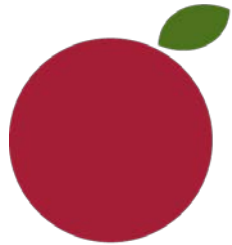


ACADEMIC PERFORMANCE FRAMEWORK

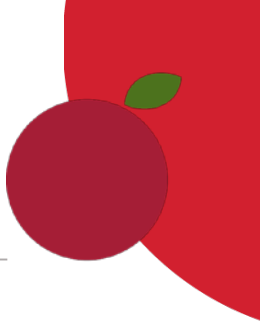


AGENDA

- Why an Academic Performance Framework?
- What is the Academic Performance Framework?
- How will the Commission use the Academic Performance Framework?
 - Annual Review
 - Renewal Process



WHY AN ACADEMIC PERFORMANCE FRAMEWORK?



THE CHARTER BARGAIN





PERFORMANCE FRAMEWORK

Academic

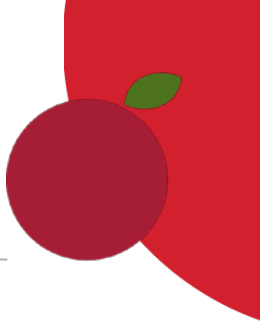
Is the academic program a success?

Financial

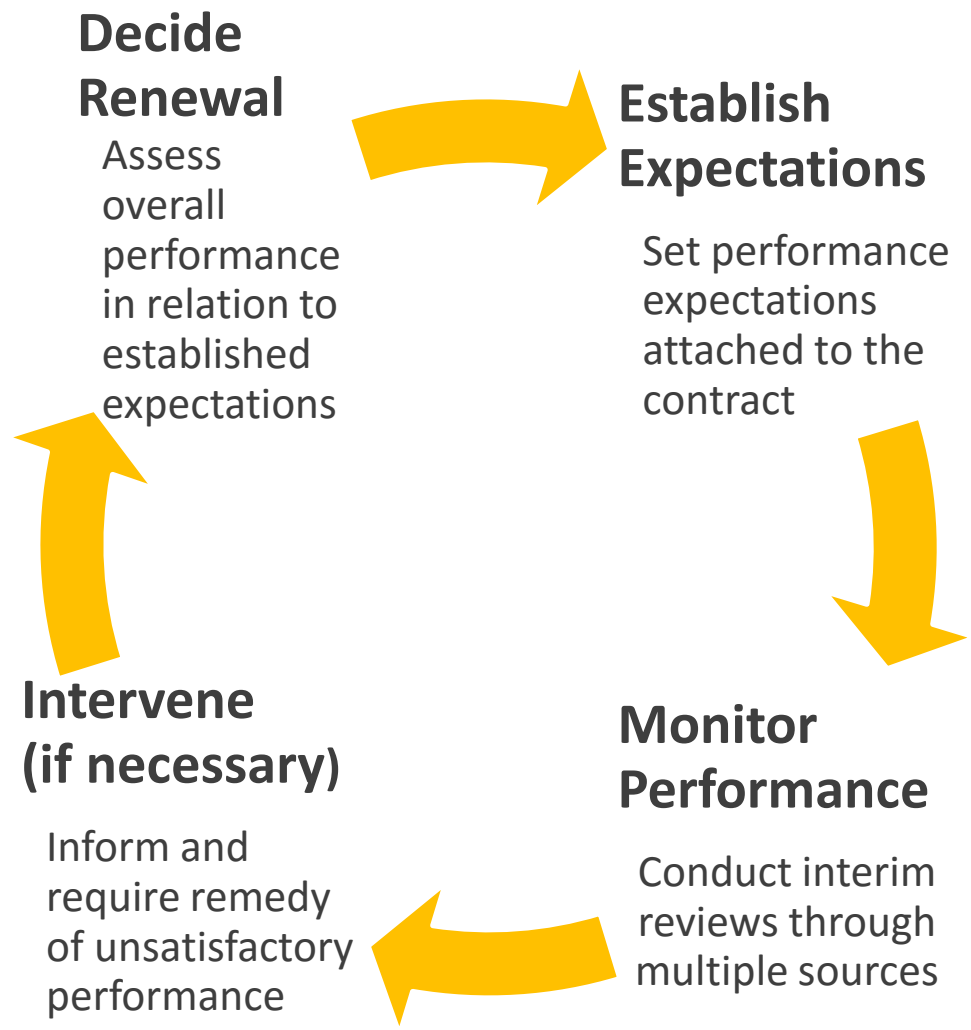
Is the school financially viable?

Organizational

Is the organization effective and well-run?



PERFORMANCE MANAGEMENT CYCLE





ACADEMIC ACCOUNTABILITY

- The Academic Performance Framework allows the Commission to set and maintain the highest standards for educational excellence.
- WAC 108-30-020(3)(f) requires that the Commission adopt an academic performance framework comprised of “rigorous, valid, and reliable indicators.”
- The National Association of Charter School Authorizers (NACSA) recommends that charter school authorizers:
 - *Establish the performance standards under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality.*
 - *Define clear, measurable, and attainable academic, financial, and organizational performance standards and targets.*
 - *NACSA’s Principles and Standards*

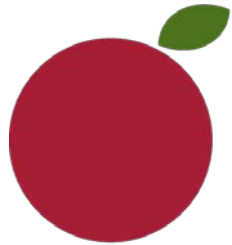


CHARTER LAW REQUIREMENTS

RCW 28A.710.170

Charter contracts—Performance framework.

