

ACADEMIC PERFORMANCE FRAMEWORK

METHODOLOGY

Introduction

The Academic Performance Framework (APF) includes measures that allow Spokane Public School (SPS) to evaluate charter school academic performance to answer the question: Is the academic program a success? In schools that meet or exceed standards, student learning—the central purpose of every school—is taking place and SPS can consider the academic program to be effective.

SPS collaborated with the National Association of Charter School Authorizers (NACSA), in partnership with Public Impact, and the Washington State Charter Commission to develop the APF. The starting point for the draft was NACSA’s Core Academic Performance Framework, which is based on NACSA’s Principles & Standards. Development of the APF included a review of publicly-available information related to Washington State charter laws, rules, and regulations.

Rating Scale

As outlined in WAC 108-30-030, for each APF measure, a charter school receives one of four ratings: “Exceeds Standard”, “Meets Standard”, “Does Not Meet Standard”, or “Falls Far Below Standard.”

- **Exceeds Standard** – Schools that earn this rating exhibit exemplary performance. They are on track for charter renewal and could warrant consideration by SPS for expansion or replication.
- **Meets Standard** – Schools in this rating category meet the minimum expectations for charter school performance. They are performing well and are on track for charter renewal.
- **Does Not Meet Standard** – Schools in this category fail to meet minimum expectations for academic performance. SPS could consider closer monitoring, and their status for renewal could be in question.
- **Falls Far Below Standard** – Schools that fall into this rating category are on par with the lowest-performing schools in the state and may be subject to non-renewal or revocation.

SPS will review charter school performance against the APF annually and at the time of renewal. The results will be used by SPS to make decisions pertaining to renewal, revocation, and corrective action plans. In addition to the district’s oversight of charter school performance, the Office of Superintendent of Public Instruction (OSPI) uses the state’s School Improvement Framework to evaluate charter schools annually.

Indicators and measures

The Academic Performance Framework (APF) evaluates schools based on: state accountability, federal accountability, proficiency rates, student growth, career and college readiness, subgroup performance, comparisons to district schools charter schools' students would otherwise attend and schools statewide serving similar students, and school-specific goals.

INDICATOR	MEASURE		Weight	
			K-8	HS
1. State and Federal Accountability – Washington School Improvement Framework	1a.1. All Students Framework Score		30%	30%
	1a.2. Subgroup Framework Scores		20%	20%
2. Geographic Comparisons (District Comparison)	2a.1. Proficiency	2a.2. Subgroup Proficiency	6%	5%
	2b.1 All students growth	2b.2. Subgroup growth	9%	NA
	2c.1 Graduation Rate	2c.2. Subgroup Graduation Rate	NA	2.5%
	2d. 1 EL Progress	2d.2. Subgroup EL Progress	2.5%	2.5%
	2e. 1 Regular Attendance	2e.2. Subgroup Regular Attendance	2.5%	2.5%
	2f.1 9th Graders on Track	2f.2. 9th Graders on Track	NA	2.5%
	2g.1 Dual Credit	2g.2. Dual Credit	NA	5%
3. Comparison to Schools Serving Similar Students	3a. Proficiency		15%	7.5%
	3b. Graduation rate		NA	7.5%
4. School-specific goals	School-specific goal(s)		15%	15%

Note: 9th Graders on Track and Dual Credit are evaluated for all schools serving 9th grade.

Weights across all indicators total to 100%.

Note on missing data: *If a school does not have at least one year of SBA data or if more than one of the four indicators is missing, an overall tier rating will not be calculated.*

If any metrics within an indicator are missing, an indicator rating will not be calculated.

ACADEMIC PERFORMANCE FRAMEWORK INDICATORS AND MEASURES

This section provides background information, data requirements, and methodology steps for each of the measures in the APF.

