Missouri Charter Public School Commission:
Performance Contract Key Measures

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Prepared by:

Anna Nicotera   Quentin Wilson   Mark Ehlert
Evan Rhinesmith   Michael Podgursky
Basis Policy Research   **University of Missouri - Columbia**

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Performance Contract Key Measures

Purpose: Provide MCPSC a list of high quality performance measures that can be used by applicants and approved charter public schools to establish school goals

The performance measures described in this report:

- Used by other charter school authorizers

- Grounded in research

- Data is available & accessible in Missouri

- Reviewed by stakeholders

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Step 1: Identify Performance Measures

List of high quality performance measures that meet the following criteria:

1. Research-motivated

Is there strong theory and empirical evidence to support the use of the measure?

2. Measurable

Are data available and accessible to measure and track progress?

3. Stakeholder Agreement

Do stakeholders prioritize the measure and agree that a school could impact the performance measure?

Step 2: Develop Metrics for Performance Measures

For the performance measures that meet the criteria outlined in Step 1, develop metrics.

Metrics provide the information for evaluating a performance measure. (For example, the metric for evaluating school-level academic performance on the state assessment could be a composite scale score or the percent proficient.)

Step 3: Establish Targets for Metrics

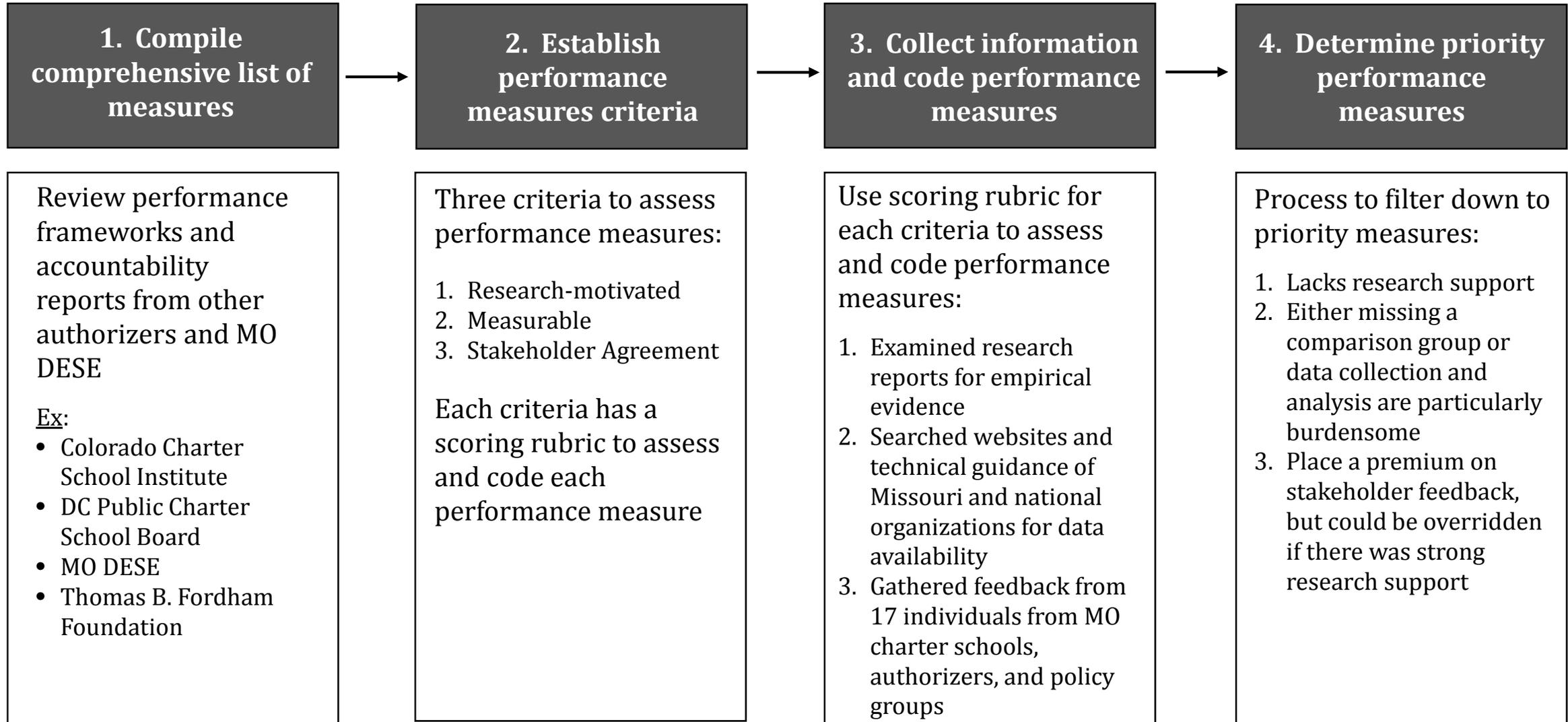Once the metrics for each performance measure have been developed, establish targets for the metrics.

