

## Academic Performance Framework Discussion Draft

The following document is a discussion draft for proposed changes to the Academic Performance Framework. Overall, the Academic Framework would include two sections: The first section focuses on **Student Academic Outcome** measures and the second section focuses on school program delivery (the “**Value Added**” section). Each school will work with the Commission Staff to create individual targets for each indicator within each measure in these two sections. This will result in individual performance criteria for each school that take into account the school’s mission, unique culture, and vision for school improvement and innovation.

Specific details of each section are described below:

### **1. Student Academic Outcomes**

The **Student Academic Outcomes** section will contain four to five indicators: four of these indicators will be required state accountability system related indicators and the fifth, optional measure, can be selected or developed by the school. The four required indicators will include:

- 1) **Achievement**- Achievement in English Language Arts or Hawaiian Language Arts and math as measured by the statewide assessments in English and Hawaiian. Achievement targets in Science are optional (until an assessment aligned to NGSS standards is adopted and implemented statewide).
- 2) **Growth**- Growth as determined by the DOE under the ESSA state plan for federal reporting and accountability, or revised Strive HI state accountability plan.
- 3) **College and Career Readiness**- For high schools or schools with a high school division, the readiness measure must include three indicators:
  - a. the 11<sup>th</sup> grade ACT or SAT;
  - b. four or five-year graduation rates; and
  - c. college-going rates as determined by the DOE under the ESSA state plan for federal reporting and accountability.

For elementary and middle school divisions, the college and career readiness measure must be consistent with the college readiness measures used by DOE under the ESSA state plan.

- 4) **Achievement Gap**- the difference between high-needs student proficiency and non-high needs student proficiency as defined and reported by the DOE under the ESSA state plan or revised Strive Hi state accountability plan.

- 5) **Optional other measure**- the fifth academic outcome measure could be a school-specific measure, or other indicator that is used for state or ESSA federal and accountability reporting purposes.

Within the **Student Academic Outcomes** section, schools must work with the Commission to set an **annual target range for each year of the contract**. The range should be no smaller than five percentage points and no larger than ten percentage points. For example, a school's range for ELA proficiency can be 80 to 85% or 80 to 90%.

In addition to a target range, for this section only, schools should also set an annual **"Approaching Target" for each year of the contract**. The **Approaching Target** should generally be a cushion of five percentage points below the target.

For example:

ELA proficiency Target: 80%-90%    Approaching Target: 74%-79%.

## 2. Value Added

The **Value Added** (to the community or state public education system) is the second section of the Academic Performance Framework. The **Value Added** section shall include at least two measures that reflect a school's goals for improving the delivery of its educational program. These goals may focus on the mission, vision or culture of the school; continuous school improvement goals, or specific goals to related to improvement program delivery or innovative practices. The **Value Added** measures must be articulated as **SMART goals**- they must be stated with specificity, be measurable, achievable yet ambitious, relevant (high leverage goals that will result in improved performance outcomes) and time bound.

Schools may use existing program improvement goals from a WASC plan, Title One plan, or other strategic plan grounded in a comprehensive needs assessment. Each goal must have annual, measurable targets for each year of the contract. Supporting documents for each Value Added goal, such as baseline data or rubrics, will be attached to the contract.

### Annual Reporting

Each school's performance and progress towards its individual targets will be reported annually by the Commission. There will be no points or weighting attached to the annual reporting.

## Performance Monitoring and Evaluation

### 1. During the Contract

Should a school be unable to meet or exceed its targets for an academic measure, the school may be required to develop an approved corrective action plan to address deficiencies in performance, depending on the size of the gap between the school's actual performance and

its target. The corrective action plan is intended to help the school develop a strategy to address significant underperformance.

Failure to implement a corrective action plan may result in consequences ranging from formation of an Implementation Committee comprised of governing board members, Commission and school leadership, to charter revocation or non-renewal.

## **2. Renewal Criteria**

At the end of the contract period, each school that meets performance targets under the negotiated Academic Performance Framework for each year of the school's contract and/or successfully completes any corrective action plan will be eligible for a five-year contract term.

### **Anticipated FAQ's**

**Q:** How will schools be evaluated annually and how will that differ from the evaluation for contract renewal?

**A:** In addition to the state accountability plan that is published by the DOE, the Commission will publicly report school's performance on the measures that are included in its unique Academic Performance Framework annually. This will include both the actual result for each measure (for example, ELA proficiency was 78%), and also whether the school met their annual target, exceeded the target, approached the target, or did not meet the target. There will be no calculation of points in the public report. Some data may need to be suppressed for public reports, but schools will receive unsuppressed reports for their internal reference.

**Q:** My school has a three-year term with Interim Academic Targets, can my new student academic targets be my Interim Targets?

**A:** No, several of the negotiated targets set for Academic Outcomes need to come out of state assessment results and those results only come out once each year in the fall. The interim targets should be based on a test that is predictive or statewide assessment results, but can be administered at various times of the year.

### **Changes Mid-Contract**

**Q:** My school wants to propose an SSM to include in our Student Academic Outcomes section, but we aren't ready. When can we submit?

**A:** An SSM may be added to the Student Academic Outcomes section PRIOR to the year it will be used. Proposals must be submitted by April 10<sup>th</sup> of each year.

**Q:** My school's improvement goals have shifted a lot since we signed our contract, can we make adjustments to the Value Added measures mid-way through the contract?

**A:** Yes, schools may adjust or add a Value Added measure during the contract period, but only after completing the Comprehensive Needs Assessment (or similar strategic planning document) and no later than July 1<sup>st</sup>.

**Q:** Can a school change the Academic Targets mid-stream if it finds they are too high or too low?

**A:** If a school can demonstrate that it has experienced a major shift in demographics then the school can submit a proposal to adjust the Student Academic Targets. The proposal must be submitted before May 30<sup>th</sup>, to go into effect the following school year.

**Q:** I feel that the Commission staff will expect unreasonably high targets and I won't get a fair negotiation. What can I do?

**A:** Suggest a neutral, "disinterested" third party to participate in the negotiations.

**Q:** If my school doesn't meet the targets we set, and we develop a corrective action plan, how can I be sure that the Commission won't infringe upon our autonomy?

**A:** The contract will include provisions stating that each school will have control over and responsibility for the design and delivery of its educational program and that the school shall retain the autonomy to select curricular and/or instructional approaches.