Indicator 1: State accountability system

The Washington State Board of Education (SBE) and the Office of the Superintendent of Public Instruction (OSPI) developed the Washington School Improvement Framework as part of its ESSA Consolidated Plan to evaluate and track the performance of all schools in the state.¹ In order to align charter school accountability expectations with the state accountability system, the Washington School Improvement Framework serves as the foundation of the APF, supplemented by additional measures required by WAC 108-30-020(a).

The Washington School Improvement Framework evaluates all students and targeted subgroups² on proficiency, growth, graduation rate, English learner (EL) progress, attendance, ninth grade credit attainment, and dual credit. Each year, the state calculates up to 10 scores for each school that represent statewide ranking (deciles) for all students and each subgroup with a sufficient number of students to meet reporting requirements. The scores are based on up to three years of performance.

Additional Information/Considerations:

Because the state framework scores are based on up to three years of data, SPS will need to consider the issue of “overweighting” data from some years during a renewal review. When four years of results are considered for a charter renewal review, performance from some years may counted as many as three times. It is possible, as well, that data from years before the current charter contract term are included in the review.

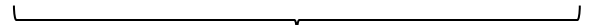
Using a hypothetical example, (see table below) in 2024 a charter school is in the fifth year of the charter term, and SPS is reviewing academic performance from the first four years of the charter contract term – 2020 through 2023. Using the Washington State Improvement Framework, based on three years of data, performance in the first year of the charter term (2020) “counts” for 50% of the evaluation because 2020 results are included in the Framework scores for 2020, 2021, and 2022. The most recent year counts only for 8% because 2023 results are only included in the 2023 3-year Framework score. Additionally, years prior to the charter term (2018 and 2019) are also included in the renewal review.

	Years included in the renewal review, based on state accountability Framework scores from 2020, 2021, 2022, and 2023:
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¹ More information is available at the [OSPI website](#).

² Targeted subgroups in the state Washington School Improvement Framework include race and ethnicity, current ELL, students with disabilities, and free and reduced price lunch.

Year of charter term:	2018	2019	2020	2021	2022	2023
1 (2020)	included	included	included			
2 (2021)		included	included	included		
3 (2022)			included	included	included	
4 (2023)				included	included	included
Percentage each year is “weighted” in the review	8%	17%	25%	25%	17%	8%



Years included in current charter term
 (2024 results not yet available for final year of term)

Measure 1a.1. Washington School Improvement Framework Score – All Students

Necessary data

- Washington School Improvement Framework scores for current year

Targets

1a.1 State Accountability: Washington School Improvement Framework Score – All Students
Is the charter school meeting performance expectations based on state accountability results?
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.

Measure 1a.2. Washington School Improvement Framework Score – Subgroups

Necessary data

- Washington School Improvement Framework scores for each reported subgroup for current year

Additional Information/Considerations:

OSPI includes the following subgroups in the Washington School Improvement Framework: American Indian/Alaskan Native, Asian, black/African American, Hispanic/LatinX, native Hawaiian/other Pacific Islander, two or more races, white, English learners, low income, students with disabilities. Results for fewer than 20 students are not released or included in the SPS analyses.

Targets

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

Indicator 2: Geographic Comparisons

Charter schools are compared to schools in the surrounding district. The district comparison provides a comparison to the schools that charter school students might otherwise attend. Charter schools are rated based on the difference between the charter school and average district performance.

Measure 2a.1. Proficiency Comparison to District in which the school is located

Necessary data

For charter school and resident district:

- Grades served
- Percentage of students proficient in ELA by grade
- Percentage of students proficient in math by grade

Methodology (carried out separately for ELA and math)

Step 1: Calculate the difference between the charter school percentage of proficient students and the district average percentage of proficient students in the grades served by the charter school.

Step 2: Apply targets from table below to assign performance category.

Targets (apply separately to all tested subjects)

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.

Measure 2b.1. Subgroup proficiency - Comparison to district in which the school is located

Necessary data

For charter school and resident district:

- Grades served
- Percentage of students proficient in each eligible subgroup in ELA by grade.
- Percentage of students proficient in each eligible subgroup in math by grade.