- (1) The performance provisions within a charter contract must be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide an authorizer's evaluations of a charter school within its jurisdiction.
- (2) At a minimum, the performance framework must include indicators, measures, and metrics for:
 - (a) Student academic proficiency;
 - (b) Student academic growth;
 - (c) Achievement gaps in both proficiency and growth between major student subgroups;
 - (d) Attendance;
 - (e) Recurrent enrollment from year to year;
 - (f) High school graduation rates and student postsecondary readiness;
 - (g) Financial performance and sustainability; and
 - (h) Charter school board performance and stewardship, including compliance with all applicable laws, rules, and terms of the charter contract.
- (3) Annual performance targets must be set by each charter school in conjunction with its authorizer and must be designed to help each school meet applicable federal, state, and authorizer expectations.
- (4) The authorizer and charter school may also include additional rigorous, valid, and reliable indicators in the performance framework to augment external evaluations of the charter school's performance.
- (5) The performance framework must require the disaggregation of all student performance data by major student subgroups, including gender, race and ethnicity, poverty status, special education status, English language learner status, and highly capable status.
- (6) Multiple schools operating under a single charter contract or overseen by a single charter school board must report their performance as separate schools, and each school shall be held independently accountable for its performance.



WHAT IS THE ACADEMIC PERFORMANCE FRAMEWORK?



CHARTER LAW REQUIREMENTS

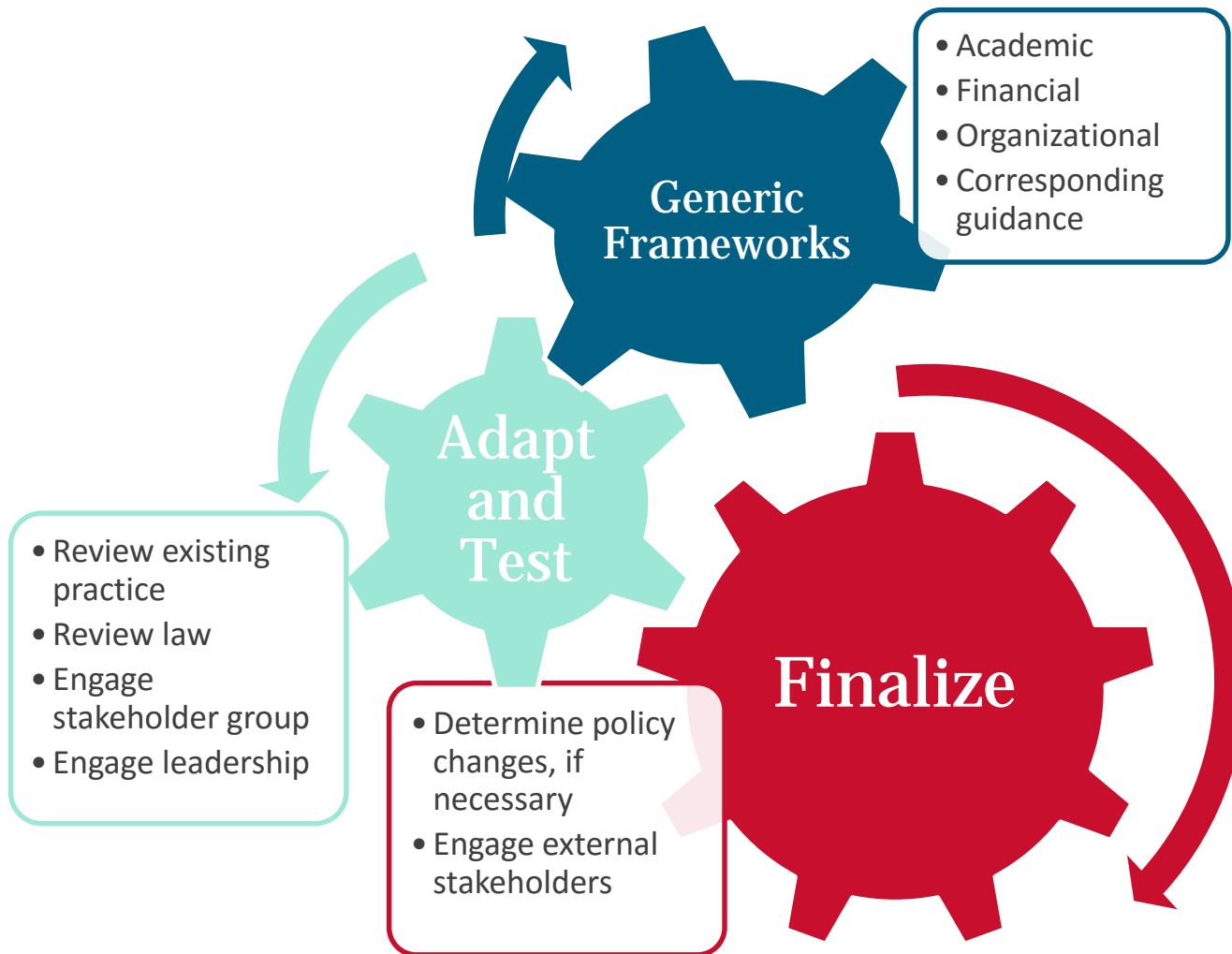
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FRAMEWORK DEVELOPMENT



ACADEMIC PERFORMANCE FRAMEWORK OVERVIEW



1. State Accountability Results

- Washington State Achievement Index

2. Federal Accountability Results

- TBD – Pending WA ESSA Consolidated Plan

3. Geographic Comparisons

- All Students – proficiency rates and growth results by subject, graduation rates
- Disaggregated by subgroup – proficiency rates and growth results by subject, grad rates

4. Comparison to Schools Serving Similar Students (Regression)

- Proficiency rates by subject, graduation rates

5. School-Specific Academic Goals

- TBD



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.

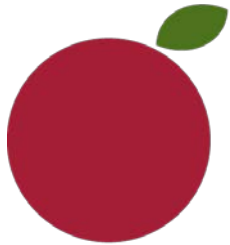
Rating Categories	
Exceeds Standard	<i>Highlights schools that are showing the highest level of academic performance, on par with highest performing schools across the state.</i>
Meets Standard	<i>Identifies schools that are meeting the Commission's performance expectations.</i>
Does Not Meet Standard	<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 WA 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.
- 4. School Specific Academic Goals:** Targets for school-specific academic goals will be set on a case-by-case basis with individual charter schools.



USING THE RESULTS OF THE FRAMEWORK

USING THE RESULTS OF THE APF



The APF contains 12 measures – 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 will review APF results annually and at renewal.
Renewal review will include four or more years of results.

