



# TENNESSEE

PUBLIC CHARTER SCHOOL COMMISSION

## School Performance Framework Guidance Manual

Version 1 - July 2024

### Contents

<b>Section 1: Document Intent and Overview.....</b>	<b>2</b>
<b>Section 2: Academic Performance .....</b>	<b>3</b>
Proficiency Data – District Level.....	3
Proficiency Data – School Level.....	3
Academic Data – Mission Specific Goal .....	3
<b>Section 3: Financial Performance.....</b>	<b>4</b>
<b>Section 4: Organizational Performance .....</b>	<b>5</b>
Education Program Indicators .....	5
Students and Employees Indicators.....	6



## **Section 1: Document Intent and Overview**

This document supplements the Commission Policy 3.700<sup>1</sup> – Charter School Performance Framework (“SPF” or “framework”) for the Tennessee Public Charter School Commission (“TPCSC” or “Commission”) and serves as a technical manual that outlines the detailed methodology and business rules applied to evaluate schools in alignment with the framework.

The framework outlines the comprehensive benchmarks by which charter schools authorized by the Commission will be measured and evaluated in alignment to the Commission’s mission. 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 Commission as required by Tennessee Code Annotated (“T.C.A.”) § 49-13-120, the Tennessee Department of Education (“TDOE” or “department”), and in alignment with the State Board of Education’s Quality Charter Authorizing Standards<sup>2</sup>.

The framework was initially adopted in October 2020 and was revised in January 2023 incorporating the feedback and collaboration received from the Tennessee Department of Education, Commission-authorized schools, other quality authorizers, and other key stakeholders. The framework and supplemental guidance documents are reviewed annually to ensure that language is accurate and reflects the source documents that were used to prepare the annual report. During this review, if edits are made, they will be communicated to operators.

---

<sup>1</sup> All Commission rules and policies may be found on the Commission’s [website](#).

<sup>2</sup> [Policies \(tn.gov\)](#) State Board of Education Policy 6.111

## Section 2: Academic Performance

This section discusses the underlying data and business rules applied to prepare the data files used to compute indicators in the academic performance section of the framework.

The Commission seeks to align to the state's accountability system as the primary guide and source of data used in the computation of academic performance for the student outcomes section. The framework outlines information about the state accountability model and the approach that will be taken should contingency weighting become necessary due to a pause or interruption in the state's accountability system. The following provides additional clarity and guidance for computations in the academic performance section. The Commission staff will use professional judgment to determine the most accurate sources and methodologies. Any shifts will be communicated to operators during stakeholder meetings, close out meetings, or when the draft framework is shared.

### Proficiency Data – District Level

Commission staff will access publicly available data files from the Tennessee Department of Education's webpages<sup>3</sup>. The following list outlines the order in which data sources will be accessed. If the data file does not provide the necessary metric, the next file will be accessed.

#### Academic Data Source Levels

- 1) State Assessments – Accountability Files
- 2) State Report Card
- 3) State Assessments – Assessment Files

Example: ELA Success Rate of Resident District

School A	School B
Grades: Kindergarten through Grade 5	Grades: Kindergarten through Grade 4
The academic data source will be the Accountability files as the data presented aligns with the grade band the school serves.	The academic data source will be the Assessment files as the data presented does not align with the grade bands in the Accountability files. The data in the Accountability files are presented as K-5, 6-8, and 9-12.

### Proficiency Data – School Level

Commission staff will access the data files provided from the TDOE through the Accountability Application. All calculation from these files will follow the business rules used by the TDOE and outlined in the most recent Accountability Protocol<sup>4</sup>. Schools will not be held accountable to subgroup comparison data if there are fewer valid tests for the subgroup than the limits outlined in the Commission's framework.

### Academic Data – Mission Specific Goal

For schools serving grade levels without state assessment data (for example K-2), the academic section of the framework will be based solely on the mission-specific goal.

<sup>3</sup> [Data Downloads & Requests \(tn.gov\)](#), [TN State Report Card](#)

<sup>4</sup> [District and School Accountability \(tn.gov\)](#)



### **Section 3: Financial Performance**

Most indicators in the Financial Performance section of the framework are calculated using the audited financial statements. This section details how the Commission will proceed with calculating specific indicators should the audited financial statements not include an amount that is needed to perform the calculation as written within the framework.

- In some instances, a school operating under a network structure may have cash balances excluded from the audited financial statements. In instances where this occurs and disrupts the Commission's ability to assess a school's Unrestricted Days Cash, the Commission will notify the operator and request the network provide financial statements as of June 30 to substantiate the available cash balance.

## Section 4: Organizational Performance

This section discusses the underlying data and business rules applied to prepare the data files related to the indicators in the Organizational Performance section of the framework. Many indicators are assessed through site visits and other monitoring structures. This section outlines in more detail the calculations and business rules underlying certain indicators. Many indicators align with the Tennessee Department of Education's business rules and calculations<sup>5</sup>.

The department uses the Education Information System<sup>6</sup> ("EIS") to collect reports from Student Information Systems ("SIS") statewide. Schools are held accountable to the data reported at the state level, in most cases EIS. If the department changes state-level systems, schools will be held accountable to the equivalent of EIS. Indicator descriptions may reference specific data reports from EIS extracts. The Commission staff will use professional judgment to determine the most accurate sources and methodologies. Any shifts will be communicated to operators during stakeholder meetings, close out meetings, or when the draft framework is shared.

