter Schools Program (PACSP). In accordance with its organizational mission of being a catalyst for educational excellence through opportunity, innovation, and unity to create choice and educational opportunities for *all* children, PCPCS aligns its mission to the legislative intent of Pennsylvania's Charter School Law, which was established to: improve student learning, increase learning opportunities for all students, encourage the use of different and innovative teaching methods, create new professional opportunities for teachers, and provide students and families with expanded choices for educational opportunities in Pennsylvania's public school system, while holding charter schools accountable.

Section 427 of the General Education Provisions Act (GEPA) highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. In keeping with the spirit of the statute's call to break down those barriers, Section 427 requires a description of at least three steps that applicants will take to ensure equitable access to, and participation in, federally assisted programs for students, teachers and other program beneficiaries. PCPCS and its partners are committed to ensuring such access and participation with a focus on what the Pennsylvania charter sector has done best: providing better educational opportunities to at-risk and disadvantaged students, particularly those Black, Hispanic, and economically disadvantaged students that have traditionally been underserved in Pennsylvania's public schools.

PCPCS will ensure equitable participation and access to project resources by designing and implementing CSP grant system and processes that enable fair and equitable access to grant

supports and opportunities for Pennsylvania families, students, and educators — through intentional and inclusive outreach, communication, and technical assistance and by requiring CSP grant recipients to execute inclusive practices. As such, PCPCS can, will, and does eliminate barriers that may arise for potential program beneficiaries that are related to gender, race, national origin, color, disability, age, and/or geographic location through its administration of PACSP.

The following are a sampling of strategies that will be implemented:

- PCPCS will prioritize replication and expansion of high-quality, brick-and-mortar charter school seats and services in the Commonwealth’s urban communities — particularly in Qualified Opportunity Zones — since Pennsylvania’s charter school sector has demonstrated effectiveness in working with Pennsylvania’s ESSA subgroups, particularly those applicants who propose to promote equity and inclusion where at least 75% of a school’s students are Black or Hispanic.
- PCPCS will require all subgrant recipients to identify and share innovative instructional, operational, and financial models that have been effective in disadvantaged and at-risk communities. PCPCS will disseminate these policies and practices through facilitated site visits and walkthroughs, in-person conferences, a dedicated website, policy briefings, webinars, and newsletters as well as the implementation of technical assistance for Pennsylvania’s charter sector through training sessions that focus on instructional strategies for dropout prevention and intervention.
- PCPCS will prioritize those applicants whose student recruitment and retention efforts feature strategies to promote inclusion such as those that focus on canvassing, community outreach, communication, policy development, instructional program design, and social-

emotional/behavioral supports as well as those programs for school culture and discipline, including trauma-informed practices and positive behavioral supports that reduce exclusion from school and reverse the trend of disciplinary disparities.

- PCPCS will reinforce community outreach with subgrantees so that communities will be aware of choice in educational programming, including providing subgrantees with data and guidance on community outreach, use and implementation of parent steering committees and parental input and reduce barriers such that that low-income and non-English speaking families can and will engage with the charter school, including translators and interpreters, as needed.

As such, the structure of the PACSP meets the principles outlined in Section 427 of the General Education Provisions Act (GEPA).



## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Pennsylvania Coalition of Public Charter Schools

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:

\* DATE:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424


OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**


Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mrs.	Brandie		Karpew	

Address:

Street1:	222 Keswick Ave
Street2:	
City:	Glenside
County:	
State:	PA: Pennsylvania
Zip Code:	19038-4819
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:



**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?


☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment: 1235-PACSP - Abstract Narrative.pdf

Add Attachment

Delete Attachment

View Attachment

## **Abstract Narrative**

Pennsylvania has one of America's most mature, diverse, and effective public charter school landscapes. Research and evaluation findings consistently demonstrate that Pennsylvania's charter sector not only serves disproportionate numbers of economically and educationally disadvantaged students but also provides them with reliably superior access to outstanding public school opportunities. Over the span of more than two decades, students from historically marginalized and disenfranchised subgroups have narrowed persistent performance gaps while attending Pennsylvania charter schools.

Our theory of action is rooted in a thoughtful logic model that demonstrates how leveraging and aligning key resources — including the human capital within the Pennsylvania Coalition of Public Charter Schools and our partner organizations Charter Choices and the Community Training and Assistance Center, high-capacity charter school operators and authorizers, CSP funding, parental demand and community support, and the broader policy environment — will build on this lengthy track record by catalyzing the growth of high-quality, brick-and-mortar charter schools.

Pennsylvania's CSP project ("PACSP") will promote two overriding outcomes: (1) increasing the number of high-quality charter schools that educate substantial at-risk student populations, and (2) improving student outcomes in Pennsylvania charter schools, particularly for at-risk students. Each objective is supported by ambitious and attainable performance measures that are clearly related to the intended project outcomes and include both qualitative and quantitative indicators that are specific, measurable, achievable, relevant and timely.

- Goal 1.1: Open, expand, or replicate at least 18 high-quality public charter schools by 2025.

- Goal 1.2: Increase the percentage of economically disadvantaged students attending high-quality public charter schools by 3.0 percentage points over the next five years.
- Goal 1.3: Increase the percentage of Black students attending high-quality public charter schools by 5.0 percentage points over the next five years.
- Goal 1.4: Increase the percentage of Hispanic students attending high-quality public charter schools by 2.0 percentage points over the next five years.
- Goal 2.1: Improve overall student outcomes in Pennsylvania brick-and-mortar charter schools by 2.8 percentage points by 2025.
- Goal 2.2: Improve economically disadvantaged student outcomes in Pennsylvania charter schools by 1.9 percentage points by 2025.
- Goal 2.3: Improve Black student outcomes in Pennsylvania charter schools by 2.6 percentage points by 2025.
- Goal 2.4: Improve Hispanic student outcomes in Pennsylvania charter schools by 3.6 percentage points by 2025.

The PACSP project will address Competitive Preference Priorities 1–7 and will be seamlessly integrated into Pennsylvania’s existing educational landscape. By providing technical assistance to both charter operators and authorizers, facilitating the transmission of best practices, and engaging key constituencies ranging from parents to traditional public school LEAs, our project design reconciles the urgent need to provide additional high-quality options for at-risk students with the reality that maintaining and fortifying a cohesive statewide system requires commitments to partnership, transparency, and ongoing dialogue. Our thoughtful subgrant application and monitoring processes, our skilled and diverse management team, and our broad and deep reservoir of support ensure that the project as designed will achieve its aims.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

---

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

## Table of Contents

Competitive Preference Priorities .....	2
Priority 1 — Spurring Investment in Qualified Opportunity Zones .....	2
Priority 2 — At Least One Authorized Public Chartering Agency Other than a Local Educational Agency, or an Appeals Process .....	5
Priority 3 — Equitable Financing .....	7
Priority 4 — Charter School Facilities .....	8
Priority 5 — Best Practices to Improve Struggling Schools and LEAs .....	9
Priority 6 — Serving At-Risk Students .....	11
Priority 7 — Best Practices for Charter School Authorizing .....	14
A. Quality of the Project Design.....	16
1. Rationale and Logic Model .....	16
2. Objective Performance Measures.....	23
3. Ambitiousness of Project Objectives .....	30
B. Quality of Eligible Subgrant Applicants .....	32
C. State Plan.....	39
1. Monitoring Plan.....	39
2. Avoiding Duplication of Work.....	41
3. Technical Assistance .....	42
4. Parent and Community Input .....	45
5. Maximizing Flexibility.....	47
D. Quality of the Management Plan .....	48
1. Adequacy of Management Plan to Achieve Project Objectives.....	48
2. Feedback and Continuous Improvement .....	55
3. Appropriate and Adequate Time Commitments .....	56
Application Requirements .....	57
I. Description of the Program .....	57
II. Assurances .....	59
III. Waivers.....	59

## **Competitive Preference Priorities**

### **Priority 1 — Spurring Investment in Qualified Opportunity Zones**

Relative to traditional public schools across the Commonwealth, Pennsylvania’s charter schools educate a disproportionate number of students from “subgroups” specifically identified in the Every Student Succeeds Act (“ESSA”).<sup>1</sup> Whereas only 45.8% of students enrolled in Pennsylvania’s traditional public schools qualify as economically disadvantaged, over two-thirds (67.9%) of the students in the Commonwealth’s brick-and-mortar charter schools are from low-income families. Moreover, brick-and-mortar charter schools enroll higher concentrations of Black students (51.9% to 14.4%), Hispanic students (19.3% to 12.0%), students with disabilities (17.7% to 16.9%), English learners (5.1% to 4.0%) and homeless students (1.9% to 1.5%) than the Commonwealth’s traditional public schools. These charter schools serve merely 6.2% of the Commonwealth’s public school population but educate 22.5% of its Black students, 9.6% of its students in foster care, 7.8% of its homeless student population, 7.9% of its English learners, and 6.5% of its special education students.<sup>2</sup>

Given the sector-wide commitment to broadening access, it is unsurprising to find that students from historically marginalized and disenfranchised subgroups have narrowed persistent performance gaps while attending charter schools. In 2019, the Center for Research on Education Outcomes at Stanford University (“CREDO”) released a study on Charter School

---

<sup>1</sup> See 20 U.S.C. § 6311(c)(2) (defining the term “subgroup of students” to include economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).

<sup>2</sup> Future Ready Performance Data for SY 2018-19 (<https://futurereadypa.org/Home/DataFiles>); Pennsylvania Department of Education, Educational Names and Addresses, Educational Entities and Administrators Extract for Open CS and School Districts (<http://www.edna.pa.gov/Screens/Extracts/wfExtractEntitiesAdmin.aspx>).



Performance in Pennsylvania.<sup>3</sup> This study showed that Pennsylvania’s low-income Black and Hispanic students attending brick-and-mortar charter schools achieve greater learning gains in Reading than do their peers attending traditional public schools. Moreover, the study also showed the Commonwealth’s brick-and-mortar *urban* charter schools to have a positive effect on the Reading performance of *all* enrolled students. Thus, not only are Pennsylvania’s charter schools committed to educating all students, they have also ensured their students are on track to succeed in college, in their careers, and in their capacity as informed and engaged citizens.

Building on the findings in the 2019 CREDO study, and as described in greater length in our response to Selection Criterion (a) (Quality of the Project Design), the Pennsylvania Charter Schools Program (“PACSP”) proposal prioritizes expanding high-quality, brick-and-mortar charter school seats in the Commonwealth’s urban communities. In general, PACSP will focus on expanding opportunities in areas where charter schools have demonstrated effectiveness for the Commonwealth’s ESSA subgroups. The bulk of those schools are clustered in Philadelphia and Pittsburgh, though charters in a number of other urban centers have flourished as well. Based on existing demand from operators that have expressed an interest in either opening new schools, expanding their existing schools to accommodate more students, or replicating their successful models on new campuses, PACSP anticipates providing services in Qualified Opportunity Zones (QOZs) across the Commonwealth. Specifically, PACSP will encourage prospective subgrantees who are already considering replication and/or expansion to target their services to QOZs. Figures 1 and 2 display the locations of public charter schools in Philadelphia and Allegheny County relative to QOZs. Green icons represent charter schools that are currently located within QOZs, and additional details are provided in Tables 1 and 2.

---

<sup>3</sup> CREDO (2019). Charter School Performance in Pennsylvania. [https://credo.stanford.edu/sites/g/files/sbiybj6481/f/2019\\_pa\\_state\\_report\\_final\\_06052019.pdf](https://credo.stanford.edu/sites/g/files/sbiybj6481/f/2019_pa_state_report_final_06052019.pdf).

Figures 1 and 2. Pennsylvania Charter Schools in Philadelphia and Allegheny County Qualified Opportunity Zones (2018-19)

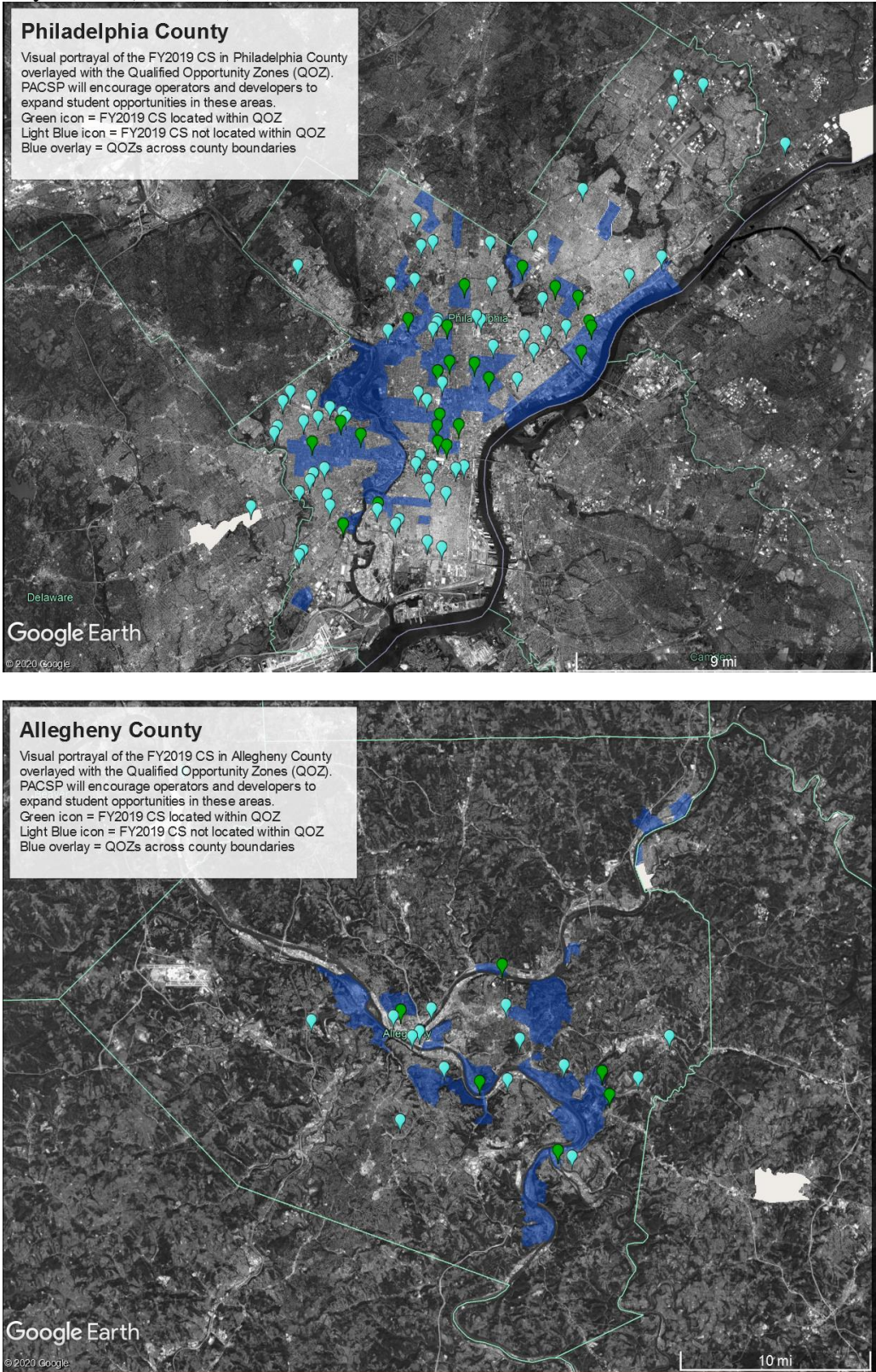


Table 1. Philadelphia County Charter Schools within QOZs

LEA Name	Census Tract Number
Universal Daroff CS	42101009400
Global Leadership Academy CS	42101010500
Belmont Charter School	42101010700
Richard Allen Preparatory CS	42101006900
Universal Alcorn CS	42101003300
Folk Arts-Cultural Treasures CS	42101037600
Math Civics and Sciences CS	42101037600
People for People CS	42101013300
Youth Build Philadelphia CS	42101014100
Young Scholars CS	42101014100
Sankofa Freedom Academy CS	42101016100
Pan American Academy CS	42101017601
Mastery CS – Clymer Elementary	42101017400
KIPP Philadelphia CS	42101016702
KIPP North Philadelphia CS	42101016702
Wissahickon CS	42101020500
Multicultural Academy CS	42101020300
Lindley Academy CS at Birney	42101028400
Universal Creighton CS	42101029100
Philadelphia CS for Arts and Sciences at HR Edmunds	42101030200
Mastery CS – Smedley Campus	42101030000
Franklin Towne CHS	42101038100
Maritime Academy CS	42101038100
Franklin Towne Charter Elementary School	42101018300

Table 2. Allegheny County Charter Schools within QOZs

LEA Name	Census Tract Number
Propel CS Northside	42003261400
Penn Hills CS of Entrepreneurship	42003424000
Propel CS Hazelwood	42003562300
Young Scholars McKeesport	42003551900
Westinghouse Arts Academy CS	42003508000
Propel CS East	42003509400

Pennsylvania will incentivize prospective subgrant recipients to provide services in QOZs in two ways. First, the subgrant application will contain a competitive preference priority that allows schools to earn additional points by demonstrating that they will either be located in a QOZ or will draw a large percentage of their student population from neighboring QOZs. And

second, only those operators whose schools are located in QOZs or that draw large percentages of their student populations from neighboring QOZs will be eligible to receive the maximum subgrant award of \$1,500,000. Specifically, schools must either (a) be physically located in a QOZ, or (b) draw at least 40% of their student population from neighboring QOZs in order to receive a \$200,000 escalator above their base grant award amount. Additional information about the structure and design of Pennsylvania’s subgrant competition can be found on Pages 32–38 in our response to Selection Criterion (b) (Quality of Eligible Subgrant Applicants).

**Priority 2 — At Least One Authorized Public Chartering Agency Other than a Local Educational Agency, or an Appeals Process**

Pennsylvania is able to meet and carry out Competitive Preference Priority 2. Although LEAs are the only authorized public chartering agencies in Pennsylvania, the Commonwealth’s Charter School Law (24 Pa. Stat. Ann. §§ 17-1701-A *et seq.*) establishes a State Charter School Appeal Board (the “Appeal Board”) and vests it with exclusive jurisdiction to hear appeals from applicants whose initial applications have been denied and from operators facing non-renewal or revocation (24 Pa. Stat. Ann. §§ 17-1717-A, 17-1721A, 17-1729(a)). Applicants may also petition directly to the Appeal Board for authorization if an LEA fails to hold a public hearing and render a determination on a pending application within the statutorily prescribed time period (24 Pa. Stat. Ann. § 17-1717-A(f)).

Critically, the Pennsylvania Supreme Court has held that Appeal Board must use a *de novo* standard of review when evaluating a district’s denial, non-renewal, or revocation decision.<sup>4</sup> That is, while the Appeal Board must “give due consideration to the findings of the

---

<sup>4</sup> See *West Chester Area S.D. v. Collegium Charter*, 571 Pa. 503, 516-17 (Pa. 2002) (holding that the Charter Appeal Board “must apply a *de novo* standard of review when entertaining appeals from a District Board’s denial of a charter school application”).

local board of directors and specifically articulate its reasons for agreeing or disagreeing with those findings in its written decision,” the Appeal Board must render an independent determination as to the merits of a charter school’s application (*see* 24 Pa. Stat. Ann. §§ 17-1717-A(1)(6)). When the Appeal Board reverses the district board’s decision, the district board has 10 days to grant the application and to sign a written charter with the applicant’s board of trustees (24 Pa. Stat. Ann. §§ 17-1717-A.(1)(9)). Should the district board fail to act in a timely fashion, the charter is deemed to have been approved, and the chairman of the Appeal Board is empowered to countersign the written charter.

### **Priority 3 — Equitable Financing**

By ensuring equitable financing for charter school and students in a prompt manner, Pennsylvania is able to meet and carry out Competitive Preference Priority 3. Pennsylvania charter schools receive no less than the average district per-pupil budgeted expenditure from the previous school year with certain budgetary line items excluded from the calculation (24 Pa. Stat. Ann. §§ 17-1725-A).<sup>5</sup> Payments are remitted on the 5th of each month in 12 equal installments, and a charter school can seek recourse with the state if a district is derelict in transmitting the funding to which it is entitled (24 Pa. Stat. Ann. §§ 17-1725-A(5)).

Furthermore, charter schools also have equal access to block grant programs enshrined in state statute. In FY20, for example, the Commonwealth appropriated \$268 million for its Ready to Learn Block Grant program.<sup>6</sup> Charter schools whose plans receive approval from the

---

<sup>5</sup> Specifically, budgeted district expenditures for nonpublic school programs, adult education programs, community/junior college programs, student transportation services, special education programs, facilities acquisition, construction and improvement services, and other financing uses are exempted from the calculation of per-pupil allotments to charter schools.

<sup>6</sup> PDE (2020). Ready to Learn Block Grant. <https://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Pages/Ready-to-Learn%20Block%20Grant.aspx>.



Department of Education (“PDE”) are entitled to pro-rata payments based on the formula provided in the Fiscal Code (24 Pa. Stat. Ann. § 25-2599.2; 72 Pa. Stat. Ann. § 1722-J). In FY15, the Ready to Learn Block Grant replaced the Accountability Block Grant, a formula-based allocation to which charters were also equally entitled in a manner prescribed by statute (24 Pa. Stat. Ann. § 25-2599.2).

#### **Priority 4 — Charter School Facilities**

Pennsylvania is able to meet and carry out Competitive Preference Priority 4 through three of the methods listed in the Notice Inviting Applications. Specifically, the Commonwealth is actively working to provide charter schools with facilities access through funding for facilities, access to public facilities, and the ability to share in bonds.

Funding for Facilities. Pennsylvania is one of only 18 jurisdictions that provides a per-pupil facilities allowance to charter schools.<sup>7</sup> Charter schools receive annual Commonwealth reimbursements for leases of buildings or portions of buildings in an amount equal to the lesser of (a) the school’s annual lease payment or (b) \$160 per-pupil for elementary schools and \$220 per-pupil for secondary schools (24 Pa. Stat. Ann. § 25-2574.3).

Access to Public Facilities. The Charter School Law specifically provides that a charter school “may be located in an existing public school building, in a part of an existing public school building, . . . in a public building or in any other suitable location” (24 Pa. Stat. Ann. §§ 17-1722-A(a)). Charter schools have availed themselves of this statutory right on numerous occasions. In Philadelphia, for example, Independence Charter School is sited in the Thomas

---

<sup>7</sup> Ziebarth, T. (2019). State policy snapshot: Facilities funding for public charter schools. *Charter School Facility Center at the National Alliance for Public Charter Schools*. [https://charterschoolcenter.ed.gov/sites/default/files/files/field\\_publication\\_attachment/facilities-funding-19\\_report-final-3.pdf](https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/facilities-funding-19_report-final-3.pdf).

Durham School Building, which has been listed on the U.S. National Register of Historic Places for over 30 years. And the Mastery Charter School – Thomas Campus, which was recognized by PDE as a Title I Distinguished School in 2019-20, occupies the former George C. Thomas Junior High School facility in Philadelphia.

The Ability to Share in Bonds. Pennsylvania provides charter schools with access to tax-exempt financing through the State Public School Building Authority for facilities construction and improvement projects (24 Pa. Stat. Ann. § 791.3). For example, Avon Grove Charter School in Landenberg has twice utilized tax-exempt bonds to finance expansion projects, and Collegium Charter School in Exton, Chester Charter School for the Arts, and School Lane Charter School in Bensalem have accessed the tax-exempt bond market to finance significant renovations and additions to their facilities.

### **Priority 5 — Best Practices to Improve Struggling Schools and LEAs**

Pennsylvania is able to meet and carry out the requirements of Competitive Preference Priority 5. The Commonwealth uses best practices from charter schools to help improve struggling schools, both charter and traditional public, and local education agencies. The Pennsylvania Coalition of Public Charter Schools (“PCPCS”) uses a host of communication tools to ensure that best practices are not only collected but broadly disseminated. The Coalition’s website features an Innovation Spotlight that publicizes creative approaches that charter schools are taking to address persistent student needs.<sup>8</sup> Spotlighted practices include

- Penn Hills Charter School of Entrepreneurship’s MicroSociety Initiative, a project-based learning approach in which a portion of each school day is structured as a replica of civic society;

---

<sup>8</sup> <http://pacharters.org/innovative-practices-in-charter-schools/>.

- Nittany Valley Charter School Environmental Education Program, in which students at the State College school complete field-based projects that address current environmental concerns and display their work in an “ecomuseum”; and
- AgWorks at Commonwealth Charter Academy, an interactive agricultural lab that provides students with hands-on learning experiences that allow them to learn about aquaponics, hydroponics, and aeroponics.

In 2018, the Coalition co-hosted the Philadelphia Charter Operations Conference, at which best practices in fiscal sustainability, financial management, operations, and governance were shared with operators from across the State.<sup>9</sup> Additionally, PCPCS hosts an Annual Conference at which best practices in human capital development, finance, parent outreach, and data use are broadly shared. The Coalition’s website is publicly accessible, and the Conference is open to all interested attendees. Accordingly, these practices are widely available, and traditional public school LEAs are encouraged to participate in these shared learning opportunities.

Evidence of this commitment to sharing best practices across sectors is legion. On the theory that public education benefits from “opportunities for charter schools and traditional public schools to learn from each other,” the National Association of Elementary School Principals invited the then-executive director of Philadelphia’s Charter Schools Office to provide insights into parent and family engagement, school mission and branding, and community partnering.<sup>10</sup> Significantly, PDE has also made a point of leveraging expertise in the

---

<sup>9</sup> Moody, E. (2018, Jan.). Charter school conference focuses on avoiding pitfalls. *The Philadelphia Tribune*. [https://www.phillytrib.com/metros/charter-school-conference-focuses-on-avoiding-pitfalls/article\\_beca25bd-6230-5422-8c27-12295c1c5871.html](https://www.phillytrib.com/metros/charter-school-conference-focuses-on-avoiding-pitfalls/article_beca25bd-6230-5422-8c27-12295c1c5871.html).

<sup>10</sup> Kacer, D. (2017). Charter school best practices. *Principal*. [https://www.naesp.org/sites/default/files/Kacer\\_SO17\\_0.pdf](https://www.naesp.org/sites/default/files/Kacer_SO17_0.pdf).



charter sector for the benefit of students across the Commonwealth. The Department’s annual Data Summit, which in 2020 was to have been held in Hershey, was scheduled to feature a Charter School Roundtable facilitated by Alison Saeger, Principal and CEO of Circle of Seasons Charter School in Weisenberg Township.<sup>11</sup> PDE has invited charter leaders to participate in the Superintendent’s Academy it launched in 2016 in collaboration with the National Institute for School Leadership.<sup>12</sup>

Through PACSP, Pennsylvania will continue to support the transmission of best practices to improve struggling schools. As a condition of their subgrants, all PACSP-funded schools will be required to identify and share instructional, operational, and financial practices they have found to be effective. PCPCS will collate and disseminate those practices throughout the Commonwealth using a variety of tools including facilitated site visits and walkthroughs, in-person conferences, a dedicated website, policy briefings, webinars, and newsletters.

### **Priority 6 — Serving At-Risk Students**

Pennsylvania is able to meet and carry out the requirements of Competitive Preference Priority 6. As a threshold matter, the Charter School Law expressly permits charter schools to “limit admission to . . . a targeted population group composed of at-risk students” (24 Pa. Stat. Ann. § 17-1723A(b)(2)). With State law defining an “at-risk” student as one “at risk of educational failure because of limited English proficiency, poverty, community factors, truancy, academic difficulties or economic disadvantage,” charter schools across the Commonwealth

---

<sup>11</sup> PDE (2020). 2020 PDE Data Summit. <https://www.education.pa.gov/DataAndReporting/PDEDataSummit/Pages/default.aspx>.

<sup>12</sup> PDE (2020). Superintendent’s Academy. <https://www.education.pa.gov/Educators/ContinuinEd/Pages/SuperintendentsAcademy.aspx>.

have taken advantage of this statutory authority to design programs tailored for specific subsets of high-need students (24 Pa. Stat. Ann. § 17-1702A).

Spectrum Charter School in Monroeville, which launched in 2000 and is currently in its 20th year of operation, is the nation’s first autism-specific charter school.<sup>13</sup> Provident Charter School in Pittsburgh is designed for students with dyslexia and other language-based learning challenges.<sup>14</sup> YouthBuild Philadelphia Charter School works with young adults who disconnected from their educations in high school and provides academic and vocational training that prepares students for post-graduation transitions to higher education or a professional field. Other charter high schools remain equally committed to ensuring their students remain on track to complete their educations. The Philadelphia Performing Arts Charter School offers credit recovery programs,<sup>15</sup> while the Keystone Charter School in Greenville — which launched in 1997 as the Commonwealth’s first charter school — uses an evidence-based dropout prevention program tailored to the needs of students with emotional and behavioral challenges.<sup>16</sup> Schools such as the MaST Community Charter School in Pennsylvania provide their students with comprehensive college and career counseling resources.<sup>17</sup>

Pennsylvania uses a range of incentive and accountability structures to ensure equitable access to these supports. Critically, Pennsylvania designed the Future Ready PA Index, its ESSA accountability system, “to ensure maximum transparency around student group

---

<sup>13</sup> <https://spectrumcsi.org/>.

<sup>14</sup> <https://www.providentcharterschool.org/>.

<sup>15</sup> <http://www.stringtheoryschools.org/vine-st-campus/credit-recovery/>.

<sup>16</sup> <http://www.keystonecharterschool.com/>

<sup>17</sup> <https://mastccs.org/academics/hs-counseling/>.

performance.”<sup>18</sup> Accordingly, all reports — including those issued to public charter schools — report out on how well schools are closing achievement gaps among ESSA subgroups. Since its revision in 2018, the Philadelphia School District’s Charter School Performance Framework has evolved into a model for clarity and transparency in charter authorizing. The Framework — which utilizes a trifurcated rubric to assess a school’s academic success, organizational compliance and viability, and financial health and sustainability — reports comparative demographic and performance data for all student subgroups and ensures schools maintain policies that promote access to learning opportunities and student services. Philadelphia’s Annual Charter Evaluations also include supplemental Equity sections that disaggregate suspension, mobility, and retention data by subgroup.<sup>19</sup> PCPCS has codified a set of Quality Standards that include differentiating curricular materials to ensure access to all learners and monitoring disciplinary data to reduce disproportionality.<sup>20</sup>

PACSP will continue to ensure equitable access to supports for at-risk students during the project period. As described at length on Pages 39–48 in our response to Selection Criterion (c) (State Plan), PACSP will facilitate the dissemination of best practices from charters using innovative models to support at-risk students and will provide technical assistance both to operators (on topics such as effective use of data, inclusive and affirming program design, and

---

<sup>18</sup> Pennsylvania Department of Education (2020). Statewide assessment measures. <https://www.education.pa.gov/K-12/ESSA/FutureReady/Pages/FRStateAssessmentMeasures.aspx>.

<sup>19</sup> The School District of Philadelphia, Charter Schools Office (2020). The framework. <https://www.philasd.org/charterschools/evaluation/the-framework/>.

<sup>20</sup> Pennsylvania Coalition of Public Charter Schools (2019). Quality standards. <http://pacharters.org/wp-content/uploads/2019/02/PCPCS-Quality-Doc.pdf>.

family engagement) and to authorizers (on topics including how to create the conditions in which charters are encouraged and incentivized to serve at-risk students).

### **Priority 7 — Best Practices for Charter School Authorizing**

Pennsylvania is able to meet and carry out the requirements of Competitive Preference Priority 7. The PDE website features an Equity-Focused Charter School Authorizing Toolkit.<sup>21</sup> The Toolkit consolidates best practices in charter authorizing from around the country and synthesizes them into 15 distinct strategies for Pennsylvania’s school district authorizers to use in conjunction with charter school operators in order to promote equitable access. The Toolkit focuses on integrating equity considerations across five stages of authorizing: (1) Pre-Authorizing, including the creation of a performance framework and model student and family forms; (2) New Charter Application, including authorizing staffing plans and enrollment projection forms; (3) Charter Agreement; (4) Annual Review, including equity data and staff roster forms; and (5) Renewal. PACSP will leverage this Toolkit when providing technical assistance to authorizers invested in promoting equity considerations within their schools.

Furthermore, although Pennsylvania’s authorizer landscape has historically been characterized by fragmentation, variable quality, and limited capacity, PCPCS and our partners have assumed a leading role in promoting best practices that have led to meaningful and measurable impact across the Commonwealth. At the 2019 PCPCS Annual Conference, breakout sessions included “Effective Collaboration between Charter Schools and District Authorizers” and “Designing for Diversity: Legal, Demographic, and Practical Considerations for Pennsylvania Charters,” which focused on how authorizers can foster the adoption of

---

<sup>21</sup> Research for Action (2019). Equity-Focused Charter Authorizing Toolkit. *Available for download at* <https://www.researchforaction.org/publications/equity-focused-charter-school-authorizing-toolkit/>.

deliberately integrated schools. Additionally, as mentioned above in our response to Competitive Preference Priority 6 (Serving At-Risk Students), the most recent iteration of Philadelphia's Charter School Performance Framework has quickly garnered broad acceptance as an exemplar from the standpoint of clarity, coherence, and concision. Whereas the State's Charter Application does not provide space for applicants to describe how they will provide appropriate services to English Learners, Philadelphia's application — which is aligned to its oversight model — specifically requires applicants to expound on that topic. PCPCS and our partners have used our intimate familiarity with the statewide landscape to identify opportunities to reconcile these incongruous oversight regimes and to ensure districts are maximizing their opportunities to implement best practices.

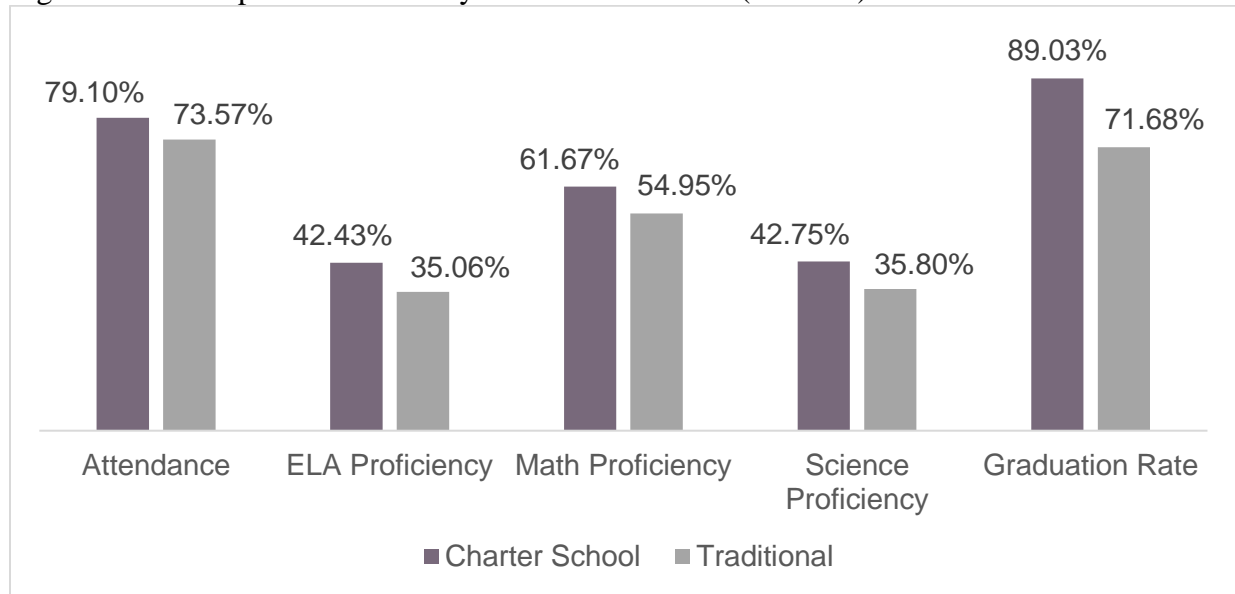
PCPCS and our partners will leverage CSP funding to continue bolstering the capacity of authorizers across the Commonwealth. Although the CSP project will focus primarily on authorizers working with schools receiving subgrant funding to open, expand, or replicate within their districts, these capacity-building services will be broadly disseminated and available to all authorizers irrespective of their relationship to the grant program. Given Pennsylvania's most pressing areas of need, as identified in a recent analysis conducted by the National Association of Charter School Authorizers ("NACSA"),<sup>22</sup> technical assistance will focus primarily on ensuring (1) that oversight is conducted with transparency and consistency, and (2) that authorizers align their human capital, organizational structures, resources, and policies to promote excellence and equity. In working with operators and authorizers across the Commonwealth, PCPCS and our partners have worked — and will continue to work — to

---

<sup>22</sup> National Alliance of Charter School Authorizers (2016). On the road to great charter schools: State policy analysis. <http://www.qualitycharters.org/wp-content/uploads/2016/12/On-The-Road-to-Great-Charter-Schools-State-Policy-Analysis-2016.pdf>.

highlight and propagate best practices such as those currently in place in Philadelphia. The meaningful impact on students in Philadelphia is clear: at-risk students attending brick-and-mortar charter schools outperform students attending traditional public schools on Future Ready PA Index measures of attendance; ELA, Math, and Science proficiency; and high school graduation.

Figure 3. Philadelphia Future Ready PA Index measures (2018-19)

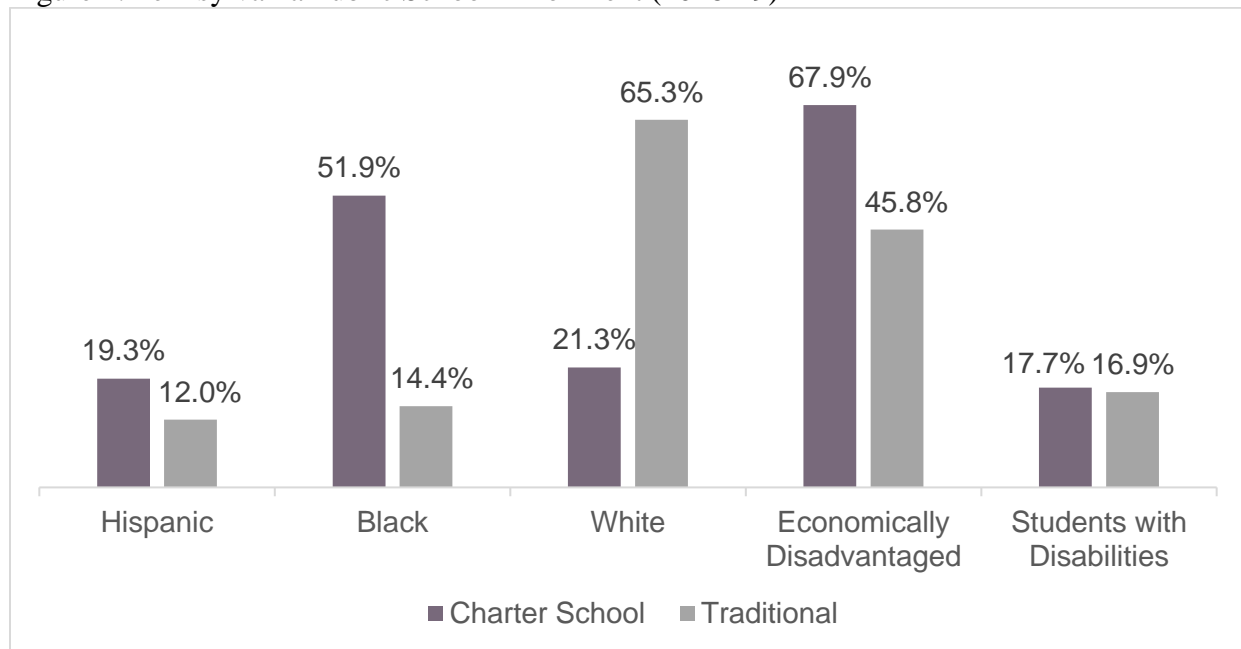


## A. Quality of the Project Design

### 1. Rationale and Logic Model

PACSP will support the growth of high-quality, brick-and-mortar charter schools that provide excellent opportunities to at-risk student populations. This approach is strongly supported by research and evaluation findings that consistently demonstrate Pennsylvania's charter schools not only to be educating disproportionate numbers of students from ESSA subgroups but to be providing them with reliably superior access to outstanding educations.

Figure 4. Pennsylvania Public School Enrollment (2018-19)



In 2015, CREDO released a study that examined the performance of urban charter schools in 41 metropolitan regions including Philadelphia. The study found positive impacts of enrollment in a Philadelphia charter school on both Reading and Math outcomes. On average, Philadelphia charter school students gained roughly 40 days of learning in Reading and 43 days of learning in Math relative to students attending traditional public schools in the region. Moreover, 61% of Philadelphia charter schools outpaced their district counterparts in both Reading and Math. By contrast, only 38% of schools in the 41-region sample outperformed their traditional public school alternatives in Reading, and 43% did so in Math.<sup>23</sup>

CREDO followed up on its 2015 national study with a specific examination of charter school performance in Pennsylvania. As discussed above in our response to Competitive Preference Priority 1, the 2019 CREDO Study showed that Pennsylvania’s low-income Black

<sup>23</sup> CREDO (2015). Urban Charter School Study Report on 41 Regions.  
<https://urbancharters.stanford.edu/download/Urban%20Charter%20School%20Study%20Report%20on%2041%20Regions.pdf>.

and Hispanic students attending brick-and-mortar charter schools achieve greater learning gains in Reading than do their peers attending traditional public schools. Moreover, the 2019 CREDO Study also showed the Commonwealth’s brick-and-mortar *urban* charter schools to have a positive effect on the Reading performance of *all* enrolled students.<sup>24</sup> Table 3 summarizes key findings from the 2019 CREDO study.

Table 3. Summary of Key Findings from 2019 CREDO Study

Category	Finding
Low-Income Black Students	Charter school students gain 35 days in Reading annually relative to Traditional Public School (TPS) peers
Low-Income Hispanic Students	Charter school students gain 24 days in Reading annually compared to TPS peers
School-Level Gains	Urban charter school students gain 35 days in Reading annually relative to TPS peers
	Elementary charter school students gain 41 days in Reading annually compared to TPS peers Charter high school students gain 30 days in Reading and 70 days in Math annually relative to TPS peers
School Quality Comparison	45% of PA Charter Schools perform “Significantly Better” than their TPS counterparts in Reading
	33% perform “Significantly Better” in Math

Accordingly, the theory of action underpinning our project design rests on the premise that leveraging and aligning key resources — including the human capital resources at PCPCS and our partner organizations Charter Choices and the Community Training and Assistance Center (“CTAC”), high-capacity charter school operators and authorizers, CSP funding, parental demand and community support, and the broader policy environment — will lead to the creation of new high-quality schools for Pennsylvania’s at-risk students and an increase in the overall quality of the Commonwealth’s charter sector (see Figure 5).

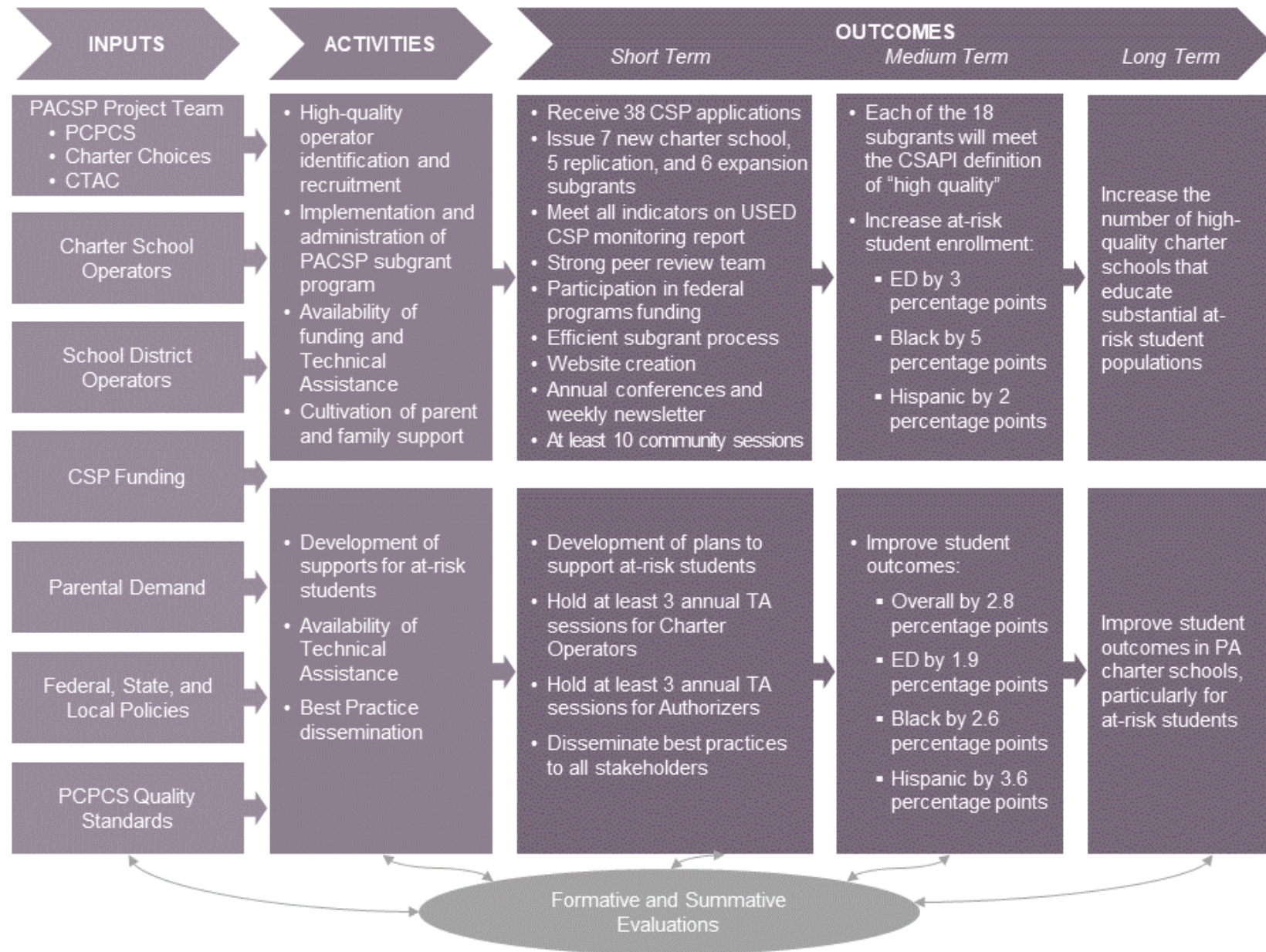
---

<sup>24</sup> CREDO (2019).



## PACSP Project Narrative

Figure 5. PACSP Logic Model



Over the life of the CSP grant period, Pennsylvania will open, expand, or replicate at least 18 schools, each of which will be a nonprofit, brick-and-mortar charter school whose model and/or track record demonstrate a strong likelihood that they will produce meaningful and sustainable student learning gains (see Table 4).

Table 4. Total Estimated PACSP Subgrants (Years 1–5)

Award Type	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	10/1/20 - 9/30/21	10/1/21 - 9/30/22	10/1/22 - 9/30/23	10/1/23 - 9/30/24	10/1/24 - 9/30/25	
New CS	1	1	1	2	2	7
Replication	1	1	1	1	1	5
Expansion	1	1	1	1	2	6
<b>Totals</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>18</b>

These targets are based primarily on three factors: (1) the current pipeline of operators seeking to open, replicate, and expand high-quality charter schools; (2) unmet need, as demonstrated by the gap between parental demand for high-quality charter schools and the current supply of available seats; and (3) the need to ensure growth does not come at the expense of quality, sustainability, or the productive and collaborative relationships that undergird Pennsylvania’s cohesive statewide system.

Pipeline. A host of prospective charter school operators have taken preliminary steps toward authorization and opening. Attendance at the PCPCS annual Charter School Fundamentals seminar remains robust, and, as outlined in Table 5 below, a multitude of new developers have begun the process of planning for their eventual launches.

Table 5. Pennsylvania New School Development Pipeline

School	Location	Current Status
Coatesville CS of Innovation	Coatesville	Resubmission
Chester County Montessori CS	Downingtown	Initial Application
TLC Leadership CS	Lancaster	Appeal
Midland Innovation and Technology CS	Midland	Initial Application
Grays Ferry CS	Philadelphia	Initial Application
Health Sciences Leadership CS	Philadelphia	Resubmission

School	Location	Current Status
Career Tech CS	Pittsburgh	Initial Application
Pocono Arts CS	Poconos	Resubmission
Summit CS	Poconos	Resubmission
Churchill CS	Pittsburgh Area	Appeal
READDY Performing Arts CS	Pittsburgh Area	Initial Submission
PA Nurses Middle College CS	Harrisburg	Resubmission

Similarly, a number of high-quality, in-state operators have expressed an interest in expanding the number of seats available under their existing charters or replicating their successful models on new campuses. The operators in Table 6 below have been identified as potential subgrantees on account of their expressed interest in growth and their demonstrated track record of success in educating at-risk students.

Table 6. Existing High-Performing Pennsylvania Charter Schools Contemplating Growth

Operator	Location
Lehigh Valley Regional Academy	Bethlehem
Chester Charter Scholars Academy	Chester Upland SD
Community Academy of Philadelphia	Philadelphia
Deep Roots Charter School	Philadelphia
KIPP	Philadelphia
Mastery Charter Schools	Philadelphia
Young Scholars	Philadelphia
Penn Hills Charter School of Entrepreneurship	Pittsburgh
Propel Schools	Pittsburgh
Urban Academy	Pittsburgh
Lincoln Charter School	York

Unmet Need. Nearly half (43 out of 97, or 44.3%) of Pennsylvania’s schools designated for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA are located in the Philadelphia Public School District.<sup>25</sup> As seen in Table 7, a number of high-

<sup>25</sup> PDE (2018). CSI schools. <https://www.education.pa.gov/K-12/ESSA/ESSAReportCard/AMD/Pages/CSI-Schools.aspx>.

quality operators in Philadelphia are dramatically oversubscribed relative to their authorized enrollment ceilings.

Table 7. Waiting Lists at High-Quality Philadelphia Charter Schools (2018-19)<sup>26</sup>

Charter Operator	Waiting List
Antonia Pantoja CS	1,250
Boys' Latin of Philadelphia CS	175
Esperanza Academy CS	2,000
Franklin Towne CS	16,000+
Freire CS	3,000
Mariana Bracetti CS	4,003
MaST	11,900
Mastery CS	6,741
New Foundations CS	4,900
TECH Freire CS	2,000
Young Scholars CS	628

This unmet demand characterizes not only Philadelphia but LEAs across the Commonwealth that educate large numbers of at-risk students. These numbers support the proposition that CSP funding will allow high-quality operators in these communities to open seats that will remedy the disparity between supply and need.

In our response to Selection Criterion (b) (Quality of Eligible Subgrant Applicants) on Pages 32–38, we will explain in greater detail how the structure of the PACSP subgrant program aligns to our Logic Model and incentivizes applications from operators that are located in QOZs, districts with large numbers of CSI schools, and rural areas.

Cohesive Statewide System. The PACSP project will be integrated into Pennsylvania's existing educational landscape. As explained above in our responses to Competitive Preference Priorities 5, 6, and 7, Pennsylvania already leverages best practices developed and refined at charter schools to improve and turn around struggling schools regardless of whether they are

---

<sup>26</sup> Self-reported data. MaST received 29,100 applications for 475 available seats.

structured as traditional public schools or charters. Our project design reconciles the urgent need to provide additional high-quality options for Pennsylvania's at-risk students with the reality that maintaining and fortifying a cohesive statewide system requires commitments to partnership, transparency, and ongoing dialogue.

Through the technical assistance and dissemination activities described in detail on Pages 39–48 in our response to Selection Criterion (c) (State Plan), PACSP will strengthen Pennsylvania's statewide system by facilitating the transmission of best practices in charter operation and authorizing across the state. Using online platforms, digital communication strategies, convenings, and in-person training sessions, PACSP will work with intentionality to foster collaboration between and among operators and authorizers.

## **2. Objective Performance Measures**

Pennsylvania's CSP project will promote two overriding outcomes: (1) increasing the number of high-quality charter schools that educate substantial at-risk student populations, and (2) improving student outcomes in Pennsylvania charter schools, particularly for at-risk students. In order to achieve that long-term impact, we have created a series of interim and summative performance measures that are specific, measurable, achievable, relevant and timely. The performance measures are clearly related to the intended project outcomes and include both qualitative and quantitative measures. As seen in Tables 8 and 9 below, each objective includes at least one performance measure that can be reported on annually.

*Objective 1: Increase the number of high-quality charter schools that educate substantial at-risk student populations*

PACSP SMART Goal 1.1: Open, expand, or replicate at least 18 high-quality public charter schools by 2025.

To analyze the current performance of brick-and-mortar charter schools in Pennsylvania, we created the Charter School Authorizer Performance Index (“CSAPI”), which compares student outcomes at public charter schools and traditional public schools within the same district.<sup>27</sup> We consider charter schools whose weighted index score exceeds that of their authorizing district to be “high quality” for the purpose of establishing SMART Goals aligned with Objective 1.

- **Baseline Data:** Of the 163 charter schools with FY19 Future Ready Data that could be compared to the traditional public schools in their district, 90 met our definition of “high quality.”
- **Target:** (A) Starting in Year 2 of their respective subgrants, each of the 18 schools opened, expanded, or replicated under the grant will meet CSAPI definition of “high quality.” (B) By 2025, at least 108 Pennsylvania charter schools will meet the CSAPI definition of “high quality.”

For SMART Goals 1.2 through 1.4, we utilized the CSAPI data for these 90 “high quality” schools to determine the demographics of Pennsylvania’s currently operative brick-and-mortar charter schools and to establish targets for increased access and opportunity for the state’s most vulnerable student populations:

Table 8. CSAPI Baselines and Targets by Student Subgroup

	Meet Definition of High Quality (HQ)	% ED Students at HQ Schools	% Black Students at HQ Schools	% Hispanic Students at HQ Schools
Baseline (2020)	90.0	67.2	46.2	22.2
Target (2025)	108.0	70.2	51.2	24.2

Data Source: CSAPI Results (Appendix F)

<sup>27</sup> A detailed explanation of CSAPI methodology and results is included in Appendix F. Data sources include Future Ready Index data from FY19 and PDE’s Act 82 Building Level Performance Profile Calculation.



PACSP SMART Goal 1.2: Increase the percentage of economically disadvantaged students attending high-quality public charter schools by three percentage points over the next five years.

- Baseline Data: Within the current 90 high-quality charter schools, 67.2% of the student population is economically disadvantaged.
- Target: By 2025, 70.2% of the students attending Pennsylvania charter schools that meet the CSAPI definition of “high quality” will be economically disadvantaged.

PACSP SMART Goal 1.3: Increase the percentage of Black students attending high-quality public charter schools by five percentage points over the next five years.

- Baseline Data: Within the current 90 high-quality charter schools, 46.2% of the student population is Black.
- Target: By 2025, 51.2% of the students attending Pennsylvania charter schools that meet the CSAPI definition of “high quality” will be Black.

PACSP SMART Goal 1.4: Increase the percentage of Hispanic students attending high-quality public charter schools by two percentage points over the next five years.

- Baseline Data: Within the current 90 high-quality charter schools, 22.2% of the student population is Hispanic.
- Target: By 2025, 24.2% of the students attending Pennsylvania charter schools that meet the CSAPI definition of “high quality” will be Hispanic.

Table 9. Activities, Performance Measures, and Performance Targets in Support of PACSP Objective 1

Activity	Performance Measure	Performance Target
1.1. Identify and recruit high-quality operators	CSP Applications Received	Y1: 5 Y2: 5 Y3: 8 Y4: 10 Y5: 10

# PACSP Project Narrative

Activity	Performance Measure	Performance Target
	CSP Subgrants Awarded	Y1: 3 Y2: 3 Y3: 3 Y4: 4 Y5: 5
1.2. Implement and administer PACSP subgrant program	Subgrant Administration	Y1-5: PACSP “fully” or “largely” meets all indicators on USED CSP Monitoring Report
	Peer Review Process	Y1-5: Peer Review team composed of five experts in Pennsylvania charter school operation  Y1-5: 100% of peer reviewers express familiarity with quality standards and application review criteria
	Subgrantee Participation in Federal Programs	Y1-5: 100% of subgrantees participate in federal programs for which they are eligible  Y1-5: 100% of subgrantees receive commensurate share of federal funds for which they are eligible
	Avoidance of Duplication of Work	Y1-5: 90% of surveyed participants in CSP program express agreement with survey items related to ease and efficiency of subgrant process
1.3 Publicize availability of PACSP funding and technical assistance opportunities	Website Materials	Y1: Create dedicated CSP section on PCPCS website with subgrant application and informational materials  Y2-5: Update website at least quarterly with information about grant deadlines and upcoming technical assistance and dissemination opportunities
	PCPCS Annual Conference	Y1-5: PCPCS hosts informational sessions at Annual Conference and Charter School Fundamentals Seminar
	Information Sharing	Y1-5: PCPCS disseminates information about CSP in 75% of weekly newsletters and on 75% of quarterly calls
1.4 Cultivate parent and community support for additional high-quality options	Community Meetings	Y1-5: PCPCS holds at least two in-person sessions annually to solicit input from parents and inform them about CSP-related opportunities
	Website Materials	Y1: Create Parent section on PCPCS website  Y2-5: Update website with new parent-facing content



*Objective 2: Improve student outcomes in Pennsylvania charter schools, particularly for at-risk students.*

In order to analyze student performance outcomes across Pennsylvania charter schools, we again used the CSAPI, which incorporates 15 data elements from the Future Ready PA Index including proficiency and growth on ELA, Math, and Science assessments; leading indicators such as Grade 3 Reading and attendance; and career- and college-readiness indicators including graduation rates, Rigorous Course of Study, and scores on Industry Standards Based Competency Assessments.

After reviewing overall weighted index scores, as well as scores for economically disadvantaged, Black, and Hispanic students, we noticed that underperforming schools had a clear negative impact on overall data distribution for each student subgroup.<sup>28</sup> Consequently, the weighted average index score consistently falls below the median, as illustrated in Table 10 below. The gap between average index and median scores serves as the baseline against which our SMART Goals will be measured (highlighted in the table and described below):

Table 10. CSAPI Median and Average Scores and SMART Goal Improvement Targets

	All Index	ED Index	Black Index	Hispanic Index
Median Index Score	47.2	44.5	41.1	34.4
Average Index Score	45.8	40.7	36.0	27.3
Delta = Median - Average	1.4	3.8	5.1	7.1
Percentage Point Increase (Delta x2)	2.8	1.9	2.6	3.6
New Target Index Score (Average + % Point Increase)	48.6	42.6	38.6	30.9

Data Source: CSAPI Results (Appendix F)

<sup>28</sup> In FY19, 159 public charter schools had disaggregated performance data for economically disadvantaged students, 140 had disaggregated performance data for Black students, and 83 had disaggregated performance data for Hispanic students.

In order to improve these underperforming charter schools and to strengthen the overall quality of the Commonwealth's charter sector, PACSP aims to raise the average index score so that it more closely approximates the median index score. This will indicate that the project has had a meaningful impact on the educational opportunities available to at-risk students statewide. We therefore measure "improvement" for the purposes of Objective 2 by either eliminating or decreasing the FY19 gap between average and median index scores.

PACSP SMART Goal 2.1: Improve overall student outcomes in Pennsylvania brick-and-mortar charter schools by 2.8 percentage points by 2025.

- Baseline Data: The average index value for all student outcomes is 45.8. The median index value for all student outcomes is 47.2. The median currently lags the average by 1.4 percentage points.
- Target: (A) By 2025, the average overall index score as defined by the CSAPI will be no less than 1.4 percentage points above the median score. (B) By 2025, the average overall index score will reach at least 48.6.

PACSP SMART Goal 2.2: Improve economically disadvantaged student outcomes in Pennsylvania charter schools by 1.9 percentage points by 2025.

- Baseline Data: The average index value for economically disadvantaged student outcomes is 40.7 and the median index value is 44.5. The average currently lags the median by 3.8 percentage points.
- Target: (A) By 2025, the average CSAPI index score for economically disadvantaged students will be no less than 1.9 percentage points below the median score. (B) By 2025, the average CSAPI index score for economically disadvantaged students will reach at least 42.6.

PACSP SMART Goal 2.3: Improve Black student outcomes in Pennsylvania charter schools by 2.6 percentage points by 2025.

- **Baseline Data:** The average index value for Black/African American student outcomes is 36.0 and the median index value is 41.1. The average currently lags the median by 5.1 percentage points.
- **Target:** (A) By 2025, the average CSAPI index score for Black students will be no less than 2.6 percentage points below the median score. (B) By 2025, the average CSAPI index score for Black students will reach at least 38.6.

PACSP SMART Goal 2.4: Improve Hispanic student outcomes in Pennsylvania charter schools by 3.6 percentage points by 2025.

- **Baseline Data:** The average index value for Hispanic student outcomes is 27.3 and the median index value is 34.4. The average currently lags the median by 7.1 percentage points.
- **Target:** (A) By 2025, the average CSAPI index score for Hispanic students will be no less than 3.6 percentage points below the median score. (B) By 2025, the average CSAPI index score for Hispanic students will reach at least 30.9.

Table 11. Activities, Performance Measures, and Performance Targets in Support of PACSP Objective 2

Activity	Performance Measure	Performance Targets
2.1. Develop supports for at-risk students	Plans to Support At-Risk Students	Y1-5: 100% of CSP subgrantees develop plans to identify and provide appropriate supports to at-risk students
	Track Record of Success Educating At-Risk Students	Y1-5: 100% of replication/expansion applicants that receive CSP subgrants have demonstrated track records of success in increasing the academic achievement of students in ESSA subgroups
2.2. Provide capacity-building	Technical Assistance for Charter Operators	Y1-5: Conduct at least three annual training sessions for operators on

technical assistance to operators and authorizers		academic, organizational, and financial topics  Y1-5: 85% of subgrantees indicate on formative evaluation surveys that they find technical assistance sessions relevant and useful
	Technical Assistance for District Authorizers	Y1-5: Provide at least three training sessions annually for authorizers of CSP subgrantees  Y1-5: 85% of authorizers of CSP subgrantees indicate on formative evaluation surveys that they find technical assistance sessions relevant and useful
2.3. Disseminate best practices to charter schools, district authorizers, and traditional public school LEAs	Dissemination among charter schools	Y1-5: Publish best practices guide on PCPCS website annually  Y1-5: Facilitate session at PCPCS Conference dedicated to spotlighting best practices adopted by CSP subgrantees
	Dissemination among authorizers	Y1-5: Increase participation in dissemination activities by 2 non-CSP authorizers annually
	Dissemination among district LEAs	Y1-5: Increase participation in dissemination activities by 3 traditional public schools annually
2.4. Conduct formative and summative evaluations	Feedback and continuous improvement	Y1-4: Complete formative evaluation of PACSP program and implement informed mid-course corrections  Y5: Complete summative evaluation of PACSP program

### 3. Ambitiousness of Project Objectives

The objective performance measures proposed by PAPCS are ambitious yet attainable. An infusion of 18 new or expanded high-quality schools would make a material impact on the composition of the Commonwealth's public education landscape, transforming thousands of lives and empowering communities to determine their own trajectories. While ambitious, these numbers are also attainable: the anticipated number of subgrant awards is consistent with historical trends that show a total of 21 new charter schools to have opened since 2015.

Table 12. New Charter School Openings Since 2015

Year	Number of New Charter Schools
2015	4
2016	9
2017	3
2018	3
2019	2

Furthermore, the baseline student demographic and performance data provided in Tables 8 and 10 above, coupled with the empirical support from the two CREDO studies, provide strong support for both the selection of PACSP’s overarching program objectives and the identification of annual performance targets. Specifically, the research shows that low-income Black and Hispanic students outperform their peers at traditional public schools, and that these learning gains accumulate over time. The CREDO studies demonstrate that the most significant gains in urban charter schools were achieved in Years 3-5 of the data-collection period. This finding informs our approach to goal-setting. Our SMART goal targets within Objective 2 represent an attempt to (a) first close the existing delta between average and median scores on the CSAPI, and then (b) achieve modest improvement of the average score over the median. Put differently, our Theory of Action — and indeed the technical support that will help achieve its aims — will focus on supporting and driving the steady improvement of the statistical “outliers” within Pennsylvania’s high-quality charter sector. By improving the quality of the charter schools that are already relatively successful but whose continued growth is imperative given the at-risk subgroups they are committed to serving, PACSP will have a transformative impact on the Commonwealth’s educational landscape.

The broad and deep support that this proposal has received across the Commonwealth will enable us to convert our project design into tangible action that benefits students and families. As seen in Appendix D, PACSP is supported by a wide array of community leaders

from the fields of government, industry, and education. The alignment of federal, state, and local officials; charter school operators; partner organizations; and leaders from across the Commonwealth’s business, civic, and philanthropic communities demonstrates that Pennsylvania is well-positioned to implement our project as designed and to achieve the ambitious outcomes set forth herein.

## **B. Quality of Eligible Subgrant Applicants**

Pennsylvania’s subgrant process has been designed to ensure that pass-through funds are awarded on a competitive basis to high-quality operators that will advance the CSP project’s twin overriding objectives. Each structural and design element of the subgrant process — including the contents of the application, the scoring criteria, the composition of the Peer Review Team, the manner in which subgrant award amounts will be determined, and the channels through which subgrant availability will be publicized — has been explicitly tailored to elicit proposals from high-quality charter schools that have improved, and will continue to improve, educational results for children.

Subgrant Application Contents. The PACSP subgrant application will be adapted from PCPCS’ Quality Standards, a preexisting framework for assessing the capacity of Pennsylvania charter schools across six key domains: (1) Academic and Continuous Improvement; (2) Effective and Ethical Leadership; (3) Culture, Community, and Relationship Building; (4) Operations; (5) Governance; and (6) Finance.<sup>29</sup> The Quality Standards instantiate Pennsylvania’s idiosyncratic definition of a “high-quality charter school,” which is one that (a) “provides a safe and inspiring education equipping all its students with the knowledge, skills, confidence, and determination to thrive in and contribute to a diverse global society,” and (b)

---

<sup>29</sup> The Quality Standards workbook is publicly accessible at <http://pacharters.org/wp-content/uploads/2019/02/PCPCS-Quality-Doc.pdf> and is included in Appendix F.

“is governed by an ethical not-for-profit board and employs effective leaders, faculty, and staff unwavering in their commitment to educational and operational decisions made with the instructional needs of students at the forefront.”

While this vision for what constitutes quality animates Pennsylvania’s approach to supporting charter schools across the Commonwealth, we recognize that more information is needed in the subgrant application to ensure alignment with federal statutory requirements regarding the definition of a “high-quality” charter school (20 U.S.C. § 7221i(8)) and the permissible use of subgrant funds ((20 U.S.C. § 7221b(h)). Consequently, we will augment the qualitative nature of Quality Standards with key quantitative indicators from the Philadelphia School District’s Charter School Performance Framework. This approach makes sense for two reasons. First, as noted in our response to Competitive Preference Priority 6 (Serving At-Risk Students), Philadelphia’s Framework has garnered widespread acclaim as a model for evaluating a school’s academic success, organizational viability, and financial health. Second, because nearly half of Pennsylvania’s CSI schools are located in Philadelphia, we anticipate a significant number of applications to emanate from that district.

Accordingly, the application will consist of a series of non-duplicative requirements that place the onus on applicants to demonstrate how their schools will contribute to an expansion of opportunity for Pennsylvania’s at-risk students. In addition to the select review criteria culled from the PCPCS Quality Standards and the SDP Performance Framework, the application will include a few brief supplemental sections that require schools to explain how they will promote Pennsylvania’s project-specific objectives. Specifically, the subgrant application will require prospective subgrantees to provide the following information:

## PACSP Project Narrative

- A detailed description of how the school plans to enroll significant numbers of at-risk students and how it plans to provide those students with instructionally rigorous and culturally affirming educational experiences;
- In the case of existing operators seeking expansion or replication funding, a disaggregated breakdown of student performance by subgroup at all schools affiliated with the operator in all regions;
- A detailed budget and budget narrative that explain how subgrant funds will be used to support the opening and preparation for operation of a new, expanded, or replicated school, along with a detailed explanation of how programming will be sustained after the close of the grant period;
- An organizational chart that depicts how roles and responsibilities will be apportioned among key individuals and entities, including the Board of Trustees, Lead Person, charter management organization, staff, and external partners;
- A copy of the written charter (see 24 Pa. Stat. Ann. § 17-1720-A) that sets forth the manner in which the school will be held accountable and the flexibilities and autonomies it is afforded as a charter operator;
- Artifacts that demonstrate the extent to which the applicant has engaged parents and community members during the school planning and design processes, and a detailed plan for soliciting parental and community input on the use of CSP funds; and
- A description of how the school will work with districts to ensure students receive transportation consistent with the requirements of 24 Pa. Stat. Ann. §§ 17-1726-A.

Lastly, in addition to the informational sections, the application will contain several competitive preference priorities. Schools will be able to earn additional points upon



demonstration that their projects are tightly aligned to the PACSP Logic Model and project objectives. Specifically, applicants will be asked to address the following competitive preference priorities:

- Providing services in Qualified Opportunity Zones;
- Providing services to rural communities;
- Educating high school students;
- Serving at-risk student populations;
- Promoting equity and inclusion; and
- Contributing to the diversity of charter school models in existence across the Commonwealth.

The subgrant application will be finalized by December of Year 1 and reviewed annually for consistency with project objectives.

Scoring Criteria. As seen in Table 13, the subgrant application will consist of four distinct sections in which schools may earn points. Table 13 also provides the relevant scoring rubrics and the weights accorded to each section.

Table 13. PACSP Subgrant Scoring Criteria

Application Section	Scoring Rubric	Weighting (Expansion/ Replication Applications)	Weighting (New School Applications)
School Model (Qualitative)	PCPCS Quality Standards Four-Point Scale (Exemplary   Effective   Emerging   Absent)	35%	50%
Track Record (Quantitative)	SDP Academic, Organization, and Financial Metrics Three-Point Scale (Meets Standard   Approaching Standard   Does Not Meet Standard)	35%	N/A

## PACSP Project Narrative

PACSP Project-Specific Narratives	Custom PACSP Scoring Rubric Four-Point Scale (Exceeds Expectations   Meets Expectations   Partially Meets Expectations   Does Not Meet Expectations)	15%	25%
Competitive Preference Priorities	Custom PACSP Scoring Rubric Four-Point Scale (Exceeds Expectations   Meets Expectations   Partially Meets Expectations   Does Not Meet Expectations)	15%	25%

To be eligible to receive a subgrant, an applicant must (a) earn at least 75% of all available points; and (b) be among the most highly rated applicants during a subgrant cycle given the limited number of awards Pennsylvania anticipates making.

Peer Review Team. Applications will be reviewed by a five-member Peer Review Team (“PRT”) composed of recognized experts in Pennsylvania’s educational community. Steered and appointed by the Co-Directors, the PRT will consist of (1) a disinterested member of the PCPCS board; (2) a successful charter school founder; (3) an expert in charter school business management and finance; (4) a representative from a Pennsylvania institution of higher education; and (5) a member of the PCPCS Legal Advisory Council. Structuring the PRT in this manner will ensure a diverse collection of impartial reviewers who are intimately familiar with the Commonwealth’s educational and political landscape and who are well-positioned to assess whether a school will contribute to the advancement of the CSP project’s objectives.

Members of the PRT will be assigned to one of two classes. Class A members will serve terms that come to a close in September of Project Years 1, 3, and 5. Class B members will serve terms that conclude in September of Project Years 2 and 4. Members will be eligible for reappointment at the discretion of the PCPCS Executive Director. A detailed breakdown of the qualifications for PRT membership and an explanation of how the PRT was empaneled will be

posted on the CSP microsite that will be hosted on the PCPCS website. Incoming members will receive training to familiarize them with the application requirements, the scoring rubrics, and the CSP project objectives. Applications will be scored independently, and overall scores will be averaged to determine an applicant's final score. The Co-Directors will issue preliminary grant notifications based on the PRT's recommendations.

Subgrant Award Amounts. Not only will the PRT score applicants against rubrics designed to gauge their ability to provide students in Pennsylvania's historically underserved communities with access to high-quality educational opportunities, it will recommend award amounts in part based on an applicant's alignment with PACSP project objectives. The size of subgrant awards will be tied to specific student enrollment benchmarks aligned to the PACSP project rationale and logic model. The maximum award size for all subgrantees — regardless of whether they are opening, expanding, or replicating a school — will be \$1,500,000. However, only those applicants who educate significant numbers of students in target subgroups, both in proportional and absolute terms, will be eligible to earn the full award. The manner in which subgrant sizes will be recommended and awarded is broken out in Table 14.

Table 14. PACSP Subgrant Award Amount Breakdown

Condition	Amount	Timing
Base Award	\$900,000	20% allocated upon preliminary notice of grant award; remainder upon finalized subgrant contract
School either (a) is located in a QOZ or (b) draws at least 40% of its student population from neighboring QOZs	\$200,000	First verified enrollment count in Subgrant Year 1
At least 60% of School's students are economically disadvantaged and at least 75% of a school's students are Black or Hispanic	\$200,000	First verified enrollment count in Subgrant Year 1
School educates at least 150 economically disadvantaged students in CSP-funded grades	\$200,000	First verified enrollment count in Subgrant Year 2

In general, calibrating award size to student enrollment serves as both a statement of principle and a realization that providing equitable opportunities to at-risk students requires more significant investments in academic and social-emotional supports. The final criterion, which conditions receipt of the full maximum subgrant award on satisfaction of an absolute student enrollment target, ensures that the largest awards go to schools that are educating the most at-risk students.

Publicizing Subgrant Availability. PACSP will take a series of targeted measures to inform eligible charter schools, developers, and authorizers that funds are available under this program. To ensure integration into Pennsylvania's cohesive statewide system, annual notifications will coincide with the commencement of each district's charter application cycle. We will provide information about subgrant availability, technical assistance opportunities, and dissemination activities on the PCPCS website, in weekly email newsletters to charter leaders, and in quarterly advocacy calls. In addition to hosting semiannual in-person sessions for prospective subgrantees, we will host webinars and draft an addendum to the PCPCS *How to Start a Charter School Guide* that provides information about the CSP program.<sup>30</sup> The goal of these outreach efforts will be to secure maximum participation in the PACSP program. Even for operators ineligible to earn a subgrant or authorizers whose portfolios do not include subgrant recipients, broader awareness will lead to increased participation in capacity-building and information sharing activities that fall within the scope of the grant.

---

<sup>30</sup> PCPCS (2019). How to start a charter school: Your guide to the five phases. <http://pacharters.org/wp-content/uploads/2019/01/PCPS-How-to-Start-a-Charter-School-002.pdf>.

## C. State Plan

### 1. Monitoring Plan

Pennsylvania will conduct ongoing programmatic and fiscal monitoring of subgrantees with the ultimate aim of ensuring that all CSP-related activities and expenditures are being leveraged to meet the educational needs of at-risk students across the Commonwealth. With respect to the administration of our subgrant program, PCPCS will be considered a “pass-through” entity and will comply with pertinent federal regulations that govern the manner in which subgrant awards are monitored and supported. As a threshold matter, we will calibrate the intensity and frequency of oversight activities and technical assistance opportunities based on our evaluation of each subgrantee’s risk of noncompliance with the terms of their awards (2 C.F.R. § 200.331(b)). Subsequently, our monitoring processes will align with our monitoring plan, which is outlined in Table 15 below.

Table 15. PACSP Monitoring Plan

Activity	Timeline
<i>Programmatic Monitoring</i>	
Identify secure grants management platform and establish reporting and communication infrastructure	Prior to launch of PACSP subgrant program
Create site visit review rubric	Prior to launch of PACSP subgrant program
Conduct programmatic desk review of data (enrollment, attendance, academic, operational, and disciplinary data) and compliance (federal and state laws, particularly those related to educational equity and nondiscrimination)	Subgrant Year 1 – Quarterly Subsequent Subgrant Years – At least twice, frequency dictated by risk assessment
Conduct implementation site visit	Subgrant Year 1 – Annually Subsequent Subgrant Years – Frequency dictated by risk assessment
Collect, review, and approve annual performance reports for each subgrantee	Annually
Attend meetings of subgrantee boards of trustees to ensure adequate attention to program development and academic data, with a particular focus on at-risk students	Subgrant Year 1 – At least twice Subsequent Subgrant Years – At least once, frequency dictated by risk assessment
Provide technical assistance and training	As-needed, determined by risk assessment

Activity	Timeline
<i>Fiscal Monitoring</i>	
Develop subgrant policies and procedures consistent with EDGAR and all other applicable federal regulations	Prior to launch of PACSP subgrant program
Collect, review, and approve CSP subgrant budgets	Pre-award
Implement procedures to verify that applicants are not recipients of other CSP grants	Pre-award
Review, approve, and document all CSP budget amendments	As-needed
Review subgrantee spending reports	Monthly
Review subgrant reimbursement requests for reasonableness and allowability	Monthly
Prepare, review, and execute USED reimbursement requests	Monthly
Compile running report of all CSP spending to ensure timeliness of drawdowns	Monthly
Conduct fiscal desk review	Subgrant Year 1 – Quarterly Subsequent Subgrant Years – At least twice, frequency dictated by risk assessment
Attend meetings of subgrantee boards of trustees to ensure adequate oversight of grant expenditures	Subgrant Year 1 – At least twice Subsequent Subgrant Years – At least once, frequency dictated by risk assessment
Provide technical assistance and training	As-needed, determined by risk assessment
Collect, review, and approve financial reports for each subgrantee	Annually
Verify completion of Federal Single Audit (A-133) for all subgrantees who expend federal funds in excess of the \$750,000 threshold	Annually
Prepare and submit all required reporting — including potential budget adjustment requests — to USED	Annually
Prepare and submit annual performance report to USED	Annually

PACSP project team members from Charter Choices, including one of the project’s Co-Directors, will be responsible for monitoring subgrantee programmatic and fiscal compliance. Team members have extensive experience administering federal grants programming for charter schools across the Commonwealth and are extremely well positioned to fulfill these CSP oversight responsibilities. These team members possess specific expertise in identifying risk and mitigating noncompliance. Consequently, they will be vigilant about assessing risk, requiring

corrective action, coordinating appropriate technical assistance, and determining whether subgrantees must be subjected to specific conditions such as enhanced monitoring or additional reporting (see 2 C.F.R. § 200.207). Of particular interest during these monitoring activities will be the extent to which subgrantees are effectively implementing policies, practices, and systems designed to support at-risk students including students with disabilities and English learners.

Our processes for evaluating how subgrantees plan to sustain their programs after CSP funding lapses will include both programmatic and fiscal components. On the programmatic side, subgrantees will be required to provide evidence of organizational health — including parental and community support, enrollment demand, succession planning at the board and administrative levels, and school-wide instructional and operational systems development — in their annual performance reports. From a fiscal standpoint, subgrantees will be required to submit an updated five-year budget forecast in each annual performance report that contemplates the eventual sunseting of funds. Subgrantees will also be required to participate in strategic planning capacity-building sessions as a condition of their receipt of CSP funds.

## **2. Avoiding Duplication of Work**

We have intentionally designed the PACSP subgrant application and monitoring protocols so as to significantly reduce the burden of work for both charter schools and authorizers. As explained above on Pages 32–38 in our response to Selection Criterion (b) (Quality of Eligible Subgrant Applicants), we will leverage existing performance frameworks that have widespread salience throughout the Commonwealth to streamline our application process. Accordingly, subgrantees will largely be in a position to report on performance measures in formats to which they are accustomed. Moreover, we will coordinate our oversight activities — including deadlines, site visit scheduling, and financial reporting obligations —

with each school's authorizer in order to alleviate undue burdens on school officials. And, at the state level, we will communicate proactively with PDE regarding data accessibility in order to ensure that schools are not unnecessarily required to submit duplicative documentation.

Our project will also significantly reduce the burden incumbent on authorizers in three principal ways. First, PACSP will provide curated technical assistance and dissemination activities that will eliminate the need for authorizers to seek otherwise cost-prohibitive capacity-building supports. Second, by adapting PCPCS' Quality Standards and SDP's Performance Framework in order to create a high-quality grant reporting system, we will provide a template for authorizers looking for guidance on how to strengthen their own approaches to oversight and accountability. And third, we will enter into memoranda of understanding with each authorizer that include strong data-sharing provisions. Accordingly, to the extent that PACSP collects academic, operational, or financial data that an authorizer would need in order to facilitate its transition to a reimagined performance framework that privileges outcomes over inputs, we will be positioned to help authorizers make that shift efficiently and cost-effectively.

### **3. Technical Assistance**

a. Subgrant Recipients. Technical assistance for PACSP subgrantees will encompass both *grant management* and *school operation*. Technical assistance for eligible applicants will start with trainings provided in-person and via webinar during the application window. These pre-application trainings, led by team members from Charter Choices, will focus primarily on how to structure a subgrant budget in order to ensure all proposed expenditures will be deemed allowable and how reporting during the life of an active grant will occur. Once an eligible applicant has been awarded a subgrant, Charter Choices will provide technical assistance on an



as-needed basis to recipients who present with a need for additional support in the development and implementation of strong financial controls.

PACSP will also facilitate the provision of operational technical assistance to active subgrant recipients. PCPCS, in concert with Charter Choices and the Community Training and Assistance Center (CTAC), will provide technical assistance targeted to the expressed needs of recipients as stated in their subgrant applications and as observed during routine and enhanced monitoring. Contingent on these identified needs, training sessions will focus on building the capacity of schools in the following areas:

- Meeting the needs of all students, particularly those in designated ESSA subgroups and those in danger of disengaging from school, with trainings covering instructional supports, dropout prevention and intervention, effective use of data, family engagement, and inclusive and affirming program design;
- Student recruitment and retention, including strategies to promote inclusion that focus on canvassing, community outreach, communication, policy development, instructional program design, and social-emotional/behavioral supports;
- Governance, including cultivation of board talent pipelines, meeting structure, instructional and fiscal oversight, use of data, compliance, and policy development;<sup>31</sup>
- Participation in federal programs and receipt of federal funds;
- School culture and discipline, including the development of trauma-informed school-wide systems and positive behavioral supports that deemphasize the use of exclusionary practices and reduce disciplinary disparities;

---

<sup>31</sup> To the extent feasible and permissible, these trainings will further minimize duplication of effort by satisfying the requirements of Act 55 of 2017, which imposes training requirements on charter school trustees.

- Replication and expansion, including how to maintain quality while growing and how to adapt a proven model into a new community setting;
- Instructional leadership; and
- School operations.

Trainings will be offered in a variety of modalities. Static materials — including guidance manuals, webinar slides, and exemplar tools and policies — will be posted to the PCPCS website on a rolling basis. We will also conduct in-person trainings, lead webinars, and host capacity-building sessions on videoconferencing platforms.

b. Quality Authorizing Efforts. PACSP’s comprehensive plan to support quality authorizing efforts will draw on local capacity and national expertise. Harnessing the SDP Performance Framework and the Equity-Focused Charter School Authorizing Toolkit as local resources, CTAC will provide technical assistance to authorized public chartering agencies that leverages its institutional expertise in working with high-performing authorizers across the country. As noted in our response to Competitive Preference Priority 7 (Best Practices for Charter School Authorizing), our technical assistance will focus primarily on ensuring that authorizers conduct their oversight duties with transparency and consistency and that they align their human capital, organizational structures, resources, and policies to promote equity and excellence. Specific topics will be dictated by the needs identified during preliminary reviews of authorizer materials and conversations with stakeholders in district authorizing offices and may include the following:

- Developing performance frameworks that prioritize outcomes over inputs and that incorporate elements of academic success, organizational viability, and financial health;

- Centering disaggregated student achievement data in all high-stakes accountability decisions;
- Creating the conditions in which schools are encouraged and incentivized to educate at-risk students;
- Setting clear standards for renewal, non-renewal, and revocation, identifying early warning signs, imposing conditions, and providing support for struggling schools;
- Providing annual public reports detailing charter school performance;
- Establishing data-collection policies and platforms that allow authorizers to discharge their duties without imposing undue reporting burdens on schools;
- Assisting schools with their financial reporting requirements, including audits and CSP submissions; and
- Helping families whose students attend charter schools that close identify alternative high-quality charter school options and navigate the enrollment processes in place at those schools.

Technical assistance will be furnished directly to all authorizers whose portfolios include CSP subgrantees with the expectation that broader dissemination will occur through the provision of open-source materials and the facilitation of sessions at PCPCS conferences. We will use a range of formats and modalities — including in-person, synchronous online, and virtual libraries — to ensure widespread access to training materials.

#### **4. Parent and Community Input**

The Charter School Law imposes an affirmative obligation on schools to develop and implement “strategies for meaningful parent and community involvement” (24 Pa. Stat. Ann. § 17-1719-A(2)). To transform this “involvement” into “engagement” and, better,

“empowerment,” PACSP will redouble the Commonwealth’s efforts to make parents essential partners in the operation of public schools within their communities. PCPCS has established 143K Rising as an informational clearinghouse for charter school parents across the Commonwealth.<sup>32</sup> Moreover, it has created an Ambassador Program that relies on informal networks of community members to share information and insights into the local public educational landscape. Pennsylvania will rely on these existing channels as a starting point for collecting, using, and disseminating information about the CSP program.

First and foremost, Pennsylvania will collect and use information from parents to determine where unmet need for high-quality schools exists and what types of schools those communities are seeking. Those data-collection activities, which will start with the review of application and waiting list data and will progress to conversations with parent and community panels in high-demand areas, will inform the manner in which PACSP promotes the availability of CSP funds to prospective subgrantees. We will also collect information through subgrantee budgets on how schools intend to inform communities about their educational offerings, and we will provide guidance on the types of marketing that yield the best return on investment.

In addition, we will help each new and replication school form a parent steering committee and will provide guidance on how to use parental input to shape the school’s approach to meeting the educational needs of its entire student population. CTAC will also provide training to schools on topics ranging from implementing governance models that utilize parent board members, utilizing parent input to drive continuous improvement cycles, and structuring parent leadership councils that have authentic influence within a school’s power structure. Data will be shared with policymakers at PCPCS’ annual Charter Advocacy Day in

---

<sup>32</sup> [www.143krising.com](http://www.143krising.com).

Harrisburg and with practitioners at its Annual Conference. And, critically, CTAC will feed information from parent data collection back into the program through annual formative evaluations that the project team will use to inform iterations to its approach over the life of the grant period.

## **5. Maximizing Flexibility**

PACSP will be designed to maximize the broad flexibility afforded Pennsylvania charter schools under state law. In general, Pennsylvania provides a blanket exemption from “statutory requirements established in [the Pennsylvania Public School Code of 1949], from regulations of the State Board and the standards of the secretary not specifically applicable to charter schools” except as explicitly enumerated in the Charter School Law. Specifically, charter schools possess vital flexibility in the following areas:

Instructional Design. Charter schools have autonomy to define their missions, set educational goals, and select curricular materials (24 Pa. Stat. Ann. § 17-1719-A).

Staffing. Up to 25 percent of a charter school’s professional staff may be uncertified, granting operators a measure of discretion with respect to the composition of their workforces (24 Pa. Stat. Ann. § 17-1724-A).

Collective bargaining. Charter schools are not automatically bound by their districts’ collective bargaining agreements (24 Pa. Stat. Ann. § 17-1724-A(a-b)).

Purchasing. While charter schools are required to conduct competitive bidding for school maintenance, construction, or repair work in excess of \$18,500, they are broadly exempt from the preponderance of Pennsylvania’s public procurement provisions (24 Pa. Stat. Ann. § 17-1715-A(10(i)-(v))).

Pensions. Charter schools are not mandatory participants in the Public School Employees' Retirement System (24 Pa. Stat. Ann § 17-1724-A(c)).

Pennsylvania's CSP project plan contains a comprehensive approach to maximizing the flexibilities allowed by law. As explained above, technical assistance for subgrant recipients will be structured so as to empower them to maximize their statutory autonomies. Trainings will cover instructional systems design, including the selection of high-quality materials and interim assessments; staffing structure and the cultivation of nontraditional talent pipelines; financial policies and procedures, including the implementation of robust internal controls; and the design of employee benefits systems that prioritize portability and incentivize longevity.

Moreover, technical assistance for charter authorizers will focus on best practices in striking the appropriate balance between autonomy and accountability and on ensuring authorizers implement oversight regimes that emphasize impact and outcomes rather than onerous compliance inputs. And, dissemination activities will highlight operators and authorizers whose practices best exemplify how to maximize charter flexibility without sacrificing essential accountability expectations.

## **D. Quality of the Management Plan**

### **1. Adequacy of Management Plan to Achieve Project Objectives**

Led by PCPCS, a skilled and diverse management team will oversee the execution of Pennsylvania's CSP project. The management plan provided below in Table 16 — which includes clearly defined responsibilities, timelines, and milestones for each major task to be completed during each year of the project — aligns both with the proposed budget and with our ambitious project objectives. This detailed management plan will be augmented in consultation with USED upon receipt of feedback in the Grant Notification Award.

Table 16. PACSP Management Plan

**Key** for responsible parties: **PT** = Project Team; **PD1 & PD2** = Co-Project Directors; **EL** = Executive Lead [PCPCS Executive Director]; **CEL** = Community Engagement Lead; **FL** = Financial Lead [Charter Choices Financial Lead]; **TL** = Charter Choices Technical Assistance Lead; **CTT** = CTAC Technical Assistance Lead; **CTE** = CTAC Evaluation Lead; **LA** = Legal and Policy Advisor; **RT** = Peer Review Team; **GA** = Subgrant Applicants; **DA** = District Authorizers; **PDE** = Pennsylvania Department of Education

Implementation Milestone / Benchmark	Timeline (Completed By)	Responsible Party
<b>CSP Subgrant Process.</b> The PACSP Project Team will implement a robust subgrant program that features a thoughtful application process designed to elicit high-quality proposals and a rigorous monitoring system that will quickly identify and remediate programmatic and fiscal risk.		
Confer with USED and make any necessary adjustments to the project plan	October 2020	PD1/2
Produce draft of subgrant application and scoring rubric	November 2020	PD1/2
Review subgrant application and scoring rubric	November 2020	PT
Empanel Peer Review Team	November 2020	PD1/2; EL; FL
Finalize subgrant application and scoring rubric	December 2020	PD1/2
Identify secure grants management platform and establish reporting and communication infrastructure	December 2020	PD2
Onboard and orient RT members	December 2020	PD1/2
Develop subgrant policies and procedures consistent with EDGAR and all other applicable federal regulations	December 2020	PD2; LA
Obtain subgrant application approval from USED	January 2021	PD1/2
Release RFP for potential subgrantees	February 2021; annually	PD1/2
Deadline for subgrant application submissions	April 2021; annually	PD1/2; GA
Review and score subgrant applications	April-May 2021; annually	RT
Collect, review, and approve CSP subgrant budgets	April-May 2021; annually	PD2; RT
Verify that applicants are not recipients of other CSP grants	April-May 2021; annually	PD2; RT
Finalize subgrant agreements with successful applicants	May-June; annually	PD1/2
Create site visit review rubric	June 2021	PD1/2
Review subgrant reimbursement requests for reasonableness and allowability	July 2021; monthly	PD2; FL
Review subgrantee spending reports	July 2021; monthly	PD2; FL
Compile running report of all CSP spending to ensure timeliness of drawdowns	July 2021; monthly	PD2
Conduct fiscal desk review	Summer 2021 and ongoing (quarterly for first-year subgrantees, subsequently no less than semiannually with	PD2

Implementation Milestone / Benchmark	Timeline (Completed By)	Responsible Party
	frequency dictated by risk assessment)	
Conduct programmatic desk review of data and compliance	Summer 2021 and ongoing (quarterly for first-year subgrantees, subsequently no less than semiannually with frequency dictated by risk assessment)	PD1/2
Collect, review, and approve annual performance reports for each subgrantee	Summer 2021 and ongoing	PD1/2
Collect, review, and approve financial reports for each subgrantee	Summer 2021; annually	PD2; FL
Verify enrollment data for purpose of calculating subgrant award amount	Fall 2021; annually	PD2
Verify completion of Federal Single Audit (A-133) for all subgrantees who expend federal funds in excess of the \$750,000 threshold	Fall 2021; annually	PD2
Review subgrant application and make modifications as needed	Fall 2021; annually	PT
Coordinate with authorizers to determine appropriate timing of site visits	Summer 2021 and ongoing	PD1/2; DA
Conduct implementation site visits	Fall 2021 and ongoing (quarterly for first-year subgrantees, subsequent frequency dictated by risk assessment)	PD1/2
Attend meetings of subgrantee boards of trustees	Fall 2021 and ongoing (at least semiannually for first-year subgrantees; at least annually thereafter)	PD1/2
Review, approve, and document all CSP budget amendments	Fall 2021 and ongoing	PD2; FL
Review PRT composition and appoint/reappoint members as needed	Fall 2021; annually	PD1/2; RT
<b>Communication.</b> The PACSP Project Team will utilize a range of communication strategies to publicize subgrant availability, encourage collaboration between and among operators and authorizers, and disseminate best practices.		
Create dedicated CSP landing page on PCPCS website	October 2020	PD1
Curate PACSP website and update with relevant manuals, webinar slides, and exemplar tools and policies	October 2020 and ongoing	PD1



Implementation Milestone / Benchmark	Timeline (Completed By)	Responsible Party
Provide information about CSP funding and technical assistance opportunities in weekly email newsletters	October 2020 and ongoing	PD1; CEL
Provide information about CSP funding and technical assistance opportunities on quarterly advocacy calls	October 2020 and ongoing	EL; PD1; CEL
Host informational sessions at PCPCS Annual Conference and Charter School Fundamental Seminar	October 2020 and ongoing	PD1/2; EL; CEL
Conduct orientation for PDE and district authorizers about CSP program	November 2020	PD1/2; EL; FL; PDE; DA
Coordinate with authorizers to ensure timing of subgrant notifications coincides with charter application cycle	Fall 2020; annually	PD1/2
Post CSP guidance document on PACSP website	November 2020	PD1
Post qualifications of Peer Review Team members and explain selection process on PACSP website	January 2021	PD1
Add CSP addendum to PCPCS How to Start a Charter School Guide	January 2021	PD1
Host CSP pre-proposal webinar	January 2021; semiannually	PD1/2; EL; FL
Solicit LEA participation in dissemination activities	Spring 2021 and ongoing	PD1/2
Solicit authorizer participation in dissemination activities	Spring 2021 and ongoing	PD1/2; CTT
Announce CSP subgrant recipients	May 2021; annually	PD1/2; EL; CEL
Update PACSP Innovation Spotlight to feature best practices from CSP subgrantees	Summer 2021 and ongoing	PD1
Host sessions highlighting exemplary practices adopted by CSP subgrantees at PCPCS Annual Conference	October 2021; annually	PD1
Host dissemination walkthroughs at exemplary CSP schools	Fall 2021 and ongoing	PD1/2; EL
Draft policy briefings that feature key takeaways from CSP program	Fall 2021 and ongoing	PD1/2; EL; CEL
<b>Technical Assistance.</b> The PACSP Project Team will provide responsive technical assistance to support both CSP subgrantees and authorized public chartering agencies.		
Host in-person training for prospective subgrantees during application window	February-April 2021; annually	PD1/2
Host webinar for prospective subgrantees during application window	February-April 2021; annually	PD1/2
Conduct initial TA needs assessment through subgrant applications and routine monitoring	Summer 2021	PD1/2; TL; CTT
Provide compliance-focused technical assistance to subgrant recipients based on findings from monitoring activities	Summer 2021 and ongoing	TL

## PACSP Project Narrative

Implementation Milestone / Benchmark	Timeline (Completed By)	Responsible Party
Provide technical assistance to subgrant recipients on key instructional, operational, organizational, cultural, financial, and governance topics	Summer 2021 and ongoing (at least three in-person and/or virtual sessions annually for each subgrantee)	TL; CTT
Provide technical assistance to subgrant recipients on maximizing statutory autonomies and accessing federal funding opportunities	Summer 2021; annually	CTT
Provide technical assistance to charter authorizers on key topics concerning oversight, equity, and balancing autonomy with accountability	Fall 2021 and ongoing (at least three in-person and/or virtual sessions annually for each authorizer with a CSP subgrantee in its portfolio)	CTT
Host strategic planning sessions for subgrant recipients	Spring 2022; annually	TL; PD1/2; CTT; EL; FL
<b>Parent and Community Engagement.</b> The PACSP Project Team will solicit input from families and community members about the operation of charter schools across the Commonwealth and will use these data to inform the implementation of our CSP project.		
Host informational sessions and community panels in high-demand areas	Fall 2020; semiannually	PD1/2; EL; CEL
Create “For Parents” section of PACSP website and post family-facing materials about the CSP program	October 2020 and ongoing	PD1; CEL
Review subgrantee communication plans and provide guidance on outreach efforts	May 2021; annually and ongoing	RT; EL
Facilitate formation of parent steering committee at each new and replication school	Fall 2021; annually and ongoing	PD1; CEL
Provide family impact training to schools	Fall 2021 and ongoing	CTT
Hold community capacity-building sessions with parent steering committees	Winter 2021; semiannually	PD1; EL; CEL
<b>Project Management.</b> The PACSP Co-Project Directors will manage the Commonwealth’s CSP project in a manner that ensures timely and complete satisfaction of all milestones and benchmarks, compliance with all federal requirements, and continuous improvement based on incorporation of feedback from formative evaluations.		
Prepare and submit all required reporting — including potential budget adjustment requests — to USED	October 2020 and ongoing	PD2
Review charter application and waiting list data	October 2020	PD1/2
Circulate calendar of monthly PT meetings	October 2020; annually	PD1
Formalize partnership agreements with all PT members	October 2020	PD1/2; PT
Circulate PT meeting agenda and minutes from previous meeting	November 2020; monthly	PD1
Attend USED CSP Project Director’s Meeting	February 2021; annually	PD1/2

Implementation Milestone / Benchmark	Timeline (Completed By)	Responsible Party
Begin data collection activities for formative evaluation	Spring 2021; annually	CTE
Enter into Memoranda of Understanding with district authorizers overseeing CSP subgrantees	Summer 2021; annually	PD1/2; LA; DA
Prepare, review, and execute USED reimbursement requests	June 2021; monthly	PD2; FL
Conduct formative evaluation to assess project implementation and ongoing TA needs	July-September 2021 and annually thereafter	CTE
Review findings from formative evaluation, make informed mid-course modifications to PACSP project	October 2021 and ongoing	PT
Prepare and submit annual performance report to USED	September 2021; annually	PD1/2
Conduct summative evaluation of program implementation and impact	September 2025	CTE

The Project Team is composed of individuals whose broad and deep experience will contribute to the project's success. To ensure that PACSP accomplishes its goals of increasing the number of high-quality charter schools that educate substantial at-risk student populations and improving student outcomes in Pennsylvania charter schools, particularly for at-risk students, the Project Directors will convene monthly meetings that bring together all members of the Project Team, including those from partner organizations. This oversight structure will ensure that the work of all external partners remains well-coordinated and tightly aligned.

Brandie Karpew and Abigail Dubinchik will serve as the PACSP Co-Directors, 1 and 2 respectively. Ms. Karpew is the Director of Operations and Development at PCPCS. Drawing on her background as a budgetary and statistical analyst, Ms. Karpew possesses both intimate familiarity with Pennsylvania's charter school ecosystem and extensive experience steering complex projects toward completion in an efficient and cost-effective manner. Ms. Dubinchik is the Director of Compliance at Charter Choices, where she coordinates the administration of federal grants programming for over 27 Pennsylvania schools. She earned her Master's in

Education Policy at the University of Pennsylvania and has played numerous roles within the Commonwealth's public education system over the past decade.

While the Co-Directors will work in tandem to lead the project, their specific responsibilities outlined in the Management Plan reflect their individual fields of expertise. For example, Ms. Karpew will oversee communication through the PACSP website and the formation and operation of parent steering committees. Ms. Dubinchik, by contrast, will oversee the development of the grant management platform and ensure project-wide fiscal compliance.

Ana Meyers, the Executive Director of PCPCS, will serve as the project's Executive Lead. Since joining the Coalition in 2017, Ms. Meyers has steadily grown the organization's membership while simultaneously codifying new quality expectations for all charter operators. A tireless advocate for the expansion of access to great public schools in high-need communities, Ms. Meyers is uniquely positioned to provide expert guidance and technical assistance to Project Team members and subgrantees alike.

Jessica Hickernell, Director of Public Affairs and Policy of PCPCS, will serve as the Community Engagement Lead. In her current position, Ms. Hickernell is responsible for organizing the Coalition's advocacy and grassroots efforts, and she has developed strong working relationships with charter school parents and communities across the Commonwealth. Michael Whisman, the Founder of Charter Choices and the project's Financial Lead, has provided business and financial support services to over 50 schools across the Commonwealth over the past two decades and is nationally regarded as an expert in charter school finance. Jesse Bean, the K-12 Finance & Strategy Advisor at Charter Choices, will bring the perspective of a Philadelphia charter school leader, a decade of classroom experience, and a Master's in School Leadership from Harvard to his role as Charter Choices Technical Assistance Lead.

Benjamin Feit, the CTAC Technical Assistance Lead, has extensive experience replicating the successful practices of high-quality charter schools. As the Chief of Staff at Democracy Prep Public Schools, Mr. Feit both served as the Project Director on the network's \$12.7 million FY16 CSP Replication/Expansion grant and provided programmatic and financial oversight to a Harlem middle school that received a pass-through subgrant through the New York State Education Department. Guodong Liang, CTAC's Evaluation Lead, is currently working on evaluations of two CSP State Entities grants in partnership with the Texas Education Agency and New Schools for Alabama. And Patricia Hennessy, a Philadelphia-based attorney who will serve as the Project's Legal and Policy Advisor, is regarded as one of the country's top education lawyers. Ms. Hennessy is active in legislative affairs on issues related to Pennsylvania School Code, education reform, and school choice, and she serves on National Litigation Council for the National Alliance of Public Charter Schools.

Resumes of all key project personnel are included in Appendix B.

## **2. Feedback and Continuous Improvement**

The PACSP Project Team will collaborate throughout the grant period to share and use actionable data that support continuous improvements and high program standards. CTAC's Evaluation Lead will conduct annual formative evaluations based on the Project Logic Model that monitor the efficacy and fidelity of PACSP implementation. Specifically, the formative evaluations will explore whether the program is reaching its intended beneficiaries, whether the program is being operationalized as intended, how effectively inputs are leading to outputs, and whether short-term outcomes are being satisfied.

Each eligible applicant will be required to participate in good faith with all evaluation activities as a condition of receiving a subgrant. Data collection activities will begin in the spring and will include the following:

- Interviews and focus groups with key constituencies, including Project Team members, representatives from grant-funded schools and district authorizers, and parents and community members;
- Surveys of key constituencies at grant-funded schools; and
- Artifact review and administrative data to determine adherence to project plan and alignment of processes with project objectives.

Data will be analyzed during the summer months, and findings will be presented to the Project Team during their standing meeting each October. This timeline ensures the Project Team will have ample time to review findings and make adjustments to the subgrant application process, the monitoring system, the technical assistance topics and modalities, and the community engagement strategies during the subsequent subgrant cycle. The Co-Directors will have ultimate authority for determining how the project should be adjusted and for ensuring all mid-course improvements are executed efficiently and effectively.

### **3. Appropriate and Adequate Time Commitments**

Given the importance of PACSP to the continued success of the Commonwealth's charter sector, all Project Team members will devote significant time to fulfillment of the program's objectives. These time commitments, which are outlined below in Table 17, are both appropriate and adequate to meet the goals of the grant and will ensure PACSP has a profound impact on quality of educational opportunities afforded to at-risk students statewide.

Table 17. PACSP Key Personnel Time Commitments

Key Personnel	Project Role	Time Commitment
Brandie Karpew	Co-Director 1	85%
Abigail Dubinchik	Co-Director 2	75%
Ana Meyers	PCPCS Executive Lead	10%
Jessica Hickernell	PCPCS Community Engagement Lead	15%
Michael Whisman	Charter Choices Financial Lead	10%
Jesse Bean	Charter Choices Technical Assistance Lead	40%
Benjamin Feit	CTAC Technical Assistance Lead	33%
Guodong Liang	CTAC Evaluation Lead	25%

The manner in which these positions will be funded under the grant is outlined in the Budget Narrative.

## Application Requirements

### I. Description of the Program

For each Application Requirement that we have addressed in the preceding narrative sections, Table 18 identifies where those explanations can be found. In the space that follows, we respond to the Application Requirements that require additional elaboration.

Table 18. Application Requirements Addressed in the Project Narrative

Application Requirement	Location(s) in Project Narrative
(A)(1) Support the opening, expansion, and replication of high-quality charter schools	Selection Criterion (a), Subsection (1)   Pages 16–23
(A)(2) Inform eligible applicants of available funds	Selection Criterion (b)   Page 38
(A)(3)(a) Participate in federal programs	Selection Criterion (c), Subsection (3)   Page 43
(A)(3)(b) Receive commensurate share of federal funds	Selection Criterion (c), Subsection (3)   Page 43
(A)(3)(c) Meet the needs of students served under federal programs	Selection Criterion (c), Subsection (3)   Page 42–45
(A)(4) Closure plans and procedures	Selection Criterion (c), Subsection (3)   Page 45
(A)(6)(a) Subgrantee monitoring	Selection Criterion (c), Subsection (1)   Pages 39–41
(A)(6)(b) Subgrantee fiscal sustainability	Selection Criterion (c), Subsection (1)   Pages 39–41
(A)(7)(a) Support LEAs with a significant number of CSI schools	Selection Criterion (a), Subsection (1)   Page 22
(A)(7)(b) Improve or turnaround struggling schools	Selection Criterion (a), Subsection (1)   Pages 16–23; Competitive Preference Priority 5   Pages 9–11

Application Requirement	Location(s) in Project Narrative
(A)(8)(a) Promote inclusion in recruitment and enrollment	Selection Criterion (c), Subsection (3)   Page 43
(A)(8)(b) Promote student retention	Selection Criterion (c), Subsection (3)   Page 43
(A)(9) Share best practices	Selection Criterion (a), Subsection (1)   Pages 22–23; Selection Criterion (c), Subsection (5)   Pages 47–48; Competitive Preference Priority 5   Pages 9–11; Competitive Preference Priority 7   Pages 14–16
(A)(10) Meet the educational needs of all students	Selection Criterion (c), Subsection (1)   Pages 39–41; Competitive Preference Priority 6   Pages 11–14
(A)(11) School quality initiatives	Selection Criterion (c), Subsection (3)   Pages 42–45
(A)(13) High schools	Selection Criterion (b)   Page 35
(B)(2) Strengthen cohesive statewide system	Selection Criterion (a), Subsection (1)   Pages 22–23; Selection Criterion (b)   Page 38
(B)(3) Strengthen cohesive strategy to encourage collaboration	Selection Criterion (a), Subsection (1)   Pages 22–23; Selection Criterion (b)   Page 38
(C)(1) Subgrant application	Selection Criterion (b)   Pages 32–35
(C)(2) Subgrant application review	Selection Criterion (b)   Pages 35–37
(D) Partner organization roles and responsibilities	Selection Criterion (d)   Pages 49–55
(E) Transportation	Selection Criterion (b)   Page 34
(G) Diverse models	Selection Criterion (b)   Page 35

(A)(5)(a). A description of how PCPCS will work with PDE and charter schools across the Commonwealth to maximize participation in Federal and State programs is provided above in our response to Selection Criterion (c), Subsection (1) (pages 42–44).

(A)(5)(b). A description of how PCPCS will work with PDE to operate Pennsylvania’s CSP program is provided above in our responses to Competitive Preference Priority 7 (pages 14–16) and Selection Criterion (c), Subsection (2) (pages 41–42).

(A)(12)(b). A description of how PCPCS will support Pennsylvania’s system of technical assistance and oversight of the authorizing activity of authorized public chartering agencies is provided above in our responses to Competitive Preference Priority 7 (pages 14–16) and Selection Criterion (c), Subsections (2), (3), and (5) (pages 41–42, 44–45, and 48).

(B). A description of how Pennsylvania is able to meet and carry out Competitive Preference Priorities 1 through 7 is provided on pages 2–16.



(F). Pennsylvania law explicitly subjects public charter schools to the requirements of both the Right to Know Law that provides for access to public records (65 Pa. Stat. Ann. § 67.101, *et. seq.*) and the Sunshine Act that requires agencies to take official actions in open and public meetings (65 Pa. Stat. Ann. §§ 701–716).

## **II. Assurances**

Please see Appendix A for a signed copy of the Charter School Program Assurances — State Entities.

## **III. Waivers**

Pennsylvania is not requesting any statutory or regulatory waivers at this time.

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

***Appendix A - Expanding Opportunity Through Quality Charter Schools Program (CSP)***  
***Grants to State Entities***  
***Charter Schools Program Assurances***

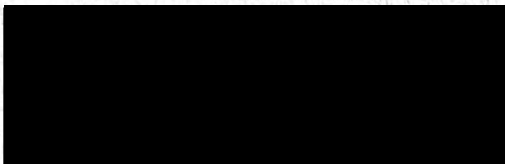
Pursuant to section 4303(f)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), recipients of CSP grants to State Entities must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

- (A) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;
- (B) The State entity will support charter schools in meeting the educational needs of their students, including children with disabilities and English learners;
- (C) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners;
- (D) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in section 4303(f)(1)(A)(viii) and (f)(2)(B) of the ESEA;
- (E) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by--
  - 1) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;
  - 2) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publically reported; and
  - 3) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;
- (F) The State entity will work to ensure that charter schools are included with the traditional public schools in decisionmaking about the public school system in the State; and
- (G) The State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including--

- 1) Information on the educational program;
  - 2) Student support services;
  - 3) Parent contract requirements (as applicable), including any financial obligations or fees;
  - 4) Enrollment criteria (as applicable); and
  - 5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
- (H) For a State entity that is a State educational agency, State charter school board or Governor of a State, the State entity will expend and account for the Federal award in accordance with State laws and procedures for expending and accounting for the State's own funds. In addition, for all State entities, the State entity's and other non-Federal entity's financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.
- (I) The State entity will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

Ana L. Meyers  
NAME OF AUTHORIZED OFFICIAL



Executive Director  
TITLE

05/11/2020.  
DATE

Pennsylvania Coalition  
APPLICANT ORGANIZATION

of Public Charter Schools

05/15/2020  
DATE SUBMITTED

## Appendix B: Resumes/Curriculum Vitae

- Project Director 1 (PD1): Brandie Karpew (PCPCS)
- Project Director 2 (PD2): Abigail Dubinchik (Charter Choices)
- Executive Lead (EL): Ana Meyers (PCPCS)
- Community Engagement Lead (CEL): Jessica Hickernell (PCPCS)
- Financial Lead (FL): Michael Whisman, CPA (Charter Choices)
- Charter Choices Technical Assistance Lead (TL): Jesse Bean (Charter Choices)
- Legal and Policy Advisor (LA): Patricia Hennessey (Conrad O'Brien)
- CTAC Technical Assistance Lead (CTT): Benjamin Feit (Community Training and Assistance Center)
- CTAC Evaluation Lead (CTE): Guodong Liang (Community Training and Assistance Center)

## BRANDIE KARPEW

---

### SUMMARY

*Highly motivated, management professional possessing excellent communication, organizational and analytical capabilities. Excellent planning, forecasting, management and team-building skills.*

---

### PROFESSIONAL EXPERIENCE

**PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS**, Mechanicsburg, PA  
*Director of Operations and Development* 2017 to Present

- Responsible for the internal operations of the Coalition assuring that the Coalition is operating in the most fiscally responsible manner, i.e., minimizing costs and maximizing productivity.
- Develop policy, procedures, internal processes and other infrastructure necessary to the function of the Coalition. Document all organizational processes and policies, maintain all organizational records, files, and permanent archives.
- In charge of directing the Coalition's fundraising initiatives and increasing its revenue by identifying and cultivating short and long-term funding opportunities such as grants, business partnerships, and program expansion initiatives.
- Uses advanced skills in data analysis to draft memoranda and compose materials that convey PCPCS' advocacy and public policy strategy for use on website or through social media.
- Track member best practices and new developments/advancements in all areas to document and disseminate as appropriate to policymakers, legislators, the media, charter schools, and parents.
- Responsible for the coordination of special events including the PCPCS annual conference. Oversee and facilitate all aspects of planning from site selection, vendor negotiation, event registration, speaker selection, marketing, onsite staffing, and post-event reporting.

**LEADINGAGE PA**, Mechanicsburg, PA  
*Policy Analytics Manager* 2014-2017

- Designed and prepared reports that use advanced statistical methods to interpret, authenticate, and analyze data relating to the Association's members. Analyzed expenditure and utilization data using qualitative and quantitative techniques in order to support financial and quality benchmarking and

forecasting models. Used charting and spreadsheet software to design complex graphical and spatial representation of the data.

- Generated statistical and/or fiscal analysis in support of the Association's advocacy and public policy strategy. Composed educational materials to be distributed to the legislative and regulatory community that conveyed the Association's strategic initiative.
- Developed and stored data sets that track trends across the long-term care continuum to assist in meeting the policy objectives of the Association and to assist the Association members in the review of their facility care delivery models. Prepared models, charts, tables, and graphics to present statistical data in easy to understand formats.
- Conducted analysis of proposed legislation or regulation and determine the impact to the Association's member. Responsible for conveying the results of the analysis to the Association's members in a clear and succinct manner.

**PENNSYLVANIA DEPARTMENT OF PUBLIC WELFARE, OFFICE OF LONG-TERM LIVING (OLTL), Harrisburg, PA**

*Budget Analyst*

2013-2014

- Responsible for formulating and administering a budget that is over \$5.2 billion for the Commonwealth's Medicaid/OLTL programs. The state funds utilized in the OLTL budget represent 13% of the Department of Public Welfare budget, 5% of the Commonwealth's budget.
- Compiled and analyzed fiscal, statistical, and program information to project future budgeting requirements for OLTL's programs.
- Provided budgetary analysis, advice, and technical assistance for the interpretation of programmatic policies. Analyzed data to determine the costs and benefits of proposals and budget bills and recommend funding levels based on findings. Reviewed legislation pertinent to OLTL and prepared fiscal notes as they relate to the OLTL's operations.
- Reviewed budget plans and expenditure requests to ensure expenditures are meeting the goal of accomplishing OLTL's mission as economically as possible. Also evaluated programs to determine whether they are producing the desired results.
- Developed mathematical models, wrote specific code as needed to extract data from the Department's data warehouse, and effectively performed applications testing to ensure robust performance. Prepared models, charts, tables, and graphics to present statistical data in easy to understand formats.

**PENNSYLVANIA DEPARTMENT OF PUBLIC WELFARE, BUREAU OF BUDGET, Harrisburg, PA**

*Budget Analyst*

2005-2013

- Responsible for budgeting for the Long-term Care Appropriation and the Home and Community Based Services Waiver which combined equaled \$3.8 billion in appropriated funds.
- Prepared annual Budget Request for assigned appropriations with supporting narrative descriptions of program/budget assumptions. Prepared charts, graphs, and other written material in support of requested funding amounts.
- Evaluated proposed changes to program eligibility requirements and other initiatives to determine the impact on program funding and expenditures. Design narrative and interpretive reports to convey the findings of statistical analyses and recommend a course of action based on analyses.
- Analyzed and monitored expenditures and commitments against approved budget plan in order to maximize utilization while staying within budgetary limitations. Performs calculations to project the financial and enrollment impact of program expansion over the course of several fiscal years.
- Developed instruments to measure program or project performance against stated goals and objectives, to identify services provided, and identify factors that facilitate or impair effectiveness.

**TRAINING**

**Department of Public Welfare Leadership Development Institute**

Selected to participate in a competitive program which provides professional development opportunities for exceptional employees who demonstrate strong leadership potential and the ability to succeed in positions of greater responsibility.

**EDUCATION**

**Columbus State University, Columbus, GA, B.S., General Studies Mathematics and Computer Science 1999**



**ABIGAIL DUBINCHIK**

---

**PROFESSIONAL EXPERIENCE**

**CHARTER CHOICES, INC.,** Glenside, PA

*Director of Compliance*

2018 to Present

- Federal Programs coordination for 27+ clients.
  - Responsibilities include Federal budgets, Consolidated Applications and Funding Adjustments, Federal expenditure tracking and quarterly Reconciliations, Consolidated Monitoring, etc.
  - Maintenance and improvement of current controls and procedures.
  - Develop new controls and procedures with federal changes.
  - Work with team members to implement procedures and policies.
  - Work with team members and school staff to monitor and track grant expenditures throughout grant period and fiscal year.
  - Attendance at statewide conferences.
- Data compliance coordination for 5 clients with the Pennsylvania Information Management System.
- Providing ongoing continuing education for staff and clients.
- Knowledge of Charter School Law and the inner workings of Charter School operations.
- Grant writing and developments.

**OMNIVEST PROPERTIES MANAGEMENT,** Newtown, PA

*School Operations Manager*

2014-2017

- Pennsylvania Information Management System reporting.
- Annual Report, Comprehensive Plan, School Level Plan, and School Improvement Plan writing.
- Federal Programs coordination including Budgets, Consolidated Applications, Funding Adjustments, Reconciliations, and Consolidated Monitoring.
- Charter renewal and new application writing.
- Policy development.
- Grant writing and developments.

**EASTERN UNIVERSITY ACADEMY CHARTER SCHOOL, Philadelphia, PA**

*Quantitative Reasoning Advisor*

2013-2014

- Taught Senior Math Applications and Algebra I.
- Prepared students with college readiness skills as a senior manager.

**UNIVERSITY OF PENNSYLVANIA, Philadelphia, PA**

*Research Assistant*

2013-2014

- Review results of college access interventions.

**DULCE HIGH SCHOOL, Dulce, NM**

*Mathematics Dept. Head, Secondary Math Teacher*

2011-2013

- Taught Pre-Calculus, Geometry, Pre-algebra, Algebra I, and Algebra II.
- Developed mathematics curriculum aligned with Common Core as CCSS Mathematics Coordinator.
- Managed state mandated WebEPSS responsibilities for high school.
- Initiated collaborative curriculums with middle school math department.
- Sponsored cheerleading, Senior/Freshman class, and coached track and cross country.

**TECHNOLOGY**

PIMs, PowerSchool, SCN, STATA, JAVA, Maple, and Sage mathematics software

**EDUCATION**

**University of Pennsylvania, Philadelphia, PA, M.S.Ed. in Education Policy, August 2014**  
Thesis in elementary curricula and student achievement

**Muhlenberg College, Muhlenberg, PA, B.S. in Mathematics, May 2011**  
Cum Laude Honors, Pi Mu Epsilon (Mathematics Honor Society)

## ANA LUIZA MEYERS

---

### SUMMARY

*A results-driven professional with strong critical thinking skills who believes that a communications perspective is valuable to informing sound policy decisions. Strong and responsive multitasker; experienced leader and organizer; media commentator specializing in federal and state campaign management, issue advocacy campaigns, grassroots training & mobilization, fundraising, government relations, membership recruitment, event and conference planning, public relations and communication strategies.*

---

### PROFESSIONAL EXPERIENCE

#### **PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS, Mechanicsburg, PA**

*Executive Director*

2017 to Present

- Manage statewide coalition of 145 charter schools educating over 143,000 students in “Cyber” and “Brick & Mortar” charter schools representing 70% of all PA charter schools.
- Determine mission and purpose of organization.
- Lead 17-member Board of Directors and 20-member Advisory Council to establish goals, strategies and standards for the charter school sector in Pennsylvania.
- Focuses on enhancing student success by promoting and sustaining high-quality options within Pennsylvania’s public education system.
- Work with a board of directors and allies statewide to develop systems and strategies to expand the organization’s capacity and increase its impact in service to Pennsylvania charter school students and families.
- Ensures that PCPCS adapts successfully to newly restrictive policy environment while increasing public awareness of the necessity of excellent public school options for thousands of Pennsylvania students.
- Directly supervise organization’s staff.
- Doubled the operational budget in two years by obtaining grants from regional foundations and developing a business partnership program for charter school vendors.
- Doubled charter school membership in two years.
- Prepare and present quarterly and annual P&L reports for Board of Directors and Advisory Council.
- Responsible for formulating and passing major pieces of legislation concerning the Association.

- Direct marketing efforts for special events and trainings.
- Review and approve contracts for services.
- Chief spokesperson and advocate on Coalition's behalf before legislators, educators, and the media.

**LEADINGAGE PA, Mechanicsburg, PA**  
*Director of Legislative Affairs*

2014-2017

- Worked with senior leadership and contract lobbyists to advocate for legislation that improved the Association's ability to achieve its objectives.
- Worked with senior leadership to develop the Association's policy positions on legislation and government policies; Articulated them to the appropriate internal and external audiences.
- Composed, edited and proofed position papers, testimony and other documents, including correspondence for senior leadership and chief executive officer.
- Developed relationships and maintained collaboration with other related associations and organizations interested in long-term care and senior services.
- Managed LeadingAge PA PAC operation to ensure the PACs could meet the organization's goals and grow annually in terms of contributions and participation.
- Developed organization's political strategy in conjunction with senior leadership and PAC Steering Committee members to achieve annual goals.
- Developed annual PAC budget, which included making recommendations of support for local, state and federal candidates.

**PENNSYLVANIA DEPARTMENT OF REVENUE, Harrisburg, PA**  
*Director of Policy and Legislative Affairs*

2013-2014

- Effectively dual report to the Governor's Policy and Legislative Offices and the Secretary of Revenue.
- Lead lobbyist and policy expert for the Department of Revenue, an agency responsible for more than \$30 billion in annual tax collections, and the Pennsylvania Lottery, a sales and marketing organization generating more than \$3 billion in annual sales and more than \$1 billion annually in net revenue.
- Successfully advocated and lobbied on behalf of Governor Tom Corbett's administration and revenue enhancement initiatives.
- Acquired prime sponsors in the General Assembly, both in the Senate and in the House, for several of the Governor's and the Department of Revenue's initiatives.
- Researched, developed and achieved department's policy initiatives in coordination with Governor's office and external stakeholders.
- Actively participated in Budget negotiations.
- Drafted testimony on behalf of the Department of Revenue Secretary/Executive

Staff to be presented in committee hearings.

- Analyzed legislative intent, impact on existing functions and fiscal impact and write analysis reports to the Governor's Legislative Office working closely with the Department of Community & Economic Development as well as the Office of the Budget.
- Fostered relationships with key legislators in the General Assembly, and staff, to ascertain the status of legislation.
- Answered questions from the legislature on proposed legislative fiscal program and legal implications.
- Communicated agency position with the Governor's Legislative Office and members of the Legislature and their staff.
- Performed full range of managerial duties and responsibilities while supervising two Legislative Aides, an Executive Assistant and an Assistant Director of Legislative Affairs.
- Increased efficiencies in constituent inquiries by facilitating corrective action.

**FREEDOMWORKS**, Doylestown, PA  
*Pennsylvania State Director*

2005-2013

- Managed grassroots campaigns including federal and state campaigns, issue advocacy campaigns, and political races throughout the state focused on fiscal responsibility and small business growth.
- Developed network of thousands of grassroots activists, volunteers and potential donors.
- Hosted political training sessions throughout the state.
- Participated in national media coverage of campaigns and served as spokesperson for FreedomWorks.
- Organized and planned events including fundraisers, seminars, dinners and conventions
- Ran successful special events that helped generate major funds to secure the growth of FreedomWorks' agenda in Pennsylvania.
- Lead in-house lobbyist for FreedomWorks in the state of Pennsylvania.
- Represented FreedomWorks in several coalitions with other organizations such as the Pennsylvania Chamber of Commerce and NFIB in order to promote job and business growth in the state
- Responsible for helping pass major piece of Education Reform (School Choice) legislation with the 2012 state budget providing Opportunity Scholarships for low income and working families to have access to better educational options.
- Represented FreedomWorks by presenting information, observations, opinions, and arguments to state and local legislative and regulatory agencies, other organizations and individual legislators, whose actions might affect FreedomWorks' interests.

## **EDUCATION**

**Baylor University School of Business**, Waco, TX, Bachelor of Business Administration  
1990-1994

## **ADDITIONAL ACTIVITIES**

- Registered lobbyist in the Commonwealth of Pennsylvania
- Middle States Commissioner
- Native speaker of Portuguese; fluent in English and Spanish.
- Interests include international travel, public speaking, writing, volunteer work, and cycling.
- American Women's Club, London: President of the Steering Committee
- Baylor University Alpha Kappa Psi Business Fraternity: President 1993-1994

## JESSICA HICKERNELL

---

### PROFESSIONAL EXPERIENCE

**PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS**, Mechanicsburg, PA  
*Director of Public Affairs and Policy* 2019 to Present

- Assists with grassroots organizing and family engagement
- Helped launch PCPCS' family engagement initiative called 143K Rising
  - Helped cultivate parent ambassadors
  - Assisted with Call to Action grassroots advocacy campaigns
- Assisted with family and student advocacy events at the Capitol

**EXCELLENT SCHOOLS PA**, Philadelphia, PA 2017-2019  
*Director of Public Affairs and Policy*

In addition to continuing with all the activities outlined under my PennCAN experience, I also:

- Oversaw the launch of ESPA in January 2018
- Developed and worked towards achieving ESPA's policy initiatives
- Managed a team of contractors and an in-house videographer
- Took the lead on coordinating three statewide tele-town hall events for the GOP candidates for governor prior to the 2018 Primary Election
- Assisted in the relaunch of ESPA's sister-organizations – Educational Opportunities for Families (EOF) and Philadelphia Charters for Excellence (PCE)

**PENNCAN: PENNSYLVANIA CAMPAIGN FOR ACHIEVEMENT NOW**, Pittsburgh, PA  
*Public Relations Manager* 2015-2017

#### Media:

- Coordinated the organization's earned media strategy for each advocacy campaign
- Pitched stories to the media
- Prepped colleagues for interviews with the media
- Drafted the organization/executive director's public statements
- Managed the organization's social media platforms

#### Research:

- Oversaw the logistics of the organization's research projects
- Conducted research and data analysis
- Drafted research narratives and created visual representations of data
- Coordinated the design, editing and printing of all projects
- Planned and executed the public or targeted release of the organization's research products

Legislative:

- Analyzed and drafted legislation
- Coordinated with lawmakers and legislative staff on media events
- Drafted written testimony and prepped staff for legislative hearings
- Met with lawmakers and legislative staff to promote the organization's legislative priorities

Donor/Supporter Relations:

- Managed the communication between PennCAN staff and supporters
- Drafted weekly education-related news updates to the organization's supporters
- Coordinated and drafted "call to action" emails to supporters to advance legislative priorities
- Promoted the organization's grassroots efforts by highlighting stories of parents and community leaders on PennCAN's blog and social media outlets

Team Support:

- Organized and executed the organization's public events
- Crafted presentations for speaking engagements
- Prepped staff for public events and meetings
- Supported PennCAN's national organization's strategic goals
- Worked closely with partner organizations to support and collaborate on shared goals

**PENNSYLVANIA DEPARTMENT OF EDUCATION, Harrisburg, PA**  
*Communications Specialist*

2011-2015

- Respond to media inquiries
- Coordinate statewide media and outreach tours for the Secretary
- Prep the Secretary for public events (including school visits, budget presentations and testimonies)
- Write briefs for the Governor's Office on educational issues
- Monitor statewide education and state government press clips
- Press Aide (April 2011 - May 2013)
- Assisted reporters statewide with obtaining data
- Edited documents, presentations and electronic communications produced by the department
- Planned and coordinated statewide public events, ceremonies and press conferences
- Wrote press releases, media advisories, letters to the editor, talking points, speeches and correspondence
- Drafted marketing materials such as posters, flyers, brochures, postcards and presentations
- Coordinated the redesign and update of the department's website



## **EDUCATION**

**Quinnipiac University, School of Communications** Fall 2006 - Spring 2010 Bachelor of Arts in Public Relations, Minor in Marketing, Graduated May 2010 – Magna cum Laude  
Honors: Dean's List all semesters; Lambda Pi Eta (National Communication Association's Honor Society)

**MICHAEL WHISMAN, CPA**  
**Glenside, PA 19038**

---

**SUMMARY**

*Michael has been serving charter schools since their inception in PA in 1997. He founded a charter school service firm in 2004 and has been a leader in supporting the charter community for more than 20 years including the conceptualization and realization of one of the first bi-lingual cyber charters schools in the nation. He has built relationships since managing the local school audit practice of a large public accounting firm, and now Charter Choices is proud to serve more than 50 charter schools – both brick-and-mortar as well as cyber charter – as clients. Michael has dedicated his career to charter schools, is viewed as an expert in charter school finance, and is often called to testify or engage in shaping activities with key stakeholders in the PA legislature and statewide coalition.*

*A Certified Public Accountant focused on providing financial management to those who agree that educational choice is a must, Michael is a financial executive, with extensive experience in institutional operations, data/fiscal analysis, and project management. He supervises 20-plus employees across 2 offices and possesses a strong political acumen and press relations experience. His areas of expertise include:*

- *PA Charter Schools*
  - *Operational Management*
  - *Fiscal Auditing*
  - *Training*
  - *Strategic Planning*
  - *Staff Development*
- 

**PROFESSIONAL EXPERIENCE**

**KEY ACCOMPLISHMENTS**

- Introduction to Pennsylvania charter schools in 1997 as the auditor of the first school granted a charter in Philadelphia. Continues to represent this charter school and over 50 others.
- Presented numerous times in Harrisburg on charter school funding.
- Developed and implemented a district billing system that bills in excess of 35,000 students and 500 districts annually.
- Founding member of the first bilingual cyber charter school in the nation.

**EXPERIENCE**

**CHARTER CHOICES** (previously Charter School Choice) **INC.**, Philadelphia, PA  
*Founder and Leadership Team Member* 2004 - Present

- Since inception, Charter Choices has become the premier business service provider in the Commonwealth representing over 30 charter schools.

- Charter Choices focuses on providing business services to only charter schools and their related organizations making them uniquely qualified and possessing the right combination of training, experience, commitment and creativity to drive continued progress.

**LARSON ALLEN** (previously Schiffman Hughes Brown), Philadelphia, PA  
*Audit Manager* 1996–2004

- Introduced to charter schools in 1997 and served as the auditor for the first school granted a charter in Philadelphia.
- Specialized in providing auditing and consulting services to charter schools.

### **EDUCATION and MEMBERSHIPS**

- Bachelor of Science - Accounting, West Chester University, May 1996.
- American Institute of Certified Public Accountants (AICPA).
- Pennsylvania Institute of Certified Public Accountants (PICPA).
- Pennsylvania Association of School Business Officials (PASBO).
- Pennsylvania Coalition of Public Charter Schools – Business Manager, 2016 to present.
- Multicultural Academy Charter School – Finance Committee, 2014 – present.
- Ardsley North Hills Athletic Association – Treasurer, 2013 – present.

## JESSE BEAN

---

### SUMMARY

*Experienced K-12 leader and consultant working to ensure that all administrators and boards have the necessary tools to deliver on their strategic vision.*

---

### PROFESSIONAL EXPERIENCE

#### **CHARTER CHOICES, LLC., Philadelphia, PA**

*K-12 Finance & Strategy Advisor*

2017-Present

- Advise Charter School CEOs and Boards on a variety of financial matters (Balance Sheet, P&L, Budget Development, A/P, 5-Year Modeling, Debt Structuring).
- Develop, market and manage the firm's Strategic Advising Group services (Strategic Planning, Governance Training, New Charter Application, Executive Search).
- Successfully lead a variety of projects for clients across the state, consistently meeting deliverable timelines, scopes and budgets with 100% customer satisfaction.
- Presented at regional networking events for statewide school choice advocacy groups, submitted proposals for National Charter Schools Conference workshops.

#### **RUSSELL BYERS CHARTER SCHOOL, Philadelphia, PA**

*CEO & Head of School*

2015-2017

- Serve as Chief School Administrator and organizational leader for one of the highest-performing K-6 schools in Philadelphia.
- Coordinate effective implementation of the Expeditionary Learning framework to ensure delivery of outstanding standard-based project-based instruction.
- Manage full development team that exceeded goals, reaching nearly \$1M in funds.
- Coach and manage leadership team to meet the school's performance goals.
- Provide coaching and professional development to professional staff of 40+.
- Along with Board Chair, lead board committees to align with the Russell Byers Charter School's Strategic Plan: "Back to the Future 2015-19".
- Drive communications strategy and maintain relationships with all constituencies, serving as chief spokesperson on matters related to local and national policy.

- Manage all financial functions (budgets, vendor contracts, human capital, etc.), operational functions and facilities (property, security, renovation).
- Establish and maintain relationships with community partners, including the Logan Square Neighborhood Association, University of Penn (with whom RBCS has launched a ground-breaking 4R's/GRIT character education model), the Mayor's Office, the Academy of Natural Sciences, the Charter Schools Office of the SDP, Philadelphia Charter for Excellence, and many others.
- Launched the creation of the Byers Fellows Program in partnership with several prominent Institutions of Higher Education and the Philadelphia Education Fund in order to build a human capital pipeline of pre-service teachers.
- Spearheaded new partnerships with Mi Casita (Spanish language instruction), Vetri Cooking Lab (STEM-based enrichment), and Philadelphia Young Playwrights.
- Successfully led the school's expansion efforts, applying for and securing 240 additional seats from the School Reform Commission to allow RBCS to grow from a 4K-6 school to a 4K-8 school over the next three years (2016-19).
- Leading all planning and renovation efforts for this expansion, including the addition of 20,000 sq. ft., 20 employees, and a \$5M renovation project.

**BUCK INSTITUTE FOR EDUCATION (PBLWorks)**, Novato, CA  
*National Faculty Member & Leadership Academy Facilitator*

2016-Present

- Invited to join a hand-picked group of seasoned educators, international experts and researchers on project-based learning (PBL).
- Conduct professional development, coaching and school redesign facilitation across the United States that emphasizes student-centered, 21st century teaching and learning grounded in the Buck Institute's Gold Standard PBL Model.
- Facilitate the Leadership Academy for Superintendents, Principals and other educational leaders at the annual PBL World Event in Napa, CA.
- Invited to facilitate PBL Leadership Academies at PBL Ohio Institute and Cherry Creek (CO) PBL Institute.
- Published in P21 Digital Magazine and EdWeek's Deeper Learning Series.

**ENVISION EDUCATION**, Oakland, CA

*HS Principal, Impact Academy of Arts and Technology*, Hayward, CA

2012-2015

- Responsible for overseeing all daily operations and strategic direction for a high-performing public high school of choice (465 students) in a low-income, urban community in the Bay Area.
- Managed a staff of 30 instructional and non-instructional staff; responsible for hiring, supervision and evaluation, coaching, and new staff orientation.
- Accountable for Key Performance Indicators, including the school's scores on state and national assessments, financial management and operational metrics, and Special Education compliance, along with Envision Education's performance assessment model.

- Led a school recognized nationally for its innovative approach to deeper learning and inquiry- based practices; hosted teams of educators, funders and university partners from across the US (Gates Foundation, Stanford University, Seattle Public Schools, etc.), and was the subject of a Stanford Case Study in Spring 2014.
- Facilitated weekly professional development for full staff, with deep expertise around project- based learning, adolescent literacy, school culture and portfolio-based defense of learning.
- Successfully led the implementation of a Data Team, design of two after-school academic intervention programs, year-long focus on reading, literacy and the workshop model, and a 9th Grade Bridge Programs for high-risk freshman students.
- Achieved school's highest-ever scores on California STAR testing and High School Exit Exams, resulting in 793 API (Academic Performance Index) and an 8/10 Great Schools Ranking.
- 97% of the Class of 2013 enrolled in 2 or 4-year colleges (compared to 47% statewide average for all graduating Seniors), 70% of whom will be the first in their families to attend college.

*National Consultant, Envision Learning Partners, Oakland, CA*

- Advised school and district clients (primarily large urban districts – Oakland, Los Angeles, Detroit) on the implementation of Envision Education's nationally recognized performance assessment and school transformation models.
- Served as Partnership Lead for a multi-year contract with Detroit Public Schools, serving 12 turnaround high schools and K-8 schools.
- Designed and facilitated weeklong professional development workshops for 20 school administrators and 50 teachers, along with both live and virtual coaching of participants.
- Conducted formal Impact Assessment and successfully extended existing contracts; cultivated nearly \$400,000 in new contracts and grant-funded work (Kellogg Foundation) for 2014-15.
- Led Detroit's Assessment Design Team, responsible for setting and managing the strategic vision around college and career readiness, performance assessment and project based learning.
- Developed and maintained relationships with major institutional partners (Connect Ed, West Ed, Hewlett Foundation, Kellogg Foundation, etc.), convened a national network of urban K-12 districts focused on Deeper Learning

**PROSPECT HILL ACADEMY, Cambridge, MA**

*Resident Upper School Principal (Harvard Graduate Intern)*

2011-2012

- Year-long Member of Upper School Administrative Team in Affiliation with Harvard Graduate School of Education School Leadership Program.
- Responsible for Positive School Culture & Student Discipline, Grades 7-8.
- Instructional Leadership Team, Data Analysis, Curriculum Redesign, Grades 7-12.

- Training/Coaching of Novice Staff, Professional Development, Grades 7-12.
- Cabinet-Level Member of K-12 Leadership Team, Participating in 5-Year Strategic Planning Process in Concert with External Consulting Firm.
- Various Leadership Roles in K-12 Operational Initiatives: Development, Finance, Academic Accountability and Curriculum Mapping, Annual Reporting and Board Relations, Community Partnerships, Plant Management, Human Resources.

**RIDLEY SCHOOL DISTRICT, Folsom, PA**

*English Teacher & Principal Intern, Ridley High School* 2002-2011

- Increased % Students at Advanced/Proficient Level on PSSA Reading by 18%.
- Facilitated 60+ hours of Professional Development for Secondary Educators
- Directed Curriculum Reviews in 11th-12th grade English courses.
- Founding Member of College Board Vertical Team at RSD (K-12 Language Arts).
- Sponsor (Dean), Class of 2008, Football and Wrestling Coach, Quiz Team Advisor.
- Founding Sponsor of Diversity Group, Frederick Douglass Tutoring Partnership.
- Student Teaching Supervisor, Member of District Grant-Review Board.
- K-12 School Administrator License (PA).

**WALLINGFORD-SWARTHMORE SCHOOL DISTRICT, Wallingford, PA**

*English Long-Term Substitute, Strath Haven High School* 2001-2002

**EDUCATION**

**Ed.M., School Leadership, Harvard School of Education, Cambridge, MA, May 2012**

- Course Highlights: Instructional Leadership, Non-Profit Financial Management, Special Education Policy, Adolescent Literacy, Professional Staff Development
- *HGSE Impact Award* for Outstanding Service in K-12 Education
- K-12 School Administrator License (PA, MA & CA)

**B.A., English Literature, Swarthmore College, Swarthmore, PA, June 2000**

- *Thomas B. McCabe Memorial Scholar*, 1996-2000
- English Department Curriculum Review Committee
- *Gomer M. Davies Outstanding Wrestler Award*, 1999-2000 Season
- *Thomas B. McCabe Memorial Scholarship* Interview Panel and Alumni Board
- Student Teaching Practicum and Methods Seminar, 1999-2000
- 7-12 English Teaching License (CA/PA)

## **PATRICIA HENNESSY, ESQ.**

---

### **SUMMARY**

*Patricia Hennessy brings to educational institutions and corporate America over twenty years of experience in the courtroom and the boardroom. Known for her ability to get to the heart of the matter quickly and thoroughly, clients praise her tremendous intellect and problem-solving skills. She anticipates problems and counsels her clients on how to avoid those problems before they happen.*

*She is acknowledged as one of the top education lawyers in the country, representing and advising schools from the application drafting process through startup and ongoing operations. Having worked in the education reform sector since 2002, Pat chairs Conrad O'Brien's Education Law Department. She is a charter schools advocate and activist, serving on the National Litigation Council for the National Alliance of Public Charter Schools and as a long-term member of the Alliance of Public Charter School Attorneys. As part of her private school and boarding school practice, she is a board member of the Pennsylvania Association of Independent Schools. On a state level, Pat is active in legislative affairs on issues related to Pennsylvania School Code, education reform, school choice, and other related legislative areas that impact schools.*

---

### **PRACTICE AREAS & EXPERIENCE**

Pat regularly advises school administrators and school boards, and works closely with legal, compliance, and business personnel, regarding a variety of issues, including:

- School code and administrative code compliance
- Commercial and employment litigation
- Special education matters
- Student discipline
- Operations (including drafting operational policies and policy manuals)
- Contracts
- Accreditation and licensure of administrative and teaching staff
- Federal legal issues (ESSA/ESEA, IDEA, Section 504, USDOE regulations, Office of Civil Right investigations, anti-discrimination and constitutional issues)
- Training for school administrators, school boards, teachers, and staff
- Routinely advise private school administrators on school code compliance, federal statutes, school safety, and other matters.
- Presenting at seminars for charter school related organizations, private school associations, and continuing legal education providers.



## **NOTABLE CASES**

- Participated as counsel in the successful start-up of ten charter schools in Pennsylvania and one in Maryland since 2013.
- Lead counsel for Watershed Public Charter School in its appeal of a charter application denial by Baltimore County. The Maryland State Board of Education reversed the Baltimore County Board of Education's denial of the charter application, marking the first time that a Maryland charter school appeal before the State Board resulted in a complete reversal without a remand. The reversal sets forth new precedent that, assuming an application is sufficient in all other areas, the local school board must grant contingent approval of a charter so that the applicant can secure a school facility. Watershed would be only the second charter school to open in the county.
- Lead counsel for the DaVinci Collaborative appeal of denial of a charter application for a charter school in Southeast Baltimore. On behalf of the DaVinci Collaborative, Conrad O'Brien successfully appealed the Baltimore City Schools Board's denial of the application to the Maryland State Board of Education and the matter was remanded back to the Baltimore Board for additional review and a new vote. The case established that the application review process was not transparent and carried out with fidelity.
- Represented KIPP Philadelphia Charter Schools and Richard Allen Preparatory Charter School in a win that provided \$528,000 in funds to the charter schools. The Commonwealth Court found that the Pennsylvania Department of Education violated the Charter School Law by not redirecting money from the district that the legislature intended to be used to educate students at KIPP and Richard Allen.
- Successfully represented Richard Allen Preparatory Charter School in protracted litigation against the School District of Philadelphia and School Reform Commission, prevailing at the Pennsylvania Commonwealth Court, where the court agreed that the School District does not have the power to impose enrollment caps on charter schools or deny funding where enrollment caps are exceeded, except where a charter school has expressly agreed to the enrollment cap. This decision was upheld by the Pennsylvania Supreme Court.
- Retained by KIPP Philadelphia, assisting them in the award of four new charter schools within two years.
- Successfully represented Reach Cyber Charter School in their 2016 charter application proceedings before the Pennsylvania Department of Education, resulting in the first cyber charter awarded in Pennsylvania since 2011.

## **HONORS & AFFILIATIONS**

- Member, Legal Advisory Council (LAC) of the Pennsylvania Coalition of Public Charter Schools (PCPCS) (2018-present)
- Member, Legal Advisory Council of the National Alliance for Public Charter Schools (2014-present)

- Member, Pennsylvania Bar Association
- Member, Maryland Bar Association
- Member, Alliance of Public Charter School Attorneys
- Member, Board of Directors, Pennsylvania Association of Independent Schools

## **PUBLICATIONS**

- "Recent Third Circuit Ruling May Increase School Liability." The Legal Intelligencer, October 21, 2015.

## **SPEECHES & PRESENTATIONS**

Pat is a frequent speaker and presenter regionally and nationally on charter schools and education law.

- "How To Make the 'Worst Charter School in the Country' ... Better?" Philadelphia Education Fund; Philadelphia, PA; January 2020.
- "From Sandusky to Solebury: Lessons from Pennsylvania on Educator Misconduct," Alliance of Public Charter School Attorneys (APCSA) Convention; Detroit, MI; November 2019.
- "The Road to Hell is Paved with Good Intentions: Latent Legal Threats," National Alliance of Public Charter Schools National Conference; Austin, TX; June 2018.
- "The Devil and The Deep Blue Sea: A Mindset of Ethical Decision Making for Administrators," National Alliance of Public Charter Schools National Conference; Austin, TX; June 2018.
- "Chartering in Philadelphia or the Four Horsemen of the Apocalypse," Pennsylvania Coalition of Public Charter Schools Meeting for Philadelphia Charter School Leaders; Philadelphia, PA; November 2017.
- "From Sandusky to Solebury: Lessons from Pennsylvania on Educator Misconduct," Education Law Association 63rd Annual Conference; San Diego, CA; November 2017.
- "How Schools Can Fortify Their Deflector Shields: Protecting Data Privacy of K-12 Students and Schools," Education Law Association 63rd Annual Conference; San Diego, CA; November 2017.
- "The Care and Feeding of Your Board Policy Binder," National Alliance of Public Charter Schools, Panelist, Annual National Conference; Washington, D.C.; June 2017.
- "Educator Misconduct: How to Handle Claims Against Educators, from Allegation Through Litigation," Education Law Association 62nd Annual Conference; Orlando, FL; November 2016.
- "Understanding the School Landscape in a Transgender World" and "Educator Misconduct: How to Handle Claims Against Educators, from Allegation Through Litigation," Pennsylvania Association of Independent Schools, Bi-Annual Conference; Episcopal Academy, Newtown Square, PA; October 2016.

- "'Love Train': Everything You Wanted to Know About Philadelphia Chartering... and Then Some," National Alliance of Public Charter School Attorneys Conference; Philadelphia, PA; September 2016.
- "What is Special About Special Education?" Special Education Rights and Responsibilities Conference, Fox Rothschild Center for Law and Society; Community College of Philadelphia; September 2016.
- "Philadelphia: A Case Study" (with Robert O'Donnell) and "Statewide Authorizer Assault: Are Opponents Taking Aim... Or Are District Authorizers Embracing Their Authority?" (with Dan Woodring and Lisa Scruggs), Alliance of Public Charter School Attorneys' Conference; Phoenix, AZ; April 2016.
- "Special Education Compliance: Best Practices to Avoid Due Process Pitfalls," Keystone Alliance of Public Charter Schools; Hershey, Pennsylvania; March 2016.
- "Charter Schools in Pennsylvania," Pennsylvania Bar Institute, February 2016.
- "Educator Misconduct: How to Handle Claims Against Educators, from The Allegation Through Litigation," Pennsylvania Association of Independent Schools Inaugural Boarding Schools Conference, November 2015.
- "Accessing District Space" and "The Inequity of Authorizer Imposed Enrollment Caps," National Alliance of Public Charter School Attorneys Conference; Seattle, WA; September 2015.
- "Mandatory Reporting in a Post-Sandusky World" (featured speaker), Pennsylvania Association of Independent Schools Bi-Annual Conference, October 2014.
- "Legal Fundamentals for Non-Profit Boards," Community College Non-Profit Institute, April 2014.
- "Governing in the Cloud: Effective Governance of Virtual Charter Schools," National Alliance of Public Charter Schools, Co-Presentation with Parker Baxter, National Association of Charter School Authorizer, Annual National Conference, Washington, D.C., July 2013.
- "Serving Your Virtual Clients: What Virtual Providers Want to Know," National Alliance of Public Charter School Attorneys, Semiannual Meeting, Stanford Law School, Palo Alto, CA, May 2013.
- "Live ListServe: Presentations on Status of Pennsylvania Charter School Law," Enrollment Cap Litigation and Financial Crisis of the School District of Philadelphia, National Alliance of Public Charter School Attorneys, Semiannual Meeting, Harvard Law School, Cambridge, MA, October 2011; Semiannual Meeting, Loyola University Chicago Law School, Chicago, IL, September 2013.
- "Understanding Charter Schools' Public-ness in the Context of Section 1983 Liability, Tort Immunity, and 11th Amendment Immunity," National Alliance of Charter School Attorneys, Semiannual Meeting, Austin, TX, April 2012.
- "Criminal Background Checks and Child Abuse Clearances," Pennsylvania Association of Independent Schools, August 2011.

## **EDUCATION**

**Temple University School of Law, J.D., 1995**

**Temple University, B.A., cum laude, 1989**

## **ADMISSIONS**

**Pennsylvania, New Jersey**

**Maryland, U.S. District Court for the Eastern District of Pennsylvania**

**BENJAMIN FEIT**  
**Boston, MA**

---

**PROFESSIONAL EXPERIENCE**

**COMMUNITY TRAINING AND ASSISTANCE CENTER, Boston, MA**

*Director, CTAC Charter Center*

2019 to Present

*Senior Associate, Program and Policy*

2018 to Present

- Designed and launched practice group that provides strategic and technical assistance to charter schools and networks.
- Serve as Project Director on evaluation of the Texas Education Agency's efforts to replicate effective charter school models pursuant to its \$59.2 million grant under the US Department of Education's CSP State Entities program.
- Serve as Project Lead on academic, fiscal, and programmatic evaluation of New Schools For Alabama's \$25 million CSP State Entities grant program.
- Serve as Principal Author and Study Team Leader on evaluation of Harmony Public Schools' attempts to strengthen its human capital management practices pursuant to a \$26.7 million federal Teacher Incentive Fund grant.
- Provide planning support and technical assistance in the areas of leadership development and schoolwide systems implementation to three Nevada schools identified for improvement under the state's accountability system.
- Delivered presentations on root cause analysis and educator support and development at the Independent Charter School Symposium and the Delaware Charter Schools Conference.

**DEMOCRACY PREP, New York, NY**

*Vice President of Strategy & Chief of Staff*

2017

*Chief of Staff*

2014-2017

*Deputy Chief of Staff*

2013-2014

*Assistant Director of Strategy & Development*

2012-2013

*Policy Manager*

2012

- Developed and executed growth strategies for national nonprofit charter management organization that expanded its successful model from a single Harlem site to 22 Title I schools in five states. Oversaw site selection, constituent engagement, pre-opening work, early-stage operation, and delivery of central office support services.
- Hired, supported, and supervised team of 15 responsible for providing accountability, data, governance, policy, and operational services to over 1,000 employees in Louisiana, Nevada, New Jersey, New York, and Washington, D.C.
- Served as Project Director on \$12.7 million grant to replicate and expand

Democracy Prep's model under the U.S. Department of Education's Charter Schools Program. Oversaw grant implementation, reporting, and compliance.

- Led central office efforts to support charter-to-charter turnarounds of persistently underperforming schools in four states. Oversaw internal and external transition work and coordinated interdepartmental output at the senior staff level.
- Prepared 20 successful applications to open, renew, or expand schools, providing over 5,500 additional high-quality seats for low-income students of color and securing the network nearly \$100 million in annual operating revenue.
- Provided counsel and advisement to Chief Executive Officer and acted as principal network representative to boards of trustees, charter school authorizers, federal and state regulatory agencies, elected officials, and researchers.
- Tailored personnel, financial, disciplinary, and operational policies to conform to prevailing regulatory regimes in each Democracy Prep region. Led annual policy revision process in collaboration with executive directors, principals, and board members across the network, resulting in yearly codification and approval of 35 policy manuals.
- Delivered presentations and testimony on charter restart, expansion, governance, public policy, post-secondary outcomes, and employee benefits. Audiences included the U.S. Department of Education, the National Alliance of Public Charter Schools, the Alliance of Public Charter School Attorneys, the National Charter School Resource Center, the Council of the District of Columbia, the Louisiana Charter School Association, the Nevada Board of Education, and the Oklahoma State Senate.
- Secured and oversaw the administration of \$2 million in private grants from city-based funders including the Robin Hood Foundation, Education Forward DC, New Schools for Baton Rouge, Opportunity 180, and the Heckscher Foundation for Children.

**DEMOCRACY PREP CONGRESS HEIGHTS PUBLIC CHARTER SCHOOL, Washington, DC**  
*Interim Executive Director* 2016-2017

- Served as chief administrator of Title I school responsible for educating 675 students across grades PreK through 7.
- Led team of 75 instructional, operational, and student support team members while managing a budget of \$10 million.
- Assumed role on temporary basis and oversaw onboarding of new full-time school leader to ensure smooth transition.

**DEMOCRACY PREP CHARTER HIGH SCHOOL, New York, NY**  
*Teacher, Senior Seminar in American Democracy* 2012-2014

- Taught college-style Advanced Civics course to over 90 seniors at Democracy Prep's flagship high school in Harlem.

**UNITED STATES COURT OF APPEALS FOR THE THIRD CIRCUIT, Philadelphia, PA**

*Judicial Law Clerk to the Honorable Anthony J. Scirica*

2010 – 2011

- Selected from among nation's most accomplished law students and legal professionals to assist the former chief judge of the Third Circuit in addressing matters on appeal from trial courts in Delaware, New Jersey, and Pennsylvania.
- Drafted memoranda and opinions on issues including civil rights, class action procedure, consumer fraud, foreign trade sanctions, habeas corpus, honest services fraud, and contract, criminal, employment, insurance, and maritime law.

**PREM TINSULANONDA INTERNATIONAL SCHOOL, Chiang Mai, Thailand**

*Health-Physical Education Teacher & Residential Counselor*

2006 – 2007

- Taught 20 lesson periods weekly and worked on 13-member team responsible for supervising 100 boarding students

**EDUCATION**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY, Ed.D., Urban Education Leaders Program (in progress) Expected 2022**

**DUKE UNIVERSITY SCHOOL OF LAW, Durham, NC, J.D. (magna cum laude; Order of the Coif; Duke Law Journal) Graduated 2010**

**YALE UNIVERSITY, New Haven, CT, B.A., History (cum laude; Distinction in the Major) Graduated 2006**

**DEMONSTRATED EXPERTISE**

**BAR ADMISSIONS**

Massachusetts; New York (2011)

**LEGAL SERVICE**

General Counsel, Committee to Elect Josh Zakim (2018)

- Served as chief legal officer on three-term Boston City Councilor's campaign for Massachusetts Secretary of State

**PUBLICATIONS**

Feit, B. (2011). P.R.I. Primer: What I.R.S. Private Letter Rulings Reveal About Program-Related Investments. *Taxation of Exempts*, 23(3).

## **VOLUNTEER ACTIVITIES**

- Duke Law Boston, Co-Chair (2018 – Present)
- Yale Alumni Schools Committee, Undergraduate Admissions Interviewer (2008 – Present)
- New York City Bar Association, Nonprofit Organizations Committee Member (2012 – 2015)



**GUODONG LIANG, PH.D.**  
**Boston, MA**

---

**PROFESSIONAL EXPERIENCE**

**COMMUNITY TRAINING AND ASSISTANCE CENTER, Boston, MA**

*Research Specialist*

2012 to Present

- Conduct comprehensive research and evaluation for various projects throughout the country, including Harmony Public Schools' Teacher Incentive Fund project, and the Charter School Program (CSP) High-Quality Replication Grant (TX).
- Evaluated the implementation of Teacher Incentive Fund projects in Henrico County Public Schools (VA), Prince William County Public Schools (VA), and Delhi Unified School District (CA), and Houston Independent School District's Race to the Top district grant.
- Perform quantitative and qualitative data collection and analysis from interviews, focus groups, and statewide surveys.
- Provide comprehensive research and evaluation on Student Learning Objectives implementation in Connecticut, Maine, Maryland, Rhode Island, Washoe, Delhi, Dallas, Philadelphia and the DC Office of the State Superintendent of Education.
- Examined the implementation of the new Teacher and Principal Evaluation (TPE) system in Maryland, the fidelity of implementation of the System for Educator Evaluation and Development (SEED) in Connecticut, and Student Learning Objectives (SLOs) in Rhode Island.
- Prepare analytical annual and final reports for schools, districts, and states.
- Co-author comprehensive evaluation reports and present findings to key state stakeholders.

**UNIVERSITY OF MISSOURI, Columbia, MO**

*Post-Doctoral Researcher*

2011-2012

*Educational Leadership and Policy Analysis*

- Served as Co-Investigator in the project entitled, "Work Contexts and Professional Learning Activities of Middle School Mathematics Teachers in Missouri." Collected data on districts' and schools' professional development policies, conducted onsite interviews with principals and teachers, transcribed the interviews and analyzed the data.
- Examined the impacts of organizational resources on teachers' participation in professional learning, professional development activities on teacher outcomes and student achievement, and teacher performance evaluation on professional development activities using three-level hierarchical linear growth models.

- Examined the impact of teacher quality and opportunity gap in students' access to qualified teachers on national achievement across 50 countries using the Trends in International Mathematics and Science Study (TIMSS) data.