How will the Commission evaluate and prioritize multiple measures and results to come to a decision?

GUIDING CONCEPTS FOR DECISION MAKING

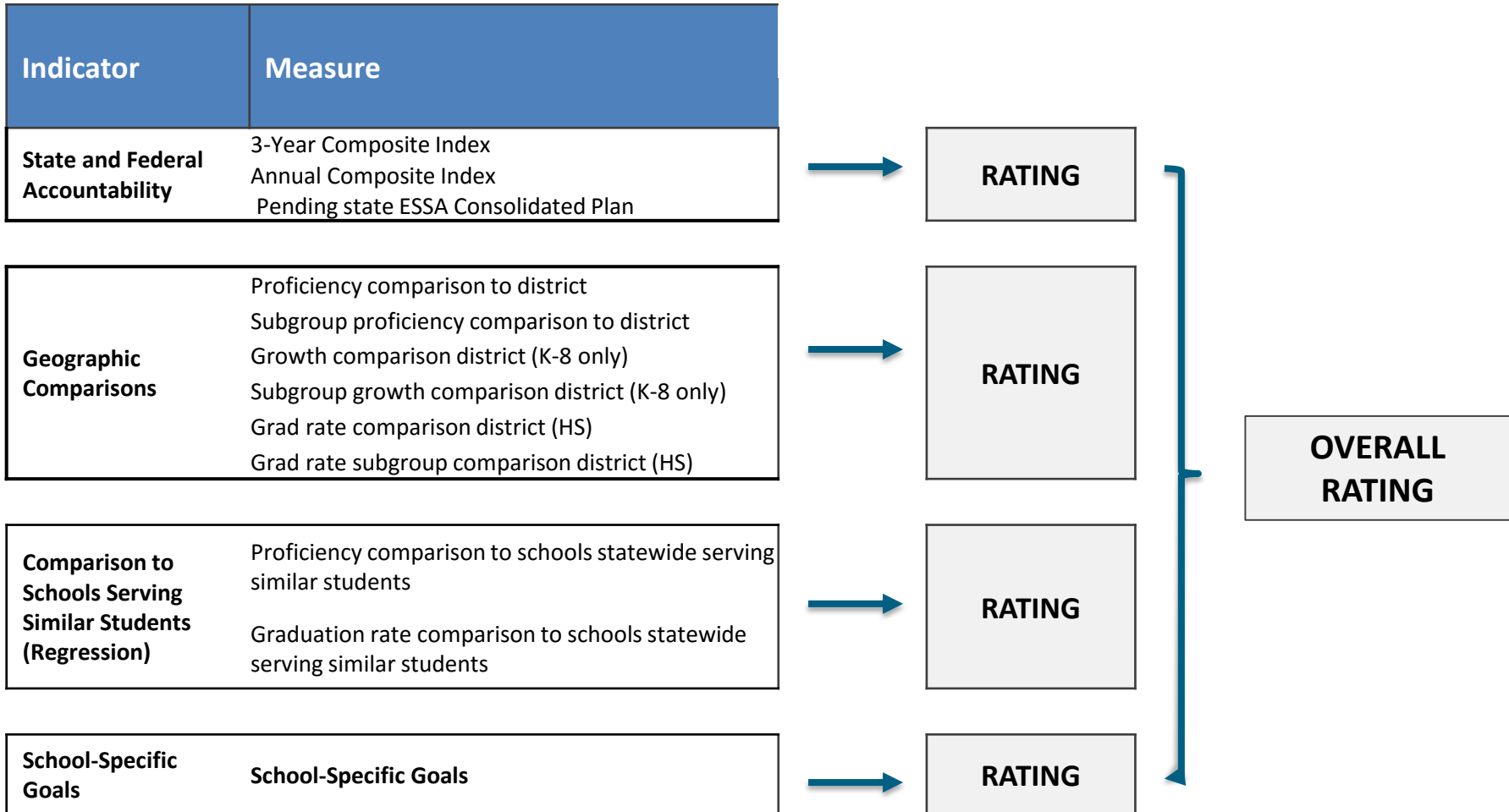


- The state and federal accountability ratings are primary when making high-stakes decisions, such as renewal and revocation.
- Schools that score well on the state system will have a presumption of renewal (but not a guarantee), and schools that score poorly will have a presumption of non-renewal (but not a guarantee).
- The Commission expects schools to serve *all* students well and to perform well in comparison to other schools it students might attend, as well as schools serving similar student populations.
- Recent performance should be counted as more significant than earlier performance.







INDICATOR-LEVEL RATINGS AND OVERALL RATINGS

Indicator-level ratings aggregate performance on each indicator and “roll up” to an overall rating.



HOW TO "ROLL UP" TO INDICATOR RATINGS: RECOMMENDED WEIGHTS



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 during the charter contract process.

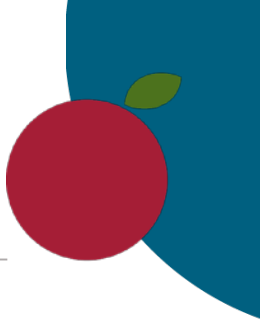
Note: Weights within each indicator total to 100%.

