

# **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
<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 meets or exceeds 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 the 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 state rates for 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 in the future to assess post-secondary success of graduates such as ACT equivalencies.

## Measures

For each of the indicators, the academic framework utilizes 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 demographically comparable populations.

## 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 the state proficiency rate for a demographically similar population of students, 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 rating categories. The charter schools are assigned points for each measure according to the rating category achieved. The Measure Rating Categories are:

Measure Rating Category	Description	Points Assigned
<i>Exceeds standard</i>	The Charter Holder's performance for any measure receiving this rating means that the charter school is exceeding performance targets and showing exemplary performance.	100
<i>Meets standard</i>	The Charter Holder's performance for any measure receiving this rating means that the charter school is meeting minimum performance targets.	75
<i>Does not meet standard</i>	The Charter Holder's performance for any measure receiving this rating means that the charter school has failed to meet minimum performance targets.	50
<i>Falls far below standard</i>	The Charter Holder's performance for any measure receiving this rating means that the charter school is performing far below the Board's performance targets and on par with the lowest-performing schools in the district and state.	25

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.

## Overall Rating

An Overall Rating is calculated for each charter school operated by the Charter Holder by multiplying the points assigned for each measure by the weight for each individual measure (See Weighting the Academic Framework) then summing the results and dividing by the total weight. The Overall Rating categories are:

Overall Rating Category	Description	Point Range
<i>Exceeds standard</i>	The charter school receiving this Overall Rating demonstrates exemplary performance.	≥ 89
<i>Meets standard</i>	The charter school receiving this Overall Rating demonstrates acceptable performance.	< 89, but ≥ 63
<i>Does not meet standard</i>	The charter school receiving this Overall Rating fails to demonstrate acceptable performance.	< 63, but ≥ 39
<i>Falls far below standard</i>	The charter school receiving this Overall Rating demonstrates performance on par with the lowest-performing schools in the state.	< 39

## 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."

## 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. For additional information on reading a Dashboard see Appendix F.

Academic Performance							
Demo School II							
		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K-8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	45	50	12.5	63	75	12.5
	Reading	47	50	12.5	59	75	12.5
1b. SGP Bottom 25%	Math	29	25	12.5	49.5	50	12.5
	Reading	45	50	12.5	55	75	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	55 / 51.8	75	7.5	64 / 60.5	75	7.5
	Reading	71 / 67.1	75	7.5	77 / 72.3	75	7.5
2b. Composite School Comparison	Math	4.2	75	7.5	3.5	75	7.5
	Reading	3.8	75	7.5	5	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	51 / 35.3	75	3.75	64 / 53	75	3.75
	Reading	69 / 62.7	75	3.75	82 / 76.1	75	3.75
2c. Subgroup SPED	Math	7 / 14.2	50	3.75	17 / 16.5	75	3.75
	Reading	28 / 32	50	3.75	38 / 34	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	B	75	5
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		56.25		100	71.88		100

## Information Necessary to Calculate Ratings and Dashboards

The following data elements are needed to calculate charter schools' ratings and dashboards. A more comprehensive and detailed list of data required to calculate ratings for each measure is located in Appendix G: 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 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

In any year the Arizona Department of Education does not release timely data from the previous administration of State assessments sufficient to calculate Overall Ratings such that all the charter schools sponsored by the Board would be categorized as “No Rating,” the Board may use the most recent available data for each measure.

## 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 and Small 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 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.

### 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  $\geq 66$ .

#### **Meets Standard:**

☐ The school median SGPs for reading and math are  $\geq 50$  but  $< 66$ .

#### **Does Not Meet Standard:**

☐ The school median SGPs for reading and math are  $\geq 34$  but  $< 50$ .

#### **Falls Far Below Standard:**

☐ The school median SGPs for reading and math are  $< 34$ .

### 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 30 test records<sup>1</sup>. Aggregating three years’ worth of growth data minimizes variability due to student populations or very small numbers of students. The academic framework uses a similar method for small charter schools with fewer than 30 test records in either of the evaluated subjects (math or reading)<sup>2</sup>, but not for charter schools classified as 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  $\geq 66$ .

#### **Meets Standard:**

☐ The school median SGPs for reading and math for the lowest 25% of students are  $\geq 50$  but  $< 66$ .

#### **Does Not Meet Standard:**

☐ The school median SGPs for reading and math for the lowest 25% of students are  $\geq 34$  but  $< 50$ .

#### **Falls Far Below Standard:**

☐ The school median SGPs for reading and math for the lowest 25% of students are  $< 34$ .

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

<sup>1</sup> Includes both math and reading from current year students who meet the definition of Full Academic Year (FAY).

<sup>2</sup> The academic framework’s small school definition applies to schools that do not have at least 30 test records in math and at least 30 test records in reading from current year students who meet the definition of Full Academic Year (FAY). This difference between the state A–F Letter Grade Accountability System and the Board’s academic framework ensures the Board’s model, which disaggregates math and reading while the state A–F Letter Grade Accountability System aggregates the two subjects, minimizes variability due to student populations or very small numbers of students.

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 30 test records in math or in reading), 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 recognize 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 demographically comparable populations, and a focus on proficiency rates of subgroups within the school. Targets are applied separately for reading and math.

#### **Percent Passing**

2.a. Are students achieving proficiency on state examinations in reading and math?

*Note: Pooled 3-year proficiency used for small schools.*

#### **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% and the school's proficiency rates are below 90%.

#### **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**

The academic framework uses comparative proficiency targets; the proficiency rates at each charter school are assessed against weighted 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

A three-year pooled proficiency is calculated for small schools (fewer than 30 test records in math or in reading), but not for alternative schools. By aggregating three years’ worth of proficiency data, variability due to student populations or very small numbers of students is minimized.

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? <i>Note: Pooled 3-year proficiency used for small schools.</i>
<b>Exceeds Standard:</b> <input type="checkbox"/> School’s actual proficiency rate exceeds the expected proficiency rate by 15 or more percentage points.
<b>Meets Standard:</b> <input type="checkbox"/> School’s actual proficiency rate meets or exceeds the expected proficiency rate by up to 15 percentage points.
<b>Does Not Meet Standard:</b> <input type="checkbox"/> School’s actual proficiency rate is less than the expected proficiency rate by up to 15 percentage points.
<b>Falls Far Below Standard:</b> <input type="checkbox"/> 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.

A three-year pooled proficiency is calculated for small schools (fewer than 30 test records in math or in reading). By aggregating three years' worth of proficiency data, variability due to student populations or very small numbers of students is minimized. Proficiency rates for small schools are compared to the statewide average proficiency rates for small 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.)

*Note: Pooled 3-year proficiency used for small schools.*

#### **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. While schools may not track or report FRL statistics, data may be available through other reporting procedures that will be used to identify FRL student performance.

#### **Modifications for Alternative and Small Schools**

A three-year pooled proficiency is calculated for small schools (that do not have at least 30 test records in math and at least 30 test records in reading). By aggregating three years' worth of proficiency data, variability due to student populations or very small numbers of students is minimized. Proficiency rates for small schools are compared to the statewide average proficiency rates for small schools.

Subgroup proficiency rates for alternative schools are compared to the statewide average subgroup proficiency rate for alternative schools, and proficiency rates for small schools are compared to the statewide average proficiency rates for small 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 set taking into consideration alignment with the assessment of the state grading system and the Board's mission to improve public education in Arizona. 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. An additional post-secondary readiness measure is added for alternative schools— academic persistence. This alternative measure evaluates the percentage of students who remain enrolled in school. Targets are presented in Appendix B.

Post-secondary measures apply to high schools only<sup>3</sup>.

College readiness data concerning SAT and ACT testing is not readily available and thus is not currently used in the framework to evaluate charter schools' performance. Though the ASBCS could contract with data services for college testing and admission data, or require charter schools to report these data, the large number of schools overseen by the ASBCS make independent data collection efforts impractical. Should additional post-secondary data become available, the Board may review and possibly revise the charter school academic framework.

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<sup>3</sup> The academic persistence measure used to evaluate post-secondary readiness in alternate schools is applied to alternative elementary, middle, and high schools.

## High School Graduation Rate

### 4.a. Are students graduating from high school?

#### *Exceeds Standard:*

- ☐ 2011-12 cohort: At least 82 percent of students graduated from high school.
- ☐ 2012-13 cohort: At least 84 percent of students graduated from high school.
- ☐ 2013-14 cohort: At least 86 percent of students graduated from high school.
- ☐ 2014-15 cohort: At least 88 percent of students graduated from high school.
- ☐ 2015-16 cohort: At least 90 percent of students graduated from high school.
- ☐ 2016-17 cohort: At least 92 percent of students graduated from high school.
- ☐ 2017-18 cohort: At least 94 percent of students graduated from high school.
- ☐ 2018-19 cohort: At least 96 percent of students graduated from high school.
- ☐ 2019-20 cohort forward: At least 98 percent of students graduated from high school.

#### *Meets Standard:*

- ☐ 2011-12 cohort: 77 percent to 81 percent of students graduated from high school.
- ☐ 2012-13 cohort: 79 percent to 83 percent of students graduated from high school.
- ☐ 2013-14 cohort: 81 percent to 85 percent of students graduated from high school.
- ☐ 2014-15 cohort: 83 percent to 87 percent of students graduated from high school.
- ☐ 2015-16 cohort: 85 percent to 89 percent of students graduated from high school.
- ☐ 2016-17 cohort: 87 percent to 91 percent of students graduated from high school.
- ☐ 2017-18 cohort: 89 percent to 93 percent of students graduated from high school.
- ☐ 2018-19 cohort: 91 percent to 95 percent of students graduated from high school.
- ☐ 2019-20 cohort forward: 93 percent to 97 percent of students graduated from high school.

#### *Does Not Meet Standard:*

- ☐ 2011-12 cohort: 66 percent to 76 percent of students graduated from high school.
- ☐ 2012-13 cohort: 68 percent to 78 percent of students graduated from high school.
- ☐ 2013-14 cohort: 70 percent to 80 percent of students graduated from high school.
- ☐ 2014-15 cohort: 72 percent to 82 percent of students graduated from high school.
- ☐ 2015-16 cohort: 74 percent to 84 percent of students graduated from high school.
- ☐ 2016-17 cohort: 76 percent to 86 percent of students graduated from high school.
- ☐ 2017-18 cohort: 78 percent to 88 percent of students graduated from high school.
- ☐ 2018-19 cohort: 80 percent to 90 percent of students graduated from high school.
- ☐ 2019-20 cohort forward: 82 percent to 92 percent of students graduated from high school.

#### *Falls Far Below Standard:*

- ☐ 2011-12 cohort: Fewer than 65 percent of students graduated from high school.
- ☐ 2012-13 cohort: Fewer than 67 percent of students graduated from high school.
- ☐ 2013-14 cohort: Fewer than 69 percent of students graduated from high school.
- ☐ 2014-15 cohort: Fewer than 71 percent of students graduated from high school.
- ☐ 2015-16 cohort: Fewer than 73 percent of students graduated from high school.
- ☐ 2016-17 cohort: Fewer than 75 percent of students graduated from high school.
- ☐ 2017-18 cohort: Fewer than 77 percent of students graduated from high school.
- ☐ 2018-19 cohort: Fewer than 79 percent of students graduated from high school.
- ☐ 2019-20 cohort 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>4</sup> method of calculating graduation rate, which measures the percentage of entering ninth-graders who graduate from high school within four years. This measure is evaluated against the targets that align with the most current cohort class year data available.

<sup>4</sup> More information is available at: [www.NGA.org](http://www.NGA.org)



Membership in a cohort class is established at the time of the student's first enrollment in a high school grade in Arizona. It is computed on the typical four year expectation for graduation. The student's identity with the cohort class remains the same, regardless of transfers between schools, credits earned, time spent out of Arizona, time spent out of school, and the time necessary for the student to complete requirements for graduation.

### **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, the academic framework will use the targets associated with the most current cohort class year data available. 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 (when data is available and incorporated)**

<b>4.b.1. Does students' performance on the ACT and SAT reflect college readiness?</b>
<i>Exceeds Standard:</i> <input type="checkbox"/> The percentage of students meeting benchmarks for ACT or SAT performance exceeds the national average by at least 20 percent.
<i>Meets Standard:</i> <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.
<i>Does Not Meet Standard:</i> <input type="checkbox"/> The percentage of students meeting benchmarks for ACT or SAT performance falls below the national average by up to 20 percent.
<i>Falls Far Below Standard:</i> <input type="checkbox"/> The percentage of students meeting benchmarks for ACT or SAT performance falls below the national average by at least 20 percent.
<b>4.b.2. Are students participating in the ACT or SAT?</b>
<i>Exceeds Standard:</i> <input type="checkbox"/> More than 90 percent of students participated in the ACT or SAT.
<i>Meets Standard:</i> <input type="checkbox"/> 70 to 89 percent of students participated in the ACT or SAT.
<i>Does Not Meet Standard:</i> <input type="checkbox"/> 50 to 69 percent of students participated in the ACT or SAT.
<i>Falls Far Below Standard:</i> <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 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 (when data is available and incorporated)**

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

## **Weighting the Academic Framework**

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

	<b>Traditional and Small Charter Schools Weight</b>			<b>Alternative Charter Schools Weight</b>		
Measure	Elementary and Middle	High School	K-12 <sup>5</sup>	Elementary and Middle	High School	K-12 <sup>6</sup>
1a. SGP	25%	15%	20%	30%	5%	15%
1b. SGP of Bottom 25% (Improvement for alternative high schools)	25%	15%	20%	20%	25%	25% <sup>7</sup>
2a. Percent Passing	15%	20%	15%	15%	20%	15%
2b. Composite School Comparison (Not used for alternative schools)	15%	15%	10%	NA	NA	NA
2c. Subgroup proficiency	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

<sup>5</sup> This category includes any grade ranges across K-12 that do not fall solely in K-8 or 9-12.

<sup>6</sup> This category includes any grade ranges across K-12 that do not fall solely in K-8 or 9-12.

<sup>7</sup> An Alternative K-12 School will be evaluated for both "SGP of Bottom 25%" for its Elementary and Middle School Students and "Improvement" for its High School Students. The 25% weighting will be divided equally between the two measures and within each measure divided equally between math and reading.

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 any measure receiving a rating, that indicator and the weight allotted to it 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 an Overall Rating No Rating.

## **Use of the Academic Framework**

### **Evaluation**

An evaluation is conducted annually 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. Overall Ratings for the two most recent fiscal years that State assessment data is available are used to determine whether the Charter Holder meets the academic performance expectations set forth in the academic framework.<sup>8</sup> (See Appendix C: Academic Performance Interventions for more information.)

### **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 two most recent fiscal years that State assessment data is available.<sup>9</sup> 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 or when all the schools operated by the Charter Holder have an overall rating of “Meets Standard” or “Exceeds Standard” in the most recent fiscal year that State assessment data is available. (See the current renewal application instructions posted on the Board’s website for details.) The Board has also 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 or when all the schools operated by the Charter Holder have an overall rating of “Meets Standard” or “Exceeds Standard” in the most recent fiscal year that State assessment data is available. (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 two most recent fiscal years that State assessment data is available does not meet the Board’s academic performance expectations. In accordance with the

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<sup>8</sup> In any year the Arizona Department of Education does not release timely data from the previous administration of State assessments sufficient to calculate Overall Ratings such that all the charter schools sponsored by the Board would be categorized as "No Rating," the Board may use the most recent available data for each measure.

<sup>9</sup> See previous footnote.

Academic Intervention Schedule and Policy Statement, such Charter Holders may be required to demonstrate the Charter Holder's progress toward the academic performance expectations set forth in the academic framework by submitting required information as described in the Academic Intervention Schedule in the format designated by the Board. (See Appendix C: Academic Performance Interventions, Appendix D: Performance Management Plan and Appendix E: Demonstration of Sufficient Progress section of this guidance document for more information.)

### **Performance Management Plan**

A Charter Holder that has not previously submitted a Performance Management Plan as an improvement plan and that has one or more schools that receive an Overall Rating of "Does Not Meet Standard" or "Falls Far Below Standard" in the most recent fiscal year that state assessment data is available will be required to demonstrate the Charter Holder's progress toward the academic performance expectations set forth in the academic framework by submitting required information in the form of a Performance Management Plan in the format designated by the Board. (See Appendix D: Performance Management Plan section of this guidance document for more information.)

In its determination of whether a Charter Holder fails to demonstrate sufficient progress toward the Board's academic performance expectations, the Board will evaluate the Charter Holder's thoroughness and detail in creating a continuous improvement plan<sup>10</sup> to improve academic performance. A Charter Holder's Performance Management Plan will be evaluated in accordance with the evaluation criteria in Appendix D.

A Charter Holder's failure to address all required areas and elements in its Performance Management Plan will be considered by the Board in making its determination. The Board may refuse to accept additional information.

### **Demonstration of Sufficient Progress**

Subsequent to submitting a Performance Management Plan, a Charter Holder that has one or more schools that receive an Overall Rating of "Does Not Meet Standard" or "Falls Far Below Standard" in the most recent fiscal year that state assessment data is available may demonstrate the Charter Holder's progress toward the academic performance expectations set forth in the academic framework by submitting required information through the Demonstration of Sufficient Progress process in the format designated by the Board.<sup>11</sup> (See Appendix E: 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 evidence of implementation of a continuous improvement plan that addresses all required elements and evidence of success in improving pupil achievement at the school wide level as compared to prior years. A Charter Holder's

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<sup>10</sup> The Board's use of the phrase "continuous improvement plan" is intended to express the expectation that Charter Holders assigned a PMP will develop and continuously implement looping systems to evaluate, and as necessary improve, the success of their schools' academic program. The Board will monitor implementation in accordance with the Academic Intervention Schedule and Policy Statement.

<sup>11</sup> The Demonstration of Sufficient Progress process may require the completion of a site visit.

Demonstration of Sufficient Progress will be evaluated in accordance with the evaluation criteria in identified in Appendix E. The Board will also consider the charter schools' most recent 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 and evidence through the Demonstration of Sufficient Progress process will be considered by the Board in making its determination. The Board may refuse to accept additional information or evidence.

## 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 required information that demonstrates the Charter Holder is making sufficient progress toward meeting the Board's academic performance expectations in the format designated by the Board. It will also be used to determine whether Board action is required in the early years of the charter.

- 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<sup>12</sup>

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 required information that demonstrates the Charter Holder is making sufficient progress toward meeting the Board's academic performance expectations in the format designated by the Board as part of its academic review. Academic performance in subsequent years will be reviewed in accordance with the intervention processes outlined in Appendix C: Academic Performance Interventions.

- As part of the five-year interval review process, the Board may waive certain reporting requirements and/or a site visit for a Charter Holder that meets the Board's academic performance expectations, as defined in this document.

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<sup>12</sup> Five year interval reviews are counted using the first year in which the charter holder may operate a charter school under its charter contract.

- A Charter Holder that does not meet the Board’s academic performance expectations, as defined in this document, 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 or prior year “No Rating” will be subject to the intervention processes outlined in Appendix C: Academic Performance Interventions.

### 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.

### 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 certain reporting requirements and/or a site visit for a Charter Holder that meets the Board’s academic performance expectations, as defined in this document, or when all the schools operated by the Charter Holder have an overall rating of “Meets Standard” or “Exceeds Standard” in the most recent fiscal year that State assessment data is available. (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 and that operates one or more schools that do not have an overall rating of “Meets Standard” or “Exceeds Standard” in the most recent fiscal year that State assessment data is available will be required to submit required information that demonstrates the Charter Holder is making sufficient progress toward the Board’s academic performance expectations in form of a Demonstration of Sufficient Progress as identified in the renewal application.

### Expansion and Other Charter Holder Amendment and Notification 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.

- When all the schools operated under the charter for which expansion is being requested have an overall rating of “Meets Standard” or “Exceeds Standard” in the most recent fiscal year that State assessment data is available, the Charter Holder will be waived from submitting additional information as identified in each of the specific requests.
- When the school operated under the charter for which the expansion is specifically being requested has an overall rating of “Meets Standard” or “Exceeds Standard” in the most recent

fiscal year that State assessment data is available, the Charter Holder will be waived from submitting additional information as identified in each of the specific requests.

- When one or more schools operated under the charter for which expansion is being requested has a “No Rating” in the current year, the Charter Holder will be required to submit additional information to the Board as identified in each of the specific requests.
- When one or more schools operated under the charter for which expansion is being requested do not have an overall rating of “Meets Standard” or “Exceeds Standard” in the most recent fiscal year, the Charter Holder will be eligible to submit an expansion request within the January 1 to March 31 timeframe with required information as defined in the Academic Performance Intervention Policy as identified in each of the specific requests.
- A Charter Holder with no school eligible to receive an overall rating for the charter for which expansion is being requested is not eligible to apply until the school has received an overall rating in the most recent fiscal year for which State assessment data is available unless the school has one or more associated schools with an overall rating of “Meets Standard” or “Exceeds Standard” in the most recent year for which State assessment data is available, in which case the Charter Holder will be waived from submitting additional information as identified in each of the specific requests.

A Charter Holder’s academic performance will be evaluated when considering the following expansion requests as identified in each of the specific requests:

- Adding Grade Levels to Charter Amendment Requests
- Arizona Online Instruction Program of Instruction Amendment Requests
- Enrollment Cap Notification Requests
- Dropout Recovery Program Amendment 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

A Charter Holder's academic performance may be evaluated when considering the following amendment and notification requests as identified in each of the specific requests:

- Charter Holder Status 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

### **Associated Schools**

The Board will consider the performance of associated schools in its consideration of replication applications and new charter applications submitted by officers, directors, partners or members, or charter representatives of existing Charter Holders and may consider associated schools at other times.

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.

### **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. The academic framework provides an effective means to use ratings to “flag” a school for further evaluation, and then make a judgment about how to apply the consequences with relevant information being considered. This two-step process provides a transparent, data-driven method of placing schools in different categories of reward, review, or consequence.



**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  $\geq 66$ .

**Meets Standard:**

☐ The school median SGPs for reading and math are  $\geq 50$  but  $< 66$ .

**Does Not Meet Standard:**

☐ The school median SGPs for reading and math are  $\geq 34$  but  $< 50$ .

**Falls Far Below Standard:**

☐ The school median SGPs for reading and math are  $< 34$ .

### 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  $\geq 66$ .

**Meets Standard:**

☐ The school median SGPs for reading and math for the lowest 25% of students are  $\geq 50$  but  $< 66$ .

