

# 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 instructions 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. This 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 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 Framework and further guidance on the reasoning for this indicator can be found in the Operational Framework Guidance.

## Framework Structure

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

Component	Definition	Example
<b>Indicators</b>	General categories of academic performance	Student achievement
<b>Measures</b>	General means to evaluate an aspect of an indicator	Proficiency on state assessments
<b>Metrics</b>	Method of quantifying a measure	Percentage of students achieving proficiency on specific exams
<b>Targets</b>	Thresholds that signify success in <i>meeting the standard</i> for a specific measure	The school's average proficiency rate on the state assessments meet or exceed the statewide average student performance
<b>Ratings</b>	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 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 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 (Status)

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. State Accountability

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 Board’s 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 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 and credit/course completion rates.

#### 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 state A–F Letter Grade Accountability System as well as measures included to address factors specific to charter school accountability, such as a comparison of similar 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 similar 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 performance framework to better fit schools designated as “alternative” or “small.” The alternative academic performance 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<sup>1</sup> 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 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.

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<sup>1</sup> More information on the methodology may be found at:  
[http://www.azed.gov/research-evaluation/files/2011/07/growth\\_percentile\\_primer\\_030809.pdf](http://www.azed.gov/research-evaluation/files/2011/07/growth_percentile_primer_030809.pdf)

## 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.

### Targets for growth

The 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 School Accountability Letter Grade 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

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 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 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 (Status)**

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 performance framework includes a number of evaluations of student proficiency rates within each charter school, including overall proficiency, comparison to schools serving similar populations, and a focus on proficiency rates of subgroups within the school. Targets are applied separately for reading and math.

## Proficiency

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

## Schools Serving Similar Populations

2.b. Are students performing well on state examinations in reading and math in comparison to similar schools?

**Exceeds Standard:**

School's proficiency rate exceeds similar schools by 15 or more percentage points.

**Meets Standard:**

School's proficiency rate meets or exceeds similar schools by up to 15 percentage points.

**Does Not Meet Standard:**

School's proficiency rate is less than similar schools by up to 15 percentage points.

**Falls Far Below Standard:**

School's proficiency rate is less than similar schools by 15 or more percentage points.

Comparison analysis allows authorizers to judge how students are performing in charter schools compared to other schools serving similar student populations. By itself, such a comparison would not provide the basis for a strong accountability system. Ultimately, expectations for schools should not differ based on a school's student population. Comparative information may be useful, however, for judging whether a school targeting a low-performing population is moving in the right direction. In addition, if a school fails to meet the authorizer's overall performance targets, comparative information can help the authorizer decide on the best course of action.

### 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 analysis considers the charter school enrollment of FRL, ELL, and SPED students; the composite school is comprised of the same percentage of students in subgroups as the charter school. For example, when evaluating a charter school with 25 percent students with disabilities, the composite school would reflect statewide performance records of students with disabilities – the proficiency rate for the composite school would assume 25 percent enrollment of students with disabilities.

Subgroups	Charter School Enrollment	"Weight" given to statewide student level records represented in the composite school
SPED	12%	12%
FRL	35%	35%
ELL	16%	16%
SPED + FRL	8%	8%
SPED + ELL	3%	3%
FRL + ELL	5%	5%
SPED + FRL + ELL	3%	3%
No subgroup	18%	18%

### Targets for similar 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 similar schools comparison are defined by the size of the difference between the charter school’s performance and the performance of similar schools. The framework defines the categories in increments of 15 percentage points. This increment was tested in a trial run of the framework and represents a relatively large gap in performance. The approach used to set targets for Measure 2b (Proficiency) and Measure 2c (Subgroup proficiency), comparison to the highest and lowest performance across the state, is not appropriate here, where the charter school is being compared to a “composite” school.

### Modifications for Alternative and Small Schools

The similar schools analysis is not applied to alternative schools.

### Subgroup proficiency

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.)
<b>Exceeds Standard:</b> <input type="checkbox"/> School’s subgroup proficiency rates are in the top 10% of statewide subgroup performance.
<b>Meets Standard:</b> <input type="checkbox"/> School’s subgroup proficiency rates meet or exceed statewide subgroup performance, but fall below the top 10%.
<b>Does Not Meet Standard:</b> <input type="checkbox"/> School’s subgroup proficiency rates fall below statewide subgroup performance, but are above the bottom 20%.
<b>Falls Far Below Standard:</b> <input type="checkbox"/> 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 at least 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: State Accountability**

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.