Note: “Eligible” subgroups meet OSPI reporting standards for number of students tested (20).

Methodology (carried out separately for ELA and math for each eligible subgroup)

Step 1: Calculate the difference between the charter school percentage of proficient students in the subgroup and the district average percentage of proficient students in the subgroup in the grades served by the charter school.

Step 3: Apply targets from table below to assign performance category.

Targets (applied separately to all tested subjects for all eligible subgroups)

2b.1. 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.

Measure 2a.2. Student Growth- All Students - Comparison to the district in which the school is located

Median growth percentiles are calculated by OSPI using two years of state assessment data. Results are reported for grades 4 through 8 for all schools serving a range of grades from 3 through 8. (Growth is not reported for third grade, since two years of assessment data are needed and second grade is not a tested grade.)

Necessary data

For charter school and resident district:

- Median growth percentile (MGP) – ELA
- Median growth percentile (MGP) - math

Methodology (carried out separately for ELA and math)

Step 1: Calculate the difference between the charter school MGP and the district MGP.

Step 2: Apply targets from table below to assign performance category.

Targets (applied separately to both ELA and math)

2a.2. Student Growth- All Students - Comparison to the 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: <input type="checkbox"/> School MGP is 5 or more points above the district median.
Meets Standard: <input type="checkbox"/> School MGP is equal to or up to 4 percentage points above the district median.
Does Not Meet Standard: <input type="checkbox"/> School MGP is up to 4 points below the district median.
Falls Far Below Standard: <input type="checkbox"/> School MGP is 5 or more points below the district median.

Measure 2b.2. Student Growth- Subgroups - Comparison to district in which the school is located

Median growth percentiles are calculated by OSPI using two years of state assessment data. Results are reported for grades 4 through 8 for all schools serving a range of grades from 3 through 8. (Growth is not reported for third grade, since two years of assessment data are needed and second grade is not a tested grade.)

Necessary data

For charter school and resident district:

- School median growth percentile (MGP) for all eligible subgroups – ELA
- School median growth percentile (MGP) for all eligible subgroups - math

Note: “Eligible” subgroups meet OSPI reporting standards for number of students tested.

Methodology (carried out separately for ELA and math for all eligible subgroups)

Step 1: Calculate the difference between the charter school subgroup MGP and the district subgroup MGP.

Step 2: Apply targets from table below to assign performance category.

Targets (applied separately to both ELA and math for each eligible subgroup)

<p>2b2. Student Growth- Subgroups - Comparison to district in which the school is located</p> <p>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))</p>
<p>Exceeds Standard:</p> <p><input type="checkbox"/> School subgroup MGP is 5 or more points above the district median.</p>
<p>Meets Standard:</p> <p><input type="checkbox"/> School subgroup MGP is equal to or up to 4 points above the district median.</p>
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> School subgroup MGP is up to or equal to 4 points below the district median.</p>
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> School subgroup MGP is 5 or more points below the district median.</p>

Measure 2c.1. Graduation rate - All students - Comparison to district in which the school is located

Necessary data

For charter school and resident district:

- Adjusted cohort graduation rate reported in the Washington School Improvement Framework

Methodology

Step 1: Calculate the difference between the charter school adjusted cohort graduation rate and the district adjusted cohort graduation rate.

Step 2: Apply targets from table below to assign performance category.

Targets

2c.1 Graduation rate - All students - Comparison to district How are charter school student graduation rates compared to the district in which the charter is located?
Exceeds Standard: <input type="checkbox"/> Charter school graduation rate is 10 or more percentage points above the district average.
Meets Standard: <input type="checkbox"/> Charter school graduation rate is equal to or up to 9 percentage points above the district average.
Does Not Meet Standard: <input type="checkbox"/> Charter school graduation rate is up to 9 percentage points below the district average.
Falls Far Below Standard: <input type="checkbox"/> Charter school graduation rate is 10 or more percentage points below the district average.