**Does Not Meet Standard:**

☐ The school median SGPs for reading and math for the lowest 25% of students are  $\geq 34$  but  $< 50$ .

**Falls Far Below Standard:**

☐ The school median SGPs for reading and math for the lowest 25% of students are  $< 34$ .

## Indicator: Student Achievement (Proficiency)

### Percent Passing

2.a. Are students achieving proficiency on state examinations in reading and math?

*Note: Pooled 3-year proficiency used for small schools.*

**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% and the school's proficiency rates are below 90%.

**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?

*Note: Pooled 3-year proficiency used for small schools.*

**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.)

*Note: Pooled 3-year proficiency used for small schools.*

**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 cohort: At least 82 percent of students graduated from high school.
- ☐ 2012-13 cohort: At least 84 percent of students graduated from high school.
- ☐ 2013-14 cohort: At least 86 percent of students graduated from high school.
- ☐ 2014-15 cohort: At least 88 percent of students graduated from high school.
- ☐ 2015-16 cohort: At least 90 percent of students graduated from high school.
- ☐ 2016-17 cohort: At least 92 percent of students graduated from high school.
- ☐ 2017-18 cohort: At least 94 percent of students graduated from high school.
- ☐ 2018-19 cohort: At least 96 percent of students graduated from high school.
- ☐ 2019-20 cohort forward: At least 98 percent of students graduated from high school.

##### *Meets Standard:*

- ☐ 2011-12 cohort: 77 percent to 81 percent of students graduated from high school.
- ☐ 2012-13 cohort: 79 percent to 83 percent of students graduated from high school.
- ☐ 2013-14 cohort: 81 percent to 85 percent of students graduated from high school.
- ☐ 2014-15 cohort: 83 percent to 87 percent of students graduated from high school.
- ☐ 2015-16 cohort: 85 percent to 89 percent of students graduated from high school.
- ☐ 2016-17 cohort: 87 percent to 91 percent of students graduated from high school.
- ☐ 2017-18 cohort: 89 percent to 93 percent of students graduated from high school.
- ☐ 2018-19 cohort: 91 percent to 95 percent of students graduated from high school.
- ☐ 2019-20 cohort forward: 93 percent to 97 percent of students graduated from high school.

##### *Does Not Meet Standard:*

- ☐ 2011-12 cohort: 66 percent to 76 percent of students graduated from high school.
- ☐ 2012-13 cohort: 68 percent to 78 percent of students graduated from high school.
- ☐ 2013-14 cohort: 70 percent to 80 percent of students graduated from high school.
- ☐ 2014-15 cohort: 72 percent to 82 percent of students graduated from high school.
- ☐ 2015-16 cohort: 74 percent to 84 percent of students graduated from high school.
- ☐ 2016-17 cohort: 76 percent to 86 percent of students graduated from high school.
- ☐ 2017-18 cohort: 78 percent to 88 percent of students graduated from high school.
- ☐ 2018-19 cohort: 80 percent to 90 percent of students graduated from high school.
- ☐ 2019-20 cohort forward: 82 percent to 92 percent of students graduated from high school.

##### *Falls Far Below Standard:*

- ☐ 2011-12 cohort: Fewer than 65 percent of students graduated from high school.
- ☐ 2012-13 cohort: Fewer than 67 percent of students graduated from high school.
- ☐ 2013-14 cohort: Fewer than 69 percent of students graduated from high school.
- ☐ 2014-15 cohort: Fewer than 71 percent of students graduated from high school.
- ☐ 2015-16 cohort: Fewer than 73 percent of students graduated from high school.
- ☐ 2016-17 cohort: Fewer than 75 percent of students graduated from high school.
- ☐ 2017-18 cohort: Fewer than 77 percent of students graduated from high school.
- ☐ 2018-19 cohort: Fewer than 79 percent of students graduated from high school.
- ☐ 2019-20 cohort forward: Fewer than 81 percent of students graduated from high school.

### College Readiness (when data is available and incorporated)

4.b.1. Does students' performance on the ACT and SAT reflect college readiness?
<i>Exceeds Standard:</i> <input type="checkbox"/> The percentage of students meeting benchmarks for ACT or SAT performance exceeds the national average by at least 20 percent.
<i>Meets Standard:</i> <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.
<i>Does Not Meet Standard:</i> <input type="checkbox"/> The percentage of students meeting benchmarks for ACT or SAT performance falls below the national average by up to 20 percent.
<i>Falls Far Below Standard:</i> <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?
<i>Exceeds Standard:</i> <input type="checkbox"/> More than 90 percent of students participated in the ACT or SAT.
<i>Meets Standard:</i> <input type="checkbox"/> 70 to 89 percent of students participated in the ACT or SAT.
<i>Does Not Meet Standard:</i> <input type="checkbox"/> 50 to 69 percent of students participated in the ACT or SAT.
<i>Falls Far Below Standard:</i> <input type="checkbox"/> 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 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 (High School)

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.

### Growth of Lowest-Performing Students (Elementary and Middle)

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  $\geq 66$ .

**Meets Standard:**

☐ The school median SGPs for reading and math for the lowest 25% of students are from  $\geq 50$  but  $< 66$ .

**Does Not Meet Standard:**

☐ The school median SGPs for reading and math for the lowest 25% of students are from  $\geq 34$  but  $< 50$ .

**Falls Far Below Standard:**

☐ The school median SGPs for reading and math for the lowest 25% of students are  $< 34$ .



## 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 rating from the state accountability system.

*Falls Far Below Standard:*

☐ School received a D-ALT or F rating from the state accountability system.

## Indicator: Post-Secondary Readiness

### High School Graduation Rate(for High Schools)

4.a. Are students graduating from high school?

**Meets Standard:**

☐ School has a 3-Year Average for 5-Year Graduation Rate that is greater than or equal to 48%, or has a current year 5-Year Graduation Rate that is greater than or equal to 52% and the annual average graduation rate increase is at least 1%, or has a current year 5-Year Graduation Rate that is less than 52% and the annual average graduation rate increase is at least 2%.

**Does Not Meet Standard:**

☐ School did not meet any of the criteria identified above that would receive a rating of Meets Standard.

### 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.

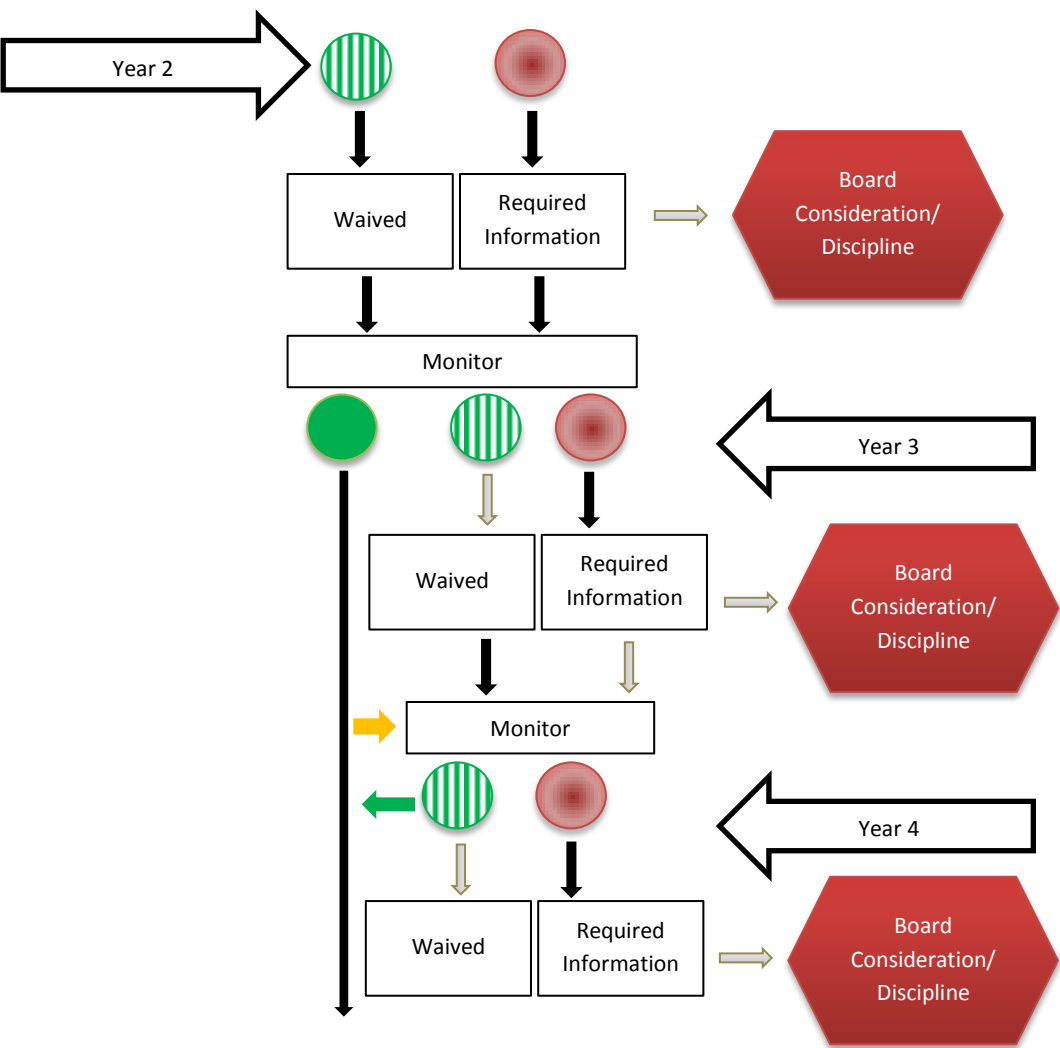
## **APPENDIX C:**


# **ACADEMIC PERFORMANCE INTERVENTIONS<sup>13</sup>**


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<sup>13</sup> 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 for all schools operated under the charter)
- 

All schools operated by the charter holder have Overall Ratings of "Meets" or "Exceeds" the Board’s Standard, but charter holder does not meet the Board’s Academic Performance Expectations
- 

Charter holder operates a school or schools with Overall Ratings of "Does Not Meet" or "Falls Far Below" the Board’s Standard or "No Rating"
- 

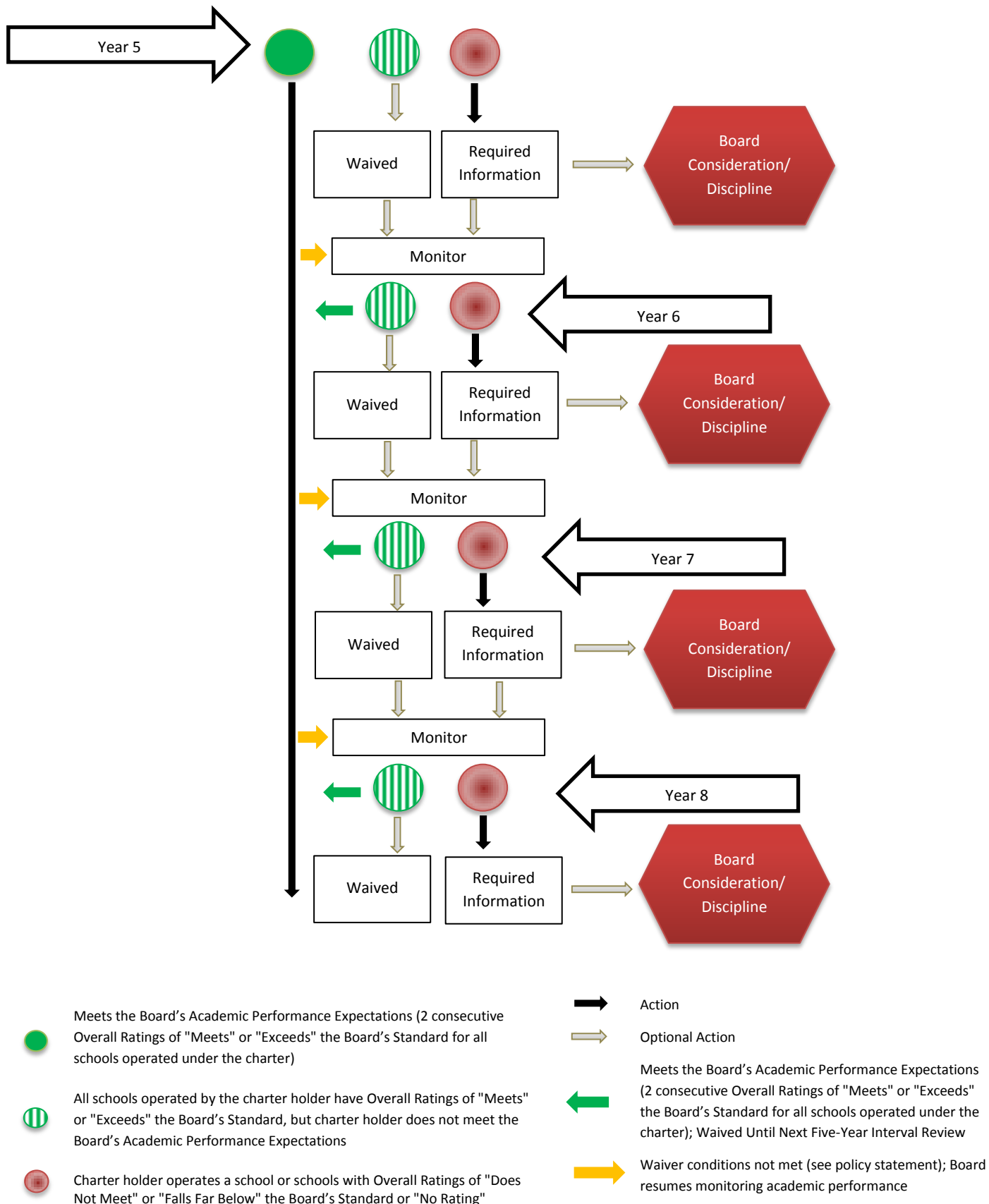
Action
- 

Optional Action
- 

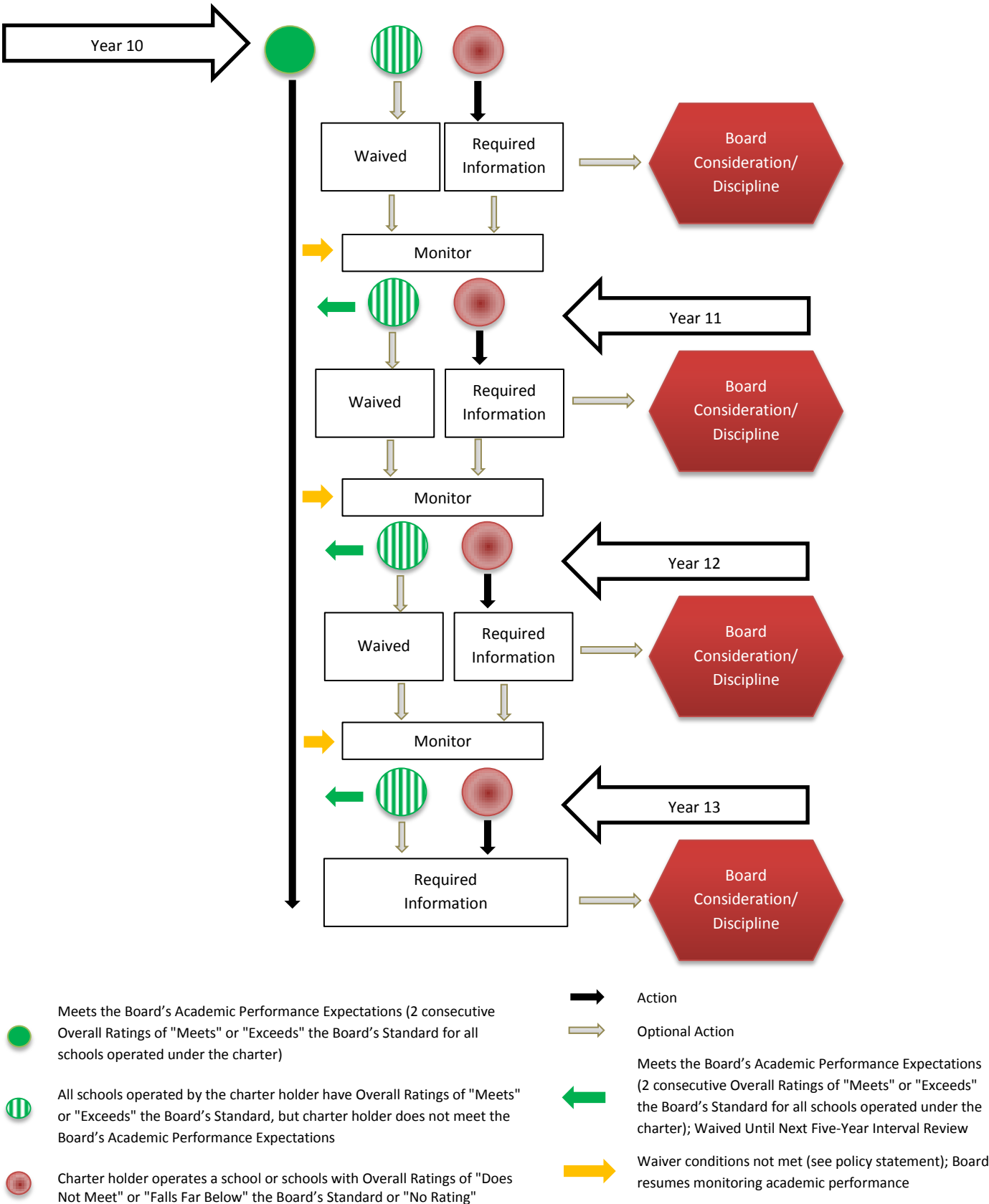
Meets the Board’s Academic Performance Expectations (2 consecutive Overall Ratings of "Meets" or "Exceeds" the Board’s Standard for all schools operated under the charter); Waived Until Next Five-Year Interval Review
- 

Waiver conditions not met (see policy statement); Board resumes monitoring academic performance

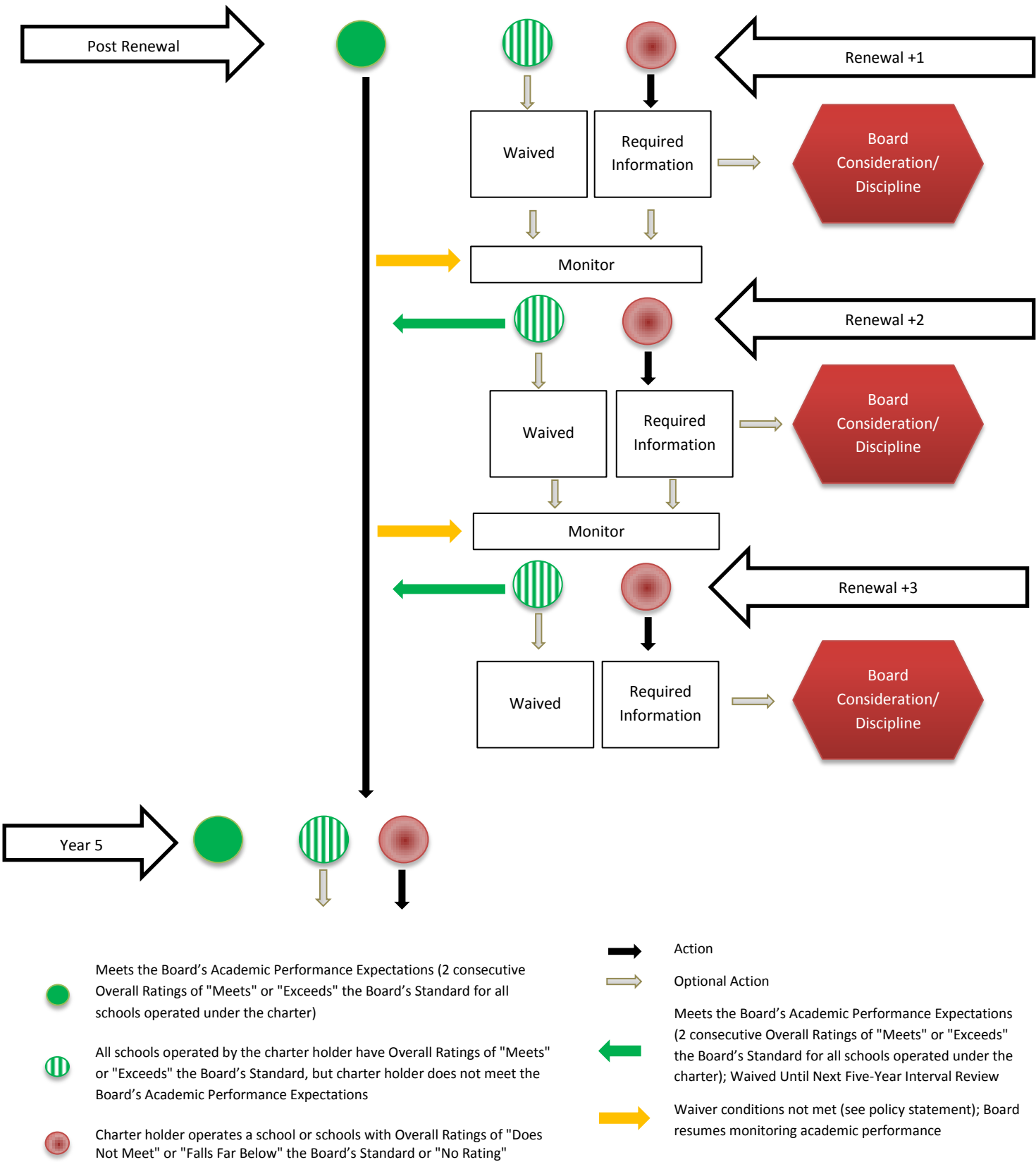
# Academic Intervention Schedule



# Academic Intervention Schedule



# Academic Intervention Schedule



# Academic Intervention Policy Statement

Policy Overview <sup>1</sup>	
<b>Rationale</b>	<p>A.R.S. 15-182(E)(1) requires the Board to exercise general supervision over the charter schools it sponsors.</p> <p>A.R.S § 15-183(I)(3) requires the Board to review charters at five year intervals using the performance framework adopted by the Board.</p> <p>A.R.S. § 15-183(R) requires the Board, in implementing its oversight and administrative responsibilities, to ground its actions in evidence of the Charter Holder’s performance in accordance with the performance framework adopted by the Board.</p> <p>The Academic Performance Framework adopted by the Board includes the academic performance expectations set by the Board and the measurement of sufficient progress toward the expectations. Each charter school annually receives an Overall Rating<sup>2</sup> of Exceeds standard, Meets standard, Does Not Meet standard or Falls Far Below standard, including a category for a No Rating.<sup>3</sup> A Charter Holder meets the Board’s academic performance expectations when all schools operated by the Charter Holder have a current Overall Rating of Meets or Exceeds standard and all schools also had an Overall Rating of Meets or Exceeds standard in the prior year.</p>
<b>Purpose</b>	Confirm that the Charter Holder meets the performance expectations as set forth in the Board’s Academic Performance Framework <sup>4</sup> and, in instances when expectations are not being met, provide an opportunity for the Charter Holder to demonstrate it is making sufficient progress toward the Board’s expectations.
<b>Timeframe</b>	Conducted as specified in Appendix C: Academic Performance Interventions of the Academic Performance Framework and Guidance document and as outlined in the sections below.
<b>Intervention</b>	Course of action to be implemented as described for each review as outlined in the sections below.
<b>Board Consideration</b>	A Charter Holder that fails to timely submit all required information will be brought before the Board for consideration of non-compliance. The Board may take action including withholding up to ten percent of the monthly state aid apportionment and/or issuing a notice of intent to revoke the charter.