#### **A–F Letter Grade Accountability System**

<b>3. Is the school meeting acceptable standards according to the state accountability system?</b>
<i>Exceeds Standard:</i> <input type="checkbox"/> School received an A rating from the state accountability system.
<i>Meets Standard:</i> <input type="checkbox"/> School received a B rating from the state accountability system.
<i>Does Not Meet Standard:</i> <input type="checkbox"/> School received a C rating from the state accountability system.
<i>Falls Far Below Standard:</i> <input type="checkbox"/> School received a D or F rating from the state accountability system.

The state grading system contains many of the same measures as the Board’s 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 Board’s 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 could 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<sup>2</sup> method of calculating graduation rate, which measures the percentage of entering ninth-graders who graduate from high school within four years.

### Targets for graduation rate

The 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” framework target for the year 2020.

### Modifications for Alternative and Small Schools

Alternative schools are assessed against the graduation requirements included in the A-F Alternative Model.

## College Readiness

4.b.1. Does students’ performance on the ACT and SAT reflect college readiness?
<b>Exceeds Standard:</b> <input type="checkbox"/> The percentage of students meeting benchmarks for ACT or SAT performance exceeds the national average by at least 20 percent.
<b>Meets Standard:</b> <input type="checkbox"/> The percentage of students meeting benchmarks for ACT or SAT performance meets or exceeds the national average by up to 20 percent.
<b>Does Not Meet Standard:</b> <input type="checkbox"/> The percentage of students meeting benchmarks for ACT or SAT performance falls below the national average by up to 20 percent.
<b>Falls Far Below Standard:</b> <input type="checkbox"/> 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?
<b>Exceeds Standard:</b> <input type="checkbox"/> More than 90 percent of students participated in the ACT or SAT.
<b>Meets Standard:</b> <input type="checkbox"/> 70 to 89 percent of students participated in the ACT or SAT.
<b>Does Not Meet Standard:</b> <input type="checkbox"/> 50 to 69 percent of students participated in the ACT or SAT.
<b>Falls Far Below Standard:</b> <input type="checkbox"/> 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 framework to indicate how well-prepared students are to enter and succeed in college.

Both the College Board and ACT have conducted research to understand how ACT and SAT test scores are linked to future success in college. ACT research concluded that a target composite score of 21 is the

<sup>2</sup> More information is available at: [www.NGA.org](http://www.NGA.org)

score that is correlated with a 50% chance of earning a B or higher or a 75% chance of earning a C or higher in the first year of college.<sup>3</sup> According to ACT.org, 25% of recent high school graduates met the benchmark in all four subjects. The composite benchmark is an average of all four subjects, so the percentage of graduates that made the composite benchmark would presumably be higher. Similar research by the College Board followed a cohort of students from high school, at the time of participation in the SAT, through college. The results showed that a composite score of 1550 indicates a 65% likelihood of achieving a B average or higher in the first year of college and 43% of recent high school graduates met the benchmark in all four subjects.<sup>4</sup>

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 charter framework, the Board conducted a trial run, testing the 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 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 framework for charter schools.

As a result of the trial run, 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 Framework**

The following data elements are needed to complete the academic framework:

- Median SGP for charter schools and lowest-performing students in each charter school

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<sup>3</sup> ACT. (2011). *The condition of college & career readiness 2011*. Available: <http://www.act.org/research/policymakers/ccr11/notes.html>

<sup>4</sup> College Board. (2011). *SAT benchmarks: Development of a college readiness benchmark and its relationship to secondary and postsecondary school performance*. Available: <http://professionals.collegeboard.com/profdownload/RR2011-5.pdf>

