

EXHIBIT B.3.
ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework includes measures that allow the Commission to evaluate the school’s academic performance or outcomes and was developed in accordance to the Hawaii Charter Schools Act (2012 Haw. Sess. Laws Act 130, §16 at 41-43.). This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place.

For each measure, a school receives one of four ratings: “Exceeds Standard,” “Meets Standard,” “Does Not Meet Standard,” or “Falls Far Below Standard.”

1. Standard Goals: State and federal accountability system

The Strive HI Academic Performance Index (API) is based on school performance in four categories:

- Student proficiency
- Student growth
- College and career readiness:
 - Elementary schools: Attendance
 - Middle Schools: 8th grade ACT
 - High Schools: Graduation rate, 11th grade ACT, and college-going rate
- Achievement gaps

1.a. Is the school meeting acceptable standards according to Strive HI?

Note: For schools serving more than one grade level, such as K-8 or K-12 charter schools, the Commission will review the API for each division, as well as an overall API weighted by enrollment at each division.

Exceeds Standard:

The school received an API at or above the 90th percentile statewide for schools serving the same grade level.

Meets Standard:

The school received an API between the 50th and 89th percentiles statewide for schools serving the same grade level.

Does Not Meet Standard:

The school received an API between the 20th and 49th percentiles statewide for schools serving the same grade level.

Falls Far Below Standard:

The school received an API below the 20th percentile statewide for schools serving the same grade level.

Additional Information:

1.b. Is the school identified as a Recognition, Continuous Improvement, Focus, Priority, or Superintendent's Zone school?

Exceeds Standard:

The school is classified as a Recognition school.

Meets Standard:

The school is classified as a Continuous Improvement school.

Does Not Meet Standard:

The school is classified as a Focus school.

Falls Far Below Standard:

The school is classified as a Priority or Superintendent's Zone school.

About 1b: This measure is used for information only and will be unweighted.

1.c. Does the school meet its Annual Measurable Objectives (AMOs)?

Note: Reading and math are evaluated separately.

Exceeds Standard:

The school met its subsequent year's AMO or exceeded the state average by 10% or higher.

Meets Standard:

The school met its AMO, met the state average of percent proficient, or exceeded the state average of percent proficient up to 10%.

Does Not Meet Standard:

The school did not meet its AMO and is within 5% range of meeting its AMO.

Falls Far Below Standard:

The school did not meet its AMO or is equal to or below the Established Minimum Proficiency.

About 1c: This measure is used for information only and will be unweighted. This measure uses the Option A, federal methodology which can be found in the Hawai'i ESEA Flexibility Waiver submitted to the USDOE May 10, 2013. This formula produces the rate of increase that is used to develop the annual measurable objectives (AMOs). In order to use the formula, a school must establish "baseline proficiency" in Reading and Math. If a school has a baseline proficiency rate of 68% in Math, and would like to calculate a five-year set of AMOs, it would follow the following steps:

$$\text{AMO formula: Yearly Increase} = ((1 - \text{Baseline Proficiency}) * 0.5) / 5$$

$$\text{Baseline proficiency} = 68\% (.68)$$

$$\text{Yearly Increase} = ((1 - .68) * 0.5) / 5$$

$$\text{Yearly Increase} = (.32 * 0.5) / 5$$

$$\text{Yearly increase} = (.16) / 5$$

$$\text{Yearly increase} = .032$$

The school is expected to increase its rate of proficiency by 3.2% (.032) each year.

$$1^{\text{st}} \text{ Year AMO} = .68 + .032 = .712 \quad (71.2\%)$$

$$2^{\text{nd}} \text{ Year AMO} = .712 + .032 = .744 \quad (74.4\%)$$

$$3^{\text{rd}} \text{ Year AMO} = .744 + .032 = .776 \quad (77.6\%)$$

$$4^{\text{th}} \text{ Year AMO} = .776 + .032 = .808 \quad (80.8\%)$$

$$5^{\text{th}} \text{ Year AMO} = .808 + .032 = .84 \quad (84\%)$$

This metric uses the state average additionally. A school that meets or exceeds the state average meets or exceeds this standard even if it does not meet its AMO.

This metric uses the Established Minimum Proficiency as a floor. A school that does not at least meet the Established Minimum Proficiency will be evaluated as Falls Far Below Standard for this measure.

2. Standard Goals: Performance of High-Needs Students

The “High-Needs student” group includes all students with poverty status, special education status, or English as a second language status. If there are insufficient numbers of these students at a school to meet HI DOE data reporting thresholds, three-year pooled results will be included, if available. *The High-Needs group is used to avoid double-counting students who fall into two or more groups (for example, a student with both poverty and special education status). The Commission will continue to review disaggregated student performance results, including race/ethnicity, but will use the High-Needs evaluation for accountability evaluation, consistent with the state accountability system.*

2.a. Are High-Needs students meeting or exceeding the statewide average proficiency rates for High-Needs students in reading and math? <i>Note: Reading and math are evaluated separately.</i>
Exceeds Standard: <input type="checkbox"/> The school’s average High-Needs proficiency rate is in the top 10 percent of statewide High-Needs performance in schools serving the same grades.
Meets Standard: <input type="checkbox"/> The school’s average High-Needs proficiency rate meets or exceeds the statewide average High-Needs performance of schools serving the same grades but is below the top 10 percent.
Does Not Meet Standard: <input type="checkbox"/> The school’s average High-Needs proficiency rate is below the statewide average High-Needs performance of schools serving the same grades but is above the bottom 20 percent.
Falls Far Below Standard: <input type="checkbox"/> The school’s average High-Needs proficiency rate is in the bottom 20 percent of statewide High-Needs performance of schools serving the same grades.

