BCS Exhibit 1

Arizona State Board for Charter Schools

Academic Performance Framework and Guidance

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Academic Performance Framework Guidance

Charter schools may be established to provide a learning environment that will improve pupil achievement (A.R.S. § 15-181). As the authorizer or sponsor of charter schools, the State Board for Charter Schools must adopt a performance framework that includes the academic performance expectations of the charter school and the measurement of sufficient progress toward the academic performance expectations (A.R.S. § 15-183. R).

Charter holders have the autonomy to select and implement programs of instruction that align with their philosophical and methodological ideology and operational structure consistent with state and federal law and the charter contract. The purpose of the Academic Performance Framework ("academic framework") is to communicate the State Board for Charter Schools' ("Board") academic expectations for ensuring that all charter holders in its portfolio are providing a learning environment where measurable improvement in pupil achievement can be demonstrated. The academic framework focuses purposefully on quantitative academic outcomes as a basis for analysis to be used in high-stakes decisions.

In developing the academic framework, the Board remained conscious of its limited resources to implement the academic framework. The Board was also mindful of its commitment to maintaining current levels of data collection so as not to unnecessarily burden the charter holders with requirements to submit additional information for the purpose of evaluating the academic performance of the charter holder. The successful implementation of the academic framework relies on having access to data collected through the administration and evaluation of state assessments.

The academic framework is organized by indicators, measures, metrics and targets. Each measure will be assigned one of four ratings, unless insufficient data is available. Each rating is weighted for the calculation of an Overall Rating.

The academic framework focuses purposefully on quantitative academic outcomes as a basis for analysis to be used in high-stakes decisions. If educational processes are required by law, such elements are included in the Operational Performance Framework and further guidance on the reasoning for this indicator can be found in the Operational Performance Framework and Guidance.

Academic Framework Structure

The academic framework is organized by indicators, measures, metrics, and targets.

Component	Definition	Example
Indicators	General categories of academic performance	Student achievement
Measures	General means to evaluate an aspect of an indicator	Proficiency on state assessments
Metrics	Method of quantifying a measure	Percentage of students achieving proficiency on specific exams
Targets	Thresholds that signify success in *meeting the standard* for a specific measure	The school's average proficiency rate on the state assessments meet or exceed the statewide average student performance
Ratings	Assignment of charter school performance into one of four rating categories, based on how the school performs against the framework targets	If school meets the target proficiency rate of meeting or exceeding the statewide average, the rating category is "Meets Standard"

Indicators

The academic framework has four indicators designed to evaluate each charter school's overall academic performance.

1. Student Progress over Time (Growth)

Growth models measure how much students learn and improve over the course of a school year. The inclusion of growth measures in the academic framework acknowledges that relying solely on a snapshot of student proficiency misses progress that schools may be making over time in bringing students up to grade level. Students who enter school behind their peers and students who are not meeting state standards need to make more than a year's worth of growth each year to "catch up." Equally important, students who are already at grade level, or proficient, should continue to make sufficient growth to meet and exceed proficiency standards. The academic framework considers aggregate growth in reading and mathematics for each charter school, as well as progress of the lowest-performing students within the school.

2. Student Achievement (Proficiency)

The student achievement indicator focuses on the percentage of students meeting standards for proficiency on state assessments. The Board will hold charter schools accountable for how well children master fundamental skills and content in reading and mathematics. The academic framework includes an analysis of proficiency rates overall and by subgroups in charter schools, and it compares these rates to the overall state rates, as well as to schools serving demographically similar populations.

3. A-F Letter Grade State Accountability System

The components of the Arizona A–F Letter Grade Accountability System were used as a starting point in developing the academic framework. Though the academic framework includes many of the same metrics as the state grading system, clear expectations for performance on each metric are defined in the academic framework. Breaking out the measures from the state accountability system provides more clarity to schools about the Board's academic performance expectations and the measurement of sufficient progress toward the Board's academic performance expectations; in some cases, the Board chose to set more rigorous targets than those set by the state. The academic framework includes the letter grade of each school operated by the charter holder as assigned through Arizona's A–F Letter Grade Accountability System. The Board carefully considered how much weight to assign to the state accountability system as a whole in relation to the individual measures.

4. Post-Secondary Readiness (for High Schools)

This indicator examines how well a school's students are prepared for college or employment after graduation. The academic framework includes graduation rates and recommends additional data collection efforts to assess post-secondary success of graduates such as ACT equivalencies.

Measures

For each of the indicators, the academic framework provides a number of measures to evaluate schools. The combination of measures, taken on the whole, provides the Board with a balanced scorecard of each school's performance over time. The measures take the form of questions about the school's performance. For example:

- Is the school improving the performance of its lowest-performing students?
- Are students achieving proficiency on state examinations in reading and math?

The academic framework includes measures that are similar to components of the Arizona A–F Letter Grade Accountability System as well as measures included to address factors specific to charter school accountability, such as a comparison of comparable schools.

Metrics

Metrics are the methods of evaluating a measure. For example, to answer the question, "Are students achieving proficiency on state assessments?" the Board will calculate metrics such as:

- The school's average proficiency rates compared to the state average proficiency rate for the same grade levels,
- The school's average proficiency rate compared to students in comparable schools, and
- The proficiency rate of a subgroup of students compared to the statewide average subgroup proficiency.

In the development of the academic framework, the Board reviewed the available data to determine which metrics apply the most to its charter schools.

Targets and Rating Categories

For each of the measures, targets are set to rate the schools against the academic framework. The targets establish the levels of performance needed to place each school into the following rating categories:

- *Exceeds standard*—The charter holder's performance for any measure receiving this rating means that the charter school is exceeding academic performance expectations and showing exemplary performance.
- *Meets standard*— The charter holder's performance for any measure receiving this rating means that the charter school is meeting minimum expectations for academic performance.
- *Does not meet standard*— The charter holder's performance for any measure receiving this rating means that the charter school has failed to meet minimum expectations for performance and are not making sufficient progress toward the academic performance expectations set forth in the academic framework.
- *Falls far below standard*— The charter holder's performance for any measure receiving this rating means that the charter school is performing far below the Board's academic performance expectations and on par with the lowest-performing schools in the district and state.

In establishing targets for the academic framework, the Board began by setting targets for the "meets standard" rating category, which set the expectation and definition of a quality school. Targets are applied consistently to all schools, although alternate methods are presented for alternative schools and small schools with very low enrollment numbers.

Indicators and Measures in Detail

Each of the indicators and measures is presented below. Included is an overview of each measure, methodological approaches, factors considered in the development of specific targets, and additional resources on related topics.

The academic framework is intended to be used in its *entirety*, unless otherwise indicated, though there may be individual measures that may not be included for individual schools.

Considerations for Alternative Schools

The Board has modified the academic framework to better fit schools designated as "alternative" or "small." The alternative academic framework is presented in Appendix B. Specific modifications for alternative and small schools are noted throughout the document.

Indicator: Student Progress over Time (Growth)

Of utmost importance in evaluating school quality is the assessment of how much students are learning over time. While pass rates, or proficiency rates, answer the important question "Are students meeting grade-level expectations?" growth measures address the question "How much are students learning, and is that learning sufficient to achieve and maintain proficiency?" Many charter schools enroll

students one or more years below grade level; it is appropriate and fair to consider how well they are doing in "catching students up." Charter schools may require more than a year to bring students up to grade level if they start out far behind, but should be accountable for and credited with academic growth within any school year.

Many growth models used for school evaluation are "norm-referenced" in their approach. Norm-referenced models compare the progress made by individual students to the progress made by other students with a similar starting point or performance history; each student's growth is compared to the growth of other students in the school, district, state, or nation.

Arizona Growth Model

The Arizona State Board of Education adopted the Arizona Growth Model, based on the Student Growth Percentile Methodology[1] first used in Colorado. This method provides an effective way of measuring norm-referenced student growth. A student growth percentile (SGP) calculates a student's progress in comparison to his or her academic peers—students with similar performance on previous assessments. Each individual student's growth in assessment results is ranked against the growth for all students with the same test result on the baseline assessment. A student with an SGP of 50 demonstrated higher growth than at least half of his academic peers across the state with similar performance. A school median SGP of 50 indicates that at least half of the students in the school showed more growth than at least half of their academic peers with similar performance across the state.

The academic framework has two measures of student growth: school median student growth percentile, based on the Arizona Growth Model, and school median student growth percentile for students in the lowest 25 percent of performance. In both measures, growth is evaluated separately for reading and math. An additional measure, increase in performance level in reading and math, is available for the evaluation of alternative high schools.

[1] More information on the methodology may be found at:
http://www.azed.gov/research-evaluation/files/2011/07/growth_percentile_primer_030809.pdf

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Overall Growth (Student Median Growth Percentile – SGP)

1.a. Are schools making adequate growth based on the school's median student growth percentiles (SGP) in reading and math? *Note: Pooled 3-year median used for small schools.*
Exceeds Standard: ☐ **The school median SGPs for reading and math are 66 or above.**
Meets Standard: ☐ **The school median SGPs for reading and math are from 50 to 65.**
Does Not Meet Standard: ☐ **The school median SGPs for reading and math are from 34 to 49.**
Falls Far Below Standard: ☐ **The school median SGPs for reading and math are below 34.**

Targets for growth

The academic framework target for the "Meets Standard" category sets the expectation that at least half of the students in charter schools are showing growth that is greater than their academic peers across the state. The highest and lowest category targets were aligned with SGP performance benchmarks commonly used to distinguish students with highest and lowest levels of growth. Targets are applied separately for reading and math.

Modifications for Alternative and Small Schools

In the state A–F Letter Grade Accountability System, a three-year pooled SGP is calculated for alternative schools and schools with fewer than 100 students. Aggregating three years' worth of growth data minimizes variability due to student populations or very small numbers of students. The academic framework uses this method for small charter schools with fewer than 100 students, but not for alternative schools.

The targets for alternative schools are based upon a comparison to statewide performance of alternative schools.

Growth of Lowest-Performing Students (Student Median Growth Percentile Bottom 25%)

1.b. Are the lowest-performing students making adequate growth based on the median student growth percentiles (SGP) of the lowest 25% of students in reading and math? *Note: Pooled 3-year median used for small schools.*
Exceeds Standard: ☐ **The school median SGPs for reading and math for the lowest 25% of students are 66 or above.**
Meets Standard: ☐ **The school median SGPs for reading and math for the lowest 25% of students are from 50 to 65.**
Does Not Meet Standard: ☐ **The school median SGPs for reading and math for the lowest 25% of students are from 34 to 49.**
Falls Far Below Standard: ☐ **The school median SGPs for reading and math for the lowest 25% of students are below 34.**

Closing achievement gaps between low-performing subgroups and majority groups is an issue of ongoing national concern. Many charter schools operate with the express mission of closing achievement gaps and providing a high-quality education to underserved students. Given this context, measuring changes in the performance of the lowest-performing students in reading and math is an important component of the academic framework. Without this analysis, strong growth on a school-wide growth measure could mask low growth by certain subgroups.