- State median SGP at the school level (Reading and Mathematics)
- School SGP by grade level for all Alternative schools in the state (Reading and Mathematics)
- State median SGP at the grade level (Reading and Mathematics)
- Overall proficiency rates by grade for all schools in the state
  - State average percent proficient on state assessment for each grade (Reading and Mathematics)
  - Overall Percent Passing associated with the 90th and 20th percentile school by grade (Reading and Mathematics)
- Subgroup proficiency rates for FRL, ELL, and SPED students for all schools in the state, where eligible subgroups exist
  - FRL, ELL, and SPED enrollment for all schools in the state (used for similar schools selection)
  - FRL only Percent Passing associated with the 90th and 20th percentile school by grade (Reading and Mathematics)
  - ELL only Percent Passing associated with the 90th and 20th percentile school by grade (Reading and Mathematics)
  - SPED only Percent Passing associated with the 90th and 20th percentile school by grade (Reading and Mathematics)
  - List of charter schools that do not report FRL enrollment
- Graduation rate for all charter schools
- 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

## Use of the Academic Framework

### Evaluation

The established targets are used to determine whether the charter holder is meeting the academic performance expectations set forth in the academic framework. The evaluation is completed using the most recent State and other assessment data and up to five years of prior assessment data.

A school that receives an overall rating of “Does Not Meet Standard” may demonstrate sufficient progress toward the academic performance expectations set forth in the academic framework if the school’s overall score for rating increases by at least fifteen (15) points annually and the charter holder submits required information that is judged to demonstrate documented progress toward the academic performance expectation. A school that receives an overall rating of “Falls Far Below” in any year would be deemed as not making sufficient progress.

A charter holder’s academic performance will be used by the Board during the term of the charter:

- To stipulate the conditions which waive the charter holder from any submission requirements related to its academic program; and/or

- To stipulate the conditions which require the charter holder to submit additional information or clarification that will be used to inform the Board’s decision-making.

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 performance data for public reporting to various stakeholders, such as schools, policymakers, students and families, and the public.

Schools operated by charter holders who contract with the same Education Service Provider (ESP), or schools operated by the same charter holder but under different charters, or schools which have in common at least fifty (50) percent of corporate board officers, directors, members and partners as reflected in the contract will be identified as associated schools. The performance of associated schools will be considered with any expansion or application request. Although the school or schools operated by a charter holder making the request may have an overall rating on the academic framework that meets or exceeds the standard for each of the previous two years and eligible to be waived from certain requirements, the charter holder may still be required to submit a response if the overall rating on the academic framework of associated schools does not meet or falls far below the standard for each of the previous two years.

### **Reviews and Renewals**

A charter holder’s academic performance will be considered by the Board during reviews, including five-year interval reviews, and in considering whether to renew or revoke the charter contract.

For renewal purposes, a charter holder that receives an overall rating of “Does Not Meet Standard” or “Falls Far Below Standard” will be required to submit additional information to the Board. This information will be used by the Board to inform its decision-making. The charter holder’s response must focus on each measure where the charter holder received a “Does Not Meet Standard” or “Falls Far Below Standard”. For items to include in the required response, see “Required Information”. For five-year interval purposes, a charter holder that receives an overall rating of “Does Not Meet Standard” or “Falls Far Below Standard” 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 ([www.asbcs.az.gov](http://www.asbcs.az.gov)).

The charter holders who have an overall rating of “Meets Standard” or “Exceeds Standard” using the academic framework for each of the previous two years will be waived from additional submission requirements as identified in each of the specific applications and at the time of review.

### **Applications and Expansions**

A charter holder’s academic performance will be considered by the Board during application and expansion requests. For certain application and expansion requests a charter holder that receives an overall rating of “Does Not Meet Standard” will be required to submit additional information to the Board for any expansion request. This information will be used by the Board to inform its decision-making. A charter holder that receives an overall rating of “Falls Far Below Standard” is not eligible for application and expansion requests.

The charter holders who have an overall rating of “Meets Standard” or “Exceeds Standard” using the academic framework for each of the previous two years will be waived from additional submission requirements as identified in each of the specific applications and expansion requests.

Academic performance will be evaluated when considering the following requests:

- 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
  
- Applications and other requests
  - Alternative Calendar Notification Requests
  - Charter Holder Status Amendment 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

### **Interventions 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 school and a measurement of sufficient progress toward the academic performance expectations. For purposes of periodic and five-year interval reviews, the framework will be applied as displayed in Appendix C. Appendix C 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.