Targets are the goals that indicate whether the performance measure has been met. (For example, if percent proficient is selected as the metric for school-level academic performance, then the target would be the specific percentage point that indicates that the school met the performance measure, such as 70 percent proficient.)

Step 4: Performance Framework

Establish a system that combines metrics into a performance framework.

The system may use weights to indicate how differential value is placed on groups of performance measures. The system may include an overall performance rating or ratings broken out by performance measure categories.

Purpose of this report

Next steps to develop a full performance framework

1. Compile comprehensive list of measures	2. Establish performance measures criteria	3. Collect information and code performance measures	4. Determine priority performance measures

1. Compile comprehensive list of measures

Review performance frameworks and accountability reports from other authorizers and MO DESE

Ex:
- Colorado Charter School Institute
- DC Public Charter School Board
- MO DESE
- Thomas B. Fordham Foundation

2. Establish performance measures criteria

Three criteria to assess performance measures:

1. Research-motivated
2. Measurable
3. Stakeholder Agreement

Each criteria has a scoring rubric to assess and code each performance measure

3. Collect information and code performance measures

Use scoring rubric for each criteria to assess and code performance measures:

1. Examined research reports for empirical evidence
2. Searched websites and technical guidance of Missouri and national organizations for data availability
3. Gathered feedback from 17 individuals from MO charter schools, authorizers, and policy groups

4. Determine priority performance measures

Process to filter down to priority measures:

1. Lacks research support
2. Either missing a comparison group or data collection and analysis are particularly burdensome
3. Place a premium on stakeholder feedback, but could be overridden if there was strong research support

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1. Compile comprehensive list of measures

Review performance frameworks and accountability reports from other authorizers and MO DESE

Ex:
- Colorado Charter School Institute
- DC Public Charter School Board
- MO DESE
- Thomas B. Fordham Foundation

Reviewed the following resources:

- Colorado Charter School Institute (CSI): *The CSI Annual Review of Schools (CARS) Handbook*
- D.C. Public Charter School Board (DCPSB): *Performance Management Framework: Policy & Technical Guide*
- Denver Public Schools (DPS): *School Performance Framework (SPF) Report Guide*
- Thomas B. Fordham Foundation (Fordham): *Fordham Sponsorship Annual Report*
- Georgia State Charter Schools Commission (GA SCSC): *Comprehensive Performance Framework for State Charter School Evaluation*
- Indiana Charter School Board (ICSB): *Indiana Charter School Board Accountability System*
- Indianapolis Mayor's Office of Education Innovation (Indy): *Performance Framework for Mayor-Sponsored Charter Schools*
- Missouri Department of Elementary and Secondary Education (DESE): *MSIP5 Comprehensive Guide to the Missouri School Improvement Program*
- New Jersey Department of Education (NJ DOE): *New Jersey Department of Education, Office of Charter and Renaissance Schools: Performance Framework*
- State University of New York Charter Schools Institute (SUNY): *Guidelines for Creating an Accountability Plan*

Resulted in over 150 examples of performance measures in the areas of academic performance, school finance, school operations, and school governance

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2. Establish performance measures criteria

Three criteria to assess performance measures:

1. Research-motivated
2. Measurable
3. Stakeholder Agreement

Each criteria has a scoring rubric to assess and code each performance measure

1. **Research-motivated**: Is there strong theory and empirical evidence to support the use of the performance measure?

2. **Measurable**: Are data available and accessible to measure and track progress on the performance measure?

3. **Stakeholder Agreement**: Do stakeholders prioritize the performance measure and agree that a school could impact the performance measure?