Measure 2c.2. Graduation rate – Subgroup – Comparison to district in which the school is located

Necessary data

For charter school and resident district:

- Subgroup graduation rates for all eligible subgroups reported in the Washington School Improvement Framework

Note: “Eligible” subgroups meet OSPI reporting standards for number of students tested.

Methodology (carried out separately for each eligible subgroup)

Step 1: Calculate the difference between the charter school subgroup adjusted cohort graduation rate and the district subgroup adjusted cohort graduation rate.

Step 2: Apply targets from table below to assign performance category.

Targets

2c2. Graduation rate – Subgroup – Comparison to district How do charter school student subgroup graduation rates compare to the district graduation rates in which the charter is located?
Exceeds Standard: <input type="checkbox"/> Charter school subgroup graduation rate is 10 or more percentage points above the district average.
Meets Standard: <input type="checkbox"/> Charter school subgroup graduation rate equals or is up to 9 percentage points above the district average.
Does Not Meet Standard: <input type="checkbox"/> Charter school subgroup graduation rate is up to 9 percentage points below the district average.
Falls Far Below Standard: <input type="checkbox"/> Charter school subgroup graduation rate is 10 or more percentage points below the district average.

Measure 2d.1 EL Progress Comparison to district

Percentage of students who are making enough progress to transition out of the program within at most six years.

Necessary data

For charter school and resident district:

- English Learner (EL) progress rates

Methodology

Step 1: Calculate the difference between the charter school EL progress rate and the district EL progress rate.

Step 2: Apply targets from table below to assign performance category.

Targets

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: <input type="checkbox"/> Charter school performance is 10 or more percentage points above the district average.
Meets Standard: <input type="checkbox"/> Charter school performance equals or is up to 9 percentage points above the district average.
Does Not Meet Standard: <input type="checkbox"/> Charter school performance is up to 9 percentage points below the district average.
Falls Far Below Standard: <input type="checkbox"/> Charter school performance is 10 or more percentage points below the district average.

Measure 2d.2. EL Progress – Subgroup – Comparison to district in which the school is located

Percentage of students who are making enough progress to transition out of the program within at most six years.

Necessary data

For charter school and resident district:

- Subgroup EL progress rates for all eligible subgroups reported in the Washington School Improvement Framework

Note: “Eligible” subgroups meet OSPI reporting standards for number of students tested.

Methodology (carried out separately for each eligible subgroup)

Step 1: Calculate the difference between the charter school subgroup EL progress rate and the district subgroup EL progress rate.

Step 2: Apply targets from table below to assign performance category.

Targets

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: <input type="checkbox"/> Charter school subgroup performance is 10 or more percentage points above the district average.
Meets Standard: <input type="checkbox"/> Charter school subgroup performance equals or is up to 9 percentage points above the district average.
Does Not Meet Standard: <input type="checkbox"/> Charter school subgroup performance is up to 9 percentage points below the district average.
Falls Far Below Standard: <input type="checkbox"/> Charter school subgroup performance is 10 or more percentage points below the district average.

Measure 2e.1. Regular Attendance Comparison to district

Percentage of students attending 90% or more school days.

Necessary data

For charter school and resident district:

- Regular attendance rate

Methodology

Step 1: Calculate the difference between the charter school regular attendance rate and the district regular attendance rate.

Step 2: Apply targets from table below to assign performance category.

Targets

2e.1. Regular Attendance comparison to district
How does charter school student regular attendance compare to the district in which the charter is located?
Exceeds Standard: <input type="checkbox"/> Charter school performance is 10 or more percentage points above the district average.
Meets Standard: <input type="checkbox"/> Charter school performance equals or is up to 9 percentage points above the district average.
Does Not Meet Standard: <input type="checkbox"/> Charter school performance is up to 9 percentage points below the district average.
Falls Far Below Standard: <input type="checkbox"/> Charter school performance is 10 or more percentage points below the district average.

