

Academic Performance Framework Summary

Background

Per the Charter School Act, all authorizers, including the Washington State Charter School Commission (Commission), must base the performance provisions within a charter contract on a Performance Framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that guide an authorizer's evaluation of each charter school. Further, at a minimum, the Performance Framework must include measures and metrics for:

1. Student academic proficiency;
2. Student academic growth;
3. Achievement gaps in both proficiency and growth between major student subgroups;
4. Attendance;
5. Recurrent enrollment from year to year;
6. Graduation rates and postsecondary readiness, for high schools;
7. Financial performance and sustainability; and
8. Board performance and stewardship, including compliance with all applicable laws, rules, and terms of the charter contract.

The Performance Framework that the Commission has developed is comprised of three components:

1. Financial Performance Framework
2. Organizational Performance Framework
3. Academic Performance Framework

The Financial Performance Framework (FPF) is an accountability tool that provides the Commission with the necessary data to assess the financial health and viability of each charter school in its portfolio for the purposes of annual review. The Commission finalized and adopted the FPF at the November 13, 2014 monthly meeting.

The Organizational Performance Framework (OPF) is designed as an accountability tool for charter schools to the Commission and the public regarding the compliance-related standards that all charter school authorized by the Commission must meet. This framework aligns to state and federal laws, rules, regulations, and the charter contract. The OPF was finalized and adopted by the Commission at the January 14, 2015 monthly meeting.

The Academic Performance Framework (APF) is designed to allow the Commission to evaluate a charter school’s academic performance and answer the question “is the charter school’s academic program a success?” The Commission has worked with NACSA and Public Impact in the development of the APF. With Washington state implementing the Smarter Balanced Assessment and administering it for the first time in the spring of 2015, the Commission has not yet finalized and adopted the APF.

APF Current Status

The APF contains indicators and corresponding measures, which were approved by the Commission at the February, 2015 monthly meeting.

Indicator	Measure	
1.State Accountability	1a. Washington State Achievement Index	1a1. 3-Year Composite Index
		1a2. Annual Composite Index
2. Federal Accountability	2a. Pending state ESSA Consolidated Plan	
3. Geographic Comparisons	3a1. Proficiency comparison to district	
	3a2. Subgroup proficiency comparison to district	
	3b1. All students growth comparison to district	
	3b2. Subgroup growth comparison to district	
	3c1. Graduation rate comparison to district	
	3c2. Graduation rate subgroup comparison to district	
4. Comparison to Schools Serving Similar Students (Regression)	4a. Proficiency comparison schools serving similar students	
	4b. Graduation rate comparison to schools serving similar students	
5. School-Specific Goals	To be determined during charter contract negotiations.	

Targets and Ratings

Each measure in the framework is evaluated separately, resulting in one of four performance ratings. These four rating categories give the Commission the ability to distinguish performance levels across schools.

Rating Categories	
Exceeds Standard	<i>Highlights schools that are showing the highest level of academic performance, on par with highest performing schools across the state.</i>
Meets Standard	<i>Identifies schools that are meeting the Commission’s performance expectations.</i>
Does Not Meet Standard	<i>Focuses on schools that warrant improvement. Gives Commission the opportunity to address performance concerns with individual schools.</i>
Falls Far Below Standard	<i>Alerts Commission to areas of failing performance. Consistent performance at this level indicates need for high-stakes review and possible non-renewal or revocation of charter.</i>

How are the proposed targets set?

There are three types of targets included in the current APF:

1. **State Accountability:** Targets for charter school performance on the Washington State Achievement Index
2. **District Comparison:** Targets to assess how charter school performance compares to performance of traditional schools that students would otherwise attend.
3. **Comparison to Schools Serving Similar Students:** Targets to evaluate whether charter schools meet expectations based on the student population served by the charter school.