Targets for growth of lowest-performing students

The academic framework target for the "Meets Standard" category sets the expectation that at least half of the lowest-performing students in charter schools are showing growth that is greater than their academic peers across the state. These students' growth is compared to other lowest-performing students with similar starting points, so the growth expectation is based upon a fair comparison to peers. The targets set for the "Exceeds Standard" and "Falls Far Below Standard" categories were aligned with SGP performance targets commonly used to distinguish students with the highest and lowest levels of growth. Targets are applied separately for reading and math.

Modifications for Alternative and Small Schools

A three-year pooled SGP is calculated for small schools (fewer than 100 students), but not for alternative schools. By aggregating three years' worth of growth data, variability due to student populations or very small numbers of students is minimized.

Growth of lowest performing students is not included in the academic framework for alternative high schools. An additional growth measure is added for alternative high schools— increase in state assessment performance level. This alternative measure evaluates the percentage of non-proficient students improving by at least one performance level. Targets are presented in Appendix B.

Indicator: Student Achievement (Proficiency)

Although it is important to balance an evaluation of both the level at which students are performing and how much growth students are making toward proficiency each year, ultimately charter schools must prove that they can bring students up to and beyond grade level. The academic framework includes a number of evaluations of student proficiency rates within each charter school, including overall proficiency, comparison to schools serving comparable populations, and a focus on proficiency rates of subgroups within the school. Targets are applied separately for reading and math.

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Percent Passing

2.a. Are students achieving proficiency on state examinations in reading and math?
Exceeds Standard:
☐ **School's proficiency rates are in the top 10% of statewide performance OR the school's proficiency rates are at least 90%.**
Meets Standard:
☐ **School's proficiency rates meet or exceed average statewide performance but fall below the top 10%.**
Does Not Meet Standard:
☐ **School's proficiency rates fall below average statewide performance but are above the bottom 20%.**
Falls Far Below Standard:
☐ **School's proficiency rates are in the bottom 20% of statewide performance.**

Proficiency targets

Proficiency targets offer authorizers the best opportunity to set a high bar for charter school performance. By setting performance targets, authorizers define what makes a quality school and set expectations for charter results.

The academic framework uses comparative targets; the proficiency rates at each charter school are assessed against average proficiency rates across the state. These comparative targets will remain relevant, despite changes to state assessments. They can be clearly communicated to stakeholders. And they clearly identify highest- and lowest-performing schools, providing a case for renewal or revocation decisions.

Because proficiency rates vary by grade level, the academic framework makes adjustments based on the charter school's composition. The proficiency rate for each charter school is evaluated against the state average proficiency, weighted to the charter school grade-level enrollment. For example, a charter school that serves grades 3–8 would be compared to the percentage of students statewide in grades 3–8 that are deemed proficient, with each grade "counting" in proportion to the fraction of all students enrolled in that grade at the charter school.

Modifications for Alternative and Small Schools

Proficiency rates for alternative schools are compared to the statewide average proficiency rates for alternative schools, and proficiency rates for small schools are compared to the statewide average proficiency rates for small schools.

Composite School Comparison

2.b. Are students performing as expected on state examinations in reading and math given the characteristics of the school's population?
Exceeds Standard: **☐ School's actual proficiency rate exceeds the expected proficiency rate by 15 or more percentage points.**
Meets Standard: **☐ School's actual proficiency rate meets or exceeds the expected proficiency rate by up to 15 percentage points.**
Does Not Meet Standard: **☐ School's actual proficiency rate is less than the expected proficiency rate by up to 15 percentage points.**
Falls Far Below Standard: **☐ School's actual proficiency rate is less than the expected proficiency rate by 15 or more percentage points.**

Comparison analysis allows the Board to judge how students are performing in a charter school compared to how students would be expected to perform based on the performance of similar student populations across the state.

Comparable Schools Comparison

For each charter school, a comparative analysis is carried out by creating a "composite" school. The composite school is created by matching and aggregating student-level data for students statewide with similar characteristics. The difference between the school's actual proficiency rate and the school's expected proficiency rate, given the characteristics of the school's student population, are compared. The analysis considers the charter school enrollment of students who qualify for free or reduced-price lunch (FRL), English-language learners (ELL), and students with disabilities (SPED). The expected proficiency rate is calculated by weighting the school's number of students tested in each combination of grade and subgroup by the state's percent proficient for that combination of grade and subgroup.

Targets for comparable schools comparison

Poor comparative performance is often seen as a strong argument for closing a charter school. The "Exceeds Standard" and "Falls Far Below Standard" categories for the composite school comparison are defined by the size of the difference between the charter school's actual performance and the expected performance based on the performance of similar student populations across the state. The academic framework defines the categories in increments of 15 percentage points. This increment was tested in a trial run of the academic framework and represents a relatively large gap in performance.

Modifications for Alternative and Small Schools

The similar schools analysis is not applied to alternative schools.

Subgroup Comparison

2.c. Are students in subgroups achieving proficiency on state examinations in reading and math compared to state subgroups? (Applies to all eligible subgroups in the school.)
Exceeds Standard: **☐ School's subgroup proficiency rates are in the top 10% of statewide subgroup performance.**
Meets Standard: **☐ School's subgroup proficiency rates meet or exceed statewide subgroup performance, but fall below the top 10%.**
Does Not Meet Standard: **☐ School's subgroup proficiency rates fall below statewide subgroup performance, but are above the bottom 20%.**
Falls Far Below Standard: **☐ School's subgroup proficiency rates are in the bottom 20% of statewide subgroup performance.**

Although Proficiency evaluates school-level proficiency, it is important to look beyond the school-level proficiency averages to the performance of subgroups within the school. High performance of a majority group may mask poor performance of a subgroup. For example, a school with 10 percent of students qualifying for free or reduced-price lunch (FRL) could have a high overall proficiency rate, but on closer analysis, the FRL students may have dramatically lower rates of proficiency that are hidden by the performance of the rest of the student body.

The subgroup proficiency measure compares the proficiency rates of subgroups within the school to the state average proficiency rate for that same subgroup. This comparison allows the Board to analyze how charter school students are faring compared to similar students across the state.

Targets for subgroup proficiency

Comparative targets were developed for the subgroup proficiency measure. The proficiency rate of all eligible subgroups within each charter school are compared to statewide average subgroup performance as well as subgroup performance of schools in the top 10 percent and bottom 20 percent of schools statewide reporting subgroup performance.

Eligible subgroups are those that have more than 10 reported students. Schools that do not track or report FRL statistics will not be evaluated for FRL student performance.

Modifications for Alternative and Small Schools

Subgroup proficiency rates for alternative schools are compared to the statewide average subgroup proficiency rate for alternative schools

Indicator: A–F Letter Grade State Accountability System

The academic framework includes the letter grade of each school operated by the charter holder as assigned through Arizona's A–F Letter Grade Accountability System.

State Accountability

3. Is the school meeting acceptable standards according to the state accountability system?
Exceeds Standard: ☐ **School received an A rating from the state accountability system.**
Meets Standard: ☐ **School received a B rating from the state accountability system.**
Does Not Meet Standard: ☐ **School received a C rating from the state accountability system.**
Falls Far Below Standard: ☐ **School received a D or F rating from the state accountability system.**

The state grading system contains many of the same measures as the academic framework. The academic framework includes these measures separately in order to set individual standards for each measure and to allow a disaggregated view of the academic framework. To prevent "double-counting" the measures duplicated in the state grading system, this measure is given a low weight in the overall framework. (See more about weighting in the "Use of the Academic Framework" section.)

Targets for A–F Letter Grade Accountability System

Targets for this measure were aligned with the assessment of the state grading system. Schools receiving an "A" grade are assessed in the academic framework as "exceeding standard," while schools receiving a "D" or "F" grade are considered "falling far below standard."

Modifications for Alternative and Small Schools

Alternative and small schools receive ratings using the A-F Letter Grade Accountability Systems developed for alternative and small schools.

Indicator: Post-Secondary Readiness (for High Schools)

Growing national attention has focused on increasing college attendance and ensuring that students are better prepared for college and employment. The academic framework includes measures using available post-secondary data—graduation rate.

Post-secondary measures apply to high schools only. Should additional post-secondary data become available, the Board may review and possibly revise the charter school academic framework.

High School Graduation Rate

4.a. Are students graduating from high school?
Exceeds Standard: ☐ **2011-12: At least 82 percent of students graduated from high school.** ☐ **2012-13: At least 84 percent of students graduated from high school.** ☐ **2013-14: At least 86 percent of students graduated from high school.** ☐ **2014-15: At least 88 percent of students graduated from high school.** ☐ **2015-16: At least 90 percent of students graduated from high school.** ☐ **2016-17: At least 92 percent of students graduated from high school.** ☐ **2017-18: At least 94 percent of students graduated from high school.** ☐ **2018-19: At least 96 percent of students graduated from high school.** ☐ **2019-20 forward: At least 98 percent of students graduated from high school.**
Meets Standard: ☐ **2011-12: 77 percent to 81 percent of students graduated from high school.** ☐ **2012-13: 79 percent to 83 percent of students graduated from high school.** ☐ **2013-14: 81 percent to 85 percent of students graduated from high school.** ☐ **2014-15: 83 percent to 87 percent of students graduated from high school.** ☐ **2015-16: 85 percent to 89 percent of students graduated from high school.** ☐ **2016-17: 87 percent to 91 percent of students graduated from high school.** ☐ **2017-18: 89 percent to 93 percent of students graduated from high school.** ☐ **2018-19: 91 percent to 95 percent of students graduated from high school.** ☐ **2019-20 forward: 93 percent to 97 percent of students graduated from high school.**
Does Not Meet Standard: ☐ **2011-12: 66 percent to 76 percent of students graduated from high school.** ☐ **2012-13: 68 percent to 78 percent of students graduated from high school.** ☐ **2013-14: 70 percent to 80 percent of students graduated from high school.** ☐ **2014-15: 72 percent to 82 percent of students graduated from high school.** ☐ **2015-16: 74 percent to 84 percent of students graduated from high school.** ☐ **2016-17: 76 percent to 86 percent of students graduated from high school.** ☐ **2017-18: 78 percent to 88 percent of students graduated from high school.** ☐ **2018-19: 80 percent to 90 percent of students graduated from high school.** ☐ **2019-20 forward: 82 percent to 92 percent of students graduated from high school.**
Falls Far Below Standard: ☐ **2011-12: Fewer than 65 percent of students graduated from high school.** ☐ **2012-13: Fewer than 67 percent of students graduated from high school.** ☐ **2013-14: Fewer than 69 percent of students graduated from high school.** ☐ **2014-15: Fewer than 71 percent of students graduated from high school.** ☐ **2015-16: Fewer than 73 percent of students graduated from high school.** ☐ **2016-17: Fewer than 75 percent of students graduated from high school.** ☐ **2017-18: Fewer than 77 percent of students graduated from high school.** ☐ **2018-19: Fewer than 79 percent of students graduated from high school.** ☐ **2019-20 forward: Fewer than 81 percent of students graduated from high school.**

An important measure of a charter high school's success is its graduation rate. The state of Arizona has adopted the National Governors' Association's[2] method of calculating graduation rate, which measures the percentage of entering ninth-graders who graduate from high school within four years.