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3. Collect information and code performance measures

Use scoring rubric for each criteria to assess and code performance measures:

1. Examined research reports for empirical evidence
2. Searched websites and technical guidance of Missouri and national organizations for data availability
3. Gathered feedback from 17 individuals from MO charter schools, authorizers, and policy groups

Step 1: Identify Performance Measures		
1. Research-motivated: Is there strong theory and empirical evidence to support the use of the measure?	**2. Measurable:** Are data available and accessible to measure and track progress?	**3. Stakeholder Agreement:** Do stakeholders prioritize the measure and agree that a school could impact the performance measure?
🟢 Strong theory and empirical, peer reviewed evidence to support use of the performance measure	🟢 Data widely collected, publicly available, and limited or no additional analysis required	🟢 Performance measure is a priority and agreement that schools have a direct impact on performance measure
🟡 Limited evidence or concerns about applicability locally	🟡 Data widely collected, requires data request to state agency, and limited analysis required	🟡 Performance measure is a priority, but disagreement that schools have a direct impact on performance measure
🟠 Lacking evidence to support proposed purpose and value of performance measure	🟠 Data unavailable for comparison group, requires data request to external entity, and/or additional analysis	🟠 Performance measure is not a priority and disagreement that schools have a direct impact on performance measure

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4. Determine priority performance measures

Process to filter down to priority measures:

1. Lacks research support
2. Either missing a comparison group or data collection and analysis are particularly burdensome
3. Place a premium on stakeholder feedback, but could be overridden if there was strong research support

1. **Research-motivated**: Excluded performance measures based on this criteria when we could not find evidence to support the use of the measure.

2. **Measurable**: Excluded performance measures based on this criteria when data for comparison groups was unavailable OR if the process for obtaining data was particularly burdensome.

3. **Stakeholder Agreement**: Excluded performance measures based on this criteria when we had coded it orange AND the research-motivated criteria indicated there was limited research.

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The next slides list the recommended priority performance measures in the following areas:

- Academic: Student Achievement
- Academic: Student Growth
- Academic: Gateway / Success-Ready
- Academic: Post-Secondary Readiness
- Post-Secondary: College
- Post-Secondary: Workforce
- School Environment
- Financial

Academic: Student Achievement *(select one measure)*

#	Performance Measure	Criteria		Supporting Evidence
5.	Proficiency on state assessments, by subject area and grade level, compared to similar schools statewide	1	🟡	While there are limitations in the use of proficiency to improve student performance, incorporating a relevant comparison group may improve the value of the performance measure.
		2	🟢	School-level data for all Missouri schools is publicly available, would require limited additional analysis to develop a matching process to identify similar schools.
		3	🟢	While valued by stakeholders, the appropriate assessment of "similar school" was considered an important determinant of the value of this measure.
6.	Proficiency on state assessments, by subject area and grade level, compared to district of location	1	🟡	While there are limitations in the use of proficiency to improve student performance, incorporating a relevant comparison group may improve the value of the performance measure.
		2	🟢	School-level data for all Missouri schools is publicly available, would require limited additional analysis to GIS map school addresses to geographic school district boundaries to compare charter schools and district of location.
		3	🟢	Student Achievement measures (measures 3-9) were rated highly by most stakeholders.
7.	Proficiency on state assessments, by subject area and grade level, compared to charter schools in state	1	🟡	While there are limitations in the use of proficiency to improve student performance, incorporating a relevant comparison group may improve the value of the performance measure.
		2	🟢	School-level data for all Missouri schools is publicly available, would require limited additional analysis to compare charter schools to non-charter schools.
		3	🟢	Student Achievement measures (measures 3-9) were rated highly by most stakeholders.

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Academic: Student Growth *(select one or more measures)*