**UNIVERSITY OF MISSOURI, Columbia, MO**

*Research/Teaching Assistant*

2006-2011

*Educational Leadership and Policy Analysis*

- Served as principal investigator in the project entitled, "Teacher Compensation Practices Survey on midsize to large school districts in Missouri."
- Administered and managed the 2009-10 and 2010-11 Teachers' Opportunity to Learn (TOTL) surveys of middle school mathematics teachers in Missouri. Developed and improved survey instruments, collected, tracked, and cleaned surveys, analyzed data, and presented reports to school districts.
- Served as a teaching assistant in the statewide Ed.D. program
- Provided assistance to Prof. Carolyn D. Herrington, Dean of the College, for the College's Strategic Development Program. Conducted literature reviews and collected data from peer universities in the Association of American Universities (AAU).
- Served as a team member supporting the Multi-cultural Learning of Pre-Service Teachers Project. Conducted literature reviews and classroom observations, helped develop research strategies and instruments, and collected and analyzed survey data.

**SHANGHAI UNIVERSITY OF FINANCE AND ECONOMICS (SUFE), Shanghai, China 2004-2006**

*Program Officer*

*Internal Exchange Office*

- Evaluation and management of university level programs on Chinese-Foreign Cooperation in Running Schools.
- Management of international cooperation programs.
- Management of international funding programs.
- Editor of the SUFE Annual Report.
- Interpreter and translator.

**SHANGHAI UNIVERSITY OF FINANCE AND ECONOMICS (SUFE), Shanghai, China 2004-2006**

*English Lecturer*

*Evening Program, School of Continuing Education*

**SHANGHAI UNIVERSITY OF FINANCE AND ECONOMICS (SUFE), Shanghai, China 2000-2004**

*Program Officer*

*Internal Affairs Office*

- International student, teacher and scholar services.
- Chinese teacher and mentor for international students.

- Management of international cooperation programs.
- Editor of the USTC Newsletter and the USTC Annual Report.
- University liaison for the Association of East Asian Research Universities.
- Interpreter and translator.

## EDUCATION

**UNIVERSITY OF MISSOURI**, Columbia, MO, Ph.D. Educational Leadership & Policy Analysis  
Graduated 2011

**UNIVERSITY OF SCIENCE & TECHNOLOGY OF CHINA (USTC)**, Hefei, Anhui, China, M.A.,  
Linguistics and Applied Linguistics, Graduated 2003

**UNIVERSITY OF SCIENCE & TECHNOLOGY OF CHINA (USTC)**, Hefei, Anhui, China, B.A.,  
Graduated 2000

## HONORS AND AWARDS

Graduate Student Travel Scholarship, Univ. Council for Educational Admin. (UCEA)	2010
Robert C. Shaw Endowed Education Fund, College of Education, Univ. of Missouri	2010
Invited Participant, David L. Clark National Graduate Student Research Seminar, University Council of Educational Administration (UCEA)	2009
Helen M. Barrett Memorial Scholarship in Education, Robert C. Shaw Endowed Education Fund, College of Education, University of Missouri-Columbia,	2009
Barbara L. Jackson Scholarship, Univ. Council of Educational Admin. (UCEA)	2007–2008
Fellowship, College of Education, University of Missouri-Columbia	2006

## SELECT PUBLICATIONS

### *Peer Reviewed Journal Articles*

Akiba, M., & Liang, G. (2016). Effects of teacher professional learning activities on student achievement growth. *The Journal of Educational Research*, 109(1), pp. 99-110.

Huang, H., & Liang, G. (2016). Parental cultural capital and student school performance in mathematics and science across nations. *The Journal of Educational Research*, 09(3), pp. 286-295.

Liang, G., & Akiba, M. (2015). Characteristics of teacher incentive pay programs: A statewide district survey. *Journal of Educational Administration*, 53(6), pp. 702-717.

Liang, G., Zhang, Y., Huang, H., & Qiao, Z. (2015). Teacher incentive pay programs in the United States: Union influence and district characteristics. *International Journal of Education Policy and Leadership*, 10(3). URL:  
<http://journals.sfu.ca/ijep/index.php/ijep/article/view/491>

### *Book Chapters*

Akiba, M., Howard, C., & Liang, G. (2019). Comparative research on teacher learning communities in a global context. In L. Suter (Ed.), *SAGE Handbook of International Studies in Education*. Thousand Oaks, CA: Sage Publishing.

Liang, G., & Akiba, M. (2017). Teachers' working conditions: A cross-national analysis using the OECD TALIS and PISA Data. In M. Akiba & G. K. LeTendre (Eds.), *International Handbook of Teacher Quality and Policy* (pp. 388-402). New York, NY: Routledge/Taylor & Francis.

Akiba, M., & Liang, G. (2014). Teacher qualification and achievement gap: A cross-national analysis of 50 countries. In J. V. Clark (Ed.), *Closing the achievement gap from an international perspective: Transforming STEM for effective education*. New York, NY: Springer.

### **SELECT PRESENTATIONS AT INTERNATIONAL AND NATIONAL CONFERENCES**

Liang, G., Zhou, E., & Huang, H. (2016). *Professional development and female principals' job satisfaction: A cross-national study*. Paper presented at American Educational Research Association (AERA) annual meeting, Washington, DC.

Akiba, M., & Liang, G. (2015). *Teachers' working conditions: A cross-national comparison using the OECD TALIS data*. Paper presented at Comparative and International Education Society (CIES) annual meeting, Washington, DC.

Slotnik, W. J., Bugler, D., & Liang, G. (2014). *Real progress in Maryland: Student learning objectives and teacher and principal evaluation*. Report presented to the Maryland State Department of Education (MSDE), Baltimore, MD

### **EDITORIAL POSITIONS**

Editorial Board Member, *Educational Researcher* 2017–present  
American Educational Research Association (AERA)

Outstanding Reviewer, *Educational Researcher* 2016  
American Educational Research Association (AERA)

Peer Reviewer 2007–present  
Reviewed hundreds of manuscripts and submissions for publishers, journals, and academic conferences such as *Teachers College Press*, *Emerald Publishing* (UK), *American Journal of Education*, *the Sociological Quarterly*, *Educational Researcher*, *Educational Policy*, *Economics of Education Review*, *Journal of Teacher Education*, *Youth and Society*, *Journal of Educational Administration*, *International Journal of Educational Development*, AERA, UCEA, and CIES

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JAN 28 2008

PENNSYLVANIA CHARTER SCHOOL  
FOUNDATION  
PO BOX 27  
WEST CHESTER, PA 19380

Employer Identification Number:

[REDACTED]

DIN:

[REDACTED]

Contact Person:

JOSEPH LAUX

ID# 31077

Contact Telephone Number:

[REDACTED]

Accounting Period Ending:

December 31

Public Charity Status:

509(a) (3)

Form 990 Required:

Yes

Effective Date of Exemption:

October 17, 2005

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

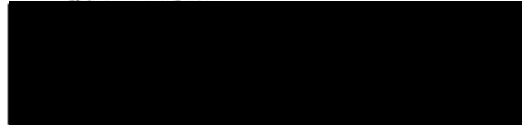
Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

We have determined that you are a Type 1 supporting organization under section 509(a)(3). A Type 1 is operated, supervised, or controlled by, a Type 2 is supervised or controlled in connection with, and a Type 3 is operated in connection with one or more publicly supported organizations.

Letter 947 (DO/CG)

PENNSYLVANIA CHARTER SCHOOL

We have sent a copy of this letter to your representative as indicated in your power of attorney.



Robert Choi  
Director, Exempt Organizations  
Rulings and Agreements

Enclosures: Publication 4221-PC

Letter 947 (DO/CG)

Perm. File > name change IRS.



OGDEN UT 84201-0046

In reply refer to: 0424646038  
Dec. 22, 2010 LTR 252C E0  
20-8999817 000000 00  
00007239  
BODC: TE

PENNSYLVANIA COALITION OF PUBLIC  
CHARTER SCHOOLS  
999 WEST CHESTER PIKE STE B6  
WEST CHESTER PA 19382



027498

Taxpayer Identification Number: [REDACTED]

Dear Taxpayer:

Thank you for your Form 990-EZ.

We have changed the name on your account as requested. The number shown above is valid for use on all tax documents.

If you need forms, schedules, or publications, you may get them by visiting the IRS website at [www.irs.gov](http://www.irs.gov) or by calling toll-free at 1-800-TAX-FORM (1-800-829-3676).

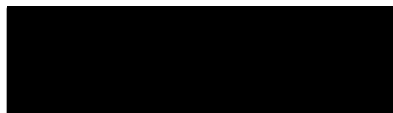
If you have any questions, please call us toll free at [REDACTED]

If you prefer, you may write to us at the address shown at the top of the first page of this letter.

Whenever you write, please include this letter and, in the spaces below, give us your telephone number with the hours we can reach you. Also, you may want to keep a copy of this letter for your records.

Telephone Number ( ) \_\_\_\_\_ Hours \_\_\_\_\_

Sincerely yours,



Sheila Bronson  
Dept. Manager, Code & Edit/Entity 3

Enclosure(s):  
Copy of this letter





Department of the Treasury  
Internal Revenue Service

OGDEN UT 84201-0038

In reply refer to: 0441679376  
Dec. 16, 2010 LTR 4168C E0  
20-8999817 000000 00  
00033097  
BODC: TE

PENNSYLVANIA COALITION OF PUBLIC  
CHARTER SCHOOLS  
999 WEST CHESTER PIKE STE B6  
WEST CHESTER PA 19382



020663

Employer Identification Number: [REDACTED]  
Person to Contact: C Winn  
Toll Free Telephone Number: [REDACTED]

Dear Taxpayer:

This is in response to your Dec. 07, 2010, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in January 2008.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section 509(a)(3).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website [www.irs.gov/eo](http://www.irs.gov/eo) for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

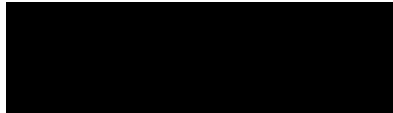


0441679376  
Dec. 16, 2010 LTR 4168C E0  
20-8999817 000000 00  
00033098

PENNSYLVANIA COALITION OF PUBLIC  
CHARTER SCHOOLS  
999 WEST CHESTER PIKE STE B6  
WEST CHESTER PA 19382

If you have any questions, please call us at the telephone number  
shown in the heading of this letter.

Sincerely yours,



Rita A. Leete  
Accounts Management II

## Appendix C: Letters of Support

- Patrick J. Toomey; United States Senator (PA)
- Glenn “GT” Thompson; Member of Congress, United States House of Representatives (PA-15)
- Fred Keller; Member of Congress, United States House of Representatives (PA-12)
- Dan Meuser; Member of Congress, United States House of Representatives (PA-09)
- Mike Turzai; Speaker of the House, Pennsylvania House of Representatives
- Bryan Cutler; Majority Leader, Pennsylvania House of Representatives
- Jordan Harris; Democratic Whip, Pennsylvania House of Representatives
- Jeffrey Piccola; Retired Pennsylvania State Senator - former Chair of Education Committee
- Sean D. Tanner; Superintendent, Midland School District
- Tina Chekan; CEO/Superintendent, Propel Charters
- Wayne Jones; CEO, Penn Hills Charter School of Entrepreneurship
- Dr. Leonard Hart; CEO/Principal, Lincoln Charter School
- Beth Jones, M.Ed. & M.B.A; Founder, Coatesville CS of Innovation and Collegium Charter School
- Maureen Anderson, Ed.D.; Founder, Principal Researcher, and Consultant, RefocusED & Project Leader Career Tech Charter School
- Lowell Mate; President, Churchill Charter School Founding Coalition
- Kenneth W Nickel; Founder and CEO, REAADY Performing Arts Charter School
- Nina Rees; President & CEO, National Alliance for Public Charter Schools
- Gene Barr; President and CEO, Pennsylvania Chamber of Business and Industry
- Guy Ciarrocchi, Esq.; President & CEO Chester County Chamber of Business & Industry
- Matthew Groll; Chairman, Allegheny Foundation
- Stephen L. Bloom; Vice President, Commonwealth Foundation
- Mike Whisman; Founder and Executive Officer, Charter Choices
- Bill Slotnik; Executive Director, Community and Technical Assistance Center
- Ashley DeMauro Mullins; Excel in Ed

## United States Senate

WASHINGTON, DC 20510

March 3, 2020

Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

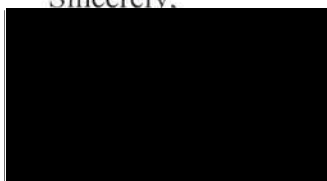
Dear Secretary DeVos,

I am pleased to provide this letter of support for the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

Every child in our country deserves a high-quality education, regardless of zip code or income level. Public charter schools have played a significant role in expanding opportunities for students across the Commonwealth of Pennsylvania who have historically lacked reliable access to high-quality public educations. Moreover, charter schools have proven particularly effective in empowering and equipping low-income students of color in the state's urban communities to reach their fullest potential. Nevertheless, parental demand for high-quality charter school seats continues to outpace supply. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

Once again, I am pleased to provide this letter of support for the aforementioned grant application, and I respectfully ask that you give PCPCS's application all due consideration. In the event that this application is selected for funding, please direct a copy of your award notification to my Grants Coordinator, Alex Byrne, via email at [Alexandra\\_Byrne@toomey.senate.gov](mailto:Alexandra_Byrne@toomey.senate.gov).

Sincerely,



United States Senator



**Congress of the United States**  
**House of Representatives**

March 27, 2020

The Honorable Betsy DeVos  
Secretary  
United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I write today in strong support for the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) in connection with the FY20 Charter Schools Program (CSP) Grants to State Entities competition (CFDA 84.282A).

Public charter schools have played a significant role in expanding opportunities for students across the Commonwealth of Pennsylvania who have historically lacked reliable access to high-quality public educations. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

PCPCS and its partners are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats, but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public-school districts.

Given PCPCS' extensive track record as a technical assistance provider and responsible steward of federal funds, it is my hope that this application will receive your full and fair consideration.

I greatly appreciate your consideration and look forward to your timely reply.

[Redacted Signature]  
Glenn "GT" Thompson  
Member of Congress



**Congress of the United States**  
**House of Representatives**  
Washington, DC 20515-3812

WASHINGTON OFFICE  
1717 LONGWORTH HOUSE OFFICE BUILDING

SELINGROVE OFFICE  
713 BRIDGE STREET, ROOM 29  
SELINGROVE, PA 17870

TUNKHANNOCK OFFICE  
181 WEST TIOGA STREET, SUITE 2  
TUNKHANNOCK, PA 16657

WILLIAMSPORT OFFICE  
1020 COMMERCE PARK DRIVE, SUITE 1A  
WILLIAMSPORT, PA 17701

The Honorable Betsy DeVos  
Secretary  
United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

March 27, 2020

Dear Secretary DeVos:

I am pleased to write this letter in support of Pennsylvania Coalition for Public Charter Schools (PCPCS)'s application to the Charter Schools Programs Grants to State Entities competition (CFDA 84.282A). I want to thank the Department for this opportunity to support charter school programs in the Commonwealth of Pennsylvania.

As you know, public charter schools have played a significant role in expanding opportunities for students who have historically lacked reliable access to high-quality public educations from across the Commonwealth of Pennsylvania. The availability of funding will allow schools that satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

PCPCS and its partners have extensive track records as technical assistance providers and responsible stewards of federal funds. They are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats, but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts.

I have tremendous confidence in the approach proposed by PCPCS and am pleased to offer my strong support for their application.

If I can be of further assistance, please do not hesitate to contact my office at [REDACTED]

Sincerely,

[REDACTED]  
Fred Keller  
Member of Congress

DANIEL MEUSER  
9TH DISTRICT, PENNSYLVANIA

326 CANNON HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515

121 PROGRESS AVE.  
SUITE 110, LOSCH PLAZA  
PHILADELPHIA, PA 19106



**Congress of the United States**  
**House of Representatives**  
Washington, DC 20515-3809

Friday, March 27, 2020

EDUCATION AND LABOR  
SUBCOMMITTEE ON:  
HIGHER EDUCATION &  
WORKFORCE INVESTMENT  
HEALTH, EMPLOYMENT, LABOR,  
AND PENSIONS  
BUDGET  
VETERANS' AFFAIRS  
SUBCOMMITTEE ON:  
ECONOMIC OPPORTUNITY  
HEALTH

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am writing to offer my enthusiastic support for the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). The charter school programs waiting for support in the Commonwealth would provide choice and flexibility for students and parents, and I appreciate the Department putting forth this opportunity.

Public charter schools have played a significant role in expanding opportunities for students across the Commonwealth of Pennsylvania who have historically lacked reliable access to high-quality public educations. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

PCPCS and its partners have extensive track records as technical assistance providers and responsible stewards of federal funds. They are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public-school districts.

I have tremendous confidence in the approach proposed by PCPCS and am pleased to offer my strong support for their application.

DAN MEUSER  
Member of Congress

MIKE TURZAI  
Speaker of the House

Room 139 Main Capitol Building  
PO Box 202028  
Harrisburg, PA 17120-2028  
[REDACTED]



House of Representatives  
Commonwealth of Pennsylvania  
Harrisburg

125 Hillvue Lane  
First Floor  
Pittsburgh, PA 15237  
[REDACTED]

April 3, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos:

As Speaker of the Pennsylvania House of Representatives, I am writing to offer my enthusiastic support for the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

Public charter schools have played a significant role in expanding opportunities for students across the Commonwealth of Pennsylvania who have historically lacked reliable access to high-quality public educations. Moreover, charter schools have proven particularly effective in empowering and equipping low-income students of color in the state's urban communities to reach their fullest potential. Nevertheless, parental demand for high-quality charter school seats continues to outpace supply. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

PCPCS and its partners have extensive track records as technical assistance providers and responsible stewards of federal funds. They are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts. In my capacity as Speaker of the House, I deeply understand the impact that CSP funding can have on a school community.

We have tremendous confidence in the approach proposed by PCPCS, and we are pleased to offer our strong support for their application.

Very truly yours,

[REDACTED]  
Mike Turzai  
Speaker of the Pennsylvania House of Representatives  
Member, 28<sup>th</sup> District

**BRYAN CUTLER**  
**MAJORITY LEADER**

100th LEGISLATIVE DISTRICT

HARRISBURG OFFICE:  
P.O. BOX 202100  
HARRISBURG, PA 17120-2100



DISTRICT OFFICE:  
33G FRIENDLY DRIVE  
QUARRYVILLE, PA 17566

RepCutler.com  
Twitter.com/RepBryanCutler  
Facebook.com/ RepBryanCutler

**House of Representatives**  
Commonwealth of Pennsylvania  
Harrisburg

March 3, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

As Majority Leader of the Pennsylvania House of Representatives, I am writing to offer my support for the application submitted by the Pennsylvania Coalition for Public Charter Schools ("PCPCS") in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

Public charter schools have played a significant role in expanding opportunities for students across Pennsylvania.

These schools have helped families who have historically lacked reliable access to high-quality public educations and have been particularly effective in empowering and equipping low-income students of color in the state's urban communities to reach their fullest potential.

As a result, parental demand for high-quality charter school seats continues to outpace supply.

The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

PCPCS and its partners have extensive track records as technical assistance providers and responsible stewards of federal funds.

As such, they are well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts.



I have confidence in the approach proposed by PCPCS, and am pleased to offer my support for their application.

Thank you in advance for your positive consideration of PCPCS's application.

If you have any questions, please do not hesitate to let me know. I have enclosed my business card for your reference.

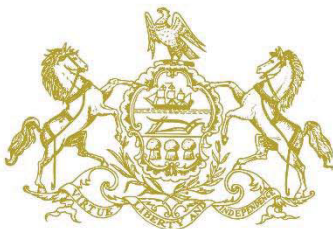
Sincerely



BDC/jgs

Enclosure

JORDAN A. HARRIS, MEMBER  
DEMOCRATIC WHIP  
186th LEGISLATIVE DISTRICT  
428 MAIN CAPITOL BUILDING  
P.O. BOX 202186  
HARRISBURG, PENNSYLVANIA 17120-2186



House of Representatives  
COMMONWEALTH OF PENNSYLVANIA  
HARRISBURG

1310 POINT BREEZE AVENUE  
PHILADELPHIA, PENNSYLVANIA 19146

SATELLITE OFFICE:  
2103 SNYDER AVENUE  
PHILADELPHIA, PENNSYLVANIA 19145

February 28, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, D.C. 20202

RE: Pennsylvania Coalition of Public Charter Schools

Dear Secretary DeVos,

It is my pleasure to write this letter in support of the Pennsylvania Coalition of Public Charter School's (PCPCS) application for the Charter Schools Program grant.

I believe this grant will increase educational opportunity for Pennsylvania children by supporting the launch of new, top-notch charter schools. CSP funds will enable Pennsylvania to financially support approved charter schools, increase charter schools' access to technical assistance, and further enhance authorizer quality. I am proud to partner with the PCPCS to reach these objectives.

I urge you to select the PCPCS for this award. The expansion of high-quality schools is one of the most important improvements we can make to our education system to help Pennsylvania's students have the best chance to succeed. Through approval of this grant, PCPCS will be able to ensure that our students receive the education they truly deserve. Please do not hesitate to contact me with further questions.

With kind regards, I am:



Democratic Whip  
186<sup>th</sup> Legislative District

**Jeffrey E. Piccola**  
**744 Maple Shade Drive**  
**Lewisberry, PA 17339**

March 9, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

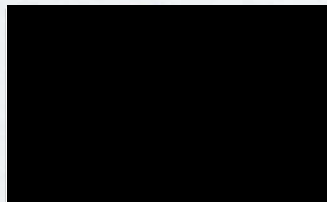
Dear Secretary DeVos:

As Vice Chairman of the board of trustees of the Commonwealth Charter Academy and a member of the board of the Pennsylvania Coalition for Public Charter Schools (PCPCS), I am writing to offer my enthusiastic support for the application submitted by PCPCS in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

Public charter schools have played a significant role in expanding opportunities for students across the Commonwealth of Pennsylvania who have historically lacked reliable access to high-quality public educations. Moreover, charter schools have proven particularly effective in empowering and equipping low-income students of color in the state's urban communities to reach their fullest potential. Nevertheless, parental demand for high-quality charter school seats continues to outpace supply. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

PCPCS and its partners have extensive track records as technical assistance providers and responsible stewards of federal funds. They are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts. In my capacity both as a member of a statewide advocacy board and a statewide cyber charter school, I deeply understand the impact that CSP funding can have on a school community. As a member of the state Senate when charter school legislation was created, I know the difficulty faced by start up schools. This is further exacerbated by the anti-charter policies of the current governor.

We have tremendous confidence in the approach proposed by PCPCS, and we are pleased to offer our strong support for their application.



Jeffrey E. Piccola



**MIDLAND BOROUGH SCHOOL DISTRICT**

**173 7th Street  
Midland, PA 15059**



Mr. Sean Tanner, Superintendent  
Ms. Brenda Militello, Principal

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos:

As Superintendent of the "Blue Ribbon" Midland Borough School District, I am writing to offer my enthusiastic support for the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

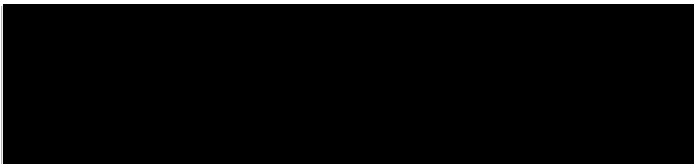
Since it is likely unusual for you to receive a letter expressing support for charter schools from a school district superintendent, I must explain to you the role charters have played in providing needed educational opportunities to Midland students. With the collapse of the local steel industry, Midland faced very challenging economic times and was forced to close our high school in the 1980s. There followed a number of years of uncertainty and, frankly, indignity, as no neighboring school district here in Pennsylvania would agree to take Midland high school students on a permanent basis. This forced our community to tuition our students across state lines to a school district in Ohio. Though this arrangement provided our kids with an education, it was not ideal.

With the advent of charter schools in Pennsylvania in 1997, Midland created the first K-12 online public charter school in the state, as a way to offer our students a stable, local choice. Following the launch of the Pennsylvania Cyber Charter School (PA Cyber) in 2000, Midland next created our region's first public charter high school for the performing arts in 2006. Today, PA Cyber serves some 11,000 students from across Pennsylvania, while the Lincoln Park Performing Arts Charter School educates nearly 800 students from 7 counties and more than 80 school districts. Midland is currently pursuing the development of a charter high school to meet the demand for education and training in the trades and STEM-related fields: the Midland Innovation + Technology Charter School is expected to launch in 2021-2020 school year.

Midland – the community whose children were once turned away elsewhere – has become the community who welcomes students from everywhere to receive a high-quality public education. Charter schools are what make this possible. Nevertheless, parental demand for high-quality charter school seats continues to outpace supply. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

PCPCS and its partners have extensive track records as technical assistance providers and responsible stewards of federal funds. They are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts.

Thank you for this opportunity to share our story and express our support for this grant application.



Superintendent





3447 East Carson St. • Pittsburgh, PA 15203

www.propelschools.org

The Honorable Betsy DeVos

Secretary, United States Department of Education

400 Maryland Ave., SW

Washington, DC 20202

Dear Secretary DeVos,

As CEO/Superintendent of Propel Charter Schools, I am writing to offer my enthusiastic support for the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

Public charter schools have played a significant role in expanding opportunities for students across the Commonwealth of Pennsylvania who have historically lacked reliable access to high-quality public education. Moreover, public charter schools have proven particularly effective in empowering and equipping low-income students of color in the state's urban communities to reach their fullest potential. Nevertheless, parental demand for high-quality charter school seats continues to outpace supply. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

PCPCS and its partners have extensive track records as technical assistance providers and responsible stewards of federal funds. They are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts. In my capacity as CEO/Superintendent, I deeply understand the impact that CSP funding can have on a school community. Although we welcome students from all over the greater Pittsburgh area, our schools become students' communities, where they find academic challenge, nurturing support and holistic care.

We have tremendous confidence in the approach proposed by PCPCS, and we are pleased to offer our strong support for their application.

Respectfully,

Dr. Tina Chekan

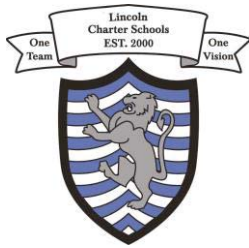
CEO/Superintendent

BÈÐÄÄĚĚĚĈĈĖÐÄ ÐĠĠĤÄÄÐĈĖĠÄ  
 ĖÐÐÐĠĠĈĤĤÄĈĖĖĠĠÐÄĖĠĠĠĠÄÄÐĖĈĠĠĖĠĖĠÄĖÐÄÄĠĠĠĠĠĖĖÄ  
 ĴĴÄÄĈĤĤĖĈĖÐÄĠĠÄĈÄ  
 ĈĠĠĖĖĖĠĖĖĤÄÄÄĴĴĴĴÄ  
 Ä

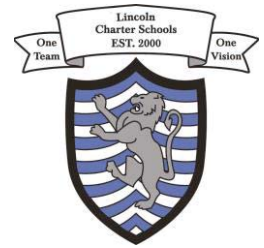
ÀÐĈFĀÆÐDFÐĜĈFHĀÀÐĆĚGIĀ

[illegible][illegible][illegible][illegible] $\bar{A}$ 

ÆÐGÈÐDĜÐĞĚĚĤÎĀ



LINCOLN CHARTER SCHOOL  
559 WEST KING STREET  
YORK, PA 17401-3706  
PHONE # [REDACTED] FAX # [REDACTED]  
www.lincolncharterpa.com  
"I Believe, You Believe, We Believe"



Leonard S Hart  
CEO  
[REDACTED]

Edquina Washington  
Board President  
[REDACTED]

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, D.C. 20202

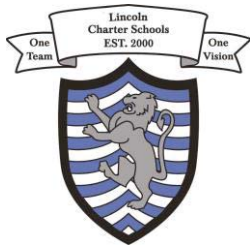
Dear Secretary DeVos,

Over the past several months, our team has been planning to expand our charter school in the York Area. I proud to say I am originally from Maryland but have made Pennsylvania my home; I am vested in the student's education daily as we have 650 students. It is my goal to see students grow, achieve, and become productive adults in society.

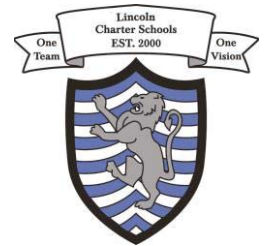
Currently, we are in planning to expand our charter school soon in Pennsylvania that will provide students with an educational alternative that will focus on developing the whole student in a multi-cultural, academically sound, and globally competitive environment. We will be dedicated to students' success in academics, community engagement, and social/self-awareness through a transformative school environment, which will be the gateway to college and/or career pathways. I want us to improve students' quality of life through education and enable them to reach their fullest potential through a network of additional resources afforded by various community partnerships. Students will be encouraged to "Think Differently" and use their talents and gifts to solve problems while influencing others.

Lincoln Charter School was founded in 1999 as the first conversion school in the State of Pennsylvania. Lincoln Charter School had many court battles for the first seven years of the charter. The lions became very tight nit organization. We became experts on charter and out of the box thinking and learning. We have asked the City of York for an expansion of our current charter so we can continue to serve our students up until 8th grade. We are the lions, and we are transforming our students through health equity, high achievement, technology, and now aquaponics.

Over my 25 year career as an educator in the state of Pennsylvania and Maryland, I have seen a gap in students being able to achieve in the early grades (K-6). This has led to more students being left behind and not prepared for college and or career. It is



LINCOLN CHARTER SCHOOL  
559 WEST KING STREET  
YORK, PA 17401-3706  
PHONE # [REDACTED] FAX # [REDACTED]  
[www.lincolncharterpa.com](http://www.lincolncharterpa.com)  
"I Believe, You Believe, We Believe"



our goal that this gap is reduced, and students are awarded the opportunity that many private school students have. As we continue our planning phase, we are in full support of your efforts to ascertain funds to support potential charter schools like ours. Thank you, and we look forward to working together soon.

Respectfully,

[REDACTED]

Dr. Leonard Hart, CEO/Principal  
Lincoln Charter School





Coatesville Charter School of Innovation  
Mailing Address: 112 Airport Road, Suite #301  
Coatesville, PA 19320  
[www.coatesvillecharterschool.org](http://www.coatesvillecharterschool.org)

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos:

As a Founder of the Coatesville Charter School of Innovation (CCSI) and Collegium Charter School, I am writing to offer my enthusiastic support for the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). CCSI submitted a charter application and the founding team is in the process of appealing the initial denial of our charter by the local school district. The school district has a decades-long history of poor overall performance and 25% of its students already attend charters outside of the district's geographical boundaries. Collegium was established in 1999 so my roots in the Pennsylvania charter world run deep.

Public charter schools have played a significant role in expanding opportunities for students across the Commonwealth of Pennsylvania including those who have historically lacked reliable access to high-quality public educations. Moreover, charter schools have proven particularly effective in empowering and equipping low-income students of color in the state's urban communities to reach their fullest potential. Parental demand for high-quality charter school seats continues to outpace supply **yet Pennsylvania offers no funding opportunities for charter school start-up** and hasn't for well over a decade. The availability of CSPG funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools to fundamentally transform Pennsylvania's educational landscape.

PCPCS and its partners have extensive track records as technical assistance providers and responsible stewards of federal funds. They are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts. As a Founder of Collegium Charter School (Exton, PA), we were the beneficiaries of a \$250,000 federal start-up grant back in 1999. Without those funds, we would have started operations in significant debt or might not have persevered to open. Start-up grants are a key component to charter school growth.

We have tremendous confidence in the approach proposed by PCPCS, and we are pleased to offer our strong support for their application.

Respectfully,

Beth Jones, M.Ed. & M.B.A.

**Founders**

Dr. Christine Martey-Ochola | Lisa A. Morris | Beth Jones | Jonette Marcus

# RefocusED, Inc.

Research and Development Dedicated to Innovation in Education

March 13, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, D.C. 20202

Dear Secretary DeVos,

Over the past few years, we have been diligently working to start an innovative, workforce development charter school within the city of Pittsburgh, PA. I am proud to say I am originally from Pennsylvania, having been born and raised in this state, and am invested in the students' education daily as an educator, parent, community member, and taxpayer. As an individual who has worked professionally in the government, corporate, and non-profit sectors, prior to becoming an educator, I have a unique perspective on the role schools can play in cultivating citizens and building capacity in communities. It is my goal to see students who actively learn, achieve career credentials, secure sustainable employment, and become productive, contributing members of our society.

We began our chartering journey as a group of three Teacher-Moms participating in Project XQ SuperSchool in 2015. Each of us has extensive experience in a high-performing urban charter school, and we not only saw the deficit of excellent education options for families in Pittsburgh but also wanted to take the innovations we piloted in our classrooms to a new, full-scale education model for a school. Currently, we are working through the arduous chartering process and planning to open Career Tech Charter High School, A STEM-Career Focused, Technology-Infused, Workforce Development, Independent Public High School in the near future. This new school will provide students with an educational alternative focused on developing the whole student in an academically challenging learning environment that is inclusive and globally competitive. We will also be dedicated to students' success in community engagement and civic/social/self-awareness through a transformative school culture which will provide a continuous conduit to a four-year college degree and/or career pathways. It is our mission to improve students' quality of life through education and prepare them to reach their fullest potential through a diverse network of additional resources afforded by various community partnerships. Students will be encouraged to "Think Differently" and use their individual talents and gifts to solve real world problems while collaborating with others. Career Tech Charter students will not only experience an innovative education model but also graduate with valuable career credentials in the form of a college certificate or associate degree in a STEM-related career field.

Over my eighteen-year career as an educator in the state of Pennsylvania, I have seen a gap in students being able to achieve in the early grades (K-6) and then fall woefully behind as they enter middle and high school. This has led to more students being left by the wayside and not prepared for college and/or career. It is our goal to reduce or eliminate this gap and provide students with the opportunities many suburban public and private school students have. Unfortunately, parental demand for high-quality charter school seats continues to outpace supply.

Between the actual chartering process and the current political climate regarding charter schools, many people find this endeavor too daunting to attempt, and those intrepid individuals who do tend to find

the venture so tedious and frustrating that they run out of resources and lose hope. The Pennsylvania Coalition of Public Charter Schools (PCPCS) tirelessly advocates for charter school legislation that safeguards the right to school choice for students and families, protects funding and autonomy for charter schools, and ensures the misinformation spread about charter schools is addressed and the truth is made known. If it was not for the support and encouragement from the dedicated and caring staff of PCPCS, I would not have had access to the resources needed, like a referral to an attorney who would work pro bono or advice from a charter school business management professional. We have held many community working groups, which included some of our former students, submitted a charter application in November of 2017, rewrote and resubmitted in November 2018, petitioned out in the sub-zero cold during February and March of 2019 in order to appeal, and are currently working our way through the legal system and state charter appeal process. Thanks to PCPCS, my tenacity has not wavered, and I've continued to be able to focus on our mission, push forward, and rally our board and supporters around the vision of the new school.

As we continue our chartering and planning phase, we are in full support of your efforts to establish funds to support potential charter schools like ours. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that will fundamentally transform Pennsylvania's educational landscape. Every student, regardless of zip code, deserves a quality education and the opportunity to reach their full potential, and our region's economic prosperity depends on its schools preparing our students for the needs of the ever-changing workplace. Together, we can change education so our students can be future-ready! We have tremendous confidence in the approach proposed by PCPCS, and we are pleased to offer our strong support for their application. Thank you, and we look forward to working together in the near future.

Respectfully,



Maureen Anderson, Ed.D.

Founder, Principal Researcher, and Consultant, RefocusED ([www.RefocusEDinc.org](http://www.RefocusEDinc.org))

Project Leader, Career Tech Charter - A STEM-Career Focused, Technology-Infused, Workforce Development, Independent Public High School - Pittsburgh, PA ([www.careertechcharter.org](http://www.careertechcharter.org))

Mobile Phone: [REDACTED]

Email: [REDACTED]

**RefocusED** is a 501c3 non-profit - Our mission is to research, develop, study, and refine educational models, practices, curriculum, and programs which cultivate healthy, well educated, engaged citizenry who are primed to play an active role in our evolving global society and equipped for the demands of the ever-changing workplace.

## Career Tech Charter High School





CHURCHILL CHARTER SCHOOL

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

As President of the Churchill Charter School Founding Coalition, I am writing to offer my enthusiastic support for the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

Public charter schools have played a significant role in expanding opportunities for students across the Commonwealth of Pennsylvania who have historically lacked reliable access to high-quality public educations. Moreover, charter schools have proven particularly effective in empowering and equipping low-income students of color in the state's urban communities to reach their fullest potential. Nevertheless, parental demand for high-quality charter school seats continues to outpace supply. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

PCPCS and its partners have extensive track records as technical assistance providers and responsible stewards of federal funds. They are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts. In my capacity as our school's Founding Coalition President, I deeply understand the impact that CSP funding can have on a school community. I further understand that without the funding, more charter schools are destined never to be realized because they will not have access to the crucial initial funding necessary to steer their way through the requirements of the charter granting process.

We have tremendous confidence in the approach proposed by PCPCS, and we are pleased to offer our strong support for their application.

[REDACTED]

President, Churchill Charter School Founding Coalition





February 25, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

As Founder & CEO of a newly developing R.E.A.A.D.Y (Redefining Education Achieving Associates Degrees for Youths) Performing Arts Charter School, I am writing to offer my enthusiastic support for the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

Public charter schools have played a significant role in expanding opportunities for students across the Commonwealth of Pennsylvania who have historically lacked reliable access to high-quality public educations. Moreover, charter schools have proven particularly effective in empowering and equipping low-income students of color in the state's urban communities to reach their fullest potential. Nevertheless, parental demand for high-quality charter school seats continues to outpace supply. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

PCPCS and its partners have extensive track records as technical assistance providers and responsible stewards of federal funds. They are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts. In my capacity as CEO, I deeply understand the impact that CSP funding can have on a school community.

The REAADY Performing Arts Charter High School will offer quality arts and education programs to our students. Through a partnership with CCAC (Community College of Allegheny County),

our students will have the opportunity to earn their Associate of Arts Degree as they receive their high school diploma through the R.E.A.A.D.Y. program. This unique program is the first of its kind in Allegheny County.

Additionally, we have set up the R.E.A.A.D.Y. Foundation, a 501c3 foundation, to help students who may not have the financial means to do so, achieve their Associates Degree or to attend various workshops. Our mission is to help Students with Their Dream, Face the Challenge, to Achieve Success.

We have tremendous confidence in the approach proposed by PCPCS, and we are pleased to offer our strong support for their application. For additional information, I can be reached via phone at [REDACTED] or email ([REDACTED])

Respectfully,

[REDACTED]

Kenneth W. Nickel

Founder, CEO

R.E.A.A.D.Y. Performing Art Charter School

[www.readyfoundation.org](http://www.readyfoundation.org)



March 11, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos:

I write on behalf of the Pennsylvania Chamber of Business and Industry in support of the Pennsylvania Coalition for Public Charter School (PCPCS), who we understand has submitted an application in connection with the FY20 Charter Schools Program (CSP) Grants to State Entities competition (CFDA 84.282A).

The PA Chamber's member-driven Education policy position statement calls for support of "Competitive educational systems and programs, such as charter schools...that provide options for parents and students." Pennsylvania students are tomorrow's business leaders, entrepreneurs and skilled workforce; and while traditional public schools will continue to educate the majority of young Pennsylvanians, alternative options should be available for families to pursue an educational path that best fits each student.

Public charter schools have played a significant role in expanding opportunities for students across the Commonwealth and have proven particularly effective in empowering and equipping students in urban communities to reach their fullest potential. Parental demand for high-quality charter schools continues to grow and the PCPCS has been a key leader in advocating for public policy to expand charter school options and improve performance.

The PA Chamber has worked closely with PCPCS to advocate for a pro-charter school legislative agenda, but we also understand they and their partners have extensive track records as technical assistance providers and responsible stewards of federal funds. They would appear to be well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts.

Accordingly, as CSP funding will strengthen PCPCS's efforts and allow them to build on an already impressive and impactful body of work, I urge you to support their application.

Thank you for considering my

cc: Ana Meyers, Executive Dir





CHESTER COUNTY CHAMBER  
of Business & Industry  
- Chamber of Influence -

March 3, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

**RE: Charter School Program Grants to State Entities (CFA 84.282A)**

Dear Secretary DeVos:

As President & CEO of the Chester County Chamber of Business & Industry (CCCBI), I offer my full support for the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

While I serve as CEO at CCCBI, I volunteer my time as a Board member of PCPCS. Our County is home to some of the best schools in the Commonwealth, including Pennsylvania's highest rated high school. And, our County has several excellent charter schools; however, my involvement in and passion for charter schools stem from my commitment to empowering all parents and ensuring that every child has the chance to succeed. Too many traditional schools do not offer that opportunity to our children, especially those who are economically disadvantaged.

Public charter schools have proven particularly effective in empowering and equipping low-income students of color in the state's cities to reach their fullest potential. Parental demand for high-quality charter school seats continues to outpace supply. I have often made this observation: The largest school district is Philadelphia; the second largest "district" is made up of charter students; the third largest "district" are students on waiting lists for a charter school. More children sit on charter school waiting lists than are enrolled in the Pittsburgh School District.

PCPCS and its partners have extensive track records as technical assistance providers and responsible stewards of federal funds. They are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts. The availability of CSP funding will allow qualified-operators to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

I have tremendous confidence in the approach proposed by PCPCS, and I am pleased to offer our strong support for their application.

Respectfully,

/s/

Guy Ciarrocchi, Esquire

***President & CEO***

# ALLEGHENY FOUNDATION

ONE OXFORD CENTRE  
301 GRANT STREET, SUITE 3900  
PITTSBURGH, PENNSYLVANIA 15219-6401

Writer's Direct Dial

March 11, 2020

The Honorable Betsy DeVos  
Secretary  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary DeVos:

As Chairman of the Allegheny Foundation, I am writing to offer my enthusiastic support for the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

Public charter schools have played a significant role in expanding opportunities for students across the Commonwealth of Pennsylvania who have historically lacked reliable access to high-quality public educations. Moreover, charter schools have proven particularly effective in empowering and equipping low-income students of color in the state's urban communities to reach their fullest potential. Nevertheless, parental demand for high-quality charter school seats continues to outpace supply. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

PCPCS and its partners have extensive track records as technical assistance providers and responsible stewards of federal funds. They are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts. In my capacity as Chairman of the Allegheny Foundation, I deeply understand the impact that CSP funding can have on a school community. PCPCS has proven time and again to our board to be a highly competent partner in the charter school movement and worthy recipient of our investments.

I have tremendous confidence in the approach proposed by PCPCS and am pleased to offer strong support for their application.



March 9, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

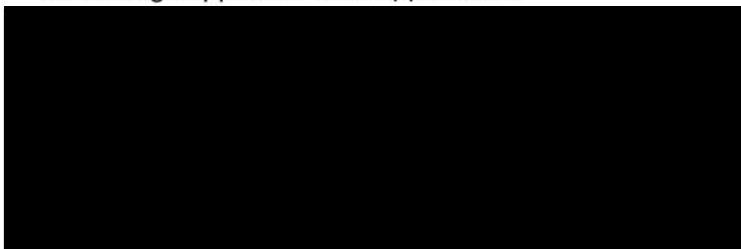
Dear Secretary DeVos,

As Vice President of Commonwealth Foundation, I am writing to offer my enthusiastic support for the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

Public charter schools have played a significant role in expanding opportunities for students across the Commonwealth of Pennsylvania who have historically lacked reliable access to high-quality public educations. Moreover, charter schools have proven particularly effective in empowering and equipping low-income students of color in the state's urban communities to reach their fullest potential. Nevertheless, parental demand for high-quality charter school seats continues to outpace supply. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

PCPCS and its partners have extensive track records as technical assistance providers and responsible stewards of federal funds. They are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts. In my capacity not only at Commonwealth Foundation, but as a former state legislator in Pennsylvania, I deeply understand the impact that CSP funding can have on a school community. We are fortunate in Pennsylvania to have an ally like PCPCS in the fight to provide more educational opportunity to students throughout our Commonwealth.

We have tremendous confidence in the approach proposed by PCPCS, and we are pleased to offer our strong support for their application.



**State Capital** | 420 N. Third Street | Harrisburg, PA 17101  
**Philadelphia Area** | 630 Freedom Business Center Drive, Suite 109 | King of Prussia, PA 19406

# CHARTER CHOICES

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

As the Founder and Executive Officer of Charter Choices, Inc., I am writing to offer my enthusiastic support for the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

Public charter schools have played a significant role in expanding opportunities for students across the Commonwealth of Pennsylvania who have historically lacked reliable access to high-quality public educations. Moreover, charter schools have proven particularly effective in empowering and equipping low-income students of color in the state's urban communities to reach their fullest potential. Nevertheless, parental demand for high-quality charter school seats continues to outpace supply. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

PCPCS and its partners are actively working to expand charter school growth in Pennsylvania. Charter Choices is proud to be a partner of PCPCS in this application along with many other initiatives. As a passionate advocate for school choice in our state since the first school was chartered in 1997, I have stood with PCPCS and the children, families and communities it serves for many years. Together, we have testified before legislative committees on fair and equitable funding for all children, forged bipartisan partnerships in service of public education, and sought innovation new approaches to meeting students' needs as learners. My firm has witnessed first-hand PCPCS' tireless advocacy and intimate cooperation with charter school operators and authorizers alike, and is proud to stand with them once again as they utilize this essential CSP funding to make an even greater impact in Pennsylvania.

We have tremendous confidence in the approach proposed by PCPCS, and we are pleased to offer our strong support for their application and commitment to all CSP efforts upon award.

Michael Whisman, CPA  
Founder and Executive Officer  
Charter Choices, Inc.

HEADQUARTERS  
222 KESWICK AVENUE  
GLENSIDE, PA 19038



WESTERN REGIONAL OFFICE  
600 GRANT STREET  
PITTSBURGH PA 15219

March 27, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

On behalf of Community Training and Assistance Center (CTAC) I am pleased to confirm our support as a partner in the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) to the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

Public charter schools have played a significant role in expanding opportunities for students across the Commonwealth of Pennsylvania who have historically lacked reliable access to high-quality public educations. Moreover, charter schools have proven particularly effective in empowering and equipping low-income students of color in the state's urban communities to reach their fullest potential. Nevertheless, parental demand for high-quality charter school seats continues to outpace supply. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform Pennsylvania's educational landscape.

The partner organizations, PCPCS, Charter Choices and CTAC, have extensive track records as technical assistance providers and responsible stewards of federal funds. We are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts. Over the past forty years, as CTAC's Executive Director I have reinforced the importance of families being involved in educational choices and recognize the critical impact that CSP funding can have on a school community.

CTAC strongly believes the approach proposed by PCPCS will have a meaningful impact on the lives of children in Pennsylvania, and we are pleased to offer our support for their application .





The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

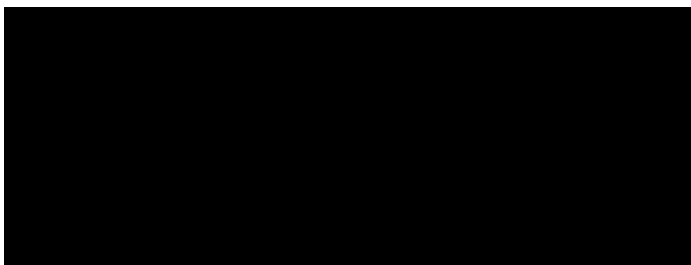
Dear Secretary DeVos,

As the Northeast Regional Advocacy Director for the Foundation for Excellence in Education, I am writing to offer my enthusiastic support for the application submitted by the Pennsylvania Coalition for Public Charter Schools (PCPCS) in connection with the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

I have had the unique opportunity to work with PCPCS in dual capacities; both as a partner organization fighting for students to have access to quality charter schools across the Commonwealth, and also as a PCPCS board member who helps direct the course of the organization. I wholeheartedly believe that PCPCS is well-positioned to help grow high-quality charter schools in areas with high need and receiving the CSP grant would allow them to help Pennsylvania students who desperately need options.

Pennsylvania's public charter schools have played a critical role in expanding opportunities for students across the Commonwealth of Pennsylvania who have historically lacked access to a high-quality public education. Despite the opportunity provided by public charter schools and the achievement of students who attend these high-quality schools, our state's current administration has not been supportive of the sector, leaving PCPCS and partner organizations like mine to fight harder than ever for students to have access to the lifeline that these public schools of choice can provide. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that will fundamentally transform Pennsylvania's educational landscape.

In my capacity as an advocate for student-centered education policy, I understand the impact that CSP funding can have on a state's ability to expand and grow these options for students. I have tremendous confidence in the approach proposed by PCPCS, and I am pleased to offer my strong support for their application.



Northeast Regional Advocacy Director  
Foundation for Excellence in Education

# Please wait...

If this message is not eventually replaced by the proper contents of the document, your PDF viewer may not be able to display this type of document.

You can upgrade to the latest version of Adobe Reader for Windows®, Mac, or Linux® by visiting [http://www.adobe.com/go/reader\\_download](http://www.adobe.com/go/reader_download).

For more assistance with Adobe Reader visit <http://www.adobe.com/go/acrreader>.

Windows is either a registered trademark or a trademark of Microsoft Corporation in the United States and/or other countries. Mac is a trademark of Apple Inc., registered in the United States and other countries. Linux is the registered trademark of Linus Torvalds in the U.S. and other countries.

## Appendix F: Additional Information

Appendix F-1: Charter School Authorizer Performance Index (CSAPI)

Appendix F-2: 2019 CREDO Study (Charter School Performance in Pennsylvania)

Appendix F-3: 2015 CREDO Study (Urban Charter School Study Report on 41 Regions)

Appendix F-4: PCPCS Quality Standards

Appendix F-5: PCPCS Guide on How to Start a Charter School

Appendix F-6: Equity-Focused Charter School Authorizing Toolkit

Appendix F-7: School District of Philadelphia Charter School Performance Framework



CSAPI

**Charter School Authorizer Performance Index**

We utilized the most recent Future Ready Index data FY 2019 and PDE's Act 82 Building Level Performance Profile Calculation to develop a framework for evaluating Charter School performance in comparison to their Authorizing District(s). Regional charter schools have at least more than one authorizing district, so they were compared to the district authorizer in which their school was physically located. Fifteen data elements were pulled from the Future Ready Index FY2019 results for student profiles: All Students, Hispanic Student Subgroup, Black Student Subgroup and Economically Disadvantaged Student Subgroup. PDE's already established evaluation frameworks were utilized for providing the weighted indexing framework (Act 82 Building Level Performance Profile Calculation). Each data element was given a designated factor value that determines the contribution of that data element's performance measure. This designated factor value is independent of the LEA's grade configuration. See Table 1 for factor values.

The points earned for each data element were calculated by multiplying the performance measure by the factor value. All points earned were added to determine the total number of points earned. The LEA's CSAPI was calculated by taking the total number of points earned divided by the total number of possible points. Each LEA received four CSAPI Index scores for each of the four student profiles (All, Economically Disadvantaged, Black, and Hispanic).

Data elements follow the indicators that were evaluated under the Act 82 Building Level Performance Calculation, however there were certain indicators that were measured in the School Performance Profile and were not evaluated under the Future Ready Index; these indicators were removed from our analysis because the data was no longer evaluated. The Overall Factor Total does not equal 100 because of the absence of the aforementioned SPP data elements.

## CSAPI

Charter Schools whose weighted index score exceeds that of their authorizing district were determined to be “high quality” for the purpose of establishing the PACSP SMART Goals.

Table 2 provides a summary of all Charter School’s index values, whereas the pages following detail each Charter School’s CSAPI data.

Table 1. Factor Value Chart

<b><i>Factor Value Chart</i></b>	
<b>Data Element</b>	<b>% Factor</b>
<b><i>Academic Achievement</i></b>	
Percent Proficient or Advanced on ELA/Literature	15.00
Percent Proficient or Advanced on Mathematics/Algebra 1	7.50
Percent Proficient or Advanced on Science/Biology	7.50
Percent Industry Based Learning	2.50
Percent Grade 3 Reading	2.50
<b>Academic Achievement Factor Total</b>	<b>35.00</b>
<b><i>Academic Growth</i></b>	
Meeting Annual Academic Growth Expectations ELA/Literature	20.00
Meeting Annual Academic Growth Expectations Mathematics/Algebra 1	10.00
Meeting Annual Academic Growth Expectations Science/Biology	10.00
<b>Academic Growth Factor Total</b>	<b>40.00</b>
<b><i>Other Academic Indicators</i></b>	
Percent Graduation 4-Year Cohort	2.50
Percent Regular Attendance	2.50
Percent Rigorous Courses of Study	2.50
ELA/Literature PSSA/Keystone Exam	2% - Percent of Students Advanced on ELA/Literature PSSA/Keystone Exam
Mathematics/Algebra 1 PSSA/Keystone Exam	1% - Percent of Students Advanced on Mathematics/Algebra 1 PSSA/Keystone Exam
Science/Biology PSSA/Keystone Exam	1% - Percent of Students Advanced on Science/Biology PSSA/Keystone Exam
Industry Standards Based Competency Assessments	1% - Percent of Students Advanced on Industry Standards-Based Competency Assessments
<b>Overall Factor Total</b>	<b>87.50</b>

## CSAPI

Table 2. CSAPI Summary

School Name	District Authorizer	CSAPI rating	All Index	ED Index	Black Index	Hispanic Index
Ad Prima CS	Philadelphia School District	All	55	52.6	54.7	12.5
Alliance for Progress CS	Philadelphia School District	No	38.1	37.2	38.8	
Antonia Pantoja Community Charter School	Philadelphia School District	All	51.9	52.1		51.6
Arts Academy CS	Salisbury Township School District	B+H	41.1	40.3	33.6	43.4
Arts Academy Elementary Charter School	Allentown City School District	No	33.9	35.1	25.8	34.4
Avon Grove CS	Avon Grove School District	B	65.7	50.5	2.4	47.1
Baden Academy CS	Ambridge Area School District	All	52.9	48.1	31.6	
Bear Creek Community CS	Wilkes-Barre Area School District	All	56.3	46.4	2.1	11.9
Belmont Charter School	Philadelphia School District	ED+B+H	41.2	41.7	40.7	2.2
Boys Latin of Philadelphia CS	Philadelphia School District	ED+B	45.6	45	45.3	
Bucks County Montessori CS	Pennsbury School District	All	61.8			
Capital Area School for the Arts Charter School	Harrisburg School District	All	68.5	1.7	1.8	
Center for Student Lrng CS Pennsbury	Pennsbury School District	No	35.9	19.2	1.4	1.5
Centre Learning Community CS	State College Area School District	No	53.1	11.7		
Charter High School for Architecture and Design	Philadelphia School District	No	28.3	28.5	27.9	1.5
Chester Co Family Academy CS	West Chester Area School District	ED+B+H	2.4	2.3	2.4	2.4
Chester Community CS	Chester-Upland School District	H	31.7	32.6	31.1	5.6
Chester Charter Scholars Academy CS <i>(formerly Chester CS for the Arts)</i>	Chester-Upland School District	No	34.7	32.4	34.7	
Christopher Columbus CS	Philadelphia School District	All	52.7	49.7	45.3	47.3
Circle of Seasons Charter School	Northwestern Lehigh School District	No	61.4	8		

## CSAPI

City CHS	Pittsburgh School District	All	52.9	50.5	50.8	
Collegium CS	West Chester Area School District	No	51.9	45.9	36.3	43.5
Community Academy of Philadelphia CS	Philadelphia School District	All	51.7	51.6	41.7	52.1
Crispus Attucks CS	York City School District	No	1.8	2.4	1.6	1.9
Deep Roots Charter School	Philadelphia School District	All	42.5	42.9	41.4	7.3
Discovery Charter School	Philadelphia School District	B	40.3	38.5	39.9	
Dr Robert Ketterer CS Inc	Greater Latrobe School District	No	53.9	56.5		
Eastern University Academy Charter School	Philadelphia School District	No	41.1	41.7	41	
Easton Arts Academy Elementary CS	Easton Area School District	All	50.1	44.5	15.4	13.1
Environmental Charter School at Frick Park	Pittsburgh School District	All	60	47.7	43.4	2.5
Erie Rise Leadership Academy Charter School	Erie City School District	ED+B	40	40	38.9	4.5
Esperanza Academy Charter School	Philadelphia School District	All	55	55.1	25.9	55.1
Eugenio Maria DE Hostos CS	Philadelphia School District	All	53.6	51.1	2.3	53.3
Evergreen Community CS	Pocono Mountain School District	All	55.1			
Executive Education Academy Charter School	Allentown City School District	All	45.3	46.3	41.8	45.1
Fell CS	Carbondale Area School District	All	43.1	13.6		
First Philadelphia Preparatory Charter School	Philadelphia School District	H	41.4	40.3	37.1	43.2
Folk Arts-Cultural Treasures CS	Philadelphia School District	All	61.8	57.4	10.5	2.1
Franklin Towne Charter Elementary School	Philadelphia School District	All	58	55.5	16.1	16.5
Franklin Towne CHS	Philadelphia School District	All	73.7	71.7	61.7	74.3
Frederick Douglass Mastery Charter School	Philadelphia School District	All	49.3	49.4	49.5	
Freire CS	Philadelphia School District	All	54.6	54	54.6	1.8
Gettysburg Montessori Charter School	Gettysburg Area School District	No	50.2	14.4		
Gillingham Charter School	Pottsville Area School District	No	43.1	27.8		1.5

## CSAPI

Global Leadership Academy CS	Philadelphia School District	No	41	41	41	
Global Leadership Academy CS Southwest at Huey	Philadelphia School District	No	38.4	38.3	38.2	
Green Woods CS	Philadelphia School District	All	52	18	33.7	
Harambee Institute of Science and Technology CS	Philadelphia School District	All	47.2	45.8	46.1	
Passport Academy CS ( <i>formerly Hill House Passport Academy Charter School</i> )	Pittsburgh School District	No	17.4	3.4	17.6	
HOPE for Hyndman CS	Bedford Area School District	No	47.4	14.5		
Howard Gardner Multiple Intelligence CS	Scranton School District	All	49.7	11.4		
I-LEAD Charter School	Reading School District	No	34.7	6.6	1.1	34.7
Imhotep Institute CHS	Philadelphia School District	All	50.3	50.4	50.3	
Independence CS	Philadelphia School District	All	55.3	47.7	42.4	58.4
Independence CS West	Philadelphia School District	ED+B	42.9	43.3	41.5	
Infinity CS	Central Dauphin School District	All	63.3	18.3	2.5	
Innovative Arts Academy CS	Catasauqua Area School District	No	29.5	32.9	4.3	29.9
Inquiry Charter School	Philadelphia School District	All	45.5	44.6	44.8	
John B. Stetson Charter School	Philadelphia School District	H	41.4	40	34	42.8
Keystone Academy Charter School	Philadelphia School District	All	58.2	58.1	53	55.6
Keystone Education Center CS	Reynolds School District	No	30.2	28.7		
Khepera CS	Philadelphia School District	No	34.1	31.2	33.8	
KIPP DuBois Charter School	Philadelphia School District	ED+B	46.2	45.7	46.8	
KIPP North Philadelphia CS	Philadelphia School District	N/A - K, 1				
KIPP Philadelphia Charter School	Philadelphia School District	All	46.4	46.3	46.4	1.9
KIPP West Philadelphia CS	Philadelphia School District	All - K,1,2	2.3	2.3	2.3	
KIPP West Philadelphia Preparatory Charter School	Philadelphia School District	All	46.2	47.1	46.6	
La Academia Partnership Charter School	Lancaster School District	No	35.4	35.4		36.2

## CSAPI

Laboratory CS	Philadelphia School District	All	46.8	46.9	46.2	1.6
Lehigh Valley Academy Regional CS	Bethlehem Area School District	All	58.8	54.7	30.5	52.7
Lehigh Valley Charter High School for the Arts	Bethlehem Area School District	All	66.5	66	4.2	40.8
Lehigh Valley Dual Language Charter School	Bethlehem Area School District	All	51.3	50.6		51.3
Lincoln CS	York City School District	All	43.7	43.7	35.5	46.1
Lincoln Leadership Academy Charter School	Allentown City School District	All	54.1	53.3	44.4	52.1
Lincoln Park Performing Arts CS	Midland Borough School District	ED+B	54.1	52.8	13.4	
Lindley Academy CS at Birney	Philadelphia School District	No	40.3	39.2	40.5	1.7
Manchester Academic CS	Pittsburgh School District	No	37.4	36.5	36.7	
Mariana Bracetti Academy CS	Philadelphia School District	All	52.9	52.9	42.7	53.5
Maritime Academy CS	Philadelphia School District	All	51.4	50.1	42	48.6
MAST Community Charter School	Philadelphia School District	All	68.4	60	46.2	57.1
MaST Community CS II	Philadelphia School District	All	52.9	54.1	47	44.8
Mastery CHS - Lenfest Campus	Philadelphia School District	All	47.2	46.4	45.3	29.7
Mastery CS - Cleveland Elementary	Philadelphia School District	All	44.5	45	45.4	6.5
Mastery CS - Francis D. Pastorius Elementary	Philadelphia School District	All	47	46.9	46.3	1.8
Mastery CS - Hardy Williams	Philadelphia School District	All	52.8	53.5	52.7	
Mastery CS - Mann Campus	Philadelphia School District	ED+B+H	41.9	42.9	41.5	1.9
Mastery CS - Thomas Campus	Philadelphia School District	All	58.7	58.3	52.6	49
Mastery CS John Wister Elementary	Philadelphia School District	No	38.3	38.4	39	1.1
Mastery CS -Shoemaker Campus	Philadelphia School District	All	49.8	48.9	50	
Mastery CS-Clymer Elementary	Philadelphia School District	No	33.8	33.3	33.6	6.4
Mastery CS-Gratz Campus	Philadelphia School District	All	47.4	47.2	47.8	7.3
Mastery CS-Harrity Campus	Philadelphia School District	All	45.7	46.4	45.1	
Mastery CS-Pickett Campus	Philadelphia School District	All	49.3	49	49.6	
Mastery CS-Smedley Campus	Philadelphia School District	All	54.2	54.4	54.2	52.7
Mastery Prep Elementary CS	Philadelphia School District	N/A - K,1,2				

## CSAPI

Math Civics and Sciences CS	Philadelphia School District	No	40.8	41.5	40.5	
Memphis Street Academy CS @ JP Jones	Philadelphia School District	No	37	37.5	35.4	36.5
Montessori Regional CS	Erie City School District	All	57	54.2	13	2.2
Multicultural Academy CS	Philadelphia School District	All	60.5	59.2	61.5	
New Day Charter School	Huntingdon Area School District	No	36.7	31.9		
New Foundations CS	Philadelphia School District	All	54	53.7	52	52.1
Nittany Valley CS	State College Area School District	No	12.2			
Northwood Academy CS	Philadelphia School District	All	49.3	47.1	48.7	50
Olney Charter High School	Philadelphia School District	No	36	37.2	35.3	37.6
Pan American Academy CS	Philadelphia School District	All	45.1	45.3	8.2	45.2
Penn Hills Charter School of Entrepreneurship	Penn Hills School District	All	58.7	56.5	55.8	
People for People CS	Philadelphia School District	No	31.2	31.5	31.1	
Perseus House CS of Excellence	Erie City School District	No	41.8	42	34.8	27.6
Philadelphia Academy CS	Philadelphia School District	All	68	60.8	17.3	40
Philadelphia Electrical & Tech CHS	Philadelphia School District	All	58.4	58.5	59.8	1.2
Philadelphia Montessori CS	Philadelphia School District	All	47.7	36.3	46.8	
Philadelphia Performing Arts CS	Philadelphia School District	All	54.6	53.2	48.2	53.8
Premier Arts and Science Charter School	Harrisburg School District	H	29.1	30	29.5	2.3
Preparatory CS of Mathematics Science Tech and Careers	Philadelphia School District	All	48.2	48.4	46	2
Propel CS - Hazelwood	Pittsburgh School District	No	33.1	33.2	32.2	
Propel CS-Braddock Hills	Woodland Hills School District	All	51	48.1	47.3	
Propel CS-East	Penn Hills School District	ED+B	42.1	43.9	41.2	
Propel CS-Homestead	Steel Valley School District	B	47	46.9	46.2	
Propel CS-McKeesport	McKeesport Area School District	All	61.2	60.6	60.5	
Propel CS-Montour	Montour School District	No	51.3	48.9	10.9	
Propel CS-Northside	Pittsburgh School District	No	35	36.2	35.5	
Propel CS-Pitcairn	Gateway School District	No	49	47.8	46.2	



## CSAPI

Provident CS	Pittsburgh School District	No	39.4	26.2	25.5	
Renaissance Academy CS	Phoenixville Area School District	ED+B+H	62.1	49.7	39.1	17.1
Richard Allen Preparatory CS	Philadelphia School District	ED	37.5	42.1	36.2	
Robert Benjamin Wiley Community CS	Erie City School District	All	47.7	47.2	42.6	7.1
Roberto Clemente CS	Allentown City School District	All	55.9	55.7		55.8
Russell Byers CS	Philadelphia School District	ED+B	42.8	42.8	41.8	
Sankofa Freedom Academy Charter School	Philadelphia School District	All	48.2	46.9	47.9	1.5
School Lane CS	Bensalem Township School District	All	58.7	57.7	46.5	50
Seven Generations Charter School	East Penn School District	All	57.6	11.5	2.4	2.2
Souderton CS Collaborative	Souderton Area School District	All	67.3	2.4		
Southwest Leadership Academy CS	Philadelphia School District	No	37	37.3	37.1	
Spectrum CS	Gateway School District	No	1.6			
Stone Valley Community CS	Huntingdon Area School District	All	15.3	2.3		
Sugar Valley Rural CS	Keystone Central School District	No	45.4	43.9		
Sylvan Heights Science CS	Harrisburg School District	All	51.8	44.9	48.7	2.3
Tacony Academy Charter School	Philadelphia School District	All	47.5	46	46.1	47.8
TECH Freire CS	Philadelphia School District	All	49	48.4	47.7	1.5
The New Academy CS	Pittsburgh School District	No	22.9	6.5	12.8	
The Philadelphia CS for Arts and Sciences at HR Edmunds	Philadelphia School District	No	35.1	37.2	37.8	34.9
Tidioute Community CS	Warren County School District	No	52.6	46.4		
Universal Alcorn CS	Philadelphia School District	All	51.4	51.4	51.4	
Universal Audenried Charter School	Philadelphia School District	All	54.2	54.1	53.3	
Universal Bluford Charter School	Philadelphia School District	ED+B	43.5	43.5	43.8	
Universal Creighton Charter School	Philadelphia School District	All	50.4	50.4	43.5	47.5
Universal Daroff Charter School	Philadelphia School District	B	41.1	41.2	41.3	
Universal Institute CS	Philadelphia School District	All	47.1	47.3	46.2	15.6
Universal Vare Charter School	Philadelphia School District	All	43.7	43.6	38.4	7.1



## CSAPI

Urban Academy of Greater Pittsburgh CS	Pittsburgh School District	ED+B	44.1	43.3	44.2	
Urban Pathways 6-12 CS	Pittsburgh School District	No	42.2	40.9	41.9	
Urban Pathways K-5 College Charter School	Pittsburgh School District	No	42.7	41.7	42.9	
Vida Charter School	Gettysburg Area School District	All	56.2	39.3		37.7
Vision Academy Charter School	William Penn School District	All	55.5	52.2	56	
West Oak Lane CS	Philadelphia School District	All	45.1	44.9	45.1	
West Phila. Achievement CES	Philadelphia School District	All	44.3	44.3	44.3	
Westinghouse Arts Academy CS	East Allegheny School District	All	50.4	8.8	1.8	
Widener Partnership CS	Chester-Upland School District	No	33.8	33.7	33.8	
Wissahickon CS	Philadelphia School District	All	44.5	40	44.1	
York Academy Regional Charter School	York City School District	All	43.8	42.6	38.2	44.8
Young Scholars CS	Philadelphia School District	B	39.9	38.5	39.1	
Young Scholars of Central PA CS	State College Area School District	B	48	38.8	15.5	
Young Scholars of McKeesport Charter School	McKeesport Area School District	All	41.1	41.1	12	
Young Scholars of Western Pennsylvania CS	Baldin-Whitehall School District	All	53.9	48	35	
Youth Build Phila. CS	Philadelphia School District	No	3.9	3.9	3.6	0.6

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Ad Prima CS	126510015	AUN
------------------------	-------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	634	
Black/African American	545	86.0%
Hispanic	30	4.7%
White	15	2.4%
Other	44	6.9%
Economically Disadvantaged	278	44%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	24.4%	21.7%	22.8%	34.8%
Prof/Adv ELA	49.8%	47.0%	49.3%	47.8%
Prof/Adv Science	58.6%	55.4%	57.3%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	49.4%	44.2%	52.6%	0.0%
Annual Growth ELA	100.0%	94.0%	100.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	73.0%	71.5%	72.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	90.9%	89.6%	91.2%	89.1%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	11.5%	11.5%	11.1%	17.4%
Advanced Math	6.0%	5.1%	5.3%	13.0%
Advanced Science	20.0%	21.6%	18.5%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.83	1.63	1.71	2.61
Prof/Adv ELA	7.47	7.05	7.40	7.17
Prof/Adv Science	4.40	4.16	4.30	
Industry Based Learning				
Grade 3 Reading	1.24	1.11	1.32	
Annual Growth ELA	20.00	18.80	20.00	
Annual Growth Math	10.00	10.00	10.00	
Annual Growth Science	7.30	7.15	7.25	
4 Year Graduation				
Attendance	2.27	2.24	2.28	2.23
Rigorous Courses				
Advanced ELA	0.23	0.23	0.22	0.35
Advanced Math	0.06	0.05	0.05	0.13
Advanced Science	0.20	0.22	0.19	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	7.5
Total Charter Index Score	55.0	52.6	54.7	12.5

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Alliance for Progress CS	126512990	AUN
------------------------	--------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	529	
Black/African American	501	94.7%
Hispanic	9	1.7%
White	-	0.0%
Other	19	3.6%
Economically Disadvantaged	291	55%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	20.4%	20.3%	20.4%	0.0%
Prof/Adv ELA	42.8%	43.3%	42.6%	0.0%
Prof/Adv Science	51.1%	52.5%	50.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	55.1%	53.1%	57.4%	0.0%
Annual Growth ELA	58.0%	50.0%	61.0%	0.0%
Annual Growth Math	55.0%	57.0%	57.0%	0.0%
Annual Growth Science	56.5%	60.0%	56.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	76.7%	78.1%	76.5%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	5.3%	5.3%	5.6%	0.0%
Advanced Math	4.9%	5.3%	5.2%	0.0%
Advanced Science	7.6%	8.5%	7.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.53	1.52	1.53
Prof/Adv ELA	6.42	6.50	6.39
Prof/Adv Science	3.83	3.94	3.75
Industry Based Learning			
Grade 3 Reading	1.38	1.33	1.44
Annual Growth ELA	11.60	10.00	12.20
Annual Growth Math	5.50	5.70	5.70
Annual Growth Science	5.65	6.00	5.65
4 Year Graduation			
Attendance	1.92	1.95	1.91
Rigorous Courses			
Advanced ELA	0.11	0.11	0.11
Advanced Math	0.05	0.05	0.05
Advanced Science	0.08	0.09	0.07
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	38.1	37.2	38.8	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.27
Prof/Adv ELA	5.76	4.88	4.28
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	15.66
Annual Growth Math	7.69	7.66	
Annual Growth Science	6.38	6.39	6.30
4 Year Graduation			
Attendance	1.88	1.82	1.81
Rigorous Courses			
Advanced ELA	0.17	0.11	0.09
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Antonia Pantoja Community Charter S	104510394	AUN
------------------------	-------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	715	
Black/African American	6	0.8%
Hispanic	709	99.2%
White	-	0.0%
Other	-	0.0%
Economically Disadvantaged	436	61%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.5%	24.6%	0.0%	25.3%
Prof/Adv ELA	46.7%	43.6%	0.0%	46.6%
Prof/Adv Science	56.6%	67.1%	0.0%	56.3%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	41.3%	36.0%	0.0%	41.3%
Annual Growth ELA	78.0%	81.0%	0.0%	77.0%
Annual Growth Math	100.0%	88.0%	0.0%	100.0%
Annual Growth Science	94.5%	100.0%	0.0%	94.5%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	87.1%	86.7%	0.0%	86.9%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	10.9%	12.3%	0.0%	11.0%
Advanced Math	5.2%	5.9%	0.0%	5.2%
Advanced Science	21.4%	27.4%	0.0%	20.9%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.91	1.85	1.90
Prof/Adv ELA	7.01	6.54	6.99
Prof/Adv Science	4.25	5.03	4.22
Industry Based Learning			
Grade 3 Reading	1.03	0.90	1.03
Annual Growth ELA	15.60	16.20	15.40
Annual Growth Math	10.00	8.80	10.00
Annual Growth Science	9.45	10.00	9.45
4 Year Graduation			
Attendance	2.18	2.17	2.17
Rigorous Courses			
Advanced ELA	0.22	0.25	0.22
Advanced Math	0.05	0.06	0.05
Advanced Science	0.21	0.27	0.21
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	0.0	39.8
Total Charter Index Score	51.9	52.1	0.0	51.6

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Salisbury Township SD	121395603	AUN
----------	-----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,574	
Black/African American	64	4.1%
Hispanic	243	15.4%
White	1,065	67.7%
Other	202	12.8%
Economically Disadvantaged	562	36%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	47.1%	29.2%	IS	21.1%
Prof/Adv ELA	65.4%	49.7%	IS	45.3%
Prof/Adv Science	71.0%	52.8%	IS	30.0%
Industry Based Learning	21.4%	32.5%	IS	32.0%
Grade 3 Reading	64.5%	47.2%	IS	IS
Annual Growth ELA	66.8%	73.9%	IS	76.3%
Annual Growth Math	67.4%	68.4%	IS	66.1%
Annual Growth Science	75.1%	74.2%	IS	72.0%
4 Year Graduation	93.1%	92.7%	IS	95.5%
Attendance	92.7%	86.8%	95.2%	91.5%
Rigorous Courses	54.2%	50.0%	IS	44.0%
Advanced ELA	16.3%	8.9%	IS	6.4%
Advanced Math	14.7%	7.1%	IS	3.2%
Advanced Science	27.3%	16.5%	IS	10.0%
Industry Standards for Adv	6.1%	10.0%	IS	8.0%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.53	2.19		1.58
Prof/Adv ELA	9.81	7.45		6.80
Prof/Adv Science	5.32	3.96		2.25
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	13.36	14.78		15.26
Annual Growth Math	6.74	6.84		6.61
Annual Growth Science	7.51	7.42		7.20
4 Year Graduation				
Attendance	2.32	2.17	2.38	2.29
Rigorous Courses				
Advanced ELA	0.33	0.18		0.13
Advanced Math	0.15	0.07		
Advanced Science	0.27	0.17		0.10
Industry Standards for Adv				

Brick & Mortar Charter	Arts Academy CS	121395927	AUN
------------------------	-----------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	358	
Black/African American	49	13.7%
Hispanic	105	29.3%
White	149	41.6%
Other	55	15.4%
Economically Disadvantaged	187	52%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	15.8%	12.7%	10.5%	14.1%
Prof/Adv ELA	63.9%	56.3%	57.5%	60.9%
Prof/Adv Science	69.1%	70.3%	0.0%	71.4%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	50.0%	52.0%	71.0%	59.0%
Annual Growth Math	55.8%	54.8%	78.0%	61.0%
Annual Growth Science	71.0%	75.0%	0.0%	75.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	81.1%	78.8%	86.3%	84.9%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	11.2%	7.6%	2.5%	6.5%
Advanced Math	1.6%	0.6%	0.0%	0.0%
Advanced Science	18.6%	10.8%	0.0%	19.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.19	0.95	0.79	1.06
Prof/Adv ELA	9.59	8.45	8.63	9.14
Prof/Adv Science	5.18	5.27		5.36
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	10.00	10.40	14.20	11.80
Annual Growth Math	5.58	5.48	7.80	6.10
Annual Growth Science	7.10	7.50		7.50
4 Year Graduation				
Attendance	2.03	1.97	2.16	2.12
Rigorous Courses				
Advanced ELA	0.22	0.15	0.05	0.13
Advanced Math	0.02	0.01		
Advanced Science	0.19	0.11		0.19
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	49.3	45.2	2.4	42.2
Total Charter Index Score	41.1	40.3	33.6	43.4

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Allentown City SD	121390302	AUN
----------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	16,821	
Black/African American	2,329	13.8%
Hispanic	12,111	72.0%
White	1,510	9.0%
Other	871	5.2%
Economically Disadvantaged	12,919	77%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	23.4%	21.9%	22.6%	20.8%
Prof/Adv ELA	35.9%	34.5%	34.7%	32.8%
Prof/Adv Science	39.2%	38.0%	30.6%	35.9%
Industry Based Learning	27.9%	32.6%	30.9%	29.2%
Grade 3 Reading	34.8%	33.6%	44.7%	32.0%
Annual Growth ELA	72.2%	72.6%	70.1%	73.5%
Annual Growth Math	63.4%	65.5%	64.3%	63.3%
Annual Growth Science	59.3%	59.4%	58.6%	60.8%
4 Year Graduation	72.9%	73.8%	69.6%	71.9%
Attendance	75.8%	75.4%	72.8%	75.5%
Rigorous Courses	40.5%	38.6%	40.0%	36.4%
Advanced ELA	5.6%	5.3%	4.3%	4.5%
Advanced Math	5.0%	4.6%	4.1%	4.1%
Advanced Science	9.4%	8.5%	7.8%	7.6%
Industry Standards for Adv	4.9%	6.4%	6.3%	5.1%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.76	1.65	1.69	1.56
Prof/Adv ELA	5.39	5.18	5.21	4.92
Prof/Adv Science	2.94	2.85		2.69
Industry Based Learning				
Grade 3 Reading	0.87	0.84		0.80
Annual Growth ELA	14.45	14.53	14.02	14.70
Annual Growth Math	6.34	6.55	6.43	6.37
Annual Growth Science	5.93	5.94		6.08
4 Year Graduation				
Attendance	1.89	1.89	1.82	1.89
Rigorous Courses				
Advanced ELA	0.11	0.11	0.09	0.09
Advanced Math	0.05	0.05		0.04
Advanced Science	0.09	0.08		0.08
Industry Standards for Adv				

Brick & Mortar Charter	Arts Academy Elementary Charter Sch	121399898	AUN
------------------------	-------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	423	
Black/African American	87	20.6%
Hispanic	247	58.4%
White	75	17.7%
Other	14	3.3%
Economically Disadvantaged	339	80%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	15.5%	14.8%	16.7%	10.8%
Prof/Adv ELA	33.5%	31.3%	30.6%	31.3%
Prof/Adv Science	43.1%	39.7%	0.0%	42.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	33.8%	33.3%	0.0%	29.8%
Annual Growth ELA	50.0%	57.0%	50.0%	62.0%
Annual Growth Math	69.0%	74.0%	82.0%	60.0%
Annual Growth Science	50.0%	50.0%	0.0%	50.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	64.0%	64.0%	68.3%	59.2%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	2.1%	1.9%	2.8%	2.3%
Advanced Math	0.5%	0.6%	0.0%	0.8%
Advanced Science	5.6%	4.8%	0.0%	6.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.16	1.11	1.25	0.81
Prof/Adv ELA	5.03	4.70	4.59	4.70
Prof/Adv Science	3.23	2.98		3.15
Industry Based Learning				
Grade 3 Reading	0.85	0.83		0.75
Annual Growth ELA	10.00	11.40	10.00	12.40
Annual Growth Math	6.90	7.40	8.20	6.00
Annual Growth Science	5.00	5.00		5.00
4 Year Graduation				
Attendance	1.60	1.60	1.71	1.48
Rigorous Courses				
Advanced ELA	0.04	0.04	0.06	0.05
Advanced Math	0.01	0.01		0.01
Advanced Science	0.06	0.05		0.06
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	39.8	39.7	29.3	39.2
Total Charter Index Score	33.9	35.1	25.8	34.4

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Avon Grove SD	124150503	AUN
----------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	4,953	
Black/African American	69	1.4%
Hispanic	1,226	24.8%
White	3,417	69.0%
Other	241	4.9%
Economically Disadvantaged	1,441	29%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	71.4%	41.3%	IS	42.1%
Prof/Adv ELA	78.2%	52.9%	IS	52.2%
Prof/Adv Science	76.9%	47.8%	IS	47.9%
Industry Based Learning	17.5%	29.3%	IS	36.5%
Grade 3 Reading	70.8%	40.0%	IS	36.8%
Annual Growth ELA	100.0%	91.6%	IS	93.2%
Annual Growth Math	98.6%	99.6%	IS	98.4%
Annual Growth Science	77.6%	67.7%	IS	72.4%
4 Year Graduation	94.0%	81.7%	IS	83.5%
Attendance	91.8%	86.1%	83.0%	89.3%
Rigorous Courses	72.7%	53.5%	IS	61.2%
Advanced ELA	25.7%	9.7%	IS	9.6%
Advanced Math	38.8%	14.6%	IS	15.5%
Advanced Science	42.1%	15.5%	IS	14.5%
Industry Standards for Adv	8.4%	11.1%	IS	17.7%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	5.36	3.10		3.16
Prof/Adv ELA	11.73	7.94		7.83
Prof/Adv Science	5.77	3.58		3.59
Industry Based Learning	0.44			
Grade 3 Reading	1.77	1.00		0.92
Annual Growth ELA	20.00	18.31		18.65
Annual Growth Math	9.86	9.96		9.84
Annual Growth Science	7.76	6.77		7.24
4 Year Graduation	2.35			
Attendance	2.29	2.15	2.08	2.23
Rigorous Courses	1.82			
Advanced ELA	0.51	0.19		0.19
Advanced Math	0.39	0.15		0.15
Advanced Science	0.42	0.15		0.14
Industry Standards for Adv	0.08			

Brick & Mortar Charter	Avon Grove CS	124150003	AUN
------------------------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,846	
Black/African American	71	3.9%
Hispanic	257	13.9%
White	1,388	75.2%
Other	130	7.0%
Economically Disadvantaged	527	29%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	50.2%	26.8%	22.5%	23.6%
Prof/Adv ELA	66.6%	44.0%	39.0%	34.6%
Prof/Adv Science	77.9%	61.7%	0.0%	51.2%
Industry Based Learning	8.0%	0.0%	0.0%	0.0%
Grade 3 Reading	61.1%	32.1%	0.0%	34.6%
Annual Growth ELA	88.5%	84.3%	0.0%	78.0%
Annual Growth Math	98.5%	96.3%	0.0%	96.2%
Annual Growth Science	99.0%	74.3%	0.0%	76.3%
4 Year Graduation	95.8%	0.0%	0.0%	0.0%
Attendance	93.0%	88.0%	94.7%	94.8%
Rigorous Courses	48.0%	0.0%	0.0%	0.0%
Advanced ELA	20.9%	7.6%	2.4%	3.9%
Advanced Math	18.6%	4.7%	7.5%	3.9%
Advanced Science	37.9%	15.0%	0.0%	14.0%
Industry Standards for Adv	5.3%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.77	2.01		1.77
Prof/Adv ELA	9.99	6.60		5.19
Prof/Adv Science	5.84	4.63		3.84
Industry Based Learning	0.20			
Grade 3 Reading	1.53	0.80		0.87
Annual Growth ELA	17.70	16.86		15.60
Annual Growth Math	9.85	9.63		9.62
Annual Growth Science	9.90	7.43		7.63
4 Year Graduation	2.40			
Attendance	2.33	2.20	2.37	2.37
Rigorous Courses	1.20			
Advanced ELA	0.42	0.15		0.08
Advanced Math	0.19	0.05		0.04
Advanced Science	0.38	0.15		0.14
Industry Standards for Adv	0.05			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	70.5	53.3	2.1	54.0
Total Charter Index Score	65.7	50.5	2.4	47.1

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Ambridge Area SD	127040703	AUN
----------	------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	2,382	
Black/African American	411	17.3%
Hispanic	39	1.6%
White	1,778	74.6%
Other	154	6.5%
Economically Disadvantaged	1,245	52%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	41.5%	26.0%	17.5%	IS
Prof/Adv ELA	60.5%	44.3%	34.7%	IS
Prof/Adv Science	58.9%	45.9%	30.9%	IS
Industry Based Learning	9.7%	13.6%	14.8%	IS
Grade 3 Reading	56.0%	39.1%	IS	IS
Annual Growth ELA	68.2%	67.4%	71.8%	IS
Annual Growth Math	59.6%	60.4%	60.1%	IS
Annual Growth Science	57.3%	58.2%	61.0%	IS
4 Year Graduation	88.3%	86.6%	78.6%	IS
Attendance	80.4%	72.1%	72.6%	IS
Rigorous Courses	74.1%	60.5%	59.3%	IS
Advanced ELA	13.9%	5.4%	3.7%	IS
Advanced Math	11.8%	5.1%	2.3%	IS
Advanced Science	16.9%	8.9%	7.2%	IS
Industry Standards for Adv	3.8%	3.7%	3.7%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	3.12	1.95	1.31
Prof/Adv ELA	9.07	6.64	5.21
Prof/Adv Science	4.42	3.44	
Industry Based Learning			
Grade 3 Reading	1.40	0.98	
Annual Growth ELA	13.65	13.47	14.35
Annual Growth Math	5.96	6.04	6.01
Annual Growth Science	5.73	5.82	
4 Year Graduation			
Attendance	2.01	1.80	1.82
Rigorous Courses			
Advanced ELA	0.28	0.11	0.07
Advanced Math	0.12	0.05	0.02
Advanced Science	0.17	0.09	
Industry Standards for Adv			

Brick & Mortar Charter	Baden Academy CS	127046517	AUN
------------------------	------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	574	
Black/African American	101	17.6%
Hispanic	5	0.9%
White	408	71.1%
Other	60	10.5%
Economically Disadvantaged	243	42%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	50.8%	39.9%	22.2%	0.0%
Prof/Adv ELA	61.1%	52.2%	34.9%	0.0%
Prof/Adv Science	82.5%	64.9%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	55.8%	48.6%	0.0%	0.0%
Annual Growth ELA	73.0%	73.0%	71.0%	0.0%
Annual Growth Math	77.0%	78.0%	82.0%	0.0%
Annual Growth Science	69.0%	62.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	93.8%	87.1%	90.7%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	15.0%	6.5%	1.6%	0.0%
Advanced Math	18.4%	11.6%	1.6%	0.0%
Advanced Science	31.3%	21.6%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	3.81	2.99	1.67
Prof/Adv ELA	9.17	7.83	5.24
Prof/Adv Science	6.19	4.87	
Industry Based Learning			
Grade 3 Reading	1.40	1.22	
Annual Growth ELA	14.60	14.60	14.20
Annual Growth Math	7.70	7.80	8.20
Annual Growth Science	6.90	6.20	
4 Year Graduation			
Attendance	2.35	2.18	2.27
Rigorous Courses			
Advanced ELA	0.30	0.13	0.03
Advanced Math	0.18	0.12	0.02
Advanced Science	0.31	0.22	
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	45.9	40.4	28.8	0.0
Total Charter Index Score	52.9	48.1	31.6	0.0



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Wilkes-Barre Area SD	118408852	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	7,196	
Black/African American	1,336	18.6%
Hispanic	2,650	36.8%
White	2,595	36.1%
Other	615	8.5%
Economically Disadvantaged	5,741	80%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	22.5%	18.1%	12.5%	15.9%
Prof/Adv ELA	43.6%	39.0%	32.9%	36.1%
Prof/Adv Science	53.4%	49.8%	35.3%	46.3%
Industry Based Learning	16.0%	17.8%	15.6%	13.9%
Grade 3 Reading	42.8%	38.5%	32.1%	36.2%
Annual Growth ELA	81.0%	81.3%	74.1%	83.9%
Annual Growth Math	71.3%	70.8%	72.5%	78.2%
Annual Growth Science	72.1%	71.4%	70.2%	72.3%
4 Year Graduation	84.0%	84.4%	79.4%	82.8%
Attendance	72.9%	69.7%	64.0%	73.2%
Rigorous Courses	37.6%	36.3%	29.0%	33.6%
Advanced ELA	6.3%	4.4%	3.8%	3.4%
Advanced Math	6.2%	4.1%	2.4%	3.4%
Advanced Science	19.9%	16.0%	10.5%	11.7%
Industry Standards for Adv	4.3%	5.0%	5.7%	2.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.69	1.36		1.20
Prof/Adv ELA	6.54	5.85		5.41
Prof/Adv Science	4.00	3.74		
Industry Based Learning				
Grade 3 Reading	1.07			
Annual Growth ELA	16.19	16.26		
Annual Growth Math	7.13	7.08		
Annual Growth Science	7.21	7.14		
4 Year Graduation				
Attendance	1.82	1.74	1.60	1.83
Rigorous Courses				
Advanced ELA	0.13	0.09		
Advanced Math	0.06	0.04		0.03
Advanced Science	0.20	0.16		
Industry Standards for Adv				

Brick & Mortar Charter	Bear Creek Community CS	118400001	AUN
------------------------	-------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	466	
Black/African American	28	6.0%
Hispanic	40	8.6%
White	380	81.6%
Other	18	3.9%
Economically Disadvantaged	175	38%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	42.1%	32.4%	0.0%	35.7%
Prof/Adv ELA	61.6%	46.7%	0.0%	46.4%
Prof/Adv Science	84.8%	75.9%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	66.7%	0.0%	0.0%	0.0%
Annual Growth ELA	70.0%	64.0%	0.0%	0.0%
Annual Growth Math	89.8%	79.0%	0.0%	0.0%
Annual Growth Science	98.0%	79.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	92.4%	87.1%	85.3%	90.2%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	11.6%	5.7%	0.0%	0.0%
Advanced Math	11.3%	8.6%	0.0%	3.6%
Advanced Science	42.4%	31.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.16	2.43		2.68
Prof/Adv ELA	9.24	7.01		6.96
Prof/Adv Science	6.36	5.69		
Industry Based Learning				
Grade 3 Reading	1.67			
Annual Growth ELA	14.00	12.80		
Annual Growth Math	8.98	7.90		
Annual Growth Science	9.80	7.90		
4 Year Graduation				
Attendance	2.31	2.18	2.13	2.26
Rigorous Courses				
Advanced ELA	0.23	0.11		
Advanced Math	0.11	0.09		0.04
Advanced Science	0.42	0.31		
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.0	43.5	1.6	8.5
Total Charter Index Score	56.3	46.4	2.1	11.9

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Belmont Charter School	126510010	AUN
------------------------	------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	808	
Black/African American	772	95.5%
Hispanic	24	3.0%
White	2	0.3%
Other	10	1.2%
Economically Disadvantaged	743	92%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	13.8%	13.5%	12.7%	0.0%
Prof/Adv ELA	26.7%	26.7%	24.0%	0.0%
Prof/Adv Science	44.8%	44.1%	43.8%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	34.9%	33.8%	31.3%	0.0%
Annual Growth ELA	75.0%	76.7%	75.0%	0.0%
Annual Growth Math	76.0%	77.5%	77.8%	0.0%
Annual Growth Science	72.3%	73.7%	72.3%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	76.8%	76.3%	76.1%	86.4%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	3.2%	3.2%	2.6%	0.0%
Advanced Math	2.5%	2.4%	2.1%	0.0%
Advanced Science	11.4%	10.8%	11.5%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.04	1.01	0.95	
Prof/Adv ELA	4.01	4.01	3.60	
Prof/Adv Science	3.36	3.31	3.29	
Industry Based Learning				
Grade 3 Reading	0.87	0.85	0.78	
Annual Growth ELA	15.00	15.34	15.00	
Annual Growth Math	7.60	7.75	7.78	
Annual Growth Science	7.23	7.37	7.23	
4 Year Graduation				
Attendance	1.92	1.91	1.90	2.16
Rigorous Courses				
Advanced ELA	0.06	0.06	0.05	
Advanced Math	0.03	0.02	0.02	
Advanced Science	0.11	0.11	0.12	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	1.8
Total Charter Index Score	41.2	41.7	40.7	2.2

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation	1.86	1.84	1.82
Attendance	1.88	1.82	1.77
Rigorous Courses	1.32	1.26	1.14
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Boys Latin of Philadelphia CS	185515523	AUN
------------------------	-------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	807	
Black/African American	799	99.0%
Hispanic	8	1.0%
White	-	0.0%
Other	-	0.0%
Economically Disadvantaged	474	59%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	11.6%	14.3%	11.3%	0.0%
Prof/Adv ELA	32.4%	31.3%	32.0%	0.0%
Prof/Adv Science	42.3%	42.9%	41.7%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	71.3%	73.3%	70.8%	0.0%
Annual Growth Math	94.8%	92.3%	95.0%	0.0%
Annual Growth Science	74.5%	72.5%	74.0%	0.0%
4 Year Graduation	83.3%	69.6%	82.8%	0.0%
Attendance	86.8%	84.4%	86.7%	0.0%
Rigorous Courses	48.0%	39.4%	48.0%	0.0%
Advanced ELA	1.1%	1.2%	1.1%	0.0%
Advanced Math	0.5%	0.4%	0.5%	0.0%
Advanced Science	4.1%	4.8%	4.1%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.87	1.07	0.85
Prof/Adv ELA	4.86	4.70	4.80
Prof/Adv Science	3.17	3.22	3.13
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	14.26	14.66	14.16
Annual Growth Math	9.48	9.23	9.50
Annual Growth Science	7.45	7.25	7.40
4 Year Graduation	2.08	1.74	2.07
Attendance	2.17	2.11	2.17
Rigorous Courses	1.20	0.99	1.20
Advanced ELA	0.02	0.02	0.02
Advanced Math	0.01	0.00	0.01
Advanced Science	0.04	0.05	0.04
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.2	44.0	41.3	0.0
Total Charter Index Score	45.6	45.0	45.3	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pennsbury SD	122098202	AUN
----------	--------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	9,990	
Black/African American	614	6.1%
Hispanic	554	5.5%
White	7,571	75.8%
Other	1,251	12.5%
Economically Disadvantaged	2,474	25%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	65.4%	48.5%	33.9%	45.2%
Prof/Adv ELA	79.6%	65.7%	53.9%	67.3%
Prof/Adv Science	82.4%	66.2%	46.3%	71.4%
Industry Based Learning	29.6%	24.1%	23.1%	23.1%
Grade 3 Reading	80.4%	70.3%	IS	IS
Annual Growth ELA	77.3%	77.8%	75.2%	71.8%
Annual Growth Math	75.3%	70.1%	74.9%	69.0%
Annual Growth Science	87.7%	83.9%	84.0%	87.0%
4 Year Graduation	95.1%	91.5%	91.1%	100.0%
Attendance	90.6%	81.9%	89.7%	85.7%
Rigorous Courses	42.1%	19.8%	15.4%	30.8%
Advanced ELA	26.8%	14.6%	6.4%	11.0%
Advanced Math	29.6%	15.9%	12.3%	14.5%
Advanced Science	45.9%	28.4%	17.5%	32.1%
Industry Standards for Adv	IS	IS	IS	IS

District Weighted Index Score for data elements with sufficient sample size	
Prof/Adv Math	4.91
Prof/Adv ELA	11.94
Prof/Adv Science	6.18
Industry Based Learning	
Grade 3 Reading	2.01
Annual Growth ELA	15.46
Annual Growth Math	7.53
Annual Growth Science	8.77
4 Year Graduation	
Attendance	2.27
Rigorous Courses	
Advanced ELA	0.54
Advanced Math	0.30
Advanced Science	0.46
Industry Standards for Adv	

Brick & Mortar Charter	Bucks County Montessori CS	122093460	AUN
------------------------	----------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	196	
Black/African American	2	1.0%
Hispanic	2	1.0%
White	115	58.7%
Other	77	39.3%
Economically Disadvantaged	-	0%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	74.3%	0.0%	0.0%	0.0%
Prof/Adv ELA	89.9%	0.0%	0.0%	0.0%
Prof/Adv Science	93.1%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	81.1%	0.0%	0.0%	0.0%
Annual Growth ELA	70.0%	0.0%	0.0%	0.0%
Annual Growth Math	81.0%	0.0%	0.0%	0.0%
Annual Growth Science	76.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	95.4%	0.0%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	37.6%	0.0%	0.0%	0.0%
Advanced Math	36.7%	0.0%	0.0%	0.0%
Advanced Science	55.2%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size	
Prof/Adv Math	5.57
Prof/Adv ELA	13.49
Prof/Adv Science	6.98
Industry Based Learning	
Grade 3 Reading	2.03
Annual Growth ELA	14.00
Annual Growth Math	8.10
Annual Growth Science	7.60
4 Year Graduation	
Attendance	2.39
Rigorous Courses	
Advanced ELA	0.75
Advanced Math	0.37
Advanced Science	0.55
Industry Standards for Adv	

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	60.3	0.0	0.0	0.0
Total Charter Index Score	61.8	0.0	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Harrisburg City SD	115222752	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	6,383	
Black/African American	3,445	54.0%
Hispanic	2,304	36.1%
White	230	3.6%
Other	404	6.3%
Economically Disadvantaged	5,666	89%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	14.7%	14.0%	14.3%	12.1%
Prof/Adv ELA	24.1%	23.0%	24.7%	20.4%
Prof/Adv Science	32.8%	32.0%	33.4%	26.9%
Industry Based Learning	IS	IS	IS	IS
Grade 3 Reading	19.5%	19.6%	19.9%	19.8%
Annual Growth ELA	76.0%	75.7%	74.5%	78.9%
Annual Growth Math	75.2%	75.3%	71.1%	78.0%
Annual Growth Science	74.7%	74.2%	72.7%	70.2%
4 Year Graduation	66.6%	62.2%	71.2%	51.0%
Attendance	55.8%	54.3%	56.4%	51.6%
Rigorous Courses	20.5%	20.4%	21.2%	8.6%
Advanced ELA	3.0%	2.8%	3.2%	2.5%
Advanced Math	3.0%	2.8%	2.5%	2.9%
Advanced Science	8.1%	7.8%	8.9%	6.6%
Industry Standards for Adv	IS	IS	IS	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.10			
Prof/Adv ELA	3.62			
Prof/Adv Science	2.46			
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	15.20			
Annual Growth Math	7.52			
Annual Growth Science	7.47			
4 Year Graduation	1.67			
Attendance	1.39	1.36	1.41	
Rigorous Courses	0.51			
Advanced ELA	0.06			
Advanced Math	0.03			
Advanced Science	0.08			
Industry Standards for Adv				

Brick & Mortar Charter	Capital Area School for the Arts Chart	115227010	AUN
------------------------	--	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	186	
Black/African American	35	18.8%
Hispanic	14	7.5%
White	131	70.4%
Other	6	3.2%
Economically Disadvantaged	29	16%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	80.0%	0.0%	0.0%	0.0%
Prof/Adv ELA	87.0%	0.0%	0.0%	0.0%
Prof/Adv Science	91.3%	0.0%	0.0%	0.0%
Industry Based Learning	6.1%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	86.0%	0.0%	0.0%	0.0%
Annual Growth Math	100.0%	0.0%	0.0%	0.0%
Annual Growth Science	95.0%	0.0%	0.0%	0.0%
4 Year Graduation	98.0%	0.0%	0.0%	0.0%
Attendance	70.6%	68.6%	73.3%	0.0%
Rigorous Courses	34.7%	0.0%	0.0%	0.0%
Advanced ELA	10.9%	0.0%	0.0%	0.0%
Advanced Math	24.4%	0.0%	0.0%	0.0%
Advanced Science	21.7%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	6.00			
Prof/Adv ELA	13.05			
Prof/Adv Science	6.85			
Industry Based Learning	0.15			
Grade 3 Reading				
Annual Growth ELA	17.20			
Annual Growth Math	10.00			
Annual Growth Science	9.50			
4 Year Graduation	2.45			
Attendance	1.77	1.72	1.83	
Rigorous Courses	0.87			
Advanced ELA	0.22			
Advanced Math	0.24			
Advanced Science	0.22			
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	41.1	1.4	1.4	0.0
Total Charter Index Score	68.5	1.7	1.8	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pennsbury SD	122098202	AUN
----------	--------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	9,990	
Black/African American	614	6.1%
Hispanic	554	5.5%
White	7,571	75.8%
Other	1,251	12.5%
Economically Disadvantaged	2,474	25%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	65.4%	48.5%	33.9%	45.2%
Prof/Adv ELA	79.6%	65.7%	53.9%	67.3%
Prof/Adv Science	82.4%	66.2%	46.3%	71.4%
Industry Based Learning	29.6%	24.1%	23.1%	23.1%
Grade 3 Reading	80.4%	70.3%	IS	IS
Annual Growth ELA	77.3%	77.8%	75.2%	71.8%
Annual Growth Math	75.3%	70.1%	74.9%	69.0%
Annual Growth Science	87.7%	83.9%	84.0%	87.0%
4 Year Graduation	95.1%	91.5%	91.1%	100.0%
Attendance	90.6%	81.9%	89.7%	85.7%
Rigorous Courses	42.1%	19.8%	15.4%	30.8%
Advanced ELA	26.8%	14.6%	6.4%	11.0%
Advanced Math	29.6%	15.9%	12.3%	14.5%
Advanced Science	45.9%	28.4%	17.5%	32.1%
Industry Standards for Adv	IS	IS	IS	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	4.91	3.64		
Prof/Adv ELA	11.94	9.85		
Prof/Adv Science	6.18	4.96		
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	15.46			
Annual Growth Math				
Annual Growth Science	8.77	8.39		
4 Year Graduation	2.38	2.29		
Attendance	2.27	2.05	2.24	2.14
Rigorous Courses				
Advanced ELA	0.54	0.29		
Advanced Math	0.30	0.16		
Advanced Science	0.46	0.28		
Industry Standards for Adv				

Brick & Mortar Charter	Center for Student Learning CS at Pen	122090001	AUN
------------------------	---------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	145	
Black/African American	18	12.4%
Hispanic	16	11.0%
White	105	72.4%
Other	6	4.2%
Economically Disadvantaged	113	78%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.4%	20.8%	0.0%	0.0%
Prof/Adv ELA	37.3%	35.4%	0.0%	0.0%
Prof/Adv Science	28.9%	23.3%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	77.5%	0.0%	0.0%	0.0%
Annual Growth Math	0.0%	0.0%	0.0%	0.0%
Annual Growth Science	76.5%	79.0%	0.0%	0.0%
4 Year Graduation	64.9%	50.0%	0.0%	0.0%
Attendance	50.0%	51.0%	55.0%	59.1%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	3.4%	4.2%	0.0%	0.0%
Advanced Math	5.1%	4.2%	0.0%	0.0%
Advanced Science	7.9%	6.7%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.91	1.56		
Prof/Adv ELA	5.60	5.31		
Prof/Adv Science	2.17	1.75		
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	15.50			
Annual Growth Math				
Annual Growth Science	7.65	7.90		
4 Year Graduation	1.62	1.25		
Attendance	1.25	1.28	1.38	1.48
Rigorous Courses				
Advanced ELA	0.07	0.08		
Advanced Math	0.05	0.04		
Advanced Science	0.08	0.07		
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	53.2	31.9	2.2	2.1
Total Charter Index Score	35.9	19.2	1.4	1.5

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation	1.86	1.84	1.82	
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	
Advanced ELA				
Advanced Math	0.09	0.07	0.04	
Advanced Science				
Industry Standards for Adv				

Brick & Mortar Charter	Charter High School for Architecture a	126513190	AUN
------------------------	--	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	614	
Black/African American	539	87.8%
Hispanic	42	6.8%
White	10	1.6%
Other	23	3.7%
Economically Disadvantaged	614	100%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	4.5%	4.6%	3.4%	0.0%
Prof/Adv ELA	11.9%	12.0%	10.1%	0.0%
Prof/Adv Science	4.5%	4.6%	3.4%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	50.0%	50.0%	50.0%	0.0%
Annual Growth Math	50.0%	50.0%	50.0%	0.0%
Annual Growth Science	70.0%	71.0%	70.0%	0.0%
4 Year Graduation	93.3%	93.3%	93.6%	0.0%
Attendance	60.1%	60.1%	59.9%	59.0%
Rigorous Courses	1.0%	1.0%	1.1%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	0.8%	0.8%	0.9%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.34	0.35	0.26	
Prof/Adv ELA	1.79	1.80	1.52	
Prof/Adv Science	0.34	0.35	0.26	
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	10.00	10.00	10.00	
Annual Growth Math	5.00	5.00	5.00	
Annual Growth Science	7.00	7.10	7.00	
4 Year Graduation	2.33	2.33	2.34	
Attendance	1.50	1.50	1.50	1.48
Rigorous Courses	0.03	0.03	0.03	
Advanced ELA				
Advanced Math	0.01	0.01	0.01	
Advanced Science				
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.0	43.8	41.2	1.8
Total Charter Index Score	28.3	28.5	27.9	1.5

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Chester-Upland SD	125231232	AUN
----------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	2,927	
Black/African American	2,569	87.8%
Hispanic	237	8.1%
White	45	1.5%
Other	76	2.6%
Economically Disadvantaged	2,575	88%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	6.9%	7.3%	7.1%	3.8%
Prof/Adv ELA	23.4%	24.2%	23.6%	11.8%
Prof/Adv Science	25.8%	25.4%	27.2%	5.3%
Industry Based Learning	12.6%	14.0%	12.9%	IS
Grade 3 Reading	26.3%	26.4%	24.7%	IS
Annual Growth ELA	74.4%	76.3%	74.6%	IS
Annual Growth Math	67.3%	67.1%	68.9%	IS
Annual Growth Science	66.0%	66.1%	66.9%	IS
4 Year Graduation	36.4%	38.6%	36.2%	26.5%
Attendance	42.7%	42.7%	44.2%	24.6%
Rigorous Courses	34.5%	37.9%	35.8%	IS
Advanced ELA	3.7%	4.0%	3.6%	4.2%
Advanced Math	1.4%	1.4%	1.4%	IS
Advanced Science	4.7%	4.8%	4.9%	IS
Industry Standards for Adv	1.5%	1.7%	2.0%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.52	0.54	0.53
Prof/Adv ELA	3.50	3.62	3.54
Prof/Adv Science	1.93	1.91	2.04
Industry Based Learning			
Grade 3 Reading	0.66		0.62
Annual Growth ELA	14.88	15.25	14.91
Annual Growth Math	6.73	6.71	6.89
Annual Growth Science	6.60	6.61	6.69
4 Year Graduation			
Attendance	1.07	1.07	1.10
Rigorous Courses			
Advanced ELA	0.07	0.08	0.07
Advanced Math	0.01	0.01	0.01
Advanced Science	0.05	0.05	0.05
Industry Standards for Adv			

Brick & Mortar Charter	Chester Charter Scholars Academy CS	125236827	AUN
------------------------	-------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	638	
Black/African American	613	96.1%
Hispanic	12	1.9%
White	4	0.6%
Other	9	1.4%
Economically Disadvantaged	391	61%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	11.0%	7.0%	11.4%	0.0%
Prof/Adv ELA	33.1%	30.2%	34.0%	0.0%
Prof/Adv Science	28.3%	26.5%	28.9%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	43.8%	0.0%	44.7%	0.0%
Annual Growth ELA	63.5%	60.8%	61.7%	0.0%
Annual Growth Math	55.8%	55.8%	57.5%	0.0%
Annual Growth Science	51.7%	54.0%	51.7%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	83.3%	83.7%	83.2%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	3.8%	3.6%	3.6%	0.0%
Advanced Math	2.0%	1.3%	2.1%	0.0%
Advanced Science	2.8%	1.8%	2.8%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.83	0.53	0.86
Prof/Adv ELA	4.97	4.53	5.10
Prof/Adv Science	2.12	1.99	2.17
Industry Based Learning			
Grade 3 Reading	1.10		1.12
Annual Growth ELA	12.70	12.16	12.34
Annual Growth Math	5.58	5.58	5.75
Annual Growth Science	5.17	5.40	5.17
4 Year Graduation			
Attendance	2.08	2.09	2.08
Rigorous Courses			
Advanced ELA	0.08	0.07	0.07
Advanced Math	0.02	0.01	0.02
Advanced Science	0.03	0.02	0.03
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	36.0	35.9	36.5	0.0
Total Charter Index Score	34.7	32.4	34.7	0.0



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	West Chester Area SD	124159002	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	11,958	
Black/African American	534	4.5%
Hispanic	997	8.3%
White	9,096	76.1%
Other	1,331	11.1%
Economically Disadvantaged	1,901	16%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	71.3%	46.1%	28.9%	36.8%
Prof/Adv ELA	82.4%	58.5%	55.5%	50.1%
Prof/Adv Science	86.6%	61.6%	IS	53.5%
Industry Based Learning	28.0%	32.1%	29.2%	25.0%
Grade 3 Reading	77.5%	56.9%	IS	IS
Annual Growth ELA	73.6%	72.1%	75.6%	75.9%
Annual Growth Math	75.9%	75.8%	71.3%	66.6%
Annual Growth Science	82.7%	71.1%	76.0%	67.7%
4 Year Graduation	96.4%	85.0%	93.3%	95.8%
Attendance	94.6%	88.9%	89.6%	92.1%
Rigorous Courses	77.2%	55.2%	29.2%	50.0%
Advanced ELA	29.6%	11.5%	12.1%	10.8%
Advanced Math	32.5%	15.0%	6.6%	9.0%
Advanced Science	48.7%	22.5%	IS	21.8%
Industry Standards for Adv	2.3%	4.7%	IS	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math				
Prof/Adv ELA				
Prof/Adv Science				
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA				
Annual Growth Math				
Annual Growth Science				
4 Year Graduation				
Attendance	2.37	2.22	2.24	2.30
Rigorous Courses				
Advanced ELA				
Advanced Math				
Advanced Science				
Industry Standards for Adv				

Brick & Mortar Charter	Chester Co Family Academy CS	124152880	AUN
------------------------	------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	93	
Black/African American	28	30.1%
Hispanic	58	62.4%
White	5	5.4%
Other	2	2.1%
Economically Disadvantaged	88	95%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	0.0%	0.0%	0.0%	0.0%
Prof/Adv ELA	0.0%	0.0%	0.0%	0.0%
Prof/Adv Science	0.0%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	0.0%	0.0%	0.0%	0.0%
Annual Growth Math	0.0%	0.0%	0.0%	0.0%
Annual Growth Science	0.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	94.3%	93.6%	96.0%	94.3%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math				
Prof/Adv ELA				
Prof/Adv Science				
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA				
Annual Growth Math				
Annual Growth Science				
4 Year Graduation				
Attendance	2.36	2.34	2.40	2.36
Rigorous Courses				
Advanced ELA				
Advanced Math				
Advanced Science				
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	2.4	2.2	2.2	2.3
Total Charter Index Score	2.4	2.3	2.4	2.4

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Chester-Upland SD	125231232	AUN
----------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	2,927	
Black/African American	2,569	87.8%
Hispanic	237	8.1%
White	45	1.5%
Other	76	2.6%
Economically Disadvantaged	2,575	88%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	6.9%	7.3%	7.1%	3.8%
Prof/Adv ELA	23.4%	24.2%	23.6%	11.8%
Prof/Adv Science	25.8%	25.4%	27.2%	5.3%
Industry Based Learning	12.6%	14.0%	12.9%	IS
Grade 3 Reading	26.3%	26.4%	24.7%	IS
Annual Growth ELA	74.4%	76.3%	74.6%	IS
Annual Growth Math	67.3%	67.1%	68.9%	IS
Annual Growth Science	66.0%	66.1%	66.9%	IS
4 Year Graduation	36.4%	38.6%	36.2%	26.5%
Attendance	42.7%	42.7%	44.2%	24.6%
Rigorous Courses	34.5%	37.9%	35.8%	IS
Advanced ELA	3.7%	4.0%	3.6%	4.2%
Advanced Math	1.4%	1.4%	1.4%	IS
Advanced Science	4.7%	4.8%	4.9%	IS
Industry Standards for Adv	1.5%	1.7%	2.0%	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.52	0.54	0.53	0.29
Prof/Adv ELA	3.50	3.62	3.54	1.77
Prof/Adv Science	1.93	1.91	2.04	0.40
Industry Based Learning				
Grade 3 Reading	0.66	0.66	0.62	
Annual Growth ELA	14.88	15.25	14.91	
Annual Growth Math	6.73	6.71	6.89	
Annual Growth Science	6.60	6.61	6.69	
4 Year Graduation				
Attendance	1.07	1.07	1.10	0.61
Rigorous Courses				
Advanced ELA	0.07	0.08	0.07	
Advanced Math	0.01	0.01	0.01	
Advanced Science	0.05	0.05	0.05	
Industry Standards for Adv				

Brick & Mortar Charter	Chester Community CS	125232950	AUN
------------------------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	4,339	
Black/African American	3,669	84.6%
Hispanic	494	11.4%
White	51	1.2%
Other	125	2.9%
Economically Disadvantaged	4,112	95%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	6.4%	6.6%	5.9%	6.6%
Prof/Adv ELA	16.3%	16.5%	15.6%	15.8%
Prof/Adv Science	22.8%	23.0%	23.1%	19.5%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	14.5%	14.9%	13.3%	13.7%
Annual Growth ELA	63.0%	67.0%	62.0%	78.0%
Annual Growth Math	78.0%	78.0%	76.0%	94.0%
Annual Growth Science	50.0%	50.0%	50.0%	54.5%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	48.7%	49.3%	48.4%	50.3%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	1.2%	1.1%	1.1%	0.0%
Advanced Math	1.0%	1.0%	0.9%	1.8%
Advanced Science	2.8%	2.8%	3.1%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.48	0.50	0.44	0.50
Prof/Adv ELA	2.45	2.48	2.34	2.37
Prof/Adv Science	1.71	1.73	1.73	1.46
Industry Based Learning				
Grade 3 Reading	0.36	0.37	0.33	
Annual Growth ELA	12.60	13.40	12.40	
Annual Growth Math	7.80	7.80	7.60	
Annual Growth Science	5.00	5.00	5.00	
4 Year Graduation				
Attendance	1.22	1.23	1.21	1.26
Rigorous Courses				
Advanced ELA	0.02	0.02	0.02	
Advanced Math	0.01	0.01	0.01	
Advanced Science	0.03	0.03	0.03	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	36.0	36.5	36.5	3.1
Total Charter Index Score	31.7	32.6	31.1	5.6

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68		
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	Christopher Columbus CS	126513160	AUN
------------------------	-------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	899	
Black/African American	143	15.9%
Hispanic	119	13.2%
White	494	55.0%
Other	143	15.9%
Economically Disadvantaged	400	44%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	38.0%	36.7%	18.9%	31.6%
Prof/Adv ELA	69.8%	67.7%	57.9%	53.2%
Prof/Adv Science	67.2%	63.1%	52.6%	55.6%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	69.2%	59.5%	0.0%	0.0%
Annual Growth ELA	67.0%	63.0%	71.0%	71.0%
Annual Growth Math	88.0%	78.0%	73.0%	83.0%
Annual Growth Science	73.5%	72.0%	72.5%	74.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	94.5%	91.8%	92.0%	96.9%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	17.4%	15.0%	8.4%	10.1%
Advanced Math	8.9%	8.0%	1.1%	1.3%
Advanced Science	29.5%	26.1%	5.3%	25.9%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.85	2.75	1.42	2.37
Prof/Adv ELA	10.47	10.16	8.69	7.98
Prof/Adv Science	5.04	4.73	3.95	4.17
Industry Based Learning				
Grade 3 Reading	1.73	1.49		
Annual Growth ELA	13.40	12.60	14.20	14.20
Annual Growth Math	8.80	7.80	7.30	8.30
Annual Growth Science	7.35	7.20	7.25	7.40
4 Year Graduation				
Attendance	2.36	2.30	2.30	2.42
Rigorous Courses				
Advanced ELA	0.35	0.30	0.17	0.20
Advanced Math	0.09	0.08	0.01	0.01
Advanced Science	0.30	0.26	0.05	0.26
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	38.4	39.2
Total Charter Index Score	52.7	49.7	45.3	47.3

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Northwestern Lehigh SD	121394603	AUN
----------	------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	2,106	
Black/African American	23	1.1%
Hispanic	113	5.4%
White	1,898	90.1%
Other	72	3.4%
Economically Disadvantaged	351	17%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	67.3%	50.5%	IS	28.0%
Prof/Adv ELA	78.6%	64.6%	IS	32.0%
Prof/Adv Science	83.6%	58.5%	IS	IS
Industry Based Learning	28.8%	32.3%	IS	IS
Grade 3 Reading	77.1%	IS	IS	IS
Annual Growth ELA	82.2%	76.6%	IS	IS
Annual Growth Math	88.2%	90.0%	IS	IS
Annual Growth Science	89.7%	72.0%	IS	IS
4 Year Graduation	97.0%	95.2%	IS	IS
Attendance	94.6%	88.8%	IS	89.9%
Rigorous Courses	69.1%	67.7%	IS	IS
Advanced ELA	19.0%	8.3%	IS	16.0%
Advanced Math	25.9%	15.7%	IS	4.0%
Advanced Science	41.0%	23.0%	IS	IS
Industry Standards for Adv	9.4%	12.9%	IS	IS

District Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	5.05	3.79
Prof/Adv ELA	11.79	9.69
Prof/Adv Science	6.27	
Industry Based Learning		
Grade 3 Reading	1.93	
Annual Growth ELA	16.43	
Annual Growth Math	8.82	
Annual Growth Science	8.97	
4 Year Graduation		
Attendance	2.37	2.22
Rigorous Courses		
Advanced ELA	0.38	0.17
Advanced Math	0.26	
Advanced Science	0.41	
Industry Standards for Adv		

Brick & Mortar Charter	Circle of Seasons Charter School	121394017	AUN
------------------------	----------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	368	
Black/African American	10	2.7%
Hispanic	19	5.2%
White	295	80.2%
Other	44	12.0%
Economically Disadvantaged	39	11%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	27.1%	8.3%	0.0%	0.0%
Prof/Adv ELA	58.5%	33.3%	0.0%	0.0%
Prof/Adv Science	84.4%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	46.8%	0.0%	0.0%	0.0%
Annual Growth ELA	100.0%	0.0%	0.0%	0.0%
Annual Growth Math	100.0%	0.0%	0.0%	0.0%
Annual Growth Science	100.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	95.7%	90.5%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	12.1%	8.3%	0.0%	0.0%
Advanced Math	5.8%	0.0%	0.0%	0.0%
Advanced Science	40.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	2.03	0.62
Prof/Adv ELA	8.78	5.00
Prof/Adv Science	6.33	
Industry Based Learning		
Grade 3 Reading	1.17	
Annual Growth ELA	20.00	
Annual Growth Math	10.00	
Annual Growth Science	10.00	
4 Year Graduation		
Attendance	2.39	2.26
Rigorous Courses		
Advanced ELA	0.24	0.17
Advanced Math	0.06	
Advanced Science	0.40	
Industry Standards for Adv		

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	62.7	15.9	0.0	0.0
Total Charter Index Score	61.4	8.0	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pittsburgh SD	102027451	AUN
----------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	22,567	
Black/African American	11,671	51.7%
Hispanic	848	3.8%
White	7,201	31.9%
Other	2,847	12.6%
Economically Disadvantaged	15,443	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	34.2%	24.2%	19.8%	25.0%
Prof/Adv ELA	50.6%	41.2%	36.4%	34.8%
Prof/Adv Science	49.9%	41.2%	34.3%	IS
Industry Based Learning	20.4%	23.4%	22.3%	5.0%
Grade 3 Reading	51.7%	43.5%	36.1%	IS
Annual Growth ELA	74.6%	74.0%	71.0%	80.0%
Annual Growth Math	67.1%	68.9%	67.3%	75.0%
Annual Growth Science	61.0%	60.6%	58.9%	52.0%
4 Year Graduation	83.6%	79.3%	81.4%	IS
Attendance	74.1%	71.6%	69.4%	76.4%
Rigorous Courses	69.8%	62.2%	59.6%	70.0%
Advanced ELA	12.7%	6.6%	5.1%	6.0%
Advanced Math	11.5%	5.5%	3.8%	9.5%
Advanced Science	18.4%	10.3%	7.3%	IS
Industry Standards for Adv	3.9%	3.6%	3.0%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.57	1.81	1.49
Prof/Adv ELA	7.60	6.17	5.46
Prof/Adv Science	3.74	3.09	2.57
Industry Based Learning	0.51	0.58	
Grade 3 Reading			
Annual Growth ELA	14.91	14.79	14.21
Annual Growth Math	6.71	6.89	6.73
Annual Growth Science	6.10	6.06	5.89
4 Year Graduation	2.09	1.98	2.04
Attendance	1.85	1.79	1.74
Rigorous Courses	1.74	1.56	1.49
Advanced ELA	0.25	0.13	0.10
Advanced Math	0.11	0.05	0.04
Advanced Science	0.18	0.10	0.07
Industry Standards for Adv			

Brick & Mortar Charter	City CHS	102020001	AUN
------------------------	----------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	556	
Black/African American	290	52.2%
Hispanic	5	0.9%
White	196	35.3%
Other	65	11.7%
Economically Disadvantaged	326	59%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	40.0%	29.6%	27.8%	0.0%
Prof/Adv ELA	66.7%	62.7%	63.0%	0.0%
Prof/Adv Science	45.6%	35.8%	32.9%	0.0%
Industry Based Learning	0.8%	1.1%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	59.0%	65.0%	71.0%	0.0%
Annual Growth Math	92.0%	87.0%	81.0%	0.0%
Annual Growth Science	100.0%	95.0%	96.0%	0.0%
4 Year Graduation	95.5%	93.1%	91.4%	0.0%
Attendance	83.6%	80.7%	83.3%	0.0%
Rigorous Courses	20.0%	16.3%	14.3%	0.0%
Advanced ELA	7.1%	4.8%	2.7%	0.0%
Advanced Math	9.6%	4.9%	1.4%	0.0%
Advanced Science	21.6%	11.1%	11.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	3.00	2.22	2.09
Prof/Adv ELA	10.01	9.41	9.45
Prof/Adv Science	3.42	2.69	2.47
Industry Based Learning	0.02	0.03	
Grade 3 Reading			
Annual Growth ELA	11.80	13.00	14.20
Annual Growth Math	9.20	8.70	8.10
Annual Growth Science	10.00	9.50	9.60
4 Year Graduation	2.39	2.33	2.29
Attendance	2.09	2.02	2.08
Rigorous Courses	0.50	0.41	0.36
Advanced ELA	0.14	0.10	0.05
Advanced Math	0.10	0.05	0.01
Advanced Science	0.22	0.11	0.11
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	48.4	45.0	41.8	0.0
Total Charter Index Score	52.9	50.5	50.8	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	West Chester Area SD	124159002	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	11,958	
Black/African American	534	4.5%
Hispanic	997	8.3%
White	9,096	76.1%
Other	1,331	11.1%
Economically Disadvantaged	1,901	16%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	71.3%	46.1%	28.9%	36.8%
Prof/Adv ELA	82.4%	58.5%	55.5%	50.1%
Prof/Adv Science	86.6%	61.6%	IS	53.5%
Industry Based Learning	28.0%	32.1%	29.2%	25.0%
Grade 3 Reading	77.5%	56.9%	IS	IS
Annual Growth ELA	73.6%	72.1%	75.6%	75.9%
Annual Growth Math	75.9%	75.8%	71.3%	66.6%
Annual Growth Science	82.7%	71.1%	76.0%	67.7%
4 Year Graduation	96.4%	85.0%	93.3%	95.8%
Attendance	94.6%	88.9%	89.6%	92.1%
Rigorous Courses	77.2%	55.2%	29.2%	50.0%
Advanced ELA	29.6%	11.5%	12.1%	10.8%
Advanced Math	32.5%	15.0%	6.6%	9.0%
Advanced Science	48.7%	22.5%	IS	21.8%
Industry Standards for Adv	2.3%	4.7%	IS	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	5.34	3.46	2.17	2.76
Prof/Adv ELA	12.36	8.77	8.32	7.52
Prof/Adv Science	6.50	4.62		4.01
Industry Based Learning	0.70			
Grade 3 Reading	1.94	1.42		
Annual Growth ELA	14.72	14.42	15.11	15.18
Annual Growth Math	7.59	7.58	7.13	6.66
Annual Growth Science	8.27	7.11	7.60	6.77
4 Year Graduation	2.41	2.13		
Attendance	2.37	2.22	2.24	2.30
Rigorous Courses	1.93	1.38	0.73	
Advanced ELA	0.59	0.23	0.24	0.22
Advanced Math	0.33	0.15	0.07	0.09
Advanced Science	0.49	0.22		0.22
Industry Standards for Adv				

Brick & Mortar Charter	Collegium CS	124153320	AUN
------------------------	--------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	2,952	
Black/African American	609	20.6%
Hispanic	510	17.3%
White	1,356	45.9%
Other	477	16.2%
Economically Disadvantaged	1,083	37%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	32.3%	18.7%	13.9%	23.7%
Prof/Adv ELA	53.6%	39.7%	36.9%	40.8%
Prof/Adv Science	67.5%	57.9%	46.9%	55.9%
Industry Based Learning	1.2%	0.0%	0.0%	0.0%
Grade 3 Reading	61.0%	49.1%	38.5%	55.1%
Annual Growth ELA	73.3%	69.3%	69.5%	73.2%
Annual Growth Math	52.3%	53.5%	52.3%	66.7%
Annual Growth Science	86.3%	81.0%	76.3%	75.7%
4 Year Graduation	97.3%	96.4%	0.0%	0.0%
Attendance	92.7%	87.3%	90.2%	91.6%
Rigorous Courses	39.8%	30.8%	22.7%	0.0%
Advanced ELA	11.6%	4.3%	6.6%	6.5%
Advanced Math	9.5%	3.3%	2.9%	4.3%
Advanced Science	27.0%	15.7%	14.1%	9.8%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.42	1.40	1.04	1.78
Prof/Adv ELA	8.04	5.96	5.54	6.12
Prof/Adv Science	5.06	4.34		4.19
Industry Based Learning	0.03			
Grade 3 Reading	1.53	1.23		
Annual Growth ELA	14.66	13.86	13.90	14.64
Annual Growth Math	5.23	5.35	5.23	6.67
Annual Growth Science	8.63	8.10	7.63	7.57
4 Year Graduation	2.43	2.41		
Attendance	2.32	2.18	2.26	2.29
Rigorous Courses	1.00	0.77	0.57	
Advanced ELA	0.23	0.09	0.13	0.13
Advanced Math	0.10	0.03	0.03	0.04
Advanced Science	0.27	0.16		0.10
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	65.5	53.7	43.6	45.7
Total Charter Index Score	51.9	45.9	36.3	43.5

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning	0.61	0.70		0.93
Grade 3 Reading	0.83	0.68		0.59
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation	1.86	1.84		1.65
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26		1.32
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07		0.04
Advanced Science	0.12	0.09		0.06
Industry Standards for Adv				

Brick & Mortar Charter	Community Academy of Philadelphia t	126512840	AUN
------------------------	-------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,218	
Black/African American	158	13.0%
Hispanic	1,001	82.2%
White	11	0.9%
Other	48	3.9%
Economically Disadvantaged	1,099	90%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	24.8%	22.6%	21.1%	24.3%
Prof/Adv ELA	47.0%	44.9%	35.1%	48.4%
Prof/Adv Science	49.4%	48.2%	42.3%	49.3%
Industry Based Learning	12.1%	12.7%	0.0%	11.0%
Grade 3 Reading	41.9%	40.0%	0.0%	48.1%
Annual Growth ELA	82.2%	81.7%	72.0%	80.5%
Annual Growth Math	70.5%	75.2%	74.7%	73.2%
Annual Growth Science	88.7%	91.3%	75.5%	89.7%
4 Year Graduation	88.3%	87.7%	0.0%	88.4%
Attendance	78.0%	76.4%	87.1%	76.6%
Rigorous Courses	34.3%	33.1%	0.0%	37.3%
Advanced ELA	7.6%	6.9%	5.3%	7.2%
Advanced Math	5.4%	4.3%	0.0%	6.0%
Advanced Science	17.3%	15.5%	0.0%	17.7%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.86	1.70	1.58	1.82
Prof/Adv ELA	7.05	6.74	5.27	7.26
Prof/Adv Science	3.71	3.62	3.17	3.70
Industry Based Learning	0.30	0.32		0.28
Grade 3 Reading	1.05	1.00		1.20
Annual Growth ELA	16.44	16.34	14.40	16.10
Annual Growth Math	7.05	7.52	7.47	7.32
Annual Growth Science	8.87	9.13	7.55	8.97
4 Year Graduation	2.21	2.19		2.21
Attendance	1.95	1.91	2.18	1.92
Rigorous Courses	0.86	0.83		0.93
Advanced ELA	0.15	0.14	0.11	0.14
Advanced Math	0.05	0.04		0.06
Advanced Science	0.17	0.16		0.18
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	47.7	45.4	38.3	43.7
Total Charter Index Score	51.7	51.6	41.7	52.1

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	York City SD	112679002	AUN
----------	--------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	6,019	
Black/African American	1,939	32.2%
Hispanic	3,049	50.7%
White	669	11.1%
Other	362	6.0%
Economically Disadvantaged	5,655	94%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	12.5%	11.0%	9.2%	9.5%
Prof/Adv ELA	25.1%	22.5%	20.2%	20.6%
Prof/Adv Science	27.3%	24.3%	19.1%	23.1%
Industry Based Learning	2.6%	1.7%	0.7%	2.1%
Grade 3 Reading	24.9%	21.8%	11.7%	21.2%
Annual Growth ELA	81.8%	71.4%	65.1%	70.3%
Annual Growth Math	85.9%	74.8%	71.0%	72.0%
Annual Growth Science	70.2%	62.4%	64.3%	64.1%
4 Year Graduation	66.5%	45.1%	44.6%	41.4%
Attendance	77.8%	69.4%	69.2%	67.8%
Rigorous Courses	29.6%	19.4%	19.7%	17.9%
Advanced ELA	2.4%	1.9%	1.8%	2.1%
Advanced Math	2.2%	2.0%	1.6%	2.0%
Advanced Science	3.7%	3.5%	5.2%	3.2%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math				
Prof/Adv ELA				
Prof/Adv Science				
Industry Based Learning	0.06	0.04	0.02	
Grade 3 Reading				
Annual Growth ELA				
Annual Growth Math				
Annual Growth Science				
4 Year Graduation	1.66	1.13	1.11	1.03
Attendance	1.95	1.73	1.73	1.70
Rigorous Courses	0.74	0.48	0.49	0.45
Advanced ELA				
Advanced Math				
Advanced Science				
Industry Standards for Adv				

Brick & Mortar Charter	Crispus Attucks CS	112673300	AUN
------------------------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	105	
Black/African American	42	40.0%
Hispanic	52	49.5%
White	5	4.8%
Other	6	5.7%
Economically Disadvantaged	102	97%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	0.0%	0.0%	0.0%	0.0%
Prof/Adv ELA	0.0%	0.0%	0.0%	0.0%
Prof/Adv Science	0.0%	0.0%	0.0%	0.0%
Industry Based Learning	2.1%	1.6%	5.4%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	0.0%	0.0%	0.0%	0.0%
Annual Growth Math	0.0%	0.0%	0.0%	0.0%
Annual Growth Science	0.0%	0.0%	0.0%	0.0%
4 Year Graduation	40.7%	60.7%	35.3%	43.1%
Attendance	22.7%	21.0%	14.8%	26.5%
Rigorous Courses	7.4%	10.9%	8.1%	8.2%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math				
Prof/Adv ELA				
Prof/Adv Science				
Industry Based Learning	0.05	0.04	0.14	
Grade 3 Reading				
Annual Growth ELA				
Annual Growth Math				
Annual Growth Science				
4 Year Graduation	1.02	1.52	0.88	1.08
Attendance	0.57	0.53	0.37	0.66
Rigorous Courses	0.19	0.27	0.20	0.21
Advanced ELA				
Advanced Math				
Advanced Science				
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	4.4	3.4	3.4	3.2
Total Charter Index Score	1.8	2.4	1.6	1.9



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance				
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09			
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Deep Roots Charter School	126516724	AUN
------------------------	---------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	281	
Black/African American	122	43.4%
Hispanic	115	40.9%
White	34	12.1%
Other	10	3.6%
Economically Disadvantaged	171	61%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	10.4%	10.9%	5.8%	13.8%
Prof/Adv ELA	38.5%	40.0%	36.5%	41.4%
Prof/Adv Science	58.2%	66.7%	53.6%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	31.7%	35.7%	29.2%	0.0%
Annual Growth ELA	85.0%	80.0%	82.0%	0.0%
Annual Growth Math	66.0%	68.0%	71.0%	0.0%
Annual Growth Science	70.0%	73.0%	72.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	0.0%	0.0%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	5.2%	1.8%	1.9%	3.4%
Advanced Math	1.0%	0.0%	0.0%	0.0%
Advanced Science	9.1%	7.4%	3.6%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.78	0.82	0.44	1.04
Prof/Adv ELA	5.78	6.00	5.48	6.21
Prof/Adv Science	4.37	5.00	4.02	
Industry Based Learning				
Grade 3 Reading	0.79	0.89	0.73	
Annual Growth ELA	17.00	16.00	16.40	
Annual Growth Math	6.60	6.80	7.10	
Annual Growth Science	7.00	7.30	7.20	
4 Year Graduation				
Attendance				
Rigorous Courses				
Advanced ELA	0.10	0.04	0.04	0.07
Advanced Math	0.01			
Advanced Science	0.09	0.07	0.04	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	42.0	39.7	37.2	5.6
Total Charter Index Score	42.5	42.9	41.4	7.3

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126510001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Discovery Charter School	126510011	AUN
------------------------	--------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	624	
Black/African American	593	95.0%
Hispanic	8	1.3%
White	2	0.3%
Other	21	3.4%
Economically Disadvantaged	426	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	14.7%	13.0%	14.1%	0.0%
Prof/Adv ELA	45.9%	39.3%	44.8%	0.0%
Prof/Adv Science	49.1%	42.7%	48.1%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	53.5%	53.3%	50.0%	0.0%
Annual Growth ELA	70.0%	69.0%	70.0%	0.0%
Annual Growth Math	50.0%	50.0%	50.0%	0.0%
Annual Growth Science	58.5%	60.5%	58.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	87.2%	81.8%	87.5%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	7.4%	6.0%	7.3%	0.0%
Advanced Math	4.0%	3.0%	4.0%	0.0%
Advanced Science	7.7%	6.8%	6.8%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.10	0.98	1.06
Prof/Adv ELA	6.89	5.90	6.72
Prof/Adv Science	3.68	3.20	3.61
Industry Based Learning			
Grade 3 Reading	1.34	1.33	1.25
Annual Growth ELA	14.00	13.80	14.00
Annual Growth Math	5.00	5.00	5.00
Annual Growth Science	5.85	6.05	5.85
4 Year Graduation			
Attendance	2.18	2.05	2.19
Rigorous Courses			
Advanced ELA	0.15	0.12	0.15
Advanced Math	0.04	0.03	0.04
Advanced Science	0.08	0.07	0.07
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	40.3	38.5	39.9	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Greater Latrobe SD	107653102	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	3,689	
Black/African American	25	0.7%
Hispanic	62	1.7%
White	3,249	88.1%
Other	354	9.6%
Economically Disadvantaged	1,255	34%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	61.4%	54.4%	0.0%	0.0%
Prof/Adv ELA	75.8%	75.5%	0.0%	0.0%
Prof/Adv Science	81.2%	86.8%	0.0%	0.0%
Industry Based Learning	56.9%	93.5%	0.0%	0.0%
Grade 3 Reading	70.7%	84.5%	0.0%	0.0%
Annual Growth ELA	70.1%	77.9%	0.0%	0.0%
Annual Growth Math	78.2%	87.2%	0.0%	0.0%
Annual Growth Science	67.3%	81.0%	0.0%	0.0%
4 Year Graduation	81.6%	113.4%	0.0%	0.0%
Attendance	83.1%	87.8%	0.0%	179.6%
Rigorous Courses	83.2%	120.6%	0.0%	0.0%
Advanced ELA	24.8%	18.6%	0.0%	0.0%
Advanced Math	27.7%	17.4%	0.0%	0.0%
Advanced Science	42.7%	29.2%	0.0%	0.0%
Industry Standards for Adv	10.2%	30.2%	0.0%	0.0%

District Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	4.60	4.08
Prof/Adv ELA	11.37	11.33
Prof/Adv Science	6.09	6.51
Industry Based Learning	1.42	2.34
Grade 3 Reading		
Annual Growth ELA	14.02	15.57
Annual Growth Math	7.82	8.72
Annual Growth Science	6.73	8.10
4 Year Graduation	2.04	2.83
Attendance	2.08	2.20
Rigorous Courses	2.08	3.02
Advanced ELA	0.50	0.37
Advanced Math		
Advanced Science	0.43	0.29
Industry Standards for Adv		

Brick & Mortar Charter	Dr Robert Ketterer CS Inc	107653040	AUN
------------------------	---------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	200	
Black/African American	41	20.5%
Hispanic	12	6.0%
White	134	67.0%
Other	13	6.5%
Economically Disadvantaged	180	90%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	18.2%	21.4%	0.0%	0.0%
Prof/Adv ELA	30.3%	35.7%	0.0%	0.0%
Prof/Adv Science	46.2%	47.8%	0.0%	0.0%
Industry Based Learning	57.5%	61.8%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	100.0%	100.0%	100.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	87.0%	100.0%	0.0%	0.0%
4 Year Graduation	71.4%	72.0%	0.0%	0.0%
Attendance	71.7%	76.5%	87.5%	0.0%
Rigorous Courses	25.0%	20.6%	0.0%	0.0%
Advanced ELA	6.1%	7.1%	0.0%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	3.8%	4.3%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	1.37	1.61
Prof/Adv ELA	4.55	5.36
Prof/Adv Science	3.47	3.59
Industry Based Learning	1.44	1.55
Grade 3 Reading		
Annual Growth ELA	20.00	20.00
Annual Growth Math	10.00	10.00
Annual Growth Science	8.70	10.00
4 Year Graduation	1.79	1.80
Attendance	1.79	1.91
Rigorous Courses	0.63	0.52
Advanced ELA	0.12	0.14
Advanced Math		
Advanced Science	0.04	0.04
Industry Standards for Adv		

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	59.2	65.3	0.0	0.0
Total Charter Index Score	53.9	56.5	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation	1.86	1.84	1.82
Attendance	1.88	1.82	1.77
Rigorous Courses	1.32	1.26	1.14
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12		0.06
Industry Standards for Adv			

Brick & Mortar Charter	Eastern University Academy Charter S	177518712	AUN
------------------------	--------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	274	
Black/African American	267	97.5%
Hispanic	3	1.1%
White	-	0.0%
Other	4	1.5%
Economically Disadvantaged	246	90%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	4.9%	4.4%	5.0%	0.0%
Prof/Adv ELA	32.4%	35.2%	32.0%	0.0%
Prof/Adv Science	21.5%	20.9%	21.5%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	71.3%	73.0%	71.7%	0.0%
Annual Growth Math	64.7%	65.3%	64.0%	0.0%
Annual Growth Science	88.0%	87.0%	87.0%	0.0%
4 Year Graduation	82.8%	82.7%	82.8%	0.0%
Attendance	92.0%	91.8%	91.9%	0.0%
Rigorous Courses	14.0%	12.5%	14.0%	0.0%
Advanced ELA	1.0%	1.1%	1.0%	0.0%
Advanced Math	1.0%	1.1%	1.0%	0.0%
Advanced Science	1.3%	0.0%	1.3%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.37	0.33	0.38
Prof/Adv ELA	4.86	5.28	4.80
Prof/Adv Science	1.61	1.57	1.61
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	14.26	14.60	14.34
Annual Growth Math	6.47	6.53	6.40
Annual Growth Science	8.80	8.70	8.70
4 Year Graduation	2.07	2.07	2.07
Attendance	2.30	2.30	2.30
Rigorous Courses	0.35	0.31	0.35
Advanced ELA	0.02	0.02	0.02
Advanced Math	0.01	0.01	0.01
Advanced Science	0.01		0.01
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.2	43.9	41.3	0.0
Total Charter Index Score	41.1	41.7	41.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Easton Area SD	120483302	AUN
----------	----------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	8,584	
Black/African American	1,507	17.6%
Hispanic	2,209	25.7%
White	3,998	46.6%
Other	870	10.1%
Economically Disadvantaged	4,108	48%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	41.2%	27.7%	21.8%	29.3%
Prof/Adv ELA	58.6%	43.9%	39.4%	47.9%
Prof/Adv Science	60.1%	46.2%	31.2%	44.6%
Industry Based Learning	22.5%	25.3%	21.9%	18.8%
Grade 3 Reading	54.6%	40.7%	36.5%	45.1%
Annual Growth ELA	72.6%	75.0%	71.3%	78.8%
Annual Growth Math	68.8%	68.2%	64.7%	65.3%
Annual Growth Science	69.9%	71.1%	63.4%	77.1%
4 Year Graduation	88.2%	80.1%	78.4%	87.1%
Attendance	91.1%	86.2%	87.2%	90.3%
Rigorous Courses	50.8%	39.1%	33.6%	36.2%
Advanced ELA	10.8%	5.2%	4.3%	6.0%
Advanced Math	13.7%	6.9%	6.1%	7.4%
Advanced Science	23.6%	13.5%	5.6%	12.6%
Industry Standards for Adv	7.3%	10.2%	4.2%	7.3%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.09	2.08	1.63	2.20
Prof/Adv ELA	8.80	6.59	5.92	7.18
Prof/Adv Science	4.51	3.46		
Industry Based Learning				
Grade 3 Reading	1.37	1.02	0.91	
Annual Growth ELA	14.52	15.00		
Annual Growth Math	6.88	6.82		
Annual Growth Science	6.99	7.11		
4 Year Graduation				
Attendance	2.28	2.15	2.18	2.26
Rigorous Courses				
Advanced ELA	0.22	0.10	0.09	0.12
Advanced Math	0.14	0.07	0.06	0.07
Advanced Science	0.24	0.14		
Industry Standards for Adv				

Brick & Mortar Charter	Easton Arts Academy Elementary CS	120486892	AUN
------------------------	-----------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	420	
Black/African American	140	33.3%
Hispanic	87	20.7%
White	185	44.1%
Other	8	1.9%
Economically Disadvantaged	273	65%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	38.4%	26.0%	34.1%	23.7%
Prof/Adv ELA	62.6%	52.6%	57.8%	60.5%
Prof/Adv Science	64.3%	51.6%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	62.9%	53.8%	66.7%	0.0%
Annual Growth ELA	73.0%	71.0%	0.0%	0.0%
Annual Growth Math	88.0%	78.0%	0.0%	0.0%
Annual Growth Science	53.0%	50.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	86.5%	84.6%	84.2%	87.5%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	12.2%	8.2%	13.3%	2.6%
Advanced Math	7.5%	5.2%	9.1%	2.6%
Advanced Science	21.4%	12.9%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.88	1.95	2.56	1.78
Prof/Adv ELA	9.39	7.89	8.67	9.08
Prof/Adv Science	4.82	3.87		
Industry Based Learning				
Grade 3 Reading	1.57	1.35	1.67	
Annual Growth ELA	14.60	14.20		
Annual Growth Math	8.80	7.80		
Annual Growth Science	5.30	5.00		
4 Year Graduation				
Attendance	2.16	2.12	2.11	2.19
Rigorous Courses				
Advanced ELA	0.24	0.16	0.27	0.05
Advanced Math	0.08	0.05	0.09	0.03
Advanced Science	0.21	0.13		
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	49.0	44.5	10.8	11.8
Total Charter Index Score	50.1	44.5	15.4	13.1

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pittsburgh SD	102027451	AUN
----------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	22,567	
Black/African American	11,671	51.7%
Hispanic	848	3.8%
White	7,201	31.9%
Other	2,847	12.6%
Economically Disadvantaged	15,443	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	34.2%	24.2%	19.8%	25.0%
Prof/Adv ELA	50.6%	41.2%	36.4%	34.8%
Prof/Adv Science	49.9%	41.2%	34.3%	IS
Industry Based Learning	20.4%	23.4%	22.3%	5.0%
Grade 3 Reading	51.7%	43.5%	36.1%	IS
Annual Growth ELA	74.6%	74.0%	71.0%	80.0%
Annual Growth Math	67.1%	68.9%	67.3%	75.0%
Annual Growth Science	61.0%	60.6%	58.9%	52.0%
4 Year Graduation	83.6%	79.3%	81.4%	IS
Attendance	74.1%	71.6%	69.4%	76.4%
Rigorous Courses	69.8%	62.2%	59.6%	70.0%
Advanced ELA	12.7%	6.6%	5.1%	6.0%
Advanced Math	11.5%	5.5%	3.8%	9.5%
Advanced Science	18.4%	10.3%	7.3%	IS
Industry Standards for Adv	3.9%	3.6%	3.0%	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.57	1.81	1.49	
Prof/Adv ELA	7.60	6.17	5.46	
Prof/Adv Science	3.74	3.09	2.57	
Industry Based Learning				
Grade 3 Reading	1.29	1.09		
Annual Growth ELA	14.91	14.79	14.21	
Annual Growth Math	6.71	6.89	6.73	
Annual Growth Science	6.10	6.06	5.89	
4 Year Graduation				
Attendance	1.85	1.79	1.74	1.91
Rigorous Courses				
Advanced ELA	0.25	0.13	0.10	
Advanced Math	0.11	0.05	0.04	
Advanced Science	0.18	0.10	0.07	
Industry Standards for Adv				

Brick & Mortar Charter	Environmental Charter School at Frick	199025446	AUN
------------------------	---------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	674	
Black/African American	97	14.4%
Hispanic	20	3.0%
White	482	71.5%
Other	75	11.1%
Economically Disadvantaged	205	30%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	52.6%	26.9%	16.2%	0.0%
Prof/Adv ELA	73.1%	51.4%	41.9%	0.0%
Prof/Adv Science	83.2%	65.3%	50.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	77.6%	52.6%	0.0%	0.0%
Annual Growth ELA	87.0%	78.0%	77.0%	0.0%
Annual Growth Math	75.0%	57.3%	69.6%	0.0%
Annual Growth Science	85.5%	76.0%	73.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	92.1%	85.1%	84.7%	100.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	26.7%	14.6%	8.1%	0.0%
Advanced Math	19.4%	11.0%	10.8%	0.0%
Advanced Science	44.3%	30.6%	11.5%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.95	2.02	1.22	
Prof/Adv ELA	10.97	7.71	6.29	
Prof/Adv Science	6.24	4.90	3.75	
Industry Based Learning				
Grade 3 Reading	1.94	1.32		
Annual Growth ELA	17.40	15.60	15.40	
Annual Growth Math	7.50	5.73	6.96	
Annual Growth Science	8.55	7.60	7.30	
4 Year Graduation				
Attendance	2.30	2.13	2.12	2.50
Rigorous Courses				
Advanced ELA	0.53	0.29	0.16	
Advanced Math	0.19	0.11	0.11	
Advanced Science	0.44	0.31	0.12	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	45.3	42.0	38.3	1.9
Total Charter Index Score	60.0	47.7	43.4	2.5

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Erie City SD	105252602	AUN
----------	--------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	10,773	
Black/African American	3,632	33.7%
Hispanic	1,336	12.4%
White	4,225	39.2%
Other	1,580	14.7%
Economically Disadvantaged	8,047	75%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	28.4%	21.9%	16.6%	30.8%
Prof/Adv ELA	39.1%	32.8%	25.2%	51.8%
Prof/Adv Science	46.0%	41.4%	29.9%	-222.7%
Industry Based Learning	24.4%	28.1%	13.0%	-20.1%
Grade 3 Reading	34.2%	31.0%	17.6%	-5.2%
Annual Growth ELA	65.8%	68.9%	61.5%	1327.7%
Annual Growth Math	68.8%	69.1%	64.4%	1411.7%
Annual Growth Science	63.3%	64.4%	59.0%	-8550.1%
4 Year Graduation	72.7%	74.7%	57.9%	-55.5%
Attendance	71.4%	69.7%	61.4%	105.3%
Rigorous Courses	53.1%	44.8%	17.7%	-26.9%
Advanced ELA	5.8%	3.8%	2.6%	10.7%
Advanced Math	8.7%	5.4%	2.4%	10.9%
Advanced Science	14.0%	10.2%	8.3%	-3.6%
Industry Standards for Adv	10.1%	6.1%	3.6%	-1.3%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.13	1.64	1.25	2.31
Prof/Adv ELA	5.87	4.92	3.77	7.78
Prof/Adv Science	3.45	3.11	2.24	
Industry Based Learning				
Grade 3 Reading	0.86	0.77	0.44	
Annual Growth ELA	13.17	13.78	12.30	
Annual Growth Math	6.88	6.91	6.44	
Annual Growth Science	6.33	6.44	5.90	
4 Year Graduation				
Attendance	1.79	1.74	1.54	2.63
Rigorous Courses				
Advanced ELA	0.12	0.08	0.05	0.21
Advanced Math	0.09	0.05	0.02	
Advanced Science	0.14	0.10	0.08	
Industry Standards for Adv				

Brick & Mortar Charter	Erie Rise Leadership Academy Charter	105257512	AUN
------------------------	--------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	434	
Black/African American	267	61.5%
Hispanic	72	16.6%
White	30	6.9%
Other	65	15.0%
Economically Disadvantaged	434	100%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	8.3%	8.3%	8.8%	6.7%
Prof/Adv ELA	19.0%	19.0%	16.9%	20.0%
Prof/Adv Science	41.3%	41.3%	34.7%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	39.0%	39.0%	30.4%	0.0%
Annual Growth ELA	78.0%	78.0%	71.0%	0.0%
Annual Growth Math	80.0%	80.0%	91.0%	0.0%
Annual Growth Science	75.0%	75.0%	75.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	49.6%	51.4%	55.0%	38.2%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	2.0%	2.0%	2.0%	4.4%
Advanced Math	1.6%	1.6%	2.0%	0.0%
Advanced Science	2.7%	2.7%	4.1%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.62	0.62	0.66	0.50
Prof/Adv ELA	2.85	2.85	2.54	3.00
Prof/Adv Science	3.10	3.10	2.60	
Industry Based Learning				
Grade 3 Reading	0.98	0.98	0.76	
Annual Growth ELA	15.60	15.60	14.20	
Annual Growth Math	8.00	8.00	9.10	
Annual Growth Science	7.50	7.50	7.55	
4 Year Graduation				
Attendance	1.24	1.29	1.38	0.96
Rigorous Courses				
Advanced ELA	0.04	0.04	0.04	0.09
Advanced Math	0.02	0.02	0.02	
Advanced Science	0.03	0.03	0.04	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	40.8	39.5	34.0	12.9
Total Charter Index Score	40.0	40.0	38.9	4.5

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60		2.22
Industry Based Learning	0.61			0.93
Grade 3 Reading				
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66		
Annual Growth Science	6.38	6.39		6.30
4 Year Graduation	1.86	1.84		1.65
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26		1.32
Advanced ELA	0.17	0.11		0.09
Advanced Math	0.09	0.07		0.04
Advanced Science	0.12	0.09		0.06
Industry Standards for Adv				

Brick & Mortar Charter	Esperanza Academy Charter School	126513440	AUN
------------------------	----------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,566	
Black/African American	65	4.2%
Hispanic	1,496	95.5%
White	5	0.3%
Other	-	0.0%
Economically Disadvantaged	1,338	85%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	13.6%	13.1%	6.3%	13.8%
Prof/Adv ELA	39.5%	39.5%	34.4%	39.7%
Prof/Adv Science	33.1%	34.6%	0.0%	33.1%
Industry Based Learning	0.6%	0.0%	0.0%	0.6%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	100.0%	100.0%	92.0%	100.0%
Annual Growth Math	100.0%	100.0%	0.0%	100.0%
Annual Growth Science	100.0%	100.0%	0.0%	100.0%
4 Year Graduation	92.8%	92.5%	0.0%	92.6%
Attendance	76.9%	77.0%	73.1%	77.0%
Rigorous Courses	47.2%	47.6%	0.0%	47.7%
Advanced ELA	3.3%	3.4%	0.0%	3.5%
Advanced Math	2.3%	2.1%	0.0%	2.4%
Advanced Science	5.6%	5.2%	0.0%	5.8%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.02	0.98	0.47	1.04
Prof/Adv ELA	5.93	5.93	5.16	5.96
Prof/Adv Science	2.48	2.60		2.48
Industry Based Learning	0.02			0.02
Grade 3 Reading				
Annual Growth ELA	20.00	20.00	18.40	20.00
Annual Growth Math	10.00	10.00		10.00
Annual Growth Science	10.00	10.00		10.00
4 Year Graduation	2.32	2.31		2.32
Attendance	1.92	1.93	1.83	1.93
Rigorous Courses	1.18	1.19		1.19
Advanced ELA	0.07	0.07		0.07
Advanced Math	0.02	0.02		0.02
Advanced Science	0.06	0.05		0.06
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.9	44.0	22.3	43.1
Total Charter Index Score	55.0	55.1	25.9	55.1



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52		1.27
Prof/Adv ELA	5.76	4.88		4.28
Prof/Adv Science	2.93	2.60		2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68		0.59
Annual Growth ELA	16.09	15.79		15.66
Annual Growth Math	7.69	7.66		
Annual Growth Science	6.38	6.39		6.30
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11		0.09
Advanced Math	0.09	0.07		0.04
Advanced Science	0.12	0.09		0.06
Industry Standards for Adv				

Brick & Mortar Charter	Eugenio Maria De Hostos CS	126513100	AUN
------------------------	----------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	504	
Black/African American	25	5.0%
Hispanic	460	91.3%
White	1	0.2%
Other	18	3.6%
Economically Disadvantaged	349	69%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	37.8%	36.5%	0.0%	37.0%
Prof/Adv ELA	58.0%	53.6%	0.0%	57.6%
Prof/Adv Science	53.9%	52.6%	0.0%	52.4%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	68.0%	66.7%	0.0%	69.6%
Annual Growth ELA	89.0%	83.0%	0.0%	89.0%
Annual Growth Math	100.0%	100.0%	0.0%	100.0%
Annual Growth Science	59.0%	56.0%	0.0%	58.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	88.4%	85.5%	90.9%	87.9%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	12.2%	11.6%	0.0%	12.0%
Advanced Math	12.2%	12.9%	0.0%	11.4%
Advanced Science	9.6%	3.9%	0.0%	8.7%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.84	2.74		2.78
Prof/Adv ELA	8.70	8.04		8.64
Prof/Adv Science	4.04	3.95		3.93
Industry Based Learning				
Grade 3 Reading	1.70	1.67		1.74
Annual Growth ELA	17.80	16.60		17.80
Annual Growth Math	10.00	10.00		10.00
Annual Growth Science	5.90	5.60		5.80
4 Year Graduation				
Attendance	2.21	2.14	2.27	2.20
Rigorous Courses				
Advanced ELA	0.24	0.23		0.24
Advanced Math	0.12	0.13		0.11
Advanced Science	0.10	0.04		0.09
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	1.8	39.8
Total Charter Index Score	53.6	51.1	2.3	53.3

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pocono Mountain SD	120455403	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	8,825	
Black/African American	2,223	25.2%
Hispanic	2,339	26.5%
White	3,894	44.1%
Other	369	4.2%
Economically Disadvantaged	5,365	61%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	50.0%	42.3%	39.5%	44.0%
Prof/Adv ELA	58.0%	50.5%	49.0%	52.3%
Prof/Adv Science	66.3%	60.5%	53.4%	62.3%
Industry Based Learning	28.1%	27.6%	20.8%	23.2%
Grade 3 Reading	58.4%	51.2%	51.0%	54.8%
Annual Growth ELA	77.0%	72.4%	74.7%	77.0%
Annual Growth Math	94.0%	85.6%	75.0%	86.8%
Annual Growth Science	88.0%	78.1%	76.3%	83.8%
4 Year Graduation	92.6%	91.5%	94.0%	90.8%
Attendance	70.0%	64.6%	70.8%	65.7%
Rigorous Courses	43.1%	36.5%	24.6%	38.0%
Advanced ELA	9.0%	5.6%	5.8%	6.2%
Advanced Math	17.6%	12.5%	10.5%	13.6%
Advanced Science	27.9%	21.0%	17.2%	22.1%
Industry Standards for Adv	9.2%	9.9%	5.1%	9.0%

District Weighted Index Score for data elements with sufficient sample size	
Prof/Adv Math	3.75
Prof/Adv ELA	8.70
Prof/Adv Science	4.97
Industry Based Learning	
Grade 3 Reading	
Annual Growth ELA	15.41
Annual Growth Math	9.40
Annual Growth Science	8.80
4 Year Graduation	
Attendance	1.75
Rigorous Courses	
Advanced ELA	0.18
Advanced Math	0.18
Advanced Science	0.28
Industry Standards for Adv	