[2] More information is available at: www.NGA.org

Targets for graduation rate

The academic framework targets for graduation rate are based on the state target of achieving a 93 percent graduation rate by 2020. A set of "phased in" targets are included to gradually set the expectation that schools meet the state goal. This goal is set as the "meets standard" academic framework target for the year 2020.

Modifications for Alternative and Small Schools

Alternative high schools are assessed against the graduation requirements included in the A-F Alternative Model. Alternative high schools are also assessed for academic persistence as a measure of post-secondary readiness. Alternative elementary schools are assessed for academic persistence. The measure evaluates the percentage of students that remained enrolled in school from the previous year.

College Readiness

4.b.1. Does students' performance on the ACT and SAT reflect college readiness?
Exceeds Standard: ☐ **The percentage of students meeting benchmarks for ACT or SAT performance exceeds the national average by at least 20 percent.**
Meets Standard: ☐ **The percentage of students meeting benchmarks for ACT or SAT performance meets or exceeds the national average by up to 20 percent.**
Does Not Meet Standard: ☐ **The percentage of students meeting benchmarks for ACT or SAT performance falls below the national average by up to 20 percent.**
Falls Far Below Standard: ☐ **The percentage of students meeting benchmarks for ACT or SAT performance falls below the national average by at least 20 percent.**
4.b.2. Are students participating in the ACT or SAT?
Exceeds Standard: ☐ **More than 90 percent of students participated in the ACT or SAT.**
Meets Standard: ☐ **70 to 89 percent of students participated in the ACT or SAT.**
Does Not Meet Standard: ☐ **50 to 69 percent of students participated in the ACT or SAT.**
Falls Far Below Standard: ☐ **Less than 50 percent of students participated in the ACT or SAT.**

The ACT and SAT are the most commonly known and used college admissions tests; they are included in the academic framework to indicate how well-prepared students are to enter and succeed in college.

Both the ACT and College Board have conducted research to understand how ACT and SAT test scores are linked to future success in college.

Participation rates are considered in addition to test performance. A charter school in which a small proportion of the student body prepares for and attends college could show a high ACT or SAT testing result if only those college-bound students are participating in testing. In this case a school could appear

to be successfully preparing students for college, when only a small cohort is actually on a college "track."

Targets for college readiness measure

Targets are aligned with national benchmarks for college success, based on research by ACT and the College Board.

Testing/Trial Run

As part of the development of the academic framework, the Board conducted a trial run, testing the academic framework against actual charter school performance data for 36 schools in 2010–11. The trial run was instrumental in:

- Confirming the availability of necessary data elements for measures across the academic framework.
- Testing the validity of measures and targets.
- Reviewing weighting decisions and overall weighting schemes.
- Providing an accurate estimate of the time and resources required to complete the academic framework for charter schools.

As a result of the trial run, academic framework measures and targets were finalized and a list of necessary data elements was compiled. The academic framework relies upon accessibility to data from the state department of education.

Information Necessary to Use the Academic Framework

The following data elements are needed to complete the academic framework. A more comprehensive and detailed list of data required to calculate each measure is located in Appendix E: Methodology.

- Median SGP for charter schools and lowest-performing students in each charter school
- Improvement rates for non-proficient students
- Overall proficiency rates by grade for all schools in the state
- Subgroup proficiency rates for FRL, ELL, and SPED students, by grade level, for all schools in the state, where eligible subgroups exist
- A-F letter grade for each charter school
- Graduation rate or graduation points for all charter schools
- ACT and SAT composite scores and participation rates (when incorporated)
- List of all alternative schools in the state
- List of all schools designated as a "small" school
- Number and percentage of students persisting at each school in the state

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Use of the Academic Framework

Evaluation

An evaluation is conducted to determine if the charter holder meets or is making sufficient progress toward the academic performance expectations set forth in the Board's performance framework or in any improvement plans. The evaluation is completed using the most recent State assessment and other data and up to four years of prior assessment data. An Overall Rating is used to determine whether the charter holder meets the academic performance expectations set forth in the academic framework.

Overall Rating

An Overall Rating is calculated for each charter school operated by the charter holder by totaling the points received for each measure after factoring in the assigned weight for the measure (See Weighting the Academic Framework). The Overall Rating categories are:

Overall Rating Category	Description	Point Range
Exceeds standard	The charter holder's Overall Rating for each school operated by the charter holder exceeds academic performance expectations and shows exemplary performance.	> or = to 89
Meets standard	The charter holder's Overall Rating for each school operated by the charter holder meets minimum expectations for academic performance.	<89, but> or = to 63
Does not meet standard	The charter holder's Overall Rating for any school operated by the charter holder fails to meet minimum expectations for performance.	<63, but> or = to 39
Falls far below standard	The charter holder's Overall Rating for any school operated by the charter holder is far below the Board's academic performance expectations and on par with the lowest-performing schools in the state.	<39

Meets the Board's Academic Performance Expectations

A charter holder meets the Board's academic performance expectations if all schools operated by the charter holder receive an Overall Rating of "Meets Standard" or "Exceeds Standard" in the current and prior fiscal year that State assessment data is available.[3] The Board has approved renewal application criteria that reduce the charter holder's submission requirements for completing the renewal application when the charter holder meets the Board's academic performance expectations. (See the current renewal application instructions posted on the Board's website for details.) The Board has also

[3] Overall Ratings have been calculated using fiscal year 2012 data. Until the fiscal year 2013 data is available, the Board will consider the current overall rating for each school operated by the charter holder in evaluating whether or not the charter holder meets the Board's academic performance expectations.

approved interval review and amendment processes that reduce the charter holder's submission requirements when the charter holder meets the Board's academic performance expectations. (See specific amendment requests posted on the Board's website for details.)

Demonstrating Sufficient Progress Toward the Board's Academic Performance Expectations

A charter holder that has one or more schools that did not receive an Overall Rating of "Meets Standard" or "Exceeds Standard" in the current and prior year that State assessment data is available does not meet the Board's academic performance expectations.[4] Such charter holders may demonstrate the charter holder's progress toward the academic performance expectations set forth in the academic framework by submitting a Demonstration of Sufficient Progress in the format designated by the Board. (See Appendix D: Demonstration of Sufficient Progress section of this guidance document for more information.)

In its determination of whether a charter holder demonstrates sufficient progress toward the Board's academic performance expectations, the Board will consider the success of the charter holder's previous efforts to improve academic performance in each of the measures in the academic framework previously identified as not meeting the Board's expectations. Evidence of success may be derived from any implemented improvement plan[5] and must be presented using graphs, tables or data charts that demonstrate, with specificity, improved academic performance based on data generated from valid and reliable assessment sources. The Board will also consider the charter school's current and prior Overall Ratings as well as improvement or decline in individual measures within the academic framework.

A charter holder's failure to disclose all pertinent information in its Demonstration of Sufficient Progress will be considered by the Board in making its determination. The Board may refuse to accept additional information.

Insufficient Data to Determine Overall Rating

Data included in the academic framework is based on a charter school's participation in State assessments. A charter school that has too few reportable assessments for the calculation of an Overall Rating or a charter school that does not serve a grade configuration that provides enough data to make the calculations for the academic framework will be categorized as "No Rating".

A charter holder that has one or more schools with "No Rating" for the current or prior year may demonstrate progress toward the academic performance expectations set forth in the academic framework by submitting a Demonstration of Sufficient Progress in the format designated by the Board. In its determination whether a charter holder with "No Rating" demonstrates sufficient progress toward the Board's academic performance expectations, the Board will consider the success of the charter

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[4] Overall Ratings have been calculated using fiscal year 2012 data. Until the fiscal year 2013 data is available, the Board will consider the current overall rating for each school operated by the charter holder in evaluating whether or not the charter holder meets the Board's academic performance expectations.

[5] The goals of the improvement plan may be school initiated or a requirement of a state or federally funded program and must align with the academic framework.

holder's previous efforts to improve academic performance in each of the measures in the academic framework. Evidence of success may be derived from any implemented improvement plan[6] and must be presented using graphs, tables or data charts that demonstrate, with specificity, improved academic performance based on data generated from valid and reliable benchmark assessment sources. If applicable, the Board will also consider the charter school's current and prior Overall Ratings as well as improvement or decline in individual measures within the academic framework.

A charter holder's failure to disclose all pertinent information in its Demonstration of Sufficient Progress will be considered by the Board in making its determination. The Board may refuse to accept additional information.

Associated Schools

The Board will consider the performance of associated schools in its consideration of any expansion request. An associated school is:

- A school operated by a charter holder that operates one or more other schools that contract with the same Education Service Provider.
- A school operated by the same charter holder but under different charter contracts.
- A school operated by a charter holder with at least fifty (50) percent of corporate board officers, directors, members or partners in common, as reflected in the charter contract.

Although the school or schools operated by a charter holder making the request may have an Overall Rating on the academic framework of "Meets Standard" or "Exceeds Standard" in the current and/or prior year and be eligible for reduced submission requirements as described in the "Meets the Board's Academic Performance Expectations" above, the charter holder may still be required to submit a Demonstration of Sufficient Progress in the format designated by the Board if the Overall Rating on the academic framework of associated schools is "Does Not Meet" or "Falls Far Below" in either the current and/or prior year. (See the Demonstration of Sufficient Progress section of this guidance document for more information.) If the charter holder is required to submit a Demonstration of Sufficient Progress, the charter holder will be notified through the ASBCS Online system at the completion of the administrative completeness review of the request.

Reviews

A charter holder's academic performance will be considered by the Board during periodic reviews, including five-year interval reviews.

Reviews During Years 2 through 4

The Overall Rating of each school operated by a charter holder will be used to determine whether the charter holder will be required to submit a Demonstration of Sufficient Progress in the format

[6] See previous footnote.

designated by the Board. It will also be used to determine whether Board action is required in the early years of operation.

- The Board may waive certain reporting requirements and/or a site visit for a charter holder if all schools operated by the charter holder have a current Overall Rating of "Meets Standard" or "Exceeds Standard".
- A charter holder that has one or more schools that does not have a current Overall Rating of "Meets Standard" or "Exceeds Standard" will be subject to the intervention processes outlined in Appendix C: Academic Performance Interventions.
- A charter holder that has one or more schools with a current "No Rating" will be subject to the intervention processes outlined in Appendix C: Academic Performance Interventions.

Five-Year Interval Reviews[7]

The current and prior year Overall Ratings of each school operated by a charter holder will be used to determine whether the charter holder will be required to submit a Performance Management Plan as part of its academic review.[8] Academic performance in subsequent years will be reviewed in accordance with the intervention processes outlined in Appendix C: Academic Performance Interventions.