<sup>1</sup> Does not preclude the Board from assessing charter schools’ performance expectations as set forth in the Board’s Performance Framework and compliance with the charter contract and applicable law at other times or for reasons other than described in this policy.

<sup>2</sup> An Overall Rating is calculated for each charter school by totaling the points received for each measure included in the Academic Performance Framework after factoring in the assigned weight for the measure as described in the Academic Performance Framework and Guidance document.




<sup>3</sup> 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 No Rating is treated separately for the purposes of the intervention schedule. See the Academic Intervention Schedule.

<sup>4</sup> As stated in the Board’s Academic Performance Framework and Guidance document, 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.



## Academic Intervention Policy Statement

First Year School Site Visit <sup>5</sup>	
<b>Purpose</b>	Confirm that the first year charter school is demonstrating sufficient progress toward meeting the Board's academic performance expectations as set forth in the Board's Performance Framework and complying with the charter contract and applicable law. <sup>6</sup>
<b>Timeframe</b>	During the first half of the new school's first year of operation.
<b>Intervention</b>	Charter Holder will provide information, as requested, related to its compliance with the charter contract and applicable law.
<b>Board Consideration</b>	A Charter Holder that fails to timely submit all required information will be brought before the Board for consideration of non-compliance. The Board may take action including withholding up to ten percent of the monthly state aid apportionment and/or issuing a notice of intent to revoke the charter.

Second Year Review <sup>7</sup>	
<b>Purpose</b>	 Confirm that the Charter Holder's academic dashboards, which reflect the first year of the charter, each have an overall rating of <b>meets</b> or <b>exceeds</b> standard.
<b>Timeframe</b>	During the first half of the second year of the charter.
<b>Intervention</b>	<div>  If all schools operated by the Charter Holder have a current overall rating of <b>meets</b> or <b>exceeds</b> the Board's standard for academic performance, the Charter Holder will be waived from submitting any required information and the Charter Holder will be reviewed in the subsequent year.            For each school operated by the Charter Holder that has a current overall rating of <b>does not meet</b> or <b>falls far below</b> the Board's standard for academic performance, the Charter Holder will be required to submit required information that demonstrates it is making sufficient progress toward the Board's academic performance expectations as described in the Academic Intervention Schedule. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter.         </div>
<b>Board Consideration</b>	A Charter Holder that fails to timely submit all required information will be brought before the Board for consideration of non-compliance. The Board may take action including withholding up to ten percent of the monthly state aid apportionment and/or issuing a notice of intent to revoke the charter.

<sup>5</sup> Does not preclude the Board from assessing charter schools' performance expectations as set forth in the Board's Performance Framework and compliance with the charter contract and applicable law at other times or for reasons other than described in this policy.

<sup>6</sup> The first year site visit is not included as a component of the intervention schedule of the Academic Performance Framework because current State assessment data is not available during a school's first year of operation.

<sup>7</sup> Does not preclude the Board from assessing charter schools' performance expectations as set forth in the Board's Performance Framework and compliance with the charter contract and applicable law at other times or for reasons other than described in this policy.

## Academic Intervention Policy Statement

Third Year Review <sup>8</sup>	
<b>Purpose</b>	● Confirm that the Charter Holder meets the Board’s academic performance expectations as set forth in the Board’s Academic Performance Framework.
<b>Timeframe</b>	During the first half of the third year of the charter.
<b>Intervention</b>	<p>● A Charter Holder that <b>meets</b> the Board’s academic performance expectations will be waived from submitting any required information. The Charter Holder will be reviewed again at the five-year interval review; however, if the Charter Holder has a change of 50% or more of its governance structure, changes its charter representative, or expands operations the Board will resume monitoring all of the schools operated under the charter when the state assessment data is released for the year the change occurred.<sup>9</sup></p> <p>🟡 If all schools operated by the Charter Holder have a current overall rating of <b>meets</b> or <b>exceeds</b> the Board’s standard for academic performance, but the Charter Holder does not meet the Board’s academic performance expectations, the Charter Holder will be waived from submitting any required information and the Charter Holder will be reviewed again in the subsequent year.</p> <p>🔴 For each school operated by the Charter Holder that has a current overall rating of <b>does not meet</b> or <b>falls far below</b> the Board’s standard for academic performance, the Charter Holder will be required to submit required information that demonstrates it is making sufficient progress toward the Board’s academic performance expectations as described in the Academic Intervention Schedule. If this is the first time any school operated by the Charter Holder has received a rating of does not meet or falls far below, the Charter Holder will be required to submit a <b>Performance Management Plan</b>. If a Performance Management Plan has previously been submitted as an improvement plan for the Charter Holder, the Charter Holder will be required to submit a <b>Demonstration of Sufficient Progress</b>. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The Charter Holder will be <b>waived</b> from submitting any required information for the schools it operates that have a current overall rating of meets or exceeds the Board’s standard for academic performance.</p>
<b>Board Consideration</b>	A Charter Holder that operates a school with an overall rating of <b>does not meet</b> or <b>falls far below</b> standard in a prior year and has a current overall rating of <b>does not meet</b> or <b>falls far below</b> standard or a Charter Holder that fails to timely submit all required information will be brought before the Board for consideration of non-compliance. The Board may take action including withholding up to ten percent of the monthly state aid apportionment and/or issuing a notice of intent to revoke the charter.

<sup>8</sup> Does not preclude the Board from assessing charter schools’ performance expectations as set forth in the Board’s Performance Framework and compliance with the charter contract and applicable law at other times or for reasons other than described in this policy.





<sup>9</sup> These conditions describe when “waiver conditions not met” in the Academic Intervention Schedule.

## Academic Intervention Policy Statement

Fourth Year Review <sup>10</sup>	
<b>Purpose</b>	<p>To be conducted when a second year or third year review warrants further action.</p> <p>● Confirm that the Charter Holder meets the Board's academic performance expectations as set forth in the Board's Academic Performance Framework.</p>
<b>Timeframe</b>	During the first half of the fourth year of the charter.
<b>Intervention</b>	<p>● A Charter Holder that <b>meets</b> the Board's academic performance expectations will be waived from submitting any required information. The Charter Holder will be reviewed again at the five-year interval review; however, if the Charter Holder has a change of 50% or more of its governance structure, changes its charter representative, or expands operations the Board will resume monitoring all of the schools operated under the charter when the state assessment data is released for the year the change occurred.</p> <p>② If all schools operated by the Charter Holder have a current overall rating of <b>meets</b> or <b>exceeds</b> the Board's standard for academic performance, but the Charter Holder does not meet the Board's academic performance expectations, the Charter Holder will be waived from submitting any required information and the Charter Holder will be reviewed again in the subsequent year.</p> <p>⚠ For each school operated by the Charter Holder that has a current overall rating of <b>does not meet</b> or <b>falls far below</b> the Board's standard for academic performance, the Charter Holder will be required to submit required information that demonstrates it is making sufficient progress toward the Board's academic performance expectations as described in the Academic Intervention Schedule. If this is the first time any school operated by the Charter Holder has received a rating of does not meet or falls far below, the Charter Holder will be required to submit a <b>Performance Management Plan</b>. If a Performance Management Plan has previously been submitted as an improvement plan for the Charter Holder, the Charter Holder will be required to submit a <b>Demonstration of Sufficient Progress</b>. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The Charter Holder will be <b>waived</b> from submitting any required information for the schools it operates that have a current overall rating of meets or exceeds the Board's standard for academic performance.</p>
<b>Board Consideration</b>	<p>A Charter Holder that that operates a school with an overall rating of <b>does not meet</b> or <b>falls far below</b> standard in a prior year and has a current overall rating of <b>does not meet</b> or <b>falls far below</b> standard or a Charter Holder that fails to timely submit all required information will be brought before the Board for consideration of non-compliance. The Board may take action including withholding up to ten percent of the monthly state aid apportionment and/or issuing a notice of intent to revoke the charter.</p>

<sup>10</sup> Does not preclude the Board from assessing charter schools' performance expectations as set forth in the Board's Performance Framework and compliance with the charter contract and applicable law at other times or for reasons other than described in this policy.

# Academic Intervention Policy Statement

Five-Year Interval Reviews <sup>11</sup>	
<b>Purpose</b>	 Confirm that the Charter Holder meets the Board's academic performance expectations as set forth in the Board's Performance Framework and complying with the charter contract and applicable law.
<b>Timeframe</b>	Conducted at five year intervals for the duration of the charter. <sup>12</sup>
<b>Intervention</b>	 A Charter Holder that <b>meets</b> the Board's academic expectations will be waived from submitting any additional information. The charter school holder will be reviewed again at the five-year interval review; however, if the Charter Holder has a change of 50% or more of its governance structure, changes its charter representative, or expands operations the Board will resume monitoring all of the schools operated under the charter when the state assessment data is released for the year the change occurred.   If all schools operated by the Charter Holder have a current overall rating of <b>meets</b> or <b>exceeds</b> the Board's standard for academic performance, but the Charter Holder does not meet the Board's academic performance expectations, the Charter Holder will be waived from submitting any required information and the Charter Holder will be reviewed again in the subsequent year.   For each school operated by the Charter Holder has an overall rating of <b>does not meet</b> or <b>falls far below</b> the Board's standard for academic performance, the Charter Holder will be required to submit required information that demonstrates it is making sufficient progress toward the Board's academic performance expectations as described in the Academic Intervention Schedule. If this is the first time any school operated by the Charter Holder has received a rating of does not meet or falls far below, the Charter Holder will be required to submit a <b>Performance Management Plan</b> . If a Performance Management Plan has previously been submitted as an improvement plan for the Charter Holder, the Charter Holder will be required to submit a <b>Demonstration of Sufficient Progress</b> . Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The Charter Holder will be <b>waived</b> from submitting any required information for the schools it operates that have a current overall rating of meets or exceeds the Board's standard for academic performance.
<b>Board Consideration</b>	A Charter Holder that that operates a school with an overall rating of <b>does not meet</b> or <b>falls far below</b> standard in a prior year and has a current overall rating of <b>does not meet</b> or <b>falls far below</b> standard or a Charter Holder that fails to timely submit all required information will be brought before the Board for consideration of non-compliance. The Board may take action including withholding up to ten percent of the monthly state aid apportionment and/or issuing a notice of intent to revoke the charter.

<sup>11</sup> Does not preclude the Board from assessing charter schools' performance expectations as set forth in the Board's Performance Framework and compliance with the charter contract and applicable law at other times or for reasons other than described in this policy.

<sup>12</sup> Reviews will occur at five-year intervals based upon the contract effective date, regardless of an extension or suspension of operations.

# Academic Intervention Policy Statement

Performance Interventions after Five Year Interval Reviews <sup>13</sup>	
Purpose	<ul style="list-style-type: none"> <li>Confirm that the Charter Holder meets the academic performance expectations as set forth in the Board's Performance Framework.</li> </ul>
Timeframe	Conducted as specified in the Academic Intervention Schedule in Appendix C: of the Academic Performance Framework and Guidance document.
Intervention	<ul style="list-style-type: none"> <li>A Charter Holder that <b>meets</b> the Board's academic expectations will be waived from submitting required information. The Charter Holder will be reviewed again at the next five-year interval review; however, if the Charter Holder has a change of 50% or more of its governance structure, changes its charter representative, or expands operations the Board will resume monitoring all of the schools operated under the charter when the state assessment data is released for the year the change occurred.</li> <li>If all the schools operated by a Charter Holder have a current overall rating of <b>meets</b> or <b>exceeds</b> the Board's standard for academic performance, but the Charter Holder does not meet the Board's academic performance expectations, the Charter Holder will be waived from submitting any required information and the Charter Holder will be reviewed again in the subsequent year.</li> <li>A Charter Holder that operates all its schools with an overall rating of <b>meets</b> or <b>exceeds</b> the Board's standard for academic performance in the subsequent year will be reviewed again at the time of the five-year interval review; however, if the Charter Holder has a change of 50% or more of its governance structure, changes its charter representative, or expands operations the Board will resume monitoring all of the schools operated under the charter when the state assessment data is released for the year the change occurred.</li> <li>A Charter Holder that operates a school with a current overall rating of <b>does not meet</b> or <b>falls far below</b> the Board's standard for academic performance will be required to submit required information that demonstrates it is making sufficient progress toward the Board's academic performance expectations as described in the Academic Intervention Schedule. If this is the first time any school operated by the Charter Holder has received a rating of does not meet or falls far below, the Charter Holder will be required to submit a <b>Performance Management Plan</b>. If a Performance Management Plan has previously been submitted as an improvement plan for the Charter Holder, the Charter Holder will be required to submit a <b>Demonstration of Sufficient Progress</b>. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The Charter Holder will be <b>waived</b> from submitting any required information for the schools it operates that have a current overall rating of <b>meets</b> or <b>exceeds</b> the Board's standard for academic performance.</li> </ul>

<sup>13</sup> Does not preclude the Board from assessing charter schools' performance expectations as set forth in the Board's Performance Framework and compliance with the charter contract and applicable law at other times or for reasons other than described in this policy.

## Academic Intervention Policy Statement

	<p>① If all the schools operated by a Charter Holder have a current overall rating of <b>meets</b> or <b>exceeds</b> the Board’s standard for academic performance, but the Charter Holder does not meet the Board’s academic performance expectations, the Charter Holder will be waived from submitting any required information and the Charter Holder will be reviewed again in the subsequent year.</p> <p>⦿ A Charter Holder that operates a school with an overall rating of <b>does not meet</b> or <b>falls far below</b> the Board’s standard for academic performance in a subsequent year will be required to submit required information that demonstrates it is making sufficient progress toward the Board’s academic performance expectations as described in the Academic Intervention Table. If this is the first time any school operated by the Charter Holder has received a rating of does not meet or falls far below, the Charter Holder will be required to submit a <b>Performance Management Plan</b>. If a Performance Management Plan has previously been submitted as an improvement plan for the Charter Holder, the Charter Holder will be required to submit a <b>Demonstration of Sufficient Progress</b>. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The Charter Holder will be <b>waived</b> from submitting any required information for the schools it operates that have a current overall rating of meets or exceeds the Board’s standard for academic performance.</p>
<b>Board Consideration</b>	<p>A Charter Holder that operates a school with an overall rating of <b>does not meet</b> or <b>falls far below</b> standard in a prior year and has a current overall rating of <b>does not meet</b> or <b>falls far below</b> standard or a Charter Holder that fails to timely submit all required information will be brought before the Board for consideration of non-compliance. The Board may take action including withholding up to ten percent of the monthly state aid apportionment and/or issuing a notice of intent to revoke the charter.</p>

<b>Performance Interventions after Renewal<sup>14</sup></b>	
<b>Purpose</b>	<p>● Confirm that the Charter Holder meets the academic performance expectations as set forth in the Board’s Performance Framework.</p>
<b>Timeframe</b>	<p>Conducted as specified in the Academic Intervention Schedule in Appendix C: of the Academic Performance Framework and Guidance document.</p>
<b>Intervention With Waiver</b>	<p>● A Charter Holder that was renewed with an academic waiver<sup>15</sup> and retains more than 50% of its governance structure and its charter representative, and does not expand its operations for the first 5 years of the renewal contract will be waived from further academic review until the next five-year interval review.</p>

<sup>14</sup> Does not preclude the Board from assessing charter schools’ performance expectations as set forth in the Board’s Performance Framework and compliance with the charter contract and applicable law at other times or for reasons other than described in this policy.

<sup>15</sup> At the time of renewal consideration, a Charter Holder that meets the Board’s academic expectations (or when all the schools operated by the Charter Holder have an overall rating of “Meets Standard” or “Exceeds Standard” in the most recent fiscal year that State assessment data is available) is not required to submit documentation related to its academic performance as part of its renewal application. A Charter Holder that does not meet the Board’s academic expectations and that operates one or more schools that do not have an overall rating of “Meets Standard” or “Exceeds Standard” in the most recent fiscal year that State assessment data is available is required to submit required information as described in the Board’s Academic Performance Framework and Guidance. A Charter Holder that was renewed prior to the adoption of the Board’s Academic Performance Framework and Guidance was required to submit a performance management plan if it did not meet the Board’s level of adequate academic performance. For the purposes of Performance Interventions after Renewal, an “academic waiver” would describe a renewal application that required no additional academic information.

## Academic Intervention Policy Statement

<b>Intervention With Waiver</b>	<p>The Board will resume monitoring a Charter Holder that was renewed with an academic waiver and has a change of 50% or more of its Charter Holder governance structure, changes its charter representative, or expands operations for the first 5 years of the renewal contract.</p> <ul style="list-style-type: none"><li>● A Charter Holder that <b>meets</b> the Board’s academic expectations will be waived from submitting required information and the Charter Holder will be reviewed again at the next five-year interval review; however, if the Charter Holder has a change of 50% or more of its governance structure, changes its charter representative, or expands operations the Board will resume monitoring all of the schools operated under the charter when the state assessment data is released for the year the change occurred.</li><li>● For each school operated by the Charter Holder that has an overall rating of <b>does not meet or falls far below</b> the Board’s standard for academic performance, the Charter Holder will be required to submit required information that demonstrates it is making sufficient progress toward the Board’s academic performance expectations as described in the Academic Intervention Schedule. If this is the first time any school operated by the Charter Holder has received a rating of does not meet or falls far below, the Charter Holder will be required to submit a <b>Performance Management Plan</b>. If a Performance Management Plan has previously been submitted as an improvement plan for the Charter Holder, the Charter Holder will be required to submit a <b>Demonstration of Sufficient Progress</b>. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The Charter Holder will be <b>waived</b> from submitting any required information for the schools it operates that have a current overall rating of meets or exceeds the Board’s standard for academic performance.</li><li>● Each Charter Holder operates any school that has an overall rating of <b>does not meet or falls far below</b> the Board’s standard for academic performance in the subsequent year will be required to submit required information that demonstrates the Charter Holder is making sufficient progress toward the Board’s academic performance expectations as described in the Academic Intervention Schedule. If this is the first time any school operated by the Charter Holder has received a rating of does not meet or falls far below, the Charter Holder will be required to submit a <b>Performance Management Plan</b>. If a Performance Management Plan has previously been submitted as an improvement plan for the Charter Holder, the Charter Holder will be required to submit a <b>Demonstration of Sufficient Progress</b>. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The Charter Holder will be <b>waived</b> from submitting any required information for the schools it operates that have a current overall rating of meets or exceeds the Board’s standard for academic performance.</li><li>● If all the schools operated by a Charter Holder have a current overall rating of <b>meets or exceeds</b> the Board’s standard for academic performance, but the Charter Holder does not meet the Board’s academic performance expectations, the Charter Holder will be waived from submitting any</li></ul>
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## Academic Intervention Policy Statement

	<p>required information and the Charter Holder will be reviewed again in the subsequent year.</p> <ul style="list-style-type: none"> <li>● A Charter Holder that <b>meets</b> the Board's academic expectations will be waived from submitting required information and will be reviewed again at the next five-year interval review; however, if the Charter Holder has a change of 50% or more of its governance structure, changes its charter representative, or expands operations the Board will resume monitoring all of the schools operated under the charter when the state assessment data is released for the year the change occurred.</li> </ul>
<b>Performance Interventions after Renewal (Continued)</b>	
<b>Intervention Without Waiver</b>	<ul style="list-style-type: none"> <li>● A Charter Holder renewed without an academic waiver that <b>meets</b> the Board's academic expectations will be waived from submitting required information and the Charter Holder will be reviewed again at the next five-year interval review; however, if the Charter Holder has a change of 50% or more of its governance structure, changes its charter representative, or expands operations the Board will resume monitoring all of the schools operated under the charter when the state assessment data is released for the year the change occurred.</li> <li>② If a Charter Holder that was renewed without an academic waiver and all the schools operated by the Charter Holder have a current overall rating of <b>meets</b> or <b>exceeds</b> the Board's standard for academic performance, but the Charter Holder does not meet the Board's academic performance expectations, the Charter Holder will be waived from submitting any required information and the Charter Holder will be reviewed again in the subsequent year.</li> <li>● A Charter Holder that was renewed without an academic waiver and operates any school with a current overall rating of <b>does not meet</b> or <b>falls far below</b> the Board's standard for academic performance will be required to submit required information that demonstrates the Charter Holder is making sufficient progress toward the Board's academic performance expectations as described in the Academic Intervention Schedule. If this is the first time any school operated by the Charter Holder has received a rating of does not meet or falls far below, the Charter Holder will be required to submit a <b>Performance Management Plan</b>. If a Performance Management Plan has previously been submitted as an improvement plan for the Charter Holder, the Charter Holder will be required to submit a <b>Demonstration of Sufficient Progress</b>. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The Charter Holder will be <b>waived</b> from submitting any required information for the schools it operates that have a current overall rating of meets or exceeds the Board's standard for academic performance.</li> <li>② If all the schools operated by a Charter Holder have a current overall rating of <b>meets</b> or <b>exceeds</b> the Board's standard for academic performance, but the Charter Holder does not meet the Board's academic performance expectations, the Charter Holder will be waived from submitting any required information and the Charter Holder will be reviewed again in the subsequent year.</li> <li>● A Charter Holder that operates any school with an overall rating of <b>does not meet</b> or <b>falls far below</b> the Board's standard for academic performance in the subsequent</li> </ul>



## Academic Intervention Policy Statement

	<p>year will be required to submit required information that demonstrates the Charter Holder is making sufficient progress toward the Board's academic performance expectations as described in the Academic Intervention Schedule. If this is the first time any school operated by the Charter Holder has received a rating of does not meet or falls far below, the Charter Holder will be required to submit a <b>Performance Management Plan</b>. If a Performance Management Plan has previously been submitted as an improvement plan for the Charter Holder, the Charter Holder will be required to submit a <b>Demonstration of Sufficient Progress</b>. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The Charter Holder will be <b>waived</b> from submitting any required information for the schools it operates that have a current overall rating of meets or exceeds the Board's standard for academic performance.</p> <p> A Charter Holder that <b>meets</b> the Board's academic expectations will be waived from submitting required information and will be reviewed again at the next five-year interval review; however, if the Charter Holder has a change of 50% or more of its governance structure, changes its charter representative, or expands operations the Board will resume monitoring all of the schools operated under the charter when the state assessment data is released for the year the change occurred.</p>
<b>Board Consideration</b>	<p>A Charter Holder that operates a school with an overall rating of <b>does not meet</b> or <b>falls far below</b> standard in a prior year and has a current overall rating of <b>does not meet</b> or <b>falls far below</b> standard or a Charter Holder that fails to timely submit all required information will be brought before the Board for consideration of non-compliance. The Board may take action including withholding up to ten percent of the monthly state aid apportionment and/or issuing a notice of intent to revoke the charter.</p>

## Academic Intervention Policy Statement

A Charter Holder that operates a school with a current overall rating of **does not meet or falls far below** the Board's standard for academic performance will be required to submit required information that demonstrates it is making sufficient progress towards the Board's academic performance expectations as described in the table below.