Brick & Mortar Charter	Evergreen Community CS	120450003	AUN
------------------------	------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	102	
Black/African American	15	14.7%
Hispanic	2	2.0%
White	83	81.4%
Other	2	2.0%
Economically Disadvantaged	-	0%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	48.1%	0.0%	0.0%	0.0%
Prof/Adv ELA	82.7%	0.0%	0.0%	0.0%
Prof/Adv Science	65.4%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	82.5%	0.0%	0.0%	0.0%
Annual Growth Math	74.5%	0.0%	0.0%	0.0%
Annual Growth Science	75.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	86.3%	0.0%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	11.5%	0.0%	0.0%	0.0%
Advanced Math	11.5%	0.0%	0.0%	0.0%
Advanced Science	23.1%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size	
Prof/Adv Math	3.61
Prof/Adv ELA	12.41
Prof/Adv Science	4.91
Industry Based Learning	
Grade 3 Reading	
Annual Growth ELA	16.50
Annual Growth Math	7.45
Annual Growth Science	7.50
4 Year Graduation	
Attendance	2.16
Rigorous Courses	
Advanced ELA	0.23
Advanced Math	0.12
Advanced Science	0.23
Industry Standards for Adv	

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	53.4	0.0	0.0	0.0
Total Charter Index Score	55.1	0.0	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Allentown City SD	121390302	AUN
----------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	16,821	
Black/African American	2,329	13.8%
Hispanic	12,111	72.0%
White	1,510	9.0%
Other	871	5.2%
Economically Disadvantaged	12,919	77%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	23.4%	21.9%	22.6%	20.8%
Prof/Adv ELA	35.9%	34.5%	34.7%	32.8%
Prof/Adv Science	39.2%	38.0%	30.6%	35.9%
Industry Based Learning	27.9%	32.6%	30.9%	29.2%
Grade 3 Reading	34.8%	33.6%	44.7%	32.0%
Annual Growth ELA	72.2%	72.6%	70.1%	73.5%
Annual Growth Math	63.4%	65.5%	64.3%	63.3%
Annual Growth Science	59.3%	59.4%	58.6%	60.8%
4 Year Graduation	72.9%	73.8%	69.6%	71.9%
Attendance	75.8%	75.4%	72.8%	75.5%
Rigorous Courses	40.5%	38.6%	40.0%	36.4%
Advanced ELA	5.6%	5.3%	4.3%	4.5%
Advanced Math	5.0%	4.6%	4.1%	4.1%
Advanced Science	9.4%	8.5%	7.8%	7.6%
Industry Standards for Adv	4.9%	6.4%	6.3%	5.1%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.76	1.65	1.69	1.56
Prof/Adv ELA	5.39	5.18	5.21	4.92
Prof/Adv Science	2.94	2.85	2.30	2.69
Industry Based Learning	0.70	0.82		0.73
Grade 3 Reading	0.87	0.84	1.12	0.80
Annual Growth ELA	14.45	14.53	14.02	14.70
Annual Growth Math	6.34	6.55	6.43	6.33
Annual Growth Science	5.93	5.94	5.86	6.08
4 Year Graduation				
Attendance	1.89	1.89	1.82	1.89
Rigorous Courses	1.01	0.97		0.91
Advanced ELA	0.11	0.11	0.09	0.09
Advanced Math	0.05	0.05	0.04	0.04
Advanced Science	0.09	0.08	0.08	0.08
Industry Standards for Adv				

Brick & Mortar Charter	Executive Education Academy Charter	121398065	AUN
------------------------	-------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,307	
Black/African American	238	18.2%
Hispanic	960	73.5%
White	74	5.7%
Other	35	2.7%
Economically Disadvantaged	853	65%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	17.2%	15.4%	17.9%	15.4%
Prof/Adv ELA	42.8%	40.6%	44.4%	40.5%
Prof/Adv Science	44.9%	42.6%	41.8%	43.5%
Industry Based Learning	81.6%	79.0%	0.0%	80.4%
Grade 3 Reading	46.2%	44.3%	50.0%	40.8%
Annual Growth ELA	76.0%	78.0%	65.0%	78.0%
Annual Growth Math	57.5%	69.2%	65.0%	61.7%
Annual Growth Science	71.0%	74.0%	73.3%	69.3%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	85.8%	83.3%	91.1%	84.9%
Rigorous Courses	25.0%	24.6%	0.0%	25.0%
Advanced ELA	3.5%	3.9%	5.6%	3.2%
Advanced Math	2.5%	2.6%	2.4%	2.4%
Advanced Science	11.1%	9.8%	14.5%	8.9%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.29	1.16	1.34	1.16
Prof/Adv ELA	6.42	6.09	6.66	6.08
Prof/Adv Science	3.37	3.20	3.14	3.26
Industry Based Learning	2.04	1.98		2.01
Grade 3 Reading	1.16	1.11	1.25	1.02
Annual Growth ELA	15.20	15.60	13.00	15.60
Annual Growth Math	5.75	6.92	6.50	6.17
Annual Growth Science	7.10	7.40	7.33	6.93
4 Year Graduation				
Attendance	2.15	2.08	2.28	2.12
Rigorous Courses	0.63	0.62		0.63
Advanced ELA	0.07	0.08	0.11	0.06
Advanced Math	0.03	0.03	0.02	0.02
Advanced Science	0.11	0.10	0.15	0.09
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	41.5	41.4	38.7	40.8
Total Charter Index Score	45.3	46.3	41.8	45.1

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Carbondale Area SD	119351303	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,487	
Black/African American	57	3.8%
Hispanic	160	10.8%
White	1,202	80.8%
Other	68	4.6%
Economically Disadvantaged	889	60%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	29.5%	24.5%	IS	17.6%
Prof/Adv ELA	56.9%	52.2%	IS	48.2%
Prof/Adv Science	60.4%	56.5%	IS	IS
Industry Based Learning	13.4%	17.0%	IS	IS
Grade 3 Reading	50.0%	46.3%	IS	IS
Annual Growth ELA	71.9%	73.1%	IS	79.0%
Annual Growth Math	61.2%	57.5%	IS	77.0%
Annual Growth Science	68.0%	73.6%	IS	IS
4 Year Graduation	91.6%	87.1%	IS	IS
Attendance	71.8%	65.6%	72.3%	60.6%
Rigorous Courses	48.5%	37.3%	IS	IS
Advanced ELA	11.2%	8.7%	IS	6.6%
Advanced Math	7.5%	5.4%	IS	8.8%
Advanced Science	17.9%	15.5%	IS	IS
Industry Standards for Adv	7.2%	10.2%	IS	IS

District Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	2.21	1.83
Prof/Adv ELA	8.54	7.83
Prof/Adv Science	4.53	
Industry Based Learning		
Grade 3 Reading		
Annual Growth ELA	14.37	
Annual Growth Math	6.12	
Annual Growth Science		
4 Year Graduation		
Attendance	1.79	1.64
Rigorous Courses		
Advanced ELA	0.22	0.17
Advanced Math	0.07	0.05
Advanced Science	0.18	
Industry Standards for Adv		

Brick & Mortar Charter	Fell CS	119350001	AUN
------------------------	---------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	159	
Black/African American	8	5.0%
Hispanic	7	4.4%
White	143	89.9%
Other	1	0.6%
Economically Disadvantaged	103	65%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	35.2%	29.6%	0.0%	0.0%
Prof/Adv ELA	65.9%	61.1%	0.0%	0.0%
Prof/Adv Science	87.0%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	71.0%	0.0%	0.0%	0.0%
Annual Growth Math	73.0%	0.0%	0.0%	0.0%
Annual Growth Science	0.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	81.8%	79.0%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	10.2%	9.3%	0.0%	0.0%
Advanced Math	6.8%	3.7%	0.0%	0.0%
Advanced Science	26.1%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	2.64	2.22
Prof/Adv ELA	9.89	9.17
Prof/Adv Science	6.53	
Industry Based Learning		
Grade 3 Reading		
Annual Growth ELA	14.20	
Annual Growth Math	7.30	
Annual Growth Science		
4 Year Graduation		
Attendance	2.05	1.98
Rigorous Courses		
Advanced ELA	0.20	0.19
Advanced Math	0.07	0.04
Advanced Science	0.26	
Industry Standards for Adv		

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	38.0	11.5	0.0	0.0
Total Charter Index Score	43.1	13.6	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	0.59
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	7.51
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation	1.86	1.84	1.82	
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	1.32
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	First Philadelphia Preparatory Charter	100510000	AUN
------------------------	--	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,859	
Black/African American	797	42.9%
Hispanic	557	30.0%
White	223	12.0%
Other	282	15.2%
Economically Disadvantaged	1,231	66%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	13.0%	10.2%	8.0%	13.1%
Prof/Adv ELA	35.6%	31.5%	27.8%	38.2%
Prof/Adv Science	35.9%	32.7%	30.3%	35.6%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	28.8%	23.3%	16.7%	39.0%
Annual Growth ELA	70.8%	69.8%	58.0%	80.2%
Annual Growth Math	67.5%	68.5%	71.5%	70.7%
Annual Growth Science	59.3%	61.7%	62.3%	69.0%
4 Year Graduation	88.1%	94.6%	93.3%	0.0%
Attendance	80.8%	77.4%	83.4%	80.4%
Rigorous Courses	16.2%	16.3%	3.8%	30.8%
Advanced ELA	4.4%	2.8%	3.7%	2.4%
Advanced Math	2.3%	1.0%	1.1%	1.8%
Advanced Science	4.8%	2.8%	4.5%	2.5%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.98	0.77	0.60	0.98
Prof/Adv ELA	5.34	4.73	4.17	5.73
Prof/Adv Science	2.69	2.45	2.27	2.67
Industry Based Learning				
Grade 3 Reading	0.72	0.58	0.42	0.98
Annual Growth ELA	14.16	13.96	11.60	16.04
Annual Growth Math	6.75	6.85	7.15	7.07
Annual Growth Science	5.93	6.17	6.23	6.90
4 Year Graduation	2.20	2.37	2.33	
Attendance	2.02	1.94	2.09	2.01
Rigorous Courses	0.41	0.41	0.10	0.77
Advanced ELA	0.09	0.06	0.07	0.05
Advanced Math	0.02	0.01	0.01	0.02
Advanced Science	0.05	0.03	0.05	0.03
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	47.1	44.7	41.9	41.2
Total Charter Index Score	41.4	40.3	37.1	43.2

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60		
Industry Based Learning				
Grade 3 Reading	0.83	0.68		
Annual Growth ELA	16.09	15.79		
Annual Growth Math	7.69	7.66		
Annual Growth Science	6.38	6.39		
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09		
Industry Standards for Adv				

Brick & Mortar Charter	Folk Arts-Cultural Treasures CS	126510021	AUN
------------------------	---------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	511	
Black/African American	61	11.9%
Hispanic	23	4.5%
White	34	6.7%
Other	393	76.9%
Economically Disadvantaged	295	58%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	56.6%	49.0%	22.7%	0.0%
Prof/Adv ELA	68.0%	62.1%	43.2%	0.0%
Prof/Adv Science	80.9%	77.3%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	68.5%	62.5%	0.0%	0.0%
Annual Growth ELA	98.0%	88.0%	0.0%	0.0%
Annual Growth Math	84.0%	81.0%	0.0%	0.0%
Annual Growth Science	81.5%	82.5%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	94.9%	93.8%	87.3%	85.7%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	19.3%	13.1%	6.8%	0.0%
Advanced Math	24.4%	16.5%	2.3%	0.0%
Advanced Science	43.6%	36.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	4.25	3.68	1.70	
Prof/Adv ELA	10.20	9.32	6.48	
Prof/Adv Science	6.07	5.80		
Industry Based Learning				
Grade 3 Reading	1.71	1.56		
Annual Growth ELA	19.60	17.60		
Annual Growth Math	8.40	8.10		
Annual Growth Science	8.15	8.25		
4 Year Graduation				
Attendance	2.37	2.35	2.18	2.14
Rigorous Courses				
Advanced ELA	0.39	0.26	0.14	
Advanced Math	0.24	0.17	0.02	
Advanced Science	0.44	0.36		
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	7.6	1.8
Total Charter Index Score	61.8	57.4	10.5	2.1

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60		
Industry Based Learning				
Grade 3 Reading	0.83	0.68		
Annual Growth ELA	16.09	15.79		
Annual Growth Math	7.69	7.66		
Annual Growth Science	6.38	6.39		
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09		
Industry Standards for Adv				

Brick & Mortar Charter	Franklin Towne Charter Elementary Sc	147513703	AUN
------------------------	--------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	948	
Black/African American	48	5.1%
Hispanic	84	8.9%
White	779	82.2%
Other	37	3.9%
Economically Disadvantaged	515	54%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	61.1%	52.3%	51.7%	47.5%
Prof/Adv ELA	71.3%	66.1%	62.1%	67.5%
Prof/Adv Science	74.7%	66.3%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	67.0%	70.9%	0.0%	0.0%
Annual Growth ELA	87.0%	83.0%	0.0%	0.0%
Annual Growth Math	75.0%	81.0%	0.0%	0.0%
Annual Growth Science	71.5%	71.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	97.1%	96.6%	97.7%	94.6%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	20.9%	14.3%	13.8%	17.5%
Advanced Math	24.1%	16.2%	17.2%	12.5%
Advanced Science	33.8%	22.4%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	4.58	3.92	3.88	3.56
Prof/Adv ELA	10.70	9.92	9.32	10.13
Prof/Adv Science	5.60	4.97		
Industry Based Learning				
Grade 3 Reading	1.68	1.77		
Annual Growth ELA	17.40	16.60		
Annual Growth Math	7.50	8.10		
Annual Growth Science	7.15	7.10		
4 Year Graduation				
Attendance	2.43	2.42	2.44	2.37
Rigorous Courses				
Advanced ELA	0.42	0.29	0.28	0.35
Advanced Math	0.24	0.16	0.17	0.13
Advanced Science	0.34	0.22		
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	7.6	7.5
Total Charter Index Score	58.0	55.5	16.1	16.5

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39		6.30
4 Year Graduation	1.86		1.82	1.65
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26		1.32
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	Franklin Towne CHS	126513450	AUN
------------------------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,222	
Black/African American	129	10.6%
Hispanic	233	19.1%
White	803	65.7%
Other	57	4.7%
Economically Disadvantaged	780	64%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	94.7%	94.2%	95.0%	96.2%
Prof/Adv ELA	94.0%	95.8%	95.0%	94.2%
Prof/Adv Science	81.3%	81.2%	70.0%	82.7%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	100.0%	100.0%	100.0%	100.0%
Annual Growth Math	100.0%	100.0%	100.0%	100.0%
Annual Growth Science	100.0%	100.0%	0.0%	100.0%
4 Year Graduation	94.7%	0.0%	88.9%	95.9%
Attendance	95.6%	97.5%	94.7%	96.7%
Rigorous Courses	35.1%	38.8%	0.0%	44.7%
Advanced ELA	8.5%	8.9%	10.0%	7.7%
Advanced Math	43.7%	43.5%	20.0%	50.0%
Advanced Science	18.7%	18.3%	5.0%	17.3%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	7.10	7.07	7.13	7.22
Prof/Adv ELA	14.10	14.37	14.25	14.13
Prof/Adv Science	6.10	6.09	5.25	6.20
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	20.00	20.00	20.00	20.00
Annual Growth Math	10.00	10.00	10.00	10.00
Annual Growth Science	10.00	10.00		10.00
4 Year Graduation	2.37		2.22	2.40
Attendance	2.39	2.44	2.37	2.42
Rigorous Courses	0.88	0.97		1.12
Advanced ELA	0.17	0.18	0.20	0.15
Advanced Math	0.44	0.44	0.20	0.50
Advanced Science	0.19	0.18	0.05	0.17
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.2	42.2	33.8	42.2
Total Charter Index Score	73.7	71.7	61.7	74.3



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Frederick Douglass Mastery Charter Si	126518547	AUN
------------------------	---------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	729	
Black/African American	707	97.0%
Hispanic	15	2.1%
White	1	0.1%
Other	6	0.8%
Economically Disadvantaged	695	95%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	13.4%	13.5%	13.7%	0.0%
Prof/Adv ELA	30.2%	30.4%	30.3%	0.0%
Prof/Adv Science	49.3%	49.6%	50.4%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	23.6%	23.9%	22.5%	0.0%
Annual Growth ELA	100.0%	100.0%	100.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	78.0%	78.0%	79.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	59.5%	59.9%	59.5%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	4.1%	4.2%	4.2%	0.0%
Advanced Math	2.5%	2.4%	2.6%	0.0%
Advanced Science	6.4%	6.7%	6.6%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.01	1.01	1.03
Prof/Adv ELA	4.53	4.56	4.55
Prof/Adv Science	3.70	3.72	3.78
Industry Based Learning			
Grade 3 Reading	0.59	0.60	0.56
Annual Growth ELA	20.00	20.00	20.00
Annual Growth Math	10.00	10.00	10.00
Annual Growth Science	7.80	7.80	7.90
4 Year Graduation			
Attendance	1.49	1.50	1.49
Rigorous Courses			
Advanced ELA	0.08	0.08	0.08
Advanced Math	0.03	0.02	0.03
Advanced Science	0.06	0.07	0.07
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	49.3	49.4	49.5	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning	0.61	0.70	0.60	
Grade 3 Reading				
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation	1.86	1.84	1.82	
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Freire CS	126513270	AUN
------------------------	-----------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	995	
Black/African American	929	93.4%
Hispanic	22	2.2%
White	2	0.2%
Other	42	4.2%
Economically Disadvantaged	774	78%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	24.3%	24.6%	23.6%	0.0%
Prof/Adv ELA	52.5%	51.7%	52.4%	0.0%
Prof/Adv Science	35.2%	31.5%	33.0%	0.0%
Industry Based Learning	54.1%	52.2%	53.6%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	90.0%	90.0%	90.0%	0.0%
Annual Growth Math	94.8%	95.0%	94.8%	0.0%
Annual Growth Science	77.5%	76.5%	80.0%	0.0%
4 Year Graduation	90.9%	87.0%	90.2%	0.0%
Attendance	84.8%	84.3%	85.6%	70.8%
Rigorous Courses	42.4%	43.5%	42.9%	0.0%
Advanced ELA	6.0%	5.9%	5.8%	0.0%
Advanced Math	4.2%	3.4%	4.3%	0.0%
Advanced Science	5.2%	5.6%	5.2%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.82	1.85	1.77	
Prof/Adv ELA	7.88	7.76	7.86	
Prof/Adv Science	2.64	2.36	2.48	
Industry Based Learning	1.35	1.31	1.34	
Grade 3 Reading				
Annual Growth ELA	18.00	18.00	18.00	
Annual Growth Math	9.48	9.50	9.48	
Annual Growth Science	7.75	7.65	8.00	
4 Year Graduation	2.27	2.18	2.26	
Attendance	2.12	2.11	2.14	1.77
Rigorous Courses	1.06	1.09	1.07	
Advanced ELA	0.12	0.12	0.12	
Advanced Math	0.04	0.03	0.04	
Advanced Science	0.05	0.06	0.05	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.9	44.7	41.9	1.8
Total Charter Index Score	54.6	54.0	54.6	1.8

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Gettysburg Area SD	112013753	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	3,089	
Black/African American	160	5.2%
Hispanic	418	13.5%
White	2,294	74.2%
Other	217	7.0%
Economically Disadvantaged	1,378	45%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	60.5%	49.2%	20.5%	67.7%
Prof/Adv ELA	72.5%	63.3%	66.8%	85.5%
Prof/Adv Science	76.9%	73.3%	0.0%	152.4%
Industry Based Learning	43.4%	53.7%	0.0%	-384.8%
Grade 3 Reading	63.6%	67.6%	0.0%	0.0%
Annual Growth ELA	73.3%	83.6%	96.1%	228.4%
Annual Growth Math	68.2%	80.4%	96.1%	220.3%
Annual Growth Science	78.5%	78.7%	0.0%	198.8%
4 Year Graduation	88.0%	120.5%	0.0%	-673.3%
Attendance	88.5%	93.3%	93.1%	128.9%
Rigorous Courses	69.7%	69.8%	0.0%	-577.2%
Advanced ELA	21.7%	13.7%	10.5%	18.0%
Advanced Math	29.4%	14.3%	3.4%	25.1%
Advanced Science	40.4%	23.8%	0.0%	50.9%
Industry Standards for Adv	15.7%	21.5%	0.0%	-137.7%

District Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	4.53	3.69
Prof/Adv ELA	10.87	9.50
Prof/Adv Science	5.77	
Industry Based Learning		
Grade 3 Reading	1.59	
Annual Growth ELA	14.67	
Annual Growth Math	6.82	
Annual Growth Science	7.85	
4 Year Graduation		
Attendance	2.21	2.33
Rigorous Courses		
Advanced ELA	0.43	0.27
Advanced Math	0.29	0.14
Advanced Science	0.40	
Industry Standards for Adv		

Brick & Mortar Charter	Gettysburg Montessori Charter Schoo	197010542	AUN
------------------------	-------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	223	
Black/African American	6	2.7%
Hispanic	2	0.9%
White	188	84.3%
Other	27	12.1%
Economically Disadvantaged	69	31%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	36.0%	34.5%	0.0%	0.0%
Prof/Adv ELA	57.4%	62.1%	0.0%	0.0%
Prof/Adv Science	69.0%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	56.7%	0.0%	0.0%	0.0%
Annual Growth ELA	73.0%	0.0%	0.0%	0.0%
Annual Growth Math	70.0%	0.0%	0.0%	0.0%
Annual Growth Science	77.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	87.4%	80.7%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	16.8%	17.2%	0.0%	0.0%
Advanced Math	10.0%	10.3%	0.0%	0.0%
Advanced Science	41.4%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	2.70	2.59
Prof/Adv ELA	8.61	9.32
Prof/Adv Science	5.18	
Industry Based Learning		
Grade 3 Reading	1.42	
Annual Growth ELA	14.60	
Annual Growth Math	7.00	
Annual Growth Science	7.70	
4 Year Graduation		
Attendance	2.19	2.02
Rigorous Courses		
Advanced ELA	0.34	0.34
Advanced Math	0.10	0.10
Advanced Science	0.41	
Industry Standards for Adv		

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	55.5	15.9	0.0	0.0
Total Charter Index Score	50.2	14.4	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pottsville Area SD	129546103	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	2,558	
Black/African American	200	7.8%
Hispanic	149	5.8%
White	2,130	83.3%
Other	79	3.1%
Economically Disadvantaged	1,585	62%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	48.8%	36.9%	22.4%	21.7%
Prof/Adv ELA	62.7%	52.2%	36.6%	45.2%
Prof/Adv Science	62.1%	55.6%	IS	IS
Industry Based Learning	17.9%	26.1%	IS	IS
Grade 3 Reading	60.1%	51.6%	IS	IS
Annual Growth ELA	76.7%	72.9%	70.0%	IS
Annual Growth Math	72.2%	73.0%	87.0%	IS
Annual Growth Science	73.1%	74.9%	IS	IS
4 Year Graduation	87.5%	75.9%	IS	IS
Attendance	76.2%	67.4%	73.9%	71.7%
Rigorous Courses	40.6%	39.1%	IS	IS
Advanced ELA	10.9%	7.1%	4.9%	14.4%
Advanced Math	15.1%	9.1%	6.7%	8.2%
Advanced Science	21.8%	16.1%	IS	IS
Industry Standards for Adv	8.7%	11.3%	IS	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.66	2.77		
Prof/Adv ELA	9.40	7.83		
Prof/Adv Science	4.66	4.17		
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	15.33	14.59		
Annual Growth Math	7.22			
Annual Growth Science	7.31			
4 Year Graduation				
Attendance	1.91	1.69		1.79
Rigorous Courses				
Advanced ELA	0.22	0.14		
Advanced Math	0.15	0.09		
Advanced Science	0.22	0.16		
Industry Standards for Adv				

Brick & Mortar Charter	Gillingham Charter School	129544907	AUN
------------------------	---------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	244	
Black/African American	8	3.3%
Hispanic	21	8.6%
White	203	83.2%
Other	12	4.9%
Economically Disadvantaged	165	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	21.9%	20.3%	0.0%	0.0%
Prof/Adv ELA	49.1%	43.9%	0.0%	0.0%
Prof/Adv Science	48.8%	46.7%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	69.4%	71.0%	0.0%	0.0%
Annual Growth Math	71.0%	0.0%	0.0%	0.0%
Annual Growth Science	74.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	67.9%	62.7%	0.0%	59.1%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	7.9%	7.3%	0.0%	0.0%
Advanced Math	8.8%	10.1%	0.0%	0.0%
Advanced Science	14.6%	13.3%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.64	1.52		
Prof/Adv ELA	7.37	6.59		
Prof/Adv Science	3.66	3.50		
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	13.88	14.20		
Annual Growth Math	7.10			
Annual Growth Science	7.40			
4 Year Graduation				
Attendance	1.70	1.57		1.48
Rigorous Courses				
Advanced ELA	0.16	0.15		
Advanced Math	0.09	0.10		
Advanced Science	0.15	0.13		
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	50.1	31.4	0.0	1.8
Total Charter Index Score	43.1	27.8	0.0	1.5

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Global Leadership Academy CS	126513380	AUN
------------------------	------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	708	
Black/African American	696	98.3%
Hispanic	3	0.4%
White	-	0.0%
Other	9	1.3%
Economically Disadvantaged	708	100%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	11.5%	11.5%	11.4%	0.0%
Prof/Adv ELA	33.0%	33.0%	32.6%	0.0%
Prof/Adv Science	42.6%	42.6%	42.6%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	23.7%	23.7%	22.7%	0.0%
Annual Growth ELA	73.0%	73.0%	73.0%	0.0%
Annual Growth Math	82.0%	82.0%	83.0%	0.0%
Annual Growth Science	64.5%	64.5%	64.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	81.9%	81.9%	81.9%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	3.3%	3.3%	3.3%	0.0%
Advanced Math	0.9%	0.9%	0.9%	0.0%
Advanced Science	4.7%	4.7%	4.7%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.86	0.86	0.86
Prof/Adv ELA	4.95	4.95	4.89
Prof/Adv Science	3.20	3.20	3.20
Industry Based Learning			
Grade 3 Reading	0.59	0.59	0.57
Annual Growth ELA	14.60	14.60	14.60
Annual Growth Math	8.20	8.20	8.30
Annual Growth Science	6.45	6.45	6.45
4 Year Graduation			
Attendance	2.05	2.05	2.05
Rigorous Courses			
Advanced ELA	0.07	0.07	0.07
Advanced Math	0.01	0.01	0.01
Advanced Science	0.05	0.05	0.05
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	41.0	41.0	41.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Global Leadership Academy CS Southv	126518004	AUN
------------------------	-------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	630	
Black/African American	625	99.2%
Hispanic	3	0.5%
White	1	0.2%
Other	1	0.1%
Economically Disadvantaged	628	100%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	4.2%	4.2%	4.0%	0.0%
Prof/Adv ELA	16.7%	16.6%	16.3%	0.0%
Prof/Adv Science	17.2%	16.5%	17.2%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	14.8%	14.8%	12.7%	0.0%
Annual Growth ELA	91.0%	91.0%	91.0%	0.0%
Annual Growth Math	73.0%	73.0%	73.0%	0.0%
Annual Growth Science	66.0%	66.0%	66.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	69.2%	69.2%	69.2%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	1.7%	1.7%	1.7%	0.0%
Advanced Math	0.2%	0.2%	0.2%	0.0%
Advanced Science	1.7%	1.7%	1.7%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.32	0.32	0.30
Prof/Adv ELA	2.51	2.49	2.45
Prof/Adv Science	1.29	1.24	1.29
Industry Based Learning			
Grade 3 Reading	0.37	0.37	0.32
Annual Growth ELA	18.20	18.20	18.20
Annual Growth Math	7.30	7.30	7.30
Annual Growth Science	6.60	6.60	6.60
4 Year Graduation			
Attendance	1.73	1.73	1.73
Rigorous Courses			
Advanced ELA	0.03	0.03	0.03
Advanced Math	0.00	0.00	0.00
Advanced Science	0.02	0.02	0.02
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	38.4	38.3	38.2	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60		
Industry Based Learning				
Grade 3 Reading	0.83			
Annual Growth ELA	16.09		14.79	
Annual Growth Math	7.69		7.27	
Annual Growth Science	6.38			
4 Year Graduation				
Attendance	1.88	1.82	1.77	
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09		
Industry Standards for Adv				

Brick & Mortar Charter	Green Woods CS	126510005	AUN
------------------------	----------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	662	
Black/African American	120	18.1%
Hispanic	12	1.8%
White	469	70.9%
Other	61	9.2%
Economically Disadvantaged	59	9%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	50.5%	31.6%	28.2%	0.0%
Prof/Adv ELA	68.9%	57.9%	53.8%	0.0%
Prof/Adv Science	71.4%	52.2%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	64.6%	0.0%	0.0%	0.0%
Annual Growth ELA	75.0%	0.0%	74.0%	0.0%
Annual Growth Math	59.0%	0.0%	60.0%	0.0%
Annual Growth Science	64.5%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	98.8%	97.6%	97.4%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	25.5%	19.3%	9.0%	0.0%
Advanced Math	23.0%	12.3%	6.4%	0.0%
Advanced Science	37.3%	13.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.79	2.37	2.12	
Prof/Adv ELA	10.34	8.69	8.07	
Prof/Adv Science	5.36	3.92		
Industry Based Learning				
Grade 3 Reading	1.62			
Annual Growth ELA	15.00		14.80	
Annual Growth Math	5.90		6.00	
Annual Growth Science	6.45			
4 Year Graduation				
Attendance	2.47	2.44	2.44	
Rigorous Courses				
Advanced ELA	0.51	0.39	0.18	
Advanced Math	0.23	0.12	0.06	
Advanced Science	0.37	0.13		
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	11.1	29.7	0.0
Total Charter Index Score	52.0	18.0	33.7	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Harambee Institute of Science and Tech	126512850	AUN
------------------------	--	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	525	
Black/African American	523	99.6%
Hispanic	-	0.0%
White	2	0.4%
Other	-	0.0%
Economically Disadvantaged	253	48%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	9.7%	9.5%	9.4%	0.0%
Prof/Adv ELA	35.1%	33.9%	34.9%	0.0%
Prof/Adv Science	47.1%	37.0%	45.6%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	37.5%	46.4%	39.1%	0.0%
Annual Growth ELA	84.0%	80.0%	81.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	76.0%	77.5%	72.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	87.2%	85.3%	87.2%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	4.1%	4.4%	4.4%	0.0%
Advanced Math	1.5%	1.1%	1.6%	0.0%
Advanced Science	7.8%	5.6%	7.8%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.73	0.71	0.71
Prof/Adv ELA	5.27	5.09	5.24
Prof/Adv Science	3.53	2.78	3.42
Industry Based Learning			
Grade 3 Reading	0.94	1.16	0.98
Annual Growth ELA	16.80	16.00	16.20
Annual Growth Math	10.00	10.00	10.00
Annual Growth Science	7.60	7.75	7.25
4 Year Graduation			
Attendance	2.18	2.13	2.18
Rigorous Courses			
Advanced ELA	0.08	0.09	0.09
Advanced Math	0.02	0.01	0.02
Advanced Science	0.08	0.06	0.08
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	47.2	45.8	46.1	0.0



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Bedford Area SD	108051003	AUN
----------	-----------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,780	
Black/African American	18	1.0%
Hispanic	3	0.2%
White	1,718	96.5%
Other	41	2.3%
Economically Disadvantaged	699	39%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	50.7%	38.2%	IS	IS
Prof/Adv ELA	61.0%	49.9%	IS	IS
Prof/Adv Science	69.1%	61.5%	IS	IS
Industry Based Learning	13.8%	13.7%	IS	IS
Grade 3 Reading	55.6%	46.6%	IS	IS
Annual Growth ELA	62.2%	68.5%	IS	IS
Annual Growth Math	69.8%	74.2%	IS	IS
Annual Growth Science	78.3%	77.6%	IS	IS
4 Year Graduation	91.4%	84.5%	IS	IS
Attendance	86.8%	79.2%	IS	IS
Rigorous Courses	57.9%	41.2%	IS	IS
Advanced ELA	11.9%	7.4%	IS	IS
Advanced Math	16.7%	7.7%	IS	IS
Advanced Science	26.6%	17.7%	IS	IS
Industry Standards for Adv	9.7%	5.9%	IS	IS

District Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	3.81	2.87
Prof/Adv ELA	9.16	7.48
Prof/Adv Science	5.19	4.61
Industry Based Learning		
Grade 3 Reading		
Annual Growth ELA	12.43	
Annual Growth Math	6.98	
Annual Growth Science	7.83	
4 Year Graduation	2.29	2.11
Attendance	2.17	1.98
Rigorous Courses		
Advanced ELA	0.24	0.15
Advanced Math	0.17	0.08
Advanced Science	0.27	0.18
Industry Standards for Adv		

Brick & Mortar Charter	HOPE for Hyndman CS	108057079	AUN
------------------------	---------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	167	
Black/African American	-	0.0%
Hispanic	1	0.6%
White	165	98.8%
Other	1	0.6%
Economically Disadvantaged	122	73%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	26.2%	16.1%	0.0%	0.0%
Prof/Adv ELA	49.4%	42.1%	0.0%	0.0%
Prof/Adv Science	48.9%	41.4%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	74.6%	0.0%	0.0%	0.0%
Annual Growth Math	74.6%	0.0%	0.0%	0.0%
Annual Growth Science	76.0%	0.0%	0.0%	0.0%
4 Year Graduation	94.3%	90.9%	0.0%	0.0%
Attendance	66.4%	59.1%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	7.1%	1.8%	0.0%	0.0%
Advanced Math	1.2%	1.8%	0.0%	0.0%
Advanced Science	17.8%	10.3%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	1.97	1.21
Prof/Adv ELA	7.41	6.32
Prof/Adv Science	3.67	3.11
Industry Based Learning		
Grade 3 Reading		
Annual Growth ELA	14.92	
Annual Growth Math	7.46	
Annual Growth Science	7.60	
4 Year Graduation	2.36	2.27
Attendance	1.66	1.48
Rigorous Courses		
Advanced ELA	0.14	0.04
Advanced Math	0.01	0.02
Advanced Science	0.18	0.10
Industry Standards for Adv		

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	50.5	19.5	0.0	0.0
Total Charter Index Score	47.4	14.5	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Reading SD	114067002	AUN
----------	------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	17,725	
Black/African American	1,339	7.6%
Hispanic	14,624	82.5%
White	824	4.6%
Other	938	5.3%
Economically Disadvantaged	16,498	93%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	17.9%	17.2%	22.2%	16.8%
Prof/Adv ELA	30.3%	29.2%	38.3%	28.4%
Prof/Adv Science	38.7%	37.1%	41.5%	36.2%
Industry Based Learning	18.1%	17.5%	24.6%	17.0%
Grade 3 Reading	27.2%	26.0%	0.0%	23.3%
Annual Growth ELA	77.4%	76.7%	93.7%	76.1%
Annual Growth Math	81.7%	80.0%	94.7%	79.8%
Annual Growth Science	57.0%	56.4%	99.1%	57.8%
4 Year Graduation	59.4%	60.2%	138.3%	53.6%
Attendance	74.2%	73.0%	84.3%	72.2%
Rigorous Courses	33.7%	32.4%	56.6%	31.3%
Advanced ELA	2.8%	2.6%	5.2%	2.4%
Advanced Math	2.6%	2.5%	3.9%	2.2%
Advanced Science	6.2%	5.5%	-3.9%	5.0%
Industry Standards for Adv	7.6%	7.3%	11.4%	7.0%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.35	1.29		1.26
Prof/Adv ELA	4.55	4.39		4.27
Prof/Adv Science	2.90	2.78		2.72
Industry Based Learning	0.45			0.42
Grade 3 Reading				
Annual Growth ELA	15.49			15.21
Annual Growth Math	8.17			7.98
Annual Growth Science	5.70			5.78
4 Year Graduation	1.49	1.50		1.34
Attendance	1.86	1.83	2.11	1.80
Rigorous Courses				
Advanced ELA				
Advanced Math	0.03			
Advanced Science				
Industry Standards for Adv				

Brick & Mortar Charter	I-LEAD Charter School	114060392	AUN
------------------------	-----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	380	
Black/African American	13	3.4%
Hispanic	348	91.6%
White	15	4.0%
Other	4	1.1%
Economically Disadvantaged	203	53%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	4.3%	3.2%	0.0%	3.5%
Prof/Adv ELA	16.3%	22.6%	0.0%	12.8%
Prof/Adv Science	5.4%	6.5%	0.0%	4.7%
Industry Based Learning	1.7%	0.0%	0.0%	1.8%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	82.0%	0.0%	0.0%	82.0%
Annual Growth Math	60.0%	0.0%	0.0%	65.0%
Annual Growth Science	67.0%	0.0%	0.0%	68.0%
4 Year Graduation	51.2%	55.3%	0.0%	51.3%
Attendance	45.5%	43.9%	43.5%	46.1%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	1.1%	0.0%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.32	0.24		0.26
Prof/Adv ELA	2.45	3.39		1.92
Prof/Adv Science	0.41	0.49		0.35
Industry Based Learning	0.04			0.05
Grade 3 Reading				
Annual Growth ELA	16.40			16.40
Annual Growth Math	6.00			6.50
Annual Growth Science	6.70			6.80
4 Year Graduation	1.28	1.38		1.28
Attendance	1.14	1.10	1.09	1.15
Rigorous Courses				
Advanced ELA				
Advanced Math	0.01			
Advanced Science				
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	42.0	11.8	2.1	40.8
Total Charter Index Score	34.7	6.6	1.1	34.7

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning	0.61	0.70	0.60
Grade 3 Reading			
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation	1.86	1.84	1.82
Attendance	1.88	1.82	1.77
Rigorous Courses	1.32	1.26	1.14
Advanced ELA			
Advanced Math			
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Imhotep Institute CHS	126512980	AUN
------------------------	-----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	597	
Black/African American	597	100.0%
Hispanic	-	0.0%
White	-	0.0%
Other	-	0.0%
Economically Disadvantaged	570	95%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	14.8%	15.2%	14.8%	0.0%
Prof/Adv ELA	31.3%	31.3%	31.3%	0.0%
Prof/Adv Science	13.6%	14.0%	13.6%	0.0%
Industry Based Learning	0.8%	0.8%	0.8%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	100.0%	100.0%	100.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	91.0%	91.0%	91.0%	0.0%
4 Year Graduation	87.1%	87.1%	87.0%	0.0%
Attendance	70.5%	70.5%	70.5%	0.0%
Rigorous Courses	16.3%	16.3%	16.3%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	0.8%	0.8%	0.8%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.11	1.14	1.11
Prof/Adv ELA	4.70	4.70	4.70
Prof/Adv Science	1.02	1.05	1.02
Industry Based Learning	0.02	0.02	0.02
Grade 3 Reading			
Annual Growth ELA	20.00	20.00	20.00
Annual Growth Math	10.00	10.00	10.00
Annual Growth Science	9.10	9.10	9.10
4 Year Graduation	2.18	2.18	2.18
Attendance	1.76	1.76	1.76
Rigorous Courses	0.41	0.41	0.41
Advanced ELA			
Advanced Math			
Advanced Science	0.01	0.01	0.01
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.6	44.6	41.8	0.0
Total Charter Index Score	50.3	50.4	50.3	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	0.59
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	7.51
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	Independence CS	126513510	AUN
------------------------	-----------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	818	
Black/African American	331	40.5%
Hispanic	193	23.6%
White	214	26.2%
Other	80	9.8%
Economically Disadvantaged	416	51%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	45.9%	27.6%	24.8%	38.5%
Prof/Adv ELA	64.6%	51.0%	44.0%	62.3%
Prof/Adv Science	66.5%	53.2%	43.4%	66.7%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	59.8%	34.1%	34.3%	60.0%
Annual Growth ELA	77.0%	79.0%	69.0%	95.0%
Annual Growth Math	98.3%	82.5%	74.0%	95.0%
Annual Growth Science	70.5%	64.0%	62.0%	79.5%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	95.3%	91.8%	91.7%	94.9%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	21.6%	8.0%	4.3%	17.2%
Advanced Math	21.4%	8.8%	4.9%	16.4%
Advanced Science	37.7%	16.5%	3.8%	30.8%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.44	2.07	1.86	2.89
Prof/Adv ELA	9.69	7.65	6.60	9.35
Prof/Adv Science	4.99	3.99	3.26	5.00
Industry Based Learning				
Grade 3 Reading	1.50	0.85	0.86	1.50
Annual Growth ELA	15.40	15.80	13.80	19.00
Annual Growth Math	9.83	8.25	7.40	9.50
Annual Growth Science	7.05	6.40	6.20	7.95
4 Year Graduation				
Attendance	2.38	2.30	2.29	2.37
Rigorous Courses				
Advanced ELA	0.43	0.16	0.09	0.34
Advanced Math	0.21	0.09	0.05	0.16
Advanced Science	0.38	0.17	0.04	0.31
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	39.8
Total Charter Index Score	55.3	47.7	42.4	58.4

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Independence CS West	126512039	AUN
------------------------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	527	
Black/African American	463	87.9%
Hispanic	23	4.4%
White	28	5.3%
Other	13	2.5%
Economically Disadvantaged	378	72%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	17.4%	15.1%	16.2%	0.0%
Prof/Adv ELA	37.2%	33.8%	33.9%	0.0%
Prof/Adv Science	52.0%	58.3%	51.2%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	33.3%	28.4%	28.6%	0.0%
Annual Growth ELA	81.0%	79.0%	80.0%	0.0%
Annual Growth Math	77.0%	80.0%	74.0%	0.0%
Annual Growth Science	50.0%	60.0%	50.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	82.3%	78.1%	83.1%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	7.5%	6.9%	5.5%	0.0%
Advanced Math	3.5%	2.7%	1.6%	0.0%
Advanced Science	10.0%	8.3%	4.7%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.31	1.13	1.22
Prof/Adv ELA	5.58	5.07	5.09
Prof/Adv Science	3.90	4.37	3.84
Industry Based Learning			
Grade 3 Reading	0.83	0.71	0.72
Annual Growth ELA	16.20	15.80	16.00
Annual Growth Math	7.70	8.00	7.40
Annual Growth Science	5.00	6.00	5.00
4 Year Graduation			
Attendance	2.06	1.95	2.08
Rigorous Courses			
Advanced ELA	0.15	0.14	0.11
Advanced Math	0.04	0.03	0.02
Advanced Science	0.10	0.08	0.05
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	42.9	43.3	41.5	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Central Dauphin SD	115221402	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	11,880	
Black/African American	2,434	20.5%
Hispanic	1,640	13.8%
White	5,764	48.5%
Other	2,042	17.2%
Economically Disadvantaged	5,697	48%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	47.5%	32.1%	27.5%	29.8%
Prof/Adv ELA	62.5%	48.3%	43.9%	46.4%
Prof/Adv Science	65.1%	52.8%	42.9%	41.7%
Industry Based Learning	13.0%	10.2%	7.1%	12.4%
Grade 3 Reading	61.1%	47.8%	45.5%	IS
Annual Growth ELA	78.5%	79.2%	75.2%	74.0%
Annual Growth Math	74.2%	74.5%	73.5%	74.5%
Annual Growth Science	66.3%	65.7%	60.9%	68.8%
4 Year Graduation	86.4%	73.3%	76.9%	84.0%
Attendance	88.1%	83.4%	85.7%	84.9%
Rigorous Courses	49.4%	35.8%	39.1%	36.6%
Advanced ELA	15.7%	9.1%	6.7%	7.1%
Advanced Math	15.7%	7.4%	5.4%	6.9%
Advanced Science	24.6%	15.1%	8.3%	8.6%
Industry Standards for Adv	IS	IS	IS	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.57	2.41		
Prof/Adv ELA	9.37	7.25		
Prof/Adv Science	4.89			
Industry Based Learning				
Grade 3 Reading	1.53			
Annual Growth ELA	15.69			
Annual Growth Math	7.42			
Annual Growth Science	6.63			
4 Year Graduation				
Attendance	2.20	2.08	2.14	
Rigorous Courses				
Advanced ELA	0.31	0.18		
Advanced Math	0.16	0.07		
Advanced Science	0.25			
Industry Standards for Adv				

Brick & Mortar Charter	Infinity CS	115220001	AUN
------------------------	-------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	232	
Black/African American	25	10.8%
Hispanic	15	6.5%
White	145	62.5%
Other	47	20.3%
Economically Disadvantaged	41	18%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	70.7%	41.4%	0.0%	0.0%
Prof/Adv ELA	91.3%	79.3%	0.0%	0.0%
Prof/Adv Science	93.0%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	96.3%	0.0%	0.0%	0.0%
Annual Growth ELA	85.0%	0.0%	0.0%	0.0%
Annual Growth Math	63.0%	0.0%	0.0%	0.0%
Annual Growth Science	73.5%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	97.1%	96.2%	100.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	43.3%	34.5%	0.0%	0.0%
Advanced Math	33.3%	17.2%	0.0%	0.0%
Advanced Science	62.8%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	5.30	3.11		
Prof/Adv ELA	13.70	11.90		
Prof/Adv Science	6.98			
Industry Based Learning				
Grade 3 Reading	2.41			
Annual Growth ELA	17.00			
Annual Growth Math	6.30			
Annual Growth Science	7.35			
4 Year Graduation				
Attendance	2.43	2.41	2.50	
Rigorous Courses				
Advanced ELA	0.87	0.69		
Advanced Math	0.33	0.17		
Advanced Science	0.63			
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	52.0	12.0	2.1	0.0
Total Charter Index Score	63.3	18.3	2.5	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Catasauqua Area SD	121391303	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,482	
Black/African American	90	6.1%
Hispanic	472	31.8%
White	814	54.9%
Other	106	7.2%
Economically Disadvantaged	915	62%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	46.4%	39.8%	20.7%	36.9%
Prof/Adv ELA	66.8%	59.3%	50.0%	53.4%
Prof/Adv Science	64.5%	58.1%	IS	52.8%
Industry Based Learning	89.5%	85.7%	IS	75.0%
Grade 3 Reading	70.5%	66.7%	IS	60.6%
Annual Growth ELA	75.2%	78.6%	IS	79.0%
Annual Growth Math	66.0%	70.7%	IS	66.4%
Annual Growth Science	57.5%	60.0%	IS	61.3%
4 Year Graduation	89.6%	83.9%	IS	87.1%
Attendance	88.0%	83.9%	85.4%	82.9%
Rigorous Courses	46.3%	40.5%	IS	30.0%
Advanced ELA	13.5%	11.8%	6.7%	11.9%
Advanced Math	11.5%	7.9%	IS	7.2%
Advanced Science	20.9%	18.6%	IS	15.6%
Industry Standards for Adv	10.5%	14.3%	IS	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.48	2.98		2.77
Prof/Adv ELA	10.02	8.89	7.50	8.01
Prof/Adv Science	4.84	4.35		3.96
Industry Based Learning	2.24			1.88
Grade 3 Reading				
Annual Growth ELA	15.04	15.73		15.80
Annual Growth Math	6.60	7.07		6.64
Annual Growth Science	5.75	6.00		6.13
4 Year Graduation	2.24	2.10		2.18
Attendance	2.20	2.10	2.14	2.07
Rigorous Courses				
Advanced ELA	0.27			
Advanced Math				
Advanced Science	0.21	0.19		0.16
Industry Standards for Adv				

Brick & Mortar Charter	Innovative Arts Academy CS	121395526	AUN
------------------------	----------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	584	
Black/African American	89	15.2%
Hispanic	414	70.9%
White	48	8.2%
Other	33	5.7%
Economically Disadvantaged	273	47%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	2.9%	3.4%	0.0%	3.1%
Prof/Adv ELA	16.6%	16.2%	14.6%	16.3%
Prof/Adv Science	20.2%	21.3%	30.8%	18.1%
Industry Based Learning	9.4%	0.0%	0.0%	7.4%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	50.0%	58.0%	50.0%	50.0%
Annual Growth Math	50.0%	68.7%	50.0%	50.0%
Annual Growth Science	64.5%	64.0%	0.0%	70.5%
4 Year Graduation	81.0%	85.0%	0.0%	85.7%
Attendance	63.0%	63.3%	82.7%	59.4%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	0.6%	0.0%	0.0%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	1.6%	1.3%	0.0%	2.4%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.22	0.26		0.23
Prof/Adv ELA	2.49	2.43	2.19	2.45
Prof/Adv Science	1.52	1.60		1.36
Industry Based Learning	0.24			0.19
Grade 3 Reading				
Annual Growth ELA	10.00	11.60		10.00
Annual Growth Math	5.00	6.87		5.00
Annual Growth Science	6.45	6.40		7.05
4 Year Graduation	2.03	2.13		2.14
Attendance	1.58	1.58	2.07	1.49
Rigorous Courses				
Advanced ELA	0.01			
Advanced Math				
Advanced Science	0.02	0.01		0.02
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	52.9	49.4	9.6	49.6
Total Charter Index Score	29.5	32.9	4.3	29.9

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Inquiry Charter School	126513070	AUN
------------------------	------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	236	
Black/African American	216	91.5%
Hispanic	3	1.3%
White	10	4.2%
Other	7	3.0%
Economically Disadvantaged	174	74%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	33.0%	29.6%	29.6%	0.0%
Prof/Adv ELA	52.0%	51.3%	49.5%	0.0%
Prof/Adv Science	56.8%	51.7%	56.8%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	57.4%	54.1%	54.5%	0.0%
Annual Growth ELA	72.0%	72.0%	72.0%	0.0%
Annual Growth Math	69.0%	70.0%	70.0%	0.0%
Annual Growth Science	55.0%	55.0%	55.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	90.3%	87.9%	89.7%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	12.7%	10.0%	9.3%	0.0%
Advanced Math	12.6%	9.9%	8.2%	0.0%
Advanced Science	8.1%	10.3%	8.1%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.48	2.22	2.22
Prof/Adv ELA	7.80	7.70	7.43
Prof/Adv Science	4.26	3.88	4.26
Industry Based Learning			
Grade 3 Reading	1.44	1.35	1.36
Annual Growth ELA	14.40	14.40	14.40
Annual Growth Math	6.90	7.00	7.00
Annual Growth Science	5.50	5.50	5.50
4 Year Graduation			
Attendance	2.26	2.20	2.24
Rigorous Courses			
Advanced ELA	0.25	0.20	0.19
Advanced Math	0.13	0.10	0.08
Advanced Science	0.08	0.10	0.08
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	45.5	44.6	44.8	0.0



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	7.51
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11		0.09
Advanced Math	0.09	0.07		0.04
Advanced Science	0.12	0.09		0.06
Industry Standards for Adv				

Brick & Mortar Charter	John B Stetson Charter School	133513315	AUN
------------------------	-------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	908	
Black/African American	119	13.1%
Hispanic	768	84.6%
White	12	1.3%
Other	9	1.0%
Economically Disadvantaged	628	69%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	3.9%	3.9%	1.7%	3.9%
Prof/Adv ELA	13.4%	13.2%	7.8%	14.1%
Prof/Adv Science	12.3%	10.6%	5.9%	13.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	96.0%	91.0%	73.0%	100.0%
Annual Growth Math	100.0%	100.0%	98.0%	100.0%
Annual Growth Science	73.0%	70.0%	65.0%	77.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	66.6%	67.4%	55.9%	68.2%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	0.9%	1.0%	0.0%	1.1%
Advanced Math	0.2%	0.2%	0.0%	0.1%
Advanced Science	0.4%	0.5%	0.0%	0.5%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.29	0.29	0.13	0.29
Prof/Adv ELA	2.01	1.98	1.17	2.12
Prof/Adv Science	0.92	0.80	0.44	0.98
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	19.20	18.20	14.60	20.00
Annual Growth Math	10.00	10.00	9.80	10.00
Annual Growth Science	7.30	7.00	6.50	7.70
4 Year Graduation				
Attendance	1.67	1.69	1.40	1.71
Rigorous Courses				
Advanced ELA	0.02	0.02		0.02
Advanced Math	0.00	0.00		0.00
Advanced Science	0.00	0.01		0.01
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.1	40.9	38.2	39.2
Total Charter Index Score	41.4	40.0	34.0	42.8

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	Keystone Academy Charter School	182514568	AUN
------------------------	---------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	688	
Black/African American	224	32.6%
Hispanic	193	28.1%
White	178	25.9%
Other	93	13.5%
Economically Disadvantaged	516	75%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	37.6%	35.8%	27.9%	36.2%
Prof/Adv ELA	68.7%	67.3%	61.2%	73.3%
Prof/Adv Science	80.5%	80.2%	84.0%	76.1%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	65.3%	63.3%	53.8%	0.0%
Annual Growth ELA	79.0%	81.0%	74.0%	78.0%
Annual Growth Math	100.0%	100.0%	78.0%	90.0%
Annual Growth Science	86.5%	85.5%	87.5%	86.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	87.6%	85.9%	87.8%	89.2%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	17.3%	16.8%	11.6%	17.2%
Advanced Math	10.1%	10.8%	5.4%	7.8%
Advanced Science	32.9%	35.3%	26.0%	32.6%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.82	2.69	2.09	2.72
Prof/Adv ELA	10.31	10.10	9.18	11.00
Prof/Adv Science	6.04	6.02	6.30	5.71
Industry Based Learning				
Grade 3 Reading	1.63	1.58	1.35	
Annual Growth ELA	15.80	16.20	14.80	15.60
Annual Growth Math	10.00	10.00	7.80	9.00
Annual Growth Science	8.65	8.55	8.75	8.60
4 Year Graduation				
Attendance	2.19	2.15	2.20	2.23
Rigorous Courses				
Advanced ELA	0.35	0.34	0.23	0.34
Advanced Math	0.10	0.11	0.05	0.08
Advanced Science	0.33	0.35	0.26	0.33
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	39.2
Total Charter Index Score	58.2	58.1	53.0	55.6

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88		1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math			
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Khepera CS	126510017	AUN
------------------------	------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	386	
Black/African American	362	93.8%
Hispanic	22	5.7%
White	1	0.3%
Other	1	0.3%
Economically Disadvantaged	364	94%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	2.6%	2.3%	2.7%	0.0%
Prof/Adv ELA	11.6%	11.5%	11.3%	0.0%
Prof/Adv Science	19.1%	17.5%	19.7%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	12.8%	13.9%	10.8%	0.0%
Annual Growth ELA	71.0%	71.0%	70.0%	0.0%
Annual Growth Math	68.0%	63.0%	67.0%	0.0%
Annual Growth Science	71.0%	71.0%	71.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	92.4%	0.0%	92.3%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	0.9%	0.9%	0.9%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	2.9%	1.6%	3.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.20	0.17	0.20
Prof/Adv ELA	1.74	1.73	1.70
Prof/Adv Science	1.43	1.31	1.48
Industry Based Learning			
Grade 3 Reading	0.32	0.35	0.27
Annual Growth ELA	14.20	14.20	14.00
Annual Growth Math	6.80	6.30	6.70
Annual Growth Science	7.10	7.10	7.10
4 Year Graduation			
Attendance	2.31		2.31
Rigorous Courses			
Advanced ELA	0.02	0.02	0.02
Advanced Math			
Advanced Science	0.03	0.02	0.03
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.8	39.7	38.9	0.0
Total Charter Index Score	34.1	31.2	33.8	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning	0.61	0.70	0.60
Grade 3 Reading			
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation	1.86	1.84	1.82
Attendance	1.88	1.82	1.77
Rigorous Courses	1.32	1.26	1.14
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	KIPP DuBois Charter School	126514864	AUN
------------------------	----------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	519	
Black/African American	501	96.5%
Hispanic	15	2.9%
White	-	0.0%
Other	3	0.6%
Economically Disadvantaged	445	86%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	34.6%	34.1%	35.3%	0.0%
Prof/Adv ELA	41.5%	38.9%	42.6%	0.0%
Prof/Adv Science	24.8%	25.6%	25.0%	0.0%
Industry Based Learning	16.4%	16.1%	15.1%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	79.0%	77.0%	82.0%	0.0%
Annual Growth Math	77.0%	81.0%	75.0%	0.0%
Annual Growth Science	50.0%	50.0%	50.0%	0.0%
4 Year Graduation	87.9%	91.4%	88.5%	0.0%
Attendance	76.5%	75.8%	77.2%	0.0%
Rigorous Courses	90.9%	89.7%	90.6%	0.0%
Advanced ELA	5.7%	3.3%	5.9%	0.0%
Advanced Math	3.7%	2.2%	3.9%	0.0%
Advanced Science	2.9%	2.2%	3.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.60	2.56	2.65
Prof/Adv ELA	6.23	5.84	6.39
Prof/Adv Science	1.86	1.92	1.88
Industry Based Learning	0.41	0.40	0.38
Grade 3 Reading			
Annual Growth ELA	15.80	15.40	16.40
Annual Growth Math	7.70	8.10	7.50
Annual Growth Science	5.00	5.00	5.00
4 Year Graduation	2.20	2.29	2.21
Attendance	1.91	1.90	1.93
Rigorous Courses	2.27	2.24	2.27
Advanced ELA	0.11	0.07	0.12
Advanced Math	0.04	0.02	0.04
Advanced Science	0.03	0.02	0.03
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.9	44.7	41.9	0.0
Total Charter Index Score	46.2	45.7	46.8	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size
Prof/Adv Math
Prof/Adv ELA
Prof/Adv Science
Industry Based Learning
Grade 3 Reading
Annual Growth ELA
Annual Growth Math
Annual Growth Science
4 Year Graduation
Attendance
Rigorous Courses
Advanced ELA
Advanced Math
Advanced Science
Industry Standards for Adv

Brick & Mortar Charter	KIPP North Philadelphia CS	126514059	AUN
------------------------	----------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	200	
Black/African American	197	98.5%
Hispanic	1	0.5%
White	-	0.0%
Other	2	1.0%
Economically Disadvantaged	174	87%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	0.0%	0.0%	0.0%	0.0%
Prof/Adv ELA	0.0%	0.0%	0.0%	0.0%
Prof/Adv Science	0.0%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	0.0%	0.0%	0.0%	0.0%
Annual Growth Math	0.0%	0.0%	0.0%	0.0%
Annual Growth Science	0.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	0.0%	0.0%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size
Prof/Adv Math
Prof/Adv ELA
Prof/Adv Science
Industry Based Learning
Grade 3 Reading
Annual Growth ELA
Annual Growth Math
Annual Growth Science
4 Year Graduation
Attendance
Rigorous Courses
Advanced ELA
Advanced Math
Advanced Science
Industry Standards for Adv

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	0.0	0.0	0.0	0.0
Total Charter Index Score	0.0	0.0	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	KIPP Philadelphia Charter School	126510013	AUN
------------------------	----------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	859	
Black/African American	825	96.0%
Hispanic	24	2.8%
White	7	0.8%
Other	3	0.4%
Economically Disadvantaged	755	88%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	16.7%	15.0%	16.0%	0.0%
Prof/Adv ELA	33.2%	31.7%	32.6%	0.0%
Prof/Adv Science	36.6%	38.4%	36.1%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	31.1%	29.0%	30.2%	0.0%
Annual Growth ELA	100.0%	100.0%	100.0%	0.0%
Annual Growth Math	80.0%	81.0%	82.0%	0.0%
Annual Growth Science	63.0%	64.0%	63.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	87.9%	87.1%	88.1%	75.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	2.9%	3.3%	3.0%	0.0%
Advanced Math	3.1%	2.9%	3.1%	0.0%
Advanced Science	3.1%	2.9%	2.5%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.25	1.13	1.20	
Prof/Adv ELA	4.98	4.76	4.89	
Prof/Adv Science	2.75	2.88	2.71	
Industry Based Learning				
Grade 3 Reading	0.78	0.73	0.76	
Annual Growth ELA	20.00	20.00	20.00	
Annual Growth Math	8.00	8.10	8.20	
Annual Growth Science	6.30	6.40	6.35	
4 Year Graduation				
Attendance	2.20	2.18	2.20	1.88
Rigorous Courses				
Advanced ELA	0.06	0.07	0.06	
Advanced Math	0.03	0.03	0.03	
Advanced Science	0.03	0.03	0.03	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	1.8
Total Charter Index Score	46.4	46.3	46.4	1.9

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math			
Prof/Adv ELA			
Prof/Adv Science			
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA			
Annual Growth Math			
Annual Growth Science			
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA			
Advanced Math			
Advanced Science			
Industry Standards for Adv			

Brick & Mortar Charter	KIPP West Philadelphia CS	126515492	AUN
------------------------	---------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	300	
Black/African American	295	98.3%
Hispanic	4	1.3%
White	-	0.0%
Other	1	0.3%
Economically Disadvantaged	264	88%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	0.0%	0.0%	0.0%	0.0%
Prof/Adv ELA	0.0%	0.0%	0.0%	0.0%
Prof/Adv Science	0.0%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	0.0%	0.0%	0.0%	0.0%
Annual Growth Math	0.0%	0.0%	0.0%	0.0%
Annual Growth Science	0.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	90.9%	90.6%	91.2%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math			
Prof/Adv ELA			
Prof/Adv Science			
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA			
Annual Growth Math			
Annual Growth Science			
4 Year Graduation			
Attendance	2.27	2.27	2.28
Rigorous Courses			
Advanced ELA			
Advanced Math			
Advanced Science			
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	1.9	1.8	1.8	0.0
Total Charter Index Score	2.3	2.3	2.3	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	KIPP West Philadelphia Preparatory CI	172510793	AUN
------------------------	---------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	364	
Black/African American	357	98.1%
Hispanic	6	1.7%
White	1	0.3%
Other	-	0.0%
Economically Disadvantaged	311	85%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	11.3%	10.2%	11.5%	0.0%
Prof/Adv ELA	33.3%	32.8%	33.4%	0.0%
Prof/Adv Science	29.4%	26.9%	29.8%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	84.0%	90.0%	85.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	93.0%	93.0%	94.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	80.4%	79.4%	79.9%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	2.3%	1.7%	2.4%	0.0%
Advanced Math	2.0%	1.7%	2.1%	0.0%
Advanced Science	2.4%	1.5%	2.4%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.85	0.77	0.86
Prof/Adv ELA	5.00	4.92	5.01
Prof/Adv Science	2.21	2.02	2.24
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	16.80	18.00	17.00
Annual Growth Math	10.00	10.00	10.00
Annual Growth Science	9.30	9.30	9.40
4 Year Graduation			
Attendance	2.01	1.99	2.00
Rigorous Courses			
Advanced ELA	0.05	0.03	0.05
Advanced Math	0.02	0.02	0.02
Advanced Science	0.02	0.02	0.02
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.1	40.9	38.4	0.0
Total Charter Index Score	46.2	47.1	46.6	0.0



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Lancaster SD	113364002	AUN
----------	--------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	11,003	
Black/African American	1,777	16.2%
Hispanic	6,327	57.5%
White	1,335	12.1%
Other	1,564	14.2%
Economically Disadvantaged	9,466	86%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	27.2%	24.5%	22.3%	21.0%
Prof/Adv ELA	39.6%	37.0%	36.4%	32.0%
Prof/Adv Science	45.3%	41.9%	25.9%	37.7%
Industry Based Learning	26.7%	27.8%	27.3%	25.6%
Grade 3 Reading	38.7%	37.2%	0.0%	30.0%
Annual Growth ELA	60.1%	59.5%	57.2%	54.7%
Annual Growth Math	58.0%	57.4%	57.3%	55.0%
Annual Growth Science	61.7%	60.9%	50.6%	55.8%
4 Year Graduation	67.7%	65.8%	71.3%	56.0%
Attendance	72.2%	70.5%	70.7%	65.3%
Rigorous Courses	40.8%	37.8%	42.7%	32.9%
Advanced ELA	7.8%	6.2%	5.4%	4.5%
Advanced Math	7.6%	6.2%	4.7%	4.5%
Advanced Science	15.2%	12.5%	5.9%	9.2%
Industry Standards for Adv	8.9%	9.6%	6.0%	9.6%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.04	1.84	1.58
Prof/Adv ELA	5.95	5.54	4.80
Prof/Adv Science	3.40	3.14	2.83
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	12.02	11.89	10.94
Annual Growth Math	5.80	5.74	5.00
Annual Growth Science	6.17	6.09	5.58
4 Year Graduation	1.69	1.65	1.40
Attendance	1.80	1.76	1.63
Rigorous Courses	1.02	0.94	0.82
Advanced ELA	0.16	0.12	0.09
Advanced Math			
Advanced Science			
Industry Standards for Adv			

Brick & Mortar Charter	La Academia Partnership Charter Schc	113362940	AUN
------------------------	--------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	221	
Black/African American	5	2.3%
Hispanic	206	93.2%
White	2	0.9%
Other	8	3.6%
Economically Disadvantaged	214	97%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	8.7%	8.7%	0.0%	8.2%
Prof/Adv ELA	28.2%	28.2%	0.0%	29.9%
Prof/Adv Science	21.7%	21.7%	0.0%	23.2%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	68.3%	68.3%	0.0%	71.0%
Annual Growth Math	50.0%	50.0%	0.0%	50.0%
Annual Growth Science	60.0%	60.5%	0.0%	60.5%
4 Year Graduation	90.3%	90.0%	0.0%	88.9%
Attendance	62.2%	63.3%	0.0%	60.1%
Rigorous Courses	15.2%	12.9%	0.0%	16.1%
Advanced ELA	1.0%	1.0%	0.0%	1.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.65	0.65	0.62
Prof/Adv ELA	4.23	4.23	4.49
Prof/Adv Science	1.63	1.63	1.74
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	13.66	13.66	14.20
Annual Growth Math	5.00	5.00	5.00
Annual Growth Science	6.00	6.05	6.05
4 Year Graduation	2.26	2.25	2.22
Attendance	1.56	1.58	1.50
Rigorous Courses	0.38	0.32	0.40
Advanced ELA	0.02	0.02	0.02
Advanced Math			
Advanced Science			
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	40.0	38.7	0.0	35.2
Total Charter Index Score	35.4	35.4	0.0	36.2

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Laboratory CS	126513110	AUN
------------------------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	567	
Black/African American	511	90.1%
Hispanic	15	2.7%
White	1	0.2%
Other	40	7.1%
Economically Disadvantaged	316	56%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	21.0%	21.0%	21.1%	0.0%
Prof/Adv ELA	48.4%	44.6%	47.9%	0.0%
Prof/Adv Science	57.1%	58.6%	55.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	55.7%	55.6%	56.1%	0.0%
Annual Growth ELA	78.0%	83.0%	79.0%	0.0%
Annual Growth Math	76.0%	75.0%	73.0%	0.0%
Annual Growth Science	68.0%	64.5%	65.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	76.9%	77.0%	77.1%	65.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	7.2%	6.3%	6.9%	0.0%
Advanced Math	5.2%	4.9%	5.0%	0.0%
Advanced Science	18.8%	18.6%	17.5%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.58	1.58	1.58	
Prof/Adv ELA	7.26	6.69	7.19	
Prof/Adv Science	4.28	4.40	4.13	
Industry Based Learning				
Grade 3 Reading	1.39	1.39	1.40	
Annual Growth ELA	15.60	16.60	15.80	
Annual Growth Math	7.60	7.50	7.30	
Annual Growth Science	6.80	6.45	6.55	
4 Year Graduation				
Attendance	1.92	1.93	1.93	1.63
Rigorous Courses				
Advanced ELA	0.14	0.13	0.14	
Advanced Math	0.05	0.05	0.05	
Advanced Science	0.19	0.19	0.18	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	1.8
Total Charter Index Score	46.8	46.9	46.2	1.6

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Bethlehem Area SD	120481002	AUN
----------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	13,618	
Black/African American	1,474	10.8%
Hispanic	5,668	41.6%
White	5,620	41.3%
Other	856	6.3%
Economically Disadvantaged	8,087	59%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	37.8%	23.4%	22.3%	22.2%
Prof/Adv ELA	56.9%	43.7%	45.6%	42.8%
Prof/Adv Science	57.0%	44.0%	29.4%	40.5%
Industry Based Learning	20.5%	28.2%	19.7%	27.7%
Grade 3 Reading	59.4%	46.9%	0.0%	45.0%
Annual Growth ELA	72.0%	70.1%	75.2%	70.0%
Annual Growth Math	65.9%	65.4%	61.8%	64.8%
Annual Growth Science	65.4%	59.7%	62.1%	60.0%
4 Year Graduation	80.3%	69.6%	75.9%	69.0%
Attendance	87.6%	82.0%	84.7%	82.3%
Rigorous Courses	53.6%	38.6%	35.5%	42.7%
Advanced ELA	11.8%	5.3%	6.0%	5.0%
Advanced Math	12.2%	4.9%	6.9%	4.8%
Advanced Science	19.4%	9.9%	8.8%	7.9%
Industry Standards for Adv	7.1%	7.7%	8.4%	6.1%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.83	1.76	1.67
Prof/Adv ELA	8.53	6.55	6.43
Prof/Adv Science	4.27	3.30	3.04
Industry Based Learning			
Grade 3 Reading	1.49	1.17	1.12
Annual Growth ELA	14.41	14.02	13.99
Annual Growth Math	6.59	6.54	6.48
Annual Growth Science	6.54	5.97	6.00
4 Year Graduation			
Attendance	2.19	2.05	2.06
Rigorous Courses			
Advanced ELA	0.24	0.11	0.10
Advanced Math	0.12	0.05	0.05
Advanced Science	0.19	0.10	0.08
Industry Standards for Adv			

Brick & Mortar Charter	Lehigh Valley Dual Language Charter S	139481451	AUN
------------------------	---------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	453	
Black/African American	14	3.1%
Hispanic	433	95.6%
White	4	0.9%
Other	2	0.5%
Economically Disadvantaged	395	87%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	14.2%	14.4%	0.0%	14.6%
Prof/Adv ELA	39.2%	38.5%	0.0%	39.4%
Prof/Adv Science	44.1%	45.6%	0.0%	43.2%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	45.1%	46.3%	0.0%	45.1%
Annual Growth ELA	100.0%	96.0%	0.0%	100.0%
Annual Growth Math	100.0%	100.0%	0.0%	100.0%
Annual Growth Science	75.5%	76.0%	0.0%	76.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	84.4%	85.2%	0.0%	84.9%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	3.9%	3.3%	0.0%	3.7%
Advanced Math	2.1%	1.6%	0.0%	2.2%
Advanced Science	11.8%	13.9%	0.0%	12.5%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.07	1.08	1.10
Prof/Adv ELA	5.88	5.78	5.91
Prof/Adv Science	3.31	3.42	3.24
Industry Based Learning			
Grade 3 Reading	1.13	1.16	1.13
Annual Growth ELA	20.00	19.20	20.00
Annual Growth Math	10.00	10.00	10.00
Annual Growth Science	7.55	7.60	7.60
4 Year Graduation			
Attendance	2.11	2.13	2.12
Rigorous Courses			
Advanced ELA	0.08	0.07	0.07
Advanced Math	0.02	0.02	0.02
Advanced Science	0.12	0.14	0.13
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	47.4	41.6	0.0	41.0
Total Charter Index Score	51.3	50.6	0.0	51.3

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	York City SD	112679002	AUN
----------	--------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	6,019	
Black/African American	1,939	32.2%
Hispanic	3,049	50.7%
White	669	11.1%
Other	362	6.0%
Economically Disadvantaged	5,655	94%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	12.5%	11.0%	9.2%	9.5%
Prof/Adv ELA	25.1%	22.5%	20.2%	20.6%
Prof/Adv Science	27.3%	24.3%	19.1%	23.1%
Industry Based Learning	2.6%	1.7%	0.7%	2.1%
Grade 3 Reading	24.9%	21.8%	11.7%	21.2%
Annual Growth ELA	81.8%	71.4%	65.1%	70.3%
Annual Growth Math	85.9%	74.8%	71.0%	72.0%
Annual Growth Science	70.2%	62.4%	64.3%	64.1%
4 Year Graduation	66.5%	45.1%	44.6%	41.4%
Attendance	77.8%	69.4%	69.2%	67.8%
Rigorous Courses	29.6%	19.4%	19.7%	17.9%
Advanced ELA	2.4%	1.9%	1.8%	2.1%
Advanced Math	2.2%	2.0%	1.6%	2.0%
Advanced Science	3.7%	3.5%	5.2%	3.2%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.94	0.83	0.69	0.72
Prof/Adv ELA	3.76	3.37	3.03	3.09
Prof/Adv Science	2.05	1.82	1.43	1.74
Industry Based Learning				
Grade 3 Reading	0.62	0.54	0.29	0.53
Annual Growth ELA	16.35	14.28	13.02	14.06
Annual Growth Math	8.59	7.48	7.10	7.20
Annual Growth Science	7.02	6.24	6.43	6.41
4 Year Graduation				
Attendance	1.95	1.73	1.73	1.70
Rigorous Courses				
Advanced ELA	0.05	0.04	0.04	0.04
Advanced Math	0.02	0.02	0.02	0.02
Advanced Science	0.04	0.04		0.03
Industry Standards for Adv				

Brick & Mortar Charter	Lincoln CS	112673500	AUN
------------------------	------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	664	
Black/African American	231	34.8%
Hispanic	328	49.4%
White	42	6.3%
Other	63	9.5%
Economically Disadvantaged	664	100%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	14.1%	14.1%	11.4%	13.0%
Prof/Adv ELA	27.0%	27.0%	20.2%	26.9%
Prof/Adv Science	41.7%	41.7%	38.7%	39.6%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	21.5%	21.5%	17.9%	20.0%
Annual Growth ELA	86.0%	86.0%	63.0%	100.0%
Annual Growth Math	81.0%	81.0%	69.0%	77.0%
Annual Growth Science	73.0%	73.0%	66.0%	76.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	82.5%	82.5%	83.7%	83.8%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	4.7%	4.7%	2.9%	3.8%
Advanced Math	3.6%	3.6%	4.8%	2.3%
Advanced Science	10.2%	10.2%	0.0%	9.4%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.06	1.06	0.86	0.98
Prof/Adv ELA	4.05	4.05	3.03	4.04
Prof/Adv Science	3.13	3.13	2.90	2.97
Industry Based Learning				
Grade 3 Reading	0.54	0.54	0.45	0.50
Annual Growth ELA	17.20	17.20	12.60	20.00
Annual Growth Math	8.10	8.10	6.90	7.70
Annual Growth Science	7.30	7.30	6.60	7.60
4 Year Graduation				
Attendance	2.06	2.06	2.09	2.10
Rigorous Courses				
Advanced ELA	0.09	0.09	0.06	0.08
Advanced Math	0.04	0.04	0.05	0.02
Advanced Science	0.10	0.10		0.09
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	41.4	36.4	33.8	35.5
Total Charter Index Score	43.7	43.7	35.5	46.1

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Allentown City SD	121390302	AUN
----------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	16,821	
Black/African American	2,329	13.8%
Hispanic	12,111	72.0%
White	1,510	9.0%
Other	871	5.2%
Economically Disadvantaged	12,919	77%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	23.4%	21.9%	22.6%	20.8%
Prof/Adv ELA	35.9%	34.5%	34.7%	32.8%
Prof/Adv Science	39.2%	38.0%	30.6%	35.9%
Industry Based Learning	27.9%	32.6%	30.9%	29.2%
Grade 3 Reading	34.8%	33.6%	44.7%	32.0%
Annual Growth ELA	72.2%	72.6%	70.1%	73.5%
Annual Growth Math	63.4%	65.5%	64.3%	63.3%
Annual Growth Science	59.3%	59.4%	58.6%	60.8%
4 Year Graduation	72.9%	73.8%	69.6%	71.9%
Attendance	75.8%	75.4%	72.8%	75.5%
Rigorous Courses	40.5%	38.6%	40.0%	36.4%
Advanced ELA	5.6%	5.3%	4.3%	4.5%
Advanced Math	5.0%	4.6%	4.1%	4.1%
Advanced Science	9.4%	8.5%	7.8%	7.6%
Industry Standards for Adv	4.9%	6.4%	6.3%	5.1%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.76	1.65	1.69	1.56
Prof/Adv ELA	5.39	5.18	5.21	4.92
Prof/Adv Science	2.94	2.85	2.30	2.69
Industry Based Learning				
Grade 3 Reading	0.87	0.84		0.80
Annual Growth ELA	14.45	14.53	14.02	14.70
Annual Growth Math	6.34	6.55	6.43	6.33
Annual Growth Science	5.93	5.94	5.86	6.08
4 Year Graduation	1.82	1.84		1.80
Attendance	1.89	1.89	1.82	1.89
Rigorous Courses	1.01	0.97		0.91
Advanced ELA	0.11	0.11	0.09	0.09
Advanced Math	0.05	0.05		0.04
Advanced Science	0.09	0.08	0.08	0.08
Industry Standards for Adv				

Brick & Mortar Charter	Lincoln Leadership Academy Charter S	175390169	AUN
------------------------	--------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	778	
Black/African American	187	24.0%
Hispanic	551	70.8%
White	35	4.5%
Other	5	0.6%
Economically Disadvantaged	695	89%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	12.3%	11.9%	9.2%	12.4%
Prof/Adv ELA	40.1%	37.8%	40.7%	38.8%
Prof/Adv Science	43.9%	42.6%	48.4%	42.2%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	40.3%	36.4%	0.0%	43.5%
Annual Growth ELA	93.3%	91.7%	81.6%	87.5%
Annual Growth Math	93.0%	94.0%	77.4%	89.7%
Annual Growth Science	87.0%	88.3%	75.0%	85.3%
4 Year Graduation	100.0%	100.0%	0.0%	100.0%
Attendance	86.4%	86.0%	89.9%	85.5%
Rigorous Courses	54.8%	50.0%	0.0%	50.0%
Advanced ELA	5.0%	5.1%	4.7%	4.8%
Advanced Math	2.3%	2.6%	0.0%	2.1%
Advanced Science	7.7%	6.6%	9.7%	6.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.92	0.89	0.69	0.93
Prof/Adv ELA	6.02	5.67	6.11	5.82
Prof/Adv Science	3.29	3.20	3.63	3.17
Industry Based Learning				
Grade 3 Reading	1.01	0.91		1.09
Annual Growth ELA	18.66	18.34	16.32	17.50
Annual Growth Math	9.30	9.40	7.74	8.97
Annual Growth Science	8.70	8.83	7.50	8.53
4 Year Graduation	2.50	2.50		2.50
Attendance	2.16	2.15	2.25	2.14
Rigorous Courses	1.37	1.25		1.25
Advanced ELA	0.10	0.10	0.09	0.10
Advanced Math	0.02	0.03		0.02
Advanced Science	0.08	0.07	0.10	0.06
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	42.7	42.5	37.5	41.9
Total Charter Index Score	54.1	53.3	44.4	52.1

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Midland Borough SD	127045303	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	272	
Black/African American	60	22.1%
Hispanic	9	3.3%
White	167	61.4%
Other	36	13.2%
Economically Disadvantaged	146	54%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	45.5%	31.6%	23.7%	IS
Prof/Adv ELA	65.9%	55.1%	55.3%	IS
Prof/Adv Science	72.0%	64.3%	IS	IS
Industry Based Learning	IS	IS	IS	IS
Grade 3 Reading	71.4%	60.9%	IS	IS
Annual Growth ELA	100.0%	93.0%	IS	IS
Annual Growth Math	87.0%	72.0%	IS	IS
Annual Growth Science	75.5%	74.5%	IS	IS
4 Year Graduation	IS	IS	IS	IS
Attendance	82.3%	80.8%	84.7%	IS
Rigorous Courses	IS	IS	IS	IS
Advanced ELA	18.0%	12.2%	10.5%	IS
Advanced Math	10.8%	6.1%	2.6%	IS
Advanced Science	20.0%	17.9%	IS	IS
Industry Standards for Adv	IS	IS	IS	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	3.41	2.37	1.78
Prof/Adv ELA	9.89	8.27	8.30
Prof/Adv Science	5.40	4.82	
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	20.00	18.60	
Annual Growth Math	8.70	7.20	
Annual Growth Science	7.55	7.45	
4 Year Graduation			
Attendance	2.06	2.02	2.12
Rigorous Courses			
Advanced ELA	0.36	0.24	0.21
Advanced Math	0.11	0.06	0.03
Advanced Science	0.20	0.18	
Industry Standards for Adv			

Brick & Mortar Charter	Lincoln Park Performing Arts CS	127040002	AUN
------------------------	---------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	785	
Black/African American	64	8.2%
Hispanic	18	2.3%
White	657	83.7%
Other	46	5.9%
Economically Disadvantaged	189	24%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	50.9%	38.0%	30.8%	0.0%
Prof/Adv ELA	84.3%	77.2%	61.5%	0.0%
Prof/Adv Science	70.7%	51.6%	30.4%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	87.0%	88.0%	79.0%	0.0%
Annual Growth Math	59.0%	74.0%	0.0%	0.0%
Annual Growth Science	63.0%	73.0%	0.0%	0.0%
4 Year Graduation	97.8%	97.1%	0.0%	0.0%
Attendance	73.7%	61.6%	70.9%	0.0%
Rigorous Courses	89.8%	81.8%	0.0%	0.0%
Advanced ELA	22.6%	19.6%	3.8%	0.0%
Advanced Math	16.4%	9.8%	3.8%	0.0%
Advanced Science	26.4%	14.1%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	3.82	2.85	2.31
Prof/Adv ELA	12.65	11.58	9.23
Prof/Adv Science	5.30	3.87	
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	17.40	17.60	
Annual Growth Math	5.90	7.40	
Annual Growth Science	6.30	7.30	
4 Year Graduation			
Attendance	1.84	1.54	1.77
Rigorous Courses			
Advanced ELA	0.45	0.39	0.08
Advanced Math	0.16	0.10	0.04
Advanced Science	0.26	0.14	
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	57.7	51.2	12.4	0.0
Total Charter Index Score	54.1	52.8	13.4	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Lindley Academy CS at Birney	126519476	AUN
------------------------	------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	740	
Black/African American	682	92.2%
Hispanic	25	3.4%
White	3	0.4%
Other	30	4.1%
Economically Disadvantaged	630	85%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	8.7%	8.8%	8.6%	0.0%
Prof/Adv ELA	30.3%	28.0%	30.6%	0.0%
Prof/Adv Science	29.9%	30.5%	29.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	30.1%	27.4%	30.3%	0.0%
Annual Growth ELA	98.0%	95.0%	99.0%	0.0%
Annual Growth Math	50.0%	50.0%	50.0%	0.0%
Annual Growth Science	54.0%	54.0%	53.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	79.6%	77.0%	79.9%	69.2%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	3.5%	2.5%	3.7%	0.0%
Advanced Math	1.5%	1.0%	1.5%	0.0%
Advanced Science	4.8%	3.1%	5.1%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.65	0.66	0.65	
Prof/Adv ELA	4.55	4.20	4.59	
Prof/Adv Science	2.24	2.29	2.18	
Industry Based Learning				
Grade 3 Reading	0.75	0.69	0.76	
Annual Growth ELA	19.60	19.00	19.80	
Annual Growth Math	5.00	5.00	5.00	
Annual Growth Science	5.40	5.40	5.35	
4 Year Graduation				
Attendance	1.99	1.93	2.00	1.73
Rigorous Courses				
Advanced ELA	0.07	0.05	0.07	
Advanced Math	0.02	0.01	0.02	
Advanced Science	0.05	0.03	0.05	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	1.8
Total Charter Index Score	40.3	39.2	40.5	1.7

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pittsburgh SD	102027451	AUN
----------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	22,567	
Black/African American	11,671	51.7%
Hispanic	848	3.8%
White	7,201	31.9%
Other	2,847	12.6%
Economically Disadvantaged	15,443	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	34.2%	24.2%	19.8%	25.0%
Prof/Adv ELA	50.6%	41.2%	36.4%	34.8%
Prof/Adv Science	49.9%	41.2%	34.3%	IS
Industry Based Learning	20.4%	23.4%	22.3%	5.0%
Grade 3 Reading	51.7%	43.5%	36.1%	IS
Annual Growth ELA	74.6%	74.0%	71.0%	80.0%
Annual Growth Math	67.1%	68.9%	67.3%	75.0%
Annual Growth Science	61.0%	60.6%	58.9%	52.0%
4 Year Graduation	83.6%	79.3%	81.4%	IS
Attendance	74.1%	71.6%	69.4%	76.4%
Rigorous Courses	69.8%	62.2%	59.6%	70.0%
Advanced ELA	12.7%	6.6%	5.1%	6.0%
Advanced Math	11.5%	5.5%	3.8%	9.5%
Advanced Science	18.4%	10.3%	7.3%	IS
Industry Standards for Adv	3.9%	3.6%	3.0%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.57	1.81	1.49
Prof/Adv ELA	7.60	6.17	5.46
Prof/Adv Science	3.74	3.09	2.57
Industry Based Learning			
Grade 3 Reading	1.29	1.09	0.90
Annual Growth ELA	14.91	14.79	14.21
Annual Growth Math	6.71	6.89	6.73
Annual Growth Science	6.10	6.06	5.89
4 Year Graduation			
Attendance	1.85	1.79	1.74
Rigorous Courses			
Advanced ELA	0.25	0.13	0.10
Advanced Math	0.11		0.04
Advanced Science	0.18	0.10	0.07
Industry Standards for Adv			

Brick & Mortar Charter	Manchester Academic CS	102023030	AUN
------------------------	------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	371	
Black/African American	349	94.1%
Hispanic	1	0.3%
White	6	1.6%
Other	15	4.0%
Economically Disadvantaged	298	80%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	10.5%	8.8%	9.3%	0.0%
Prof/Adv ELA	34.9%	30.8%	33.8%	0.0%
Prof/Adv Science	41.3%	43.1%	40.3%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	36.6%	26.7%	32.4%	0.0%
Annual Growth ELA	59.0%	61.0%	59.0%	0.0%
Annual Growth Math	71.7%	68.2%	70.0%	0.0%
Annual Growth Science	59.5%	59.0%	59.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	90.7%	89.9%	90.3%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	3.4%	2.7%	2.2%	0.0%
Advanced Math	0.4%	0.0%	0.4%	0.0%
Advanced Science	8.8%	5.2%	7.8%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.79	0.66	0.70
Prof/Adv ELA	5.24	4.62	5.07
Prof/Adv Science	3.10	3.23	3.02
Industry Based Learning			
Grade 3 Reading	0.92	0.67	0.81
Annual Growth ELA	11.80	12.20	11.80
Annual Growth Math	7.17	6.82	7.00
Annual Growth Science	5.95	5.90	5.95
4 Year Graduation			
Attendance	2.27	2.25	2.26
Rigorous Courses			
Advanced ELA	0.07	0.05	0.04
Advanced Math	0.00		0.00
Advanced Science	0.09	0.05	0.08
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	45.3	41.9	39.2	0.0
Total Charter Index Score	37.4	36.5	36.7	0.0



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning	0.61	0.70	0.60	0.93
Grade 3 Reading	0.83	0.68		0.59
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39		6.30
4 Year Graduation	1.86	1.84	1.82	1.65
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	1.32
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	Mariana Bracetti Academy CS	126513480	AUN
------------------------	-----------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,195	
Black/African American	185	15.5%
Hispanic	943	78.9%
White	39	3.3%
Other	28	2.4%
Economically Disadvantaged	1,195	100%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	27.0%	27.0%	24.4%	27.7%
Prof/Adv ELA	39.4%	39.4%	31.0%	41.2%
Prof/Adv Science	46.9%	46.9%	50.0%	46.9%
Industry Based Learning	98.5%	98.5%	100.0%	98.1%
Grade 3 Reading	40.5%	40.5%	0.0%	37.9%
Annual Growth ELA	75.0%	75.0%	76.0%	75.8%
Annual Growth Math	100.0%	100.0%	98.5%	100.0%
Annual Growth Science	79.0%	79.0%	0.0%	80.3%
4 Year Graduation	93.2%	93.2%	95.0%	93.6%
Attendance	75.6%	75.6%	79.3%	74.9%
Rigorous Courses	25.0%	25.0%	16.7%	28.2%
Advanced ELA	5.1%	5.1%	5.7%	5.0%
Advanced Math	5.0%	5.0%	3.5%	5.2%
Advanced Science	8.6%	8.6%	3.6%	9.5%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.03	2.03	1.83	2.08
Prof/Adv ELA	5.91	5.91	4.65	6.18
Prof/Adv Science	3.52	3.52	3.75	3.52
Industry Based Learning	2.46	2.46	2.50	2.45
Grade 3 Reading	1.01	1.01		0.95
Annual Growth ELA	15.00	15.00	15.20	15.16
Annual Growth Math	10.00	10.00	9.85	10.00
Annual Growth Science	7.90	7.90		8.03
4 Year Graduation	2.33	2.33	2.38	2.34
Attendance	1.89	1.89	1.98	1.87
Rigorous Courses	0.63	0.63	0.42	0.71
Advanced ELA	0.10	0.10	0.11	0.10
Advanced Math	0.05	0.05	0.04	0.05
Advanced Science	0.09	0.09	0.04	0.10
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	47.7	45.4	35.5	43.7
Total Charter Index Score	52.9	52.9	42.7	53.5

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68		
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation	1.86	1.84		
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26		
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	Maritime Academy Charter School	126510014	AUN
------------------------	---------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	819	
Black/African American	175	21.4%
Hispanic	262	32.0%
White	312	38.1%
Other	70	8.5%
Economically Disadvantaged	528	64%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	26.3%	27.3%	14.5%	20.3%
Prof/Adv ELA	53.5%	54.5%	44.4%	51.4%
Prof/Adv Science	54.8%	58.6%	39.5%	54.1%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	56.0%	56.7%	0.0%	0.0%
Annual Growth ELA	84.2%	74.8%	74.3%	92.8%
Annual Growth Math	63.3%	65.0%	70.3%	70.2%
Annual Growth Science	68.0%	71.0%	70.3%	72.0%
4 Year Graduation	96.8%	96.8%	0.0%	0.0%
Attendance	89.5%	89.5%	92.1%	90.5%
Rigorous Courses	35.5%	20.0%	0.0%	0.0%
Advanced ELA	7.4%	7.1%	0.9%	7.7%
Advanced Math	7.1%	8.2%	1.7%	4.4%
Advanced Science	12.5%	15.0%	7.0%	9.5%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.97	2.05	1.09	1.52
Prof/Adv ELA	8.03	8.18	6.66	7.71
Prof/Adv Science	4.11	4.40	2.96	4.06
Industry Based Learning				
Grade 3 Reading	1.40	1.42		
Annual Growth ELA	16.84	14.96	14.86	18.56
Annual Growth Math	6.33	6.50	7.03	7.02
Annual Growth Science	6.80	7.10	7.03	7.20
4 Year Graduation	2.42	2.42		
Attendance	2.24	2.24	2.30	2.26
Rigorous Courses	0.89	0.50		
Advanced ELA	0.15	0.14	0.02	0.15
Advanced Math	0.07	0.08	0.02	0.04
Advanced Science	0.13	0.15	0.07	0.10
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	47.1	44.7	38.4	39.2
Total Charter Index Score	51.4	50.1	42.0	48.6

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68		
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39		6.30
4 Year Graduation	1.86	1.84		
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26		
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	MAST Community CS	126513150	AUN
------------------------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,413	
Black/African American	141	10.0%
Hispanic	141	10.0%
White	930	65.8%
Other	201	14.2%
Economically Disadvantaged	587	42%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	70.9%	59.4%	53.4%	53.7%
Prof/Adv ELA	81.0%	72.6%	74.0%	74.6%
Prof/Adv Science	81.1%	72.2%	76.0%	80.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	88.1%	84.0%	0.0%	0.0%
Annual Growth ELA	83.8%	67.5%	65.0%	79.5%
Annual Growth Math	100.0%	93.3%	91.3%	85.8%
Annual Growth Science	83.3%	76.7%	0.0%	78.0%
4 Year Graduation	98.1%	97.0%	0.0%	0.0%
Attendance	96.5%	94.6%	98.2%	94.3%
Rigorous Courses	48.5%	33.3%	0.0%	0.0%
Advanced ELA	31.2%	22.9%	20.5%	26.9%
Advanced Math	36.1%	24.2%	20.5%	25.4%
Advanced Science	48.4%	33.1%	24.0%	42.9%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	5.32	4.46	4.01	4.03
Prof/Adv ELA	12.15	10.89	11.10	11.19
Prof/Adv Science	6.08	5.42	5.70	6.00
Industry Based Learning				
Grade 3 Reading	2.20	2.10		
Annual Growth ELA	16.76	13.50	13.00	15.90
Annual Growth Math	10.00	9.33	9.13	8.58
Annual Growth Science	8.33	7.67		7.80
4 Year Graduation	2.45	2.43		
Attendance	2.41	2.37	2.46	2.36
Rigorous Courses	1.21	0.83		
Advanced ELA	0.62	0.46	0.41	0.54
Advanced Math	0.36	0.24	0.21	0.25
Advanced Science	0.48	0.33	0.24	0.43
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	47.1	44.7	32.0	39.2
Total Charter Index Score	68.4	60.0	46.2	57.1

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	7.51
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	MaST Community CS II	126513117	AUN
------------------------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	602	
Black/African American	138	22.9%
Hispanic	125	20.8%
White	238	39.5%
Other	101	16.8%
Economically Disadvantaged	357	59%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	46.6%	42.4%	39.2%	32.8%
Prof/Adv ELA	73.0%	70.3%	67.6%	62.1%
Prof/Adv Science	84.5%	81.7%	72.7%	75.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	73.3%	70.9%	70.8%	0.0%
Annual Growth ELA	61.0%	70.0%	55.0%	83.0%
Annual Growth Math	70.0%	75.0%	55.0%	79.0%
Annual Growth Science	79.0%	79.0%	72.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	90.3%	87.8%	91.3%	92.8%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	19.8%	18.0%	12.2%	13.8%
Advanced Math	12.9%	8.7%	5.4%	6.9%
Advanced Science	43.3%	38.3%	40.9%	25.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.50	3.18	2.94	2.46
Prof/Adv ELA	10.95	10.55	10.14	9.32
Prof/Adv Science	6.34	6.13	5.45	5.63
Industry Based Learning				
Grade 3 Reading	1.83	1.77	1.77	
Annual Growth ELA	12.20	14.00	11.00	16.60
Annual Growth Math	7.00	7.50	5.50	7.90
Annual Growth Science	7.90	7.90	7.20	
4 Year Graduation				
Attendance	2.26	2.20	2.28	2.32
Rigorous Courses				
Advanced ELA	0.40	0.36	0.24	0.28
Advanced Math	0.13	0.09	0.05	0.07
Advanced Science	0.43	0.38	0.41	0.25
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	32.9
Total Charter Index Score	52.9	54.1	47.0	44.8

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	7.51
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation	1.86	1.84	1.82	
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Mastery CHS-Lenfest Campus	126510002	AUN
------------------------	----------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	577	
Black/African American	458	79.4%
Hispanic	70	12.1%
White	20	3.5%
Other	29	5.0%
Economically Disadvantaged	457	79%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	18.5%	17.9%	17.3%	18.2%
Prof/Adv ELA	44.5%	41.4%	43.3%	36.4%
Prof/Adv Science	36.8%	32.9%	34.9%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	70.0%	69.7%	66.7%	66.0%
Annual Growth Math	90.0%	91.3%	82.0%	78.0%
Annual Growth Science	81.0%	82.0%	79.5%	0.0%
4 Year Graduation	86.5%	84.9%	86.8%	0.0%
Attendance	74.7%	73.0%	74.2%	75.9%
Rigorous Courses	41.7%	38.1%	46.9%	0.0%
Advanced ELA	7.7%	7.0%	6.7%	0.0%
Advanced Math	0.8%	0.5%	0.5%	0.0%
Advanced Science	6.1%	6.3%	3.9%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.39	1.34	1.30	1.37
Prof/Adv ELA	6.68	6.21	6.50	5.46
Prof/Adv Science	2.76	2.47	2.62	
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	14.00	13.94	13.34	13.20
Annual Growth Math	9.00	9.13	8.20	7.80
Annual Growth Science	8.10	8.20	7.95	
4 Year Graduation	2.16	2.12	2.17	
Attendance	1.87	1.83	1.86	1.90
Rigorous Courses	1.04	0.95	1.17	
Advanced ELA	0.15	0.14	0.13	
Advanced Math	0.01	0.01	0.01	
Advanced Science	0.06	0.06	0.04	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.2	44.0	41.3	30.5
Total Charter Index Score	47.2	46.4	45.3	29.7

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Mastery CS John Wister Elementary	126518118	AUN
------------------------	-----------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	517	
Black/African American	484	93.6%
Hispanic	23	4.5%
White	-	0.0%
Other	10	1.9%
Economically Disadvantaged	481	93%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	4.7%	4.5%	4.0%	0.0%
Prof/Adv ELA	22.2%	21.2%	22.6%	0.0%
Prof/Adv Science	36.6%	37.7%	38.2%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	15.8%	15.8%	16.2%	0.0%
Annual Growth ELA	100.0%	100.0%	100.0%	0.0%
Annual Growth Math	50.0%	50.0%	50.0%	0.0%
Annual Growth Science	52.0%	54.0%	57.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	48.5%	47.8%	48.5%	44.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	2.1%	1.8%	1.4%	0.0%
Advanced Math	0.4%	0.4%	0.4%	0.0%
Advanced Science	6.1%	6.5%	5.3%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.35	0.34	0.30	
Prof/Adv ELA	3.33	3.18	3.39	
Prof/Adv Science	2.75	2.83	2.87	
Industry Based Learning				
Grade 3 Reading	0.40	0.40	0.41	
Annual Growth ELA	20.00	20.00	20.00	
Annual Growth Math	5.00	5.00	5.00	
Annual Growth Science	5.20	5.40	5.70	
4 Year Graduation				
Attendance	1.21	1.20	1.21	1.10
Rigorous Courses				
Advanced ELA	0.04	0.04	0.03	
Advanced Math	0.00	0.00	0.00	
Advanced Science	0.06	0.07	0.05	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	1.8
Total Charter Index Score	38.3	38.4	39.0	1.1

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Mastery CS-Cleveland Elementary	126519644	AUN
------------------------	---------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	738	
Black/African American	668	90.5%
Hispanic	42	5.7%
White	5	0.7%
Other	23	3.1%
Economically Disadvantaged	665	90%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	15.2%	15.9%	14.9%	20.0%
Prof/Adv ELA	28.7%	28.2%	29.5%	20.0%
Prof/Adv Science	27.4%	27.3%	27.5%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	23.4%	24.7%	25.0%	0.0%
Annual Growth ELA	94.0%	95.0%	98.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	54.0%	58.0%	54.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	80.4%	79.5%	80.4%	78.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	4.1%	3.6%	4.2%	0.0%
Advanced Math	2.8%	2.9%	2.6%	4.0%
Advanced Science	4.5%	3.6%	4.9%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.14	1.19	1.12	1.50
Prof/Adv ELA	4.31	4.23	4.43	3.00
Prof/Adv Science	2.06	2.05	2.06	
Industry Based Learning				
Grade 3 Reading	0.59	0.62	0.63	
Annual Growth ELA	18.80	19.00	19.60	
Annual Growth Math	10.00	10.00	10.00	
Annual Growth Science	5.40	5.80	5.40	
4 Year Graduation				
Attendance	2.01	1.99	2.01	1.95
Rigorous Courses				
Advanced ELA	0.08	0.07	0.08	
Advanced Math	0.03	0.03	0.03	0.04
Advanced Science	0.05	0.04	0.05	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	7.4
Total Charter Index Score	44.5	45.0	45.4	6.5

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Mastery CS-Clymer Elementary	126511748	AUN
------------------------	------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	582	
Black/African American	511	87.8%
Hispanic	58	10.0%
White	3	0.5%
Other	10	1.7%
Economically Disadvantaged	561	96%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	10.0%	9.7%	9.5%	17.9%
Prof/Adv ELA	25.0%	23.8%	25.9%	21.4%
Prof/Adv Science	39.0%	38.0%	38.9%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	25.7%	25.7%	25.4%	0.0%
Annual Growth ELA	50.0%	50.0%	51.0%	0.0%
Annual Growth Math	74.0%	73.0%	72.0%	0.0%
Annual Growth Science	65.0%	64.0%	62.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	66.7%	65.9%	66.6%	63.5%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	3.5%	3.6%	2.8%	10.7%
Advanced Math	0.6%	0.6%	0.4%	3.6%
Advanced Science	8.5%	7.6%	8.3%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.75	0.73	0.71	1.34
Prof/Adv ELA	3.75	3.57	3.89	3.21
Prof/Adv Science	2.93	2.85	2.92	
Industry Based Learning				
Grade 3 Reading	0.64	0.64	0.64	
Annual Growth ELA	10.00	10.00	10.20	
Annual Growth Math	7.40	7.30	7.20	
Annual Growth Science	6.50	6.40	6.20	
4 Year Graduation				
Attendance	1.67	1.65	1.67	1.59
Rigorous Courses				
Advanced ELA	0.07	0.07	0.06	0.21
Advanced Math	0.01	0.01	0.00	0.04
Advanced Science	0.09	0.08	0.08	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	7.5
Total Charter Index Score	33.8	33.3	33.6	6.4



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Mastery CS-Francis D. Pastorius Eleme	126518795	AUN
------------------------	---------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	600	
Black/African American	562	93.7%
Hispanic	17	2.8%
White	2	0.3%
Other	19	3.2%
Economically Disadvantaged	517	86%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	15.4%	15.7%	15.4%	0.0%
Prof/Adv ELA	30.7%	30.3%	30.7%	0.0%
Prof/Adv Science	44.0%	45.9%	43.1%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	24.7%	24.3%	24.6%	0.0%
Annual Growth ELA	93.0%	93.0%	90.0%	0.0%
Annual Growth Math	94.0%	91.0%	94.0%	0.0%
Annual Growth Science	74.0%	74.5%	74.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	69.7%	69.0%	70.2%	72.7%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	4.4%	4.7%	4.1%	0.0%
Advanced Math	2.2%	2.3%	2.4%	0.0%
Advanced Science	8.6%	9.2%	7.3%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.16	1.18	1.16	
Prof/Adv ELA	4.61	4.55	4.61	
Prof/Adv Science	3.30	3.44	3.23	
Industry Based Learning				
Grade 3 Reading	0.62	0.61	0.62	
Annual Growth ELA	18.60	18.60	18.00	
Annual Growth Math	9.40	9.10	9.40	
Annual Growth Science	7.40	7.45	7.40	
4 Year Graduation				
Attendance	1.74	1.73	1.76	1.82
Rigorous Courses				
Advanced ELA	0.09	0.09	0.08	
Advanced Math	0.02	0.02	0.02	
Advanced Science	0.09	0.09	0.07	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	1.8
Total Charter Index Score	47.0	46.9	46.3	1.8

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning	0.61	0.70	0.60	
Grade 3 Reading				
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation	1.86	1.84	1.82	
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12		0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Mastery CS-Gratz Campus	126513734	AUN
------------------------	-------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,414	
Black/African American	1,284	90.8%
Hispanic	76	5.4%
White	6	0.4%
Other	48	3.4%
Economically Disadvantaged	1,194	84%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	16.2%	15.6%	16.5%	8.3%
Prof/Adv ELA	34.4%	34.2%	34.8%	32.4%
Prof/Adv Science	16.5%	15.7%	17.5%	3.6%
Industry Based Learning	1.0%	1.1%	1.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	90.7%	91.0%	90.3%	0.0%
Annual Growth Math	95.7%	94.7%	96.3%	0.0%
Annual Growth Science	76.5%	76.5%	78.5%	0.0%
4 Year Graduation	83.1%	84.3%	82.8%	0.0%
Attendance	66.1%	65.3%	66.8%	57.6%
Rigorous Courses	24.2%	22.8%	24.0%	0.0%
Advanced ELA	3.9%	3.9%	4.2%	2.7%
Advanced Math	1.8%	2.0%	1.9%	2.8%
Advanced Science	0.3%	0.0%	0.3%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.22	1.17	1.24	0.62
Prof/Adv ELA	5.16	5.13	5.22	4.86
Prof/Adv Science	1.24	1.18	1.31	0.27
Industry Based Learning	0.03	0.03	0.03	
Grade 3 Reading				
Annual Growth ELA	18.14	18.20	18.06	
Annual Growth Math	9.57	9.47	9.63	
Annual Growth Science	7.65	7.65	7.85	
4 Year Graduation	2.08	2.11	2.07	
Attendance	1.65	1.63	1.67	1.44
Rigorous Courses	0.61	0.57	0.60	
Advanced ELA	0.08	0.08	0.08	0.05
Advanced Math	0.02	0.02	0.02	0.03
Advanced Science	0.00		0.00	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.9	44.6	41.9	9.7
Total Charter Index Score	47.4	47.2	47.8	7.3

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation	1.86	1.84	1.82
Attendance	1.88	1.82	1.77
Rigorous Courses	1.32	1.26	1.14
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Mastery CS-Hardy Williams	126513290	AUN
------------------------	---------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,228	
Black/African American	1,196	97.4%
Hispanic	19	1.6%
White	2	0.2%
Other	11	0.9%
Economically Disadvantaged	1,096	89%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	18.1%	17.9%	17.9%	0.0%
Prof/Adv ELA	40.9%	42.3%	40.9%	0.0%
Prof/Adv Science	38.2%	40.1%	38.3%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	31.6%	33.8%	31.6%	0.0%
Annual Growth ELA	100.0%	100.0%	100.0%	0.0%
Annual Growth Math	95.8%	97.5%	94.2%	0.0%
Annual Growth Science	72.3%	75.7%	72.7%	0.0%
4 Year Graduation	85.7%	84.5%	88.2%	0.0%
Attendance	74.0%	73.6%	74.2%	0.0%
Rigorous Courses	23.5%	17.4%	22.5%	0.0%
Advanced ELA	7.2%	6.8%	6.8%	0.0%
Advanced Math	3.7%	3.5%	3.3%	0.0%
Advanced Science	8.6%	8.2%	8.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.36	1.34	1.34
Prof/Adv ELA	6.14	6.35	6.14
Prof/Adv Science	2.87	3.01	2.87
Industry Based Learning			
Grade 3 Reading	0.79	0.85	0.79
Annual Growth ELA	20.00	20.00	20.00
Annual Growth Math	9.58	9.75	9.42
Annual Growth Science	7.23	7.57	7.27
4 Year Graduation	2.14	2.11	2.21
Attendance	1.85	1.84	1.86
Rigorous Courses	0.59	0.44	0.56
Advanced ELA	0.14	0.14	0.14
Advanced Math	0.04	0.04	0.03
Advanced Science	0.09	0.08	0.08
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	47.1	44.7	41.9	0.0
Total Charter Index Score	52.8	53.5	52.7	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Mastery CS-Harrity Campus	126516457	AUN
------------------------	---------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	840	
Black/African American	823	98.0%
Hispanic	8	1.0%
White	2	0.2%
Other	7	0.8%
Economically Disadvantaged	765	91%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	20.1%	19.8%	19.4%	0.0%
Prof/Adv ELA	35.6%	35.5%	35.4%	0.0%
Prof/Adv Science	39.2%	38.7%	38.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	32.9%	32.0%	32.9%	0.0%
Annual Growth ELA	85.0%	89.0%	83.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	59.0%	59.5%	58.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	78.5%	78.4%	78.6%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	5.6%	5.6%	4.9%	0.0%
Advanced Math	4.3%	4.4%	4.0%	0.0%
Advanced Science	7.0%	6.7%	6.6%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.51	1.49	1.46
Prof/Adv ELA	5.34	5.33	5.31
Prof/Adv Science	2.94	2.90	2.85
Industry Based Learning			
Grade 3 Reading	0.82	0.80	0.82
Annual Growth ELA	17.00	17.80	16.60
Annual Growth Math	10.00	10.00	10.00
Annual Growth Science	5.90	5.95	5.85
4 Year Graduation			
Attendance	1.96	1.96	1.97
Rigorous Courses			
Advanced ELA	0.11	0.11	0.10
Advanced Math	0.04	0.04	0.04
Advanced Science	0.07	0.07	0.07
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	45.7	46.4	45.1	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Mastery CS-Mann Campus	126519433	AUN
------------------------	------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	557	
Black/African American	510	91.6%
Hispanic	20	3.6%
White	1	0.2%
Other	26	4.7%
Economically Disadvantaged	480	86%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	26.3%	23.8%	25.7%	0.0%
Prof/Adv ELA	43.8%	41.5%	42.5%	0.0%
Prof/Adv Science	53.8%	53.7%	53.4%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	43.4%	40.9%	43.7%	0.0%
Annual Growth ELA	80.0%	88.0%	79.0%	0.0%
Annual Growth Math	50.0%	50.0%	50.0%	0.0%
Annual Growth Science	50.0%	50.0%	50.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	80.6%	80.0%	80.6%	77.3%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	5.3%	4.2%	5.4%	0.0%
Advanced Math	5.7%	5.4%	5.1%	0.0%
Advanced Science	10.0%	10.4%	8.2%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.97	1.79	1.93	
Prof/Adv ELA	6.57	6.23	6.38	
Prof/Adv Science	4.04	4.03	4.01	
Industry Based Learning				
Grade 3 Reading	1.09	1.02	1.09	
Annual Growth ELA	16.00	17.60	15.80	
Annual Growth Math	5.00	5.00	5.00	
Annual Growth Science	5.00	5.00	5.00	
4 Year Graduation				
Attendance	2.02	2.00	2.02	1.93
Rigorous Courses				
Advanced ELA	0.11	0.08	0.11	
Advanced Math	0.06	0.05	0.05	
Advanced Science	0.10	0.10	0.08	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	1.8
Total Charter Index Score	41.9	42.9	41.5	1.9

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning	0.61	0.70	0.60
Grade 3 Reading			
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation	1.86	1.84	1.82
Attendance	1.88	1.82	1.77
Rigorous Courses	1.32	1.26	1.14
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Mastery CS-Pickett Campus	151514721	AUN
------------------------	---------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	898	
Black/African American	858	95.6%
Hispanic	23	2.6%
White	1	0.1%
Other	16	1.8%
Economically Disadvantaged	807	90%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	8.8%	7.8%	9.2%	0.0%
Prof/Adv ELA	38.5%	37.3%	38.7%	0.0%
Prof/Adv Science	27.7%	26.1%	27.1%	0.0%
Industry Based Learning	1.2%	1.4%	1.2%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	98.8%	98.8%	98.5%	0.0%
Annual Growth Math	81.5%	83.0%	84.8%	0.0%
Annual Growth Science	76.5%	75.5%	76.5%	0.0%
4 Year Graduation	100.0%	100.0%	100.0%	0.0%
Attendance	59.0%	58.6%	59.3%	0.0%
Rigorous Courses	43.5%	46.5%	43.9%	0.0%
Advanced ELA	3.0%	2.3%	2.9%	0.0%
Advanced Math	0.6%	0.6%	0.6%	0.0%
Advanced Science	2.7%	2.4%	2.7%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.66	0.59	0.69
Prof/Adv ELA	5.78	5.60	5.81
Prof/Adv Science	2.08	1.96	2.03
Industry Based Learning	0.03	0.04	0.03
Grade 3 Reading			
Annual Growth ELA	19.76	19.76	19.70
Annual Growth Math	8.15	8.30	8.48
Annual Growth Science	7.65	7.55	7.65
4 Year Graduation	2.50	2.50	2.50
Attendance	1.48	1.47	1.48
Rigorous Courses	1.09	1.16	1.10
Advanced ELA	0.06	0.05	0.06
Advanced Math	0.01	0.01	0.01
Advanced Science	0.03	0.02	0.03
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.9	44.7	41.9	0.0
Total Charter Index Score	49.3	49.0	49.6	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning	0.61	0.70	0.60
Grade 3 Reading			
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation	1.86	1.84	1.82
Attendance	1.88	1.82	1.77
Rigorous Courses	1.32	1.26	1.14
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Mastery CS-Shoemaker Campus	126510022	AUN
------------------------	-----------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	777	
Black/African American	733	94.3%
Hispanic	19	2.5%
White	3	0.4%
Other	22	2.8%
Economically Disadvantaged	686	88%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	15.9%	14.2%	15.7%	0.0%
Prof/Adv ELA	39.4%	37.8%	39.0%	0.0%
Prof/Adv Science	20.5%	18.8%	20.3%	0.0%
Industry Based Learning	84.4%	85.2%	83.6%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	82.7%	83.0%	83.7%	0.0%
Annual Growth Math	87.3%	86.7%	88.3%	0.0%
Annual Growth Science	79.5%	76.0%	80.5%	0.0%
4 Year Graduation	94.0%	92.6%	94.7%	0.0%
Attendance	78.1%	77.0%	77.4%	0.0%
Rigorous Courses	53.0%	53.5%	52.7%	0.0%
Advanced ELA	4.6%	4.3%	4.6%	0.0%
Advanced Math	3.3%	2.5%	2.9%	0.0%
Advanced Science	2.8%	2.3%	2.5%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.19	1.07	1.18
Prof/Adv ELA	5.91	5.67	5.85
Prof/Adv Science	1.54	1.41	1.52
Industry Based Learning	2.11	2.13	2.09
Grade 3 Reading			
Annual Growth ELA	16.54	16.60	16.74
Annual Growth Math	8.73	8.67	8.83
Annual Growth Science	7.95	7.60	8.05
4 Year Graduation	2.35	2.32	2.37
Attendance	1.95	1.93	1.94
Rigorous Courses	1.33	1.34	1.32
Advanced ELA	0.09	0.09	0.09
Advanced Math	0.03	0.03	0.03
Advanced Science	0.03	0.02	0.03
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.9	44.7	41.9	0.0
Total Charter Index Score	49.8	48.9	50.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	0.59
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	7.51
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	Mastery CS-Smedley Campus	126517286	AUN
------------------------	---------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	804	
Black/African American	497	61.8%
Hispanic	238	29.6%
White	25	3.1%
Other	44	5.5%
Economically Disadvantaged	710	88%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.8%	25.5%	24.0%	26.7%
Prof/Adv ELA	51.9%	51.9%	51.0%	53.0%
Prof/Adv Science	56.9%	56.9%	57.4%	53.5%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	50.0%	49.5%	45.9%	54.8%
Annual Growth ELA	100.0%	100.0%	100.0%	99.0%
Annual Growth Math	100.0%	100.0%	100.0%	80.0%
Annual Growth Science	65.0%	68.0%	70.0%	70.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	75.7%	75.1%	73.9%	77.3%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	14.2%	13.9%	11.8%	17.9%
Advanced Math	6.1%	6.2%	5.3%	6.7%
Advanced Science	19.0%	18.3%	19.1%	16.3%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.94	1.91	1.80	2.00
Prof/Adv ELA	7.79	7.79	7.65	7.95
Prof/Adv Science	4.27	4.27	4.31	4.01
Industry Based Learning				
Grade 3 Reading	1.25	1.24	1.15	1.37
Annual Growth ELA	20.00	20.00	20.00	19.80
Annual Growth Math	10.00	10.00	10.00	8.00
Annual Growth Science	6.50	6.80	7.00	7.00
4 Year Graduation				
Attendance	1.89	1.88	1.85	1.93
Rigorous Courses				
Advanced ELA	0.28	0.28	0.24	0.36
Advanced Math	0.06	0.06	0.05	0.07
Advanced Science	0.19	0.18	0.19	0.16
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	39.8
Total Charter Index Score	54.2	54.4	54.2	52.7



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation	1.86	1.84	1.82	
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	Mastery CS-Thomas Campus	126510023	AUN
------------------------	--------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,333	
Black/African American	500	37.5%
Hispanic	272	20.4%
White	201	15.1%
Other	360	27.0%
Economically Disadvantaged	1,184	89%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	31.7%	30.7%	17.8%	33.3%
Prof/Adv ELA	49.6%	48.0%	35.7%	47.3%
Prof/Adv Science	53.3%	53.1%	40.2%	46.4%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	52.4%	49.3%	31.0%	0.0%
Annual Growth ELA	100.0%	100.0%	97.5%	88.0%
Annual Growth Math	96.3%	96.7%	92.0%	87.0%
Annual Growth Science	81.7%	82.0%	80.0%	72.7%
4 Year Graduation	89.3%	91.9%	92.0%	0.0%
Attendance	77.1%	75.5%	74.2%	78.5%
Rigorous Courses	43.9%	43.0%	40.9%	0.0%
Advanced ELA	10.9%	9.9%	5.8%	7.0%
Advanced Math	9.3%	8.9%	4.0%	6.2%
Advanced Science	18.5%	17.3%	9.4%	16.1%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.38	2.30	1.34	2.50
Prof/Adv ELA	7.44	7.20	5.36	7.10
Prof/Adv Science	4.00	3.98	3.02	3.48
Industry Based Learning				
Grade 3 Reading	1.31	1.23	0.78	
Annual Growth ELA	20.00	20.00	19.50	17.60
Annual Growth Math	9.63	9.67	9.20	8.70
Annual Growth Science	8.17	8.20	8.00	7.27
4 Year Graduation	2.23	2.30	2.30	
Attendance	1.93	1.89	1.86	1.96
Rigorous Courses	1.10	1.08	1.02	
Advanced ELA	0.22	0.20	0.12	0.14
Advanced Math	0.09	0.09	0.04	0.06
Advanced Science	0.19	0.17	0.09	0.16
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	47.1	44.7	41.9	39.2
Total Charter Index Score	58.7	58.3	52.6	49.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size
Prof/Adv Math
Prof/Adv ELA
Prof/Adv Science
Industry Based Learning
Grade 3 Reading
Annual Growth ELA
Annual Growth Math
Annual Growth Science
4 Year Graduation
Attendance
Rigorous Courses
Advanced ELA
Advanced Math
Advanced Science
Industry Standards for Adv

Brick & Mortar Charter	Mastery Prep Elementary CS	126517643	AUN
------------------------	----------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	220	
Black/African American	192	87.3%
Hispanic	19	8.6%
White	2	0.9%
Other	7	3.2%
Economically Disadvantaged	201	91%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	0.0%	0.0%	0.0%	0.0%
Prof/Adv ELA	0.0%	0.0%	0.0%	0.0%
Prof/Adv Science	0.0%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	0.0%	0.0%	0.0%	0.0%
Annual Growth Math	0.0%	0.0%	0.0%	0.0%
Annual Growth Science	0.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	0.0%	0.0%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size
Prof/Adv Math
Prof/Adv ELA
Prof/Adv Science
Industry Based Learning
Grade 3 Reading
Annual Growth ELA
Annual Growth Math
Annual Growth Science
4 Year Graduation
Attendance
Rigorous Courses
Advanced ELA
Advanced Math
Advanced Science
Industry Standards for Adv

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	0.0	0.0	0.0	0.0
Total Charter Index Score	0.0	0.0	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning	0.61	0.70	0.60
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation	1.86	1.84	1.82
Attendance	1.88	1.82	1.77
Rigorous Courses	1.32		1.14
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Math Civics and Sciences CS	126513230	AUN
------------------------	-----------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,013	
Black/African American	983	97.0%
Hispanic	11	1.1%
White	-	0.0%
Other	19	1.9%
Economically Disadvantaged	686	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	13.1%	12.4%	12.7%	0.0%
Prof/Adv ELA	36.1%	35.3%	35.3%	0.0%
Prof/Adv Science	28.8%	28.6%	26.3%	0.0%
Industry Based Learning	1.4%	2.3%	1.5%	0.0%
Grade 3 Reading	31.0%	32.8%	30.2%	0.0%
Annual Growth ELA	71.2%	72.5%	72.0%	0.0%
Annual Growth Math	70.8%	71.7%	70.0%	0.0%
Annual Growth Science	55.0%	60.7%	54.3%	0.0%
4 Year Graduation	97.3%	97.0%	97.3%	0.0%
Attendance	81.8%	78.9%	81.7%	0.0%
Rigorous Courses	1.4%	0.0%	1.5%	0.0%
Advanced ELA	2.8%	2.3%	2.5%	0.0%
Advanced Math	1.7%	1.0%	1.6%	0.0%
Advanced Science	5.5%	4.5%	4.9%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.98	0.93	0.95
Prof/Adv ELA	5.42	5.30	5.30
Prof/Adv Science	2.16	2.15	1.97
Industry Based Learning	0.04	0.06	0.04
Grade 3 Reading	0.78	0.82	0.76
Annual Growth ELA	14.24	14.50	14.40
Annual Growth Math	7.08	7.17	7.00
Annual Growth Science	5.50	6.07	5.43
4 Year Graduation	2.43	2.43	2.43
Attendance	2.05	1.97	2.04
Rigorous Courses	0.04		0.04
Advanced ELA	0.06	0.05	0.05
Advanced Math	0.02	0.01	0.02
Advanced Science	0.06	0.05	0.05
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	47.7	44.2	42.5	0.0
Total Charter Index Score	40.8	41.5	40.5	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	7.51
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science				
Industry Standards for Adv				

Brick & Mortar Charter	Memphis St Academy CS @ JP Jones	126519392	AUN
------------------------	----------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	772	
Black/African American	215	27.9%
Hispanic	431	55.8%
White	37	4.8%
Other	89	11.5%
Economically Disadvantaged	663	86%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	4.8%	4.9%	5.9%	3.8%
Prof/Adv ELA	19.8%	19.7%	20.4%	19.4%
Prof/Adv Science	8.6%	8.9%	3.3%	10.8%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	87.0%	90.0%	85.0%	79.0%
Annual Growth Math	79.0%	78.0%	73.0%	79.0%
Annual Growth Science	60.0%	60.0%	58.0%	70.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	65.4%	65.9%	60.1%	70.7%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	2.0%	1.9%	2.2%	2.2%
Advanced Math	0.3%	0.3%	0.5%	0.3%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.36	0.37	0.44	0.29
Prof/Adv ELA	2.97	2.96	3.06	2.91
Prof/Adv Science	0.65	0.67	0.25	0.81
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	17.40	18.00	17.00	15.80
Annual Growth Math	7.90	7.80	7.30	7.90
Annual Growth Science	6.00	6.00	5.80	7.00
4 Year Graduation				
Attendance	1.64	1.65	1.50	1.77
Rigorous Courses				
Advanced ELA	0.04	0.04	0.04	0.04
Advanced Math	0.00	0.00	0.01	0.00
Advanced Science				
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	42.9	40.8	38.3	39.2
Total Charter Index Score	37.0	37.5	35.4	36.5

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation	1.86	1.84	1.82
Attendance	1.88	1.82	1.77
Rigorous Courses	1.32	1.26	1.14
Advanced ELA			
Advanced Math			
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Multicultural Academy CS	126513000	AUN
------------------------	--------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	273	
Black/African American	247	90.5%
Hispanic	17	6.2%
White	1	0.4%
Other	8	2.9%
Economically Disadvantaged	193	71%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	64.7%	66.7%	65.3%	0.0%
Prof/Adv ELA	64.7%	60.0%	65.3%	0.0%
Prof/Adv Science	43.1%	43.3%	42.9%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	85.0%	82.0%	89.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	100.0%	100.0%	100.0%	0.0%
4 Year Graduation	98.2%	97.7%	98.1%	0.0%
Attendance	80.0%	77.5%	80.6%	0.0%
Rigorous Courses	47.1%	44.7%	50.0%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	5.9%	3.3%	6.1%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	4.85	5.00	4.90
Prof/Adv ELA	9.71	9.00	9.80
Prof/Adv Science	3.23	3.25	3.22
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	17.00	16.40	17.80
Annual Growth Math	10.00	10.00	10.00
Annual Growth Science	10.00	10.00	10.00
4 Year Graduation	2.46	2.44	2.45
Attendance	2.00	1.94	2.02
Rigorous Courses	1.18	1.12	1.25
Advanced ELA			
Advanced Math			
Advanced Science	0.06	0.03	0.06
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.0	43.9	41.2	0.0
Total Charter Index Score	60.5	59.2	61.5	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning	0.61	0.70	0.60	0.93
Grade 3 Reading	0.83	0.68		0.59
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation	1.86	1.84	1.82	1.65
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	1.32
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	New Foundations CS	126513420	AUN
------------------------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,481	
Black/African American	234	15.8%
Hispanic	288	19.5%
White	871	58.8%
Other	88	5.9%
Economically Disadvantaged	829	56%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	43.7%	40.3%	32.7%	36.7%
Prof/Adv ELA	63.9%	58.6%	55.5%	55.0%
Prof/Adv Science	59.1%	55.4%	49.2%	44.3%
Industry Based Learning	99.4%	99.1%	100.0%	97.1%
Grade 3 Reading	70.7%	61.4%	0.0%	57.1%
Annual Growth ELA	66.3%	67.0%	71.4%	69.3%
Annual Growth Math	61.5%	73.5%	72.2%	72.0%
Annual Growth Science	68.3%	68.7%	74.0%	67.5%
4 Year Graduation	96.4%	94.9%	100.0%	97.4%
Attendance	94.2%	94.2%	91.6%	93.9%
Rigorous Courses	34.7%	34.2%	40.0%	38.2%
Advanced ELA	13.6%	8.9%	7.3%	10.1%
Advanced Math	14.0%	11.3%	4.5%	9.2%
Advanced Science	19.1%	18.3%	10.2%	8.2%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.28	3.02	2.45	2.75
Prof/Adv ELA	9.59	8.79	8.33	8.25
Prof/Adv Science	4.43	4.16	3.69	3.32
Industry Based Learning	2.49	2.48	2.50	2.43
Grade 3 Reading	1.77	1.54		1.43
Annual Growth ELA	13.26	13.40	14.28	13.86
Annual Growth Math	6.15	7.35	7.22	7.20
Annual Growth Science	6.83	6.87	7.40	6.75
4 Year Graduation	2.41	2.37	2.50	2.44
Attendance	2.36	2.36	2.29	2.35
Rigorous Courses	0.87	0.86	1.00	0.96
Advanced ELA	0.27	0.18	0.15	0.20
Advanced Math	0.14	0.11	0.05	0.09
Advanced Science	0.19	0.18	0.10	0.08
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	47.7	45.4	41.9	43.7
Total Charter Index Score	54.0	53.7	52.0	52.1

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	State College Area SD	110148002	AUN
----------	-----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	6,888	
Black/African American	173	2.5%
Hispanic	268	3.9%
White	5,433	78.9%
Other	1,014	14.7%
Economically Disadvantaged	1,359	20%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	70.2%	47.1%	32.0%	49.9%
Prof/Adv ELA	80.5%	61.3%	50.0%	75.8%
Prof/Adv Science	84.0%	58.2%	34.6%	IS
Industry Based Learning	30.1%	31.1%	IS	34.5%
Grade 3 Reading	86.3%	59.7%	IS	IS
Annual Growth ELA	80.0%	87.0%	74.0%	81.0%
Annual Growth Math	94.4%	95.1%	IS	IS
Annual Growth Science	87.8%	86.4%	IS	IS
4 Year Graduation	95.4%	IS	IS	91.7%
Attendance	90.8%	85.1%	89.0%	86.1%
Rigorous Courses	62.9%	44.7%	IS	51.7%
Advanced ELA	28.5%	14.5%	3.8%	28.8%
Advanced Math	40.8%	20.4%	4.0%	25.8%
Advanced Science	52.0%	22.5%	15.4%	IS
Industry Standards for Adv	11.6%	12.1%	IS	13.8%

District Weighted Index Score for data elements with sufficient sample size	
Prof/Adv Math	5.26
Prof/Adv ELA	12.08
Prof/Adv Science	
Industry Based Learning	
Grade 3 Reading	
Annual Growth ELA	
Annual Growth Math	
Annual Growth Science	
4 Year Graduation	
Attendance	2.27
Rigorous Courses	
Advanced ELA	0.57
Advanced Math	0.41
Advanced Science	
Industry Standards for Adv	

Brick & Mortar Charter	Nittany Valley CS	110143120	AUN
------------------------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	46	
Black/African American	3	6.5%
Hispanic	3	6.5%
White	33	71.7%
Other	7	15.2%
Economically Disadvantaged	5	11%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	15.8%	0.0%	0.0%	0.0%
Prof/Adv ELA	52.6%	0.0%	0.0%	0.0%
Prof/Adv Science	0.0%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	0.0%	0.0%	0.0%	0.0%
Annual Growth Math	0.0%	0.0%	0.0%	0.0%
Annual Growth Science	0.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	100.0%	0.0%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	26.3%	0.0%	0.0%	0.0%
Advanced Math	10.5%	0.0%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size	
Prof/Adv Math	1.19
Prof/Adv ELA	7.89
Prof/Adv Science	
Industry Based Learning	
Grade 3 Reading	
Annual Growth ELA	
Annual Growth Math	
Annual Growth Science	
4 Year Graduation	
Attendance	2.50
Rigorous Courses	
Advanced ELA	0.53
Advanced Math	0.11
Advanced Science	
Industry Standards for Adv	

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	20.6	0.0	0.0	0.0
Total Charter Index Score	12.2	0.0	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	0.59
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	7.51
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	Northwood Academy CS	126510019	AUN
------------------------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	778	
Black/African American	499	64.1%
Hispanic	179	23.0%
White	50	6.4%
Other	50	6.4%
Economically Disadvantaged	520	67%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	34.5%	32.8%	31.3%	32.8%
Prof/Adv ELA	58.4%	55.4%	55.9%	61.3%
Prof/Adv Science	58.8%	54.8%	55.8%	57.8%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	54.7%	48.4%	50.0%	57.7%
Annual Growth ELA	68.0%	64.0%	68.0%	76.0%
Annual Growth Math	91.0%	88.0%	93.0%	75.0%
Annual Growth Science	66.0%	66.5%	68.5%	71.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	93.0%	92.3%	93.5%	90.6%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	11.6%	9.9%	9.1%	11.8%
Advanced Math	10.0%	9.3%	6.3%	10.9%
Advanced Science	20.0%	16.3%	19.2%	17.8%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.59	2.46	2.35	2.46
Prof/Adv ELA	8.76	8.31	8.39	9.20
Prof/Adv Science	4.41	4.11	4.19	4.34
Industry Based Learning				
Grade 3 Reading	1.37	1.21	1.25	1.44
Annual Growth ELA	13.60	12.80	13.60	15.20
Annual Growth Math	9.10	8.80	9.30	7.50
Annual Growth Science	6.60	6.65	6.85	7.10
4 Year Graduation				
Attendance	2.33	2.31	2.34	2.27
Rigorous Courses				
Advanced ELA	0.23	0.20	0.18	0.24
Advanced Math	0.10	0.09	0.06	0.11
Advanced Science	0.20	0.16	0.19	0.18
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	39.8
Total Charter Index Score	49.3	47.1	48.7	50.0



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning	0.61	0.70	0.60	0.93
Grade 3 Reading				
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	7.51
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation	1.86	1.84	1.82	1.65
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	1.32
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07		0.04
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Olney Charter High School	126513452	AUN
------------------------	---------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,823	
Black/African American	641	35.2%
Hispanic	1,075	59.0%
White	9	0.5%
Other	98	5.4%
Economically Disadvantaged	1,029	56%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	8.7%	8.8%	2.7%	10.5%
Prof/Adv ELA	19.7%	18.8%	15.4%	23.1%
Prof/Adv Science	9.5%	9.2%	7.4%	9.2%
Industry Based Learning	0.6%	0.3%	1.1%	0.4%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	54.0%	64.0%	62.0%	59.0%
Annual Growth Math	100.0%	100.0%	97.0%	100.0%
Annual Growth Science	82.0%	76.0%	76.0%	82.0%
4 Year Graduation	68.6%	68.7%	67.0%	69.0%
Attendance	26.7%	26.2%	25.3%	27.0%
Rigorous Courses	8.3%	6.7%	5.8%	10.2%
Advanced ELA	0.8%	1.2%	0.7%	0.5%
Advanced Math	1.3%	1.2%	0.0%	1.9%
Advanced Science	0.5%	0.4%	0.7%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.65	0.66	0.20	0.79
Prof/Adv ELA	2.96	2.82	2.31	3.47
Prof/Adv Science	0.71	0.69	0.56	0.69
Industry Based Learning	0.02	0.01	0.03	0.01
Grade 3 Reading				
Annual Growth ELA	10.80	12.80	12.40	11.80
Annual Growth Math	10.00	10.00	9.70	10.00
Annual Growth Science	8.20	7.60	7.60	8.20
4 Year Graduation	1.72	1.72	1.68	1.73
Attendance	0.67	0.66	0.63	0.68
Rigorous Courses	0.21	0.17	0.15	0.26
Advanced ELA	0.02	0.02	0.01	0.01
Advanced Math	0.01	0.01		0.02
Advanced Science	0.01	0.00	0.01	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.9	44.7	41.9	43.1
Total Charter Index Score	36.0	37.2	35.3	37.6

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60		2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68		0.59
Annual Growth ELA	16.09	15.79		15.66
Annual Growth Math	7.69	7.66		7.51
Annual Growth Science	6.38	6.39		6.30
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11		0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09		0.06
Industry Standards for Adv				

Brick & Mortar Charter	Pan American Academy CS	173515368	AUN
------------------------	-------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	742	
Black/African American	51	6.9%
Hispanic	647	87.2%
White	2	0.3%
Other	42	5.7%
Economically Disadvantaged	573	77%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	10.5%	7.8%	9.4%	10.3%
Prof/Adv ELA	35.9%	35.8%	34.4%	35.3%
Prof/Adv Science	37.1%	35.9%	0.0%	39.8%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	39.8%	40.6%	0.0%	36.4%
Annual Growth ELA	95.0%	98.0%	0.0%	93.0%
Annual Growth Math	67.0%	64.0%	0.0%	70.0%
Annual Growth Science	71.0%	72.5%	0.0%	73.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	91.1%	91.3%	92.6%	90.8%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	1.9%	1.7%	0.0%	1.7%
Advanced Math	1.7%	0.9%	3.1%	1.1%
Advanced Science	4.8%	4.3%	0.0%	5.7%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.79	0.59	0.71	0.77
Prof/Adv ELA	5.39	5.37	5.16	5.30
Prof/Adv Science	2.78	2.69		2.99
Industry Based Learning				
Grade 3 Reading	1.00	1.02		0.91
Annual Growth ELA	19.00	19.60		18.60
Annual Growth Math	6.70	6.40		7.00
Annual Growth Science	7.10	7.25		7.30
4 Year Graduation				
Attendance	2.28	2.28	2.32	2.27
Rigorous Courses				
Advanced ELA	0.04	0.03		0.03
Advanced Math	0.02	0.01	0.03	0.01
Advanced Science	0.05	0.04		0.06
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	7.5	39.8
Total Charter Index Score	45.1	45.3	8.2	45.2

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pittsburgh SD	102027451	AUN
----------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	22,567	
Black/African American	11,671	51.7%
Hispanic	848	3.8%
White	7,201	31.9%
Other	2,847	12.6%
Economically Disadvantaged	15,443	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	34.2%	24.2%	19.8%	25.0%
Prof/Adv ELA	50.6%	41.2%	36.4%	34.8%
Prof/Adv Science	49.9%	41.2%	34.3%	IS
Industry Based Learning	20.4%	23.4%	22.3%	5.0%
Grade 3 Reading	51.7%	43.5%	36.1%	IS
Annual Growth ELA	74.6%	74.0%	71.0%	80.0%
Annual Growth Math	67.1%	68.9%	67.3%	75.0%
Annual Growth Science	61.0%	60.6%	58.9%	52.0%
4 Year Graduation	83.6%	79.3%	81.4%	IS
Attendance	74.1%	71.6%	69.4%	76.4%
Rigorous Courses	69.8%	62.2%	59.6%	70.0%
Advanced ELA	12.7%	6.6%	5.1%	6.0%
Advanced Math	11.5%	5.5%	3.8%	9.5%
Advanced Science	18.4%	10.3%	7.3%	IS
Industry Standards for Adv	3.9%	3.6%	3.0%	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.57	1.81		
Prof/Adv ELA	7.60	6.17	5.46	
Prof/Adv Science	3.74	3.09		
Industry Based Learning	0.51	0.58	0.56	
Grade 3 Reading				
Annual Growth ELA	14.91		14.21	
Annual Growth Math				
Annual Growth Science				
4 Year Graduation	2.09	1.98	2.04	
Attendance	1.85	1.79	1.74	
Rigorous Courses	1.74	1.56	1.49	
Advanced ELA				
Advanced Math				
Advanced Science				
Industry Standards for Adv				

Brick & Mortar Charter	Passport Academy CS	102023217	AUN
------------------------	---------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	169	
Black/African American	152	89.9%
Hispanic	3	1.8%
White	11	6.5%
Other	3	1.8%
Economically Disadvantaged	132	78%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	2.4%	2.9%	0.0%	0.0%
Prof/Adv ELA	7.1%	5.9%	7.7%	0.0%
Prof/Adv Science	2.4%	2.9%	0.0%	0.0%
Industry Based Learning	16.4%	14.6%	16.1%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	69.0%	0.0%	71.0%	0.0%
Annual Growth Math	0.0%	0.0%	0.0%	0.0%
Annual Growth Science	0.0%	0.0%	0.0%	0.0%
4 Year Graduation	44.2%	48.1%	47.0%	0.0%
Attendance	10.1%	10.6%	10.7%	0.0%
Rigorous Courses	16.4%	10.4%	16.1%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.18	0.22		
Prof/Adv ELA	1.07	0.89	1.16	
Prof/Adv Science	0.18	0.22		
Industry Based Learning	0.41	0.37	0.40	
Grade 3 Reading				
Annual Growth ELA	13.80		14.20	
Annual Growth Math				
Annual Growth Science				
4 Year Graduation	1.11	1.20	1.18	
Attendance	0.25	0.27	0.27	
Rigorous Courses	0.41	0.26	0.40	
Advanced ELA				
Advanced Math				
Advanced Science				
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	35.0	17.0	25.5	0.0
Total Charter Index Score	17.4	3.4	17.6	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Penn Hills SD	103027352	AUN
----------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	3,360	
Black/African American	2,119	63.1%
Hispanic	89	2.6%
White	931	27.7%
Other	221	6.6%
Economically Disadvantaged	2,179	65%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	24.5%	19.7%	16.0%	9.1%
Prof/Adv ELA	41.8%	34.4%	33.6%	36.4%
Prof/Adv Science	49.0%	41.3%	38.9%	IS
Industry Based Learning	95.3%	93.2%	95.1%	IS
Grade 3 Reading	42.1%	40.8%	37.4%	IS
Annual Growth ELA	79.1%	74.9%	73.1%	IS
Annual Growth Math	67.5%	69.4%	66.5%	IS
Annual Growth Science	82.1%	78.6%	72.2%	IS
4 Year Graduation	82.8%	82.1%	82.2%	IS
Attendance	78.4%	70.0%	78.7%	74.2%
Rigorous Courses	55.1%	49.0%	43.6%	IS
Advanced ELA	6.5%	4.8%	4.4%	4.5%
Advanced Math	5.0%	3.9%	2.9%	IS
Advanced Science	16.2%	11.3%	9.5%	IS
Industry Standards for Adv	2.5%	3.1%	2.0%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.84	1.48	1.20
Prof/Adv ELA	6.27	5.16	5.04
Prof/Adv Science	3.67	3.10	2.92
Industry Based Learning			
Grade 3 Reading	1.05	1.02	0.94
Annual Growth ELA	15.82	14.98	14.62
Annual Growth Math	6.75	6.94	6.65
Annual Growth Science	8.21	7.86	7.22
4 Year Graduation			
Attendance	1.96	1.75	1.97
Rigorous Courses			
Advanced ELA	0.13	0.10	0.09
Advanced Math	0.05	0.04	0.03
Advanced Science	0.16	0.11	0.09
Industry Standards for Adv			

Brick & Mortar Charter	Penn Hills Charter School of Entrepren	103022481	AUN
------------------------	--	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	401	
Black/African American	304	75.8%
Hispanic	11	2.7%
White	58	14.5%
Other	28	7.0%
Economically Disadvantaged	257	64%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	30.0%	28.7%	24.6%	0.0%
Prof/Adv ELA	60.4%	58.6%	55.3%	0.0%
Prof/Adv Science	63.5%	54.5%	54.5%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	51.1%	42.9%	42.9%	0.0%
Annual Growth ELA	100.0%	100.0%	100.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	88.0%	79.5%	81.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	78.8%	78.3%	80.4%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	13.1%	11.5%	10.1%	0.0%
Advanced Math	8.8%	7.0%	7.0%	0.0%
Advanced Science	18.9%	18.2%	16.4%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.25	2.15	1.85
Prof/Adv ELA	9.06	8.79	8.30
Prof/Adv Science	4.76	4.09	4.09
Industry Based Learning			
Grade 3 Reading	1.28	1.07	1.07
Annual Growth ELA	20.00	20.00	20.00
Annual Growth Math	10.00	10.00	10.00
Annual Growth Science	8.80	7.95	8.10
4 Year Graduation			
Attendance	1.97	1.96	2.01
Rigorous Courses			
Advanced ELA	0.26	0.23	0.20
Advanced Math	0.09	0.07	0.07
Advanced Science	0.19	0.18	0.16
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	45.9	42.5	40.8	0.0
Total Charter Index Score	58.7	56.5	55.8	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	People for People CS	126510004	AUN
------------------------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	537	
Black/African American	528	98.3%
Hispanic	7	1.3%
White	1	0.2%
Other	1	0.2%
Economically Disadvantaged	402	75%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	11.0%	13.2%	10.5%	0.0%
Prof/Adv ELA	21.0%	21.8%	21.0%	0.0%
Prof/Adv Science	29.6%	32.1%	29.6%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	19.1%	22.0%	17.8%	0.0%
Annual Growth ELA	53.2%	53.0%	53.3%	0.0%
Annual Growth Math	57.8%	52.7%	57.0%	0.0%
Annual Growth Science	59.7%	62.7%	59.7%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	79.6%	78.7%	80.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	2.0%	2.3%	2.0%	0.0%
Advanced Math	0.6%	0.8%	0.6%	0.0%
Advanced Science	7.8%	9.9%	7.8%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.83	0.99	0.79
Prof/Adv ELA	3.15	3.27	3.15
Prof/Adv Science	2.22	2.41	2.22
Industry Based Learning			
Grade 3 Reading	0.48	0.55	0.45
Annual Growth ELA	10.64	10.60	10.66
Annual Growth Math	5.78	5.27	5.70
Annual Growth Science	5.97	6.27	5.97
4 Year Graduation			
Attendance	1.99	1.97	2.00
Rigorous Courses			
Advanced ELA	0.04	0.05	0.04
Advanced Math	0.01	0.01	0.01
Advanced Science	0.08	0.10	0.08
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	31.2	31.5	31.1	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Erie City SD	105252602	AUN
----------	--------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	10,773	
Black/African American	3,632	33.7%
Hispanic	1,336	12.4%
White	4,225	39.2%
Other	1,580	14.7%
Economically Disadvantaged	8,047	75%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	28.4%	21.9%	16.6%	30.8%
Prof/Adv ELA	39.1%	32.8%	25.2%	51.8%
Prof/Adv Science	46.0%	41.4%	29.9%	-222.7%
Industry Based Learning	24.4%	28.1%	13.0%	-20.1%
Grade 3 Reading	34.2%	31.0%	17.6%	-5.2%
Annual Growth ELA	65.8%	68.9%	61.5%	1327.7%
Annual Growth Math	68.8%	69.1%	64.4%	1411.7%
Annual Growth Science	63.3%	64.4%	59.0%	-8550.1%
4 Year Graduation	72.7%	74.7%	57.9%	-55.5%
Attendance	71.4%	69.7%	61.4%	105.3%
Rigorous Courses	53.1%	44.8%	17.7%	-26.9%
Advanced ELA	5.8%	3.8%	2.6%	10.7%
Advanced Math	8.7%	5.4%	2.4%	10.9%
Advanced Science	14.0%	10.2%	8.3%	-3.6%
Industry Standards for Adv	10.1%	6.1%	3.6%	-1.3%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.13	1.64	1.25	
Prof/Adv ELA	5.87	4.92	3.77	7.78
Prof/Adv Science	3.45	3.11	2.24	-16.70
Industry Based Learning	0.61	0.70	0.32	
Grade 3 Reading				
Annual Growth ELA	13.17	13.78	12.30	265.55
Annual Growth Math	6.88	6.91	6.44	141.17
Annual Growth Science	6.33	6.44	5.90	
4 Year Graduation	1.82	1.87	1.45	
Attendance	1.79	1.74	1.54	2.63
Rigorous Courses	1.33	1.12	0.44	
Advanced ELA	0.12	0.08		0.21
Advanced Math	0.09	0.05	0.02	
Advanced Science	0.14	0.10		
Industry Standards for Adv				

Brick & Mortar Charter	Perseus House CS of Excellence	105250001	AUN
------------------------	--------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	574	
Black/African American	225	39.2%
Hispanic	107	18.6%
White	161	28.1%
Other	81	14.1%
Economically Disadvantaged	467	81%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	8.0%	9.1%	6.2%	0.0%
Prof/Adv ELA	18.5%	18.4%	5.1%	17.4%
Prof/Adv Science	17.5%	17.8%	9.4%	12.5%
Industry Based Learning	76.1%	77.6%	85.2%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	75.5%	74.0%	57.3%	73.5%
Annual Growth Math	74.5%	76.3%	81.0%	78.5%
Annual Growth Science	90.5%	90.5%	84.5%	0.0%
4 Year Graduation	56.4%	59.8%	41.0%	0.0%
Attendance	53.7%	55.1%	45.8%	56.5%
Rigorous Courses	32.4%	32.8%	22.2%	0.0%
Advanced ELA	1.8%	2.3%	0.0%	2.2%
Advanced Math	0.9%	1.1%	1.2%	0.0%
Advanced Science	4.4%	4.2%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.60	0.68	0.47	
Prof/Adv ELA	2.78	2.76	0.77	2.61
Prof/Adv Science	1.31	1.34	0.71	0.94
Industry Based Learning	1.90	1.94	2.13	
Grade 3 Reading				
Annual Growth ELA	15.10	14.80	11.46	14.70
Annual Growth Math	7.45	7.63	8.10	7.85
Annual Growth Science	9.05	9.05	8.45	
4 Year Graduation	1.41	1.50	1.03	
Attendance	1.34	1.38	1.15	1.41
Rigorous Courses	0.81	0.82	0.56	
Advanced ELA	0.04	0.05		0.04
Advanced Math	0.01	0.01	0.01	
Advanced Science	0.04	0.04		
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.7	42.5	35.7	400.6
Total Charter Index Score	41.8	42.0	34.8	27.6

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning	0.61	0.70		
Grade 3 Reading	0.83	0.68		
Annual Growth ELA	16.09	15.79		15.66
Annual Growth Math	7.69	7.66		7.51
Annual Growth Science	6.38	6.39		
4 Year Graduation	1.86	1.84		
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26		
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Philadelphia Academy CS	126513280	AUN
------------------------	-------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,145	
Black/African American	88	7.7%
Hispanic	85	7.4%
White	913	79.7%
Other	59	5.2%
Economically Disadvantaged	380	33%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	60.2%	50.5%	30.9%	44.4%
Prof/Adv ELA	74.3%	65.8%	56.4%	60.0%
Prof/Adv Science	70.5%	67.3%	51.9%	0.0%
Industry Based Learning	100.0%	100.0%	0.0%	0.0%
Grade 3 Reading	71.8%	57.7%	0.0%	0.0%
Annual Growth ELA	100.0%	81.5%	0.0%	83.5%
Annual Growth Math	91.7%	91.7%	0.0%	83.5%
Annual Growth Science	73.7%	71.7%	0.0%	0.0%
4 Year Graduation	97.0%	94.3%	0.0%	0.0%
Attendance	89.5%	83.4%	88.2%	92.9%
Rigorous Courses	28.1%	19.4%	0.0%	0.0%
Advanced ELA	19.4%	13.1%	12.7%	8.9%
Advanced Math	21.2%	15.8%	1.8%	13.3%
Advanced Science	27.0%	16.8%	11.1%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	4.52	3.79	2.32	3.33
Prof/Adv ELA	11.15	9.87	8.46	9.00
Prof/Adv Science	5.29	5.05	3.89	
Industry Based Learning	2.50	2.50		
Grade 3 Reading	1.80	1.44		
Annual Growth ELA	20.00	16.30		16.70
Annual Growth Math	9.17	9.17		8.35
Annual Growth Science	7.37	7.17		
4 Year Graduation	2.43	2.36		
Attendance	2.24	2.09	2.21	2.32
Rigorous Courses	0.70	0.49		
Advanced ELA	0.39	0.26	0.25	0.18
Advanced Math	0.21	0.16	0.02	0.13
Advanced Science	0.27	0.17	0.11	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	47.7	45.4	9.9	30.7
Total Charter Index Score	68.0	60.8	17.3	40.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning	0.61	0.70	0.60	
Grade 3 Reading				
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation	1.86	1.84	1.82	
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	
Advanced ELA				
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Philadelphia Electrical & Tech CHS	126510009	AUN
------------------------	------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	596	
Black/African American	468	78.5%
Hispanic	50	8.4%
White	58	9.7%
Other	20	3.4%
Economically Disadvantaged	406	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	31.2%	32.0%	34.0%	0.0%
Prof/Adv ELA	57.6%	58.0%	62.8%	0.0%
Prof/Adv Science	24.8%	25.0%	28.7%	0.0%
Industry Based Learning	58.8%	57.1%	58.4%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	100.0%	100.0%	100.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	100.0%	99.0%	100.0%	0.0%
4 Year Graduation	97.5%	97.4%	99.2%	0.0%
Attendance	46.8%	49.6%	46.5%	48.6%
Rigorous Courses	18.2%	19.0%	21.2%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	3.2%	3.0%	3.2%	0.0%
Advanced Science	3.2%	3.0%	4.3%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.34	2.40	2.55	
Prof/Adv ELA	8.64	8.70	9.42	
Prof/Adv Science	1.86	1.88	2.15	
Industry Based Learning	1.47	1.43	1.46	
Grade 3 Reading				
Annual Growth ELA	20.00	20.00	20.00	
Annual Growth Math	10.00	10.00	10.00	
Annual Growth Science	10.00	9.90	10.00	
4 Year Graduation	2.44	2.44	2.48	
Attendance	1.17	1.24	1.16	1.22
Rigorous Courses	0.46	0.48	0.53	
Advanced ELA				
Advanced Math	0.03	0.03	0.03	
Advanced Science	0.03	0.03	0.04	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.7	44.6	41.8	1.8
Total Charter Index Score	58.4	58.5	59.8	1.2



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93		2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38		6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12		0.06
Industry Standards for Adv			

Brick & Mortar Charter	Philadelphia Montessori CS	126510016	AUN
------------------------	----------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	179	
Black/African American	155	86.6%
Hispanic	5	2.8%
White	4	2.2%
Other	15	8.4%
Economically Disadvantaged	120	67%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	18.3%	18.5%	15.7%	0.0%
Prof/Adv ELA	35.5%	36.9%	32.5%	0.0%
Prof/Adv Science	60.0%	0.0%	52.4%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	34.5%	35.0%	33.3%	0.0%
Annual Growth ELA	78.0%	80.0%	82.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	73.0%	0.0%	71.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	95.1%	95.1%	94.4%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	5.4%	4.6%	2.4%	0.0%
Advanced Math	4.3%	4.6%	1.2%	0.0%
Advanced Science	20.0%	0.0%	4.8%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.37	1.39	1.18
Prof/Adv ELA	5.33	5.54	4.88
Prof/Adv Science	4.50		3.93
Industry Based Learning			
Grade 3 Reading	0.86	0.88	0.83
Annual Growth ELA	15.60	16.00	16.40
Annual Growth Math	10.00	10.00	10.00
Annual Growth Science	7.30		7.10
4 Year Graduation			
Attendance	2.38	2.38	2.36
Rigorous Courses			
Advanced ELA	0.11	0.09	0.05
Advanced Math	0.04	0.05	0.01
Advanced Science	0.20		0.05
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	32.5	39.0	0.0
Total Charter Index Score	47.7	36.3	46.8	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning	0.61	0.70	0.60	
Grade 3 Reading	0.83	0.68	0.59	0.59
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	7.51
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation	1.86	1.84	1.82	
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	Philadelphia Performing Arts CS	126513400	AUN
------------------------	---------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	2,434	
Black/African American	662	27.2%
Hispanic	199	8.2%
White	1,087	44.7%
Other	486	20.0%
Economically Disadvantaged	1,568	64%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	40.7%	32.4%	22.6%	42.5%
Prof/Adv ELA	62.3%	53.9%	47.5%	70.1%
Prof/Adv Science	66.6%	60.0%	49.2%	55.3%
Industry Based Learning	20.9%	17.6%	9.0%	0.0%
Grade 3 Reading	71.1%	63.1%	48.9%	76.2%
Annual Growth ELA	74.0%	76.3%	74.2%	76.7%
Annual Growth Math	66.7%	77.8%	74.8%	84.7%
Annual Growth Science	73.3%	75.3%	66.3%	78.0%
4 Year Graduation	98.6%	99.2%	97.4%	0.0%
Attendance	84.4%	79.4%	83.0%	78.6%
Rigorous Courses	34.2%	26.4%	20.9%	0.0%
Advanced ELA	15.0%	9.5%	7.1%	9.2%
Advanced Math	15.2%	11.0%	3.7%	11.5%
Advanced Science	24.6%	18.7%	5.4%	21.1%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.05	2.43	1.70	3.19
Prof/Adv ELA	9.35	8.09	7.13	10.52
Prof/Adv Science	5.00	4.50	3.69	4.15
Industry Based Learning	0.52	0.44	0.23	
Grade 3 Reading	1.78	1.58	1.22	1.91
Annual Growth ELA	14.80	15.26	14.84	15.34
Annual Growth Math	6.67	7.78	7.48	8.47
Annual Growth Science	7.33	7.53	6.63	7.80
4 Year Graduation	2.47	2.48	2.44	
Attendance	2.11	1.99	2.08	1.97
Rigorous Courses	0.86	0.66	0.52	
Advanced ELA	0.30	0.19	0.14	0.18
Advanced Math	0.15	0.11	0.04	0.12
Advanced Science	0.25	0.19	0.05	0.21
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	47.7	45.4	42.5	39.8
Total Charter Index Score	54.6	53.2	48.2	53.8

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Harrisburg City SD	115222752	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	6,383	
Black/African American	3,445	54.0%
Hispanic	2,304	36.1%
White	230	3.6%
Other	404	6.3%
Economically Disadvantaged	5,666	89%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	14.7%	14.0%	14.3%	12.1%
Prof/Adv ELA	24.1%	23.0%	24.7%	20.4%
Prof/Adv Science	32.8%	32.0%	33.4%	26.9%
Industry Based Learning	IS	IS	IS	IS
Grade 3 Reading	19.5%	19.6%	19.9%	19.8%
Annual Growth ELA	76.0%	75.7%	74.5%	78.9%
Annual Growth Math	75.2%	75.3%	71.1%	78.0%
Annual Growth Science	74.7%	74.2%	72.7%	70.2%
4 Year Graduation	66.6%	62.2%	71.2%	51.0%
Attendance	55.8%	54.3%	56.4%	51.6%
Rigorous Courses	20.5%	20.4%	21.2%	8.6%
Advanced ELA	3.0%	2.8%	3.2%	2.5%
Advanced Math	3.0%	2.8%	2.5%	2.9%
Advanced Science	8.1%	7.8%	8.9%	6.6%
Industry Standards for Adv	IS	IS	IS	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.10	1.05	1.07	
Prof/Adv ELA	3.62	3.45	3.70	
Prof/Adv Science	2.46	2.40	2.51	
Industry Based Learning				
Grade 3 Reading	0.49	0.49	0.50	
Annual Growth ELA	15.20	15.15	14.89	
Annual Growth Math	7.52	7.53	7.11	
Annual Growth Science	7.47	7.42	7.27	
4 Year Graduation				
Attendance	1.39	1.36	1.41	1.29
Rigorous Courses				
Advanced ELA				
Advanced Math	0.03	0.03	0.02	
Advanced Science	0.08	0.08	0.09	
Industry Standards for Adv				

Brick & Mortar Charter	Premier Arts and Science Charter Schc	115222343	AUN
------------------------	---------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	224	
Black/African American	192	85.7%
Hispanic	25	11.2%
White	3	1.3%
Other	4	1.8%
Economically Disadvantaged	33	15%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	7.6%	7.9%	6.6%	0.0%
Prof/Adv ELA	12.4%	12.9%	13.2%	0.0%
Prof/Adv Science	33.3%	33.3%	37.5%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	13.5%	13.9%	12.9%	0.0%
Annual Growth ELA	51.0%	55.0%	50.0%	0.0%
Annual Growth Math	50.0%	50.0%	50.0%	0.0%
Annual Growth Science	62.0%	62.0%	64.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	92.6%	92.3%	92.2%	92.9%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	1.0%	1.0%	1.1%	0.0%
Advanced Science	11.1%	11.1%	12.5%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.57	0.59	0.50	
Prof/Adv ELA	1.86	1.94	1.98	
Prof/Adv Science	2.50	2.50	2.81	
Industry Based Learning				
Grade 3 Reading	0.34	0.35	0.32	
Annual Growth ELA	10.20	11.00	10.00	
Annual Growth Math	5.00	5.00	5.00	
Annual Growth Science	6.20	6.20	6.40	
4 Year Graduation				
Attendance	2.32	2.31	2.31	2.32
Rigorous Courses				
Advanced ELA				
Advanced Math	0.01	0.01	0.01	
Advanced Science	0.11	0.11	0.13	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	39.4	38.9	38.6	1.3
Total Charter Index Score	29.1	30.0	29.5	2.3