- A charter holder that meets the Board's academic performance expectations, as defined in this document, will not be required to submit a Performance Management Plan as part of the five-year interval review process.
- A charter holder that does not meets the Board's academic performance expectations, as defined in this document, will be required to submit a Performance Management Plan as a corrective action plan. Information regarding the Performance Management Plan requirements is posted on the Board's website.
- A charter holder that has one or more schools with a current or prior year "No Rating" will be required to submit a Performance Management Plan. Information regarding the Performance Management Plan requirements is posted on the Board's website.

Other Reviews

Because academic performance can affect a charter holder's ability to meet the obligations of its charter contract or provisions of law, a charter holder's academic performance may also be reviewed at other times, including when the Board makes decisions related to a charter holder's financial and/or operational performance. The Board may also use academic performance data for public reporting to various stakeholders, such as schools, policymakers, students and families, and the public.

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[7] Five year interval reviews are counted using the first year in which the charter holder may operate a charter school under its charter contract.

[8] A charter holder that is subject to a five year interval review and has one or more schools that have not operated for at least two years will be evaluated based on those schools that have been open for two or more years. Schools open less than two years will fall under the Reviews During Years 2 through 4 section.

Renewals

A charter holder's academic performance will be evaluated by the Board when considering whether to renew the charter contract.

- The Board will waive the submission of a Demonstration of Sufficient Progress for a charter holder that meets the Board's academic performance expectations, as defined in this document. (See the current renewal application instructions posted on the Board's website for details.)
- A charter holder that does not meet the Board's academic performance expectations will be required to submit a Demonstration of Sufficient Progress as identified in the renewal application.
- A charter holder that has one or more schools with "No Rating" in the current year and/or prior year will be required to submit a Demonstration of Sufficient Progress as identified in the renewal application.

Expansion and Other Charter Holder Notification and Amendment Requests

A charter holder's academic performance will be evaluated by the Board when considering expansion requests. A charter holder's academic performance will also be evaluated by the Board when considering other requests identified in this section.

- A charter holder that meets the Board's academic performance expectations, as defined in this document, will not be required to submit additional submission requirements as identified in each of the specific requests.
- A charter holder that does not meet the Board's academic performance expectations, as defined in this document, will be required to submit additional information to the Board as identified in each of the specific requests.
- A charter holder that has one or more schools with "No Rating" in the current year and/or prior year will be required to submit additional information to the Board as identified in each of the specific requests.
- A charter holder with one or more schools that have not been in operation long enough to receive two Overall Ratings may be required to submit additional information to the Board as identified in each of the specific requests.

A charter holder's academic performance will be evaluated when considering the following expansion requests:

- Adding Grade Levels to Charter Amendment Requests
- Arizona Online Instruction Program of Instruction Amendment Requests
- Enrollment Cap Notification Requests
- New charter applications submitted by officers, directors, partners or members, or charter representatives of existing charter holders
- New School Site Notification Requests
- Replication applications
- Site Specific Change in Grades Served Notification Requests

A charter holder's academic performance will be evaluated when considering the following notification and amendment requests:

- Charter Holder Status Amendment Requests
- Alternative Calendar Notification Requests
- Instructional Days Amendment Requests
- Program of Instruction Amendment Requests
- Transfer applications involving the transfer of the charter contract from another sponsor to the Board
- Transfer applications involving the transfer of a school site from an existing charter contract to its own charter contract

Intervention and Improvement

Pursuant to A.R.S. § 15-183(R), in implementing its oversight and administrative responsibilities for the charter schools it sponsors, the Board has developed a performance framework that includes the academic performance expectations of a charter holder and the measurement of sufficient progress toward the academic performance expectations. (See the Demonstration of Sufficient Progress section of this guidance document for more information.) For purposes of periodic and five-year interval reviews, the academic framework will be applied as displayed in Appendix C: Academic Performance Interventions. Appendix C does not preclude the Board from making determinations of academic performance at other times.

Weighting the Academic Framework

The Board developed the following system of weights for the academic framework:

	Traditional and Small Charter Schools Weight			**Alternative Charter Schools Weight**		
Measure	Elementary and Middle	High School	K-12[9]	Elementary and Middle	High School	K-12
1a. SGP	25%	15%	20%	30%	5%	15%
1b. SGP of Bottom 25% (Improvement for alternative high schools)	25%	15%	20%	20%	25%	25%
2a. Percent Passing	15%	20%	15%	15%	20%	15%
2b. Composite School Comparison	15%	15%	10%	NA	NA	NA
2c. Subgroup proficiency (Identified as 2b for alternative schools)	15%	15%	15%	10%	10%	10%
3a. A-F Letter Grade State Accountability System	5%	5%	5%	10%	5%	5%
4a. High School Graduation Rate	NA	15%	15%	NA	15%	15%
4b. Academic Persistence – (Alternative Schools)	NA	NA	NA	15%	20%	15%
4b. College Readiness (Traditional and Small Schools)	NA	NA	NA	NA	NA	NA

[9] This category includes any grade ranges across K-12 that do not fall solely in K-8 or 9-12.

Any measure that does not have enough data to complete the calculation will be categorized as "No Rating". The weight assigned to any measure with No Rating will be reallocated within the measure first (when there are multiple components to a measure that has a rating) and then within that measure's indicator. If the indicator does not have a rating, that indicator will not be included in the Overall Rating. An Overall Rating will only be assigned when the combined weight of all rated measures is greater than or equal to 65%. A school that does not have a combined weight of rated measures equal to or greater than 65% will receive a No Rating.

Dashboard

The rating for each measure and an Overall Rating is represented in the form of a color-coded graphic which will be referred to as the Dashboard. An example is included below.

Academic Performance Rating FY 2012

Charter Holder: Sample, Inc.
Entity ID 00000

Charter School: Sample School
Entity ID 00000, Grades K-8

1. Growth

Traditional Elementary		1a. SGP		1b. SGP Bottom 25%	
School	**School Year**	**Math**	**Read**	**Math**	**Read**
Sample School	2011-2012	53	49	70	49.5
Points Assigned		**75**	**50**	**100**	**50**
Weight		**12.5**	**12.5**	**12.5**	**12.5**

2. Proficiency

Traditional Elementary		2a. Percent Passing		2b. Composite School Comparison		2c. Subgroup ELL		2c. Subgroup FRL		2c. Subgroup SPED	
School	**School Year**	**Math**	**Read**	**Math**	**Read**	**Math**	**Read**	**Math**	**Read**	**Math**	**Read**
Sample School	2011-2012	63	64	2.5	-6.2	61	52	63	63	25	29
Points Assigned		**50**	**50**	**75**	**50**	**75**	**75**	**75**	**50**	**50**	**50**
Weight		**7.5**	**7.5**	**7.5**	**7.5**	**2.5**	**2.5**	**2.5**	**2.5**	**2.5**	**2.5**

3. State Accountability & Overall Rating

Traditional Elementary		3a. State Accountability	Overall Rating
School	**School Year**	**Grade**	
Sample School	2011-2012	75	64.375
Points Assigned		**75**	
Weight		**5**	**100**

Overall Rating	Point Range
Exceeds Standard	> or = to 89
Meets Standard	< 89, but > or = to 63
Does Not Meet Standard	< 63, but > or = to 39
Falls Far Below Standard	< 39

For additional information, see *Academic Performance Framework and Guidance*, available on the ASBCS webpage. (http://asbcs.az.gov)

Conclusion

A strong academic framework is critical for setting clear expectations for schools and for making high-stakes decisions more clear-cut and transparent. The creation and implementation of the academic framework required that the Board consider many factors, including which data elements are available, the quality of the data, and what information will support the Board in making high-stakes decisions.

Summarizing data into an Overall Rating that leads to certain predictable decisions and consequences supports the Board making objective, data-driven decisions. However, it is important to keep in mind that making complex judgments about school performance often requires a nuanced understanding of the school's outcomes that may be obscured by an oversimplified grading scheme. The academic framework provides an effective means to use ratings to "flag" a school for certain consequences, and then make a judgment about how to apply the consequences, all things considered. This two-step process provides a transparent, data-driven method of placing schools in different categories of reward, review, or consequence, and the ability to exercise judgment.

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APPENDIX A:
ACADEMIC FRAMEWORK
FOR TRADITIONAL AND SMALL SCHOOLS

Arizona State Board for Charter Schools
ACADEMIC FRAMEWORK
for
Traditional and Small Schools

Indicator: Student Progress over Time (Growth)

Growth

1.a. Are schools making adequate growth based on the school's median student growth percentiles (SGP) in reading and math? *Note: Pooled 3-year median used for small schools.*
Exceeds Standard: ☐ **The school median SGPs for reading and math are 66 or above.**
Meets Standard: ☐ **The school median SGPs for reading and math are from 50 to 65.**
Does Not Meet Standard: ☐ **The school median SGPs for reading and math are from 34 to 49.**
Falls Far Below Standard: ☐ **The school median SGPs for reading and math are below 34.**

Growth of Lowest-Performing Students

1.b. Are the lowest-performing students making adequate growth based on the median student growth percentiles (SGP) of the lowest 25% of students in reading and math? *Note: Pooled 3-year median used for small schools.*
Exceeds Standard: ☐ **The school median SGPs for reading and math for the lowest 25% of students are 66 or above.**
Meets Standard: ☐ **The school median SGPs for reading and math for the lowest 25% of students are from 50 to 65.**
Does Not Meet Standard: ☐ **The school median SGPs for reading and math for the lowest 25% of students are from 34 to 49.**
Falls Far Below Standard: ☐ **The school median SGPs for reading and math for the lowest 25% of students are below 34.**

Indicator: Student Achievement (Proficiency)

Percent Passing

2.a. Are students achieving proficiency on state examinations in reading and math?
Exceeds Standard: ☐ **School's proficiency rates are in the top 10% of statewide performance OR the school's proficiency rates are at least 90%.**
Meets Standard: ☐ **School's proficiency rates meet or exceed average statewide performance but fall below the top 10%.**
Does Not Meet Standard: ☐ **School's proficiency rates fall below average statewide performance but are above the bottom 20%.**
Falls Far Below Standard: ☐ **School's proficiency rates are in the bottom 20% of statewide performance.**

Composite School Comparison

2.b. Are students performing as expected on state examinations in reading and math given the characteristics of the school's population?
Exceeds Standard: ☐ **School's actual proficiency rate exceeds the expected proficiency rate by 15 or more percentage points.**
Meets Standard: ☐ **School's actual proficiency rates meets or exceeds the expected proficiency rate by up to 15 percentage points.**
Does Not Meet Standard: ☐ **School's actual proficiency rate is less than the expected proficiency rate by up to 15 percentage points.**
Falls Far Below Standard: ☐ **School's actual proficiency rate is less than the expected proficiency rate by 15 or more percentage points.**