### **Required Information**

For those charter holders required to submit information related to their academic performance for renewal or periodic interval review purposes or as part of certain expansion requests, the following table includes items that the charter holder will need to address in its response. The charter holder’s response must focus on each measure where the charter holder received a “Does Not Meet Standard” or “Falls Far Below Standard”. The charter holder’s response should not address all measures in the academic framework unless the charter holder failed to meet the standard for all measures.

In preparing the required response that will be submitted to the Board, the charter holder must evaluate its own academic performance and, for those measures where the charter holder failed to meet the standard, provide the information that best supports the charter holder’s previous efforts and/or progress. If the charter holder failed to meet the standard for more than one measure, the response should clearly identify the specific measures being addressed. Although each measure is listed separately in the table below, to some extent, certain measures may relate to one another. Therefore, in the required response, it may be appropriate for the charter holder to refer to its performance under a measure that met the standard when addressing a measure that did not meet or fell far below the standard.

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...
<b>1a. Growth</b> <i>Reading</i>  <i>Math</i>	<ul style="list-style-type: none"> <li>❖ a sustained improvement plan that includes evidence of increased student growth through implementation of:               <ul style="list-style-type: none"> <li>○ a curriculum that contributes to increased student growth</li> <li>○ a plan for monitoring the integration of the Arizona Academic Standards into instruction</li> <li>○ a plan for monitoring and documenting increases in student growth</li> <li>○ a professional development plan that contributed to increased student growth</li> </ul> </li> </ul>
<b>1b. Growth of the Lowest – Performing Students</b> <i>Reading</i>  <i>Math</i>  <b>Improvement</b> <i>(Alternative High</i>	<ul style="list-style-type: none"> <li>❖ a sustained improvement plan that includes evidence of increased student growth for students with growth in the lowest 25% through implementation of:               <ul style="list-style-type: none"> <li>○ a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25%</li> <li>○ a plan for monitoring the integration of the Arizona Academic Standards into instruction</li> <li>○ a plan for monitoring and documenting student growth for students with growth percentiles in the lowest 25%</li> <li>○ a professional development plan that contributed to increased student growth for students with growth percentiles in the lowest 25%.</li> </ul> </li> <li>❖ a sustained improvement plan with evidence of increasing the percentage of non-proficient students improving by at least one performance level through</li> </ul>

<p><i>Schools only)</i> <i>Reading</i></p> <p><i>Math</i></p>	<p>implementation of:</p> <ul style="list-style-type: none"> <li>○ a curriculum that contributes to increased student performance of non-proficient students</li> <li>○ a plan for monitoring the integration of the Arizona Academic Standards into instruction</li> <li>○ a plan for monitoring and documenting increased student performance of non-proficient students</li> <li>○ a professional development plan that contributes to increased student performance of non-proficient students</li> </ul>
<p><b>2a. Proficiency</b> <i>Reading</i></p> <p><i>Math</i></p>	<ul style="list-style-type: none"> <li>❖ a sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading and math through implementation of: <ul style="list-style-type: none"> <li>○ a curriculum that contributes to increased student proficiency</li> <li>○ a plan for monitoring the integration of the Arizona Academic Standards into instruction</li> <li>○ a plan for monitoring and documenting student proficiency</li> <li>○ a professional development plan that contributes to increased student proficiency</li> </ul> </li> </ul>
<p><b>2b. Schools Serving Similar Populations</b> <i>(Traditional and Small Schools only)</i> <i>Reading</i></p> <p><i>Math</i></p>	<ul style="list-style-type: none"> <li>❖ 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: <ul style="list-style-type: none"> <li>○ a curriculum that contributes to increased student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities</li> <li>○ a plan for monitoring the integration of the Arizona Academic Standards into instruction</li> <li>○ a plan for monitoring and documenting student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities</li> <li>○ 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</li> </ul> </li> </ul>
<p><b>2c. Subgroup Proficiency</b> <i>(2b. for Alternative)</i></p> <p>ELL <i>Reading</i> <i>Math</i></p>	<ul style="list-style-type: none"> <li>❖ 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: <ul style="list-style-type: none"> <li>○ a curriculum that contributes to increased student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities</li> <li>○ a plan for monitoring the integration of the Arizona Academic</li> </ul> </li> </ul>