#	Performance Measure	Criteria		Supporting Evidence
10.	Gains on state growth model, by subject area	1	🟢	Research suggests that a valid growth measure can provide evidence of the school's impact on student learning (Ehlert, Koedel, Parsons, & Podgursky, 2013; Ladd & Walsh, 2002; Reardon & Raudenbush, 2009).
		2	🟡	School-level growth estimates are available, but not publicly accessible. Would require a school-level data request to DESE, but no additional analysis.
		3	🟢	The category of Student Growth was the most positively reviewed area of performance measures, seen as inadequately measured or analyzed in the current system.
12.	Gains on state growth model, by subject area, compared to similar schools statewide	1	🟢	Research suggests that a valid growth measure can provide evidence of the school's impact on student learning (Ehlert, Koedel, Parsons, & Podgursky, 2013; Ladd & Walsh, 2002; Reardon & Raudenbush, 2009), combined with incorporating a relevant comparison group.
		2	🟡	School-level growth estimates are available, but not publicly accessible. Would require a school-level data request to DESE, and would require limited additional analysis to develop a matching process to identify similar schools.
		3	🟢	The category of Student Growth was the most positively reviewed area of performance measures, seen as inadequately measured or analyzed in the current system.
13.	Gains on state growth model, by subject area, compared to district of location	1	🟢	Research suggests that a valid growth measure can provide evidence of the school's impact on student learning (Ehlert, Koedel, Parsons, & Podgursky, 2013; Ladd & Walsh, 2002; Reardon & Raudenbush, 2009), combined with incorporating a relevant comparison group.
		2	🟡	School-level growth estimates are available, but not publicly accessible. Would require a school-level data request to DESE, and would require limited additional analysis to GIS map school addresses to geographic school district boundaries to compare charter schools and district of location.
		3	🟢	The category of Student Growth was the most positively reviewed area of performance measures, seen as inadequately measured or analyzed in the current system.
14.	Gains on state growth model, by subject area, compared to charter schools in state	1	🟢	Research suggests that a valid growth measure can provide evidence of the school's impact on student learning (Ehlert, Koedel, Parsons, & Podgursky, 2013; Ladd & Walsh, 2002; Reardon & Raudenbush, 2009), combined with incorporating a relevant comparison group.
		2	🟡	School-level growth estimates are available, but not publicly accessible. Would require a school-level data request to DESE, and would require limited additional analysis to compare charter schools to non-charter schools.
		3	🟢	The category of Student Growth was the most positively reviewed area of performance measures, seen as inadequately measured or analyzed in the current system.

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Academic: Gateway/Success-Ready   *(select all 6 measures)*

#	Performance Measure	Criteria		Supporting Evidence
18.	3rd grade reading/ELA achievement, as a predictor of future academic success	1	🟢	One in six children not proficient in reading in 3rd grade do not graduate from high school on time (Hernandez, 2011).
		2	🟢	School-level data for all Missouri schools is publicly available and no additional analysis required.
		3	🟢	In general, there was strong support from stakeholders for this measure.
19.	8th (or 7th) grade math achievement, as a predictor of future academic success	1	🟢	Passing algebra in 8th grade increases likelihood of passing high school exit exam (Kurlaender & Jackson, 2012).
		2	🟢	School-level data for all Missouri schools is publicly available and no additional analysis required.
		3	🟢	In general, there was strong support from stakeholders for this measure.
20.	Proficiency rate in Algebra I or Geometry EOC test	1	🟢	Students who "barely fail" a high school exit exam are more likely to dropout (Ou, 2010). [Note: Algebra I is one of four required end of course (EOC) exams for Missouri high school students, serving as a proxy for a high school exit exam.]
		2	🟢	School-level data for all Missouri schools is publicly available and no additional analysis required.
		3	🟡	Stakeholders concerned about this measure raised issues about the effectiveness of information from EOC tests.
22.	Students demonstrate readiness for the next grade level/course by meeting or exceeding proficiency	1	🟢	Proficiency on a standards-based assessment is an indicator of mastery of the content.
		2	🟢	School-level data for all Missouri schools is publicly available and no additional analysis required.
		3	🟢	Measures related to student academic achievement were rated highly by most stakeholders.
25.	Satisfactory attendance rate	1	🟢	Research shows a direct link between the number of school days missed and the likelihood of graduating from high school in four years (Allensworth & Easton, 2007; Balfanz et al., 2007).
		2	🟡	Requires student-level data request to DESE for attendance data to aggregate number and percent of students at school with satisfactory attendance rate.
		3	🟢	While attendance was seen by some as beyond a school's responsibility, the application of the 90/90 rule generated some support for this measure.
26.	Student discipline incidences	1	🟢	Research shows a relationship between suspensions and the likelihood of graduating from high school in four years (Balfanz et al., 2007).
		2	🟡	Requires student-level data request to DESE for incident data to aggregate number and percent of students at school with one or more incidents that removed student from school for 10+ consecutive days.
		3	🟡	In general, there was mixed support from stakeholders for this measure.

