



Charter School Performance Framework



Acknowledgements

The Tennessee State Board of Education would like to acknowledge and thank the National Association of Charter School Authorizers,¹ the Metropolitan Nashville Public School's Office of Charter Schools, and the Tennessee Achievement School District for use of their framework templates, guidance, and assistance in the creation of this performance framework. In addition, we appreciate the assistance of the Tennessee Department of Education for guidance around the state's accountability framework and their thought-partnership during the development of this performance framework.



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¹ National Association of Charter School Authorizers, "Core Performance Framework and Guidance," March 2013, accessed August 26, 2014, available at www.qualitycharters.org.



About the Performance Framework

The Tennessee State Board of Education’s mission with regard to its role as an appellate authorizer of charter schools is laid out in State Board Policy 6.100. This policy states, “The mission of the State Board is to increase families’ access to high-quality charter schools.” Therefore, this document outlines the comprehensive benchmarks by which charter schools authorized by the Tennessee State Board of Education will be measured and evaluated in order to meet the mission stated above. The framework addresses the academic, financial, and organizational benchmarks by which schools will be scored to indicate the overall success and health of the charter school. A charter school’s performance on these measures will be published in the annual report produced by the State Board of Education.



Section I. Academic Performance & School Culture

Pursuant to Tennessee Code Annotated (T.C.A) § 49-13-102, two of the purposes of a charter school are to improve learning for all students and to ensure that children have the opportunity to reach proficiency on state academic assessments. In addition, the law states that “[t]he performance-related provisions within a charter agreement shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer’s evaluation of each public charter school.”² For students, families, and the community, the main question that needs to be answered is: “Is this school a high-achieving school?” With increased school autonomy, a bedrock of charter school authorization, comes the expectation of high academic achievement. The following pages outline the measures by which a charter school’s academic performance will be evaluated for purposes of yearly monitoring, potential interventions and plans of correction, and renewal and revocation decisions. A school will be evaluated on each performance measure and will receive a rating for each measure as well as a composite score that encompasses the entire academic performance framework. The State Board of Education’s Charter School Intervention Policy 6.700 lays out the possible interventions and sanctions for failure to meet the standards set forth in the performance framework.³

The Academic Performance framework is made up of three key areas, which are outlined below. Additional details and explanations around these areas are included in the pages that follow.

1. Student Achievement (50%)
2. Comparative Performance (30%)
3. School Culture (20%)

² T.C.A. § 49-13-143(a)

³ For example, the governing board of any school that receives a “Falls Far Below” rating in any category will receive a Notice of Concern detailing the areas of concern on the Performance Framework. Achievement of a rating of “Falls Far Below” in multiple areas or “Does Not Meet Standard” in a significant number of ratings will result in a Notice of Deficiency being issued to the school’s governing board and a Plan of Correction being developed. Additional information regarding possible interventions and sanctions, including charter revocation, are available in the Charter School Intervention Policy 6.700.



1: Student Achievement (50%)

Measure	Description	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
1a*	School academic performance, as measured by the Tennessee Department of Education	D	C	B	A	50%

**For schools in their first year of operation, see 1b in the next section.*

In December 2015, the Every Student Succeeds Act (ESSA) was signed into law. ESSA replaces the former federal education law, commonly referenced as No Child Left Behind, and reauthorizes the Elementary and Secondary Education Act of 1965. In 2017, the Tennessee Department of Education (TDOE) outlined a new district and school accountability framework that is aligned to ESSA. The TDOE’s school accountability framework measures school performance for all students and by subgroup on the following indicators:⁴

1. **Achievement:** Percent of students performing at “on track” or “mastered” on state assessments through two pathways:
 - a. Absolute achievement (relative to other schools); or
 - b. Performance on Annual Measureable Objectives (AMO) targets (growth in achievement);
2. **Growth:** TVAAS growth for all students and progress on all achievement levels for subgroups;
3. **Ready Graduate (High School Only):** Percent of high school graduates who demonstrate the necessary skills for postsecondary, military, and workforce readiness by meeting either ACT, Early Postsecondary Opportunities (EPSO), or military criteria through two pathways:
 - a. Absolute achievement (relative to other schools); or
 - b. Performance on AMO targets (growth in Ready Graduate indicator);
4. **Chronically Out of School:** Percent of students who are chronically out of school, defined as missing 10 percent or more of a school year due to absences or out of school suspensions, through two pathways:
 - a. Absolute achievement (relative to other schools); or
 - b. Performance on AMO targets (reduction in percent of students chronically out of school);
5. **English Language Proficiency Assessment (ELPA):** Progress toward English language proficiency through two pathways:
 - a. Percent of students exiting ESL services, weighted by initial ELP; or
 - b. Percent of students meeting or exceeding the growth standard based on prior English proficiency.