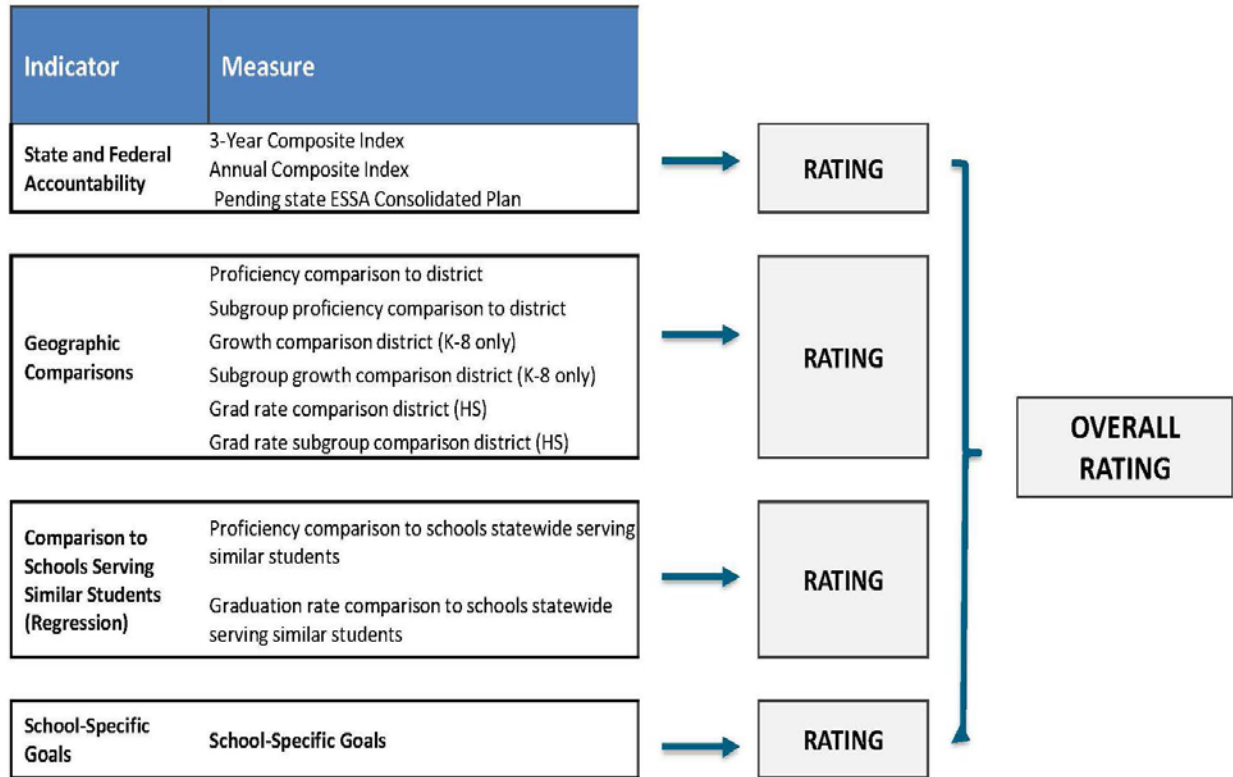
Note: Targets for school-specific academic goals will be set on a case-by-case basis with individual charter schools.

The specific targets for each measure are described within the [APE](#).

Using the Results of the APF





The APF contains 12 measures and when all subjects and subgroups are evaluated separately, a school will have up to 64 distinct data points for each year of performance! The Commission recognizes the challenges associated with communicating with schools, parents and the public regarding a charter school’s academic performance when multiple data points are potentially available. Furthermore, The Commission will review APF results annually and at renewal, with the renewal review including four or more years of academic results. So, how will the Commission evaluate and prioritize data from multiple measures and years to come to intervention or renewal decisions?

