

Academic Framework

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Performance Framework

Academic

Is the
academic
program a
success?

Financial

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Is the school
financially
viable?

Operational

Is the
organization
complying
with the
terms of its
contract?

Framework Guidance

Purpose: The Academic Performance Framework was developed to communicate the State Board for Charter Schools' academic expectations for ensuring that all charter holders in its portfolio are providing a learning environment where measurable improvement in pupil achievement can be demonstrated.

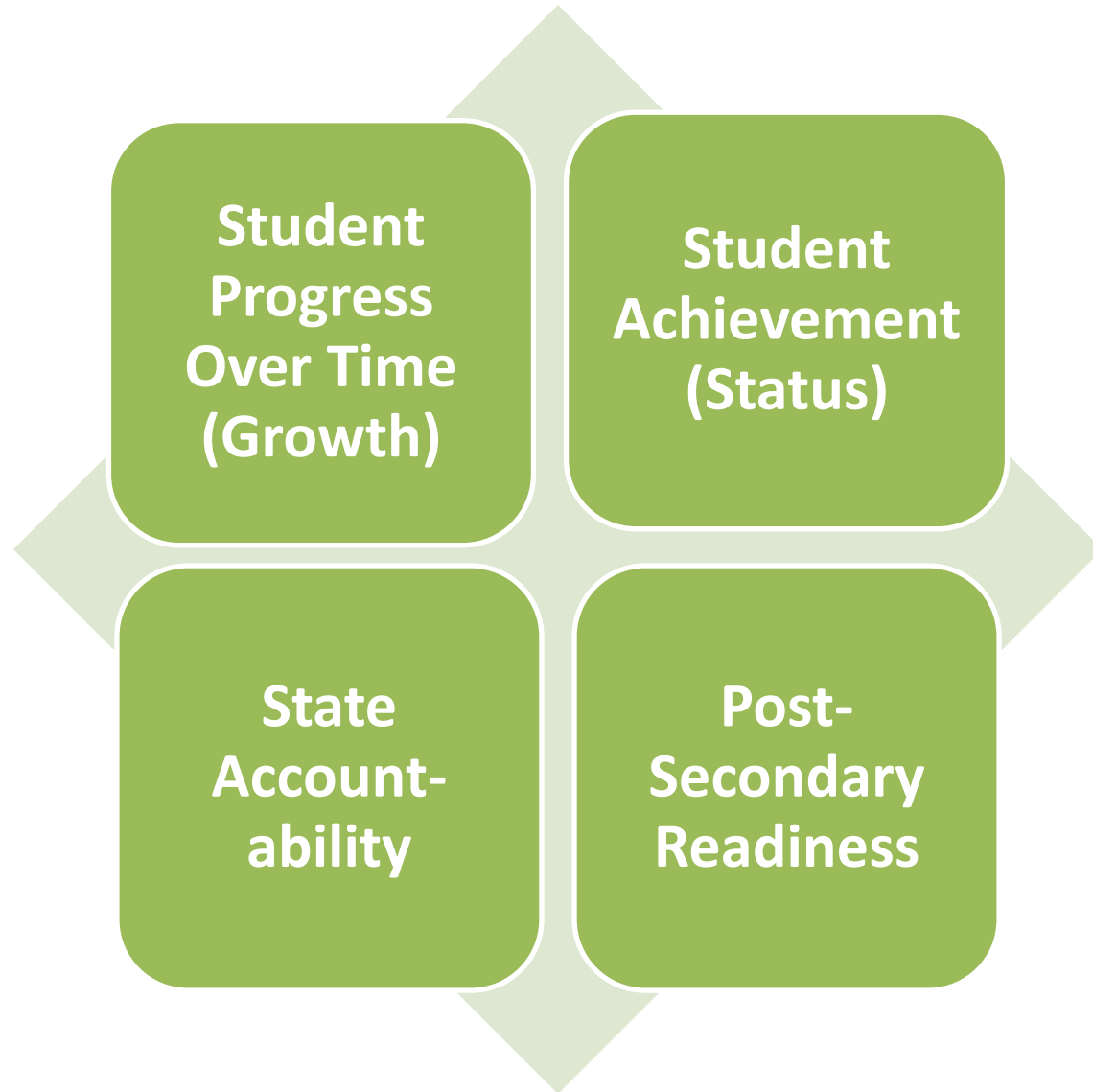
Framework Components

Component	Definition	Example
Indicators	General categories of performance	Student Achievement
Measures	General means to evaluate an aspect of an indicator	Proficiency on State Assessments
Metrics	Method of quantifying a measure	Percentage of students achieving proficiency on specific exams
Target	Threshold that signifies “meeting the standard” for a specific measure	Charter school meets or exceeds the state average
Ratings	Labels to categorize charter performance	Exceeds Standard Meets Standard Does Not Meet Standard Falls Far Below Standard

Target Ratings and Categories

- *Exceeds standard*—The charter holder is exceeding academic performance expectations and showing exemplary performance.
- *Meets standard*— The charter holder is meeting minimum expectations for academic performance.
- *Does not meet standard*— The charter holder has failed to meet minimum expectations for performance and is not making sufficient progress toward the academic performance expectations set forth in the academic framework.
- *Falls far below standard*— The charter holder is performing far below the Board’s academic performance expectations and is on par with the lowest-performing schools in the state.