**Academic Intervention Schedule FY 2016**

<i>Academic Monitoring</i>	<i>Required Information<sup>16</sup></i>	<i>Timeframe</i>	<i>Further Action based on evaluation of Required Information</i>
Second-Year Review	Year 1 Data and Comparative Data for Year 1 and Year 2	During the first half of the second year of the charter	Assign PMP
Third-Year Review	PMP or DSP and Data	During the first half of the third year of the charter	Assign desk audit or site visit
Fourth-Year Review	PMP or DSP and Data If DSP is evaluated comprehensive in prior year, only Data is required	During the first half of the fourth year of the charter	Assign desk audit or site visit
Five-Year Interval Reviews	PMP or DSP and Data If DSP is evaluated comprehensive in prior year, Data is required	Conducted at five year intervals for the duration of the charter	Assign desk audit or site visit
Performance Interventions after Five-Year Interval Reviews	PMP or DSP and Data If DSP is evaluated comprehensive in prior year, Data is required	Conducted as specified in the Academic Intervention Schedule in Appendix C of the <i>Guidance</i>	Assign desk audit or site visit
Performance Intervention after Renewal	PMP or DSP If DSP is evaluated comprehensive in prior year, Data is required	Conducted as specified in the Academic Intervention Schedule in Appendix C of the <i>Guidance</i>	Assign desk audit or site visit

<sup>16</sup> For the Third-Year Review and beyond: If this is the first time any school operated by the Charter Holder has received a rating of does not meet or falls far below the Charter Holder will required to submit a Performance Management Plan (PMP). If a PMP has previously been submitted as an improvement plan for the Charter Holder, the Charter Holder will be required to submit a Demonstration of Sufficient Progress (DSP).

## Academic Intervention Policy Statement

*A Charter Holder that operates a school that has too few reportable assessments for the calculation of an Overall Rating or a charter school that does not serve the grade configuration that provides enough data to make the calculations for the academic framework will be categorized as a “No Rating”. A No Rating has separate required information as described in the table below.*

**Academic Intervention Schedule FY 2016**

<i>Academic Monitoring</i>	<i>Required Information</i>	<i>Timeframe</i>	<i>Further Action based on evaluation of Required Information<sup>17</sup></i>
Second-Year Review	Year 1 Data and Comparative Data for Year 1 and Year 2	During the first half of the second year of the charter	Assign PMP
Third-Year and beyond	Comparative Data	During the first half of the current year of the charter	Assign PMP or DSP and/or Data

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<sup>17</sup> For the Third-Year Review and beyond: If this is the first time any school operated by the Charter Holder has received a rating of does not meet or falls far below the Charter Holder will required to submit a Performance Management Plan (PMP). If a PMP has previously been submitted as an improvement plan for the Charter Holder, the Charter Holder will be required to submit a Demonstration of Sufficient Progress (DSP).

## **APPENDIX D:**

# **Performance Management Plan**

## Performance Management Plan

A Performance Management Plan is a continuous improvement plan<sup>1</sup> and an accountability agreement between the Charter Holder and the Board for the academic performance of schools operated by the Charter Holder. Performance Management Plans are assigned in accordance with the Academic Intervention Schedule and Policy Statement.<sup>2</sup>

The Performance Management Plan focuses on five areas: Data, Curriculum, Assessment, Monitoring Instruction, and Professional Development, which are essential elements for improving a school's academic performance. Specifically, in order to effectively improve the academic performance of a school there must be systems that support **data** driven decision making, utilizing among other data-**assessments** of student academic performance, to ensure a school has effective **curriculum** and **instruction** and to develop the quality of instruction through effective **professional development**. A Charter Holder who is assigned a Performance Management Plan must create a detailed and comprehensive continuous improvement plan<sup>3</sup> that incorporates each of these elements.

The Board has created a template to guide Charter Holders in reflecting on their current processes in these areas, and focusing on these essential areas when creating a continuous improvement plan. A Charter Holder assigned a Performance Management Plan must complete the Performance Management Plan Template according to the Performance Management Plan Instructions and within the timeline provided when the assignment is made. The Performance Management Plan Template and the instructions for its completion are both available on the Board's website under the "Academic Interventions" tab in the "Performance Expectations & Reviews" section.

## Evaluation Criteria for Performance Management Plan

The following criteria will be used to evaluate a Performance Management Plan submitted by the Charter Holder. All responses must provide and explain the creation of a comprehensive and detailed continuous improvement plan that addresses all essential elements identified in the criteria below that is based on the Charter Holder's analysis of the charter school's data and individual circumstances.

All Charter Holders must address the following areas in their Performance Management Plan: Data, Curriculum, Assessment, Monitoring Instruction, and Professional Development. Charter Holders who receive a "Does Not Meet Standard" or "Falls Far Below Standard" for the Graduation Rate Measure must also address the Increasing Graduation Rate area in their Performance Management Plan. Charter Holders who receive a "Does Not Meet Standard" or "Falls Far Below Standard" for the Persistence

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<sup>1</sup> The Board's use of the phrase "continuous improvement plan" is intended to express the expectation that Charter Holders assigned a PMP will develop and continuously implement looping systems to evaluate, and as necessary improve, the success of their schools' academic program. The Board will monitor implementation in accordance with the Academic Intervention Schedule and Policy Statement.

<sup>2</sup> Appendix C

<sup>3</sup> The Charter Holder must immediately begin implementing and documenting implementation of the continuous improvement plan.

Measure must also address the Increasing Academic Persistence area in their Performance Management Plan.

If a Charter Holder's Performance Management Plan is evaluated as "Falls Far Below" for both Action Steps and Evidence in any two areas, the Charter Holder has failed to demonstrate that it is making sufficient progress toward meeting the Board's academic performance expectations and may be brought before the Board for consideration. A Charter Holder's failure to address all required elements in its Performance Management Plan will be considered by the Board in making its determination. The Board may refuse to accept additional information after identified deadlines.

A Charter Holder assigned a Performance Management Plan will continue to be monitored in the subsequent years to determine whether the Charter Holder can demonstrate that it is making sufficient progress toward meeting the Board's academic performance expectations through implementation of a comprehensive continuous improvement plan as described in Appendix E. A Charter Holder that fails to demonstrate that it is making sufficient progress toward meeting the Board's academic performance expectations may be brought before the Board for consideration. Thus, for any area where the Performance Management Plan action steps or evidence are evaluated as "Does Not Meet" or "Falls Far Below", the Charter Holder should make appropriate revisions to address the identified deficiencies.

## DATA

Evidence		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
The Charter Holder has identified sufficient data to provide a year-over-year comparison for at least the two most recent school years for all measures used by the Board to evaluate academic performance.	The Charter Holder has identified sufficient data to provide a year-over-year comparison for at least the two most recent school years only for the measures in which the school received a rating of "Does Not Meet" or "Falls Far Below" on its most recent Dashboard, but not for all measures used by the Board to evaluate academic performance.	The Charter Holder has failed to identify sufficient data to provide a year-over-year comparison for at least the two most recent school years for one or more of the measures in which the school received a rating of "Does Not Meet" or "Falls Far Below" on its most recent Dashboard.

## CURRICULUM

Action Steps		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive curriculum system:</p> <ul style="list-style-type: none"> <li>• adoption of curriculum;</li> <li>• implementation of curriculum;</li> <li>• evaluation of curriculum;</li> <li>• revision of curriculum;</li> <li>• adaptation to address the curriculum needs of subgroup populations; and</li> <li>• verification to ensure the curriculum is aligned to Arizona's College and Career Ready Standards.</li> </ul>	<p>The Charter Holder has provided action steps that address each of the following required elements to create a comprehensive curriculum system:</p> <ul style="list-style-type: none"> <li>• adoption of curriculum;</li> <li>• implementation of curriculum;</li> <li>• evaluation of curriculum;</li> <li>• revision of curriculum;</li> <li>• adaptation to address the curriculum needs of subgroup populations; and</li> <li>• verification to ensure the curriculum is aligned to Arizona's College and Career Ready Standards.</li> </ul> <p>However, one or more action steps do not provide sufficient detail to enable implementation of the plan.</p>	<p>The Charter Holder has provided actions steps that do not address each of the following required elements to create a comprehensive curriculum system:</p> <ul style="list-style-type: none"> <li>• adoption of curriculum;</li> <li>• implementation of curriculum;</li> <li>• evaluation of curriculum;</li> <li>• revision of curriculum;</li> <li>• adaptation to address the curriculum needs of subgroup populations; and</li> <li>• verification to ensure the curriculum is aligned to Arizona's College and Career Ready Standards.</li> </ul>
Evidence		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive curriculum system.</p>	<p>The documentation identified can serve as limited evidence of implementation of each of the required elements of a comprehensive curriculum system. More detailed evidence of implementation will be required.</p>	<p>The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a comprehensive curriculum system. Detailed evidence of implementation will be required.</p>

## ASSESSMENT

ACTION STEPS		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive assessment system to assess student performance:</p> <ul style="list-style-type: none"> <li>• data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments, based on clearly defined performance measures aligned with the curriculum and instructional methodology;</li> <li>• adaptation to address the assessment needs of subgroup populations; and</li> <li>• analysis of assessment data to evaluate instructional and curricular effectiveness and to adjust curriculum and instruction in a timely manner.</li> </ul>	<p>The Charter Holder has provided action steps that address each of the following required elements to create a comprehensive assessment system to assess student performance:</p> <ul style="list-style-type: none"> <li>• data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments, based on clearly defined performance measures aligned with the curriculum and instructional methodology;</li> <li>• adaptation to address the assessment needs of subgroup populations; and</li> <li>• analysis of assessment data to evaluate instructional and curricular effectiveness and to adjust curriculum and instruction in a timely manner.</li> </ul> <p>However, one or more action steps do not provide sufficient detail to enable implementation of the plan.</p>	<p>The Charter Holder has provided action steps that do not address each of the following required elements to create a comprehensive assessment system to assess student performance:</p> <ul style="list-style-type: none"> <li>• data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments, based on clearly defined performance measures aligned with the curriculum and instructional methodology;</li> <li>• adaptation to address the assessment needs of subgroup populations; and</li> <li>• analysis of assessment data to evaluate instructional and curricular effectiveness and to adjust curriculum and instruction in a timely manner.</li> </ul>
EVIDENCE		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive assessment system to assess student performance.</p>	<p>The documentation identified can serve as limited evidence of implementation of each of the required elements of a comprehensive assessment system to assess student performance. More detailed evidence of implementation will be required.</p>	<p>The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a comprehensive assessment system to assess student performance. Detailed evidence of implementation will be required.</p>



## MONITORING INSTRUCTION

ACTION STEPS		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive system for monitoring instruction:</p> <ul style="list-style-type: none"> <li>• monitoring the integration of Arizona's College and Career Ready Standards into instruction;</li> <li>• evaluating instructional practices;</li> <li>• evaluating instructional practices targeted to address the needs of subgroup populations; and</li> <li>• providing analysis and feedback to further develop instructional quality and standards integration.</li> </ul>	<p>The Charter Holder has provided actions steps that address each of the following required elements to create a comprehensive system for monitoring instruction:</p> <ul style="list-style-type: none"> <li>• monitoring the integration of Arizona's College and Career Ready Standards into instruction;</li> <li>• evaluating instructional practices;</li> <li>• evaluating instructional practices targeted to address the needs of subgroup populations; and</li> <li>• providing analysis and feedback to further develop instructional quality and standards integration.</li> </ul> <p>However, one or more action steps do not provide sufficient detail to enable implementation of the plan.</p>	<p>The Charter Holder has provided action steps that do not address each of the following required elements to create a comprehensive system for monitoring instruction:</p> <ul style="list-style-type: none"> <li>• processes for monitoring the integration of Arizona's College and Career Ready Standards into instruction;</li> <li>• evaluating instructional practices;</li> <li>• evaluating instructional practices targeted to address the needs of subgroup populations; and</li> <li>• providing for analysis and feedback to further develop instructional quality and standards integration.</li> </ul>
EVIDENCE		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive system for monitoring instruction.</p>	<p>The documentation identified can serve as limited evidence of implementation of each of the required elements of a comprehensive system for monitoring instruction. More detailed evidence of implementation will be required.</p>	<p>The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a comprehensive system for monitoring instruction. Detailed evidence of implementation will be required.</p>

## PROFESSIONAL DEVELOPMENT

ACTION STEPS		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive professional development system:</p> <ul style="list-style-type: none"> <li>identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;</li> <li>identifying and providing professional development that addresses the needs of subgroup populations;</li> <li>supporting high quality implementation of the strategies learned in professional development; and</li> <li>providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development.</li> </ul>	<p>The Charter Holder has provided action steps that address each of the following required elements to create a comprehensive professional development system:</p> <ul style="list-style-type: none"> <li>identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;</li> <li>identifying and providing professional development that addresses the needs of subgroup populations;</li> <li>supporting high quality implementation of the strategies learned in professional development; and</li> <li>providing monitoring and follow-up to support and develop implementation of the strategies learned.</li> </ul> <p>However, one or more action steps do not provide sufficient detail to enable implementation of the plan.</p>	<p>The Charter Holder has provided action steps that do not address each of the following required elements to create a comprehensive professional development system:</p> <ul style="list-style-type: none"> <li>identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;</li> <li>identifying and providing professional development that addresses the needs of subgroup populations;</li> <li>supporting high quality implementation of the strategies learned in professional development; and</li> <li>providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development..</li> </ul>
EVIDENCE		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive professional development system.</p>	<p>The documentation identified can serve as limited evidence of implementation of each of the required elements of a comprehensive professional development system. More detailed evidence of implementation will be required.</p>	<p>The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a comprehensive professional development system. Detailed evidence of implementation will be required.</p>

## INCREASING GRADUATION RATE

ACTION STEPS		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a system for ensuring students in grades 9-12 graduate on time:</p> <ul style="list-style-type: none"> <li>• creating and monitoring academic and career plans; and</li> <li>• timely addressing academic and social difficulty.</li> </ul>	<p>The Charter Holder has provided action steps that address each of the following required elements to create a system for ensuring students in grades 9-12 graduate on time:</p> <ul style="list-style-type: none"> <li>• creating and monitoring academic and career plans; and</li> <li>• timely addressing academic and social difficulty.</li> </ul> <p>However, one or more action steps do not provide sufficient detail to enable implementation of the plan.</p>	<p>The Charter Holder has provided action steps that do not address each of the following required elements to create a system for ensuring students in grades 9-12 graduate on time:</p> <ul style="list-style-type: none"> <li>• creating and monitoring academic and career plans; and</li> <li>• timely addressing academic and social difficulty.</li> </ul>
EVIDENCE		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a system for ensuring students in grades 9-12 graduate on time.</p>	<p>The documentation identified can serve as limited evidence of implementation of each of the required elements of a system for ensuring students in grades 9-12 graduate on time. More detailed evidence of implementation will be required.</p>	<p>The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a system for ensuring students in grades 9-12 graduate on time. Detailed evidence of implementation will be required.</p>

## ACADEMIC PERSISTENCE

ACTION STEPS		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a system for keeping students motivated and engaged in school:</p> <ul style="list-style-type: none"> <li>• measuring levels of engagement; and</li> <li>• providing timely interventions for students who demonstrate potential for disengagement.</li> </ul>	<p>The Charter Holder has provided action steps that address each of the following required elements to create a system for keeping students motivated and engaged in school:</p> <ul style="list-style-type: none"> <li>• measuring levels of engagement; and</li> <li>• providing timely interventions for students who demonstrate potential for disengagement.</li> </ul> <p>However, one or more action steps do not provide sufficient detail to enable implementation of the plan.</p>	<p>The Charter Holder has provided action steps that do not address each of the following required elements to create a system for keeping students motivated and engaged in school:</p> <ul style="list-style-type: none"> <li>• measuring levels of engagement; and</li> <li>• providing timely interventions for students who demonstrate potential for disengagement.</li> </ul>
EVIDENCE		
ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a system for keeping students motivated and engaged in school.</p>	<p>The documentation identified can serve as limited evidence of implementation of each of the required elements of a system for keeping students motivated and engaged in school. More detailed evidence of implementation will be required.</p>	<p>The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a system for keeping students motivated and engaged in school. Detailed evidence of implementation will be required.</p>

## **APPENDIX E:**

### **Demonstration of Sufficient Progress**

## Demonstration of Sufficient Progress

A Demonstration of Sufficient Progress is a process for a Charter Holder to report on and the Board to evaluate a Charter Holder's implementation of its assigned Performance Management Plan (PMP) and other improvement efforts, and its success in improving the academic performance of the schools it operates. The Demonstration of Sufficient Progress process is assigned to Charter Holders in accordance with the Academic Intervention Schedule and Policy Statement<sup>1</sup>, and may be required with submission of certain amendment or notification requests and as part of a renewal application<sup>2</sup>.

The Board's Demonstration of Sufficient Progress process focuses on the success of the Charter Holder's continuous improvement plan in improving academic performance and evidence of the implementation of systems in five areas: Data, Curriculum, Assessment, Monitoring Instruction, and Professional Development, which are essential elements for improving a school's academic performance. Specifically, the Board looks for evidence that the Charter Holder has effectively improved the school's academic performance through implementation of systems that support **data** driven decision making, utilizing- among other data- **assessments** of student academic performance, to ensure the school has effective **curriculum** and **instruction** and to develop the quality of instruction through effective **professional development**.

The Board has created a template to guide Charter Holders in reporting on their current and previous implementation of their continuous improvement plans to improve academic performance, with a focus on the above described essential areas, and the success of these efforts. A Charter Holder assigned the Demonstration of Sufficient Progress process must complete the Demonstration of Sufficient Progress Report Template according to the Demonstration of Sufficient Progress Instructions and within the timeline provided when the assignment is made. The Demonstration of Sufficient Progress Template and the instructions for its completion are both available on the Board's website under the "Academic Interventions" tab in the "Performance Expectations & Reviews" section. A Charter Holder assigned the Demonstration of Sufficient Progress process may also be required to complete a desk audit or a site visit, in accordance with Board policies.

## Evaluation Criteria for Demonstration of Sufficient Progress

The following criteria will be used to evaluate a Charter Holder through the Demonstration of Sufficient Progress process. All responses must document implementation of a continuous improvement plan that addresses all elements identified in the criteria below and evidence of success in improving pupil achievement at the school wide level as compared to prior years.

All Charter Holders must address the following areas in their Demonstration of Sufficient Progress report: Data Curriculum, Assessment, Monitoring Instruction, and Professional Development. Charter Holders who receive a "Does Not Meet Standard" or "Falls Far Below Standard" for the Graduation Rate Measure must also address the Increasing Graduation Rate area in their Demonstration of Sufficient Progress. Charter Holders who receive a "Does Not Meet Standard" or "Falls Far Below Standard" for

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<sup>1</sup> Appendix C

<sup>2</sup> Refer to pp. 20-22 of the body of the Academic Performance Framework and Guidance to understand when a DSP is required as part of amendment and notification requests and as part of a renewal application.

the Persistence Measure must also address the Increasing Academic Persistence area in their Demonstration of Sufficient Progress.

If a Charter Holder's receives a final evaluation of "Does Not Meet" or "Falls Far Below" in any area through the Demonstration of Sufficient Progress process, the Charter Holder has failed to demonstrate that it is making sufficient progress toward meeting the Board's academic performance expectations and may be brought before the Board for consideration. A Charter Holder's failure to address all required elements through the Demonstration of Sufficient Progress process will be considered by the Board in making its determination. The Board may refuse to accept additional information after identified deadlines.

A Charter Holder's that receives a evaluation of "Meets" in all evaluation areas through the Demonstration of Sufficient Progress process has demonstrated that the Charter Holder is currently making sufficient progress toward meeting the Board's academic performance expectations and will continue to be monitored in accordance with the Academic Intervention Schedule and Policy Statement.

## DATA

ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative <i>improvement</i> year-over-year for at least the two most recent school years.	The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative <i>improvement</i> year-over-year for at least the two most recent school years for some required measures and <i>maintained</i> performance for others.	The Charter Holder has failed to provide data and analysis generated from valid and reliable assessment sources for one or more required measures and/or has provided data that demonstrates comparatively <i>declining</i> academic performance year-over-year for the two most recent school years for one or more of the required measures.