### Education Program Indicators

#### Enrollment in Alignment with the Charter Agreement<sup>7</sup>

Source(s): EIS extracts (Director's Annual Membership/Attendance Report), Charter Agreement

The percent variance is calculated with the following formula:

$$\text{percent variance} = \frac{\text{annual ADM}}{\text{enrollment from charter agreement}} \times 100$$

A 15% variance would be less than 85%. A 30% variance would be less than 70%.

#### Student Retention Rates and Student Retention Rates by Subgroup

Source(s): EIS extracts (Absent Student, Student Classification, English Learners, etc.) for both the enrollment as of October 1 of previous year and of current year.

The retention rates are calculated using the following formula. Each subgroup uses the same formula with only the students within each subgroup. Subgroup classifications are determined from the previous year's enrollment data.

$$\text{retention rate} = \frac{\text{total number of unique students enrolled on October 1 of both the previous year and current year}}{\text{total number of students enrolled on October 1 of previous year eligible for matriculation to current year}} \times 100$$

The denominator is calculated by removing any students who would be enrolled in a grade level the school does not serve. For example, if School A serves grades K-5, it would only be held accountable for students enrolled in grades

<sup>5</sup> [2022-23 Report Card Technical Document.pdf \(tn.gov\)](#)

<sup>6</sup> Information on the calculations and business rules for EIS or its equivalent are found on the TDOE website: [Education Information System \(EIS\) \(tn.gov\)](#). The department has shared plans to move from EIS to Tennessee Education Data System ("TEDS"), pulling from Ed-Fi beginning in SY24-25. EIS will run in parallel to the new system. Schools will be held to the information in the state-identified "source of truth." As more guidance is released from the department, this document will be updated and shared with operators.

<sup>7</sup> This indicator will be held harmless for SY23-24 as it is currently under review. It will be reported on the school-specific frameworks without a rating. Any changes to this indicator will be communicated to operators.

K-4 as the fifth-grade students would enroll at another school. The numerator is calculated by determining the total number of unique students (matched by ID number) of the current year are also in the enrollment list of eligible students of the previous year. Student ID matches are run against the full enrollment of the current year, even for subgroups, to account for students who may have a change in classification for the current year. For example, if a student was in the EL program in the previous year, exits the program for the current school year, and remained enrolled at the school, they would count in the numerator and denominator for the English learner retention rate.

Retention rates are evaluated against goals set within the LEA and school plans, and within context of each school.

## Students and Employees Indicators

### Suspension Rate Goals

Source(s): EIS extracts (Student Disciplinary Actions, Student Classifications, Absent Student, English Learners, etc.)

The suspension rates are calculated using the following formula. Each subgroup uses the same formula with only the students within each subgroup.

$$\text{suspension rate} = \frac{\text{total number of students with } \geq 1 \text{ disciplinary incident during the school year}}{\text{total number of students enrolled during the school year for } > 1 \text{ day}} \times 100$$

The denominator includes all students who have been enrolled at the school during the school year for more than one day. The numerator includes the total number of students who have received at least one disciplinary incident as shown in EIS. Students with the following disciplinary incidents will be included in the calculation: suspension, in-school; suspension, out-of-school, without services; change of placement (long-term); and expulsion without services.

For schools with Pre-Kindergarten programs, only students in K-12 grades are included.

Suspension rates are evaluated against goals set within the LEA and school plans.

### Attendance

Source(s): EIS extracts (Director's Annual Membership/Attendance Report, Student Membership, etc.)

Attendance rates are calculated using the following formula, using average daily attendance ("ADA") and average daily membership ("ADM").

$$\text{attendance rate} = \frac{\text{annual ADA}}{\text{annual ADM}} \times 100$$

To calculate the subgroup attendance rates, individual student period ADA and ADM are used. Students without membership during a period are removed from the data set. Then, the period ADA and ADMs are totaled. The following formula is used with each subgroup. The variance to the overall rate will use the rate of the summed period ADA and ADM.

$$\text{attendance rate} = \frac{\text{sum of all Periods ADA}}{\text{sum of all Periods ADM}} \times 100$$

This indicator holds schools accountable to the attendance goals in the LEA plan and aligned school plan. The overall attendance goal in the LEA plan will require schools to achieve an attendance rate within 3% of the LEA goal in the

LEA plan. Additionally, the LEA plan will require the attendance rates of a school's subgroups to be within a 3% variance of the school's reported attendance rate.

## Teacher Retention

Source(s): School Personnel Reports as of October 1 for current and previous school years

The teacher retention rate is calculated using the following formula.

$$\text{teacher retention rate} = \frac{\text{total number of teachers on current year personnel report}}{\text{total number of eligible teachers on previous year personnel report}} \times 100$$

Both the numerator and denominator totals are based on the employment status as of October 1 of each year. The denominator removes any teachers who are non-renewed by the school and teachers that may be inactive due to retirement or death. Teachers who move into a different role at the school or in the charter management organization are included in the numerator and denominator. In unique circumstances, the Commission staff will reach out to operators for additional information and use professional judgment in the calculation.

### Example: School A Teacher Retention

	October 1 Previous School Year Status	October 1 Current School Year Status	Included in Numerator?	Included in Denominator?
Employee A	Teacher	Academic Coach	Y	Y
Employee B	Not employed at school	Teacher (first year at school)	N	N
Employee C	Teacher	Not employed at school: Moved to network level	Y	Y
Employee D	Intervention Teacher	Not employed at school: left voluntarily (moved out of state)	N	Y
Employee E	Teacher	Not employed at school: non-renewed	N	N
Employee F	Teacher	Intervention Teacher	Y	Y
Employee G	Intervention Teacher	Teacher	Y	Y
Employee H	Teacher	Not employed at school: deceased	N	N

$$\text{teacher retention rate} = \frac{4}{5} \times 100 = 80\%$$