

Performance Accountability Framework Webinar

Nov. 21, 2013



Charter School Performance Frameworks

David Hansen

Executive Director,
Office of Quality School Choice

Introduction

- ODE and Authorizer Development
- The Bargain for Performance
- Expectations for performance
- Clear, quantifiable, rigorous & attainable

Introduction

Performance frameworks

Academics

Finance

Operations

Introduction

- Engage stakeholders
- In the contract
- Monitoring, Intervention, Reporting and Decision-Making

New Accountability System

Kevin Duff, Senior Policy Analyst Office of the Superintendent

New Local Report Card

New in 2013, will continue to phase in

- Letter grades
- More complete view of schools
- 2013: 9 graded measures

2013 Graded Measures

- Performance Index
- Performance Indicators
- 4 Year Graduation Rate
- 5 Year Graduation Rate
- Annual Measureable Objectives (AMO)

2013 Graded Measures

Value-Added: Overall

Value-Added: Gifted

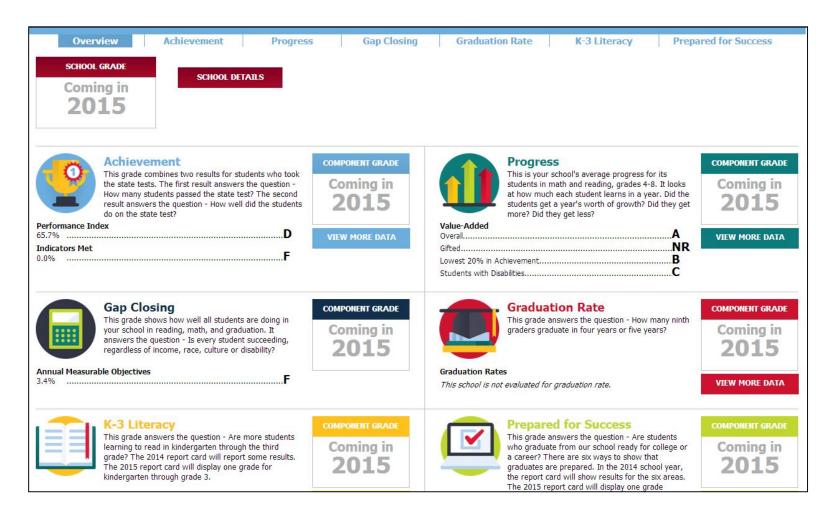
Value-Added: Students with Disabilities

Value-Added: Lowest 20% in Achievement

Interactive Website



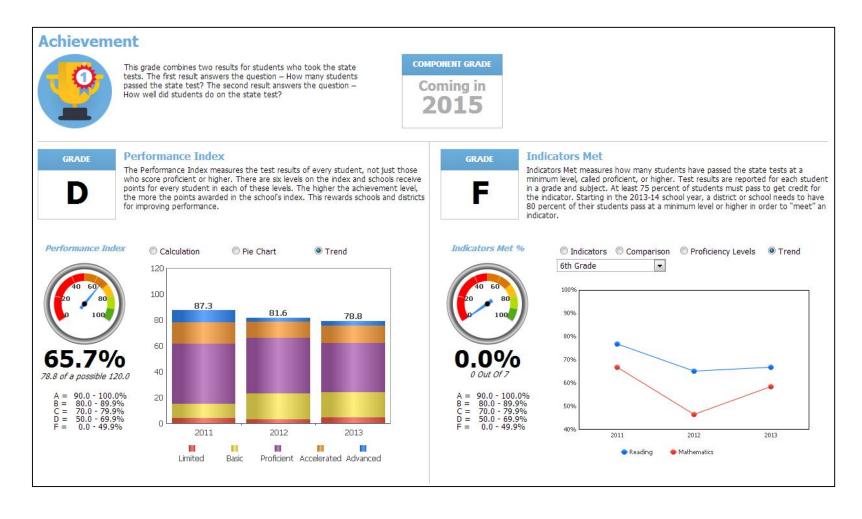
Interactive Website



Search Under "Schools"



Interactive Website



New Tool To Help Drive Improvement



What Do Grades Impact?

- Challenged School District (ORC 3314.02)
 - -Allows new startup schools to open in district
- Community School Closure (ORC 3314.35)
 - Schools closed based on a combination of measure depending on grade levels

Sponsor Evaluation



Future Report Cards

2014: 7 new measures

- K-3 Literacy Improvement (graded)
- 6 college and career readiness measures
 - Reported only

2015: Graded Components & Overall Grade

- 6 Components
- Prepared for Success

Dropout Prevention and Recovery

Indicators:

- Graduation rates, 4, 5, 6, 7, and 8 year rates
- High school assessment passage (OGT)
- Annual Measureable Objectives (AMOs)
- Growth measures
- Student outcomes

Dropout Prevention and Recovery

Ratings:

- Exceeds standards
- Meets standards
- Does not meet standards

Transition:

- 2013: Report only
- 2014: Some indicator ratings
- 2015: Overall rating

Expectations for Performance Contracting

Sherry Panizo, Policy Analyst Office of Policy & Research

NACSA Accountability Framework

The performance framework in the school's contract should include:

- Clear and measurable standards
- Indicators that align with State and Federal Accountability Systems
- Indicators that address the specific mission of the school

NACSA Core Academic Performance Framework

Framework Component	Definition
Indicator	General categories of academic performance
Measures	General means to evaluate the indicator
Metrics	Method of quantifying a measure
Targets	Thresholds for meeting the specific measure
Ratings	Assignment of the school's performance into one of four categories, based on how the school performs against the targets

Examples using NACSA's Core Academic Performance Framework

Component	Example 1	Example 2	Example 3
Indicator	Student Achievement	High School Graduation	Student Progress Over Time
Measure	Proficiency on state assessment	Graduation rate	Student progress on state assessment
Metric	Percent of students proficient on OAA	Percent of students who graduate in 4 years	Value-Added rating
Target	75% of students score proficient or higher	90% of students graduate in 4 years	Progress grade no lower than a "C"
Ratings	See the next slides Ψ	See the next slides Ψ	See the next slides Ψ

Keep in mind...

The "targets" in the charter school's academic performance framework are the standards that each school will be held *accountable to its authorizer* for meeting.

These authorizer defined "targets" may be higher or lower than standards each charter school will be held *accountable to the state* for meeting.



Student Proficiency (Rates of Proficiency)

Rating	Measure: Student performance on statewide assessments.
	Exceeds Standard: Achievement Indicators Met Grade of A
\checkmark	Meets Standard: Achievement Indicators Met Grade of B
	Does Not Meet Standard: Achievement Indicators Met Grade of C
	Falls Far Below Standard: Achievement Indicators Met Grade of D or F

Comparisons

- Student subgroups
- Schools in region serving similar populations
- Comparison groups should be defined in the contract

Dropout Recovery

- Achievement passage rate for students in grade 12
- Meets, exceeds, or does not meet the standard



Student Proficiency (Rates of Proficiency)

Rating	Measure: Levels of student achievement on statewide assessments.
\checkmark	Exceeds Standard: Performance Index Grade of A
	Meets Standard: Performance Index Grade of B
	Does Not Meet Standard: Performance Index Grade of C
	Falls Far Below Standard: Performance Index Grade of D or F

Comparisons

- Schools in region serving similar populations
- Comparison groups should be defined in the contract

Value-Added

Rating	Measure: Overall Student progress on statewide assessments.
	Exceeds Standard: Overall Progress Grade of A
\checkmark	Meets Standard: Overall Progress Grade of B
	Does Not Meet Standard: Overall Progress Grade of C
	Falls Far Below Standard: Overall Progress Grade of D or F

Schools serving unique populations

- Progress Grade for Students with Disabilities
- Progress grade for Gifted Students

High School Graduation

Traditional High School

Rating	Measure: Four-Year High School Graduation Rate
	Exceeds Standard: At least 95% of students graduated from high school
\checkmark	Meets Standard: Between 90 – 94% of students graduated from high school
	Does Not Meet Standard: Between 80 – 89% of students graduated from high school
	Falls Far Below Standard: Fewer than 80% of students graduated from high school

Dropout Recovery Schools

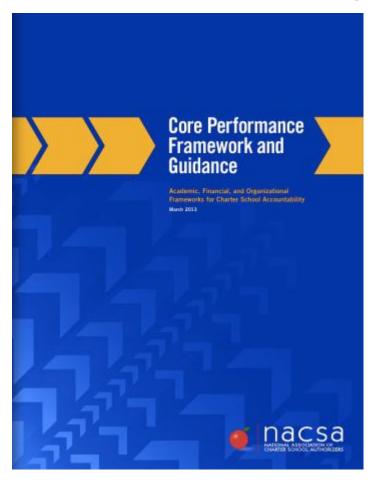
- Meets, exceeds, or does not meet the standards
- Includes 4, 5, 6, 7, and 8 year graduation rates

Performance of Student Subgroups (Annual Measurable Objectives)

Rating	Measure: Academic performance of specific groups of students
	Exceeds Standard: AMO Grade of A
✓	Meets Standard: AMO Grade of B or C
	Does Not Meet Standard: AMO Grade of D
	Falls Far Below Standard: AMO Grade of F

Dropout Recovery Schools

Meets, exceeds, or does not meet the standards



"Core Performance Framework and Guidance"

National Association of Charter School Authorizers www.QualityCharters.org



Ohio Association of Charter School Authorizers www.oacsa.org



Making the Mission Matter:

uidebook for Developing Rigorou

A Guidebook for Developing Rigorous Educational Goals & Measures

By: Margaret Lin

 Your consultant at the Office of Community Schools.



Social Media

facebook Ohio Families and Education

Ohio Teachers' Homeroom

Linked in ohio-department-of-education

Storify storify.com/ohioEdDept

twitter @OHEducation

You Tube Ohio Ed Dept