Measure 2e.2. Regular Attendance – Subgroup – Comparison to district in which the school is located

Percentage of students attending 90% or more school days.

Necessary data

For charter school and resident district:

- Subgroup regular attendance rates for all eligible subgroups reported in the Washington School Improvement Framework

Note: “Eligible” subgroups meet OSPI reporting standards for number of students tested.

Methodology (carried out separately for each eligible subgroup)

Step 1: Calculate the difference between the charter school subgroup regular attendance rate and the district subgroup regular attendance rate.

Step 2: Apply targets from table below to assign performance category.

Targets

2e.2. Subgroup Regular Attendance comparison to district
How does charter school student subgroup regular attendance compare to the district in which the charter is located?
Exceeds Standard: <input type="checkbox"/> Charter school subgroup performance is 10 or more percentage points above the district average.
Meets Standard: <input type="checkbox"/> Charter school subgroup performance equals or is up to 9 percentage points above the district average.
Does Not Meet Standard: <input type="checkbox"/> Charter school subgroup performance is up to 9 percentage points below the district average.
Falls Far Below Standard: <input type="checkbox"/> Charter school subgroup performance is 10 or more percentage points below the district average.

Measure 2f.1. 9th Grade on Track Comparison to district

Percentage of first time 9th graders who earned all credits attempted.

Necessary data

For charter school and resident district:

- 9th grade on track rates

Methodology

Step 1: Calculate the difference between the charter school 9th grade on track rate and the district 9th grade on track rate.

Step 2: Apply targets from table below to assign performance category.

Note: Applies to all schools serving students in 9th grade.

Targets

2f.1. 9th Grade on Track (HS) comparison to district
How do charter school student 9 th grade on track (HS) rates compare to the district in which the charter is located?
Exceeds Standard: <input type="checkbox"/> Charter school performance is 10 or more percentage points above the district average.
Meets Standard: <input type="checkbox"/> Charter school performance equals or is up to 9 percentage points above the district average.
Does Not Meet Standard: <input type="checkbox"/> Charter school performance is up to 9 percentage points below the district average.
Falls Far Below Standard: <input type="checkbox"/> Charter school performance is 10 or more percentage points below the district average.

Measure 2f.2. 9th Grade on Track – Subgroup – Comparison to district in which the school is located

Percentage of first time 9th graders who earned all credits attempted.

Necessary data

For charter school and resident district:

- Subgroup 9th grade on track rates for all eligible subgroups reported in the Washington School Improvement Framework

Note: “Eligible” subgroups meet OSPI reporting standards for number of students tested.

Methodology (carried out separately for each eligible subgroup)

Step 1: Calculate the difference between the charter school subgroup 9th grade on track rate and the district subgroup 9th grade on track rate.

Step 2: Apply targets from table below to assign performance category.

Note: Applies to all schools serving students in 9th grade.

2f.2. Subgroup 9th Grade on Track (HS) comparison to district

How do charter school student subgroup 9th grade on track (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.

Measure 2g.1. Dual Credit Comparison to district

Percentage of students in grades 9-12 who completed a dual credit course or program. Necessary data

For charter school and resident district:

- Dual credit rates

Methodology

Step 1: Calculate the difference between the charter school dual credit rate and the district dual credit rate.

Step 2: Apply targets from table below to assign performance category.

Note: Applies to all schools serving students in 9th grade.

Targets

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

How do charter school student dual credit (HS) rates compare 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.

Measure 2g.2. Dual Credit – Subgroup – Comparison to district in which the school is located

Percentage of students in grades 9-12 who completed a dual credit course or program.

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Necessary data

For charter school and resident district:

- Subgroup dual credit rates for all eligible subgroups reported in the Washington School Improvement Framework

Note: “Eligible” subgroups meet OSPI reporting standards for number of students tested.