In response to this challenge, the Commission is proposing a process that summarizes performance for the measure in each indicator (State and Federal Accountability, Geographic Comparisons, Comparison to Schools Serving Similar Students and School-Specific Goals) and “rolls up” to an overall rating. Here is a visual representation of this process:



The Commission has developed a rationale for proposing an overall tier rating for each school. First, it provides clarity to schools about how decisions will be made and which components of performance are most important. Second, it is easier for parents to navigate “choice” and provides a “bright line” and ensures consistency in decision-making. Third, the categories are broad enough to allow for discretion in decision-making. For example, a school that earns the lowest possible rating might be subject to a high-stakes review, but closure is not automatic. Finally, the overall tiered rating will be used in conjunction with, not instead of, the detailed results.

In addition to proposing a process that summarizes performance and establishes an overall tier rating for a charter school, the Commission is also proposing weighting the measures contained within each indicator as follows:

Indicator	Measure	Recommended Weight		Rationale for Weight
		K-8	HS	
State and Federal Accountability	3-Year Composite Index	30%	30%	Higher weight on annual result/most recent performance 
	Annual Composite Index	70%	70%	
	Pending state ESSA Consolidated Plan	TBD	TBD	
Geographic Comparisons	Proficiency comparison to district	20%	25%	For K-8: Higher weight on growth (60%) than on proficiency (40%). Growth results indicate how well schools are helping non-proficient students to “catch up” and proficient students to excel. 
	Subgroup proficiency comparison to district	20%	25%	
	Growth comparison district (K-8 only)	30%	N/A	
	Subgroup growth comparison district (K-8 only)	30%	N/A	
	Grad rate comparison district (HS)	N/A	25%	For high schools, equal weighting for proficiency and graduation rate. 
	Grad rate subgroup comparison district (HS)	N/A	25%	
Comparison to Schools Serving Similar Students (Regression)	Proficiency comparison to schools statewide serving similar students	100%	50%	For high schools, equal weighting for proficiency and graduation rate. 
	Graduation rate comparison to schools statewide serving similar students	N/A	50%	
School-Specific Goals	School-Specific Goals	TBD	TBD	Commission sets weights for individual goals as part of approval process

Note: Weights within each indicator total to 100%.



Proficiency	Growth	College Career Readiness
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In short, each indicator will receive a rating based upon the school’s performance related to each measure *and* the weight given to that measure. The indicator ratings are “rolled up” into an overall tier rating for the school. Below are the four overall tier ratings and the criteria by which the tier are assigned.

Tier	State and Federal Accountability	Additional Indicators		
		Geographic Comparisons	Comparison: Similar Students (Regression)	School-Specific Goals
1	Exceeds Standard	Meets or Exceeds Standard on <u>all</u> additional indicators		
2	Meets or Exceeds Standard	Meets or Exceeds Standard on <u>two or more</u> additional indicators		
3	Meets or Exceeds Standard	Does Not Meet <u>two or more</u> additional indicators		
	Does Not Meet or Falls Far Below	Meets or Exceeds at least <u>two</u> additional indicators		
4	Does Not Meet or Falls Far Below	Does Not Meet <u>two or more</u> additional indicators		

Next Steps

Here is a list of next steps I am requesting that you take in order to solicit your feedback so that the APF can be improved and ultimately adopted and implemented by the Commission.

1. In addition to this summary, I have also attached a draft APF and methodology document to this email. I strongly encourage you to review both documents prior to meeting with me and providing feedback for improvement.
2. My assistant Sandy Green will be following up with you regarding your availability to meet with me in person to discuss and solicit your feedback regarding the APF.
3. If an in-person is not possible due to scheduling constraints, we are also hosting three interactive webinars. During the webinars, an overview of the APF will be provided along with opportunities of participants to ask questions and provide feedback for improvement. Please let Sandy know if you are interested in attending one of the following webinars. The webinars are scheduled for the following days and times and will be hosted via GoToMeeting.
 - January 30th, 6pm-8pm
 - January 31st, 6pm-8pm
 - February 2nd, 12pm-2pm
 - February 6th, 6pm-8pm
 - February 7th, 6pm-8pm
4. Finally, an online survey has been made available as another option for you to provide feedback for improvement. The survey will be available until January 31, 2017. To access the survey, please click on the following link: <https://www.surveymonkey.com/r/MJMHZ5G>