CREATING AN OVERALL RATING: TIERS 1-4



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		

E	Exceeds Standards	M	Meets Standards	D	Does Not Meet Standard	F	Falls Far Below Standard
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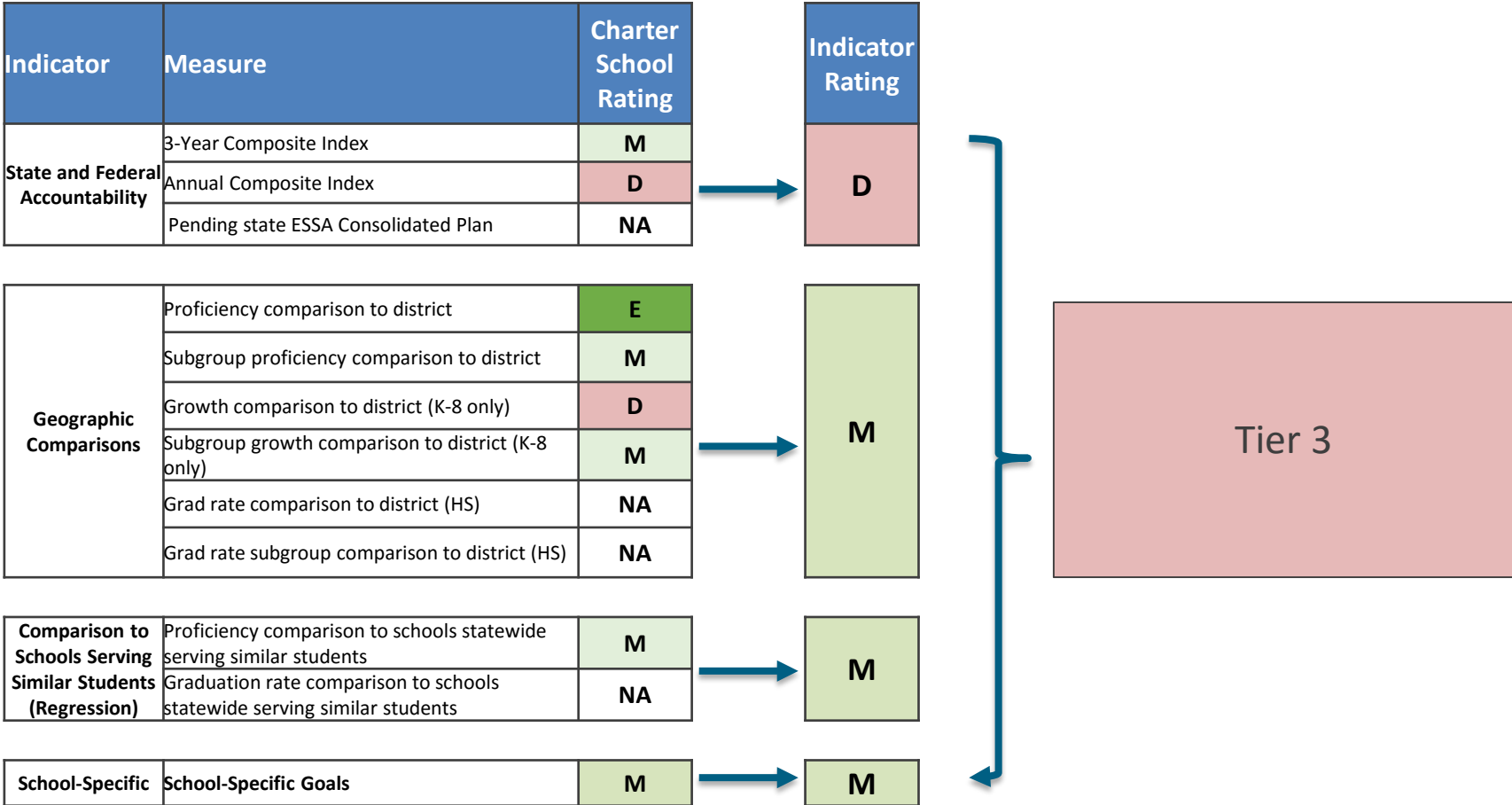


RATIONALE FOR OVERALL RATING

- Provides clarity to schools about how decisions will be made and which components of performance are most important.
- Easier for parents to navigate “choice.”
- Provides a “bright line” and ensures consistency in decision-making.
- Categories should be broad enough to still 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.
- Used in conjunction with, not instead of, the detailed results.