Subgroup Comparison

2.c. Are students in subgroups achieving proficiency on state examinations in reading and math compared to state subgroups? (Applies to all eligible subgroups in the school.)
Exceeds Standard: ☐ **School's subgroup proficiency rates are in the top 10% of statewide subgroup performance.**
Meets Standard: ☐ **School's subgroup proficiency rates meet or exceed statewide subgroup performance, but fall below the top 10%.**
Does Not Meet Standard: ☐ **School's subgroup proficiency rates fall below statewide subgroup performance, but are above the bottom 20%.**
Falls Far Below Standard: ☐ **School's subgroup proficiency rates are in the bottom 20% of statewide subgroup performance.**

Indicator: A-F Letter Grade State Accountability System

State Accountability

3. Is the school meeting acceptable standards according to the state accountability system?
Exceeds Standard: ☐ **School received an A rating from the state accountability system.**
Meets Standard: ☐ **School received a B rating from the state accountability system.**
Does Not Meet Standard: ☐ **School received a C rating from the state accountability system.**
Falls Far Below Standard: ☐ **School received a D or F rating from the state accountability system.**

Indicator: Post-Secondary Readiness (for High Schools)

High School Graduation Rate

4.a. Are students graduating from high school?
Exceeds Standard: ☐ **2011-12: At least 82 percent of students graduated from high school.** ☐ **2012-13: At least 84 percent of students graduated from high school.** ☐ **2013-14: At least 86 percent of students graduated from high school.** ☐ **2014-15: At least 88 percent of students graduated from high school.** ☐ **2015-16: At least 90 percent of students graduated from high school.** ☐ **2016-17: At least 92 percent of students graduated from high school.** ☐ **2017-18: At least 94 percent of students graduated from high school.** ☐ **2018-19: At least 96 percent of students graduated from high school.** ☐ **2019-20 forward: At least 98 percent of students graduated from high school.**
Meets Standard: ☐ **2011-12: 77 percent to 81 percent of students graduated from high school.** ☐ **2012-13: 79 percent to 83 percent of students graduated from high school.** ☐ **2013-14: 81 percent to 85 percent of students graduated from high school.** ☐ **2014-15: 83 percent to 87 percent of students graduated from high school.** ☐ **2015-16: 85 percent to 89 percent of students graduated from high school.** ☐ **2016-17: 87 percent to 91 percent of students graduated from high school.** ☐ **2017-18: 89 percent to 93 percent of students graduated from high school.** ☐ **2018-19: 91 percent to 95 percent of students graduated from high school.** ☐ **2019-20 forward: 93 percent to 97 percent of students graduated from high school.**
Does Not Meet Standard: ☐ **2011-12: 66 percent to 76 percent of students graduated from high school.** ☐ **2012-13: 68 percent to 78 percent of students graduated from high school.** ☐ **2013-14: 70 percent to 80 percent of students graduated from high school.** ☐ **2014-15: 72 percent to 82 percent of students graduated from high school.** ☐ **2015-16: 74 percent to 84 percent of students graduated from high school.** ☐ **2016-17: 76 percent to 86 percent of students graduated from high school.** ☐ **2017-18: 78 percent to 88 percent of students graduated from high school.** ☐ **2018-19: 80 percent to 90 percent of students graduated from high school.** ☐ **2019-20 forward: 82 percent to 92 percent of students graduated from high school.**
Falls Far Below Standard: ☐ **2011-12: Fewer than 65 percent of students graduated from high school.** ☐ **2012-13: Fewer than 67 percent of students graduated from high school.** ☐ **2013-14: Fewer than 69 percent of students graduated from high school.** ☐ **2014-15: Fewer than 71 percent of students graduated from high school.** ☐ **2015-16: Fewer than 73 percent of students graduated from high school.** ☐ **2016-17: Fewer than 75 percent of students graduated from high school.** ☐ **2017-18: Fewer than 77 percent of students graduated from high school.** ☐ **2018-19: Fewer than 79 percent of students graduated from high school.** ☐ **2019-20 forward: Fewer than 81 percent of students graduated from high school.**

College Readiness

4.b.1. Does students' performance on the ACT and SAT reflect college readiness?
Exceeds Standard: **☐ The percentage of students meeting benchmarks for ACT or SAT performance exceeds the national average by at least 20 percent.**
Meets Standard: **☐ The percentage of students meeting benchmarks for ACT or SAT performance meets or exceeds the national average by up to 20 percent.**
Does Not Meet Standard: **☐ The percentage of students meeting benchmarks for ACT or SAT performance falls below the national average by up to 20 percent.**
Falls Far Below Standard: **☐ The percentage of students meeting benchmarks for ACT or SAT performance falls below the national average by at least 20 percent.**
4.b.2. Are students participating in the ACT or SAT?
Exceeds Standard: **☐ More than 90 percent of students participated in the ACT or SAT.**
Meets Standard: **☐ 70 to 89 percent of students participated in the ACT or SAT.**
Does Not Meet Standard: **☐ 50 to 69 percent of students participated in the ACT or SAT.**
Falls Far Below Standard: **☐ Less than 50 percent of students participated in the ACT or SAT.**

APPENDIX B:
ACADEMIC FRAMEWORK
FOR ALTERNATIVE SCHOOLS

Arizona State Board for Charter Schools
ACADEMIC FRAMEWORK
for
Alternative Schools

Indicator: Student Progress over Time (Growth)

Growth

1.a. Are schools making adequate growth based on the school's median student growth percentiles (SGP) in reading and math? *Note: Looking at only current year 3,4,5,6, 7, 8 and 10th graders.*
Exceeds Standard: ☐ **The school median SGPs are in the top 10% of statewide alternative schools.**
Meets Standard: ☐ **The school median SGPs meet or exceed the state median of all alternative schools, but below the top 10%.**
Does Not Meet Standard: ☐ **The school median SGPs are below the state median of all alternative schools, but above the bottom 20%.**
Falls Far Below Standard: ☐ **The school median SGPs are in the bottom 20% of statewide alternative schools.**

Growth of Lowest-Performing Students (High School)

1.b. Are non-proficient students showing an increase in performance on state assessments in reading and math? (Calculation for 11th and 12th grades requires student participation in two consecutive administrations of Fall/Spring or Spring/Fall state assessments.)
Exceeds Standard: ☐ **At least 55 percent of students improved by at least one performance band in reading.** ☐ **At least 40 percent of students improved by at least one performance band in math.**
Meets Standard: ☐ **45 percent to 54 percent of students improved by at least one performance band in reading.** ☐ **30 percent to 39 percent of students improved by at least one performance band in math.**
Does Not Meet Standard: ☐ **30 percent to 44 percent of students improved by at least one performance band in reading.** ☐ **20 percent to 29 percent of students improved by at least one performance band in math.**
Falls Far Below Standard: ☐ **Less than 30 percent of students improved by at least one performance band in reading.** ☐ **Less than 20 percent of students improved by at least one performance band in math.**

Growth of Lowest-Performing Students (Elementary)

1.b. Are the lowest-performing students making adequate growth based on the median student growth percentiles (SGP) of the lowest 25% of students in reading and math?
Exceeds Standard: ☐ **The school median SGPs for reading and math for the lowest 25% of students are 66 or above.**
Meets Standard: ☐ **The school median SGPs for reading and math for the lowest 25% of students are from 50 to 65.**
Does Not Meet Standard: ☐ **The school median SGPs for reading and math for the lowest 25% of students are from 34 to 49.**
Falls Far Below Standard: ☐ **The school median SGPs for reading and math for the lowest 25% of students are below 34.**

Indicator: Student Achievement (Proficiency)

Percent Passing

2.a. Are students achieving proficiency on state examinations in reading and math?
Exceeds Standard: ☐ **School's proficiency rates are in the top 10% of statewide alternative school performance.**
Meets Standard: ☐ **School's proficiency rates meet or exceed average statewide alternative school performance but fall below the top 10%.**
Does Not Meet Standard: ☐ **School's proficiency rates fall below average statewide alternative school performance but are above the bottom 20%.**
Falls Far Below Standard: ☐ **School's proficiency rates are in the bottom 20% of statewide alternative school performance.**

Subgroup proficiency

2.b. Are students in subgroups achieving proficiency on state examinations in reading and math compared to state alternative subgroups? (Applies to all eligible subgroups in the school.) Subgroups are defined as ELL, FRL, and students with disabilities when available.
Exceeds Standard: ☐ **School's subgroup proficiency rates are in the top 10% of statewide subgroup performance in alternative schools.**
Meets Standard: ☐ **School's subgroup proficiency rates meet or exceed statewide subgroup performance in alternative schools, but fall below the top 10%.**
Does Not Meet Standard: ☐ **School's subgroup proficiency rates fall below statewide subgroup performance in alternative schools, but are above the bottom 20%.**
Falls Far Below Standard: ☐ **School's subgroup proficiency rates are in the bottom 20% of statewide subgroup performance in alternative schools.**

Indicator: A-F Letter Grade State Accountability

State Accountability

3. Is the school meeting acceptable standards according to the state accountability system?
Exceeds Standard: ☐ **School received an A- ALT rating from the state accountability system.**
Meets Standard: ☐ **School received a B-ALT rating from the state accountability system.**
Does Not Meet Standard: ☐ **School received a C-ALT ratting from the state accountability system.**
Falls Far Below Standard: ☐ **School received a D-ALT or F-ALT rating from the state accountability system.**

Indicator: Post-Secondary Readiness (for High Schools)

High School Graduation Rate

4.a. Are students graduating from high school?
Meets Standard: ☐ **Earned the graduation points in the A-F Alternative Letter Grade calculation.**
Does Not Meet Standard: ☐ **Did not earn the graduation points in the A-F Alternative Letter Grade calculation.**