## CURRICULUM

ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has consistently implemented a comprehensive curriculum system that addresses each of the following required elements:</p> <ul style="list-style-type: none"> <li>• adopting curriculum;</li> <li>• implementing curriculum;</li> <li>• evaluating curriculum;</li> <li>• revising curriculum;</li> <li>• addressing the curriculum needs of relevant subgroup populations; and</li> <li>• ensuring curriculum is aligned with Arizona's College and Career Ready Standards.</li> </ul>	<p>The Charter Holder has consistently implemented a limited curriculum approach that addresses some, but not all, of the following required elements:</p> <ul style="list-style-type: none"> <li>• adopting curriculum;</li> <li>• implementing curriculum;</li> <li>• evaluating curriculum;</li> <li>• revising curriculum;</li> <li>• addressing the curriculum needs of relevant subgroup populations; and</li> <li>• ensuring curriculum is aligned with Arizona's College and Career Ready Standards.</li> </ul>	<p>The Charter Holder has implemented no efforts or fragmented, ad hoc efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. The efforts lack intentionality and/or prior planning, and are not consistently implemented.</p>



## ASSESSMENT

ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the following required elements:</p> <ul style="list-style-type: none"> <li>• assessing student performance based on clearly defined performance measures aligned with the curriculum and instructional methodology using data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments;</li> <li>• addressing the assessment needs of relevant subgroup populations;</li> <li>• analyzing assessment data to evaluate instructional and curricular effectiveness; and</li> <li>• adjusting curriculum and instruction in a timely manner based on assessment results.</li> </ul>	<p>The Charter Holder has consistently implemented a limited assessment approach that addresses some, but not all, of the following required elements:</p> <ul style="list-style-type: none"> <li>• assessing student performance based on clearly defined performance measures aligned with the curriculum and instructional methodology using data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments;</li> <li>• addressing the assessment needs of relevant subgroup populations;</li> <li>• analyzing assessment data to evaluate instructional and curricular effectiveness; and</li> <li>• adjusting curriculum and instruction in a timely manner based on assessment results.</li> </ul>	<p>The Charter Holder has implemented no efforts or fragmented, ad hoc efforts to assess student performance on expectations for student learning, and to evaluate and adjust curriculum and instruction based on analysis of student assessment data. The efforts lack intentionality and/or prior planning, and are not consistently implemented.</p>

## MONITORING INSTRUCTION

ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements:</p> <ul style="list-style-type: none"> <li>• monitoring the integration of Arizona’s College and Career Ready Standards into instruction;</li> <li>• evaluating instructional practices;</li> <li>• evaluating instructional practices targeted to address the needs of relevant subgroup populations; and</li> <li>• providing analysis and feedback to further develop instructional quality and standards integration.</li> </ul>	<p>The Charter Holder has consistently implemented a limited instructional monitoring approach that addresses some, but not all, of the following required elements:</p> <ul style="list-style-type: none"> <li>• monitoring the integration of Arizona’s College and Career Ready Standards into instruction;</li> <li>• evaluating instructional practices;</li> <li>• evaluating instructional practices targeted to address the needs of relevant subgroup populations; and</li> <li>• providing analysis and feedback to further develop instructional quality and standards integration.</li> </ul>	<p>The Charter Holder has implemented no efforts or fragmented, ad hoc efforts to monitor and evaluate standards and instructional practices. The efforts lack intentionality and/or prior planning, and are not consistently implemented.</p>

## PROFESSIONAL DEVELOPMENT

ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
<p>The Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements:</p> <ul style="list-style-type: none"> <li>• providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;</li> <li>• providing professional development that addresses the needs of relevant subgroup populations;</li> <li>• supporting high quality implementation of the strategies learned in professional development; and</li> <li>• monitoring and providing follow-up to support and develop implementation of the strategies learned in professional development.</li> </ul>	<p>The Charter Holder has consistently implemented a limited approach to professional development that addresses some, but not all, of the following required elements:</p> <ul style="list-style-type: none"> <li>• Providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;</li> <li>• Providing professional development that addresses the needs of relevant subgroup populations;</li> <li>• supporting high quality implementation of the strategies learned in professional development; and</li> <li>• monitoring and providing follow-up to support and develop implementation of the strategies learned in professional development.</li> </ul>	<p>The Charter Holder has implemented no efforts or fragmented, ad hoc efforts to provide professional development that is aligned with instructional staff learning needs, focuses on areas of high importance, addresses the needs of relevant subgroup populations, and supports high quality implementation; and monitoring follow-up to support and develop implementation of the strategies learned. The efforts lack intentionality and/or prior planning, and are not consistently implemented.</p>

## INCREASING GRADUATION RATE

ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
The Charter Holder has consistently implemented a system for ensuring students in grades 9-12 graduate on time that addresses each of the following required elements: <ul style="list-style-type: none"><li>• individual student plans for academic and career success which are monitored, reviewed and updated annually; and</li><li>• strategies to address early academic difficulty.</li></ul>	The Charter Holder has consistently implemented a limited approach to ensure students in grades 9-12 graduate on time that addresses some, but not all, of the following required elements: <ul style="list-style-type: none"><li>• individual student plans for academic and career success which are monitored, reviewed and updated annually; and</li><li>• strategies to address early academic difficulty.</li></ul>	The Charter Holder has implemented no efforts or fragmented, ad hoc efforts to ensure students in grades 9-12 graduate on time. The efforts lack intentionality and/or prior planning, and are not consistently implemented.

## ACADEMIC PERSISTENCE

ACCEPTABLE	NOT ACCEPTABLE	
Meets	Does Not Meet	Falls Far Below
The Charter Holder has consistently implemented a system for keeping students motivated and engaged in school that addresses each of the following required elements: <ul style="list-style-type: none"><li>• measuring levels of engagement; and</li><li>• providing timely interventions for students who demonstrate potential for disengagement.</li></ul>	The Charter Holder has consistently implemented a limited approach for keeping students motivated and engaged in school that addresses some, but not all, of the following required elements: <ul style="list-style-type: none"><li>• measuring levels of engagement; and</li><li>• providing timely interventions for students who demonstrate potential for disengagement.</li></ul>	The Charter Holder has implemented no efforts or fragmented, ad hoc efforts to keep students motivated and engaged in school. The efforts lack intentionality and/or prior planning, and are not consistently implemented.

## **APPENDIX F:**

### **Dashboard Information**

## Dashboard

The school's outcomes for each indicator and measure in the Board's academic framework are represented in a dashboard format. The sample dashboards for Traditional and Small Schools and Alternative Schools identify key parts of the dashboard. Understanding what these parts represent helps in interpreting the data displayed in the dashboard. A brief explanation for the measures in each model is provided later in this appendix.

## Measure Ratings

Each measure in the academic framework results in a rating according to four rating categories: exceeds standard, meets standard, does not meet standard, and falls far below standard. Points are assigned to the school according to the rating categories, and the categories are color-coded as follows:

Overall Rating	Points Assigned
Exceeds Standard	100
Meets Standard	75
Does Not Meet Standard	50
Falls Far Below Standard	25

## Overall Rating

The following ranges and color-coding are used after the weighting and aggregation of all measures to identify the school-level overall score:

Overall Rating	Point Range
Exceeds Standard	$\geq 89$
Meets Standard	$< 89$ , but $\geq 63$
Does Not Meet Standard	$< 63$ , but $\geq 39$
Falls Far Below Standard	$< 39$

## Traditional and Small Schools<sup>14</sup> Model

Academic Performance							
Demo School II							
		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K-8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	45	50	12.5	63	75	12.5
	Reading	47	50	12.5	59	75	12.5
1b. SGP Bottom 25%	Math	29	25	12.5	49.5	50	12.5
	Reading	45	50	12.5	55	75	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	55 / 51.8	75	7.5	64 / 60.5	75	7.5
	Reading	71 / 67.1	75	7.5	77 / 72.3	75	7.5
2b. Composite School Comparison	Math	4.2	75	7.5	3.5	75	7.5
	Reading	3.8	75	7.5	5	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	51 / 35.3	75	3.75	64 / 53	75	3.75
	Reading	69 / 62.7	75	3.75	82 / 76.1	75	3.75
2c. Subgroup SPED	Math	7 / 14.2	50	3.75	17 / 16.5	75	3.75
	Reading	28 / 32	50	3.75	38 / 34	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	B	75	5
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		56.25		100	71.88		100

The sample school demonstrated above received 56.25 out of a possible 100 points in 2012, giving it an overall rating of “Does Not Meet Standard.” In 2013, the sample school demonstrated above received 71.88 out of a possible 100 points, giving it an overall rating of “Meets Standard.”

### Specific Measures

#### 1a. Overall Growth (Student Median Growth Percentile-SGP)

- The number in this section of the dashboard is the school’s median SGP based on the Arizona Growth Model for performance in reading and in math
- A score of “meets” is awarded if the Student Median Growth Percentile is at 50 or higher.

<sup>14</sup> The Small School Model uses pooled data on FAY students from each of the past 3 years for schools with fewer than 30 test records either in math or in reading for current year FAY students.

**1b. Growth of the Lowest-Performing Students (Student Median Growth Percentile Bottom 25%)**

- The number in this section of the dashboard is the school's median SGP for the lowest 25% of students for performance in reading and in math
- A score of "meets" is awarded if the SGP for the lowest-performing students is at 50 or higher.

**2a. Percent Passing**

- The number in this section of the dashboard is the school's overall proficiency rate, weighted to the school's grade-level enrollment for reading and math.
- A score of "meets" is awarded if the school's proficiency rates meet the average statewide performance.

**2b. Composite School Comparison**

- The number in this section is 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.
- If the composite proficiency rate is higher than the school's proficiency rate, the number will be negative.
- If the school's proficiency rate is higher than the composite proficiency rate, the number will be positive, this will also result in a score of "meets" or "exceeds."

**2c. Subgroup Comparison (ELL, FRL, SPED)**

- The number in each of these sections is the percent proficient for ELL, FRL, and/or SPED.
- A score of "meets" is awarded if the school's subgroup proficiency rates meets the statewide subgroup performance.

**3a. A-F Letter Grade State Accountability System**

- The number in this section reflects the points assigned based on the school's letter grade designation from the Arizona Department of Education's A-F Letter Grade Accountability. (A=100; B=75; C=50; D/F=25)
- A score of "meets" or "exceeds" is awarded if the school's letter grade designation is an "A" or a "B."

**4a. High School Graduation Rate**

- The number in this section is the school's graduation rate based on a four year graduation rate.
- A score of "meets" is awarded if the school's graduation rate for the cohort class year meets the targets provided in the framework.



## Alternative<sup>15</sup> Model

Academic Performance									
Edit this section.									
Demo School									
		2012 Alternative High School (9-12)			2013 Alternative High School (9-12)				
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
<b>1. Growth</b>									
1a. SGP	Math	27	50	2.5	74	100	2.5		
	Reading	41	50	2.5	63	100	2.5		
1b. Improvement	Math	18.2	25	12.5	33.3	75	12.5		
	Reading	15	25	12.5	10	25	12.5		
<b>2. Proficiency</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
2a. Percent Passing	Math	15 / 16.3	50	10	59 / 19.2	100	10		
	Reading	50 / 52.8	50	10	59 / 55.4	75	10		
2b. Subgroup ELL	Math	NR	0	0	NR	0	0		
	Reading	NR	0	0	NR	0	0		
2b. Subgroup FRL	Math	10 / 16	50	3.33	60 / 18.7	100	5		
	Reading	47 / 50.7	50	3.33	61 / 54.2	75	5		
2b. Subgroup SPED	Math	0 / 4.8	50	3.33	NR	0	0		
	Reading	NR	0	0	NR	0	0		
<b>3. State Accountability</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
3a. State Accountability		C-ALT	50	5	A-ALT	100	5		
<b>4. Graduation</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
4a. Graduation		Met	75	15	Met	75	15		
4b. Academic Persistence		95	100	20	96	100	20		
<b>Overall Rating</b>		Overall Rating			Overall Rating				
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		57.5			80				

The sample school demonstrated above received 57.5 out of a possible 100 points in 2012, giving it an overall rating of "Does Not Meet Standard." In 2013, the sample school demonstrated above received 80 out of a possible 100 points, giving it an overall rating of "Meets Standard."

<sup>15</sup> For most measures, the Alternative Model compares the alternative school's performance to the performance of other alternative schools.

## Specific Measures

### 1a. Overall Growth (Student Median Growth Percentile-SGP)

- The number in this section of the dashboard is the school's median SGP based on the Arizona Growth Model for performance in reading and in math
- A score of "meets" is awarded if the Student Median Growth Percentile meets or exceeds the state median of all alternative schools.

### 1b. Growth of the Lowest-Performing Students (Student Median Growth Percentile Bottom 25%) (Elementary)

- The number in this section of the dashboard is the school's median SGP for the lowest 25% of students for performance in reading and in math
- A score of "meets" is awarded if the SGP for the lowest-performing students is at 50 or higher.

#### (High School)

- 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.
- A score of "meets" is awarded if 45% or more of students improved by at least one performance band in reading; a score of "meets" is awarded if 30% or more of students improved by at least one performance band in math.

### 2a. Percent Passing

- The number in this section of the dashboard is the school's overall proficiency rate, weighted to the school's grade-level enrollment for reading and math.
- A score of "meets" is awarded if the school's proficiency rates meet the average statewide alternative school performance.

### 2c. Subgroup Comparison (ELL, FRL, SPED)

- The number in each of these sections is the percent proficient for ELL, FRL, and/or SPED.
- A score of "meets" is awarded if the school's subgroup proficiency rates meet the statewide subgroup performance in alternative schools.

### 3a. A-F Letter Grade State Accountability System

- The number in this section reflects the points assigned based on the school's letter grade designation from the Arizona Department of Education's A-F Letter Grade Accountability. (A=100; B=75; C=50; D/F=25)
- A score of "meets" or "exceeds" is awarded if the school's letter grade designation is an "A-ALT" or a "B-ALT."

### 4a. High School Graduation Rate

- School has a 3-Year Average for 5-Year Graduation Rate that is greater than or equal to 48%, or has a current year 5-Year Graduation Rate that is greater than or equal to 52% and the annual average graduation rate increase is at least 1%, or has a current year 5-Year Graduation Rate that is less than 52% and the annual average graduation rate increase is at least 2%.

**4b. Academic Persistence**

- A score of “meets” is awarded if more than 70 percent of students remain enrolled in school from the previous year.

## **APPENDIX G:**

### **Methodology**

# Traditional and Small Schools Methodology

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Presented below are each of the indicators (general categories of academic performance) and measures (means to evaluate the indicators) included in the Arizona State Board for Charter Schools (ASBCS) academic performance framework. The appendix is divided into four sections, representing the indicators in the academic framework:

- Student progress over time (Growth)
- Student achievement (Proficiency)
- A–F letter grade state accountability system
- Post-secondary readiness (for high schools)

Each section presents information specific to the measures used to evaluate a school’s performance in that indicator: a description, methodology, and target categories. For more detailed information on the measures and the rationale for their inclusion in the framework, refer to the body of the Academic Performance Framework and Guidance.

Measures requiring student-level data across the state are calculated by the Arizona Department of Education. Details of the data and analysis required for each measure are included below. For calculating rankings, all groups with 10 or more students were included in the identification of percentiles. For output, results for schools with fewer than 11 students in the given group were not reported in order to meet the requirements of FERPA.

Traditional school-level calculations include only full-academic-year (FAY) students. Calculations for small schools include the three-year pooling of students. The student test records for all FAY students for each of the three years will be included in the calculations.

## Data

The following variables will be required for all students in the state in order to complete the academic performance framework for traditional and small ASBCS charter schools:

- Student identifier
- Grade level
- School ID
- Full Academic Year (FAY) designation
- Student growth percentile (SGP)—math—three years of results
- Student growth percentile (SGP)—reading—three years of results
- AIMS performance level—math
- AIMS performance level—reading
- Free and Reduced Lunch (FRL) designation
- English Language Learners (ELL) designation

- Special Education (SPED) designation
- Fully English Proficient (FEP) indicator
- Fully English Proficient (FEP) year

Additionally, the ASBCS will require the following information for all traditional and small ASBCS charter schools in the state:

- Graduation rate (high schools)
- State A–F letter-grade rating
- List of school IDs for all charter schools
- List of school IDs for all small charter schools

## Student Progress over Time (Growth)

The framework includes two measures of student growth based on the Arizona Growth Model: school median student growth percentile (SGP) and school median SGP for students in the lowest 25 percent of performance on math and reading.

### Arizona Growth Model

The Arizona State Board of Education adopted the Arizona Growth Model, based on the Student Growth Percentile Methodology first used in Colorado. This method provides an effective way to measure peer-referenced student growth. A student growth percentile (SGP) calculates a student’s progress in comparison with 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 half of his academic peers across the state with similar performance in current and past years. A school median SGP of 50 indicates that at least half of the students in the school showed more growth than half of their academic peers with similar performance across the state in past years.

In the state A–F School Accountability Letter Grade System, a three-year pooled SGP is calculated for small schools with fewer than 30 test records<sup>1</sup> in the current year. By aggregating three years’ worth of growth data, variability due to the very small number of students is reduced. The academic framework uses a similar method for small charter schools with fewer than 30 test records in either of the evaluated subjects (math or reading).<sup>2</sup>

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<sup>1</sup> Includes both math and reading from current year students who meet the definition of FAY.

<sup>2</sup> The academic framework’s small school definition applies to schools that do not have at least 30 test records in math and at least 30 test records in reading from current year students who meet the definition of Full Academic Year (FAY). This difference between the state A–F Letter Grade Accountability System and the Board’s academic framework ensures the Board’s model, which disaggregates math and reading while the state A–F Letter Grade Accountability System aggregates the two subjects, minimizes variability due to student populations or very small numbers of students.

## Measure 1.a. - Overall Growth (School Median Growth Percentile—SGP)

### Are schools making adequate growth based on the school's median student growth percentiles (SGP) in reading and math?

School-level growth calculations include only FAY students for traditional schools.

The small-school model includes three years of pooled students; the student test records for FAY students in each of the three years will be included in the calculations.

- **Necessary data** School ID (student-level file)
- Student identifier (student-level file)
- Subject identifier (student-level file)
- Individual SGP for math and reading (student-level file)
- FAY designation (student-level file)
- List of school IDs for all charter schools
- List of school IDs for all small charter schools

***These items are required for three years, in order to calculate pooled three-year calculations for small schools.***

### Methodology (carried out separately for math and reading)

#### ***Step 1: Remove duplicate records.***

- Sort the student-level file.*** Sort all student-level records in ascending order by the school identifier, student identifier, and subject identifier. Within the school, student, and subject identifier, sort the performance category on the state assessment in descending order.
- Identify any duplicate records based on student identifier.*** Among students in traditional and small schools, a record is identified as duplicate if it is identical with respect to fiscal year, the school identifier, the student identifier, and the subject identifier. Given the sorting that was performed in Step 1, the highest performance on the statewide assessment is retained by retaining only the first record for each school, student, and subject combination. For students who obtain the same performance rating on different testing occasions, only one of those records will be retained.

***Step 2: Calculate the median SGP for all FAY students in each ASBCS charter school.*** For each traditional ASBCS charter school use only data from the current year. For each small ASBCS charter school use data from the current year and the two prior years, using the records of students that were FAY in each of the applicable years.

***Step 3: Apply targets*** to assign performance category.

### Targets (applied to both math and reading)

Rating Category	Target Description
<i>Exceeds Standard</i>	The school median SGP is $\geq 66$ .
<i>Meets Standard</i>	The school median SGP is $\geq 50$ , but $< 66$ .
<i>Does Not Meet Standard</i>	The school median SGP is $\geq 34$ , but $< 50$ .
<i>Falls Far Below Standard</i>	The school median SGP is $< 34$ .

## Measure 1.b. – Growth of the Lowest-Performing Students (Student Median Growth Percentile Bottom 25%)

### 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?

The framework assesses each school's median growth percentile for the lowest 25% of students in reading and in math. This percentage may be different from that calculated and published for A–F Letter Grades because the reading and math median growth percentiles are calculated separately in the ASBCS academic framework, but are reported as a combined result in the A–F Letter Grade workbook.

School-level growth calculations include only FAY students.

The data for small schools is pooled over three years; the student test records for all FAY students in each of the three years will be included in the calculations.

### Necessary data

- School ID (student-level file)
- Student identifier (student-level file)
- Subject identifier (student-level file)
- Individual SGP for math and reading (student-level file)
- FAY designation (student-level file)
- Previous year's AIMS scale score for math and reading (student-level file)
- List of school IDs for all charter schools
- List of school IDs for all small charter schools

*These items are required for **three years**, in order to calculate pooled three-year calculations for small schools.*

### Methodology (carried out separately for math and reading)

The bottom 25% results include only students with valid AIMS scores in the current and previous year.

#### **Step 1: Remove duplicate records.**

- Sort the student-level file.** Sort all student-level records in ascending order by the school identifier, student identifier, and subject identifier. Within the school, student, and subject identifier, sort the performance category on the state assessment in descending order.



- B. **Identify any duplicate records based on student identifier.** Among students in traditional and small schools, a record is identified as duplicate if it is identical with respect to fiscal year, the school identifier, the student identifier, and the subject identifier. Given the sorting that was performed in Step 1, the highest performance on the statewide assessment is retained by retaining only the first record for each school, student, and subject combination.

**Step 2: Identify the bottom 25% of FAY students in each ASBCS charter school, based on previous year's AIMS score. (Calculated separately for math and reading.)** For each traditional ASBCS charter school complete calculation only for the current year. For each small ASBCS charter school complete calculation for the current year and the two prior years.

- A. **Remove records without an available AIMS scale score in the previous year.**
- B. For grades 4 through 10, **calculate the difference between the previous year's AIMS scale score and the previous year's proficiency benchmark** (the cutoff for proficiency, based on subject and grade). (For 10<sup>th</sup>-grade students, the 8<sup>th</sup>-grade result is used for the previous year's scale score.)
- C. **Create an adjusted "difference score"** by adding the difference calculated in (A) to the product of the AIMS performance level and multiply by 1000.
- D. **Rank each student in each school** by the adjusted difference score calculated in (B).
- E. **Identify the lowest quartile, or 25%, of grades 4 through 10 students in each school.**
- F. **Identify the lowest quartile, or 25%, of grade 3 students based on the previous year's grade 2 Stanford 10 scale scores.**
- G. **Combine the students in (D) and (E) to identify the lowest 25% of students in the school.**

**Step 3: Calculate the median SGP for all FAY students in the bottom 25% of each ASBCS charter school.** For each traditional ASBCS charter school use only data from the current year. For each small ASBCS charter school use data from the current year and the two prior years, using the records of students that were FAY in each of the applicable years.