Methodology (carried out separately for each eligible subgroup)

Step 1: Calculate the difference between the charter school subgroup dual credit rate and the district subgroup dual credit rate.

Step 2: Apply targets from table below to assign performance category. Note:
Applies to all schools serving students in 9th grade.

Targets

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: <input type="checkbox"/> Charter school subgroup performance is 10 or more percentage points above the district average.
Meets Standard: <input type="checkbox"/> Charter school subgroup performance equals or is up to 9 percentage points above the district average.
Does Not Meet Standard: <input type="checkbox"/> Charter school subgroup performance is up to 9 percentage points below the district average.
Falls Far Below Standard: <input type="checkbox"/> Charter school subgroup performance is 10 or more percentage points below the district average.

INDICATOR 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 SPS to see whether charter schools are performing better, worse, or about the same as we would expect schools serving the same mix of students.

Measure 3a. Proficiency comparison to schools serving similar students

Regression analysis is used to compare each school's actual performance to its predicted performance, based on the enrollment of students eligible for free and reduced price lunch (FRL) and students with disabilities (SWD).

Necessary data

For all schools in the state:

- Percentage of students proficient in ELA by grade
- Percentage of students proficient in math by grade
- Enrollment (percentage) of students eligible for free and reduced price lunch (FRL)
- Enrollment (percentage) of students with disabilities (SWD)

Methodology (carried out separately for ELA and math)

For each tested grade served by the charter school:

Step 1: Using linear regression (dependent variable – proficiency rate, independent variables – percent FRL enrollment and percent SWD enrollment), calculate the expected proficiency rate for the charter school.

Step 2: Calculate the standard deviation statewide for the proficiency rate.

Step 3: Calculate the effect size (*the difference between the actual and predicted proficiency rate, divided by the standard deviation of proficiency rates statewide*)

After all grades are completed:

Step 4: Average the effect size for all grades, weighted by the number of students tested in each grade.

Step 5: Apply targets to assign performance category.

Targets

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:

Charter school proficiency rate exceeds expected performance (effect size $\geq .30$)

Meets Standard:

Charter school proficiency rate meets or slightly exceeds expected performance (effect size 0 to $.29$)

Does Not Meet Standard:

Charter school proficiency rate is lower than expected performance (effect size -0.01 to $-.29$)

Falls Far Below Standard:

Charter school proficiency rate falls far below expected performance (effect size $\leq -.30$)

For information on rationale for effect size thresholds, see *Statistical Power Analysis for the Behavioral Sciences*, Cohen (1988).

Measure 3b. Graduation rate – Comparison to schools serving similar students

Regression analysis is used to compare each school's actual performance to its predicted performance, based on the enrollment of students eligible for free and reduced price lunch (FRL) and students with disabilities (SWD).

Necessary data

For all schools with a graduating high school in the state:

- Cohort graduation rate reported in the Washington School Improvement Framework.

Methodology

Step 1: Using linear regression (dependent variable – graduation rate, independent variables – percent FRL enrollment and percent SWD enrollment), calculate the expected graduation rate for the charter school.

Step 2: Calculate the standard deviation statewide for the graduation rate.

Step 3: Calculate the effect size (*the difference between the actual and predicted graduation rate, divided by the standard deviation of graduation rates statewide*).

Step 4: Apply targets to assign performance category.

Targets

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:

Charter school graduation rate exceeds expected performance (effect size $\geq .30$)

Meets Standard:

Charter school graduation rate meets or slightly exceeds expected performance (effect size 0 to $.29$)

Does Not Meet Standard:

Charter school graduation rate is lower than expected performance (effect size -0.01 to $-.29$)

Falls Far Below Standard:

Charter school graduation rate falls far below expected performance (effect size $\leq -.30$)

For information on rationale for effect size thresholds, see *Statistical Power Analysis for the Behavioral Sciences*, Cohen (1988).