⁴ Tennessee Department of Education. (2017, April 3). *Every Student Succeeds Act: Building on Success in Tennessee*.



An A-D letter grade⁵ is assigned to each school evaluated by the TDOE. Due to the comprehensive nature of this state-determined school rating, each letter grade will correspond to the rating category as determined in the table above. Minus grades for schools designated as “focus” schools will not influence the overall ratings category of the school. For example, a school receiving a B- will be designated as “Meets Standard.”

1. b. Student Achievement for New Schools (Applicable for schools with only one year of data) (50%)

New schools in their first year of operations will not receive an A-D rating from the TDOE. Instead, new schools will be evaluated in the following areas in student achievement. The weight of the following areas makes up 50% of the final academic performance and school culture score, just as the 50% weight from the A-D letter grade. Each of the below indicators scoring weights align to the scoring weights used for each indicator in the A-D letter grade.

1. Absolute Achievement: Absolute achievement will be measured by the percentage of students scoring “On-Track” or “Mastered” on the Tennessee state assessments in the subject areas of ELA, math, science, and social studies. The total scoring weight for absolute achievement is 45% with each subject area consisting of 11.25% of the total 45%. If a school is not being tested in a certain area, the total of 45% will be reallocated equally among the total tested subject areas.
2. Growth: Growth in achievement will be measured by TVAAS overall composite index for the one-year trend. The total scoring weight for growth is 35%.
3. Chronic Absenteeism: Chronic absenteeism is defined as the percent of students missing 10% or more of enrolled school days. The total scoring weight for chronic absenteeism is 10%.
4. English Language Proficiency Assessment (ELPA): ELPA will be measured by the percentage of students meeting or exceeding the growth standard based on prior English proficiency. The total scoring weight for ELPA is 10%.

⁵ T.C.A. § 49-1-228

Measure	Sub-Category	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
		Points Total		1	2	3	4	
1b – Year 1	Absolute Achievement	Absolute performance in ELA, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	HS	Less than 20%	20%-29.9%	30%-50%	Greater than 50%	11.25%
			3-8	Less than 20%	20%-29.9%	30%-50%	Greater than 50%	
		Absolute performance in math, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	HS	Less than 10%	10%-19.9%	20%-40%	Greater than 40%	11.25%
			3-8	Less than 20%	20%-29.9%	30%-50%	Greater than 50%	
		Absolute performance in science, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	HS	Less than 40%	40%-49.9%	50%-70%	Greater than 70%	11.25%
			3-8	Less than 40%	40%-49.9%	50%-70%	Greater than 70%	
		Absolute performance in social studies, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	HS	Less than 20%	20%-29.9%	30%-50%	Greater than 50%	11.25%
			3-8	Less than 20%	20%-29.9%	30%-50%	Greater than 50%	
	Growth	TVAAS overall composite index for one-year trend.	All	Level 1	Level 2	Level 3 or 4	Level 5	35%
	Chronic Absenteeism	The percent of students missing 10 percent or more of enrolled school days	HS	Greater than 25%	20.1-25%	15%-20%	Less than 15%	10%
K-8			Greater than 20%	15.1%-20%	10%-15%	Less than 10%		

	English Language Proficiency Assessment (ELPA)	Percent of students meeting or exceeding the growth standard based on prior English proficiency	HS	Less than 40%	Less than 50%	Less than 60%	At least 60%	10%
			K-8	Less than 40%	Less than 50%	Less than 60%	At least 60%	

2: Comparative Performance (30%)

Measure	Description		Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
2a	School comparative performance to resident district in ELA	All Grades	More than 15 percentage points lower than the resident district	5.1-15 percentage points lower than the resident district	Up to 5 percentage points below or above the resident district	Greater than 5 percentage points higher than the resident district	25%
2b	School comparative performance to resident district in Math	All Grades	More than 15 percentage points lower than the resident district	5.1-15 percentage points lower than the resident district	Up to 5 percentage points below or above the resident district	Greater than 5 percentage points higher than the resident district	25%
2c	School comparative performance to resident district in Science	All Grades	More than 15 percentage points lower than the resident district	5.1-15 percentage points lower than the resident district	Up to 5 percentage points below or above the resident district	Greater than 5 percentage points higher than the resident district	25%
2d	School comparative performance to resident district in Social Studies	All Grades	More than 15 percentage points lower than the resident district	5.1-15 percentage points lower than the resident district	Up to 5 percentage points below or above the resident district	Greater than 5 percentage points higher than the resident district	25%

Comparison of charter performance to the resident district average allows for the evaluation of whether the charter school is providing a better option for students. Comparative achievement will be measured by evaluating the percentage of students who scored “mastered” or “on track” on the state assessments at the charter school, as compared to the resident district average.