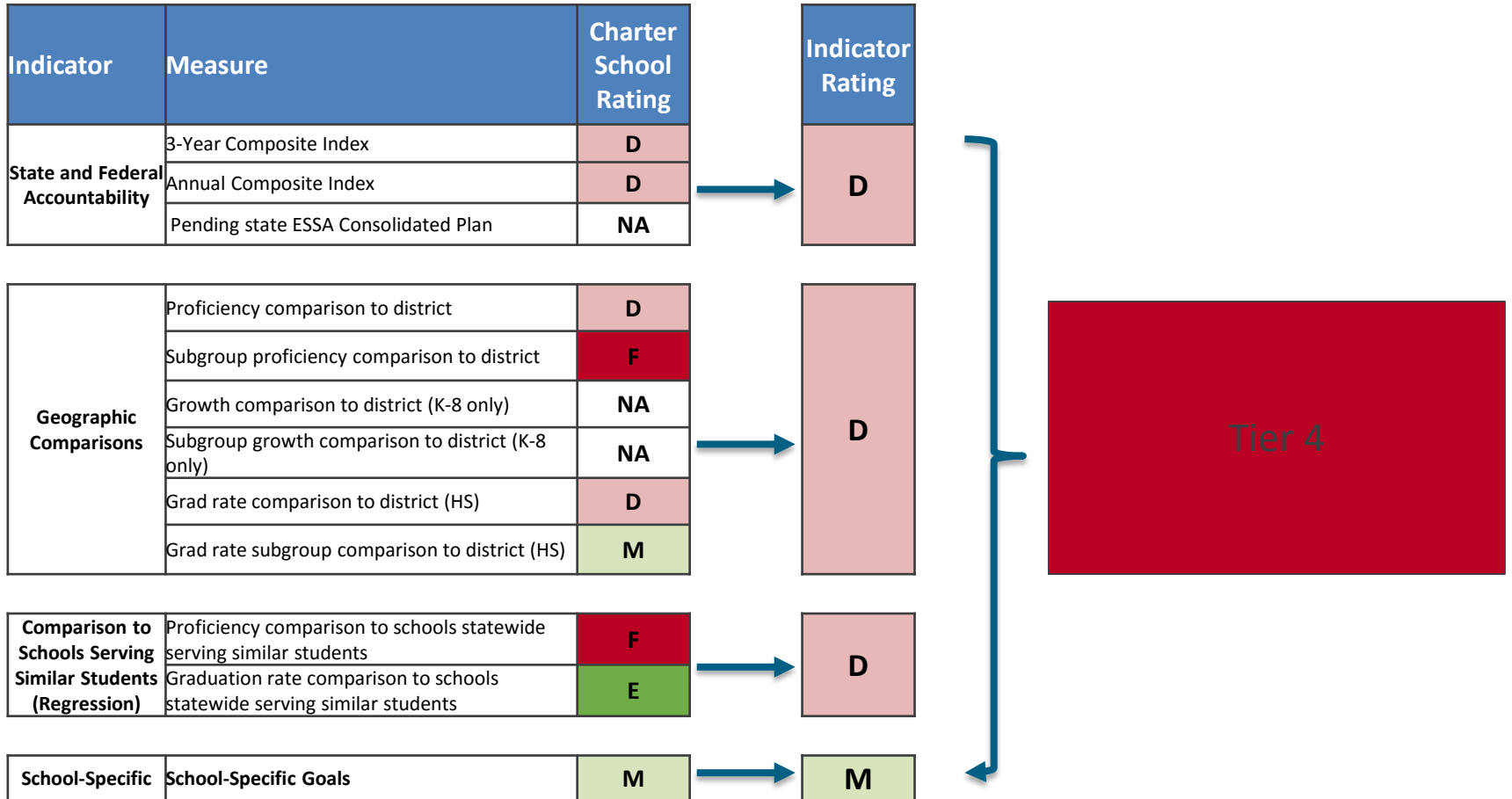


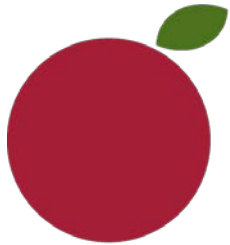
EXAMPLE : ELEMENTARY / MIDDLE





EXAMPLE : HIGH SCHOOL





USING THE RESULTS OF THE FRAMEWORK

ANNUAL REVIEW

DATA AVAILABILITY – ANNUAL REVIEW



Fall: Proficiency and
Growth Results Available
for Prior Year

Winter: Graduation
Rates Available for Prior
Year

Spring: Achievement
Index Available for Prior
Year



APF INDICATORS

Available spring of following year

Available fall (HS grad rate available winter)

State/Federal Accountability

- Achievement Index
- Focus/Priority (pending ESSA)

Geographic Comparison

- All students
 - Proficiency
 - Growth
 - Graduation rate
- Subgroups
 - Proficiency
 - Growth
 - Graduation rate

Similar Student Comparison (Regression)

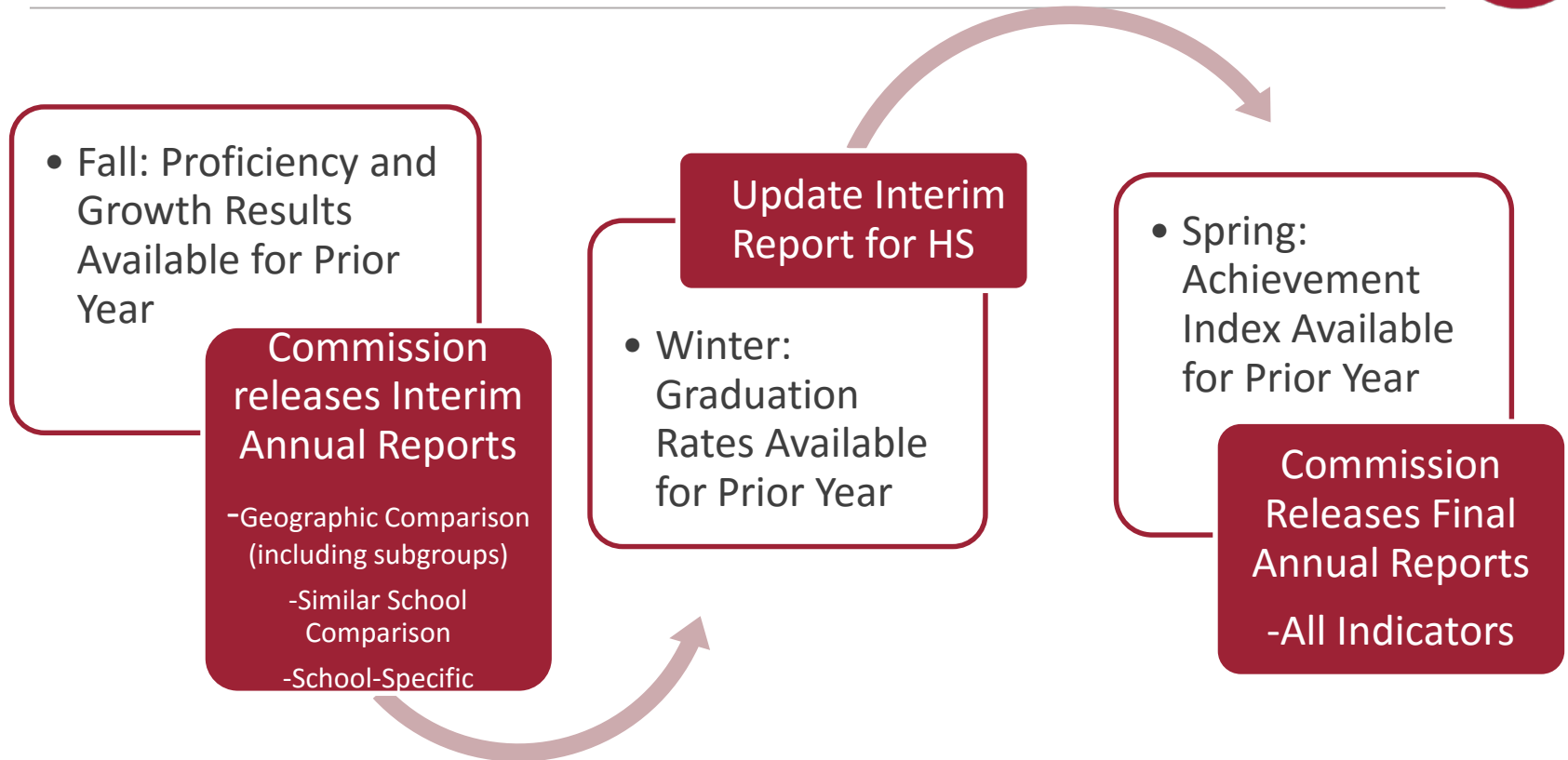
- Proficiency
- Graduation rate

School-Specific Academic Goals

- TBD

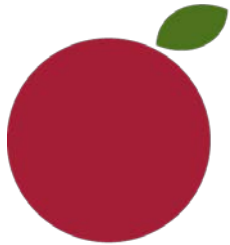


PROPOSED ANNUAL SCHEDULE



All necessary performance data will not be available until the spring of the following year.