Academic Framework



ASBCS Academic Framework*

Measure	Indicator	Metric
1.a	Student Growth	Adequate growth: Student growth percentiles (SGP)
1.b		Adequate growth lowest 25%: SGP
2.a	Student Achievement	School-wide student proficiency
2.b		Comparative proficiency: statewide composite
2.c		Comparative proficiency: individual subgroups
3	State Accountability	State grading system
4.a	Post-Secondary Readiness	Graduation rate
4.b		SAT and ACT performance and participation



* Modified framework for alternative charter and small charter schools.

ASBCS Alternative Academic Framework

Measure	Indicator	Metric
1.a	Student Growth	Adequate growth: Student growth percentiles (SGP)
1.b		Performance increase (high schools only)*
2.a	Student Achievement	School-wide student proficiency
2.b		Comparative proficiency: individual subgroups
3	State Accountability	State grading system
4.a	Post-Secondary Readiness	Graduation rate
4.b		Academic persistence*

*New measures for the alternative performance framework.



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Modifications for the ASBCS Alternative Academic Framework

Removal of 3 measures:

- 1.b Adequate growth lowest 25%: SGP
- 2.b Comparative proficiency: statewide composite
- 4.b SAT and ACT performance and participation

Addition of 2 measures:

- 1.b Increase in Performance Level
- 4.b Academic Persistence

Modifications:

- 1.a Growth Targets
- 2a, 2b Status Targets (comparison to other alternative schools)
- 4.a Graduation Rate

Weighting the Academic Framework

Measure	Weight - Traditional Charter Schools		Weight Alternative Charter Schools		Small Charter Schools Weight	
	Elementary and Middle	High School	Elementary and Middle	High School	Elementary and Middle	High School
1.a. Growth	25%	15%	30%	5%	25%	15%
1.b. Growth of Lowest-Performing Students (Improvement for Alternative High Schools)	25%	15%	20%	25%	25%	15%
2.a. Proficiency	15%	20%	15%	20%	15%	20%
2.b. Schools Serving Similar Populations	15%	15%	NA	NA	15%	15%
2.c. Subgroup Proficiency (Identified as 2b for alternative schools)	15%	15%	10%	10%	15%	15%
3.a. A-F Letter Grade Accountability System	5%	5%	10%	5%	5%	5%
4.a. High School Graduation Rate	NA	15%	NA	15%	NA	15%
4.b. Academic Persistence – (Alternative Schools)	NA	NA	15%	20%	NA	NA
4.b. College Readiness (Traditional and Small Schools)	NA	NA	NA	NA	NA	NA

Weighting the Framework

Scoring - Each measure in the academic framework results in a rating according to four target categories: exceeds standard, meets standard, below standard, and far below standard. Points are assigned to the school according the target categories as follows:

Exceeds Standard	100
Meets Standard	75
Below Standard	50
Far Below Standard	25

“Rolling Up” - The following point ranges are proposed for the aggregating of all measures to the school-level overall score:

Exceeds Standard	89 to 100
Meets Standard	63 to 88
Below Standard	39 to 62
Far Below Standard	below 39

Using the Academic Framework

Evaluation

A charter holder's academic performance will be used by the Board during the term of the charter:

- To stipulate the conditions which waive the charter holder from any submission requirements related to its academic program; and/or
- To stipulate the conditions which require the charter holder to submit additional information or clarification that will be used to inform the Board's decision-making.

Evaluation

- Meeting the Board’s academic performance expectations is defined as a charter holder with schools that receive an overall rating of “Meets Standard” or “Exceeds Standard” in the current year and the most recent prior year. (Two years in a row)
- A charter holder with schools that receive a current overall rating of “Meets Standard” or “Exceeds Standard”, but had not done so in the previous year, may demonstrate sufficient progress toward the academic performance expectations set forth in the academic framework by submitting required information that is judged to demonstrate documented progress toward the Board’s academic performance expectation.
 - The Board will take into consideration changes in the overall rating and the extent to which the required information submitted by the charter holder provides evidence of implementation of an improvement plan that demonstrates improved performance that, if sustained, will likely result in an overall rating of “Meets Standard” or “Exceeds Standard” as set forth in this document.
- Charter holders with schools that receive a current overall rating of “Does Not Meet Standard” may demonstrate sufficient progress toward the academic performance expectations set forth in the academic framework by submitting required information that is judged to demonstrate documented progress toward the academic performance expectation.
 - The Board will take into consideration changes in the overall rating and the extent to which the required information submitted by the charter holder provides evidence of implementation of an improvement plan that demonstrates improved performance that, if sustained, will likely result in an overall rating of “Meets Standard” or “Exceeds Standard” as set forth in this document.

Trial Run

- Initial trial run was conducted using 2010-11 charter school performance data. (23 charter schools)
- Select measures were run using 2011-12 data for all charter schools in the state.
- Updated trial run based on changes in metrics remains in process for alternative and small schools.

Traditional Elementary Schools (156)

		Overall Rating					
		E	M	D	F	Schools	
A-F Letter	Grade	A	2	44			46
		B		42	15		57
		C		1	41		42
		D			7	4	11

Traditional High Schools (8)

		Overall Rating				
		E	M	D	F	Schools
A-F Letter Grade	A	2	2			4
	B		1			1
	C		1	1		2
	D			1		1

Current Challenges to Calculating Framework

- Need more time for completion of:
 - small and alternative models
 - schools with missing measures
- Need guidance on:
 - How to re-allocate weights when an entire indicator (e.g., Letter Grade) is missing? When multiple measures are missing?
 - What to do if a significant number of Alternative schools have missing measures because we use only one year of data (too small N-counts)
 - How to treat K-12 Schools (84 schools)

Discussion, Questions, Comments