

Alabama Public Charter School Commission ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework (APF) includes measures that allow the Alabama Public 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- Subject to Pending Revision by USDOE	<p>School with a grade 12 Achievement- 20% CCR*-10% ELP-5% Growth-30% Chronic Absenteeism- 10% Graduation Rate- 25%</p> <p>*CCR definition- The six indicators of college and career readiness currently utilized are achieving a benchmark score on the ACT, scoring a 3, 4, or 5 on an Advanced Placement exam/scoring a 4, 5, 6, or 7 on an International Baccalaureate exam, scoring silver level or above on ACT Work Keys, earning a transcripted college credit while still in high school, earning an Industry Credential, or being accepted for enlistment into any branch of the military.</p> <p>State Accountability also requires the assignment of a letter grade A-F, based on the school or LEA’s accountability score.</p>
2. Geographic Comparisons	<p>Proficiency comparison to the local district</p> <p>Subgroup proficiency comparison to local district</p> <p>All students growth comparison to local district</p> <p>Subgroup growth comparison to local district</p> <p>Graduation rate comparison to local district</p> <p>Graduation rate subgroup comparison to local district</p>
3. Comparison to Schools Serving Similar Students (Regression)	<p>Proficiency comparison schools serving similar students</p> <p>Graduation rate comparison to schools serving similar students</p>
4. School-Specific Goals	TBD

NOTE: Subgroups include race and ethnicity, current and former English Language Learners, students with disabilities, free and reduced price lunch.

ACADEMIC PERFORMANCE FRAMEWORK (APF)

1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

Alabama’s ESSA Committee developed the accountability system to evaluate and track the performance of all public schools in the state.¹ In order to align charter school accountability expectations with the state accountability system, the state’s measures serve as the foundation of the APF, supplemented by additional measures required by the Alabama School Choice and Opportunity Act.

The accountability system evaluates all students and targeted subgroups² on three components: proficiency, growth, and career and college readiness. It also includes the graduation rate, chronic absenteeism and ELP. Each year, the state calculates percentages for each school. Then based on a school’s score, it receives a letter grade. For purposes of this framework, the terms listed will be used in the charter school framework: *Exemplary*, *Very Good*, *Good*, *Fair*, *Underperforming*, and *Lowest Percent*.

1a.1 State and Federal Accountability
Is the charter school meeting performance expectations based on the Alabama Accountability System?
<i>Exceeds Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Exemplary” or “Very Good.”
<i>Meets Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Good.”
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Fair.”
<i>Falls Far Below Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Underperforming” or “Lowest 5 Percent.”

1a.2 State and Federal Accountability
Is the charter school meeting performance expectations based on the Alabama Accountability System?
<i>Exceeds Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Exemplary” or “Very Good.”
<i>Meets Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Good.”
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Fair.”
<i>Falls Far Below Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Underperforming” or “Lowest 5 Percent.”

3A. 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 percentile ranking 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.

3a.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:

School proficiency rate is 10 or more percentage points above the district average.

Meets Standard:

School proficiency rate is equal to or is up to 9 percentage points above the district average.

Does Not Meet Standard:

School proficiency rate is up to 9 percentage points below the district average.

Falls Far Below Standard:

School proficiency rate is 10 or more percentage points below the district average.

3a.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:

School subgroup proficiency rate is 10 or more percentage points above the district average.

Meets Standard:

School subgroup proficiency rate is equal to or is up to or equal to 9 points above the district.

Does Not Meet Standard:

School subgroup proficiency rate is up to or equal to 9 percentage points below the district average.

Falls Far Below Standard:

School subgroup proficiency rate is 10 or more percentage points below the district average.

3b1. 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:

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.

3b2. Student Growth- Subgroups - Comparison to district in which the school is located

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.

3c.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:

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.

3c2. Graduation rate – Subgroup – 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.

4. GROWTH COMPARISONS: ALL 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.

4a. 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).

4b. 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).

5. SCHOOL-SPECIFIC GOALS

5a. 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).