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning	0.61	0.70	0.60	
Grade 3 Reading				
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation	1.86	1.84	1.82	
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Preparatory CS of Mathematics Scienc	126512960	AUN
------------------------	--------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	631	
Black/African American	407	64.5%
Hispanic	51	8.1%
White	95	15.1%
Other	78	12.4%
Economically Disadvantaged	435	69%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	28.1%	26.4%	21.6%	0.0%
Prof/Adv ELA	64.0%	63.6%	60.2%	0.0%
Prof/Adv Science	38.7%	39.4%	34.9%	0.0%
Industry Based Learning	95.4%	95.5%	93.3%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	78.0%	75.0%	74.0%	0.0%
Annual Growth Math	50.0%	50.0%	50.0%	0.0%
Annual Growth Science	50.0%	60.0%	53.0%	0.0%
4 Year Graduation	90.4%	90.4%	91.2%	0.0%
Attendance	74.0%	69.6%	72.4%	79.1%
Rigorous Courses	55.7%	54.5%	48.0%	0.0%
Advanced ELA	1.4%	1.8%	1.1%	0.0%
Advanced Math	3.6%	4.5%	1.1%	0.0%
Advanced Science	6.6%	7.3%	2.3%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.11	1.98	1.62	
Prof/Adv ELA	9.60	9.54	9.03	
Prof/Adv Science	2.90	2.96	2.62	
Industry Based Learning	2.39	2.39	2.33	
Grade 3 Reading				
Annual Growth ELA	15.60	15.00	14.80	
Annual Growth Math	5.00	5.00	5.00	
Annual Growth Science	5.00	6.00	5.30	
4 Year Graduation	2.26	2.26	2.28	
Attendance	1.85	1.74	1.81	1.98
Rigorous Courses	1.39	1.36	1.20	
Advanced ELA	0.03	0.04	0.02	
Advanced Math	0.04	0.05	0.01	
Advanced Science	0.07	0.07	0.02	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.9	44.7	41.9	1.8
Total Charter Index Score	48.2	48.4	46.0	2.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Woodland Hills SD	103029902	AUN
----------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	3,296	
Black/African American	2,204	66.9%
Hispanic	102	3.1%
White	911	27.6%
Other	79	2.4%
Economically Disadvantaged	2,219	67%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	30.0%	14.9%	12.9%	0.0%
Prof/Adv ELA	43.8%	23.9%	23.9%	0.0%
Prof/Adv Science	45.7%	24.8%	23.4%	0.0%
Industry Based Learning	14.3%	12.9%	9.8%	0.0%
Grade 3 Reading	68.4%	27.7%	27.1%	0.0%
Annual Growth ELA	69.9%	47.8%	48.9%	0.0%
Annual Growth Math	64.6%	48.9%	52.7%	0.0%
Annual Growth Science	72.1%	50.3%	49.7%	0.0%
4 Year Graduation	98.8%	60.2%	55.9%	0.0%
Attendance	67.8%	46.2%	48.1%	42.2%
Rigorous Courses	60.7%	30.7%	25.9%	0.0%
Advanced ELA	8.1%	2.8%	2.6%	0.0%
Advanced Math	10.1%	4.1%	2.8%	0.0%
Advanced Science	12.7%	4.5%	3.0%	0.0%
Industry Standards for Adv	4.1%	3.7%	2.1%	0.0%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.25	1.12	0.97
Prof/Adv ELA	6.57	3.59	3.58
Prof/Adv Science	3.43	1.86	1.76
Industry Based Learning	0.36	0.32	0.25
Grade 3 Reading	1.71	0.69	0.68
Annual Growth ELA	13.97	9.57	9.77
Annual Growth Math	6.46	4.89	5.27
Annual Growth Science	7.21	5.03	4.97
4 Year Graduation	2.47	1.50	1.40
Attendance	1.70	1.15	1.20
Rigorous Courses	1.52	0.77	0.65
Advanced ELA	0.16	0.06	0.05
Advanced Math	0.10	0.04	0.03
Advanced Science	0.13	0.05	0.03
Industry Standards for Adv			

Brick & Mortar Charter	Propel CS-Braddock Hills	160028259	AUN
------------------------	--------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	904	
Black/African American	711	78.7%
Hispanic	14	1.6%
White	112	12.4%
Other	67	7.4%
Economically Disadvantaged	685	76%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	14.8%	11.4%	10.1%	0.0%
Prof/Adv ELA	41.1%	35.4%	34.9%	0.0%
Prof/Adv Science	50.6%	48.1%	45.7%	0.0%
Industry Based Learning	83.0%	84.9%	78.8%	0.0%
Grade 3 Reading	45.8%	44.4%	34.9%	0.0%
Annual Growth ELA	83.3%	78.5%	79.2%	0.0%
Annual Growth Math	54.0%	55.3%	53.8%	0.0%
Annual Growth Science	95.3%	93.3%	89.0%	0.0%
4 Year Graduation	76.2%	70.7%	70.2%	0.0%
Attendance	73.2%	69.9%	72.3%	0.0%
Rigorous Courses	42.6%	30.3%	42.4%	0.0%
Advanced ELA	6.7%	5.0%	5.2%	0.0%
Advanced Math	4.7%	2.9%	3.4%	0.0%
Advanced Science	18.8%	16.3%	15.7%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.11	0.86	0.76
Prof/Adv ELA	6.17	5.31	5.24
Prof/Adv Science	3.80	3.61	3.43
Industry Based Learning	2.08	2.12	1.97
Grade 3 Reading	1.15	1.11	0.87
Annual Growth ELA	16.66	15.70	15.84
Annual Growth Math	5.40	5.53	5.38
Annual Growth Science	9.53	9.33	8.90
4 Year Graduation	1.91	1.77	1.76
Attendance	1.83	1.75	1.81
Rigorous Courses	1.07	0.76	1.06
Advanced ELA	0.13	0.10	0.10
Advanced Math	0.05	0.03	0.03
Advanced Science	0.19	0.16	0.16
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	48.0	30.6	30.6	0.0
Total Charter Index Score	51.0	48.1	47.3	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pittsburgh SD	102027451	AUN
----------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	22,567	
Black/African American	11,671	51.7%
Hispanic	848	3.8%
White	7,201	31.9%
Other	2,847	12.6%
Economically Disadvantaged	15,443	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	34.2%	24.2%	19.8%	25.0%
Prof/Adv ELA	50.6%	41.2%	36.4%	34.8%
Prof/Adv Science	49.9%	41.2%	34.3%	IS
Industry Based Learning	20.4%	23.4%	22.3%	5.0%
Grade 3 Reading	51.7%	43.5%	36.1%	IS
Annual Growth ELA	74.6%	74.0%	71.0%	80.0%
Annual Growth Math	67.1%	68.9%	67.3%	75.0%
Annual Growth Science	61.0%	60.6%	58.9%	52.0%
4 Year Graduation	83.6%	79.3%	81.4%	IS
Attendance	74.1%	71.6%	69.4%	76.4%
Rigorous Courses	69.8%	62.2%	59.6%	70.0%
Advanced ELA	12.7%	6.6%	5.1%	6.0%
Advanced Math	11.5%	5.5%	3.8%	9.5%
Advanced Science	18.4%	10.3%	7.3%	IS
Industry Standards for Adv	3.9%	3.6%	3.0%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.57	1.81	1.49
Prof/Adv ELA	7.60	6.17	5.46
Prof/Adv Science	3.74	3.09	2.57
Industry Based Learning			
Grade 3 Reading	1.29	1.09	0.90
Annual Growth ELA	14.91	14.79	14.21
Annual Growth Math	6.71	6.89	6.73
Annual Growth Science	6.10	6.06	5.89
4 Year Graduation			
Attendance	1.85	1.79	1.74
Rigorous Courses			
Advanced ELA	0.25	0.13	0.10
Advanced Math	0.11	0.05	
Advanced Science	0.18	0.10	0.07
Industry Standards for Adv			

Brick & Mortar Charter	Propel CS-Hazelwood	103024952	AUN
------------------------	---------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	304	
Black/African American	258	84.9%
Hispanic	8	2.6%
White	9	3.0%
Other	29	9.5%
Economically Disadvantaged	264	87%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	3.9%	3.1%	2.0%	0.0%
Prof/Adv ELA	28.4%	28.8%	24.8%	0.0%
Prof/Adv Science	32.4%	31.7%	28.1%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	25.0%	22.2%	17.9%	0.0%
Annual Growth ELA	50.0%	50.0%	50.0%	0.0%
Annual Growth Math	74.0%	78.0%	77.0%	0.0%
Annual Growth Science	63.0%	63.0%	64.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	65.7%	62.3%	66.2%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	2.8%	1.9%	1.3%	0.0%
Advanced Math	1.1%	0.6%	0.0%	0.0%
Advanced Science	5.9%	5.0%	3.5%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.29	0.23	0.15
Prof/Adv ELA	4.26	4.32	3.72
Prof/Adv Science	2.43	2.38	2.11
Industry Based Learning			
Grade 3 Reading	0.63	0.56	0.45
Annual Growth ELA	10.00	10.00	10.00
Annual Growth Math	7.40	7.80	7.70
Annual Growth Science	6.30	6.30	6.40
4 Year Graduation			
Attendance	1.64	1.56	1.66
Rigorous Courses			
Advanced ELA	0.06	0.04	0.03
Advanced Math	0.01	0.01	
Advanced Science	0.06	0.05	0.04
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	45.3	42.0	39.2	0.0
Total Charter Index Score	33.1	33.2	32.2	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Steel Valley SD	103028833	AUN
----------	-----------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,375	
Black/African American	525	38.2%
Hispanic	19	1.4%
White	923	67.1%
Other	(93)	-6.7%
Economically Disadvantaged	1,050	76%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	48.8%	41.9%	10.3%	0.0%
Prof/Adv ELA	65.5%	56.4%	27.2%	0.0%
Prof/Adv Science	72.7%	61.6%	28.0%	0.0%
Industry Based Learning	14.0%	10.1%	8.9%	0.0%
Grade 3 Reading	97.3%	98.4%	47.5%	0.0%
Annual Growth ELA	72.3%	69.9%	52.7%	0.0%
Annual Growth Math	82.1%	76.2%	55.8%	0.0%
Annual Growth Science	85.8%	78.8%	57.4%	0.0%
4 Year Graduation	190.8%	129.5%	82.2%	0.0%
Attendance	88.5%	80.4%	65.3%	0.0%
Rigorous Courses	149.9%	102.0%	55.3%	0.0%
Advanced ELA	15.8%	13.9%	4.8%	0.0%
Advanced Math	18.1%	15.9%	3.0%	0.0%
Advanced Science	37.1%	32.5%	10.4%	0.0%
Industry Standards for Adv	5.9%	2.0%	4.5%	0.0%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	3.66	3.15	0.77
Prof/Adv ELA	9.82	8.45	4.07
Prof/Adv Science	5.45	4.62	2.10
Industry Based Learning	0.35	0.25	0.22
Grade 3 Reading	2.43	2.46	1.19
Annual Growth ELA	14.47	13.99	10.54
Annual Growth Math	8.21	7.62	5.58
Annual Growth Science	8.58	7.88	5.74
4 Year Graduation	4.77	3.24	2.05
Attendance	2.21	2.01	1.63
Rigorous Courses	3.75	2.55	1.38
Advanced ELA	0.32	0.28	0.10
Advanced Math	0.18	0.16	0.03
Advanced Science	0.37	0.33	0.10
Industry Standards for Adv			

Brick & Mortar Charter	Propel CS-Homestead	103020002	AUN
------------------------	---------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	576	
Black/African American	502	87.2%
Hispanic	12	2.1%
White	23	4.0%
Other	39	6.8%
Economically Disadvantaged	468	81%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	10.9%	10.1%	9.5%	0.0%
Prof/Adv ELA	30.0%	27.8%	26.7%	0.0%
Prof/Adv Science	42.1%	41.8%	38.0%	0.0%
Industry Based Learning	97.1%	100.0%	97.0%	0.0%
Grade 3 Reading	38.6%	42.1%	37.8%	0.0%
Annual Growth ELA	71.5%	70.8%	71.5%	0.0%
Annual Growth Math	75.8%	80.8%	79.2%	0.0%
Annual Growth Science	77.7%	76.7%	75.3%	0.0%
4 Year Graduation	90.7%	86.7%	88.9%	0.0%
Attendance	74.1%	72.0%	76.2%	0.0%
Rigorous Courses	48.6%	50.0%	48.5%	0.0%
Advanced ELA	3.2%	3.0%	3.3%	0.0%
Advanced Math	3.3%	3.8%	2.5%	0.0%
Advanced Science	6.5%	6.6%	5.4%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.82	0.76	0.71
Prof/Adv ELA	4.50	4.17	4.01
Prof/Adv Science	3.16	3.14	2.85
Industry Based Learning	2.43	2.50	2.43
Grade 3 Reading	0.97	1.05	0.95
Annual Growth ELA	14.30	14.16	14.30
Annual Growth Math	7.58	8.08	7.92
Annual Growth Science	7.77	7.67	7.53
4 Year Graduation	2.27	2.17	2.22
Attendance	1.85	1.80	1.91
Rigorous Courses	1.22	1.25	1.21
Advanced ELA	0.06	0.06	0.07
Advanced Math	0.03	0.04	0.03
Advanced Science	0.07	0.07	0.05
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	64.6	57.0	35.5	0.0
Total Charter Index Score	47.0	46.9	46.2	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	McKeesport Area SD	103026002	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	3,228	
Black/African American	1,444	44.7%
Hispanic	36	1.1%
White	1,370	42.4%
Other	378	11.7%
Economically Disadvantaged	2,241	69%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	22.7%	16.7%	15.3%	IS
Prof/Adv ELA	40.9%	31.5%	28.0%	IS
Prof/Adv Science	43.9%	36.9%	32.3%	IS
Industry Based Learning	27.7%	29.6%	32.9%	IS
Grade 3 Reading	34.5%	27.7%	22.2%	IS
Annual Growth ELA	76.5%	70.6%	73.3%	IS
Annual Growth Math	53.2%	52.0%	56.4%	IS
Annual Growth Science	74.2%	64.8%	68.0%	IS
4 Year Graduation	82.6%	77.1%	81.3%	IS
Attendance	61.4%	55.7%	56.9%	IS
Rigorous Courses	56.4%	48.8%	45.1%	IS
Advanced ELA	6.9%	4.1%	3.6%	IS
Advanced Math	6.1%	3.3%	3.0%	IS
Advanced Science	13.4%	10.1%	6.0%	IS
Industry Standards for Adv	12.9%	11.2%	12.2%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.70	1.26	1.14
Prof/Adv ELA	6.13	4.73	4.20
Prof/Adv Science	3.29	2.77	2.43
Industry Based Learning			
Grade 3 Reading	0.86	0.69	0.56
Annual Growth ELA	15.30	14.11	14.66
Annual Growth Math	5.32	5.20	5.64
Annual Growth Science	7.42	6.48	6.80
4 Year Graduation			
Attendance	1.54	1.39	1.42
Rigorous Courses			
Advanced ELA	0.14	0.08	0.07
Advanced Math	0.06	0.03	0.03
Advanced Science	0.13	0.10	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Propel CS-McKeesport	103020003	AUN
------------------------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	380	
Black/African American	268	70.5%
Hispanic	6	1.6%
White	72	19.0%
Other	34	8.9%
Economically Disadvantaged	300	79%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	44.0%	40.0%	39.0%	0.0%
Prof/Adv ELA	68.5%	67.3%	67.4%	0.0%
Prof/Adv Science	72.6%	71.4%	73.3%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	78.6%	73.5%	78.3%	0.0%
Annual Growth ELA	100.0%	100.0%	100.0%	0.0%
Annual Growth Math	92.2%	92.8%	92.7%	0.0%
Annual Growth Science	82.0%	83.0%	80.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	77.7%	75.8%	78.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	24.2%	22.0%	21.5%	0.0%
Advanced Math	16.1%	15.1%	12.2%	0.0%
Advanced Science	20.5%	22.2%	18.3%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	3.30	3.00	2.93
Prof/Adv ELA	10.28	10.10	10.11
Prof/Adv Science	5.45	5.36	5.50
Industry Based Learning			
Grade 3 Reading	1.97	1.84	1.96
Annual Growth ELA	20.00	20.00	20.00
Annual Growth Math	9.22	9.28	9.27
Annual Growth Science	8.20	8.30	8.05
4 Year Graduation			
Attendance	1.94	1.90	1.95
Rigorous Courses			
Advanced ELA	0.48	0.44	0.43
Advanced Math	0.16	0.15	0.12
Advanced Science	0.21	0.22	0.18
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	41.9	36.8	37.0	0.0
Total Charter Index Score	61.2	60.6	60.5	0.0



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Montour SD	103026303	AUN
----------	------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	2,884	
Black/African American	171	5.9%
Hispanic	55	1.9%
White	2,451	85.0%
Other	207	7.2%
Economically Disadvantaged	814	28%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	72.4%	52.1%	39.6%	IS
Prof/Adv ELA	82.7%	70.2%	62.6%	IS
Prof/Adv Science	78.0%	62.1%	27.3%	IS
Industry Based Learning	37.2%	37.0%	IS	IS
Grade 3 Reading	80.7%	74.6%	IS	IS
Annual Growth ELA	74.2%	72.7%	IS	IS
Annual Growth Math	68.0%	72.8%	IS	IS
Annual Growth Science	50.0%	57.7%	IS	IS
4 Year Graduation	97.0%	93.0%	IS	IS
Attendance	87.6%	75.8%	70.4%	100.0%
Rigorous Courses	74.9%	55.6%	IS	IS
Advanced ELA	28.9%	19.2%	9.6%	IS
Advanced Math	34.2%	20.0%	8.8%	IS
Advanced Science	38.5%	22.2%	4.5%	IS
Industry Standards for Adv	4.0%	5.6%	IS	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	5.43	3.90	2.97
Prof/Adv ELA	12.41	10.52	9.39
Prof/Adv Science	5.85	4.66	2.05
Industry Based Learning			
Grade 3 Reading	2.02	1.87	
Annual Growth ELA	14.84	14.54	
Annual Growth Math	6.80	7.28	
Annual Growth Science	5.00	5.77	
4 Year Graduation			
Attendance	2.19	1.90	1.76
Rigorous Courses			
Advanced ELA	0.58	0.38	0.19
Advanced Math	0.34	0.20	0.09
Advanced Science	0.39	0.22	0.05
Industry Standards for Adv			

Brick & Mortar Charter	Propel CS-Montour	103020004	AUN
------------------------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	685	
Black/African American	350	51.1%
Hispanic	15	2.2%
White	230	33.6%
Other	90	13.1%
Economically Disadvantaged	529	77%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	28.0%	21.9%	12.6%	0.0%
Prof/Adv ELA	48.5%	43.7%	31.6%	0.0%
Prof/Adv Science	62.3%	58.6%	41.8%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	55.7%	54.2%	37.5%	0.0%
Annual Growth ELA	91.7%	90.3%	80.8%	0.0%
Annual Growth Math	71.0%	72.7%	66.2%	0.0%
Annual Growth Science	79.7%	74.3%	70.3%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	78.7%	75.3%	76.6%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	9.6%	7.3%	3.8%	0.0%
Advanced Math	7.3%	4.2%	2.5%	0.0%
Advanced Science	20.5%	16.1%	3.6%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.10	1.64	0.95
Prof/Adv ELA	7.28	6.56	4.74
Prof/Adv Science	4.67	4.40	3.14
Industry Based Learning			
Grade 3 Reading	1.39	1.36	
Annual Growth ELA	18.34	18.06	
Annual Growth Math	7.10	7.27	
Annual Growth Science	7.97	7.43	
4 Year Graduation			
Attendance	1.97	1.88	1.92
Rigorous Courses			
Advanced ELA	0.19	0.15	0.08
Advanced Math	0.07	0.04	0.03
Advanced Science	0.21	0.16	0.04
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	55.8	51.2	16.5	0.0
Total Charter Index Score	51.3	48.9	10.9	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pittsburgh SD	102027451	AUN
----------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	22,567	
Black/African American	11,671	51.7%
Hispanic	848	3.8%
White	7,201	31.9%
Other	2,847	12.6%
Economically Disadvantaged	15,443	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	34.2%	24.2%	19.8%	25.0%
Prof/Adv ELA	50.6%	41.2%	36.4%	34.8%
Prof/Adv Science	49.9%	41.2%	34.3%	IS
Industry Based Learning	20.4%	23.4%	22.3%	5.0%
Grade 3 Reading	51.7%	43.5%	36.1%	IS
Annual Growth ELA	74.6%	74.0%	71.0%	80.0%
Annual Growth Math	67.1%	68.9%	67.3%	75.0%
Annual Growth Science	61.0%	60.6%	58.9%	52.0%
4 Year Graduation	83.6%	79.3%	81.4%	IS
Attendance	74.1%	71.6%	69.4%	76.4%
Rigorous Courses	69.8%	62.2%	59.6%	70.0%
Advanced ELA	12.7%	6.6%	5.1%	6.0%
Advanced Math	11.5%	5.5%	3.8%	9.5%
Advanced Science	18.4%	10.3%	7.3%	IS
Industry Standards for Adv	3.9%	3.6%	3.0%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.57	1.81	1.49
Prof/Adv ELA	7.60	6.17	5.46
Prof/Adv Science	3.74	3.09	2.57
Industry Based Learning			
Grade 3 Reading	1.29	1.09	0.90
Annual Growth ELA	14.91	14.79	14.21
Annual Growth Math	6.71	6.89	6.73
Annual Growth Science	6.10	6.06	5.89
4 Year Graduation			
Attendance	1.85	1.79	1.74
Rigorous Courses			
Advanced ELA	0.25	0.13	0.10
Advanced Math	0.11	0.05	
Advanced Science	0.18	0.10	0.07
Industry Standards for Adv			

Brick & Mortar Charter	Propel CS-Northside	103028192	AUN
------------------------	---------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	398	
Black/African American	329	82.7%
Hispanic	6	1.5%
White	21	5.3%
Other	42	10.6%
Economically Disadvantaged	328	82%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	8.1%	6.7%	6.5%	0.0%
Prof/Adv ELA	32.8%	29.7%	29.4%	0.0%
Prof/Adv Science	33.0%	30.0%	30.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	39.5%	37.5%	36.4%	0.0%
Annual Growth ELA	62.0%	65.0%	64.0%	0.0%
Annual Growth Math	61.0%	72.0%	70.0%	0.0%
Annual Growth Science	54.0%	58.0%	55.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	79.1%	77.3%	79.4%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	3.4%	2.8%	1.8%	0.0%
Advanced Math	1.2%	0.5%	0.0%	0.0%
Advanced Science	6.8%	4.3%	5.7%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.61	0.50	0.49
Prof/Adv ELA	4.92	4.46	4.41
Prof/Adv Science	2.48	2.25	2.25
Industry Based Learning			
Grade 3 Reading	0.99	0.94	0.91
Annual Growth ELA	12.40	13.00	12.80
Annual Growth Math	6.10	7.20	7.00
Annual Growth Science	5.40	5.80	5.55
4 Year Graduation			
Attendance	1.98	1.93	1.99
Rigorous Courses			
Advanced ELA	0.07	0.06	0.04
Advanced Math	0.01	0.01	
Advanced Science	0.07	0.04	0.06
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	45.3	42.0	39.2	0.0
Total Charter Index Score	35.0	36.2	35.5	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Gateway SD	103024102	AUN
----------	------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	3,342	
Black/African American	841	25.2%
Hispanic	142	4.2%
White	1,796	53.7%
Other	563	16.8%
Economically Disadvantaged	1,706	51%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	61.2%	45.1%	38.7%	IS
Prof/Adv ELA	72.7%	59.9%	55.9%	IS
Prof/Adv Science	78.5%	70.1%	51.7%	IS
Industry Based Learning	5.7%	8.1%	7.0%	IS
Grade 3 Reading	68.5%	57.3%	52.1%	IS
Annual Growth ELA	83.8%	76.3%	77.9%	IS
Annual Growth Math	62.3%	62.9%	57.9%	IS
Annual Growth Science	84.4%	82.7%	79.2%	IS
4 Year Graduation	88.7%	80.2%	81.4%	IS
Attendance	87.7%	82.9%	84.5%	85.0%
Rigorous Courses	56.3%	44.1%	33.3%	IS
Advanced ELA	19.3%	13.3%	8.3%	IS
Advanced Math	24.2%	15.1%	9.1%	IS
Advanced Science	40.0%	27.0%	18.1%	IS
Industry Standards for Adv	2.7%	4.5%	3.5%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	4.59	3.38	2.90
Prof/Adv ELA	10.91	8.98	8.38
Prof/Adv Science	5.89	5.26	3.88
Industry Based Learning			
Grade 3 Reading	1.71	1.43	1.30
Annual Growth ELA	16.76	15.25	15.58
Annual Growth Math	6.23	6.29	5.79
Annual Growth Science	8.44	8.27	7.92
4 Year Graduation			
Attendance	2.19	2.07	2.11
Rigorous Courses			
Advanced ELA	0.39	0.27	0.17
Advanced Math	0.24	0.15	0.09
Advanced Science	0.40	0.27	0.18
Industry Standards for Adv			

Brick & Mortar Charter	Propel CS-Pitcairn	103024162	AUN
------------------------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	316	
Black/African American	230	72.8%
Hispanic	11	3.5%
White	51	16.1%
Other	24	7.6%
Economically Disadvantaged	270	85%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	20.0%	19.0%	13.6%	0.0%
Prof/Adv ELA	40.4%	40.4%	35.9%	0.0%
Prof/Adv Science	55.9%	55.6%	45.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	39.5%	43.8%	40.7%	0.0%
Annual Growth ELA	90.0%	85.0%	90.0%	0.0%
Annual Growth Math	77.0%	77.0%	73.0%	0.0%
Annual Growth Science	82.5%	81.5%	79.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	76.0%	73.6%	73.3%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	7.1%	6.0%	4.9%	0.0%
Advanced Math	5.1%	3.1%	3.6%	0.0%
Advanced Science	23.7%	24.4%	20.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.50	1.43	1.02
Prof/Adv ELA	6.06	6.06	5.39
Prof/Adv Science	4.19	4.17	3.38
Industry Based Learning			
Grade 3 Reading	0.99	1.10	1.02
Annual Growth ELA	18.00	17.00	18.00
Annual Growth Math	7.70	7.70	7.30
Annual Growth Science	8.25	8.15	7.90
4 Year Graduation			
Attendance	1.90	1.84	1.83
Rigorous Courses			
Advanced ELA	0.14	0.12	0.10
Advanced Math	0.05	0.03	0.04
Advanced Science	0.24	0.24	0.20
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	57.8	51.6	48.3	0.0
Total Charter Index Score	49.0	47.8	46.2	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pittsburgh SD	102027451	AUN
----------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	22,567	
Black/African American	11,671	51.7%
Hispanic	848	3.8%
White	7,201	31.9%
Other	2,847	12.6%
Economically Disadvantaged	15,443	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	34.2%	24.2%	19.8%	25.0%
Prof/Adv ELA	50.6%	41.2%	36.4%	34.8%
Prof/Adv Science	49.9%	41.2%	34.3%	IS
Industry Based Learning	20.4%	23.4%	22.3%	5.0%
Grade 3 Reading	51.7%	43.5%	36.1%	IS
Annual Growth ELA	74.6%	74.0%	71.0%	80.0%
Annual Growth Math	67.1%	68.9%	67.3%	75.0%
Annual Growth Science	61.0%	60.6%	58.9%	52.0%
4 Year Graduation	83.6%	79.3%	81.4%	IS
Attendance	74.1%	71.6%	69.4%	76.4%
Rigorous Courses	69.8%	62.2%	59.6%	70.0%
Advanced ELA	12.7%	6.6%	5.1%	6.0%
Advanced Math	11.5%	5.5%	3.8%	9.5%
Advanced Science	18.4%	10.3%	7.3%	IS
Industry Standards for Adv	3.9%	3.6%	3.0%	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.57	1.81	1.49	
Prof/Adv ELA	7.60	6.17	5.46	
Prof/Adv Science	3.74	3.09		
Industry Based Learning				
Grade 3 Reading	1.29			
Annual Growth ELA	14.91	14.79	14.21	
Annual Growth Math	6.71	6.89	6.73	
Annual Growth Science	6.10			
4 Year Graduation				
Attendance	1.85	1.79	1.74	
Rigorous Courses				
Advanced ELA	0.25	0.13	0.10	
Advanced Math	0.11			
Advanced Science	0.18	0.10		
Industry Standards for Adv				

Brick & Mortar Charter	Provident CS	102027560	AUN
------------------------	--------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	215	
Black/African American	64	29.8%
Hispanic	3	1.4%
White	124	57.7%
Other	24	11.2%
Economically Disadvantaged	85	40%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	14.1%	5.3%	3.6%	0.0%
Prof/Adv ELA	20.8%	16.0%	14.5%	0.0%
Prof/Adv Science	47.7%	31.8%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	21.2%	0.0%	0.0%	0.0%
Annual Growth ELA	67.0%	58.0%	67.0%	0.0%
Annual Growth Math	83.0%	73.0%	75.0%	0.0%
Annual Growth Science	70.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	86.1%	81.1%	83.7%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	4.5%	1.3%	1.8%	0.0%
Advanced Math	2.3%	0.0%	0.0%	0.0%
Advanced Science	18.2%	4.5%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.06	0.40	0.27	
Prof/Adv ELA	3.12	2.40	2.18	
Prof/Adv Science	3.58	2.39		
Industry Based Learning				
Grade 3 Reading	0.53			
Annual Growth ELA	13.40	11.60	13.40	
Annual Growth Math	8.30	7.30	7.50	
Annual Growth Science	7.00			
4 Year Graduation				
Attendance	2.15	2.03	2.09	
Rigorous Courses				
Advanced ELA	0.09	0.03	0.04	
Advanced Math	0.02			
Advanced Science	0.18	0.05		
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	45.3	34.8	29.7	0.0
Total Charter Index Score	39.4	26.2	25.5	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Phoenixville Area SD	124157203	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	3,996	
Black/African American	225	5.6%
Hispanic	565	14.1%
White	2,861	71.6%
Other	345	8.6%
Economically Disadvantaged	1,168	29%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	60.7%	34.9%	18.6%	32.9%
Prof/Adv ELA	77.4%	55.2%	44.4%	53.0%
Prof/Adv Science	75.9%	57.6%	31.6%	35.5%
Industry Based Learning	58.1%	40.9%	IS	23.5%
Grade 3 Reading	74.6%	49.3%	IS	40.0%
Annual Growth ELA	70.8%	73.0%	57.3%	74.5%
Annual Growth Math	71.4%	66.6%	70.0%	60.1%
Annual Growth Science	80.8%	75.2%	IS	70.0%
4 Year Graduation	92.2%	85.7%	IS	64.7%
Attendance	93.6%	86.5%	87.7%	89.3%
Rigorous Courses	74.7%	43.9%	IS	55.9%
Advanced ELA	25.5%	10.8%	6.3%	9.1%
Advanced Math	28.2%	11.7%	4.2%	9.5%
Advanced Science	38.2%	19.1%	10.5%	14.8%
Industry Standards for Adv	1.9%	IS	IS	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	4.55	2.62	1.39	2.47
Prof/Adv ELA	11.60	8.28	6.67	7.96
Prof/Adv Science	5.70	4.32	2.37	
Industry Based Learning	1.45			
Grade 3 Reading	1.87	1.23		
Annual Growth ELA	14.17	14.61	11.47	
Annual Growth Math	7.14	6.66	7.00	
Annual Growth Science	8.08	7.52		
4 Year Graduation	2.31			
Attendance	2.34	2.16	2.19	2.23
Rigorous Courses	1.87			
Advanced ELA	0.51	0.22	0.13	0.18
Advanced Math	0.28	0.12	0.04	0.10
Advanced Science	0.38	0.19	0.11	
Industry Standards for Adv				

Brick & Mortar Charter	Renaissance Academy CS	124153350	AUN
------------------------	------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,045	
Black/African American	203	19.4%
Hispanic	-	0.0%
White	644	61.6%
Other	198	18.9%
Economically Disadvantaged	226	22%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	58.3%	41.3%	34.8%	55.0%
Prof/Adv ELA	74.0%	58.2%	49.5%	67.5%
Prof/Adv Science	88.5%	78.4%	74.4%	0.0%
Industry Based Learning	1.5%	0.0%	0.0%	0.0%
Grade 3 Reading	63.3%	40.0%	0.0%	0.0%
Annual Growth ELA	69.8%	70.3%	74.3%	0.0%
Annual Growth Math	65.5%	59.0%	58.0%	0.0%
Annual Growth Science	100.0%	80.3%	76.3%	0.0%
4 Year Graduation	98.6%	0.0%	0.0%	0.0%
Attendance	95.8%	90.7%	91.1%	100.0%
Rigorous Courses	69.2%	0.0%	0.0%	0.0%
Advanced ELA	22.6%	9.8%	5.4%	12.5%
Advanced Math	30.1%	16.5%	12.0%	12.5%
Advanced Science	54.6%	37.3%	27.9%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	4.37	3.10	2.61	4.13
Prof/Adv ELA	11.10	8.73	7.43	10.13
Prof/Adv Science	6.64	5.88	5.58	
Industry Based Learning	0.04			
Grade 3 Reading	1.58	1.00		
Annual Growth ELA	13.96	14.06	14.86	
Annual Growth Math	6.55	5.90	5.80	
Annual Growth Science	10.00	8.03		
4 Year Graduation	2.47			
Attendance	2.40	2.27	2.28	2.50
Rigorous Courses	1.73			
Advanced ELA	0.45	0.20	0.11	0.25
Advanced Math	0.30	0.17	0.12	0.13
Advanced Science	0.55	0.37	0.28	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	62.2	47.9	31.4	12.9
Total Charter Index Score	62.1	49.7	39.1	17.1

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Richard Allen Preparatory CS	126510008	AUN
------------------------	------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	484	
Black/African American	444	91.7%
Hispanic	7	1.5%
White	3	0.6%
Other	30	6.2%
Economically Disadvantaged	251	52%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	4.0%	2.6%	2.4%	0.0%
Prof/Adv ELA	22.2%	23.6%	20.9%	0.0%
Prof/Adv Science	17.9%	18.5%	16.3%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	76.0%	95.0%	75.0%	0.0%
Annual Growth Math	82.0%	88.0%	78.0%	0.0%
Annual Growth Science	76.0%	77.0%	74.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	57.0%	56.0%	56.4%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	2.5%	3.5%	2.2%	0.0%
Advanced Math	1.5%	0.9%	0.5%	0.0%
Advanced Science	0.9%	1.2%	1.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.30	0.20	0.18
Prof/Adv ELA	3.33	3.54	3.14
Prof/Adv Science	1.34	1.39	1.22
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	15.20	19.00	15.00
Annual Growth Math	8.20	8.80	7.80
Annual Growth Science	7.60	7.70	7.40
4 Year Graduation			
Attendance	1.43	1.40	1.41
Rigorous Courses			
Advanced ELA	0.05	0.07	0.04
Advanced Math	0.02	0.01	0.01
Advanced Science	0.01	0.01	0.01
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.1	40.9	38.4	0.0
Total Charter Index Score	37.5	42.1	36.2	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Erie City SD	105252602	AUN
----------	--------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	10,773	
Black/African American	3,632	33.7%
Hispanic	1,336	12.4%
White	4,225	39.2%
Other	1,580	14.7%
Economically Disadvantaged	8,047	75%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	28.4%	21.9%	16.6%	30.8%
Prof/Adv ELA	39.1%	32.8%	25.2%	51.8%
Prof/Adv Science	46.0%	41.4%	29.9%	-222.7%
Industry Based Learning	24.4%	28.1%	13.0%	-20.1%
Grade 3 Reading	34.2%	31.0%	17.6%	-5.2%
Annual Growth ELA	65.8%	68.9%	61.5%	1327.7%
Annual Growth Math	68.8%	69.1%	64.4%	1411.7%
Annual Growth Science	63.3%	64.4%	59.0%	-8550.1%
4 Year Graduation	72.7%	74.7%	57.9%	-55.5%
Attendance	71.4%	69.7%	61.4%	105.3%
Rigorous Courses	53.1%	44.8%	17.7%	-26.9%
Advanced ELA	5.8%	3.8%	2.6%	10.7%
Advanced Math	8.7%	5.4%	2.4%	10.9%
Advanced Science	14.0%	10.2%	8.3%	-3.6%
Industry Standards for Adv	10.1%	6.1%	3.6%	-1.3%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.13	1.64	1.25	2.31
Prof/Adv ELA	5.87	4.92	3.77	7.78
Prof/Adv Science	3.45	3.11	2.24	
Industry Based Learning				
Grade 3 Reading	0.86	0.77	0.44	
Annual Growth ELA	13.17	13.78	12.30	
Annual Growth Math	6.88	6.91	6.44	
Annual Growth Science	6.33	6.44	5.90	
4 Year Graduation				
Attendance	1.79	1.74	1.54	2.63
Rigorous Courses				
Advanced ELA	0.12	0.08	0.05	0.21
Advanced Math	0.09	0.05		
Advanced Science	0.14	0.10	0.08	
Industry Standards for Adv				

Brick & Mortar Charter	Robert Benjamin Wiley Community CS	105252920	AUN
------------------------	------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	441	
Black/African American	198	44.9%
Hispanic	61	13.8%
White	94	21.3%
Other	88	20.0%
Economically Disadvantaged	424	96%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	13.9%	13.4%	7.2%	9.4%
Prof/Adv ELA	34.6%	33.0%	24.0%	30.3%
Prof/Adv Science	53.3%	53.4%	45.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	40.0%	38.1%	30.0%	0.0%
Annual Growth ELA	100.0%	99.0%	95.0%	0.0%
Annual Growth Math	66.0%	66.0%	57.0%	0.0%
Annual Growth Science	77.5%	78.0%	75.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	76.4%	76.5%	81.7%	70.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	4.6%	3.7%	2.4%	3.0%
Advanced Math	1.4%	1.1%	0.0%	0.0%
Advanced Science	10.0%	10.2%	5.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.04	1.01	0.54	0.71
Prof/Adv ELA	5.19	4.95	3.60	4.55
Prof/Adv Science	4.00	4.01	3.38	
Industry Based Learning				
Grade 3 Reading	1.00	0.95	0.75	
Annual Growth ELA	20.00	19.80	19.00	
Annual Growth Math	6.60	6.60	5.70	
Annual Growth Science	7.75	7.80	7.50	
4 Year Graduation				
Attendance	1.91	1.91	2.04	1.75
Rigorous Courses				
Advanced ELA	0.09	0.07	0.05	0.06
Advanced Math	0.01	0.01		
Advanced Science	0.10	0.10	0.05	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	40.8	39.5	34.0	12.9
Total Charter Index Score	47.7	47.2	42.6	7.1

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Allentown City SD	121390302	AUN
----------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	16,821	
Black/African American	2,329	13.8%
Hispanic	12,111	72.0%
White	1,510	9.0%
Other	871	5.2%
Economically Disadvantaged	12,919	77%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	23.4%	21.9%	22.6%	20.8%
Prof/Adv ELA	35.9%	34.5%	34.7%	32.8%
Prof/Adv Science	39.2%	38.0%	30.6%	35.9%
Industry Based Learning	27.9%	32.6%	30.9%	29.2%
Grade 3 Reading	34.8%	33.6%	44.7%	32.0%
Annual Growth ELA	72.2%	72.6%	70.1%	73.5%
Annual Growth Math	63.4%	65.5%	64.3%	63.3%
Annual Growth Science	59.3%	59.4%	58.6%	60.8%
4 Year Graduation	72.9%	73.8%	69.6%	71.9%
Attendance	75.8%	75.4%	72.8%	75.5%
Rigorous Courses	40.5%	38.6%	40.0%	36.4%
Advanced ELA	5.6%	5.3%	4.3%	4.5%
Advanced Math	5.0%	4.6%	4.1%	4.1%
Advanced Science	9.4%	8.5%	7.8%	7.6%
Industry Standards for Adv	4.9%	6.4%	6.3%	5.1%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.76	1.65	1.56
Prof/Adv ELA	5.39	5.18	4.92
Prof/Adv Science	2.94	2.85	2.69
Industry Based Learning			
Grade 3 Reading	0.87	0.84	0.80
Annual Growth ELA	14.45	14.53	14.70
Annual Growth Math	6.34	6.55	6.33
Annual Growth Science	5.93	5.94	6.08
4 Year Graduation	1.82	1.84	1.80
Attendance	1.89	1.89	1.89
Rigorous Courses	1.01	0.97	0.91
Advanced ELA	0.11	0.11	0.09
Advanced Math	0.05	0.05	0.04
Advanced Science	0.09	0.08	0.08
Industry Standards for Adv			

Brick & Mortar Charter	Roberto Clemente CS	121393330	AUN
------------------------	---------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	598	
Black/African American	14	2.3%
Hispanic	581	97.2%
White	3	0.5%
Other	-	0.0%
Economically Disadvantaged	594	99%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	15.6%	15.3%	0.0%	15.1%
Prof/Adv ELA	45.2%	45.0%	0.0%	45.1%
Prof/Adv Science	51.5%	51.2%	0.0%	51.2%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	29.8%	29.8%	0.0%	31.1%
Annual Growth ELA	100.0%	100.0%	0.0%	100.0%
Annual Growth Math	97.3%	96.2%	0.0%	97.3%
Annual Growth Science	81.0%	81.0%	0.0%	81.0%
4 Year Graduation	86.7%	86.7%	0.0%	86.2%
Attendance	93.0%	92.9%	0.0%	93.2%
Rigorous Courses	31.7%	31.7%	0.0%	30.8%
Advanced ELA	3.5%	3.5%	0.0%	3.6%
Advanced Math	1.9%	1.6%	0.0%	1.3%
Advanced Science	10.0%	10.1%	0.0%	10.2%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.17	1.15	1.13
Prof/Adv ELA	6.78	6.75	6.77
Prof/Adv Science	3.86	3.84	3.84
Industry Based Learning			
Grade 3 Reading	0.75	0.75	0.78
Annual Growth ELA	20.00	20.00	20.00
Annual Growth Math	9.73	9.62	9.73
Annual Growth Science	8.10	8.10	8.10
4 Year Graduation	2.17	2.17	2.16
Attendance	2.33	2.32	2.33
Rigorous Courses	0.79	0.79	0.77
Advanced ELA	0.07	0.07	0.07
Advanced Math	0.02	0.02	0.01
Advanced Science	0.10	0.10	0.10
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	42.7	42.5	0.0	41.9
Total Charter Index Score	55.9	55.7	0.0	55.8



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Russell Byers CS	126510001	AUN
------------------------	------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	702	
Black/African American	657	93.6%
Hispanic	10	1.4%
White	25	3.6%
Other	10	1.4%
Economically Disadvantaged	687	98%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	14.4%	14.2%	12.6%	0.0%
Prof/Adv ELA	41.4%	40.6%	38.8%	0.0%
Prof/Adv Science	52.4%	53.3%	48.7%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	39.2%	37.3%	33.3%	0.0%
Annual Growth ELA	78.0%	78.0%	78.0%	0.0%
Annual Growth Math	71.0%	72.0%	71.0%	0.0%
Annual Growth Science	56.0%	56.0%	55.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	82.4%	82.3%	81.6%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	6.6%	6.5%	4.8%	0.0%
Advanced Math	3.0%	2.8%	2.4%	0.0%
Advanced Science	11.9%	11.5%	9.6%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.08	1.07	0.95
Prof/Adv ELA	6.21	6.09	5.82
Prof/Adv Science	3.93	4.00	3.65
Industry Based Learning			
Grade 3 Reading	0.98	0.93	0.83
Annual Growth ELA	15.60	15.60	15.60
Annual Growth Math	7.10	7.20	7.10
Annual Growth Science	5.60	5.60	5.55
4 Year Graduation			
Attendance	2.06	2.06	2.04
Rigorous Courses			
Advanced ELA	0.13	0.13	0.10
Advanced Math	0.03	0.03	0.02
Advanced Science	0.12	0.12	0.10
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	42.8	42.8	41.8	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation	1.86	1.84	1.82	
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Sankofa Freedom Academy Charter Sc	114514135	AUN
------------------------	------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	657	
Black/African American	605	92.1%
Hispanic	21	3.2%
White	2	0.3%
Other	29	4.4%
Economically Disadvantaged	503	77%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	16.9%	13.3%	17.4%	0.0%
Prof/Adv ELA	41.5%	37.2%	42.2%	0.0%
Prof/Adv Science	28.7%	27.4%	28.3%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	48.9%	38.7%	48.9%	0.0%
Annual Growth ELA	83.3%	82.5%	82.5%	0.0%
Annual Growth Math	83.8%	84.8%	82.8%	0.0%
Annual Growth Science	67.7%	69.7%	66.0%	0.0%
4 Year Graduation	97.4%	96.2%	97.1%	0.0%
Attendance	79.9%	77.2%	81.2%	59.3%
Rigorous Courses	37.1%	31.8%	36.4%	0.0%
Advanced ELA	5.5%	5.1%	5.7%	0.0%
Advanced Math	3.7%	2.9%	3.9%	0.0%
Advanced Science	6.3%	6.8%	5.8%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.27	1.00	1.31	
Prof/Adv ELA	6.23	5.58	6.33	
Prof/Adv Science	2.15	2.06	2.12	
Industry Based Learning				
Grade 3 Reading	1.22	0.97	1.22	
Annual Growth ELA	16.66	16.50	16.50	
Annual Growth Math	8.38	8.48	8.28	
Annual Growth Science	6.77	6.97	6.60	
4 Year Graduation	2.44	2.41	2.43	
Attendance	2.00	1.93	2.03	1.48
Rigorous Courses	0.93	0.80	0.91	
Advanced ELA	0.11	0.10	0.11	
Advanced Math	0.04	0.03	0.04	
Advanced Science	0.06	0.07	0.06	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	47.1	44.7	41.9	1.8
Total Charter Index Score	48.2	46.9	47.9	1.5

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Bensalem Township SD	122091002	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	6,474	
Black/African American	835	12.9%
Hispanic	1,261	19.5%
White	3,305	51.0%
Other	1,073	16.6%
Economically Disadvantaged	3,688	57%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	41.9%	33.4%	22.3%	29.3%
Prof/Adv ELA	54.6%	47.4%	37.7%	46.3%
Prof/Adv Science	68.6%	61.9%	45.3%	52.5%
Industry Based Learning	71.6%	68.3%	70.2%	67.1%
Grade 3 Reading	46.9%	39.4%	IS	35.1%
Annual Growth ELA	70.1%	69.8%	63.1%	70.7%
Annual Growth Math	72.4%	73.6%	63.1%	71.5%
Annual Growth Science	85.9%	80.3%	78.0%	76.7%
4 Year Graduation	79.5%	77.4%	76.3%	66.7%
Attendance	82.8%	78.9%	79.6%	84.6%
Rigorous Courses	33.0%	29.3%	16.4%	15.1%
Advanced ELA	9.9%	7.0%	5.3%	7.0%
Advanced Math	12.6%	8.7%	5.4%	4.6%
Advanced Science	25.4%	19.7%	12.1%	11.6%
Industry Standards for Adv	IS	IS	IS	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.14	2.51	1.67	2.20
Prof/Adv ELA	8.20	7.11	5.65	6.95
Prof/Adv Science	5.14	4.64	3.40	3.94
Industry Based Learning				
Grade 3 Reading	1.17	0.99		
Annual Growth ELA	14.02	13.97	12.62	14.14
Annual Growth Math	7.24	7.36	6.31	7.15
Annual Growth Science	8.59	8.03	7.80	7.67
4 Year Graduation	1.99	1.94		
Attendance	2.07	1.97	1.99	2.11
Rigorous Courses	0.83	0.73		
Advanced ELA	0.20	0.14	0.11	0.14
Advanced Math	0.13	0.09	0.05	0.05
Advanced Science	0.25	0.20	0.12	0.12
Industry Standards for Adv				

Brick & Mortar Charter	School Lane CS	122093140	AUN
------------------------	----------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,297	
Black/African American	186	14.3%
Hispanic	140	10.8%
White	515	39.7%
Other	456	35.2%
Economically Disadvantaged	465	36%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	49.8%	37.5%	27.2%	36.4%
Prof/Adv ELA	70.8%	61.5%	58.8%	63.6%
Prof/Adv Science	70.1%	61.8%	43.2%	66.7%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	69.9%	56.9%	0.0%	0.0%
Annual Growth ELA	71.0%	81.3%	70.8%	75.0%
Annual Growth Math	96.7%	95.5%	85.8%	75.5%
Annual Growth Science	62.0%	68.0%	69.7%	74.0%
4 Year Graduation	95.2%	93.8%	0.0%	0.0%
Attendance	93.4%	90.6%	91.6%	97.8%
Rigorous Courses	68.2%	77.1%	0.0%	0.0%
Advanced ELA	20.8%	13.2%	10.8%	7.6%
Advanced Math	18.0%	9.8%	9.7%	6.1%
Advanced Science	23.8%	13.6%	11.4%	12.5%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.74	2.81	2.04	2.73
Prof/Adv ELA	10.62	9.23	8.82	9.54
Prof/Adv Science	5.26	4.64	3.24	5.00
Industry Based Learning				
Grade 3 Reading	1.75	1.42		
Annual Growth ELA	14.20	16.26	14.16	15.00
Annual Growth Math	9.67	9.55	8.58	7.55
Annual Growth Science	6.20	6.80	6.97	7.40
4 Year Graduation	2.38	2.35		
Attendance	2.34	2.27	2.29	2.45
Rigorous Courses	1.71	1.93		
Advanced ELA	0.42	0.26	0.22	0.15
Advanced Math	0.18	0.10	0.10	0.06
Advanced Science	0.24	0.14	0.11	0.13
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	53.0	49.7	39.7	44.5
Total Charter Index Score	58.7	57.7	46.5	50.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	East Penn SD	121392303	AUN
----------	--------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	8,242	
Black/African American	390	4.7%
Hispanic	1,086	13.2%
White	6,259	75.9%
Other	507	6.1%
Economically Disadvantaged	2,332	28%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	62.5%	45.0%	60.0%	59.6%
Prof/Adv ELA	78.3%	67.0%	92.5%	88.5%
Prof/Adv Science	78.9%	70.4%	87.1%	201.7%
Industry Based Learning	14.8%	41.7%	30.5%	-50.4%
Grade 3 Reading	78.8%	79.9%	0.0%	0.0%
Annual Growth ELA	58.8%	71.6%	110.3%	128.9%
Annual Growth Math	83.8%	85.4%	136.7%	185.7%
Annual Growth Science	81.6%	90.1%	239.5%	542.2%
4 Year Graduation	101.6%	167.0%	250.7%	-293.4%
Attendance	95.2%	99.5%	124.8%	125.4%
Rigorous Courses	69.7%	81.0%	183.6%	-171.9%
Advanced ELA	20.8%	13.4%	14.2%	17.4%
Advanced Math	25.1%	13.8%	11.8%	19.7%
Advanced Science	38.2%	24.1%	26.0%	78.0%
Industry Standards for Adv	4.2%	8.1%	10.3%	-4.1%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	4.69	3.38		
Prof/Adv ELA	11.74	10.04		
Prof/Adv Science	5.92			
Industry Based Learning				
Grade 3 Reading	1.97			
Annual Growth ELA	11.75			
Annual Growth Math	8.38			
Annual Growth Science	8.16			
4 Year Graduation				
Attendance	2.38	2.49	3.12	3.13
Rigorous Courses				
Advanced ELA	0.42	0.27		
Advanced Math	0.25	0.14		
Advanced Science	0.38			
Industry Standards for Adv				

Brick & Mortar Charter	Seven Generations Charter School	188392660	AUN
------------------------	----------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	317	
Black/African American	29	9.2%
Hispanic	62	19.6%
White	190	59.9%
Other	36	11.4%
Economically Disadvantaged	96	30%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	42.6%	31.3%	0.0%	0.0%
Prof/Adv ELA	59.1%	43.8%	0.0%	0.0%
Prof/Adv Science	80.0%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	58.0%	0.0%	0.0%	0.0%
Annual Growth ELA	85.0%	0.0%	0.0%	0.0%
Annual Growth Math	76.0%	0.0%	0.0%	0.0%
Annual Growth Science	100.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	92.6%	87.8%	97.1%	87.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	24.3%	12.5%	0.0%	0.0%
Advanced Math	18.3%	9.4%	0.0%	0.0%
Advanced Science	51.4%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.20	2.35		
Prof/Adv ELA	8.87	6.57		
Prof/Adv Science	6.00			
Industry Based Learning				
Grade 3 Reading	1.45			
Annual Growth ELA	17.00			
Annual Growth Math	7.60			
Annual Growth Science	10.00			
4 Year Graduation				
Attendance	2.32	2.20	2.43	2.18
Rigorous Courses				
Advanced ELA	0.49	0.25		
Advanced Math	0.18	0.09		
Advanced Science	0.51			
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	56.0	16.3	3.1	3.1
Total Charter Index Score	57.6	11.5	2.4	2.2

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Souderton Area SD	123467103	AUN
----------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	6,369	
Black/African American	281	4.4%
Hispanic	590	9.3%
White	5,054	79.4%
Other	444	7.0%
Economically Disadvantaged	1,545	24%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	66.5%	43.9%	23.7%	35.3%
Prof/Adv ELA	79.3%	59.2%	43.8%	58.1%
Prof/Adv Science	80.4%	57.1%	IS	44.4%
Industry Based Learning	70.1%	51.8%	43.3%	65.0%
Grade 3 Reading	75.2%	57.5%	IS	IS
Annual Growth ELA	90.4%	82.2%	IS	83.6%
Annual Growth Math	78.5%	69.8%	75.0%	70.7%
Annual Growth Science	78.6%	81.9%	IS	82.8%
4 Year Graduation	91.4%	82.1%	87.9%	78.4%
Attendance	89.0%	81.7%	78.3%	86.4%
Rigorous Courses	63.7%	42.7%	43.3%	37.5%
Advanced ELA	23.8%	11.7%	8.6%	8.6%
Advanced Math	28.7%	14.4%	5.8%	7.7%
Advanced Science	41.3%	20.2%	IS	16.5%
Industry Standards for Adv	4.8%	5.5%	IS	10.0%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	4.99		
Prof/Adv ELA	11.89		
Prof/Adv Science	6.03		
Industry Based Learning			
Grade 3 Reading	1.88		
Annual Growth ELA	18.09		
Annual Growth Math	7.85		
Annual Growth Science	7.86		
4 Year Graduation			
Attendance	2.22	2.04	
Rigorous Courses			
Advanced ELA	0.48		
Advanced Math	0.29		
Advanced Science	0.41		
Industry Standards for Adv			

Brick & Mortar Charter	Souderton CS Collaborative	123463370	AUN
------------------------	----------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	235	
Black/African American	6	2.6%
Hispanic	22	9.4%
White	137	58.3%
Other	70	29.8%
Economically Disadvantaged	23	10%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	79.6%	0.0%	0.0%	0.0%
Prof/Adv ELA	91.9%	0.0%	0.0%	0.0%
Prof/Adv Science	90.0%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	96.6%	0.0%	0.0%	0.0%
Annual Growth ELA	94.0%	0.0%	0.0%	0.0%
Annual Growth Math	79.0%	0.0%	0.0%	0.0%
Annual Growth Science	71.5%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	99.1%	95.2%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	53.4%	0.0%	0.0%	0.0%
Advanced Math	39.5%	0.0%	0.0%	0.0%
Advanced Science	60.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	5.97		
Prof/Adv ELA	13.79		
Prof/Adv Science	6.75		
Industry Based Learning			
Grade 3 Reading	2.42		
Annual Growth ELA	18.80		
Annual Growth Math	7.90		
Annual Growth Science	7.15		
4 Year Graduation			
Attendance	2.48	2.38	
Rigorous Courses			
Advanced ELA	1.07		
Advanced Math	0.40		
Advanced Science	0.60		
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	62.0	2.0	0.0	0.0
Total Charter Index Score	67.3	2.4	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Southwest Leadership Academy CS	108515107	AUN
------------------------	---------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	697	
Black/African American	667	95.7%
Hispanic	14	2.0%
White	1	0.1%
Other	15	2.2%
Economically Disadvantaged	693	99%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	12.6%	12.7%	12.7%	0.0%
Prof/Adv ELA	26.6%	26.6%	26.3%	0.0%
Prof/Adv Science	33.6%	33.6%	32.7%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	29.6%	29.6%	30.5%	0.0%
Annual Growth ELA	58.0%	59.0%	59.0%	0.0%
Annual Growth Math	91.0%	92.0%	91.0%	0.0%
Annual Growth Science	57.5%	57.5%	57.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	90.5%	89.8%	90.5%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	3.3%	3.3%	3.1%	0.0%
Advanced Math	1.4%	1.4%	1.4%	0.0%
Advanced Science	4.5%	4.5%	4.7%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.95	0.95	0.95
Prof/Adv ELA	3.99	3.99	3.95
Prof/Adv Science	2.52	2.52	2.45
Industry Based Learning			
Grade 3 Reading	0.74	0.74	0.76
Annual Growth ELA	11.60	11.80	11.80
Annual Growth Math	9.10	9.20	9.10
Annual Growth Science	5.75	5.75	5.70
4 Year Graduation			
Attendance	2.26	2.25	2.26
Rigorous Courses			
Advanced ELA	0.07	0.07	0.06
Advanced Math	0.01	0.01	0.01
Advanced Science	0.05	0.05	0.05
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	37.0	37.3	37.1	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Gateway SD	103024102	AUN
----------	------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	3,342	
Black/African American	841	25.2%
Hispanic	142	4.2%
White	1,796	53.7%
Other	563	16.8%
Economically Disadvantaged	1,706	51%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	61.2%	45.1%	38.7%	IS
Prof/Adv ELA	72.7%	59.9%	55.9%	IS
Prof/Adv Science	78.5%	70.1%	51.7%	IS
Industry Based Learning	5.7%	8.1%	7.0%	IS
Grade 3 Reading	68.5%	57.3%	52.1%	IS
Annual Growth ELA	83.8%	76.3%	77.9%	IS
Annual Growth Math	62.3%	62.9%	57.9%	IS
Annual Growth Science	84.4%	82.7%	79.2%	IS
4 Year Graduation	88.7%	80.2%	81.4%	IS
Attendance	87.7%	82.9%	84.5%	85.0%
Rigorous Courses	56.3%	44.1%	33.3%	IS
Advanced ELA	19.3%	13.3%	8.3%	IS
Advanced Math	24.2%	15.1%	9.1%	IS
Advanced Science	40.0%	27.0%	18.1%	IS
Industry Standards for Adv	2.7%	4.5%	3.5%	IS

District Weighted Index Score for data elements with sufficient sample size	
Prof/Adv Math	
Prof/Adv ELA	
Prof/Adv Science	
Industry Based Learning	
Grade 3 Reading	
Annual Growth ELA	
Annual Growth Math	
Annual Growth Science	
4 Year Graduation	
Attendance	2.19
Rigorous Courses	
Advanced ELA	
Advanced Math	
Advanced Science	
Industry Standards for Adv	

Brick & Mortar Charter	Spectrum CS	103023410	AUN
------------------------	-------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	32	
Black/African American	13	40.6%
Hispanic	-	0.0%
White	14	43.8%
Other	5	15.6%
Economically Disadvantaged	16	50%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	0.0%	0.0%	0.0%	0.0%
Prof/Adv ELA	0.0%	0.0%	0.0%	0.0%
Prof/Adv Science	0.0%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	0.0%	0.0%	0.0%	0.0%
Annual Growth Math	0.0%	0.0%	0.0%	0.0%
Annual Growth Science	0.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	62.5%	0.0%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size	
Prof/Adv Math	
Prof/Adv ELA	
Prof/Adv Science	
Industry Based Learning	
Grade 3 Reading	
Annual Growth ELA	
Annual Growth Math	
Annual Growth Science	
4 Year Graduation	
Attendance	1.56
Rigorous Courses	
Advanced ELA	
Advanced Math	
Advanced Science	
Industry Standards for Adv	

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	2.2	0.0	0.0	0.0
Total Charter Index Score	1.6	0.0	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Huntingdon Area SD	111312503	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,824	
Black/African American	21	1.2%
Hispanic	12	0.7%
White	1,730	94.8%
Other	61	3.3%
Economically Disadvantaged	874	48%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	37.5%	23.6%	IS	IS
Prof/Adv ELA	54.4%	41.0%	IS	IS
Prof/Adv Science	67.6%	57.9%	IS	IS
Industry Based Learning	17.1%	20.3%	IS	IS
Grade 3 Reading	48.0%	34.6%	IS	IS
Annual Growth ELA	60.1%	64.0%	IS	IS
Annual Growth Math	70.0%	70.5%	IS	IS
Annual Growth Science	73.5%	70.3%	IS	IS
4 Year Graduation	94.8%	89.7%	IS	IS
Attendance	92.6%	89.0%	IS	IS
Rigorous Courses	60.3%	54.2%	IS	IS
Advanced ELA	10.1%	6.1%	IS	IS
Advanced Math	11.4%	5.6%	IS	IS
Advanced Science	25.5%	18.6%	IS	IS
Industry Standards for Adv	4.8%	5.1%	IS	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.81		
Prof/Adv ELA	8.15		
Prof/Adv Science			
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA			
Annual Growth Math			
Annual Growth Science			
4 Year Graduation			
Attendance	2.32	2.22	
Rigorous Courses			
Advanced ELA	0.20		
Advanced Math	0.11		
Advanced Science			
Industry Standards for Adv			

Brick & Mortar Charter	Stone Valley Community CS	111315438	AUN
------------------------	---------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	83	
Black/African American	1	1.2%
Hispanic	-	0.0%
White	78	94.0%
Other	4	4.8%
Economically Disadvantaged	37	45%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	44.7%	0.0%	0.0%	0.0%
Prof/Adv ELA	61.1%	0.0%	0.0%	0.0%
Prof/Adv Science	0.0%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	0.0%	0.0%	0.0%	0.0%
Annual Growth Math	0.0%	0.0%	0.0%	0.0%
Annual Growth Science	0.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	92.4%	90.0%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	19.4%	0.0%	0.0%	0.0%
Advanced Math	13.2%	0.0%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	3.35		
Prof/Adv ELA	9.17		
Prof/Adv Science			
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA			
Annual Growth Math			
Annual Growth Science			
4 Year Graduation			
Attendance	2.31	2.25	
Rigorous Courses			
Advanced ELA	0.39		
Advanced Math	0.13		
Advanced Science			
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	13.6	2.2	0.0	0.0
Total Charter Index Score	15.3	2.3	0.0	0.0



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Keystone Central SD	110183602	AUN
----------	---------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	3,843	
Black/African American	43	1.1%
Hispanic	88	2.3%
White	3,579	93.1%
Other	133	3.5%
Economically Disadvantaged	2,038	53%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	42.6%	31.0%	IS	25.0%
Prof/Adv ELA	56.0%	44.4%	IS	50.0%
Prof/Adv Science	60.7%	50.4%	IS	IS
Industry Based Learning	37.5%	36.3%	IS	IS
Grade 3 Reading	54.3%	43.9%	IS	IS
Annual Growth ELA	73.9%	71.2%	IS	IS
Annual Growth Math	72.4%	65.8%	IS	IS
Annual Growth Science	63.6%	61.8%	IS	IS
4 Year Graduation	93.6%	88.3%	IS	IS
Attendance	77.0%	73.1%	57.1%	70.0%
Rigorous Courses	66.2%	55.5%	IS	IS
Advanced ELA	10.1%	5.8%	IS	15.0%
Advanced Math	13.4%	8.5%	IS	15.0%
Advanced Science	20.7%	13.1%	IS	IS
Industry Standards for Adv	13.8%	13.4%	IS	IS

District Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	3.20	2.33
Prof/Adv ELA	8.40	6.66
Prof/Adv Science	4.55	3.78
Industry Based Learning		
Grade 3 Reading	1.36	1.10
Annual Growth ELA	14.79	14.24
Annual Growth Math	7.24	6.58
Annual Growth Science	6.36	6.18
4 Year Graduation	2.34	2.21
Attendance	1.93	1.83
Rigorous Courses	1.66	
Advanced ELA	0.20	0.12
Advanced Math	0.13	0.08
Advanced Science	0.21	0.13
Industry Standards for Adv		

Brick & Mortar Charter	Sugar Valley Rural CS	101833400	AUN
------------------------	-----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	487	
Black/African American	3	0.6%
Hispanic	7	1.4%
White	469	96.3%
Other	8	1.6%
Economically Disadvantaged	295	61%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	27.6%	22.9%	0.0%	0.0%
Prof/Adv ELA	42.0%	36.2%	0.0%	0.0%
Prof/Adv Science	46.3%	37.7%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	63.2%	61.3%	0.0%	0.0%
Annual Growth ELA	67.8%	70.7%	0.0%	0.0%
Annual Growth Math	64.2%	73.5%	0.0%	0.0%
Annual Growth Science	70.3%	70.0%	0.0%	0.0%
4 Year Graduation	78.1%	78.3%	0.0%	0.0%
Attendance	74.6%	70.7%	0.0%	0.0%
Rigorous Courses	37.9%	0.0%	0.0%	0.0%
Advanced ELA	3.2%	2.5%	0.0%	0.0%
Advanced Math	2.3%	1.8%	0.0%	0.0%
Advanced Science	11.1%	8.7%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	2.07	1.72
Prof/Adv ELA	6.30	5.43
Prof/Adv Science	3.47	2.83
Industry Based Learning		
Grade 3 Reading	1.58	1.53
Annual Growth ELA	13.56	14.14
Annual Growth Math	6.42	7.35
Annual Growth Science	7.03	7.00
4 Year Graduation	1.95	1.96
Attendance	1.87	1.77
Rigorous Courses	0.95	
Advanced ELA	0.06	0.05
Advanced Math	0.02	0.02
Advanced Science	0.11	0.09
Industry Standards for Adv		

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	52.4	45.2	0.0	0.0
Total Charter Index Score	45.4	43.9	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Harrisburg City SD	115222752	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	6,383	
Black/African American	3,445	54.0%
Hispanic	2,304	36.1%
White	230	3.6%
Other	404	6.3%
Economically Disadvantaged	5,666	89%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	14.7%	14.0%	14.3%	12.1%
Prof/Adv ELA	24.1%	23.0%	24.7%	20.4%
Prof/Adv Science	32.8%	32.0%	33.4%	26.9%
Industry Based Learning	IS	IS	IS	IS
Grade 3 Reading	19.5%	19.6%	19.9%	19.8%
Annual Growth ELA	76.0%	75.7%	74.5%	78.9%
Annual Growth Math	75.2%	75.3%	71.1%	78.0%
Annual Growth Science	74.7%	74.2%	72.7%	70.2%
4 Year Graduation	66.6%	62.2%	71.2%	51.0%
Attendance	55.8%	54.3%	56.4%	51.6%
Rigorous Courses	20.5%	20.4%	21.2%	8.6%
Advanced ELA	3.0%	2.8%	3.2%	2.5%
Advanced Math	3.0%	2.8%	2.5%	2.9%
Advanced Science	8.1%	7.8%	8.9%	6.6%
Industry Standards for Adv	IS	IS	IS	IS

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.10	1.05	1.07	
Prof/Adv ELA	3.62	3.45	3.70	
Prof/Adv Science	2.46	2.40	2.51	
Industry Based Learning				
Grade 3 Reading	0.49	0.49	0.50	
Annual Growth ELA	15.20	15.15	14.89	
Annual Growth Math	7.52	7.53	7.11	
Annual Growth Science	7.47	7.42	7.27	
4 Year Graduation				
Attendance	1.39	1.36	1.41	1.29
Rigorous Courses				
Advanced ELA	0.06	0.06	0.06	
Advanced Math	0.03	0.03		
Advanced Science	0.08		0.09	
Industry Standards for Adv				

Brick & Mortar Charter	Sylvan Heights Science CS	115223050	AUN
------------------------	---------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	213	
Black/African American	152	71.4%
Hispanic	42	19.7%
White	6	2.8%
Other	13	6.1%
Economically Disadvantaged	148	69%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	17.7%	13.5%	11.5%	0.0%
Prof/Adv ELA	46.8%	38.5%	38.5%	0.0%
Prof/Adv Science	57.5%	47.8%	50.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	46.2%	41.4%	37.5%	0.0%
Annual Growth ELA	100.0%	82.0%	100.0%	0.0%
Annual Growth Math	79.0%	78.0%	78.0%	0.0%
Annual Growth Science	77.0%	72.0%	75.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	84.2%	80.6%	80.4%	90.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	6.3%	1.9%	1.9%	0.0%
Advanced Math	3.8%	1.9%	0.0%	0.0%
Advanced Science	7.5%	0.0%	3.6%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.33	1.01	0.86	
Prof/Adv ELA	7.02	5.78	5.78	
Prof/Adv Science	4.31	3.59	3.75	
Industry Based Learning				
Grade 3 Reading	1.16	1.04	0.94	
Annual Growth ELA	20.00	16.40	20.00	
Annual Growth Math	7.90	7.80	7.80	
Annual Growth Science	7.70	7.20	7.50	
4 Year Graduation				
Attendance	2.11	2.02	2.01	2.25
Rigorous Courses				
Advanced ELA	0.13	0.04	0.04	
Advanced Math	0.04	0.02		
Advanced Science	0.08		0.04	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	39.4	38.9	38.6	1.3
Total Charter Index Score	51.8	44.9	48.7	2.3

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation	1.86	1.84	1.82	1.65
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	1.32
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	Tacony Academy Charter School	192518422	AUN
------------------------	-------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,105	
Black/African American	388	35.1%
Hispanic	229	20.7%
White	304	27.5%
Other	184	16.7%
Economically Disadvantaged	610	55%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	31.8%	29.0%	26.8%	33.3%
Prof/Adv ELA	55.0%	51.0%	45.0%	56.7%
Prof/Adv Science	44.1%	41.6%	33.0%	50.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	46.8%	42.6%	40.6%	0.0%
Annual Growth ELA	75.8%	75.0%	73.5%	75.8%
Annual Growth Math	53.8%	52.8%	70.3%	58.3%
Annual Growth Science	65.0%	67.7%	69.0%	71.5%
4 Year Graduation	93.6%	90.0%	94.1%	93.9%
Attendance	75.7%	71.1%	79.7%	68.5%
Rigorous Courses	28.1%	23.2%	23.1%	21.4%
Advanced ELA	11.2%	9.0%	7.5%	10.3%
Advanced Math	7.5%	6.3%	5.1%	4.2%
Advanced Science	9.4%	8.0%	6.6%	7.7%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.39	2.18	2.01	2.50
Prof/Adv ELA	8.25	7.65	6.75	8.51
Prof/Adv Science	3.31	3.12	2.48	3.75
Industry Based Learning				
Grade 3 Reading	1.17	1.07	1.02	
Annual Growth ELA	15.16	15.00	14.70	15.16
Annual Growth Math	5.38	5.28	7.03	5.83
Annual Growth Science	6.50	6.77	6.90	7.15
4 Year Graduation	2.34	2.25	2.35	2.35
Attendance	1.89	1.78	1.99	1.71
Rigorous Courses	0.70	0.58	0.58	0.54
Advanced ELA	0.22	0.18	0.15	0.21
Advanced Math	0.08	0.06	0.05	0.04
Advanced Science	0.09	0.08	0.07	0.08
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	47.1	44.7	41.9	42.2
Total Charter Index Score	47.5	46.0	46.1	47.8

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	
Prof/Adv ELA	5.76	4.88	4.52	
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning	0.61	0.70	0.60	
Grade 3 Reading				
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	
Advanced Math	0.09	0.07		
Advanced Science				
Industry Standards for Adv				

Brick & Mortar Charter	TECH Freire CS	126511530	AUN
------------------------	----------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	490	
Black/African American	444	90.6%
Hispanic	21	4.3%
White	3	0.6%
Other	22	4.5%
Economically Disadvantaged	418	85%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	16.0%	12.1%	12.8%	0.0%
Prof/Adv ELA	53.8%	52.7%	51.1%	0.0%
Prof/Adv Science	26.4%	26.4%	23.4%	0.0%
Industry Based Learning	33.3%	35.0%	33.3%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	100.0%	100.0%	100.0%	0.0%
Annual Growth Math	72.0%	72.0%	70.0%	0.0%
Annual Growth Science	81.0%	79.0%	79.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	62.5%	63.5%	63.1%	60.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	1.9%	2.2%	2.1%	0.0%
Advanced Math	0.9%	1.1%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.20	0.91	0.96	
Prof/Adv ELA	8.07	7.91	7.67	
Prof/Adv Science	1.98	1.98	1.76	
Industry Based Learning	0.83	0.88	0.83	
Grade 3 Reading				
Annual Growth ELA	20.00	20.00	20.00	
Annual Growth Math	7.20	7.20	7.00	
Annual Growth Science	8.10	7.90	7.90	
4 Year Graduation				
Attendance	1.56	1.59	1.58	1.50
Rigorous Courses				
Advanced ELA	0.04	0.04	0.04	
Advanced Math	0.01	0.01		
Advanced Science				
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.5	41.5	38.9	1.8
Total Charter Index Score	49.0	48.4	47.7	1.5

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pittsburgh SD	102027451	AUN
----------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	22,567	
Black/African American	11,671	51.7%
Hispanic	848	3.8%
White	7,201	31.9%
Other	2,847	12.6%
Economically Disadvantaged	15,443	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	34.2%	24.2%	19.8%	25.0%
Prof/Adv ELA	50.6%	41.2%	36.4%	34.8%
Prof/Adv Science	49.9%	41.2%	34.3%	IS
Industry Based Learning	20.4%	23.4%	22.3%	5.0%
Grade 3 Reading	51.7%	43.5%	36.1%	IS
Annual Growth ELA	74.6%	74.0%	71.0%	80.0%
Annual Growth Math	67.1%	68.9%	67.3%	75.0%
Annual Growth Science	61.0%	60.6%	58.9%	52.0%
4 Year Graduation	83.6%	79.3%	81.4%	IS
Attendance	74.1%	71.6%	69.4%	76.4%
Rigorous Courses	69.8%	62.2%	59.6%	70.0%
Advanced ELA	12.7%	6.6%	5.1%	6.0%
Advanced Math	11.5%	5.5%	3.8%	9.5%
Advanced Science	18.4%	10.3%	7.3%	IS
Industry Standards for Adv	3.9%	3.6%	3.0%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math			
Prof/Adv ELA			
Prof/Adv Science			
Industry Based Learning	0.51	0.58	0.56
Grade 3 Reading			
Annual Growth ELA	14.91		
Annual Growth Math	6.71	6.89	6.73
Annual Growth Science	6.10		5.89
4 Year Graduation	2.09	1.98	2.04
Attendance	1.85	1.79	1.74
Rigorous Courses	1.74		1.49
Advanced ELA			
Advanced Math			
Advanced Science			
Industry Standards for Adv			

Brick & Mortar Charter	The New Academy CS	102020003	AUN
------------------------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	124	
Black/African American	110	88.7%
Hispanic	1	0.8%
White	12	9.7%
Other	1	0.8%
Economically Disadvantaged	66	53%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	0.0%	0.0%	0.0%	0.0%
Prof/Adv ELA	0.0%	0.0%	0.0%	0.0%
Prof/Adv Science	0.0%	0.0%	0.0%	0.0%
Industry Based Learning	13.5%	11.1%	9.7%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	50.0%	0.0%	0.0%	0.0%
Annual Growth Math	50.0%	50.0%	50.0%	0.0%
Annual Growth Science	63.0%	0.0%	63.0%	0.0%
4 Year Graduation	34.3%	40.7%	36.7%	0.0%
Attendance	7.5%	7.9%	8.3%	0.0%
Rigorous Courses	8.1%	0.0%	6.5%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math			
Prof/Adv ELA			
Prof/Adv Science			
Industry Based Learning	0.34	0.28	0.24
Grade 3 Reading			
Annual Growth ELA	10.00		
Annual Growth Math	5.00	5.00	5.00
Annual Growth Science	6.30		6.30
4 Year Graduation	0.86	1.02	0.92
Attendance	0.19	0.20	0.21
Rigorous Courses	0.20		0.16
Advanced ELA			
Advanced Math			
Advanced Science			
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	33.9	11.2	18.4	0.0
Total Charter Index Score	22.9	6.5	12.8	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	0.59
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	7.51
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	The Philadelphia CS for Arts and Scien	126515691	AUN
------------------------	--	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,005	
Black/African American	545	54.2%
Hispanic	344	34.2%
White	27	2.7%
Other	89	8.9%
Economically Disadvantaged	784	78%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	9.6%	9.0%	9.1%	7.6%
Prof/Adv ELA	26.5%	24.6%	26.1%	25.8%
Prof/Adv Science	34.1%	35.0%	32.3%	37.1%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	19.8%	18.0%	21.7%	21.9%
Annual Growth ELA	62.0%	70.0%	71.0%	57.0%
Annual Growth Math	68.0%	74.0%	71.0%	70.0%
Annual Growth Science	60.5%	64.0%	67.5%	66.5%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	78.5%	75.0%	80.0%	78.6%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	3.9%	3.0%	3.9%	1.9%
Advanced Math	1.7%	1.4%	1.3%	1.4%
Advanced Science	6.5%	5.6%	6.9%	4.3%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.72	0.68	0.68	0.57
Prof/Adv ELA	3.98	3.69	3.92	3.87
Prof/Adv Science	2.56	2.63	2.42	2.78
Industry Based Learning				
Grade 3 Reading	0.50	0.45	0.54	0.55
Annual Growth ELA	12.40	14.00	14.20	11.40
Annual Growth Math	6.80	7.40	7.10	7.00
Annual Growth Science	6.05	6.40	6.75	6.65
4 Year Graduation				
Attendance	1.96	1.88	2.00	1.97
Rigorous Courses				
Advanced ELA	0.08	0.06	0.08	0.04
Advanced Math	0.02	0.01	0.01	0.01
Advanced Science	0.07	0.06	0.07	0.04
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	39.8
Total Charter Index Score	35.1	37.2	37.8	34.9

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Warren County SD	105628302	AUN
----------	------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	4,217	
Black/African American	30	0.7%
Hispanic	21	0.5%
White	4,028	95.5%
Other	138	3.3%
Economically Disadvantaged	2,224	53%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	42.1%	29.1%	0.0%	0.0%
Prof/Adv ELA	59.4%	45.4%	0.0%	0.0%
Prof/Adv Science	67.7%	55.6%	0.0%	0.0%
Industry Based Learning	29.1%	26.9%	0.0%	0.0%
Grade 3 Reading	56.7%	38.8%	0.0%	0.0%
Annual Growth ELA	69.1%	65.2%	0.0%	0.0%
Annual Growth Math	73.6%	71.3%	0.0%	0.0%
Annual Growth Science	78.6%	73.0%	0.0%	0.0%
4 Year Graduation	86.7%	48.6%	0.0%	0.0%
Attendance	83.0%	78.1%	0.0%	0.0%
Rigorous Courses	45.7%	33.5%	0.0%	0.0%
Advanced ELA	13.0%	7.3%	0.0%	0.0%
Advanced Math	16.1%	10.6%	0.0%	0.0%
Advanced Science	28.6%	19.7%	0.0%	0.0%
Industry Standards for Adv	12.2%	7.9%	0.0%	0.0%

District Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	3.15	2.18
Prof/Adv ELA	8.91	6.81
Prof/Adv Science	5.08	4.17
Industry Based Learning	0.73	
Grade 3 Reading		
Annual Growth ELA	13.82	13.04
Annual Growth Math	7.36	7.13
Annual Growth Science	7.86	7.30
4 Year Graduation	2.17	
Attendance	2.08	1.95
Rigorous Courses	1.14	
Advanced ELA	0.26	0.15
Advanced Math	0.16	0.11
Advanced Science	0.29	0.20
Industry Standards for Adv		

Brick & Mortar Charter	Tidoute Community CS	105620001	AUN
------------------------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	294	
Black/African American	4	1.4%
Hispanic	4	1.4%
White	272	92.5%
Other	14	4.8%
Economically Disadvantaged	157	53%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	35.0%	29.8%	0.0%	0.0%
Prof/Adv ELA	61.1%	56.0%	0.0%	0.0%
Prof/Adv Science	64.0%	56.4%	0.0%	0.0%
Industry Based Learning	100.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	62.5%	71.0%	0.0%	0.0%
Annual Growth Math	76.3%	75.0%	0.0%	0.0%
Annual Growth Science	74.3%	74.0%	0.0%	0.0%
4 Year Graduation	100.0%	0.0%	0.0%	0.0%
Attendance	84.2%	82.9%	0.0%	0.0%
Rigorous Courses	35.0%	0.0%	0.0%	0.0%
Advanced ELA	8.3%	6.0%	0.0%	0.0%
Advanced Math	11.5%	10.7%	0.0%	0.0%
Advanced Science	18.7%	15.4%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	2.63	2.24
Prof/Adv ELA	9.17	8.40
Prof/Adv Science	4.80	4.23
Industry Based Learning	2.50	
Grade 3 Reading		
Annual Growth ELA	12.50	14.20
Annual Growth Math	7.63	7.50
Annual Growth Science	7.43	7.40
4 Year Graduation	2.50	
Attendance	2.11	2.07
Rigorous Courses	0.88	
Advanced ELA	0.17	0.12
Advanced Math	0.12	0.11
Advanced Science	0.19	0.15
Industry Standards for Adv		

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	53.0	43.0	0.0	0.0
Total Charter Index Score	52.6	46.4	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Universal Alcorn CS	126512674	AUN
------------------------	---------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	630	
Black/African American	576	91.4%
Hispanic	24	3.8%
White	11	1.8%
Other	19	3.0%
Economically Disadvantaged	344	55%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.6%	25.6%	24.2%	0.0%
Prof/Adv ELA	43.3%	43.4%	41.3%	0.0%
Prof/Adv Science	43.5%	43.5%	43.1%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	46.1%	46.1%	45.8%	0.0%
Annual Growth ELA	96.0%	96.0%	98.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	65.5%	65.5%	66.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	96.7%	96.0%	96.4%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	12.0%	12.1%	11.3%	0.0%
Advanced Math	6.5%	6.6%	5.4%	0.0%
Advanced Science	10.4%	10.4%	9.2%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.92	1.92	1.82
Prof/Adv ELA	6.50	6.51	6.20
Prof/Adv Science	3.26	3.26	3.23
Industry Based Learning			
Grade 3 Reading	1.15	1.15	1.15
Annual Growth ELA	19.20	19.20	19.60
Annual Growth Math	10.00	10.00	10.00
Annual Growth Science	6.55	6.55	6.60
4 Year Graduation			
Attendance	2.42	2.40	2.41
Rigorous Courses			
Advanced ELA	0.24	0.24	0.23
Advanced Math	0.07	0.07	0.05
Advanced Science	0.10	0.10	0.09
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	51.4	51.4	51.4	0.0



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning	0.61	0.70	0.60
Grade 3 Reading			
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation	1.86	1.84	1.82
Attendance	1.88	1.82	1.77
Rigorous Courses	1.32	1.26	1.14
Advanced ELA	0.17		0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv	0.08	0.08	0.08

Brick & Mortar Charter	Universal Audenried Charter School	126519434	AUN
------------------------	------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	518	
Black/African American	469	90.5%
Hispanic	17	3.3%
White	8	1.5%
Other	24	4.6%
Economically Disadvantaged	494	95%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	17.5%	17.7%	15.8%	0.0%
Prof/Adv ELA	46.0%	46.0%	45.0%	0.0%
Prof/Adv Science	19.7%	20.0%	18.9%	0.0%
Industry Based Learning	75.5%	74.4%	75.9%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	100.0%	100.0%	100.0%	0.0%
Annual Growth Math	96.0%	95.0%	93.0%	0.0%
Annual Growth Science	79.0%	79.0%	77.0%	0.0%
4 Year Graduation	71.4%	72.5%	70.4%	0.0%
Attendance	42.8%	42.9%	42.9%	0.0%
Rigorous Courses	82.7%	81.4%	82.8%	0.0%
Advanced ELA	0.7%	0.0%	0.8%	0.0%
Advanced Math	2.8%	2.8%	1.5%	0.0%
Advanced Science	0.7%	0.7%	0.8%	0.0%
Industry Standards for Adv	14.3%	12.8%	12.6%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.31	1.33	1.19
Prof/Adv ELA	6.90	6.90	6.75
Prof/Adv Science	1.48	1.50	1.42
Industry Based Learning	1.89	1.86	1.90
Grade 3 Reading			
Annual Growth ELA	20.00	20.00	20.00
Annual Growth Math	9.60	9.50	9.30
Annual Growth Science	7.90	7.90	7.70
4 Year Graduation	1.79	1.81	1.76
Attendance	1.07	1.07	1.07
Rigorous Courses	2.07	2.04	2.07
Advanced ELA	0.01		0.02
Advanced Math	0.03	0.03	0.02
Advanced Science	0.01	0.01	0.01
Industry Standards for Adv	0.14	0.13	0.13

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	46.9	44.7	42.0	0.0
Total Charter Index Score	54.2	54.1	53.3	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Universal Bluford Charter School	168513758	AUN
------------------------	----------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	532	
Black/African American	518	97.4%
Hispanic	13	2.4%
White	-	0.0%
Other	1	0.2%
Economically Disadvantaged	291	55%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	14.3%	14.3%	14.2%	0.0%
Prof/Adv ELA	30.1%	30.1%	30.6%	0.0%
Prof/Adv Science	41.3%	41.3%	41.1%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	33.8%	33.8%	34.3%	0.0%
Annual Growth ELA	93.0%	93.0%	94.0%	0.0%
Annual Growth Math	82.0%	82.0%	83.0%	0.0%
Annual Growth Science	50.0%	50.0%	50.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	76.0%	77.8%	76.4%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	5.2%	5.2%	5.3%	0.0%
Advanced Math	2.4%	2.4%	2.5%	0.0%
Advanced Science	9.3%	9.3%	9.6%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.07	1.07	1.07
Prof/Adv ELA	4.52	4.52	4.59
Prof/Adv Science	3.10	3.10	3.08
Industry Based Learning			
Grade 3 Reading	0.85	0.85	0.86
Annual Growth ELA	18.60	18.60	18.80
Annual Growth Math	8.20	8.20	8.30
Annual Growth Science	5.00	5.00	5.00
4 Year Graduation			
Attendance	1.90	1.95	1.91
Rigorous Courses			
Advanced ELA	0.10	0.10	0.11
Advanced Math	0.02	0.02	0.03
Advanced Science	0.09	0.09	0.10
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	43.5	43.5	43.8	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	2.22
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	0.59
Annual Growth ELA	16.09	15.79	14.79	15.66
Annual Growth Math	7.69	7.66	7.27	7.51
Annual Growth Science	6.38	6.39	6.42	6.30
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	0.06
Industry Standards for Adv				

Brick & Mortar Charter	Universal Creighton Charter School	126517442	AUN
------------------------	------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	776	
Black/African American	279	36.0%
Hispanic	343	44.2%
White	10	1.3%
Other	144	18.6%
Economically Disadvantaged	371	48%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	27.3%	27.6%	13.0%	25.0%
Prof/Adv ELA	49.1%	49.4%	41.1%	45.7%
Prof/Adv Science	44.9%	45.1%	40.0%	39.7%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	54.5%	54.7%	45.2%	48.7%
Annual Growth ELA	96.0%	96.0%	79.0%	90.0%
Annual Growth Math	79.0%	78.2%	80.0%	76.0%
Annual Growth Science	65.5%	65.5%	62.0%	65.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	86.3%	87.4%	82.5%	85.7%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	11.1%	11.2%	7.8%	9.1%
Advanced Math	9.4%	9.5%	3.1%	6.1%
Advanced Science	8.5%	8.6%	2.9%	4.1%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.05	2.07	0.98	1.88
Prof/Adv ELA	7.37	7.41	6.17	6.86
Prof/Adv Science	3.37	3.38	3.00	2.98
Industry Based Learning				
Grade 3 Reading	1.36	1.37	1.13	1.22
Annual Growth ELA	19.20	19.20	15.80	18.00
Annual Growth Math	7.90	7.82	8.00	7.60
Annual Growth Science	6.55	6.55	6.20	6.50
4 Year Graduation				
Attendance	2.16	2.19	2.06	2.14
Rigorous Courses				
Advanced ELA	0.22	0.22	0.16	0.18
Advanced Math	0.09	0.10	0.03	0.06
Advanced Science	0.09	0.09	0.03	0.04
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	39.8
Total Charter Index Score	50.4	50.4	43.5	47.5

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Universal Daroff Charter School	103519376	AUN
------------------------	---------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	727	
Black/African American	709	97.5%
Hispanic	12	1.7%
White	2	0.3%
Other	4	0.6%
Economically Disadvantaged	377	52%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	8.6%	8.6%	8.6%	0.0%
Prof/Adv ELA	22.1%	22.1%	21.8%	0.0%
Prof/Adv Science	28.4%	28.4%	28.6%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	15.1%	15.1%	13.4%	0.0%
Annual Growth ELA	79.0%	79.0%	80.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	66.5%	66.5%	67.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	84.3%	87.0%	83.9%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	1.5%	1.5%	1.5%	0.0%
Advanced Math	0.7%	0.7%	0.7%	0.0%
Advanced Science	4.5%	4.5%	4.5%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.65	0.65	0.65
Prof/Adv ELA	3.32	3.32	3.27
Prof/Adv Science	2.13	2.13	2.15
Industry Based Learning			
Grade 3 Reading	0.38	0.38	0.34
Annual Growth ELA	15.80	15.80	16.00
Annual Growth Math	10.00	10.00	10.00
Annual Growth Science	6.65	6.65	6.75
4 Year Graduation			
Attendance	2.11	2.18	2.10
Rigorous Courses			
Advanced ELA	0.03	0.03	0.03
Advanced Math	0.01	0.01	0.01
Advanced Science	0.05	0.05	0.05
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	41.1	41.2	41.3	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading	0.83	0.68	0.59	
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	0.04
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Universal Institute CS	126513210	AUN
------------------------	------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	650	
Black/African American	616	94.8%
Hispanic	30	4.6%
White	1	0.2%
Other	3	0.5%
Economically Disadvantaged	367	56%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	16.1%	16.2%	14.4%	47.6%
Prof/Adv ELA	36.2%	36.0%	34.7%	61.9%
Prof/Adv Science	43.4%	43.0%	41.9%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	37.5%	37.5%	34.8%	0.0%
Annual Growth ELA	84.0%	85.0%	83.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	70.0%	70.0%	68.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	92.0%	92.5%	91.7%	96.2%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	3.6%	3.6%	3.1%	9.5%
Advanced Math	3.2%	3.2%	2.4%	14.3%
Advanced Science	6.6%	6.7%	5.4%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.21	1.22	1.08	3.57
Prof/Adv ELA	5.43	5.40	5.21	9.29
Prof/Adv Science	3.26	3.23	3.14	
Industry Based Learning				
Grade 3 Reading	0.94	0.94	0.87	
Annual Growth ELA	16.80	17.00	16.60	
Annual Growth Math	10.00	10.00	10.00	
Annual Growth Science	7.00	7.00	6.85	
4 Year Graduation				
Attendance	2.30	2.31	2.29	2.41
Rigorous Courses				
Advanced ELA	0.07	0.07	0.06	0.19
Advanced Math	0.03	0.03	0.02	0.14
Advanced Science	0.07	0.07	0.05	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	7.5
Total Charter Index Score	47.1	47.3	46.2	15.6

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.95	1.52	1.19	1.27
Prof/Adv ELA	5.76	4.88	4.52	4.28
Prof/Adv Science	2.93	2.60	2.22	
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	16.09	15.79	14.79	
Annual Growth Math	7.69	7.66	7.27	
Annual Growth Science	6.38	6.39	6.42	
4 Year Graduation				
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses				
Advanced ELA	0.17	0.11	0.08	0.09
Advanced Math	0.09	0.07	0.04	
Advanced Science	0.12	0.09	0.06	
Industry Standards for Adv				

Brick & Mortar Charter	Universal Vare Charter School	126513415	AUN
------------------------	-------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	352	
Black/African American	257	73.0%
Hispanic	24	6.8%
White	10	2.8%
Other	61	17.3%
Economically Disadvantaged	172	49%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	11.3%	11.0%	7.4%	13.6%
Prof/Adv ELA	23.8%	23.6%	16.5%	26.1%
Prof/Adv Science	29.5%	29.5%	22.8%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	83.0%	83.0%	78.0%	0.0%
Annual Growth Math	100.0%	100.0%	82.0%	0.0%
Annual Growth Science	84.0%	84.0%	79.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	76.9%	75.9%	73.8%	84.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	2.8%	2.8%	2.2%	4.3%
Advanced Math	2.2%	2.2%	1.7%	0.0%
Advanced Science	3.8%	3.8%	1.8%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.85	0.83	0.56	1.02
Prof/Adv ELA	3.57	3.54	2.48	3.92
Prof/Adv Science	2.21	2.21	1.71	
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	16.60	16.60	15.60	
Annual Growth Math	10.00	10.00	8.20	
Annual Growth Science	8.40	8.40	7.90	
4 Year Graduation				
Attendance	1.92	1.90	1.85	2.10
Rigorous Courses				
Advanced ELA	0.06	0.06	0.04	0.09
Advanced Math	0.02	0.02	0.02	
Advanced Science	0.04	0.04	0.02	
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.1	40.9	38.4	7.5
Total Charter Index Score	43.7	43.6	38.4	7.1

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pittsburgh SD	102027451	AUN
----------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	22,567	
Black/African American	11,671	51.7%
Hispanic	848	3.8%
White	7,201	31.9%
Other	2,847	12.6%
Economically Disadvantaged	15,443	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	34.2%	24.2%	19.8%	25.0%
Prof/Adv ELA	50.6%	41.2%	36.4%	34.8%
Prof/Adv Science	49.9%	41.2%	34.3%	IS
Industry Based Learning	20.4%	23.4%	22.3%	5.0%
Grade 3 Reading	51.7%	43.5%	36.1%	IS
Annual Growth ELA	74.6%	74.0%	71.0%	80.0%
Annual Growth Math	67.1%	68.9%	67.3%	75.0%
Annual Growth Science	61.0%	60.6%	58.9%	52.0%
4 Year Graduation	83.6%	79.3%	81.4%	IS
Attendance	74.1%	71.6%	69.4%	76.4%
Rigorous Courses	69.8%	62.2%	59.6%	70.0%
Advanced ELA	12.7%	6.6%	5.1%	6.0%
Advanced Math	11.5%	5.5%	3.8%	9.5%
Advanced Science	18.4%	10.3%	7.3%	IS
Industry Standards for Adv	3.9%	3.6%	3.0%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.57	1.81	1.49
Prof/Adv ELA	7.60	6.17	5.46
Prof/Adv Science	3.74	3.09	2.57
Industry Based Learning			
Grade 3 Reading	1.29	1.09	0.90
Annual Growth ELA	14.91	14.79	14.21
Annual Growth Math	6.71	6.89	6.73
Annual Growth Science	6.10	6.06	5.89
4 Year Graduation			
Attendance	1.85	1.79	1.74
Rigorous Courses			
Advanced ELA	0.25	0.13	0.10
Advanced Math	0.11	0.05	0.04
Advanced Science	0.18		0.07
Industry Standards for Adv			

Brick & Mortar Charter	Urban Academy of Greater Pittsburgh	103023090	AUN
------------------------	-------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	326	
Black/African American	323	99.1%
Hispanic	2	0.6%
White	-	0.0%
Other	1	0.3%
Economically Disadvantaged	198	61%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	32.2%	30.7%	31.9%	0.0%
Prof/Adv ELA	40.6%	38.6%	40.4%	0.0%
Prof/Adv Science	46.7%	33.3%	46.7%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	64.0%	63.2%	63.3%	0.0%
Annual Growth ELA	67.0%	70.0%	68.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	50.0%	50.0%	50.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	74.5%	76.4%	74.5%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	5.6%	6.8%	5.7%	0.0%
Advanced Math	5.6%	6.8%	5.7%	0.0%
Advanced Science	2.2%	0.0%	2.2%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.42	2.30	2.39
Prof/Adv ELA	6.09	5.79	6.06
Prof/Adv Science	3.50	2.50	3.50
Industry Based Learning			
Grade 3 Reading	1.60	1.58	1.58
Annual Growth ELA	13.40	14.00	13.60
Annual Growth Math	10.00	10.00	10.00
Annual Growth Science	5.00	5.00	5.00
4 Year Graduation			
Attendance	1.86	1.91	1.86
Rigorous Courses			
Advanced ELA	0.11	0.14	0.11
Advanced Math	0.06	0.07	0.06
Advanced Science	0.02		0.02
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	45.3	41.9	39.2	0.0
Total Charter Index Score	44.1	43.3	44.2	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pittsburgh SD	102027451	AUN
----------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	22,567	
Black/African American	11,671	51.7%
Hispanic	848	3.8%
White	7,201	31.9%
Other	2,847	12.6%
Economically Disadvantaged	15,443	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	34.2%	24.2%	19.8%	25.0%
Prof/Adv ELA	50.6%	41.2%	36.4%	34.8%
Prof/Adv Science	49.9%	41.2%	34.3%	IS
Industry Based Learning	20.4%	23.4%	22.3%	5.0%
Grade 3 Reading	51.7%	43.5%	36.1%	IS
Annual Growth ELA	74.6%	74.0%	71.0%	80.0%
Annual Growth Math	67.1%	68.9%	67.3%	75.0%
Annual Growth Science	61.0%	60.6%	58.9%	52.0%
4 Year Graduation	83.6%	79.3%	81.4%	IS
Attendance	74.1%	71.6%	69.4%	76.4%
Rigorous Courses	69.8%	62.2%	59.6%	70.0%
Advanced ELA	12.7%	6.6%	5.1%	6.0%
Advanced Math	11.5%	5.5%	3.8%	9.5%
Advanced Science	18.4%	10.3%	7.3%	IS
Industry Standards for Adv	3.9%	3.6%	3.0%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.57	1.81	1.49
Prof/Adv ELA	7.60	6.17	5.46
Prof/Adv Science	3.74	3.09	2.57
Industry Based Learning	0.51	0.58	0.56
Grade 3 Reading			
Annual Growth ELA	14.91	14.79	14.21
Annual Growth Math	6.71	6.89	6.73
Annual Growth Science	6.10	6.06	5.89
4 Year Graduation	2.09	1.98	2.04
Attendance	1.85	1.79	1.74
Rigorous Courses	1.74	1.56	1.49
Advanced ELA	0.25	0.13	0.10
Advanced Math	0.11	0.05	0.04
Advanced Science	0.18		0.07
Industry Standards for Adv			

Brick & Mortar Charter	Urban Pathways 6-12 CS	102023080	AUN
------------------------	------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	328	
Black/African American	318	97.0%
Hispanic	3	0.9%
White	-	0.0%
Other	7	2.1%
Economically Disadvantaged	222	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	8.9%	6.8%	8.1%	0.0%
Prof/Adv ELA	25.0%	20.4%	24.3%	0.0%
Prof/Adv Science	19.8%	13.8%	18.5%	0.0%
Industry Based Learning	5.7%	8.3%	5.9%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	77.3%	76.0%	77.3%	0.0%
Annual Growth Math	62.8%	67.3%	64.0%	0.0%
Annual Growth Science	85.5%	82.5%	85.0%	0.0%
4 Year Graduation	94.4%	96.2%	94.3%	0.0%
Attendance	70.7%	66.1%	70.3%	0.0%
Rigorous Courses	65.7%	70.8%	64.7%	0.0%
Advanced ELA	2.2%	1.5%	1.7%	0.0%
Advanced Math	1.1%	0.8%	1.2%	0.0%
Advanced Science	1.2%	0.0%	1.2%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.67	0.51	0.61
Prof/Adv ELA	3.75	3.06	3.65
Prof/Adv Science	1.49	1.04	1.39
Industry Based Learning	0.14	0.21	0.15
Grade 3 Reading			
Annual Growth ELA	15.46	15.20	15.46
Annual Growth Math	6.28	6.73	6.40
Annual Growth Science	8.55	8.25	8.50
4 Year Graduation	2.36	2.41	2.36
Attendance	1.77	1.65	1.76
Rigorous Courses	1.64	1.77	1.62
Advanced ELA	0.04	0.03	0.03
Advanced Math	0.01	0.01	0.01
Advanced Science	0.01		0.01
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	48.4	44.9	42.4	0.0
Total Charter Index Score	42.2	40.9	41.9	0.0



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Pittsburgh SD	102027451	AUN
----------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	22,567	
Black/African American	11,671	51.7%
Hispanic	848	3.8%
White	7,201	31.9%
Other	2,847	12.6%
Economically Disadvantaged	15,443	68%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	34.2%	24.2%	19.8%	25.0%
Prof/Adv ELA	50.6%	41.2%	36.4%	34.8%
Prof/Adv Science	49.9%	41.2%	34.3%	IS
Industry Based Learning	20.4%	23.4%	22.3%	5.0%
Grade 3 Reading	51.7%	43.5%	36.1%	IS
Annual Growth ELA	74.6%	74.0%	71.0%	80.0%
Annual Growth Math	67.1%	68.9%	67.3%	75.0%
Annual Growth Science	61.0%	60.6%	58.9%	52.0%
4 Year Graduation	83.6%	79.3%	81.4%	IS
Attendance	74.1%	71.6%	69.4%	76.4%
Rigorous Courses	69.8%	62.2%	59.6%	70.0%
Advanced ELA	12.7%	6.6%	5.1%	6.0%
Advanced Math	11.5%	5.5%	3.8%	9.5%
Advanced Science	18.4%	10.3%	7.3%	IS
Industry Standards for Adv	3.9%	3.6%	3.0%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.57	1.81	1.49
Prof/Adv ELA	7.60	6.17	5.46
Prof/Adv Science	3.74	3.09	2.57
Industry Based Learning			
Grade 3 Reading	1.29	1.09	0.90
Annual Growth ELA	14.91	14.79	14.21
Annual Growth Math	6.71	6.89	6.73
Annual Growth Science	6.10	6.06	5.89
4 Year Graduation			
Attendance	1.85	1.79	1.74
Rigorous Courses			
Advanced ELA	0.25	0.13	0.10
Advanced Math	0.11	0.05	0.04
Advanced Science	0.18	0.10	0.07
Industry Standards for Adv			

Brick & Mortar Charter	Urban Pathways K-5 College Charter S	103028246	AUN
------------------------	--------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	291	
Black/African American	270	92.8%
Hispanic	3	1.0%
White	3	1.0%
Other	15	5.2%
Economically Disadvantaged	223	77%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	11.8%	10.6%	10.8%	0.0%
Prof/Adv ELA	42.9%	42.6%	44.1%	0.0%
Prof/Adv Science	50.0%	50.0%	50.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	40.0%	38.9%	43.2%	0.0%
Annual Growth ELA	79.0%	74.0%	79.0%	0.0%
Annual Growth Math	75.0%	76.0%	75.0%	0.0%
Annual Growth Science	53.0%	55.0%	53.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	74.9%	72.1%	76.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	5.0%	4.3%	5.4%	0.0%
Advanced Math	1.7%	1.1%	1.8%	0.0%
Advanced Science	2.6%	3.1%	2.6%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.89	0.80	0.81
Prof/Adv ELA	6.44	6.39	6.62
Prof/Adv Science	3.75	3.75	3.75
Industry Based Learning			
Grade 3 Reading	1.00	0.97	1.08
Annual Growth ELA	15.80	14.80	15.80
Annual Growth Math	7.50	7.60	7.50
Annual Growth Science	5.30	5.50	5.30
4 Year Graduation			
Attendance	1.87	1.80	1.90
Rigorous Courses			
Advanced ELA	0.10	0.09	0.11
Advanced Math	0.02	0.01	0.02
Advanced Science	0.03	0.03	0.03
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	45.3	42.0	39.2	0.0
Total Charter Index Score	42.7	41.7	42.9	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	William Penn SD	125239652	AUN
----------	-----------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	5,069	
Black/African American	4,481	88.4%
Hispanic	181	3.6%
White	184	3.6%
Other	223	4.4%
Economically Disadvantaged	3,697	73%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	20.4%	17.2%	19.5%	3.8%
Prof/Adv ELA	36.9%	34.7%	35.8%	22.1%
Prof/Adv Science	40.7%	37.6%	39.1%	IS
Industry Based Learning	14.3%	16.1%	14.7%	IS
Grade 3 Reading	36.1%	33.8%	34.5%	IS
Annual Growth ELA	84.0%	81.4%	83.0%	IS
Annual Growth Math	81.1%	80.2%	82.7%	IS
Annual Growth Science	73.2%	71.8%	72.5%	IS
4 Year Graduation	73.4%	66.9%	75.1%	IS
Attendance	70.3%	71.4%	70.3%	66.8%
Rigorous Courses	84.1%	89.3%	84.7%	IS
Advanced ELA	4.9%	3.2%	4.3%	7.7%
Advanced Math	4.9%	3.6%	3.8%	IS
Advanced Science	9.3%	8.2%	8.8%	IS
Industry Standards for Adv	2.7%	3.7%	3.0%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.53	1.29	1.46
Prof/Adv ELA	5.53	5.21	5.36
Prof/Adv Science	3.05	2.82	2.93
Industry Based Learning			
Grade 3 Reading	0.90	0.85	0.86
Annual Growth ELA	16.81	16.28	16.59
Annual Growth Math	8.11	8.02	8.27
Annual Growth Science	7.32	7.18	7.25
4 Year Graduation			
Attendance	1.76	1.78	1.76
Rigorous Courses			
Advanced ELA	0.10	0.06	0.09
Advanced Math	0.05	0.04	0.04
Advanced Science	0.09	0.08	0.09
Industry Standards for Adv			

Brick & Mortar Charter	Vision Academy Charter School	125233517	AUN
------------------------	-------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	319	
Black/African American	288	90.3%
Hispanic	8	2.5%
White	17	5.3%
Other	6	1.9%
Economically Disadvantaged	195	61%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	23.1%	22.4%	24.9%	0.0%
Prof/Adv ELA	51.6%	46.6%	52.7%	0.0%
Prof/Adv Science	64.1%	60.7%	63.9%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	48.8%	48.1%	50.0%	0.0%
Annual Growth ELA	100.0%	100.0%	100.0%	0.0%
Annual Growth Math	100.0%	79.0%	100.0%	0.0%
Annual Growth Science	73.0%	72.0%	75.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	96.3%	94.9%	96.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	7.5%	7.8%	7.7%	0.0%
Advanced Math	3.2%	3.4%	3.6%	0.0%
Advanced Science	12.8%	10.7%	13.9%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.73	1.68	1.87
Prof/Adv ELA	7.74	6.99	7.91
Prof/Adv Science	4.81	4.55	4.79
Industry Based Learning			
Grade 3 Reading	1.22	1.20	1.25
Annual Growth ELA	20.00	20.00	20.00
Annual Growth Math	10.00	7.90	10.00
Annual Growth Science	7.30	7.20	7.50
4 Year Graduation			
Attendance	2.41	2.37	2.40
Rigorous Courses			
Advanced ELA	0.15	0.16	0.15
Advanced Math	0.03	0.03	0.04
Advanced Science	0.13	0.11	0.14
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	45.2	43.6	44.7	0.0
Total Charter Index Score	55.5	52.2	56.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	West Oak Lane CS	126513020	AUN
------------------------	------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,028	
Black/African American	1,024	99.6%
Hispanic	3	0.3%
White	-	0.0%
Other	1	0.1%
Economically Disadvantaged	963	94%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	15.6%	15.0%	15.7%	0.0%
Prof/Adv ELA	43.5%	43.3%	43.4%	0.0%
Prof/Adv Science	46.7%	45.7%	46.7%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	41.1%	41.3%	41.1%	0.0%
Annual Growth ELA	70.0%	70.0%	70.0%	0.0%
Annual Growth Math	100.0%	100.0%	100.0%	0.0%
Annual Growth Science	62.0%	61.0%	62.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	98.4%	98.3%	98.4%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	5.8%	5.7%	5.8%	0.0%
Advanced Math	2.7%	2.2%	2.7%	0.0%
Advanced Science	9.1%	8.7%	9.1%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.17	1.13	1.18
Prof/Adv ELA	6.53	6.50	6.51
Prof/Adv Science	3.50	3.43	3.50
Industry Based Learning			
Grade 3 Reading	1.03	1.03	1.03
Annual Growth ELA	14.00	14.00	14.00
Annual Growth Math	10.00	10.00	10.00
Annual Growth Science	6.20	6.10	6.20
4 Year Graduation			
Attendance	2.46	2.46	2.46
Rigorous Courses			
Advanced ELA	0.12	0.11	0.12
Advanced Math	0.03	0.02	0.03
Advanced Science	0.09	0.09	0.09
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	45.1	44.9	45.1	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	West Phila. Achievement CES	126510006	AUN
------------------------	-----------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	647	
Black/African American	632	97.7%
Hispanic	14	2.2%
White	-	0.0%
Other	1	0.2%
Economically Disadvantaged	647	100%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	10.1%	10.1%	10.4%	0.0%
Prof/Adv ELA	29.7%	29.7%	29.4%	0.0%
Prof/Adv Science	37.1%	37.1%	37.5%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	31.8%	31.8%	30.7%	0.0%
Annual Growth ELA	95.0%	95.0%	95.0%	0.0%
Annual Growth Math	98.0%	98.0%	98.0%	0.0%
Annual Growth Science	50.0%	50.0%	50.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	66.2%	66.2%	66.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	2.4%	2.4%	2.1%	0.0%
Advanced Math	1.4%	1.4%	1.5%	0.0%
Advanced Science	2.2%	2.2%	2.3%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.76	0.76	0.78
Prof/Adv ELA	4.46	4.46	4.41
Prof/Adv Science	2.78	2.78	2.81
Industry Based Learning			
Grade 3 Reading	0.80	0.80	0.77
Annual Growth ELA	19.00	19.00	19.00
Annual Growth Math	9.80	9.80	9.80
Annual Growth Science	5.00	5.00	5.00
4 Year Graduation			
Attendance	1.66	1.66	1.65
Rigorous Courses			
Advanced ELA	0.05	0.05	0.04
Advanced Math	0.01	0.01	0.02
Advanced Science	0.02	0.02	0.02
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	44.3	44.3	44.3	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	East Allegheny SD	103022803	AUN
----------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,546	
Black/African American	363	23.4%
Hispanic	28	1.8%
White	727	47.0%
Other	428	27.7%
Economically Disadvantaged	783	51%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	21.5%	18.2%	10.1%	0.0%
Prof/Adv ELA	41.0%	40.0%	23.6%	0.0%
Prof/Adv Science	40.9%	34.8%	18.4%	0.0%
Industry Based Learning	3.9%	3.7%	3.1%	0.0%
Grade 3 Reading	37.4%	47.9%	0.0%	0.0%
Annual Growth ELA	64.4%	71.3%	54.2%	0.0%
Annual Growth Math	63.1%	83.4%	55.2%	0.0%
Annual Growth Science	61.3%	69.8%	51.4%	0.0%
4 Year Graduation	63.0%	81.2%	55.4%	0.0%
Attendance	56.1%	59.4%	40.0%	0.0%
Rigorous Courses	19.6%	20.3%	9.0%	0.0%
Advanced ELA	6.2%	4.4%	2.0%	0.0%
Advanced Math	4.6%	3.2%	0.8%	0.0%
Advanced Science	12.4%	9.7%	2.9%	0.0%
Industry Standards for Adv	2.6%	3.7%	3.1%	0.0%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	1.62			
Prof/Adv ELA	6.15			
Prof/Adv Science	3.06			
Industry Based Learning	0.10			
Grade 3 Reading				
Annual Growth ELA	12.89			
Annual Growth Math	6.31			
Annual Growth Science	6.13	6.98		
4 Year Graduation				
Attendance	1.40	1.49	1.00	
Rigorous Courses	0.49			
Advanced ELA	0.12			
Advanced Math	0.05			
Advanced Science	0.12			
Industry Standards for Adv				

Brick & Mortar Charter	Westinghouse Arts Academy CS	103028425	AUN
------------------------	------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	162	
Black/African American	34	21.0%
Hispanic	7	4.3%
White	115	71.0%
Other	6	3.7%
Economically Disadvantaged	61	38%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	53.8%	0.0%	0.0%	0.0%
Prof/Adv ELA	72.0%	0.0%	0.0%	0.0%
Prof/Adv Science	61.5%	0.0%	0.0%	0.0%
Industry Based Learning	3.2%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	80.0%	0.0%	0.0%	0.0%
Annual Growth Math	50.0%	0.0%	0.0%	0.0%
Annual Growth Science	63.0%	71.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	71.6%	69.4%	72.0%	0.0%
Rigorous Courses	45.2%	0.0%	0.0%	0.0%
Advanced ELA	16.0%	0.0%	0.0%	0.0%
Advanced Math	15.4%	0.0%	0.0%	0.0%
Advanced Science	15.4%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	4.04			
Prof/Adv ELA	10.80			
Prof/Adv Science	4.61			
Industry Based Learning	0.08			
Grade 3 Reading				
Annual Growth ELA	16.00			
Annual Growth Math	5.00			
Annual Growth Science	6.30	7.10		
4 Year Graduation				
Attendance	1.79	1.74	1.80	
Rigorous Courses	1.13			
Advanced ELA	0.32			
Advanced Math	0.15			
Advanced Science	0.15			
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	38.4	8.5	1.0	0.0
Total Charter Index Score	50.4	8.8	1.8	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Chester-Upland SD	125231232	AUN
----------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	2,927	
Black/African American	2,569	87.8%
Hispanic	237	8.1%
White	45	1.5%
Other	76	2.6%
Economically Disadvantaged	2,575	88%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	6.9%	7.3%	7.1%	3.8%
Prof/Adv ELA	23.4%	24.2%	23.6%	11.8%
Prof/Adv Science	25.8%	25.4%	27.2%	5.3%
Industry Based Learning	12.6%	14.0%	12.9%	IS
Grade 3 Reading	26.3%	26.4%	24.7%	IS
Annual Growth ELA	74.4%	76.3%	74.6%	IS
Annual Growth Math	67.3%	67.1%	68.9%	IS
Annual Growth Science	66.0%	66.1%	66.9%	IS
4 Year Graduation	36.4%	38.6%	36.2%	26.5%
Attendance	42.7%	42.7%	44.2%	24.6%
Rigorous Courses	34.5%	37.9%	35.8%	IS
Advanced ELA	3.7%	4.0%	3.6%	4.2%
Advanced Math	1.4%	1.4%	1.4%	IS
Advanced Science	4.7%	4.8%	4.9%	IS
Industry Standards for Adv	1.5%	1.7%	2.0%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.52	0.54	0.53
Prof/Adv ELA	3.50	3.62	3.54
Prof/Adv Science	1.93	1.91	2.04
Industry Based Learning			
Grade 3 Reading	0.66	0.66	0.62
Annual Growth ELA	14.88	15.25	14.91
Annual Growth Math	6.73	6.71	6.89
Annual Growth Science	6.60	6.61	6.69
4 Year Graduation			
Attendance	1.07	1.07	1.10
Rigorous Courses			
Advanced ELA	0.07	0.08	0.07
Advanced Math	0.01	0.01	
Advanced Science	0.05	0.05	0.05
Industry Standards for Adv			

Brick & Mortar Charter	Widener Partnership CS	125230002	AUN
------------------------	------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	435	
Black/African American	408	93.8%
Hispanic	19	4.4%
White	6	1.4%
Other	2	0.5%
Economically Disadvantaged	435	100%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	7.3%	7.3%	6.1%	0.0%
Prof/Adv ELA	23.1%	23.2%	22.5%	0.0%
Prof/Adv Science	39.0%	39.0%	39.7%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	21.2%	21.2%	19.1%	0.0%
Annual Growth ELA	64.0%	64.0%	64.0%	0.0%
Annual Growth Math	50.0%	50.0%	50.0%	0.0%
Annual Growth Science	63.5%	63.5%	65.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	82.4%	79.0%	83.4%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	2.5%	2.5%	1.8%	0.0%
Advanced Math	0.4%	0.4%	0.0%	0.0%
Advanced Science	6.1%	6.1%	5.5%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.55	0.55	0.46
Prof/Adv ELA	3.47	3.48	3.38
Prof/Adv Science	2.93	2.93	2.98
Industry Based Learning			
Grade 3 Reading	0.53	0.53	0.48
Annual Growth ELA	12.80	12.80	12.80
Annual Growth Math	5.00	5.00	5.00
Annual Growth Science	6.35	6.35	6.55
4 Year Graduation			
Attendance	2.06	1.98	2.09
Rigorous Courses			
Advanced ELA	0.05	0.05	0.04
Advanced Math	0.00	0.00	
Advanced Science	0.06	0.06	0.06
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	36.0	36.5	36.4	0.0
Total Charter Index Score	33.8	33.7	33.8	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading	0.83	0.68	0.59
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Wissahickon CS	126510007	AUN
------------------------	----------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	951	
Black/African American	858	90.2%
Hispanic	16	1.7%
White	36	3.8%
Other	41	4.3%
Economically Disadvantaged	511	54%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	22.3%	15.2%	18.8%	0.0%
Prof/Adv ELA	44.0%	35.3%	40.8%	0.0%
Prof/Adv Science	49.7%	41.0%	45.8%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	55.8%	43.1%	48.9%	0.0%
Annual Growth ELA	71.0%	65.0%	75.0%	0.0%
Annual Growth Math	80.0%	76.0%	81.0%	0.0%
Annual Growth Science	61.5%	61.5%	61.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	94.9%	94.4%	95.5%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	9.2%	6.2%	6.9%	0.0%
Advanced Math	6.0%	3.7%	4.3%	0.0%
Advanced Science	14.6%	11.0%	11.2%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.67	1.14	1.41
Prof/Adv ELA	6.60	5.30	6.12
Prof/Adv Science	3.73	3.08	3.44
Industry Based Learning			
Grade 3 Reading	1.40	1.08	1.22
Annual Growth ELA	14.20	13.00	15.00
Annual Growth Math	8.00	7.60	8.10
Annual Growth Science	6.15	6.15	6.10
4 Year Graduation			
Attendance	2.37	2.36	2.39
Rigorous Courses			
Advanced ELA	0.18	0.12	0.14
Advanced Math	0.06	0.04	0.04
Advanced Science	0.15	0.11	0.11
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.9	41.6	39.0	0.0
Total Charter Index Score	44.5	40.0	44.1	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.95	1.52	1.19
Prof/Adv ELA	5.76	4.88	4.52
Prof/Adv Science	2.93	2.60	2.22
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	16.09	15.79	14.79
Annual Growth Math	7.69	7.66	7.27
Annual Growth Science	6.38	6.39	6.42
4 Year Graduation			
Attendance	1.88	1.82	1.77
Rigorous Courses			
Advanced ELA	0.17	0.11	0.08
Advanced Math	0.09	0.07	0.04
Advanced Science	0.12	0.09	0.06
Industry Standards for Adv			

Brick & Mortar Charter	Young Scholars CS	126513250	AUN
------------------------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	284	
Black/African American	267	94.0%
Hispanic	8	2.8%
White	-	0.0%
Other	9	3.2%
Economically Disadvantaged	239	84%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	7.5%	7.3%	6.5%	0.0%
Prof/Adv ELA	29.6%	28.9%	28.1%	0.0%
Prof/Adv Science	30.1%	30.0%	27.8%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	77.0%	72.0%	76.0%	0.0%
Annual Growth Math	78.0%	74.0%	77.0%	0.0%
Annual Growth Science	73.0%	74.0%	73.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	83.9%	85.4%	83.5%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	2.2%	1.3%	1.5%	0.0%
Advanced Math	0.7%	0.4%	0.4%	0.0%
Advanced Science	1.2%	1.3%	1.3%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	0.56	0.55	0.49
Prof/Adv ELA	4.44	4.34	4.22
Prof/Adv Science	2.26	2.25	2.09
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	15.40	14.40	15.20
Annual Growth Math	7.80	7.40	7.70
Annual Growth Science	7.30	7.40	7.30
4 Year Graduation			
Attendance	2.10	2.14	2.09
Rigorous Courses			
Advanced ELA	0.04	0.03	0.03
Advanced Math	0.01	0.00	0.00
Advanced Science	0.01	0.01	0.01
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	43.1	40.9	38.4	0.0
Total Charter Index Score	39.9	38.5	39.1	0.0



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	State College Area SD	110148002	AUN
----------	-----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	6,888	
Black/African American	173	2.5%
Hispanic	268	3.9%
White	5,433	78.9%
Other	1,014	14.7%
Economically Disadvantaged	1,359	20%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	70.2%	47.1%	32.0%	49.9%
Prof/Adv ELA	80.5%	61.3%	50.0%	75.8%
Prof/Adv Science	84.0%	58.2%	34.6%	IS
Industry Based Learning	30.1%	31.1%	IS	34.5%
Grade 3 Reading	86.3%	59.7%	IS	IS
Annual Growth ELA	80.0%	87.0%	74.0%	81.0%
Annual Growth Math	94.4%	95.1%	IS	IS
Annual Growth Science	87.8%	86.4%	IS	IS
4 Year Graduation	95.4%	IS	IS	91.7%
Attendance	90.8%	85.1%	89.0%	86.1%
Rigorous Courses	62.9%	44.7%	IS	51.7%
Advanced ELA	28.5%	14.5%	3.8%	28.8%
Advanced Math	40.8%	20.4%	4.0%	25.8%
Advanced Science	52.0%	22.5%	15.4%	IS
Industry Standards for Adv	11.6%	12.1%	IS	13.8%

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	5.26	3.53	2.40
Prof/Adv ELA	12.08	9.19	7.50
Prof/Adv Science	6.30	4.36	
Industry Based Learning			
Grade 3 Reading	2.16	1.49	
Annual Growth ELA	16.01	17.39	
Annual Growth Math	9.44	9.51	
Annual Growth Science	8.78		
4 Year Graduation			
Attendance	2.27	2.13	2.22
Rigorous Courses			
Advanced ELA	0.57	0.29	0.08
Advanced Math	0.41	0.20	0.04
Advanced Science	0.52	0.22	
Industry Standards for Adv			

Brick & Mortar Charter	Young Scholars of Central PA CS	110140001	AUN
------------------------	---------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	420	
Black/African American	58	13.8%
Hispanic	12	2.9%
White	294	70.0%
Other	56	13.3%
Economically Disadvantaged	137	33%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	45.0%	33.3%	34.3%	0.0%
Prof/Adv ELA	69.1%	54.1%	68.6%	0.0%
Prof/Adv Science	68.7%	50.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	74.5%	52.6%	0.0%	0.0%
Annual Growth ELA	50.0%	66.0%	0.0%	0.0%
Annual Growth Math	73.7%	72.0%	0.0%	0.0%
Annual Growth Science	68.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	92.6%	92.0%	95.2%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	16.1%	7.1%	5.7%	0.0%
Advanced Math	21.0%	10.7%	11.4%	0.0%
Advanced Science	23.9%	20.8%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	3.38	2.50	2.57
Prof/Adv ELA	10.37	8.12	10.29
Prof/Adv Science	5.15	3.75	
Industry Based Learning			
Grade 3 Reading	1.86	1.32	
Annual Growth ELA	10.00	13.20	
Annual Growth Math	7.37	7.20	
Annual Growth Science	6.80		
4 Year Graduation			
Attendance	2.32	2.30	2.38
Rigorous Courses			
Advanced ELA	0.32	0.14	0.11
Advanced Math	0.21	0.11	0.11
Advanced Science	0.24	0.21	
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	63.8	48.3	12.2	0.0
Total Charter Index Score	48.0	38.8	15.5	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	McKeesport Area SD	103026002	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	3,228	
Black/African American	1,444	44.7%
Hispanic	36	1.1%
White	1,370	42.4%
Other	378	11.7%
Economically Disadvantaged	2,241	69%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	22.7%	16.7%	15.3%	IS
Prof/Adv ELA	40.9%	31.5%	28.0%	IS
Prof/Adv Science	43.9%	36.9%	32.3%	IS
Industry Based Learning	27.7%	29.6%	32.9%	IS
Grade 3 Reading	34.5%	27.7%	22.2%	IS
Annual Growth ELA	76.5%	70.6%	73.3%	IS
Annual Growth Math	53.2%	52.0%	56.4%	IS
Annual Growth Science	74.2%	64.8%	68.0%	IS
4 Year Graduation	82.6%	77.1%	81.3%	IS
Attendance	61.4%	55.7%	56.9%	IS
Rigorous Courses	56.4%	48.8%	45.1%	IS
Advanced ELA	6.9%	4.1%	3.6%	IS
Advanced Math	6.1%	3.3%	3.0%	IS
Advanced Science	13.4%	10.1%	6.0%	IS
Industry Standards for Adv	12.9%	11.2%	12.2%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.70	1.26	1.14
Prof/Adv ELA	6.13	4.73	4.20
Prof/Adv Science			
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	15.30	14.11	
Annual Growth Math	5.32	5.20	
Annual Growth Science			
4 Year Graduation			
Attendance	1.54	1.39	1.42
Rigorous Courses			
Advanced ELA	0.14	0.08	0.07
Advanced Math	0.06	0.03	0.03
Advanced Science			
Industry Standards for Adv			

Brick & Mortar Charter	Young Scholars of McKeesport Charter	103020368	AUN
------------------------	--------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	211	
Black/African American	176	83.4%
Hispanic	7	3.3%
White	23	10.9%
Other	5	2.4%
Economically Disadvantaged	211	100%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	30.3%	30.3%	32.1%	0.0%
Prof/Adv ELA	53.9%	53.9%	50.0%	0.0%
Prof/Adv Science	0.0%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	99.0%	99.0%	0.0%	0.0%
Annual Growth Math	88.0%	88.0%	0.0%	0.0%
Annual Growth Science	0.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	74.5%	74.5%	73.4%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	9.2%	9.2%	8.9%	0.0%
Advanced Math	7.9%	7.9%	8.9%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.27	2.27	2.41
Prof/Adv ELA	8.09	8.09	7.50
Prof/Adv Science			
Industry Based Learning			
Grade 3 Reading			
Annual Growth ELA	19.80	19.80	
Annual Growth Math	8.80	8.80	
Annual Growth Science			
4 Year Graduation			
Attendance	1.86	1.86	1.84
Rigorous Courses			
Advanced ELA	0.18	0.18	0.18
Advanced Math	0.08	0.08	0.09
Advanced Science			
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	30.2	26.8	6.9	0.0
Total Charter Index Score	41.1	41.1	12.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Baldwin-Whitehall SD	103021102	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	4,364	
Black/African American	245	5.6%
Hispanic	81	1.9%
White	3,171	72.7%
Other	867	19.9%
Economically Disadvantaged	1,830	42%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	59.7%	44.9%	37.9%	IS
Prof/Adv ELA	73.5%	61.1%	53.6%	IS
Prof/Adv Science	76.6%	65.2%	47.4%	IS
Industry Based Learning	10.0%	9.0%	IS	IS
Grade 3 Reading	70.3%	61.8%	IS	IS
Annual Growth ELA	74.5%	78.9%	65.0%	IS
Annual Growth Math	52.7%	56.7%	50.0%	IS
Annual Growth Science	74.4%	72.2%	IS	IS
4 Year Graduation	90.2%	84.4%	80.0%	IS
Attendance	93.4%	89.0%	88.4%	88.5%
Rigorous Courses	85.6%	78.4%	IS	IS
Advanced ELA	17.8%	9.6%	9.0%	IS
Advanced Math	19.9%	11.8%	4.8%	IS
Advanced Science	33.3%	22.5%	21.1%	IS
Industry Standards for Adv	5.6%	3.6%	IS	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	4.48	3.37	2.84
Prof/Adv ELA	11.03	9.16	8.04
Prof/Adv Science	5.74	4.89	3.56
Industry Based Learning			
Grade 3 Reading	1.76	1.54	
Annual Growth ELA	14.90	15.78	13.00
Annual Growth Math	5.27	5.67	5.00
Annual Growth Science	7.44	7.22	
4 Year Graduation			
Attendance	2.33	2.23	2.21
Rigorous Courses			
Advanced ELA	0.36	0.19	0.18
Advanced Math	0.20	0.12	0.05
Advanced Science	0.33	0.22	0.21
Industry Standards for Adv			

Brick & Mortar Charter	Young Scholars of Western Pennsylvai	103025206	AUN
------------------------	--------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	333	
Black/African American	127	38.1%
Hispanic	5	1.5%
White	180	54.1%
Other	21	6.3%
Economically Disadvantaged	202	61%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	40.3%	31.4%	20.0%	0.0%
Prof/Adv ELA	55.5%	43.2%	36.9%	0.0%
Prof/Adv Science	66.7%	55.9%	52.4%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	50.0%	37.9%	0.0%	0.0%
Annual Growth ELA	79.0%	75.0%	74.0%	0.0%
Annual Growth Math	88.0%	86.0%	68.0%	0.0%
Annual Growth Science	87.5%	78.5%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	87.9%	85.4%	86.9%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	15.7%	10.2%	4.6%	0.0%
Advanced Math	11.5%	5.1%	4.6%	0.0%
Advanced Science	35.1%	17.6%	14.3%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	3.02	2.36	1.50
Prof/Adv ELA	8.33	6.48	5.54
Prof/Adv Science	5.00	4.19	3.93
Industry Based Learning			
Grade 3 Reading	1.25	0.95	
Annual Growth ELA	15.80	15.00	14.80
Annual Growth Math	8.80	8.60	6.80
Annual Growth Science	8.75	7.85	
4 Year Graduation			
Attendance	2.20	2.14	2.17
Rigorous Courses			
Advanced ELA	0.31	0.20	0.09
Advanced Math	0.12	0.05	0.05
Advanced Science	0.35	0.18	0.14
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	53.8	50.4	35.1	0.0
Total Charter Index Score	53.9	48.0	35.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Philadelphia City SD	126515001	AUN
----------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	128,647	
Black/African American	62,583	48.6%
Hispanic	27,537	21.4%
White	18,317	14.2%
Other	20,210	15.7%
Economically Disadvantaged	89,983	70%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	25.9%	20.2%	15.9%	16.9%
Prof/Adv ELA	38.4%	32.6%	30.1%	28.5%
Prof/Adv Science	39.1%	34.7%	29.6%	29.7%
Industry Based Learning	24.6%	28.2%	23.9%	37.2%
Grade 3 Reading	33.0%	27.3%	23.7%	23.4%
Annual Growth ELA	80.5%	78.9%	74.0%	78.3%
Annual Growth Math	76.9%	76.6%	72.7%	75.1%
Annual Growth Science	63.8%	63.9%	64.2%	63.0%
4 Year Graduation	74.5%	73.5%	72.7%	66.0%
Attendance	75.1%	72.9%	70.9%	72.5%
Rigorous Courses	52.9%	50.6%	45.5%	52.7%
Advanced ELA	8.3%	5.6%	4.2%	4.6%
Advanced Math	9.4%	6.5%	4.2%	4.4%
Advanced Science	12.2%	8.9%	6.3%	5.7%
Industry Standards for Adv	8.2%	8.4%	7.9%	9.9%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math				
Prof/Adv ELA				
Prof/Adv Science				
Industry Based Learning	0.61	0.70	0.60	
Grade 3 Reading				
Annual Growth ELA				
Annual Growth Math				
Annual Growth Science				
4 Year Graduation	1.86	1.84	1.82	
Attendance	1.88	1.82	1.77	1.81
Rigorous Courses	1.32	1.26	1.14	
Advanced ELA				
Advanced Math				
Advanced Science				
Industry Standards for Adv				

Brick & Mortar Charter	Youth Build Phila CS	126512870	AUN
------------------------	----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	225	
Black/African American	203	90.2%
Hispanic	9	4.0%
White	3	1.3%
Other	10	4.4%
Economically Disadvantaged	225	100%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	0.0%	0.0%	0.0%	0.0%
Prof/Adv ELA	0.0%	0.0%	0.0%	0.0%
Prof/Adv Science	0.0%	0.0%	0.0%	0.0%
Industry Based Learning	95.8%	95.8%	95.4%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	0.0%	0.0%	0.0%	0.0%
Annual Growth Math	0.0%	0.0%	0.0%	0.0%
Annual Growth Science	0.0%	0.0%	0.0%	0.0%
4 Year Graduation	37.5%	38.2%	28.6%	0.0%
Attendance	14.9%	14.9%	14.7%	23.1%
Rigorous Courses	6.7%	6.7%	6.6%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math				
Prof/Adv ELA				
Prof/Adv Science				
Industry Based Learning	2.40	2.40	2.39	
Grade 3 Reading				
Annual Growth ELA				
Annual Growth Math				
Annual Growth Science				
4 Year Graduation	0.94	0.96	0.72	
Attendance	0.37	0.37	0.37	0.58
Rigorous Courses	0.17	0.17	0.17	
Advanced ELA				
Advanced Math				
Advanced Science				
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	5.7	5.6	5.3	1.8
Total Charter Index Score	3.9	3.9	3.6	0.6

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	State College Area SD	110148002	AUN
----------	-----------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	6,888	
Black/African American	173	2.5%
Hispanic	268	3.9%
White	5,433	78.9%
Other	1,014	14.7%
Economically Disadvantaged	1,359	20%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	70.2%	47.1%	32.0%	49.9%
Prof/Adv ELA	80.5%	61.3%	50.0%	75.8%
Prof/Adv Science	84.0%	58.2%	34.6%	IS
Industry Based Learning	30.1%	31.1%	IS	34.5%
Grade 3 Reading	86.3%	59.7%	IS	IS
Annual Growth ELA	80.0%	87.0%	74.0%	81.0%
Annual Growth Math	94.4%	95.1%	IS	IS
Annual Growth Science	87.8%	86.4%	IS	IS
4 Year Graduation	95.4%	IS	IS	91.7%
Attendance	90.8%	85.1%	89.0%	86.1%
Rigorous Courses	62.9%	44.7%	IS	51.7%
Advanced ELA	28.5%	14.5%	3.8%	28.8%
Advanced Math	40.8%	20.4%	4.0%	25.8%
Advanced Science	52.0%	22.5%	15.4%	IS
Industry Standards for Adv	11.6%	12.1%	IS	13.8%

District Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	5.26	3.53
Prof/Adv ELA	12.08	9.19
Prof/Adv Science	6.30	
Industry Based Learning		
Grade 3 Reading		
Annual Growth ELA	16.01	
Annual Growth Math	9.44	
Annual Growth Science	8.78	
4 Year Graduation		
Attendance	2.27	2.13
Rigorous Courses		
Advanced ELA	0.57	0.29
Advanced Math	0.41	0.20
Advanced Science	0.52	
Industry Standards for Adv		

Brick & Mortar Charter	Centre Learning Community CS	110143060	AUN
------------------------	------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	88	
Black/African American	2	2.3%
Hispanic	4	4.6%
White	76	86.4%
Other	6	6.8%
Economically Disadvantaged	29	33%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	34.9%	23.1%	0.0%	0.0%
Prof/Adv ELA	63.9%	50.0%	0.0%	0.0%
Prof/Adv Science	63.6%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	88.0%	0.0%	0.0%	0.0%
Annual Growth Math	82.8%	0.0%	0.0%	0.0%
Annual Growth Science	76.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	88.7%	87.5%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	13.3%	11.5%	0.0%	0.0%
Advanced Math	12.0%	3.8%	0.0%	0.0%
Advanced Science	9.1%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	2.62	1.73
Prof/Adv ELA	9.59	7.50
Prof/Adv Science	4.77	
Industry Based Learning		
Grade 3 Reading		
Annual Growth ELA	17.60	
Annual Growth Math	8.28	
Annual Growth Science	7.60	
4 Year Graduation		
Attendance	2.22	2.19
Rigorous Courses		
Advanced ELA	0.27	0.23
Advanced Math	0.12	0.04
Advanced Science	0.09	
Industry Standards for Adv		

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	61.6	15.3	0.0	0.0
Total Charter Index Score	53.1	11.7	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Scranton SD	119357402	AUN
----------	-------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	9,932	
Black/African American	1,229	12.4%
Hispanic	3,131	31.5%
White	4,351	43.8%
Other	1,221	12.3%
Economically Disadvantaged	6,503	65%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	31.3%	24.8%	16.4%	21.4%
Prof/Adv ELA	49.6%	43.5%	36.4%	40.1%
Prof/Adv Science	55.5%	50.4%	26.1%	46.0%
Industry Based Learning	57.1%	58.6%	53.3%	57.0%
Grade 3 Reading	43.4%	38.3%	IS	33.5%
Annual Growth ELA	79.2%	77.5%	71.4%	81.0%
Annual Growth Math	76.4%	76.1%	79.9%	79.0%
Annual Growth Science	76.6%	74.5%	72.1%	79.0%
4 Year Graduation	79.7%	72.2%	71.2%	72.0%
Attendance	66.1%	64.0%	58.7%	64.7%
Rigorous Courses	38.4%	31.4%	23.9%	31.2%
Advanced ELA	9.2%	6.6%	4.7%	5.9%
Advanced Math	9.7%	6.5%	4.9%	5.2%
Advanced Science	18.3%	14.2%	5.4%	12.4%
Industry Standards for Adv	6.7%	7.8%	6.5%	7.8%

District Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	2.34	1.86
Prof/Adv ELA	7.44	6.52
Prof/Adv Science	4.16	
Industry Based Learning		
Grade 3 Reading	1.08	
Annual Growth ELA	15.83	
Annual Growth Math	7.64	
Annual Growth Science	7.66	
4 Year Graduation		
Attendance	1.65	1.60
Rigorous Courses		
Advanced ELA	0.18	0.13
Advanced Math	0.10	0.06
Advanced Science	0.18	
Industry Standards for Adv		

Brick & Mortar Charter	Howard Gardner Multiple Intelligence	119355028	AUN
------------------------	--------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	275	
Black/African American	16	5.8%
Hispanic	8	2.9%
White	251	91.3%
Other	-	0.0%
Economically Disadvantaged	60	22%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	45.3%	20.9%	0.0%	0.0%
Prof/Adv ELA	69.2%	51.2%	0.0%	0.0%
Prof/Adv Science	75.9%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	81.3%	0.0%	0.0%	0.0%
Annual Growth ELA	52.0%	0.0%	0.0%	0.0%
Annual Growth Math	73.0%	0.0%	0.0%	0.0%
Annual Growth Science	77.5%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	85.1%	80.0%	0.0%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	10.7%	4.7%	0.0%	0.0%
Advanced Math	12.9%	4.7%	0.0%	0.0%
Advanced Science	31.5%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	3.40	1.57
Prof/Adv ELA	10.38	7.68
Prof/Adv Science	5.69	
Industry Based Learning		
Grade 3 Reading	2.03	
Annual Growth ELA	10.40	
Annual Growth Math	7.30	
Annual Growth Science	7.75	
4 Year Graduation		
Attendance	2.13	2.00
Rigorous Courses		
Advanced ELA	0.21	0.09
Advanced Math	0.13	0.05
Advanced Science	0.32	
Industry Standards for Adv		

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	48.3	10.2	0.0	0.0
Total Charter Index Score	49.7	11.4	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Reynolds SD	104435303	AUN
----------	-------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,067	
Black/African American	9	0.8%
Hispanic	27	2.5%
White	996	93.3%
Other	35	3.3%
Economically Disadvantaged	517	48%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	46.2%	34.8%	IS	IS
Prof/Adv ELA	66.3%	56.4%	IS	IS
Prof/Adv Science	72.3%	63.9%	IS	IS
Industry Based Learning	22.2%	28.3%	IS	IS
Grade 3 Reading	75.7%	78.9%	IS	IS
Annual Growth ELA	74.6%	71.2%	IS	IS
Annual Growth Math	62.4%	65.3%	IS	IS
Annual Growth Science	71.7%	71.5%	IS	IS
4 Year Graduation	99.0%	97.4%	IS	IS
Attendance	86.2%	80.2%	IS	IS
Rigorous Courses	44.4%	37.0%	IS	IS
Advanced ELA	16.5%	11.1%	IS	IS
Advanced Math	16.9%	10.5%	IS	IS
Advanced Science	32.1%	23.8%	IS	IS
Industry Standards for Adv	12.4%	15.2%	IS	IS

District Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	3.46	2.61
Prof/Adv ELA	9.94	8.46
Prof/Adv Science	5.42	4.79
Industry Based Learning	0.56	0.71
Grade 3 Reading		
Annual Growth ELA	14.92	14.24
Annual Growth Math	6.24	6.53
Annual Growth Science	7.17	7.15
4 Year Graduation	2.48	2.44
Attendance	2.15	2.01
Rigorous Courses	1.11	0.93
Advanced ELA		
Advanced Math		
Advanced Science		
Industry Standards for Adv	0.12	0.15

Brick & Mortar Charter	Keystone Education Center CS	104432830	AUN
------------------------	------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	202	
Black/African American	30	14.9%
Hispanic	2	1.0%
White	159	78.7%
Other	11	5.5%
Economically Disadvantaged	155	77%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	7.0%	8.7%	0.0%	0.0%
Prof/Adv ELA	12.5%	8.5%	0.0%	0.0%
Prof/Adv Science	14.8%	14.0%	0.0%	0.0%
Industry Based Learning	19.4%	20.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	53.0%	52.0%	0.0%	0.0%
Annual Growth Math	52.0%	51.0%	0.0%	0.0%
Annual Growth Science	76.0%	69.0%	0.0%	0.0%
4 Year Graduation	60.8%	59.5%	0.0%	0.0%
Attendance	44.5%	45.8%	42.9%	0.0%
Rigorous Courses	2.8%	3.3%	0.0%	0.0%
Advanced ELA	0.0%	0.0%	0.0%	0.0%
Advanced Math	0.0%	0.0%	0.0%	0.0%
Advanced Science	0.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	8.3%	6.7%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	0.53	0.65
Prof/Adv ELA	1.88	1.28
Prof/Adv Science	1.11	1.05
Industry Based Learning	0.49	0.50
Grade 3 Reading		
Annual Growth ELA	10.60	10.40
Annual Growth Math	5.20	5.10
Annual Growth Science	7.60	6.90
4 Year Graduation	1.52	1.49
Attendance	1.11	1.15
Rigorous Courses	0.07	0.08
Advanced ELA		
Advanced Math		
Advanced Science		
Industry Standards for Adv	0.08	0.07

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	53.6	50.0	0.0	0.0
Total Charter Index Score	30.2	28.7	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Bethlehem Area SD	120481002	AUN
----------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	13,618	
Black/African American	1,474	10.8%
Hispanic	5,668	41.6%
White	5,620	41.3%
Other	856	6.3%
Economically Disadvantaged	8,087	59%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	37.8%	23.4%	22.3%	22.2%
Prof/Adv ELA	56.9%	43.7%	45.6%	42.8%
Prof/Adv Science	57.0%	44.0%	29.4%	40.5%
Industry Based Learning	20.5%	28.2%	19.7%	27.7%
Grade 3 Reading	59.4%	46.9%	0.0%	45.0%
Annual Growth ELA	72.0%	70.1%	75.2%	70.0%
Annual Growth Math	65.9%	65.4%	61.8%	64.8%
Annual Growth Science	65.4%	59.7%	62.1%	60.0%
4 Year Graduation	80.3%	69.6%	75.9%	69.0%
Attendance	87.6%	82.0%	84.7%	82.3%
Rigorous Courses	53.6%	38.6%	35.5%	42.7%
Advanced ELA	11.8%	5.3%	6.0%	5.0%
Advanced Math	12.2%	4.9%	6.9%	4.8%
Advanced Science	19.4%	9.9%	8.8%	7.9%
Industry Standards for Adv	7.1%	7.7%	8.4%	6.1%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.83	1.76	1.67	1.67
Prof/Adv ELA	8.53	6.55	6.84	6.43
Prof/Adv Science	4.27	3.30	2.21	3.04
Industry Based Learning	0.51	0.71		
Grade 3 Reading	1.49	1.17		1.12
Annual Growth ELA	14.41	14.02		13.99
Annual Growth Math	6.59	6.54	6.18	6.48
Annual Growth Science	6.54	5.97	6.21	6.00
4 Year Graduation	2.01	1.74		1.73
Attendance	2.19	2.05	2.12	2.06
Rigorous Courses	1.34	0.97		1.07
Advanced ELA	0.24	0.11	0.12	0.10
Advanced Math	0.12	0.05	0.07	0.05
Advanced Science	0.19	0.10	0.09	0.08
Industry Standards for Adv				

Brick & Mortar Charter	Lehigh Valley Academy Regional CS	120480002	AUN
------------------------	-----------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,744	
Black/African American	224	12.8%
Hispanic	562	32.2%
White	611	35.0%
Other	347	19.9%
Economically Disadvantaged	788	45%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	41.8%	31.3%	32.0%	33.3%
Prof/Adv ELA	67.7%	57.2%	63.0%	60.3%
Prof/Adv Science	66.2%	53.8%	52.2%	54.3%
Industry Based Learning	1.6%	5.0%	0.0%	0.0%
Grade 3 Reading	77.4%	62.7%	0.0%	59.5%
Annual Growth ELA	85.5%	93.0%	0.0%	80.0%
Annual Growth Math	60.0%	50.0%	50.0%	50.0%
Annual Growth Science	74.5%	68.5%	66.5%	69.5%
4 Year Graduation	94.4%	95.1%	0.0%	96.9%
Attendance	94.6%	92.5%	94.2%	93.1%
Rigorous Courses	100.0%	100.0%	0.0%	100.0%
Advanced ELA	18.7%	8.8%	22.0%	8.3%
Advanced Math	13.3%	8.0%	8.0%	7.7%
Advanced Science	24.3%	13.5%	19.6%	14.2%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.14	2.35	2.40	2.50
Prof/Adv ELA	10.16	8.58	9.45	9.05
Prof/Adv Science	4.97	4.04	3.92	4.07
Industry Based Learning	0.04	0.13		
Grade 3 Reading	1.94	1.57		1.49
Annual Growth ELA	17.10	18.60		16.00
Annual Growth Math	6.00	5.00	5.00	5.00
Annual Growth Science	7.45	6.85	6.65	6.95
4 Year Graduation	2.36	2.38		2.42
Attendance	2.37	2.31	2.36	2.33
Rigorous Courses	2.50	2.50		2.50
Advanced ELA	0.37	0.18	0.44	0.17
Advanced Math	0.13	0.08	0.08	0.08
Advanced Science	0.24	0.14	0.20	0.14
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	51.3	45.0	25.5	43.8
Total Charter Index Score	58.8	54.7	30.5	52.7



## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Bethlehem Area SD	120481002	AUN
----------	-------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	13,618	
Black/African American	1,474	10.8%
Hispanic	5,668	41.6%
White	5,620	41.3%
Other	856	6.3%
Economically Disadvantaged	8,087	59%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	37.8%	23.4%	22.3%	22.2%
Prof/Adv ELA	56.9%	43.7%	45.6%	42.8%
Prof/Adv Science	57.0%	44.0%	29.4%	40.5%
Industry Based Learning	20.5%	28.2%	19.7%	27.7%
Grade 3 Reading	59.4%	46.9%	0.0%	45.0%
Annual Growth ELA	72.0%	70.1%	75.2%	70.0%
Annual Growth Math	65.9%	65.4%	61.8%	64.8%
Annual Growth Science	65.4%	59.7%	62.1%	60.0%
4 Year Graduation	80.3%	69.6%	75.9%	69.0%
Attendance	87.6%	82.0%	84.7%	82.3%
Rigorous Courses	53.6%	38.6%	35.5%	42.7%
Advanced ELA	11.8%	5.3%	6.0%	5.0%
Advanced Math	12.2%	4.9%	6.9%	4.8%
Advanced Science	19.4%	9.9%	8.8%	7.9%
Industry Standards for Adv	7.1%	7.7%	8.4%	6.1%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.83	1.76		1.67
Prof/Adv ELA	8.53	6.55		6.43
Prof/Adv Science	4.27	3.30		3.04
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	14.41	14.02		
Annual Growth Math	6.59	6.54		6.48
Annual Growth Science	6.54	5.97		6.00
4 Year Graduation	2.01	1.74	1.90	
Attendance	2.19	2.05	2.12	2.06
Rigorous Courses	1.34	0.97		
Advanced ELA	0.24	0.11		0.10
Advanced Math	0.12	0.05		0.05
Advanced Science	0.19	0.10		0.08
Industry Standards for Adv				

Brick & Mortar Charter	Lehigh Valley Charter High School for t	120483170	AUN
------------------------	---	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	631	
Black/African American	51	8.1%
Hispanic	82	13.0%
White	443	70.2%
Other	55	8.7%
Economically Disadvantaged	195	31%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	74.7%	60.0%	0.0%	56.0%
Prof/Adv ELA	94.6%	92.9%	0.0%	96.0%
Prof/Adv Science	79.5%	67.3%	0.0%	64.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	100.0%	99.0%	0.0%	0.0%
Annual Growth Math	95.0%	99.0%	0.0%	77.0%
Annual Growth Science	50.0%	72.0%	0.0%	75.0%
4 Year Graduation	97.4%	93.3%	90.0%	0.0%
Attendance	72.1%	71.0%	77.6%	64.9%
Rigorous Courses	40.3%	32.2%	0.0%	0.0%
Advanced ELA	21.8%	16.1%	0.0%	16.0%
Advanced Math	25.3%	16.4%	0.0%	12.0%
Advanced Science	28.8%	18.2%	0.0%	12.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	5.60	4.50		4.20
Prof/Adv ELA	14.19	13.94		14.40
Prof/Adv Science	5.96	5.05		4.80
Industry Based Learning				
Grade 3 Reading				
Annual Growth ELA	20.00	19.80		
Annual Growth Math	9.50	9.90		7.70
Annual Growth Science	5.00	7.20		7.50
4 Year Graduation	2.44	2.33	2.25	
Attendance	1.80	1.78	1.94	1.62
Rigorous Courses	1.01	0.81		
Advanced ELA	0.44	0.32		0.32
Advanced Math	0.25	0.16		0.12
Advanced Science	0.29	0.18		0.12
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	49.3	43.1	4.0	25.9
Total Charter Index Score	66.5	66.0	4.2	40.8

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Erie City SD	105252602	AUN
----------	--------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	10,773	
Black/African American	3,632	33.7%
Hispanic	1,336	12.4%
White	4,225	39.2%
Other	1,580	14.7%
Economically Disadvantaged	8,047	75%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	28.4%	21.9%	16.6%	30.8%
Prof/Adv ELA	39.1%	32.8%	25.2%	51.8%
Prof/Adv Science	46.0%	41.4%	29.9%	-222.7%
Industry Based Learning	24.4%	28.1%	13.0%	-20.1%
Grade 3 Reading	34.2%	31.0%	17.6%	-5.2%
Annual Growth ELA	65.8%	68.9%	61.5%	1327.7%
Annual Growth Math	68.8%	69.1%	64.4%	1411.7%
Annual Growth Science	63.3%	64.4%	59.0%	-8550.1%
4 Year Graduation	72.7%	74.7%	57.9%	-55.5%
Attendance	71.4%	69.7%	61.4%	105.3%
Rigorous Courses	53.1%	44.8%	17.7%	-26.9%
Advanced ELA	5.8%	3.8%	2.6%	10.7%
Advanced Math	8.7%	5.4%	2.4%	10.9%
Advanced Science	14.0%	10.2%	8.3%	-3.6%
Industry Standards for Adv	10.1%	6.1%	3.6%	-1.3%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.13	1.64	1.25	
Prof/Adv ELA	5.87	4.92	3.77	
Prof/Adv Science	3.45	3.11		
Industry Based Learning				
Grade 3 Reading	0.86	0.77		
Annual Growth ELA	13.17	13.78		
Annual Growth Math	6.88	6.91		
Annual Growth Science	6.33	6.44		
4 Year Graduation				
Attendance	1.79	1.74	1.54	2.63
Rigorous Courses				
Advanced ELA	0.12	0.08	0.05	
Advanced Math	0.09	0.05	0.02	
Advanced Science	0.14	0.10		
Industry Standards for Adv				

Brick & Mortar Charter	Montessori Regional CS	105250004	AUN
------------------------	------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	532	
Black/African American	61	11.5%
Hispanic	49	9.2%
White	371	69.7%
Other	51	9.6%
Economically Disadvantaged	341	64%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	36.5%	28.2%	32.1%	0.0%
Prof/Adv ELA	59.8%	52.1%	53.6%	0.0%
Prof/Adv Science	77.6%	71.4%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	50.7%	35.0%	0.0%	0.0%
Annual Growth ELA	98.0%	100.0%	0.0%	0.0%
Annual Growth Math	76.0%	76.0%	0.0%	0.0%
Annual Growth Science	79.0%	75.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	93.6%	92.8%	88.2%	88.9%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	15.1%	10.6%	14.3%	0.0%
Advanced Math	9.1%	4.9%	7.1%	0.0%
Advanced Science	38.8%	33.3%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.74	2.12	2.41	
Prof/Adv ELA	8.97	7.82	8.04	
Prof/Adv Science	5.82	5.36		
Industry Based Learning				
Grade 3 Reading	1.27	0.88		
Annual Growth ELA	19.60	20.00		
Annual Growth Math	7.60	7.60		
Annual Growth Science	7.90	7.50		
4 Year Graduation				
Attendance	2.34	2.32	2.21	2.22
Rigorous Courses				
Advanced ELA	0.30	0.21	0.29	
Advanced Math	0.09	0.05	0.07	
Advanced Science	0.39	0.33		
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	40.8	39.5	6.6	2.6
Total Charter Index Score	57.0	54.2	13.0	2.2

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Huntingdon Area SD	111312503	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	1,824	
Black/African American	21	1.2%
Hispanic	12	0.7%
White	1,730	94.8%
Other	61	3.3%
Economically Disadvantaged	874	48%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	37.5%	23.6%	IS	IS
Prof/Adv ELA	54.4%	41.0%	IS	IS
Prof/Adv Science	67.6%	57.9%	IS	IS
Industry Based Learning	17.1%	20.3%	IS	IS
Grade 3 Reading	48.0%	34.6%	IS	IS
Annual Growth ELA	60.1%	64.0%	IS	IS
Annual Growth Math	70.0%	70.5%	IS	IS
Annual Growth Science	73.5%	70.3%	IS	IS
4 Year Graduation	94.8%	89.7%	IS	IS
Attendance	92.6%	89.0%	IS	IS
Rigorous Courses	60.3%	54.2%	IS	IS
Advanced ELA	10.1%	6.1%	IS	IS
Advanced Math	11.4%	5.6%	IS	IS
Advanced Science	25.5%	18.6%	IS	IS
Industry Standards for Adv	4.8%	5.1%	IS	IS

District Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	2.81	1.77
Prof/Adv ELA	8.15	6.15
Prof/Adv Science	5.07	
Industry Based Learning	0.43	
Grade 3 Reading		
Annual Growth ELA	12.01	12.80
Annual Growth Math	7.00	7.05
Annual Growth Science	7.35	7.03
4 Year Graduation	2.37	2.24
Attendance	2.32	2.22
Rigorous Courses	1.51	
Advanced ELA	0.20	
Advanced Math	0.11	
Advanced Science	0.25	
Industry Standards for Adv	0.05	

Brick & Mortar Charter	New Day Charter School	111440001	AUN
------------------------	------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	186	
Black/African American	8	4.3%
Hispanic	4	2.2%
White	171	91.9%
Other	3	1.6%
Economically Disadvantaged	58	31%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	9.3%	10.0%	0.0%	0.0%
Prof/Adv ELA	26.8%	23.8%	0.0%	0.0%
Prof/Adv Science	32.6%	0.0%	0.0%	0.0%
Industry Based Learning	10.7%	0.0%	0.0%	0.0%
Grade 3 Reading	0.0%	0.0%	0.0%	0.0%
Annual Growth ELA	72.0%	71.0%	0.0%	0.0%
Annual Growth Math	54.0%	54.0%	0.0%	0.0%
Annual Growth Science	64.0%	59.0%	0.0%	0.0%
4 Year Graduation	44.9%	52.0%	0.0%	0.0%
Attendance	39.0%	30.3%	0.0%	0.0%
Rigorous Courses	32.1%	0.0%	0.0%	0.0%
Advanced ELA	1.8%	0.0%	0.0%	0.0%
Advanced Math	1.9%	0.0%	0.0%	0.0%
Advanced Science	4.7%	0.0%	0.0%	0.0%
Industry Standards for Adv	3.6%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size		
Prof/Adv Math	0.70	0.75
Prof/Adv ELA	4.02	3.57
Prof/Adv Science	2.45	
Industry Based Learning	0.27	
Grade 3 Reading		
Annual Growth ELA	14.40	14.20
Annual Growth Math	5.40	5.40
Annual Growth Science	6.40	5.90
4 Year Graduation	1.12	1.30
Attendance	0.98	0.76
Rigorous Courses	0.80	
Advanced ELA	0.04	
Advanced Math	0.02	
Advanced Science	0.05	
Industry Standards for Adv	0.04	

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	49.6	39.3	0.0	0.0
Total Charter Index Score	36.7	31.9	0.0	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Penn Hills SD	103027352	AUN
----------	---------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	3,360	
Black/African American	2,119	63.1%
Hispanic	89	2.6%
White	931	27.7%
Other	221	6.6%
Economically Disadvantaged	2,179	65%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	24.5%	19.7%	16.0%	9.1%
Prof/Adv ELA	41.8%	34.4%	33.6%	36.4%
Prof/Adv Science	49.0%	41.3%	38.9%	IS
Industry Based Learning	95.3%	93.2%	95.1%	IS
Grade 3 Reading	42.1%	40.8%	37.4%	IS
Annual Growth ELA	79.1%	74.9%	73.1%	IS
Annual Growth Math	67.5%	69.4%	66.5%	IS
Annual Growth Science	82.1%	78.6%	72.2%	IS
4 Year Graduation	82.8%	82.1%	82.2%	IS
Attendance	78.4%	70.0%	78.7%	74.2%
Rigorous Courses	55.1%	49.0%	43.6%	IS
Advanced ELA	6.5%	4.8%	4.4%	4.5%
Advanced Math	5.0%	3.9%	2.9%	IS
Advanced Science	16.2%	11.3%	9.5%	IS
Industry Standards for Adv	2.5%	3.1%	2.0%	IS

District Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	1.84	1.48	1.20
Prof/Adv ELA	6.27	5.16	5.04
Prof/Adv Science	3.67	3.10	2.92
Industry Based Learning			
Grade 3 Reading	1.05	1.02	0.94
Annual Growth ELA	15.82	14.98	14.62
Annual Growth Math	6.75	6.94	6.65
Annual Growth Science	8.21	7.86	7.22
4 Year Graduation			
Attendance	1.96	1.75	1.97
Rigorous Courses			
Advanced ELA	0.13	0.10	0.09
Advanced Math	0.05	0.04	0.03
Advanced Science	0.16	0.11	0.09
Industry Standards for Adv			

Brick & Mortar Charter	Propel CS-East	103020005	AUN
------------------------	----------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	397	
Black/African American	197	49.6%
Hispanic	10	2.5%
White	161	40.6%
Other	29	7.3%
Economically Disadvantaged	282	71%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	29.8%	23.5%	18.3%	0.0%
Prof/Adv ELA	52.1%	44.4%	35.4%	0.0%
Prof/Adv Science	63.0%	58.2%	40.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	62.8%	53.1%	52.2%	0.0%
Annual Growth ELA	54.0%	71.0%	73.0%	0.0%
Annual Growth Math	50.0%	59.0%	64.0%	0.0%
Annual Growth Science	71.0%	71.5%	68.5%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	86.3%	84.6%	83.9%	0.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	16.6%	11.1%	5.5%	0.0%
Advanced Math	9.7%	5.6%	3.2%	0.0%
Advanced Science	25.9%	18.2%	8.6%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size			
Prof/Adv Math	2.24	1.76	1.37
Prof/Adv ELA	7.82	6.66	5.31
Prof/Adv Science	4.73	4.37	3.00
Industry Based Learning			
Grade 3 Reading	1.57	1.33	1.31
Annual Growth ELA	10.80	14.20	14.60
Annual Growth Math	5.00	5.90	6.40
Annual Growth Science	7.10	7.15	6.85
4 Year Graduation			
Attendance	2.16	2.12	2.10
Rigorous Courses			
Advanced ELA	0.33	0.22	0.11
Advanced Math	0.10	0.06	0.03
Advanced Science	0.26	0.18	0.09
Industry Standards for Adv			

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	45.9	42.5	40.8	0.0
Total Charter Index Score	42.1	43.9	41.2	0.0

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	Gettysburg Area SD	112013753	AUN
----------	--------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	3,089	
Black/African American	160	5.2%
Hispanic	418	13.5%
White	2,294	74.2%
Other	217	7.0%
Economically Disadvantaged	1,378	45%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	60.5%	49.2%	20.5%	67.7%
Prof/Adv ELA	72.5%	63.3%	66.8%	85.5%
Prof/Adv Science	76.9%	73.3%	0.0%	152.4%
Industry Based Learning	43.4%	53.7%	0.0%	-384.8%
Grade 3 Reading	63.6%	67.6%	0.0%	0.0%
Annual Growth ELA	73.3%	83.6%	96.1%	228.4%
Annual Growth Math	68.2%	80.4%	96.1%	220.3%
Annual Growth Science	78.5%	78.7%	0.0%	198.8%
4 Year Graduation	88.0%	120.5%	0.0%	-673.3%
Attendance	88.5%	93.3%	93.1%	128.9%
Rigorous Courses	69.7%	69.8%	0.0%	-577.2%
Advanced ELA	21.7%	13.7%	10.5%	18.0%
Advanced Math	29.4%	14.3%	3.4%	25.1%
Advanced Science	40.4%	23.8%	0.0%	50.9%
Industry Standards for Adv	15.7%	21.5%	0.0%	-137.7%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	4.53	3.69		5.08
Prof/Adv ELA	10.87	9.50		12.82
Prof/Adv Science	5.77			
Industry Based Learning				
Grade 3 Reading	1.59	1.69		
Annual Growth ELA	14.67	16.72		45.67
Annual Growth Math	6.82	8.04		22.03
Annual Growth Science	7.85			
4 Year Graduation				
Attendance	2.21	2.33		3.22
Rigorous Courses				
Advanced ELA	0.43	0.27		0.36
Advanced Math	0.29	0.14		0.25
Advanced Science	0.40			
Industry Standards for Adv				

Brick & Mortar Charter	Vida Charter School	141019741	AUN
------------------------	---------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	254	
Black/African American	8	3.2%
Hispanic	153	60.2%
White	83	32.7%
Other	10	3.9%
Economically Disadvantaged	134	53%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	37.7%	24.3%	0.0%	26.7%
Prof/Adv ELA	59.3%	48.0%	0.0%	44.7%
Prof/Adv Science	76.0%	0.0%	0.0%	0.0%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	66.7%	52.4%	0.0%	0.0%
Annual Growth ELA	100.0%	97.0%	0.0%	96.0%
Annual Growth Math	65.0%	70.0%	0.0%	72.0%
Annual Growth Science	74.0%	0.0%	0.0%	0.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	94.8%	93.6%	0.0%	96.2%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	19.5%	12.0%	0.0%	9.2%
Advanced Math	10.7%	2.7%	0.0%	4.0%
Advanced Science	36.0%	0.0%	0.0%	0.0%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	2.83	1.82		2.00
Prof/Adv ELA	8.90	7.20		6.71
Prof/Adv Science	5.70			
Industry Based Learning				
Grade 3 Reading	1.67	1.31		
Annual Growth ELA	20.00	19.40		19.20
Annual Growth Math	6.50	7.00		7.20
Annual Growth Science	7.40			
4 Year Graduation				
Attendance	2.37	2.34		2.41
Rigorous Courses				
Advanced ELA	0.39	0.24		0.18
Advanced Math	0.11	0.03		0.04
Advanced Science	0.36			
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	55.5	42.4	0.0	89.4
Total Charter Index Score	56.2	39.3	0.0	37.7

## Charter School Authorizer Performance Index

Data Sources: Future Ready Performance Data for SY 2018-19, Act 82 Building-level Performance Profile Calculation, PDE's 2019-20 List of Charter and Cyber CS, EDNA Output Files

District	York City SD	112679002	AUN
----------	--------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	6,019	
Black/African American	1,939	32.2%
Hispanic	3,049	50.7%
White	669	11.1%
Other	362	6.0%
Economically Disadvantaged	5,655	94%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	12.5%	11.0%	9.2%	9.5%
Prof/Adv ELA	25.1%	22.5%	20.2%	20.6%
Prof/Adv Science	27.3%	24.3%	19.1%	23.1%
Industry Based Learning	2.6%	1.7%	0.7%	2.1%
Grade 3 Reading	24.9%	21.8%	11.7%	21.2%
Annual Growth ELA	81.8%	71.4%	65.1%	70.3%
Annual Growth Math	85.9%	74.8%	71.0%	72.0%
Annual Growth Science	70.2%	62.4%	64.3%	64.1%
4 Year Graduation	66.5%	45.1%	44.6%	41.4%
Attendance	77.8%	69.4%	69.2%	67.8%
Rigorous Courses	29.6%	19.4%	19.7%	17.9%
Advanced ELA	2.4%	1.9%	1.8%	2.1%
Advanced Math	2.2%	2.0%	1.6%	2.0%
Advanced Science	3.7%	3.5%	5.2%	3.2%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

District Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	0.94	0.83	0.69	0.72
Prof/Adv ELA	3.76	3.37	3.03	3.09
Prof/Adv Science	2.05	1.82	1.43	1.74
Industry Based Learning				
Grade 3 Reading	0.62	0.54		
Annual Growth ELA	16.35	14.28	13.02	14.06
Annual Growth Math	8.59	7.48	7.10	5.00
Annual Growth Science	7.02	6.24	6.43	6.41
4 Year Graduation				
Attendance	1.95	1.73	1.73	1.70
Rigorous Courses				
Advanced ELA	0.05	0.04	0.04	0.04
Advanced Math	0.02	0.02	0.02	0.02
Advanced Science	0.04	0.04	0.05	0.03
Industry Standards for Adv				

Brick & Mortar Charter	York Academy Regional Charter Schoc	189670676	AUN
------------------------	-------------------------------------	-----------	-----

Fast Facts	Count	Percentage
School Enrollment	778	
Black/African American	248	31.9%
Hispanic	204	26.2%
White	225	28.9%
Other	101	13.0%
Economically Disadvantaged	490	63%

Data Elements	All Students	Economically Disadvantaged	Black	Hispanic
Prof/Adv Math	42.1%	33.0%	23.0%	30.8%
Prof/Adv ELA	61.0%	52.9%	46.9%	56.7%
Prof/Adv Science	65.4%	55.2%	48.6%	54.5%
Industry Based Learning	0.0%	0.0%	0.0%	0.0%
Grade 3 Reading	77.8%	78.4%	0.0%	0.0%
Annual Growth ELA	53.0%	61.0%	57.0%	68.0%
Annual Growth Math	50.0%	50.0%	53.7%	64.2%
Annual Growth Science	58.3%	60.7%	63.3%	71.0%
4 Year Graduation	0.0%	0.0%	0.0%	0.0%
Attendance	96.9%	95.7%	95.8%	98.0%
Rigorous Courses	0.0%	0.0%	0.0%	0.0%
Advanced ELA	16.8%	9.0%	7.8%	7.7%
Advanced Math	17.2%	10.1%	7.1%	6.7%
Advanced Science	27.1%	13.8%	8.1%	15.2%
Industry Standards for Adv	0.0%	0.0%	0.0%	0.0%

Charter Weighted Index Score for data elements with sufficient sample size				
Prof/Adv Math	3.16	2.48	1.73	2.31
Prof/Adv ELA	9.15	7.94	7.04	8.51
Prof/Adv Science	4.91	4.14	3.65	4.09
Industry Based Learning				
Grade 3 Reading	1.95	1.96		
Annual Growth ELA	10.60	12.20	11.40	13.60
Annual Growth Math	5.00	5.00	5.37	6.42
Annual Growth Science	5.83	6.07	6.33	7.10
4 Year Graduation				
Attendance	2.42	2.39	2.40	2.45
Rigorous Courses				
Advanced ELA	0.34	0.18	0.16	0.15
Advanced Math	0.17	0.10	0.07	0.07
Advanced Science	0.27	0.14	0.08	0.15
Industry Standards for Adv				

	All Students	Economically Disadvantaged	Black	Hispanic
Total District Index Score	41.4	36.4	33.5	35.0
Total Charter Index Score	43.8	42.6	38.2	44.8



# Charter School Performance in Pennsylvania **2019**

PR/Award # S282A200005

Page e323

© 2019 CREDO

Center for Research on Education Outcomes  
Stanford University  
Stanford, CA

<https://credo.stanford.edu/>

CREDO, the Center for Research on Education Outcomes at Stanford University, was established to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policymakers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policymakers strengthen their focus on the results from innovative programs, curricula, policies and accountability practices.