**Step 4: Apply targets** to assign performance category.

#### Targets (applied to both math and reading)

Rating Category	Target Description
<i>Exceeds Standard</i>	The school median SGP for the lowest 25% of students is $\geq 66$ .
<i>Meets Standard</i>	The school median SGP for the lowest 25% of students is $\geq 50$ , but $< 66$ .
<i>Does Not Meet Standard</i>	The school median SGP for the lowest 25% of students is $\geq 34$ , but $< 50$ .
<i>Falls Far Below Standard</i>	The school median SGP for the lowest 25% of students is $< 34$ .

## Student Achievement (Proficiency)

The academic framework includes three measures of student achievement, or proficiency. Overall school proficiency rates in math and reading are evaluated against statewide proficiency rates (Measure 2a), as well as a comparison to statewide proficiency rates for demographically similar student populations (Measure 2b), and an evaluation of proficiency rates for FRL, ELL, and SPED subgroups (Measure 2c).

Since proficiency rates vary by grade level, the framework weights the school's average proficiency score by grade-level enrollment. A charter school that serves grades 3–8 would be compared to the percentage of students statewide in grades 3–8 who are deemed proficient, with each grade “counting” in proportion to the fraction of all students enrolled in that grade at the charter school. If a student is tested as a FAY student twice in the same year, the higher of the two scores is used.

In the state A–F School Accountability Letter Grade System, a three-year pooled proficiency rate is calculated for small schools with fewer than 30 test records<sup>3</sup> in the current year. By aggregating three years' worth of growth data, variability due to the very small number of students is reduced. The academic framework uses a similar method for small charter schools with fewer than 30 test records in either of the evaluated subjects (math or reading).<sup>4</sup>

### Measure 2.a. Percent Passing

#### Are students achieving proficiency on state examinations in reading and math?

In calculating **state-level** proficiency, both FAY and non-FAY students are used. In calculating **school-level** proficiency, only FAY students are used. State-level data is aggregated by school type, meaning traditional schools are compared to state-level measures based only on traditional schools, and small schools are compared to state-level measures based only on small schools.

The small-school model includes three years of pooled students; the student test records for all FAY students for each of the three years will be included in the calculations.

To account for grade-level differences in proficiency rate, the framework weights the state comparison rates by grade-level enrollment at the charter school. For example, if 27 percent of students at the charter school are in the third grade, third-grade state results will count for 27 percent of the state average used in comparison to that charter school.

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<sup>3</sup> Includes both math and reading from current year students who meet the definition of FAY.

<sup>4</sup> The academic framework's small school definition applies to schools that do not have at least 30 test records in math and at least 30 test records in reading from current year students who meet the definition of Full Academic Year (FAY). This difference between the state A–F Letter Grade Accountability System and the Board's academic framework ensures the Board's model, which disaggregates math and reading while the state A–F Letter Grade Accountability System aggregates the two subjects, minimizes variability due to student populations or very small numbers of students.

## Necessary data

- School ID (student-level file)
- Student identifier (student-level file)
- Subject identifier (student-level file)
- Grade level (student-level file)
- FAY designation (student-level file)
- AIMS performance level in reading and math (student-level file)
- List of school IDs for all traditional charter schools
- List of school IDs for all small charter schools

## Methodology (carried out separately for math and reading)

### **Step 1: Remove duplicate records.**

- Sort the student-level file.** Sort all student-level records in ascending order by the school identifier, student identifier, and subject identifier. Within the school, student, and subject identifier, sort the performance category on the state assessment in descending order.
- Identify any duplicate records based on student identifier.** Among students in traditional and small schools, a record is identified as duplicate if it is identical with respect to fiscal year, the school identifier, the student identifier, and the subject identifier. Given the sorting that was performed in Step 1, the highest performance on the statewide assessment is retained by retaining only the first record for each school, student, and subject combination. For students who obtain the same performance rating on different testing occasions, only one of those records will be retained.

**Step 2: Calculate the overall proficiency rate for all FAY students for each ASBCS charter school.** For each traditional ASBCS charter school use only data from the current year. For each small ASBCS charter school use data from the current year and the two prior years, using the records of students that were FAY in each of the applicable years. Divide the number of proficient FAY students at the school by the total number of FAY students at the school with a valid assessment score.

**Step 3: Calculate the average statewide proficiency rate for FAY and non-FAY students for each grade included in state assessment testing.** Calculate separately for traditional schools and small schools. For the traditional school statewide proficiency rate use only data from the current year. For the small school statewide proficiency rate use data from the current year and the two prior years. At each grade level, divide the number of proficient FAY and non-FAY students statewide by the total number of FAY and non-FAY students with a valid assessment score statewide. Repeat the same process for every grade.

**Step 4: Count the number of FAY students tested at each grade level in each of the ASBCS charter schools.** For each traditional ASBCS charter school use only data from the current year. For each small ASBCS charter school use data from the current year and the two prior years, using the records of students that were FAY in each of the applicable years.

**Step 5: For each ASBCS charter school, calculate an average state proficiency rate for *FAY* and non-*FAY* students weighted to the charter school grade-level enrollment.** For each traditional ASBCS charter school use only data from the current year. For each small ASBCS charter school use data from the current year and the two prior years, using the records of students that were *FAY* in each of the applicable years.

1. For each grade served by the charter school, multiply the state average proficiency rate for the grade level (calculated in step 3) by the *FAY* number tested in that grade at the charter school (calculated in step 4).
2. Sum the resulting products for each grade level that the school serves (calculated in step 5-1) and divide by the total number of *FAY* students tested in the charter school (see Table 1). The result is a ***weighted state average*** that reflects the grade-level composition of the charter school.

**Table 1. Example of weighting the state results to grade-level number tested at the charter school**

Grade level	Number tested at charter school	Percentage of students meeting proficiency statewide
3	0	51%
4	0	60%
5	0	55%
6	0	53%
7	0	65%
8	0	75%
10	288	60%
11	135	65%
12	134	75%
<b>Total</b>	<b>557</b>	<b>--</b>
State average weighted to charter school grade-level number tested = 64.82% $\frac{(288 \times 60\%) + (135 \times 65\%) + (134 \times 75\%)}{557}$		

**Step 6: Calculate 90<sup>th</sup> and 20<sup>th</sup> percentile grade-level proficiency rates of *FAY* students statewide.**

Calculate separately for traditional schools and small schools. For the traditional school statewide grade-level proficiency rate use only data from the current year. For the small school statewide grade-level proficiency rates use data from the current year and the two prior years.

1. For all schools in the state, calculate the grade-level proficiency rates of *FAY* students. At each grade level, divide the number of proficient *FAY* students at the school by the total number of *FAY* students at the school with a valid assessment score. Repeat the same process for every grade.
2. At each grade level, rank all schools in the state serving that grade by grade-level proficiency rate of *FAY* students (calculated in step 6-1). Repeat the same process for every grade.

3. At each grade level, identify the proficiency rate at the 90<sup>th</sup> percentile of schools statewide. For example, if 100 schools enroll and test students in the third grade, the model ranks all of these schools by the third-grade proficiency rate and identifies the percent of proficient students at the 90<sup>th</sup> percentile (the 90<sup>th</sup>-highest rate in the state). Repeat the same process for every grade.
4. At each grade level, identify the proficiency rate at the 20<sup>th</sup> percentile of schools statewide. For example, if 100 schools enroll and test students in the third grade, the model ranks all of these schools by the third-grade proficiency rate and identifies the percent of proficient students at the 20<sup>th</sup> percentile (the 20<sup>th</sup>-highest rate in the state). Repeat the same process for every grade.

**Step 7: Calculate an average state proficiency rate of highest-performing statewide schools, weighted to the charter school grade-level enrollment.** For traditional schools use only data from the current year. For the small schools use data from the current year and the two prior years.

1. For each grade served by the charter school, multiply the number of FAY students tested in the grade (calculated in step 4) by the proficiency rate at the 90<sup>th</sup> percentile for that grade statewide (calculated in step 6-3). Repeat the same process for every grade.
2. Sum the products for each grade (calculated in step 7-1) and divide by the total number of FAY students tested in the charter school. The result is the **weighted 90<sup>th</sup>-percentile comparison**.

**Step 8: Calculate an average state proficiency rate of lowest-performing statewide schools, weighted to the charter school grade-level enrollment.** For traditional schools use only data from the current year. For the small schools use data from the current year and the two prior years.

1. For each grade served by the charter school, multiply the number of students tested in the grade (calculated in step 4) by the proficiency rate at the 20<sup>th</sup> percentile for that grade statewide (calculated in step 6-4). Repeat the same process for every grade.
2. Sum the products for each grade (calculated in step 8-1) and divide by the total number of FAY students tested in the charter school. The result is the **weighted 20<sup>th</sup>-percentile comparison**.

**Step 8: Apply targets** to assign performance category.

### **Targets (applied to both math and reading)**

The framework assigns rating categories based on two factors: 1) comparison of the school's FAY proficiency rate to the weighted state average FAY and non-FAY proficiency rate, and 2) comparison of the school's FAY proficiency rate to proficiency rates for schools at the 90<sup>th</sup> and 20<sup>th</sup> percentile rankings (based on FAY students). Targets are assigned as follows:

<b>Rating Category</b>	<b>Target Description</b>
<i>Exceeds Standard</i>	School's proficiency rates are in the top 10% of statewide performance OR the school's proficiency rates are at least 90%.
<i>Meets Standard</i>	School's proficiency rates meet or exceed average statewide performance but fall below the top 10% and the school's proficiency rates are below 90%.
<i>Does Not Meet Standard</i>	School's proficiency rates fall below average statewide performance but are above the bottom 20%.
<i>Falls Far Below Standard</i>	School's proficiency rates are in the bottom 20% of statewide performance.

## Measure 2.b. Composite School Comparison

### Are students performing as expected on state examinations in reading and math given the characteristics of the school's population?

The framework compares FAY student performance at the charter school to student performance at a “composite” school composed of statewide FAY and non-FAY student-level records matched to each student in the charter school based on student demographics and grade level. For traditional schools, only students enrolled in traditional schools statewide are included in the composite. For small schools, only students enrolled in small schools statewide are included in the composite.

The small-school model includes three years of pooled students; the student test records for all FAY students for each of the three years will be included in the calculations.

### Necessary data

- School ID (student-level file)
- Student identifier (student-level file)
- Subject identifier (subject-level file)
- Grade level (student-level file)
- FAY designation (student-level file)
- FRL designation (student-level file)
- ELL designation (student-level file)
- FEP designation (student-level file)
- FEP year (student-level file)
- SPED designation (student-level file)
- AIMS performance level (student-level file)
- List of school IDs for all traditional charter schools
- List of school IDs for all small charter schools

## Methodology (carried out separately for math and reading)

*Note. To have membership in the ELL subgroup, a student must be labeled as ELL or labeled as Fully English Proficient (FEP) for fewer than three years (FEPyear < 3).*

### Step 1: Remove duplicate records.

- A. **Sort the student-level file.** Sort all student-level records in ascending order by the school identifier, student identifier, and subject identifier. Within the school, student, and subject identifier, sort the performance category on the state assessment in descending order.
- B. **Identify any duplicate records based on student identifier.** Among students in traditional and small schools, a record is identified as duplicate if it is identical with respect to fiscal year, the school identifier, the student identifier, and the subject identifier. Given the sorting that was performed in Step 1, the highest performance on the statewide assessment is retained by retaining only the first record for each school, student, and subject combination. For students who obtain the same performance rating on different testing occasions, only one of those records will be retained.

**Step 2. Count the number of FAY students in each subgroup (FRL, ELL, or SPED) or combination of subgroups tested at each grade level in each of the ASBCS charter schools.** If a student has membership in more than one subgroup, they cannot also have membership in the respective subgroups that make up that combination. For example, if a student has membership in the FRL and ELL subgroups, they can only be in the combined subgroup (FRL+ELL) but not subgroups that are exclusively FRL and ELL. For each traditional ASBCS charter school use only data from the current year. For each small ASBCS charter school use data from the current year and the two prior years, using the records of students that were FAY in each of the applicable years.

*Note. To have membership in the ELL subgroup, a student must be labeled as ELL or labeled as Fully English Proficient (FEP) for fewer than three years (FEPyear < 3).*

**Table 2. Example of counting the number of FAY students in each subgroup (FRL, ELL, or SPED) or combination of subgroups tested at each grade level in the charter school**

Number tested by grade—charter school									
	3rd	4th	5th	6th	7th	8th	10th	11th	12th
SPED	0	0	0	0	0	0	8	5	5
FRL	0	0	0	0	0	0	124	50	50
ELL	0	0	0	0	0	0	4	1	0
SPED + FRL	0	0	0	0	0	0	25	8	8
SPED + ELL	0	0	0	0	0	0	7	0	1
FRL + ELL	0	0	0	0	0	0	10	3	0
SPED + FRL + ELL	0	0	0	0	0	0	3	0	1
No subgroup	0	0	0	0	0	0	107	68	69
Total students—557							288	135	134

**Step 3. Calculate the average statewide proficiency rate for FAY and non-FAY students meeting each combination of subgroup designations for each grade included in state assessment testing.** Calculate separately for traditional schools and small schools. For the traditional school statewide proficiency rate use only data from the current year. For the small school statewide proficiency rate use data from the current year and the two prior years. At each grade level, divide the number of proficient FAY and non-FAY students meeting each combination of subgroup designations statewide by the total number of FAY and non-FAY students meeting each combination of subgroup designations with a valid assessment score statewide. Repeat the same process for every grade.

**Table 3. Example of statewide proficiency rates for FAY and non-FAY students meeting each combination of subgroup designations for each grade**

State Proficiency by Grade									
Average proficiency:	3rd	4th	5th	6th	7th	8th	10th	11th	12th
SPED	68%	63%	56%	39%	38%	49%	40%	38%	39%
FRL	77%	79%	75%	67%	71%	75%	73%	69%	75%
ELL	66%	68%	65%	50%	55%	45%	57%	53%	60%
SPED + FRL	47%	43%	38%	22%	24%	29%	27%	28%	30%
SPED + ELL	44%	39%	41%	18%	10%	20%	21%	13%	15%
FRL + ELL	59%	46%	45%	30%	36%	42%	34%	39%	45%
SPED + FRL + ELL	43%	38%	37%	17%	9%	19%	20%	12%	15%
No subgroup	91%	92%	90%	88%	89%	90%	90%	86%	90%

*Note: The example charter school enrolls only high school students, so only statewide results for these grades will be included in the composite school.*

**Step 4. For each ASBCS charter school, calculate a composite proficiency rate for FAY and non-FAY students based on the combination of subgroup designations weighted to the charter school grade-level enrollment.** For each traditional ASBCS charter school use only data from the current year. For each small ASBCS charter school use data from the current year and the two prior years, using the records of students that were FAY in each of the applicable years.

1. For each subgroup (FRL, ELL, or SPED) or combination of subgroups at each grade level served by the charter school, multiply the state average proficiency rate for the subgroup (FRL, ELL, or SPED) or combination of subgroups for the grade level (calculated in step 3) by the FAY number tested in that subgroup (FRL, ELL, or SPED) or combination of subgroups at that grade at the charter school (calculated in step 2).
2. Sum the resulting products for each subgroup (FRL, ELL, or SPED) or combination of subgroups at each grade level that the school serves (calculated in step 4-1) and divide by the total number of FAY students tested in the charter school (see Table 4). The result is a **composite proficiency rate** that reflects the demographic and grade-level composition of the charter school.



**Table 4. Example of calculating a composite proficiency rate for FAY and non-FAY students based on the combination of subgroup designations weighted to the charter school grade-level enrollment**

Subgroup	Grade	State-wide Proficiency	Number Tested	Expected Number of Students Proficient
SPED	10	40%	8	3.20
	11	38%	5	1.9
	12	39%	5	1.95
FRL	10	73%	124	90.52
	11	69%	50	34.5
	12	75%	50	37.5
ELL	10	57%	4	2.28
	11	53%	1	.53
	12	60%	0	0
SPED + FRL	10	27%	25	6.75
	11	28%	8	2.24
	12	30%	8	2.4
SPED + ELL	10	21%	7	1.47
	11	13%	0	0
	12	15%	1	.15
FRL + ELL	10	34%	10	3.40
	11	39%	3	1.17
	12	45%	0	0
SPED + FRL + ELL	10	20%	3	.60
	11	12%	0	0
	12	15%	1	.15
No subgroup	10	90%	107	96.30
	11	86%	68	58.48
	12	90%	69	62.1
				<b>Total: 407.59</b>
Composite proficiency rate = 73.17%				
$\frac{(\text{Total Expected Number of Students Proficient})}{(\text{Total Number of Students Tested})} = \frac{407.59}{557}$				

**Step 5. Calculate the difference between the school overall proficiency rate (calculated for measure 2a) and the composite proficiency rate (calculated in step 4).**

**Step 7. Apply targets** to determine rating category.

### Targets (applied separately to math and reading)

The framework compares the charter school overall proficiency rate to the composite school proficiency rate. The criteria for each target are as follows:

Rating Category	Target Description
<i>Exceeds Standard</i>	School's actual proficiency rate exceeds the expected proficiency rate by 15 or more percentage points.
<i>Meets Standard</i>	School's actual proficiency rate meets or exceeds the expected proficiency rate by up to 15 percentage points.
<i>Does Not Meet Standard</i>	School's actual proficiency rate is less than the expected proficiency rate by up to 15 percentage points.
<i>Falls Far Below Standard</i>	School's actual proficiency rate is less than the expected proficiency rate by 15 or more percentage points.

### Additional Considerations

The “exceeds” and “falls far below” categories for the composite 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 which represents a relatively large gap in performance.

## 2.c. Subgroup Comparison

### Are students in subgroups achieving proficiency on state examinations in reading and math compared to state subgroups?

The framework compares the proficiency rates of students belonging to typically underserved subgroups within the school to the proficiency rates of students in the same subgroups statewide. The framework evaluates performance of FRL students, ELLs, and students with disabilities if more than 10 students with a particular subgroup characteristic are enrolled at the charter school.

In calculating **state-level** proficiency, both FAY and non-FAY students are used. In calculating **school-level** proficiency, only FAY students are used. State-level data is aggregated by school type, meaning traditional schools are compared to state-level measures based only on traditional schools, and small schools are compared to state-level measures based only on small schools.

The small-school model includes three years of pooled students; the student test records for all FAY students for each of the three years will be included in the calculations.

To account for grade-level differences in proficiency rate, the framework weights the state comparison rates by grade-level enrollment at the charter school. For example, if 27 percent of students at the charter school are in the third grade, third-grade state results will count for 27 percent of the state average used in comparison to that charter school.

Unlike measure 2b, the subgroup comparison does not distinguish between students with *combinations* of subgroup memberships. Thus, students with membership in more than one subgroup (i.e., ELL and FRL) will be used in the computations for each of the respective subgroups that make up the combination (ELL and FRL as separate groups).

### Necessary data

- School ID (student-level file)
- Grade level (student-level file)
- FAY designation (student-level file)
- FRL designation (student-level file)
- ELL designation (student-level file)
- FEP designation (student-level file)
- FEP year (student-level file)
- SPED designation (student-level file)
- AIMS performance level (student-level file)
- List of school IDs for all traditional charter schools
- List of school IDs for all small charter schools

### Methodology (carried out separately for math and reading for each eligible subgroup – FRL, ELL, and SPED students)

*Note. To have membership in the ELL subgroup, a student must be labeled as ELL or labeled as Fully English Proficient (FEP) for fewer than three years ( $FEP_{year} < 3$ ).*

#### **Step 1: Remove duplicate records.**

- Sort the student-level file.** Sort all student-level records in ascending order by the school identifier, student identifier, and subject identifier. Within the school, student, and subject identifier, sort the performance category on the state assessment in descending order.
- Identify any duplicate records based on student identifier.** Among students in traditional and small schools, a record is identified as duplicate if it is identical with respect to fiscal year, the school identifier, the student identifier, and the subject identifier. Given the sorting that was performed in Step 1, the highest performance on the statewide assessment is retained by retaining only the first record for each school, student, and subject combination. For students who obtain the same performance rating on different testing occasions, only one of those records will be retained.

**Step 2: Calculate the overall proficiency rate for all FAY students in the subgroup for each ASBCS charter School.** For each traditional ASBCS charter school use only data from the current year. For each small ASBCS charter school use data from the current year and the two prior years, using the records of students that were FAY in each of the applicable years. Divide the number of proficient FAY students in the subgroup by the total number of FAY students in the subgroup with a valid assessment score.

**Step 3: Calculate the average statewide proficiency rate for FAY and non-FAY students in the subgroup for each grade included in state assessment testing.** Calculate separately for traditional schools and small schools. For the traditional school statewide proficiency rate use only data from the current year. For the small school statewide proficiency rate use data from the current year and the two prior years. At each grade level, divide the number of proficient FAY and non-FAY students in the subgroup statewide by the total number of FAY and non-FAY students in the subgroup with a valid assessment score statewide.

**Step 4: Count the number of FAY students in the subgroup tested at each grade level in each of the ASBCS charter schools.** For each traditional ASBCS charter school use only data from the current year. For each small ASBCS charter school use data from the current year and the two prior years, using the records of students that were FAY in each of the applicable years.

**Step 5: For each ASBCS charter school, calculate an average state proficiency rate for FAY and non-FAY students in the subgroup weighted to the charter school grade-level enrollment.** For each traditional ASBCS charter school use only data from the current year. For each small ASBCS charter school use data from the current year and the two prior years, using the records of students that were FAY in each of the applicable years.

1. For each grade served by the charter school, multiply the state average proficiency rate for students in the subgroup for the grade level (calculated in step 3) by the number of FAY students in the subgroup tested in that grade at the charter school (calculated in step 4).
2. Sum the resulting products for each grade level that the school serves (calculated in step 5-1) and divide by the total number of FAY students in the subgroup tested in the charter school (see Table 5). The result is a **weighted subgroup state average** that reflects the grade-level composition of the students in the subgroup at the charter school.