- For example, all 2015-16 performance data will not be released by OSPI until AI values are published in the spring of 2017.



USING THE RESULTS OF THE FRAMEWORK

RENEWAL



DATA AVAILABILITY – RENEWAL

In the fall of the final year of the charter contract, the Commission will have complete data for the first three years of the charter contract and partial data for the fourth year of the charter contract.

Year of Charter Contract	State and Federal Accountability (AI)	Geographic Comparisons	Similar Students Comparison	School-Specific Goals	Performance Trends (Proficiency, Growth, Grad Rate)
1	Available	Available	Available	Available	No trend
2	Available	Available	Available	Available	Available
3	Available	Available	Available	Available	Available
4	Not Available	Available	Available	Available	Available
5	Not Available	Not Available	Not Available	Not Available	Not Available

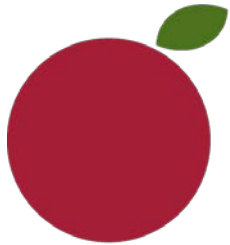
ADDITIONAL RENEWAL CONSIDERATIONS



- Financial and organizational performance
- Trend in academic performance over time
- Application of triggers in state and federal accountability ratings
- Performance with high-risk subgroups
- Context for comparison ratings (e.g. situated in an incredibly high-performing district; variation in demographics and performance of schools across a district)
- For schools with limited state data, further consideration of school-specific measures

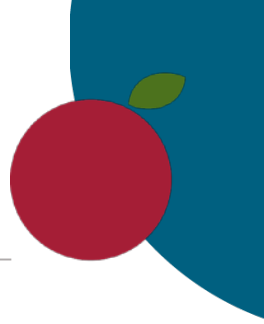


nacsa
NATIONAL ASSOCIATION OF
CHARTER SCHOOL AUTHORIZERS



APPENDIX : TARGET DETAIL

TARGETS: STATE ACCOUNTABILITY



Exceeds Standard:

- School received a performance designation of “Exemplary” or “Very Good.”

Meets Standard:

- School received a performance designation of “Good.”

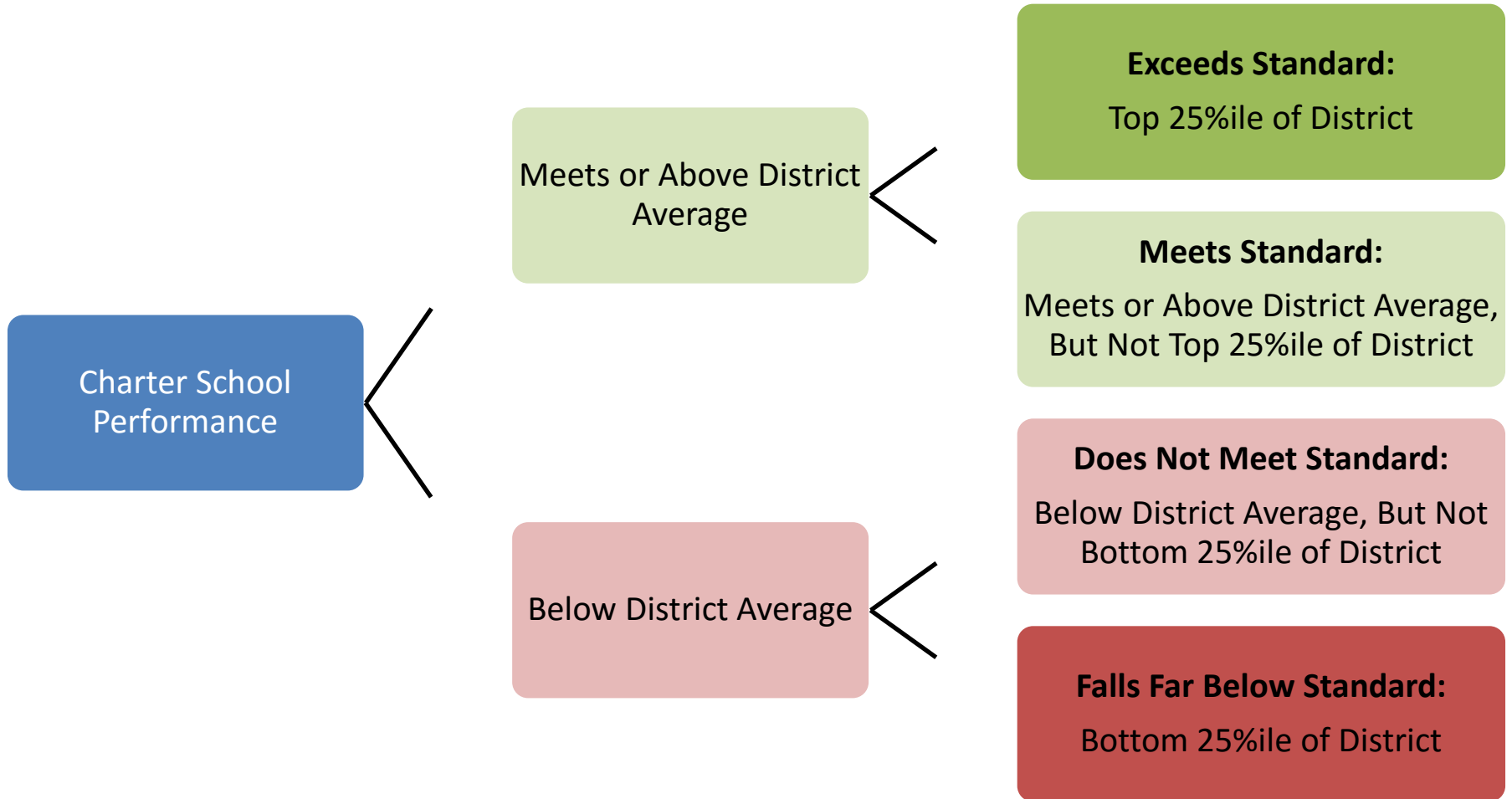
Does Not Meet Standard:

- School received a performance designation of “Fair.”