INDICATOR 4: SCHOOL-SPECIFIC GOALS

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

Overview: School-specific goals must be measurable, based on valid and reliable sources, and should encompass performance outcomes. SPS will consider the appropriateness and feasibility of assessing school-specific measures before including them in the academic performance framework.

Data source(s): Data sources and verification processes will be established as part of the approval of school-specific measures.

Targets

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 exceeds its school-specific academic goal(s).

Meets Standard:

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

Does Not Meet Standard:

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

Falls Far Below Standard:

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

CREATING MEASURE RATINGS, INDICATOR RATINGS AND AN OVERALL RATING (TIER)

Calculating Measure ratings

Each measure in the academic framework receives one of four ratings: *Exceeds Standard*, *Meets Standard*, *Does Not Meet Standard*, or *Falls Far Below Standard*. Points are assigned to the school based on the rating category earned:

Rating Category	Points earned
Exceeds Standard	100 points
Meets Standard	75 points
Does Not Meet Standard	50 points
Falls Far Below Standard	25 points

For example, a school that “exceeds” the performance target for a measure would receive 100 points for that measure.

Calculating aggregate measure ratings

Many of the APF measures have one or more “sub-measure” ratings that must be aggregated or rolled up to a measure rating. For example, Measure 2a1 evaluates both ELA *and* math proficiency, and Measure 2a2 evaluates both ELA *and* math proficiency **for up to 10 subgroups**.

Points for sub-measure ratings are averaged and assigned a measure rating, using the following point ranges (the lowest score a school can receive is 25 points):

Category	Points Range
Exceeds Standard	88 to 100 points
Meets Standard	63 to 87.9 points
Does Not Meet Standard	38 to 62.9 points
Falls Far Below Standard	25 to 37.9 points

While a school receives an aggregated rating, annual reports will display disaggregated results and results for all subgroups and sub-measures will be reviewed by SPS.

Example: Subgroup Comparison to District Schools that Charter School Students Would Otherwise Attend

Subgroup	Subject	School Proficiency Rate	District Proficiency Rate	Sub-measure rating	Points Earned
American Indian/Alaskan Native	ELA	21%	32%	F	25
	Math	13%	20%	D	50
Black/African American	ELA	29%	34%	D	50
	Math	18%	16%	M	75
Hispanic/LatinX	ELA	32%	34%	D	50
	Math	23%	21%	M	75
Native Hawaiian/other Pacific Islander	ELA	22%	12%	E	100
	Math	19%	8%	E	100
EL	ELA	6%	10%	D	50
	Math	14%	20%	D	50
Low Income	ELA	35%	38%	D	50
	Math	38%	42%	D	50
SPED	ELA	11%	22%	F	25
	Math	6%	5%	M	75
Male	ELA	34%	39%	D	50
	Math	40%	37%	M	75
Female	ELA	41%	53%	F	25
	Math	42%	40%	M	75
Average Score:					58
Measure Rating:					D

In the example above, the school has a range of sub-measure ratings, which result in an aggregated measure result of “Does Not Meet Standard.”

Calculating Indicator and overall Ratings

In order to aggregate scores from all the measures into indicator ratings and then into an overall rating (tier), the score for each measure is weighted according to the table below.

INDICATOR	MEASURE		Weight	
			K-8	HS
1. State and Federal Accountability – Washington School Improvement Framework	1a.1. All Students Framework Score		30%	30%
	1a.2. Subgroup Framework Scores		20%	20%
2. Geographic Comparisons (Assigned School Comparison)	2a.1. Proficiency	2a.2. Subgroup Proficiency	6%	5%
	2b.1 All students growth	2b.2. Subgroup growth	9%	NA
	2c.1 Graduation Rate	2c.2. Subgroup Graduation Rate	NA	2.5%
	2d. 1 EL Progress	2d.2. Subgroup EL Progress	2.5%	2.5%
	2e. 1 Regular Attendance	2e.2. Subgroup Regular Attendance	2.5%	2.5%
	2f.1 9th Graders on Track	2f.2. 9th Graders on Track	NA	2.5%
	2g.1 Dual Credit	2g.2. Dual Credit	NA	5%
3. Comparison to Schools Serving Similar Students	3a. Proficiency		15%	7.5%
	3b. Graduation rate		NA	7.5%
4. School-specific goals	School-specific goal(s)		15%	15%

Note: 9th Graders on Track and Dual Credit are evaluated for all schools serving 9th grade.