**Table 5. Example of weighting the ELL subgroup state results to grade-level number tested at the charter school**

Grade level	Number of ELLs tested at charter school	Percentage of ELLs meeting proficiency statewide
3	0	66%
4	0	68%
5	0	65%
6	0	50%
7	0	55%
8	0	45%
10	24	57%
11	4	53%
12	2	60%
Total	30	--

$$\text{State average for ELLs weighted to charter school grade-level number tested} = 56.67\%$$

$$\frac{(24 \times 57\%) + (4 \times 53\%) + (2 \times 60\%)}{30}$$

**Step 6: Calculate 90<sup>th</sup> and 20<sup>th</sup> percentile grade-level proficiency rates of FAY students in the subgroup statewide.** Calculate separately for traditional schools and small schools. For the traditional school statewide grade-level proficiency rate use only data from the current year. For the small school statewide grade-level proficiency rates use data from the current year and the two prior years.

1. For all schools in the state, calculate the grade-level proficiency rates of FAY students in the subgroup. At each grade level, divide the number of proficient FAY students in the subgroup at the school by the total number of FAY students in the subgroup at the school with a valid assessment score. Repeat the same process for every grade.
2. At each grade level, rank all schools in the state serving that grade by grade-level proficiency rate of FAY students in the subgroup (calculated in step 6-1). Repeat the same process for every grade.
3. At each grade level, identify the subgroup proficiency rate at the 90<sup>th</sup> percentile of schools statewide. For example, if 100 schools enroll and test students in the subgroup in the third grade, the model ranks all of these schools by the third-grade subgroup proficiency rate and identifies the percent of proficient students in the subgroup at the 90<sup>th</sup> percentile (the 90<sup>th</sup>-highest rate in the state). Repeat the same process for every grade.
4. At each grade level, identify the subgroup proficiency rate at the 20<sup>th</sup> percentile of schools statewide. For example, if 100 schools enroll and test students in the subgroup in the third grade, the model ranks all of these schools by the third-grade subgroup proficiency rate and identifies the percent of proficient students in the subgroup at the 20<sup>th</sup> percentile (the 20<sup>th</sup>-highest rate in the state). Repeat the same process for every grade.

**Step 7: Calculate an average state subgroup proficiency rate of highest-performing statewide schools, weighted to the charter school grade-level subgroup enrollment.** For traditional schools use only data from the current year. For the small schools use data from the current year and the two prior years.

1. For each grade served by the charter school, multiply the number of FAY students in the subgroup tested in the grade (calculated in step 5) by the subgroup proficiency rate at the 90<sup>th</sup> percentile for that grade statewide (calculated in step 6-3). Repeat the same process for every grade.
2. Sum the products for each grade (calculated in step 7-1) and divide by the total number of FAY students in the subgroup tested in the charter school. The result is the **weighted 90<sup>th</sup>-percentile subgroup comparison**.

**Step 8: Calculate an average state subgroup proficiency rate of lowest-performing statewide schools, weighted to the charter school grade-level subgroup enrollment.** For traditional schools use only data from the current year. For the small schools use data from the current year and the two prior years.

1. For each grade served by the charter school, multiply the number of FAY students in the subgroup tested in the grade (calculated in step 4) by the subgroup proficiency rate at the 20<sup>th</sup> percentile for that grade statewide (calculated in step 6-4). Repeat the same process for every grade.
2. Sum the products for each grade (calculated in step 8-1) and divide by the total number of FAY students in the subgroup tested in the charter school. The result is the ***weighted 20<sup>th</sup>-percentile subgroup comparison***.

**Step 9: Apply targets** for each eligible subgroup to assign performance category.

### Targets (applied separately for math and reading)

The framework assigns rating categories based on two factors: 1) comparison of the school's FAY proficiency rate of students in the subgroup to the weighted average statewide proficiency rate for FAY and non-FAY of students in the subgroup, and 2) comparison of the school's FAY proficiency rate of students in the subgroup to proficiency rates for schools at the 90<sup>th</sup> and 20<sup>th</sup> percentile rankings (based on FAY students in the subgroup). Targets are assigned as follows:

Rating Category	Target Description
<i>Exceeds Standard</i>	School's subgroup proficiency rate is in the top 10% of statewide subgroup performance.
<i>Meets Standard</i>	School's subgroup proficiency rate meets or exceeds statewide subgroup performance, but falls below the top 10%.
<i>Does Not Meet Standard</i>	School's subgroup proficiency rate falls below statewide subgroup performance, but is above the bottom 20%.
<i>Falls Far Below Standard</i>	School's subgroup proficiency rate is in the bottom 20% of statewide subgroup performance.

### Additional Considerations

The English Language Learners (ELL) measure includes Fluent English Proficient (FEP) students who are in year one or year two of monitoring.

If the number of students tested is less than 11, there will be no subgroup data available for ELL, FRL, and/or SPED. If a school is missing an individual measure, the weighting will be adjusted. For example, if there is no subgroup data available for one or two of the measures within 2c, the weighting will be distributed among the other subgroups within 2c. If there is no subgroup data available for any of the measures within 2c, the weighting will be distributed outside the measure but within the indicator (2a and 2b).

## State Accountability

### Measure 3. A–F Letter Grade State Accountability System

Is the school meeting acceptable standards according to the state accountability system?

The state of Arizona received an ESEA waiver, allowing the replacement of AYP designations with academic performance targets determined by the state accountability system.<sup>5</sup> The charter school academic framework includes the results of the newly adopted A–F Letter Grade Accountability System.

### Necessary data

- A–F grade for each charter school, as determined by the Arizona Department of Education (ADE).

### Targets

Rating Category	Target Description
<i>Exceeds Standard</i>	School received an A rating from the state accountability system.
<i>Meets Standard</i>	School received a B rating from the state accountability system.
<i>Does Not Meet Standard</i>	School received a C rating from the state accountability system.
<i>Falls Far Below Standard</i>	School received a D or F rating from the state accountability system.

## Post-Secondary Readiness (for high schools)

The post-secondary measures are applied to high schools only. Of the various recommended post-secondary measures presented in the Academic Guidance, only graduation rates will be available from the state data system for the foreseeable future.

### Measure 4.a. High School Graduation Rate

#### Are students graduating from high school?

The ASBCS uses the four-year cohort graduation rate as calculated by the Arizona Department of Education (ADE). The ADE method conforms to both the National Governors Association Compact on State High School Graduation Data, and to the U.S. Department of Education 2008 non-regulatory guidance.<sup>6</sup> The ADE calculates and publishes four-year graduation rates annually for all charter schools. The ASBCS evaluates this measure using the targets aligned to the most current cohort class year data available.

Membership in a cohort class is established at the time of the student's first enrollment in a high school grade in Arizona. It is computed on the typical four year expectation for graduation. The student's identity with the cohort class remains the same, regardless of transfers between schools, credits earned, time spent out of Arizona, time spent out of school, and the time necessary for the student to complete requirements for graduation.

### Necessary data

Four-year cohort graduation rates published each year at the ADE website: <http://www.azed.gov/>. Within schools, cohorts with fewer than 11 student records will not have graduation rate available.

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<sup>5</sup> For more information on the Arizona ESEA Waiver, see: <http://www.azed.gov/eseawaiver/>

<sup>6</sup> For more information on the ADE graduation rate, refer to the Graduation Rate Technical Manual, published by the ADE and available for download at: <http://www.azed.gov/research-evaluation>

## Targets

Rating Category	Target Description
<i>Exceeds Standard</i>	<ul style="list-style-type: none"> <li>• 2011–12 cohort: At least 82 percent of students graduated from high school.</li> <li>• 2012–13 cohort: At least 84 percent of students graduated from high school.</li> <li>• 2013–14 cohort: At least 86 percent of students graduated from high school.</li> <li>• 2014–15 cohort: At least 88 percent of students graduated from high school.</li> <li>• 2015–16 cohort: At least 90 percent of students graduated from high school.</li> <li>• 2016–17 cohort: At least 92 percent of students graduated from high school.</li> <li>• 2017–18 cohort: At least 94 percent of students graduated from high school.</li> <li>• 2018–19 cohort: At least 96 percent of students graduated from high school.</li> <li>• 2019–20 cohort forward: At least 98 percent of students graduated from high school.</li> </ul>
<i>Meets Standard</i>	<ul style="list-style-type: none"> <li>• 2011–12 cohort: 77 percent to 81 percent of students graduated from high school.</li> <li>• 2012–13 cohort: 79 percent to 83 percent of students graduated from high school.</li> <li>• 2013–14 cohort: 81 percent to 85 percent of students graduated from high school.</li> <li>• 2014–15 cohort: 83 percent to 87 percent of students graduated from high school.</li> <li>• 2015–16 cohort: 85 percent to 89 percent of students graduated from high school.</li> <li>• 2016–17 cohort: 87 percent to 91 percent of students graduated from high school.</li> <li>• 2017–18 cohort: 89 percent to 93 percent of students graduated from high school.</li> <li>• 2018–19 cohort: 91 percent to 95 percent of students graduated from high school.</li> <li>• 2019–20 cohort forward: 93 percent to 97 percent of students graduated from high school.</li> </ul>
<i>Does Not Meet Standard</i>	<ul style="list-style-type: none"> <li>• 2011–12 cohort: 66 percent to 76 percent of students graduated from high school.</li> <li>• 2012–13 cohort: 68 percent to 78 percent of students graduated from high school.</li> <li>• 2013–14 cohort: 70 percent to 80 percent of students graduated from high school.</li> <li>• 2014–15 cohort: 72 percent to 82 percent of students graduated from high school.</li> <li>• 2015–16 cohort: 74 percent to 84 percent of students graduated from high school.</li> <li>• 2016–17 cohort: 76 percent to 86 percent of students graduated from high school.</li> <li>• 2017–18 cohort: 78 percent to 88 percent of students graduated from high school.</li> <li>• 2018–19 cohort: 80 percent to 90 percent of students graduated from high school.</li> <li>• 2019–20 cohort forward: 82 percent to 92 percent of students graduated from high school.</li> </ul>
<i>Falls Far Below Standard</i>	<ul style="list-style-type: none"> <li>• 2011–12 cohort: Fewer than 66 percent of students graduated from high school.</li> <li>• 2012–13 cohort: Fewer than 68 percent of students graduated from high school.</li> <li>• 2013–14 cohort: Fewer than 70 percent of students graduated from high school.</li> <li>• 2014–15 cohort: Fewer than 72 percent of students graduated from high school.</li> <li>• 2015–16 cohort: Fewer than 74 percent of students graduated from high school.</li> <li>• 2016–17 cohort: Fewer than 76 percent of students graduated from high school.</li> <li>• 2017–18 cohort: Fewer than 78 percent of students graduated from high school.</li> <li>• 2018–19 cohort: Fewer than 80 percent of students graduated from high school.</li> <li>• 2019–20 cohort forward: Fewer than 82 percent of students graduated from high school.</li> </ul>



# Alternative Schools Methodology

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Presented below are each of the indicators (general categories of academic performance) and measures (means to evaluate the indicators) included in the Arizona State Board for Charter Schools (ASBCS) academic performance framework for alternative schools. The appendix is divided into four sections, representing the indicators in the academic framework:

- Student progress over time (Growth)
- Student achievement (Proficiency)
- A–F letter grade state accountability system
- Post-secondary readiness

Each section presents information specific to the measures used to evaluate an alternative school's performance in that indicator: a description, methodology, and target categories. For more detailed information on the measures and the rationale for their inclusion in the framework, refer to the body of the Academic Performance Framework and Guidance.

Measures requiring student-level data across the state are calculated by the Arizona Department of Education. Details of the data and analysis required for each measure are included below. For calculating rankings, all groups with 10 or more students were included in the identification of percentiles. For output, results for schools with fewer than 11 students in the given group were not reported in order to meet the requirements of FERPA.

School-level calculations include only full-academic-year (FAY) students who attend alternative charter schools. Alternative charter schools are compared only to alternative charter schools.

## Data

The following variables will be required for all students in the state in order to complete the academic performance framework for alternative charter schools:

- Student identifier
- Grade level
- School ID
- Full Academic Year (FAY) designation
- Student growth percentile (SGP)—math—one year of results
- Student growth percentile (SGP)—reading—one year of results
- AIMS performance level—math
- AIMS performance level—reading
- Free and Reduced Lunch (FRL) designation
- English Language Learners (ELL) designation
- Special Education (SPED) designation

- Fully English Proficient (FEP) indicator
- Fully English Proficient (FEP) years

Additionally, the ASBCS will require the following information for all alternative charter schools in the state:

- Graduation rate
- State A–F rating
- List of school IDs for all alternative charter schools
- List of school IDs for all alternative schools

## Student Progress over Time (Growth)

The framework has two measures of student growth: 1) school median student growth percentile (SGP), based on the Arizona Growth Model, and 2) for alternative elementary schools, school median student growth percentile (SGP) for students in the lowest 25 percent of performance on math and reading and, for alternative high schools, the percentage of non-proficient students improving by at least one performance level. For alternative K-12 schools, the school-level median SGP for the bottom 25% and the percentage of non-proficient students that improved by at least one performance level will both be included. When computing the former, only students in grades 3 to 8 are included; when computing the latter, only students grades 9 to 12 are included.

### Arizona Growth Model

The Arizona State Board of Education adopted the Arizona Growth Model, based on the Student Growth Percentile Methodology first used in Colorado. This method provides an effective way to measure peer-referenced student growth. A student growth percentile (SGP) calculates a student's progress in comparison with 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 half of his academic peers across the state with similar performance in past years. A school median SGP of 50 indicates that at least half of the students in the school showed more growth than half of their academic peers with similar performance across the state in current and past years.

Though a three-year pooled SGP calculation is carried out for alternative schools as part of the state A–F grade calculations, the ASBCS framework assesses median SGP for the *current year* for alternative schools.

## Measure 1.a. - Overall Growth (School Median Growth Percentile—SGP)

Are schools making adequate growth based on the school's median student growth percentiles (SGP) in reading and math?

School-level growth calculations include only FAY students.

### Necessary data

- School ID (student-level file)
- Student identifier (student-level file)
- Subject identifier (student-level file)
- Individual SGP for math and reading (student-level file)
- FAY designation (student-level file)
- List of school IDs for all charter schools
- List of school IDs for all alternative charter schools

### Methodology (carried out separately for math and reading)

#### **Step 1: Remove duplicate records.**

- Sort the student-level file.** Sort all student-level records in ascending order by the school identifier, student identifier, and subject identifier. Within the school, student, and subject identifier, sort the performance category on the state assessment in descending order.
- Identify any duplicate records based on student identifier.** Among students in alternative schools, a record is identified as duplicate if it is identical with respect to fiscal year, the school identifier, the student identifier, and the subject identifier. Given the sorting that was performed in Step 1, the highest performance on the statewide assessment is retained by retaining only the first record for each school, student, and subject combination. For students who obtain the same performance rating on different testing occasions, only one of those records will be retained.

#### **Step 2: Calculate the median SGP for all alternative schools in the state.**

**Step 3: Rank all alternative schools in the state by median SGP. Identify the median SGP at the 20<sup>th</sup> percentile, median, and 90<sup>th</sup> percentile of statewide performance.** For example, if 100 alternative schools enroll and test students, the model ranks all of these schools by the median SGP and identifies the median SGP at the 20<sup>th</sup> percentile (the 20<sup>th</sup>-highest median SGP in the state) and the 90<sup>th</sup> percentile (the 90<sup>th</sup>-highest median SGP in the state).

#### **Step 4: Compare the median SGP of each alternative charter school to the median SGP values identified in step 3.**

**Step 5: Apply targets** to assign rating category.

### Targets for Alternative Schools (applied to both math and reading)

Rating Category	Target Description
<i>Exceeds Standard</i>	The school median SGP is in the top 10% of statewide alternative schools.
<i>Meets Standard</i>	The school median SGP meets or exceeds the state median of all alternative schools, but is below the top 10%.
<i>Does Not Meet Standard</i>	The school median SGP is below the state median of all alternative schools, but is above the bottom 20%.
<i>Falls Far Below Standard</i>	The school median SGP is in the bottom 20% of statewide alternative schools.

### Measure 1.b.

#### (K-8/K-12 Schools)—Growth of the Lowest-Performing Students (Student Median Growth Percentile Bottom 25%)

**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?**

The framework assesses each alternative elementary or middle school's median SGP for the lowest 25% of students in reading and in math is calculated. This percentage may be different from that calculated for A–F Letter Grades because the reading and math median growth percentiles are calculated separately in the academic framework, but are reported as a combined result in the A–F Letter Grade workbook. School-level growth calculations include only full-academic-year (FAY) students.

#### Necessary data

- School ID (student-level file)
- Student identifier (student-level file)
- Subject identifier (student-level file)
- Individual SGP for math and reading (student-level file)
- FAY designation (student-level file)
- Previous year's AIMS scale score (student-level file)
- List of school IDs for all charter schools
- List of school IDs for all alternative charter schools

#### Methodology (carried out separately for math and reading)

The bottom 25% results include only students with valid AIMS scores in the current and previous year.

#### **Step 1: Remove duplicate records.**

- A. Sort the student-level file.** Sort all student-level records in ascending order by the school identifier, student identifier, and subject identifier. Within the school, student, and subject identifier, sort the performance category on the state assessment in descending order.

- B. **Identify any duplicate records based on student identifier.** Among students in alternative schools, a record is identified as duplicate if it is identical with respect to fiscal year, the school identifier, the student identifier, and the subject identifier. Given the sorting that was performed in Step 1, the highest performance on the statewide assessment is retained by retaining only the first record for each school, student, and subject combination. For students who obtain the same performance rating on different testing occasions, only one of those records will be retained.

**Step 2: Identify the bottom 25% of FAY students in each ASBCS charter school, based on previous year's AIMS score. (Calculated separately for math and reading.)**

- A. **Remove records without an available AIMS scale score in the previous year.**
- B. For grades 4 through 10, **calculate the difference between the previous year's AIMS scale score and the previous year's proficiency benchmark** (the cutoff for proficiency, based on subject and grade). (For 10<sup>th</sup>-grade students, the 8<sup>th</sup>-grade result is used for the previous year's scale score.)
- C. **Create an adjusted "difference score"** by adding the difference calculated in (A) to the product of the AIMS performance level and multiply by 1000.
- D. **Rank each student in each school** by the adjusted difference score calculated in (B).
- E. **Identify the lowest quartile, or 25%, of grades 4 through 10 students in each school.**
- F. **Identify the lowest quartile, or 25%, of grade 3 students based on the previous year's grade 2 Stanford 10 scale scores.**
- G. **Combine the students in (D) and (E) to identify the lowest 25% of students in the school.**

**Step 3: Calculate the median SGP for all FAY students in the bottom 25% of each alternative ASBCS charter school.**

**Step 4: Apply targets** to assign performance category.

#### **Targets for Alternative Schools (applied to both math and reading)**

<b>Rating Category</b>	<b>Target Description</b>
<i>Exceeds Standard</i>	The alternative school median SGP for the lowest 25% of students is $\geq 66$ .
<i>Meets Standard</i>	The alternative school median SGP for the lowest 25% of students $\geq 50$ but $< 66$ .
<i>Does Not Meet Standard</i>	The alternative school median SGP for the lowest 25% of students is $\geq 34$ but $< 50$ .
<i>Falls Far Below Standard</i>	The alternative school median SGP for the lowest 25% of students is $< 34$ .

## (High Schools)—Improvement

**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.)**

This alternative measure evaluates the percentage of non-proficient high school students improving by at least one performance level. Improvement may be shown from spring to fall and/or from fall to spring. Students must be enrolled in the same school for both of the compared assessments.

This improvement measure is modified from the state A–F improvement metric. The state metric does not require that students are enrolled in the same school for both of the consecutive assessments. Also, in the state metric, students at the “Meets Standard” AIMS performance level are given the opportunity to move to the “Exceeds Standard” AIMS performance level.

### Necessary data

The following items are needed for all students for reading and math for each of the three assessment periods—previous spring, current fall, and current spring:

- Student ID (student-level file)
- School ID (student-level file)
- Subject identifier (student-level file)
- Student grade (student-level file)
- Performance level (student-level file)
- List of school IDs for all alternative charter schools

### Methodology (carried out separately for math and reading)

**Step 1: Remove duplicate records.** Carried out separately the previous spring, the current fall, and the current spring performance results.

- A. Identify duplicates on the basis of school identifier, student identifier, subject identifier, and performance. If duplicate records are identified, retain one of the records.
- B. Perform two iterations of identifying duplicates on the basis of student identifier, subject identifier, and performance. The first iteration identifies the last record as the duplicate; the second iteration identifies the first record as the duplicate. If duplicate records are identified, removal all instances as these are students with identical test records in different schools.
- C. Sort the school identifier, student identifier, and subject identifier in ascending order. Within school, student, and subject, sort the performance in descending order. Then, identify and remove duplicates on the basis of the school identifier, student identifier, and subject identifier; given the sorting that was done before, this will retain the highest performance.

**Step 2: Evaluate spring to fall performance change.** For all students who were non-proficient in the spring, determine whether they improved by at least one performance category from spring to fall. Students must be enrolled in the same school for both assessments.

**Step 3: Evaluate fall to spring performance change.** For all students who were non-proficient in the fall, determine whether they improved by at least one performance category from fall to spring. Students must be enrolled in the same school for both assessments.

**Step 4: For all students enrolled in each alternative charter high school, calculate the percentage of non-proficient students who improved by at least one performance category either from spring to fall or fall to spring.** Only the following students should be included:

- Students in 10<sup>th</sup> grade or higher for at least one of the assessments, and
- Students enrolled in the same school for both assessments (spring to fall or fall to spring).

Calculate the following percentages:

- A. (The sum of all students who were non-proficient on the prior year spring reading assessment and improved by at least one performance category on the current year fall reading assessment plus all students who were non-proficient on the current year fall reading assessment and improved by at least one performance category on the current year spring reading assessment) *divided by* (the sum of all students who were non-proficient on the prior year spring reading assessment and had results for both prior year spring and current year fall reading assessments plus all students who were non-proficient on the current year fall reading assessment and had results for both the current year fall and current year spring reading assessments).
- B. (The sum of all students who were non-proficient on the prior year spring math assessment and improved by at least one performance category on the current year fall math assessment plus all students who were non-proficient on the current year fall math assessment and improved by at least one performance category on the current year spring math assessment) *divided by* (the sum of all students who were non-proficient on the prior year spring math assessment and had results for both prior year spring and current year fall math assessments plus all students who were non-proficient on the current year fall math assessment and had results for both the current year fall and current year spring math assessments).