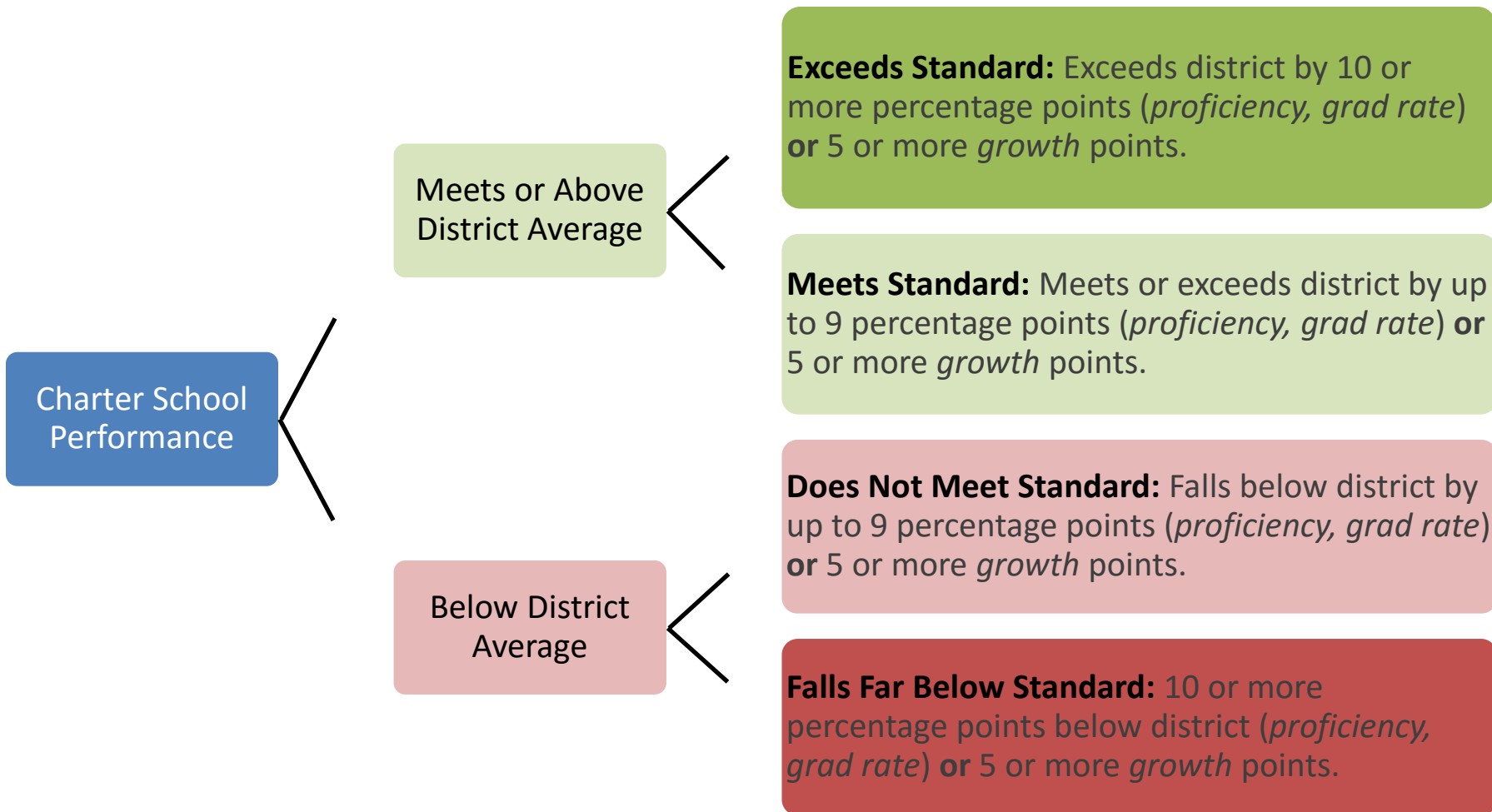
Falls Far Below Standard:

- School received a performance designation of “Underperforming” or “Lowest 5 Percent.”

TARGETS: DISTRICT COMPARISON (10 OR MORE COMPARISON SCHOOLS)



TARGETS: DISTRICT COMPARISON (FEWER THAN 10 COMPARISON SCHOOLS)

