Arizona State Board for Charter Schools

Academic Performance Framework and Guidance

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Academic Performance Framework Guidance

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

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

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

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

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

Academic Framework Structure

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

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

Indicators

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

1. Student Progress over Time (Growth)

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

2. Student Achievement (Proficiency)

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

3. A-F Letter Grade State Accountability System

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

4. Post-Secondary Readiness (for High Schools)

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

Measures

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

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

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

Metrics

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

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

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

Targets and Rating Categories

For each of the measures, targets are set to rate the schools against the academic framework. The targets establish the levels of performance needed to place each school into the 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
Exceeds standard	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
Meets standard	The charter holder's performance for any measure receiving this rating means that the charter school is meeting minimum performance targets.	75
Does not meet standard	The charter holder's performance for any measure receiving this rating means that the charter school has failed to meet minimum performance targets.	50
Falls far below standard	The charter holder's performance for any measure receiving this rating means that the charter school is performing far below the Board's 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. The Overall Rating categories are:

Overall Rating Category	Description	Point Range
Exceeds standard	The charter school receiving this Overall Rating demonstrates exemplary performance.	> or = to 89
Meets standard	The charter school receiving this Overall Rating demonstrates acceptable performance.	< 89, but > or = to 63
Does not meet standard	The charter school receiving this Overall Rating fails to demonstrate acceptable performance.	< 63, but > or = to 39
Falls far below standard	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 or graduation points for all charter schools
- ACT and SAT composite scores and participation rates (when incorporated)
- List of all alternative schools in the state
- List of all schools designated as a “small” school
- Number and percentage of students persisting at each school in the state

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

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

Overall Growth (Student Median Growth Percentile – SGP)

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

Targets for growth

The academic framework target for the "Meets Standard" category sets the expectation that at least half of the students in charter schools are showing growth that is greater than their academic peers across the state. The highest and lowest category targets were aligned with SGP performance

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

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[2]. Aggregating three years' worth of growth data minimizes variability due to student populations or very small numbers of students. The academic framework uses this method for small charter schools with fewer than 30 test records, but not for alternative schools.

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

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

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

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

Targets for growth of lowest-performing students

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

[2] Includes both math and reading from current year students who meet the definition of Full Academic Year (FAY)

Modifications for Alternative and Small Schools

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

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

Indicator: Student Achievement (Proficiency)

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

Percent Passing

2.a. Are students achieving proficiency on state examinations in reading and math?
Exceeds Standard:
☐ **School's proficiency rates are in the top 10% of statewide performance OR the school's proficiency rates are at least 90%.**
Meets Standard:
☐ **School's proficiency rates meet or exceed average statewide performance but fall below the top 10% 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

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

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

Because proficiency rates vary by grade level, the academic framework makes adjustments based on the charter school's composition. The proficiency rate for each charter school is evaluated against the state

average proficiency, weighted to the charter school grade-level enrollment. For example, a charter school that serves grades 3–8 would be compared to the percentage of students statewide in grades 3–8 that are deemed proficient, with each grade "counting" in proportion to the fraction of all students enrolled in that grade at the charter school.

Modifications for Alternative and Small Schools

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

Composite School Comparison

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

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

Comparable Schools Comparison

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

Targets for comparable schools comparison

Poor comparative performance is often seen as a strong argument for closing a charter school. The "Exceeds Standard" and "Falls Far Below Standard" categories for the composite school comparison are defined by the size of the difference between the charter school's actual performance and the expected performance based on the performance of similar student populations across the state. The academic

framework defines the categories in increments of 15 percentage points. This increment was tested in a trial run of the academic framework and represents a relatively large gap in performance.

Modifications for Alternative and Small Schools

The similar schools analysis is not applied to alternative schools.

Subgroup Comparison

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

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

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

Targets for subgroup proficiency

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

Eligible subgroups are those that have more than 10 reported students. 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

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

Indicator: A–F Letter Grade State Accountability System

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

State Accountability

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

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

Targets for A–F Letter Grade Accountability System

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

Modifications for Alternative and Small Schools

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

Indicator: Post-Secondary Readiness (for High Schools)

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

Post-secondary measures apply to high schools only.

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.

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[3] 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.

[3] More information is available at: 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

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

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

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

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

Targets for college readiness measure (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:

	Traditional and Small Charter Schools Weight			**Alternative Charter Schools Weight**		
Measure	Elementary and Middle	High School	K-12[4]	Elementary and Middle	High School	K-12
1a. SGP	25%	15%	20%	30%	5%	15%
1b. SGP of Bottom 25% (Improvement for alternative high schools)	25%	15%	20%	20%	25%	25%[5]
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

[4] This category includes any grade ranges across K-12 that do not fall solely in K-8 or 9-12.
[5] 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 a rating, that indicator will not be included in the Overall Rating. An Overall Rating will only be assigned when the combined weight of all rated measures is greater than or equal to 65%. A school that does not have a combined weight of rated measures equal to or greater than 65% will receive 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 current and prior fiscal year 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. [6] (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 current and prior fiscal year that State assessment data is available.[7] The Board has approved renewal application criteria that reduce the charter holder's submission requirements for completing the renewal application when the charter holder meets the Board's academic performance expectations. (See the current renewal application instructions posted on the Board's website for details.) The Board has also approved interval review and amendment processes that reduce the charter holder's submission requirements when the charter holder meets the Board's academic performance expectations. (See specific amendment requests posted on the Board's website for details.)