### Acknowledgements

CREDO gratefully acknowledges the support of the Pennsylvania Department of Education, which contributed its data to this partnership. Our data access partnerships form the foundation of CREDO's work, without which studies like this would be impossible. We strive daily to justify the confidence you have placed in us.

### Disclaimers

The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred. The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study.



## Table of Contents

1. Introduction .....	1
2. Study Approach.....	3
3. Pennsylvania Charter School Demographics .....	6
4. Analytic Findings of Charter School Impacts .....	10
Overall Charter School Impact.....	10
Charter School Impact for the 2014-2017 Cohort.....	12
Charter School Impact by Growth Period.....	13
5. Charter School Analysis by School Attribute .....	14
Charter School Impact by School Locale.....	14
Charter School Impact by School Grade Configuration.....	15
6. Charter School Analysis by Student Characteristic .....	17
Charter School Impact by Race/Ethnicity.....	17
Charter School Impact with Students in Poverty .....	21
Charter School Impact with Combined Race/Ethnicity and Poverty .....	23
Charter School Impact with Special Education Students.....	27
Charter School Impact with English Language Learners .....	29
Charter School Impact by Students' Years of Enrollment .....	32
7. School-level Analysis .....	33
Comparative School-Level Quality .....	33
Growth and Achievement.....	35
8. Analysis of Online Charter Schools .....	38
Overall Charter Impact by Delivery System.....	38
Online Charter School Impact for the 2014-2017 Cohort.....	41
9. Synthesis and Conclusions .....	43
Summary of Major Findings .....	43
Implications .....	46
Appendix A. Number of Observations for All Results .....	47
Appendix B. Technical Appendix .....	48
Demographic Composition of Charter Students in the Study .....	48
Comparison of Starting Scores of Matched Students and VCRs.....	50
Measuring Academic Growth .....	52
Models for Analysis of the Charter School Impact .....	52
Presentation of Results .....	53

## Table of Figures

Figure 1: CREDO Virtual Control Record Methodology .....	4
Figure 2: Opened, Continuing, and Closed Charter Campuses, 2013-14 to 2016-17 .....	6
Figure 3: Average Learning Gains in Pennsylvania Charter Schools Compared to Average Gains for TPS VCRs .....	11
Figure 4: Average Learning Gains in Pennsylvania Charter Schools Compared to Average Gains for TPS VCRs from the 2013 National Charter Study and 2019 Pennsylvania Study .....	12
Figure 5: Learning Gains in Pennsylvania Charter Schools Compared to Gains for TPS VCRs by Growth Period: 2014-2015 to 2016-2017 .....	13
Figure 6: Learning Gains in Pennsylvania Charter Schools Compared to Gains for TPS VCRs by School Locale .....	15
Figure 7: Learning Gains in Pennsylvania Charter Schools Compared to Gains for TPS VCRs by School Grade Configuration .....	16
Figure 8: Learning Gains of Black Students in TPS and Charters Benchmarked against Learning Gains of White TPS Students .....	18
Figure 8a: Relative Learning Gains for Black Charter School Students Benchmarked against Their Black TPS Peers .....	19
Figure 9: Learning Gains of Hispanic Students in TPS and Charters Benchmarked against Learning Gains of White TPS Students .....	20
Figure 9a: Relative Learning Gains for Hispanic Charter School Students Benchmarked against Their Hispanic TPS Peers .....	21
Figure 10: Overall Learning Gains for TPS and Charter Students in Poverty Compared to TPS Students Not in Poverty .....	22
Figure 10a: Relative Learning Gains for Charter School Students in Poverty Benchmarked against Their TPS Peers in Poverty .....	23
Figure 11: Learning Gains of Black TPS and Charter Students in Poverty Compared to Learning Gains of White TPS Students Not in Poverty .....	24
Figure 11a: Relative Learning Gains for Black Charter School Students in Poverty Benchmarked against Their Black TPS Peers in Poverty .....	25
Figure 12: Learning Gains of Hispanic TPS and Charter Students in Poverty Compared to Learning Gains of White TPS Students Not in Poverty .....	26
Figure 12a: Relative Learning Gains for Hispanic Charter School Students in Poverty Benchmarked against Their Hispanic TPS Peers in Poverty .....	27
Figure 13: Learning Gains for TPS and Charter Students in Special Education Compared to TPS Students Not in Special Education .....	28
Figure 13a: Relative Learning Gains for Charter Students in Special Education Benchmarked against Their TPS Peers in Special Education .....	29
Figure 14: Learning Gains for TPS and Charter ELL Students Compared to TPS Non-ELL Students .....	30
Figure 14a: Relative Learning Gains for Charter ELL Students Benchmarked against Their TPS ELL Peers .....	31

Figure 15: Learning Gains of Charter Students Compared to Gains for Average TPS VCRs by Students' Years of Enrollment in Charter Schools .....	32
Figure 16: Student Learning Gains for Students in Pennsylvania Online and Brick-and-Mortar Charter Schools Benchmarked against Learning Gains for Average TPS VCRs .....	39
Figure 16a: Student Learning Gains in Pennsylvania Online Charter Schools Benchmarked against Students in Pennsylvania Brick-and-Mortar Charter Schools.....	40
Figure 17: Average Learning Gains in Pennsylvania Online Charter Schools Compared to Average Gains for TPS VCRs from the 2015 Online Study and 2019 Pennsylvania Study.....	41
Appendix Figure 1: Comparison of Starting Reading Scores of Matched Charter Students and VCRs ...	51
Appendix Figure 2: Comparison of Starting Math Scores of Matched Charter Students and VCRs .....	51

## Table of Tables

Table 1: Demographic Comparison of Students in TPS, Feeders, and Charters: 2015-16.....	8
Table 2: Demographic Composition of Overall, Brick-and-Mortar, and Online Charter Schools: 2015-16 .....	9
Table 1: Transformation of Average Learning Gains to Days of Learning.....	11
Table 4: Charter School Impacts on Student Subgroup Learning Gains .....	31
Table 5: Performance of Charter Schools Compared to Their TPS Alternatives in Pennsylvania .....	34
Table 6: School-Level Reading Growth and Achievement in Pennsylvania Charter Schools.....	36
Table 7: School-Level Math Growth and Achievement in Pennsylvania Charter Schools.....	37
Table 8: Learning Gains of Online and Brick-and-Mortar Charter School Student Subgroups Compared to Gains of TPS VCRs in the Same Subgroup .....	42
Table 9: Summary of Analysis Findings for Pennsylvania Charter School Students Benchmarked against Comparable TPS Students .....	43
Appendix Table 1: Number of Observations for All Results.....	47
Appendix Table 2: Demographic Composition of Charter Students in the Study: Period 1.....	49
Appendix Table 3: Demographic Composition of Charter Students in the Study: Period 2.....	49
Appendix Table 4: Demographic Composition of Charter Students in the Study: Period 3.....	49

## List of Acronyms & Definitions

CREDO	Center for Research on Education Outcomes
ELLs	English Language Learners
EOC	End-of-Course Exam
TPS	Traditional Public School
VCR	Virtual Control Record
NAEP	National Assessment of Educational Progress
NCES	National Center for Education Statistics
Feeder	A feeder school is a traditional public school whose students have transferred to a given charter school. We use students attending feeder schools as potential matches for students attending charter schools.
Growth	The year-to-year change in academic performance relative to one's peers. Growth can be positive or negative.

# Charter School Performance in Pennsylvania 2019

## 1. Introduction

In an evolving public education landscape, charter school education reaches an increasing number of students each year. While the expansion of charter schools is evident, questions about their efficacy persist. Active debate has occurred in Pennsylvania continuously since the passage of the law authorizing charter schools in 1997. Charter school advocates hail the benefits of the sector such as increasing parental choices and introducing new school models. Opponents decry the reallocation of funds away from district schools as an existential threat to district organizations and the mismatch between district and charter student profiles as evidence of charters' neglecting hard-to-serve students. Only a fraction of that debate is grounded in well-researched evidence about charter schools, their practices, and their impact on student outcomes.

The need for evidence about charter school performance is especially strong in Pennsylvania. The charter school law in Pennsylvania has remained largely unchanged since its passage in 1997. There were minor amendments to the law, including the amendment to authorize cyber charter schools in 2002.<sup>1</sup> Since the amendment authorizing cyber charter schools, there have been many efforts to enforce existing regulations of charter schools to hold all charters accountable. Efforts to strengthen the regulatory environment for charter schools have been rebuffed, but the debate around accountability of charter schools in Pennsylvania continues.

According to the Center for Rural Pennsylvania, charter school enrollment has grown dramatically since the mid-2000s, with noteworthy expansion in both urban and rural areas. In addition, Pennsylvania experienced a 75 percent increase in online charter school enrollment between 2006-2007 and 2010-2011.<sup>2</sup> Currently one quarter of Pennsylvania's charter school students enroll in online charter schools. These trends motivate the current study.

This report provides evidence for the effect of charter schools on students' performance in Pennsylvania over four years of schooling, beginning with the 2013-2014 school year and ending with

---

<sup>1</sup> Charter School Law, Pennsylvania General Assembly, 1949 Act 14 (1997).

<sup>2</sup> Schafft, K., Frankenberg, E., Fuller, Ed., Hartman, W., Kotok, S., Mann, B., Penn State University, Department of Education Policy Studies. Assessing the Enrollment Trends and Financial Impact of Charter Schools on Rural and Non-Rural School Districts in Pennsylvania (2014).

[http://www.rural.palegislature.us/documents/reports/Charter\\_School\\_2014.pdf](http://www.rural.palegislature.us/documents/reports/Charter_School_2014.pdf).

the 2016-2017 school year. This is an update to an earlier study released in 2011.<sup>3</sup> The 2011 study found across all charter schools, student academic progress in reading and math lagged behind identical peers in traditional public schools (TPS). The 2011 findings also showed wide variation in student and school performance, with a quarter of charter schools outperforming their local school options in reading and over half outpacing their local TPS in math. Of particular note, the 2011 study was the first time the differences in student academic progress for online charter schools and brick-and-mortar charter schools were compared; online charter schools posted significantly smaller learning gains than were seen in other charter schools.<sup>4</sup> This study updates the earlier analyses with contemporary data.

With cooperation from the Pennsylvania Department of Education (PDE), CREDO obtained historical sets of student-level administrative records. The support of PDE staff was critical to CREDO's understanding of the character and quality of the data we received. However, it is important to note that those interactions with the department dealt only with technical issues related to the data. CREDO has developed the findings and conclusions presented here independently.

In this report, we present the results from three sets of analysis. We first present findings regarding the effects of charter schools on student academic performance for the period 2013-2014 to 2016-2017. These results are expressed in terms of the academic progress that a typical charter school student in Pennsylvania would realize from a year of enrollment in a charter school. To help the non-technical reader grasp the findings, we translate the scientific estimates into estimated days of learning based on the foundation of a 180-day school year.

The second set of analysis looks at the performance of students by school and presents school average results. These findings are important to understand the range of performance at the school level.

The third set of analysis illustrates the impact of online charter schools in Pennsylvania, also referred to as cyber charter schools. Students attending online charter schools represent a quarter of all students attending charter schools in Pennsylvania. Online charter schools serve students with different characteristics and deliver curriculum differently than brick-and-mortar charter schools. Our analysis focuses on charter schools that provide full-time online education and excludes programs that incorporate online instruction as a portion of a blended educational model.

The analysis shows that in a year's time, the typical charter school student in Pennsylvania makes similar progress in reading and weaker growth in math compared to the educational gains that the students would have had in a traditional public school (TPS). Thinking of a 180-day school year as "one year of learning", an average Pennsylvania charter student experiences weaker annual growth in math equivalent to 30 fewer days of learning. Our online charter school analysis reveals that attending an

---

<sup>3</sup> Charter School Performance in Pennsylvania, CREDO (Center for Research on Education Outcomes), Stanford University, April 6, 2011, [http://credo.stanford.edu/reports/PA%20State%20Report\\_20110404\\_FINAL.pdf](http://credo.stanford.edu/reports/PA%20State%20Report_20110404_FINAL.pdf)

<sup>4</sup> Student academic progress is the change in a student's academic achievement from one year to the next. We also refer to this change in knowledge as "gains" or "growth", not to be confused with the Pennsylvania value-added model of student performance.

online charter school leads to substantially negative learning gains in both reading and math, which negatively affect the overall charter impact on student progress.

## 2. Study Approach

This study of charter schools in Pennsylvania focuses on the academic progress (growth) of enrolled and tested students in Pennsylvania’s charter schools. Whatever else charter schools may provide their students, their contributions to students’ readiness for secondary education, high school graduation, and post-secondary life remain of paramount importance. Furthermore, current data limitations prevent the inclusion of non-academic outcomes in this analysis.

To study academic performance of charter students in Pennsylvania, we relied on scores students received on Pennsylvania state standardized achievement tests. Achievement tests capture what a student knows at a point in time. These test results were fitted into a bell curve format enabling us to see how students moved from year to year in terms of academic performance. Two successive test scores allow us to see how much progress a student makes over a one-year period; this is also known as a growth score or learning gain. Growth scores allow us to zero in on the contributions of schools separately from other things that affect point-in-time scores. The parsed effect of schools in turn gives us the chance to see how students’ academic progress changes as the conditions of their education transform. This is the analytic foundation for our examination of the academic impact of enrollment in charter schools.

We employ the Virtual Control Record (VCR) method developed by CREDO in our analysis.<sup>5</sup> We strive to build a VCR for each charter school student. A VCR, or a “virtual twin”, is a synthesis of the actual academic experiences of up to seven students who share identical characteristics to the charter school student, except for the fact that the VCR students attend a TPS that each charter school’s students would have attended if not enrolled in the charter school. This synthesized record is then used as the counterfactual condition to the charter school student’s performance.

---

<sup>5</sup> Davis, D. H., & Raymond, M. E. (2012). Choices for studying choice: Assessing charter school effectiveness using two quasi-experimental methods. *Economics of Education Review*, 31(2), 225–236.

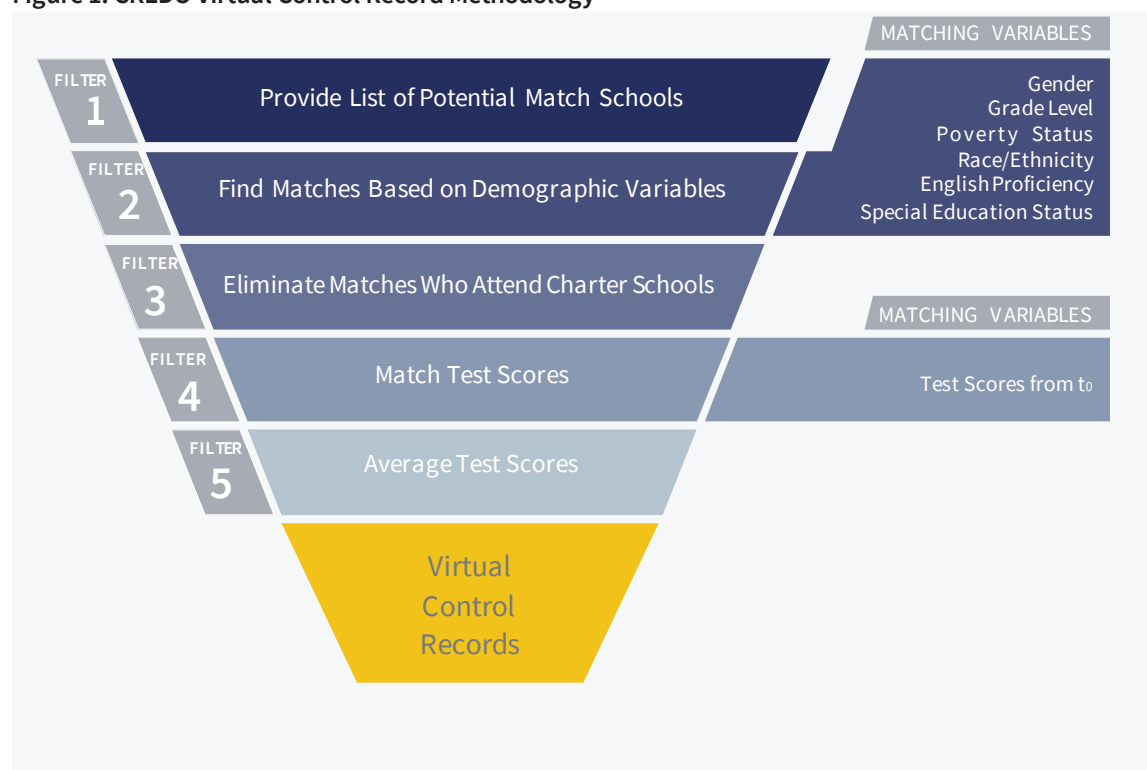


Our approach is displayed in Figure 1. We identify all the traditional public schools whose students transfer to a given charter school; each of these schools is designated as a “feeder school.” Using the records of the students in those schools in the year prior to the test year of interest ( $t_0$ ), CREDO selects all of the available TPS students who match each charter school student.

Match factors include:

- Grade level
- Gender
- Race/Ethnicity
- Poverty Status
- English Language Learner Status
- Special Education Status
- Prior test score on Pennsylvania state achievement tests

**Figure 1: CREDO Virtual Control Record Methodology**



At the point of selection as a VCR-eligible TPS student, all candidates and the individual charter school student have identical traits and matching baseline test scores. The focus then moves to the subsequent year,  $t_1$ . The scores from this test year of interest ( $t_1$ ) for as many as seven VCR-eligible TPS students are then averaged and a Virtual Control Record is produced. The VCR produces a score for the test year of interest that corresponds to the expected result a charter student would have realized had he or she attended one of the traditional public schools.

The above VCR method has been used in previous CREDO publications. We make two changes to the approach in this study. First, in our previous reports, if a charter student can be tracked for multiple periods in the study window, we matched the student for all the periods using the records in the year prior to the first growth period. In this study, we match the student period by period to conform to the new baseline equivalence criteria specified in *Procedures Handbook Version 4.0* of What Works Clearinghouse (WWC).<sup>6</sup> Altering the match in this way means that caution is advised when comparing findings in this study and previous reports. Second, the United States Department of Agriculture phased in the Community Eligibility Provision (CEP) in Pennsylvania and other states during the study period. The CEP allows schools and local education agencies with a minimum Identified Student Percentage (40 percent or higher) to provide free breakfast and lunch to all students. To minimize over-identification of students living in poverty in the analysis, we drop from the list of feeder schools a very small number of TPS if their share of the students identified as economically disadvantaged by the state was 100 percent *and* represented a jump by 35 percentage points or more from the previous year. As Appendix Table 2 shows, restricting the feeder list did not affect the percentage of charter students for whom a VCR match was possible. It was possible to create virtual matches for 84 percent of observations of tested charter school students in both reading and math.

Using statistical methods, we isolate the contributions of schools from other social or programmatic influences on a student's growth. Student growth data are analyzed in standard deviation units so that the results can be assessed for statistical differences. All the findings that follow are reported as the **average one-year growth** of charter school students relative to their VCR-based comparisons. With four years of student records in this study, it is possible to create three periods of academic growth.

To assist the reader in interpreting the meaning of growth, we include an estimate of the number of days of learning required to achieve growth of particular units of standard deviations. This estimate was calculated by Dr. Eric Hanushek and Dr. Margaret Raymond based on the 2017 National Assessment of Educational Progress (NAEP) test scores.<sup>7</sup> Using a standard 180-day school year, each one standard deviation (s.d.) change in effect size is equivalent to 590 days of learning.

---

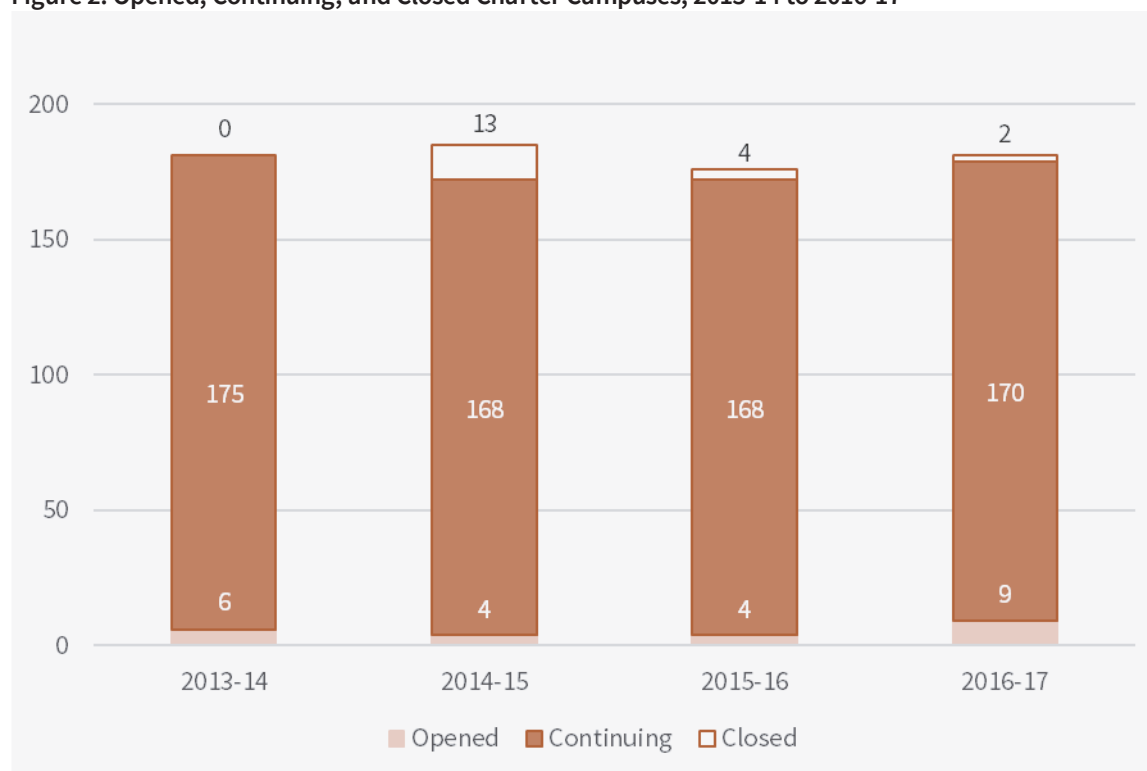
<sup>6</sup> What Works Clearinghouse (2017). *Procedures Handbook Version 4.0*.  
[https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc\\_procedures\\_handbook\\_v4.pdf](https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_procedures_handbook_v4.pdf).

<sup>7</sup> Detailed information about the 2017 NAEP test scores can be accessed via  
[https://www.nationsreportcard.gov/reading\\_2017/?grade=4](https://www.nationsreportcard.gov/reading_2017/?grade=4) and  
[https://www.nationsreportcard.gov/math\\_2017/?grade=4](https://www.nationsreportcard.gov/math_2017/?grade=4).

### 3. Pennsylvania Charter School Demographics

The total number of charter schools in the state of Pennsylvania has remained stable across the study period. Figure 2 notes the newly opened, continuing, and closed charter school campuses from the 2013-14 school year to the 2016-17 year according to the National Center for Education Statistics (NCES).<sup>8</sup> The figure shows the consistency of total charter schools in Pennsylvania over four years of time.

**Figure 2: Opened, Continuing, and Closed Charter Campuses, 2013-14 to 2016-17**



The small number of new charter openings or charter school closures creates a stable charter school sector over the study period. Our analysis begins with a total of 181 charter schools in the 2013-14 school year. The 2014-15 school year saw 13 schools closed and four schools opened. In 2015-16, there were four new openings and four closures. In the 2016-17 school year, nine new schools opened, while only two schools closed, leaving the total amount of charter schools to 181.

As a general matter, the demographics of the charter schools may not mirror those of the TPS of Pennsylvania as a whole. This is because charter schools are able to choose their location and thus may

<sup>8</sup> The data were retrieved from “Public Elementary/Secondary School Universe Survey Data,” National Center for Education Statistics, <https://nces.ed.gov/ccd/pubschuniv.asp>. “Opened schools” indicates schools opened as new schools in the fall of the displayed year. “Continuing schools” indicates schools that were opened prior to the fall of the displayed year and remain open into the next school year (i.e. a school listed as continuing in the 2014-15 column opened some time prior to 2014-15 and did not close in 2014-15) “Closed schools” indicates schools that ceased operation by the spring of the displayed year (i.e. a school listed as closed in the 2014-15 column had its last year of operation in 2014-15 and closed at the end of that school year).

attract a set of students who differ demographically from the overall community profile. Furthermore, charter schools may offer different academic programs and alternate school models which may disproportionately attract particular groups of students relative to TPS. In addition, parents and students choose to attend charter schools for a variety of reasons, such as location, school safety, small school size, academic focus, or special interest programs. The cumulative result of all these forces is that the student populations at charter schools and their TPS feeders may differ.

Table 1 compares student populations in all Pennsylvania traditional public schools (TPS), in those TPS that comprise the set of charter feeder schools, and in the charter schools themselves in the 2015-16 school year.

**Table 1: Demographic Comparison of Students in TPS, Feeders, and Charters: 2015-16**

	TPS	Feeders	Charters
Number of schools	2,844	1,548	175
Average enrollment per school	553	572	748
Total number of students enrolled	1,573,535	886,205	130,940
Students in Poverty	43%	50%	66%
English Language Learners	3%	4%	3%
Special Education Students	15%	16%	16%
White Students	70%	64%	35%
Black Students	12%	16%	43%
Hispanic Students	10%	12%	16%
Asian/Pacific Islander Students	4%	4%	3%
Native American Students	0%	0%	0%
Multi-Racial Students	3%	4%	4%

The data in Table 1 show the demographic profile of feeder schools is somewhat similar to that of TPS as a whole. The percentage of students in poverty, Black students, and Hispanic students is higher in feeders than in TPS, while the percentage of White students in feeders is lower than in TPS. The demographics in charter schools, however, are very different from that of TPS. Charter schools have a higher percentage of students in poverty as well as a higher percentage of Black students. The percentage of White students in charter schools is lower in charter schools than in TPS.<sup>9</sup>

Policymakers and stakeholders continue to examine the degree to which students with special needs enroll in charter schools. The proportion of students in charter schools receiving special education services is a particular topic of debate. Table 1 shows charter schools have a similar percentage of students receiving special education services compared to both sectors. The impact charter schools have on students with English Language Learner (ELL) designation is also important to policymakers. The ELL student population represents three percent of all TPS students and three percent of the charter school population, respectively.

---

<sup>9</sup> Students in poverty in this study are students identified as economically disadvantaged in the state data. In these data, students are either identified as economically disadvantaged or not economically disadvantaged.

Online charter schools have received increasing attention in the educational landscape nationally and in Pennsylvania. With no physical or geographic barriers to enrollment beyond state lines, online charter schools can draw students from across the state and use online instruction as the method of curriculum delivery. People often use the terms “online schools”, “cyber schools”, and “virtual schools” interchangeably. In this study, we use the designation of virtual schools by the National Center for Education Statistics (NCES). According to the definition of NCES (2016, p.9), a school is a virtual school if it is “a public school that only offers instruction in which students and teachers are separated by time or location, and interaction occurs via computers or telecommunications technologies. A virtual school generally does not have a physical facility that allows students to attend classes on site.”<sup>10</sup>

**Table 2: Demographic Composition of Overall, Brick-and-Mortar, and Online Charter Schools: 2015-16**

	Charters	Brick-and-Mortar Charters	Virtual Charters
Number of schools	175	161	14
Average enrollment per school	748	604	2,409
Total number of students enrolled	130,940	97,208	33,732
Students in Poverty	66%	71%	51%
English Language Learners	3%	4%	1%
Special Education Students	16%	15%	18%
White Students	35%	23%	69%
Black Students	43%	52%	17%
Hispanic Students	16%	19%	8%
Asian/Pacific Islander Students	3%	3%	2%
Native American Students	0%	0%	0%
Multi-Racial Students	4%	3%	4%

As shown in a one-year snapshot in Table 2, online charter schools enroll more than 25 percent of all Pennsylvania charter students and serve different student populations than brick-and-mortar charters. Specifically, online charter schools have larger percentages of White students, smaller proportions of Black and Hispanic students, and fewer students living in poverty than brick-and-mortar charters. Students receiving special education services make up 15 percent of students attending brick-and-mortar charter schools while 18 percent of students in online charter schools receive special education services. English Language Learners constitute one percent in Pennsylvania online charters as compared to four percent in brick-and-mortar charters.

<sup>10</sup> National Center for Education Statistics (2016). *Documentation to the 2014-15 Common Core of Data (CCD) Universe Files*. Retrieved from “Public Elementary/Secondary School Universe Survey Data,” <https://nces.ed.gov/ccd/pubschuniv.asp>.

## 4. Analytic Findings of Charter School Impacts

### Overall Charter School Impact

The primary question of this study is whether charter schools differ overall from traditional public schools in how much their students learn. To answer this question, we estimate the one-year academic gains observed for charter school students in each of the three studied growth periods and compare their average performance with the same measure for the VCR students.

Please refer to the sidebar titled *Graphics Roadmap 1* where guidance is provided to help readers understand the charts that follow.

As described in the Study Approach section, student growth data are analyzed in units of standard deviations so that the results can be assessed for statistical differences. To help the reader interpret our analysis results, we transform standard deviation units of growth into days of learning based on a standard 180-day school year (Table 3).<sup>11</sup> Interested readers can refer to the Study Approach section and Appendix B for detailed explanations of the computation of days of learning.

### Graphics Roadmap 1

The graphics in this section have a common format.

Each graph presents the average performance of charter students relative to their **pertinent comparison students**. The reference group differs depending on the specific comparison being made. Where a graph compares student subgroup performance, the pertinent comparison students are the same for both subgroups. Each graph is labeled with the pertinent comparison group for clarity.

We show two axes on the graphs to help the reader get a sense of learning gains. The **left axis** indicates standard deviation units of learning gains of charter students relative to their comparison students. The **right axis** displays the same learning gains in days of learning. The statistical tests are performed on the values as they are enumerated on the left axis.

The **height** of the bars in each graph reflects the difference in the performance between charter school students and the comparison student.

**Stars** are used to reflect the level of statistical significance of the difference between the group represented in the bar and its comparison group of similar students in TPS. The absence of stars means that the schooling effect is not statistically different from zero.

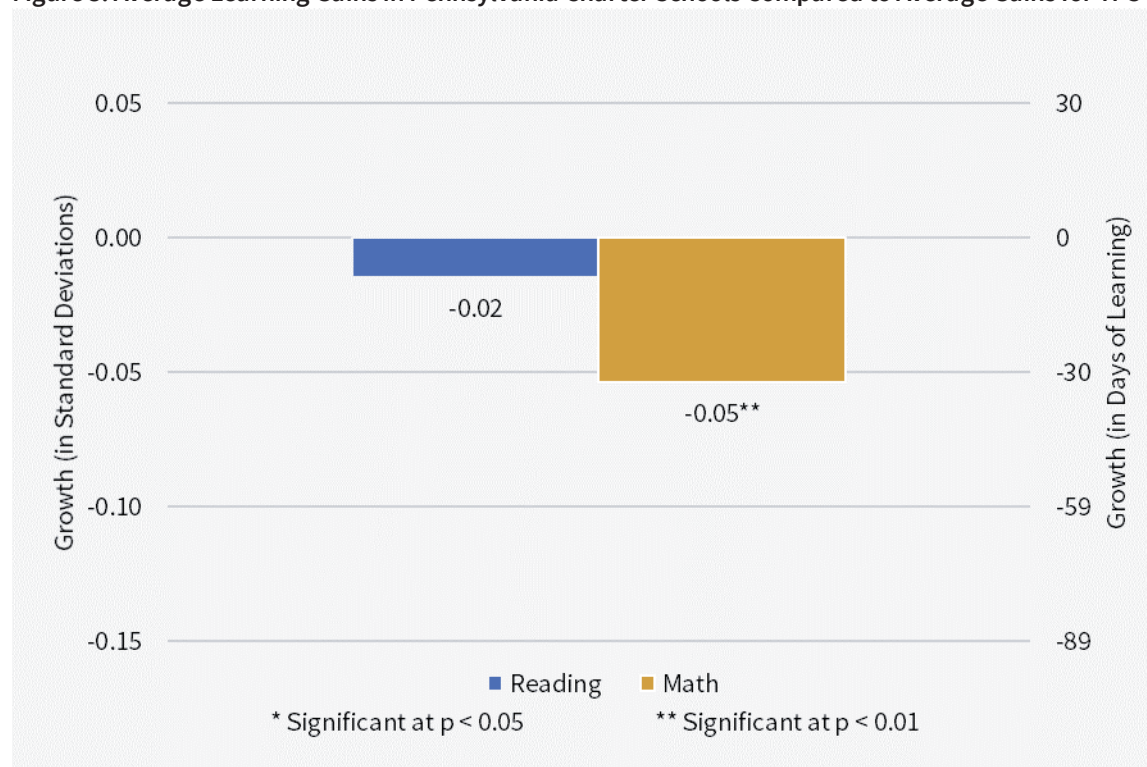
<sup>11</sup> The values in Table 3 are updated from past reports using the latest (2017) NAEP scores, which show slower absolute annual academic progress than earlier administrations. See Eric A. Hanushek, Paul E. Peterson, and Ludger Woessmann, “Achievement Growth: International and U.S. State Trends in Student Performance”, *Education Next*, 12 (July 2012), 1–35.

Table 1: Transformation of Average Learning Gains to Days of Learning

Standard Deviations	Days of Learning
0.05	30
0.10	59
0.15	89
0.20	118
0.25	148
0.30	177
0.35	207

Figure 3 displays the overall charter impact on student academic progress in Pennsylvania. The reference group, represented by the 0.00 baseline in the graph, is the average TPS VCRs in the state. Using the results from Figure 3 and the transformations from Table 3, we can see that in a typical school year, charter students in Pennsylvania experience less progress equivalent to 30 fewer days of learning in math in a 180-day school year. Because the difference in growth in reading is not statistically significant, Pennsylvania charter school students experience similar growth in the 180-day period as they would have in a traditional school setting.

Figure 3: Average Learning Gains in Pennsylvania Charter Schools Compared to Average Gains for TPS VCRs



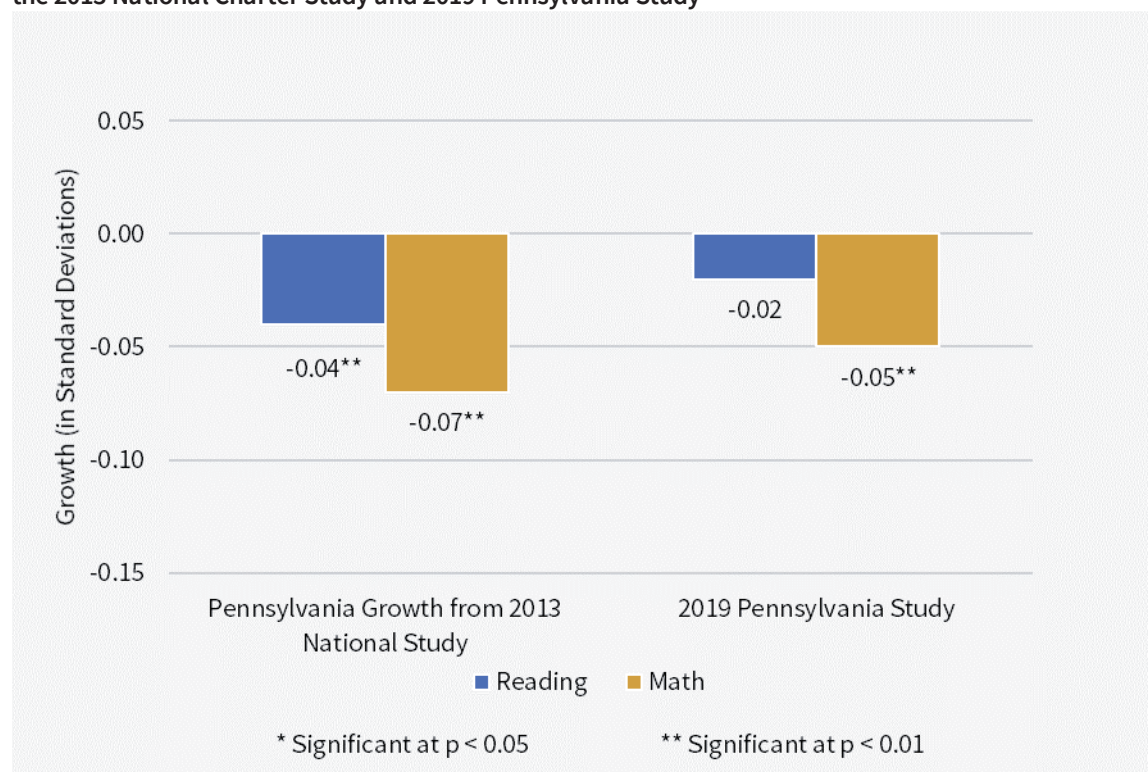


### Charter School Impact for the 2014-2017 Cohort

This section compares the performance of Pennsylvania charter schools between two of CREDO's studies: CREDO's 2013 study on national charter school performance<sup>12</sup> and this current 2019 study on Pennsylvania Charter Schools. Figure 4 depicts the academic growth of the Pennsylvania charter sector in the two reports. It is important to note that CREDO also released a Pennsylvania state charter school study in 2011<sup>13</sup>, but there were three years of overlap between the 2011 Pennsylvania study and the 2013 national study. The results found in these two reports closely resemble each other.

As pointed out in the previous section, transformation of growth units of standard deviations into days of learning in this study is updated from past reports, using the most recent NAEP scores. Therefore, only growth in standard deviations is shown in Figure 4. In addition, as explained in the Study Approach chapter, we slightly adjust our VCR method in this study by matching a charter student by period to comply with the WWC Version 4.0 revised requirement for baseline equivalence. Therefore, the comparison of the overall charter effect across two reports is not purely comparable.

**Figure 4: Average Learning Gains in Pennsylvania Charter Schools Compared to Average Gains for TPS VCRs from the 2013 National Charter Study and 2019 Pennsylvania Study**



<sup>12</sup> Cremata, Edward, D. Davis, K. Dickey, K. Lawyer, Y. Negassi, M. Raymond and J. Woodworth (2013). *National Charter School Study 2013*. <https://credo.stanford.edu/documents/NCSS%202013%20Final%20Draft.pdf>.

<sup>13</sup> Charter School Performance in Pennsylvania, CREDO (Center for Research on Education Outcomes), Stanford University, April 6, 2011, [http://credo.stanford.edu/reports/PA%20State%20Report\\_20110404\\_FINAL.pdf](http://credo.stanford.edu/reports/PA%20State%20Report_20110404_FINAL.pdf)

Figure 4 indicates some changes in the academic progress of Pennsylvania charter school students between the two studies. In reading, charter students register weaker learning gains compared to their TPS peers in the 2013 national study, while charter school students in this study perform similarly to their TPS peers. In math, charter school students made less progress than their TPS VCR twins in the two studies, with the gap slightly smaller in the current study.

### Charter School Impact by Growth Period

To determine whether performance is consistent over the window of this study, the impact of attending a charter school on academic progress is examined separately for each of the three growth periods. Recall that a growth period is the measure of progress from one school year to the next. In the presentation of results in Figure 5, the denotation "2014-2015" covers academic growth that occurred between the end of the 2013-2014 school year and the end of the 2014-2015 school year. Similarly, the denotation "2016-2017" corresponds to the year of growth between the 2015-2016 and the 2016-2017 school years.

**Figure 5: Learning Gains in Pennsylvania Charter Schools Compared to Gains for TPS VCRs by Growth Period: 2014-2015 to 2016-2017**

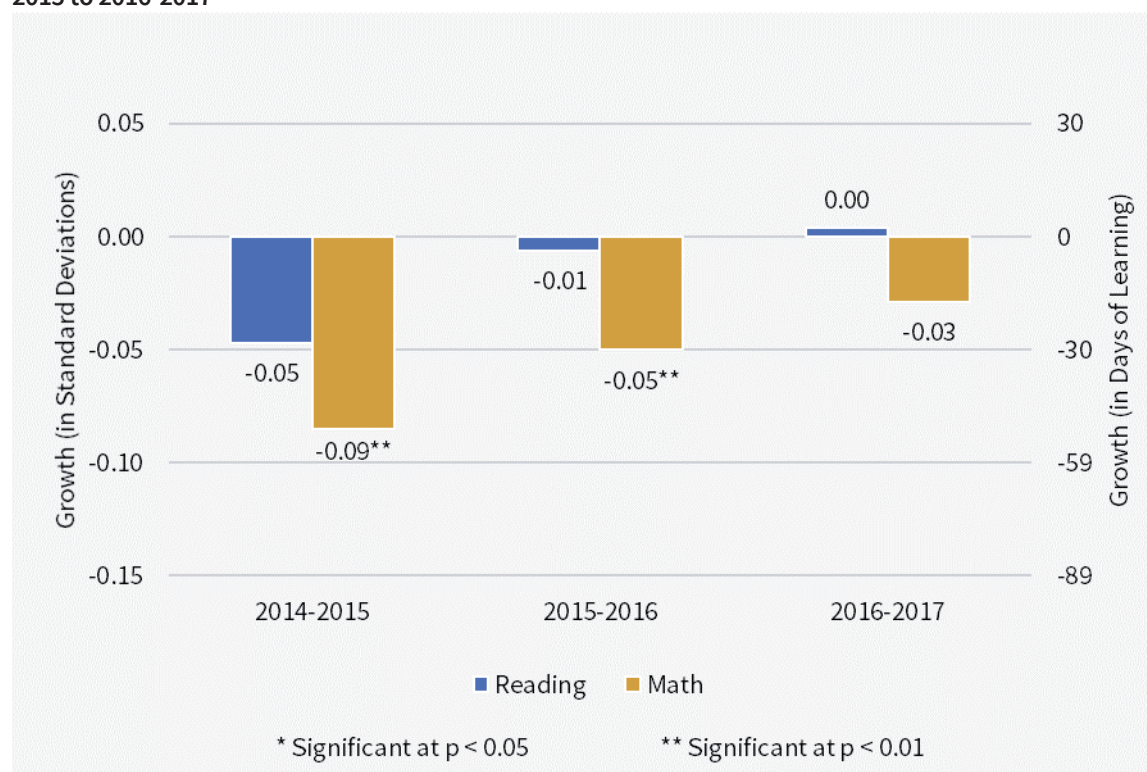


Figure 5 reveals charter school students performing similarly to their VCR peers in reading for all growth periods covered in this report. In math, however, charter school students perform significantly worse in the first two growth periods. In the 2014-2015 growth period, students attending charter schools experienced approximately 53 fewer days of learning in math, while in the 2015-2016 growth period,

students attending charter schools experienced approximately 30 fewer days of learning in math, compared to their VCR peers. In the final growth period in our analysis, charter school students perform similarly to their VCR peers in math.

## 5. Charter School Analysis by School Attribute

### Charter School Impact by School Locale

While charter schools exist in a variety of locales in the state of Pennsylvania, charter schools in urban areas often receive the bulk of media attention. It is important to note that charter schools in different locales may serve different student populations and face different obstacles related to available human capital. The results in Figure 6 represent the disaggregated impacts of charter school enrollment for urban, suburban, town, and rural charter schools. In this breakdown, charter students in different locations are compared with the VCR peers.<sup>14</sup> For the following analysis, the comparison is relative to the actual progress each group of VCRs realized. But the reader should not assume that the transformation of each VCR group to 0.00 means that all the VCRs have equivalent academic growth.

---

<sup>14</sup> The National Center for Education Statistics (NCES) defines 12 urban-centric locales which are divided into four main locale types: city, suburb, rural and town. Each school's locale is coded by NCES in the annual Core of Common Data dataset; we use their classification for this analysis. One important caveat is that online charter schools are assigned the local of their administrative office, though their students can be located in any location.

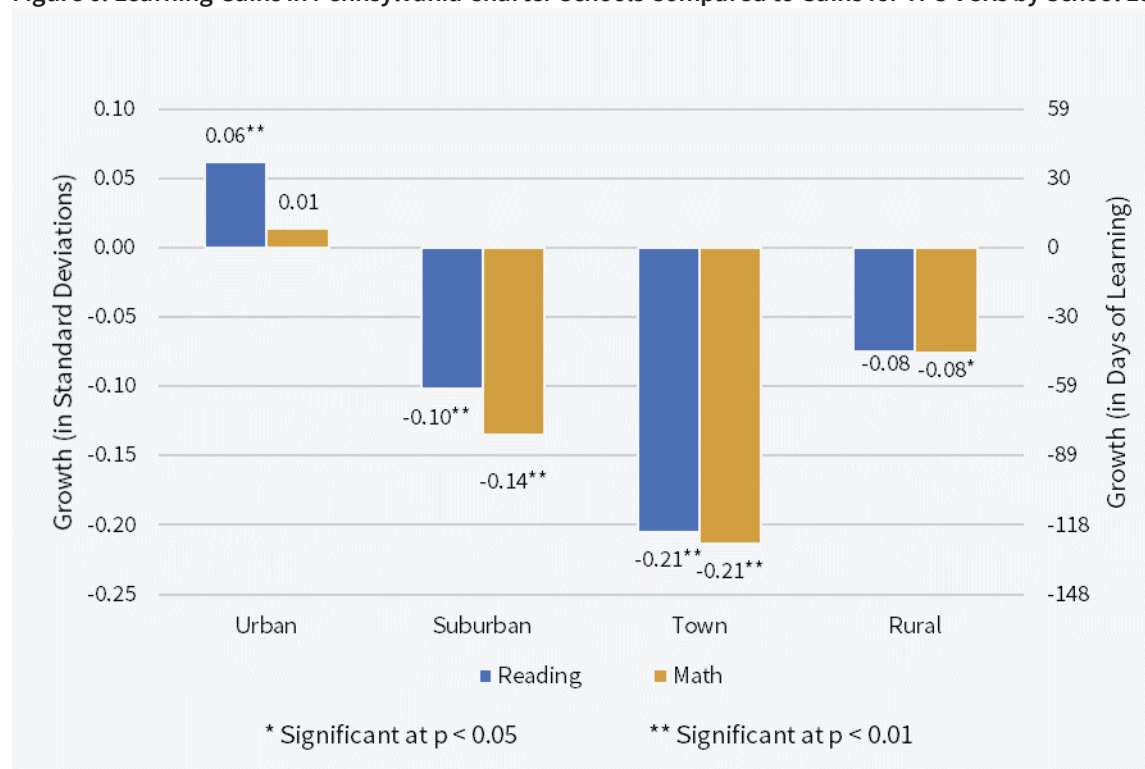
**Figure 6: Learning Gains in Pennsylvania Charter Schools Compared to Gains for TPS VCRs by School Locale**

Figure 6 shows urban charter students post reading growth equivalent to 35 more days of learning and perform similarly in math compared to their TPS counterparts. Students attending charter schools in the suburbs have significantly weaker growth in both subjects compared to their TPS VCRs. They experience about 59 fewer days of learning in reading and about 83 fewer days of learning in math. Students attending charter schools residing in towns experience about 124 fewer days of learning in both reading and math compared to their TPS peers. Students attending charter schools in rural settings have similar growth to their TPS peers in reading, while experiencing 47 fewer days or learning in math compared to their TPS peers. Refer to Appendix Table 1 for the number of student observations in each locale-subject combination.

### Charter School Impact by School Grade Configuration

Charter schools often exercise their autonomy by choosing which grade levels to serve. Some charter operators focus on particular ages, some seek to serve a full range of grades, and others develop by adding one additional grade each year. The National Center for Education Statistics assigns schools the label of “elementary school”, “middle school”, “high school”, or “multi-level school” based on their predominant grade pattern. The designation of “multi-level school” can apply to a school that serves elementary and middle grades, middle and high grades, or all K-12 grades.<sup>15</sup> Looking at performance by school grade configuration helps inform us whether specialization in a specific range of grades

<sup>15</sup> The National Center for Education Statistics (NCES) designates a school as an elementary, middle, high, or multi-level school. CREDO uses the designation by NCES. The sole exception is that CREDO considers a school to be a high school if the lowest grade served is ninth grade or above.



produces better results. The outcomes of students by the grade configuration of the charter school they attend are reported in Figure 7. Again, the comparison is relative to whatever actual progress each group of VCRs realized. The reader should not assume that the transformation of each VCR group to 0.00 means that all the VCRs have equivalent academic growth.

**Figure 7: Learning Gains in Pennsylvania Charter Schools Compared to Gains for TPS VCRs by School Grade Configuration**

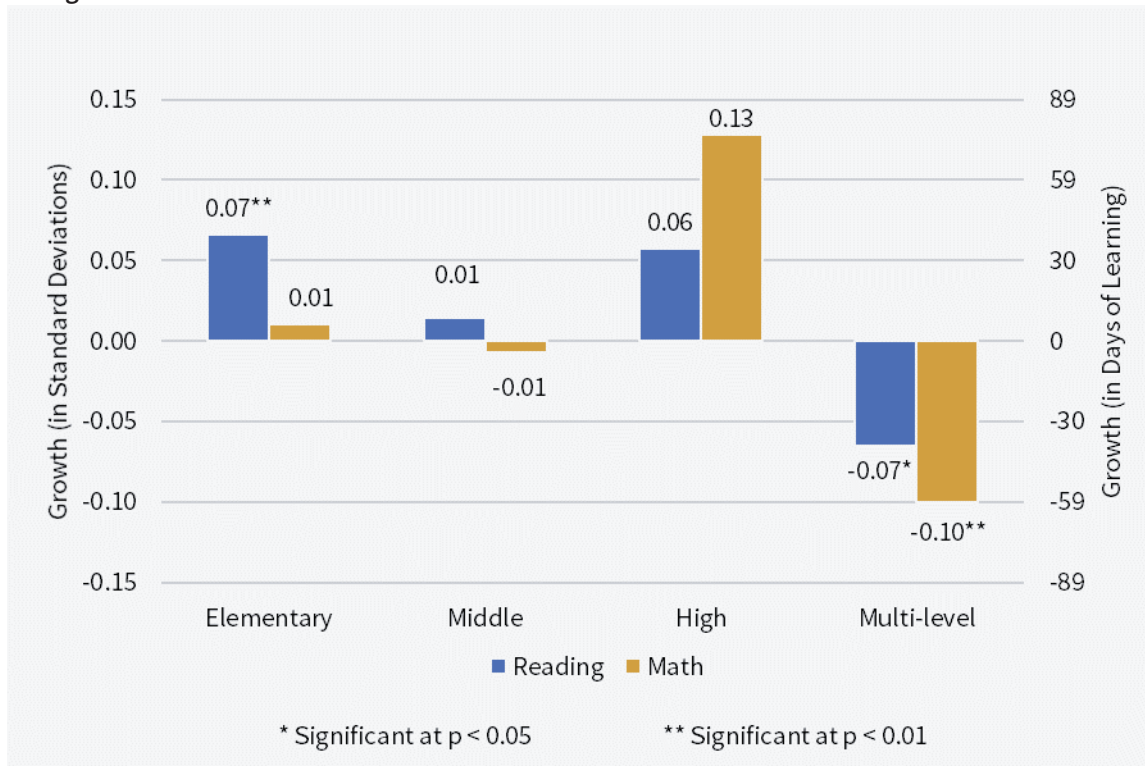


Figure 7 shows that, on average, students in charter elementary schools experience greater growth than their TPS peers in reading, while performing similarly to their TPS peers in math. These students attending elementary charter schools experience about the equivalent of 41 more days of learning in reading. Students attending charter middle schools and charter high schools perform similarly in both reading and math compared to their VCR peers. Students attending charter multi-level schools experience significantly weaker growth in both reading and math compared to their TPS peers. These students experience about the equivalent of 41 fewer days of learning in reading and about 59 fewer days of learning in math.

## 6. Charter School Analysis by Student Characteristic

### Charter School Impact by Race/Ethnicity

Since the federal government's passage of the *No Child Left Behind Act* in 2001, stakeholders have used annual achievement tests to examine the gaps in achievement levels for students of specific racial and ethnic backgrounds. Part of the rationale of schools of choice such as charter schools has been the exploration of vehicles to lessen those achievement gaps. Pennsylvania's diverse population as shown in Table 1 illustrates the need for this report to focus on the ability of charter schools to support the progress of disadvantaged students. The effectiveness of charter schools across ethnic and racial groups is especially important given the significant shares of historically underserved students charter schools enroll.

The impacts of charter schools on the academic gains of Black and Hispanic students are reported in Figures 8 through 9a. For each student subgroup, we present two related graphs. *Graphics Roadmap 2* in the sidebar provides guidance on how to interpret the graphs and their relation to each other. In short, the first graph depicts the growth of TPS students and charter students in the particular subgroup of interest as compared to the growth of the "average White TPS student". Graphs labeled "a" show whether the learning gains in the charter school student subgroup differ significantly from their VCRs in the same subgroup.

Black students account for 43 percent of the charter school population in Pennsylvania. Figure 8 shows the performance of Black students – regardless of their enrollment – compared to the performance of White students in TPS, our benchmark group. Black students in TPS have significantly weaker growth in both subjects compared to that of the average White student in TPS. Black students in TPS experience about the

#### Graphics Roadmap 2

Figures 8 through 9a show two important contrasts for Black and Hispanic student groups. For each student subgroup, we present two related graphs:

The **first graph** displays the growth of **TPS students and charter students in the particular subgroup** of interest compared to the growth of the **"average White TPS student."** In this comparison, the White TPS student is male and is not in poverty, special education, or designated as an English Language Learner and is not repeating his current grade. The graph sets the performance of the average White TPS student to **zero** and shows how learning of students in the subgroup compares.

The **stars** indicate the level of statistical significance. Thus, if there are no stars, we interpret the difference in learning gains as similar to the white TPS comparison student. The size and direction of the **bars** in the graph show the direction and magnitude of learning differences. If there is no difference in the learning gains, the bar would be missing entirely. If the learning of the student group in question is not as great as the comparison baseline, the bar is negative. If the learning gains exceed the comparison, the bar is positive.

**Graphs labeled "a"** display the results of a second comparison testing whether the learning gains in the **charter school student subgroup** differ significantly from **their VCRs in the same student subgroup**. In these graphs, the performance of the TPS peers in the subgroup are set to **zero** and the learning gains of the charter school students in the subgroup are measured against that baseline. As with the first graph, stars denote statistical significance.

equivalent of 112 fewer days of learning in reading and about 106 fewer days of learning in math compared to the average White VCR student. Black students attending charter schools in Pennsylvania also exhibit weaker growth compared to the average White student in TPS, amounting to about 89 fewer days of learning in reading and about 118 fewer days of learning in math. We refer to these differences as *learning gaps*. They have a direct impact on achievement gaps over time.

**Figure 8: Learning Gains of Black Students in TPS and Charters Benchmarked against Learning Gains of White TPS Students**

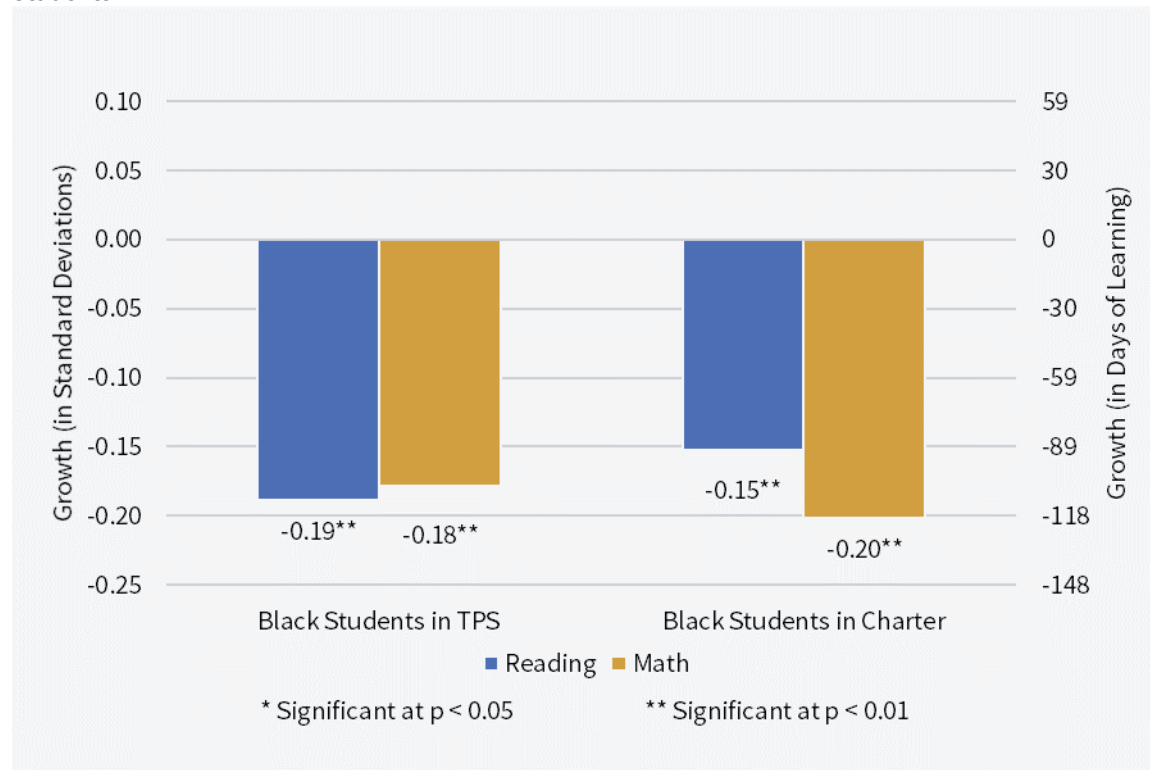
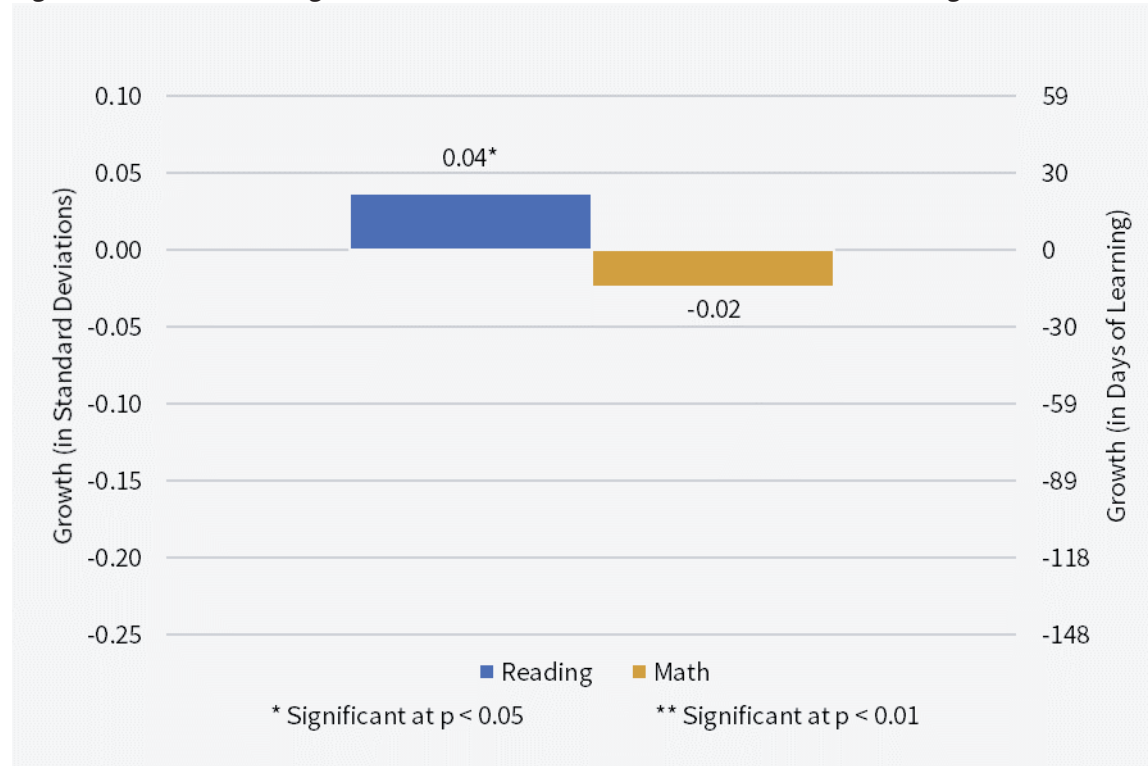


Figure 8a shows the learning gains of Black students enrolled in charter schools as compared to those of Black students enrolled in TPS. Black charter students experience greater yearly progress in reading while performing similarly in math compared to their Black TPS peers. The stronger growth in reading for Black charter students compared to their Black peers translates to about 24 additional days of learning.

**Figure 8a: Relative Learning Gains for Black Charter School Students Benchmarked against Their Black TPS Peers**





Hispanic students account for 16 percent of the charter school population in the state of Pennsylvania. Figure 9 shows that Hispanic students exhibit weaker growth than the average White TPS student in both subjects, whether they attend TPS or charter schools. In reading, Hispanic students in TPS experience 83 fewer days of learning while Hispanic students in charter schools experience 71 fewer days of learning compared to the average White TPS student. In math, Hispanic students in TPS lag behind White VCR students by about 89 days, while Hispanic students in charter schools lag behind White TPS students by about 100 days.

**Figure 9: Learning Gains of Hispanic Students in TPS and Charters Benchmarked against Learning Gains of White TPS Students**

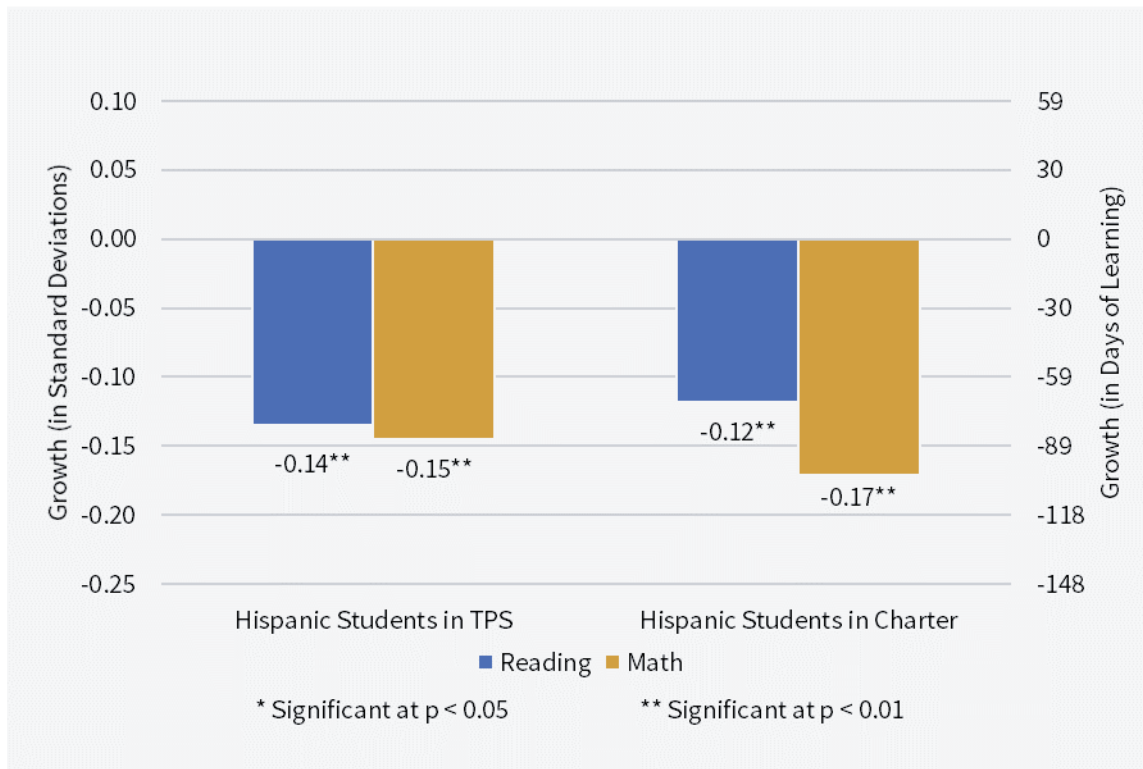
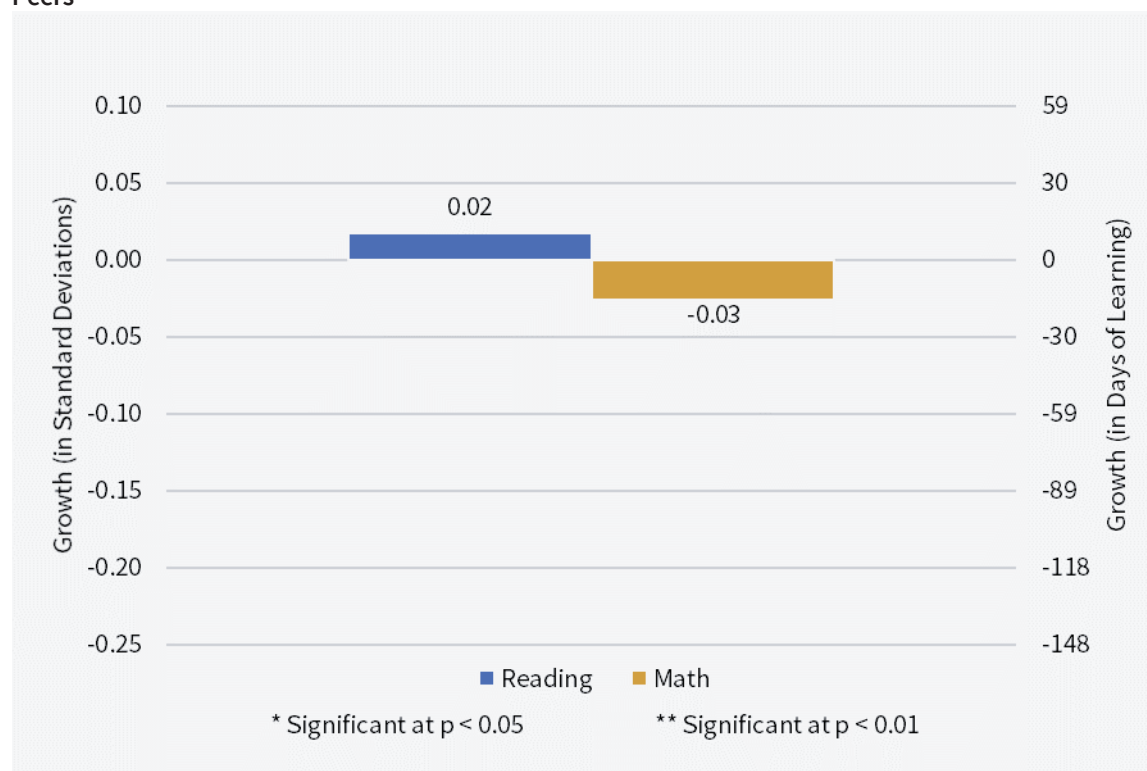


Figure 9a displays the differences in learning gains between charter school Hispanic students and Hispanic peers enrolled in TPS. In both subjects, Hispanic students attending charter schools in Pennsylvania perform similarly to their Hispanic peers attending TPS.

**Figure 9a: Relative Learning Gains for Hispanic Charter School Students Benchmarked against Their Hispanic TPS Peers**



Black students and Hispanic students, regardless of the school sector they attend, both experience weaker growth compared to white students in TPS. Black students in charter schools outperform their Black peers in TPS in reading while performing similarly in math. Hispanic students in charter schools do not differ in growth compared to their Hispanic peers in TPS.

### Charter School Impact with Students in Poverty

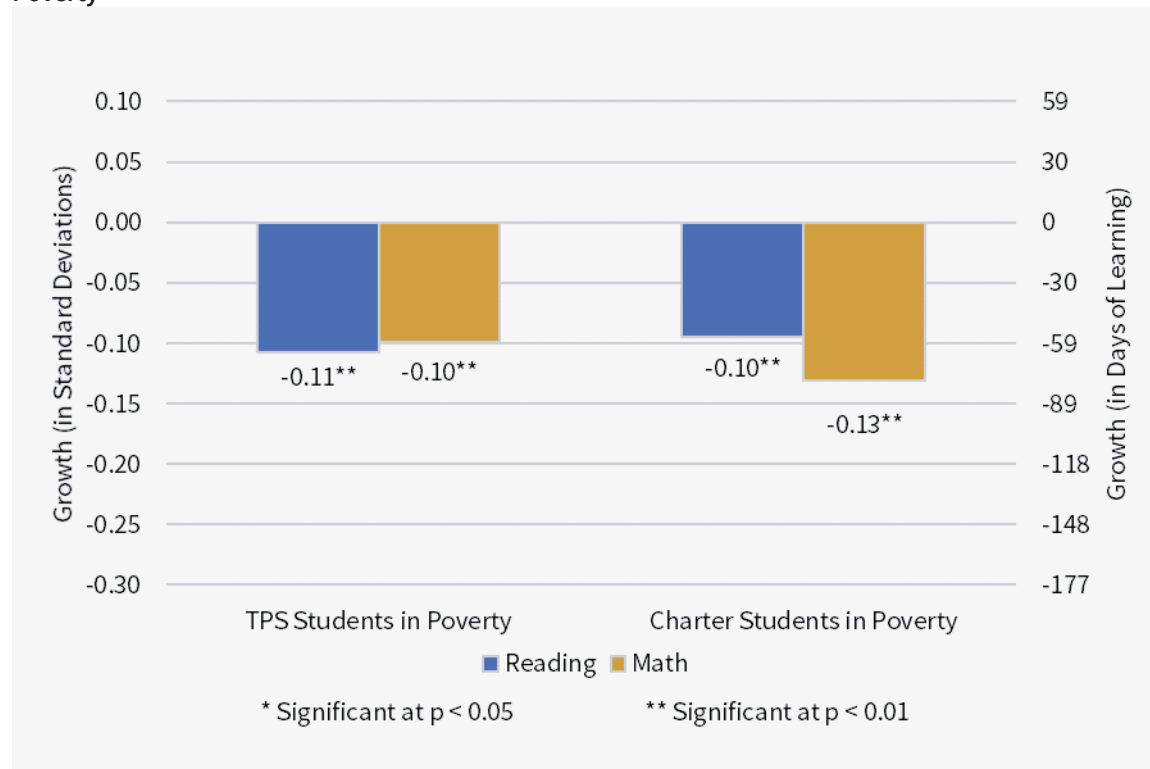
Many charter schools aim to improve educational outcomes for traditionally underserved students, especially for students in poverty. According to the latest data collected by the National Alliance for Public Charter Schools, students in poverty account for 55 percent of the national charter school population.<sup>16</sup> By comparison, in Pennsylvania 66% of students attending charter schools are in poverty compared to 43% of TPS students.

Figure 10 presents the annual academic growth for students in poverty. It is important to note that in this graph, the benchmark differs from the race/ethnicity graphs presented earlier: it is a TPS student

<sup>16</sup> The data were retrieved from “National Charter School Facts,” National Alliance for Public Charter Schools, <https://data.publiccharters.org/> when the report was produced.

who is not in poverty. This analysis isolates the relationship between poverty and growth. This provides a picture of the difference in the impact of charter attendance on students in poverty compared to similar students in TPS who are not in poverty.

**Figure 10: Overall Learning Gains for TPS and Charter Students in Poverty Compared to TPS Students Not in Poverty**



The results in Figure 10 illustrate differences in growth between students in poverty and TPS students who are not in poverty. Students in poverty attending TPS experience 65 fewer days of learning in reading and 59 fewer days of learning in math compared to TPS students not in poverty. Students in poverty attending charter schools experience 59 fewer days of learning in reading and 77 fewer days of learning in math compared to TPS students not in poverty.

**Figure 10a: Relative Learning Gains for Charter School Students in Poverty Benchmarked against Their TPS Peers in Poverty**

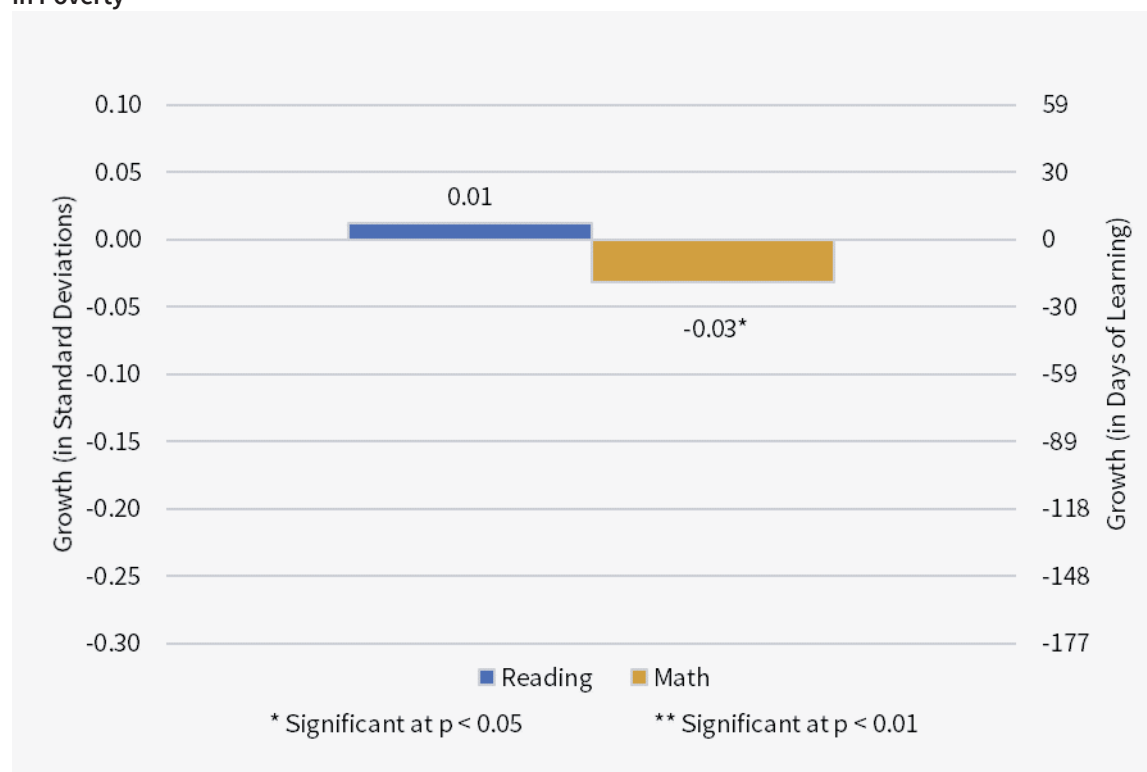


Figure 10a shows the difference in growth between charter school students in poverty and TPS students in poverty. In reading, charter school students in poverty perform similarly to their TPS peers in poverty. In math, however, charter school students in poverty have significantly weaker growth, equivalent to about 18 fewer days of learning.

### Charter School Impact with Combined Race/Ethnicity and Poverty

In public education, some of the most academically challenged students are those who are both living in poverty and are members of historically-underserved racial or ethnic minorities. According to the National Center for Education Statistics, Black and Hispanic students comprise the two race/ethnicity subgroups with the largest percentages of school-aged children in poverty. In 2015, 36 percent of Black children and 31 percent of Hispanic children were living in poverty.<sup>17</sup> To examine the extent to which performance gaps are being addressed in Pennsylvania, we further disaggregate the charter school impact on Black and Hispanic students in poverty.

The impact of Pennsylvania charter schools on the academic gains of black students in poverty is presented in Figures 11 and 11a. The impact of charter schools on Hispanic students living in poverty is shown in Figures 12 and 12a.

<sup>17</sup> Kids Count Data Center | Annie E. Casey Foundation (2016). <http://datacenter.kidscount.org/data/tables/44-children-in-poverty-by-race-and-ethnicity#detailed/1/any/false/573,869,36,868,867/10,11,9,12,1,185,13/324,323>

**Figure 11: Learning Gains of Black TPS and Charter Students in Poverty Compared to Learning Gains of White TPS Students Not in Poverty**

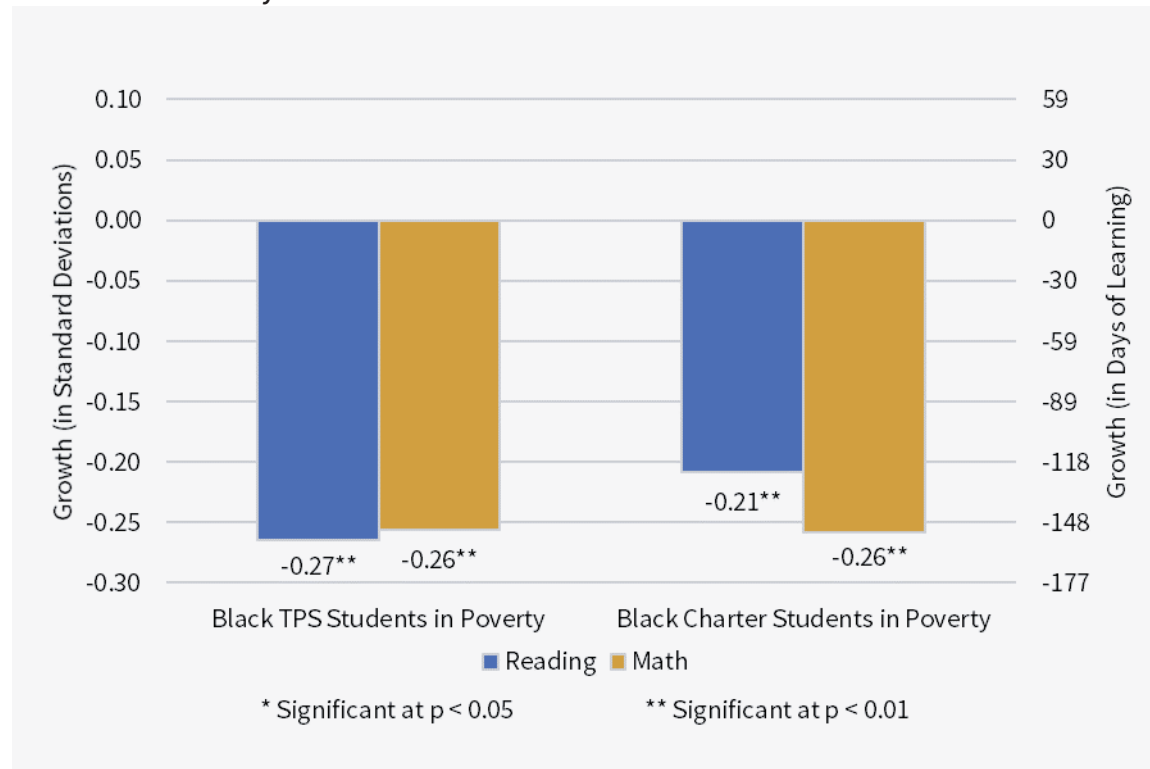
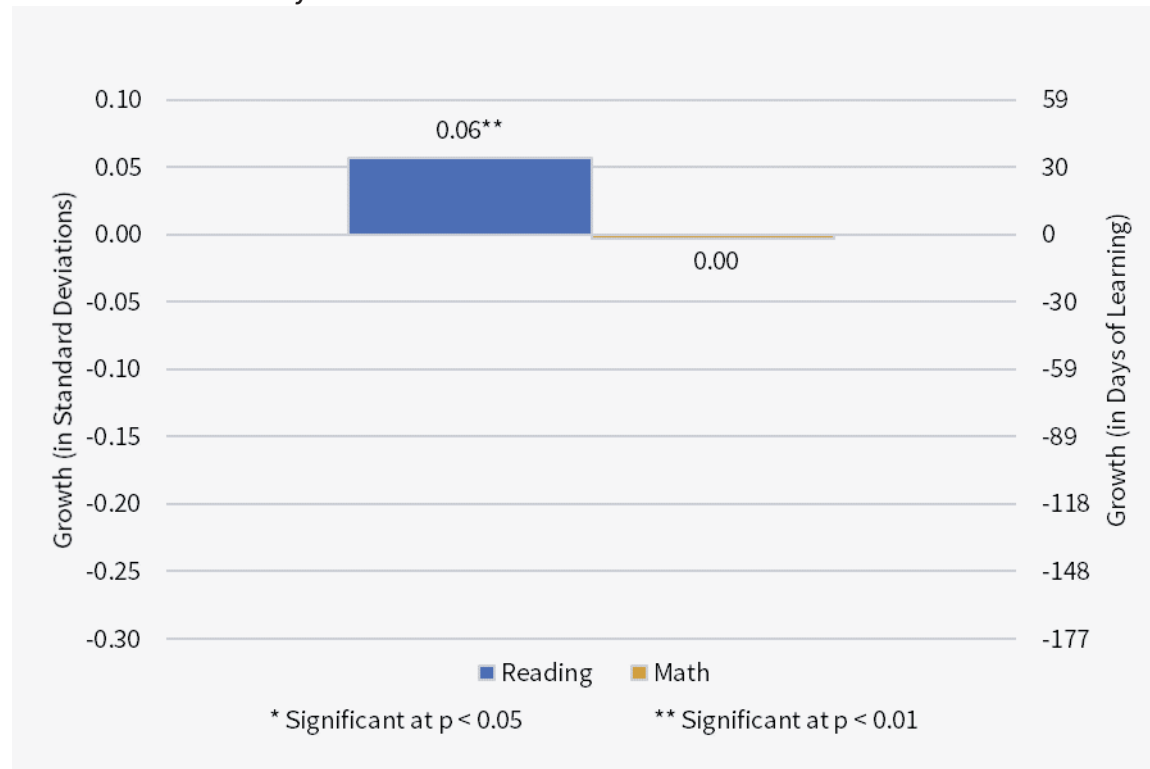


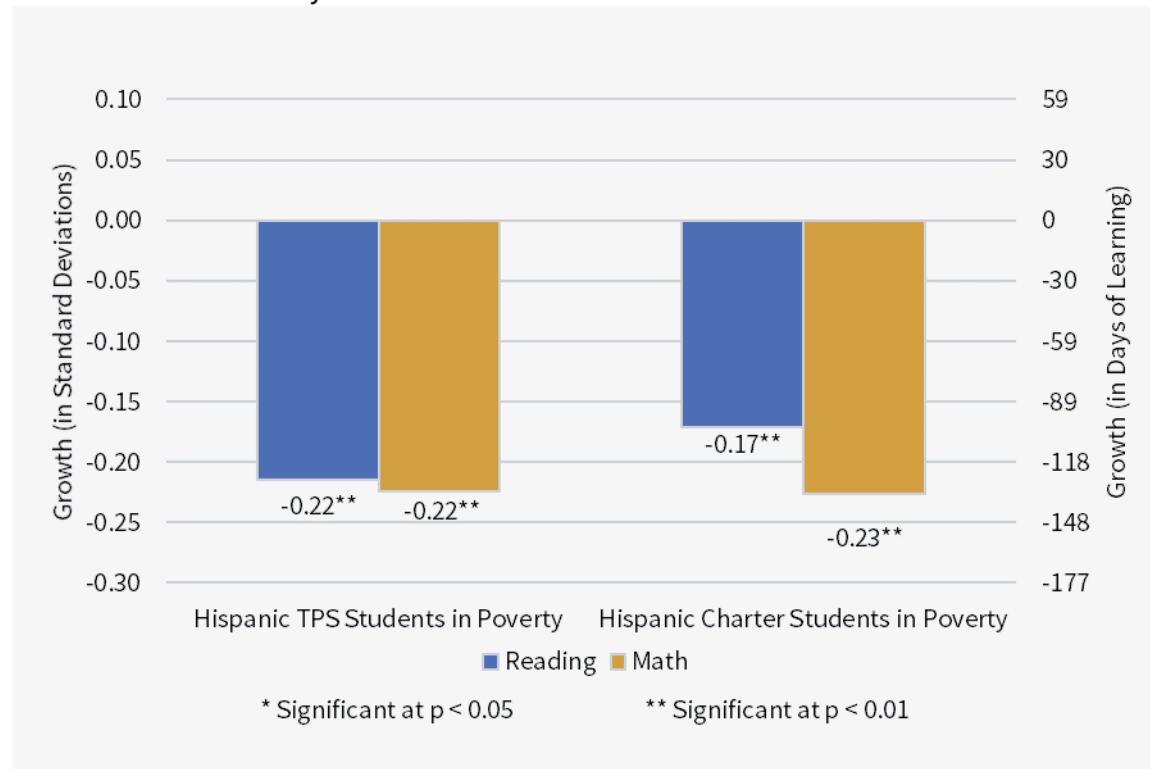
Figure 11 compares black students living in poverty, enrolled in TPS or charter schools, with the average White TPS student who is not in poverty. The patterns show that in Pennsylvania, black students living in poverty, regardless of TPS or charter enrollment, have significantly weaker growth compared to White TPS students who are not in poverty. Black TPS students in poverty exhibit approximately 159 fewer days of learning in reading and 153 fewer days of learning in math than White TPS students not living in poverty. Black charter students in poverty experience 124 fewer days of learning in reading and 153 fewer days in math than White non-poverty TPS students. The magnitude of these results is notable. These students show the aggravated negative effect of their doubly disadvantaged status.

**Figure 11a: Relative Learning Gains for Black Charter School Students in Poverty Benchmarked against Their Black TPS Peers in Poverty**



When comparing black students in poverty attending charter schools to black students in poverty attending TPS, there is a positive charter effect in reading and no difference in the math growth. The results for this comparison are presented in Figure 11a. In reading, black students in poverty attending charter schools gain about 35 additional days of learning compared to their black TPS peers in poverty. In math, there is no difference in the average growth between the two groups.

**Figure 12: Learning Gains of Hispanic TPS and Charter Students in Poverty Compared to Learning Gains of White TPS Students Not in Poverty**



As shown in Figure 12, Hispanic students in poverty, regardless of enrollment in charter schools or TPS, have significantly weaker growth in both reading and math compared to White non-poverty students in TPS. Hispanic TPS students in poverty lag behind their White non-poverty TPS peers at a rate equivalent to 130 less days of learning in both reading and math. Hispanic Charter students in poverty experience weaker gains at the rate of 100 fewer days of learning in reading and 136 fewer days of learning in math compared to White students in TPS.

**Figure 12a: Relative Learning Gains for Hispanic Charter School Students in Poverty Benchmarked against Their Hispanic TPS Peers in Poverty**

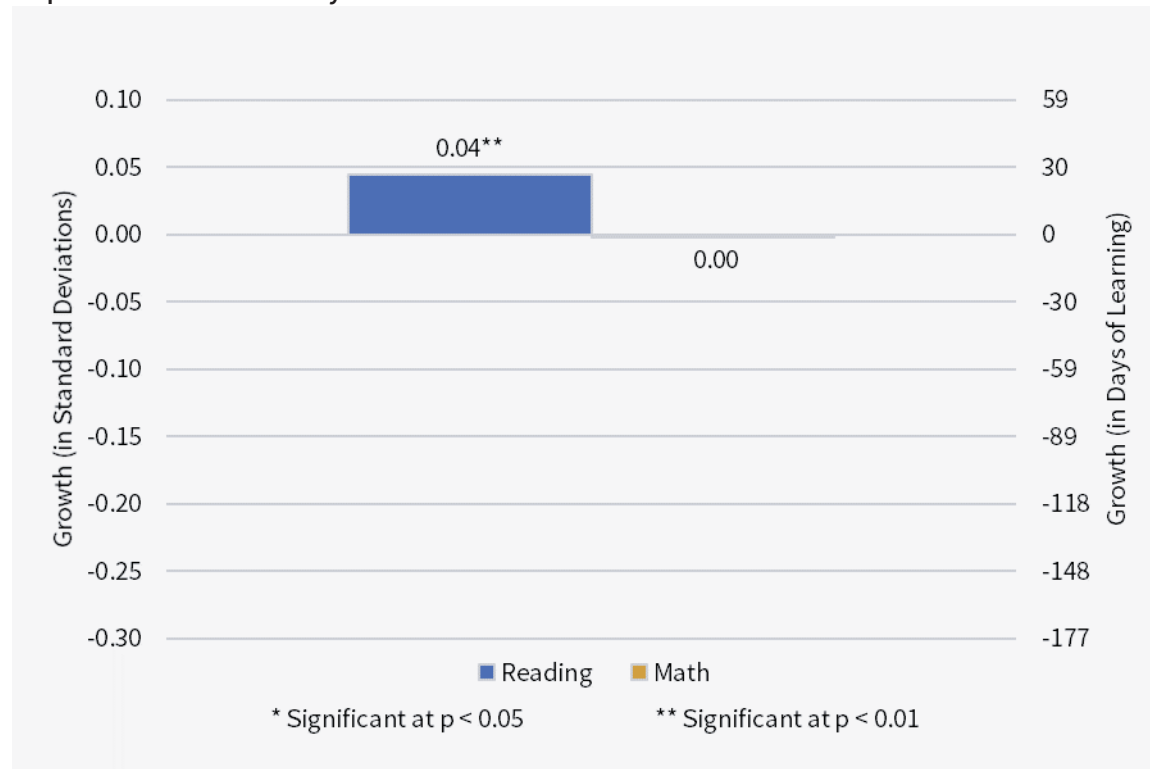


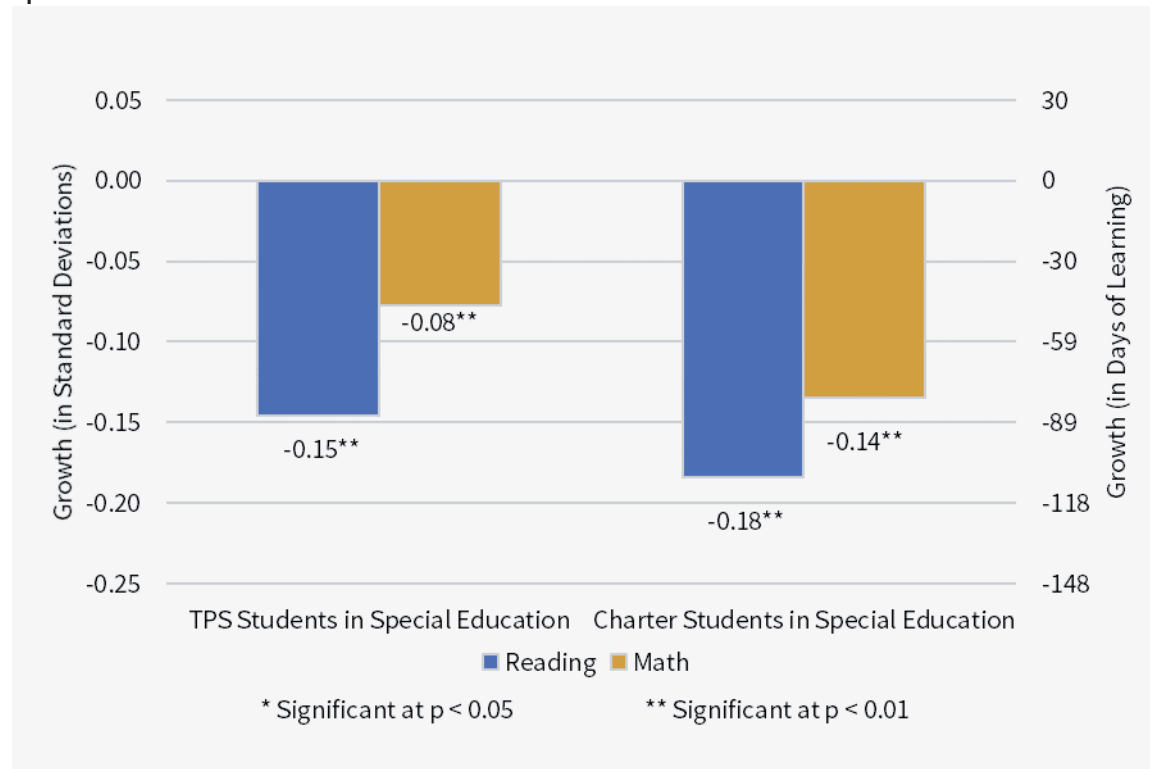
Figure 12a shows that Hispanic students in poverty attending charter schools gain about 24 days of learning in reading and have similar growth in math when compared to Hispanic students in poverty attending TPS.

### Charter School Impact with Special Education Students

In Pennsylvania, 15 percent of TPS students and 16 percent of charter school students receive special education services. Ideally, we would compare outcomes for each Individual Education Program (IEP) designation. Unfortunately, that approach is not feasible due to the large number of categories and the relatively small number of students in each. Faced with this challenge, we aggregate across all categories of special education. Therefore, the results of this section should be interpreted with caution.



**Figure 13: Learning Gains for TPS and Charter Students in Special Education Compared to TPS Students Not in Special Education**



In Figure 13, we benchmark TPS students receiving special education services and charter students receiving special education services to the TPS VCRs who do not receive special education services. Students in special education attending Pennsylvania public schools, regardless of sector, experience weaker growth compared to their non-special education TPS peers. Students in special education attending a TPS experience about the equivalent of 89 fewer days of learning in reading and about 47 fewer days of learning in math compared to TPS students who are not in special education. Special education students attending charter schools experience about 106 fewer days of learning in reading and about 83 fewer days of learning in math compared to their TPS students not receiving special education services.

**Figure 13a: Relative Learning Gains for Charter Students in Special Education Benchmarked against Their TPS Peers in Special Education**

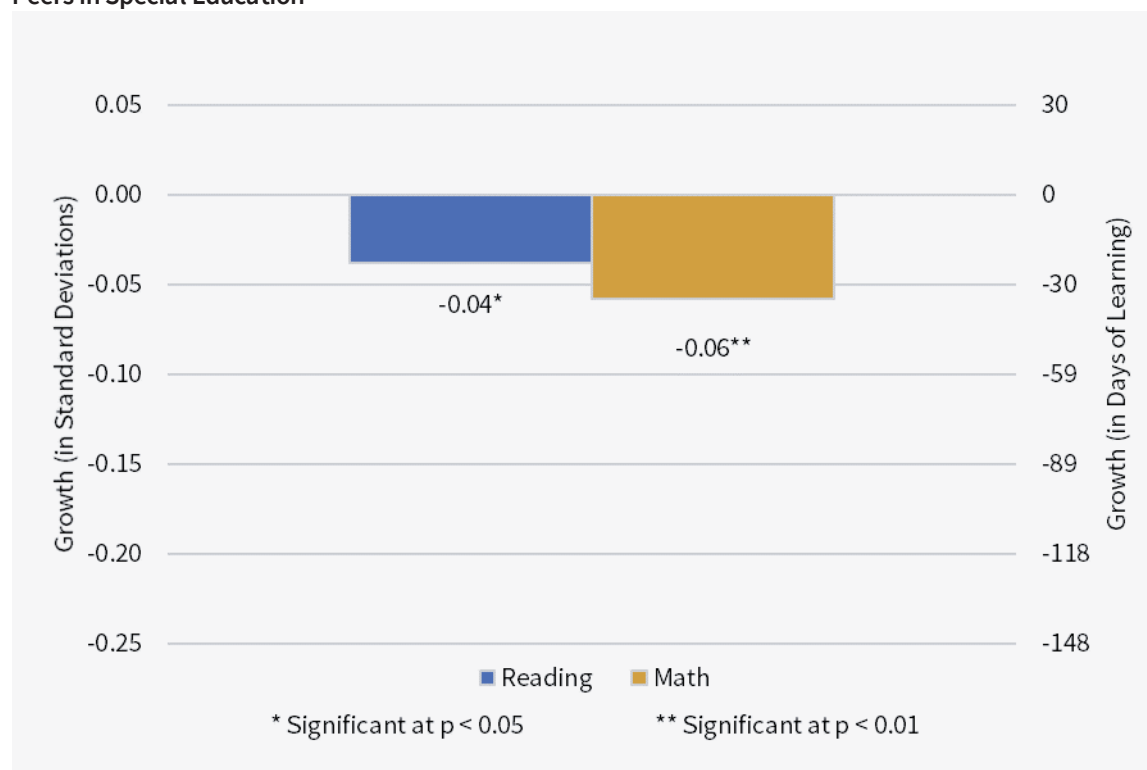


Figure 13a represents the growth of special education students attending charter schools compared to special education students attending TPS. Charter school students receiving special education services have significantly weaker growth compared to their TPS peers in both reading and math. Charter special education students experience about 24 fewer days of learning in reading and about 35 fewer days of learning in math compared to their TPS peers also receiving special education services.

### Charter School Impact with English Language Learners

The 2017 National Assessment of Education Progress (NAEP) documented the performance gap between English Language Learners (ELL) and their English-proficient peers, showing ELL students have weaker performance.<sup>18</sup> The analyses presented in Figure 14 and Figure 14a highlight differences in ELL students in charter schools and ELL students in TPS.

<sup>18</sup> The Nation's Report Card (2018). 2017 Mathematics and Reading Assessments  
[https://www.nationsreportcard.gov/math\\_2017/nation/gaps/?grade=4#?grade=4](https://www.nationsreportcard.gov/math_2017/nation/gaps/?grade=4#?grade=4).

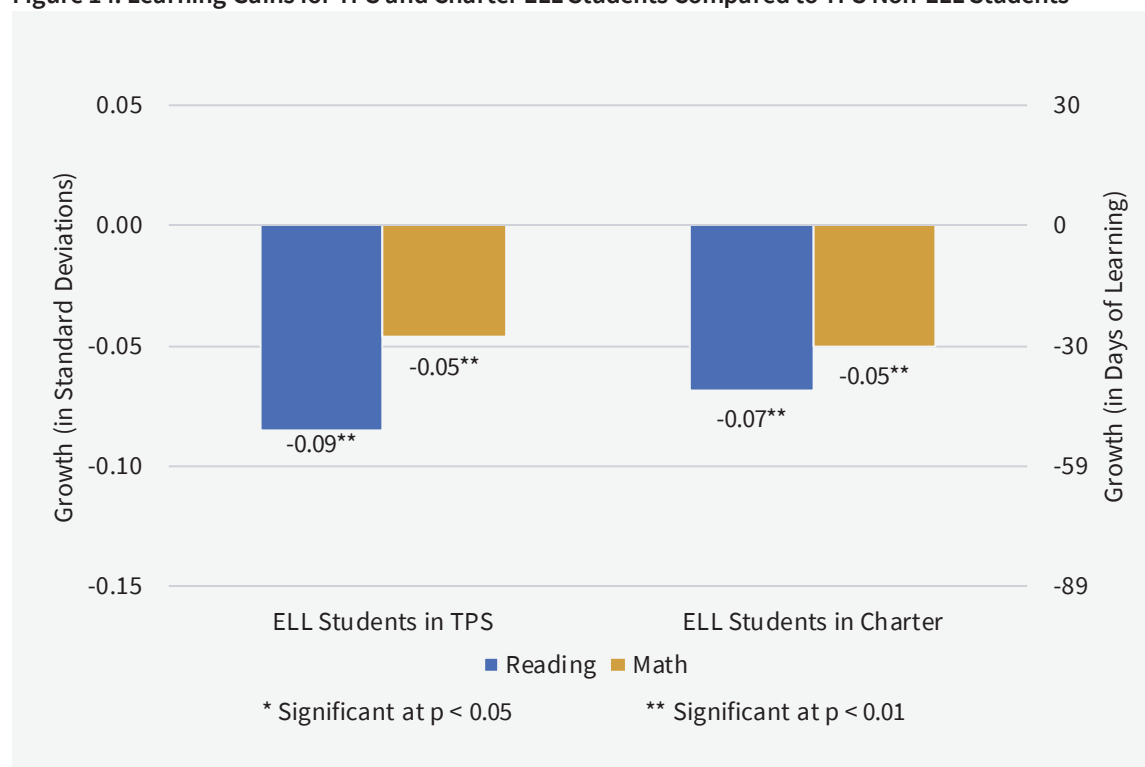
**Figure 14: Learning Gains for TPS and Charter ELL Students Compared to TPS Non-ELL Students**

Figure 14 shows that regardless of sector, English Language Learners in Pennsylvania public schools exhibit weaker growth in both reading and math compared to TPS students who are English proficient. ELL students enrolled in TPS have about 53 fewer days of learning in reading and about 30 fewer days of learning in math compared to TPS English-proficient students. ELL Students in charter schools have about the equivalent of 41 fewer days of learning in reading and 30 fewer days of learning in math compared to English-proficient students attending TPS. Figure 14a below shows that charter school students with ELL designation and TPS students with ELL designation have similar growth in both reading and math.

Figure 14a: Relative Learning Gains for Charter ELL Students Benchmarked against Their TPS ELL Peers

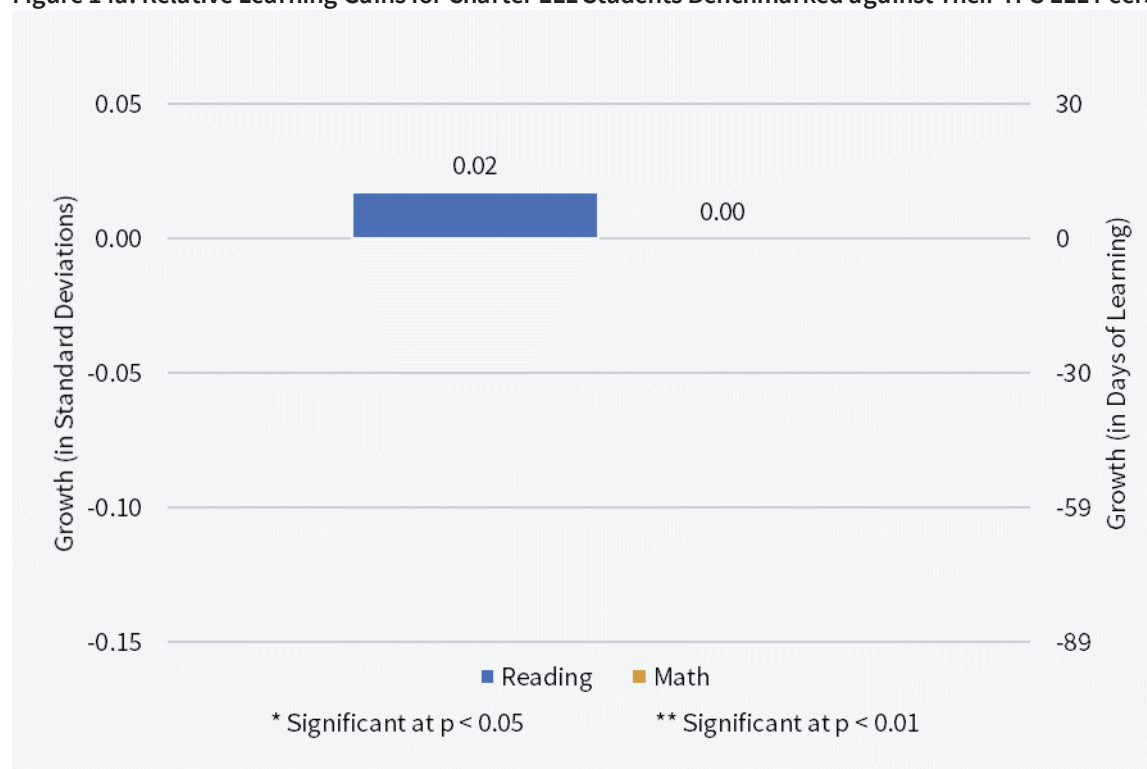


Table 4 summarizes the effect that charter schools have on different student groups. The results represent the growth of each group relative to their peer group in TPS. Black students in charter schools, for example, experience additional reading growth of .04 (24 days) compared to Black students in TPS.

Table 4: Charter School Impacts on Student Subgroup Learning Gains

Student Group	Charter School Effect on Student Groups Benchmarked against their TPS Peers	
	Reading	Math
Overall Charter School Effect	-0.02	-0.05**
Charter School Students in Poverty	0.01	-0.03*
Black Charter Students	0.04*	-0.02
Black Charter Students in Poverty	0.06**	0.00
Hispanic Charter Students	0.02	-0.03
Hispanic Charter Students in Poverty	0.04**	0.00
Special Education Charter Students	-0.04*	-0.06**
English Language Learner Charter Students	-0.02	-0.01

### Charter School Impact by Students' Years of Enrollment

The academic growth of a students attending charter schools may change along with the number of years a student is enrolled in a charter school. To test the relationship between progress and the length of enrollment in a charter school, we separately group test scores from students in the first year of charter enrollment, scores from students in their second year of charter attendance, and scores of students in their third year in a charter school. In this scenario, the analysis is limited to the charter students who enroll for the first time in a charter school between the 2014-15 and 2016-17 school years and their TPS VCRs. Although this approach reduces the number of students included, it ensures an accurate measure of the effect of continued enrollment over time. The results for this subset of the full study sample should not be directly compared with other findings in this report. Figure 15 shows the results.

**Figure 15: Learning Gains of Charter Students Compared to Gains for Average TPS VCRs by Students' Years of Enrollment in Charter Schools**

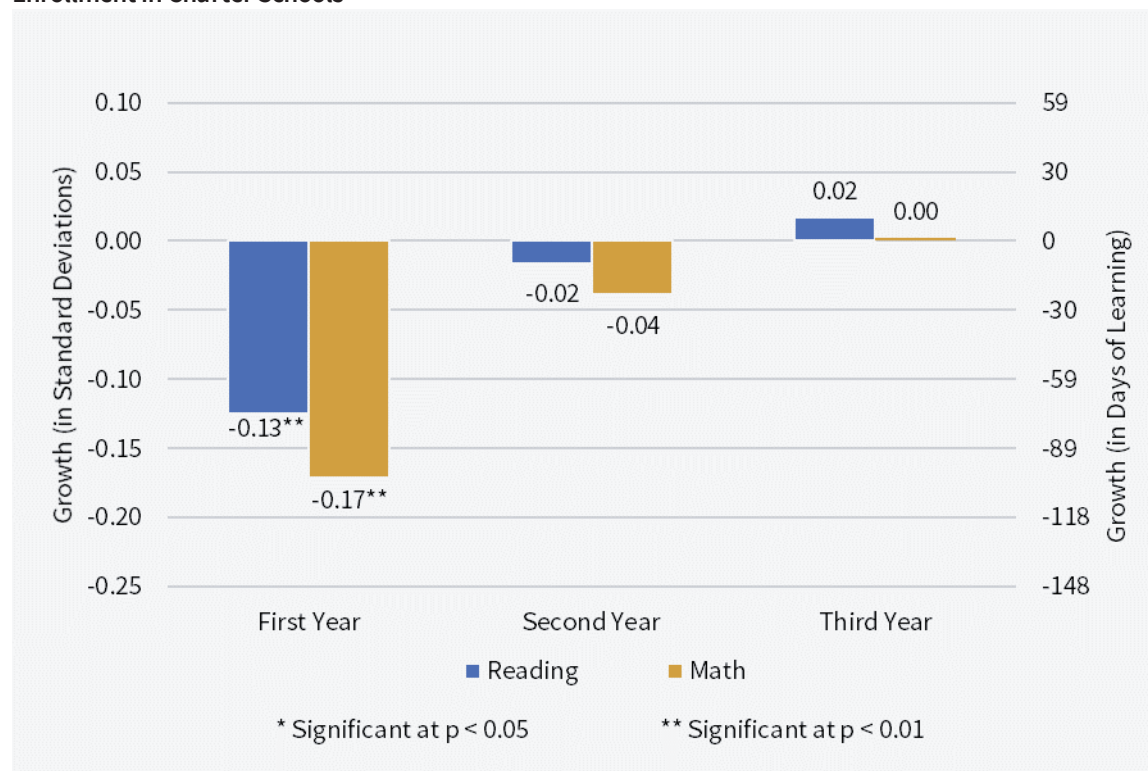


Figure 15 shows that students who are in their first year of charter school enrollment have significantly weaker growth compared to the average TPS VCRs. Students in their first year of charter school enrollment experience about 77 fewer days of learning in reading and about 100 fewer days of learning in math compared to the average TPS student. Students in their second or third year of charter school enrollment however perform similarly to the average TPS student in both subjects.

## 7. School-level Analysis

The numbers reported in the previous sections represent the typical learning gains at the student level across the state; they reveal what would be the likely result if a typical student enrolled in any of the Pennsylvania charter schools. The results pool all students in all schools in all growth periods. The prior results do not let us discern if some charter schools are better than others. Since school-level results are of interest to policy makers, parents and the general public, we aggregate charter student performance to the school level for each charter school in the state. This view is necessarily limited to charter schools with sufficient number of tested students to make a reliable inference on performance.

### Comparative School-Level Quality

It is important to understand the counterfactual used in this section. As shown in Table 1 earlier in the report, the student populations within the typical charter school and their feeder schools differ, making whole-school to whole-school comparisons unhelpful. Here instead, we pool each school's VCRs to simulate the "apples to apples" TPS to serve as the control condition for testing the performance of charter schools. This simulated TPS reflects a precise estimate of the alternative local option for the students actually enrolled in each charter school.

To determine the range of charter school performance, we estimate the annual learning impact of each Pennsylvania charter school over the two most recent growth periods (2015-2016 and 2016-2017).<sup>19</sup> The estimated learning impact for each charter school can be positive (statistically different from zero with a positive sign), negative (statistically different from zero with a negative sign), or zero. We use it to infer how the academic quality of a charter school compares to the quality of traditional public schools which students in that charter school would have potentially attended if they had not attended a charter school.

A statistically positive learning impact for a charter school suggests that the charter school has stronger learning growth than the alternative TPS options for its students. A statistically negative learning impact for a charter school implies the school makes less progress than the traditional schools its students would have attended. A zero learning impact means that the charter school and the TPS alternatives for its students have similar performance.

Our total sample consists of 155 schools with reading scores and 152 schools with math scores in the 2015-2016 and 2016-2017 growth periods.<sup>20</sup> Table 5 below shows the breakout of the performance for the included Pennsylvania charter schools.

---

<sup>19</sup> We chose to include only the two most recent growth periods in this analysis in consideration of the dynamic growth within some charter schools and to provide the most contemporary picture of performance possible.

<sup>20</sup> As noted in Table 1, charter schools are smaller on average than their corresponding feeder schools. Furthermore, some charter schools elect to open with a single grade and mature one grade at a time. Consequently, care is needed when making school-level comparisons to ensure that the number of tested students in a school is sufficient to provide a fair representation of the school's impact. Our criterion for inclusion is at least 60 matched charter student records over the two growth periods or at least 30 matched charter records for schools with only one growth period.

Table 5: Performance of Charter Schools Compared to Their TPS Alternatives in Pennsylvania

Subject	Significantly Worse		Not Significantly Different		Significantly Better	
	Number	Percent	Number	Percent	Number	Percent
Reading	35	23%	51	33%	69	45%
Math	48	32%	54	36%	50	33%

In reading, 45 percent of charter schools perform significantly better than the traditional schooling environments the charter students would have otherwise attended. In math, 33 percent perform significantly better than TPS alternatives. To benchmark these figures nationally, 25 percent of charter schools in the nation outperform their local counterparts in reading and 29 percent do so in math.<sup>21</sup> At the other side of the distribution, 23 percent of Pennsylvania charter schools have significantly weaker reading results than their local TPS counterparts, and 32 percent do so in math. Comparing to the national picture, 19 percent of charter schools in the nation pale against the local TPS alternatives in reading and 31 percent do so in math. In reading, 33 percent of Pennsylvania charter schools have results that do not differ significantly from the local TPS option. In math, 36 percent of Pennsylvania charter schools have similar growth performance compared to the local TPS alternatives.

<sup>21</sup> CREDO (2013). National Charter School Study 2013. <http://credo.stanford.edu>.

### Growth and Achievement

The impacts of charter schools on academic growth relative to the local competition are informative for many questions, but they do not indicate how well students perform in absolute terms. Since many of the students served by charter schools start at low levels of achievement, the combination of absolute achievement and relative growth is vital to understanding their success.

For each school, the tested achievement of its students over the same two periods covered by the academic growth analysis (2015-2016 and 2016-2017) is averaged and transformed to a percentile within the statewide distribution of achievement.<sup>22</sup> The 50th percentile indicates statewide average performance for all public school students (traditional and charter). A school achievement level above the 50th percentile indicates that the school's overall achievement exceeds the statewide average. We use the effect sizes discussed above to measure growth. We display each school's achievement and growth effect size in a two-dimensional plot, displayed in Tables 6 and 7.

### Graphics Roadmap 3

Here is a note about how to interpret the results in Tables 6 and 7:

There are four quadrants in each table. We have expanded on the usual quadrant analysis by dividing each quadrant into four sections. The value in each box is the percentage of charter schools with the corresponding combination of growth and achievement. The value in the center of each quadrant is the sum of the four sections in that quadrant. These percentages are generated from the 2016 and 2017 growth periods.

The uppermost box on the left denotes the percentage of charters with very low average growth but high average achievement. The box in the bottom left corner depicts low-growth, low-achieving schools.

Similarly, the uppermost box on the right contains the percentage of charters with high average growth and high average achievement. The bottom right corner contains high-growth, low-achieving schools.

The major quadrants were delineated using national charter school data. We would expect the majority of schools to have an effect size between -0.15 and 0.15 standard deviations of growth (the two middle columns). Similarly, we would expect about 40 percent of schools to achieve between the 30<sup>th</sup> and 70<sup>th</sup> percentiles. These expectations are based on how we view a normal distribution with the majority of the sample falling within one standard deviation of the mean.

<sup>22</sup> Average achievement was computed using students' z-scores from the end of the growth period (e.g., spring 2016 and spring 2017), and the resulting school-level mean was then converted into a percentile.



Table 6: School-Level Reading Growth and Achievement in Pennsylvania Charter Schools

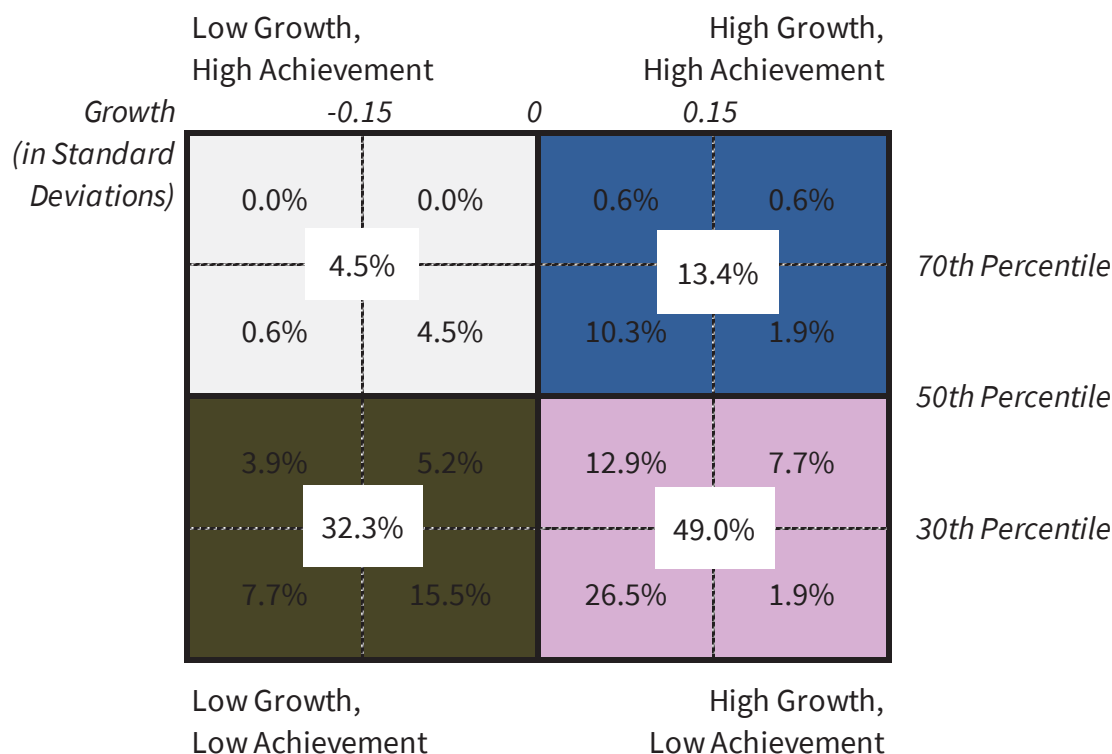
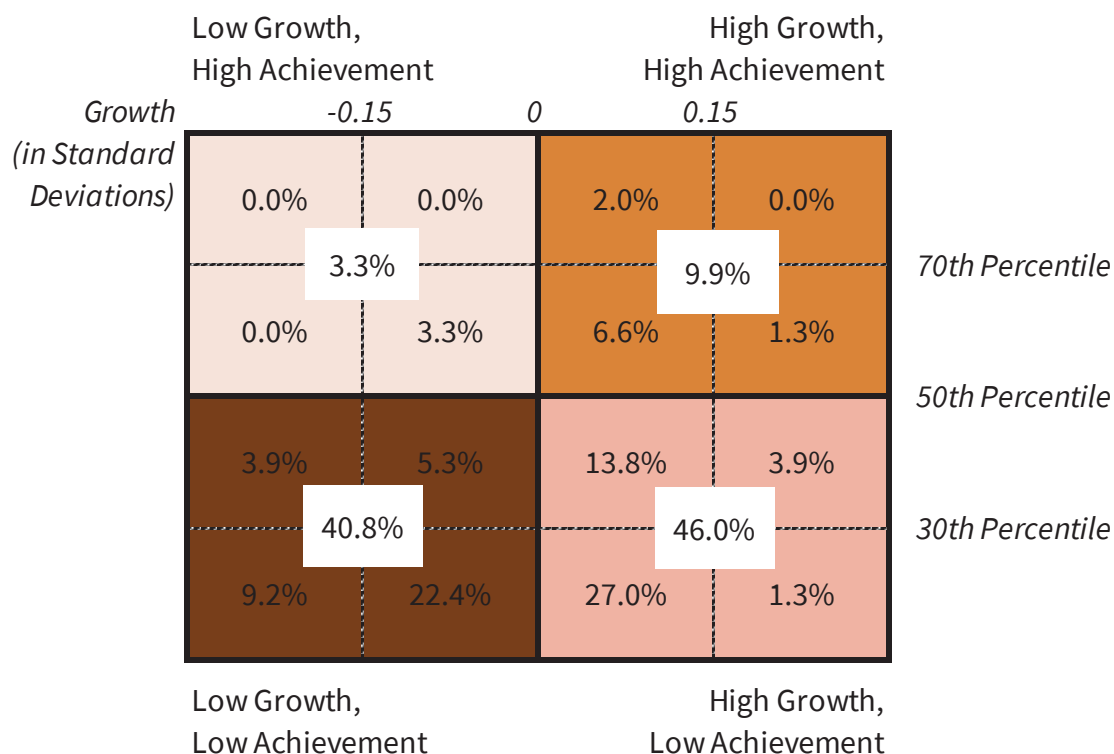


Table 6 shows the reading achievement and growth results for the Pennsylvania charter schools included in this analysis. In reading, 97 out of 155 Pennsylvania charter schools (62.4 percent) have positive average growth (this percentage is the sum of the eight squares in the blue and pink quadrants on the right half of the table). Only 13 percent of charters have positive growth and average achievement above the 50<sup>th</sup> percentile (i.e., the total for the blue quadrant on the top right). A total of 49 percent of charter schools in the pink box post above average reading growth, while posting below average achievement.

About 37 percent of schools post lower than average growth (the sum of gray and brown quadrants on the left half of the table). Approximately 81 percent of Pennsylvania charter schools perform below the 50<sup>th</sup> percentile in achievement (the sum of the brown and pink cells in the lower half of the table). The area of the greatest concern is the 32 percent of Pennsylvania charter schools that lie in the lower left quadrant in the table. These schools are characterized by both low achievement and low growth in reading.

Table 7: School-Level Math Growth and Achievement in Pennsylvania Charter Schools



In math, 85 of the 152 Pennsylvania charter schools (around 56 percent) have positive average growth in math, as seen in the combined orange and pink quadrants on the right half of Table 7. Just under 10 percent of Pennsylvania charter school exhibit stronger than average growth, and post achievement above the 50<sup>th</sup> percentile (the orange quadrant in the upper right of the table). Almost 87 percent of charter schools in Pennsylvania post below-average achievement (sum of the cells in the lower half of the table). As in the previous table, the schools of the greatest concern are those schools in the lower left (brown) quadrant that demonstrate both low achievement and low growth; they account for 77 schools (nearly 41 percent) of the charter schools in Pennsylvania.

## 8. Analysis of Online Charter Schools

### Overall Charter Impact by Delivery System

Pennsylvania consists of both brick-and-mortar charter schools and online charter schools. Students from all over the state can attend online charter schools and receive instruction online. As Table 2 revealed, online charter schools enroll over 25 percent of charter students in Pennsylvania and have different student compositions compared to brick-and-mortar charters. CREDO's earlier study on online charter schools also found that online charter schools serve students with higher mobility rates and have significantly negative impacts on student academic progress.<sup>23</sup>

In this section, we break down the charter school impact on student performance by delivery system. Figure 16 compares the performance of students in online charter schools and students in brick-and-mortar charters to the performance of the "average TPS VCR." This is followed by Figure 16a that displays the difference in learning of students enrolled in online charter schools compared to those who attend brick-and-mortar charters.

---

<sup>23</sup> Woodworth, J., Raymond, M., Chirbas, K., Gonzalez, M., Negassi, Y., Snow, W., VanDonge, C. Online Charter School Study (2015). <https://credo.stanford.edu/pdfs/Online%20Charter%20Study%20Final.pdf>.

**Figure 16: Student Learning Gains for Students in Pennsylvania Online and Brick-and-Mortar Charter Schools Benchmarked against Learning Gains for Average TPS VCRs**

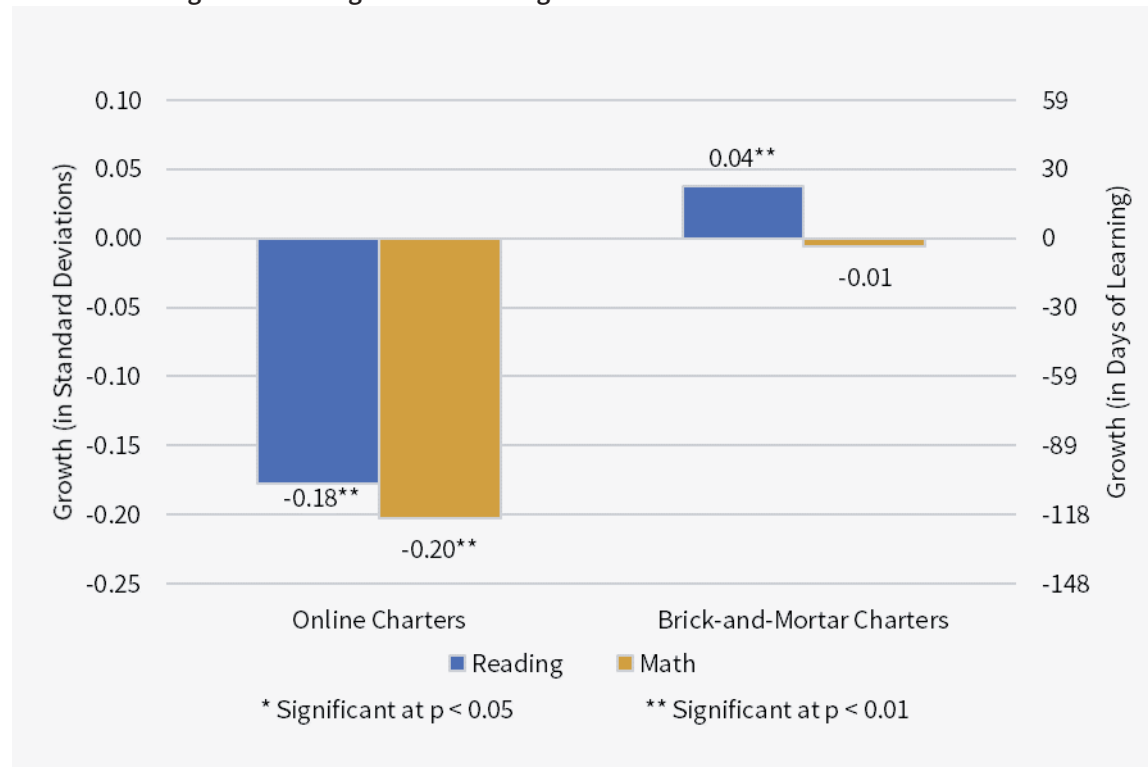
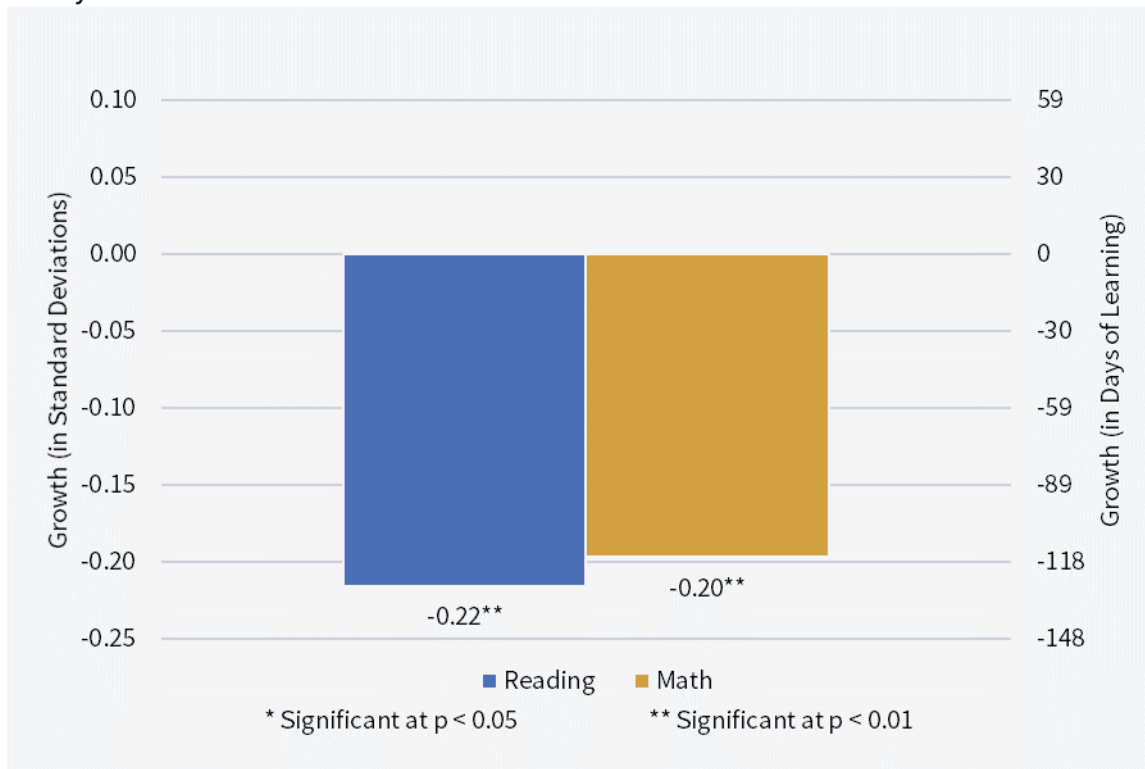


Figure 16 shows that students attending online charter schools have weaker growth in both reading and math compared to the average TPS VCR. These gaps translate to 106 fewer days of learning in reading and 118 fewer days of learning in math. Students attending brick-and-mortar charter schools however exhibit positive growth in reading compared to the average TPS VCR, gaining about 24 days of learning. In math, brick-and-mortar charter school students perform similarly to the average TPS VCR.

Figure 16a compares the performance of students attending online charter schools against that of students attending brick-and-mortar charter schools (whose baseline is represented by the 0.00 line). Online charter school students have significantly weaker growth in both subjects. Students attending online charter schools experience about the equivalent of 130 fewer days of learning in reading and about 118 fewer days of learning in math compared to students attending brick-and-mortar charter schools.

**Figure 16a: Student Learning Gains in Pennsylvania Online Charter Schools Benchmarked against Students in Pennsylvania Brick-and-Mortar Charter Schools**



Two important points arise from these graphics. First, Pennsylvania students in online charter schools have learning gains in both subjects that dramatically lag behind both the average TPS and brick-and-mortar charter school peers. Second, the negative overall charter impact on math progress in Figure 3 is driven by the strikingly negative math growth of students in online charter schools. The performance of the online schools depresses the overall sector performance despite serving only one quarter of charter school students in the state.

### Online Charter School Impact for the 2014-2017 Cohort

This section compares the performances of Pennsylvania online charter schools across two of CREDO's studies: CREDO's 2015 Online Charter School Study and this current 2019 study on Pennsylvania charter schools. Figure 17 depicts the academic growth of Pennsylvania's online charter sector in the two reports. It is important to reiterate that the transformations of growth units of standard deviations into days of learning in this study is updated from past reports, using the most recent NAEP scores. Therefore, only growth in standard deviations is shown in Figure 17. In addition, as explained in the Study Approach chapter, we tweak our VCR method a little in this study by matching a charter student by period as to meet the WWC Version 4.0 requirement for baseline equivalence. Therefore, the comparison of the overall online charter school effect across these three reports is only suggestive.

**Figure 17: Average Learning Gains in Pennsylvania Online Charter Schools Compared to Average Gains for TPS VCRs from the 2015 Online Study and 2019 Pennsylvania Study**

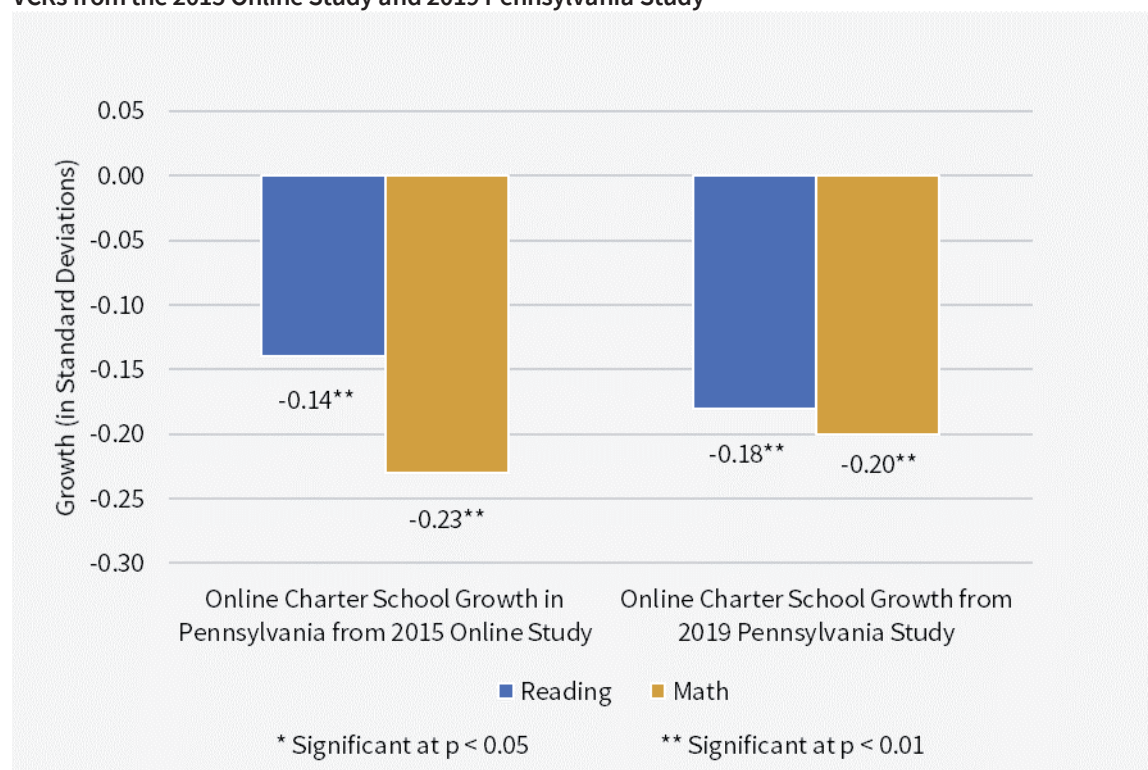


Figure 17 shows little change in the academic progress of Pennsylvania online charter school students across the studies. Online charter schools register weaker learning gains in both reading and math compared to the average TPS VCR across both studies. This study reveals a slightly larger reading gap between online charter school students and the average VCR compared to the 2015 Online Study. In math, the gaps have slightly shrunk. Overall, this graph shows no substantial academic improvement of Pennsylvania's online charter sector across these two studies.

Table 8 summarizes the effect that online and brick-and-mortar charter schools have on different student groups. The results represent the growth of each group relative to TPS VCRs in the same subgroup. The growth data for brick-and-mortar charters and online charters found in the rows labeled “Overall Impact” correspond to those in Figure 16.

**Table 8: Learning Gains of Online and Brick-and-Mortar Charter School Student Subgroups Compared to Gains of TPS VCRs in the Same Subgroup**

Student Group	Overall Charter	Brick-and-Mortar Charter	Online Charter
<b>Reading</b>			
Overall Impact	-0.02	0.04**	-0.18**
Special Education Students	-0.04*	0.01	-0.16**
Students in Poverty	0.01	0.05**	-0.16**
Black Students	0.04*	0.06**	-0.08**
Hispanic Students	0.02	0.05**	-0.12**
<b>Math</b>			
Overall Impact	-0.05**	-0.01	-0.20**
Special Education Students	-0.06**	-0.01	-0.17**
Students in Poverty	-0.03*	0.00	-0.19**
Black Students	0.02	-0.01	-0.11**
Hispanic Students	-0.03	0.00	-0.15**

In reading, the overall positive impact of brick-and-mortar charter schools in Pennsylvania holds for students in poverty, Black students, and Hispanic students. Students in brick-and-mortar charter schools with these characteristics gain up to 35 more days of learning in reading compared to TPS VCRs in the same subgroup. Students receiving special education services in brick-and-mortar charter schools perform similarly in reading compared to TPS VCRs in special education. In math, we observe similar performance of brick-and-mortar charter school special education students, students in poverty, Black students, and Hispanic students in comparison with TPS VCRs in the same subgroup. The overall negative impact of online charter schools relative to TPS VCRs is also found for special education students, students in poverty, Black students, and Hispanic students in both reading and math.

We can draw two main conclusions from Table 8. The first is that the disaggregation of the charter impact of subgroups into the two subsectors shows that online charter schools depress the charter effect for each of these subgroups. We can also conclude that the negative impact for online charter schools cannot be attributed to their demographic composition, since the negative impact is found across many subgroups.

## 9. Synthesis and Conclusions

### Summary of Major Findings

This study examines the academic progress of students in Pennsylvania charter schools over a four-year period. Our data window ranges from the 2013-2014 school year to the 2016-2017 school year, used to create three year-to-year measures of progress, or “growth periods”. Table 9 presents a summary of the results from the various analyses in this report.

**Table 9: Summary of Analysis Findings for Pennsylvania Charter School Students Benchmarked against Comparable TPS Students**

	Reading	Math
Pennsylvania Charter Students	Similar	Negative
Students in Charters in 2014-2015	Similar	Negative
Students in Charters in 2015-2016	Similar	Negative
Students in Charters in 2016-2017	Similar	Similar
Students in Urban Charter Schools	Positive	Similar
Students in Suburban Charter Schools	Negative	Negative
Students in Town Charter Schools	Negative	Negative
Students in Rural Charter Schools	Similar	Negative
Students in Elementary Charter Schools	Positive	Similar
Students in Middle School Charter Schools	Similar	Similar
Students in High School Charter Schools	Similar	Similar
Students in Multi-level School Charter Schools	Similar	Negative
Black Charter School Students	Negative	Negative
Hispanic Charter School Students	Negative	Negative
Charter School Students in Poverty	Negative	Negative
Black Charter School Students in Poverty	Negative	Negative
Hispanic Charter School Students in Poverty	Negative	Negative
Special Education Charter School Students	Negative	Negative
English Language Learner Charter School Students	Negative	Negative
Students in First Year Enrolled in Charter School	Negative	Negative
Students in Second Year Enrolled in Charter School	Similar	Similar
Students in Third Year Enrolled in Charter School	Similar	Similar
Students in Online Charter Schools	Negative	Negative
Students in Brick-and-Mortar Charter Schools	Positive	Similar
Special Education Students in Online Charter Schools	Negative	Negative
Special Education Students in Brick-and-Mortar Charter Schools	Similar	Similar
Students in Poverty Attending Online Charter Schools	Negative	Negative
Students in Poverty Attending Brick-and-Mortar Charter Schools	Positive	Similar
Black Students in Online Charter Schools	Negative	Negative
Black Students in Brick-and-Mortar Charter Schools	Positive	Similar
Hispanic Students in Online Charter Schools	Negative	Negative
Hispanic Students in Brick-and-Mortar Charter Schools	Positive	Similar



Over the three growth periods in this study, the typical charter school student in Pennsylvania had similar academic growth in reading and weaker math growth compared to their TPS counterparts. In math, the learning difference is about the equivalent to losing 30 days of learning compared to their TPS peers. In the first two growth periods of the study, students in Pennsylvania charter schools experience growth similar to their TPS peers in reading, while experiencing weaker growth in math. By the third growth period, students in Pennsylvania charter schools exhibit similar growth to their TPS counterparts in both reading and math.

Beyond the overall findings, the analysis provides more nuanced insight into charter school performance in Pennsylvania. Students attending urban charter schools learn more than their TPS peers in reading while performing similarly in math. Students attending rural charter schools perform similarly to their TPS peers in reading while showing significantly weaker growth in math. Students attending charter schools in suburban or town settings have significantly weaker growth compared to their TPS peers in both subjects.

The analysis by school grade configuration shows that students in elementary school experience greater growth than their TPS peers in reading, while performing similarly to their TPS peers in math. Students in multi-level charter schools have significantly weaker growth in both reading and math compared to their peers in TPS. Students in charter middle schools or charter high schools have similar growth to their TPS peers in both reading and math.

Black students attending charter schools in Pennsylvania gain approximately 24 additional days of reading than their Black TPS peers, while having similar growth in math. Hispanic students attending Pennsylvania charter schools have similar growth to their Hispanic TPS peers in both reading and math. Charter school students in poverty post similar growth to their TPS peers in reading while posting significantly weaker growth to their TPS peers in math, translating to 18 fewer days of learning. However, Black students in poverty post significantly stronger reading growth than their Black TPS peers in poverty, with gains of approximately 35 additional days of learning, while having similar growth in math. Hispanic students in poverty also exhibit stronger growth in reading than their Hispanic TPS peers in poverty (approximately 24 additional days of learning), while posting similar growth in math.

Charter school students receiving special education services have significantly weaker growth than their TPS peers in both reading and math. These results are realized as 24 fewer days of learning in reading and 35 fewer days of learning in math. Charter school students with ELL designation perform similarly to their TPS peers with ELL designation in both reading and math.

We also find that on average, students in their first year of charter school enrollment post significantly weaker growth than their TPS peers, losing the equivalent of about 77 days of learning in reading and about 100 days of learning in math. Students in their second or third year of enrollment post similar growth to the TPS peers.

The section of our analysis regarding charter impact at the school level reveals that almost half of the charter schools in Pennsylvania outpace their local TPS counterparts in reading, while one third of charter schools outpace their local TPS counterparts in math. About one third of schools perform similarly to their TPS counterparts in both reading and math. Almost one quarter of schools underperform compared to the TPS counterparts in reading and one third underperform compared to the TPS counterparts in math.

Our school level analysis also reveals that 81 percent of Pennsylvania charter schools perform below the 50<sup>th</sup> percentile in reading achievement and almost 87 percent of Pennsylvania charter schools perform below the 50<sup>th</sup> percentile in math achievement. Locational decisions and the starting points of the students they serve influence these outcomes. In addition, 49 percent of all charter schools post lower-than-average achievement and above-average growth outcomes in reading, while 32 percent of charter schools post both below-average achievement and below-average growth. In math, 46 percent of charter schools post lower-than-average achievement with above-average growth, while almost 41 percent of charter schools post below-average achievement and below-average growth.

The debate over online charter schools is of particular interest in Pennsylvania. Our analysis reveals that students enrolled in Pennsylvania online charter schools post significantly weaker growth than the average TPS student and the average brick-and-mortar charter school student. Compared to the average TPS student, a student enrolled in an online charter school loses the equivalent of 106 days of learning in reading and about 118 days of learning in math. Students attending brick-and-mortar charter schools show significantly stronger growth in reading by 24 additional days of learning and similar growth in math compared to the average TPS VCR.

Our online school analysis also includes the disaggregation of results by special education status, poverty status, and race. The poor results for online charter school students are consistent across these student subgroups, so this effect is not being driven by student composition in online charter schools. It is also important to note that positive charter results in reading hold for students attending brick-and-mortar charter schools across many of the same subgroups. Students in poverty, Black students, and Hispanic students in brick-and-mortar charter schools all post stronger reading gains compared to the average TPS VCR. With this deeper analysis of online charter schools in Pennsylvania, we conclude that the poor performance of online charter schools is responsible for the overall low performance of the sector in the combined analyses.

## Implications

Overall, there has been little to no progress in Pennsylvania charter school performance since CREDO's 2013 National Charter School Study.

Despite the generally flat performance overall, there are important positive findings for Pennsylvania charter schools. Most notable is the strong reading performance of brick-and-mortar set of charter schools. The impact on student academic growth from the brick-and-mortar charter subsector in Pennsylvania is on par with recognized strong charter sectors in other states such as Indiana, Illinois, or North Carolina. There are many schools that serve as strong examples in both reading and math performance that could provide valuable models for all Pennsylvania schools to emulate. Of special interest are the schools that show high growth and high achievement. Knowledge transfer and supported replication of these school models could rapidly increase the number of high quality seats in Pennsylvania.

At the same time, the evidence shows that Pennsylvania has substantial numbers of underperforming charter schools. To be clear, the proportion of sub-par charter schools has declined since our 2011 Pennsylvania study. However, with nearly one quarter of the schools lagging in reading and one third in math, the collective impact on student's academic careers and later life outcomes remains of deep concern.

This report found overwhelmingly negative results found from online charter schools; any potential benefits of online schooling such as student mobility and flexibility in curriculum are drowned out by the negative impacts on academic growth of students enrolled in such schools. Urgent attention of two forms is needed. First, education leaders must assess the experience of the specific students enrolled in the online schools to ascertain if their educational needs are being met in their current schools. Second, policy makers need to determine if current oversight policies or practices for online charter schools are sufficient to assure adequate performance.

## Appendix A. Number of Observations for All Results

The numbers in the table below represent the number of charter observations associated with the corresponding results in the report. An equal number of VCRs were included in each analysis.

**Appendix Table 1: Number of Observations for All Results**

Student Group	Matched Charter Student Records	
	Reading	Math
Pennsylvania Charter Students Tested & Matched	122,735	123,759
Students in Charters in 2012-2013	38,581	40,682
Students in Charters in 2013-2014	38,628	39,347
Students in Charters in 2014-2015	45,526	43,730
Students in Urban Charter Schools	70,515	71,347
Students in Suburban Charter Schools	40,903	41,018
Students in Rural Charter Schools	9,113	9,194
Students in Town Charter Schools	2,204	2,200
Students in Elementary Charter Schools	40,234	40,408
Students in Middle School Charter Schools	8,900	9,033
Students in High School Charter Schools	1,499	1,458
Students in Multi-level School Charter Schools	72,102	72,860
Students in First Year Enrolled in Charter School	24,046	24,225
Students in Second Year Enrolled in Charter School	7,755	7,985
Students in Third Year Enrolled in Charter School	2,499	2,548
Black Charter School Students	57,117	57,846
Hispanic Charter School Students	19,189	19,656
White Charter School Students	40,140	40,074
Charter School Students in Poverty	86,289	87,374
Black Charter School Students in Poverty	48,934	49,604
Hispanic Charter School Students in Poverty	16,357	16,793
Special Education Charter School Students	19,376	20,062
English Language Learner Charter School Students	2,715	2,951
Grade Repeating Charter School Students	1,189	1,330
Online Charter School Students	30,059	30,334
Brick-and-Mortar Charter School Students	92,649	93,403
Special Education Students in Online Charter Schools	5,662	5,753
Special Education Students in Brick-and-Mortar Charter Schools	13,713	14,305
Students in Poverty Attending Online Charter Schools	14,866	15,046
Students in Poverty Attending Brick-and-Mortar Charter Schools	71,404	72,309
Black Students in Online Charter Schools	5,159	5,255
Black Students in Brick-and-Mortar Charter Schools	51,943	52,570
Hispanic Students in Online Charter Schools	2,383	2,437
Hispanic Students in Brick-and-Mortar Charter Schools	16,798	17,215

Appendix B. Technical Appendix

Match Rates for Pennsylvania Charter Students with Feeder List Restricted and Not Restricted

In the Study Approach chapter, we explain that the United States Department of Agriculture phased in the Community Eligibility Provision (CEP) in Pennsylvania and other states during the study period. The CEP allows schools and local education agencies with a minimum Identified Student Percentage (40 percent or more) to provide free breakfast and lunch to all students. To minimize over-identification of students living in poverty in the analysis, we drop from the list of feeder schools a very small number of TPS if their share of the students identified as economically disadvantaged by the state was 100 percent *and* represented a jump by 35 percentage points or more from the previous year. As Appendix Table 2 shows, restricting the feeder list did not affect the percentage of charter students for whom a VCR match was possible.

Appendix Table 2: Match Rates for Tested Charter School Student Observations in Pennsylvania with Feeder List Restricted and Not Restricted

	Reading	Math
Match Rate With Full Feeder List	84%	84%
Match Rate With Feeder List Restricted	84%	84%

*Note:* The feeder list with restriction does not include a very small number of TPS feeders whose share of economically disadvantaged students was 100 percent and represented a jump by 35 percentage points or more from the previous year.

