

ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework (APF) includes measures that allow the Washington State Charter School Commission (“the Commission”) to evaluate charter school academic performance. This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place.

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

Indicator	Measure	
1. State and Federal Accountability – Washington School Improvement Framework	1a.1. All Students Framework Score	
	1a.2. Subgroup Framework Scores	
2. Geographic Comparisons (District)	2a.1. Proficiency	2a.2. Subgroup Proficiency
	2b.1. All Students Growth	2b.2. Subgroup Growth
	2c.1. Graduation Rate	2c.2. Subgroup Graduation Rate
	2d.1. EL Progress	2d.2. Subgroup EL Progress
	2e.1. Regular Attendance	2e.2. Subgroup Regular Attendance
	2f.1. 9 th Graders on Track (HS)	2f.2. Subgroup 9 th Graders on Track (HS)
	2g.1. Dual Credit (HS)	2g.2. Subgroup Dual Credit (HS)
3. Comparison to Schools Serving Similar Students (Regression)	3a. Proficiency	
	3b. Graduation rate	
4. School-Specific Goals	TBD (School specific)	

1. State and Federal Accountability

Released in March 2018, the Washington School Improvement Framework¹ identifies how schools can improve the education of all students. The Framework combines as many as nine indicators (such as graduation rates, attendance, and proficiency on state tests in math and English language arts) into a 1-10 score for all students and for each subgroup with a sufficient number of students to meet reporting requirements. The scores are based on up to three years of performance. The school's scores then determine the state supports for the school to improve.

1a.1 State Accountability: All Student WA School Improvement Framework Score
Is the charter school meeting performance expectations based on the state accountability system?
Exceeds Standard: <input type="checkbox"/> Charter school receives an all student Framework Score of 8, 9 or 10.
Meets Standard: <input type="checkbox"/> Charter school receives an all student Framework Score of 6 or 7.
Does Not Meet Standard: <input type="checkbox"/> Charter school receives an all student Framework Score of 4 or 5.
Falls Far Below Standard: <input type="checkbox"/> Charter school receives an all student Framework Score of 1, 2 or 3.

1a.2 State Accountability: Subgroup WA School Improvement Framework Score
Are students in subgroups in the charter school meeting performance expectations based on the state accountability system?
Exceeds Standard: <input type="checkbox"/> Charter school receives subgroup Framework Score of 8, 9 or 10.
Meets Standard: <input type="checkbox"/> Charter school receives subgroup Framework Score of 6 or 7.
Does Not Meet Standard: <input type="checkbox"/> Charter school receives subgroup Framework Score of 4 or 5.
Falls Far Below Standard: <input type="checkbox"/> Charter school receives subgroup Framework Score of 1, 2 or 3.

¹ More information is available at the [OSPI website](#).



2. Geographic Comparisons

Charter schools are compared to schools in the surrounding district that serve the same grades. The district comparison provides a comparison to the schools that charter school students might otherwise attend.

District comparison measures compare the charter school's performance to district schools serving the same grades as the charter school. Charter schools are rated based on the difference between the charter school and average district performance.

2a.1. Proficiency comparison to district
How are charter school students performing on state assessments compared to the district in which the school is located?
Exceeds Standard: <input type="checkbox"/> School proficiency rate is 10 or more percentage points above the district average.
Meets Standard: <input type="checkbox"/> School proficiency rate is equal to or is up to 9 percentage points above the district average.
Does Not Meet Standard: <input type="checkbox"/> School proficiency rate is up to 9 percentage points below the district average.
Falls Far Below Standard: <input type="checkbox"/> School proficiency rate is 10 or more percentage points below the district average.

2a.2. Subgroup Proficiency comparison to district
How are charter school students in subgroups performing on state assessments compared to the district in which the charter is located?
Exceeds Standard: <input type="checkbox"/> School subgroup proficiency rate is 10 or more percentage points above the district average.
Meets Standard: <input type="checkbox"/> School subgroup proficiency rate is equal to or is up to or equal to 9 points above the district.
Does Not Meet Standard: <input type="checkbox"/> School subgroup proficiency rate is up to or equal to 9 percentage points below the district average.
Falls Far Below Standard: <input type="checkbox"/> School subgroup proficiency rate is 10 or more percentage points below the district average.

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2b.1. All Students Growth comparison to district

Are charter school students meeting growth expectations compared to the district in which the school is located? (based on subgroup median growth percentiles (MGPs))

Exceeds Standard:

School MGP is 5 or more points above the district median.

Meets Standard:

School MGP is equal to or up to 4 percentage points above the district median.

Does Not Meet Standard:

School MGP is up to 4 points below the district median.

Falls Far Below Standard:

School MGP is 5 or more points below the district median.

2b2. Subgroup Growth comparison to district

Are charter school student subgroups meeting growth expectations compared to the student subgroups in the district in which the charter is located? (based on subgroup median growth percentiles (MGPs))

Exceeds Standard:

School subgroup MGP is 5 or more points above the district median.