Academic Persistence

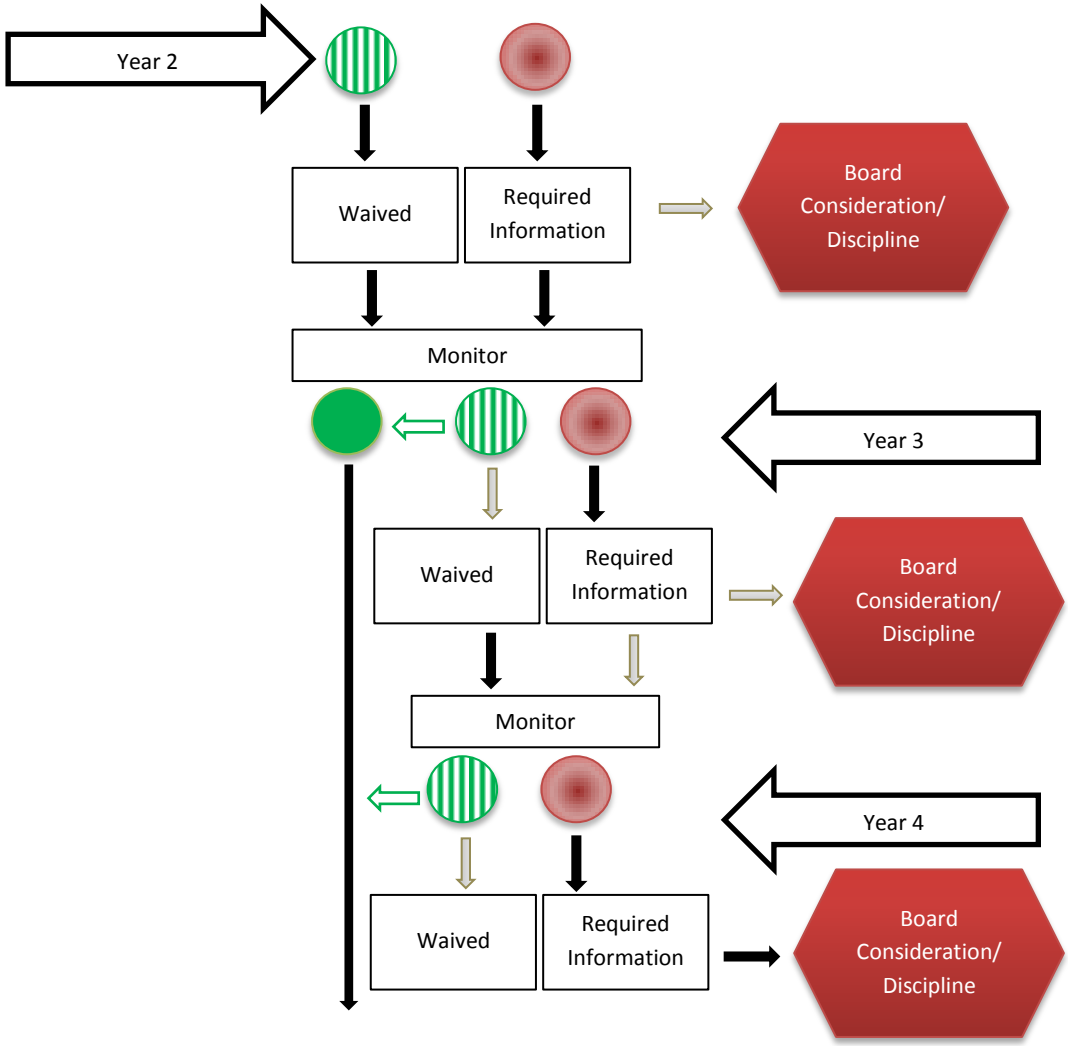
4.b. Are students remaining enrolled in school across school years?
Exceeds Standard: ☐ **At least 90 percent of students remained enrolled in school from the previous school year.**
Meets Standard: ☐ **70 percent to 89 percent of students remained enrolled in school from the previous school year.**
Does Not Meet Standard: ☐ **50 percent to 69 percent of students remained enrolled in school from the previous school year.**
Falls Far Below Standard: ☐ **Less than 50 percent of students remained enrolled in school from the previous school year.**

APPENDIX C:

ACADEMIC PERFORMANCE INTERVENTIONS[10]

[10] For purposes of periodic and five-year interval reviews, the academic framework will be applied as displayed. This display in no way precludes the Board from making determinations of academic performance at other times or from assigning interventions, including when the Board makes decisions related to a charter holder's financial and/or operational performance.

Academic Intervention Schedule



Meets the Board's Academic Performance Expectations (2 consecutive Overall Ratings of meets or exceeds the Board's Standard)

Overall Ratings of meets or exceeds the Board's Standard

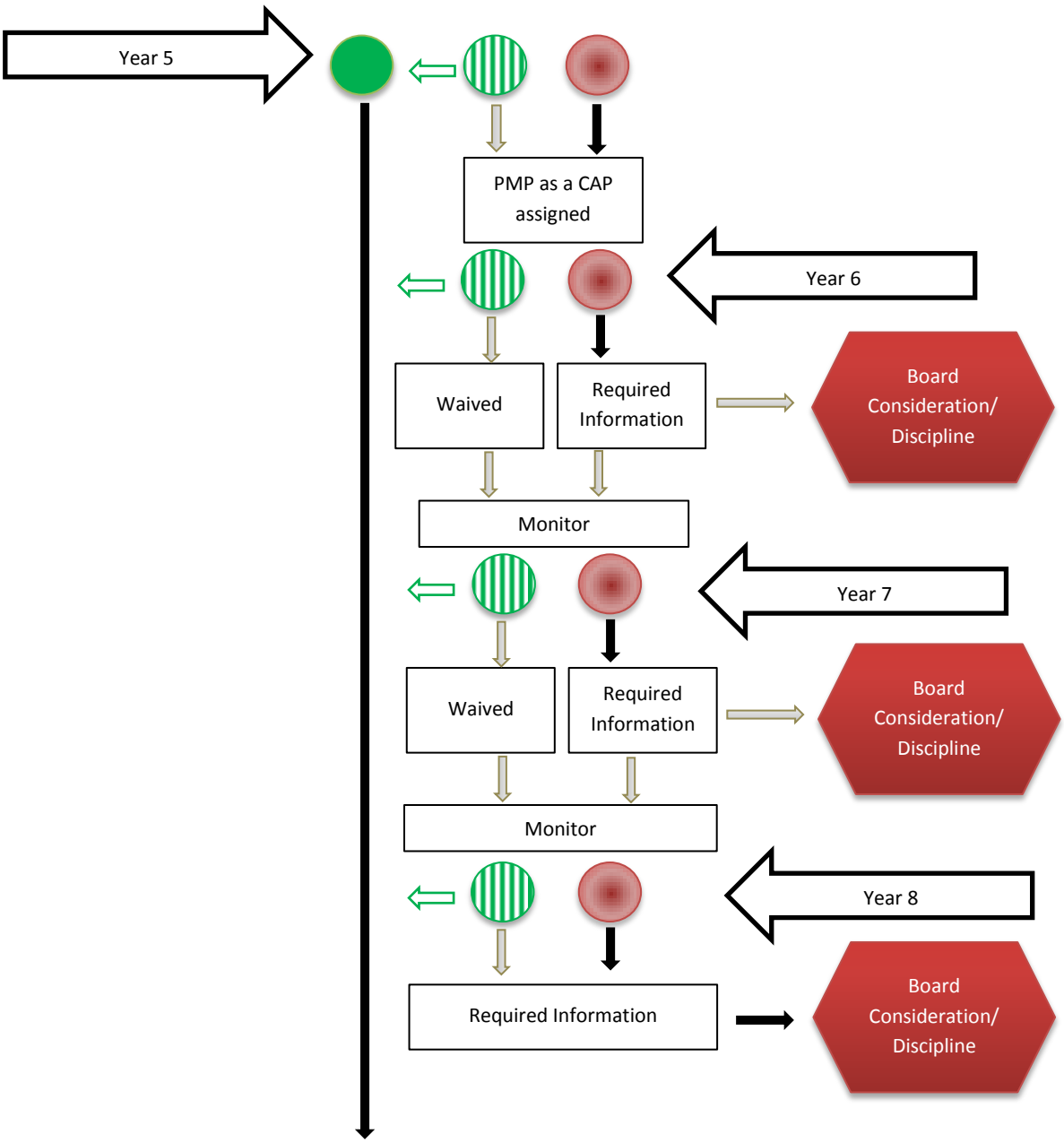
Overall Rating does not meet or falls far below Board's Standard or No Rating

Action

Optional Action

Waived Until Next Five-Year Interval Review

Academic Intervention Schedule



Meets the Board's Academic Performance Expectations (2 consecutive Overall Ratings of meets or exceeds the Board's Standard)

Overall Ratings of meets or exceeds the Board's Standard

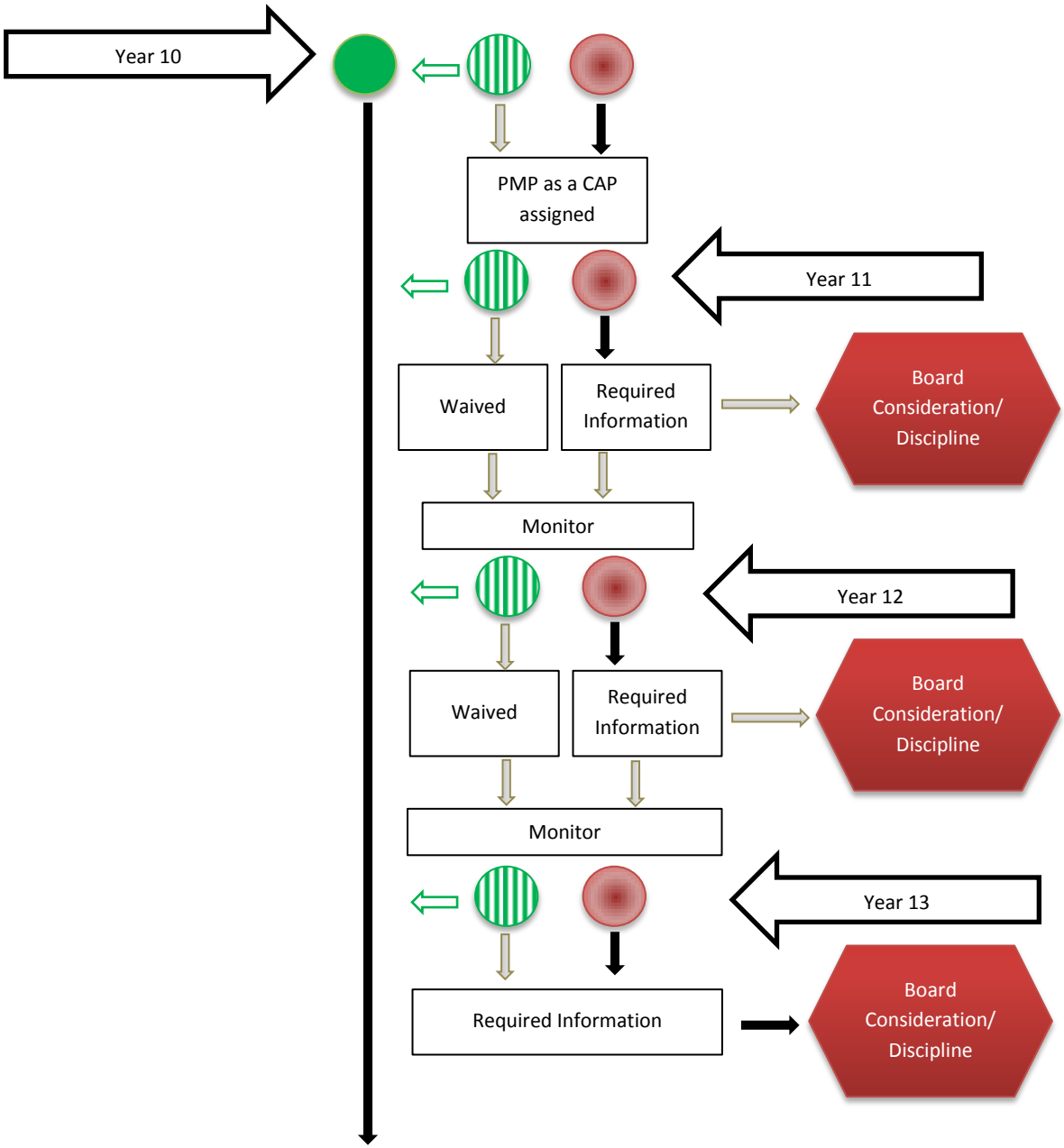
Overall Rating does not meet or falls far below Board's Standard or No Rating