Demographic Composition of Charter Students in the Study

This study examines the performance of students in charter schools who participated in annual accountability testing in Pennsylvania, occurring in grades 3-8 and in whatever grade the end-of-course (EOC) assessments were taken. The test scores allow us to use a common measure of performance across schools and over time. However, in each growth period of the study, students who are enrolled in non-tested grades are not included in the analysis of performance. This partially accounts for the differences in school and student counts in our analysis data compared to other published figures about the charter school population in Pennsylvania.

As discussed in the Study Approach chapter, we match tested charter students by period if they can be tracked for two or three periods in the study to conform to the new baseline equivalence requirement in the *Procedures Handbook Version 4.0* of What Works Clearinghouse. The following three tables present the student profiles of all and matched tested charter students in math in Pennsylvania in each matching period.

**Appendix Table 3: Demographic Composition of Charter Students in the Study: Period 1**

Student Group	All Charter Students Tested		Matched Charter Students	
	Number	Percent	Number	Percent
Pennsylvania Charter Students	86,416		72,441	
% Matched	84%			
Black Students	37,888	44%	32,155	44%
Hispanic Students	14,381	17%	11,397	16%
White Students	28,353	33%	25,203	35%
Students in Poverty	59,000	68%	49,771	69%
Special Education Students	15,389	18%	11,723	16%
English Language Learners	2,684	3%	1,762	2%
Grade Repeating Students	1,717	2%	771	1%

**Appendix Table 4: Demographic Composition of Charter Students in the Study: Period 2**

Student Group	All Charter Students Tested		Matched Charter Students	
	Number	Percent	Number	Percent
Pennsylvania Charter Students	41,894		35,377	
% Matched	84%			
Black Students	19,767	47%	17,579	50%
Hispanic Students	7,088	17%	5,642	16%
White Students	12,127	29%	10,465	30%
Students in Poverty	29,653	71%	25,785	73%
Special Education Students	7,461	18%	5,760	16%
English Language Learners	1,227	3%	826	2%
Grade Repeating Students	833	2%	405	1%

**Appendix Table 5: Demographic Composition of Charter Students in the Study: Period 3**

Student Group	All Charter Students Tested		Matched Charter Students	
	Number	Percent	Number	Percent
Pennsylvania Charter Students	18,893		15,947	
% Matched	84%			
Black Students	9,192	49%	8,091	51%
Hispanic Students	3,170	17%	2,613	16%
White Students	5,181	27%	4,410	28%
Students in Poverty	13,500	71%	11,799	74%
Special Education Students	3,387	18%	2,575	16%
English Language Learners	526	3%	363	2%
Grade Repeating Students	329	2%	151	1%

**Comparison of Starting Scores of Matched Students and VCRs**

The VCR method used in this study of Pennsylvania provided matches for 84 percent of tested charter students with growth scores in both reading and math. To assess the quality of the matches, we compare the starting scores of matched charter students and the Virtual Control Records obtained from the matches in both reading and math. The statistical tests of equality of means are shown in Appendix Figures 1 and 2 for math and reading, respectively. We find that the starting scores of matched students and the “virtual twins” used as point of comparison are almost identical. As matched students and their “virtual twins” have identical starting points in terms of learning in the beginning of a growth period, we can be confident that any difference in their final scores and therefore their learning growth can be attributed to charter school attendance, as the only observed way in which matched students and VCRs differ is that the former attend a charter school, while the latter consist of students attending a traditional public school.

Appendix Figure 1: Comparison of Starting Reading Scores of Matched Charter Students and VCRs

Two-sample t test with unequal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
Matched	122,702	-.4353565	.0025198	.8826718	-.4402954	-.4304177
VCR	122,702	-.4356375	.0025163	.8814316	-.4405694	-.4307056
combined	245,404	-.435497	.0017805	.8820501	-.4389868	-.4320072
diff		.0002809	.0035611		-.0066987	.0072606
diff = mean(Matched) - mean(VCR)				t =	0.0789	
Ho: diff = 0				Welch's degrees of freedom =	245404	
Ha: diff < 0		Ha: diff != 0		Ha: diff > 0		
Pr(T < t) = 0.5314		Pr( T  >  t ) = 0.9371		Pr(T > t) = 0.4686		

Appendix Figure 2: Comparison of Starting Math Scores of Matched Charter Students and VCRs

Two-sample t test with unequal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
Matched	123,735	-.508633	.0023221	.8168229	-.5131842	-.5040817
VCR	123,735	-.5089222	.0023186	.8156003	-.5134667	-.5043777
combined	247,470	-.5087776	.0016407	.8162102	-.5119934	-.5055618
diff		.0002893	.0032815		-.0061424	.0067209
diff = mean(Matched) - mean(VCR)				t =	0.0881	
Ho: diff = 0				Welch's degrees of freedom =	247469	
Ha: diff < 0		Ha: diff != 0		Ha: diff > 0		
Pr(T < t) = 0.5351		Pr( T  >  t ) = 0.9298		Pr(T > t) = 0.4649		



### Measuring Academic Growth

With four years of data, each subject-grade-year group of scores has slightly different mid-point averages and distributions. For end-of-course assessments (EOCs) there are only subject-year groups because EOCs are not grade specific. This means a student takes this assessment after completing the course, no matter what grade she is in. In our study, scores for all these separate tests are transformed to a common scale. All test scores have been converted to standardized scores to fit a "bell curve", in order to allow for year-to-year computations of growth.<sup>24</sup>

When scores are standardized, every student is placed relative to their peers in the entire state of Pennsylvania. A student scoring in the 50th percentile in Pennsylvania receives a standardized score of zero, while a standardized score of one would place a student in the 84th percentile. Students who maintain their relative place from year to year would have a growth score of zero, while students who make larger gains relative to their peers will have positive growth scores. Conversely, students who make smaller academic gains than their peers will have negative growth scores in that year.

### Models for Analysis of the Charter School Impact

After constructing a VCR for each charter student, we then set out to develop a model capable of providing a fair measure of charter impact. The National Charter School Research Project provided a very useful guide to begin the process<sup>25</sup>. First, it was useful to consider student growth rather than achievement. A growth measure provided a strong method to control for each student's educational history as well as the many observable differences between students that affect their academic achievement. The baseline model included controls for each student's grade, race, gender, poverty status, special education status, English Language Learner status, and whether he was held back the previous year. The literature on measuring educational interventions<sup>26</sup> found that the best estimation techniques must also include controls for baseline test scores. Each student's prior year test score is controlled for in our baseline model. Additional controls are also included for year and period (1<sup>st</sup> year in charter, 2<sup>nd</sup> year in charter, etc.). The study's baseline model is presented below.

$$\Delta A_{i,t} = \theta A_{i,t-1} + \beta X_{i,t} + \rho Y_t + \gamma C_{i,t} + \varepsilon_{i,t}$$

where the dependent variable is

$$\Delta A_{i,t} = A_{i,t} - A_{i,t-1} \quad (2)$$

<sup>24</sup> For each subject-grade-year set of scores, scores are centered around a standardized midpoint of zero, which corresponds to the actual average score of the test before transformation. Then each score of the original test is recast as a measure of variation around that new score of zero, so that scores that fall below the original average score are expressed as negative numbers and those that are larger receive positive values.

<sup>25</sup> Betts, J. and Hill, P. et al. (2006). "Key Issues in Studying Charter Schools and Achievement: A Review and Suggestions for National Guidelines." National Charter School Research Project White Paper Series, No. 2.

<sup>26</sup> Betts, J. and Tang, Y. (2011) "The Effect of Charter Schools on Student Achievement: A Meta-Analysis of the Literature." National Charter School Research Project.

And  $A_{it}$  is the state-by-test z-score for student  $i$  in period  $t$ ;  $A_{it-1}$  is the state-by-test z-score for student  $i$  in period  $t - 1$ ;  $X_{i,t}$  is a set of control variables for student characteristics and period,  $Y_t$  is a year fixed effect,  $C$  is a vector of variables for whether student  $i$  attended a charter school and what type of charter school in period  $t$ , and  $\varepsilon$  is the error term. Errors are clustered around charter schools and their feeder patterns as well.

In addition to the baseline model above, we explored additional interactions beyond a simple binary to indicate charter enrollment. These included both “double” and “triple” interactions between the charter variable and student characteristics. For example, to identify the impact of charter schools on different racial groups, we estimate models that break the charter variable into “charter\_black,” “charter\_hispanic,” etc. To further break down the impact of charters by race and poverty, the variables above were split again. For example, black students in charter schools are split further into students who live in poverty (“charter\_black\_poverty”) and those that do not (“charter\_black\_nonpoverty”).

### Presentation of Results

In this report, we present the impacts of attending charter schools in terms of standard deviations. The base measures for these outcomes are referred to in statistics as z-scores. A z-score of 0 indicates the student’s achievement is average for his or her grade. Positive values represent higher performance while negative values represent lower performance. Likewise, a positive effect size value means a student or group of students has improved relative to the students in the state taking the same exam. This remains true regardless of the absolute level of achievement for those students. As with the z-scores, a negative effect size means the students have on average lost ground compared to their peers.

It is important to remember that a school can have a positive effect size for its students (students are improving) but still have below-average achievement. Students with consistently positive effect sizes will eventually close the achievement gap if given enough time; however, such growth might take longer to close a particular gap than students spend in school.

While it is fair to compare two effect sizes relationally (i.e., 0.08 is twice 0.04), this must be done with care as to the size of the lower value. It would be misleading to state one group grew twice as much as another if the values were extremely small such as 0.0001 and 0.0002.

Finally, it is important to consider if an effect size is significant or not. In statistical models, values which are not statistically significant should be considered as no different from zero. Two effect sizes, one equal to .001 and the other equal to .01, would both be treated as no effect if neither were statistically significant.

To assist the reader in interpreting the meaning of effect sizes, we include an estimate of the average number of days of learning required to achieve a particular effect size. This estimate was calculated by Dr. Eric Hanushek and Dr. Margaret Raymond based on the latest (2017) 4<sup>th</sup> and 8<sup>th</sup> grade test scores from the National Assessment of Educational Progress (NAEP). Using a standard 180-day school year, each one standard deviation (s.d.) change in effect size was equivalent to 590 days of learning in this

study. The values in Table 3 are updated from past reports using more recent NAEP scores, which show slower absolute annual academic progress than earlier administrations.<sup>27</sup>

In order to understand “days of learning,” consider a student whose academic achievement is at the 50th percentile in one grade and also at the 50th percentile in the following grade the next year. The progress from one year to the next equals the average learning gains for a student between the two grades. That growth is fixed as 180 days of effective learning based on the typical 180-day school year.

We then translate the standard deviations of growth from our models based on that 180-day average year of learning, so that students with positive effect sizes have additional growth beyond the expected 180 days of annual academic progress while those with negative effect sizes have fewer days of academic progress in that same 180-day period.

---

<sup>27</sup> Hanushek, Eric A. P.E. Peterson, & L. Woessmann (2012). Achievement Growth: International and U.S. State Trends in Student Performance. *Education Next*, Vol. 12, 1–35.



**credo**  
CENTER FOR RESEARCH ON EDUCATION OUTCOMES

# Urban Charter School Study Report on 41 Regions

**2015**

PR/Award # S282A200005

Page e384

© 2015 CREDO

**Center for Research on Education Outcomes**  
**Stanford University**  
**Stanford, CA**  
**<http://credo.stanford.edu>**

CREDO, the Center for Research on Education Outcomes at Stanford University, was established to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policymakers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policymakers strengthen their focus on the results from innovative programs, curricula, policies and accountability practices.

### Acknowledgements

CREDO gratefully acknowledges the support of the State Education Agencies and School Districts who contributed their data to this partnership. Our data access partnerships form the foundation of CREDO's work, without which studies like this would be impossible. We strive daily to justify the confidence you have placed in us.

The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. The analysis and conclusions contained herein are exclusively those of the authors, are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study. The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

## Table of Contents

Highlights of the Report.....	v
Introduction .....	1
Defining Urbanity .....	3
Data and Methods.....	4
Demographics .....	5
Performance .....	8
Learning Gains by Student Subgroups.....	16
Impact of Urban Charter Attendance on Annual Learning Gains by School Level, Growth Period, and Years of Enrollment.....	24
School-level Quality Comparisons .....	26
Correlates of Performance .....	34
Implications .....	37

## Table of Tables

Table 1. Transformation of Learning Gains.....	5
Table 2: Selected Student Demographics by Urban Region and School Sector (Tested Students) .....	6
Table 3: Impact of Charter Enrollment on Learning Gains Relative to Average Achievement of All Schools in Region – Math.....	12
Table 5: Impact of Charter Enrollment on Annual Average Learning Gains for All Urban Regions .....	17
Table 6: Impact of Charter Enrollment on Annual Learning Gains in Math by Region and Sub-population .....	20
Table 7: Impact of Charter Enrollment on Annual Learning Gains in Reading by Region and Sub-population.....	22
Table 8: Impact of Urban Charter Attendance on Annual Learning Gains by School Level .....	24
Table 9: Impact of Urban Charter Attendance on Annual Learning Gains by Growth Period .....	25
Table 10: Impact of Urban Charter Attendance on Annual Learning Gains by Years of Enrollment .....	26
Table 11: School-level Quality Comparisons – 41-Region Urban Charter School Study Results and 2013 National Charter School Study Results .....	27
Table 12: School-Level Quality Comparisons by Region - Math .....	29
Table 13: School-Level Quality Comparisons by Region – Reading .....	31
Table 14: Correlations between Math or Reading Effect Sizes and Other Factors.....	34

## Table of Figures

Figure 1: Impact of Charter Enrollment on Average Annual Learning Gains by Region – Math 9

Figure 2: Impact of Charter Enrollment on Average Annual Learning Gains by Region – Reading 10



## Highlights of the Report

This report presents an investigation conducted by CREDO over the past two years. We examined charter school performance in urban areas, driven by our ongoing effort to identify successful models for educating America's students, particularly students of color and students living in poverty.

We sought to determine whether urban charter schools have different performance than other schools in their communities. In addition, we asked if urban charter schools present results that differ from the charter school landscape as a whole, as estimated in the 2013 National Charter School Study. Finally, if differences were identified in urban charter schools, could we provide any insight into which elements of the urban charter sectors might correlate with differences in results?

Using student level data obtained via data sharing agreements with our state education agency partners, we studied 41 urban areas in 22 states covering the school years 2006-07 through 2011-12. The outcome of interest was the academic advancement in one year's time of a typical student in a charter school compared to the same measure for a virtual peer from local traditional public schools in the same location as the charter school.

Highlights of the findings are presented below. Please see the full report for greater detail on each of these findings.

1. **Our findings show urban charter schools in the aggregate provide significantly higher levels of annual growth in both math and reading compared to their TPS peers.**  
Specifically, students enrolled in urban charter schools experience 0.055 standard deviations (s.d.'s) greater growth in math and 0.039 s.d.'s greater growth in reading per year than their matched peers in TPS. These results translate to urban charter students receiving the equivalent of roughly 40 days of additional learning per year in math and 28 additional days of learning per year in reading.
2. **When learning gains for urban charter students are presented for individual urban regions, regions with larger learning gains in charter schools outnumber those with smaller learning gains two-to-one.** In math, 26 urban regions post learning gains for charter school students that outpace their TPS counterparts. Charter schools in 11 urban areas have smaller math gains, and four regions have equivalent learning gains in math. In reading, charter school students in 23 of the 41 regions demonstrate larger learning gains than their TPS peers, while 10 regions have smaller gains. Charter schools in eight regions have similar student learning gains in reading compared to TPS peers.
3. **Learning gains for charter school students are larger by significant amounts for Black, Hispanic, low-income, and special education students in both math and reading.** Students who are both low-income and Black or Hispanic, or who are both Hispanic and English

Language Learners, especially benefit from charter schools, Gains for these subpopulations amount to months of additional learning per year.

4. **Positive results for charter school students increased on average over the period of the study.** In the 2008-09 school year, charter attendance on average produced 29 additional days of learning for students in math and 24 additional days of learning in reading. By the 2011-12 school year, charter students received 58 additional learning days in math and 41 additional days in reading relative to their TPS peers.
5. **Compared to the charter school landscape as a whole, (see CREDO's National Charter School Study 2013), the 41 urban charter regions have improved results at both ends of the quality spectrum: they have larger shares of schools that are better than TPS alternatives and smaller shares of under-performing schools.** Specifically, 43 percent of urban charter schools deliver larger learning gains in math than the local TPS alternative, with 33 percent showing equivalent results and 24 percent posting smaller learning gains. In reading, 38 percent of urban charter schools outpace their TPS peers, 46 percent fare the same, and only 16 percent of urban charter schools have smaller gains each year.
6. **Despite the overall positive learning impacts, there are urban communities in which the majority of the charter schools lag the learning gains of their TPS counterparts, some to distressingly large degrees.** In some urban areas, cities have no schools that post better gains than their TPS alternatives and more than half the schools are significantly worse.

The results reported in this study continue to build a record of many charter schools operating in challenging environments that repeatedly demonstrate the ability to educate all students to high levels. While some urban charter sectors continue to struggle, successful charter schools are growing in number and expand the evidence base that schools and communities can organize and operate public schools that deliver the academic progress their students need to be successful in school, work, and life.

# Urban Charter School Study

## Report on 41 Regions

### 2015

#### Introduction

Charter schools are a prominent and growing component of the public school system in the United States, with roughly 6,400 charters across the country enrolling over 2.5 million students<sup>1</sup>. The charter sector is regularly treated as a monolithic set of schools, but recent research has made clear that across the U.S. there are in fact distinct charter markets with dramatically different student profiles, governance and oversight structures, and academic quality<sup>2</sup>. Previous CREDO state level studies, in addition to other recent analyses of charter school performance, have identified individual charter markets substantially outperforming their traditional public school (TPS) peers, particularly those serving students in urban areas. CREDO decided to investigate whether urban charter schools do in fact have differential performance than that found in our 2013 National Charter School Study for the charter sector as a whole and, if so, what the drivers of these differences in quality might be.

In this report, CREDO used its unprecedented data holdings to investigate the student profiles and academic performance of a large portion of the major urban regions in the U.S. CREDO included in this analysis forty-one major urban regions for which we have student level administrative and school level data. A complete list of urban regions included in this analysis can be found in the section “Defining

---

<sup>1</sup> National Alliance for Public Charter Schools (2014). “Details from the Dashboard: Estimated Number of Public Charter Schools and Students,” Washington D.C. Retrieved on 8 December, 2014 from: <http://www.publiccharters.org/wp-content/uploads/2014/02/New-and-Closed-Report-February-20141.pdf>

<sup>2</sup> Center for Research on Education Outcomes (2013). “National Charter School Study,” retrieved on 8 December, 2014 from: <http://credo.stanford.edu/documents/NCSS%202013%20Final%20Draft.pdf>

Urbanity” below. In this document, as well as in the content found online at [urbancharters.stanford.edu](http://urbancharters.stanford.edu), we address the following major questions:

- Across the major urban school systems in the U.S., what is the range of performance of charters and traditional public schools (TPS)?
- Do urban charter schools tend to cause higher or lower growth with different student subgroups, and how do these results vary by region?
- Are there trends with respect to the quality of urban charter and TPS?
- Which students are being served by charters and TPS in urban school systems across the U.S., both with respect to their demographics and the initial (pre-enrollment) performance of their students?

Our findings show urban charter schools in the aggregate provide significantly higher levels of annual growth in both math and reading compared to their TPS peers. Specifically, students enrolled in urban charter schools experience 0.055 standard deviations (s.d.’s) greater growth in math and 0.039 s.d.’s greater growth in reading per year than their matched peers in TPS. These results translate to urban charter students receiving the equivalent of roughly 40 days of additional learning per year in math and 28 additional days of learning per year in reading<sup>3</sup>. See Table 1 below for an expanded look at how gains in learning are translated from standard deviations to days of learning.

The remainder of the Multi-Region Summary is organized as follows. The section “Defining Urbanity” details the process CREDO used to identify urban regions and schools for inclusion in this analysis. The following section, “Data and Methods,” briefly discusses the data and analysis techniques used to compare academic attainment across urban regions and school sectors. Greater detail can be found in the technical appendix for interested readers. The next two sections, “Demographics” and “Performance,” present major findings aggregated across all urban regions with respect to the characteristics of students served and their academic performance. The succeeding section, “Correlates of Charter School Performance” takes a broad view of the results and considers whether factors in the evolution of the charter schools or attributes of the communities themselves are associated with the performance results we estimate; while not causal in nature, the exercise is still suggestive of conditions that may elevate the performance of charter schools over time. The final section, “Implications,” combines specific findings across each urban region to derive broader conclusions about the state of charter and TPS in urban school systems across the United States.

---

<sup>3</sup> Eric A. Hanushek, Paul E. Peterson and Ludger Woessmann. Is the US Catching Up? International and State Trends in Student Achievement. *Education Next*, Vol. 12, No. 4. Fall 2012.

## Defining Urbanity

The first challenge to conducting an investigation of urban school systems in the U.S. was to determine which school systems to include in the analysis. CREDO considered multiple factors when identifying regions for inclusion, including total population size of the metropolitan area<sup>4</sup>, the size of each region's primary school district(s), the total number of charter schools in the region, and the growth of the charter sector over time. Included urban regions are listed below, grouped by state:

- Arizona (Mesa, Phoenix, Tucson),
- Colorado (Colorado Springs, Denver),
- California (Bay Area, Central CA, Southern CA, South Bay),
- District of Columbia,
- Florida (Fort Myers, Jacksonville, Miami, Orlando, St. Petersburg, Tampa, West Palm Beach),
- Georgia (Atlanta),
- Illinois (Chicago),
- Indiana (Indianapolis),
- Louisiana (New Orleans),
- Massachusetts (Boston),
- Michigan (Detroit),
- Minnesota (Minneapolis),
- Missouri (St. Louis),
- Nevada (Las Vegas),
- New Jersey (Newark),
- New Mexico (Albuquerque),
- New York (New York City),
- Ohio (Cleveland, Columbus),
- Pennsylvania (Philadelphia),
- Tennessee (Memphis, Nashville),
- Texas (Austin, Dallas, El Paso, Fort Worth, Houston, San Antonio),
- Wisconsin (Milwaukee).

The next step was to identify the specific schools for inclusion, which includes defining exactly what constitutes an “urban school,” as well as defining the boundaries of an urban region. These may seem to be straightforward tasks, but doing so in a consistent manner across communities that differ in geography (disperse vs. compressed), population stability (high vs. low mobility), and permeability

---

<sup>4</sup> United States Census Bureau (2013). Population Estimates: Metropolitan and Micropolitan Statistical Areas, retrieved on 12 December 2014 from: <http://www.census.gov/popest/data/metro/totals/2013/>

(drawing only from other urban schools vs. drawing from suburban schools) required a consistent set of selection rules. The resulting rigorous and comprehensive criteria required the development of a multi-state process to address the often messy realities of urban regional and school classification. The specific approach CREDO developed to deal with these issues is covered in the [Technical Appendix](#).

## Data and Methods

As evidenced by the list of included urban regions above, a large number of states are covered in this analysis. Including each of these urban regions required negotiated agreements and partnerships with the state education agencies (SEA) in each of the twenty-two states, ensuring compliance with the Family Education Records Privacy Act (FERPA) provisions, among others, to ensure the protection of student data.

Information provided by the states was used to create a matched student database containing 1,018,510 charter records and a matched group of comparison TPS students over the six years from the 2006/07 to the 2011/12 school year. CREDO's matching process uses the Virtual Control Record (VCR) protocol, matching each charter student with up to seven traditional public school students based on prior test scores and demographic characteristics.<sup>5</sup> The matched data set contains over 80% of all charter students in the forty-one urban regions in this analysis.

The impact analysis follows the approach used in prior CREDO studies of national charter performance, such as the National Charter School Study released in 2013. Similar statistical methods are used to control for differences in student demographics and eligibility for program supports, such as free and reduced price lunch programs and special education status. Use of the VCR method assures that the only remaining relevant difference between charter students and their comparison group is the decision to attend either a charter or TPS in the same urban region.

Results in the national analysis are presented in two formats. First, and most common to researchers, results are presented in standard deviation units, which allows for comparison of students across grades, states, and time. These results are also translated into "days of learning," to provide a reference by which non-technical readers can judge the "real world" impact of charter enrollment on different student subgroups. A crosswalk of standard deviation units to "days of learning" is provided in Table 1 below.

---

<sup>5</sup> For additional information on the Virtual Control Record method, please refer an explanatory infographic located [here](#).

Table 1. Transformation of Learning Gains<sup>6</sup>

Growth (in standard deviations)	Gain (in days of learning)
0.00	0.0
0.01	7.2
0.05	36.0
0.10	72.0
0.15	108.0
0.20	144.0
0.25	180.0
0.30	216.0

## Demographics

Because charter schools are schools of choice they may not have a student population that exactly mirrors the districts from which they draw students. These differences are important for understanding which families elect to enroll their students in charter schools. Any substantial differences are also important to note as they signal the need for careful control of student differences when examining the performance of charter schools compared to TPS.

Student demographics were compared between the charter and TPS sectors in each of the forty-one urban regions. In general, urban school systems serve a disproportionately low income and minority student body compared to the student distribution within their states. Given the variation in student demographics across urban sectors, comparing demographic averages in the charter and TPS sectors across all urban regions included in this analysis is less instructive than identifying trends found among multiple regions individually. In other words, statistical tests comparing pooled average student

---

<sup>6</sup> Eric A. Hanushek, Paul E. Peterson and Ludger Woessmann. Is the US Catching Up? International and State Trends in Student Achievement. *Education Next*, Vol. 12, No. 4. Fall 2012.

demographics across all regions may obscure results derived from the stronger point of comparison for each urban charter sector, which is the surrounding TPS in the same urban sector.

The percentages of English Language Learner (ELL) students, students in poverty, and students receiving special education services in the most recent year of available data are provided in Table 2 below. Note that all of the figures presented below are based on the number of tested students in our data and may differ from aggregate enrollment statistics in each urban region due to differences in testing practices and classification procedures across regions and sectors.

Table 2: Selected Student Demographics by Urban Region and School Sector (Tested Students)

Region	% Special Education		% English Language Learners		% Students in Poverty	
	Charter	TPS	Charter	TPS	Charter	TPS
Albuquerque	12	16	11	15	40	69
Atlanta	8	9	5	4	58	76
Austin	10	10	17	18	68	56
Bay Area	3	4	22	24	72	60
Boston	17	21	8	30	79	75
Central CA	3	3	15	18	72	75
Chicago	11	13	7	10	93	89
Cleveland	15	21	2	0	83	99
Colorado Springs	5	8	9	7	47	46
Columbus	16	15	5	5	76	72
Dallas	10	9	20	23	81	70
DC	16	19	6	6	76	68
Denver	10	12	34	29	77	71
Detroit	7	9	8	14	87	85
El Paso	6	8	12	16	72	74
Fort Worth	7	8	3	14	44	74
Fort Myers	10	14	1	3	35	65
Houston	6	8	13	19	78	74
Indianapolis	13	13	5	11	76	72
Jacksonville	9	13	3	2	52	56
Las Vegas	10	10	4	14	11	65
Memphis	6	5	1	4	45	45
Mesa	7	6	2	3	41	56
Miami	7	12	7	9	79	78
Milwaukee	15	21	11	10	81	83
Minneapolis	10	14	33	22	79	65
Nashville	2	1	6	8	91	72



	% Special Education		% English Language Learners		% Students in Poverty	
Region	Charter	TPS	Charter	TPS	Charter	TPS
New Orleans	6	6	1	1	82	97
New York City	14	14	5	12	81	82
Newark	10	15	0	4	85	86
Orlando	11	14	6	11	51	73
Philadelphia	11	13	3	7	77	87
Phoenix	6	5	4	4	56	64
San Antonio	11	10	13	9	82	65
South Bay	3	5	28	20	58	46
Southern CA	5	6	17	21	68	76
St. Louis	10	15	4	10	87	90
St. Petersburg	6	12	0	3	42	61
Tampa	27	14	3	7	44	66
Tucson	5	8	3	3	47	58
West Palm Beach	15	15	3	5	72	55

The urban regions with the largest share of students in poverty are Chicago, Cleveland, Detroit, Milwaukee, Newark, New York City, New Orleans, and St. Louis, where over 80% of students served by both the charter and TPS sectors qualify for free or reduced price lunches (according to tested student data). Comparing the charter and TPS sectors in each region, we see that charter schools enroll a disproportionately large number of students in poverty (greater than a 10% differential) in Austin, the Bay Area, Dallas, Minneapolis, Nashville, San Antonio, the South Bay and West Palm Beach. In contrast, the TPS sectors enroll substantially more students in poverty than do charters in Albuquerque, Atlanta, Cleveland, Fort Myers, Fort Worth, Las Vegas, Mesa, New Orleans, Orlando, Philadelphia, St. Petersburg, Tampa, and Tucson.

The urban regions with the largest share of ELL students are Austin, the Bay Area, Central California, Dallas, Denver, Minneapolis, the South Bay, and Southern California, where both the charter and TPS sectors serve at least 15% ELL students. Charter schools in Denver, Minneapolis, and the South Bay enroll at least 5 percentage points more ELL students than do the TPS in their regions. Conversely, the TPS sectors in Boston, Detroit, Fort Worth, Houston, Las Vegas, New York City, Indianapolis, Orlando, and St. Louis enroll at least 5 percentage points more ELL students than do the charter sectors in their regions.

The urban regions with the largest share of tested students receiving special education services are Albuquerque, Austin, Boston, Chicago, Cleveland, Columbus, Denver, Washington D.C., Fort Myers, Indianapolis, Milwaukee, Minneapolis, Newark, New York City, Orlando, Philadelphia, Tampa, San

Antonio, St. Louis, and West Palm Beach, where both the charter and TPS sectors serve at least 10% special education students. Tampa is the only urban region where the charter sector serves at least 5 percentage points more special education students than their local TPS (albeit by a lot, 27% for charter vs. 14% for TPS). However, the TPS sectors in Cleveland, Miami, Milwaukee, Newark, St. Louis, and St. Petersburg all serve at least 5 percentage points more special education students than the charter sectors in their regions.

It is also important to note that urban charter schools enroll a greater proportion of female students than urban TPS in nearly every region. While the difference is typically 1 or 2 percentage points, the gender difference is most significant among tested students in Newark, where the charter schools in our data enroll nearly 7% more girls than local TPS.

Detailed demographic information for each urban region can be found in the individual state workbooks located [here](#).

## Performance

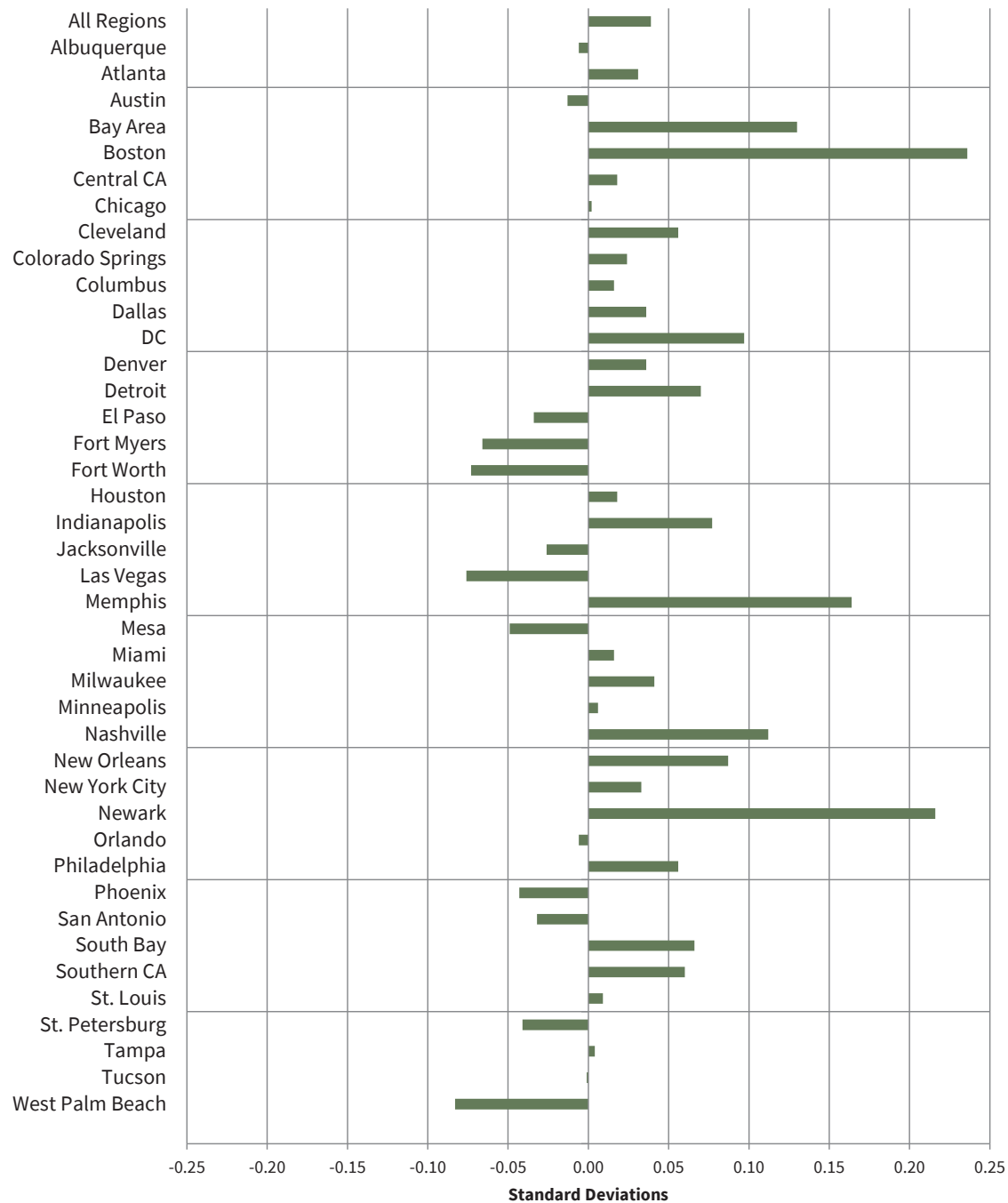
Since charter schools may have students who are not perfectly representative of the TPS populations in their communities, judgments about school performance require techniques that assure equivalent students are examined. Comparisons of academic growth made between charter and TPS students are conducted using CREDO's virtual control record (VCR) technique. Based on stringent external reviews and our own internal testing, confidence in both the internal and external validity of these findings is merited (see the [Technical Appendix](#) to this report for further explanation).

The analysis estimates the average one-year academic progress of charter school students compared to a similar period for matched TPS students. The impact of charter enrollment relative to local TPS for math and reading can be found in Figures 1 and 2 below.

Figure 1: Impact of Charter Enrollment on Average Annual Learning Gains by Region – Math



Figure 2: Impact of Charter Enrollment on Average Annual Learning Gains by Region – Reading



When all of the urban regions are pooled together, urban charter schools on average have significantly greater growth in math and reading than urban TPS.



**Click [here](#) to see an infographic on Math results for all regions combined.**

**Click [here](#) to see an infographic on Reading results for all regions combined.**

Specifically, students enrolled in urban charter schools receive the equivalent of 40 additional days of learning growth (0.055 s.d.'s) in math and 28 days of additional growth (0.039 s.d.'s) in reading compared to their matched peers in TPS. These figures compare favorably to those found for the national charter sector as a whole, where CREDO's National Charter School Study found the national average impact of charter enrollment was 7 additional days of learning per year in reading (0.01 s.d.'s) and no significant difference in math.

As with earlier studies of charter school performance, the aggregated results mask a more nuanced pattern. Figures 1 and 2 above show there is great variation in student results across regions. For math, the effect of attending charter schools ranges from a negative effect of -.14 s.d.'s in Las Vegas to a positive effect of .32 in Boston compared to the learning of TPS peers.

The pattern of charter school performance across the urban regions is positive on balance. There are more regions where urban charter school students outpace their TPS counterparts than regions where charter students lag behind them. Twenty-six urban regions have noticeably better learning gains in a year's time compared to 11 regions whose results lag behind their local yearly TPS gains in math. For reading, students in 23 regions outpace the learning gains of their TPS peers while in 10 regions their learning gains are smaller. In both subjects there are regions where the marginal improvement of charter school learning over TPS is dramatic: gains for charter students in the Bay Area, Boston, D.C., Memphis, New Orleans, New York City and Newark are much stronger than their TPS peers in Math. The Bay Area, Boston, Memphis, Nashville and Newark also stand out with respect to annual gains for charter school students in reading.

To put the magnitude of the gain or loss associated with enrollment in a charter school in perspective, it is valuable to consider the absolute level of academic achievement of each urban region relative to the

rest of their state. For example, if a region's charter sector achieves modest positive gains relative to their local TPS, to what extent should we expect students enrolled in this charter sector to "catch up" over time with other students in their state? By considering the marginal charter effect in each region in relation to the average achievement of their urban region as a whole, we can get a sense of the extent to which charter students will catch up (or fall behind) relative to the rest of their state. (Note that the measures of growth cannot be added directly to the achievement measures, as they are created from different distributions.) Estimated charter impacts are presented in the first column, color coded to aid identification of patterns of performance across urban regions. Lighter colored cells represent a larger advantage for the charter sector. This comparison can be seen in Tables 3 and 4 below.

Table 3: Impact of Charter Enrollment on Learning Gains Relative to Average Achievement of All Schools in Region – Math

	Marginal Charter Effect	Average Achievement in Region at Start of Study	Key
Albuquerque	-0.019*	0.038	greater than 0.08
Atlanta	0.018**	-0.182	.02 to .08
Austin	-0.011	0.016	-.02 to .02
Bay Area	0.190**	-0.039	-.08 to -.02
Boston	0.324**	-0.498	less than -.08
Central CA	-0.003	-0.163	
Chicago	0.023**	-0.404	
Cleveland	0.043**	-0.716	
Colorado Springs	0.022**	0.111	
Columbus	-0.004	-0.472	
Dallas	0.041**	-0.030	
DC	0.134**	0.002	
Denver	0.077**	-0.536	
Detroit	0.090**	-0.688	
El Paso	-0.089**	-0.020	
Fort Worth	-0.140**	-0.232	
Fort Myers	-0.063**	0.013	
Houston	0.023**	-0.048	
Indianapolis	0.066**	-0.265	

	Marginal Charter Effect	Average Achievement in Region at Start of Study	Key
Jacksonville	0.018	-0.157	greater than 0.08
Las Vegas	-0.114**	-0.051	.02 to .08
Memphis	0.135**	-0.472	-.02 to .02
Mesa	-0.063**	0.198	-.08 to -.02
Miami	0.029**	-0.271	less than -.08
Milwaukee	0.091**	-0.841	
Minneapolis	0.077**	-0.493	
Nashville	0.071**	-0.380	
New Orleans	0.119**	-0.412	
New York City	0.145**	-0.190	
Newark	0.233**	-0.675	
Orlando	-0.014	-0.220	
Philadelphia	0.059**	-0.595	
Phoenix	-0.080**	-0.036	
San Antonio	-0.030**	-0.061	
South Bay	0.055**	0.135	
Southern CA	0.080**	-0.170	
St. Louis	-0.001	-0.034	
St. Petersburg	0.002	-0.081	
Tampa	0.047**	-0.108	
Tucson	0.045**	-0.230	
West Palm Beach	-0.033**	0.065	

Table 4: Impact of Charter Enrollment on Learning Gains Relative to Average Achievement of All Schools in Region - Reading

	Marginal Charter Effect	Average Achievement in Region at Start of Study	Key
Albuquerque	-0.006	0.066	greater than 0.08
Atlanta	0.031**	-0.145	.02 to .08
Austin	-0.013	-0.027	-.02 to .02
Bay Area	0.130**	-0.067	-.08 to -.02
Boston	0.236**	-0.587	less than -.08
Central CA	0.018*	-0.204	
Chicago	0.002	-0.373	
Cleveland	0.056**	-0.624	
Colorado Springs	0.024**	0.094	
Columbus	0.016*	-0.48	
Dallas	0.036**	-0.069	
DC	0.097**	0.002	
Denver	0.036**	-0.575	
Detroit	0.070**	-0.638	
El Paso	-0.034**	-0.069	
Fort Worth	-0.073**	-0.164	
Fort Myers	-0.066**	0.038	
Houston	0.018**	-0.093	
Indianapolis	0.077**	-0.271	
Jacksonville	-0.026*	-0.085	
Las Vegas	-0.076**	-0.079	
Memphis	0.164**	-0.424	
Mesa	-0.049**	0.133	
Miami	0.016**	-0.318	



	Marginal Charter Effect	Average Achievement in Region at Start of Study	Key
Milwaukee	0.041**	-0.743	greater than 0.08
Minneapolis	0.006	-0.525	.02 to .08
Nashville	0.112**	-0.275	-.02 to .02
New Orleans	0.087**	-0.414	-.08 to -.02
New York City	0.033**	-0.29	less than -.08
Newark	0.216**	-0.722	
Orlando	-0.006	-0.184	
Philadelphia	0.056**	-0.628	
Phoenix	-0.043**	-0.064	
San Antonio	-0.032**	-0.009	
South Bay	0.066**	0.136	
Southern CA	0.060**	-0.152	
St. Louis	0.009	-0.037	
St. Petersburg	-0.041**	-0.054	
Tampa	0.004	-0.147	
Tucson	-0.001	-0.194	
West Palm Beach	-0.083**	0.018	



[Click here to see an infographic regional association of achievement and charter effects for Math.](#)

[Click here to see an infographic regional association of achievement and charter effects for Reading.](#)

As can be seen in the infographics and Tables 3 and 4 above, by comparing the annual learning gains associated with charter enrollment to the average achievement of each urban region, multiple scenarios become apparent. Many urban regions (TPS and charter schools combined), such as Boston, Detroit, Indianapolis, Memphis, and Nashville, find themselves faced with large region-wide achievement deficits relative to their state's average but within the region have high quality charter sectors compared to their region's local TPS. These charter sectors appear to provide their students with strong enough annual growth in both math and reading that continuous enrollment in an average charter school can erase the typical deficit seen among students in their region (Annual Charter Impact by Years of Enrollment, presented in Table 9 below, suggest yearly growth increases as students persist in charter schools, increasing the likelihood of students "catching up" in these regions).

Another set of urban charter sectors find themselves in regions with large region-wide achievement deficits relative to their state's average and relatively moderate positive impacts on student growth relative to local TPS. For example, students enrolled in charter schools in Cleveland, Miami, and Milwaukee can expect to see higher levels of academic growth than expected in their region's local TPS, but this charter lift is not enough for the average charter student to offset the achievement deficit of the region relative to the rest of the state in both math and reading.

Two urban charter sectors, New York City and South Bay, stand out for providing positive gains for their students in both math and reading and serving a student body with achievement equal to or higher than the average achievement within their state. Continuous enrollment in these charter sectors can be expected to result in steady movement up the state's distribution of academic achievement.

Alternatively, the charter sectors in Las Vegas and Fort Worth provide their students, already achieving below the state average, with lower levels of academic growth in math and reading each year relative to local TPS. Continuous enrollment in these charter schools will cause an already low achieving student base to fall further behind the average student in their state each year.

A final subset of charter sectors, such as those in Fort Myers, Mesa, and West Palm Beach, provide their students with lower levels of annual growth in math and reading and serve a student body that performs similarly to or better than their state's average achievement level. If these charter sectors do not find a way to increase the average level of academic growth among their students, they risk allowing their students to fall behind the rest of their state in academic achievement.

### Learning Gains by Student Subgroups

When the impact of urban charter schools is studied for students in different subgroups, we see that nearly every group of students experiences greater growth in charter schools than they would have

otherwise realized in their local TPS. Mirroring the findings for the charter sector at large, disadvantaged students tend to receive the strongest positive benefits from enrollment in urban charter schools. Black and Hispanic students, students in poverty, English language learners, and students receiving special education services all see stronger growth in urban charters than their matched peers in urban TPS. These results are partially offset, however, by the negative impact on math and reading growth experienced by White students enrolled in urban charter schools and for Native American students in math. The math results for white urban charter students compare favorably to the impact nationally, which was -.07 s.d.'s; the reading results were the same. Asian students and retained students see mixed impacts on math and reading growth as a result of enrollment in charter schools. The impact of urban charter enrollment relative to local TPS for each subgroup can be seen in Table 5 below.

Table 5: Impact of Charter Enrollment on Annual Average Learning Gains for All Urban Regions

Group	MATH		READING	
	EFFECT SIZE	DAYS OF LEARNING	EFFECT SIZE	DAYS OF LEARNING
Overall	0.055**	40	0.039**	28
Black	0.051**	36	0.036**	26
Hispanic	0.029**	22	0.008**	6
White	-0.047**	-36	-0.021**	-14
Asian	0.012**	9	0.001	0
Native American	-0.097**	-70	-0.033	0
Poverty	0.033**	24	0.024**	17
ELL	0.041	0	0.071	0
Retained	0.012*	9	0.007	0
Special Ed	0.013**	9	0.018**	13

Group	MATH		READING	
	EFFECT SIZE	DAYS OF LEARNING	EFFECT SIZE	DAYS OF LEARNING
Black Students in Poverty	0.082**	59	0.061**	44
Hispanic Students in Poverty	0.067**	48	0.035**	25
Hispanic Students with ELL Status	0.10**	72	0.11**	79

Compared to the results found for all charter schools in CREDO's 2013 national report, urban charter schools achieve higher levels of average growth by reducing or eliminating educational deficits found in the charter sector more generally. For example, Asian students enrolled in urban charter schools receive small positive benefits in math (~ 8 days of additional growth) and no significant impact in reading relative to their peers in TPS. Across all charter schools in the 2013 National report, Asian students were found to receive the equivalent of 29 fewer days of learning relative to their peers in math, while also showing no significant difference in reading performance compared to their peers in TPS.

Continuing a trend found in CREDO's 2013 National Charter School Study, urban charter schools tend to do best in serving students with multiple disadvantages. This can be seen by comparing the average academic growth of Black and Hispanic students in poverty in charters and TPS. Across all urban regions, Black students in poverty receive the equivalent of 59 days of additional learning in math and 44 days of additional learning in reading compared to their peers in TPS. Hispanic students in poverty experience the equivalent of 48 days of additional learning in math and 25 days of additional learning in reading in charter schools relative to their peers in TPS.

Of particular note is the fact that, across all urban charter sectors, Hispanic English Language Learner (ELL) students advance each year in math on par with White, non-ELL students in TPS; in other words, Hispanic ELL charter students realize no learning gap each year. Reading gains for this group, like many other subgroups, lags White, non-ELL students in TPS, but their performance relative to their TPS Hispanic ELL peers is positive. Hispanic ELL students enrolled in charter schools receiving the

equivalent of only 22 days less growth in reading compared to White, non-ELL students enrolled in TPS. By comparison, Hispanic ELL students enrolled in urban TPS receive 29 fewer days of learning growth in math and 65 fewer days of learning in reading per year compared to that of White, non-ELL TPS students.

Compared to the national charter sector, urban charter schools also perform significantly better with three additional subgroups whose performance depressed the aggregate performance of Black and Hispanic students in the 2013 report: Black students not in poverty, Hispanic students not in poverty, and Hispanic students who are not ELL. Nationally, charter schools perform no differently than TPS in either math or reading with Black students who are not in poverty. Urban charter schools, however, provide significantly higher gains in both math (43 days additional learning) and reading (29 days additional learning) compared to local urban TPS with Black students not in poverty. Hispanic students not in poverty perform no differently in urban charters and TPS. This compares favorably to the national charter sector, where Hispanic non-poverty charter students saw significantly lower performance in both math (29 fewer days of learning) and reading (9 fewer days of learning) relative to their peers in TPS. Finally, Hispanic non-ELL students in urban charter schools perform significantly better than their peers in urban TPS, receiving the equivalent of 40 additional days of learning in math and 22 additional days of learning in reading per year of enrollment. In the national charter sector, Hispanic non-ELL students receive no benefit in math and only 7 additional days of learning in reading per year.

Table 6 below shows the impact of charter enrollment on math achievement, broken down by urban region. Estimated impacts are presented in each cell, which are color coded as well to aid identification of patterns of performance within and across urban regions. Lighter colored cells represent a larger advantage for the charter sector for that subgroup. Charter sectors with positive impacts greater than 0.08 standard deviations (s.d.'s) per year receive the lightest coloring, followed by those with positive impacts between 0.02 and 0.08 s.d.'s. Charter sectors with yearly impacts between -0.02 s.d.'s and 0.02 s.d.'s receive a neutral color, charter sectors with impacts between -0.02 and -0.08 s.d.'s receive a darker shade, and charter sectors with annual negative growth impacts greater than -0.08 s.d.'s receive the darkest shade. For example, the column presenting marginal charter effects for White students is generally “darker” than the column for students in poverty, suggesting that urban charter sectors tend to perform better among students in poverty than for White students generally. Results for reading are similar and can be found in Table 7 below.

In light of the substantial variation in sample sizes between included urban regions, and to aid the reader's ability to identify patterns in charter impact across regions, estimates of charter impact are shaded without regard to statistical significance. For readers interested in p values associated with each of the estimates presented below, they can be found in the state level workbooks presented [here](#).

Table 6: Impact of Charter Enrollment on Annual Learning Gains in Math by Region and Sub-population

Urban Regions	Overall	Poverty Students	ELL	SPED	Black	Hispanic	Asian	White
All Regions	0.055	0.033	0.041	0.013	0.051	0.029	0.012	-0.047
Albuquerque	-0.019	0.016	0.088	0.023	-0.058	-0.031	-0.040	-0.021
Atlanta	0.018	0.041	-0.048	0.105	-0.005	-0.043	-0.041	-0.025
Austin	-0.011	0.124	-0.036	-0.006	-0.082	-0.078	-0.077	-0.161
Bay Area	0.190	0.060	0.006	-0.100	0.160	0.160	0.160	-0.010
Boston	0.324	0.043	0.114	0.051	0.272	0.290	0.175	0.208
Central CA	-0.003	0.039	0.085	-0.040	0.072	-0.059	-0.076	-0.184
Chicago	0.023	0.039	-0.007	0.004	-0.042	0.029	-0.074	0.013
Cleveland	0.043	0.022	-0.059	-0.043	0.050	-0.100	*	-0.057
Colorado Springs	0.022	-0.007	0.021	0.088	0.068	0.007	0.048	0.019
Columbus	-0.004	0.043	-0.067	-0.013	0.009	0.020	-0.031	-0.095
Dallas	0.041	0.034	0.005	0.039	-0.003	0.006	-0.086	-0.050
DC	0.134	0.071	0.059	0.107	0.072	0.020	-0.089	-0.100
Denver	0.077	0.037	0.026	-0.051	-0.044	0.061	-0.067	-0.045
Detroit	0.090	0.031	-0.059	-0.058	0.070	0.051	0.072	0.187
El Paso	-0.089	-0.007	-0.069	0.080	-0.231	-0.102	0.023	-0.208
Fort Myers	-0.063	-0.029	-0.753	0.013	-0.086	-0.039	-0.023	-0.048
Fort Worth	-0.140	-0.068	0.027	0.196	-0.170	-0.132	-0.080	-0.131
Houston	0.023	-0.018	0.019	0.017	-0.027	0.069	0.004	-0.017
Indianapolis	0.066	0.026	0.096	0.011	0.084	-0.009	*	-0.047
Jacksonville	0.018	0.017	-0.051	-0.026	0.014	0.005	-0.041	0.021
Las Vegas	-0.114	0.080	0.034	0.055	-0.067	-0.178	-0.105	-0.119
Memphis	0.135	-0.037	-0.012	0.016	0.149	0.147	*	-0.020
Mesa	-0.063	-0.002	0.096	0.039	-0.039	-0.034	0.012	-0.081
Miami	0.029	0.036	0.156	-0.033	0.006	-0.007	*	-0.039

Urban Regions	Overall	Poverty Students	ELL	SPED	Black	Hispanic	Asian	White
Milwaukee	0.091	0.016	-0.020	-0.022	0.094	0.052	0.148	0.050
Minneapolis	0.077	0.091	0.011	0.045	0.071	0.138	0.051	-0.164
Nashville	0.071	0.006	0.049	-0.065	0.059	0.104	0.179	0.096
New Orleans	0.119	0.002	-0.044	0.032	0.109	0.076	0.096	0.126
New York City	0.145	0.028	-0.013	0.040	0.134	0.102	-0.019	-0.005
Newark	0.233	0.013	1.933	-0.002	0.217	0.171	0.046	0.127
Orlando	-0.014	-0.069	-0.031	-0.019	0.048	0.121	*	-0.042
Philadelphia	0.059	0.024	0.100	-0.005	0.039	0.037	-0.022	0.050
Phoenix	-0.080	-0.010	0.051	0.011	-0.058	-0.017	-0.146	-0.117
San Antonio	-0.030	0.078	0.013	0.057	-0.110	-0.103	-0.054	-0.123
South Bay	0.055	0.114	0.073	-0.053	-0.102	0.010	-0.043	-0.053
Southern CA	0.080	0.037	0.025	-0.014	0.034	0.067	0.015	-0.035
St. Louis	-0.001	-0.023	0.123	0.074	0.010	0.001	0.006	0.031
St. Petersburg	0.002	0.008		0.028	-0.051	0.001	0.038	0.010
Tampa	0.047	0.026	-0.146	0.076	0.107	-0.018	0.258	-0.048
Tucson	0.045	-0.078	-0.006	-0.020	0.093	0.058	0.198	0.090
West Palm Beach	-0.033	0.049	-0.017	0.042	-0.057	-0.088	-0.159	-0.040

Color indicates size of charter impact on growth in standard deviations.

\* Value not reported due to small N.

Key	less than -.08	-.08 to -.02	-.02 to .02	.02 to .08	greater than .08
-----	----------------	--------------	-------------	------------	------------------

Table 7: Impact of Charter Enrollment on Annual Learning Gains in Reading by Region and Sub-population

Urban Regions	Overall	Poverty Students	ELL	SPED	Black	Hispanic	Asian	White
All Regions	0.039	0.024	0.071	0.018	0.036	0.008	0.001	-0.021
Albuquerque	-0.006	0.017	0.075	-0.029	-0.102	-0.016	0.040	-0.005
Atlanta	0.031	0.068	-0.064	0.079	0.005	-0.066	-0.200	-0.046
Austin	-0.013	0.072	0.042	0.061	-0.079	-0.040	-0.038	-0.123
Bay Area	0.130	0.031	0.076	-0.005	0.119	0.076	0.113	0.037
Boston	0.236	0.082	0.161	0.057	0.140	0.196	0.074	0.131
Central CA	0.018	-0.004	0.106	0.022	0.080	-0.023	-0.052	-0.015
Chicago	0.002	0.049	-0.016	0.005	-0.046	-0.041	-0.104	-0.148
Cleveland	0.056	-0.096	0.032	-0.002	0.170	0.062	0.307	0.052
Colorado Springs	0.024	-0.011	0.012	0.143	0.035	0.010	0.022	0.031
Columbus	0.016	0.065	0.000	-0.043	-0.015	0.020	-0.115	-0.067
Dallas	0.036	0.039	0.038	0.099	-0.013	-0.009	-0.042	-0.064
DC	0.097	0.048	0.029	0.104	0.051	0.033	-0.056	-0.063
Denver	0.036	0.030	0.040	0.072	-0.019	0.000	-0.009	-0.046
Detroit	0.070	0.035	-0.054	-0.049	0.047	-0.041	-0.356	0.133
El Paso	-0.034	0.021	0.010	0.108	-0.160	-0.076	0.113	0.041
Fort Myers	-0.066	-0.005	-0.813	0.045	-0.141	-0.075	-0.217	-0.046
Fort Worth	-0.073	-0.045	0.260	0.075	-0.113	-0.094	-0.021	-0.071
Houston	0.018	0.001	0.087	0.004	-0.022	0.030	0.017	-0.006
Indianapolis	0.077	0.022	0.087	0.040	0.063	-0.021	0.132	0.039
Jacksonville	-0.026	-0.008	-0.251	-0.010	-0.011	-0.097	0.025	-0.010
Las Vegas	-0.076	0.006	0.022	-0.041	-0.065	-0.086	-0.047	-0.058
Memphis	0.164	-0.004	0.010	0.014	0.152	-0.015	*	-0.019
Mesa	-0.049	-0.007	0.174	0.084	-0.045	-0.032	-0.036	-0.057



Urban Regions	Overall	Poverty Students	ELL	SPED	Black	Hispanic	Asian	White
Miami	0.016	0.046	0.040	-0.021	-0.036	-0.016	*	-0.040
Milwaukee	0.041	-0.015	0.023	0.061	0.057	0.027	0.054	0.022
Minneapolis	0.006	0.053	-0.015	0.036	0.019	0.044	-0.090	-0.166
Nashville	0.112	0.063	0.210	0.023	0.041	0.088	0.434	0.022
New Orleans	0.087	-0.001	0.041	0.071	0.075	0.066	0.061	0.141
New York City	0.033	0.039	0.001	0.029	0.003	0.000	-0.130	-0.099
Newark	0.216	0.020	-0.005	0.009	0.186	0.170	*	0.063
Orlando	-0.006	-0.005	-0.018	-0.127	0.060	0.016	-0.140	-0.029
Philadelphia	0.056	0.027	0.042	-0.006	0.040	0.004	0.047	0.028
Phoenix	-0.043	0.002	0.053	0.028	-0.039	-0.020	-0.024	-0.066
San Antonio	-0.032	0.061	0.062	0.091	-0.135	-0.097	0.022	-0.060
South Bay	0.066	0.037	0.054	-0.034	0.047	0.048	-0.009	0.004
Southern CA	0.060	0.024	0.070	0.001	0.016	0.033	0.007	-0.001
St. Louis	0.009	-0.010	0.066	-0.031	0.020	-0.035	-0.130	0.052
St. Petersburg	-0.041	-0.006	0.818	-0.037	-0.061	-0.012	0.107	-0.028
Tampa	0.004	0.024	-0.122	0.018	0.042	-0.035	*	-0.067
Tucson	-0.001	0.004	-0.072	0.010	0.055	-0.019	-0.022	0.010
West Palm Beach	-0.083	0.041	-0.074	-0.025	-0.078	-0.112	-0.097	-0.122

Color indicates size of charter impact on growth in standard deviations.

\* Value not reported due to small N.

Key	less than -.08	-.08 to -.02	-.02 to .02	.02 to .08	greater than .08
-----	----------------	--------------	-------------	------------	------------------

### Impact of Urban Charter Attendance on Annual Learning Gains by School Level, Growth Period, and Years of Enrollment

In addition to analyzing the aggregate yearly impact of charter enrollment across all urban regions, we were interested to see if charter school impacts were consistent across grade spans, the results of which are presented in Table 8 below. Table 9 presents the impact of charter attendance by growth period. Growth periods cover two successive school years and use test scores from each to observe the change from one year to the next. Progressing across several periods can reveal trends in quality among urban charter schools over time. Table 10 provides the impact of charter attendance separated by year of enrollment. Disaggregating the average charter effect by year of enrollment allows us to identify changes in the impact of urban charter schools between a student's first year of enrollment and subsequent years in the charter sector.

Table 8: Impact of Urban Charter Attendance on Annual Learning Gains by School Level

	MATH		READING	
	EFFECT SIZE	DAYS OF LEARNING	EFFECT SIZE	DAYS OF LEARNING
Charter Elementary	0.056**	40	0.046**	33
Charter Middle	0.101**	73	0.063**	45
Charter High School	0.044**	32	0.012**	9
Charter Multilevel	0.01**	7	0.016**	12

Table 8 above separates out the impact of urban charter attendance by school level. While urban charter schools provide higher levels of annual learning growth at all school levels, the strongest positive impacts come from charter middle schools (73 additional days of learning per year in math and 45 additional days of learning per year in reading). Urban charter elementary schools are also found to provide strong positive impacts in both math and reading, while urban charter high schools are strongest in math.

Another view of the impact of charter schools on student learning addresses their performance over time. As the charter schools gain experience and the community gains understanding of schools of choice, performance could change. For example, charter schools could adapt over time to the needs of their students, or families could more readily identify schools that meet the needs of their children; both of these possibilities might translate into better results over time. Alternatively, as more charter schools open and attract later adopters, there is a chance that the quality of the schools could move to more closely reflect the overall quality of the broader range of schools. A study of the performance of charter schools in the urban regions over time appears below in Table 9.

Table 9: Impact of Urban Charter Attendance on Annual Learning Gains by Growth Period

Growth Period Ending in:	MATH		READING	
	EFFECT SIZE	DAYS OF LEARNING	EFFECT SIZE	DAYS OF LEARNING
2008-2009	0.040**	29	0.033**	24
2009-2010	0.058**	42	0.042**	30
2010-2011	0.057**	41	0.037**	27
2011-2012	0.081**	58	0.057**	41

Similar to the national charter sector, urban charter schools show a general upward trend in quality over time, achieving positive annual impacts of 58 additional days of learning in math and 41 additional days of learning in reading by the final growth period in this analysis. This is consistent with both the findings for the national charter sector in CREDO's 2013 National Charter School Study and the recent emphasis on quality improvement in the sector<sup>7</sup>. It is important to note that results presented above control for changes in student demographics and achievement each year and therefore isolate the real charter impact in separate growth periods. A single school can also be represented in each growth period if it was open and had tested students each year of analysis. That said, the charter sector is dynamic and thus the cohort of charter schools is not the same in each year, due to a combination of the establishment of new urban charter schools and the closure of existing ones.

<sup>7</sup> For example, National Association of Charter School Authorizers: <http://www.qualitycharters.org/one-million-lives/one-million-lives.html>

Table 10 below provides the annual impact of charter attendance separated by year of enrollment. Specifically, the average annual impact of charter enrollment presented earlier is broken down in to a “1<sup>st</sup> year in charter” effect, a “2<sup>nd</sup> year in charter effect,” a “3<sup>rd</sup> year in charter effect,” and a “4+ years in charter effect.”

Table 10: Impact of Urban Charter Attendance on Annual Learning Gains by Years of Enrollment

	MATH		READING	
	EFFECT SIZE	DAYS OF LEARNING	EFFECT SIZE	DAYS OF LEARNING
1st Year in Charter	0.01**	7	-0.01**	-7
2 <sup>nd</sup> Year in Charter	0.08**	58	0.06**	43
3 <sup>rd</sup> Year in Charter	0.12**	86	0.06**	43
4+ Years in Charter	0.15**	108	0.10**	72

The impact of urban charter attendance shows a strong positive trajectory by year of enrollment (Table 10). The longer students stay enrolled in charter schools, the larger the annual benefit of charter attendance becomes. These trends are strong enough that by the time a student spends four or more years enrolled in an urban charter school, we can expect their annual academic growth to be 108 days greater in math and 72 days greater in reading per year than their peers in TPS. Given these trends, it is not unreasonable to expect many urban charter sectors to continue to improve in quality. Trends in charter quality are also presented for each urban region, which can be found in individual state workbooks [here](#).

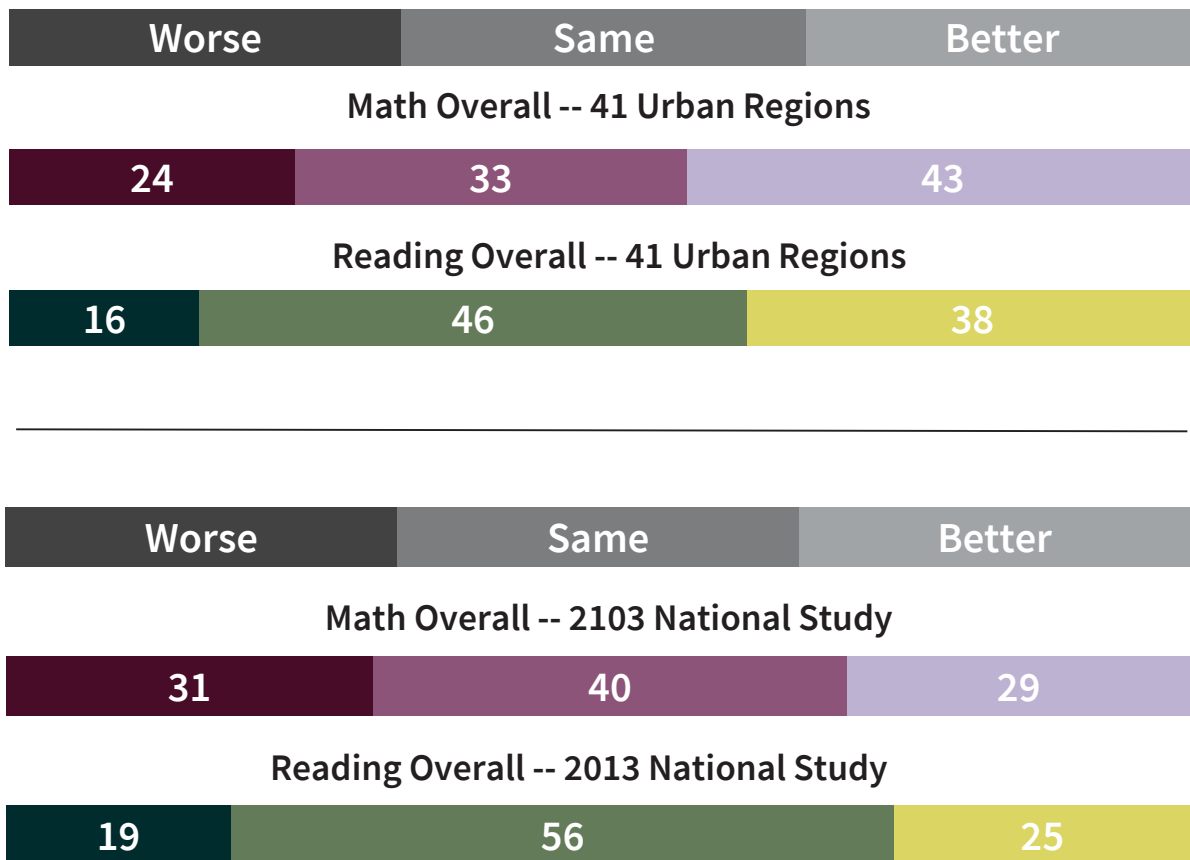
### School-level Quality Comparisons

Much of the discussion about CREDO’s earlier work has centered on school-level comparisons of the performance of charter schools versus the alternative schooling options their students face. These computations group charter school students by their school of enrollment each year and compare the

average academic progress to the average of their similarly-grouped virtual peers. These school-level measures are then statistically tested in pairs to see if the charter school is performing better, worse or no different than its corresponding school.

Consistent with the general tenor of findings earlier in this report, the school quality comparisons for urban charter schools are more positive than was found for the sector as a whole in the 2013 National Charter School Study. The relative comparisons appear in Table 11 below.

Table 11: School-level Quality Comparisons – 41-Region Urban Charter School Study Results and 2013 National Charter School Study Results



At both ends of the quality scale, urban charter schools post more positive results than was found across the national scene in 2013. The proportion of the urban schools that have significantly poorer results than the TPS alternative is decreased in both math and reading. The more notable improvement occurs at the high end of the quality spectrum. In both tested subjects, the proportion of urban charter schools that out-perform their local TPS is more than 10 percentage points larger than was found in the 2013 national study.

The school-level quality comparisons for individual regions take the aggregate results into even sharper relief. These comparisons appear in Tables 12 and 13.

Table 12: School-Level Quality Comparisons by Region - Math

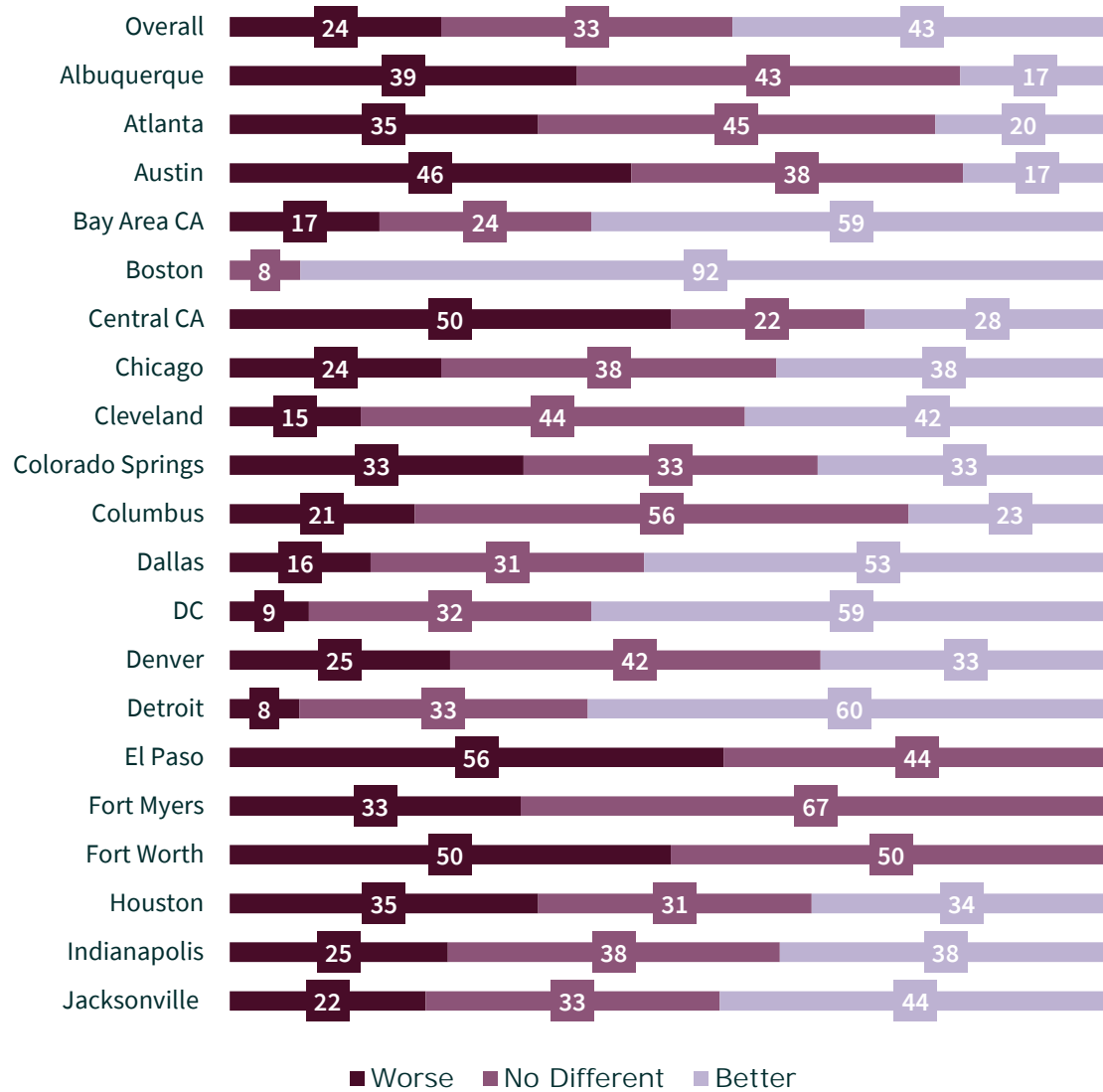


Table 12 (Continued)

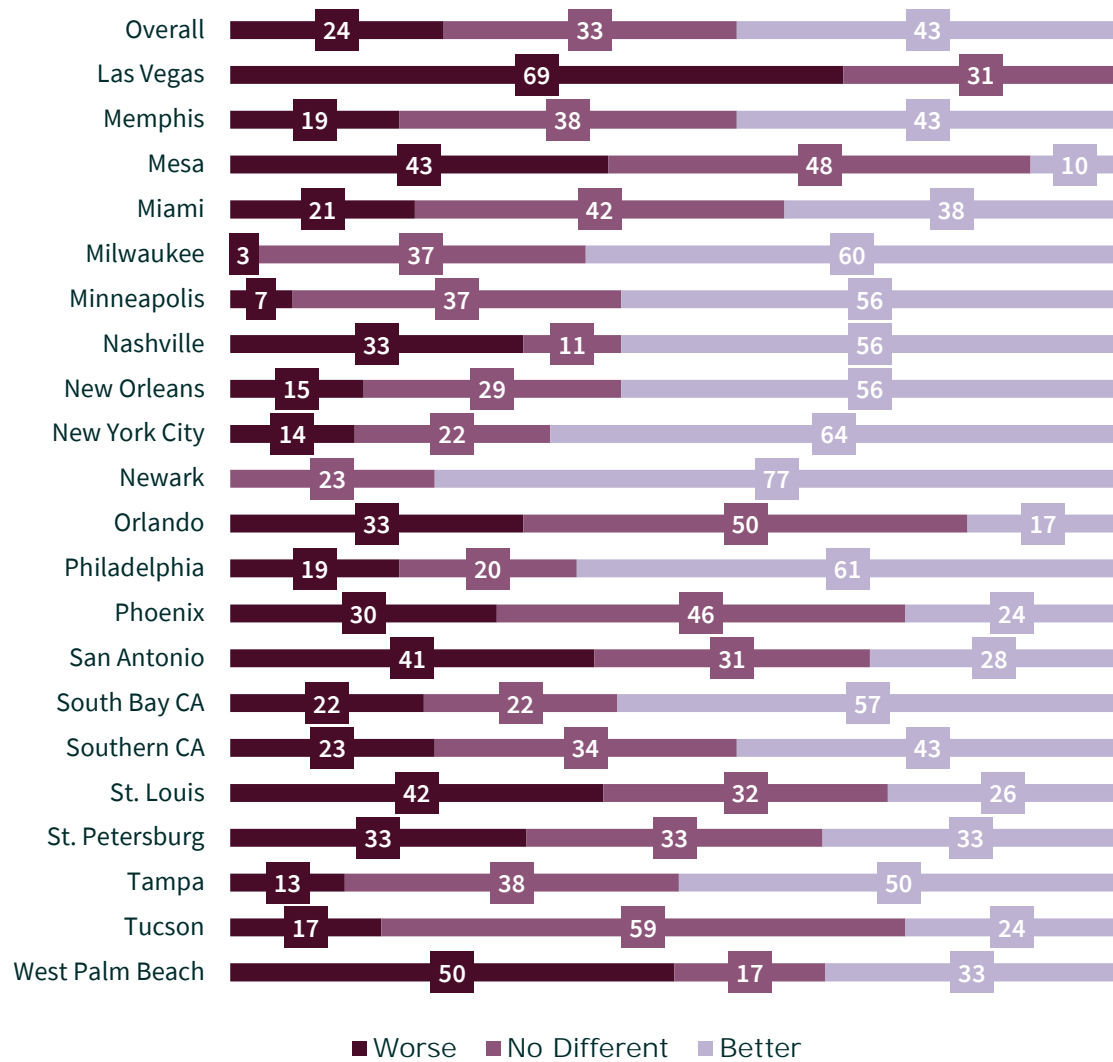




Table 13: School-Level Quality Comparisons by Region – Reading

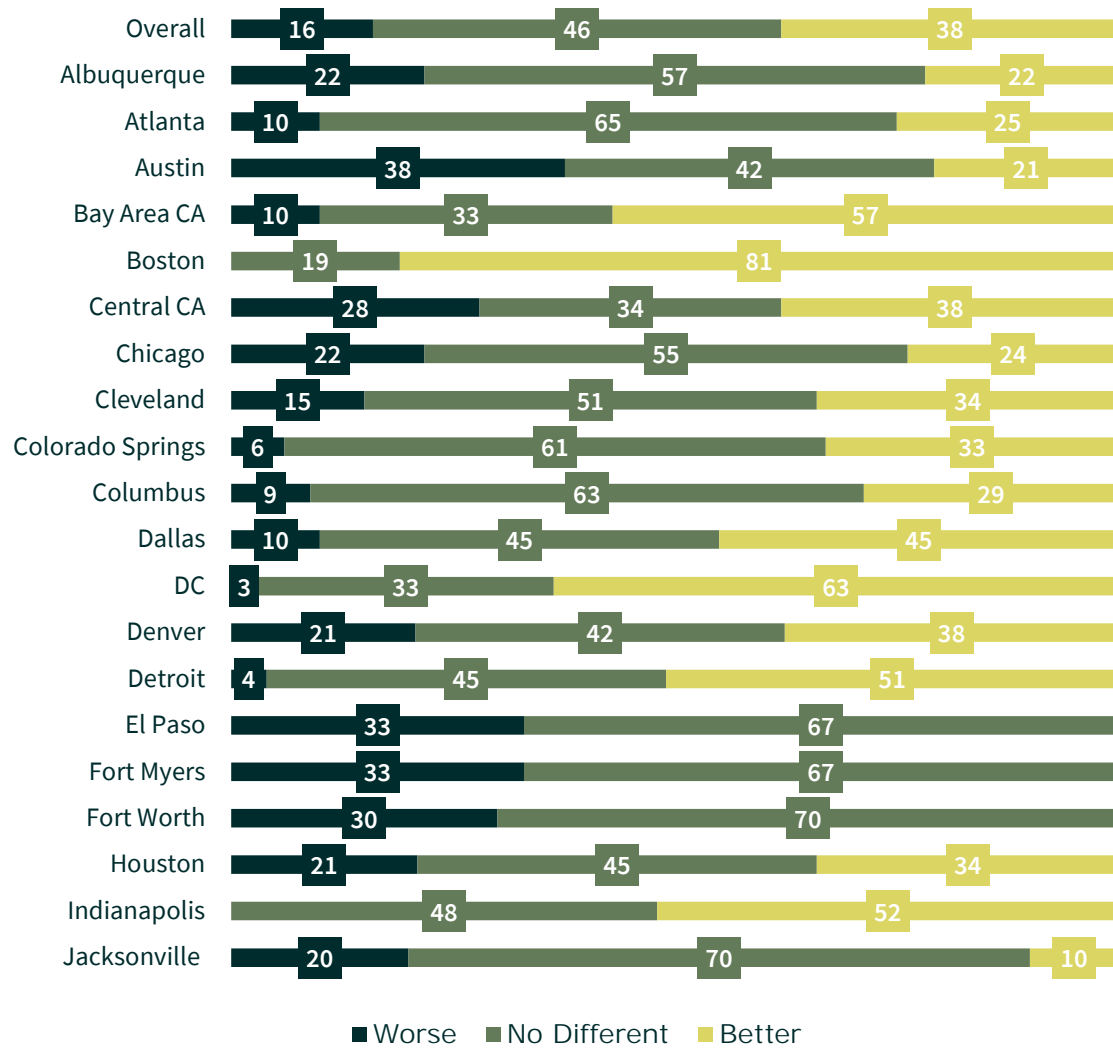
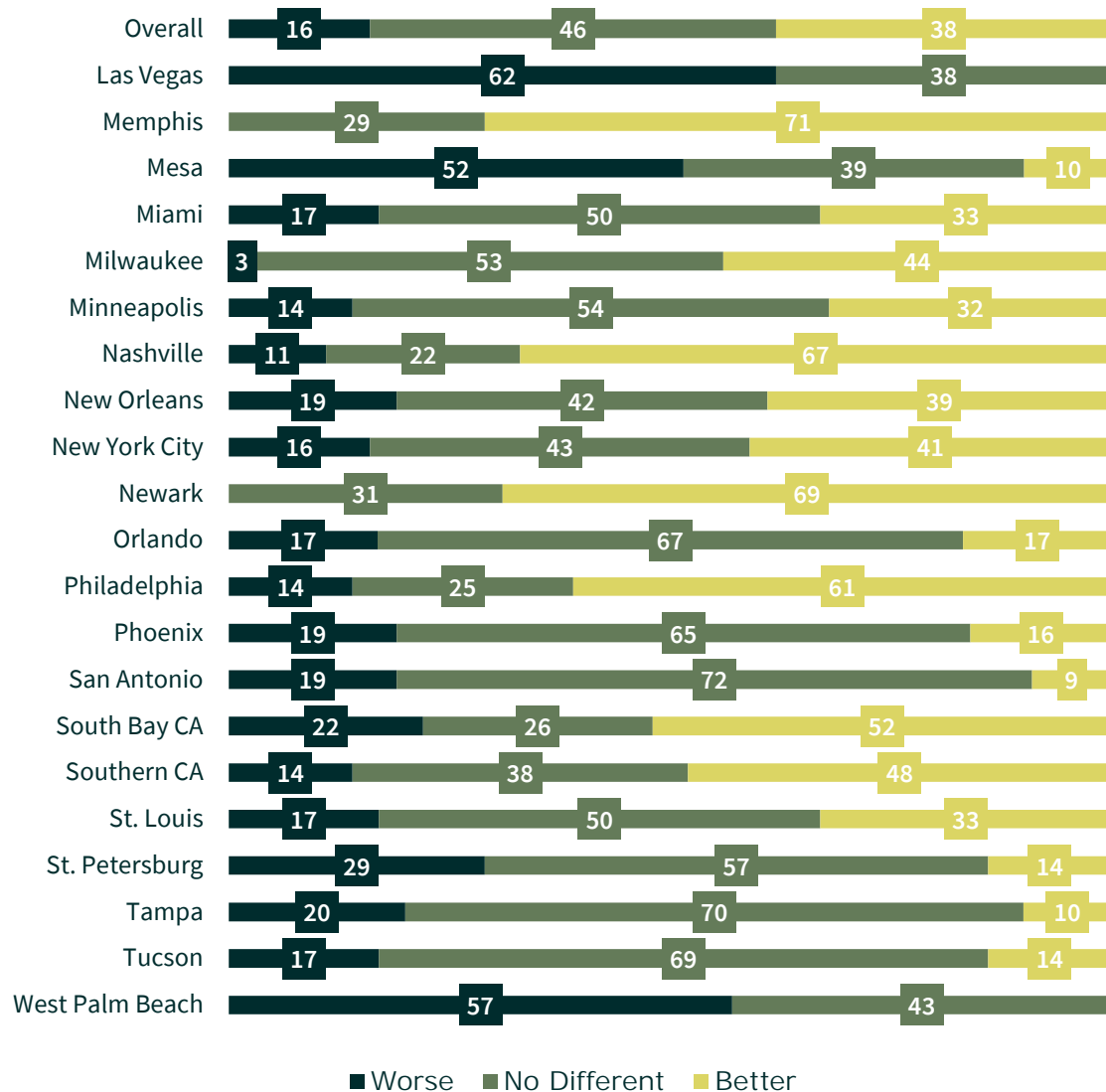


Table 13 (Continued)



The individual region results show cause for concern and for celebration. six of the 41 regions are dramatically lower performing than their TPS counterparts in one or both subjects. In math, more than 50 percent of the charter schools in Central California, El Paso, Fort Worth, Las Vegas and West Palm Beach have significantly lower learning gains. The same is true for Las Vegas, Mesa and West Palm

Beach in reading. The fact that only six regions have these results is cold comfort. There is an urgent need to address the primacy of academic rigor in the charter schools in these communities

A more positive way to summarize the regional differences is to consider the number that have minimized the share of schools performing badly and/or have a majority of their schools performing at levels superior to the local TPS alternatives. These regions demonstrate the quality can focus at either end of the spectrum to achieve overall strength in the region. Looking at math results, seven regions have less than 10 percent of their schools significantly underperforming their TPS alternatives. Fourteen regions have more than 50 percent of their schools outperforming their local TPS options. In reading, twelve regions have less than 10 percent performing worse than the local TPS and ten regions have 50 percent or more of their schools showing results that are superior to TPS.

Importantly, a substantial number regions manage to accomplish both targets: small shares of low performing schools and a majority of charters outperforming their local TPS. For reading, the Bay Area in California, Boston, DC, Detroit, Indianapolis, Memphis and Newark accomplish this result. For math, the Bay Area in California, Boston, DC, Detroit, Milwaukee, Minneapolis and Newark do the same. Charter schools in Boston, Detroit, the District of Columbia and Newark stand out for meeting the dual standard in both math and reading. These four communities of charter schools provide essential examples of school-level and system-level commitments to quality that can serve as models to other communities.

## Correlates of Performance

Knowing the charter effect sizes of so many regions naturally raises the question, "Can we explain why the differences across regions exist?" Proving a causal relationship between the performance of districts and any potential explanatory factors is impossible -- there is no way to systematically alter some regions to see if their performance changes as a result. Regardless, it is still interesting to consider if size of the charter community, maturity of the movement in the state, or other observable factors track with performance.

We computed Spearman Rank Order correlations of a number of descriptors of the charter schools in each region. Spearman Rank correlations are a variant of the better known Pearson correlations; the test of association is based on the rank order of the regions on the two variables under consideration. In other words, we ranked the regions by their charter academic growth effects and then tested how closely the rank order of other factors, such as the overall number of K-12 students in a region or the percent of students enrolled in charter schools, matched the performance ranking. The resulting correlation coefficients appear in Table 14.

Table 14: Correlations between Math or Reading Effect Sizes and Other Factors

VARIABLES	MATH	READING
Reading	0.89*	
<b>Structure of the Charter Sector</b>		
Year State Charter Law Enacted	-0.10	-0.07
State Charter Law Ranking in 2012	0.09	-0.07
Number of Schools	0.24	0.23
Number of TPS	0.20	0.20
Number of Charter Schools	0.34*	0.27
<b>Student Population</b>		
Total Students in 2006	-0.08	0.01

VARIABLES	MATH	READING
Total Charter Students in 2006	0.26	0.30
Total Students in 2010	-0.07	-0.01
Total Charter Students in 2010	0.36*	0.40*
Percent Special Education Students in 2010	0.05	-0.08
Percent English Language Learners in 2010	0.14	0.16
Percent Students in Poverty in 2010	0.32*	0.38*
Percent White in 2010	-0.52*	-0.54*
Percent Black in 2010	0.50*	0.49*
Percent Hispanic in 2010	-0.31	-0.31*
Percent Asian/Pacific Islander in 2010	0.15	0.06
Percent Native American in 2012	-0.25	-0.40*
Percent Multi-racial in 2010	-0.22	-0.13
Student Count of Primary School Districts	0.02	-0.14
Charter Student Count of Primary Schools	0.21	0.17
<b>Market Share</b>		
Percent Charter Schools	0.12	0.06
Charter Share of Largest School District in Region	0.16	0.31
Percent Charter Students in 2006	0.27	0.30
Percent Charter Students in 2010	0.46*	0.48*
Difference in Percent Charter Students (d=2010-2006)	0.45*	0.51*

The factors we considered group into four clusters: Structure of the Charter Sector, Student Populations, and Market Share. As far as variables pertaining to the structure of the charter sector, such as the maturity of the sector or the perceived quality of the charter law (using the National Alliance for Public Charter Schools State Charter Law rankings), neither factor had a significant correlation with the comparative student learning gains over TPS peers. However, the Student Population variables suggest that increased maturity of the sector in a given region may have an influence, because the absolute number of charter students was not significant in 2006, but became significant in 2010. Similarly, the share of a region's students who were enrolled in a charter school followed a similar trend, not significant in 2006 but becoming significant in 2010. The pattern suggests that there may be some role of critical mass in fostering better performance across the charters in a region. This idea is supported by the finding that the larger the jump in charter share of public students, the higher the region's performance.

Several school-level student profile variables were found to be significant. The percent of students in each region who are in poverty or who were Black or Hispanic was positively associated with learning gains in both math and reading across the regions. While the results might be counter-intuitive -- these groups are typically considered less academically prepared -- the correlations are consistent with the expressed mission of many urban charter school operators to provide high-quality education choices specifically for these students. Finally, the larger the share of White students in a region, the less advantage charter schools bestow on them compared to their TPS peers. Tracing back through region-specific findings, the result makes sense: regions with large shares of White students tended to have above average starting achievement in TPS and weaker annual academic progress in charter schools.

## Implications

1. Urban charter schools vary in quality, but that variation clusters around a higher average level of performance than the national charter sector as a whole.

Compared to the results found for the national charter sector in CREDO's 2013 National Charter School Study, urban charter schools on average achieve substantially greater levels of growth in math and reading relative to local TPS. Despite this advantage in aggregate performance, urban charter sectors exhibit similar levels of variation in academic quality around this average, both across sectors and often within each sector as well. While a handful of the highest performing charter sectors have figured out a way to provide superior, or at least equivalent, levels of academic growth relative to local TPS for every student subgroup (e.g. Boston and Newark), many strong charter sectors nonetheless fail to provide strong growth for every sector of their student population.

2. Urban charter schools tend to reflect the strengths and weaknesses of the national charter sector.

In many respects, urban charter schools achieve their high average levels of performance by essentially “doubling down” on the strengths of the broader charter movement. In most urban regions with strong charter sectors, the major drivers of these effects are their high performance with students in poverty, Black and Hispanic students, and English Language Learners. Also similar to the national charter sector, urban charter schools tend to see their aggregate performance dragged down by relatively low levels of growth provided to their White and Asian students, although these deficits are typically smaller than those found for the national sector.

3. Attempts to identify correlates of performance point to two themes.

The first was accumulated success over time, both in attracting larger numbers of students into the region's charter schools and maintaining a strong pace of growth in the region. The second was the focus on students of color and poverty; where regions had schools that enrolled larger shares of these students, the regional results were stronger. This suggests a focused model with continuing success in providing students who are often disenfranchised in local schools better opportunities to grow academically.

4. Many urban regions could benefit by finding a “sister city.”

Many urban regions stand to benefit from identifying and learning from an urban charter sector that has figured out how to achieve substantially higher levels of growth with similar students. For example, cities like Orlando and Fort Myers can look to and learn from the success of Miami’s charter sector with ELL students, who see the equivalent of 112 additional days of learning per year in math relative to their peers in TPS. Similarly, members of the charter sector in Denver could benefit from taking a drive to Colorado Springs to see how they achieve such strong results with their special education population. Many schools, in both the charter and TPS sector, pride themselves on their willingness to experiment, refine, and develop best practices in education. We hope the findings in this report can serve as a road map to guide that process.

5. The best urban charter sectors provide extraordinary opportunities to learn how best to serve the most disadvantaged students.

The results presented throughout this document (and online at [urbancharters.stanford.edu](http://urbancharters.stanford.edu)) provide ample evidence that some urban charter sectors have figured out how to create dramatically higher levels of academic growth to their most disadvantaged students. This is important for at least two reasons. First, these urban regions can serve as models from which all public schools serving disadvantaged student populations may learn. Second, and perhaps more important, these charter sectors clearly refute the idea that some groups of students cannot achieve high levels of academic success. They need only to be given the opportunity.



# Pennsylvania Coalition of Public Charter Schools

## ***QUALITY STANDARDS***



### Important Notes:

- Schools are busy places. School leaders always have too much on their plates. We get it. We understand that paging through this Workbook might make the task of using it feel daunting, overwhelming, and immense. That's why we strongly advise turning to the "About the Quality Standards" section (page 5) first and reading the sub-section titled "How to Use the Workbook" (page 6). This brief sub-section shares approaches to using the Workbook—from answering every question and checking all boxes to simply reviewing the standards when evaluating an employee.
- The Workbook allows for school's to bring their own specificity to some terms used. As an example, the term "stakeholders" is used throughout. For some work, the full definition may make the most sense (students, parents, employees, leaders, Board, community-at-large, volunteers, donors, authorizer, etc.). Depending on how you approach your use of the Workbook, you may select a more narrow definition.
- There is built-in flexibility with this Workbook. We think of it as a school-wide evaluation tool. But, you may decide to use it with one employee to help bring improvement to a key position. It's yours to use in the way that will best fit your school's needs.

## CONTENTS

<b>ABOUT THE QUALITY STANDARDS AND THE PCPCS PROCESS</b>	5
<b>HOW TO USE THE QUALITY WORKBOOK</b>	5
<b>STANDARD 1: ACADEMIC AND CONTINUOUS IMPROVEMENT</b>	7
1.1 CULTURE OF HIGH EXPECTATIONS	8
1.2: CURRICULUM AND INSTRUCTION	10
1.3: PERFORMANCE MANAGEMENT	13
1.4: HIGHLY EFFECTIVE TEACHERS	16
1.5: LAWS AND REGULATIONS	19
SELF SCORING DOCUMENT	21
<b>STANDARD 2: EFFECTIVE AND ETHICAL LEADERSHIP</b>	23
2.1 MONITORING EFFECTIVENESS	24
2.2 PROFESSIONAL DEVELOPMENT	26
2.3 AVOIDING CONFLICTS OF INTEREST	28
2.4 INSTRUCTIONAL LEADERSHIP	30
2.5 COMPLIANCE	32
2.6 DIVERSITY	34
2.7 SELF-REFLECTION	36
SELF SCORING DOCUMENT	38
<b>STANDARD 3: CULTURE, COMMUNITY, AND RELATIONSHIP BUILDING</b>	40
3.1 SCHOOL SUPPORT	41
3.2 COMMUNICATING MISSION AND VISION	43
3.3 SCHOOL CULTURE	45
3.4 COMMUNITY PARTNERSHIPS	47
3.5 COMMUNICATING SCHOOL IMPROVEMENT RESULTS	49
SELF SCORING DOCUMENT	51
<b>STANDARD 4: OPERATIONS</b>	53
4.1 LAWS AND REGULATIONS	54
4.2 RISK MANAGEMENT	56
4.3 STUDENT ENROLLMENT	59
4.4 SUPPORT SERVICES	61



## CONTENTS (CONTINUED)

### STANDARD 4: OPERATIONS (CONTINUED)

4.5 EMPLOYEES	63
4.6 COMMUNICATIONS	67
4.7 PHYSICAL ENVIROMENT	69
4.8 SAFETY	71
4.9 STUDENT BEHAVIOR	73
4.10 TECHNOLOGY AND DATA SYSTEMS	75
SELF SCORING DOCUMENTS	77

### STANDARD 5: GOVERNANCE

	80
5.1 ACADEMIC OVERSIGHT	81
5.2 FINANCIAL OVERSIGHT	83
5.3 REGULATORY OVERSIGHT	85
5.4 SCHOOL LEADER SUPPORT AND EVALUATION	87
5.5 COMPOSITION AND STRUCTURE	89
5.6 MEETINGS	91
5.7 GOALS AND ACCOUNTABILITY	93
SELF SCORING DOCUMENT	95

### STANDARD 6: FINANCE

	97
6.1 FINANCIAL PLAN	98
6.2 LAWS AND REGULATIONS	100
6.3 INTERNAL CONTROLS.	102
6.4 ADEQUATE FINANCIAL RESOURCES	104
6.5 FINANCIAL REPORTING AND OVERSIGHT	106
6.6 QUALIFIED EXPERTISE	108
SELF SCORING DOCUMENT	110

OVERALL SCORING DOCUMENT	112
--------------------------	-----

FINAL THOUGHTS	115
----------------	-----



### WHAT MAKES A QUALITY SCHOOL?

A high-quality Pennsylvania charter school is one that provides a safe and inspiring education by equipping all its students with the knowledge, skills, confidence, and determination to thrive in and contribute to a diverse global society. A high-quality Pennsylvania charter school is governed by an ethical not-for-profit board and employs effective leaders, faculty, and staff unwavering in their commitment to educational and operational decisions made with the instructional needs of students at the forefront.

### ABOUT THE QUALITY STANDARDS AND THE PCPCS PROCESS

Across Pennsylvania and our nation, the education community has a difficult time quantifying what makes a high-quality public charter school. When looking only at test scores, some Pennsylvania charter schools (and traditional public schools) fail to achieve what is considered a passing grade on the state's standardized tests. While concerns with this underperformance continue to mount, charter school adversaries use this poor performance on test scores as an opportunity to attack the broader charter sector. Unfortunately, high performing charter schools are being held back because of the stigma attached to the low performers. And, we all know that test scores do not define a school, any type of school.

Outside of test scores, a primary concern in the charter community is that the Pennsylvania Department of Education does not provide clear standards of quality. There are a multitude of authorizing entities with no continuity of standards across the state. Additionally, authorizers often change expectations from year to year. These authorizers are not consistently holding charters to robust, fair standards and are often driven more by local politics.

The Pennsylvania Coalition of Public Charter Schools (PCPCS) believes that a school's success should be grounded in its ability to increase academic achievement outcomes for its students, not the vagaries of local authorizing conditions. Differing standards issued by authorizers across the state is highly problematic for PCPCS and our member schools. At PCPCS, we have decided that it is time to formally define a "high-quality public charter school". Our definition is at the top of the page. Once defined, we needed to develop a tool to allow charters to comprehensively evaluate themselves. This workbook is a result of those efforts.

To address these concerns, PCPCS formed a small working group to explore what other associations across the country were doing to address quality. The Quality Workgroup consisted of PCPCS leadership, PCPCS data analyst, board members, and volunteer charter school leaders. PCPCS's Quality Workgroup conducted several interviews and meetings with leading accountability and education researchers nationwide to ensure PCPCS' planning was as thorough and comprehensive as possible. The group reached out to several charter support associations in other states and found that across the country, many charter support associations had found impactful solutions by developing their own definition of quality.

The common theme across all states was that a high-quality charter school was about much more than just test scores. They found that the most successful charter schools are led by strong, passionate leaders who carry out their duties in a professional and ethical manner, always for the purpose of achieving overall school and student success. They hire energetic teachers who use innovative teaching methods that motivate and inspire students to learn. These successful schools are supported in their communities by active and involved parents and have been able to create valuable community partnerships. Their administration is actively involved and works hard to ensure students can learn in an environment that is stable, safe, and technologically current. Taking all of the above into consideration, the workgroup was able to create a set of guidelines that would assist schools in the critical self-reflection process required for grants, accreditation, charter renewal, and other external reviews.

Through our research and discussions with other state associations, PCPCS was exposed to many different concepts and programs that the various states use to measure a quality charter school. After much consideration, PCPCS chose to accept a gracious offer made by the Arizona Charter Schools Association to 'borrow' their self assessment as a starting point in creating our own self-assessment and quality definition. The Arizona assessment has been in use since 2010 and was originally designed to support charter schools by creating a set of guidelines that would assist them in the critical self-reflection process required for grants, accreditation, charter renewal, and other external reviews.



This effort resulted in a set of research-based, comprehensive quality statements that describe conditions and factors that contribute to quality schools and a definition for a high-quality school in Pennsylvania. Combining the knowledge and expertise of successful school operators with research-based best practices, the standards describe basic criteria that can be met regardless of a school's size, philosophy or educational model:

- Academic and Continuous Improvement
- Effective and Ethical Leadership
- Effective School Operations
- Culture, Community, and Relationship Building
- Effective Governance
- Finance

Any school can use the Workbook; however, it is important to note that some standards (finance and government) are tailored more to the unique needs of charter schools. We would still encourage school districts and private schools to review these standards if they identify governance and finance as key areas of improvement.

### HOW DO I USE THE WORKBOOK?

The Workbook includes a Quality Standard for each of the six sections outlined above: Academic and Continuous Improvement; Effective and Ethical Leadership; Culture, Community, and Relationship Building; Operations; Governance; and, Finance. Designed to support school improvement, each Quality Standard includes a set of Indicators to help determine if a school has attained quality. With each Indicator, **Key Questions** and **Evidence** are listed. Each Key Question is designed to demonstrate progress towards exemplary performance on the Indicator. Answering yes to every question, as well as being able to produce a majority of the evidence/facts listed, gives evidence towards effective or exemplary performance. Based on your analysis, determine your school's performance level for the given Indicator by marking: Absent, Emerging, Effective, or Exemplary in the rubric box for each section. After determining your performance level, provide a brief rationale for why you have identified your school as performing at the selected level.

The Workbook can be used traditionally. That is, opening to the first standard and working through each Standard, Indicator, Key Question, and providing the necessary Evidence. However, this approach may not meet everyone's needs or it simply may be too much to consider when thinking about improvement. Keep reading for other ways to use the Workbook that are not as consuming.

We strongly caution against a school leader alone completing the Workbook in its entirety single-handedly. When completing the Workbook fully is the goal, it is recommended that the leaders accountable for a standard to complete "their" section, with a workgroup assisting. Then, the leaders (and workgroup representatives) can gather to discuss results and complete the final self-scoring section of the Workbook. A twist on this recommendation is to have school leaders complete the sections related to areas for which they are not accountable; moving from self-evaluation to peer evaluation. This provides an outside-looking-in perspective on the work being done related to that Standard.

The Workbook is designed so a School Leader is able to select just the one Standard or mix of Standards that s/he wants to evaluate. In this way, the Workbook is a great tool for when there is personnel transition in a department or position or when there is a need to bring about improvement to a specific department of the school.

The Workbook can be used to help develop job descriptions and performance evaluations. As an example, use the Finance section Key Questions and Evidence to help draft the essential job functions and levels of performance for your Business Manager or CFO role. A leader can use the Workbook simply as a tool to prompt efforts; just skim the Workbook periodically and something new is bound to jump out at you as an area that you're now ready to focus on and improve.

***Whichever way (or ways) you decide to use the Workbook, we know that it will assist in your endeavors of advancing your school.***



# STANDARD 1

## ACADEMIC AND CONTINUOUS IMPROVEMENT

A quality school maintains a culture of high academic expectations and focuses on continuous improvement by defining measurable academic goals for all of its students; articulating a fully aligned, rigorous curriculum and employing research-based instructional strategies; regularly tracking student progress; employing differentiated professional development and student intervention; and fostering a collaborative and highly effective cadre of teachers, while also maintaining compliance with applicable laws and regulations.



## ACADEMIC INDICATOR 1.1: CULTURE OF HIGH EXPECTATIONS

The school commits to high academic expectations for all students and holds all staff and students accountable to these expectations.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school lacks a commitment to high achievement for all students.</p> <p>The school focuses on teaching rather than student learning.</p> <p>The school does not monitor evidence of student learning and it fails to respond to its data.</p>	<p>The school's mission reflects high academic expectations for all students.</p> <p>The school has established goals and expectations for all students in at least reading, writing and math.</p> <p>The school has begun to shift its focus from teaching inputs to students' learning outcomes. However, the school inconsistently monitors evidence of student learning and fails to utilize data effectively for school improvement.</p>	<p>The school's mission and day to day behaviors reflect high academic expectations for all students.</p> <p>The school has established goals and high expectations for all students in all content areas.</p> <p>The school has shifted its focus from teaching inputs to student learning outcomes.</p> <p>The school monitors evidence of student learning to determine if sufficient progress is being achieved and holds staff and students accountable for student learning.</p>	<p>The school's mission and day to day behaviors reflect high academic expectations for all students that extend beyond graduation from the school.</p> <p>All members of the school community establish goals and create high expectations for student learning in all content areas, including goals for closing achievement gaps, when applicable.</p> <p>The focus of the school is student learning outcomes and data is monitored frequently to make adjustments to student outcomes.</p> <p>The school staff and students hold themselves accountable for student learning.</p>



## 1.1 KEY QUESTIONS

- Do the school mission and vision statements reflect high academic expectations for all students?
- Does the school translate mission and vision statements into strategic goals that address the learning of all students in all content areas and that embody the following characteristics: specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.)?
- Does the school commit to school-wide goals for achievement (i.e. percent proficient) and growth of students (i.e. individual growth percentile scores)?
- Does the school commit to and monitor growth and achievement goals for each subgroup of students (by grade level, low-income, special needs, demographic groups, etc.), ensuring all subgroups meet goals?
- Has the school publicly communicated its academic goals? Do the school's academic achievement goals demonstrate improvement from the previous year?
- How does the school compare performance with similar schools?
- Does the school explicitly align curriculum with college and career readiness standards?
- Does the school expose students to a variety of possible careers and educational opportunities beyond high school?
- Does the physical environment support a culture of high expectations?
- Does the school leadership recognize and celebrate students who make significant gains or achieve absolute goals?
- Is a commitment to the mission and high expectations for students a part of the hiring and evaluation criteria for staff?
- Is student achievement monitored after students leave the school (i.e. success in high school or post-secondary graduation)?
- Does the school monitor student achievement data and use these data to determine if sufficient progress is being made?
- Is the school using multiple measures to determine student achievement and success?
- Do students monitor their progress in achieving learning goals?
- Are teachers actively involved in conversations about classroom level and school-wide academic goals?
- Is student performance data considered during a teacher's evaluation?

## 1.1 EVIDENCE

- Written mission and vision statements
- School continuous improvement plan (performance school leader plan, Title I consolidated plan, etc.) that includes measurable goals for student achievement by content areas
- Observation records that demonstrate teachers are implementing strategies and actions identified in the plan
- S.M.A.R.T. goals established by grade and content that addresses student achievement for all students
- Rigorous formative and summative assessments
- Classroom and hallway décor that supports academic goals and school mission
- Artifacts of public recognition of students who reach academic goals or make significant achievement
- Evidence that students monitor their progress: student journals, student goal setting sheets, student generated graphs/charts, student led conference procedures, etc.
- Data analysis: graphs and charts displaying results of student assessments, data aggregated at the classroom and school level, electronic school leader of data, etc.
- Professional Learning Community (PLC) norms, SMART goals aligned to school goals, identified learning outcomes, identified strategies and actions that align to SMART goals, agenda and minutes of PLC meetings, common formative assessments, data analysis
- Agendas and minutes of meetings with teachers and staff addressing data analysis and use of student achievement data to progress monitor goals, school improvement planning, etc.
- Teacher evaluation framework that reflects inclusion of student achievement data
- Alumni tracking records



## ACADEMIC INDICATOR 1:2: CURRICULUM AND INSTRUCTION

The school creates a comprehensive curriculum, instruction, and assessment system aligned to required standards, college and career readiness measures, and the school's mission and vision. The curriculum and instruction include effective strategies to meet the needs of a diverse student population.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school has no written curriculum (i.e. curriculum map, scope and sequence, content resources, etc.).</p> <p>Teacher's lesson plans do not articulate standards or performance objectives related to the standards.</p> <p>Teachers solely utilize the instructional resources (e.g., textbooks) as their curriculum and do not regularly assess students nor differentiate instruction based on learning style or specific academic needs.</p>	<p>The school has a written curriculum; however, it is not fully aligned and articulated to state standards or college and career readiness measures, or the curriculum doesn't provide the necessary scope and sequence for teachers.</p> <p>Teachers submit lesson plans with specific outcomes, but mainly utilize the instructional resources to pace their instruction rather than their curriculum materials.</p> <p>Some curriculum aligned assessment is administered but does not inform the differentiation in instruction based on student need.</p>	<p>The school has a written curriculum that is aligned to state standards and teachers have identified the essential learning outcomes in at least reading, writing and math, and these documents provide the scope and sequence for instruction.</p> <p>Teachers' unit and lesson plans articulate specific standards and performance objectives to be mastered and are aligned to the mission, essential learning outcomes, and scope and sequence established in the curriculum.</p> <p>Teachers utilize the instructional resources as well as some supplementary materials to provide instruction that addresses multiple academic levels and learning styles.</p> <p>Formative and summative assessments are regularly administered; curriculum materials are reviewed annually for effectiveness based on student academic data and revised, if needed.</p>	<p>The school has a written curriculum and scope and sequence of instruction that exceeds state standards in all content areas.</p> <p>Teachers' plan collaboratively to provide instruction on the essential learning outcomes and have agreed to the pacing of instruction as demonstrated in common unit and lesson plans that articulate specific standards and performance objectives to be mastered.</p> <p>Teacher's unit and lessons plans represent mission-aligned exemplary instructional practice and demonstrate differentiation of instruction based on each individual student's needs.</p> <p>Teachers use a variety of formative and summative assessments to monitor student achievement and inform instruction.</p> <p>A documented process for curriculum monitoring and review for effectiveness is established and employed as soon as it is needed, which may include multiple times per year.</p>

## 1.2 KEY QUESTIONS

- Are curriculum materials aligned to state standards and used to drive instruction?
- Is curriculum aligned with college and career readiness standards?
- Does the school collaborate with content experts or industry professionals to ensure curriculum is meeting the knowledge and skills needed for future employment?
- Do the curriculum materials provide a scope and sequence for instruction throughout the year?
- Do the curriculum materials identify essential learning outcomes (i.e. learning outcomes that are necessary for readiness and can be leveraged in subsequent grade levels)?
- Do teachers commit to teaching essential learning outcomes to mastery and monitor the progress of their students?
- Is there a process in place for school leadership to review lesson plans for alignment to standards and the school's curriculum map?
- Are formative assessments explicitly aligned to curriculum materials, daily lesson plans, and end of year summative assessments?
- Is instruction monitored to ensure alignment with stated curriculum and standards?
- Do teachers work in collaborative teams to identify what they want students to know, determine whether they have learned it and use data to respond with intervention or enrichment?
- Do teachers interpret standards and plan lessons by considering what is necessary in previous and subsequent grade levels and prior and future knowledge necessary within the current year?
- Do teachers within a grade level or content area use research-based instructional strategies?
- Do teachers have access to up-to-date core instructional materials (e.g., textbooks, comprehensive curriculum software, etc.)?
- Do teachers use supplementary materials to provide instruction (e.g., technology, manipulatives, literature, etc.)?
- Do teachers have access to intervention and enrichment materials or programs that can be used to support student learning?
- Is student performance on the curriculum assessed through summative assessments at least two times prior to the end of the year?
- Is student progress toward mastery on the curriculum assessed through periodic formative assessments?
- Is student performance on the curriculum assessed through formative check for understandings in each lesson?
- Are interventions and enrichments based on student achievement data collected in the assessment system?
- Is assessment data monitored frequently to determine changes in program, instructional strategies or interventions?
- Are curriculum materials reviewed and revised at least annually based on changes in standards or past student performance?
- Is there a process in place to review and revise curriculum materials mid-year based on student progress?
- Are college and career readiness assessments used to measure student achievement?
- Does the school analyze student achievement data at least quarterly and adjust curriculum to better align with standards, as needed?
- Does the school have a systematic response to students' learning needs (e.g., Response to Intervention, enrichment, etc.)?
- Does the school have a formal process for identifying and testing students who might be eligible for special education services, 504 plans, remediation, language support, or gifted services?
- Do lesson plans reflect instructional practices that differentiate based on diverse learning needs? Do teachers scaffold lessons and assessments to address multiple academic levels?
- Does instructional monitoring include observation of differentiation strategies?
- Are language supports provided for English language learners?
- Do students with Individual Education Plans (IEP's) undergo an annual review resulting in revisions to their plans based on targeted needs?
- Is professional development provided for teachers on how to differentiate instruction?
- Are curriculum and instructional materials sensitive to the diverse cultural backgrounds of students?
- Is academic performance monitored within subgroups, such as gender, race/ethnicity, language proficiency, previous academic history (i.e. below 25% of performance)?



## 1.2 KEY QUESTIONS (CONTINUED)

- Is curriculum and instruction adjusted in response to performance of specific subgroups?
- Does the school have a plan that addresses curriculum, instruction, and assessment of the state standards?

## 1.2 EVIDENCE

- Curriculum materials are aligned to state standards by grade level and content area, e.g., curriculum maps, pacing guides, “essential learning outcomes” identified
- Written classroom level outcomes are aligned to the S.M.A.R.T. goals
- Identified and shared, student-friendly learning objectives in each classroom
- School plan (performance school leader plan, Title I consolidated plan, etc.) that addresses curriculum and instruction
- Observation records demonstrate teachers are implementing strategies and actions identified in the plan
- Classroom observations, lesson plans, samples of student work show how teachers utilize expected instructional strategies
- Team agenda and minutes of PLC meetings, common planning materials indicate collaboration
- End of unit assessments aligned to taught curriculum
- Check for understanding activities embedded in lesson plans
- Interim formative assessments aligned to taught curriculum and/or summative assessments
- Curriculum review report
- Revised curriculum materials
- Intervention logs, student portfolios, student analysis of learning and goal setting
- Systematic response to student learning e.g., documented interventions for Tier I, II and III support, common procedures for teachers to provide intervention teacher interviews, observations, etc.
- Schedule for annual and triennial IEP reviews
- Student achievement data by disaggregated groups
- Student IEP files and other individualized learning plans for students who have special learning needs



## ACADEMIC INDICATOR 1:3: PERFORMANCE MANAGEMENT

The school implements a systematic process of monitoring and improving the effectiveness of their academic program based on data.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>No record of school review of teacher or program effectiveness exists.</p> <p>Professional development is infrequent and available in response to compliance activities rather than focusing on curriculum, instruction, assessment and data analysis.</p>	<p>The school fails to fully address the alignment of curriculum, instruction, assessment and professional development in its continuous improvement plan.</p> <p>The professional development of teachers and staff are based only on individual teacher interests or requests rather than a response to student needs or program enhancement needs identified by student achievement data.</p> <p>Professional development is primarily based on workshops; it does not include knowledge developed in collaborative teams and job embedded opportunities are not available.</p> <p>Continuing education is not targeted to specific long-term instructional improvement.</p>	<p>The school creates a continuous improvement plan that incorporates curriculum, instruction, assessment and professional development to respond to students' needs.</p> <p>Teachers and staff quarterly review the implementation and effectiveness of the plan utilizing student and school achievement data.</p> <p>Teachers actively participate in giving input on areas of instructional improvement.</p> <p>The school leadership values collaboration as a means of professional development, encourages teachers to focus on student learning, and models the use of data driven decision making.</p> <p>Teachers' professional development is based on identified needs for instructional strategies, interventions or other program enhancements.</p>	<p>The school creates a continuous improvement plan that is regularly monitored and aligns high expectations for student and staff learning, effective instructional strategies and data analysis to monitor effectiveness.</p> <p>School leadership has developed a Professional Learning Community with clearly established expectations for teacher collaboration; a focus on student learning rather than teaching; and a results orientation which requires that teachers monitor student achievement results.</p> <p>School staff engages in program development and modifications based on internal and external evaluation of student and school outcomes.</p> <p>Staff development is based on valid and reliable research; it is frequently job embedded and aligns to student achievement needs, increasing knowledge and capacity for collaborative team work and/or teachers' professional goals.</p>

### 1.3 KEY QUESTIONS

- Do school administrators use data to evaluate student learning and instructional programming effectiveness?
- Is there a formative and summative assessment system in place to allow teachers and administrators to monitor student progress?
- Does the assessment system provide reliable and valid data for teachers to use?
- Is there a student database that stores and reports student achievement data over time (e.g. grades, course taking, state assessment results, norm-referenced assessment results, growth percentiles, etc.)?
- Is there a system in place to collect, analyze and report student achievement data at the classroom, grade, and school levels?
- Do teachers use formative and summative assessments to inform their instruction?
- Do teachers receive training on data analysis?
- Is teacher professional development aligned with student achievement data and outcomes?
- Is professional development monitored for effectiveness and implementation of learning?
- Do teachers analyze the results of assessments to determine how they can improve individually, how their team can improve and how well their students are performing on the standards?
- Does the school collect and analyze longitudinal student data?
- Does the school conduct student and parent satisfaction surveys to help inform program effectiveness?
- Does the school leadership report student academic performance to the Board of Trustees? Does the school schedule time for regular data analysis in collaborative team meetings?
- Does the school have a continuous improvement plan that aligns professional development with curriculum, instruction, assessment and data analysis activities?
- Are classroom and school wide academic goals determined based on ambitious and attainable improvements from previous year or baseline data?
- Does the school conduct a review of and revise curriculum annually based on summative assessment results?
- Are student growth scores used in teacher and leader evaluations?
- Are teacher and leader evaluations used primarily for constructive feedback and opportunities for improvement?
- Do teachers analyze student achievement data to determine teacher, team, and student strengths and areas of improvement?
- Are students grouped and/or intervention opportunities developed or adapted based on identified needs?
- Does school leadership review staffing needs annually and hire, in part, based on gaps in teacher strengths (e.g. literacy, science)?
- Is school performance data transparent and available for internal and external review and critique?

### 1.3 EVIDENCE

- Assessment system (internally developed or commercially purchased) capable of implementing standards-based assessments aligned to Pennsylvania standards
- Multiple assessments: classroom level (formative and summative) and school level (common assessments, benchmarks/diagnostic, predictive)
- Reliable and valid assessments and data e.g., research reports, item analysis studies, correlations studies between internal assessments and state standardized assessments, technical reports, etc.
- Variety of assessment reports: progress monitoring reports, longitudinal reports, standards-based reporting
- Teacher developed assessments managed within the assessment system e.g., formative, summative, end of course, common assessments, etc.
- Testing calendars by grade level and content area
- Team meetings agendas, assessments, teachers' lesson and assessment plans, grade level/team meeting data analysis show collaboration around development and implementation of common assessments
- Agenda and minutes of meetings with teachers and staff within the same grade level and across multiple grade levels addressing data analysis, the use of student achievement data to progress monitor goals, school improvement planning, etc.



### 1.3 EVIDENCE (CONTINUED)

- Professional development calendar and agendas by topic
- Intervention plans based on data analysis e.g., flexible grouping, instructional supports assigned by skill areas identified in assessment data, differentiation of instruction and support aligned to identified student need, etc.
- Evidence of teachers' participation in the identification or creation of professional development: e.g., minutes from retreats, study groups, improvement committees, samples of materials, etc.
- Meeting minutes, agendas, sign in sheets, artifacts of their work (norms, common assessments, intervention plans, etc.) indicate collaboration
- Job embedded professional development: e.g., participation in collaborative teams, mentoring, coaching, peer observations, book studies, sharing opportunities, etc.
- Alignment of professional development and curriculum, instruction, assessment and student achievement needs: e.g., analysis of student gaps, identification of content needs, identification of pedagogical needs, training in assessment development and interpretation, intervention planning and implementation, etc.
- Monitoring of professional development activities for instructional staff: e.g., attendance sheets, electronic school leader of participation, participation in collaboration, implementation of learning in classroom, self-reflections, etc.
- School wide and/or grade level performance data posted on school's website
- Academic performance dashboard presented to Board of Trustees
- Teacher/leader evaluation framework includes student growth scores



## ACADEMIC INDICATOR 1:4: HIGHLY EFFECTIVE TEACHERS

The school hires, develops, and retains a cadre of dedicated and effective educators who review student data, adjust instruction, and provide intervention when necessary.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>Teacher qualifications do not reflect content expertise or pedagogical training.</p> <p>Teacher effectiveness is not reviewed, and evaluations are not conducted and/or do not include student achievement data.</p> <p>No training or professional development program exists to provide training in curriculum, instruction, assessment and data analysis.</p>	<p>Some teacher qualifications do not match content areas taught.</p> <p>Teacher's effectiveness is reviewed, but teachers are not consistently provided constructive feedback focused on improvement.</p> <p>Teachers do not engage in collaboration; teachers have limited access to professional development in curriculum, instruction, assessment or data analysis.</p> <p>Teachers lack strategies to adjust instruction or interventions for use based on students' needs.</p>	<p>All teachers are mission-aligned, and their qualifications match content areas taught.</p> <p>Teachers receive formative and summative evaluations that include student achievement data in the teacher's content area with the goal of improving instruction.</p> <p>Teachers participate in collaborative teams and receive professional development in the areas of curriculum, instruction, assessment and data analysis.</p> <p>Teachers have access to and frequently utilize interventions and enrichment for student learning.</p>	<p>The school employs a stringent hiring protocol ensuring that all teachers are mission-aligned, and their qualifications match content areas taught.</p> <p>Teachers receive formative and summative evaluations for the purpose of improving instruction.</p> <p>All evaluations include the use of student achievement data in the teacher's content area(s).</p> <p>Teachers actively participate in at least one collaborative team which focuses on identifying student outcomes, developing and using common assessments to drive instruction and work to systematically provide intervention or enrichment when needed for the purpose of increasing student achievement.</p> <p>Teachers are trained to evaluate assessment data and respond appropriately with the use of differentiation, intervention and enrichment.</p> <p>A culture of collaboration and peer to peer learning and support is clearly present.</p>



## 1.4 KEY QUESTIONS

- Are all teaching positions filled with teachers who have required qualifications and credentials?
- Has the school articulated a clear, systematic recruitment and hiring process to ensure a pool of strong candidates aligned to school vision, mission, and values?
- Do teachers receive professional development on topics relating to curriculum, instruction, assessment, data analysis, etc.?
- Do all teachers identify student outcomes, administer aligned assessments, analyze results, and respond with instruction including interventions and enrichment to meet students' needs?
- Do teachers have common planning time?
- Do teachers collaborate to create unit or lesson plans aligned to the school's curriculum and pacing?
- Do teachers collaborate to create common assessments, analyze results and respond with instruction to meet students' needs?
- Are teachers given opportunities to observe other teacher classrooms? in other schools?
- Do teachers lead professional development and/or workshops for their colleagues?
- Have teachers within the school de-privatized their practice to encourage interdependence, collaboration and student learning?
- Does the leader clearly communicate faculty and school-wide goals at least annually with at least two progress reports within the year?
- Does the school provide formal evaluations of teachers with timely, specific feedback?
- Does the school leadership clearly communicate expectations for effective instruction? Do all teacher evaluations include the use of student achievement data for the teacher's content area?
- Do teachers receive multiple formative evaluations that identify areas of strength and improvement prior to final summative evaluations?
- Does the school leadership follow up with teachers after evaluations to see if the teacher was able to make improvements?
- Do evaluations and related data guide professional development opportunities and teacher retention decisions?
- Do teachers have an opportunity for self-reflection in the evaluation process?
- Do teachers participate in the identification and/or creation of professional development opportunities?
- Do teachers have access to job embedded professional development opportunities (e.g., collaborative teams, mentoring, coaching, peer observations, book studies, sharing opportunities, etc.)?
- Do school leaders intentionally follow up with teachers after professional development to ensure effective implementation of learned practices?
- Does the school leader or instructional coach provide models of effective instruction for struggling teachers?
- Is the professional development plan evaluated and revised from year to year?

## 1.4 EVIDENCE

- Hiring protocols and policies adhere to state and federal hiring requirements
- Systematic hiring practices in place (e.g., position postings, reference checks, interview protocols, certification verification, etc.)
- Complete employment files
- Standard rubric for effective instruction
- Teacher professional development plan
- Teacher evaluation tool aligned to state statute and regulations, including student achievement data
- Teacher goal setting documents, observation protocols/checklists, self-reflections, completed evaluation forms)
- Calibration reports of rubric based observations when multiple evaluators are used
- Teacher evaluation calendar including assignment of evaluators
- Individual Teacher Performance Plans



## 1.4 EVIDENCE (CONTINUED)

- Professional development calendar, by topic area
- Team norms, agenda/minutes of meetings, attendance logs for team meetings, interviews with team members, documented peer observations and teacher led professional development and coaching, other observations, etc.
- Data analysis (e.g., data worksheets, charts of student results, individual, class and school reports, agenda/minutes of data meetings, student data walls, etc.)
- Documentation of team teaching, flexible grouping, sharing students for intervention/enrichment, common planning materials, common pacing guides, common assessments implemented by all team members, analysis of data, instructional strategies support and sharing)
- Book studies or other documentation that research-based literature is regularly reviewed and discussed



## ACADEMIC INDICATOR 1:5: LAWS AND REGULATIONS

The school ensures compliance with local, state, and federal laws and regulations regarding the academic program, including compliance with the charter agreement regarding the academic program.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school makes very little effort to ensure compliance with local, state, and federal laws and regulations as well as its charter agreement.</p> <p>Staff members do not participate in training opportunities and have very little communication with regulatory agencies.</p>	<p>The school makes some effort to ensure compliance with all local, state, and federal laws and regulations.</p> <p>The school also monitors compliance with its charter agreement.</p> <p>Staff members may not participate in training opportunities when available nor have consistent communication with regulatory agencies.</p>	<p>The school has an articulated process and designated staff assigned to ensure compliance with all local, state, and federal laws and regulations.</p> <p>The school also ensures compliance with its charter agreement.</p> <p>Relevant staff members participate in training opportunities and maintain communication with applicable regulatory agencies to ensure compliance and good standing.</p>	<p>The school has an articulated process and designated staff assigned to ensure compliance with all local, state, and federal laws and regulations.</p> <p>If relevant, the school also ensures compliance with its charter agreement.</p> <p>Relevant staff members proactively seek out training opportunities and maintain regular and timely communication with applicable regulatory agencies to ensure compliance and good standing.</p>

## 1.5 KEY QUESTIONS

- Does the school have an annual process in place to ensure curricular alignment with required standards?
- Do the Board of Trustees, leadership and staff all know the academic goals included in the school's charter?
- Does the school have a process in place to ensure compliance with state and federal special education requirements?
- Does the school have a process in place to ensure compliance with state and federal requirements for serving English Language Learners?
- Does the school have designated personnel to oversee compliance with special education and English Language Learner program requirements?
- Is there at least an annual review of special education compliance that may include a third-party review?
- Is there at least an annual review of an English Language Learner program compliance that may include a third-party review?
- Does the school utilize legal counsel or external agencies to monitor compliance with applicable local state, and federal laws and regulations?
- Does the school have a process to ensure teachers meet state and federal teacher qualification requirements?
- Does school leadership proactively seek out any updates and training opportunities related to applicable laws and regulations?
- Does all relevant staff participate in training annually regarding any new laws or regulations?
- Does school leadership ensure and document that all staff participates in required trainings?
- Does the school have a process in place to ensure compliance with authorizer requirements?
- Does the school have a designated authorized representative that ensures regular communication with the school's charter authorizer?

## 1.5 EVIDENCE

- Special Education manual, compliance checklists and reports
- English Language Learner program manual, compliance checklists, and reports
- Written compliance review process
- Special Education and ELL program meeting logs that reference requirements
- Legal counsel reviews
- Charter contract
- Submitted amendments
- Log of state agency memos or communication
- Email and phone logs of communication regarding compliance with regulations
- Agendas and attendance logs for training pertaining to relevant laws, regulations or other requirements
- Calendar showing when all required documents and reports need to be submitted
- Board of Trustees minutes documenting discussion of academic goals in charter or compliance discussions
- Organization charts designating oversight responsibilities
- Documentation of communication with the school's charter authorizer



## STANDARD 1: ACADEMIC AND CONTINUOUS IMPROVEMENT

## SELF SCORING DOCUMENT

For each indicator, review the performance level descriptions, key questions, and list of artifacts. Based on your analysis, determine your school's performance level for the given indicator by marking: Absent, Emerging, Effective, or Exemplary. After selecting a performance level, provide a brief rationale for why you have identified your school as performing at the selected level. Refer to the performance level descriptions to guide your writing and cite sources of evidence that external reviewers may be interested in reviewing.

<b>1.1 HIGH EXPECTATIONS</b>	<b>Rationale</b>
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effective</li> <li>◇ Exemplary</li> </ul>	
<b>1.2 CURRICULUM AND INSTRUCTION</b>	<b>Rationale</b>
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effective</li> <li>◇ Exemplary</li> </ul>	
<b>1.3 PERFORMANCE MANAGEMENT</b>	<b>Rationale</b>
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effective</li> <li>◇ Exemplary</li> </ul>	

1.4 HIGHLY EFFECTIVE TEACHERS	Raonale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effectve</li> <li>◇ Exemplary</li> </ul>	
1.5 LAWS AND REGULATIONS	Raon ale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effectve</li> <li>◇ Exemplary</li> </ul>	

## STANDARD 2

### EFFECTIVE AND ETHICAL LEADERSHIP

The leaders of a quality public school are responsible stewards of the school's mission and vision and of public funds and trust. The school leaders carry out their duties in a professional, responsible, and ethical manner at all times and use their influence and authority for the primary purpose of achieving student success and creating the highest quality learning environment.

*Note: "School leader" can be defined by you. Maybe it's the CEO and Directors or perhaps you're using the Workbook to develop an Assistant Principal. Remember the Note on the cover of this Workbook - the definition of some terms are flexible. This is one of those times.*



**LEADERSHIP INDICATOR 2.1: MONITORING EFFECTIVENESS**

Leaders regularly monitor and evaluate the success of the school's program and hold themselves accountable for results.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
The leader does not monitor any assessment results nor discusses the success of the academic program with any stakeholder.	The leader ensures that students participate in academic assessments and reviews overall school assessment results.	The leader works with staff to align state standards, school curriculum, instruction and assessment and regularly monitors progress by analyzing valid assessment data for improvement planning.	<p>The leader works collaboratively with staff to ensure that formative and summative assessments are aligned with the curriculum and instruction.</p> <p>The leader holds oneself accountable by frequently monitoring results for continuous improvement and creates specific interventions for struggling programs or eliminates nonproductive programs.</p>



## 2.1 KEY QUESTIONS

- How does the school leader use multiple objective metrics to determine school success (i.e. assessment results, graduation rates, student retention rates, parent/student surveys, etc.)?
- How do students participate in formal assessments multiple times a year?
- How does the school leader ensure that there is an alignment between what is taught and what is assessed?
- How does the school leader have access to school, classroom, and student level assessment results?
- How does the school leader have access to assessment results broken down by standard?
- How does the school leader review assessment results with staff at least quarterly?
- How are intervention programs documented, evaluated, and the evaluation supported by data?
- How does the school leader ensure there is an annual review of curriculum materials?

## 2.1 EVIDENCE

- Quarterly benchmark assessments
- Weekly formative assessments of student progress
- Summary graphs and charts displaying results of student assessments – quarterly and annually
- Agenda and minutes of meetings between teachers and leaders that demonstrate discussion around student academic achievement
- Documentation of intervention programs with separate analysis of intervention effectiveness
- School leader reports to the Board of Trustees on school's outcomes



## LEADERSHIP INDICATOR 2.2: PROFESSIONAL DEVELOPMENT

Leaders engage in regular professional development and reflective practice.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
The school leader takes no action to reflect on practices and does not participate in any professional development opportunities.	The leader occasionally attends a relevant conference/training event and reviews professional literature and occasionally reflects on practices.	<p>The leader regularly seeks out and attends professional development opportunities in response to identified areas of need and reviews current professional literature and integrates information.</p> <p>Additionally, the leader has a formal method for reflecting on practices and utilizes it.</p>	<p>The leader continually seeks out and attends relevant professional development opportunities that align with the school's vision and mission and identified needs.</p> <p>The leader reviews current professional literature and fully integrates information.</p> <p>Additionally, the leader has a formal method for reflecting on practices and regularly utilizes it, shares reflections with others, and uses reflection to bring about improvement.</p>

## 2.2 KEY QUESTIONS

- Does the school leader have a written professional development plan?
- Is the school leader aware of the professional development opportunities from a variety of sources?
- Has the school leader attended a conference or participated in topic specific training regularly and recently?
- Does the school leader regularly read journals, newspapers, blogs, etc. related to education?
- How aware is the school leader of and has he/she read recently published academic reports and articles from credible sources?
- Has the school leader completed a formal self-reflection on strengths and weaknesses based on multiple sources of data (student achievement data, teacher/parent surveys, established leader rubrics, etc.)?
- How does the school leader informally conduct reflective practices?
- How are the professional development opportunities pursued aligned with the school's mission and vision?
- How does the school leader implement concepts/practices for the professional development?

## 2.2 EVIDENCE

- A yearly professional development plan for the school leader
- Leader's professional development summary
- Certificates of completion from relevant trainings
- Completed self-reflection form that identifies strengths and weaknesses
- Subscription to academic professional journals
- Budget line item for professional development for administration
- Documented changes in programs with a link to research



**LEADERSHIP INDICATOR 2.3: AVOIDING CONFLICTS OF INTEREST**

The school leader abstains from any decision involving a potential or actual conflict of interest.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
The leader is oblivious to any conflicts of interests, makes no attempt to avoid any future conflicts of interest, and/or participates in decisions despite a known conflict of Interest.	The leader does not participate in a decision when someone else points out a potential conflict of interest.	The leader identifies all potential conflicts of interest and recuses oneself when appropriate.	The leader actively avoids creating a conflict of interest. When necessary, the leader makes a conflict of interest known at the beginning of a potential situation and recuses oneself when appropriate.

## 2.3 KEY QUESTIONS

- Does the Board of Trustees have a conflict of interest statement?
- Does the school leader avoid being involved in any decision that could lead to a possible financial gain?
- Does the school leader disclose all affiliation with potentially interested members of the Board of Trustees?
- Does the Board of Trustees conduct a review of the leader's performance?
- Has the school leader and Board of Trustees consulted with legal counsel to help identify any potential conflicts of interest?

## 2.3 EVIDENCE

- Conflict of Interest Statement in effect
- Board of Trustees manual of policies
- Staff Handbook
- Board of Trustees meeting minutes that indicate the leader recusing him/herself because of a potential conflict
- Organizational chart that documents no conflicts of interest
- Audit report shows no findings with regard to conflict of interest



## LEADERSHIP INDICATOR 2.4: INSTRUCTIONAL LEADERSHIP

Leaders make decisions with the goal of optimizing successful teaching and learning experiences.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
The leader makes no reference to optimizing teaching and learning experiences when making decisions.	The leader has codified a plan to unite ongoing leadership to the school's instructional improvement.	The leader has codified a plan to unite both ongoing leadership and strategic planning to the school's instructional improvement that includes ample teaching and learning time, and sufficient resources and support for teaching staff. The plan is reviewed and revised as needed to meet changing conditions and maintain alignment with the school's vision, mission, and values.	The leader has a codified plan to unite both ongoing leadership and strategic planning to the school's instructional improvement that optimizes the time and resources dedicated to teaching and learning. The plan is frequently reviewed and revised as needed to meet changing conditions. Changes are made only in relation to the school's vision, mission and values, and are vetted and approved by the community and finalized by the Board of Trustees.

## 2.4 KEY QUESTIONS

- Has the school leader provided ample daily instructional time to support student learning?
- Has the school leader provided ample teacher planning, collaboration, and reflection time?
- Are teachers given access to sufficient instructional resources?
- How does the leader regularly evaluate the effectiveness of teaching staff?
- Has the school leader worked to maximize the amount of financial resources dedicated to supporting teaching and learning?
- How does the school leader ensure that teacher salaries and benefits are competitive enough to attract high quality teachers?
- How does the school leader take into consideration teacher strengths when making grade level and course teaching assignments?
- Has the school leader established a code of conduct implemented consistently throughout the school that supports successful teaching and learning?
- Has the school leader developed a written plan for instructional improvement that includes coaching and mentoring opportunities?
- Has the school leader actively gathered input from all staff before making key decisions that effective teaching and learning?

## 2.4 EVIDENCE

- Daily and weekly school schedule
- Instructional resources available for teachers
- Teacher evaluation forms
- School budget
- Record of teacher teaching assignments
- Record of internal and external professional learning opportunities
- Continuous improvement plan for school-wide instruction
- Teacher/leader planning meeting minutes that show active discussion about key decisions



**LEADERSHIP INDICATOR 2.5: COMPLIANCE**

Leader maintains awareness of and complies with local, state, and federal laws and regulations, including those pertaining to Special Education.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
The leader is not aware of applicable laws and regulations and has no plan in place to review school compliance.	The leader is aware of all legal and regulatory issues but may not be in full compliance.	<p>The leader is aware of and complies with all applicable laws and regulations.</p> <p>The leader actively monitors changes to all applicable laws and regulations and ensures compliance within the school by receiving training to understand the school's responsibility in order to adjust or modify procedures and processes in response.</p>	<p>The leader is aware of and complies with all applicable laws and regulations.</p> <p>The leader actively monitors changes to all applicable laws and regulations.</p> <p>The leader actively participates in advocacy related to laws and regulations that impact his or her school.</p> <p>The leader also collaborates with staff, vendors, and other stakeholders to monitor compliance.</p>



## 2.5 KEY QUESTIONS

- Does the school leader have state and federal compliance documents and materials?
- Does the school leader have a calendar or timeline of key compliance requirements for state and federal reporting?
- Are staff members in place to collect, organize and report to the state or federal agencies data that are required for compliance?
- Has the school received any audit or compliance findings from the state or federal departments with regard to reporting and record keeping?
- How does the school leader monitor changes to laws and regulations?
- How does the leader monitor compliance with state and federal laws?
- Does the school leader attend trainings or meetings that provide updates regarding changes to laws and regulations?
- Does the leader have a process for addressing issues identified, either internally or externally, within the school regarding non-compliance?
- Does the school leader implement changes to procedures or processes based on changes to laws and regulations as a result of training?
- Does the leader participate in advocacy, either organized or individually, with the state legislature?
- Does the leader collaborate with key staff, vendors or stakeholders to ensure compliance?

## 2.5 EVIDENCE

- Copies of compliance documents, i.e., AFR, PDE Guidance and Regulations, IDEA, 504, Title (all), etc.
- Calendar/timeline indicating deadlines
- Staff members hired with demonstrated knowledge or experience needed to comply with requirements
- Audit/compliance documents and/or results
- Internal procedure manuals to guide staff in their work
- Internal audit processes and procedures in place
- Training certificates
- Demonstrated changes in processes or procedures based on updated regulations or statute
- Staff or vendor meeting agendas or documentation
- Participation in PCPCS meetings/calls or individual advocacy at the state or federal level



## LEADERSHIP INDICATOR 2.6: DIVERSITY

Leaders implement practices that are inclusive to diverse learners.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
The leader lacks a plan to address diversity among students' learning needs.	<p>The leader respects diversity but has not created a system in which all students learning needs are met.</p> <p>Teachers are not aware of or trained in the use of interventions and enrichments nor are they trained to differentiate instruction.</p>	<p>The leader ensures the school has policies in place which respect the diversity of students' learning needs.</p> <p>Teachers receive training in differentiated instruction and the use of interventions and enrichment.</p> <p>The leader works with staff to identify students' needs based on data and has developed effective interventions and enrichment for students with diverse learning styles and needs.</p>	<p>The leader monitors that school policies regarding diversity of students learning needs are implemented by all staff members.</p> <p>The leader works with staff to establish systematic responses to student needs based on a pyramid of interventions and enrichment to meet both academic and social needs.</p> <p>The leader monitors the implementation of interventions as well as the use of differentiation.</p> <p>The leader models behaviors with teachers and staff which create the rigorous environment necessary for all students to learn and achieve.</p>

## 2.6 KEY QUESTIONS

- Does the school's mission address the student achievement and learning of all learners/students?
- How does the school leader demonstrate that he/she respects diversity of their students and staff?
- Does the school have policies in place which respect the diversity of student learning styles and needs?
- Does the school have a system in place to ensure that the learning needs of all students are met?
- How does the school utilize research-based interventions and enrichments to respond to student need?
- Does the school have access to student achievement data that can be used to inform instructional decisions with regard to intervention and enrichment?
- Is there evidence that instructional decisions are made based on data?
- Do teachers receive training on diversity, differentiation of instruction, data analysis, utilization of intervention and enrichment, etc.?
- How do educators use multiple learning and teaching approaches to support the learning of all students?
- How does the school leader monitor that policies are implemented by all staff members?
- Has the school developed a systematic response to student learning through a pyramid of interventions?
- Does the school have interventions for both academic and social needs of their students?
- How does the leader monitor the implementation of differentiation and intervention?
- How does the leader model behaviors which create the environment necessary for all students to learn and achieve?
- Are students' academic and personal development guided by an adult advocate?
- Does the leader collaborate with key staff, vendors or stakeholder to ensure compliance?

## 2.6 EVIDENCE

- School mission that addresses learning or achievement of all students
- School policies that address instructional methods and models that respect diversity of learning and addresses differentiation of instruction
- System of instructional school leader and assessment exists that support all students' learning
- Research based interventions and enrichments are available for teachers to utilize
- Teachers have access to student achievement data throughout the year to differentiate instruction and plan intervention and enrichment
- Students have learning goals established or individualized plans for instruction based on achievement data (school, LEA or state level assessments)
- Professional development calendars and agenda
- A systematic response to student needs is available that outlines the specific interventions and enrichments available for teachers to use with students
- Evidence of monitoring of differentiation, intervention and enrichment, i.e., formal classroom observations, informal classroom visits, collection of lesson plans, conversations with students and teachers, etc.
- Evidence of modeling behaviors i.e., staff meeting agendas, newsletters or communication with students, parents and staff, observation of leader, survey data from staff and students



## LEADERSHIP INDICATOR 2.7: SELF-REFLECTION

Leaders engage actively in reflective self-assessment and school-wide assessment to identify areas in need of improvement. Leader practices collaboration and distributive leadership. Once identified, leaders take the appropriate action to improve the identified needs.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
The leader does not implement reflective self-assessment at any level and does not expect others to do either (individual or school).	<p>The leader engages in reflective self-assessment and/or school-wide assessment, but does not take the time to translate these results into improvement.</p> <p>The leader may or may not expect others to engage in reflective self-assessment either.</p> <p>The leader does not use collaborative or distributive leadership methods.</p>	<p>The leader engages in reflective self-assessment and school-wide assessment and expects others to engage in reflective self-assessment as well.</p> <p>The leader and staff identify areas of improvement and develop a plan to address the identified needs and implement the planned improvements.</p> <p>The leader provides some opportunities for collaboration and distributive leadership.</p>	<p>The leader regularly and reflectively assesses his or her own success as a school leader and actively solicits feedback from other members of the school community.</p> <p>The leader engages with all members of the school community to identify areas in need of improvement.</p> <p>The leader is responsive to these assessments and moves to meet the identified needs based on a clearly articulated improvement plan.</p> <p>The leader regularly uses collaboration and distributive leadership; it is s/he's "go to approach".</p>

## 2.7 KEY QUESTIONS

- Does the leader engage in reflective self-assessment?
- Does the leader facilitate reflective school-wide assessment?
- Is this reflective self-assessment ongoing or based on isolated events and/or moments?
- Is this school-wide assessment ongoing or based on isolated events and/or moments?
- How does the leader include teachers, staff or other members of the school community in the self-assessment or school-wide assessment process?
- How does the leader solicit feedback from others regarding his/her performance?
- Is the leader responsive to feedback and data gathered from self-assessments or school-wide assessments?
- Does the leader expect others in the school to engage in reflective self-assessment?
- How does the leader translate results from these assessments into clearly articulated plans (individual and/or school-wide)?
- Does the leader collaboratively develop plans to address identified needs?
- Does the leader use distributive leadership methods to share the leadership responsibility and allow others opportunities for growth?
- Does the leader engage others in the implementation of the planned improvements?

## 2.7 EVIDENCE

- Self-assessment results i.e., formal documents, reflective journal entries, etc.
- School-wide assessment results i.e., needs improvement assessments, surveys, etc.
- Dated documents or timelines provided that indicated when self-assessments or school-wide assessments were administered
- Newsletters, correspondence with stakeholders, staff meeting agendas, etc. indicating the involvement of others in the self-assessment process and solicitation of feedback
- Policies or procedures documenting to faculty/staff indicating the leader's expectations for self-assessment and participation in school-wide assessment
- School and/or parent satisfaction surveys and analysis of results
- Professional growth/improvement plan for leader
- A school-wide continuous improvement plan has been developed
- Evidence that the school-wide plan was developed collaboratively i.e., multiple authors on the document/materials, staff and teachers can communicate the plan and how they helped to develop it, etc.
- Evidence of implementation of the plan (individual or school-wide)



## STANDARD 2: EFFECTIVE AND ETHICAL LEADERSHIP

## SELF SCORING DOCUMENT

For each indicator, review the performance level descriptions, key questions, and list of artifacts. Based on your analysis, determine your school's performance level for the given indicator by marking: Absent, Emerging, Effective, or Exemplary. After selecting a performance level, provide a brief rationale for why you have identified your school as performing at the selected level. Refer to the performance level descriptions to guide your writing and cite sources of evidence that external reviewers may be interested in reviewing.

<b>2.1 MONITORING EFFECTIVENESS</b>	<b>Rationale</b>
<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary	
<b>2.2 PROFESSIONAL DEVELOPMENT</b>	<b>Rationale</b>
<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary	
<b>2.3 AVOIDING CONFLICTS OF INTEREST</b>	<b>Rationale</b>
<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary	

<b>2.4 INSTRUCTIONAL LEADERSHIP</b>	<b>Raon ale</b>
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effecve</li> <li>◇ Exemplary</li> </ul>	
<b>2.5 COMPLIANCE</b>	<b>Raonale</b>
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effecve</li> <li>◇ Exemplary</li> </ul>	
<b>2.6 DIVERSITY</b>	<b>Raonale</b>
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effecve</li> <li>◇ Exemplary</li> </ul>	
<b>2.7 SELF-REFLECTION</b>	<b>Raonale</b>
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effecve</li> <li>◇ Exemplary</li> </ul>	

## STANDARD 3

### CULTURE, COMMUNITY, AND RELATIONSHIP BUILDING

A quality school cultivate s effective rela ons hips with and among its stakeholders including effective communicao n, openness, and acvely seeking opportunie s to collaborate insuring shared accountability for student achievement and posive, producve community relaon s.





## COMMUNITY INDICATOR 3.1: SCHOOL SUPPORT

The Board of Trustees promotes and supports the school in the community.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
The Board of Trustees lacks a plan to promote and support the school in the community.	<p>The Board of Trustees has made limited attempts to promote or support the school in the community but lacks a consistent plan that communicates the expectations for Governing members to behave in this manner.</p> <p>Governing members do not have a way to communicate their activities.</p>	<p>The Board of Trustees has a strategic plan that communicates expectations for Governing members regarding the promotion and support of the school in the community.</p> <p>Governing members regularly engage in activities in promoting their school.</p> <p>The strategic plan is reviewed and updated annually through discussions that occur during Board of Trustees meetings.</p>	<p>The Board of Trustees has a strategic plan that communicates the expectations and appropriate activities for Governing members regarding the promotion and support of the school in the community.</p> <p>Governing members have opportunities to communicate and monitor their activities in promoting their school during meetings.</p> <p>The strategic plan is reviewed and updated, at least, annually to determine progress, areas of improvement and possible modifications. These discussions occur during Board of Trustees meetings.</p>

### 3.1 KEY QUESTIONS

- Does the Board of Trustees have a strategic plan that addresses the promotion or support of the school in the community?
- Is there an annual review of the strategic plan to determine the progress of the plan and make revisions if necessary?
- Are Board of Trustees members aware of the expectation that they promote and support their school in the community?
- Do Board members understand the ways they can promote and support their school in the community?
- Are there opportunities for Board members to communicate their promotion/ support of activities to the Board and the public during public meetings?
- Does the agenda template for Board of Trustees meetings allow for Board member updates?

### 3.1 EVIDENCE

- Copy of the strategic plan that addresses the expectations of Governing members in supporting their school
- Evidence of promotional and support activities, i.e., letters, fliers, agendas from community forums or programs
- Board of Trustees agendas that provides time for members to communicate their promotional and supporting activities
- Board of Trustees minutes from meetings, specifically minutes from annual review of the strategic plan
- Identification of appropriate activities for Governing members to participate



## COMMUNITY INDICATOR 3.2: COMMUNICATING MISSION AND VISION

Leaders effectively communicate and engage stakeholders in the mission, vision, and values of the school, ensuring understanding and buy-in by the stakeholders.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
Stakeholders have little or no knowledge of the school's mission, vision and values.	<p>The leader lacks a communication plan which results in inconsistent engagement and communication with stakeholders.</p> <p>Stakeholders are unclear of the school's mission, vision and values.</p>	<p>The leader has created a communication plan that provides varied opportunities to share the school's mission, vision and values.</p> <p>The leader implements the plan to deepen the stakeholders' understanding of the school's mission, vision and values.</p>	<p>The leader has created a communication plan through collaboration with stakeholders that provides varied methods and opportunities to share the school's mission, vision and values.</p> <p>The leader implements the plan and evaluates the effectiveness of the communication plan by determining which methods are most effective in reaching stakeholders as well as measuring the stakeholders' understanding of the school's mission, vision and values.</p>

### 3.2 KEY QUESTIONS

- Does the leader have a plan to communicate the school's mission, vision and values?
- Was this plan developed in collaboration with stakeholders?
- Does this plan identify various methods and opportunities to communicate this information?
- Is there evidence that the leader is implementing the communication plan?
- Does the leader evaluate the effectiveness of the methods that are being used and the opportunities that are identified?
- Is there evidence that stakeholders understand the school's vision, mission and values?
- Does the school appear to operate with a unity of purpose?
- How does the school engage families and stakeholders in the education of their children?
- How does the school encourage, support, and facilitate family/community participation? Whose responsibility is it to engage parents and stakeholders?

### 3.2 EVIDENCE

- A communication plan for the school's mission, vision and values
- Various communication methods, i.e., direct mailings, handouts, print ads, etc. are identified in the plan and used by the leader
- The leader implements a variety of opportunities for stakeholder engagement -Back to School events, parent/guardian meetings, hosted meetings with school leaders
- Evaluation of the effectiveness of the methods that are being used (survey results, focus groups/discussions) and if results indicate stakeholders understand school mission, vision, and values
- Documentation of consistency of practice by teachers and other adults in the school
- Documentation of parent involvement, i.e., newsletters, flyers, website etc.
- Policies that foster the participation of parents and community members in all aspects of the learning environment
- Welcoming environment for families and community members
- Documentation of strong school-parent collaboration i.e., parent teacher conferences, email, minutes of meetings with parents and the leader



## COMMUNITY INDICATOR 3.3: SCHOOL CULTURE

The school generates and sustains a school culture reflective of the charter's mission and vision that is conducive to the learning and growth of students, staff, faculty, and stakeholders.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
There is no evidence or artifacts to support a school culture conducive to learning.	<p>The culture of the school does not fully reflect the charter's mission and vision.</p> <p>The school is beginning to develop ownership by all staff for high expectations for students and adults that includes learning and a focus on growth.</p>	<p>The culture of the school clearly reflects the charter's mission and vision; it establishes high expectations for learning for students and adults.</p> <p>The school's culture is designed around a continuous quality improvement model that honors learning growth and change over time and is regularly monitored by school leaders and stakeholders.</p>	<p>The culture of the school clearly reflects the charter's mission and vision; it establishes high expectations for learning for students and adults that is purposeful and active; the school is organized into a collaborative learning environment to address student and professional learning.</p> <p>The school's culture is designed around a continuous quality improvement model that honors learning growth and change over time and is monitored and celebrated regularly by stakeholders to ensure that it continues to positively impact student and adults.</p>

### 3.3 KEY QUESTIONS

- What expectations are communicated to students, teachers and the community about the learning environment of the school?
- Are all students and teachers expected to meet high standards?
- Are students and teachers actively engaged in learning opportunities that are purposeful?
- What structures in place that foster or facilitate collaboration among teachers?
- How do teachers engage in professional learning?
- Are teachers expected to create products and outcomes based on their collaboration?
- How does the school utilize the continuous improvement model?
- How does the leader monitor the implementation of the continuous improvement plan?
- What data is used to track and report the accomplishment of the school's goals?
- How does the leader use historical data to make adjustments to the school's continuous improvement plan?
- What types of traditions or celebrations does the staff engage in when goals are met?
- How does the leader communicate with stakeholders the results of the improvement process, the data monitoring and outcomes?

### 3.3 EVIDENCE

- Announcements, posters, school motto, celebrations for academic achievements emphasize high expectations
- Memos, minutes from staff meetings, teacher handbook, coaching and support, etc.
- Classroom walk through observations, samples of student work from grade level or content areas indicate consistency of practice
- Documentation of essential learning outcomes by team, creation of common assessments to monitor progress, implementation of intervention and enrichment based on data
- Rigorous curriculum units that emphasize deep understanding of important concepts and the development of essential skills
- Use of interdisciplinary approaches to reinforce concepts
- Flexible groupings of students for intervention and enrichment with the most effective teachers for that skill
- Master schedule that provides time for instructional team members to work together to support student achievement
- Designated time for teacher collaboration - formalized by the leader
- Use of a formal continuous improvement model to support student achievement with aligned curriculum, instruction and assessment
- Evidence of data analysis and reporting to stakeholders, i.e., data walls, reports, memos, minutes from data team meetings, etc.
- Survey data from teachers, students, parents and the community regarding school culture



## COMMUNITY INDICATOR 3.4: COMMUNITY PARTNERSHIPS

The school actively fosters collaboration with and solicits knowledge and skills from community entities and stakeholders to support student learning and achievement.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
There is no evidence or artifacts to support collaboration with community entities and stakeholders.	<p>The school leader has identified community members and stakeholders that he/she needs to begin communicating.</p> <p>The leader understands the importance of community involvement but has yet to actively engage community members and stakeholders.</p>	<p>The school leader regularly communicates with community members and stakeholders.</p> <p>The school has begun to develop policies that encourage the community to support student achievement through donations of resources, and/or time, and/or expertise, but not all.</p> <p>The community is welcome at the school, but no specific purpose has been established.</p>	<p>The school leader actively communicates with community members and stakeholders to garner support for the school's mission and vision.</p> <p>The school has policies that encourage the community to support student achievement through donations of resources, time, and expertise.</p> <p>Community members are welcome and invited to support student learning by creating opportunities for students to apply their learning in practical ways.</p>

### 3.4 KEY QUESTIONS

- Does the leader have an established list of community members and stakeholders with whom regular communication is maintained?
- Does the leader monitor the frequency and quality of the communication with community members and stakeholders?
- How does the school engage the community in the education of children?
- Does the school leader engage community members using established organizations, i.e., Rotary, etc.?
- How are community members and businesses included as partners with the school?
- Does the school encourage, support, and facilitate community participation?
- How are new community members and businesses engaged in the life of the school?
- Whose responsibility is it to engage the community?
- How is the community used as a classroom to increase the rigor of student learning?
- How effective is the leader in gathering resources and support from the community?
- What types of opportunities are available for students to learn from community members either at school or in the field?

### 3.4 EVIDENCE

- Community contacts list
- Calendar of communications/tracking system
- Journal/notes of conversations and outcomes
- Policies that foster the participation of community members in all aspects of the learning environment
- Evidence of a welcoming environment for community members memos and/or minutes of meetings where community involvement has been addressed
- Evidence of all staff working to develop community partnerships, i.e., project-based learning experiences created by teachers, mailings and letters from school staff, etc.
- Evidence of resources and/or support received from the community, i.e., tax credits, donations, sponsorships of equipment or events, etc.
- Internship programs available for students within the community
- Learning opportunities that are done “in the field”, i.e., field trips, site visits of community locations, businesses, etc.
- Attendance and participation in community organizations, i.e., Rotary, Boys and Girls Clubs, etc.





## COMMUNITY INDICATOR 3.5: COMMUNICATING SCHOOL IMPROVEMENT RESULTS

The school communicates the expectations for student learning and goals for improvement to all stakeholders in the spirit of open communication and transparency.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
There is no evidence or artifacts to support the school's effective and transparent communication with stakeholders.	The school leader has identified the need to communicate the schools' expectations for student achievement as well as their school improvement goals but lacks the system or procedures by which to communicate these to stakeholders.	<p>The school leader and teachers share both the expectations for student learning as well as the goals for school improvement to all stakeholders.</p> <p>The school has access to various levels of data relevant to school improvement and student achievement from the individual student to the school as a whole; these data are shared at the appropriate levels with stakeholders to ensure transparency and communication.</p>	<p>The school leader and teachers regularly share both the expectations for student learning as well as the goals for school improvement to all stakeholders.</p> <p>The school has access to and systems to monitor various levels of data relevant to school improvement and student achievement from the individual student to the school as a whole; these data are shared at the appropriate levels with stakeholders and a system is in place to receive feedback from stakeholders regarding the outcomes and goals.</p>

### 3.5 KEY QUESTIONS

- How does the school communicate expectations to students, teachers, parents and the community about student learning and school improvement goals?
- How frequently is this information shared with stakeholders?
- What data is used to track and report the accomplishment of the school's goals?
- How is disaggregated data communicated and used to focus school improvement efforts?
- How does the leader use historical data to make adjustments to the school's continuous improvement plan?
- How are adjustments communicated to all stakeholders?
- What types of traditions or celebrations does the staff, school or community engage in when goals are met?
- How does the leader communicate with stakeholders the results of the improvement process, the data monitoring and outcomes?
- Is there evidence that stakeholders understand the school's goals and expectations of student learning?
- What types of student achievement data are shared with students and parents?
- What systems are in place to share student's achievement and growth scores with students, teachers and parents?
- Do students participate in setting academic goals and tracking their progress?

### 3.5 EVIDENCE

- Evidence of communication about student learning and school improvement goals- both ongoing and related to specific changes to plans, i.e., letters, programs, fliers, newsletters, websites, meeting minutes, etc.
- Evidence of data analysis and monitoring for student and school achievements, i.e., data notebooks, reports, meeting minutes, etc.
- Evidence of adjustments to school plans, as needed based on data
- Survey results/needs assessment data regarding the school plans
- Evidence that teachers share student achievement data with students and parents, i.e., enabling online reporting of grades and/or test scores, teacher notes, newsletters, access to formative and summative results, student-lead parent/teacher conferences, etc.
- Student journals, data charts or portfolios establishing goals and tracking progress



## STANDARD 3: CULTURE, COMMUNITY AND RELATIONSHIP BUILDING

## SELF SCORING DOCUMENT

For each indicator, review the performance level descriptions, key questions, and list of artifacts. Based on your analysis, determine your school's performance level for the given indicator by marking: Absent, Emerging, Effective, or Exemplary. After selecting a performance level, provide a brief rationale for why you have identified your school as performing at the selected level. Refer to the performance level descriptions to guide your writing and cite sources of evidence that external reviewers may be interested in

<b>3.1 SCHOOL SUPPORT</b>	<b>Rationale</b>
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effective</li> <li>◇ Exemplary</li> </ul>	
<b>3.2 COMMUNICATING MISSION AND VISION</b>	<b>Rationale</b>
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effective</li> <li>◇ Exemplary</li> </ul>	
<b>3.3 SCHOOL CULTURE</b>	<b>Rationale</b>
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effective</li> <li>◇ Exemplary</li> </ul>	

3.4 COMMUNITY AND PARTNERSHIPS	Rationale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effective</li> <li>◇ Exemplary</li> </ul>	
3.5 COMMUNICATING RESULTS	Rationale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effective</li> <li>◇ Exemplary</li> </ul>	

## STANDARD 4

### OPERATIONS

A quality school conducts operations that are aligned with a mission driven culture, are compliant with legal and regulatory mandates, effectively manages risk through effective management of the physical plant, student discipline, and safety protocols, employs effective support services, supports employees according to best practices and mandates, engages and communicates with stakeholders, and manages data and technology.