Academic: Post-Secondary Readiness *(select all 5 measures)*

#	Performance Measure	Criteria		Supporting Evidence
27.	4-year cohort graduation rate	1	🟢	Student graduation from high school with a regular high school diploma is an important indicator of school success and one of the most significant indicators of student college and career readiness (US DOE, 2017). Obtaining a high school diploma increases median lifetime earnings by 33 percent (Carnevale et al, 2013).
		2	🟢	School-level data for all Missouri schools is publicly available and no additional analysis required.
		3	🟡	Stakeholders provided low ratings for most of the measures of post-secondary readiness and success.
28.	5-year cohort graduation rate	1	🟢	Student graduation from high school with a regular high school diploma is an important indicator of school success and one of the most significant indicators of student college and career readiness (US DOE, 2017). Obtaining a high school diploma increases median lifetime earnings by 33 percent (Carnevale et al, 2013).
		2	🟢	School-level data for all Missouri schools is publicly available and no additional analysis required.
		3	🟡	Stakeholders provided low ratings for most of the measures of post-secondary readiness and success.
31.	Dropout rate	1	🟢	High school dropouts experience a loss of $630,000 over their lifetime compared to high school completers (Chapman et al, 2011). High school dropout is not a single event, but a gradual process of disengagement, with attendance patterns acting as an early sign of dropout risk (Bridgeland et al, 2006).
		2	🟢	School-level data for all Missouri schools is publicly available and no additional analysis required.
		3	🟡	Stakeholders provided low ratings for most of the measures of post-secondary readiness and success.
33.	ACT score	1	🟢	Students meeting the ACT readiness benchmark have a greater likelihood of earning a C or better in introductory college courses (Allen, 2013).
		2	🟡	School-level data for all Missouri schools is publicly available and no additional analysis required.
		3	🟢	Stakeholders provided low ratings for most of the measures of post-secondary readiness and success.
43.	FAFSA completion rate	1	🟢	In Florida, increasing a high school's overall FAFSA completion rate by 10% led to a 7% increase in the high school's college enrollment rate (Miller, 2014).
		2	🟢	FAFSA website provides FAFSA completion rates for all high schools in Missouri, limited additional analysis required.
		3	🟠	Stakeholders provided low ratings for most of the measures of post-secondary readiness and success.

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Post-Secondary: College   *(select all 4 measures)*

#	Performance Measure	Criteria		Supporting Evidence
45.	Post-secondary enrollment in a 2- or 4-year higher education institution	1	🟢	For low-income students intending to enroll in college, 8 to 40 percent do not enroll in the fall immediately following high school graduation and never show up (Castleman & Page, 2014).
		2	🟡	School-level data for all Missouri schools is publicly available, however DESE only reports data from Missouri public higher education institutions. For more complete data, would require data request to National Student Clearinghouse.
		3	🟢	While generally supported by those stakeholders who responded, a large number did not respond to this item, and several expressed concerns about schools being encouraged to focus on traditional degree completion to the exclusion of preparation for jobs requiring other forms of training and workforce preparation.
46.	College remediation rate	1	🟢	Students who were placed in remedial courses earn fewer college credits, are less likely to pass the college-level course in which remediation was needed, and are 1.5 percentage points less likely to graduate (Valentine, Konstantopoulos, & Goldrick-Rab, 2017).
		2	🟡	School-level data for all Missouri schools is publicly available, however DESE only reports data from Missouri public higher education institutions. For more complete data, would require data request to National Student Clearinghouse.
		3	🟢	Among the stakeholders who responded to this performance measure, there was general support for the measure.
47.	Post-secondary retention	1	🟢	Retention is often used as a measure to indicate students are on-track for degree completion and research typically examines factors that increase retention, rather than the impact of retention on future outcomes.
		2	🟡	School-level data for all Missouri schools is publicly available, however DESE only reports data from Missouri public higher education institutions. For more complete data, would require data request to National Student Clearinghouse.
		3	🟡	Stakeholders provided low ratings for most of the measures of post-secondary readiness and success.
48.	Post-secondary degree completion	1	🟢	Research finds that students least likely to obtain a college degree are the students who benefit the most from it (Brand & Xie, 2010). Moreover, earning an Associate's degree leads to a 32% increase in median earnings compared to those who stop after high school, while Bachelor's earners experience a 74% increase in median earnings compared to those who stop after high school (Carnevale et al, 2013).
		2	🟡	School-level data for all Missouri schools is publicly available, however DESE only reports data from Missouri public higher education institutions. For more complete data, would require data request to National Student Clearinghouse.
		3	🟡	Stakeholders provided low ratings for most of the measures of post-secondary readiness and success.

