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## Charter School Performance Framework

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### The Background:

The State Board of Education established a Charter School Performance Framework in October 2014 which lays out the academic, organizational, and financial expectations to which charter schools authorized by the State Board of Education will be held accountable. Annually, the State Board of Education will publish a report of the performance of any charter schools it has authorized, and the report will be based on the established framework.

In this item presented to the Board on first reading, State Board staff has updated the performance framework to include additional measures as well as to align with the accountability system under the new waiver received by the Tennessee Department of Education.

The changes to the Charter School Performance Framework presented to the State Board are:

- **Page 4:**
  - Included a statutory reference to state that increasing academic performance is one of the main purposes of charter schools.
  - Included language from the State Board's Charter School Intervention Policy 6.700 of the consequences on a charter school for failing to meet the expectations outlined in the performance framework.
  
- **Page 5:**
  - Measure 1b – Added the TVAAS Overall Composite Index for three-year trend as a growth measure. The addition of the measure will allow the State Board to measure a school's TVAAS growth both in a one-year trend as well as over a three-year trend.
  - Measure 1c – Under the Department of Education's changes to the accountability system, proficiency levels will be aggregated by 3<sup>rd</sup> through 5<sup>th</sup> grades and 6<sup>th</sup> through 8<sup>th</sup> grades, and proficiency levels in grades 3 and 7 will no longer be pulled out for accountability. These changes reflect these updates to the accountability system.
  - Weighting of 1a-1c – All measures have been reweighted to be worth 15%.
  - Measure 2a – With the adoption of a new Social Studies assessment, Social Studies proficiency rates will be included in calculating the mean proficiency rates of schools.
  - Measure 2c – The Reward School Success Rate is called the School Success Rate by the Department of Education, and "Reward" was deleted to reflect this.
  - Footnotes:

- FN #5 – Clarifies that in the first and second years of a school’s operations, the one-year TVAAS trend and the two-year TVAAS trend will be substituted for the three-year trend.
  - FN #6 – Clarifies that if a school does not have the student data available to determine a TVAAS composite trend for a subgroup, the subgroup composite data that is available will be re-weighted.
  
- **Page 6**
  - Measures 3a-3d – The Department of Education has new indicators for measuring gap closure, and one of those indicators is calculating the one-year composite TVAAS trend per subgroup. For State Board authorized schools, schools will receive a TVAAS composite per subgroup which will be used to measure their progress on gap closure for the performance framework.
  - Rating System:
    - Reweighted items 1a-1c to reflect weighting on page 5.
    - Added row for Three-Year TVAAS Composite Index.
    - Adjusted the range for a school’s progress toward achievement goals. Meeting standard is now defined as meeting the goals or exceeding the goals by up to 20%.
    - Added rows for One-Year TVAAS Composite Indexes for subgroup achievement.
  
- **Page 7**
  - Measures 1a-1c – Reweighted all measures to be worth 15%.
  - Measure 1b – Added in Three-Year TVAAS Composite Index similar to the measure in K-8 on page 5.
  - Measure 1c – Geometry and English I have been added to the measure for mean achievement level as a percent of the target since these two assessments are now a part of the district accountability for the Department of Education.
  - Measure 2a – Geometry, US History, and Chemistry have been added to the mean proficiency rate for a school since these end of course assessments have been added by the Department of Education.
  - Measure 2d – Removed of the word “Reward” from School Success Rate.
  - Footnotes
    - FN #9 - Clarifies that in the first and second years of a school’s operations, the one-year TVAAS trend and the two-year TVAAS trend will be substituted for the three-year trend.
    - FN #10 – Clarifies that Integrated Math I, II, and III will be used instead of Algebra and Geometry in the cases of schools teaching these courses.
    - FN #12 – States that as new end of course assessments are added by the Department, they will be measured within the performance framework.
    - FN #13 - Clarifies that if a school does not have the student data available to determine a TVAAS composite trend for a subgroup, the subgroup composite data that is available will be re-weighted.

- **Page 8**
  - Measures 3a-3d – The Department of Education has new indicators for measuring gap closure, and one of those indicators is calculating the one-year composite TVAAS trend per subgroup. For State Board authorized schools, schools will receive a TVAAS composite per subgroup which will be used to measure their progress on gap closure for the performance framework.
  - Rating System:
    - Reweighted items 1a-1c to reflect weighting on page 7.
    - Added row for Three-Year TVAAS Composite Index.
    - Adjusted the range for a school’s progress toward achievement goals. Meeting standard is now defined as meeting the goals or exceeding the goals by up to 20%.
    - Adjusted the range for a school’s graduation rate. Meets standard is now defined as a school having a graduation rate of 85% to 89.9%.
    - Added rows for One-Year TVAAS Composite Indexes for subgroup achievement.

**The Fiscal Analysis Impact:**

This item has no financial impact on an LEA.

**The Recommendation:**

SBE staff recommends acceptance of this item on first reading.