FRL <i>Reading</i> <i>Math</i>  Students with disabilities <i>Reading</i> <i>Math</i>	Standards into instruction <ul style="list-style-type: none"> <li>○ a plan for monitoring and documenting student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities</li> <li>○ 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</li> </ul>
<b>3a. A-F Letter Grade Accountability System</b>	<ul style="list-style-type: none"> <li>❖ a sustained improvement plan that includes evidence of increasing student growth and proficiency not discussed in a previous measure.</li> <li>❖ a sustained improvement plan to meet targets as described in the appropriate A-F Letter Grade Model not discussed in a previous measure.</li> </ul>
<b>4a. High School Graduation Rate</b>	<ul style="list-style-type: none"> <li>❖ a sustained improvement plan that provides evidence of increasing the percent of entering ninth graders who graduate from high school in four years. <i>(Traditional and Small Schools)</i></li> <li>❖ a sustained improvement plan to meet the target for graduation rate as described in the A-F Alternative Letter Grade Model. <i>(Alternative Schools)</i></li> </ul>
<b>4b. Academic Persistence</b> <i>(Alternative only)</i>	<ul style="list-style-type: none"> <li>❖ a sustained improvement plan that provides evidence of increasing the percent of students remaining enrolled in a public school across school years. <i>(Alternative Elementary/High Schools)</i></li> </ul>

## Weighting the Framework

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

Measure	Weight - Traditional Charter Schools		Weight Alternative Charter Schools		Small Charter Schools Weight	
	Elementary and Middle	High School	Elementary and Middle	High School	Elementary and Middle	High School
1.a. Growth	25%	15%	30%	5%	25%	15%
1.b. Growth of Lowest-Performing Students (Improvement for Alternative High Schools)	25%	15%	20%	25%	25%	15%
2.a. Proficiency	15%	20%	15%	20%	15%	20%
2.b. Schools Serving Similar Populations	15%	15%	NA	NA	15%	15%

2.c. Subgroup Proficiency (Identified as 2b for alternative schools)	15%	15%	10%	10%	15%	15%
3.a. A-F Letter Grade Accountability System	5%	5%	10%	5%	5%	5%
4.a. High School Graduation Rate	NA	15%	NA	15%	NA	15%
4.b. Academic Persistence – (Alternative Schools)	NA	NA	15%	20%	NA	NA
4.b. College Readiness (Traditional and Small Schools)	NA	NA	NA	NA	NA	NA

### Conclusion

A strong 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 performance 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.

**APPENDIX A:  
ACADEMIC PERFORMANCE FRAMEWORK  
FOR TRADITIONAL AND SMALL SCHOOLS**

DRAFT

**Arizona State Board for Charter Schools  
ACADEMIC PERFORMANCE 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 (Status)

### Proficiency

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.

### Schools Serving Similar Populations

2.b. Are students performing well on state examinations in reading and math in comparison to similar schools?

**Exceeds Standard:**

School's proficiency rate exceeds similar schools by 15 or more percentage points.

**Meets Standard:**

School's proficiency rates meets or exceeds similar schools by up to 15 percentage points.

**Does Not Meet Standard:**

School's proficiency rate is less than similar schools by up to 15 percentage points.

**Falls Far Below Standard:**

School's proficiency rate is less than similar schools by 15 or more percentage points.

### Subgroup proficiency

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: State Accountability

### A-F Letter Grade Accountability System

3. Is the school meeting acceptable standards according to the state accountability system?
<i>Exceeds Standard:</i> <input type="checkbox"/> School received an A rating from the state accountability system.
<i>Meets Standard:</i> <input type="checkbox"/> School received a B rating from the state accountability system.
<i>Does Not Meet Standard:</i> <input type="checkbox"/> School received a C rating from the state accountability system.
<i>Falls Far Below Standard:</i> <input type="checkbox"/> School received a D or F rating from the state accountability system.

DRAFT

## 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 PERFORMANCE FRAMEWORK  
FOR ALTERNATIVE SCHOOLS**

DRAFT

**Arizona State Board for Charter Schools  
ACADEMIC PERFORMANCE 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 10<sup>th</sup> 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**

1.b. Are non-proficient students showing an increase in performance on state assessments in reading and math? (Calculation for 11<sup>th</sup> and 12<sup>th</sup> 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.