Post-Secondary: Workforce   *(select all 2 measures)*

#	Performance Measure	Criteria		Supporting Evidence
50.	Post-secondary employment	1	🟢	Missouri Economic Research & Information Center and the Missouri Department of Economic Development (2017) report that jobs that require a high school degree or less will grow by 5.3% between 2014 and 2014, compared with growth rates of 7.4% and 12.4% for jobs that require Bachelor's degrees or graduate degrees, respectively.
		2	🟢	School-level data for all Missouri schools is publicly available and limited additional analysis required.
		3	🟡	Stakeholders provided low ratings for most of the measures of post-secondary readiness and success.
51.	Military service	1	🟠	Limited research showing impact of military service.
		2	🟢	School-level data for all Missouri schools is publicly available and limited additional analysis required.
		3	🟡	Stakeholders provided low ratings for most of the measures of post-secondary readiness and success.

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School Environment *(select all 3 measures)*

#	Performance Measure	Criteria		Supporting Evidence
55.	Student surveys	1	🟡	There are many student surveys that capture different components of a school's environment, with varying levels of validation.
		2	🟡	DESE contracts with Office of Social and Economic Data Analysis (OSEDA) for student survey data. The scales on the student survey include Student Instructional Strategies, Student Efficacy & Expectations, Student School Climate, Student Classroom Management, Student Equity, Student Feel Safe, and Secondary Student Career Education. Would require a data request to DESE for school-level reports.
		3	🟢	The survey-based measures were valued by several respondents more as tools providing guidance about opportunities for improvement than as accountability measures.
56.	Parent surveys	1	🟡	There are many parent surveys that capture different components of a school's environment, with varying levels of validation.
		2	🟡	DESE contracts with OSEDA for parent survey data. The scales on the parent survey include Parent Efficacy & Effectiveness, Parent School Climate, and Parent Safe & Orderly Environment. Would require a data request to DESE for school-level reports.
		3	🟢	The survey-based measures were valued by several respondents more as tools providing guidance about opportunities for improvement than as accountability measures.
57.	Staff surveys	1	🟡	There are many staff surveys that capture different components of a school's environment, with varying levels of validation.
		2	🟡	DESE contracts with OSEDA for staff survey data. The scales on the staff survey include Faculty Guaranteed & Viable Curriculum, Faculty Data Use, Faculty Differentiated Instruction, Faculty Instructional Strategies, Faculty Efficacy & Expectations, Faculty School Climate, Faculty Classroom Management, Faculty Leadership, Faculty Equity, Faculty Safe & Orderly Environment, Faculty Collegiality & Professionalism, Faculty Professional Development, Faculty Library, and Faculty Career Education. Would require a data request to DESE for school-level reports.
		3	🟢	The survey-based measures were valued by several respondents more as tools providing guidance about opportunities for improvement than as accountability measures.

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Financial: Near-Term

#	Performance Measure	Charter School Authorizers – Measures Included in Framework								
		CSI	DCPCSB	DPS	Fordham	GA SCSC	ICSB	Indy	NJ DOE	NY SUNY
65.	Current ratio (current assets divided by current liabilities)	✓			✓	✓	✓	✓	✓	✓
66.	Unrestricted days cash on hand (unrestricted cash divided by (total expenses / 365))	✓			✓	✓	✓	✓	✓	✓
67.	Enrollment variance (actual enrollment divided by enrollment projection in board-approved budget)	✓			✓	✓	✓	✓	✓	
68.	Debt default	✓				✓	✓	✓	✓	
69.	Emergency reserve	✓								

Financial: Sustainability

#	Performance Measure	Charter School Authorizers – Measures Included in Framework								
		CSI	DCPCSB	DPS	Fordham	GA SCSC	ICSB	Indy	NJ DOE	NY SUNY
70.	Debt to asset ratio					✓	✓	✓		✓
71.	Debt service coverage ratio ((net income + depreciation + interest expense) / (principal and interest payments))						✓	✓	✓	
72.	Cumulative cash flow	✓					✓		✓	
73.	Total margin (net income divided by total revenue)				✓		✓			
74.	3 year total margin	✓			✓					
75.	3 year aggregate net income							✓		
76.	Net asset position (total assets minus liabilities)	✓								
77.	Efficiency margin (change in net assets divided by total revenues)					✓				

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Questions / Comments?