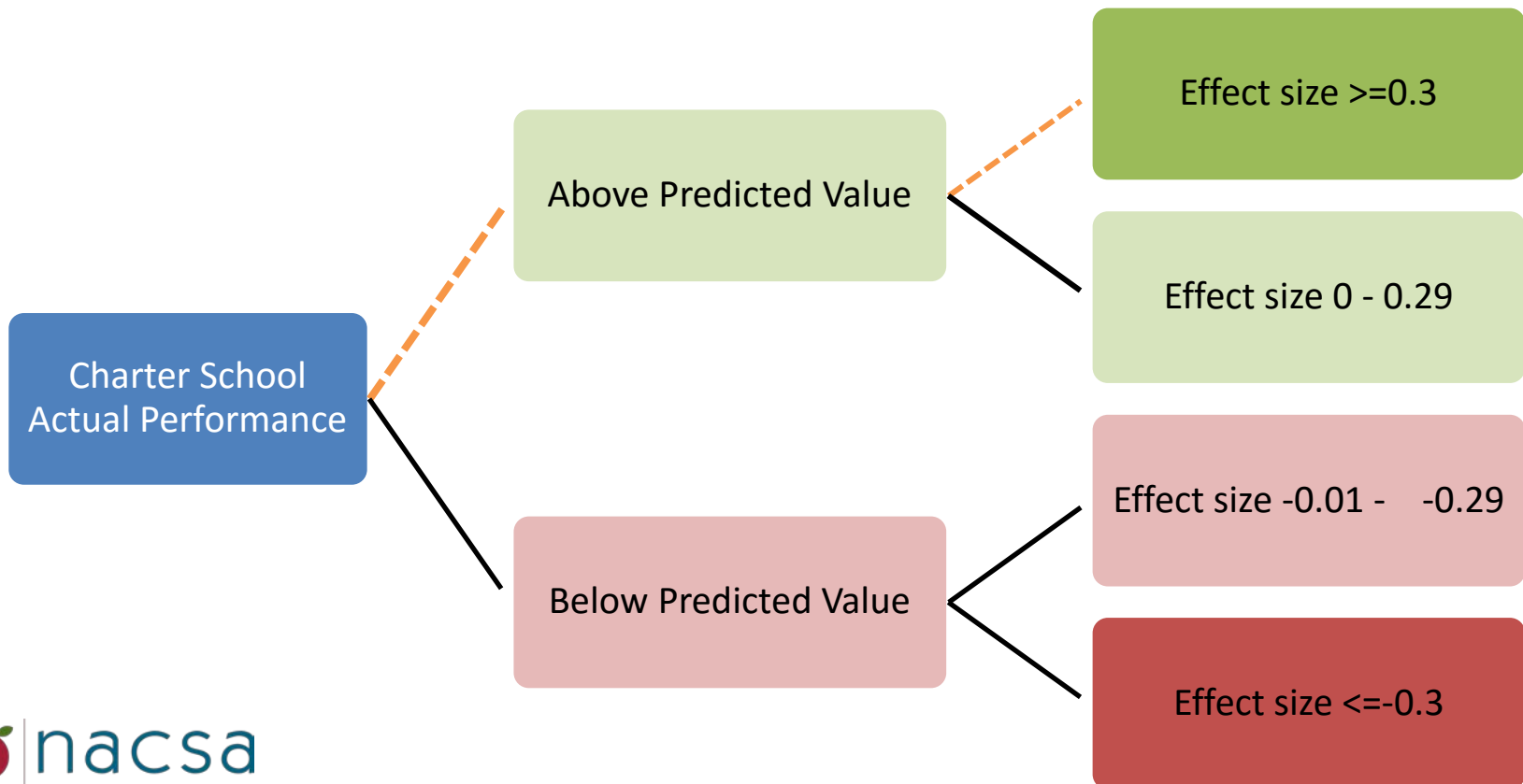


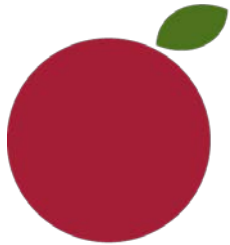
TARGETS: COMPARISON TO SCHOOLS SERVING SIMILAR STUDENTS



Using regression analysis, actual and predicted values are evaluated, with a calculation of “effect size.”

- Effect size is the difference between the actual and predicted results, divided by the standard deviation of actual results statewide.





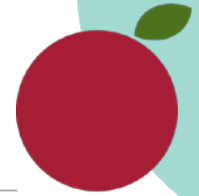
APPENDIX: AI WEIGHTS

WASHINGTON STATE ACHIEVEMENT INDEX (AI) WEIGHTS



- In 2015-16, after the transition to SBAC, growth results were not available for high schools.
- OSPI may include high school growth in ESSA plans.
- Achievement Index weighting, adopted prior to the transition to SBAC, give equal weight to proficiency, growth, and career and college readiness in the calculation of AI ratings and scores.
 - Business rules adopted in April 2016 give equal weight to proficiency and career and college readiness for high school ratings if growth ratings are not available (see next slide).

WASHINGTON STATE ACHIEVEMENT INDEX (AI) WEIGHTS



Performance Indicator	Elementary & Middle Schools	High Schools
<p>Proficiency. Percent of students meeting or exceeding state standards in ELA (or reading and writing in previous years), mathematics, and science as measured by the Smarter Balanced Assessment (SBA) system. Washington Comprehensive Assessment Program (WCAP). The content areas are equally weighted. This indicator will include performance for all students group and targeted subgroups for continuously enrolled students. A school must have at least reading and math to calculate a proficiency score.</p>	40%	**
<p>Student Growth. Median student growth percentiles (SGPs) using the methodology employed in the growth model developed by the National Center for the Improvement of Educational Assessment. Growth in ELA (or reading previously) and Mathematics will be included for the All Students group and targeted subgroups for continuously enrolled students. A school must have at least ELA (or reading previously) and math SGP values to calculate a growth score.</p>	60%	**
<p>Career and College Readiness.</p> <p>a. The Adjusted 5-year Cohort Graduation Rates for All Students and targeted subgroups.</p> <p>b. The percent of students earning high school credit in a dual credit program* or earning a state or nationally recognized industry certification for all students group and targeted subgroups.</p>	Not applicable	**
<p>Notes:</p> <p>*Dual credit includes Advanced Placement, International Baccalaureate, Running Start, College in the High School, Tech Prep, and other courses intended to give students advanced credit toward career pathways or degrees. The data presented include schools serving grade 12 students.</p> <p>**High school weighting is conditional upon the year and ratings present:</p> <p>AI_2015=Prof_Index_2015 48% + Grad_Index_2015 48% + DC_Index_2015 4%</p> <p>AI_2015=Prof_Index_2015 50% + Grad_Index_2015 50%.</p> <p>AI_2015=Prof_Index_2015 32% + Growth_Index_2015 32% + Grad_Index 32% + DC_Index 4%</p> <p>AI_2015=mean(Prof_Index_2015,Growth_Index_2015,Grad_Index_2015).</p> <p>AI_2014=mean(Prof_Index_2014,Growth_Index_2014,Grad_Index_2014).</p> <p>AI_2013=mean(Prof_Index_2013,Growth_Index_2013,Grad_Index_2013).</p>		