Action

Optional Action

Waived Until Next Five-Year Interval Review

Academic Intervention Schedule



Meets the Board's Academic Performance Expectations (2 consecutive Overall Ratings of meets or exceeds the Board's Standard)

Overall Ratings of meets or exceeds the Board's Standard

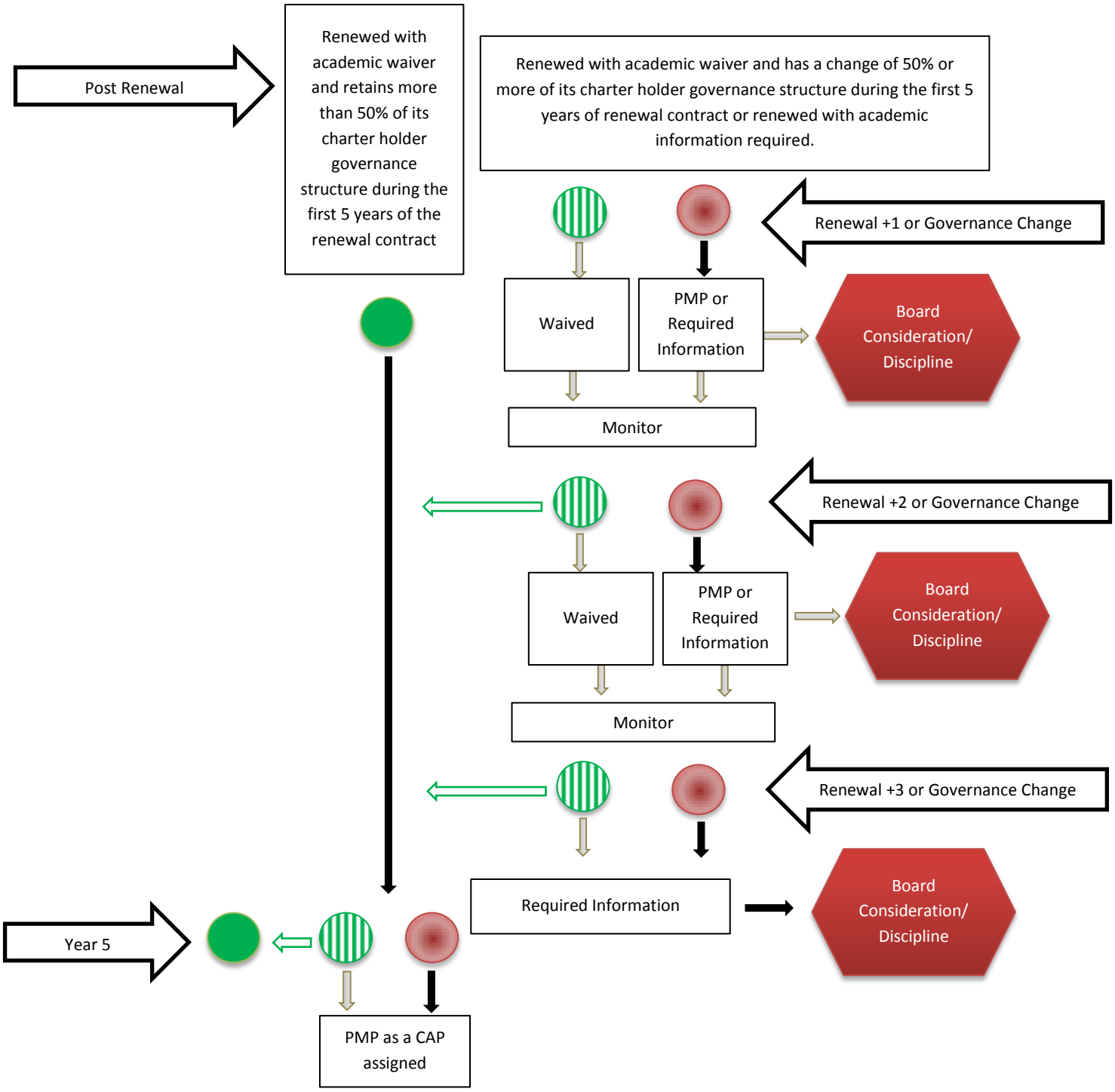
Overall Rating does not meet or falls far below Board's Standard or No Rating

Action

Optional Action

Waived Until Next Five-Year Interval Review

Academic Intervention Schedule



Meets the Board's Academic Performance Expectations (2 consecutive Overall Ratings of meets or exceeds the Board's Standard)

Overall Ratings of meets or exceeds the Board's Standard

Overall Rating does not meet or falls far below Board's Standard or No Rating

Action

Optional Action

Waived Until Next Five-Year Interval Review

APPENDIX D:

Demonstration of Sufficient Progress

Demonstration of Sufficient Progress

In its determination of whether a charter holder demonstrates sufficient progress toward the Board's academic performance expectations, the Board will consider the detail and success of the charter holder's previous efforts to improve academic performance in each of the measures in the academic framework previously not rated or identified as not meeting the Board's expectations. Evidence of success may be derived from any implemented improvement plan[11] and must be presented using graphs, tables or data charts that demonstrate, with specificity, improved academic performance based on data generated from valid and reliable assessment sources. The Board will also consider the charter school's current and prior Overall Ratings as well as the change in points awarded for individual measures within the academic framework from year to year.

The following table identifies items that the charter holder must include in its Demonstration of Sufficient Progress. A charter holder's failure to disclose all pertinent information in its Demonstration of Sufficient Progress will be considered by the Board in making its determination. The Board may refuse to accept additional information.

The charter holder's Demonstration of Sufficient Progress must focus on each measure where the charter holder received fewer points than in the prior year and/or where the measure was rated "No Rating", "Does Not Meet Standard" or "Falls Far Below Standard" in the current or prior year. The charter holder's Demonstration of Sufficient Progress should not address all measures in the academic framework unless the charter holder failed to meet the standard for all measures.

If the charter holder "Does Not Meet" or "Falls Far Below" on one or multiple measures, the response for each measure must be no longer than two (2) pages of narrative and one (1) page of graphs, tables, or data charts that demonstrate improvement in the measure. For example, if a charter holder "Does Not Meet" or "Falls Far Below" in math growth, the response must not exceed three (3) pages. If a charter holder "Does Not Meet" or "Falls Far Below" in math growth and reading growth the response must not exceed six (6) pages in length. It is incumbent upon the charter holder to respond with information that demonstrates the school operated by the charter holder is making progress toward meeting the academic performance expectations.

Measure	**For ratings of "Does Not Meet" or "Falls Far Below" demonstrate that the charter holder has been implementing…**
1a. Student Median Growth Percentile (SGP) *Reading* *Math*	❖ a sustained improvement plan that includes evidence of increased student growth through implementation of: ○ a curriculum that contributes to increased student growth ○ a plan for monitoring the integration of the Arizona Academic Standards into instruction ○ a plan for monitoring and documenting increases in student growth ○ a professional development plan that contributed to increased student growth

[11] The goals of the improvement plan may be school initiated or a requirement of a state or federally funded program and must align with the academic framework.

1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading* *Math* **Improvement** (*Alternative High Schools only*) *Reading* *Math*	❖ a sustained improvement plan that includes evidence of increased student growth for students with growth in the lowest 25% through implementation of: ○ a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% ○ a plan for monitoring the integration of the Arizona Academic Standards into instruction ○ a plan for monitoring and documenting student growth for students with growth percentiles in the lowest 25% ○ a professional development plan that contributed to increased student growth for students with growth percentiles in the lowest 25%. ❖ a sustained improvement plan with evidence of increasing the percentage of non-proficient students improving by at least one performance level through implementation of: ○ a curriculum that contributes to increased student performance of non-proficient students ○ a plan for monitoring the integration of the Arizona Academic Standards into instruction ○ a plan for monitoring and documenting increased student performance of non-proficient students ○ a professional development plan that contributes to increased student performance of non-proficient students
2a. Percent Passing *Reading* *Math*	❖ a sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading and math through implementation of: ○ a curriculum that contributes to increased student proficiency ○ a plan for monitoring the integration of the Arizona Academic Standards into instruction ○ a plan for monitoring and documenting student proficiency ○ a professional development plan that contributes to increased student proficiency
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading* *Math*	❖ a sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading and math as compared to schools that serve similar populations through implementation of: ○ a curriculum that contributes to increased student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities ○ a plan for monitoring the integration of the Arizona Academic Standards into instruction ○ a plan for monitoring and documenting student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities ○ a professional development plan that contributes to increased student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities

2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading* *Math* FRL *Reading* *Math* Students with disabilities *Reading* *Math*	❖ a sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading and math in one or more of the following categories: ELL, FRL, students with disabilities through implementation of: ○ a curriculum that contributes to increased student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities ○ a plan for monitoring the integration of the Arizona Academic Standards into instruction ○ a plan for monitoring and documenting student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities ○ a professional development plan that contributes to increased student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities
3a. A-F Letter Grade State Accountability System	❖ a sustained improvement plan that includes evidence of increasing student growth and proficiency not discussed in a previous measure. ❖ a sustained improvement plan to meet targets as described in the appropriate A-F Letter Grade Model not discussed in a previous measure.
4a. High School Graduation Rate	❖ a sustained improvement plan that provides evidence of increasing the percent of entering ninth graders who graduate from high school in four years. *(Traditional and Small Schools)* ❖ a sustained improvement plan to meet the target for graduation rate as described in the A-F Alternative Letter Grade Model. *(Alternative Schools)*
4b. Academic Persistence *(Alternative only)*	❖ a sustained improvement plan that provides evidence of increasing the percent of students remaining enrolled in a public school across school years. *(Alternative Elementary/High Schools)*

Evaluation Criteria for Demonstration of Sufficient Progress

The following criteria will be used to evaluate items submitted by the charter holder to demonstrate sufficient progress toward the Board's academic performance expectations. Charter holders are submitting responses based upon those measures that received a "No Rating", "Does Not Meet Standard" or "Falls Far Below Standard". Each charter holder's response will be unique. All responses must document implementation of an improvement plan that demonstrates evidence of success.

First, a charter holder should determine which measures will be addressed. Next, the charter holder should review the table categories below (Curriculum, Instruction, Assessment, Professional Development, Accountability, Increasing Graduation Rate, and Academic Persistence) and the evaluation

criteria associated with each table category to determine what Demonstration information to include in its response. Finally, the charter holder should prepare the Demonstration information response for each measure. Measures that require similar responses are grouped by table category.