Note: Weights across all indicators total to 100%.

First, a weighted average of the points earned on measures within each indicator is calculated, and an indicator rating is assigned based on the table below. Next, a weighted average of the indicator rating points is calculated and each school is assigned to one of four tiers, according to the table below. The same point ranges are used to assign both indicator ratings and overall tiers.

Overall Tier	Indicator Rating	Points Range
1	Exceeds Standard	88 to 100 points
2	Meets Standard	63 to 87.9 points
3	Does Not Meet Standard	38 to 62.9 points
4*	Falls Far Below Standard	25 to 37.9 points

*Consistent with RCW 28A.710.200 (2), charter schools in the bottom quartile of schools on the Washington School Improvement Framework will automatically be assigned to Tier 4, regardless of total points.

Note on missing data: *If a school does not have at least one year of SBAC data or if more than one of the four indicators is missing, an overall tier rating will not be calculated.*

If any metrics within an indicator are missing, an indicator rating will not be calculated.

Example Middle School

Indicator	Measure	Charter School Rating	Points Earned	Weight	Weighted Points
State and Federal Accountability	1a.1. All student Framework score	F	25	30%	7.5
	1a.2 Subgroup Framework score	D	38	20%	7.6

Indicator Rating (Points)
F (15.1 of 50 possible points)

Geographic Comparisons	2a.1 Proficiency comparison to district	D	50	3%	1.5
	2a.2 Growth comparison to district (K-8)	M	63	3%	1.89
	2b.1 Subgroup proficiency comparison to district	D	38	4.5%	1.71
	2b.2 Subgroup growth comparison to district (K-8)	M	67	4.5%	3.02
	2d.1 EL Progress Comparison to district	M	75	1.25%	.94
	2d.2 Subgroup EL Progress Comparison to district	M	75	1.25%	.94
	2e.1 Regular Attendance comparison to district	D	50	1.25%	.63
	2e.2 Subgroup Regular Attendance comparison to district	M	63	1.25%	.79

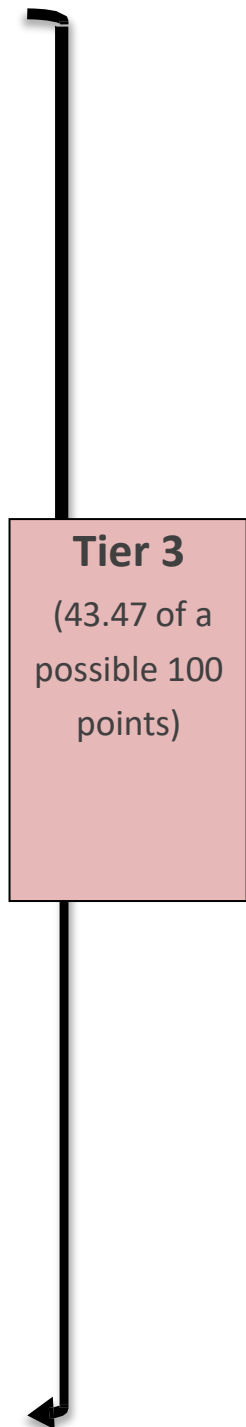
D (11.42 of 20 possible points)

Comparison to Schools Serving Similar Students (Regression)	3a Proficiency comparison to schools statewide serving similar students	D	38	15%	5.7
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D (5.7 of 15 possible points)

School-Specific Goals		M	75	15%	11.25
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M (11.25 of 15 possible points)



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