Meets Standard:

School subgroup MGP is equal to or up to 4 points above the district median.

Does Not Meet Standard:

School subgroup MGP is up to or equal to 4 points below the district median.

Falls Far Below Standard:

School subgroup MGP is 5 or more points below the district median.



2c.1. Graduation Rate comparison to district

How are charter school student graduation rates compared to the district in which the charter is located?

Exceeds Standard:

Charter school graduation rate is 10 or more percentage points above the district average.

Meets Standard:

Charter school graduation rate is equal to or up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school graduation rate is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school graduation rate is 10 or more percentage points below the district average.

2c.2. Subgroup Graduation Rate comparison to district

How do charter school student subgroup graduation rates compared to the district graduation rates in which the charter is located?

Exceeds Standard:

Charter school subgroup graduation rate is 10 or more percentage points above the district average.

Meets Standard:

Charter school subgroup graduation rate equals or is up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school subgroup graduation rate is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school subgroup graduation rate is 10 or more percentage points below the district average.

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2d.1. EL Progress comparison to district

How is charter school student EL progress compared to the district in which the charter is located?

Exceeds Standard:

Charter school performance is 10 or more percentage points above the district average.

Meets Standard:

Charter school performance equals or is up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school performance is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school performance is 10 or more percentage points below the district average.

2d.2. Subgroup EL Progress comparison to district

How does charter school student subgroup EL progress compare to the district in which the charter is located?

Exceeds Standard:

Charter school subgroup performance is 10 or more percentage points above the district average.

Meets Standard:

Charter school subgroup performance equals or is up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school subgroup performance is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school subgroup performance is 10 or more percentage points below the district average.

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2g.1. Dual Credit (HS) comparison to district

How are charter school student dual credit (HS) rates compared to the district in which the charter is located?

Exceeds Standard:

Charter school performance is 10 or more percentage points above the district average.

Meets Standard:

Charter school performance equals or is up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school performance is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school performance is 10 or more percentage points below the district average.

2g.2. Subgroup Dual Credit (HS) comparison to district

How do charter school student subgroup dual credit (HS) rates compare to the district in which the charter is located?

Exceeds Standard:

Charter school subgroup performance is 10 or more percentage points above the district average.

Meets Standard:

Charter school subgroup performance equals or is up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school subgroup performance is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school subgroup performance is 10 or more percentage points below the district average.

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3. Comparison to Schools Serving Similar Students

Measures evaluating charter schools against schools statewide serving similar student populations use regression analysis, a method of statistical analysis that provides an estimate of expected performance based on different student and/or school characteristics. This approach allows the Commission to see whether charter schools are performing better, worse, or about the same as we would expect schools serving the same mix of students.

3a. Proficiency comparison to schools serving similar students
How are charter school students performing on state assessments compared to schools serving similar students?
Exceeds Standard: <input type="checkbox"/> Charter school proficiency rate exceeds expected performance (effect size $\geq .30$)
Meets Standard: <input type="checkbox"/> Charter school proficiency rate meets or slightly exceeds expected performance (effect size 0 to .29)
Does Not Meet Standard: <input type="checkbox"/> Charter school proficiency rate is lower than expected performance (effect size -0.01 to -.29)
Falls Far Below Standard: <input type="checkbox"/> Charter school proficiency rate falls far below expected performance (effect size $\leq -.30$)
For information on rationale for effect size thresholds, see <i>Statistical Power Analysis for the Behavioral Sciences</i> , Cohen (1988).

3b. Graduation rate comparison to schools serving similar students
How did the charter school graduation rate compare to schools serving similar students statewide?
Exceeds Standard: <input type="checkbox"/> Charter school graduation rate exceeds expected performance (effect size $\geq .30$)
Meets Standard: <input type="checkbox"/> Charter school graduation rate meets or slightly exceeds expected performance (effect size 0 to .29)
Does Not Meet Standard: <input type="checkbox"/> Charter school graduation rate is lower than expected performance (effect size -0.01 to -.29)
Falls Far Below Standard: <input type="checkbox"/> Charter school graduation rate falls far below expected performance (effect size $\leq -.30$)
For information on rationale for effect size thresholds, see <i>Statistical Power Analysis for the Behavioral Sciences</i> , Cohen (1988).

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4. School-Specific Goals

4a. Did the charter school meet its school-specific academic goals?

Note: Specific metric(s) and target(s) must be developed and agreed upon by the charter school and the authorizer.

Exceeds Standard:

The charter school exceeded its school-specific academic goal(s).

Meets Standard:

The charter school met its school-specific academic goal(s).

Does Not Meet Standard:

The charter school did not meet its school-specific academic goal(s).

Falls Far Below Standard:

The charter school fell far below its school-specific academic goal(s).