- In grades 3-8, an average percent “mastered” or “on track” of all grades will be calculated for each tested subject.

- This average will be calculated by taking the total number of students scoring “mastered” or “on track” and dividing it by the total number of students who took the test in grades 3-8.
- In high school, an average percent “mastered” or “on track” will be calculated for End-of-Course (EOC) assessments in English I and II, Algebra or Integrated Math I, Geometry or Integrated Math II, Algebra II or Integrated Math III, , Biology, and U.S. History.
 - This average will be calculated by taking the total number of students scoring “mastered” or “on track” and dividing it by the total number of students who took the tests, which will be grouped by subject.
 - EOC assessments will be grouped by subject in the following way:
 - ELA: English I and II
 - Math: Algebra or Integrated Math I, Geometry or Integrated Math II, Algebra II or Integrated Math III
 - Science: Biology
 - Social Studies: U.S. History

*If a school is not being tested in certain subject areas, the total weight will be reallocated equally among the total tested subject areas.

3: School Culture (20%)

Measure	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
3a	Suspension rate	ES	5% or more	4% - 4.9%	3% - 3.9%	Less than 3%	33.3%
		MS	20% or more	13% - 19.9%	5% - 12.9%	Less than 5%	
		HS	10% or more	8% - 9.9%	4% - 7.9%	Less than 4%	
3b	Student attrition rate	All	35% or more	25%-34.9%	15%-24.9%	Less than 15%	33.3%
3c	Teacher retention rate	All	Less than 65%	65% - 74.9%	75% - 84.9%	85% or more	33.3%

3a: The suspension rate is measured as the percentage of individual students suspended one or more times at a school during the school year. This rate includes out-of-school suspensions only.

3b: The student attrition rate is measured as the total percentage of students who left the school for reasons other than completing the highest grade in one annual cycle between October 1 of a given year and October 1 of the next year.⁶ This annual cycle was selected to account for student attrition during the school year and during the summer months.

3c: Teachers who are non-renewed are not included as part of the teacher retention rate. This metric will also hold harmless teachers who move into a different role at the school or in the charter management organization.

Rating System:

Each school will receive points per measure based on where they fall on the range (from “Falls Far Below Standard” through “Exceeds Standard”). Then, the points for the measure will be weighted according to each measure’s assigned weight. Each rating will receive the following number of points:

⁶ October 1 is commonly used as the date by which schools track official enrollment numbers because typical beginning-of-year fluctuations in enrollment even out by October 1. The National Center for Education Statistics (NCES) also uses this date when referencing enrollment for a given year.



Rating	Points
Falls Far Below Standard	1
Does Not Meet Standard	2
Meets Standard	3
Exceeds Standard	4

The number of points received will be multiplied by the section weight to yield a final score for the academic and cultural section.

Example: ABC Charter School

Section	Indicator	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Final Score	Percentage of Section Score	Percentage of Overall Score	Weighted Score
Student Achievement	School academic performance, as measured by TN's accountability system	1	2	3	4	3	100%	50%	1.5
Comparative Performance	School comparative performance to resident district in ELA	1	2	3	4	2	25%	30%	0.675
	School comparative performance to resident district in math	1	2	3	4	3	25%		
	School comparative performance to resident district in science	1	2	3	4	1	25%		
	School comparative performance to resident district in social studies	1	2	3	4	3	25%		
Culture	Suspension rate	1	2	3	4	2	33.3%	20%	0.532
	Student attrition rate	1	2	3	4	3	33.3%		
	Teacher retention rate	1	2	3	4	3	33.3%		
Average Total Rating* = 3 (Meets Standard)									

*To assign the final score determination, the "Average Total Rating" will be rounded to the nearest whole number. (For example, a score of 2.5 would be rounded up to a 3 and assigned the determination of "Meets Standard." A score of 2.4 would be rounded down to a 2 and a determination of "Does Not Meet Standard.")