About 2a: This measure compares proficiency of a school’s High-Needs students against statewide average proficiency rates of all High-Needs students. The performance of school’s High-Needs population is compared only to averages of schools serving the same grades. The metric uses a percentile ranking to evaluate performance.

2.b. Are High-Needs students showing growth in reading and math based on the Hawaii Growth Model median growth percentiles (MGPs)?

Note: Reading and math are evaluated separately.

Exceeds Standard:

Reading: High-Needs MGP is greater than 58.

Math: High-Needs MGP is greater than 62.

Meets Standard:

Reading: High-Needs MGP is between 52 and 58.

Math: High-Needs MGP is between 52 and 62.

Does Not Meet Standard:

Reading: High-Needs MGP is between 45 and 51.

Math: High-Needs MGP is between 43 and 51.

Falls Far Below Standard:

Reading: High-Needs MGP is less than 45.

Math: High-Needs MGP is less than 43.

About 2b: This measure specifically evaluates the growth of the school's High-Needs students. This metric is a revised version of the Strive HI growth scoring rubric (below).

Category	Reading		Mathematics	
	Median SGP	Points	Median SGP	Points
Very High Growth	> 58	50	> 62	50
High Growth	55-58	35	56-62	35
Average Growth	50-54	25	50-55	25
Low Growth	45-49	15	43-49	15
Very Low Growth	≤ 44	0	≤ 42	0

2.c. Are High-Needs students showing adequate growth to proficiency in reading and math based on the Hawaii Growth Model's adequate growth percentile (AGP)?

Note: Adequate Growth Percentile (AGP) will be included in the Academic Performance Framework when they are available from HI DOE.

Exceeds Standard:

TBD

Meets Standard:

TBD

Does Not Meet Standard:

TBD

Falls Far Below Standard:

TBD

About 2c: Currently, the data do not exist to calculate AGP. This measure acts as a placeholder.

3. **OPTIONAL Goals: School-Specific Academic**

4. Did the school meet its school-specific academic goals? Note: Specific metric(s) and target(s) must be developed and agreed upon by the charter school and the Commission.
Exceeds Standard: <input type="checkbox"/> The school exceeded its school-specific academic goal(s).
Meets Standard: <input type="checkbox"/> The school met its school-specific academic goal(s).
Does Not Meet Standard: <input type="checkbox"/> The school did not meet its school-specific academic goal(s).
Falls Far Below Standard: <input type="checkbox"/> The school fell far below its school-specific academic goal(s).

About 4: Schools have been given Margaret Lin's *Making the Mission Matter* literature as initial guidance in developing School-Specific Measures (SSMs). The Commission created an Ad Hoc Committee to establish official guidance on SSM development; this guidance is currently being finalized within the Performance and Accountability Committee before being approved by the General Commission for release to schools.

Weighting Plan with 25% Weighted School-Specific Measures

Indicator	Overall Weight by Indicator	Effective Weight by Grade Level and Measure		
		ES	MS	HS
1. API				
Proficiency	50%	12.5%	12.5%	12.5%
Student Growth		25.0%	22.5%	7.5%
Readiness		2.5%	7.5%	25.0%
Achievement Gaps		10.0%	7.5%	5.0%
2. Standards Goals: Achievement				
2a. High-Needs Proficiency	25%	10.0%	10.0%	10.0%
2b. High-Needs Growth (SGP)		15.0%	15.0%	15.0%
2c. High-Needs Growth (AGP)		-	-	-
3. Optional Academic Goals				
School-Specific Measure (SSM)	25%	25.0%	25.0%	25.0%

Weighting Plan with 10% Weighted School-Specific Measures

Indicator	Overall Weight by Indicator	Effective Weight by Grade Level and Measure		
		ES	MS	HS
1. API				
Proficiency	60%	15.0%	15.0%	15.0%
Student Growth		30.0%	27.0%	9.0%
Readiness		3.0%	9.0%	30.0%
Achievement Gaps		12.0%	9.0%	6.0%
2. Standards Goals: Achievement				
2a. High-Needs Proficiency	30%	12.0%	12.0%	12.0%
2b. High-Needs Growth (SGP)		18.0%	18.0%	18.0%
2c. High-Needs Growth (AGP)		-	-	-
4. Optional Academic Goals				
School-Specific Measure (SSM)	10%	10.0%	10.0%	10.0%

Weighting Plan for 0% School-Specific Measures

Indicator	Overall Weight by Indicator	Effective Weight by Grade Level and Measure		
		ES	MS	HS
1. API				
Proficiency	65%	16.25%	16.25%	16.25%
Student Growth		32.5%	29.5%	9.75%
Readiness		3.25%	9.75%	32.5%
Achievement Gaps		13.0%	9.75%	6.5%
2. Standards Goals: Achievement				
2a. High-Needs Proficiency	35%	13.5%	13.5%	13.5%
2b. High-Needs Growth (SGP)		21.5%	21.5%	21.5%
2c. High-Needs Growth (AGP)		-	-	-
3. Optional Academic Goals				
School-Specific Measure (SSM)	0%	0%	0%	0%