### Targets for Alternative Schools (applied to both math and reading)

Rating Category	Target Description
<i>Exceeds Standard</i>	At least 55 percent of non-proficient students improved by at least one performance band in reading. At least 40 percent of non-proficient students improved by at least one performance band in math.
<i>Meets Standard</i>	At least 45 percent but less than 55 percent of non-proficient students improved by at least one performance band in reading. At least 30 percent but less than 40 percent of non-proficient students improved by at least one performance band in math.
<i>Does Not Meet Standard</i>	At least 30 percent but less than 45 percent of non-proficient students improved by at least one performance band in reading. At least 20 percent but less than 30 percent of non-proficient students improved by at least one performance band in math.
<i>Falls Far Below Standard</i>	Less than 30 percent of non-proficient students improved by at least one performance band in reading. Less than 20 percent of non-proficient students improved by at least one performance band in math.

## Student Achievement (Proficiency)

The academic framework includes two measures of student achievement, or proficiency. Overall school proficiency rates in math and reading are evaluated (Measure 2a), as well as the proficiency rates for FRL, ELL, and SPED subgroups (Measure 2b).

Since proficiency rates vary by grade level, the framework weights the school's average proficiency score by grade-level enrollment. An alternative charter school that serves grades 3–8 would be compared to the percentage of students enrolled in alternative schools statewide in grades 3–8 who are deemed proficient, with each grade “counting” in proportion to the fraction of all students enrolled in that grade at the charter school. If a student tested as a FAY student twice in the same school year, the higher of their two scores is used.

### Measure 2.a. - Percent Passing

#### Are students achieving proficiency on state examinations in reading and math?

In calculating **state-level proficiency**, both FAY and non-FAY students are used. In calculating **school-level proficiency**, only FAY students are used. State-level data is aggregated by school type, meaning alternative schools are compared to state-level measures based only on alternative schools.

To account for grade-level differences in proficiency rate, the framework weights the state comparison rates by grade-level enrollment at the charter school. For example, if 27 percent of students at the



charter school are in the third grade, third-grade state results will count for 27 percent of the state average used in comparison to that charter school.

### Necessary data

- School ID (student-level file)
- Student identifier (student-level file)
- Subject identifier (student-level file)
- Grade level (student-level file)
- FAY designation (student-level file)
- AIMS performance level in reading and math (student-level file)
- List of school IDs for all alternative charter schools
- List of school IDs for all non-charter alternative schools

### Methodology (carried out separately for math and reading)

#### **Step 1: Remove duplicate records.**

- Sort the student-level file.** Sort all student-level records in ascending order by the school identifier, student identifier, and subject identifier. Within the school, student, and subject identifier, sort the performance category on the state assessment in descending order.
- Identify any duplicate records based on student identifier.** Among students in alternative schools, a record is identified as duplicate if it is identical with respect to fiscal year, the school identifier, the student identifier, and the subject identifier. Given the sorting that was performed in Step 1, the highest performance on the statewide assessment is retained by retaining only the first record for each school, student, and subject combination. For students who obtain the same performance rating on different testing occasions, only one of those records will be retained.

**Step 2: Calculate the overall proficiency rate for all FAY students for each ASBCS alternative charter school.** Divide the number of proficient FAY students by the total number of FAY students with a valid assessment score.

**Step 3: Calculate the average statewide proficiency rate for FAY and non-FAY students in alternative schools for each grade included in state assessment testing.** At each grade level, divide the number of proficient FAY and non-FAY students in alternative schools statewide by the total number of FAY and non-FAY students with a valid assessment score in alternative schools statewide. Repeat the same process for every grade.

**Step 4: Count the number of FAY students tested at each grade level in each of the ASBCS alternative charter schools.**

**Step 5: For each ASBCS alternative charter school, calculate an average state proficiency rate for FAY and non-FAY students in alternative schools weighted to the charter school grade-level enrollment.**

1. For each grade served by the charter school, multiply the state average proficiency rate for the grade level (calculated in step 3) by the FAY number tested in that grade at the charter school (calculated in step 4).
2. Sum the resulting products for each grade level that the school serves (calculated in step 5-1) and divide by the total number of FAY students tested in the charter school (see Table 1). The result is a ***weighted state average*** that reflects the grade-level composition of the charter school.

**Table 1. Example of weighting the state results to grade-level number tested at the charter school**

Grade level	Number tested at charter school	Percentage of alternative school students meeting proficiency statewide
3	0	51%
4	0	41%
5	0	41%
6	0	33%
7	0	26%
8	0	30%
10	288	32%
11	135	35%
12	134	45%
Total	557	--
State average weighted to charter school grade level number tested = 35.85%		
$\frac{(288 \times 32\%) + (135 \times 35\%) + (134 \times 45\%)}{557}$		

**Step 6: Calculate 90<sup>th</sup> and 20<sup>th</sup> percentile grade-level proficiency rates of FAY students in alternative schools statewide.**

1. For all alternative schools in the state, calculate the grade-level proficiency rates of FAY students. At each grade level, divide the number of proficient FAY students at the school by the total number of FAY students at the school with a valid assessment score. Repeat the same process for every grade.
2. At each grade level, rank all alternative schools in the state serving that grade by grade-level proficiency rate of FAY students (calculated in step 6-1). Repeat the same process for every grade.
3. At each grade level, identify the proficiency rate at the 90<sup>th</sup> percentile of alternative schools statewide. For example, if 100 alternative schools enroll and test students in the third grade, the model ranks all of these schools by the third-grade proficiency rate and identifies the

percent of proficient students at the 90<sup>th</sup> percentile (the 90<sup>th</sup>-highest rate in the state). Repeat the same process for every grade.

4. At each grade level, identify the proficiency rate at the 20<sup>th</sup> percentile of alternative schools statewide. For example, if 100 alternative schools enroll and test students in the third grade, the model ranks all of these schools by the third-grade proficiency rate and identifies the percent of proficient students at the 20<sup>th</sup> percentile (the 20<sup>th</sup>-highest rate in the state). Repeat the same process for every grade.

***Step 7: Calculate an average state proficiency rate of highest-performing statewide alternative schools, weighted to the charter school grade-level enrollment.***

1. For each grade served by the charter school, multiply the number of FAY students tested in the grade (calculated in step 4) by the proficiency rate at the 90<sup>th</sup> percentile for that grade statewide (calculated in step 6-3). Repeat the same process for every grade.
2. Sum the products for each grade (calculated in step 7-1) and divide by the number tested in the charter school. (See Table 1 for example.) The result is the ***weighted 90<sup>th</sup>-percentile comparison***.

***Step 8: Calculate an average state proficiency rate of lowest-performing alternative statewide schools, weighted to the charter school grade-level enrollment.***

1. For each grade served by the charter school, multiply the number of FAY students tested in the grade (calculated in step 4) by the proficiency rate at the 20<sup>th</sup> percentile for that grade statewide (calculated in step 6-4). Repeat the same process for every grade.
2. Sum the products for each grade (calculated in step 8-1) and divide by the number tested in the charter school. (See Table 1 for example.) The result is the ***weighted 20<sup>th</sup>-percentile comparison***.

***Step 8: Apply targets*** to assign performance category.

**Targets for Alternative Schools (applied to both math and reading)**

The framework assigns rating categories based on two factors: 1) comparison of the school's FAY proficiency rate to the weighted state average FAY and non-FAY proficiency rate for students enrolled in alternative schools, and 2) comparison of the school's FAY proficiency rate to proficiency rates for alternative schools at the 90<sup>th</sup>- and 20<sup>th</sup>-percentile rankings (based on FAY students). Targets are assigned as follows:

Rating Category	Target Description
<i>Exceeds Standard</i>	School's proficiency rates are in the top 10% of statewide alternative school performance
<i>Meets Standard</i>	School's proficiency rates meet or exceed average statewide alternative school performance but fall below the top 10%.
<i>Does Not Meet Standard</i>	School's proficiency rates fall below average statewide alternative school performance but are above the bottom 20%.
<i>Falls Far Below Standard</i>	School's proficiency rates are in the bottom 20% of statewide alternative school performance.

## Measure 2.b. - Subgroup Comparison

### Are students in subgroups achieving proficiency on state examinations in reading and math compared to state alternative subgroups?

The framework compares the proficiency rates of students belonging typically underserved subgroups within the alternative school to the proficiency rates of students in the same subgroups enrolled in alternative schools statewide. The framework evaluates performance of free and reduced lunch (FRL) students, English Language Learners (ELL), and students with disabilities (SPED), if more than 10 students with a particular subgroup characteristic are enrolled at the charter school.

In calculating **state-level** proficiency, both FAY and non-FAY students are used. In calculating **school-level** proficiency, only FAY students are used. State-level data is aggregated by school type, meaning alternative schools are compared to state-level measures based only on alternative schools.

To account for grade-level differences in proficiency rate, the framework weights the state comparison rates by grade-level enrollment at the charter school. For example, if 27 percent of students at the charter school are in the third grade, third-grade state results will count for 27 percent of the state average used in comparison to that charter school.

### Necessary data

- School ID (student-level file)
- Student identifier (student-level file)
- Subject identifier (student-level file)
- Grade level (student-level file)
- FAY designation (student-level file)
- FRL designation (student-level file)
- ELL designation (student-level file)
- FEP designation (student-level file)
- FEP year count (student-level file)
- SPED designation (student-level file)

- AIMS performance level (student-level file)
- List of school IDs for all alternative charter schools
- List of school IDs for all non-charter alternative schools

**Methodology (carried out separately for math and reading for each eligible subgroup – FRL, ELL, and SPED students)**

*Note. To have membership in the ELL subgroup, a student must be labeled as ELL or labeled as Fully English Proficient (FEP) for fewer than three years ( $FEP_{year} < 3$ ).*

**Step 1: Remove duplicate records.**

- Sort the student-level file.** Sort all student-level records in ascending order by the school identifier, student identifier, and subject identifier. Within the school, student, and subject identifier, sort the performance category on the state assessment in descending order.
- Identify any duplicate records based on student identifier.** Among students in alternative schools, a record is identified as duplicate if it is identical with respect to fiscal year, the school identifier, the student identifier, and the subject identifier. Given the sorting that was performed in Step 1, the highest performance on the statewide assessment is retained by retaining only the first record for each school, student, and subject combination. For students who obtain the same performance rating on different testing occasions, only one of those records will be retained.

**Step 2: Calculate the overall proficiency rate for all FAY students in the subgroup for each ASBCS alternative charter School.** Divide the number of proficient FAY students in the subgroup by the total number of FAY students in the subgroup with a valid assessment score.

**Step 3: Calculate the average statewide proficiency rate for FAY and non-FAY students in the subgroup in alternative schools for each grade included in state assessment testing.** At each grade level, divide the number of proficient FAY and non-FAY students in the subgroup in alternative schools statewide by the total number of FAY and non-FAY students in the subgroup with a valid assessment score in alternative schools statewide.

**Step 4: Count the number of FAY subgroup students tested at each grade level in each of the ASBCS alternative charter schools.**

**Step 5: For each ASBCS alternative charter school, calculate an average state proficiency rate for FAY and non-FAY students in the subgroup in alternative schools weighted to the charter school grade-level enrollment.**

1. For each grade served by the charter school, multiply the state average proficiency rate in the subgroup in alternative schools for the grade level (calculated in step 3) by the number of FAY students in the subgroup tested in that grade at the charter school (calculated in step 4).

2. Sum the resulting products for each grade level that the school serves (calculated in step 5-1) and divide by the total number of FAY subgroup students tested in the charter. The result is a ***weighted subgroup state average*** that reflects the grade-level composition of the students in the subgroup at the charter school.

**Table 5. Example of weighting the ELL subgroup state results for alternative schools to grade-level number tested at the charter school**

Grade level	Number of ELLs tested at charter school	Percentage of alternative school ELLs meeting proficiency statewide
3	0	66%
4	0	59%
5	0	51%
6	0	30%
7	0	16%
8	0	10%
10	24	29%
11	4	23%
12	2	30%
<b>Total</b>	<b>30</b>	<b>--</b>
State average for ELLs weighted to charter school grade-level number tested = 28.27% $\frac{(24 \times 29\%) + (4 \times 23\%) + (2 \times 30\%)}{30}$		

***Step 6: Calculate 90<sup>th</sup> and 20<sup>th</sup> percentile grade-level proficiency rates of FAY students in the subgroup in alternative schools statewide.***

1. For all alternative schools in the state, calculate the grade-level proficiency rates of FAY students in the subgroup. At each grade level, divide the number of proficient FAY students in the subgroup at the school by the total number of FAY students in the subgroup at the school with a valid assessment score. Repeat the same process for every grade.
2. At each grade level, rank all alternative schools in the state serving that grade by grade-level proficiency rate of FAY students in the subgroup (calculated in step 6-1). Repeat the same process for every grade.
3. At each grade level, identify the subgroup proficiency rate at the 90<sup>th</sup> percentile of alternative schools statewide. For example, if 100 alternative schools enroll and test students in the subgroup in the third grade, the model ranks all of these schools by the third-grade subgroup proficiency rate and identifies the percent of proficient students in the subgroup at the 90<sup>th</sup> percentile (the 90<sup>th</sup>-highest rate in the state). Repeat the same process for every grade.

4. At each grade level, identify the subgroup proficiency rate at the 20<sup>th</sup> percentile of alternative schools statewide. For example, if 100 alternative schools enroll and test students in the subgroup in the third grade, the model ranks all of these schools by the third-grade subgroup proficiency rate and identifies the percent of proficient students in the subgroup at the 20<sup>th</sup> percentile (the 20<sup>th</sup>-highest rate in the state). Repeat the same process for every grade.

***Step 7: Calculate an average state subgroup proficiency rate of highest-performing alternative statewide schools, weighted to the charter school grade-level subgroup enrollment.***

1. For each grade served by the charter school, multiply the number of subgroup students tested in the grade (calculated in step 4) by the subgroup proficiency rate at the 90<sup>th</sup> percentile for that grade in alternative schools statewide (calculated in step 6-3). Repeat the same process for every grade.
2. Sum the products for each grade (calculated in step 7-1) and divide by the number of subgroup students tested in the charter school. The result is the ***weighted 90<sup>th</sup>-percentile subgroup comparison***.

***Step 8: Calculate an average state subgroup proficiency rate of lowest-performing alternative statewide schools, weighted to the charter school grade-level subgroup enrollment.***

1. For each grade served by the charter school, multiply the number of subgroup students tested in the grade (calculated in step 4) by the subgroup proficiency rate at the 20<sup>th</sup> percentile for that grade in alternative schools statewide (calculated in step 6-4). Repeat the same process for every grade.
2. Sum the products for each grade (calculated in step 8-1) and divide by the number of subgroup students tested in the charter school. The result is the ***weighted 20<sup>th</sup>-percentile subgroup comparison***.

***Step 9: Apply targets*** for each eligible subgroup to assign performance category.

### **Targets for Alternative Schools (applied to both math and reading)**

The framework assigns rating categories based on two factors: 1) comparison of the school's FAY proficiency rate of students in the subgroup to the weighted average statewide proficiency rate for FAY and non-FAY of students in the subgroup enrolled at alternative schools, and 2) comparison of the school's FAY proficiency rate of students in the subgroup to proficiency rates for alternative schools at the 90<sup>th</sup> and 20<sup>th</sup> percentile rankings (based on FAY students in the subgroup). Targets are assigned as follows:

<b>Rating Category</b>	<b>Target Description</b>
<i>Exceeds Standard</i>	School's subgroup proficiency rate is in the top 10% of statewide subgroup performance in alternative schools.
<i>Meets Standard</i>	School's subgroup proficiency rate meets or exceeds statewide subgroup performance, but falls below the top 10% in alternative schools.
<i>Does Not Meet Standard</i>	School's subgroup proficiency rate falls below statewide subgroup performance, but is above the bottom 20% in alternative schools.
<i>Falls Far Below Standard</i>	School's subgroup proficiency rate is in the bottom 20% of statewide subgroup performance in alternative schools.

### **Additional Considerations**

The English Language Learners (ELL) measure includes Fluent English Proficient (FEP) students who are in year one or year two of monitoring.

If there are fewer than 11 students tested, there will be no subgroup data available for ELL, FRL, and/or SPED. If a school is missing an individual measure, the weighting will be adjusted. For example, if there is no subgroup data available for one or two of the measures within 2b, the weighting will be distributed among the other subgroups within 2b. If there is no subgroup data available for any of the measures within 2b, the weighting will be distributed outside the measure but within the indicator (2a).

## **State Accountability**

### **Measure 3. A–F Letter Grade State Accountability System**

#### **Is the school meeting acceptable standards according to the state accountability system?**

The state of Arizona received an ESEA waiver, allowing the replacement of AYP designations with academic performance targets determined by the state accountability system.<sup>1</sup> The charter school academic framework includes the results of the newly adopted Alternative A–F Letter Grade Accountability System.

#### **Necessary data**

- A–F grade for each charter school, as determined by the Arizona Department of Education (ADE).

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<sup>1</sup> For more information on the Arizona ESEA Waiver, see: <http://www.azed.gov/eseawaiver/>



## Targets for Alternative Schools

Rating Category	Target Description
<i>Exceeds Standard</i>	School received an A-ALT rating from the state accountability system.
<i>Meets Standard</i>	School received a B-ALT rating from the state accountability system.
<i>Does Not Meet Standard</i>	School received a C-ALT rating from the state accountability system.
<i>Falls Far Below Standard</i>	School received a D-ALT or F rating from the state accountability system.

## Post-Secondary Readiness

The alternative academic framework includes two measures of post-secondary readiness. The post-secondary measures applied to alternative schools include graduation rate and persistence. The graduation rate measure is applied to high schools only. The persistence measure, however, is applied to alternative elementary, middle and high school schools.

### Measure 4.a. High School Graduation Rate

#### Are students graduating from high school?

The graduation rate is a longitudinal measure of how many students graduate from high school within five years of first entering grade 9. Alternative high schools can earn a “Meets Standard” rating in the High School Graduation Rate measure by meeting one of three criteria:

Graduation rates		Criteria to meet the target
3-Year Average for 5-Yr Grad Rate		≥48%
Current	≥ 52%	1% Average Annual Increase
Year 5-Yr Grad Rate	< 52%	2% Average Annual Increase

The three-year average graduation rate =

$$\frac{2008 \text{ five year grad count} + 2009 \text{ five year grad count} + 2010 \text{ five year grad count}}{(2008 \text{ Original cohort} + \text{Transfers in} - \text{Transfers out}) + (2009 \text{ Original cohort} + \text{Transfers in} - \text{Transfers out}) + (2010 \text{ Original cohort} + \text{Transfers in} - \text{Transfers out})}$$

In calculating the average annual increase for the 5 year graduation rate, the baseline year is 2006 or the school's first year serving grade 12, whichever is the latest. A school's annual average increase is calculated by subtracting the baseline year's rate from the current year's rate and dividing by the number of years spanned in the calculation.

The Average Annual Increase =

$$\frac{\text{Current one year rate} - \text{Baseline one year rate}}{\text{Number of years in span}}$$

If an alternative high school meets one of these 3 criteria, they meet the standard for this measure. If an alternative high school does not meet one of these 3 criteria, they do not meet the standard for this measure.

### Necessary data

- Three year average of 5-year graduation rate
- Most recent year 5-year graduation rate and fiscal year identifier
- Graduation rate base year (2006 or school's first year serving grade 12, whichever is latest)
- Graduation rate associated with base year

### Targets for Alternative Schools

Rating Category	Target Description
<i>Meets Standard</i>	School has a 3-Year Average for 5-Year Graduation Rate that is greater than or equal to 48%, or has a current year 5-Year Graduation Rate that is greater than or equal to 52% and the annual average graduation rate increase is at least 1%, or has a current year 5-Year Graduation Rate that is less than 52% and the annual average graduation rate increase is at least 2%.
<i>Does Not Meet Standard</i>	School did not meet any of the criteria identified above that would receive a rating of Meets Standard.

## Measure 4.b. Academic Persistence

### Are students remaining enrolled in school across school years?

This alternative measure evaluates the percentage of students who remained enrolled in school from the previous school year. 12<sup>th</sup>-graders who do not graduate but remain enrolled will be included in this calculation.

Students who were enrolled in school the preceding school year and reenrolled in either the same school or a different school on or before October 1 the subsequent school year will be included in the alternative school calculation for persistence. Student records for determining enrollment in the preceding school year are selected using the latest start date. Student records for determining reenrollment in the subsequent school year are selected using the earliest start date on or October 1.

### Necessary data

- Student ID (student-level file)
- School ID (student-level file)
- SAIS enrollment status for two consecutive years (student-level file)
- Year-end status (student-level file)
- List of school IDs for all alternative charter schools

### Methodology

**Step 1: Remove duplicate records.** Identify any duplicate records based on student identifier. If duplicate records are present retain:

- The record that corresponds to the latest enrollment date in the prior year, and
- The record that corresponds to the earliest start date for the current year.

**Step 2: Identify the students enrolled in the alternative charter school in prior year.**

**Step 3: Calculate the number of students from prior year eligible to persist in current year.** From the students enrolled in the alternative charter school in the prior year(calculated in step 2), remove students with any of the following end-of-year status codes: G, C, EX, D1, D2, W1/S1,W2/S2, W3/S3, W4/S4, W5/S5, W6/S6, W7/S7, W8/S8, W9/S9, W10/S10, W11/S11, W12/S12, W13/S13, W14, W15, W17/S17, W18/S18, W19/S19, W20/S20, W99/S99. Retain only the students with the following end-of-year status codes: A, SA, SC, SE, P, R, D, L, WT, WR, WK.

**Step 4: Calculate the number of students from step 3 who are enrolled in any school on or before October 1 in current year.**

**Step 5: Calculate the Persistence rate.** Divide the number of students eligible to persist from prior year who enrolled on or before October 1 in current year (calculated in step 4) by the total number of students eligible to persist from prior year (calculated in step 3).

**Step 6: Apply targets.**

### Targets for Alternative Schools

Rating Category	Target Description
<i>Exceeds Standard:</i>	At least 90 percent of students remained enrolled in school from the previous school year.
<i>Meets Standard:</i>	70 percent to 89 percent of students remained enrolled in school from the previous school year.
<i>Does Not Meet Standard:</i>	50 percent to 69 percent of students remained enrolled in school from the previous school year.
<i>Falls Far Below Standard:</i>	Less than 50 percent of students remained enrolled in school from the previous school year.