## OPERATIONS INDICATOR 4.1: LAWS & REGULATIONS

The school maintains access to legal counsel and ensures compliance with charter agreement requirements as well as all federal, state, and local laws, regulations, standards and mandates related to charter schools and non-profit organizations.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school has no process in place to monitor charter and public school legislation and policy.</p> <p>The school employs discrete actions in reaction to notice by authorizers or other third-party informants related to compliance matters.</p> <p>The charter fails to employ actions to remain in compliance.</p> <p>The school is cited for multiple legal and regulatory compliance deficiencies by authorizers or other agencies.</p> <p>The school irregularly uses legal expertise and only when pending legal action is imminent and rarely to never for policy development.</p>	<p>The school periodically monitors charter and public school legislation and policy.</p> <p>The school employs discrete actions to periodically address applicable changes to policy and practice to remain compliant.</p> <p>The school is cited for some legal and regulatory compliance deficiencies by authorizers or other agencies.</p> <p>The school utilizes legal expertise periodically to determine actual risk or for advice on potential legal exposure. The school may use them intermittently related to policy development.</p>	<p>The school regularly monitors charter and public school legislation and policy.</p> <p>The school employs a system to regularly address applicable changes to policy and practice to remain compliant.</p> <p>The school is fully compliant with legal and regulatory compliance deficiencies.</p> <p>The school regularly utilizes legal expertise to determine actual risk associated with decision-making and to ensure policies are both legally compliant and enforceable.</p>	<p>The school is actively engaged in ongoing monitoring and advocacy related to charter and public school legislation and policy.</p> <p>The school employs a developed system that is consistently used to address applicable changes to policy and practice to remain compliant.</p> <p>The school is fully compliant with legal and regulatory mandates and takes proactive steps to avoid deficiencies in the future.</p> <p>The school frequently utilizes legal expertise to project potential and actual risks associated with decision-making and to ensure policies are both legally compliant and enforceable.</p>

## 4.1 KEY QUESTIONS

- Do the Board and leader at least annually review the charter agreement?
- Does the school meet the annual goals and objectives written in its charter?
- Does the charter provide authorizers with required reports in a timely and accurate manner?
- Does the school periodically review changes to mandates and revise policies and practices to remain compliant?
- Has the school been warned or sanctioned by the authorizer for delinquent and / or inaccurate reporting?
- Is independent legal counsel retained?
- Does legal counsel review policies before adopted?
- Is legal counsel invited to Board meetings when significant decisions are made that may have legal implications?

## 4.1 EVIDENCE

- Board minutes documenting review of goals and objectives and key charter components
- The school or organization publicly distributes/posts academic and financial ratings as required
- Documented reports to authorizers or other regulatory agencies
- Board minutes documenting updates on legislative session or other changes to mandates or comparable documentation
- Policies and standard operating procedures related to federal and state mandates
- Records related to health inspections for the nutrition program
- Records related to inspections for the charter's transportation program (if charter owns/operates vehicles for staff use and/or student transport)
- Documented reports to authorizers or other regulatory agencies
- Documented Board approval of retention of school solicitor
- Budget line item for legal fees
- Documented policy adoption process and procedures, including attorney review
- Documented participation by an attorney in Board meetings



## OPERATIONS INDICATOR 4.2: RISK MANAGEMENT

The school develops, implements, and enforces policies that reduce hazards and risks to the school.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school carries inadequate levels of insurance in major areas of risk.</p> <p>Does not employ any relevant factors in vendor or contractor selection. Does not maintain documentation.</p> <p>The school does not employ criminal background checks or financial checks.</p> <p>The school does not provide a bond for employees.</p> <p>The school provides little to no training. Training is out of date with best practices or compliance. Documentation is not retained.</p> <p>The school lacks established crisis management leaderplans or elements. Resources and budgets to support crisis situations are not identified or adequate. Crisis drills are not practiced regularly.</p> <p>The school does not maintain a policy manual.</p> <p>Decisions are made on an ad-hoc basis.</p>	<p>The school carries adequate levels of coverage in most major areas of risk.</p> <p>Employs some factors in vendor and contractor selection. Maintains some documentation.</p> <p>The school employs criminal background checks but may not employ financial checks. The school lacks a system or decision making to evaluate findings.</p> <p>The school provides limited to no bonding for employees and board members.</p> <p>The school provides some training implemented periodically or irregularly. Training is rarely modified for improvements. Documentation is inconsistent.</p> <p>The school has elements of a crisis school leaderplan with some resources to support the plan. The plans are irregularly reviewed and modified. Crisis drills are practiced periodically.</p> <p>The policy manual contains most key policies. Policy manual is periodically reviewed and updated.</p> <p>Some decisions are made on an ad-hoc basis.</p>	<p>The school carries adequate levels of coverage in a variety of areas of risk and regularly employs a system for contractor and vendor review, selection, and documentation.</p> <p>The school employs criminal background checks and financial checks. The school utilizes decisions to evaluate findings.</p> <p>The school provides a bond for key employees and board members.</p> <p>The school maintains a system for training that is regularly implemented and modified periodically for improvements. Training is documented.</p> <p>The school has a codified crisis school leaderplan with aligned resources and budgets to respond. Plans are periodically reviewed and modified. Crisis drills are practiced regularly and documented.</p> <p>Policy manual is comprehensive, regularly reviewed, and published.</p> <p>Decisions are made based on policy.</p>	<p>The school carries extensive levels of coverage in a variety of areas of risk and consistently employs a comprehensive system for contractor and vendor review, selection, and documentation.</p> <p>The school proactively identifies new areas of risk and ways to mitigate them. The school employs criminal background checks and financial checks. The school utilizes a documented system to evaluate findings.</p> <p>The school provides a bond for key employees and board members.</p> <p>The school maintains a codified system for training that is consistently implemented and regularly reviewed for improvements. Training is documented.</p> <p>The school has a codified and comprehensive school leaderplan with aligned staff, community supports and budgets to respond. The plans are frequently reviewed and modified. Crisis drills are practiced regularly and documented.</p> <p>The policy manual is comprehensive, frequently reviewed, and published.</p> <p>Decisions are made based on policy.</p>



## 4.2 KEY QUESTIONS

- Does the school purchase general liability insurance?
- Has the school leader or Board of Trustees received multiple quotes to ensure an adequate amount of coverage for the most economical price?
- Has the school purchased Directors and Officers insurance to protect its Board of Trustees from liability?
- Has the school purchased Property and Casualty insurance?
- Does the school carry vehicle insurance if own vehicles and/or transporting students?
- Does the school carry cyber security insurance?
- Do the school and broker regularly review new insurance products to determine their suitability for the school?
- Does the school leader work closely with the insurance broker to reassess risk and determine an adequate amount of insurance coverage every time a major change in the physical environment or personnel occurs?
- Does the school have an periodic insurance walk through to identify site hazards or potential risk?
- Does the school require criminal background checks and fingerprinting in its policies for all staff and volunteers in accordance with state laws?
- Does the school have an established process for determining what findings are acceptable and those that aren't in accordance with state laws?
- Does the school require a bond for key employees with access or school leader over significant public funds?
- Does the school periodically schedule training for employees in the areas of safety and risk management?
- Does the school document participation in the training?
- Is training provided by qualified staff or by external contractors with appropriate credentials?
- Is training periodically updated to align with new policies and mandates?
- Does the school have a documented school safety/all hazards plan in place?
- Has the school secured a Memorandum of Understanding with the local police department?
- Is the safety/continuity/crisis plan aligned with state and federal emergency school leader standards?
- Does the school regularly practice application of the safety and crisis plans and report them to applicable agencies in accordance with state requirements?
- Has the school established relationships with support organizations related to safety and crises?
- Does the school employ adequate and relevant staffing to support safety and crisis management?
- Does the school have policies related to segregation of duties, bonding of key employees, inventory control, and independent audit requirements?
- Does the school maintain policies related to personnel qualifications, insurance, training?
- Does the school maintain policies related to school leader of the site and buildings?
- Does the school maintain policies related to student safety, privacy, and protection?
- Does the school maintain policies related to nonprofit compliance (as appropriate)?
- Does the school periodically assess its standard operating procedures, staffing plans, and budget to ensure consistency of enforcement?
- Does the school have protocols in place for communicating policy revisions and additions to stakeholders and staff?

## 4.2 EVIDENCE

- Multiple Insurance policy quotes
- Communication records with Insurance broker
- Certificates of Insurance
- Documented insurance walk through findings and action plan
- Criminal background check and fingerprinting documentation of relevant parties
- Documented process for evaluating background checks
- Fingerprinting and background check policy and standard operating procedures
- Bonding documentation
- Bonding policy



## 4.2 EVIDENCE (CONTINUED)

- Documented training on employee handbook and other key information disseminated
- Training presentations
- Sign in sheets for trainings or signed acknowledgements of training
- Safety and crisis plan
- Budgeted line item with contingency funds or reserve fund for contingencies
- Fire, tornado, and other safety and crisis drills on the calendar and reporting documents
- Evidence of relationships with agencies such as police, fire, state emergency management, social services organizations, etc.
- Staffing plan that includes positions as necessary to meet the needs of the safety/all hazards plan
- Policy manual
- Evidence of an annual independent financial audit
- Forms and standard operating procedures aligned with policy
- Staffing plan aligned with policies and standard operating procedures
- Documented communication processes related to policy revisions and additions



## OPERATIONS INDICATOR 4.3: STUDENT ENROLLMENT

The school has fair and equitable enrollment practices compliant with regulations and the PA Charter School Law.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
Actual or potential discriminatory and/or unethical enrollment practices are evident. Process is undocumented and communication with stakeholders is lacking.	Enrollment processes may provide opportunity for discriminatory and/or unethical enrollment practices. Process may be poorly documented and infrequently reviewed.  Communication with stakeholders may be lacking in timeliness or consistency.	The school provides for a fair and transparent process devoid of discriminatory and unethical enrollment practices through documented processes, periodic review and external certification of processes, and timely and consistent communication with stakeholders.	The school provides for a fair and transparent process devoid of discriminatory and unethical enrollment practices through documented processes, frequent review, monitoring and external certification of processes, and timely communication with stakeholders.

### 4.3 KEY QUESTIONS

- Does the school establish and monitor its enrollment plans to ensure compliance with PDE regulations and PA Charter School Law?
- Does the school review its policies to ensure they do not exclude or discriminate against any student or groups of students?
- Does the school document its historic enrollment trends and use the trends for enrollment projections?
- Does the school monitor community demographics?
- Are enrollment processes transparent and aligned with the law?
- Are registration forms free from potentially discriminatory information (such as race, creed, student programs, or economic status)?
- Is enrollment information published and is adequate notice provided?
- Is the lottery public with documented and published procedures? Does the school record the lottery?
- Is there a system in place for notifying the public about results of the lottery?

### 4.3 EVIDENCE

- Enrollment materials made available to public
- Enrollment policies and procedures
- Non-discrimination policy posted on school website
- Longitudinal and enrollment trend data on community and school demographics
- Documented enrollment process
- Forms free from potentially discriminatory information
- Documented lottery process – including public notice of results, video recording, and other documentation



## OPERATIONS INDICATOR 4.4: SUPPORT SERVICES

The school conducts a systematic approach for support services (student health, finance/business processes, transportation, food service) and evaluates efficiency and effectiveness of each program.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school lacks adequate personnel, financial, or other resources for implementation.</p> <p>The school does not employ practices related to training and standard operating procedures.</p> <p>The school does not evaluate the efficiency and effectiveness of support services or only does so when issues arise. The school lacks timely and effective response to issues.</p>	<p>The school includes most personnel, financial, or other resources for implementation.</p> <p>The school employs discrete practices related to training, and standard operating procedures.</p> <p>The school periodically evaluates the efficiency and effectiveness of support services and usually responds to issues as they arise.</p>	<p>Includes adequate personnel, financial and other resources for implementation.</p> <p>Employs systems related to training and standard operating procedures.</p> <p>The school regularly evaluates the efficiency and effectiveness of support services and responds to issues as they arise.</p>	<p>Includes ample personnel, financial and other resources for implementation.</p> <p>Employs codified, coordinated systems related to training and standard operating procedures.</p> <p>The school has an established process to frequently evaluate the efficiency and effectiveness of support services and proactively addresses issues before they arise.</p>

#### 4.4 KEY QUESTIONS

- Does the school maintain adequate and qualified staff to implement student support services?
- Are professional development and training plans inclusive of support personnel?
- Are standard operating procedures codified for each support service?
- Does the annual budget allocate adequate resources to support delivery of the services regarding staff, equipment, supplies, training, and other expenditures?
- Does the school have a codified process, policies or procedures in place for evaluating and selecting vendors for support services?

#### 4.4 EVIDENCE

- Job descriptions aligned with applications or vendor contracts
- Documented checklists or other evidence related to periodic compliance review
- Professional development plans for support personnel
- Standard Operating Procedures manual
- Line items in annual operating budget
- Vendor selection process, policies, or procedures



## OPERATIONS INDICATOR 4.5: EMPLOYEES

The school is fully staffed with appropriate qualifications, has a defined hiring process, maintains accurate documentation on employees, and provides administration for human resources processes such as onboarding, compensation packages, benefits, retirement, conflict resolution, staffing levels, and employee performance.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school does not inventory staffing needs and frequently has open positions or positions filled with unqualified staff.</p> <p>The school lacks a process for planning growth trajectories and succession.</p> <p>The school has limited to no career ladder pathways and lacks a succession plan for key board and administrative team members.</p> <p>School improvement plans and strategic plans, if implemented, lack consideration for staffing, and the budget lacks proper consideration to staff the school in the current year.</p> <p>Hiring processes are not documented and lack policies and procedures to select staff based on verified credentials.</p> <p>The school maintains employment records that are substantially out of compliance.</p> <p>Records lack evidence to support or defend employment decisions.</p> <p>Records are not audited.</p>	<p>The school periodically inventories staffing needs. Sometimes has open positions or positions filled with unqualified staff for short periods of time.</p> <p>The school employs a process for planning growth trajectories and/or succession.</p> <p>The school has limited career ladder pathways and lacks a succession plan for key board and administrative team members.</p> <p>School improvement plans and strategic plans address staffing to a limited degree, and the budget mostly reflects the needs of the school and the current year's plans.</p> <p>Hiring processes are somewhat documented and include policies and procedures to select staff based on credentials.</p> <p>The school maintains employment records that are mostly legally compliant.</p> <p>Records somewhat support or defend employment decisions.</p> <p>Records are irregularly audited.</p>	<p>The school regularly inventories staffing needs and maintains a full staffing roster with competent, credentialed staff.</p> <p>The school employs a systematic process for planning growth trajectories and succession.</p> <p>The school has a documented career ladder and succession plan for key board and administrative team members.</p> <p>School improvement plans and strategic plans address staffing, and the budget reflects the needs of the school and the current year's plans.</p> <p>Hiring processes are codified, are transparent, and include policies and procedures to select staff based on verified credentials.</p> <p>The school maintains employment records that are legally compliant and supports and defends employment decisions.</p> <p>Records are periodically audited.</p>	<p>The school employs a systematic process for inventorying staffing needs and growth trajectories and maintains a full staffing roster with highly competent, credentialed staff.</p> <p>The school employs a codified, systematic process for planning growth trajectories and succession.</p> <p>The school has a documented career ladder and succession plan for key board and administrative team members and incorporates mentoring, shadowing and other transition supports.</p> <p>School improvement plans and strategic plans fully anticipate needed staffing to execute, and the 5-year budget fully reflects these plans.</p> <p>Hiring processes are codified, are transparent, and include policies, procedures, and strategies to select staff based on verified credentials and employee and alignment with mission and culture of the school.</p>

PR/Award # S282A200005

ABSENT (CONT.)	EMERGING (CONT.)	EFFECTIVE (CONT.)	EXEMPLARY (CONT.)
<p>The school lacks new staff support processes such as orientation and mentoring.</p> <p>Compensation and benefits are rarely or never reviewed and/or published.</p>	<p>The school provides some support of new staff through orientation.</p> <p>Compensation and benefits are infrequently reviewed and/or published.</p>	<p>The school supports new staff through support processes such as orientation and a mentoring.</p> <p>Compensation and benefits are reviewed and published periodically.</p>	<p>Has a codified process for maintaining employment records that are legally compliant and supports and defends employment decisions. Records are frequently audited.</p> <p>The school supports new staff through support processes such as orientation and a trained mentor and/or documented mentoring program.</p> <p>Compensation and benefits are reviewed and published annually.</p>



## 4.5 KEY QUESTIONS

- Are faculty/staff fully qualified for the positions held?
- Is there a process in place to communicate expectations regarding job duties?
- Is there a process in place for professional development for operational positions?
- Does the school provide for succession of key roles?
- Are staffing needs aligned with annual operating budgets, continuous improvement plan, and strategic plans?
- Does the school have a documented hiring process?
- Is the hiring process free from the opportunity for acts of discrimination?
- Does the school prescreen applicants?
- Does the school require and verify proof of licensure or experience when applicable?
- Does the school require and verify candidate references?
- Are the school leaders trained in effective and legal interviewing techniques?
- Does the school utilize a scoring rubric or other objective measurement tool for evaluating candidates?
- Does the school follow a records retention schedule for employee files?
- Does the school maintain updated certification and licensure records?
- Does the school maintain employee files free of inappropriate documentation?
- Is there evidence that professional development is provided to all personnel?
- Is there evidence that performance evaluations are conducted regularly?
- Is there evidence of intervention plans with employees not meeting requirements satisfactorily?
- Is documentation maintained regarding employee vacation and leaves of absence?
- Is documentation maintained related to retirement, insurance and compensation changes?
- Is overtime paid correctly to non-exempt staff?
- Are staff members categorized correctly as exempt or non-exempt?
- Are contracts or at-will agreements maintained?
- Is documentation maintained to support a claim for workers compensation or unemployment?
- Are taxes and other withholding recorded?
- If applicable, are staff members handling labor relations documents qualified?
- Are documents related to the hiring process for employees and those not selected maintained?
- Do new employees participate in an orientation?
- Do all employees have a signed contract/at will agreement and offer letter on file that clearly states agreed upon salary and benefits?
- Are new employees provided a mentor and/or a coach?
- Do you provide proper training and orientation for staff by qualified staff?
- Does the school regularly review the compensation model or salary schedule to ensure it is competitive?
- Are benefits regularly reviewed for quality and cost effectiveness?
- Are employees thoroughly informed of insurance and retirement benefit options available to them?
- Is the school compliant with employer contributions related to taxes, benefits, or retirement?
- Does the school publish salary schedules or the compensation model?

## 4.5 EVIDENCE

- Job descriptions aligned with employment applications or resumes
- Professional development plan
- Assessment and monitoring tool
- Succession plan and career ladder plan
- Line item budget related to staffing positions
- Appropriate staffing is addressed in strategic plans and continuous improvement plans
- Standard operating procedure for hiring
- Job postings on website



#### 4.5 EVIDENCE (CONTINUED)

- Certification and licensure proof in employee file
- Scoring rubric or objective measure for evaluating job applicants and interviews
- Employment application, employee handbook, records release, offers letters, contracts (if applicable)
- Hiring policy and documented hiring process, including references
- Employee files compliant with state requirements
- Professional development plans, credits earned, and sign ins
- Performance appraisal or walk-through documentation
- Recorded leave of absence for each employee
- Retirement plans as applicable
- Life status changes or compensation changes recorded for each employee
- Write ups related to employee infractions and communication records that are related
- Records retention schedule
- Employee handbook
- Forms and processes aligned with human resources policies
- Board minutes that demonstrate review and approval of compensation and benefits plans
- Evidence of employer contributions
- Published salary schedules or compensation model



## OPERATIONS INDICATOR 4.6: COMMUNICATIONS

The school employs a process to develop and implement external and internal communication plans aligned with the school's mission and ensures the security and appropriate accessibility of all data and records.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school lacks a formal communication plan.</p> <p>School records do not follow records retention guidelines or policies and procedures.</p> <p>Records and data systems may be insecure, inaccurate, or inaccessible to authorized personnel.</p>	<p>The school has elements of a communication plan or discrete communication protocols.</p> <p>School records may loosely follow records retention guidelines and procedures.</p> <p>Formal policies may be lacking. Records and data systems are somewhat secure, accurate, and accessible to authorized personnel.</p>	<p>The school has a formal communication plan that is consistently implemented and aligned with the mission and culture of the school.</p> <p>The school maintains records according to a records retention schedule and has corresponding policies and procedures in place.</p> <p>Records and data systems are secure, accurate, and accessible to authorized personnel.</p>	<p>The school employs a documented communication plan and systematic processes for engaging parents and community members and maintaining engagement are employed. The communication plan is aligned with the mission and culture of the school.</p> <p>The school maintains records according to a records retention schedule and has corresponding policies and procedures in place that are regularly monitored.</p> <p>Records and data systems are secure, accurate, and accessible to authorized personnel, procedures and documentation are maintained related to monitoring.</p>

## 4.6 KEY QUESTIONS

- Is there a communication process for stakeholder engagement?
- Do you have a feedback mechanism for stakeholders?
- Does the leadership communicate with the staff on a regular basis?
- Does the school send communication to parents on a regular basis?
- Does the school publish key information on a user-friendly website and at the school?
- Does the school publish an annual report?
- Does the school regularly communicate with the media related to school events and accomplishments?
- Does the school have policies related to data school leader and access?
- Does the school follow a records retention schedule?
- Are student and staff records securely maintained?
- Are records regularly audited for accuracy, completeness, and compliance?
- Are records maintained in appropriate formats for access and storage?
- Does the school have a documented process for document accessibility by internal and external staff that is compliant with PA Right to Know Law?
- Are Special Ed. records kept separate from cumulative files for students?
- Are Special Ed. records secured and accessible to authorized personnel only?
- Do files contain legally permissible documents?
- Does the school have a document release form used to obtain student and staff records from other schools or employers?

## 4.6 EVIDENCE

- Parent Engagement Compact or similar
- Website
- Surveys
- Newsletters or documented regular communication
- Annual report
- Press releases and media coverage documentation
- Documented faculty meetings and parent meetings
- Advisory panels and committees
- Records retention schedule
- Audit records
- Sign in sheets for records access
- Document release form
- Data school leader and access policies
- Database(s)



## OPERATIONS INDICATOR 4.7: PHYSICAL ENVIRONMENT

The school maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school lacks an established cleaning and maintenance regimen.</p> <p>The school has multiple compliance issues with OSHA and other health and safety laws, regulations and mandates.</p> <p>The school's site or buildings lacks safe accessibility to, around and within areas of the site and building(s) or accessibility is compromised to a significant degree.</p>	<p>The school follows established regimens for cleaning and maintenance.</p> <p>The school is mostly compliant with OSHA and other health and safety laws, regulations and mandates.</p> <p>The school provides safe access to, around, and within most areas of the site and building(s).</p>	<p>The school uses documented plans for cleaning and maintenance of site and facility. Consistently follows established regimens.</p> <p>The school uses established protocols and is compliant with OSHA and other health and safety laws, regulations and mandates.</p> <p>The school ensures safe access to, around, and within site and building(s).</p>	<p>The school proactively addresses cleaning and maintenance with documented short and long-range plans for site and facility. The school consistently follows established regimens.</p> <p>The school uses established protocols to implement and monitor compliance with OSHA and other health and safety laws, regulations and mandates.</p> <p>The school ensures safe access to, around, and within site and building(s). Access is regularly monitored.</p>

## 4.7 KEY QUESTIONS

- Are the grounds and buildings kept clean, dry, and free from hazards?
- Does the custodial staff follow a documented regimen for daily, periodic, and annual cleaning and maintenance?
- Does the school maintain a short-term maintenance plan?
- Does the school maintain a long-term maintenance plan?
- Does the budget reflect adequate funds to properly maintain the site and buildings?
- Is equipment such as fire hydrants, water fountains, cleaning equipment, HVAC systems, etc. regularly checked for functionality and maintenance needs?
- Are proper containers utilized for chemicals?
- Are OSHA-approved chemicals used?
- Are Material Safety Data Sheets (MSDS) easily accessible near the OSHA-approved chemicals?
- Is proper labeling and storage provided for chemicals or hazardous substances?
- Is access to mechanical rooms or other hazardous locations on the site or in the buildings secured?
- Does the school prepare for inclement weather?
- Is shade provided in external recreational areas?
- Is signage provided for wet floors or other hazardous conditions?
- Does the site provide for safe pick up and drop off of students with proper markings and signage?
- Does the site provide for safe access to the buildings and site for wheelchairs via sidewalks, ramps, and elevators?
- Is lighting appropriate and maintained for the interior and exterior of the buildings?
- Is cleaning equipment (mops, brushes, rags) properly sanitized regularly?
- Is fencing erected and maintained around playground areas, retention ponds, electrical equipment, or hazardous areas?
- Does the school have sidewalks, crosswalks, and proper signage on roadways leading to the school?
- Are the playground equipment and base checked and maintained regularly?
- Does the school maintain qualified staff for maintenance and custodial care of the sites and facilities?

## 4.7 EVIDENCE

- Janitorial task checklist
- Short and long-term maintenance plans and progress monitoring
- Budget line item for maintenance
- Equipment check records
- Storage rooms or external storage buildings secured
- Labeled containers
- Chemicals meeting OSHA standards and MDHS
- Secured access to hazardous locations
- Proper inclement weather materials on hand
- Shaded areas
- Signage
- Road and parking lot markings
- Sidewalks, ramps, and or elevator
- Well-lit parking lots, buildings lit during evenings or during power outage
- Fencing check documentation
- Playground check documentation
- Warranties
- Documented inspections
- Resumes or applications of maintenance and custodial staff



## OPERATIONS INDICATOR 4.8: SAFETY

The school prioritizes student, employee, and visitor safety, and utilizes a safety committee or review process to oversee and report safety concerns to the administration.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school lacks an established safety committee or protocols for reviewing safety concerns.</p> <p>Access to buildings and grounds are unrestricted or unmonitored.</p>	<p>The school establishes a safety committee that monitors safety infrequently and without established protocols. Concerns identified are reported to administration.</p> <p>Access to buildings and grounds are somewhat restricted to authorized personnel only.</p>	<p>The school establishes a safety committee with established protocols that are consistently implemented.</p> <p>Reports are documented, and action plans are established and implemented.</p> <p>Access to buildings and grounds are restricted to authorized personnel only.</p> <p>The school has periodic training, protocols, and monitoring of systems.</p>	<p>The school establishes a trained safety committee with established protocols that are consistently implemented.</p> <p>Reports are documented and measurable action plans are established and monitored for resolution.</p> <p>Access to buildings and grounds are highly restricted to authorized personnel only.</p> <p>The school has frequent training, protocols, and monitoring of systems.</p>

## 4.8 KEY QUESTIONS

- Does the school have a safety committee established?
- Is the safety committee trained to comprehensively review the building and site?
- Does the safety committee conduct periodic checks of buildings or grounds?
- Is a process in place and codified for reporting and acting upon safety concerns?
- Does the school document safety committee checks?
- Does the school have limited access to the buildings?
- Does the school have a process for screening and monitoring visitors entering the building or being on site in accordance with PA regulations (ex. volunteers)?
- Does the school have a security system?
- Does the school secure all doors?
- Is equipment properly secured?
- Does the school regularly review safety precautions with staff, students, and parents?
- Is there a documented process for reporting and addressing safety or security concerns?
- Does the school employ security personnel or a resource officer?

## 4.8 EVIDENCE

- Documentation of safety committee checks
- Training documentation
- Standard operating procedures
- Safety reports to management
- Access plans
- Locked doors with keyed or comparable access
- Sign in sheets and visitor tags
- Cameras and mirrors
- Installed and fully operational security system with recording capability
- Documented safety review
- Standard operating procedure
- Meeting agendas or minutes
- Staffing plan





## OPERATIONS INDICATOR 4.9: STUDENT BEHAVIOR

The school develops, implements, and monitors its student behavior system to ensure a safe learning environment for all students.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school inconsistently addresses disciplinary issues.</p> <p>The school lacks a formal Code of Conduct. Policies and practices may not be documented and/or are irregularly enforced.</p> <p>The school lacks establishment or enforcement of due process policies and procedures.</p> <p>Code of Conduct lacks zero tolerance provisions or fails to uphold them.</p> <p>Documentation lacks specificity, accuracy, or completeness to adequately support and defend decisions.</p>	<p>The school addresses disciplinary issues as they occur but lacks a monitoring system to identify trends.</p> <p>The school establishes a Code of Conduct and documented policies and practices that are generally enforced and address inappropriate behavior.</p> <p>The school protects the rights of all students through due process policies and processes that are generally adhered to, zero tolerance provisions, and documentation that somewhat supports and defends decisions.</p>	<p>The school uses quantitative data to track trends and address disciplinary issues.</p> <p>The school establishes a Code of Conduct and codified and consistently enforced policies and practices that both prevent and address inappropriate behavior and supports the mission driven culture of the school.</p> <p>The school protects the rights of all students through due process policies and processes that are consistently adhered to, zero tolerance provisions, and documentation that supports and defends decisions.</p>	<p>The school proactively emphasizes intervention, prevention, and teaching appropriate behavior.</p> <p>Identifies causal reasons for disciplinary issues and trends in discipline through quantitative and qualitative data.</p> <p>The school establishes a Code of Conduct and codified, consistently enforced and monitored policies and practices that both prevent and address inappropriate behavior and supports the mission driven culture of the school.</p> <p>The school protects the rights of all students through due process policies and processes that are consistently adhered to and monitored for compliance, zero tolerance provisions, and documentation that supports and defends decisions.</p>

## 4.9 KEY QUESTIONS

- Does the school have a documented behavior system including a Code of Conduct and documented processes?
- Is the system communicated regularly to staff, students, and parents?
- Does the school publish behavioral expectations in policies, student handbooks and on signage around the school?
- Is there a process for monitoring fidelity to the school-wide behavior plan?
- Are consequences appropriate and tied to the infraction?
- Does the behavior system include provisions for due process?
- Does the school provide documentation for school files and to parents?
- Does the school maintain discipline data?
- Is the discipline data regularly reviewed and discussed?
- Does the Code of Conduct address zero tolerance infractions that impact safety and security?
- Are similar incidents handled in a consistent manner?
- Does the school measure the success of behavior policies and their implementation by regularly collecting and analyzing data to determine successful approaches and need for improvement?
- Does the school regularly analyze data to determine if discipline disparities exist on the basis of race/ethnicity, gender, disability, or language status?

## 4.9 EVIDENCE

- Student and staff handbook
- Discipline policies
- Discipline/Student Referral forms
- Documented due process provisions
- Documented communication to staff, students, and parents
- Discipline incident reports
- Data that includes at least the following:
  - ◆ Demographics: the student's race/ethnicity, gender, disability, language status (whether the student is English proficient or an English Learner), and other demographic information necessary to address inconsistencies in discipline policies and their implementation;
  - ◆ Offense/reason for discipline referral;
  - ◆ Referring staff member and race/ethnicity;
  - ◆ Consequences imposed, including but not limited to, any alternatives to suspension imposed, suspension (and what type: in-school or home suspension), recommendation for expulsion, or expulsion
  - ◆ The administrator imposing discipline and her race/ethnicity
- Documentation of data analysis to determine any racial/ethnic disparities in discipline and plan to address such disparities



## OPERATIONS INDICATOR 4.10: TECHNOLOGY AND DATA SYSTEMS

The school ensures technology infrastructure and staff is in place to fully support student needs and employee work processes.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school does not address hardware, software, networks, maintenance, and staffing for technology.</p> <p>Hardware is inadequate to run technology programs and/or to support school operations.</p> <p>Software is inadequate to support school operations or the instructional program. Systems and data are unprotected.</p> <p>Technology support is not identified or is solely dependent upon volunteers.</p> <p>The school lacks policies and practices related to managing, storing and accessing data.</p> <p>Multiple deficiencies with legal compliance exist.</p>	<p>The school addresses hardware, software, networks, maintenance, and staffing for technology as needed.</p> <p>Maintains hardware to run technology programs and to support school operations.</p> <p>Utilizes software to support school operations and the instructional program.</p> <p>Software may not fully protect the systems and data.</p> <p>Technology support is intermittent or unreliable.</p> <p>Technology policies are enforced irregularly.</p> <p>Implements discrete practices related to managing, storing, and accessing data. Some deficiencies with legal compliance may exist.</p>	<p>The school establishes and implements a technology plan that addresses hardware, software, networks, maintenance, staffing, and use.</p> <p>Maintains appropriate hardware to run technology programs and to support school operations.</p> <p>Utilizes software to support school operations and the instructional program and to protect the systems and data.</p> <p>Technology staff maintains equipment, systems, and enforces established policies.</p> <p>Establishes and enforces policies and practices related to managing, storing, and accessing data that ensures legal compliance.</p>	<p>The school establishes, implements, and monitors short and long-range technology plans that address hardware, software, networks, maintenance, staffing, and use.</p> <p>Maintains appropriate hardware to run technology programs and to support school operations, both currently and for future expansion.</p> <p>Utilizes software to efficiently support school operations and the instructional program and to protect the systems and data.</p> <p>Dedicated technology staff maintains equipment, systems, and enforces established policies.</p> <p>Establishes, enforces, and monitors policies and practices related to managing, storing, and accessing data that ensures legal compliance.</p>

#### 4.10 KEY QUESTIONS

- Does the school have a technology plan or work-group that includes both short and long term goals for equipment procurement, maintenance, use and replacement?
- Does the school train staff on use of technology?
- Does the school have adequate hardware to run technology programs to support school operations ?
- Are firewalls and other protective measures provided to prevent unauthorized access to inappropriate web content?
- Is malware and antivirus protection used?
- Does the school have proper technology to implement school operations ?
- Does the school have a member on staff or a contracted vendor to maintain the technology equipment and systems?
- Does the school have policies related technology use for students and staff?
- Does the school hire qualified technology staff and keep their skills current through targeted professional development?

#### 4.10 EVIDENCE

- Technology plan
- Technology equipment
- Technology software
- Firewalls
- Malware and antivirus
- Staff or vendor to support technology
- Policies on use of technology by students and staff
- Training records for students and staff related to technology



## STANDARD 4: OPERATIONS

## SELF SCORING DOCUMENT

For each indicator, review the performance level descriptions, key questions, and list of artifacts. Based on your analysis, determine your school's performance level for the given indicator by marking: Absent, Emerging, Effective, or Exemplary. After selecting a performance level, provide a brief rationale for why you have identified your school as performing at the selected level. Refer to the performance level descriptions to guide your writing and cite sources of evidence that external reviewers may be interested in reviewing.

<b>4.1 LAWS AND REGULATIONS</b>	<b>Rationale</b>
<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary	
<b>4.2 RISK</b>	<b>Rationale</b>
<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary	
<b>4.3: STUDENT ENROLLMENT</b>	<b>Rationale</b>
<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary	

4.4 SUPPORT SERVICES	Raon ale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effecve</li> <li>◇ Exemplary</li> </ul>	
4.5 LABOR RELATIONS	Raonale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effecve</li> <li>◇ Exemplary</li> </ul>	
4.6 COMMUNICATIONS	Raonale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effecve</li> <li>◇ Exemplary</li> </ul>	
4.7 PHYSICAL ENVIROMENT	Raonale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effecve</li> <li>◇ Exemplary</li> </ul>	

4.9 STUDENT BEHAVIOR	Rationale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effective</li> <li>◇ Exemplary</li> </ul>	
4.10 TECHNOLOGY & DATA SYSTEMS	Rationale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effective</li> <li>◇ Exemplary</li> </ul>	

## STANDARD 5

### GOVERNANCE

A quality school is governed by a Board of Trustees, a collective of individuals, who are responsible stewards of the school's mission and of public funds and trust. The Board of Trustees members carry out their duties in a professional, legal, and ethical manner at all times for the purpose of achieving overall school and student success.





## GOVERNANCE INDICATOR 5.1: ACADEMIC OVERSIGHT

The Board of Trustees understands the charter's academic goals and objectives related to student achievement and have the systems in place to monitor student achievement.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
The Board does not understand what academic excellence means at the school and does not monitor student achievement or support school leadership in its academic performance efforts .	<p>The Board can define academic excellence for the school and knows the charter promises.</p> <p>School leadership reports on student achievement to the Board but does not have a formalized reporting structure.</p> <p>The Board takes a hands-off approach to academic oversight and minimally supports the school leader related to increasing academic performance and effectiveness.</p>	<p>The Board can articulate a shared definition of academic excellence for the school that is aligned with the charter and knows how achievement is assessed, regularly reviewing school results and advancing academic goals.</p> <p>The board or academic excellence committee (or equivalent subgroup) works closely with school leadership to understand and inform the steps the school is taking to increase achievement.</p>	<p>The Board can articulate a shared definition of academic excellence for the school that is aligned with the charter and knows how achievement is assessed, regularly reviewing school results independently and in comparison to state averages and benchmarked district and charter schools.</p> <p>The academic excellence committee or equivalent group works closely with school leadership to understand and inform the steps the school is taking to increase achievement and to educate all board members about employed strategies.</p>

## 5.1 KEY QUESTIONS

- Does the Board know the key academic components included in the charter?
- Does a written, shared definition of academic excellence exist?
- Has the Board received training on the state and, if applicable, authorizer's academic accountability frameworks?
- Does the Board regularly discuss what academic excellence means for the school?
- Has the Board, along with school leadership, set long term performance goals for students (i.e. what knowledge and skills students should possess when they graduate from/exit the school)?
- Has the Board, along with school leadership, set measurable goals that define an annual target for academic achievement?
- Are all members of the Board trained on academic accountability measures?
- Do all members know which standardized tests are administered at the school and how they will be used?
- Do all members know if interim, formative, and benchmark assessments are administered at the school?
- Do all members understand what each assessment type measures?
- Does the Board receive clear, consistent, and timely reporting on state standardized test results?
- Does the Board receive clear, consistent, and timely reporting on interim test results and benchmarks?
- Does the Board understand the steps the school is taking to achieve excellence?
- Have all Board members completed PDE Act 55 training?
- Are background check clearances on file for all Board members (volunteers)?
- Do all board members agree on the methodology for measuring progress toward reaching academic goals?
- Does the Board compare the school's academic results with the state and/or national averages?
- Does the Board compare the school's academic results with the surrounding districts and/or comparable charter school results with the goal of meeting or exceeding those results?
- Does the school leader work in partnership with the academic excellence committee (or comparable) to educate the entire Board about the key strategies being employed to close the achievement gap or deliver academic excellence school-wide?

## 5.1 EVIDENCE

- Summary of school academic goals, including key promises made in charter
- Definition or description of academic excellence
- Board minutes that indicate discussion of the school's bar for academic excellence and current performance toward it
- Academic performance dashboards included in board meeting packets
- Job description for the academic excellence committee (or comparable)
- Records of academic excellence committee (or comparable) working collaboratively with the school leader
- Annual calendar of standardized and interim testing presented to the board
- Standardized and interim test results and reports
- School Leader report discussing academic achievement progress
- Board training agendas and materials that reference academic oversight
- Profile of school chosen as a benchmark
- Comparison reports to state, district school, charter schools, and/or benchmark school
- School continuous improvement plans, professional development plans, and strategic plans specifically focused on raising achievement based on current school data or benchmark school data and that have been reviewed by the board
- Board approved academic achievement goals
- Certificates of completion for Act 55 training
- Background check documents



## GOVERNANCE INDICATOR 5.2: FINANCIAL OVERSIGHT

The Board of Trustees understands the short and long-term economics of the school and has systems in place to monitor short and long-term financial health.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The Board does not have the financial expertise to ensure financial stability and regulatory compliance and has not established financial policies and procedures or consistent reporting.</p> <p>The audit results in a qualified opinion with major findings on financial controls, policies, or stewardship.</p>	<p>Some members of the Board understand the economics of the school and regulatory requirements.</p> <p>A financial policy and procedures manual has been developed, but financial reporting may occur less than monthly, and the audit may result in a qualified opinion or concerns about internal controls.</p> <p>Multi-year financial planning is not required nor monitored by the Board.</p>	<p>The Board fully understands the short and long-term economics of the school, the impact of programmatic choices on finances, and regulatory requirements.</p> <p>A financial policy and procedures manual is updated in a timely manner, and financial reporting, which is reviewed by the full board or finance committee, occurs monthly, while the audit results in an unqualified opinion with few or no concerns about internal controls.</p> <p>Multi-year financial planning is monitored with considerations for anticipated future needs or changes in revenue.</p>	<p>The Board fully understands the short and long-term economics of the school, the impact of programmatic choices on finances, and regulatory requirements.</p> <p>A financial policy and procedures manual is updated as soon as a change in practice is made, and financial reporting, which is reviewed by the full board or finance committee, occurs in accordance with an annual reporting schedule, while the audit results in an unqualified opinion and no concerns about internal controls.</p> <p>The full Board or finance committee works closely with staff to develop at least five-year projections and proactively works to ensure adequate resources to meet future demand.</p>

## 5.2 KEY QUESTIONS

- Do all members of the Board know the basic sources of revenue and how public sources of revenue are earned for the school?
- Does the Board know what its break-even enrollment numbers are for the school each year?
- Does the Board as a whole or the finance committee know a simple breakdown of the annual school budget into major categories (e.g. Personnel, Facilities, Admin, etc.)?
- Does the Board approve the annual budget and significant revisions thereto?
- Does the Board provide input and feedback regarding the proposed budget?
- Does the Board publicly approved the final budget after the proposed budget is available to the public for at least 30 days?
- Does the Board articulate school-wide priorities and map them to revenues and expenditures?
- Does the Board recognize which funding sources are short-term vs. which are long-term, sustainable funding sources, and which are restricted and unrestricted?
- Does the Board develop at least five-year budget projections annually?
- Does the Board anticipate future needs that significantly affect the budget, such as adding staff members, or securing a new facility? Does a financial policies and procedures manual exist?
- Does the school close its books monthly?
- Does the board and/or finance committee review the balance sheet, profit and loss statement, and budget to actual reports monthly?
- Is an annual budget produced in a timely manner and approved by the Board? Are significant revisions to the initially approved annual budget reviewed and approved by the board?
- Does the Board receive monthly and annual budget v. actual reports that allow the board to ensure the school is managing to budget?
- Does the school complete an annual independent audit by a qualified CPA?
- Does the Board receive accurate financial reports in compliance with an agreed upon reporting schedule?
- Does the annual audit result in an unqualified opinion and no material findings regarding internal controls?
- Does training for new board members who do not have financial experience include how to read, understand, and interpret financial reports?
- Does the Board review a detailed checklist of all financial school leader deliverables that school leadership is responsible for submitting to agencies, authorizers, and auditors annually?
- Is the school's 990 reviewed and signed by a school leader and filed with the IRS in a timely manner?
- Has the Board approved financial goals aligned to PDE requirements and, if applicable, bond covenants and other governing documents and commitments?
- Is the Board aware of major long term financial obligations such as loans, bonds, etc.?

## 5.2 EVIDENCE

- Up-to-date Financial policies and procedures manual
- Monthly and annual closing schedule
- Finance committee tasks and responsibilities' description
- Clean annual audits with detailed notes and school leader letters
- Board and/or Finance committee meeting minutes documenting whether audit reports were reviewed and approved
- Board meeting minutes documenting whether budgets were approved, regular financial reports were presented and discussed, and members were trained on using financial reports
- List of annual financial deliverables to authorities and agencies
- Completed/Filed and approved Form 990



## GOVERNANCE INDICATOR 5.3: REGULATORY OVERSIGHT

The Board of Trustees monitors compliance with local, state, and federal laws and regulations, monitors compliance with charter agreement, and has a process for developing, approving, and enforcing appropriate policies and procedures.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The Board makes very little effort to no effort to ensure compliance with local, state, and federal laws and regulations, as well as its charter agreement.</p> <p>No process is in place for developing appropriate policies and procedures.</p>	<p>The Board makes some effort to ensure compliance with all local, state, and federal laws and regulations.</p> <p>The Board also monitors the school's compliance with its charter agreement.</p> <p>Policies and procedures have been developed or are in process of being developed related to governance, finance, personnel, and/or students and families.</p>	<p>The Board monitors compliance with all local, state, and federal laws and regulations and compliance with its charter agreement based on an established annual review calendar.</p> <p>Policies and procedures have been developed related to governance, finance, personnel, and students and families.</p> <p>A process to review and further develop all policies and procedures is employed at least annually.</p>	<p>The Board works closely with staff to understand and monitor compliance with local, state, and federal laws and regulations.</p> <p>The Board also proactively ensures compliance with its charter agreement at monthly board meetings.</p> <p>Policies and procedures related to governance, finance, personnel, and students and families are reviewed and updated annually.</p>

### 5.3 KEY QUESTIONS

- Does the Board have a process in place to monitor the submission of required information and reports to regulatory agencies?
- Does the Board participate in training on relevant local, state, and federal laws?
- Does the Board have regular communication with the School Leader to ensure policies are followed?
- Does the Board ensure legal compliance with board policies and school handbooks by seeking legal counsel and financial experts to review, when necessary or appropriate?
- Does legal counsel review all written policies and school handbooks (where appropriate), checking for compliance with applicable laws and regulations at least annually?
- Has the Board approved a compliance calendar that ensures timely submission of required data and reports each month?
- Does the Board know the information contained in the charter related to financial stewardship and academic performance?
- Does a board-approved calendar outline required submissions by the charter's authorizer?
- Have all Board members read the charter agreement and asked clarifying questions, as needed?
- Is reading the charter and understanding the requirements embedded within part of new board member orientation?
- Does the Board have policies established related to governance?
- Does the Board have policies established related to financial school leader and ensuring adequate internal controls?
- Does the Board have policies established related to personnel decisions?
- Does the Board have policies established related to students and families?
- Does the Board have a standard operating procedures manual aligned to its policy manual?
- Does the Board have an articulated process for developing and approving new policies that are required for the board to approve?
- Does the Board ensure that all board members read and have a working understanding of all policies and related operating procedures at least annually?
- Are policies and procedures reviewed and revised at least annually?
- Are proposed policies reviewed by legal counsel or other qualified expertise before being considered for approval?
- Are all policies approved by a quorum of the full board?
- Are policies relevant to staff included in the staff handbook?
- Are policies relevant to students and parents included in the student handbook?

### 5.3 EVIDENCE

- Board and school policy manual
- Staff handbooks that are aligned to relevant school policies
- Student handbooks that are aligned to relevant school policies
- Documented procedures
- Board minutes demonstrating review and approval of board and school policies
- Legal counsel and financial expert submitted notes or revisions after review
- Board member orientation procedure
- Compliance calendar
- Training agendas
- Training attendance log



## GOVERNANCE INDICATOR 5.4: SCHOOL LEADER SUPPORT AND EVALUATION

Organization-wide performance goals are developed collaboratively. The Board evaluates the school leader's performance and provides adequate support for the school leader.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The Board is unaware of the performance goals of the charter and does not set goals for the school leader, nor monitor or measure the school leader's performance annually.</p> <p>The Board takes a hands-off approach and abdicates all or most oversight responsibility for the school to the school leader.</p>	<p>The Board understands the charter promises and has a clear job description and an annual evaluation process for the school leader, but performance goals aligned with the charter are not included in the evaluation process, and broad feedback on the school leader's performance is not sought.</p> <p>Very little support is provided to improve the school leader's performance and little to no consideration for succession planning is in place.</p>	<p>The Board approves annual performance goals for the school leader, ones that are aligned with the charter, authorizer accountability framework, and the school leader's up-to-date job description.</p> <p>Performance against goals is monitored periodically, reviewed annually and informed by feedback from the school leader through his/her self-assessment.</p> <p>A leadership development plan for the school leader is established and reviewed annually, and a short-term/emergency succession plan for the school leader is developed.</p>	<p>The Board or its designated task force works collaboratively with the school leader to develop measurable, annual performance goals, ones that are aligned with the charter and the school leader's up-to-date job description.</p> <p>Performance against goals is informed by feedback from the leader's self-assessment, the broader school community, and through formal check-ins frequently throughout the year.</p> <p>The school leader is supported with regular feedback, mentorship, and ample opportunities for training.</p> <p>Further, a formal, long-term succession plan for the school leader is developed and reviewed annually.</p>

## 5.4 KEY QUESTIONS

- Do the school leader and the Board work collaboratively to develop annual goals for the school and for the school leader related to academic performance?
- Do the school leader and the Board work collaboratively to develop annual goals for the school and for the school leader related to financial health?
- Are annual goals aligned with the performance goals of the charter?
- Are annual goals SMART (specific, measurable, attainable, relevant, and timely)?
- Is there a detailed, up to date job description for the school leader that accurately reflect the full scope of the leader's job and responsibilities?
- Have the Board and the school leader agreed to a process for monitoring and evaluating the school leader on at least an annual basis?
- Is the school leader evaluated at least annually following the agreed upon process?
- Does the evaluation process include the setting of clear performance goals for the school leader each year?
- As part of the evaluation process, does the school leader complete a self-assessment reflecting on his/her performance against annual goals?
- Does the evaluation process include input from the larger school community (parents, teachers, partners, etc.)?
- Is there a clear timeline for completing the school leader evaluation?
- Does the school leader provide a report toward goals and other school activities at each board meeting?
- Does the Board formally check-in with the school leader at least twice during the year about his/her performance?
- Does the Board provide meaningful feedback to the school leader about his or her performance based on data gathered through observations, surveys, and other data collected?
- Has the Board and school leader collaboratively developed a leadership development plan for the school leader?
- Has the Board developed an emergency succession plan for the school leader?
- Has the Board developed a formal, long-term succession plan for the school leader?
- Has the Board developed a Board/School Leader communication plan with the school leader and ensures it is adhered to?

## 5.4 EVIDENCE

- Minutes from board meetings that document discussion of charter
- Written performance evaluation process and procedures
- Written process of monitoring progress toward annual and long term established goals
- Up to date job description for the school leader
- School leader development plan
- Line item in budget that allocates money for school leader training opportunities
- Procedures for regular feedback process between the Board and the school leader
- School leader mentorship log
- Documentation of annual performance goals for the school and school leader
- Completed performance reviews
- Documentation from regular check-in meetings noting key discussion points
- School leader self-assessments
- Parent and staff survey results
- Board minutes demonstrating the establishment of a committee charged with evaluating the CEO (head school leader)
- Board minutes and approval demonstrating that annual school leadership performance review occurred.
- Succession plans, both emergency and long term, are in place and Board approved





## GOVERNANCE INDICATOR 5.5: COMPOSITION &amp; STRUCTURE

The Board of Trustees ensures the board has a diverse set of skills and backgrounds adequate for effectively governing the school and has a clear and active structure of officers, members, and committees.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The Board membership has only a few members who collectively do not represent the diverse set of skills and backgrounds needed to govern the school, and the Board does not have a plan for recruiting new members.</p> <p>Committees are not established or are non-functioning.</p>	<p>The membership of the Board consists of at least 5 members, representing several of the skill sets and backgrounds needed to govern the school, and the Board understands its future membership needs but does not have a formal plan for recruiting new members.</p> <p>Bylaws and board policies (to the extent existing) minimally address officers, members, and committees, and some roles are established but may not be fully functioning.</p>	<p>The membership of the Board consists of at least 7 members, representing the broad cross section of skill sets and backgrounds and the capacity needed to govern the school.</p> <p>The Board adheres to its formal recruitment plan that ensures the selection of experienced and independent members who will complement the existing skills sets of current members.</p> <p>Bylaws and board policies define roles of officers, members, and committees, and all are both established and functioning.</p>	<p>The membership of the Board consists of at least 7 members, representing the broad cross section of skill sets, backgrounds, capacity, and diversity needed to govern the school.</p> <p>The Board adheres to its formal recruitment plan that ensures the selection of experienced, well-tested, well-oriented, and independent members who are aligned with the mission, act independently from management, and complement the existing skills sets of current members.</p> <p>Bylaws and board policies thoroughly define roles of officers, members, and committees, and all are established and function effectively to tactically and strategically plan business of the board.</p>

## 5.5 KEY QUESTIONS

- Are there consistently five or more members of the Board?
- Does membership represent a broad cross-section of skills needed to govern effectively (e.g. finance, legal, academic, governance, facilities, human resources, fundraising, community representation, etc.) ?
- Does membership reflect the community being served (ethnic, racial, socio-economic and gender diversity)?
- Does the Board have a targeted, ongoing recruitment plan for its membership?
- Does the Board consistently adhere to a formal and transparent process for nominating and selecting new members?
- Does the Board have a targeted, future-facing profile of the skills and expertise it will need?
- Has the Board developed a formal evaluation process to determine whether a candidate has the skill set, necessary membership, philosophical alignment with the school, and temperament to serve as a member?
- Prior to being nominated for membership, are candidates required to participate in a trial period by serving on a committee or having ample time to interact with other board members?
- Is it true that all members of the Board have no personal or business ties to the school leader, staff, or each other which could result in conflicts of interest during decision-making?
- Do new members participate in an effective orientation process that includes training in the roles and responsibilities of being a member and Sunshine Act, including completing Act 55 training?
- Does the Board have a comprehensive set of bylaws and Board policies, to include specific delineation of the role, responsibilities, term limits and authority of the Board vis-à-vis the school leader?
- Does the Board have the following or equivalent officers: chair, vice-chair, treasurer, and secretary?
- Are there individual performance expectations for members?
- Are there job descriptions for each committee and for each officer position?
- Are job descriptions and performance expectations reviewed annually?
- Is there a clear process for nominating officers?
- Are there an adequate number of members on each committee to achieve committee goals?
- Does each member have a copy of or easy access to up to date bylaws and Board policies/Board manual?
- Does the Board have multiple committees or periodic task forces to take on specific duties?
- Is each committee or task force chaired by a member of the Board and include a senior member of the school's leadership team?
- Does each member miss fewer than 25% of the meetings each year?
- Are sanctions in place for frequent absenteeism?
- Is there a succession plan for board members and officers?
- Is there a clear plan for removing officers and members written into the bylaws and/or policy?

## 5.5 EVIDENCE

- Updated Board Manual
- Member recruitment plan
- Policies and procedures for nominating and selecting members
- Minutes from meetings documenting adherence to the nominating and selection process
- Minutes from meetings documenting participation of non-members on committees
- Matrix documenting the skill sets and diversity of current members and what is being sought in candidates
- Standard list of interview questions asked of all candidates
- Written evaluation of candidates
- Schedule of trainings
- Orientation program guidelines
- Board Bylaws
- Job description and succession plan for the Board and officers
- Job descriptions for committees and lists of its members
- Job descriptions for officer positions



## GOVERNANCE INDICATOR 5.6: MEETINGS

The Board of Trustees adheres to an established annual board calendar, provides public transparency, and follows an agenda that focuses on fulfilling the board's role and fiduciary responsibilities .

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
Meetings are held at irregular intervals and do not follow an established agenda, nor comply with the open meeting laws, or abide by conflict of interest policies.	<p>Most meetings are scheduled in advance, follow an established agenda, and minutes are produced to document proceedings.</p> <p>In compliance with open meeting laws, meeting notices are posted in advance, and members understand how to recuse themselves if a conflict of interest arises.</p> <p>The public may be given limited opportunities for input .</p>	<p>All meetings, which adhere to an established annual calendar and comply with open meeting laws, follow a standard agenda that focuses attention on decision-making.</p> <p>Meeting minutes, which comply with open meeting laws, document reports by all committee members, the record of actions taken, and clearly notes member recusals when a conflict of interest exists.</p> <p>Opportunities for public input are provided at each meeting.</p>	<p>All meetings, which conform to an established annual calendar and open meeting laws, follow a standard agenda informed by committee chairs and the school leader and focus attention on decision-making.</p> <p>Meeting minutes, which comply with open meeting laws, represent a concise record of actions taken by selected committee members and clearly notes member recusals when a conflict of interest exists.</p> <p>Clear and consistent opportunities for public input are provided and welcomed at each meeting.</p>

## 5.6 KEY QUESTIONS

- Does the Board meet at least quarterly?
- Does the Board generally meet once a month?
- Does the Board hold very few, if any special or emergency meetings?
- Does the Board cancel fewer than two meetings a year?
- Has the Board created an annual calendar of all board meetings, retreats, etc.?
- Does the annual calendar delineate when key decisions will need to be made, such as approval of annual budget, evaluation of school leader, submission of state and federal required documents, etc.?
- Have all members participated in training on open meeting law?
- Do all trustees understand applicable open meeting laws (Sunshine Act)?
- Are meetings posted in compliance with applicable Sunshine Act requirements?
- Are minutes consistently taken at all meetings, including committee meetings, and include an accurate record of what was discussed and decided?
- Are closed, executive sessions properly documented and conducted in accordance with law?
- Does the Board have and implement a conflict of interest policy?
- Do members recuse themselves from discussions or decision-making when a conflict of interest exists?
- Annually, do members disclose in writing any actual or potential conflicts of interest?
- Does the meeting agenda allow for public comment?
- Does the chair of the Board and the school leader work collaboratively to develop agendas?
- Is there a balance of meeting time spent on of current year oversight and future strategic direction of the school?
- Do minutes represent an alignment with the agenda, providing sufficient details for what was discussed and decided related to each agenda item?
- Do meeting agendas consistently conform to a standard format and/or sequence delineating topic, duration, supporting materials, and actions to be taken?
- Do committees submit reports ahead of time and present to the full board when there is something strategic to discuss?
- Does the Board evaluate meeting effectiveness, at least annually?
- Are meeting materials well organized to facilitate the work of members?
- Are meeting materials distributed at least three days in advance?
- Do all Trustees read all materials in advance of each meeting?
- Is input from committee chairs reflected in agendas?
- Do committee chairs predominately lead presentations or discussions rather than the school leader taking charge?

## 5.6 EVIDENCE

- Annual calendar of board activities including meetings, training, board evaluation, etc.
- Annual calendar of meetings
- Meeting agendas from prior meetings
- Approved Minutes from prior meetings
- Conflict of Interest Policy and evidence it is being adhered to (i.e. completed forms disclosing conflicts of interest, minutes noting recusals)
- Copy of Pennsylvania's open meeting laws (Sunshine Act)
- Meeting evaluation report
- Record of open meeting law (Sunshine Act) and Act 55 training completed



## GOVERNANCE INDICATOR 5.7: GOALS AND ACCOUNTABILITY

The Board of Trustees advocates for and sustains the school's mission and vision, and in conjunction with the CEO/School Leaders sets and measures progress towards mission-driven goals, and conducts self-evaluations.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
The Board does not advocate on the school's behalf and does not set goals or have systems and processes in place to hold itself accountable for its collective performance or the performance of individual members.	To hold itself accountable as it advocates for and sustains the school, the Board sets collective annual goals and measures its performance against established goals; however, individual member expectations are not established, and individual expectations and commitments vary greatly.	To hold itself and individual members accountable as it advocates for and sustains the school, the Board sets mission-driven, annual goals for the full Board and individual members, measuring performance against established goals for all.  Individual members understand personal expectations and dedicate the time and expertise required to be an effective member.	To hold itself and individual members accountable as it advocates for and sustains the school, the Board sets mission-driven, annual goals for the full Board, committees, and individual members, measuring performance against established goals for all.  Individual members respond to personal expectations, dedicating the expertise, time, leadership, and financial support required to be an effective member, advocate, and spokesperson for the school.  A formal orientation process for new members is established with veteran members mentoring new members to ensure effective performance.

## 5.7 KEY QUESTIONS

- Does the school communicate me a nd dues expected of its board members, and do new board members formally acknowledge their understanding and commitment?
- Do 100% of members actively contribute to the success of the Board?
- Does substantive committee work happen between meetings?
- Does each member bring concrete, professional expertise that is needed by the Board?
- Does each member come to meetings prepared, having read all materials in advance?
- Is there a system in place to hold each member accountable to a consistent high standard?
- Annually, is each member expected to serve on at least one committee?
- Does each member contribute or help to get a donation to the school?
- Does each member participate annually in school activities such as special programs and fundraising events?
- Is each member well-informed about national, state, and local charter school issues?
- Does each member excel at tapping personal and professional networks to benefit the school?
- Can each member serve as an informed spokesperson and advocate for the school?
- Is there a formal orientation process for new members with veteran members coaching or mentoring new members to ensure effective performance?
- Does the Board have a clear set of charter goals, strategic goals, and annual school improvement goals that will add value to the school, in areas such as academics, finance, and operations?
- Do all committees have a set of annual goals?
- Are committee goals aligned with the overall Board goals?
- Does the Board have a consistent process to measure progress toward achieving goals?
- Does the Board evaluate its performance annually?
- Is the work of individual members of the Board evaluated annually?
- Is the self-evaluation used to identify gaps in board composition and training opportunities?

## 5.7 EVIDENCE

- Job description for the Board
- Job description for individual members
- List of Board goals
- List of goals for each committee
- List of goals for each member
- Minutes from Board and committee meetings demonstrating attendance
- Minutes from Board and committee meetings demonstrating completion of self-evaluation and/or goal setting
- Resumes or biographies of members
- Formal evaluation of the Board
- Evaluations of members
- Attendance records from events shows board member participation
- Board approved Annual board priorities or improvement plan



## STANDARD 5: GOVERNANCE

## SELF SCORING DOCUMENT

For each indicator, review the performance level descriptions, key questions, and list of artifacts. Based on your analysis, determine your school's performance level for the given indicator by marking: Absent, Emerging, Effective, or Exemplary. After selecting a performance level, provide a brief rationale for why you have identified your school as performing at the selected level. Refer to the performance level descriptions to guide your writing and cite sources of evidence that external reviewers may be interested in reviewing.

<b>5.1 ACADEMIC OVERSIGHT</b>	<b>Rationale</b>
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effective</li> <li>◇ Exemplary</li> </ul>	
<b>5.2 FINANCIAL OVERSIGHT</b>	<b>Rationale</b>
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effective</li> <li>◇ Exemplary</li> </ul>	
<b>5.3: REGULATORY OVERSIGHT</b>	<b>Rationale</b>
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effective</li> <li>◇ Exemplary</li> </ul>	

5.4 SCHOOL LEADER SUPPORT & EVALUATION	Raon ale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effectve</li> <li>◇ Exemplary</li> </ul>	
5.5 COMPOSITION AND STRUCTURE	Raonale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effectve</li> <li>◇ Exemplary</li> </ul>	
5.6 MEETINGS	Raon ale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effectve</li> <li>◇ Exemplary</li> </ul>	
5.7 GOALS AND ACCOUNTABILITY	Raon ale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effectve</li> <li>◇ Exemplary</li> </ul>	



## STANDARD 6

### FINANCE

A quality school demonstrates sound financial practices through responsible use of public funds, maintaining publicly accessible fiscal records, conducting annual audits, and developing a comprehensive fiscal plan that demonstrates alignment with the school's mission and vision.



## FINANCE INDICATOR 6.1: FINANCIAL PLAN

The school effectively plans for long and short-term financial health and ensures that expenditures of school funds are closely aligned with the mission and the academic goals of the school.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>School Leader is unable to articulate how the school's budget and personnel decisions align with its mission and how allocations work within the budget.</p> <p>The Board has not set priorities for the budget and has little involvement in the budget development or approval process.</p>	<p>School Leader can explain how personnel decisions are made and how resources are allocated throughout the budget but cannot articulate how the budget supports the priorities of the school in relation to its academic goals.</p> <p>The Board has set priorities for the budget but has little involvement in the budget development or approval process.</p> <p>The budget covers only the current year or has poor or unsubstantiated projections for future years.</p>	<p>The Board is actively involved in the budget process, approves annual budgets and significant revisions thereto, and establishes at least 3-year financial projections.</p> <p>School Leader can articulate how its personnel decisions and the budget's allocation of school resources aligns with the school's academic priorities and realistic enrollment projections.</p> <p>The Board ensures that the budget is realistic and supports its priorities prior to approval.</p> <p>The budgeting process includes projections of cash flows and resulting reserve balance.</p>	<p>The Board is actively involved in the budget process, approves annual budgets and significant revisions thereto, and establishes at least 5-year financial projections.</p> <p>School Leader can articulate how its personnel decisions and the budget's allocation of school resources align with the school's academic and operational priorities.</p> <p>The Board ensures that the budget is realistic and supports its priorities prior to approval.</p> <p>School Leader and the Board regularly compare actual revenue and expenditures to the approved budget and investigate significant variances.</p> <p>The Board or its finance committee also benchmark expenditures against similar schools.</p>

## 6.1 KEY QUESTIONS

- Do school leader and the Board work to optimize student enrollment?
- Do school leader and the Board use the school's projected enrollment as a basis to establish budgets?
- Does the finance committee and/or full board track longitudinal demographic, funding and expenditure trends, and utilize data to formulate or review budget projections?
- Has the budget taken into consideration any recent or anticipated cuts in state or federal funding and does it include contingency plans for reduced funding or unanticipated expenditures?
- Does the budgeting process include projections for cash flows and balances?
- Are all budget line items based on clearly stated and realistic assumptions?
- Does the finance committee or full board review 3-5-year financial projections?
- Do school leader and/or the Board identify several similar schools and compare revenues and expenses?
- Has the Board of Trustees of school leader established the educational and operational spending priorities for the school?
- Does school leader understand how to use the budget as a tool to support the school's priorities and its mission, and to effectively allocate the school's financial resources?
- Has the Board established minimum priorities for allocation of financial resources to key mission-aligned programs and activities?

## 6.1 EVIDENCE

- Approved strategic plan
- Approved annual budget and expenditure v. budget reports
- Historical financial data report
- Approved organizational chart and staffing levels
- Enrollment trend and projection charts
- 3-5 year financial projections, annually revised
- Multiple school financial comparison charts
- Cash flow and balance projections
- Detailed assumptions for significant budget line items
- Board meeting minutes documenting annual budget approvals and revisions and ongoing board oversight of fiscal results and trends



## FINANCE INDICATOR 6.2: LAWS AND REGULATION

The school aligns financial practices with state and federal laws, charter agreement, applicable regulations and standard accounting principles.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school has not codified its business and financial policies and procedures and does not actively monitor its compliance with state and federal laws and regulations, and generally accepted accounting principles.</p>	<p>The school has established formal business, financial and personnel policies and procedures but does not actively monitor its compliance with state and federal laws and regulations and generally accepted accounting principles.</p>	<p>The school has reviewed and actively monitors its business, financial and personnel policies and procedures and has determined, with the assistance of legal counsel that they are in alignment with state and federal laws and regulations as well as the charter contract.</p> <p>In addition, the Board receives regular training from supervising and regulatory agencies.</p> <p>The school, its legal counsel, and independent auditor conduct an annual review of compliance matters and conformity with generally accepted accounting principles.</p>	<p>The school's strategic plan and by-laws address compliance with federal and state laws and regulations.</p> <p>The school as well as its legal counsel, a certified public accountant, and other experts proactively review the business, financial and personnel policies and procedures and have determined that they are in alignment with laws and regulations, and that financial records are maintained in accordance with generally acceptable accounting principles.</p> <p>In addition, the Board seeks out training from supervising and regulatory agencies and actively monitors compliance.</p>

## 6.2 KEY QUESTIONS

- Do school leader and the Board know what laws and regulations related to financial reporting and accounting apply to the school?
- Are current business and financial practices in alignment with the school's charter and applicable laws and regulations?
- Have any changes to the school leader or governance structure been reflected by amendments to the charter agreement and/or governing documents such as by-laws, articles of incorporation, 501(c)(3) designation, etc.?
- Has the Board developed, reviewed, and approved formal business, financial and personnel policies and procedures?
- Do school leader and the Board actively monitor the school's compliance with laws and regulations?
- Has school leader and the Board received training regarding compliance with relevant laws and regulations?
- Has the school consulted legal counsel and a certified public accountant regarding compliance with laws and regulations, and maintaining financial records in accordance with generally accepted accounting principles?
- Does the school leader actively seek out training on any new regulations and best practices for the finance department?
- Does the board have an active finance committee and/or an internal audit committee to regularly receive and approve annual independent auditor-prepared financial statements, to review compliance-related, internal controls, or other findings and school leader letters, and to revise compliance related policies and procedures?

## 6.2 EVIDENCE

- Formal business, financial and personnel policies and procedures
- Job descriptions
- Organizational chart
- Articles of incorporation
- Current By-laws
- Conflict of interest policy
- Employee handbook
- The Board and school leader training syllabi indicating relevant training
- Whistleblower policy
- Annual Audit and Management's Discussion and Analysis
- Unqualified, no material findings independent annual audit reports
- Contracts to engage legal counsel and engagement letters with certified public accountant performing independent audits



### FINANCE INDICATOR 6.3: INTERNAL CONTROLS

The school establishes strong internal financial controls to ensure operational integrity and safeguarding of school assets and financial resources, maximizes accuracy and reliability of financial records, and develops procurement policies and procedures.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
The school has not developed formal internal financial controls and is not adequately safeguarding the school's assets.	The school has developed formal internal financial controls over revenues and expenditures as well as financial record keeping; however, school leader and the Board do not regularly review the school's financial policies and procedures for adequacy or implementation.	<p>The school has developed and documented formal internal financial controls over revenues, expenditures, and assets as well as financial record keeping. School Leader and the Board annually or more frequently review and revise, if necessary, the school's financial policies and procedures.</p> <p>The school has proper staffing levels and separation of responsibilities to ensure appropriate handling of cash and spending authorization.</p>	<p>The school has developed formal internal financial controls over revenues and expenditures as well as financial record keeping.</p> <p>School Leader and the Board annually or more frequently review the school's financial policies and procedures and proactively make changes to properly safeguard the school's assets.</p> <p>The school builds on its internal controls by leveraging external resources, such as controls offered through financial institutions.</p> <p>The school has proper staffing levels and separation of responsibilities to ensure appropriate handling of cash and spending authorization.</p>

## 6.3 KEY QUESTIONS

- Are financial dues adequately separated?
- Does the finance department use controls over cash disbursements?
- Are bank reconciliations done monthly?
- Are employees or other individuals who have access to checks denied signing authority?
- Are all internal financial control policies documented and regularly reviewed by the Board?
- Has the school board created finance and/or audit committees to regularly review and revise compliance related policies and procedures?
- Does the Board receive training related to financial matters?
- Does the school appropriately safeguard business and financial records (e.g. by using safes, locked drawers, or shredding when appropriate)?
- Has the school developed robust information technology security measures?
- Is there a process to regularly back up electronic records and store those backups off-site?
- Does the school use effective anti-virus and firewall protection with its technology?
- Does the school conduct periodic records and information technology risk assessments?
- Does the school leader or Board at least annually evaluate all record retention and protection policies and procedures and make revisions, as needed?
- Does the school have written policies and procedures for procurement?
- Does the school understand its responsibilities regarding purchases made using federal funds?
- Does the school have a clear set of criteria for selecting vendors?
- Has the Board formally approved the procurement policies and procedures?
- Does the School Leader monitor the procurement policies and procedures for compliance?
- Do the school's actions align with the written policies and procedures for procurement?
- Is there a designated person/Leadership Team to oversee each service provider?
- At least annually, does the school evaluate service providers based on clear performance criteria?
- At least annually, does the Board review and revise, if needed, the procurement policies and procedures?

## 6.3 EVIDENCE

- Board approved Internal control policies and procedures
- Timely Bank reconciliations
- Minutes to the Board meeting documenting the review and approval of internal controls
- Resumes for the Board indicate members with financial training or experience
- Board training syllabi includes training for financial practices
- Annual financial and compliance audits demonstrate no repeat findings
- Board approved Procurement Policies and Procedures and expenditure controls
- Board of Trustees meeting minutes that show approval of all applicable financial related policies and procedures
- Board minutes and organization chart delineating oversight responsibility and oversight practices
- Evaluation criteria for service providers
- Completed service provider evaluations
- Contracts with service providers
- Safes and other physical safeguards
- Record retention policies and procedures
- Information technology security policies and procedures
- Information technology vendor agreements
- Information technology risk assessments
- Uniform Grant Guidance (UGG) Manual for federal grant compliance



## FINANCE INDICATOR 6.4: ADEQUATE FINANCIAL RESOURCES

The school ensures ongoing financial viability and sustainability by engaging in accurate reporting to optimize enrollment and special programs support, monitoring financial performance and trends and actual results vs. budget projections, and seeking out additional funds, if needed.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
The Board and school leader does not monitor its enrollment or financial results, has not budgeted for an appropriate operating margin, and has not identified key financial ratios for measuring financial performance and sustainability.	The Board and school leader regularly monitors its enrollment and has developed its budget based upon realistic enrollment expectations and appropriate operating margins; however, it has not identified key financial ratios for measuring financial performance and sustainability.	<p>The Board and school leader monitors its enrollment at least monthly and develops and revises its budget based upon actual enrollment while retaining plans for an appropriate operating margin.</p> <p>Also, the Board and school leader has identified key financial ratios, such as net profit percent, current ratio, days cash on hand, and expenses per student or employee in order to assist in measuring financial performance and sustainability.</p> <p>The budget takes into account future investments needed such as facilities or technology.</p> <p>As needed, the Board and school leader seeks additional revenue sources beyond basic state funding.</p>	<p>The Board and school leader monitors long-term enrollment and demographic trends. Further, it monitors its enrollment at least monthly and develops and revises its budget based upon actual enrollment while retaining plans for an appropriate operating margin.</p> <p>Also, the Board's finance committee has developed a long-term strategic plan that identifies key financial ratios such as net profit percent, current ratio, days cash on hand, and expenses per student or employee in order to assist the Board with measuring financial performance and sustainability.</p> <p>The school leader, in collaboration with the Board, actively seeks additional revenue.</p>



## 6.4 KEY QUESTIONS

- Do the Board and school leader plan for and sustain an ongoing positive operating margin?
- Do the Board and school leader plan for and achieve annual positive operating margins or proactively develop and approve deficit budgets for specific reasons or needs?
- Are enrollment targets consistently achieved and, if not, are enrollment targets underlying approved budgets accordingly revised (along with planned expenditures)?
- Does the Board and school leader understand per pupil funding levels and how enrollment drives revenues?
- Does the Board and school leader regularly monitor its enrollment and demographic trends?
- Does the Board and school leader understand the importance of budgeting for annual surpluses, cash reserves, and balance sheet strength?
- Does the school have policies in place to review and revise budget approved annual expenditures if enrollment does not achieve targets or drops during a school year?
- Has the school identified key financial ratios to measure financial performance and trends?
- Does the Board monitor cash flow results monthly?
- Does the budgeting process take into consideration future expenditures, such as future facility needs, additional staff and/or curriculum resources needed, technology and equipment replacement, etc.?
- Has the Board developed a long-term strategic plan, including multi-year financial projections?
- Do annual budgets or long-term financial projections identify the amount of additional revenues needed to ensure financial viability and sustainability?
- Does school leader actively seek out additional revenue sources, such as tax credits and grant opportunities?
- Is the Board involved in fundraising and/or identifying and obtaining additional revenue?
- Has school leader or the Board prioritized efforts to obtain additional revenue in order of the importance of need or school mission?
- Does the Board seek out opportunities to interact with funders and key stakeholders in the community and state and national charter school sector to identify and pursue potential new funding streams?

## 6.4 EVIDENCE

- Monthly enrollment reports
- Approved budget and financial reports to Board including enrollment data and key financial ratios
- Long-term strategic plan
- 3-5 year financial projections
- Tax credit receipts
- Prioritized list of grant opportunities
- Strong and/or improving financial ratios and trends and balance sheet strength



## FINANCE INDICATOR 6.5: FINANCIAL REPORTING AND OVERSIGHT

The school regularly and accurately records and reports financial activity, results and status, uses and reports restricted funds appropriately, and undergoes a thorough annual independent financial audit.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school does not complete a monthly closing process nor routinely prepare and present financial statements to management and the Board.</p> <p>The school does not engage a qualified auditor and/or file its annual financial and compliance audits in a timely manner.</p>	<p>The school closes its books monthly and prepares and presents its balance sheet and income statement to the Board at least quarterly.</p> <p>The school engages a qualified auditor but has not developed policies to help ensure timely filing of its annual financial and compliance audits. In addition, it does not follow up on or fully address independent auditor material findings and/or implement auditor recommendations.</p>	<p>The school closes its books monthly and prepares and presents its balance sheet, income statement, budget to actual comparison, and bank reconciliations to the Board at least monthly.</p> <p>Also, School Leaders and the Board monitor and ensure that restricted funds are used for the intended purposes.</p> <p>The school engages a qualified independent auditor and ensures the timely filing of annual financial and compliance audits and Form 990 submissions to the IRS. In addition, the school follows up on and addresses material audit findings and recommendations.</p>	<p>The school closes its books monthly and prepares and presents a balance sheet, income statement, budget to actual comparison, and bank reconciliations to the Board at least monthly.</p> <p>The Board independently reviews these documents and ensures that restricted funds are used for intended purposes.</p> <p>The school engages a qualified auditor and timely files annual audits and other financial compliance reports.</p> <p>The Board discusses any questions that may arise with appropriate members of management and reviews and approves annual audit reports and Form 990 submissions to the IRS.</p> <p>Also, school leader and the Board seek training on how to read financial statements, if needed.</p> <p>In addition, the Board follows up on material audit findings and implements appropriate recommendations.</p>

## 6.5 KEY QUESTIONS

- Does the school close its financial books monthly?
- Does the school prepare monthly financial statements (to include budget v. actual comparisons)?
- Does the school leader and the Board regularly review financial statements and reports?
- Do school leadership and the Board investigate significant budget vs. actual variances?
- Has the Board received training in how to review financial documents?
- Are the Business Manager and school leader aware of restricted funds requirements and conditions and do they ensure that such funds are used only for the acceptable purposes?
- Is the Board of Trustees aware of any restricted funds requirements and conditions and does it regularly receive reports allowing it to monitor and verify that such funds are used only for the acceptable purposes?
- Does the school business office properly inventory tangible goods purchased with grant funds?
- Is the auditor's opinion unqualified and the report free of significant material findings and recommendations for improvement?

## 6.5 EVIDENCE

- Monthly recurring closing journal entry and checklist
- Monthly closing procedures checklist
- Monthly bank reconciliations.
- The school's check registers
- Board of Trustees board packet that includes the school's financial statements and budget to actual comparisons
- Board meeting minutes that include a discussion of financial reports
- Required restricted funds reporting
- Independent audit report with unqualified opinions and free of significant material or recurring findings



## FINANCE INDICATOR 6.6: QUALIFIED EXPERTISE

The school has appropriate financial planning and management expertise.

ABSENT	EMERGING	EFFECTIVE	EXEMPLARY
<p>The school's finance leader or department is not staffed or contracted with qualified knowledgeable personnel, and as a result school leadership and the Board of Trustees do not receive timely and accurate financial information from which to make management and governance decisions.</p>	<p>The school's finance leader or department is staffed or contracted with personnel with an accounting degree or some financial management experience; however, financial reports are not completed monthly for use by school leadership and review by the Board of Trustees and segregation of duties within the finance department is limited.</p> <p>School conducts background checks for finance positions.</p>	<p>The school's finance leader or department is adequately staffed or contracted with qualified personnel, including a CFO (or Business Manager) with a degree in accountancy or financial management experience.</p> <p>Dues within the department are adequately segregated and accurate financial reports are completed monthly for school leadership use and Board of Trustees review.</p>	<p>The school's finance leader or department is adequately staffed or contracted with qualified personnel, including a CFO (or Business Manager) with a degree in accountancy, CPA certification, or demonstrated financial planning and management experience in the charter school sector.</p> <p>Dues within the department are adequately segregated and accurate financial reports are completed monthly for school leadership use and Board of Trustees review.</p> <p>Ongoing professional development is provided to keep staff's knowledge updated.</p>

## 6.6 KEY QUESTIONS

- Is the school's finance department adequately staffed or services contracted with a qualified, credible financial services provider?
- Does the school conduct background checks when it hires accounting department personnel?
- Has the school developed minimum qualifications for all Finance department positions?
- Does the Board of Trustees possess the expertise or contract with professional evaluators when interviewing and hiring a CFO or Business Manager?
- Are monthly budget vs. actual financial statements presented to the Board of Trustees?
- Is ongoing professional development provided for all Business Office staff?

## 6.6 EVIDENCE

- CFO/Business Manager qualifications including degree, CPA certification (if applicable), industry and/or charter sector experience.
- Updated job descriptions and qualifications for all Finance department positions.
- Hiring and background check policy and procedures
- Finance department flow chart of duties, responsibilities, and approvals



## STANDARD 6: FINANCE

## SELF SCORING DOCUMENT

For each indicator, review the performance level descriptions, key questions, and list of artifacts. Based on your analysis, determine your school's performance level for the given indicator by marking: Absent, Emerging, Effective, or Exemplary. After selecting a performance level, provide a brief rationale for why you have identified your school as performing at the selected level. Refer to the performance level descriptions to guide your writing and cite sources of evidence that external reviewers may be interested in reviewing.

<b>6.1 FINANCIAL PLAN</b>	<b>Rationale</b>
<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary	
<b>6.2 LAWS AND REGULATIONS</b>	<b>Rationale</b>
<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary	
<b>6.3: INTERNAL CONTROLS</b>	<b>Rationale</b>
<input type="checkbox"/> Absent <input type="checkbox"/> Emerging <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary	

6.4 ADEQUATE FINANCIAL RESOURCES	Raon ale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effecve</li> <li>◇ Exemplary</li> </ul>	
6.5 FINANCIAL RE-PORTING & OVERSIGHT	Raonale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effecve</li> <li>◇ Exemplary</li> </ul>	
6.6 QUALIFIED EXPERTISE	Raon ale
<ul style="list-style-type: none"> <li>◇ Absent</li> <li>◇ Emerging</li> <li>◇ Effecve</li> <li>◇ Exemplary</li> </ul>	

## OVERALL SCORING DOCUMENT

Use the self-scoring document from each indicator to complete the overall scoring document. Based on your analysis, determine your school's performance level for the given indicator by marking: Absent, Emerging, Effective, or Exemplary in the given box.

STANDARD	SUB-STANDARD	RATING
<b>STANDARD 1: ACADEMIC AND CONTINUOUS IMPROVEMENT</b>		
	1.1: CULTURE OF HIGH EXPECTATIONS	
	1.2: CURRICULUM AND INSTRUCTION	
	1.3: PERFORMANCE MANAGEMENT	
	1.4: HIGHLY EFFECTIVE TEACHERS	
	1.5: LAWS AND REGULATIONS	
	Overall Rang	
Raonale		
<b>STANDARD 2: EFFECTIVE AND ETHICAL LEADERSHIP</b>		
	2.1: MONITORING EFFECTIVENESS	
	2.2: PROFESSIONAL DEVELOPMENT	
	2.3: AVOIDING CONFLICTS OF INTEREST	
	2.4: INSTRUCTIONAL LEADERSHIP	
	2.5: COMPLIANCE	
	2.6: DIVERSITY	
	2.7: SELF-REFLECTION	
	Overall Rang	
Raonale		



## OVERALL SCORING DOCUMENT (CONTINUED)

STANDARD	SUB-STANDARD	RATING
STANDARD 3: CULTURE, COMMUNITY AND RELATIONSHIP BUILDING		
	3.1: SCHOOL SUPPORT	
	3.2: COMMUICATING MISSION AND VISION	
	3.3: SCHOOL CULTURE	
	3.4: COMMUNITY PARTNERSHIPS	
	3.5: COMMUNICATING SCHOOL IMPROVEMENT RESULTS	
Raonale		
STANDARD 4: OPERATIONS		
	4.1: LAWS & REGULATIONS	
	4.2: RISK MANAGEMENT	
	4.3: STUDENT ENROLLMENT	
	4.4: SUPPORT SERVICES	
	4.5: LABOR RELATIONS	
	4.6: COMMUNICATIONS	
	4.7: PHYSICAL ENVIRONMENT	
	4.8: SAFETY	
	4.9: STUDENT DISCIPLINE	
	4.10: TECHNOLOGY AND DATA SYSTEMS	
	Overall Rang	
Raonale		

## OVERALL SCORING DOCUMENT (CONTINUED)

STANDARD	SUB-STANDARD	RATING
STANDARD 5: GOVERNANCE (CHARTER ONLY INDICATOR)		
	5.1: ACADEMIC OVERSIGHT	
	5.2: FINANCIAL OVERSIGHT	
	5.3: REGULATORY OVERSIGHT	
	5.4: SCHOOL LEADER SUPPORT AND EVALUATION	
	5.5: COMPOSITION & STRUCTURE	
	5.6: MEETINGS	
	5.7: GOALS AND ACCOUNTABILITY	
	Overall Rang	
Raonale		
STANDARD 6: FINANCE (CHARTER ONLY INDICATOR)		
	6.1: FINANCIAL PLAN	
	6.2: LAWS AND REGULATION	
	6.3: INTERNAL CONTROLS	
	6.4: ADEQUATE FINANCIAL RESOURCES	
	6.5: FINANCIAL REPORTING AND OVERSIGHT	
	6.6: QUALIFIED EXPERTISE	
	Overall Rang	
Raonale		

## OUR GRATITUDE

PCPCS thanks the [Center for Student Achievement](#) and the [Arizona Charter Schools Association](#) for sharing their Self-Assessment Workbook for Schools with PCPCS and providing valuable insights as to how schools can use the tool to improve themselves. Without their efforts and assistance, the work of PCPCS would have been a much heavier lift; for this we are thankful.

## ABOUT THE PENNSYLVANIA COALITION of PUBLIC CHARTER SCHOOLS

The [Pennsylvania Coalition of Public Charter Schools](#) is the voice of charter schools in the state of Pennsylvania - representing both brick-and-mortar and cyber schools throughout the Keystone State. We advocate for the rights of charter operators, educators, parents, and students. Our vision is to serve as a catalyst for educational excellence through opportunity, innovation, and unity. The mission of the Pennsylvania Coalition of Public Charter Schools is to be the preferred resource serving the collective interests of all Pennsylvania Charter Schools by encouraging positive internal and external communication, advocating for shared goals, and promoting the highest standards for all public schools. The Coalition is a nonprofit 501(c)(3) organization with membership open to public charter schools and public charter school supporters including families, community leaders, and business leaders. Click here to learn more about membership opportunities.

## ABOUT THE CENTER FOR STUDENT ACHIEVEMENT

The Center for Student Achievement (the "Center") was founded on the principle that all students deserve a quality education, no matter where they attend school; the mission of the Center is to improve student achievement in all schools. As a non-profit, 501(c)(3), organization committed to improving the quality of schools in the communities where we live and work. We focus our support on high-quality school improvement initiatives, with emphasis on professional development, coaching and the publication of rigorous and transparent research. From this foundation, the Center has developed a suite of supporting programs and services for school leaders and teachers. Our flagship initiative, the Quality Schools Program is used by a growing number of district and charter schools in Arizona. A three-year program, it provides job-embedded professional development and intensive on-site coaching for teachers and school leaders. This program effectively leverages continuous improvement efforts to positively affect student and teacher learning that increases student achievement. The Center's impact on education reform continues to grow nationally with customized consulting support provided to educators in Georgia and Virginia. For more information please visit: [http:// www.centerforstudentachievement.org](http://www.centerforstudentachievement.org).

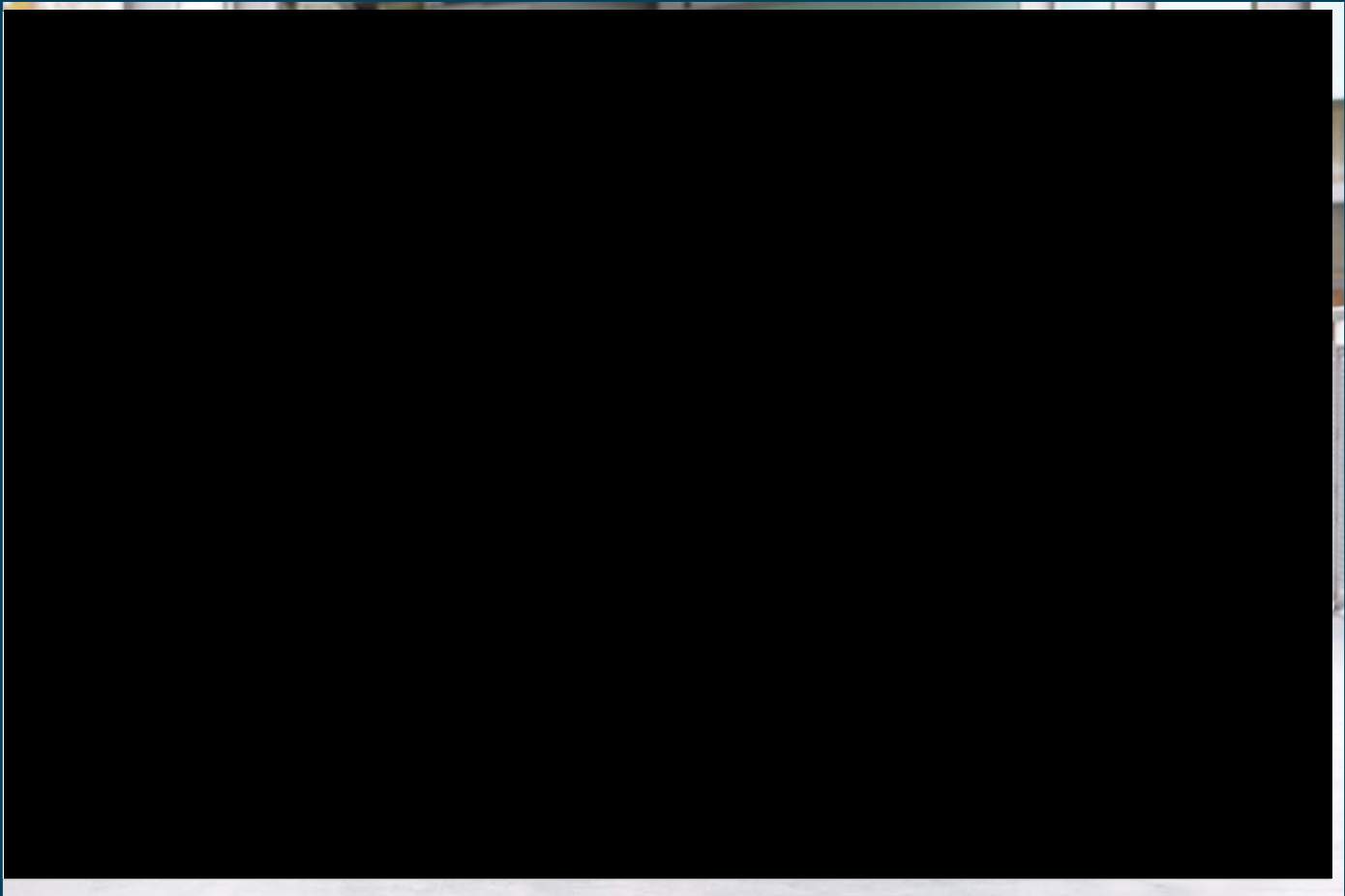


Pennsylvania Coalition  
of Public Charter Schools



# Pennsylvania Coalition of Public Charter Schools

## HOW TO START A CHARTER SCHOOL *Your Guide to the Five Phases*



# Welcome!

**Anyone concerned with educational excellence can start a public charter school in Pennsylvania.** Parents, educators and community members may decide to start a charter school for any number of reasons; to address the needs of an under-served population, to create new options that serve students differently, or simply to innovate and find new ways of educating students. Across the country, charter schools are one of the fastest growing educational options. This growth is due to a variety of factors, especially parents' desire for educational options. Maintaining the support of parents, the broader public, and their authorizing bodies requires charter schools to quickly establish a track record of strong academic achievement, while simultaneously operating what is, in essence, a non-profit organization. This initial success is absolutely crucial.

For those in the early stages of planning to start a charter school, I have great news! The Pennsylvania Coalition of Public Charter Schools (PCPCS) is here to help you navigate this challenging process. With the help of industry experts, we have created a step by step guide that provides key insights on each phase of starting a charter school. We provide general information about the start process, assistance with developing your vision and build a team, and a checklist of the components to be included in your business plan. We also walk you through the application and approval process and tell you what to expect on opening day! Included along the way are testimonials from several members of the charter school community who successfully opened a charter school as well as advice from highly knowledgeable charter school experts.

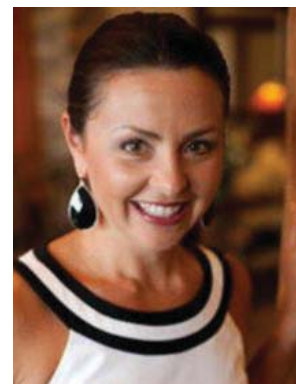
We hope this toolkit will provide the necessary guidance and best practices you will need during the start-up process of your new charter school. Once you've had a chance to review this guide, we invite you to register to attend our annual Charter School Fundamentals Seminar, which takes place every May in Harrisburg. During the seminar, you will be introduced with charter school experts who can answer your questions and share additional important information on how to start a charter school.

While opening a charter school is not an easy process, it is very rewarding to witness the difference that a charter school can make in the lives of students.

For more information please contact me at [REDACTED]

Sincerely,

Ana Meyers  
Executive Director  
Pennsylvania Coalition Of Public Charter Schools



# How To Start A Charter School

## *Your Guide To The Five Phases*

Pennsylvania Coalition of Public Charter Schools

### Introduction: What is a Charter School?

#### *A Public School of Choice*

A charter school is an independent public school of choice. Charter Schools are governed by a governing Board of Trustees and operate under a charter, or contract, with their authorizer. Typically, the district school board in which the charter school is located is the authorizer. Cyber Charter Schools are approved by the Pennsylvania Department of Education. Charter schools may be started by an individual or group of parents, community leaders, teachers, businesses, municipalities, community colleges, or other legal entities organized under the laws of the state. All charter schools must be as public non-profit corporations, and their boards are public governing bodies.

Charter schools are often designed to offer specialized programs, target specialized or underserved populations, or simply to offer a choice to communities. A charter school may offer a specialized curriculum, such as arts, science, or career education; focus on at-risk students, students with disabilities or drop-out prevention; or take an innovative approach to teaching or program design.

While largely free to innovate in program design and delivery, Pennsylvania charter schools operate under certain constraints. The charter school must:

- Be nonsectarian in its policies, practices, and operations.
- Not charge tuition or fees
- Be accountable to its parents, students, employees, and authorizer for its academic and financial performance
- Comply with requirements governing public records and public meetings
- Maintain all financial records that constitute its accounting system in accordance with current law
- Conduct annual financial audits
- Be non-discriminatory in its practice

One of the major challenges facing potential charter schools is an understanding of who their students are likely to be. Some founding groups have the misconceptions that they can test students prior to enrollment, turn away students who they see as not meeting a certain profile, or even charge tuition. None of these are true. Once the founding team has dispelled these beliefs it is critical to support the team in identifying the major characteristics of the students who will most likely apply to the school. In order to convince the authorizer that their program will be effective in meeting the needs of all their students, founding groups must have thorough knowledge of the students who are likely to apply. A school's target population is comprised of the students who are attracted to the school's mission and will make academic growth in the selected educational programs. A charter school may not exclude students who have special needs or behavioral challenges.

## *The Start-Up Process*

Developing and opening a charter school is a significant and long-term commitment. Founders should allow at least two years from vision to reality. Building a strong founding group and ensuring sound research, planning, and implementation will take considerable time and dedication from all involved.

The process should be divided into the following phases. The consideration, actions and requirements involved in each step are described in the next sections.

### Five Phases in the Start-Up Process

Vision/Team  
Building

1

Research and  
Development

2

Application and  
Approval

3

Preparing to Open

4

Moving Forward

5

### Types of Charter Schools

**Brick and Mortar** - Brick and mortar charter schools have buildings where students attend regularly to take classes and focus on teacher-led discussion and teacher knowledge imparted to students through face-to-face interaction at the schools' physical facilities located within the boundaries of the school district that granted the charter.

**Cyber Charter** - A cyber charter school uses technology to deliver a significant portion of curriculum and instruction to its students through the internet or other electronic means, without a school-established requirement that students be present at a supervised physical facility designated by the school, except on a very limited basis, such as for standardized test. Cyber charter schools receive charters through the Department of Education.

**Regional Charter** - Under the regional charter school provisions of the law, a charter school may apply to multiple school districts in order to be closely aligned with the population the school will serve. A charter school that intends to enroll a significant proportion of its students – for example, one-half of the student population – from a second school district could be established as a regional charter school, so that the districts that send the large majority of the school's students share oversight responsibilities.

**New Start-Up** - Most charter schools opening in Pennsylvania are new start-up schools.

**Conversion Charter** - Conversion charter schools are traditional public schools that have been converted to charter schools. The school must have operated for at least two years as a traditional public school before conversion. Application to convert to a charter school may be made by a parent, teacher, principal, district school board, or citizen. The application must be supported by a majority of the teachers and a majority of the parents. A majority of the parents must participate in the vote. The charter for a conversion charter school must identify the alternative arrangement that will be made to serve current students who do not choose to attend the school after its conversion.

## Phase 1: Forming Your Vision, Building Your Team

### Get the Lay of the Land

Starting a charter school requires an in-depth understanding of many issues, along with an enormous degree of commitment. Before starting out, you will want to get a sense of what is involved, both short term (during planning and start-up), and longer term (in successfully operating and growing your school in the years ahead).

To understand the issues, responsibilities, and commitment involved, we recommend exploring a variety of resources including those listed below. Once all of the school's founders have a feel for the undertaking, and you then decide to move forward, you will be returning to many of these resources in greater depth.

#### *Research*

The following links will give you a good overview of the major issues and process involved.

- If your district has a charter school web page, be sure to review the written school board policies regarding charter schools, their application process, new applicant support, and charter processes.
- The Pennsylvania Department of Education (PDE) Charter Schools Office, <http://www.education.pa.gov/K-12/CHARTER%20SCHOOLS/Pages/default.aspx>
- National Charter School Resource Center Website, [www.charterschoolcenter.org](http://www.charterschoolcenter.org)
- National Alliance For Public Charter Schools - <https://www.publiccharters.org/>

#### *Network*

You can learn a great deal from others involved with charter schools.

- Visit a variety of charter schools. Talk with the principal and others active in the development and running of the school.
- Attend charter school board meetings. They are open to the public.
- Attend school board meetings when charter schools are on the agenda.

As founders develop an understanding of the process, you will begin to establish a vision for your charter school.

### Form Your Mission

In order to achieve your vision you must first define it. Consider the following questions. When you can answer them, you will be ready to create your mission statement.

#### *Why Do You Want to Start A Charter School?*

1. Who will your school serve? Is there an unmet need among this population?
2. What approach will you use in serving your students? Is your approach grounded in research, a particular academic theme, or an educational philosophy?
3. What are the defining characteristics and values that make your school distinctive and/or innovative?
4. How will your school effectively meet the needs of your community? What results will you deliver that will make your school a good choice for parents?

#### *Your Mission Statement*

The mission statement is possibly the most important part of your charter school plan. In one or two



## Phase 1: Forming Your Vision, Building Your Team

sentences, the mission statement must characterize your school's purpose, focus, and goals. A clear mission statement will help you focus your efforts and build your support for your school. It is critical that your charter school mission be aligned with your organization's goals.

There are many resources on the web to help in writing effective mission statements. Also take some time to review the mission statements of successful charter schools, posted on their websites.

### Assemble Your Team

At the start, your charter school may be nurtured by a small group of neighbors, teachers, or community members. You may want to include community leaders who can generate revenue and support. However, developing a successful charter school is a complex process which will demand the efforts of a number of experts. Your founding group may need to work with specialists with expertise in a number of areas but not limited to the following list.

- Education law, including federal, state, and local laws and policies
- Curriculum and instruction
- Assessment of student achievement
- Special education
- Systems technology
- Educational leadership
- Human resources
- Public school finance
- Accounting
- Management
- Governance
- Grant Writing
- Real estate
- Civil engineering/architecture
- Community organizing
- Public relations/marketing/fundraising

*Continued on next page.*

### Will a Management Company be Part of Your Team?

Think about whether your school will contract with an educational management organization (EMO). These organizations work under a performance-based contract with the governing board to provide management services to charter schools. There are many such companies to choose from, and they vary widely in their arrangements with the charter school. Some provide only back-office administrative support, while others take a more active role in the operations of the school.

Founding groups should comparison shop. Look at the costs involved, contractual obligations, and contingencies, and the nature of the proposed working structure. Also, check the references and history of the organization, especially the past performance of other schools in their portfolio. Consult with your school district about the models you are considering.

## Phase 1: Forming Your Vision, Building Your Team

### Evaluate Feasibility

Your founding group has developed a mission for your school, and you have identified a strong team to work with you. Now is the time to determine whether you have the expertise, community support, funding, and team commitment to be successful. If you have not already done so:

1. Share your vision with community groups; determine community need and level of support.
2. Identify potential funding sources for support during startup and beyond.
3. Make sure you have a founding group that can devote much time to this endeavor.
4. Plan how your founding group will fund available resources and funding to devote to the start-up process.
5. Set aside resources for a strategic growth plan.

If your preliminary research supports moving forward, and your group is committed, it's time to roll up your sleeves and get to work!

### To Remember...

Ideally, members of the founding team of a charter school have the following attributes:

- A track record of success in professional endeavors
- Intimate understanding of their community and demonstration of cultural competency
- Ability to manage people and build relationships
- Professionalism and strong communication skills
- Entrepreneurial drive and flexibility
- Ability to understand personal strengths and weaknesses and willingness to continually learn
- Belief that all students can and will achieve success

### Lessons Learned:

From the classroom to the CEO, my purpose has always been to find innovative ways to help children learn. The journey to fulfilling this purpose has resulted in many lessons learned. For those with a vision to make a difference in the life of a child by providing an innovative educational experience, I encourage you to be courageous, be tenacious, be determined, be strong, and be open-minded. Starting a charter school takes a lot of hard work and determination that goes beyond the granting of a charter. Know the law, the regulations, and the requirements. Find good team members with diverse wells of knowledge who are willing to join you on the journey and never give up. Each child deserves the opportunity for an educational experience in which they can grow to their fullest potential.



Dr. Aiko Malynda Maurer is the founder and former CEO/Principal of the HOPE for Hyndman Charter School. Currently, Dr. Maurer is the Chief Executive Officer of the Central PA Digital Learning Foundation where she is leading the organization on a journey to create the Ideal Virtual Learning Experience for every learner.

## *Collaboration Is The Key To Success*

**For us “to-do list type” people**, a guidebook like this one is the perfect tool to help us map out projects, set timelines, and assign tasks to group members based on their skill sets. While it might be tempting to split up all the work and go your separate ways to accomplish tasks independently, you are going to need to stick together! When it comes to planning and running schools, everything from budgets to calendars to facilities to professional development plans are all interconnected.

For instance, most curricular programs consist of lessons that are planned for specific lengths of time. Strict implementation guidelines are especially true with research-based programs, which means that if you expect to see the positive results you will need to implement the program you choose with fidelity. Planning the proper amount of time in the school day for each class, participating in (and paying for) the professional development the teachers need for program implementation, and purchasing the instructional materials that go along with the curriculum are all aspects that should be considered when selecting the programs that are best for your school.

Five Recommendations Related To Curriculum Selection:

(1) When planning the annual school calendar, make sure to include the prescribed amount of professional development time for the programs you select. (2) The schedule for the academic day must take into account how much time is required for each subject based on the curricular program you choose. (3) Consider how and where you will store the resources and materials that come with each program. (4) Make sure the budget for professional development aligns with the necessary training to implement new programs. (5) Determine whether or not you have the facilities to host professional development sessions on your own campus, or if your teachers will need to travel for training.

Committing to regular collaborative meetings with your founding group is one way to help ensure that you keep the lines of communication open, and that all group members are fully informed when making important decisions. As you make your way through this guide, the enormity the tasks before you may seem overwhelming

at times. Remember that you are not alone. You can count on political advocacy and promotion from the PCPCS leadership, expert advice and guidance from the PCPCS business partners, and professional camaraderie and encouragement from the PCPCS member schools. Together we serve Pennsylvania’s community of school choice supporters, and we want nothing more than to see you succeed!



**Amanda Lake** is the owner of Lakeside Leadership Services, an educational leadership and organizational development consulting and coaching company that provides support to schools, small businesses, and non-profit organizations. Before founding Lakeside Leadership Services, Amanda served as a Pennsylvania charter school leader for sixteen years, including twelve years as a charter school administrator. She holds a Master’s degree in Educational Leadership and Administration and is a Pennsylvania certified K-12 Principal, Mid-Level Mathematics Teacher, and Elementary Education Teacher. For six years Amanda also facilitated online graduate-level courses in instructional program management and evaluation, as well as human resources leadership and management for aspiring school administrators. Amanda is currently a doctoral student in Regent University’s Doctorate of Strategic Leadership (DSL) program. Amanda’s academic focus on learning and development enables her to identify practical research-based solutions to her client’s challenging problems, while also helping them learn to implement these best practices in their organizations. Amanda is also a Gallup-Certified Strengths Coach.

## Phase 2: Developing a Plan

### Create a Business Plan

There is much to be done. The founding group should create a business plan and set up committees to work on each of the areas addressed in the business plan. A detailed business plan will serve several functions.

- It will provide your founding group with the framework you need to effectively develop your school.
- It will pull together the results of your research and design efforts to support the application you will later submit to your authorizer.
- It will provide potential supporters with a clear idea of what you intend to do and how you will accomplish it.

The following two pages provide a handy checklist showing the nine key components of a business plan for a charter school. Be sure to include all components:

1. Executive Summary
2. Mission Statement
3. School Design
4. Market Analysis
5. Management Plan
6. Operations Plan
7. Facility Plan
8. Financial Plan
9. Supporting Documents



### Business Plan Checklist

The following two pages provide a checklist for the nine key components of a charter school business plan. Additionally, your team should also review the requirements of the PDE's charter school application, as some of the required sections are more detailed than what is typically found in traditional business plans. Developing your detailed plan will take extensive work, and you should plan to consult closely with your team of experts during this process.

#### *Executive Summary*

- ☐ Write a synopsis highlighting the key elements of the business plan, no more than two pages.

#### *Mission Statement*

- ☐ Copy the statement you wrote in Phase 1

#### *School Design*

Describe the school, including plans in the following areas:

- ☐ Instructional focus- Describe your curriculum and approach, and the ideas upon which they are based. Consider that:
  - Charter schools must participate in the state accountability system including PSSAs (the annual Pennsylvania System of School Assessment), for grades 3-8, and Keystone exams (high school)
  - Curricula must be aligned with the PA Core Standards.

*Continued on next page.*

## Phase 2: Developing a Plan

- Refer to the Pennsylvania Standard Aligned System (SAS) for information on approved standards, assessments, and recommended educational strategies. <https://www.pdesas.org/default.aspx>
- ☐ Goals and how they will be achieved.
  - Consider the K-12 Assessment requirements for PA public schools.
  - What are your school's academic performance objectives for raising student achievement, and how will progress be measured?
  - What other goals are key to your school's mission?
- ☐ Governance - Describe how the school will be overseen.
  - What is the planned composition of the governing board?
  - What other advisory groups will be involved?
  - How will decisions be made?
  - Be aware of Conflict of Interest rules related to charter school governance.

### *Market Analysis*

This will require demographic research. Your plan should include the following:

- ☐ Describe your target students.
- ☐ Provide data on numbers or target students in your area.
- ☐ Analyze your competition, considering the strengths and weakness of the other schools in your target area.
- ☐ Summarize marketing methods, which may include community meetings, door-to-door contact, brochures and posters, TV/radio/print ads, mailings and news coverage.
- ☐ Provide survey results and other evidence of community interest, such as letters of intent from parents, or applications.

### *Management Plan*

Describe how the school will be managed. Include the following items:

- ☐ Organizational chart showing lines of authority for the staff and board.
- ☐ Job responsibilities and qualifications for each position. Remember that all teachers must be highly qualified and at least 75 percent must be certified in their field. This includes specialty area teachers. Additionally, 100% of special education teachers must have PA special education certification.
- ☐ Positions, resumes, and completed statement of financial ethics forms for people already serving on the board.
- ☐ Roles and qualifications of any subcontractors.
- ☐ Role and responsibilities of an educational management organization, if selected.
- ☐ Fiscal policies and procedures to safeguard funds and discourage fraud.
- ☐ Staff recruitment plan.
- ☐ Staff training and evaluation policies.

### *Operations Plan*

- ☐ Logistics - Consider the daily schedule, the annual calendar, student transportation, meals, hall traffic between classes, restrooms, gym, library, and playground usage, before and after school activities, and so on.
- ☐ Administration - How will administrative and reporting responsibilities be handled?
- ☐ School Building - How will the facility be managed and maintained?

*Continued on next page.*



## Phase 2: Developing a Plan

- ☐ Security - Describe your plans for the safety and security of students, staff, and facility.
- ☐ Technology - Describe your plans for the installation, maintenance, security, and management of computers, internet, phones, and other electronics.

### *Facility Plan*

Describe the school building you are seeking or have selected. Include gross square footage, number and placement of restrooms, size and accessibility of classrooms, specialized areas (labs, libraries, etc.) non-academic space (nurse's office, etc.), playground, parking, and bus and parent drop-off areas.

- ☐ Needs assessment - Your needs assessment should include a list of the features you seek in your startup design, student grades and numbers, enrollment projections, your resources and your target geographical area.
- ☐ Include a pro forma budget describing the costs involved in acquisition, and operation.
- ☐ Keep in mind that you may open in a less-than-ideal facility, and move on to the state-of-the-art school of your dreams at a later time. In this case, you should create a short-term facility plan for start-up, and a long-term facility plan for when you are ready to move.
- ☐ Consider working with a specialized charter school developer (See Appendix C)
- ☐ For detailed guidance on facility selection, preparation, and financing (See Appendix C)

### *Financial Plan*

This should be prepared with your business manager or accountant. An accountant or business manager specialized in charter school financing may be able to help with revenue and expense projections. Your financial plan should describe the financial condition and projections of your organization for the planning period, first year, and long-range through the term of the charter (usually five years). Include:

- ☐ Operating budget
- ☐ Capital budget
- ☐ Cash flow spreadsheet
- ☐ Identification of funding sources, including per-pupil funds, private individuals, local businesses and organizations, national foundations and federal grants

### *Supporting Documents*

Include documents referenced in your business plan, such as:

- ☐ Articles of Incorporation
- ☐ Non-profit status
- ☐ By-laws
- ☐ Statement regarding plans to secure insurance coverage
- ☐ Resumes
- ☐ Curriculum summary
- ☐ Founding group list, including resumes, clearances and role of each member.



While your founding group is developing your business plan, you will also be continuing your efforts to grow your community support and identify and recruit the individuals who will eventually serve on your governing board.

# Technology Planning and Funding Sources

Startup planning for a new charter school can be overwhelming, as a result, some components get more attention than others, but all are equally important to the future success of your school at start up and beyond. Don't be afraid to seek the advice of others that have gone through it, it can be beneficial. This section provides guidance for developing a dynamic technology roadmap that correlates with your organization's overall goals and incorporates various areas of technology.

Key considerations when preparing a technology plan/roadmap:

- Ensure your planning goals directly correlate to your School's core mission and goals, as well as other comprehensive plans (required or otherwise).
- Keep in mind that technology delivery is now a mission-critical utility, no different than electricity and water. Don't oversimplify it!
- Embrace a flexible model that enables your technology to be implemented over several years. Don't fall into a "set it and forget it" mentality! This is important especially as you ramp-up enrollment and staff over a couple of years.
- Form a technology committee comprised of diverse stakeholders that will help to develop and monitor the plan.
- Investigate research-based technology strategies and tools that empower and expand student learning.
- Provide continuous professional staff development to ensure educators obtain proficiency in various learning practices.
- Plan an annual initial budget (short-term) while keeping a long-range vision in mind. For example, what do you need to have in your budget to be operational in Year 1 knowing that in Year 2 and Year 3 you will have increased your student population and implemented more robust education options?
- Don't forget to identify external funding sources/programs like E-Rate and other grants that can help to offset costs.

Funding will always be front of mind for school leaders, no matter what the situation may be. Every

dollar counts. Envision your planning strategy as "Short and Long-Term". Before you start having budget discussions here are some creative sources of funding and cost savings.

## Utilizing Federal and State Grants or Programs

Many schools, particularly high-need schools, lack the connectivity, resources, and support for teachers to be able to implement digital learning strategies that can lead to improved student outcomes. Federal grants or funding programs may be able to help fund innovative technology-based learning strategies.

**E-Rate** – Is a federal funding program that has an annual funding CAP of \$3.9B. The E-rate program provides up to 90% discounts to eligible schools that apply for funding requests for services such as Internet Access, Network Equipment, and Basic Maintenance. A school's funding level is determined by the student population and income needs. Schools must submit an annual application for funding. For more information: [www.usac.org/sl](http://www.usac.org/sl)

E-Rate provides funding subsidies that ultimately help a charter to:

- Reach its education technology goals and roadmap
- Build-its WI-FI network and data cabling infrastructure
- Boost its Internet access service level and connect multiple buildings via a Wide Area Network
- Reduce its annual operating budget and help predict technology operating expenditures



**Remy Bibaud** founded Intelafunds, a niche consulting firm in 2003 and has performed in various roles from inception to sale/merger with AdvanEdge Solutions. She handles business development for the education practice which provides

consulting to K12 schools nationwide in telecommunications, information technology, network design/infrastructure, and E-rate services.

## Phase 3: Application and Approval Process

### Plan to Start Early

It is advisable to start the process of preparing your application early so you have time to present your best possible effort. While not required by law, some districts request that the charter planners submit a letter of intent to apply several months prior to the application deadline. It is recommended for the applicant to consult with the school district to ensure that all district policies and procedures are followed and for support in preparing the application.

Charter school applications are due by the close of business on October 1st (cyber charter schools) or November 15th (brick and mortar charter schools) of the year prior to the planned opening\*. However, upon approval, the school may delay opening until the following school year. By law, a school board receives and reviews all charter school applications, holds an initial hearing within 45 days of receiving the application, and within 75 days of the first hearing, must approve or deny the application.

\*Please note that the deadline in Philadelphia may change year to year. Please contact the Philadelphia Charter School Office for the current deadline.

Brick and Mortar Charter School Application and Approval Timeline			
<b>Notify school district of intent to apply</b>	<b>November 15</b> Completed application due to school board	<b>Within 45 days of Receiving Application</b> School district must hold a hearing on the application	<b>Within 75 days of the first hearing date</b> School board must announce a decision

Cyber Charter School Application And Approval Timeline				
<b>October 1st</b> Applications are due to the Pennsylvania Department of Education	<b>End of November Through the Beginning of December</b> Public hearings are held.	<b>Within 120 Days of Receipt of Application</b> Applications are approved or denied.	<b>120 Days Prior to the Applicants Proposed Start Date</b> Revised applications are due	<b>Within 60 Days of Receipt of Revised Application</b> Revised applications are approved or denied.

### Steps to Application and Approval

Activities for this phase may happen in roughly the following order:

1. Review the Pennsylvania state charter school application, and determine whether or not your district requires its own customized application.
2. Determine who will be responsible for each section.
3. Consider working with a grant writer or experienced professional to assist in preparing the application.
4. Notify your school district of intent to apply, and ascertain submission requirements.
5. Prepare your application, seek feedback, and make final revisions. This is a very time consuming portion of the process, plan accordingly.
  - a. Incorporate relevant parts of your business plan into the application.
  - b. Ensure that each section completely, accurately, and clearly addresses the question. It is possible that

*Continued on next page.*



## Phase 3: Application and Approval Process

- additional information submitted post-deadline will not be accepted.
- c. Do not over-promise expected outcomes, curricular programs, compensation, etc. Be prepared to offer supporting documentation for each section of the application.
- d. Build in time for a revision stage. Circulate your draft application to specialists and others in the community and carefully consider their feedback in your revisions.
- e. Ensure that the format and all submission requirements are followed.
- 6. Submit the application by the appropriate deadline.
- 7. Authorizer Review
  - a. The school district has 45 days to hold a hearing and then an additional 75 days from the time of the first hearing to make a decision.
  - b. The process will include an interview/presentation component during which the school board will request clarification on aspects of the application.
- 8. The authorizer then votes to approve or deny the application. The school board meeting is public, and attendance by applicants is necessary.

If approved, you will move on to Phase 4: Preparing to Open, described in the next section.

### Denial

If the school board denies your application, it will provide specific written reasons which are statutorily valid.

Upon denial, your group has three choices:

1. If you believe the authorizer is in error in denying your application, you may appeal to the district or to the state Charter Appeals Board (CAB).
2. You may reapply to the district the following year, using the feedback from the review process to improve your application.
3. You may determine the opening a charter school is not practical for you at this time and discontinue your effort.

### Lessons Learned:

**Use your resources.** Use them wisely. Use them often. And, expand your resources. Starting a charter school in Pennsylvania is a challenging endeavor. Working with a group of individuals and organizations vested in providing public school choice is the only path to success. There are far too many obstacles to overcome in PA for anyone to think they can go down this path alone.

Who are your resources? Your fellow school founders, neighbors, community members, community, state, and national organizations that promote public school choice, charter school-friendly businesses, local and state-level politicians, a charter school attorney, a charter school accountant, and a charter school-knowledgeable real estate developer or broker.

Not sure where to find some of these resources? Check out the Sponsors page of the PCPCS website and learn more about charter-friendly and charter-knowledgeable business partners.



Beth Jones is currently the CFO at Insight PA Cyber Charter School. Beth is one of the

Founders of Collegium Charter School (est. 1999) and worked there as a school leader until 2017. Beth is currently using her resources wisely in her efforts, along with a group of community members, to bring a charter school to Coatesville. Beth serves as the Secretary of the PA Coalition of Public Charter Schools and as a West Whiteland Township Supervisor. Beth holds an MBA, M.Ed., PA Principal Certification, and is SPHR certified.

# To Appeal Or Not To Appeal

Most charter schools that make application for a charter in a district will initially receive a denial of their application. If you believe the authorizer erred and want to continue the process, you have two (2) choices. The first choice is to review the objections raised by the district, revise your charter, and resubmit the charter to the district for consideration. You may engage in this process immediately upon receiving notification that the application was denied. The district would then have an obligation under the Charter School Law to review and decide in at the first public school board meeting occurring at least forty-five (45) days after receiving the resubmitted application.

After the initial application denial or after denial of your resubmission, you may elect to appeal the decision of the local board of school directors to the Charter School Appeals Board (“CAB”) in Harrisburg. The Charter School Law requires an applicant seeking review from the CAB to obtain signatures from 1,000 people or 2% of the school district’s population, whichever is fewer. The appealing charter school must obtain these signatures from residents of the district although the individuals signing the petition are not required to have children able to enroll in the school. The signature gathering must be overseen by a resident of the district who is at least 18 years of age.

After gathering the required number of signatures, the applicant must then obtain approval from the Court of Common Pleas certifying that the signatures obtained meet the statutory requirement. This process requires a hearing before the Court of Common Pleas and may require testimony from the individuals who oversaw the gathering or those who gathered the signatures.

Once the court has approved the signatures the applicant can take an appeal to the CAB and ask that they review your application for a charter. The process before CAB involves a review “de novo” of the entire application and record. This means the CAB reviews the application anew and without any deference given to the local school district decision. The CAB may require briefing of issues raised by the district in objection to your application. A hearing

officer is usually appointed by CAB to oversee the process and the appeal could take as much as four (4) to six (6) months.

At this stage of the process, help from counsel and guidance on the proper method of obtaining of signatures is critical because if the signatures are not properly procured, the district can have them stricken and prevent you from getting reviewed by the CAB which means the application process returns to the initial application stage.



**Brian H. Leinhauser** is a founding Partner of The MacMain Law Group, LLC. Brian has assisted charter schools in applications for new charters, hearings before local Boards of school directors, appeals to the Commonwealth Charter School Appeal Board, and defending non-renewal and revocation proceedings. Brian also provides all education institutions with advice on legal issues that face them including regulatory compliance, real estate, litigation, employment, special education, and governance. He represents private and public education institutions from K-12 public schools to universities and colleges in all phases of their existence.

#### *Professional Associations & Recognition*

Professional Associations & Recognitions: Pennsylvania Bar Association, American Bar Association, Defense Research Institute, Civil Rights and Governmental Liability Group, Labor and Employment Defense Group, Pennsylvania Super Lawyer – named Super Lawyer 2017 and previously named Rising Star 5 times in the field of Employment Law

## Phase 4: Preparing to Open

### Formalize Your Plans

With your application approved, you and your team will have just a few months to prepare to welcome staff and students. During this time, you should continue building strong working relationships with your partners, community, and new personnel.

Here are the six things you need to do to formalize your plans:

1. **Form and train your governing board.** The governing board may include some or all of the founding team members, or its makeup may be entirely different. The function of the governing board is ongoing oversight and policy-making. It is advisable to seek governing board members who have expertise in accounting, management, and education, as well as community and parent members. Best practices suggest a minimum of five to nine members. Pennsylvania's Act 55 of 2017 requires the governing board to receive PDE approved training to make sure that all board members understand their roles and responsibilities.
2. **Get legal advice and establish a formal organization.** If you have not already done so, you will need to file for many or all of the following: articles of incorporation, nonprofit or 501(c)3 status, sales tax exemption, federal employer identification number, and an AUN number from the Department of Education. In addition, the governing board will need to adopt the by-laws and policies and formalize the administrative structure.
3. **Develop formal board-approved operating agreements** with service providers in areas such as food service, transportation, legal, and so on. Remember that meals for students receiving free or reduced price breakfast or lunch must meet federal guidelines.
4. **Secure start-up and ongoing funding.** Locate resources that may be of help in this area, including private donations, bank loans, and grant money.
5. **Finalize facility plans.** Secure your facility and develop a work schedule to cover renovations, new construction, permits, required inspections, certificate of occupancy, insurance, technology installation and furniture delivery.
6. **Prepare for opening day.** Develop an action plan and timeline for all that must take place prior to the first day of school, to include, but not limited to:
  - a. Develop a plan to recruit, hire, and retain quality administrators, faculty, and staff.
  - b. Plan orientation and professional development.
  - c. Confirm the proposed school calendar (academic and administrative) and secure board approval.
  - d. Create systems for accounting, staff benefits, payroll, banking, purchasing, transportation, food services, legal services, health services, technology, student records management, security and emergency management.
  - e. Establish enrollment and lottery procedures (See Appendix D).
  - f. Conduct recruitment activities designed to reach your target students.
  - g. Write employee handbook and student code of conduct.
  - h. Purchase supplies, equipment, and instructional materials.
  - i. Prepare the offices, classrooms, and other areas.
  - j. Finalize curriculum and scheduling.



## Phase 4: Preparing to Open

### The Governing Board

The charter school governing board is the entity legally responsible for the operation and continuing oversight of the school. The governing board authorizes payments, hires, enters into contracts, approves applications for grants and other funding, and is held responsible for compliance with charter school law, PA School Code, The Sunshine Act, and other requirements.

Board members should possess the skills, knowledge, integrity, and commitment to carry out their roles and responsibilities honestly and effectively. A Board nominating committee should interview prospective board members and check their references. Board of Trustees members are unpaid and in addition to providing the 3 Pennsylvania background checks, they should also submit a statement of financial ethics form and adhere to Conflict of Interest restrictions.

### Lessons Learned:

Mission remains the essential element for the success of any school. It should permeate the entire process of an educational organization's goal setting, delivery, and evaluation for their program.

The mission should not be merely an expressed rhetorical goal, but instead be measurable one. More than aspirational, it becomes a commitment to the community you have chosen to serve.

The school's mission should imply a method of providing education. It should hold the provider accountable not only to academic results, but also to a code of conduct and a standard of quality in its delivery. Finally, a mission should be subject to frequent inspection and review to ascertain if the measurable results achieved continue to be aligned with the initial organizational aspirations.

The mission of a school should capture both the theoretical underpinnings and practical operations of a successful school. It speaks to the very essence of a school's existence.



David P. Hardy is the Co-Founder and retired CEO of Boys' Latin of Philadelphia charter school. Boys' Latin,

which opened in 2007 in West Philadelphia, is Pennsylvania's first and only single-gender charter school. Its enrollment is 98% African-American and 74% economically disadvantaged. In its first four graduating classes, Boys' Latin has sent 85% of graduates to post-secondary education-80% of which attended four-year colleges and sending more African-American males to college than any high school in Pennsylvania. The school has been featured in the Wall Street Journal and on NBC with Megyn Kelly.



# The Importance of Communication

Founding a charter school is not for the faint of heart! Nor should it be, since there are few things as important as the education of children. To successfully navigate the adversarial (and often contentious) application and start-up process, charter school founders must form and maintain a clear, consistent, and effective approach to communication – particularly when speaking to prospective families and the broader community. Here are three researched-based points, identified by the noted public opinion expert Frank Luntz, that should be helpful in forming and communicating your vision and message.

- **Keep it real.** By a wide margin, parents and families want public education to deliver true preparation for real life, including the skills and experience to accomplish real-world achievements while still in school.
- **Stay positive.** Communicate the ideas and solutions that you support, rather than dwelling on the problems and mistakes of others.
- **Advocate for children.** The idea that every child deserves an excellent education that prepares them for a secure, successful future and a better quality of life is one that people from all backgrounds strongly embrace.

Charter school founders who take seriously the responsibility to provide better education options that prepare all children for a future of achievement, and who communicate this commitment in everything they say and do, will themselves find the success they seek.



**Stephen Catanzarite** is a founder and the Managing Director of Lincoln Park Performing Arts Center in Midland, Pennsylvania. At Lincoln Park, he was a key leader in the development of the Lincoln Park Performing Arts Charter School, and served as the school's first Dean of Arts. He is the founder and former CEO of Baden Academy Charter School, which integrates and infuses the creative and performing arts across the curriculum, and currently serves as board president. A graduate of Carnegie Mellon University, Stephen is a member of the board of directors of the Pennsylvania Coalition of Public Charter Schools. Stephen holds a Master of Science in Education from Franciscan University, with an emphasis in online learning.

## Phase 5: Moving Forward

### Working Toward Charter Renewal from Day One

Once your new school has opened its doors, and your first students have settled in, a round of congratulations is certainly in order. However, as exciting, complicated, and challenging as the journey has been, the work is far from over. In fact, now the real work of operating and growing a successful, quality charter school begins.

Charter schools are accountable to their students and their community to provide a high quality education in the manner described in their application and their charter. It is the responsibility of the charter school CEO, board, and authorizer to monitor the charter school and to verify that the academic and fiscal practices of the charter are appropriate and in compliance with the law and their charter.

Here are three tips to help you stay on course for charter renewal starting when your school opens:

- Study your charter. What goals, actions, and processes have you agreed to? Develop and follow a plan to ensure timely and appropriate performance in each area.
- Form an Accountability Committee. Make sure the members represent the entire school community. The principal, a teacher, a board member, a parent, and a student will all contribute greatly to the committee, guiding the use of policy and data in decisions.
- Work closely with your authorizer. The authorizer knows and can help you understand district processes and policies as they apply to charter school monitoring. Consult regularly with your authorizer, be responsive to authorizer requests, keep the lines of communication open, and resolve issues promptly.

### Understand Pennsylvania Rules for Quality and Accountability

Below are standards for charter school quality and accountability that will be taken into account at charter renewal time. This list is not exhaustive and will vary by authorizing district. By keeping on top of these from the beginning, you will be in the best possible position to be granted a renewal of your charter.

#### *Academic Quality and Accountability*

- The school implements research-based curriculum and instruction methods, aligned with the mission of the school, that facilitate achievement for all students.
- Charter schools that fail to meet the requirements for student performance stated in the charter may be subject to district intervention, termination, or non-renewal.

*Continued on next page.*

### Lessons Learned:

Opening a charter school in a suburban district, particularly one that performs adequately, can be a challenge. The chartering process can take years and can prove to be about more than just education. Keep this in mind: Opening a charter school can sometimes be about politics, control, and funding. As you approach each challenge, it is important to stay positive, choose your words carefully, and take the high road often.



Wendy began her early professional years with Johnson and Johnson as a software engineer. After leaving J&J

and receiving her master's degree from the University of Pennsylvania, she consulted with Fortune 500 companies on issues related to overall business effectiveness, with a focus on improving an organization's culture and analyzing its business processes.

## Phase 5: Moving Forward

### *Financial Quality and Accountability*

- The school fulfills its fiduciary responsibilities for public money and maintains transparent fiscal practices and records according to non-profit, federal, state, and local regulatory and reporting requirements. Fiscal decisions are made to promote the school's mission and advance achievement of all students.
- Charter schools are required to submit annual reports to PDE and retain the services of an independent auditor to annually conduct an audit. These reports are then reviewed by the charter school authorizer. The charter school must develop a corrective action plan if the authorizer identifies a deteriorating financial condition.
- Charter schools that violate law, fail to meet financial standards, or fail to adhere to the terms of their charter, face possible termination or non-renewal.

### *Governance Quality and Accountability*

- The school provides government and leadership that promote student performance and school effectiveness.
- Charter schools that compromise the health, safety, or welfare of the student may be immediately terminated.

### *Operational Quality and Accountability*

- The school operates effectively and efficiently through the appropriate use of resources. The school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program and ability to meet its mission and charter objectives.
- Charter schools that fail to do this face possible termination or non-renewal.

## Lessons Learned:

Keep students at the center of everything in your school! Creating a successful school presents a wide array of challenges that may sometimes seem removed from the material realities of teaching and learning. Stay focused: students, their well-being, and their growth and success must be the driving force at the heart of every choice you make. Don't let the red tape, politics, or trendy ideas of the day get in the way of delivering the highest-quality instruction, curriculum, and teachers to your students. Rather, make it your first priority that everyone is learning every day—you, your fellow leaders, your faculty and your kids—and let that guide your decisions.



Kelly Davenport, Ed.D. is the founder and CEO of the Freire Schools Collaborative, a regional non-profit organization that leads and supports a network of high-performing public schools in underserved neighborhoods in Philadelphia and Wilmington, Delaware.

## Additional Resources

Act 55 of 2017, School Director and Trustee Training Programs - Pennsylvania Department of Education  
<https://www.education.pa.gov/Schools/Governance/Act55/Pages/default.aspx>

Building Hope  
<http://buildinghope.org/>

Certification - Pennsylvania Department of Education  
<https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

Charter School Capital  
<https://charterschoolcapital.org/>

ED's Charter School Program - US Department of Education  
<https://www2.ed.gov/about/offices/list/oii/csp/index.html>

EdReports.org  
<https://www.edreports.org/>

Future Ready PA Index - Pennsylvania Department of Education  
<https://www.education.pa.gov/K-12/ESSA/FutureReady/Pages/default.aspx>

National Alliance for Public Charter Schools  
<https://www.publiccharters.org/>

Pennsylvania Charter Schools - Pennsylvania Department of Education  
<https://www.education.pa.gov/K-12/Charter%20Schools/Pages/default.aspx>

Pennsylvania Charter Schools - Basic Education Circular (BEC)  
<https://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/Purdons%20Statutes/Charter%20Schools.pdf>

Pennsylvania Coalition of Public Charter Schools  
<http://pacharters.org/>

Pennsylvania Cyber Charter Schools - Basic Education Circular (BEC)  
<https://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/Purdons%20Statutes/Cyber%20Charter%20Schools.pdf>

Standards Aligned System (SAS) - Pennsylvania Department of Education  
<https://www.pdesas.org/default.aspx>

What Works Clearing House - Institute of Education Sciences  
<https://ies.ed.gov/ncee/wwc/>



# EQUITY-FOCUSED CHARTER SCHOOL AUTHORIZING TOOLKIT

---

Prepared by **Research for Action** • November 2019



RESEARCH  
for ACTION

## About Research for Action

Research for Action is a Philadelphia-based nonprofit organization. We seek to use research as the basis for improvement of educational opportunities and outcomes for traditionally underserved children and students. Our work is designed to strengthen early education, public schools, and post-secondary institutions; provide research-based recommendations to policymakers, practitioners, and the public; and enrich civic and community dialogue. For more information, please visit our website at [www.researchforaction.org](http://www.researchforaction.org).

## Acknowledgements

This Toolkit was commissioned by and funded with generous support from the Pennsylvania Department of Education (PDE). The toolkit would not have been possible without the helpful guidance and feedback from PDE staff. Additional funding was provided through Research for Action's PACER project (Pennsylvania Clearinghouse for Education Research). PACER is supported by The Heinz Endowments, one of the nation's leading private foundations, which aims to create more just communities, and model solutions to major regional, national and global challenges. The Endowments focuses on advancing a sustainable future for our community and planet, successful learning outcomes for young people and their families, and a culture of engaged creativity for all.

We wish to thank the leadership and staff of the School District of Philadelphia and Pittsburgh Public Schools for providing critical expert consultation and access to materials developed in each school district through many years of experience with charter school authorization. Their wisdom strengthened this toolkit, as it has their school districts.

We are also indebted to six external readers who reviewed an earlier draft and provided insightful comments and suggestions which informed and enhanced the final toolkit. Thank you to Esther Bush, Urban League of Greater Pittsburgh; James Fogarty, A+ Schools; John Swoyer, MaST Community Charter School; Melanie Brown, Bill & Melinda Gates Foundation; Reynelle Brown Staley, Education Law Center; and Rick Esche, Solanco High School, for your time and perspective.

As with any commissioned research, recommendations expressed in this report are those of the authors and do not necessarily reflect the views of the funder or external reviewers.

Finally, we express our thanks to the many members of the RFA team who contributed to this project: Anna Shaw-Amoah, Kate Shaw, and Alison Murawski. Finally, particular credit is due to Sophia Seifert, a Doctoral Researcher at Temple University College of Education who contributed months of research while interning at RFA and served as a key contributor to this toolkit.

*David Lapp, Director of Policy Research, Research for Action*

*Matthew S. Stem, Deputy Secretary of Elementary and Secondary Education, Pennsylvania Department of Education*



## Equity-Focused Charter School Authorizing Toolkit

Prepared by **Research for Action** • November 2019

### Introduction

Providing high-quality and equitable learning opportunities should be a primary goal of all schools and school systems. Charter schools comprise the most steadily growing sector of Pennsylvania's public education system. As with all public schools—given the right conditions—the charter sector can offer promise as a mechanism for reducing inequity.

Charter schools are public schools that function independently from existing school district structures. However, the Pennsylvania Charter School Law requires school districts to authorize the operation of brick-and-mortar charter schools and establish accountability systems to ensure that, among other requirements in the law, charter schools “serve as a model for other public schools” and increase learning opportunities for *all* students.<sup>1</sup> This Toolkit provides strategies to ensure that charter schools achieve these goals.

Compared to the PA state average, charter schools enroll high numbers of students who are historically underserved. However, compared to the district schools in their communities, many Pennsylvania charter schools are not equitably serving all kinds of students. For example, Pennsylvania charter schools tend to enroll higher shares of students with mild and moderate disabilities and lower shares of students with more significant and higher-cost support needs.<sup>2</sup> In addition, compared to their students' districts of residence, Pennsylvania charter schools on average serve lower shares of English Learners,<sup>3</sup> students

#### The Legislative Intent of Pennsylvania's Charter School Law (24 P.S. § 17-1702-A)

1. Improve pupil learning.
2. Increase learning opportunities for all pupils.
3. Encourage the use of different and innovative teaching methods.
4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
5. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
6. Hold the schools established under this act accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

<sup>1</sup> Pennsylvania General Assembly. Act 14 of 1949 (24 P.S. § 17-1717-A; 24 P.S. § 17-1702-A). Retrieved from <https://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwlnd=0&act=014>

<sup>2</sup> Lapp, D and Lin, J. (April 2017). Charter school special education funding in Pennsylvania. Research for Action. Retrieved from <https://www.researchforaction.org/publications/charter-school-special-education-funding-pennsylvania/>

<sup>3</sup> Staley, R and von Oehsen, T. (February 2019). Safeguarding educational equity: Protecting Philadelphia students' civil rights through charter oversight. Education Law Center of Philadelphia. Retrieved from [https://www.elc-pa.org/wp-content/uploads/2019/02/ELC\\_report-Safeguarding-Civil-Rights.pdf](https://www.elc-pa.org/wp-content/uploads/2019/02/ELC_report-Safeguarding-Civil-Rights.pdf)

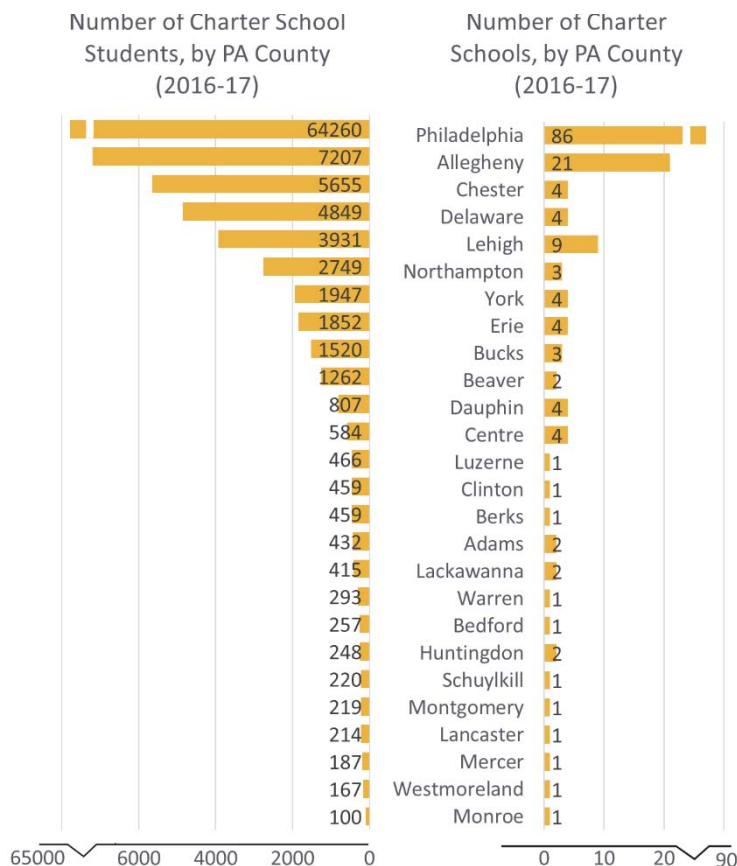
experiencing homelessness,<sup>4</sup> and other students involved in the child welfare system.<sup>5</sup> Research has found disparities by race<sup>6</sup> and gender<sup>7</sup> as well.

Ensuring that charter schools equitably serve students in their communities is a statewide concern. As of 2017, Pennsylvania was home to over 160 brick-and-mortar charter schools. While the majority of schools are in Philadelphia and Allegheny counties, 35% of brick-and-mortar charter schools, enrolling over 29,000 students, operate elsewhere in the state (see Figure 1).<sup>8</sup>

For the charter school sector to serve as a model for all public schools and provide opportunities for all students, authorizing practices of local districts and their school boards must ensure charter school enrollment is equitable and representative of the students in their communities.

Though certain aspects of charter authorizing are mandated by the state Charter School Law, school district authorizers have responsibility to design and implement oversight activities. As such, there are many opportunities to promote equity through authorizing practice.

**Figure 1. Brick & Mortar Charter School Students and Charter Schools by County**



<sup>4</sup> Shaw-Amoah, A and Lapp, D. (December 2018). Students experiencing homelessness in Pennsylvania: Under-identification and inequitable enrollment. Research for Action. Retrieved from <https://www.researchforaction.org/publications/students-experiencing-homelessness-in-pennsylvania-under-identification-and-inequitable-enrollment/>

<sup>5</sup> Hwang, S, et al. (June 2014). Supporting the needs of students involved with the child welfare and juvenile justice system in the School District of Philadelphia. The Children's Hospital of Philadelphia PolicyLab. Retrieved from [http://policylab.chop.edu/sites/default/files/pdf/publications/PolicyLab\\_Report\\_Supporting\\_Students\\_Involved\\_with\\_Child\\_Welfare\\_June\\_2014.pdf](http://policylab.chop.edu/sites/default/files/pdf/publications/PolicyLab_Report_Supporting_Students_Involved_with_Child_Welfare_June_2014.pdf)

<sup>6</sup> Frankenberg, E, et al. (March 2017). Exploring school choice and the consequences for student racial segregation within Pennsylvania's charter school transfers. Education Policy Analysis Archives, 25(22). Retrieved from <http://dx.doi.org/10.14507/epaa.25.2601>

<sup>7</sup> Corcoran, S and Jennings, J. (November 2016). The gender gap in charter school enrollment. Sage Journals. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/0895904816673737?journalCode=epxa>

<sup>8</sup> Research for Action. (2018). Pennsylvania school data project. Retrieved from <https://www.researchforaction.org/pa-school-data-project/>

## Charter Equity Toolkit

This Toolkit provides strategies and considerations for how school district authorizers of brick-and-mortar charter schools can prioritize equity within each stage of the authorizing process.<sup>9</sup> Resources include custom-made tools and examples of best practice from authorizers around the country. This is not a comprehensive set of tools to address all aspects of charter school authorization, though some of the external examples may also prove helpful in other areas of authorizing. **Ultimately, the goal of this Toolkit is to provide authorizers a menu of options that can either be adopted as is, or revised to align with individual community needs and priorities.**

Three principles inform the resources in this Toolkit:

1. Accountability and transparency are necessary to ensure that charter schools equitably serve students in their communities.
2. High-quality authorizing is time- and labor-intensive and requires active engagement from district staff, the local school board, and, often, outside partners.
3. The purpose of authorizing and oversight activities by district staff should be to inform the decision-making of the local school board which is responsible for administering the system of public education in their communities.

This Toolkit focuses on integrating equity across the **five stages of charter authorizing**, listed in Table 1 below. For each stage, this Toolkit includes an introduction that outlines key authorizing activities, considerations related to equity, a brief description of each tool, and additional external resources.

**Table 1. Overview of Five Stages of Charter Authorization**

AUTHORIZING STAGE	HIGH-LEVEL CONSIDERATIONS
1. Pre-Authorizing	What preliminary steps should authorizers take to position themselves to conduct oversight processes that effectively address equity?
2. New Charter Application	What processes should be in place before an authorizer approves charters?
3. Charter Agreement	How can authorizers review new charter applications through an equity lens?
4. Annual Review	What language can be included in charter agreements to promote accountability for equitable access and practices?
5. Renewal	How can authorizers monitor and hold charter schools accountable for equitable practices on an ongoing basis?
	How can renewal decisions consider evidence of equitable access?

### Defining Charter School Equity

For purposes of this Toolkit, charter school equity refers to equitable access to high-quality educational opportunities in charter schools for all kinds of students, specifically:

- Students with disabilities of all kinds;
- Students who are English Learners;
- Students of any race, ethnicity, or country of origin;
- Students living in poverty;
- Students experiencing homelessness;
- Students in foster care;
- Students in or returning from juvenile justice or other out of home placement; and
- Other students who may be highly mobile or historically underserved.

<sup>9</sup> This Toolkit is focused on school district authorization of brick-and-mortar charter schools, but many of the strategies may also be relevant to state authorization of cyber charter schools. Likewise, while the tools are tailored toward charter schools, many reflect best practices that are also relevant to reducing inequity between and within traditional district schools.

The resources in this Toolkit were created and selected based on practices endorsed in the field of charter authorization and on their utility to address a documented equity need. In particular, due to the scale of their charter sectors, the School District of Philadelphia (SDP) and Pittsburgh Public Schools (PPS) have developed significant expertise in charter authorizing. These districts have offered critical guidance and resources that inform this Toolkit and can inform the work of districts throughout the Commonwealth. Resources are also drawn from the [National Association of Charter School Authorizers](#) (NACSA) and other nationally-respected authorizers such as [the State University of New York \(SUNY\) Charter Schools Institute](#), the [Massachusetts Department of Elementary and Secondary Education](#), and the [Washington D.C. Public Charter School Board](#).

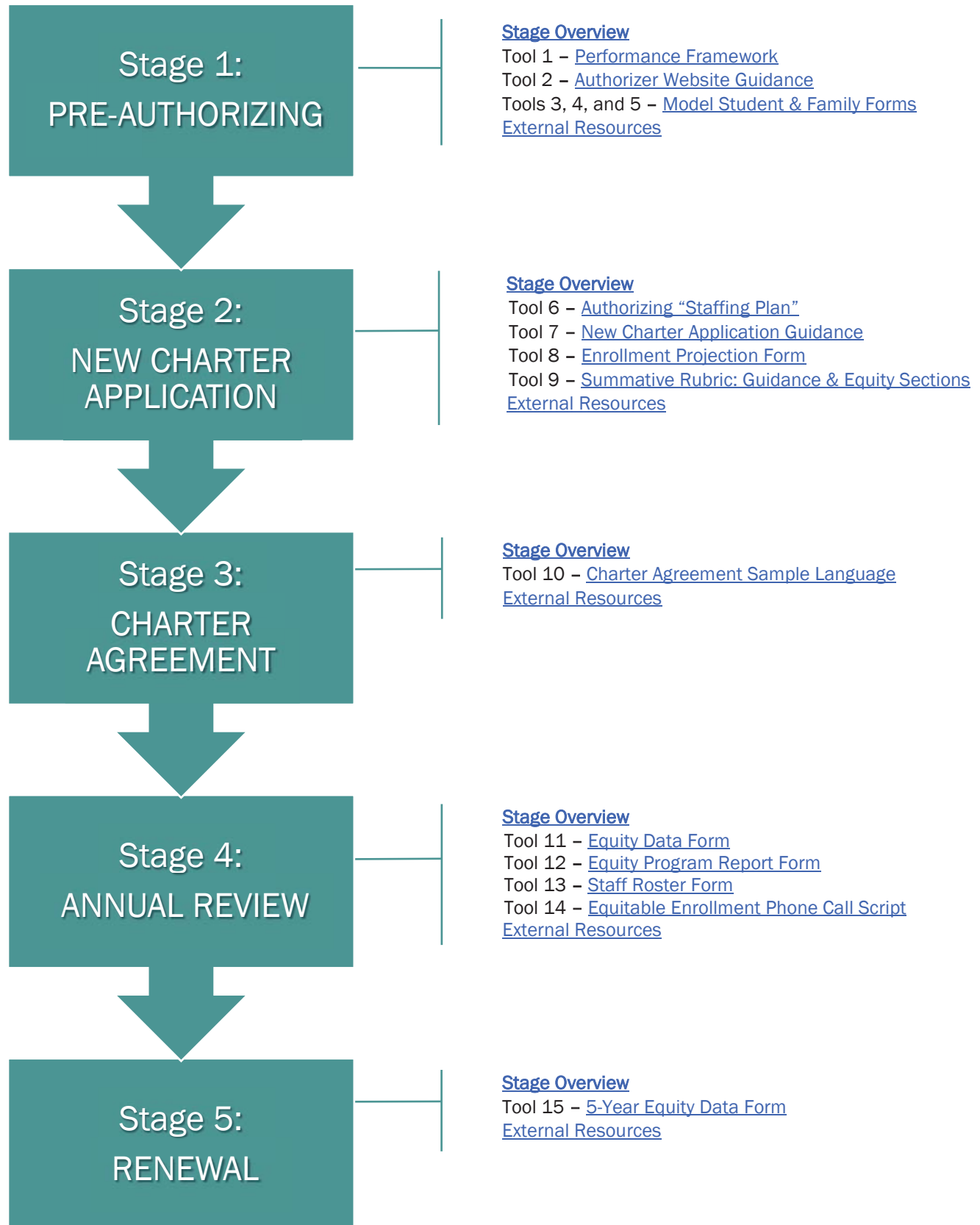
## Disclaimer About the Need for Legal Counsel

Throughout this Toolkit we note the importance of consulting with legal counsel. In many instances, the law is not perfectly clear regarding the full extent of authorizers' authority and thus, authorizers should seek out legal advice at all stages before implementing specific tools and strategies of this Toolkit. Ensuring compliance with the Charter School Law will ultimately save time and resources.

## How to Use the Toolkit

The flowchart below serves as a guide for the Toolkit. It contains hyperlinks to the five stages of charter school authorization and the specific tools provided for each stage. Users can navigate the Toolkit by scrolling through the document or can skip to specific stages or tools through the hyperlinks. Some of the individual tools are provided as Microsoft Excel documents and therefore the hyperlinks lead to an external download. Users are encouraged to review each "Stage Overview" to better understand how individual tools work together and fit into the larger strategy of designing charter authorization to increase equity.

## Summary of Contents





## 1. Pre-Authorizing: Stage Overview

Successful charter school authorization and oversight requires that school districts establish authorizing processes and systems in advance of receiving and reviewing charter applications. The following considerations and tools can support authorizing work across stages, and should be in place before a district reviews new charter applications.

### Considerations and Recommendations:

- **Establish clear expectations with school board:** A key activity for this stage is establishing alignment between district authorizing staff and the district school board, which will ultimately vote on all new charter applications and renewals. District staff who focus on charter authorizing should meet with board leadership and educate all board members about their responsibilities with regard to equity-focused charter authorization.
- **Finalize performance framework early:** Authorizers should collaborate with the school board to finalize the charter school performance framework, a document that establishes clear expectations and priorities for the charter schools authorized by the school board, well in advance of when new charter applications, renewals, and revocations occur. The performance framework tool below provides one sample framework that can be modified to fit the needs of districts.
- **Emphasize transparency and accountability:** Transparency and accountability are key to ensuring charter schools equitably serve all students and are thus a primary focus of these tools.

**Table 2: Pre-Authorizing Stage: Tools and External Resources**

TOOLS	
<b>Tool 1 – <a href="#">Performance Framework:</a></b> An authorizer’s performance framework establishes clear expectations and priorities for the charter schools that it authorizes. These expectations are the foundation of future authorizing activities and should be used in all other authorizing stages. This tool shows one way to create a framework that emphasizes equity. Many authorizers choose to make their framework public and include an overview of how the tool is used for accountability, as in the case of the Louisiana Charter School Performance Compact and School District of Philadelphia, included in the external resources section below.	<b>Page 9</b>
<b>Tool 2 – <a href="#">Authorizer Website Guidance:</a></b> Transparent authorizing requires that the public have access to critical information. This tool includes recommendations for what authorizers should include on their websites to increase transparency in charter school authorization, operation, and oversight.	<b>Page 13</b>
<b>Tools 3, 4, and 5 – <a href="#">Model Student &amp; Family Forms:</a></b> When deployed inappropriately, mechanisms such as lottery and enrollment forms may violate students’ rights and create barriers to admission. It is recommended that authorizers establish model forms for charter school <a href="#">student applications</a> (Tool 3) and <a href="#">student enrollment</a> (Tool 4). There also must be a standard outlet for families and community members to register <a href="#">complaints</a> (Tool 5) against charter schools that may be violating students’ rights, their charter agreement, or state or federal law. These tools provide forms and guidance that authorizers can adopt and, when appropriate, encourage their charter schools to adopt.	<b>Page 14</b>



## EXTERNAL RESOURCES

[School District of Philadelphia \(SDP\) Performance Framework Overview](#) – This site contains the full text of the SDP Performance Framework, outlines how SDP uses its Performance Framework, and includes links to subpages explaining each of the district’s three Framework domains in detail.

[SDP Calendar of Collections](#) – This calendar is released annually and provides due dates and descriptions for all documents and/or data that charter schools must submit to the authorizer.

[Pittsburgh Public Schools \(PPS\) Standard Complaint Form](#) – PPS includes this online parent complaint form on the charter schools section of the district website.

[Louisiana Charter School Performance Compact](#) – This document provides a comprehensive description of the Louisiana Department of Education’s approach to charter authorizing and their Performance Framework. This document also includes an overview and rubrics for annual and renewal evaluations.

[National Association of Charter School Authorizers \(NACSA\) Core Performance Framework](#) – This sample Framework provides detailed instructions for creating a performance framework and a sample framework, which is located in the document’s Appendix.

[Weighted Student Lotteries](#) – In some states/jurisdictions, authorizers and charter schools have developed weighted student lotteries to help charter schools target at-risk student populations. This report from the National Alliance for Public Charter Schools (NAPCS) provides analysis of state policies and information on how some states have enacted weighted student lotteries. [Commentators](#) have argued that weighted student lotteries and other strategies that reserve seats or give priority to particular groups of students based on diversity-related factors are an “area of untapped potential for individual charter schools and authorizers to promote integration.” Authorizers should consult with legal counsel to determine the viability of such an approach.

[Universal Enrollment Systems](#) – Universal or unified enrollment systems allow families to use one system to apply to any public school (district or charter) in their community. This report from NAPCS examines how these systems work in multiple jurisdictions and discusses potential pros and cons. When properly designed and implemented, these systems hold potential to increase access and equity. When poorly operated they have the potential to confuse and frustrate families. Notably, universal enrollment systems have generally been implemented in large school districts with significant charter school sectors. Authorizers should also consult with legal counsel to determine the viability of such a system.

[Teacher and Staff Diversity](#) – This report from Research for Action outlines promising strategies that education leaders can adopt to build a diverse teaching corps. Charter schools and authorizers could consider the strategies targeted at local education agencies and work with other policymakers to address teacher equity at other stages of the leaky teacher pipeline.

[Trauma-Informed Schools](#) – This report from Research for Action discusses recent momentum to develop trauma-informed education systems in Pennsylvania. The brief outlines the relationship between trauma and student learning and behavior, summarizes the evidence about the characteristics and impact of trauma-informed education, and highlights examples of trauma-informed approaches in Pennsylvania and elsewhere.

## Tool 1: Performance Framework

High-quality authorizing begins with the establishment of a performance framework that will guide the authorizer’s oversight and accountability processes. A charter school performance framework articulates the district’s priorities and what is expected from charter schools. An authorizer’s performance framework should also be grounded in the intent of applicable laws, knowledge of best practices, and the needs of students in the community. This performance framework could inform performance rubrics used to evaluate new applications, annual reviews, and renewal applications from charter schools. For example, the categories, prompts, and statements in the performance framework can then become application prompts or rubric categories in future authorizing activities. Charter agreements may indicate that charter schools agree that oversight and accountability will be based on the framework.

Typically, a performance framework identifies the domains, or areas of performance, an authorizer will examine in evaluating charter school performance. Authorizers can then develop more detailed evaluation rubrics aligned to those domains. These rubrics can be used to make recommendations to the local school board, which will ultimately vote on applications and renewals. Annual reports highlight areas of deficiency or strength based on these rubrics and serve as written notice to charter schools and the community about schools’ performance.

Many authorizers choose to break their performance framework into three domains focusing on Academic, Financial, and Organizational practices (see SDP, NACSA, LDE frameworks in the [external resources](#) section). Some authorizers break their performance framework down further. For example, Pittsburgh’s Performance Framework has six categories: Mission, Purpose, and Needs; Marketing Data; Strategic Planning; Management Plan; Education Program; Operations; and Personnel/Leaders.

Tool 1 in the table below provides an example of a charter school performance framework with five main domains:

1. Access
2. Supporting All Students
3. Academics
4. Organizational
5. Financial

Tool 1 provides more detail on the first two domains (**Access** and **Supporting All Students**) as these inherently focus attention on aspects of school performance directly related to equitable practices. Complete performance frameworks should also consider equity when evaluating the other three domains of charter performance (**Academics**, **Organizational**, and **Financial**). Tool 1 below provides basic information about the content typically included in these domains as well as suggestions of relevant factors to support equity. However, as discussed above, this is not a comprehensive set of tools to address *all aspects* of charter school authorization. Authorizers should be sure to consult legal counsel and other resources to ensure they provide thorough accountability in all areas of authorizing.

## TOOL 1: CHARTER AUTHORIZATION PERFORMANCE FRAMEWORK

### 1. Access

*Charter schools are public schools and must protect the rights of all students. Charter schools should employ practices that ensure equitable access and eliminate any barriers for students enrolling or remaining in their charter school. The following policies and practices should be present in all charter schools:*

#### **Recruitment, Enrollment, and Retention:**

- Recruitment practices actively seek a student body that reflects the diversity of students' communities of origin. Charter schools should develop detailed plans regarding how they will disseminate information to prospective students and families, including efforts to reach families with diverse racial, ethnic, linguistic, and socioeconomic backgrounds, families of students with disabilities, students in poverty, students experiencing homelessness, students who are English Learners, and students who are system-involved (including students in foster care or other out of home placements, students in or returning from juvenile justice placements, and other students receiving services from the child welfare system).
- Enrollment practices do not discriminate and are transparent, compliant with state and federal law, and follow best practices in admissions, lottery, waitlist, withdrawal, re-enrollment, and transfer policies, such that charter schools do not erect any improper preferences or barriers to admission.
- Plans and practices that demonstrate a clear commitment to retaining all enrolled students, including those students who may be struggling academically or otherwise. Plans also reflect the practice of backfilling (i.e., enrolling additional students when spots become open throughout the year).
- If permissible under the law, authorizers should consider incentivizing a unified enrollment system for all public schools in the community.
- If permissible under the law, authorizers should consider the benefits of a weighted student lottery to provide greater opportunity to historically underserved students.