## Indicator: Student Achievement (Status)

### Proficiency

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 being 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: State Accountability

### A-F Letter Grade Accountability System

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 rating 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:*

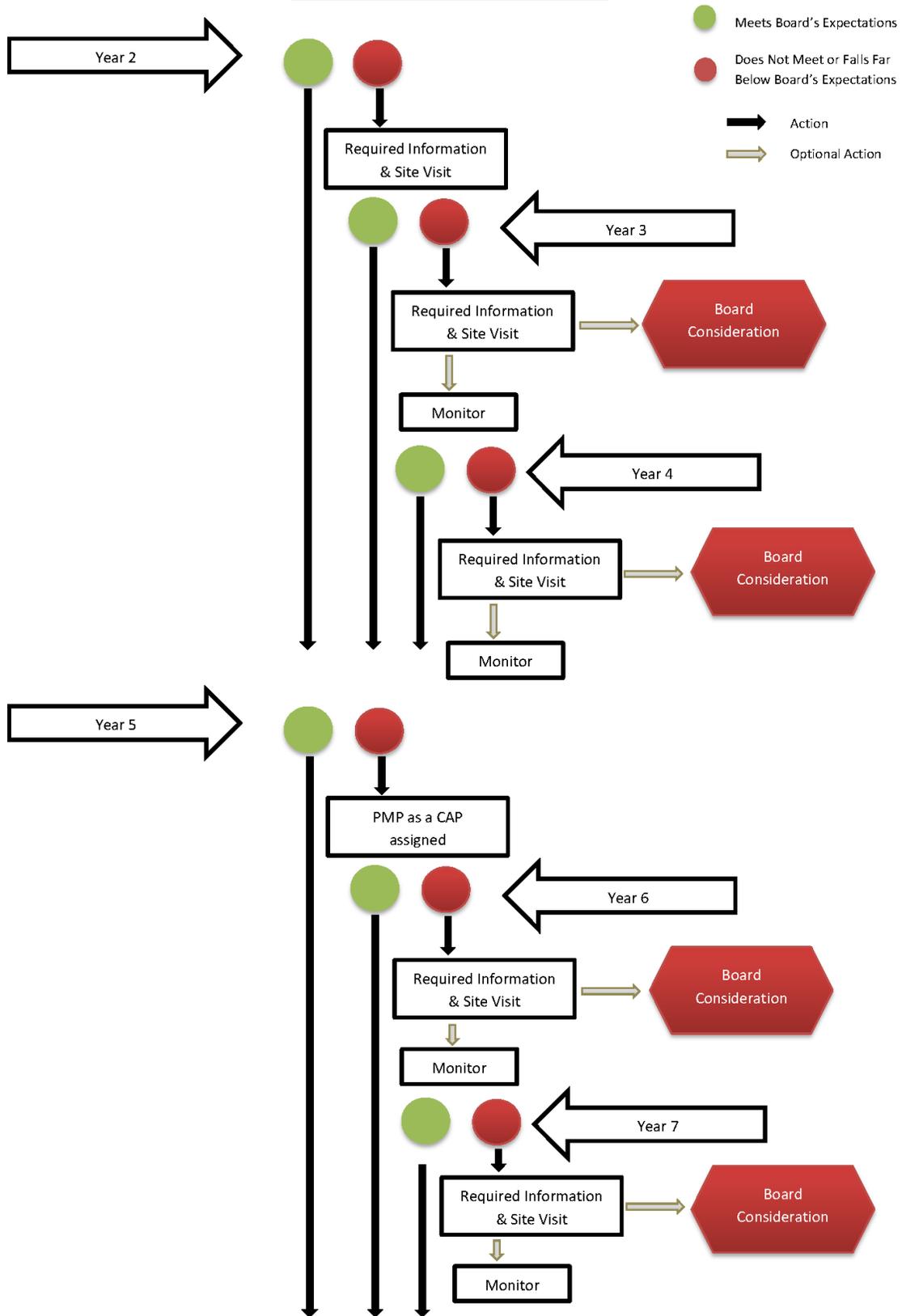
Less than 50 percent of students remained enrolled in school from the previous school year.