CURRICULUM

Provide evidence of a sustained improvement plan that includes:

1a. Implementation of a curriculum that contributes to increased student growth in math.
1a. Implementation of a curriculum that contributes to increased student growth in reading.
1b. Implementation of a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in math.
1b. Implementation of a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in reading.
1b. (Alt. HS) Implementation of a curriculum that contributes to increased student performance of non-proficient students in math.
1b. (Alt. HS) Implementation of a curriculum that contributes to increased student performance of non-proficient students in reading.
2a. Implementation of a curriculum that contributes to increased student proficiency in math.
2a. Implementation of a curriculum that contributes to increased student proficiency in reading.
2b. Implementation of a curriculum that contributes to increasing student proficiency to expected performance levels for ELL, FRL, and students with disabilities in math as compared to similar schools.
2b. Implementation of a curriculum that contributes to increasing student proficiency to expected performance levels for ELL, FRL, and students with disabilities in reading as compared to similar schools.
2c. Implementation of a curriculum that contributes to increased student proficiency in math for students in one or more of the following categories: ELL, FRL, students with disabilities.
2c. Implementation of a curriculum that contributes to increased student proficiency in reading for students in one or more of the following categories: ELL, FRL, students with disabilities.

ACCEPTABLE		**NOT ACCEPTABLE**	
Exceeds	Meets	Approaches	Falls Far Below
The narrative describes a formalized process to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona Academic Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, with systematic and sustainable implementation across the school. The data and analysis included supports and helps explain the information in the narrative.	The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona Academic Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The data and analysis included provides support for the narrative.	The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards, and may be evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, and data review teams. The approach lacks cohesiveness or alignment with other school improvement efforts. The data and/or analysis included provide limited support for the narrative.	The narrative does not describe or describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic Standards. No or little data is provided to demonstrate efforts to improve student achievement.

INSTRUCTION

Provide evidence of a sustained improvement plan that includes:

1a. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in math.
1a. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in reading.
1b. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in math.
1b. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in reading.
1b. (Alt. HS) Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in math.
1b. (Alt. HS) Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in reading.
2a. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in math.
2a. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in reading.
2b. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in math.
2b. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in reading.
2c. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in math.
2c. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in reading.

ACCEPTABLE		**NOT ACCEPTABLE**	
Exceeds	Meets	Approaches	Falls Far Below
The narrative describes a comprehensive system to monitor the integration of Arizona Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standard checklists, data review teams, and standard based assessments. The system provides for continuous data analysis and feedback. The data and analysis included supports and helps explain the information in the narrative.	The narrative describes a system to monitor the integration of Arizona Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The system provides for some analysis and feedback to further develop the system. The data and analysis included provides support for the narrative.	The narrative describes an approach to monitor the integration of Arizona Standards into instruction and evaluate the instructional practices of the teachers which may include several of the following: lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The data and/or analysis provide limited support for the narrative.	The narrative does not describe or describes the beginning stages of monitoring and evaluating standards and instructional practices. There is minimal or no evidence of lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. No or little data is provided to demonstrate efforts to improve student achievement.

ASSESSMENT

Provide evidence of a sustained improvement plan that includes:

1a. Implementation of a plan for monitoring and documenting increases in student growth in math.
1a. Implementation of a plan for monitoring and documenting increases in student growth in reading.
1b. Implementation of a plan for monitoring and documenting student growth in for students with growth percentiles in the lowest 25% in math.
1b. Implementation of a plan for monitoring and documenting student growth in for students with growth percentiles in the lowest 25% in reading.
1b. (ALT HS) Implementation of a plan for monitoring and documenting increased student performance of non-proficient students in math.
1b. (ALT HS) Implementation of a plan for monitoring and documenting increased student performance of non-proficient students in reading.
2a. Implementation of a plan for monitoring and documenting student proficiency in math.
2a. Implementation of a plan for monitoring and documenting student proficiency in reading.
2b. Implementation of a plan for monitoring and documenting student proficiency in comparison to expected performance levels in math for students in one or more of the following categories: ELL, FRL, students with disabilities.
2b. Implementation of a plan for monitoring and documenting student proficiency in comparison to expected performance levels in reading for students in one or more of the following categories: ELL, FRL, students with disabilities.
2c. Implementation of a plan for monitoring and documenting student proficiency in math for students in one or more of the following categories: ELL, FRL, students with disabilities.
2c. Implementation of a plan for monitoring and documenting student proficiency in reading for students in one or more of the following categories: ELL, FRL, students with disabilities.

ACCEPTABLE		**NOT ACCEPTABLE**	
Exceeds	Meets	Approaches	Falls Far Below
The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. The system demonstrates a formalized process to assess student performance on expectations for student learning; to conduct a systematic analysis of instructional effectiveness; to adjust curriculum and instruction systematically in response to data from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The data and analysis included supports and helps explain the information in the narrative.	The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The data and analysis included provides support for the narrative.	The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. Little data is collected from formative and summative assessments, common/benchmark assessments, and data review teams and/or data is not used to make instructional decisions. The data and/or analysis included provide limited support for the narrative.	The school has not developed or is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. No or little data is included to demonstrate efforts to improve student achievement.

PROFESSIONAL DEVELOPMENT

Provide evidence of a sustained improvement plan that includes:

1a. Implementation of a professional development plan that contributed to increased student growth in math.
1a. Implementation of a professional development plan that contributed to increased student growth in reading.
1b. Implementation of a professional development plan that contributed to increased student growth in math for students with growth percentiles in the lowest 25%.
1b. Implementation of a professional development plan that contributed to increased student growth in reading for students with growth percentiles in the lowest 25%.
1b. (ALT HS) Implementation of a professional development plan that contributes to increased student performance of non-proficient students in math.
1b. (ALT HS) Implementation of a professional development plan that contributes to increased student performance of non-proficient students in reading.
2a. Implementation of a professional development plan that contributes to increased student proficiency in math.
2a. Implementation of a professional development plan that contributes to increased student proficiency in reading.
2b. Implementation of a professional development plan that contributes to increased student proficiency in comparison to expected performance levels in math for students in one or more of the following categories: ELL, FRL, students with disabilities.
2b. Implementation of a professional development plan that contributes to increased student proficiency in comparison to expected performance levels in reading for students in one or more of the following categories: ELL, FRL, students with disabilities.
2c. Implementation of a professional development that contributes to increased student proficiency in math for students in one or more of the following categories: ELL, FRL, students with disabilities.
2c. Implementation of a professional development plan that contributes to increased student proficiency in reading for students in one or more of the following categories: ELL, FRL, students with disabilities.

ACCEPTABLE		**NOT ACCEPTABLE**	
Exceeds	Meets	Approaches	Falls Far Below
The narrative describes implementation of a comprehensive and clearly defined professional development plan focused on improving student achievement. The plan is aligned with identified student learning target areas (math/reading) and is based on teacher learning needs. The plan reflects research and best practices in professional learning. Professional development is planned, aligned, and leads to improved instructional effectiveness. The data and analysis included supports and helps explain the information in the narrative.	The narrative describes a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. The data and analysis included provides support for the narrative.	The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. The data and/or analysis included provide limited support for the narrative.	The school has not developed or is at the beginning stage of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. No or little data is included to demonstrate efforts to improve student achievement.

ACCOUNTABILITY

Provide evidence of a sustained improvement plan that includes:

3a. Increasing student growth and proficiency. If not discussed in a previous measure, refer to the criteria for Curriculum, Instruction, Assessment, and Professional Development listed above. 3a. Meeting targets as described in the appropriate A-F Letter Grade Model. If not discussed in a previous measure, refer to the criteria for Curriculum, Instruction, Assessment, and Professional Development listed above.			
ACCEPTABLE		**NOT ACCEPTABLE**	
Exceeds	Meets	Approaches	Falls Far Below
Refer to this section in criteria for Curriculum, Instruction, Assessment, and Professional Development listed above.	Refer to this section in criteria for Curriculum, Instruction, Assessment, and Professional Development listed above.	Refer to this section in criteria for Curriculum, Instruction, Assessment, and Professional Development listed above.	Refer to this section in criteria for Curriculum, Instruction, Assessment, and Professional Development listed above.

INCREASING GRADUATION RATE

Provide evidence of a sustained improvement plan that includes:

4a. Increasing the percent of entering ninth graders who graduate from high school in four years. *(Traditional and Small Schools)* 4a. Meeting the target for graduation rate as described in the A-F Alternative Letter Grade Model. *(Alternative Schools)*			
ACCEPTABLE		**NOT ACCEPTABLE**	
Exceeds	Meets	Approaches	Falls Far Below
The narrative describes a comprehensive approach to ensuring students graduate on time. Each student at the school in grades 9-12 has an education and career plan which the school monitors, reviews and updates with increased frequency as students' progress toward graduation. The narrative describes multiple strategies the school uses to ensure career and college readiness. Data presented supports the narrative and may include the school's results and participation rates for college-readiness tests such as SAT and ACT.	The narrative describes strategies the school uses to ensure students in grades 9-12 graduate on time. Strategies may include individual student plans for academic and career success which are monitored, reviewed and updated annually and/or highly effective practices the school uses for addressing early academic difficulty. Data presented supports information provided in the narrative.	The narrative describes limited efforts on the part of the school to implement strategies to ensure students in grades 9-12 graduate on time. The school does describe some efforts to assist students in earning credits toward graduation. The data is limited to documentation of the school's graduation rate.	The narrative fails to document any effort in place to ensure students in grades 9-12 graduate on time. The school has not identified strategies for addressing increasing graduation rate. No data or inappropriate data was provided to demonstrate the school's efforts to ensure students graduate on time.

ACADEMIC PERSISTENCE

Provide evidence of a sustained improvement plan that includes:

4b. Increasing the percent of students remaining enrolled in a public school across school years. *(Alternative Elementary/High Schools)*			
ACCEPTABLE		**NOT ACCEPTABLE**	
Exceeds	Meets	Approaches	Falls Far Below
The narrative describes a comprehensive approach to ensuring students are motivated and engaged in school. The approach includes a process for measuring levels of engagement across the school and addressing those aspects of the school where students are not engaged. The school uses research based strategies for increasing student engagement. Data includes documentation of measuring student engagement, including academic persistence data that the school collects and analyzes.	The narrative describes a sequential process for keeping students motivated and engaged. Multiple activities are described but only a few demonstrate aspects of a comprehensive approach to increasing student engagement. There is some evidence that the school is becoming more methodical in determining how to engage students and keep them enrolled at the school. Data includes evidence of the school's success in keeping students enrolled at the school for an extended period of time.	The narrative describes limited efforts on the part of the school to engage students in school. The school informally surveys students to determine levels of engagement. Data includes evidence of efforts made by the school to keep students enrolled.	The narrative fails to document any effort on the part of the school to engage students in the educational process. The school does not have any way of measuring student engagement. The school has made several attempts to keep students at the school by sponsoring out of school activities. No data or inappropriate data was provided to demonstrate the school's efforts to ensure students stay in school.

APPENDIX E:

Methodology

To be included at a later date