#### **Student Discipline/School Climate:**

- A non-punitive code of conduct and/or discipline policy that provides clear notice of behavioral expectations and consequences that emphasize fairness, positive behavior, and are proportionate to behavioral infractions, ensures due process for students at all levels of infractions, and includes plans to prevent discipline disparities.
- Policies that clearly outline suspension and expulsion procedures, including procedures for students with disabilities, English Learners, and other historically underserved students.
- Disciplinary policies and practices do not exceed the authority legally granted to schools in that they are reasonable, not arbitrary or capricious, not unconstitutionally vague, are limited to regulating conduct that occurs when students are under school supervision, and do not violate students' civil rights to expression, religion, substantive due process, and equal protection.
- Data on student discipline should be accurate, disaggregated by student subgroups, regularly reported to the public, reviewed by charter schools, and used to drive improvement and reduce disparities.

### 2. Supporting All Students

*Charter school should provide adequate and equitable supports to all students, including those who are historically marginalized. The following policies and practices should be present in all charter schools:*

---

**Supporting Students with Disabilities:**

- Systems are in place to identify, serve, and monitor the progress of students with disabilities, including educating students with disabilities in the Least Restrictive Environment<sup>10</sup>.
- To ensure that all students receive a Free Appropriate Public Education,<sup>11</sup> programming is available for students with all types of disabilities, including specially designed instruction, accommodations and modifications, and a continuum of placements; systems are in place to modify curricula and instructional delivery in order to meet the unique needs of students with disabilities.
- Compliance with all legal requirements of IDEA, Section 504, ADA, and applicable state laws, including Chapter 711-Charter School Services and Programs for Children with Disabilities.

---

**Supporting English Learners (ELs):**

- Plans are in place to identify and appropriately place ELs into a Language Instruction Educational Program (LIEP), monitor their progress, and exit students from EL services when appropriate.
- Policies that ensure equitable access to the curriculum for ELs at all language proficiency levels, including plans to incorporate English language development into all classes.
- Plans are in place to ensure appropriate translation and interpretation services.
- Compliance with all legal requirements and civil rights protections.

---

**Supporting Other Students Who Have Been Historically Underserved:**

- Plans are in place to ensure that students in poverty, students experiencing homelessness, and students who are system-involved (including students in foster care, students in or returning from juvenile justice placements, and other students receiving services from the child welfare system) receive services and programming to ensure equal access to a Free Appropriate Public Education.
- Plans are in place to address the needs and monitor progress of students and comply with all legal mandates, including the federal McKinney-Vento Homeless Assistance Act and Every Student Succeeds Acts.

---

**3. Academics**

*Charter school should improve learning opportunities for all students and encourage new and innovative teaching methods. Accordingly, the following elements should be present in all charter schools:*

---

**Elements typically included in this domain:**

Pedagogical Approach, Curriculum Scope and Sequence, Instructional Materials, Student Placement Procedures, Student Assessment and Testing, Professional Development

---

**Academic domain elements to support equity:**

- Plans and practices provide equitable and robust learning opportunities to all students, including equitable access to gifted and talented programming, advanced coursework, art, music, physical education, extracurricular activities, and other programming.
- Setting and making progress toward academic achievement and growth targets, aligned with state and federal accountability measures, for all students and student subgroups.
- Plans for assessment and grading that include provisions for students with disabilities and English Learners.

---

<sup>10</sup> U.S. Department of Education. Individuals with Disabilities Education Act (2004). Retrieved from <https://sites.ed.gov/idea/regs/b/b/300.114>

<sup>11</sup> U.S. Department of Education. Free Appropriate Public Education for students with disabilities: Requirements under Section 504 of The Rehabilitation Act of 1973. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>

- 
- Professional development plans include training in cultural competency, trauma-informed practices, and in providing support to all learners, including students with disabilities, English Learners, and other students who have been historically underserved.
- 

#### 4. Organizational

*Charter schools should be effective, viable organizations that adhere to their mission and vision, support program delivery, and establish appropriate systems and policies. In order to do so, the following elements should be present in all charter schools:*

---

##### **Elements typically included in this domain:**

Mission, Vision, and Need; Organizational Structure, Strategic Planning/Goals, Board Governance, Staffing Plan, Service Providers/Contractors, Legal Compliance, Facilities Plans, Attendance Policies, Reporting, Transportation, Food, Safety, School Calendar, Parent and Community Engagement, Extracurricular Activities, Health Services, Insurance Coverage, Historical Performance/Outcomes (if applicable), Employee Evaluation, Recordkeeping and Confidentiality, Labor Relations (if applicable)

---

##### **Organizational domain elements to support equity:**

Mission, Vision, and Need:

- A mission and/or vision that defines the purpose, key design elements, and expanded educational opportunities offered by the school.
- A mission and/or vision that articulates the school's target community (geographic, demographic, grade level, etc.) and includes a commitment to equitably serving all students within that community.
- A mission and/or vision that responds to demonstrated needs of students' communities of origin and is informed by data and meaningful support from diverse constituencies.
- Alignment between school mission, vision, and all other school elements.

Parent, Family, and Community Engagement

- Active engagement with diverse students and families and the larger community in decision-making, including plans to actively disseminate information to families and the community.
- Transparency and access to board actions, meetings, and school governance.
- Processes for parent complaint review and dispute resolution.

Staffing:

- A staffing model that meets legal requirements for teacher and leader certification and includes sufficient numbers of certified special education teachers, certified ESL teachers, counselors, and nurses to support the student body.
  - Assignment and public identification of the charter school's McKinney-Vento Homeless Education Liaison.
  - Diversity among the charter school's board members, school leadership, and staff.
- 

#### 5. Financial

*Charter schools should be fiscally sound organizations. In order to do so, the following elements should be present in all charter schools:*

---

##### **Elements typically included in this domain:**

Budgeting and Long-Range Financial Planning, Internal Controls/Procedures, Financial Resources

---

##### **Financial domain elements to support equity:**

- Budgeting aligns with staffing model.
  - Adequate resources allotted for recruitment of historically underserved students and to effectively implement EL program, special education program, and any other supports for at-risk student populations.
-

## Tool 2: Authorizer Website Guidance

As an authorizer, making information about current and prospective charter schools publicly available is essential for accountability and transparency. Furthermore, the PA School Code makes clear that it is the responsibility of authorizers under the “Sunshine Act” to provide notice of school board activities related to charter application and renewal decisions.<sup>12</sup>

Authorizers should maintain an up-to-date section of their website that contains the following information:

- New charter application information and timeline
- New charter applications received
- New charter application decisions
- Charter school annual reports
- Annual review findings, if appropriate
- Charter renewal notice of hearings and findings
- [Complaint procedure](#)
- [Model student application](#) and [enrollment forms](#)

When setting up a charter school section on the district’s website, consider the audience of each subpage, as different information will be relevant to different groups. Some authorizers choose to divide their site into sections that provide information for **families**, such as policies and school reports, and **charter operators**, which may include reporting requirements and application information. Because many families may not have access to computers, websites should also be accessible by mobile phones.

**Screenshot of the homepage of the charter school section of the Pittsburgh Public Schools website:**



<sup>12</sup> Pennsylvania General Assembly. Title 65 of 1998 (65 Pa.C.S. §§ 701-716). Retrieved from <https://www.legis.state.pa.us/cfdocs/legis/LI/consCheck.cfm?txtType=HTM&ttl=65&div=0&chpt=7>



## Tools 3, 4, and 5: Model Student & Family Forms

Authorizers can emphasize equity by requiring or strongly encouraging charter schools to standardize equity-related processes. Three tools are provided below for examples of how **application**, **enrollment**, and **complaint** processes can be standardized.

### Tool 3: [Model Student Application Form](#)

State and federal law prohibit charter schools from using discriminatory admissions policies. The first formal step in admissions is the student application form. Applications may not ask for information regarding a student's intellectual ability, disability status, English language proficiency, immigration status, or any other factor that would be illegal if used by a school district to grant or deny admission.<sup>13</sup>

Many authorizers provide a [Model Student Application Form](#), such as the one in this Toolkit. If more students apply for admission than the number of spots available, this form will be used to enter students into the lottery.

### Tool 4: [Model Student Enrollment Form](#)

Once a student is accepted by a charter school, there is limited information that schools can require for enrollment, as such information requests can create considerable barriers. Enrollment processes can only include the following:

- Proof of residency (verifiable by mortgage statement, lease, bill, driver's license, etc.)
- Date of Birth (verifiable by birth certificate, passport, prior school records, baptismal certificate)
- Immunizations required by law (verifiable by immunization records, written or verbal statement from former school district or medical office)
- [Home Language Survey](#) as provided by PDE
- [Parent registration statement](#) (Act 26 Statement) as provided by PDE

For Tool 4, authorizers can use PDE's [Model Enrollment Form](#) that only asks for legally permissible information.

### Tool 5: [Model Complaint Form](#)

Providing a mechanism to receive and address public complaints is an important accountability mechanism for any public school, including charter schools. This provides an opportunity for students, families, and other community members to raise concerns about potential violations of students' rights, financial impropriety, or other violations, including violations of a charter agreement. While charter schools should have processes to receive and resolve complaints, it is critical that authorizers receive information regarding complaints as well. In addition to protecting students' rights, complaint records may also provide critical evidence during annual review and charter renewal decisions.

Authorizers should develop a system to receive, track, and respond to community complaints against charter schools. Authorizers should dedicate a portion of their website on charter schools to the complaint

---

<sup>13</sup> See PDE's Enrollment of Students Basic Education Circular (available at <https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/EnrollmentStudents.aspx>) and PDE's Student Enrollment FAQ (available at <https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/EnrollmentStudentsFAQ.aspx>).

process. Some authorizers set up a dedicated email address or online form to receive complaints, while others accept letters and provide an appropriate mailing address. Submission directions should be added to the sample form included in this Toolkit.

Response systems may be as simple as contacting the school to notify them of the complaint and providing guidance on the relevant policy. In the case of serious complaints, additional steps such as mediation, an informal investigation, or involvement of other public agencies may be warranted.



## Tool 3: Model Student Application Form

Student Information	
Student First Name	Student Last Name
Current Address	
Current School District	
Current School Name	
Current Grade Level	Date of Birth
Application Information	
Name of School You Wish to Attend	
School Year (Fall) You Wish to Enroll	Grade Applying To
Do you have siblings who attend this charter school?	Yes      No  If Yes, please list one sibling's information below: First Name: Last Name: Current Grade: Date of Birth:
Parent/Guardian Information	
First Name	Last Name
Relationship to Student	
Home Address	
Phone Number (if applicable)	Email address (if applicable)
Signature	Date

## Tool 5: Model Complaint Form

Part A: To Be Completed by Person Bringing Complaint	
Name of person bringing complaint:	Today's date:
Person bringing the complaint is a: (check one) <input type="checkbox"/> Parent or Guardian <input type="checkbox"/> Staff <input type="checkbox"/> Community Member <input type="checkbox"/> Other: _____	Address:
Email address:	Telephone number:
Name of charter school:	Name of student involved, if applicable:
Grade of student involved, if applicable:	Date of incident, if applicable:
Have you met with or contacted charter school leadership? Y/N If yes, date of meeting/contact: _____	Have you met with or contacted the charter school's Board of Trustees? Y/N If yes, date of meeting/contact: _____
Please attach any correspondence between you and school leadership related to this complaint.	Please attach any correspondence between you and the board related to this complaint.
Please provide or attach a detailed statement of the nature of the complaint:	
Please describe the action or relief you are seeking:	
Part B: To Be Completed by Authorizer	
Date received:	Name of person completing initial review:
Date confirmation of receipt sent to person submitting complaint:	Date notification of complaint sent to charter school:
Resolution and/or actions taken:	

## 2. New Charter Application Stage: Overview

A rigorous charter application process allows authorizers to hold prospective charter schools to high standards before their doors ever open. This set of tools is designed to help authorizers ensure that the charter schools they approve are prepared to equitably serve all students.

### Considerations and Recommendations:

- **Prepare in advance of state November 15<sup>th</sup> deadline:** Section 1728 of the PA School Code requires a fast turnaround on all charter application decisions. To be prepared for the application review process, application submission and review materials should be ready and review teams should be familiar well in advance of the state's November 15<sup>th</sup> application deadline. To help with this, some authorizers require prospective charter operators to send a letter of intent in October.
- **Use tools for all stages of charter authorization process:** The rubrics used in this section can also be used for annual review and charter renewal procedures. Authorizers that spend time developing comprehensive evaluation tools during the new charter application phase will experience smoother processes during later authorizing activities.
- **Proactively develop a plan for cases of noncompliance:** In determining the weighting or evaluation systems for new applications, annual reviews, and renewal decisions, districts and their local school boards should discuss procedures to handle issues of noncompliance, especially those relating to students' civil rights. Are compliance violations automatic grounds for rejection? Could conditional approval be granted, pending the resolution of compliance issues?
- **Use public hearings as opportunities to probe for equity:** The PA School Code requires that the authorizing school board hold a public hearing within 45 days of receipt of a new charter application. This hearing is an opportunity to ask for clarification or probe potential equity concerns in the application. For existing charter school operators, public hearings are also an opportunity to publicly comment on any disparities or equity concerns in existing schools. The school board is required to vote on the application no later than 75 days after the first public hearing. Some authorizers, such as the School District of Philadelphia, hold a second hearing during this timeframe to further inquire about areas of concern.
- **Assign a district point person for each approved applicant:** To ensure smooth reporting and oversight activities, successful authorizers build a working relationship with charter schools. Authorizers should assign a point person who will be the key point of contact for any approved charter operator. This person will need to be in close communication with the charter school leadership for all five years of the approved charter and should strive to build a trusting professional relationship.

**Table 3. New Charter Application Stage: Tools and External Resources**

TOOLS	
<b>Tool 6 – <a href="#">Authorizing “Staffing Plan”</a></b> Authorizers must assemble a team with sufficient expertise to thoroughly evaluate charter application materials. This tool will help ensure the right people have been engaged to prepare a comprehensive application evaluation, which will be presented to the school board.	<b>Page 21</b>
<b>Tool 7 – <a href="#">New Charter Application Guidance</a></b> This guidance document provides an overview of common application structures and include recommendations for equity-focused application sections. Tool 7 also includes a table outlining the components included in the charter applications of authorizers from Pittsburgh Public Schools, the School District of Philadelphia, and the Massachusetts Department of Elementary and Secondary Education.	<b>Page 23</b>
<b>Tool 8 – <a href="#">Enrollment Projection Form</a></b> Prospective charter operators should expect to serve students who represent the surrounding communities. This form asks prospective school operators to project student body enrollment by student group and compare these data to the demographics of the districts from which they expect to enroll students.	
<b>Tool 9 – <a href="#">Summative Evaluation Rubric: Guidance &amp; Equity Sections</a></b> This tool provides authorizers with a strategy to objectively evaluate the degree to which a New Charter Application aligns with the district’s performance framework. To ensure ongoing alignment and focus on equity, this rubric can be used in the <a href="#">Annual Review</a> and <a href="#">Renewal</a> stages with minimal adjustments. A <a href="#">blank version</a> of this Evaluation Rubric without indicators is also available.	<b>Page 27</b>

## EXTERNAL RESOURCES

### Applications:

- [SDP New Charter Information Page](#) – This page includes a new charter [application](#), submitted applications, and application evaluation reports.
- [Massachusetts New Charter Application Overview](#) – Includes full [application](#).
- [PPS New Charter Application Packet](#) – This application packet includes an overview of application processes and directions for aspiring operators and an example of how an authorizer has operationalized a staffing plan to evaluate applications, similar to the Staffing Plan approach included in [Tool 6](#).
- [NACSA Model Charter School Application](#) – Provides a sample form and directions for new charter applications.

### Application Review Resources:

- [PPS Guidelines for Compliance Under Charter School Law](#) – This document outlines criteria from the Charter School Law against which new charter applications should be evaluated. PPS uses this checklist to track alignment to the Charter School Law.
- [PPS Comprehensive Scoring Rubric](#) – This document includes detailed performance descriptions at various levels of sufficiency. It is used to evaluate the degree to which a new charter application is aligned with PPS's Performance Framework.
- [NACSA New Charter Application Interview Guidance](#) – Most authorizers choose to interview the leadership of new charter applicants. This guide includes directions, sample interview questions, and note-taking templates.

### School Opening Resources:

- [DC Public Charter School Board Sample Acceptance Letter](#) – This letter includes an agreement outlining pre-opening processes and responsibilities.
- [SUNY Pre-Opening Requirements for Approved Schools](#) – This page includes documents and checklists outlining steps that approved charter schools must take before opening a new school. The 2019-2020 Prior Action Memo and Checklist document includes materials that must be submitted to the authorizer before a school can open.
- [Sample Resolutions](#) – The Philadelphia School Reform Commission (SRC), which previously functioned as the governing body for the School District of Philadelphia, passed these five linked resolutions which includes sample language for resolutions denying new charter applications (Resolutions SRC-1-4) and an example (Resolution SRC-5) of a resolution that conditionally approves one new charter application, while outlining specific modifications that must be made to the [original application](#).

## Tool 6: Authorizing “Staffing Plan”

High-quality charter authorizing requires expertise in a variety of areas. When reviewing new charter applications and charter renewals, authorizers should recruit a diverse review team that will evaluate relevant application materials. This team may include individuals from the district’s own schools, central office, or school board. Some districts include [external experts from the community](#). This team’s evaluation should be compiled into a report for the school board, and application approval and renewal votes should consider the findings of the review team. This tool, which was informed by PPS’s staffing plan, can be used to organize the team.

As authorizers compile staffing plans, diversity in background, race, gender, ability status, and other considerations should be addressed.

### Authorizing Staffing Plan

Area of Expertise and/or Role	Notes	Name	Title
Lead	This person should have experience and expertise in promoting school equity and be a full-time district employee. Will coordinate the review process and compile the final report for the school board. Will review all materials with a dual focus on compliance with district policy and on validating the findings of other team members.		
Curriculum, Instruction, and Assessment	If possible, recruit two people with expertise in curriculum development, instructional practices (including differentiation and data-driven planning), professional development, formative and summative assessment, and PA Core Standards.		
School Leadership	If possible, recruit two people. They should have experience as a successful school principal. They should have knowledge of best practices related to teacher support (including observation/feedback cycle, new teacher induction, and professional development); school operations (including scheduling, staffing, and safety); and student discipline.		

Special Education	This person should have expertise regarding legal mandates and the operational and instructional best practices required to serve students with disabilities of all kinds.		
Facilities and Transportation	This person should have expertise to ensure that school facilities and transportation plans are safe, effective, and compliant.		
Finance	One or two people who have experience with school budgeting and accounting practices. They should be able to evaluate the financial health and viability of a school.		
Legal	This person should be versed in the PA School Code as well as federal student civil rights protections. Authorizers may want to engage outside counsel for this role.		
Human Resources	This person should have expertise in compliance and best practices related to staff recruitment, hiring, evaluation, benefits administration, labor relations, etc.		
Community Parent	A parent who has a student in the public school system can serve as an additional reviewer. They evaluate various school policies including enrollment, attendance, discipline, and parent/community outreach.		
Governance and Board Oversight	This person should focus on ensuring that the school has robust internal oversight structures and has recruited board members with diverse, relevant expertise.		

## Tool 7: New Charter Application Guidance

In creating a new charter school application, authorizers should consult section 1719-A of the PA School Code, which outlines information that must be included in any new charter application. Materials that authorizers request in a New Charter Application should also provide the review team with information to evaluate whether the proposed charter school will align with the district's performance framework. Most charter application forms also include a set of prompts that are used to create an "application narrative," a list of supplemental documents and/or forms applicants must submit, and a set of initial assurances to be signed. Some authorizers include an additional section or addendum specifically for existing charter schools in which applicants provide information on the performance of their existing charter schools.

The list below shows one way to organize the narrative portion of a charter application so that it aligns with the sample performance framework in this Toolkit.<sup>14</sup> Each section of the application should have a list of prompts that applicants will use to create their application narrative. Below, we have only provided sample prompts for the equity sections of the application; however, district staff, school board members, and legal counsel should collaborate on creating prompts for the remaining sections. Topics may be reorganized. Each category and prompt in the application should map to a component of the performance framework.

### Application Narrative Outline

#### I. Educational program design and capacity

**Subsections:** *Authorizers should create specific prompts for each subsection.*

- Mission, Vision, and Program Overview
- Curriculum and Instruction Design
- Student Performance Standards
- High School Graduation Requirements (High School Only)
- School Calendar and Schedule
- Supplemental Programming
- Parent, Family, and Community Engagement

#### II. Equity

##### Subsections

- Supporting All Students

Possible Prompts:

1. Describe the proposed charter school's methods and strategies for identifying and serving students with disabilities (both low and high incidence), including but not limited to students with Individualized Education Plans (IEPs) or Section 504 plans, in compliance with all applicable laws and regulations. Include proposed processes for identification, providing a continuum of services, and assessment and progress monitoring.
2. Explain why the proposed curriculum is likely to successfully differentiate education for students with disabilities. Cite research or evidence that supports the appropriateness of the school's approach to serving students with disabilities.
3. Describe the processes and procedures that the proposed school will employ to identify, assess, and serve students who are English Learners, including a description of the Language Instruction Educational Program (LIEP), rationale for the LIEP choice, progress monitoring processes, and exit criteria.

---

<sup>14</sup> This tool is based on the [NACSA Model Charter School Application](https://www.qualitycharters.org/wp-content/uploads/2018/11/NACSA_Core_Resources_Charter_School_Application.pdf). National Association of Charter School Authorizers. (2018). Core resource: Charter school application. Retrieved from [https://www.qualitycharters.org/wp-content/uploads/2018/11/NACSA\\_Core\\_Resources\\_Charter\\_School\\_Application.pdf](https://www.qualitycharters.org/wp-content/uploads/2018/11/NACSA_Core_Resources_Charter_School_Application.pdf)



4. Describe how the charter school will meet the needs of at-risk students, including students experiencing homelessness and system-involved students, as well as students who struggle academically. Include school-based supports, potential alternative placements, electronic support, and any other means by which at-risk or academically struggling students' needs will be met. Include a description of how students will be assessed.
  5. Identify school staff and external/contracted professionals and the responsibilities each will carry out related to special education, ELs, and other at-risk students.
  6. Explain how this section of the application was developed, including the relevant experience of current members of the applicant group in this area and the use of third-party expertise if applicable.
- Student Recruitment, Enrollment, and Retention  
Possible Prompts:
    1. Provide the enrollment capacity of the school, including grade distribution.
    2. Describe the student population that the proposed charter school would serve and the needs of that population.
    3. Discuss the reason for selecting the community(ies), the charter applicant's ability to serve this community, and its current connections to the community.
    4. Address the charter school's anticipated racial and ethnic composition, special education, EL, and free/reduced lunch eligibility rates, and explain how these rates compare to those of the district(s) located in the area that the school plans to serve. Explain the types of recruitment efforts that will be employed to ensure that the proposed charter school's enrollment of at-risk populations will mirror that of the district(s) located in the area that the school plans to serve.
    5. Provide data to support enrollment projections and evidence that the school will be able to meet and sustain them over the term of the charter.
    6. Describe how the school will publicize and market its program to a broad cross-section of prospective students throughout the district(s) located in the area that the school plans to serve, including families that may be less informed about options. Include specific outreach strategies such as partnerships with nonprofits, community organizations, parent groups, other educational institutions/providers, mass media outlets, translation services, etc.
    7. Describe the application, enrollment, and admission processes at the charter school, both prior to the beginning of the school year and throughout the academic year.
  - Student Discipline  
Possible Prompts:
    1. Explain the proposed charter school's guiding philosophy around discipline.
    2. Describe the creation of the school's Code of Conduct and the steps that were taken to develop it, including input gathered from stakeholders in the proposed community and how the Code of Conduct aligns with the proposed charter school's mission and state and federal law.
    3. Explain whether the charter school's disciplinary policies and practices are limited to the authority legally granted to schools and protect students' rights under state and federal law.
    4. Explain what due process schools will provide prior to the administration of any exclusionary discipline.
    5. Describe how the school will consider the needs and rights of students with disabilities in disciplinary actions and proceedings, as well as who will be responsible for ensuring compliance with federal laws and regulations governing the discipline of students with disabilities, including conducting and documenting manifestation determination reviews.
    6. Discuss how the schools will advise parents/guardians of students struggling with academic, social, or behavioral performance.
    7. Describe alternative placement procedures for students. Include a description of alternative placement procedures for students with disabilities and other needs.
    8. Describe how the school will assess and systematically address any disparities in implementation of discipline practices among student groups.

**III. Operations and Capacity**

**Subsections:** *Authorizers should create specific prompts for each subsection.*

- Governance
- Staffing
- Facilities and Transportation – Charter school applicants should be prompted to explain the accessibility of their facilities, regarding both location in the community, including access to the school via public or other form of transportation, and whether there are facilities issues that may create barriers to any students with disabilities.

**IV. Finances and Capacity**

**Subsections:** *Authorizers should create specific prompts for each subsection.*

- Financial Plan
- Financial Management Capacity

**Charter Applications: Examples**

Table 7.1 shows how three authorizers embed equity throughout the narrative of their charter applications. Areas that align to the equity-focused domains in the sample performance framework are highlighted in **red and** marked with a star(\*). This section [overview](#) includes links to the full applications among the external examples.

**Table 7.1: Examples of Components in a Charter Application Narrative (equity-focused areas highlighted in red and indicated with \*)**

PITTSBURGH PUBLIC SCHOOLS	SCHOOL DISTRICT OF PHILADELPHIA	MASSACHUSETTS DEPARTMENT OF EDUCATION
<b>I. Mission, Purpose and Needs, Marketing Data</b> <ul style="list-style-type: none"> <li>A. Mission</li> <li>B. Purpose and Needs*</li> <li>C. Marketing Data*</li> </ul> <b>II. Strategic Planning</b> <ul style="list-style-type: none"> <li>A. Annual Measurable Goals &amp; Strategies</li> <li>B. Best Practices and Habits of Practice</li> <li>C. School Improvement Planning</li> </ul> <b>III. Management Plan</b> <ul style="list-style-type: none"> <li>A. Admissions Policy and Criteria*</li> <li>B. Student Discipline Policy and Expulsion Criteria*</li> <li>C. Governance (Board)</li> <li>D. Plan for Staff, Parent and Community Involvement and the General Public Life of the School</li> <li>E. Description of How Charter Will Manage and Administer the School</li> <li>F. Descriptions of Staff Conditions, Work, and Professional Development</li> </ul> <b>IV. Education Plan</b> <ul style="list-style-type: none"> <li>A. Education Program</li> <li>B. Accountability, Student Assessment and Evaluation</li> <li>C. Meeting the Needs of At-Risk Students, Bilingual Students, and Students with Disabilities*</li> </ul> <b>V. Operations</b> <ul style="list-style-type: none"> <li>A. Budget and Fiscal Operations</li> <li>B. Facilities, Transportation, and Food Service</li> <li>C. Liabilities, Insurance, and Risk Management</li> <li>D. Legal Issues*</li> </ul> <b>VI. Personnel/Leaders</b> <ul style="list-style-type: none"> <li>A. Information on Key Personnel</li> </ul>	<b>I. Academic Program</b> <ul style="list-style-type: none"> <li>A. Educational Philosophy</li> <li>B. Curriculum &amp; Educational Plan</li> <li>C. Diverse Learners*</li> <li>D. Extracurricular Activities</li> <li>E. Student Supports &amp; Services*</li> </ul> <b>II. Organizational Capacity and Compliance</b> <ul style="list-style-type: none"> <li>A. Founding Applicant/Coalition</li> <li>B. Governance</li> <li>C. CMO and Third Party Service Providers</li> <li>D. Dissolution Plan</li> <li>E. School Leadership</li> <li>F. Talent Acquisition, Development, and Evaluation</li> <li>G. Staff Benefits</li> <li>H. School Operations</li> <li>I. Student Discipline, Code of Conduct, and Due Process*</li> <li>J. Charter School Safety Plan</li> <li>K. Insurance Coverage</li> </ul> <b>III. Community Engagement, Support, and Impact</b> <ul style="list-style-type: none"> <li>A. Targeted Community*</li> <li>B. Recruitment, Admissions, &amp; Enrollment*</li> <li>C. Parent/Guardian/Family Engagement</li> </ul> <b>IV. Finance and Operations</b> <b>V. Facilities</b> <b>VI. Existing Charter School Operators (if Applicable)</b> <ul style="list-style-type: none"> <li>A. Track Record of Successful Outcomes &amp; Compliance</li> <li>B. Current Capacity for Replication</li> <li>C. Closed, Non-Renewed, Revoked, and Surrendered Schools; Terminated Contracts; Expired Charters</li> <li>D. Curriculum, Instruction, and Programming Adaptations for New Local Content</li> <li>E. Long-Term Growth</li> <li>F. Serving as a Model for Replication</li> </ul>	<b>I. Faithfulness to Charter</b> <ul style="list-style-type: none"> <li>A. Mission</li> <li>B. Key Design Elements</li> <li>C. Description of the Community(ies) to Be Served*</li> <li>D. Enrollment and Recruitment*</li> </ul> <b>II. Academic Success</b> <ul style="list-style-type: none"> <li>A. Overview of Program Delivery</li> <li>B. Curriculum and Instruction</li> <li>C. Student Performance, Assessment, and Program Evaluation</li> <li>D. Supports for Diverse Learners*</li> <li>E. Culture and Family Engagement</li> </ul> <b>III. Organizational Viability</b> <ul style="list-style-type: none"> <li>A. Capacity</li> <li>B. Governance</li> <li>C. Management</li> <li>D. Facilities and Student Transportation</li> <li>E. School Finances</li> <li>F. Action Plan</li> </ul>

## Tool 9: Summative Evaluation Rubric: Guidance & Equity Sections

This tool creates a snapshot of the degree to which a charter application adheres to the authorizer's performance framework. The sample rubric below is aligned with the equity sections (Access and Supporting All Students) in the sample performance framework provided in this Toolkit. Authorizers should also align the criteria in their evaluation rubric with the academic, organizational, and financial domains of their performance frameworks.

Authorizers should complete the rubric based on the category evaluations completed by the review team. It can be provided to the school board to inform their decisions on new charter applications and charter renewals. It can also be used to provide written feedback to existing charters during the annual review process. In this sample evaluation rubric, each member of the review team would recommend ratings for each category.

Authorizers can design a rating system that works best for them. Below is one option:

- “Meets” Standards
- “Approaches” Standards
- “Does not Meet” Standards

Authorizers should then determine how to calculate an **overall domain rating**. Below is one potential system:

- A domain with all “Meets” standards ratings will receive an overall domain rating of “Meets” standards .
- A domain with some combination of “Approaches” standards and “Meets” standards category ratings will receive an overall domain rating of “Approaches” standards.
- A domain with one or more “Does not Meet” standards rating will receive an overall domain rating of “Approaches” standards or “Does not Meet” standards.

Authorizers should establish **outcomes** based on ratings. Below is one potential system:

- Applications with “Meets Standards” ratings in all five domains will receive an approval recommendation to be considered by the school board.
- Applications with “Approaches Standards” ratings in one or two domains and “Meets Standards” ratings in all other domains will receive an “Approval with Conditions” recommendation to be considered by the school board.
- Applications with one or more “Does Not Meet Standards” rating will receive a rejection recommendation to be considered by the school board.
- Applications with other ratings will be presented to the school board without approval or rejection recommendations.

### Charter Application Summative Evaluation Rubric

<p style="text-align: center;"><b>Access</b></p> <p><i>Charter schools are public schools and must protect the rights of all students. Charter schools should employ practices that ensure equitable access and eliminate any barriers for students enrolling or remaining in their charter school. The following policies and practices should be present in all charter schools:</i></p>	<p><b>Overall Domain Rating:</b></p> <p> <input type="checkbox"/> Meets  <input type="checkbox"/> Approaches  <input type="checkbox"/> Does not Meet         </p>
<p><b>Recruitment, Enrollment, and Retention:</b></p>	<p><b>Rating:</b></p> <p> <input type="checkbox"/> Meets  <input type="checkbox"/> Approaches  <input type="checkbox"/> Does not Meet         </p>
<p><b>Recruitment practices</b> should actively seek a student body that reflects the diversity of students' communities of origin. Charter schools should develop detailed plans regarding how they will disseminate information to prospective students and families, including efforts to reach families with diverse racial, ethnic, linguistic, and socioeconomic backgrounds and students with disabilities. For example:</p> <ul style="list-style-type: none"> <li>• Enrollment targets and, ultimately, enrollment levels should reflect the needs and diversity of the local community.</li> <li>• Make all enrollment materials publicly accessible and available in the community's most commonly spoken languages.</li> <li>• Receive new applications at any time of the year, regardless of the date of the lottery or the length of the waitlist.</li> <li>• Prominently post and timely update on the school's public website the school's enrollment capacity, current enrollment numbers, and length of the waitlist by grade.</li> <li>• Never charge any application or enrollment fees or condition student enrollment on any other fees owed by parents/guardians.</li> <li>• Never require mandatory parent volunteer hours.</li> <li>• Never request that parents/guardians provide social security numbers.</li> <li>• Never inquire into the immigration status of a student or their family.</li> <li>• Never discriminate against families from seeking enrollment due to race, ethnicity, religion, gender, disability, language, country of origin, socioeconomic status, or any other basis that would be illegal for a traditional public school. This includes never discouraging enrollment or indicating that the school would not be equipped to provide a student services that they are legally entitled to.</li> <li>• Compliance with lottery guidelines and, if applicable, use of lottery weights to enroll a diverse student body.</li> </ul>	<p><i>Notes, Comments, or Evidence:</i></p>
<p><b>Enrollment practices</b> should comply with state and federal law and follow best practices with regard to admissions, lottery, waitlist, withdrawal, re-enrollment, and transfer policies. For example:</p> <ul style="list-style-type: none"> <li>• The school's application for enrollment requires only the following fields: student name, address, date of birth and/or age, gender, grade applying for, current school and grade, parent or legal guardian name, relationship to student, relationship to school if applicable, contact information, sibling name(s), school, and grade.</li> <li>• Enrollment materials only require proof of age and address, home language survey, immunization record, and parent registration statements. The school accepts at least two forms of documentation to demonstrate proof of age and residency.</li> </ul>	<p><i>Notes, Comments, or Evidence:</i></p>

<ul style="list-style-type: none"> <li>• “Backfill” – i.e., Regardless of the time of year or grade level, when students leave, the school promptly enrolls new students, either from new applications or from the enrollment waitlist.</li> <li>• Participate in the federal free and reduced-price lunch program (or provide a comparable free meals program).</li> <li>• Request student records from previous schools, but never condition enrollment upon receipt of those records.</li> <li>• If permissible under the law and available for public schools in the community, charter schools should participate in a unified enrollment system.</li> <li>• Never encourage current students/families to withdraw from the school due to academic or behavioral performance (i.e., do not counsel out students).</li> <li>• Regularly report data on retention rates and make this data available to the public.</li> </ul>	
<b>Student Discipline/School Culture:</b>	Rating <div style="display: inline-block; vertical-align: middle;"> <input type="checkbox"/> Meets  <input type="checkbox"/> Approaches  <input type="checkbox"/> Does not Meet </div>
<p><b>Code of conduct and/or discipline policy</b> should align with the school’s mission, provides due process for students at all levels of infractions, and includes plans to prevent discipline disparities. For example:</p> <ul style="list-style-type: none"> <li>• Students may not be subject to disciplinary action due to race, sex, color, religion, sexual orientation, national origin, or disability.</li> <li>• School has adopted a non-punitive code of conduct and/or discipline policy that emphasizes positive behavior and includes plans to prevent discipline disparities.</li> <li>• Disciplinary policies and practices do not exceed the authority legally granted to schools in that they are reasonable, not unconstitutionally vague, are limited to regulating conduct that occurs when students are under school supervision, provide due process, and do not violate students’ civil rights to expression, religion, and equal protection.</li> <li>• The student Code of Conduct is differentiated for early childhood students and does not allow suspension of early childhood students for minor offenses.</li> <li>• Describes compulsory attendance and truancy policy; student Code of Conduct requires an attendance conference before referral of truancy matters to a legal entity and prohibits suspension, expulsion, or transfer due to truant behavior.</li> <li>• Assurances that students will not be counseled out, or advised to voluntarily withdraw from the school, due to disciplinary or academic issues.</li> <li>• Description of alternative placement procedures for students, including students with disabilities.</li> <li>• Training for school staff on discipline, including preventing disparities, handling violence, crisis management, trauma-informed responses to discipline, and drug/alcohol incidents.</li> </ul>	<i>Notes, Comments, or Evidence:</i>
<p>Policies clearly outline <b>suspension and expulsion</b> procedures, including separate procedures for students with disabilities, English Language Learners, and other at-risk students. For example:</p> <ul style="list-style-type: none"> <li>• Student behavior expectations and discipline policy are documented and in compliance with Chapter 12 of the PA School Code.</li> </ul>	<i>Notes, Comments, or Evidence:</i>

<ul style="list-style-type: none"> <li>• A student may not receive an in-school or out-of-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.</li> <li>• When suspension exceeds three school days, the student and parent shall be given the opportunity for an informal hearing.</li> <li>• Formal hearing policy is in place for all expulsion decisions. Parents or guardians will be given at least three days' notice of the time and place of a hearing conducted by the school board or an independent hearing officer.</li> <li>• Code of Conduct references manifestation determination or due process in disciplinary hearings for special education students.</li> <li>• The parents or guardians and the authorizer shall be notified immediately in writing when a student is expelled.</li> </ul>	
While observing cell size protections in accordance with the Family Educational Rights and Privacy Act (FERPA), <b>disaggregated data</b> on student discipline should be regularly reported to the public.	Notes, Comments, or Evidence:
<p style="text-align: center;"><b>Supporting All Students</b></p> <p><i>Charter schools should serve all students equitably and protect the civil rights of historically marginalized students.</i></p>	<p><b>Overall Domain Rating:</b></p> <p><input type="checkbox"/> Meets  <input type="checkbox"/> Approaches  <input type="checkbox"/> Does not Meet</p>
<p><b>Supporting Students with Disabilities</b></p>	<p>Rating:</p> <p><input type="checkbox"/> Meets  <input type="checkbox"/> Approaches  <input type="checkbox"/> Does not Meet</p>
<p><b>Systems</b> should identify, serve, and monitor the progress of students with disabilities, including educating students with disabilities in the Least Restrictive Environment. For example:</p> <ul style="list-style-type: none"> <li>• Policies and practices are in place to identify and assess students who may be eligible to receive special education and related services.</li> <li>• Policies and practices are in place to develop, review, and revise IEPs.</li> <li>• Policies and practices are in place to reevaluate students in compliance with applicable federal and state law.</li> <li>• Policies and practices are in place to integrate special education into the general education program.</li> <li>• Policies and practices are in place to enroll students with disabilities and obtain all special education documents from the previous school attended, including IEPs, evaluations, and reevaluations.</li> </ul>	Notes, Comments, or Evidence:
<p><b>Programming</b> should ensure that all students receive a Free Appropriate Public Education, including specially designed instruction, accommodations and modifications, and a continuum of placements available for students with all types of disabilities; systems are in place to modify curricula and instructional delivery in order to meet the unique needs of students with disabilities. For example:</p> <ul style="list-style-type: none"> <li>• School has written description of instructional strategies used for educating special education students and gifted students.</li> <li>• An alternative curriculum is available to students as necessary.</li> <li>• Modified assessments are available.</li> </ul>	Notes, Comments, or Evidence:



<ul style="list-style-type: none"> <li>• Description of how the school will account for students by disability category in accordance with Chapter 711.</li> </ul>	
<p><b>Compliance</b> with all legal requirements of IDEA, Section 504, ADA, and applicable state laws, including Chapter 711-Charter School Services and Programs for Children with Disabilities. For example:</p> <ul style="list-style-type: none"> <li>• Child Find Notice is posted to the charter school's website.</li> <li>• School is in compliance with IDEA and FAPE requirements for special education.</li> <li>• All of the school's special education teachers are certified.</li> <li>• Facilities meet the legal requirements of ADA and Section 504.</li> <li>• Transportation accommodations are being met.</li> <li>• School engages in timely reporting on the usage of restraints on students to Pennsylvania Department of Education's Bureau of Special Education Restraint Information System Collection ("RISC")</li> <li>• School provides parents/guardians or teachers of a child with a disability the right to request a re-evaluation at any time.</li> <li>• Provisions are in place to ensure confidentiality and recordkeeping practices consistent with FERPA.</li> </ul>	<p><i>Notes, Comments, or Evidence:</i></p>
<p><b>Supporting English Learners (ELs)</b></p>	<p>Category Rating:</p> <div style="display: flex; align-items: center;"> <input type="checkbox"/> Meets       <input type="checkbox"/> Approaches       <input type="checkbox"/> Does not Meet     </div>
<p>Plans are in place to identify and appropriately place ELs into a Language Instruction Educational Program (LIEP), monitor their progress, and exit students from EL services when appropriate. For example:</p> <ul style="list-style-type: none"> <li>• A plan to identify ELs at the time of enrollment, notify parents/guardians of the identification and programming options, and appropriately place students into a LIEP.</li> <li>• School provides timely and accessible notices to families who are Limited English Proficient (LEP) in their preferred language and in their preferred mode of communication.</li> <li>• The school administered the ACCESS for ELs evaluation to each student identified as needing English language support.</li> <li>• The school establishes LIEP program exit criteria and exits students appropriately.</li> </ul>	<p><i>Notes, Comments, or Evidence:</i></p>
<p>Policies that ensure equitable access to the curriculum for ELs at all language proficiency levels, including plans to incorporate English language development into all classes. For example:</p> <ul style="list-style-type: none"> <li>• Policies that ensure equitable access for ELs at all language proficiency levels by offering research-based sheltered or bilingual instruction.</li> <li>• For schools with at least one EL student enrolled, all ESL teachers are appropriately certified.</li> <li>• Plan for incorporating English language development into all classes, including how teachers will offer supports, modifications, and accommodations that allow ELs to access course standards.</li> <li>• School materials are available in multiple languages, and responsive to regional demographics.</li> <li>• Evidence of professional development for general education teachers in supporting ELs.</li> </ul>	<p><i>Notes, Comments, or Evidence:</i></p>



<p>Compliance with all legal requirements and civil rights protections. For example:</p> <ul style="list-style-type: none"> <li>• The school ensures the right to enrollment by developing a clear policy and delivering training to staff about unlawful questions including a student or parent's immigration status and country of birth.</li> <li>• The school implements a compliant process for identifying English Learners, including submission of a home language survey and WIDA.</li> <li>• The school notifies parents/guardians in writing of placement in a WIDA program and screening outcomes in their preferred language.</li> <li>• The school provides supports needed to ensure ELs can participate in all programs including vocational-tech classes, advanced courses, and extracurricular activities.</li> </ul>	<p><i>Notes, Comments, or Evidence:</i></p>
<p><b>Supporting Other Students Who Have Been Historically Underserved</b></p>	<p>Category <input type="checkbox"/> Meets  Rating: <input type="checkbox"/> Approaches  <input type="checkbox"/> Does not Meet</p>
<p>Plans are in place to ensure that students in poverty, students experiencing homelessness, and students who are system-involved (including students in foster care or other out of home placement, students in or returning from juvenile justice placement, and other students receiving services from the child welfare system) receive services and programming to ensure equal access. For example:</p> <ul style="list-style-type: none"> <li>• Plans are in place to identify, assess, and monitor the progress of general education students in need of targeted academic interventions.</li> <li>• School implements effective strategies to boost academic achievement, retention, and graduation of at-risk pupils.</li> <li>• Partnerships and other outside resources are utilized to meet the academic and developmental needs of students</li> <li>• Counseling services are provided either by certified staff or outside agencies.</li> <li>• Progress has been made towards eliminating gaps in student outcomes (including academic achievement, attendance retention, discipline, and graduation rates).</li> </ul>	<p><i>Notes, Comments, or Evidence:</i></p>
<p>Plans are in place to address the needs and monitor progress of students and comply with all legal mandates, including the federal McKinney-Vento Homeless Assistance Act and Every Student Succeeds Act. For example:</p> <ul style="list-style-type: none"> <li>• At least 70% of low-income students accessing school lunch are also served breakfast.</li> <li>• Student enrollment status is never lost due to loss of residence or other out-of-home placement, such as foster care or juvenile justice placement. If students are temporarily unable to attend school due to out-of-home placement, their enrollment seat should be reserved for them upon return from placement.</li> <li>• To ensure compliance with the mandates of the federal McKinney-Vento Homeless Assistance Act, charter schools should reserve an appropriate number of enrollment slots each year to ensure automatic enrollment of students experiencing homelessness as required by the law.</li> <li>• Policies and practices are in place to ensure that McKinney-Vento-eligible students have equal access to classes and extracurricular activities, uniforms, and transportation (including specialized transportation, where required).</li> </ul>	<p><i>Notes, Comments, or Evidence:</i></p>

Complete Rubrics should also include Academic, Organizational, and Financial criteria. Authorizers can use the blank template below to complete the applicable evaluation criteria below aligned to the [performance framework](#).

<p style="text-align: center;"><b>Access</b></p> <p><i>Charter schools are public schools and must protect the rights of all students. Charter schools should employ practices that ensure equitable access and eliminate any barriers for students enrolling or remaining in their charter school. See recommended indicators above.</i></p>	<p><b>Overall Domain Rating:</b></p>	<p><input type="checkbox"/> Meets <input type="checkbox"/> Approaches <input type="checkbox"/> Does not Meet</p>
<p style="text-align: center;"><b>Supporting All Students</b></p> <p><i>Charter schools should serve all students equitably and protect the civil rights of historically marginalized students. See recommended indicators above.</i></p>	<p><b>Overall Domain Rating:</b></p>	<p><input type="checkbox"/> Meets <input type="checkbox"/> Approaches <input type="checkbox"/> Does not Meet</p>
<p style="text-align: center;"><b>Academic</b></p> <p><i>Charter schools should improve learning opportunities for all students and encourage new and innovative teaching methods.</i></p>	<p><b>Overall Domain Rating:</b></p>	<p><input type="checkbox"/> Meets <input type="checkbox"/> Approaches <input type="checkbox"/> Does not Meet</p>
<p style="text-align: center;"><b>Organizational</b></p> <p><i>Charter schools should be effective, viable organizations that adhere to their mission and vision, support program delivery, and establish appropriate systems and policies.</i></p>	<p><b>Overall Domain Rating:</b></p>	<p><input type="checkbox"/> Meets <input type="checkbox"/> Approaches <input type="checkbox"/> Does not Meet</p>
<p style="text-align: center;"><b>Financial</b></p> <p><i>Charter schools should be fiscally sound organizations.</i></p>	<p><b>Overall Domain Rating:</b></p>	<p><input type="checkbox"/> Meets <input type="checkbox"/> Approaches <input type="checkbox"/> Does not Meet</p>

### 3. Charter Agreement Stage: Overview

Once a charter application has been approved, a charter agreement is executed—often referred to simply as the charter. This legally binding agreement between the charter school operator and local school board, or school boards in the case of regional charter schools, outlines expectations for school operation, autonomy, performance, and accountability. The External Resources listed below provide examples of charter agreements developed by other authorizers. In addition, Tool 10 provides guidance and examples of language that may be included in a charter agreement to incorporate an authorizer’s accountability framework and promote equity.

#### Considerations and Recommendations:

- **Engage legal counsel:** This stage should be led by the district’s solicitor or outside counsel with expertise in Charter School Law.
- **Refer directly to the performance framework and embed other equity-focused tools in the language of the charter:** Charter agreements should indicate that charter schools and authorizers agree that oversight and accountability will be based on the district’s performance framework and other evaluation tools.

**Table 4: Charter Agreement Stage: Tools and External Resources**

TOOLS	
<b>Tool 10 – <a href="#">Charter Agreement Sample Language</a></b>	<b>Page 35</b>
This tool includes sample language related to equity provisions that can be included in charter agreements. This tool is not intended to cover every provision of a full charter agreement; rather, this tool provides a list of key provisions to ensure that authorizers and charter schools agree to oversight and accountability with regard to equitably serving all students.	
EXTERNAL RESOURCES	
<a href="#">NACSA Charter School Model Contract</a> – A charter school contract designed for customization by authorizers.	
<a href="#">DC Public Charter School Board: Listing of all Charter Agreements and Amendments</a> – A page containing all current charter school agreements and amendments for DC public charter schools.	

## Tool 10: Charter Agreement Sample Language

\* The language below offers examples of equity-related provisions that authorizers can include in charter agreements. Much of the language below has been adapted from various charter agreements in Pennsylvania and from the NACSA Charter School Model Contract (see External Resources section). Any language included in the charter agreement should be reviewed and approved by legal counsel for both the authorizer and the charter school.

**Incorporation by Reference** – To ensure accountability for equitably serving students, the charter agreement should incorporate the provisions included in an operator’s charter application materials, the authorizer’s performance framework, and other related documents. By incorporating the authorizer’s performance framework, other tools in this Toolkit, or other charter policies adopted by the school district authorizer, charters agree to be held accountable for performance, including for policies and practices related to student discipline, special education, English Learners, and enrollment policies.

### Sample language:

*The original charter application and any renewal application or amendments, and the representations, certifications, and assurances set forth therein, are hereby incorporated in this Charter.*

*The Charter School Board of Trustees agree that the Charter School shall participate in the School District’s Performance Framework, which is hereby incorporated in this Charter. The Performance Framework includes, but is not limited to, an annual assessment of the Charter School’s performance in the Access, Supporting All Students, Academic, Financial, and Organizational domains as well as compliance with Applicable Laws. Access performance includes, but is not limited to, a review of the Charter School’s student discipline practices and admissions, enrollment, and retention policies and practices. Supporting all students’ performance includes, but is not limited to a review of the Charter School’s special education programming, EL programming, and programming to support other historically underserved populations, as outlined in the Performance Framework. Academic performance includes, but is not limited to, a review of the Charter School’s practices related to curriculum, assessment, and instruction. Organizational performance includes, but is not limited to, a review of the Charter School’s organizational structure and Board of Trustees governance in order to assess compliance with the Charter and Applicable Laws, federal, state and local guidance, policies, and School District procedures. Financial performance includes, but is not limited to, a review of the Charter School’s financial health and long-term sustainability and generally accepted standards of fiscal management.*

*A list of School District policies applicable to charter schools is found at Exhibit X and is made a part hereof. The Charter School agrees to comply with any applicable amended, revised, or changed policies duly adopted by the School District’s School Board.*

**Data Sharing and Access to Charter Schools** – An authorizer’s ability to access to data and to visit their charter schools is a crucial aspect of charter school oversight and accountability. The charter agreement should ensure that, consistent with student privacy laws, charter schools provide authorizers with access to data and meaningful access to the school’s facilities. Some authorizers also enter into data sharing MOUs with their charters, particularly if data sharing involves a third party, such as the Pennsylvania Department of Education.

### Sample language:

*The Charter School agrees to timely provide or allow to be provided to the School District all records, including student level records, necessary to properly assess the academic success, enrollment accessibility, organizational compliance and viability, and financial health and sustainability of the Charter School under the Charter School Performance Framework, this charter, and state and federal law.*

*The Charter School shall provide ongoing access to its records and facilities to ensure compliance with this Charter and Applicable Laws including requirements related to student assessment and testing, civil rights, and health and safety. The School District reserves the right to audit the Charter School's books, records, facilities and operations at any time.*

**English Learners and Students with Disabilities:** Including provisions that highlight charter schools' responsibilities to comply with federal, state, and local provisions that protect the rights of English Learners and Students with Disabilities allows an authorizer to hold schools accountable for such compliance.

**Sample language, English Learners:**

*In accordance with the Performance Framework, the Charter School shall at all times comply with all state and federal law applicable to the education of English Learners, including but not limited to the Every Student Succeeds Act (ESSA), Title VI of the Civil Rights Act of 1964, and the Equal Educational Opportunities Act of 1974 (EEOA). The Charter School shall provide resources and support to English Learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The Charter School shall employ and train teachers and other staff to provide appropriate services to English Learners.*

**Sample language, Students with Disabilities:**

*The Charter School shall provide services and accommodations to students with disabilities in accordance with the Performance Framework and any relevant policies thereafter adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), section 504 of the Rehabilitation Act of 1973 (Section 504), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program (IEP) recommended by a student's IEP team. The Charter School shall comply with all applicable requirements of Pennsylvania Law concerning the provision of services to students with disabilities.*

**Admissions, Backfilling, and Enrollment Caps** – Ensuring charter admissions policies and practices are fully transparent and free of barriers can help achieve equitable access to charter schools. As such, the charter agreement should include provisions providing detail regarding admissions, enrollment, and retention policies and practices. For example, when charter schools backfill, or ensure that new students are enrolled whenever current students withdraw, it can provide better access to students who are highly mobile. In addition, when authorizers and charters agree on enrollment caps, it provides system-wide predictability. Meanwhile, agreements on conditional enrollment expansion can increase accountability and equity. In addition, some jurisdictions provide for system-wide universal enrollment for all charter and district schools, and some permit charters to use weighted lotteries or other preferences for at-risk students. If authorizers and charter schools use such strategies, they should be outlined in the charter agreement.

**Sample language:**

1. The School District and the Charter School acknowledge and agree that the Charter School will only enroll students in **grades [#]** through **[#]** and that the total enrollment will not exceed **[###]** students during the Term of the Charter, unless the parties agree in writing to other terms.
2. The Charter School shall enroll students in accordance with Applicable Laws and shall not exclude, recruit, or discourage enrollment of students based on, or the perception of, race, color, familial status, religious creed, ancestry, gender, national origin, disability, or sexual orientation.
3. The Charter School shall implement an admissions policy that conforms to its Application, this Charter, the Charter School Performance Framework, and Applicable Laws. The Charter School is responsible to

*ensure that the application and enrollment forms request only information which is permissible to request under Applicable Laws and that the required forms for enrollment are consistent with Applicable Laws.*

4. *The Charter School acknowledges and agrees that it will not charge any parent or family, any student or any other person or entity with any fees or costs associated with or in connection to student admissions or enrollment to the School District. The Charter School further acknowledges and agrees that it cannot create any barriers to enrollment, daily attendance or full and equitable participation in the stated educational program, including but not limited to barriers due to fees, for example, for uniforms, student activity fees, or academic course field trips.*
5. *When a student is unable to enroll because the school is at its maximum enrollment, the Charter School must provide the student with documentation of his/her attempted registration, date of placement on the waiting list, and number on the waiting list.*
6. *Students who enroll in the Charter School shall have the right to remain enrolled in the Charter School, absent expulsion for school-based misconduct, graduation, promotion beyond grades offered by the charter school, or aging out of public education. Students shall not be required to reapply to the charter school each year. When a student is temporarily removed from the Charter School due to a court-ordered placement, such as foster care or a delinquency adjudication, the Charter School shall permit that student to return to the Charter School upon return from placement.*
7. *The Charter School shall provide the School District notice of the date, time, and location of any and all admissions lotteries at least thirty (30) days prior to the scheduled date of each admissions lottery. If the Charter School maintains a website, the date, time, and location of the lottery shall be posted on the website in a manner that is accessible to the general public no fewer than thirty (30) days prior to the date of the lottery and until the lottery is concluded. The lottery must be held in a location that is generally accessible to the public and, if not at the primary location of the Charter School, at a location that is accessible without barriers including that of distance or transportation to a majority of the applicants. The School District reserves the right to observe the admissions lottery process.*
8. *Additionally, the Admissions Policy and Process:*
  - a. *shall include provisions on: (i) application deadlines; (ii) policies on enrollment preferences shall delineate the order and allocation of preferences, and methods by which preferences would be identified; (iii) student recruitment procedures and communications, including details on methods to be used to recruit students districtwide or in an applicable attendance zone and to monitor any specified enrollment targets; (iv) lottery dates; and (v) communication of lottery results, in a form and with provisions that are acceptable to the Charter Schools Office;*
  - b. *shall provide that the application will be made clearly and plainly available on the Charter School's website in English, Spanish, and any additional language the Charter School deems appropriate and without any barriers to enrollment requiring technology;*
  - c. *shall provide that families have at least four (4) weeks to complete and return enrollment packets post-lottery acceptance; with exceptions made for extenuating circumstances for families with language barriers;*
  - d. *shall provide that an ordered, up-to-date waitlist be continuously maintained, reflecting at any given time the next eligible student to be offered admission in each grade served by the Charter School, identifying any applicable preference(s) for each student, and indicating the date any student is removed from the waitlist with the reason for removal;*
  - e. *shall provide that if seats open during the school year for any grade served by the school or between school years for grades served other than the initial grade, the Charter School shall back-fill the enrollment seat, i.e., accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list; and*
  - f. *shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after request by the Charter Schools Office.*

*g. Student Transfers and Exits. Any student exit out of the School shall be documented by an exit form signed by the student's parent or guardian, which affirmatively states that the student's transfer or exit is voluntary. The School shall collect and report to the Authorizer, in a format required or approved by the Authorizer, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and reason(s) for the departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School shall notify the Authorizer and provide evidence that it made reasonable efforts to obtain documentation.*

**Additional Provisions:** Most charter agreements also include provisions related to Governance, Open Meetings, Public Records, Transportation, Child Accounting and Attendance Procedures, Health Services, Food Services, Management Contracts, School Facilities, Personnel, Student Assessment, and Curriculum. See External Resources for sample language related to these topics.



## 4. Annual Review Stage: Overview

Charter schools are legally required to submit an annual report on their progress. Authorizers should take this opportunity to evaluate the degree to which a charter operates in accordance with its charter application and agreement, and how the school's practices and outcomes align with the performance framework. Further, annual review processes clearly document areas of improvement and strengths, helping charter schools and authorizers prepare for the renewal decision processes every five years.

### Considerations and Recommendations:

- **Design charter school accountability tools to facilitate collection of equity-related performance data from charter schools:** The tools below enable the charter school operator to submit the data to the authorizer.
- **Use tools for all stages of charter authorization process:** The rubrics used in the New Charter Application Stage can also be used for annual reviews and charter renewal.
- **Encourage collaboration and transparency:** Provide opportunities for district authorizers and charter school leaders to communicate about ways to both improve the review process and advance equity in charter school access.
- **Make feedback available:** Provide charter schools with written feedback based on the rubric review and determine how feedback will be made publicly available. See the 'Authorizer created reports and evaluations' in the External Resources section.
- **Consider annual site visits:** Rather than limiting site visits to the 5-year renewal process, some authorizers, including Pittsburgh Public Schools, conduct annual site visits as part of annual reviews. For an example of the renewal processes used to evaluate the performance and progress, see the [MA Charter School Renewal Inspection Protocol](#) used for MA charter schools.
- **Post annual reviews on school district website:** Authorizers should post charter schools' annual reports on their website. Many authorizers supplement these reports with findings from their own annual reviews. See "Authorizer-Created Reports and Evaluations" in the External Resources section below for examples from Pittsburgh Public Schools, the School District of Philadelphia, and the DC Public Charter School Board.

**Table 5: Annual Review Stage: Tools and External Resources**

TOOLS	
<p><b>Tool 11 – <a href="#">Equity Data Form</a></b></p> <p>This form is to be completed by the charter school operator each year as part of their annual reporting responsibilities. It asks them to report on student group data from the prior academic year. While much of the data in this spreadsheet should be available to the authorizing school district, it is often not broken down by student group and is spread across various reports. This consolidation should streamline the charter annual review by consolidating the data and focusing attention on student group outcomes. It is recommended to check this self-reported data against other available data files, when possible.</p>	
<p><b>Tool 12 – <a href="#">Equity Program Report Form</a></b></p> <p>This form should be completed by charter schools and submitted during the annual review process. Charter schools should use the form to provide a narrative update on the school's programs supporting students with disabilities, English Learners, and other students receiving additional academic support. This report can be evaluated against the charter application, agreement, and the performance framework and rubric.</p>	<b>Page 41</b>



**Tool 13 – [Staff Roster Form](#)**

All public schools, including charter schools, are required to have 100% of their special education teachers certified. Also, the school should have at least one certified ESL teacher. Charter schools submit this form during annual review so authorizers can ensure that charters are meeting legal requirements regarding certification and that they are employing sufficient staff to support their enrollment, particularly of students receiving special education and English Learners.

**Tool 14 – [Equitable Enrollment Phone Call Script](#)****Page 45**

This tool provides a script, modeled on the “mystery shopper” approach utilized by the DC PCSB and the Massachusetts Board of Elementary and Secondary Education, that authorizers can use to validate equitable and legal enrollment practices in the charter schools they authorize.

## EXTERNAL RESOURCES

### Submission Materials Resources

- [State University of New York \(SUNY\) Application and Admission Summary](#) – SUNY requires all charters in New York to complete and submit this spreadsheet as part of the annual review process. It asks charter schools to provide information about enrollment including available seats, backfilling/waitlist, and projected enrollment.
- [MA Annual Report Guidelines](#) – This document provides submission directions and forms for charter schools to complete as part of MA's annual review process.
- [PPS Site Visit Resources](#) – This document lists the resources that Review Team members will need to access and review during a site visit.

### Evaluation Resources

- [SDP Performance Framework Rubric](#) – This rubric explains how SDP evaluates charter schools based on the district's Performance Framework, including point allocation formulas.
- [SDP Annual Charter Evaluation \(ACE\) User Guide](#) – This document outlines the ACE reports that SDP creates for each charter school during the annual review process and includes definitions of compliance and equity-related standards that authorizers can incorporate into evaluation processes.
- [PPS Annual Review Team Rubrics](#) – Each of these forms is used by a member of the PPS review team to document findings of the annual review. Rubrics are used by the following review team members: Special Education, School Administration, Parent, Finance, Facilities, Curriculum & Instruction, Charter School Office, and Assessment. For more information about the PPS Review Team structure, see the PPS New Charter Application Packet.
- [MA Annual Site Visit Classroom Observation Form](#) – A classroom observation form used in annual reviews of Massachusetts charter schools.

### Authorizer-Created Reports and Evaluations

- [PPS Annual Review Reports](#) – Annual reports on charter schools authorized by Pittsburgh Public Schools.
- [SDP Annual Charter Evaluations \(ACEs\)](#) and [Notices of Deficiency](#) (i.e., written feedback) – Annual reports on charter schools authorized by the School District of Philadelphia.
- [DC PCSB Annual Equity Reports](#) – Annual equity reports on charter schools authorized by the DC Public Charter School Board.

[Future Ready PA Index](#) – The Future Ready PA Index is a collection of school progress measures related to school and student success that is published annually by the Pennsylvania Department of Education. The Index includes a range of assessment, on-track, and readiness indicators of student learning, growth, and success in the classroom and beyond. In addition, the Index provides basic demographic data on each school and LEA in PA. Authorizers and charter operators can consider the indicators in Future Ready PA Index to both inform and potentially complete portions of the Equity Data Form provided in Tool 11.

Tool 12: Equity Program Report Form<sup>15</sup>

Authorizers can instruct their charter schools to complete the following tables with details of how the school is supporting at-risk student populations.

General Education Students Receiving Targeted Academic Interventions	
<b>Identification</b> Describe how the school identifies students that require targeted academic interventions.	
<b>Program</b> Describe the targeted academic intervention program(s) at the school. <ul style="list-style-type: none"> <li>If the school uses a tiered intervention system, describe each tier.</li> <li>If the school uses specific commercial programs, list each program and evidence in support.</li> </ul>	
<b>Staff</b> List the name and title of staff members who: <ul style="list-style-type: none"> <li>Oversee the program</li> <li>Deliver the interventions</li> </ul>	
<b>Progress Monitoring</b> Describe how the school monitors the ongoing progress of students receiving targeted academic interventions.	
<b>Coordination</b> Describe how the general education teachers and those providing academic interventions coordinate their efforts.	
<b>Professional Development</b> Describe the professional development staff members receive related to targeted academic interventions.	
<b>Outcomes</b> Describe the academic outcomes of general education students receiving academic interventions <ul style="list-style-type: none"> <li>Describe any performance disparities between these students and the general population, in particular, whether these gaps are widening or narrowing.</li> <li>Describe priorities and/or adjustments that will be made in this programming moving forward in order to narrow or close performance gaps.</li> </ul>	

<sup>15</sup> This tool is based off of the [SUNY Charter Schools Institute At-Risk Programs Chart form](http://www.newyorkcharters.org/wp-content/uploads/At-Risk-Program-Chart_2019-20.docx). Charter Schools Institute. (August 2019). Programs for at-risk students. Retrieved from [http://www.newyorkcharters.org/wp-content/uploads/At-Risk-Program-Chart\\_2019-20.docx](http://www.newyorkcharters.org/wp-content/uploads/At-Risk-Program-Chart_2019-20.docx)

Students with Disabilities	
<p><b><u>Identification</u></b> Describe how the school identifies students with disabilities.</p> <p>Comment on the population of students receiving special education services described in the Equity Data Form. In comparison to the local school district(s) of residence, are any groups over- or under-represented in disability identification? Are any disability types over- or under-represented? If yes, comment on why this disparity may exist and what steps will be taken to eliminate it.</p>	
<p><b><u>Program</u></b> Describe the special education program(s) at the school including the types of services the school provides.</p>	
<p><b><u>Staff</u></b> List the name and title of staff members who:</p> <ul style="list-style-type: none"> <li>• Oversee the program</li> <li>• Provide mandated services</li> <li>• Note if services are provided by the school, the district, or external providers</li> </ul>	
<p><b><u>Progress Monitoring</u></b> Describe how the school monitors the ongoing progress of students with disabilities.</p>	
<p><b><u>Coordination</u></b> Describe how the general education teachers and special education providers coordinate their efforts.</p>	
<p><b><u>Professional Development</u></b> Describe the professional development staff members receive related to the special education program.</p>	
<p><b><u>Data Reflection</u></b> Comment on the data you submitted via the Equity Data Form. Based on these data, what are your school's successes and challenges in serving students with disabilities?</p> <p>Comment on any disparities between students with disabilities and the general population in your data (academic, retention, discipline, graduation rates, etc.). Provide commentary on root causes of these disparities and what steps the school will take to address them.</p>	

English Learners (ELs)	
<p><b><u>Identification</u></b> Describe how the school identifies ELs.</p> <p><i>In comparison to the local school district(s) of residence, are English Learners over- or under-represented?</i></p>	
<p><b><u>Program</u></b> Describe the English Language Development program(s) at the school.</p> <ul style="list-style-type: none"> <li>If specific commercial programs are used, describe each program and evidence in support.</li> </ul>	
<p><b><u>Staff</u></b> List the name and title of staff members who:</p> <ul style="list-style-type: none"> <li>Oversee the program</li> <li>Provide mandated services</li> <li>Note if services are provided by the school, the district, or external providers</li> </ul>	
<p><b><u>Progress Monitoring</u></b> Describe how the school monitors the ongoing progress of ELs.</p>	
<p><b><u>Coordination</u></b> Describe how the general education teachers and ELD providers coordinate their efforts.</p>	
<p><b><u>Professional Development</u></b> Describe the professional development staff members receive related to the ELD program.</p>	
<p><b><u>Data Reflection</u></b> Comment on the data you submitted via the Equity Data Form. Based on these data, what are your school's successes and challenges in serving English Learners?</p> <p>Comment on any disparities between English Learners and the general population in your data (academic, retention, discipline, graduation rates, etc.). Provide commentary on root causes of these disparities and what steps the school will take to address them.</p>	

Other Historically Underserved Students (e.g., Economically Disadvantaged Students, Students of Color, Students in Foster Care, Students Experiencing Homelessness, Students returning from Delinquency or other Court-Ordered Placement, Military Connected Students)	
<p><b><u>Enrollment and Identification</u></b> Comment on the population of historically underserved students described in the Equity Data Form. Are any groups over- or under-represented?</p>	

<p><i>If yes, comment on why this disparity may exist and what steps will be taken to eliminate it.</i></p> <p><i>Describe how the school identifies historically underserved students for support services.</i></p>	
<p><b><u>Program</u></b>  <i>Describe the program(s) at the school to support historically underserved students.</i></p>	
<p><b><u>Staff</u></b>  <i>List the name and title of staff members who:</i></p> <ul style="list-style-type: none"> <li>• <i>Oversee the program</i></li> <li>• <i>Deliver services</i></li> <li>• <i>Note if services are provided by the school, the district, or external providers</i></li> </ul>	
<p><b><u>Progress Monitoring</u></b>  <i>Describe how the school monitors the ongoing progress of historically underserved students.</i></p>	
<p><b><u>Coordination</u></b>  <i>Describe how the general education teachers and service providers coordinate their efforts.</i></p>	
<p><b><u>Professional Development</u></b>  <i>Describe the professional development staff members receive related to supporting historically underserved students.</i></p>	
<p><b><u>Data Reflection</u></b>  <i>Comment on the data you submitted via the Equity Data Form. Based on these data, what are your school's successes and challenges in supporting historically underserved students?</i></p> <p><i>Comment on any disparities between historically underserved students and the general population in your data (academic, retention, discipline, graduation rates, etc.). Provide commentary on root causes of these disparities and what steps the school will take to address them.</i></p>	

## Tool 14: Equitable Enrollment Phone Call Script<sup>16</sup>

Certain practices—which may be found in any public school setting—may discriminate against students with disabilities, English Learners, or other students with additional learning needs during the application and enrollment process. For example, families have reported being told that a school does not offer services for, or is not a “good fit,” or erects other improper barriers for students with disabilities, ELs, or other students with additional learning needs. See [Standard Student & Family Forms](#).

Below is a scenario and sample phone call script that authorizers can use to validate charter schools’ enrollment practices. Authorizers can customize the scenario and script to fit their specific needs, such as to indicate that the child does not speak English or to change ages/grades as appropriate. The charter schools that you call may ask to call you back with more information. If possible, authorizers should have a callback number ready that is not easily identifiable as the authorizer.

### Scenario:

In this scenario, you are the guardian (aunt/uncle) of a 5<sup>th</sup>-grade (10-year-old) boy who has recently come to live with you. He is your sister’s son and your sister is going through a hard time, so you agreed to care for your nephew. You think he has an IEP or some sort of disability, but you’re not sure what exactly. You think that the school he is in currently isn’t doing enough to serve him, because it seems like his issues (poor grades and disruptive behavior) are getting worse. He is getting counseling at his school, but it doesn’t seem to help. You want to enroll him in the charter school for the next school year.

### Script:

“Hello, my name is \_\_\_\_\_ and I am trying to find out how to get my nephew into your school next year. Who am I speaking to?”

“He is not doing well at his current school. He has a disability and they’re not helping him learn.”

“Does your charter school provide special education? What do I need to do to apply to your school? Do I need to submit anything else with the application? How will I find out if he gets in?”

Equitable Enrollment Phone Call Notes	Notes on Content of the Call/Possible Violation:
Charter School Name: _____	
_____	
Date of Call: _____	
Name of Caller (real): _____	
Name of Charter School Staff on call: _____	
Possible Violation? <u>Yes / No</u>	

<sup>16</sup> This tool is based on the Washington DC Public Charter School Board [Mystery Shopping Script](#). Pearson, S. (March 2014). Best practices and resources. DC Public Charter School Board. Retrieved from [https://dcpcsb.org/sites/default/files/media/file/CCSA%20Best%20Practices%20Booklet\\_FINAL.pdf](https://dcpcsb.org/sites/default/files/media/file/CCSA%20Best%20Practices%20Booklet_FINAL.pdf)

## 5. Renewal Stage: Overview

Charter school authorizers in Pennsylvania decide whether to renew a charter agreement. If annual review processes are implemented with fidelity, charter operators and the public will have received written notification of the charter school's strengths and weaknesses each year. This process should focus on the degree to which they continue to operate in accordance with the performance framework, have addressed concerns that were raised through the annual review process, and how their proposed future plans align with the performance framework.

### Considerations and Recommendations:

- **Visit the school during renewal stage:** Most authorizers conduct at least one comprehensive site visit during the renewal process. These visits typically involve inspection of the physical site; classroom observations; and focus groups with teachers, students, and school leadership. This is a key opportunity to confirm whether the equitable practices described in the application, agreed to in the charter agreement, and reported annually are being implemented with fidelity. See External Resources: [MA Charter School Renewal Inspection Protocol](#)
- **Use tools for all stages of charter authorization process:** The rubrics used in the New Charter Application Stage can also be used for annual review and charter renewal.
- **Understand the State-Mandated Nonrenewal/Revocation Process:** In the case of a nonrenewal vote from the school board, state law outlines specific steps authorizers must take. For an overview of the nonrenewal/revocation process and examples of legally required Public Notice of Nonrenewal Hearings, see the [Philadelphia Charter Schools Office Renewal Website](#).

**Table 6: Charter Renewal Stage: Tools and External Resource**

TOOLS	
Only one new tool is provided for this stage and it should look familiar as it is a modified version of Tool 11 used in the Annual Review Stage.	
<b>Tool 15 – <a href="#">5-Year Equity Data Form</a></b> This form is to be completed by the charter school operator applying for a renewal. It asks them to report on student subgroup data over the course of their charter. It also requires them to project enrollment for the next 5 years of their charter. While much of the data in this spreadsheet should be available to the authorizing school district, it is often not broken down by subgroup and is spread across various reports. This consolidation should streamline the review by consolidating the data and focusing attention on subgroup outcomes. It is recommended to check this self-reported data against other available data files, when possible.	
In addition, authorizers can reuse the following tools from earlier stages during the renewal stage:	
<ul style="list-style-type: none"> <li>• Tools from the <a href="#">New Charter Application</a> Stage:               <ul style="list-style-type: none"> <li>○ Tool 6 – <a href="#">Authorizing “Staffing Plan”</a></li> <li>○ Tool 7 – <a href="#">New Charter Application Guidance</a></li> <li>○ Tool 9 – <a href="#">Summative Rubric: Guidance &amp; Equity Sections</a></li> </ul> </li> </ul>	Page 21 Page 23 Page 27

---

*Most authorizers use a modified version of their New Charter [Application](#) and [Rubric](#). They often add a section to rubric about future plans but keep the remaining categories the same, as in the case of SUNY.*

- Tools from the [Annual Review](#) Stage can also be used with little or no modification:
    - Tool 12 – [Equity Program Report form](#) **Page 41**
    - Tool 13 – [Staff Roster Form](#)
    - Tool 14 – [Equitable Enrollment Phone Call Script](#) **Page 45**
- 

## EXTERNAL RESOURCES

- [SDP Renewal Application](#) and [Guidelines](#) – SDP's renewal application components and guidelines for charter schools seeking renewal in the 2019-20 year.
  - [SDP Performance Framework Rubric](#) – This document is used to evaluate renewal applications for charter schools authorized by SDP.
  - [PPS Site Visit Resources](#) – This document lists the resources that Review Team members will need to access and review during a site visit.
  - [SUNY Renewal Overview](#) including [Application](#) and [Rubric](#) – Documents used to evaluate renewal applications of New York charter schools.
  - [MA Renewal Overview](#) including [Renewal Application](#) – Documents used to evaluate renewal applications of Massachusetts charter schools.
  - [NACSA Renewal Guidance and Model Application](#) – Sample documents that authorizers may use to evaluate charter renewal applications.
-





The School District of Philadelphia Charter Schools Office's Charter School Performance Framework includes three domains: (1) Academic Success, (2) Organizational Compliance and Viability and (3) Financial Health and Sustainability. Each Domain contains categories and a corresponding number of standards within each category.

The domains, categories and standards of the Charter School Performance Framework are evaluated both annually through an Annual Charter Evaluation (ACE) and prior to renewal of a Charter through a Renewal Recommendation Report. While the domains and categories remain consistent across report types, there are additional standards within the categories of organizational compliance and viability and financial health and sustainability that are evaluated during the comprehensive review as part of the renewal evaluation process.

### Academic Success Domain

The Academic Success domain includes four categories: proficiency, growth, attendance and postsecondary readiness (for charter schools serving high school grades). Proficiency includes one standard, growth includes two standards, attendance includes two standards and postsecondary readiness includes three standards. These standards and the associated point allocations are detailed below.

Category 1: Proficiency		
Standard 1	PSSA/Keystone proficiency rates at or above the District average and at or above the similar schools <sup>1</sup> average for the same grades served by the school.	
	ES/MS/K8	HS
Point Allocation	PSSA Math and ELA: 2 points per subject per year if meets or exceeds District average and 2 points per subject per year if meets or exceeds similar schools average. PSSA Science: 1 point per year if meets or exceeds District average and 1 point per year if meets or exceeds similar schools average.	Keystone Algebra I, Literature and Biology: 1.25 points per subject per year if meets or exceeds District average and 1.25 points per subject per year if meets or exceeds similar schools average.
Total Proficiency Points Possible	40 Points	30 Points
Sources	PSSA/Keystone data in math/Algebra I, ELA/Literature and science/Biology provided by PDE. PSSA results also include all PASA and PSSA-M results and are for all test takers by school year. Keystone proficiency rates are based on the banked 11 <sup>th</sup> grade accountability method.	
References	PA Charter Law, Chapter 5 PA Public School Code, Case Law, ESSA	

<sup>1</sup>School performance will be compared against its *similar schools group*, a unique set of schools (minimum n=5) whose student demographics in rate of poverty, special education and English Learners are similar to the subject school. Generally speaking, the similar schools comparison group will be comprised of all schools (for District operated schools, only those without academic admission criteria) that fall in the following range relative to the subject school: +/- 10 percentage points poverty, +/- 5 percentage points special education and +/- 7.5 percentage points English Learners. If fewer than five schools meet the criteria, the comparison group will include the next nearest demographically similar school(s) to reach a set of five schools for comparison to the subject school.

Category 2: Growth		
Standard 1	Overall annual growth as on PSSA/Keystone meets or exceeds the statewide growth standard.	
	ES/MS/K8	HS
Point Allocation	PSSA Math and ELA: 2.5 points per subject per year if AGI of -1.0 or better. PSSA Science: 1.25 points per year if 4 <sup>th</sup> grade AGI of -1.0 or better. 1.25 points per year if 8 <sup>th</sup> grade AGI of -1.0 or better.	Keystone Algebra I, Literature and Biology: 1.875 points per subject per year if AGI of -1.0 or better.
Points Possible	30 Points	22.5 Points
Standard 2	Lowest performing student annual growth as on PSSA/Keystone meets or exceeds the statewide growth standard. <sup>2</sup>	
Point Allocation	PSSA Math and ELA: 1 point per subject per year if AGI of -1.0 or better. PSSA Science: 0.25 point per year if 4 <sup>th</sup> grade AGI of -1.0 or better. 0.25 point per year if 8 <sup>th</sup> grade AGI of -1.0 or better.	Keystone Algebra I, Literature and Biology: 0.625 point per subject per year if AGI of -1.0 or better.
Points Possible	10 Points	7.5 Points
Total Growth Points Possible	40 Points	30 Points
Sources	Average Growth Index (AGI) scores and PVAAS scores provided by PDE for all tested subjects.	
References	PA Charter Law, Chapter 5 PA Public School Code, Case Law, ESSA	

<sup>2</sup>For the 2017-18 School Year, PDE provides this metric for the lowest 33% of students. In prior years, PDE provided this metric for the lowest 20% of students. The CSO utilizes PDE's definition of lowest performing student group.

Category 3: Attendance	
Standard 1	Percentage of students attending 95% or more instructional days is at or above the District average and at or above the similar schools average.
Point Allocation	1.25 points per year each if meets or exceeds District average or similar schools average.
Points Possible	10 Points
Standard 2	Percentage of students attending less than 90% of instructional days is at or below the District average and at or below the similar schools average.
Point Allocation	1.25 points per year each if at or below District average or similar schools average.
Points Possible	10 Points
Total Attendance Points Possible	20 Points
Sources	Student absences are provided to the CSO by each charter school via the annual data packet. Students' days enrolled are obtained through enrollment records that charter schools input into the District's student information system.
References	PA Charter Law, Chapter 5 PA Public School Code, Case Law, ESSA

<b>Category 4: Postsecondary Readiness (High Schools Only)</b>	
<b>Standard 1</b>	4-year cohort graduation rates are at or above the District average and at or above the similar schools average.
<b>Point Allocation</b>	1.5 points per year if meets or exceeds District average and 1.5 points per year if meets or exceeds similar schools average. Charter school's graduation rate in each year beginning in the 2017-2018 school year must exceed 67% in order to receive any points.
<b>Points Possible</b>	12 Points
<b>Standard 2</b>	ACT/SAT college readiness rates are at or above District or similar schools averages.
<b>Point Allocation</b>	0.5 points per year each if meets or exceeds District or similar schools averages.
<b>Points Possible</b>	4 Points
<b>Standard 3</b>	First-fall college matriculation rates are at or above the District average or similar schools average.
<b>Point Allocation</b>	0.5 points per year each if meets or exceeds District or similar schools averages.
<b>Points Possible</b>	4 Points
<b>Total Postsecondary Readiness Points Possible</b>	20 Points
<b>Sources</b>	All calculations are based on student records input by the Charter School into the School District of Philadelphia's student information system. The following data are provided to SDP via the following sources: ACT is provided via the ACT; SAT is provided via the College Board; Matriculation data is provided via the National Student Clearinghouse.
<b>References</b>	PA Charter Law, Chapter 5 PA Public School Code, Case Law, ESSA

### Academic Success Domain Rating

Total points received out of total points possible is calculated. The amount of possible points per category and standard is intentional to weight each category differently in the resulting total possible points. The points possible by category may vary based on the data available and years evaluated for a particular school. The overall rating in Academic Success is based on the percentage of points earned.

Domain Rating	Percentage of Points Earned
Meets Standard	> 75%
Approaches Standard	45% to 75%
Does Not Meet Standard	< 45%

### Example School A – High School:

	Category Weight	HS Points Received	HS Points Possible
Proficiency	30%	15	30
Growth	30%	15	30
Attendance	20%	17.5	20
Postsecondary Readiness	20%	16	20
Total Points		63.5	100
% of Points Received		63.5%	
Academic Success Rating		Approaches Standard	

### Organizational Compliance and Viability Domain

The Organizational Compliance and Viability domain includes nine categories: Mission and Educational Plan; Special Education; English Learners; Enrollment; Student Discipline; Personnel; Food, Health and Safety; Board Governance; and Timely Reporting. As below, standards shaded in gray are only evaluated at renewal. Best practice standards, shaded in orange below, do not impact the Organizational Compliance and Viability domain rating at renewal but may be included as informational in a Renewal Recommendation Report. A finding of non-compliance in any non best practice organizational standard shall be made consistent with Applicable Laws.

#### Category 1: Mission and Educational Plan

Standard	Description	Legal Reference	Evidence Sources
Instructional Program and Mission Execution	The school consistently implements its stated mission and material components of the school's academic and instructional program as in the educational plan.	Section 1702 and 1717 of Charter School law	Site Visit Observations, Renewal Application, Supplemental Artifacts
School Climate and Culture Execution	The school consistently implements its stated mission and material components of the school's climate and culture as in the educational plan.	Section 1702 and 1717 of Charter School law	Site Visit Observations, Renewal Application, Supplemental Artifacts
Parent and Family Engagement	The school has opportunities and systems in place to engage families in the school and solicit their feedback.	Section 1702 and 1717 of Charter School law	Renewal Application, Supplemental Artifacts

#### Category 2: Special Education

Standard	Description	Legal Reference	Evidence Sources
Child Find Notice	The school's website has a child find policy that includes language regarding required public awareness and systemic screening activities.	<a href="#">Chapter 711</a>	School Website
Screening	The school has implemented and can provide evidence of universal screening and/or initial assessments to determine levels of student achievement and behavior.	Chapter 711	Site visit evidence of student referral forms or initial assessment data
Monitoring	The school has implemented and can provide evidence of ongoing assessment and progress monitoring to provide information on students' learning progress and behavioral outcomes.	Chapter 711	Site visit evidence of school-wide system to monitor progress
Tiered Instruction	The school has implemented and can provide evidence of a multi-tier approach to differentiate instruction and implement academic and behavioral interventions.	Chapter 711	Site visit evidence of school-wide tracker or meeting notes
IEP Progress Monitoring	The school provides evidence of how students' progress towards meeting annual IEP goals is tracked.	Chapter 711	BSE Cyclical Monitoring Report

Category 2: Special Education (Continued)			
Standard	Description	Legal Reference	Evidence Sources
Secondary Transition	If applicable, for all students ages 14-21, the IEP includes transitional services.	Chapter 711	BSE Cyclical Monitoring Report
IEP Timeliness	Valid IEPs are in place with evidence of required signatures from members of the Individualized Education Program team.	Chapter 711	SDP Office of Auditing Services audit; BSE Report
BSE Findings	The PA Bureau of Special Education found no significant areas of noncompliance in the most recent review.	Chapter 711	BSE Cyclical Monitoring Report

Category 3: English Learners			
Standard	Description	Legal Reference	Evidence Sources
ESL Policy	The policy indicates the school provides timely notification to families of the process for identifying their children as English Learners (ELs), the results of that process, and the recommended program placement. The LEA also provides parents with a description of the LIEP, its intended benefits, and an explanation of its effectiveness. Lastly, the school also provides families a description of the criteria for reclassification and an expected timeline for achieving proficiency.	<a href="#">PDE Educating English Learners BEC</a> ; PA Public School Code Chapter 4.26	LIEP Notifications to Families (Epicenter)
EL Timely Evaluation	The school's English as a Second Language (ESL) policy requires the administration of the WIDA W-APT screener and placement into a LIEP within the first 30 days of school or within 14 days of enrollment if a student enrolls after the first day of school. <i>Please note implementation of policy may be evaluated in subsequent years.</i>	PDE Educating English Learners BEC	LIEP Notifications to Families (Epicenter)
ESL ACCESS	The school administered the ACCESS for ELs evaluation to each student identified as needing English Language support. Schools with no ELs enrolled in the previous school year receive an "N/A".	PDE Educating English Learners BEC	SPR Data Packet (Epicenter) and PDE ACCESS Data

### Category 3: English Learners (continued)

Standard	Description	Legal Reference	Evidence Sources
EL Identification	The school implements a compliant process for identifying English Learners, including submission of a home language survey and W-APT or WIDA Screener results.	PDE Educating English Learners BEC	Site Visit EL File Review
EL Notification	The school notifies parents/guardians in writing of placement in an ESL program and screening outcomes in the preferred language.	PDE Educating English Learners BEC	Site Visit EL File Review
EL Exiting	The school exits students from the ESL program who meet the appropriate exit criteria.	PDE Educating English Learners BEC	Site Visit EL File Review

### Category 4: Enrollment

Standard	Description	Legal Reference	Evidence Sources
Enrollment Policy	The school's enrollment policy complies with requirements in Charter School Law (Section 1723), regulations issued by the Pennsylvania Department of Education (PDE) in the Basic Education Circular (BEC) entitled "Enrollment of Students", and the school's charter.	<a href="#">PDE Enrollment BEC</a> ; Section 1723 of Charter School Law	Admissions Policy and Enrollment Practices (Epicenter)
Student Application	The school's student application requires only the following fields: student name, address, DOB and/or age, gender, grade applying for, current school and grade; parent/legal guardian name, relationship to student, relationship to school if applicable, contact information; sibling name(s), school, grade; and admissions criteria questions, if outlined in charter.	PDE Enrollment BEC; Section 1723 of Charter School Law	Student Application (Epicenter)
Enrollment Materials	The school's enrollment materials require and request information in alignment with Charter School Law (Sec 1723) and regulations issued by PDE in the BEC entitled "Enrollment of Students". Enrollment materials are not to require students to submit anything beyond the five items identified as required enrollment documentation in the BEC; all five documents are to be required for enrollment however.	PDE Enrollment BEC; Section 1723 of Charter School Law	Student Enrollment Packet (Epicenter)
Enrollment Accessibility	The school accepts at least two sources of documentation as identified in the PDE BEC "Enrollment of Students" to demonstrate proof of age and proof of residency.	PDE Enrollment BEC	Student Enrollment Packet (Epicenter)



Category 4: Enrollment (continued)			
Standard	Description	Legal Reference	Evidence Sources
Enrollment Language Policy	The school ensures that children and families with limited English proficiency are provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school promptly.	PDE Enroll BEC; Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq.; Equal Education Opportunity Act, 20 U.S.C. § 1703.	Mystery Calls
Lottery Process	If more students apply to the school than the number of attendance slots available, then students are selected on a random basis from a pool of all applicants who submitted an application by the established deadline, except that the charter school may give preference in enrollment to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled in the school if stated in the charter. First preference must be given to Philadelphia residents. No additional requirements outside of submitting an application by the established deadline can be placed on families for lottery and acceptance eligibility.	Section 1723 of Charter School Law	Mystery calls; Site Visit Enrollment File Review
Enrollment Process	To officially enroll in the school, the only requirements are the five items identified as required enrollment documentation in the Enrollment of Students BEC.	PDE Enrollment BEC; Sec 1723 of Charter School Law	Site Visit Enrollment File Review
Renaissance Enrollment Process	Renaissance charter schools only enroll first time entering students who reside in or attend approved feeder schools and siblings if implementing sibling preference.	Charter Agreement	Enrollment Policy; Mystery Calls
Application Availability	The school's enrollment procedures allow for application acquisition and submission without physical presence, through one or more of the following avenues: postal mail, electronic mail, fax, and/or online portal.	Best Practice	Charter School Access Survey
Enrollment Translation	The school's application for enrollment is available in at least English and Spanish.	Best Practice	Student Application English/Spanish (Epicenter)
Enrollment Website	No later than October of the year prior, the school's website identifies the school's application deadline, lottery and waitlist procedures.	Best Practice	School Website

Category 5: Student Discipline			
Standard	Description	Legal Reference	Evidence Sources
Code Due Process	The school's Code of Conduct identifies all student due process rights codified in Chapter 12 of PA Public School Code, including those related to long-term suspensions and expulsions, such as formal and informal hearing and appeal rights.	Chapter 12 of PA Public School Code	Code of Conduct (Epicenter)
Manifestation Determination	The school's Code of Conduct references specific, compliant procedures for manifestation determination including due process in disciplinary hearings for special education students.	Chapter 711 of PA Public School Code	Code of Conduct (Epicenter)
Truancy Policy	The school's truancy policy and Code of Conduct require an attendance conference before referral of truancy matters to a legal entity and prohibits suspension, expulsion or transfer due to truant behavior.	Section 1330 of PA Public School Code and Act 138	Code of Conduct and Truancy Policy (Epicenter)
SDP Alignment (Renaissance Only)	Renaissance charter school Code of Conduct is aligned in intent with District code of conduct for out-of-school suspension and expulsion including policy on suspensions by grade level, as required by charter.	Charter	Code of Conduct (Epicenter)
Expulsion Process	Compliant due process procedures have been implemented related to student expulsions including written notification of all students' rights, timely hearing and board vote.	Chapter 12 of PA Public School Code	Site Visit Expulsion File Review
Manifestation Determination Practice	The school's discipline process complies with PA regulations for students with disabilities, including evidence that when a change of placement is considered, a meeting takes place within 10 days with parent/guardian participation to determine whether the behavior was caused by the student's disability or was the result of failure to implement the IEP.	Chapter 711 of PA Public School Code	Site Visit Expulsion File Review
Code Consequences	The school's Code of Conduct does not include language providing school administration with broad discretion to either recommend expulsions or allow expulsion for minor or nonviolent behaviors.	Best Practice	Code of Conduct (Epicenter)
Code Website	The school's website includes a current copy of the school's Code of Conduct at the time of review by the CSO.	Best Practice	School Website
Manifestation Determination Transparency	The school's Code of Conduct clearly articulates when a manifestation determination meeting must occur, who should be included in the meeting, and what critical questions must be addressed. <i>Please note that referencing existence of a manifestation determination procedure in the code of conduct is a compliance requirement.</i>	Best Practice	Code of Conduct (Epicenter)
Early Elementary Suspensions	The school's Code of Conduct is differentiated for early childhood students (K-2) and does not allow suspension of early childhood students (K-2) for minor offenses.	Best Practice	Code of Conduct (Epicenter)

Category 6: Personnel			
Standard	Description	Legal Reference	Evidence Sources
Certified Teachers	At least 75% of the school's teachers were certified annually.	Section 1724 of Charter School law	Annual Report (PDE)
Certified ESL Teachers	The school had at least one ESL student enrolled and employed an appropriately certified ESL instructor during the school year. Schools without an EL enrolled receive an "N/A".	PDE Educating English Learners (ELs) BEC	ESL Instructor Roster and Certifications (Epicenter)
Certified SPED Teachers	All of the school's special education teachers were appropriately certified for each school year.	IDEA 34 CFR § 300.156; Chapter 711	Annual Report (PDE)
Certified Instructional Leader	The school employed an appropriately certified instructional leader for each school year.	Section 1109 of PA Public School Code	Annual Report (PDE)
Checks and Clearances	No audit findings related to missing checks and clearances for any year of the charter term. Required checks and clearances are validated for the staff files reviewed by CSO.	Section 1724 of Charter School law	Site Visit Personnel File Review
Teacher Retention	80% or more of teaching staff return annually.	Best Practice	Renewal Application

Category 7: Food, Health and Safety			
Standard	Description	Legal Reference	Evidence Sources
Food Safety	The school received at least one inspection and was found to be in satisfactory compliance by an inspector from the Office of Food Protection for all inspections from July 1 through June 30 of each school year. Schools that did not receive an inspection during the review period receive an "N/A".	Charter	City of Philadelphia Food Safety Inspections
Health Services Policy	The school's health services policy clearly outlines all mandated student health services and a process for ensuring compliance with student immunization requirements. The immunization requirements should reflect updates effective for the 2017-18 school year found <a href="#">here</a> .	PA Public School Code Ch 23 (incl.the amended Subch. C related to immunizations)	Health Services Policy (Epicenter)

### Category 7: Food, Health and Safety (Continued)

Standard	Description	Legal Reference	Evidence Sources
Emergency Preparedness	The school has a complete and up-to-date fire safety and evacuation plan, completed all the required emergency evacuation drills in a timely manner and has no violations related to portable fire extinguishers.	Philadelphia Fire Code	City of Philadelphia Dept. of Licenses & Inspections
Water Quality	The school is in compliance with applicable water quality requirements of the Pennsylvania Board of Health and the school's most recent water quality testing has been posted to its publicly available website.	Philadelphia Administrative Code, Title 4, Section A-703	School Website
Mandated Health Services	The school ensures all mandated student health exams and screenings are completed annually in the appropriate grades. The school has available to students a dentist and physician to aide in completion of requirements.	PA Public School Code Chapter 23	PA Department of Health
Certified School Nurse	A certified school nurse is available for an appropriate number of students at the school.	PS Code 1949 Act 14 Article 14 Section 1402	PA Department of Health
Food Service Program	The school meets requirements under the National School Lunch and Breakfast Programs as evaluated by the PA Department of Education.	Healthy Hungry-Free Kids Act	PDE Administrative Review
Insurance Coverage	The school meets requirements for insurance coverages and amounts during the charter term.	Charter	Certificates of Insurance (Epicenter)
Certificate of Occupancy	The school has a valid Certificate of Occupancy for all school buildings (when required).	PA Uniform Construction Code	City of Philadelphia Dept. of Licenses & Inspections
Breakfast Participation	At least 70% of low-income students are served breakfast at the school.	Best Practice	PDE Breakfast Program Reports

### Category 8: Board Governance

Standard	Description	Legal Reference	Evidence Sources
Sunshine Act	Approved minutes for each board meeting note the time, place, and date of the meeting; identify board members in attendance; record public citizens and the subject of their testimony; and do not indicate non-compliant use of executive session.	<a href="#">PA Sunshine Act</a>	Board Approved Minutes (Epicenter)
Board Oversight	Approved minutes for board meetings indicate votes on the school's budget, personnel salaries, and the school calendar.	Charter	Board Approved Minutes (Epicenter)

Category 8: Board Governance (Continued)			
Standard	Description	Legal Reference	Evidence Sources
Board Accessibility	The school provides a reasonable opportunity for members of the public to comment. The charter school may establish reasonable rules governing participation necessary for the conduct of meetings and maintenance of order.	PA Sunshine Act	School Website
Statements of Financial Interest	Statements of Financial Interest are completed accurately and timely for all Board members and school administrator.	<a href="#">PA Public Official and Employee Ethics Act</a>	Statements of Financial Interest (Epicenter)
Ethics Act	Board members do not engage in conduct that constitutes a conflict of interest. Board members do not solicit or accept anything of monetary value to influence vote, official action or judgment. No board members, their spouses or children enter into monetary contracts with the school unless awarded through an open and public process.	PA Public Official and Employee Ethics Act	Statements of Financial Interest and Board Approved Minutes (Epicenter)
Bylaws Contents	Bylaws are drafted in a manner consistent with the Charter School Law and the school's charter.	Charter School Law; Charter	Bylaws (Epicenter)
Board Structure	Board structure (for example number of members, terms, officers and committees) is implemented in accordance with board bylaws.	Board Bylaws	Bylaws and Board Approved Minutes (Epicenter)
Executive Session	Approved minutes for board meetings occurring between July 1 and June 30 recorded at least one executive session and cited for all executive sessions purposes identified in the PA Sunshine Act.	Best Practice	Board Approved Minutes (Epicenter)
Board Website	Board roster, board meeting schedule and opportunity for public participation or comment are publically accessible on school website.	Best Practice	School Website

Category 9: Timely Reporting			
Standard	Description	Legal Reference	Evidence Sources
Timely Annual Report	The school submitted its annual report by August 1 to PDE for each school year.	Section 1728 of Charter School Law	Annual Report (PDE)
Timely Financial Audit	The school submitted its audited financial statements by December 31, the deadline established by the PA Public School Code and charter, for each fiscal year.	Section 218 of PA Public School Code; Charter	Audited Financial Statements (Epicenter)

## Organizational Compliance and Viability Domain Rating

Points possible in each of the nine categories of Organizational Compliance and Viability are provided below:

Category	Points Possible	Category	Points Possible
Mission and Educational Program	15	English Learners	10
Enrollment	15	Personnel	10
Board Governance	15	Food, Health and Safety	10
Student Discipline	10	Timely Reporting	5
Special Education	10		

Schools will receive full, half or no points per category in the following instances:

Full Points	At a minimum: No repeated compliance issues by year three for annual standards and nothing beyond 1-2 minor compliance issues in additional renewal standards
Half Points	Falling between full and no points criteria
No Points	1) One or more egregious compliance violations OR 2) A majority of annual standards are not compliant by year three and a majority of additional renewal standards are not met

**Examples of minor compliance issues include:** (1) Enrollment packet requires birth certificate rather than multiple docs to affirm proof of age; (2) the ESL Policy/notification is missing 1 of 8 areas identified in standard; (3) Code of Conduct includes all formal hearing rights but does not articulate informal hearing rights.

**Examples of egregious compliance violations include:** (1) Reviewing academic records prior to student enrollment; (2) More than one year without identifying, programming and testing ELs; (3) Not communicating and affording due process prior to student expulsion.

Total points received out of total points possible is then calculated. The overall rating in Organizational Compliance and Viability is based on percentage of points earned.

Domain Rating	Percentage of Points Earned
Meets Standard	> 80%
Approaches Standard	50% to 80%
Does Not Meet Standard	< 50%

## Financial Health and Sustainability Domain

The Financial Health and Sustainability domain includes two categories: Financial Health and Fiscal Management. The standards evaluated within each category are described below. Standards shaded in gray are only evaluated at renewal in a Renewal Recommendation Report.

Category 1: Financial Health			
Standard	Description	Legal Reference	Evidence Sources
<b>Total Margin (% of Revenue)</b>	The percentage of a school's total annual revenue not spent, calculated as change in net position divided by total revenue. A school meets the standard if the total margin as a percentage of revenue is at least 0%. A school does not meet standard if the total margin as a percentage of revenue is less than -10%.	Charter School Law	Audited Financial Statements
<b>Current Ratio</b>	The ratio of short-term assets to short-term liabilities, which measures if a school has enough resources to pay its debt and obligations over the next year. A school meets the standard if the current ratio is at least 1.1. A school does not meet standard if the current ratio is less than 1.0.	Charter School Law	Audited Financial Statements
<b>Cash on Hand</b>	The number of days a school could operate without receiving additional money, calculated as total unrestricted cash divided by the average daily operating expense adjusted to remove non-cash expenses such as depreciation and bad debt. A school meets the standard if the average days cash on hand is at least 45 days. A school does not meet standard if the average days cash on hand is fewer than 30 days.	Charter School Law	Audited Financial Statements
<b>Net Position (% of Revenue)</b>	How much a school is worth as a percentage of its total annual revenue, calculated as net position divided by total revenue. A school meets the standard if the net position as a percentage of revenue is at least 16.0%. A school does not meet standard if the net position as a percentage of revenue is less than 0%.	Charter School Law	Audited Financial Statements
<b>Non-Restricted Fund Balance (% of Revenue)</b>	How much a school is worth as a percentage of its total annual revenue after removing certain items such as property, equipment, and long-term debt, calculated as total non-restricted fund balance divided by total revenue. A school meets the standard if the non-restricted fund balance as a percentage of revenue is at least 16.0%. A school does not meet standard if the non-restricted fund balance as a percentage of revenue is less than 0%.	Charter School Law	Audited Financial Statements
<b>Debt Ratio</b>	The percentage of a school's total assets that are owed to other individuals or businesses, calculated as total liabilities divided by total assets. A school meets the standard if the debt ratio is at most 0.85. A school does not meet standard if the debt ratio is more than 0.92.	Charter School Law	Audited Financial Statements
<b>Debt Service Coverage Ratio</b>	Whether a school can meet its debt obligations in the coming year, calculated as net income divided by annual principal, interest and lease payments. A school meets the standard if the debt ratio is at least 1.1. A school does not meet standard if the debt ratio is less than 1.05.	Charter School Law	Audited Financial Statements



Category 2: Fiscal Management			
Standard	Description	Legal Reference	Evidence Sources
Audit Findings	No material audit findings, deficiencies or weaknesses identified in the annual audit for any year of the charter term.	Charter School Law; GAAP	Audited Financial Statements
Debt Delinquency and Default	The school is meeting its debt obligations and covenants.	Charter School Law; GAAP	Audited Financial Statements
PSERS	The school makes timely and full payments to the Public School Employees' Retirement System.	Charter School Law; GAAP	PSERS Reports
Financial Transactions	No significant findings related to inappropriate use of charter school funds for any fiscal year of the charter term.	Charter School Law; GAAP	Office of Auditing Services Financial Review
Related Parties	Transactions between related parties contain contracts and invoices and support charter school operations for any fiscal year of the charter term.	Charter School Law; GAAP	Office of Auditing Services Financial Review
Payroll	No significant findings related to payroll transactions for any period in the charter term.	Charter School Law; GAAP	Office of Auditing Services Financial Review



### Financial Health and Sustainability Domain Rating

The financial health category is evaluated as Meets Standard, Approaches Standard or Does Not Meet Standard based on how many of the possible short and long-term metrics meet standard and do not meet standard. The fiscal management category is evaluated as Meets Standard, Approaches Standard or Does Not Meet Standard based on how many standards are flagged as a concern and if those concerns are minor or major. The overall domain rating in Financial Health and Sustainability is determined by combining the ratings of these two categories. In the case where one category meets standard and one approaches standard or one approaches standard and one does not meet standard, the substance of the individual standards are reviewed to determine the overall domain rating.

	Category 1: Financial Health	Category 2: Fiscal Management
Meets Standard	18 or more of 28 metrics meet standard and at most 4 metrics do not meet standard	0-1 standards flagged with minor findings
Approaches Standard	In between	2-3 standards flagged with minor findings
Does Not Meet Standard	10 or more of 28 metrics do not meet standard	4-6 standards flagged with minor findings and/or any number of standards flagged with major findings

**Examples of minor findings include:** (1) employees residing in NJ but having PA taxes withheld; (2) certain invoices paid late in one year but not in subsequent years; (3) an audit finding related to a missing proof of age that is not repeated in subsequent years.

**Examples of major findings include:** (1) significant, repeated enrollment discrepancies and/or double billings; (2) charter funds being shifted between related entities without contracts, approval processes and/or separate boards; (3) multiple years of audit findings related to internal controls or missing checks and clearances.

### In Summary: Domain Ratings and Renewal Recommendations

The domain ratings and supporting evidence are the main driver of renewal recommendations. Schools that approach or meet the standard in the three domains will be recommended for a five-year renewal with or without conditions. Schools that do not meet the standard in one or more domains may be considered for nonrenewal. This recommendation will be based on a comprehensive review and evaluation of outcomes and compliance in relation to standards.

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

---

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

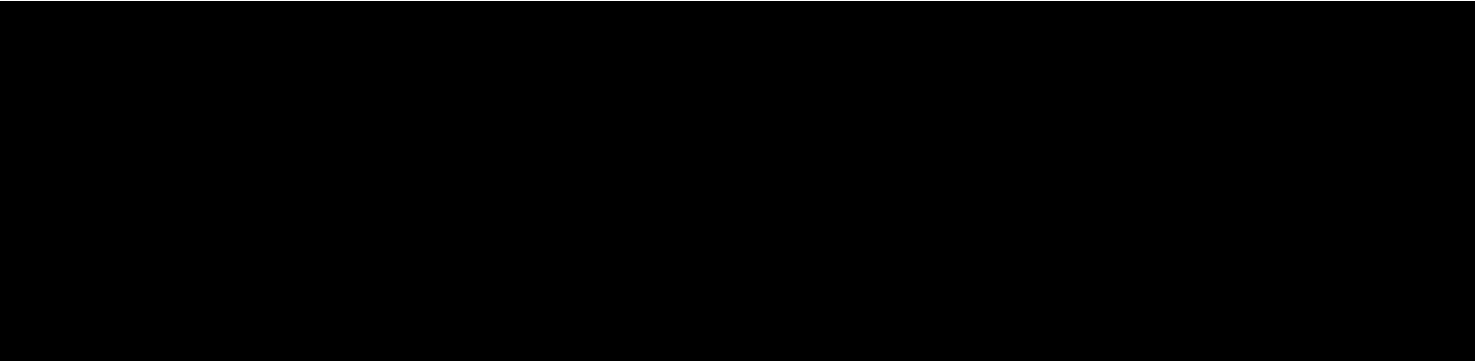
### **Budget Narrative**

The PA Coalition of Public Charter Schools is requesting a total of [REDACTED] from the Charter Schools Program Grants to State Entities for the five-year project period October 1, 2020 through September 30, 2025 in order to support the growth of high-quality brick-and-mortar charter schools that provide excellent opportunities to at-risk student populations.

PACSP has allocated [REDACTED], to provide direct funding to subgrantees to open, expand, and replicate 18 high quality charter schools in the state of Pennsylvania.

Additionally, PACSP has allocated [REDACTED]

[REDACTED] Tables 1 and 2 provide an overview of PACSP's budget request as well as the budget summary over the five-year project period.



has composed a project team to capitalize on the strengths of a variety of partner organizations. PCPCS' expertise is supported by contracted organizations who will provide school leader and school improvement programming, authorizer best practice development, strategic planning and development, Act 55 and Board Governance training, family and community engagement, and many more essential activities.

As further detailed in Tables 21-23, Charter Choices is a key partner leveraged to implement, develop, and oversee all aspects of the PACSP initiatives in conjunction with PCPCS. Charter Choices has partnered with PCPCS on many other initiatives in the past. Together, both organizations have testified before legislative committees on fair and equitable funding for children, forged bipartisan partnerships in the service of public education, and sought innovative new approaches to meeting all students' needs.

**Subgrantee awards:**

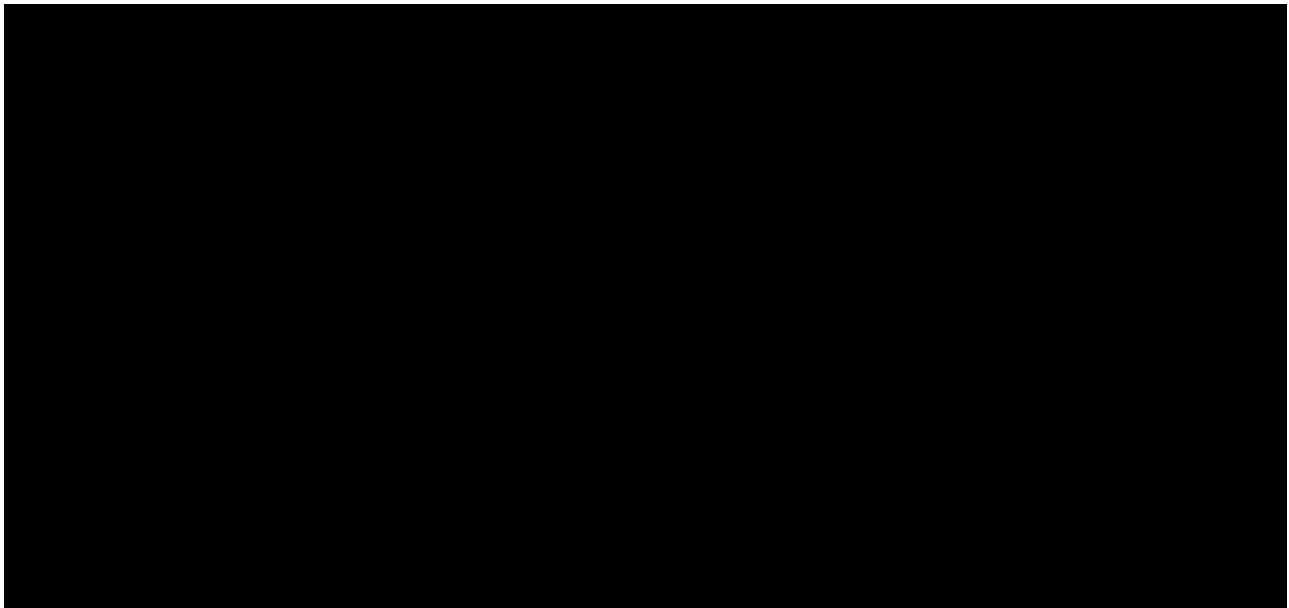
PACSP expects to develop 18 high quality charter schools over the course of the five-year project period (Table 3). As indicated in the PACSP Quality of Eligible Applicants, the size of subgrant awards will be tied to specific student enrollment benchmarks aligned to the PACSP project rationale and logic model. The maximum award size for all subgrantees – regardless of new development, expansion, or replication – will be \$1,500,000. Only those applicants who

## PACSP Budget Narrative

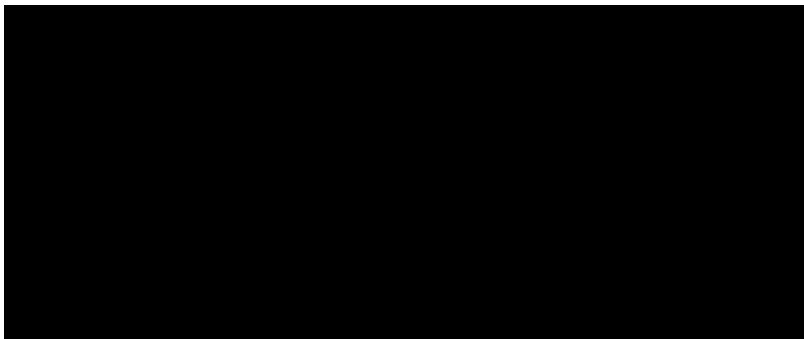
educate significant numbers of students in the terms defined in Table 4 will be eligible to earn the full award.

Table 3. Total Estimated PACSP Subgrants

Award Type	Year 1	Year 2	Year 3	Year 4	Year 5	Total
New CS	1	1	1	2	2	7
Replication	1	1	1	1	1	5
Expansion	1	1	1	1	2	6
<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>18</b>



Each subgrantee will be eligible to receive grants funds over a three-year project period. Table 5 provides a yearly allocation structure that attempts to offset the heaviest burden of start-up costs in year 1.

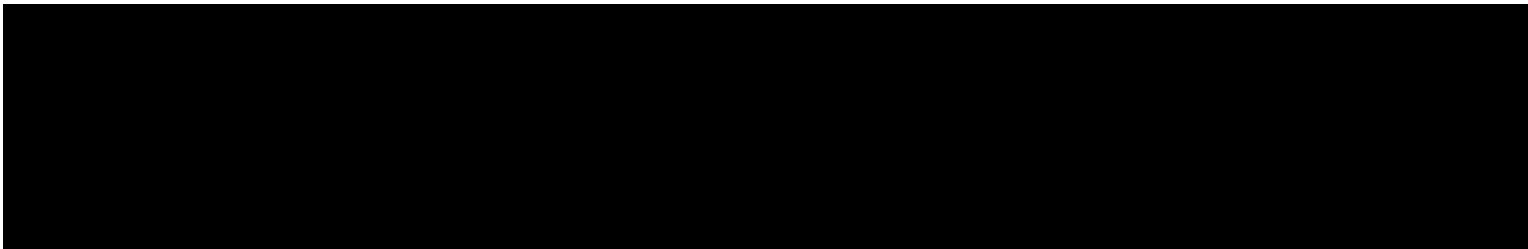


## PACSP Budget Narrative

Tables 6-9 provide funding scenarios for PACSP New Charter School, Replication, and Expansion Subgrants. Year 5 funding includes subgrantee funding to complete the three-year project period.



--	--	--	--	--	--



PACSP Budget Narrative

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

The following tables provide details and descriptions for each budget category over the five year project period. All numbers shown have been rounded to the nearest whole dollar. However, budget analysis was performed with full precision.

## Table 10. Personnel Administrative and Technical Assistance Totals

Table 11. Personnel Salary and Description6



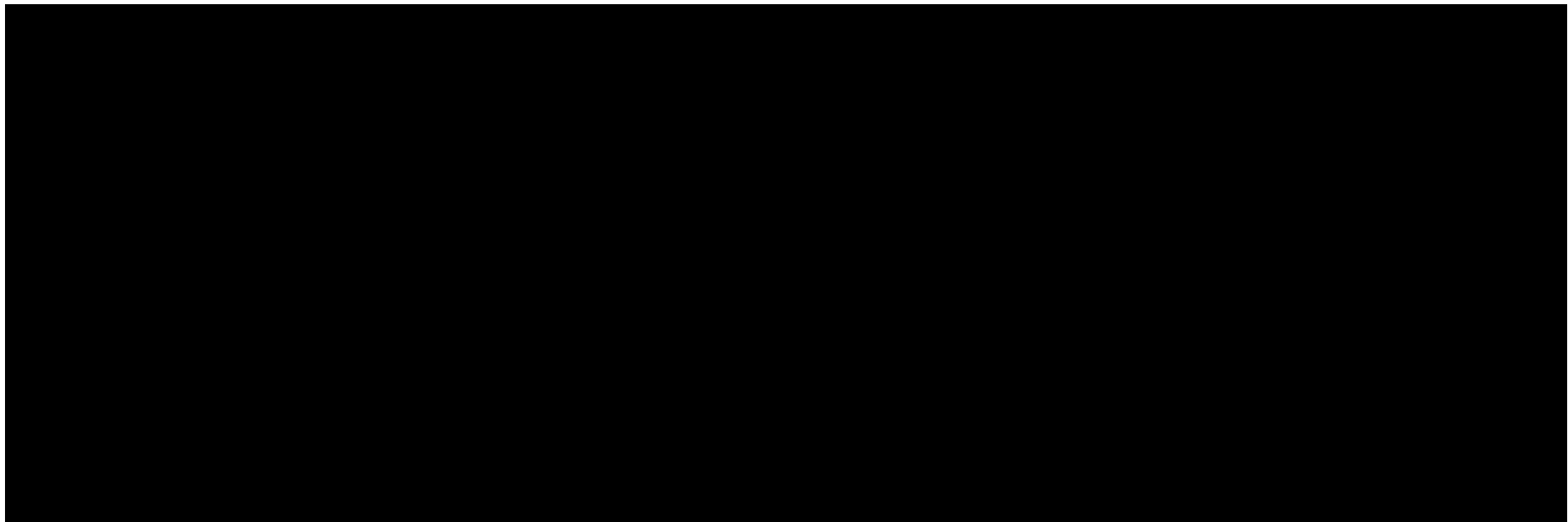
PACSP Budget Narrative

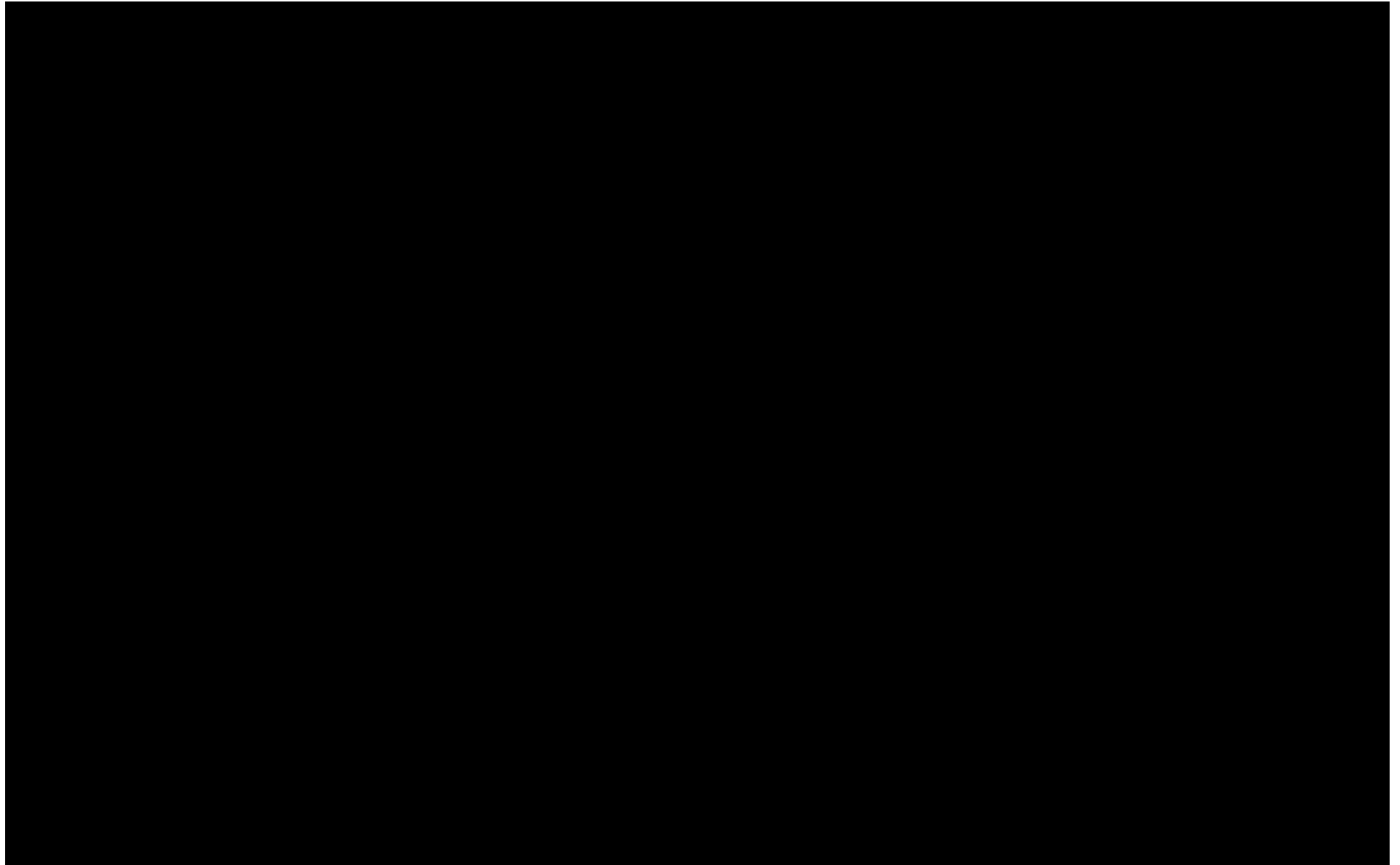
Project Manager Assistant									In Year 3, PACSP will hire a Project Manager Assistant (PM) at 0.5 FTE to conduct administrative and technical assistance duties to provide additional support to PD1 and PD2. PM will be 1 FTE in Years 4 and 5.
---------------------------	--	--	--	--	--	--	--	--	---

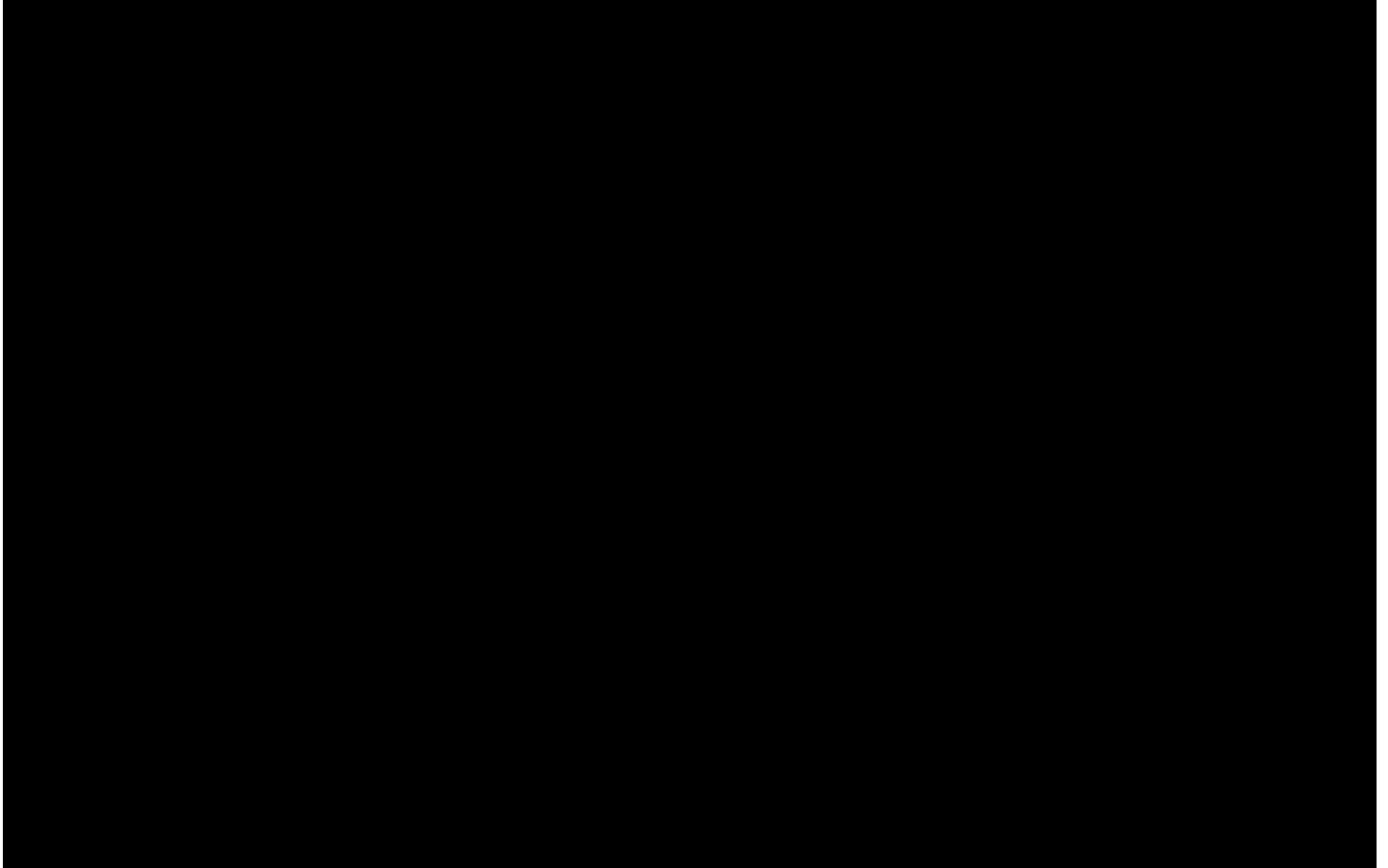
**Fringe Benefits:**

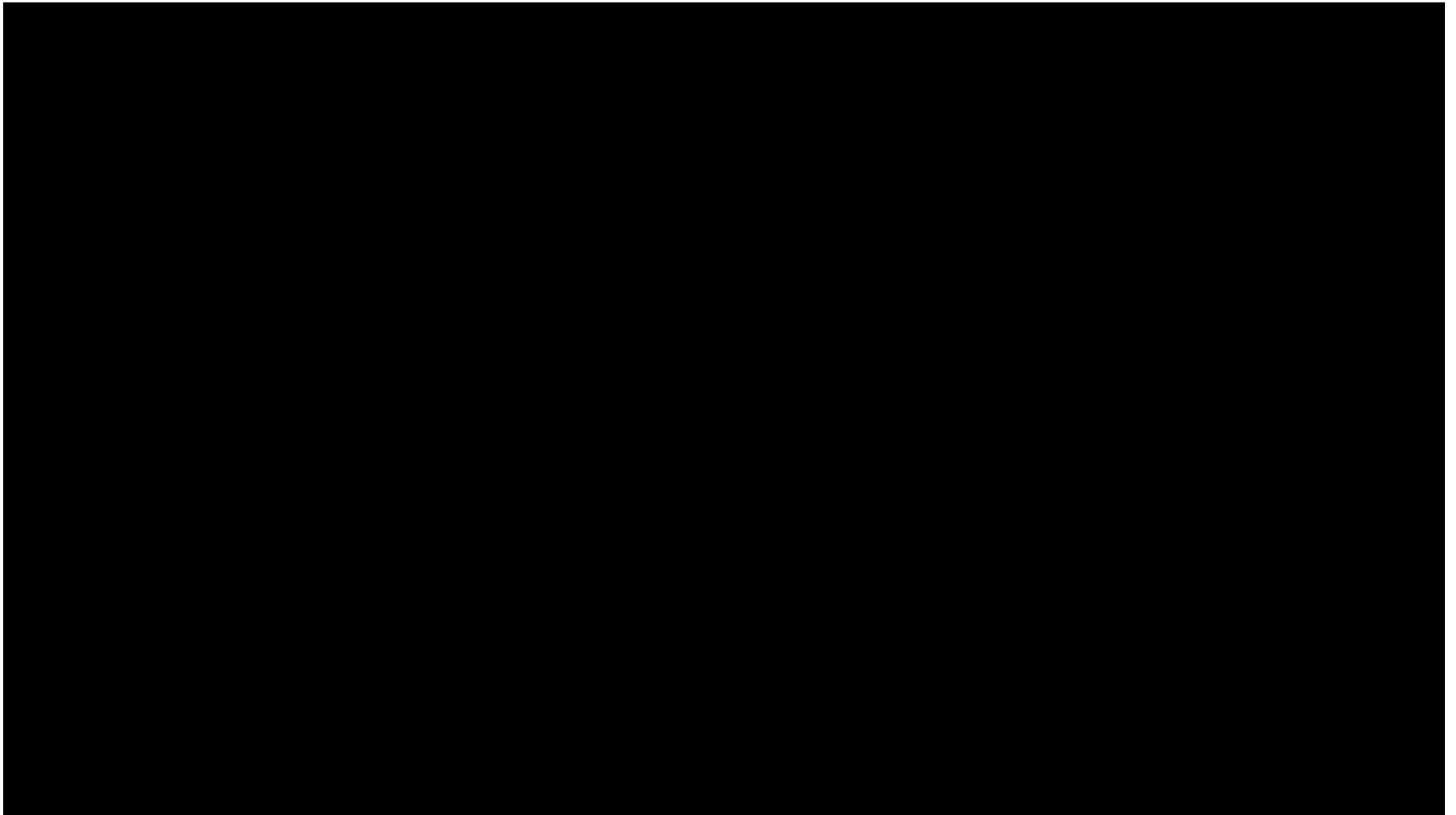
Table 12. Fringe Benefits Administrative and Technical Assistance Totals

Benefits	Year 1	Year 2	Year 3	Year 4	Year 5	Total



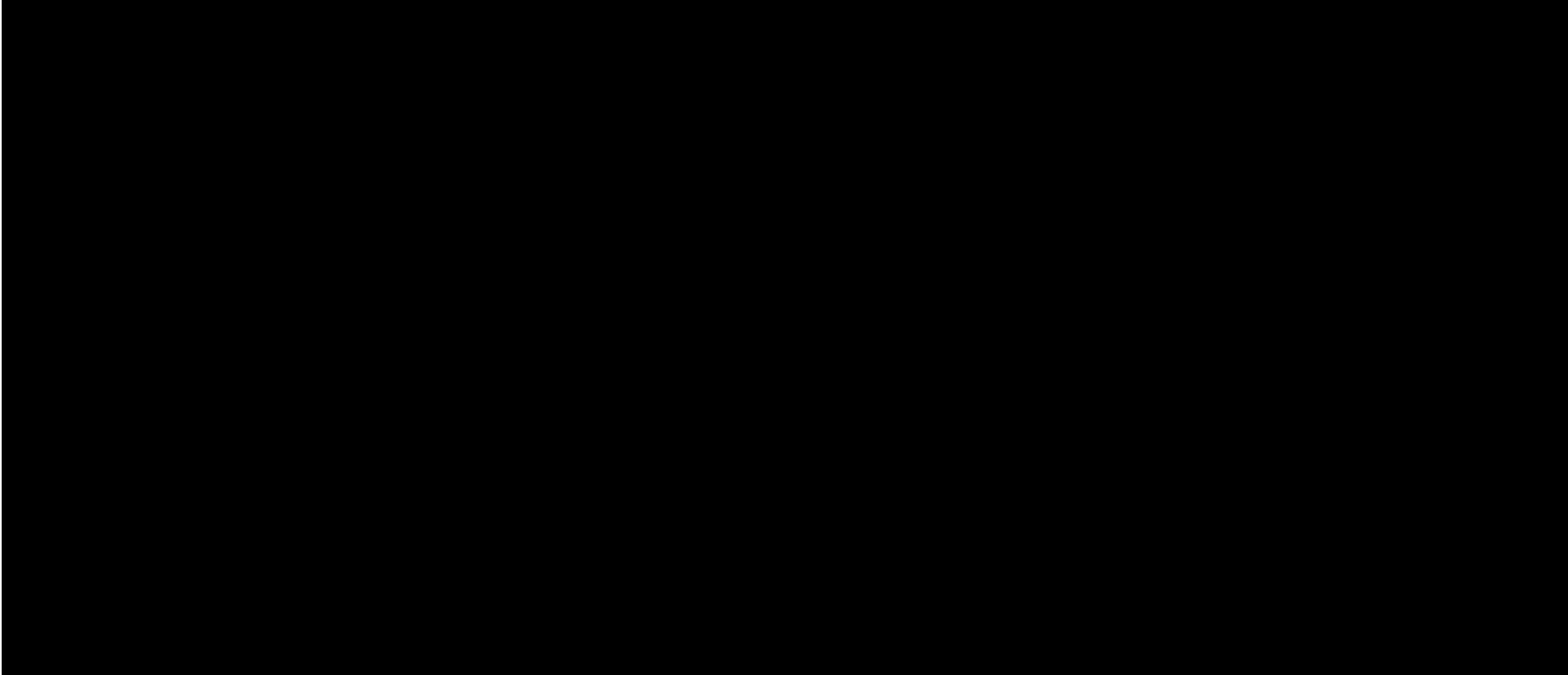






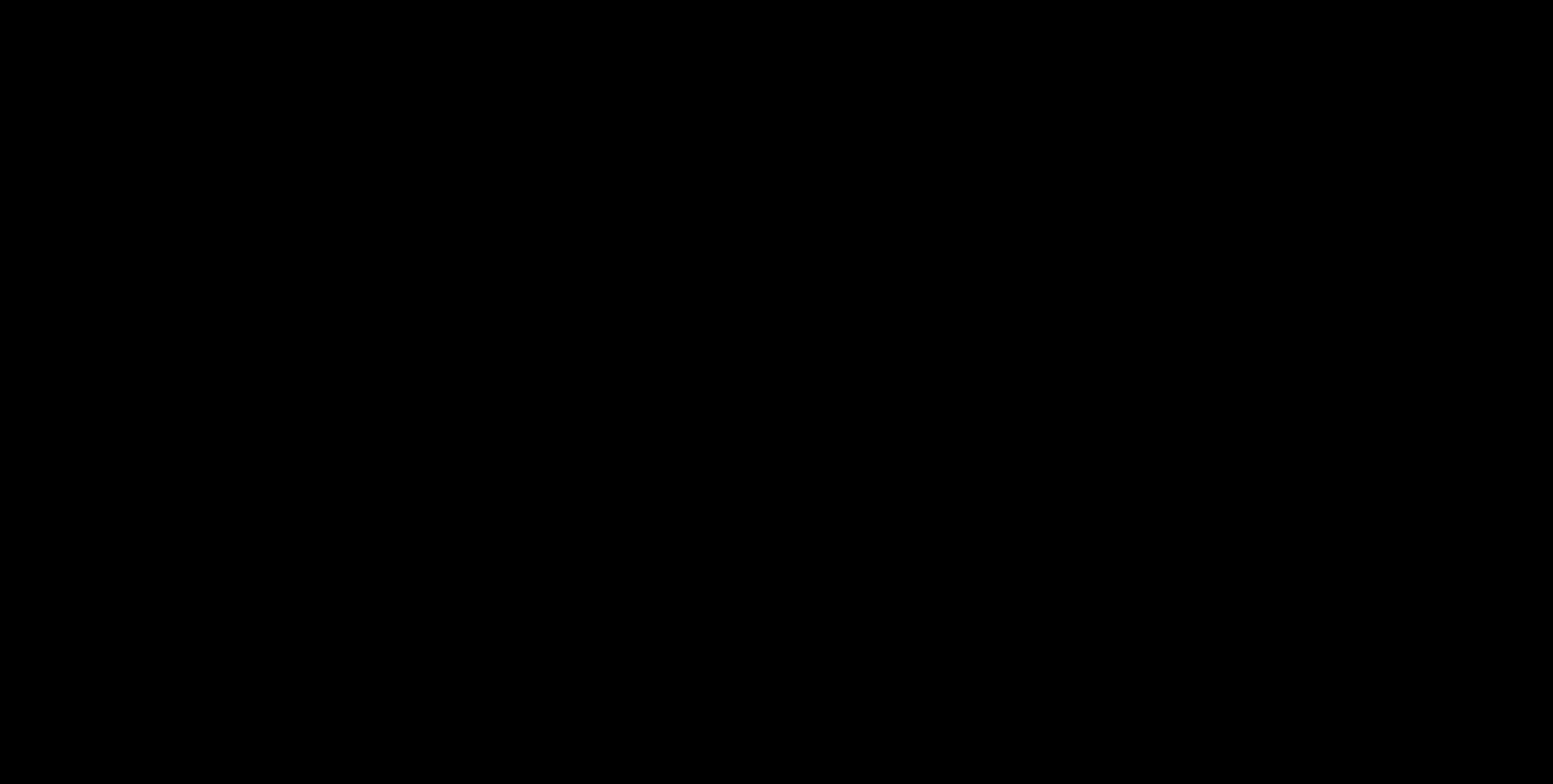
**Contractual:**

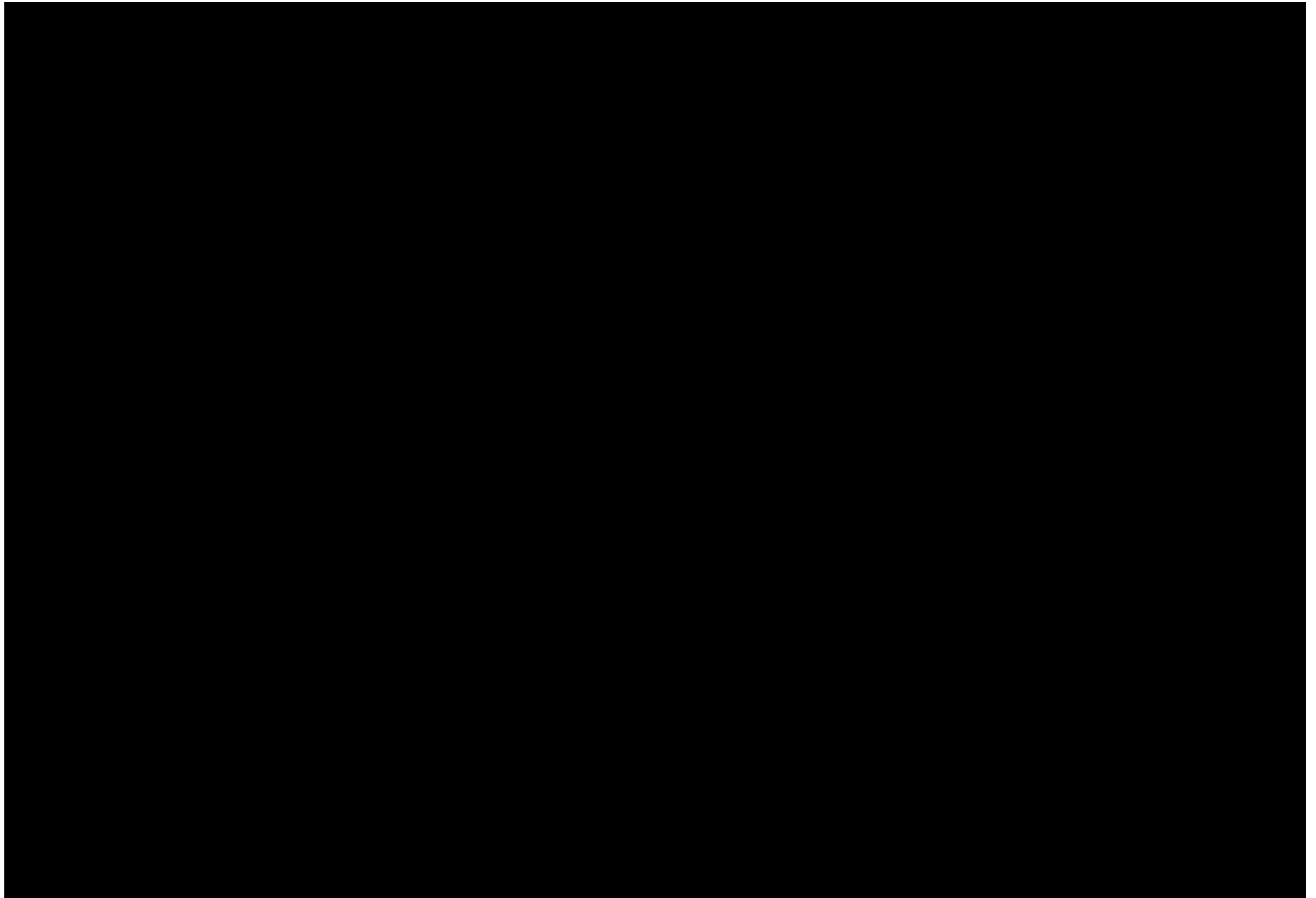
*Grants Management Platform:* Costs necessary for developing a PACSP secure grants management platform to establish an infrastructure for reporting, communication, data-sharing, and best resources. Administrative and technical assistance costs budgeted at 25% and 75%, respectively.

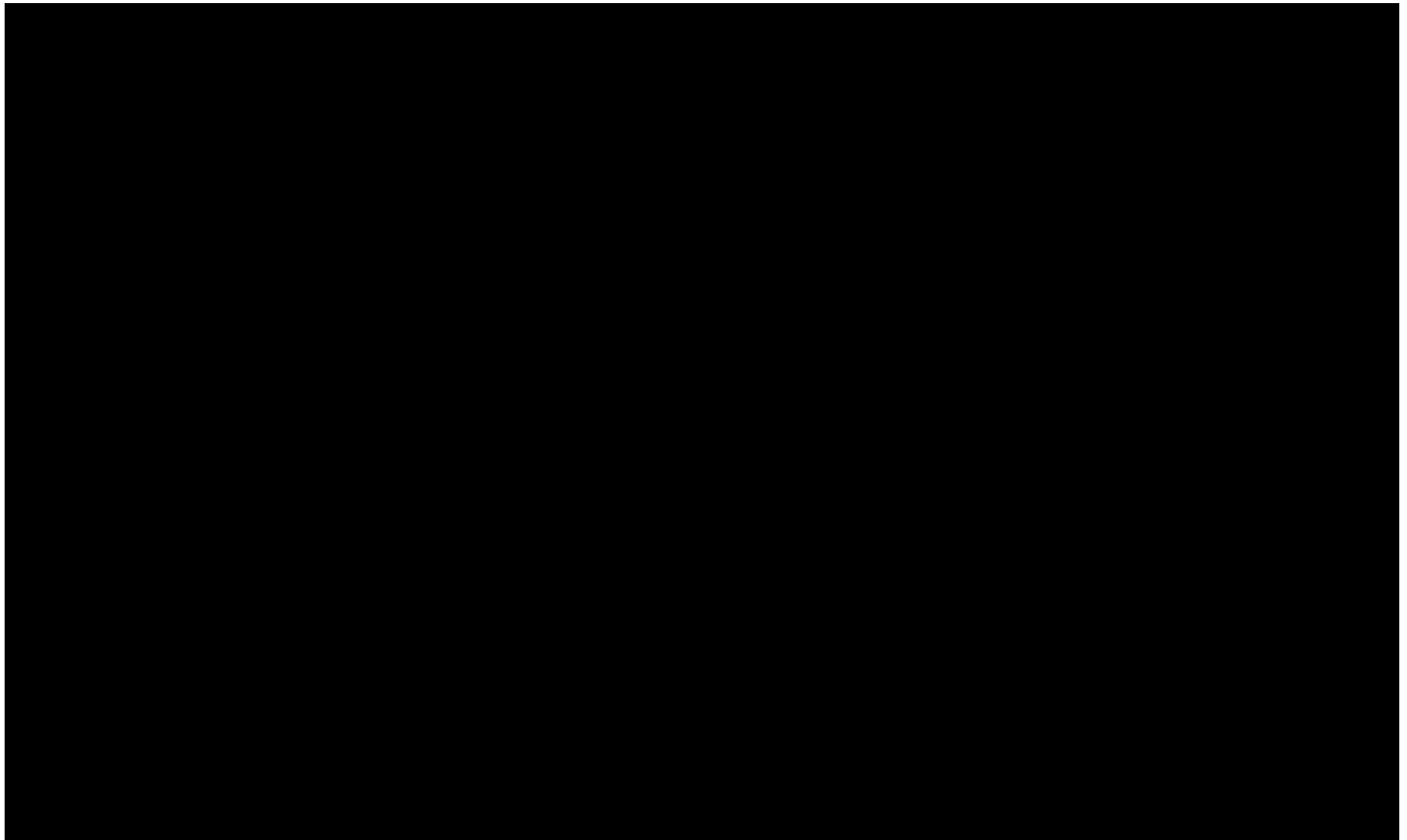


## PACSP Budget Narrative

*Bravo Group:* The Bravo Group will design and implement activities related to targeted community engagement strategies as well as communications, advertisement, and outreach. CSP funds will support estimated costs at 30% in Years 2 and 3, and 100% in Years 4







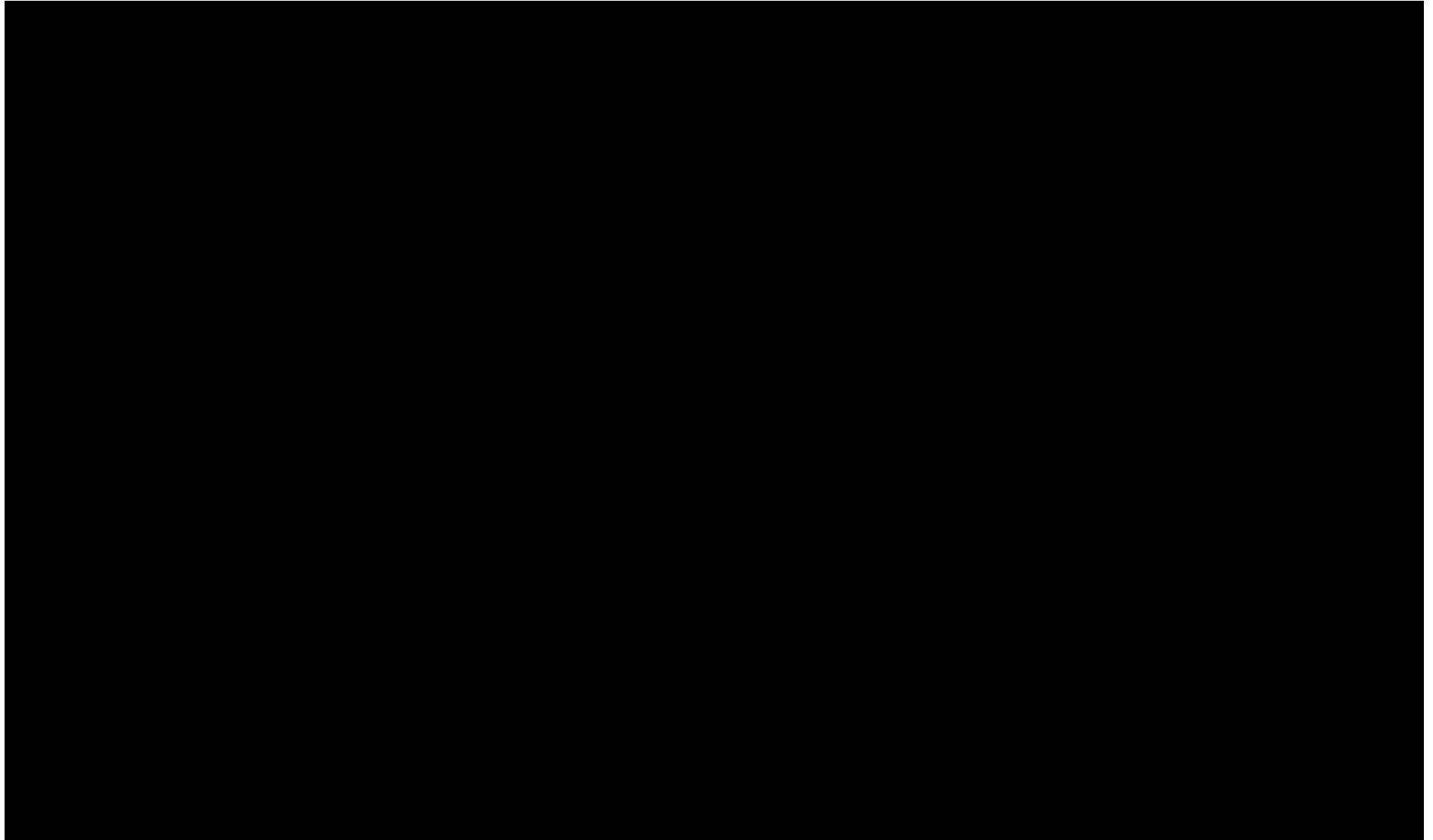
*CTAC:* CTAC will provide a variety of administrative and technical assistance activities. As detailed in the State and Management Plans, both the CTAC Technical Assistance Lead and the CTAC Evaluation Lead are integral members of the PACSP project team.

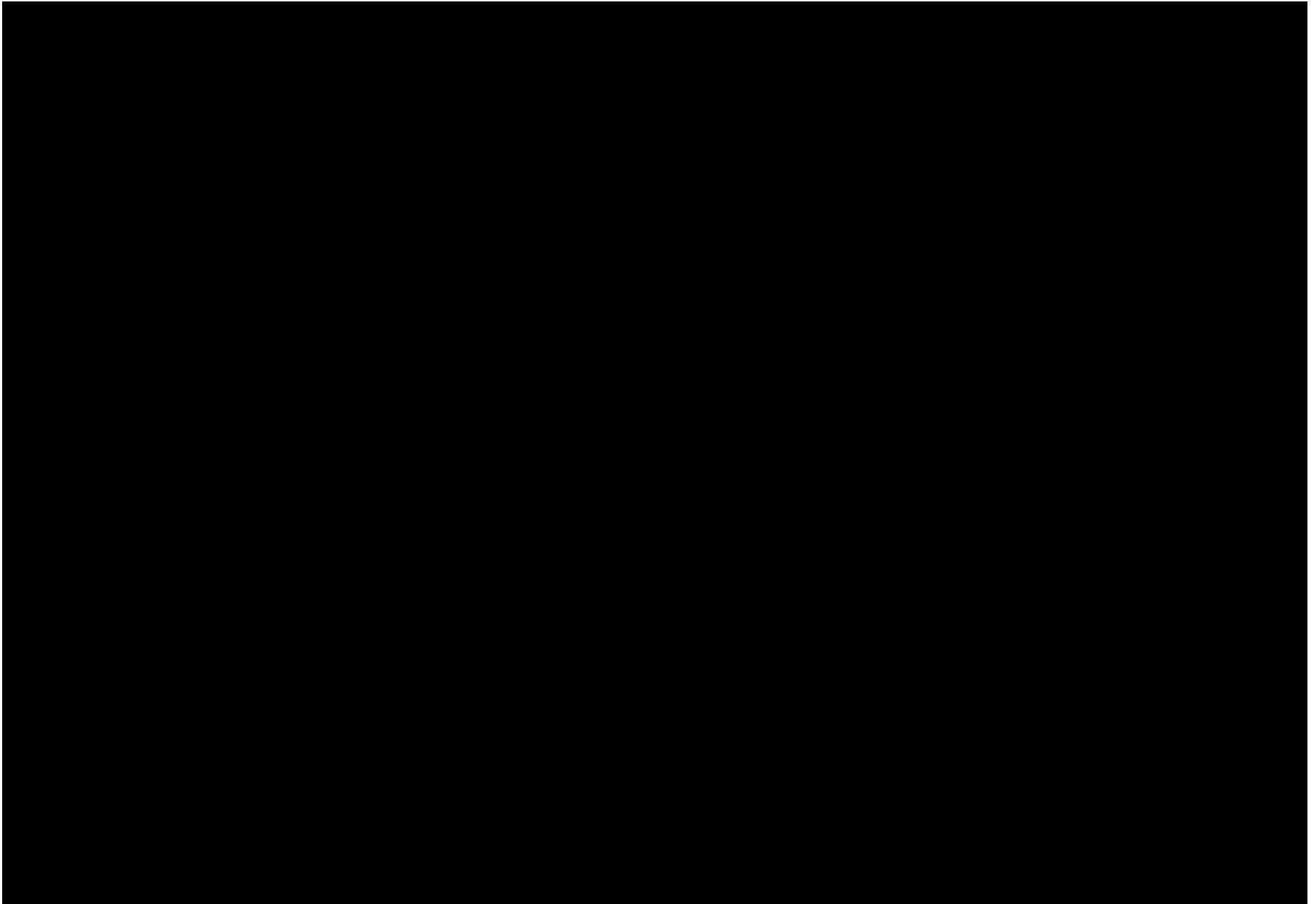


## PACSP Budget Narrative

CTT will provide technical assistance services at 0.33 FTE, including supporting district authorizers, subgrantees, and communities.

CTE will conduct the formative and summative evaluations of the PACSP project at 0.25 FTE.









**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**  
See Instructions.

OMB Number: 1894-0017  
Expiration Date: 06/30/2020

**Applicant Information**

**Legal Name:**

Pennsylvania Coalition of Public Charter Schools

**1. Project Objective:**

Increase the number of high-quality charter schools that educate substantial at-risk student populations

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 2. Starting in Year 2 of their respective subgrants, each of the 18 schools opened, expanded, or replicated under the grant will meet CSAPI definition of "high quality."	PROJECT	18		/	

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5. By 2025, at least 108 Pennsylvania charter schools will meet the CSAPI definition of "high quality."	PROJECT	108		/	

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5. By 2025, 70.2% of the students attending Pennsylvania charter schools that meet the CSAPI definition of "high quality" will be economically disadvantaged.	PROJECT		46,770	/	66,624 70.20

1.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5. By 2025, 51.2% of the students attending Pennsylvania charter schools that meet the CSAPI definition of "high quality" will be Black.	PROJECT		34,112	/	66,624 51.20

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

<b>1.e. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
Year 5. By 2025, 24.2% of the students attending Pennsylvania charter schools that meet the CSAPI definition of "high quality" will be Hispanic.	PROJECT		16,123 /	66,624	24.20

<b>1.f. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
Year 1-5. PACSP "fully" or "largely" meets all indicators on USED CSP Monitoring Report	PROJECT		/		

<b>1.g. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
Year 1-5. Peer Review team will be composed of 5 experts in Pennsylvania charter school operation.	PROJECT	5	/		

<b>1.h. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
Year 1-5. 100% of Peer reviewers express familiarity with quality standards and application review criteria.	PROJECT		5 /	5	100.00

<b>1.i. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
Year 1-5. 100% of subgrantees will participate in federal programs for which they are eligible.	PROJECT		18 /	18	100.00

<b>1.j. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
Year 1-5. 100% of subgrantees will receive commensurate share of federal funds for which they are eligible.	PROJECT		18 /	18	100.00

<b>1.k. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
Year 1-5. 90% of surveyed participants in CSP program will express agreement with survey items related to ease and efficiency of subgrant process.	PROJECT		16 /	18	88.89

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

<b>1.l. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>	
Year 1-5. CSP section on PCPCS website will be created with subgrant application and informational materials.	PROJECT			/		

<b>1.m. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>	
Year 2-5. Website will be updated at least quarterly with information about grant deadlines and upcoming technical assistance and dissemination opportunities.	PROJECT			/		

<b>1.n. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>	
Year 1-5. PCPCS will host information sessions at Annual Conference and Charter School Fundamentals Seminar.	PROJECT			/		

<b>1.o. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>	
Year 1-5. PCPCS will disseminate information about CSP in 75% of weekly newsletters and on 75% of quarterly calls.	PROJECT		42	/	56	75.00

<b>1.p. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>	
Year 1-5. PCPCS will hold at least 2 in-person sessions annually to solicit input from parents and inform them about CSP-related opportunities.	PROJECT	2		/		

<b>1.q. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>	
Year 1. Parent section will be created on the PCPCS website.	PROJECT			/		

<b>1.r. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>	
Year 2-5. Website will be updated with new parent-facing content.	PROJECT			/		

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

**2. Project Objective:**

Improve student outcomes in Pennsylvania charter schools, particularly for at-risk students.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5. By 2025, the average overall index score as defined by the CSAPI will be no less than 1.4 percentage points above the median score.	PROJECT	1		/	
2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5. By 2025, the average overall index score will reach at least 48.6.	PROJECT	49		/	
2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5. By 2025, the average CSAPI index score for economically disadvantaged students will be no less than 1.9 percentage points below the median score.	PROJECT	2		/	
2.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5. By 2025, the average CSAPI index score for economically disadvantaged students will reach at least 42.6.	PROJECT	43		/	
2.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5. By 2025, the average CSAPI index score for Black students will be no less than 2.6 percentage points below the median score.	PROJECT	3		/	
2.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 5. By 2025, the average CSAPI index score for Black students will reach at least 38.6.	PROJECT	39		/	

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

<b>2.g. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
Year 5. By 2025, the average CSAPI index score for Hispanic students will be no less than 3.6 percentage points below the median score.	PROJECT	4		/	

<b>2.h. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
Year 5. By 2025, the average CSAPI index score for Hispanic students will reach at least 30.9.	PROJECT	31		/	

<b>2.i. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
Year 1-5. 100% of CSP subgrantees will develop plans to identify and provide appropriate supports to at-risk students.	PROJECT		18	/	18 100.00

<b>2.j. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
Year 1-5. 100% of replication/expansion applicants that receive CSP subgrants have demonstrated track records of success in increasing the academic achievement of students in ESSA subgroups.	PROJECT		11	/	11 100.00

<b>2.k. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
Year 1-5. At least 3 annual training sessions will be held for operators on academic, organizational, and financial topics.	PROJECT	3		/	

<b>2.l. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
Year 1-5. At least 85% of authorizers will indicate on formative evaluation surveys that they find technical assistance sessions relevant and useful.	PROJECT		5	/	6 83.33

<b>2.m. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>
Year 1-5. PCPCS will publish best practices guide on website annually.	PROJECT			/	



**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

<b>2.n. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>	
Year 1-5. TA sessions will be facilitated at PCPCS conference dedicated to spotlighting best practices adopted by CSP subgrantees.	PROJECT			/		

<b>2.o. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>	
Year 1-5. Participation in dissemination activities will increase by 2 non-CSP authorizers annually.	PROJECT	2		/		

<b>2.p. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>	
Year 1-5. Participation in dissemination activities will increase by 3 traditional public schools annually.	PROJECT	3		/		

<b>2.q. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>	
Year 1-4. Formative evaluation of PACSP program will be completed and informed mid-course corrections will be implemented as necessary.	PROJECT			/		

<b>2.r. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>				
		<b>Target</b>				
		<b>Raw Number</b>	<b>Ratio</b>		<b>%</b>	
Year 5. Summative evaluation of PACSP program will be completed.	PROJECT			/		

## INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

### PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

### GENERAL INSTRUCTIONS

#### Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting [www.Grants.gov](http://www.Grants.gov).

#### Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
  1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
  2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).