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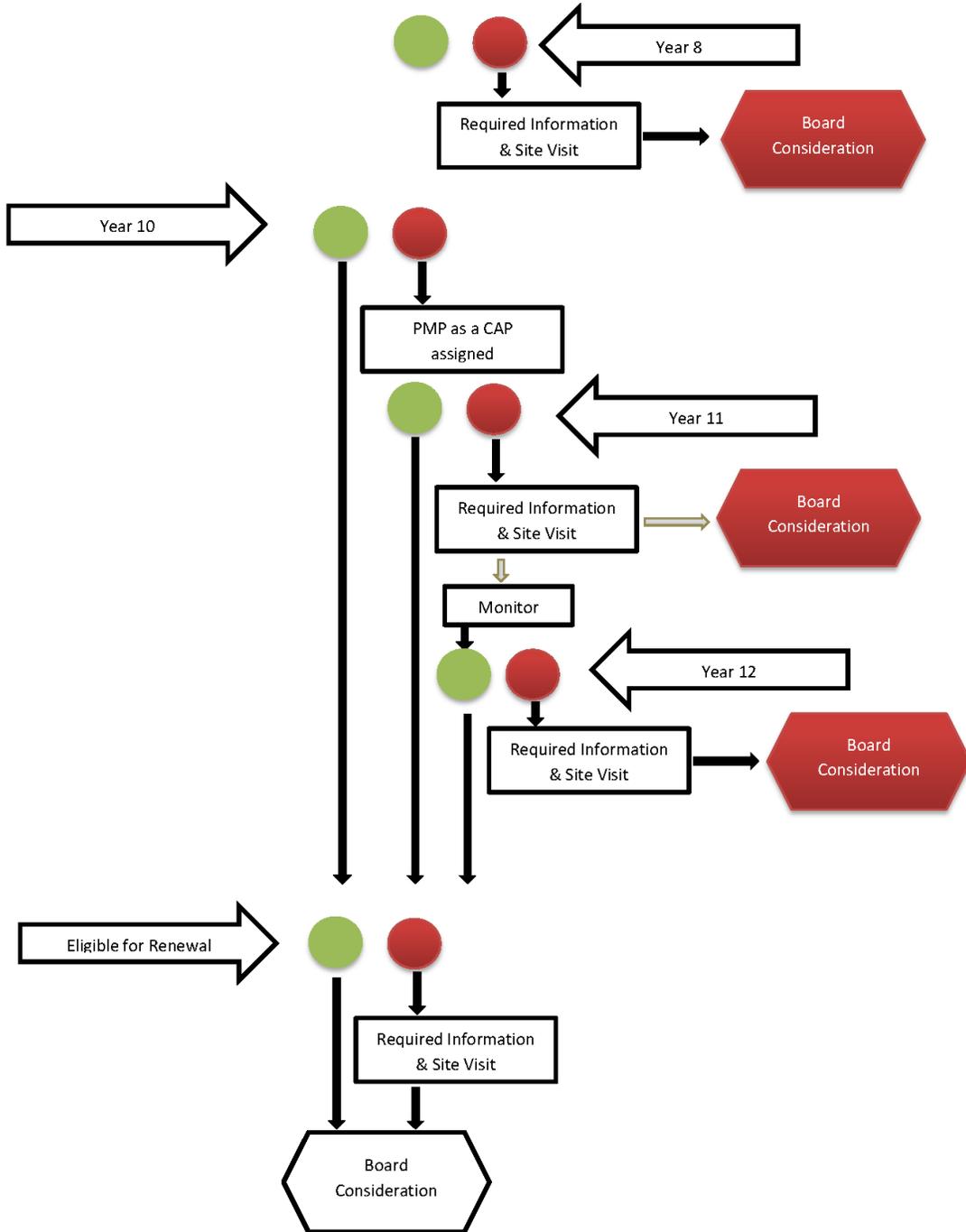
**APPENDIX C:  
ACADEMIC PERFORMANCE INTERVENTIONS**

DRAFT

**Academic Performance Interventions\***



**Academic Performance Interventions\***



\*For purposes of periodic and five-year interval reviews, the 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.