Demonstrating Sufficient Progress Toward the Board's Academic Performance Expectations

A charter holder that has one or more schools that did not receive an Overall Rating of "Meets Standard" or "Exceeds Standard" in the current and prior year that State assessment data is available does not meet the Board's academic performance expectations. In accordance with the 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 in the form of a Performance Management Plan or a Demonstration of Sufficient Progress in the format designated by the Board. (See Appendix D:

[6] 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.
[7] See previous footnote.

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 one or more schools that receive an Overall Rating of "Does Not Meet Standard," "Falls Far Below Standard," or "No Rating" for which the charter holder has not previously submitted a Performance Management Plan as an improvement plan, 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 for each of the schools. (See Appendix D: Performance Management Plan section of this guidance document for more information.)

In its determination of whether a charter holder demonstrates sufficient progress toward the Board's academic performance expectations, the Board will consider the charter holder's effectiveness in creating a plan[8] to improve academic performance in each of the measures in the academic framework identified as not meeting the Board's targets that is based on the charter holder's analysis of the charter school's data and individual circumstances.

A charter holder's failure to disclose all pertinent information 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

A charter holder that has one or more schools that receive an Overall Rating of "Does Not Meet Standard," "Falls Far Below Standard," or "No Rating" subsequent to submitting a Performance Management Plan may 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 Demonstration of Sufficient Progress in the format designated by the Board for each school. (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 the success of the charter holder's previous efforts to improve academic performance in each of the measures in the academic framework identified as not meeting the Board's targets. Evidence of success may be derived from any implemented improvement plan[9] and must be presented using graphs, tables or data charts that demonstrate, with specificity, improved academic performance based on data generated from valid and reliable assessment sources. The Board will also consider the charter school's current and prior Overall Ratings as well as improvement or decline in individual measures within the academic framework.

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

[9] See previous footnote.

A charter holder's failure to disclose all pertinent information in its Demonstration of Sufficient Progress will be considered by the Board in making its determination. The Board may refuse to accept additional information. 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 school is making sufficient progress toward 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[10]

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 school is making sufficient progress toward 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.
- 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.

[10] 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 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. (See the current renewal application instructions posted on the Board's website for details.)
- A charter holder that does not meet the Board's academic performance expectations will be required to submit 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.
- A charter holder that has one or more schools with "No Rating" in the current year and/or prior year will be required to submit required information that demonstrates the charter holder is making sufficient progress toward the Board's academic performance expectations in the form of a Demonstration of Sufficient Progress as identified in the renewal application.

Expansion and Other Charter Holder Notification and Amendment Requests

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

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

- A charter holder with one or more schools that have not been in operation long enough to receive two Overall Ratings may be required to submit additional information to the Board as identified in each of the specific requests.

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

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

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

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

Associated Schools

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

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

Although the school or schools operated by a charter holder making the request may have an Overall Rating on the academic framework of "Meets Standard" or "Exceeds Standard" in the current and/or prior year and be eligible for reduced submission requirements as described in the "Meets the Board's Academic Performance Expectations" above, the charter holder may still be required to submit required information that demonstrates the school is making sufficient progress toward the Board's academic performance expectations in the format designated by the Board if the Overall Rating on the academic framework of associated schools is "Does Not Meet," "Falls Far Below," or "No Rating" in the current

year. (See the Demonstrating Sufficient Progress section of this guidance document for more information.) If the charter holder is required to submit required information that demonstrates the school is making sufficient progress toward the Board's academic performance expectations, the charter holder will be notified through the ASBCS Online system at the completion of the administrative completeness review of the request.

Conclusion

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

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

APPENDIX A:
ACADEMIC FRAMEWORK
FOR TRADITIONAL AND SMALL SCHOOLS

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

Indicator: Student Progress over Time (Growth)

Growth

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

Growth of Lowest-Performing Students

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

Indicator: Student Achievement (Proficiency)

Percent Passing

2.a. Are students achieving proficiency on state examinations in reading and math?
Exceeds Standard: ☐ **School's proficiency rates are in the top 10% of statewide performance OR the school's proficiency rates are at least 90%.**
Meets Standard: ☐ **School's proficiency rates meet or exceed average statewide performance but fall below the top 10% 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?
Exceeds Standard: ☐ **School's actual proficiency rate exceeds the expected proficiency rate by 15 or more percentage points.**
Meets Standard: ☐ **School's actual proficiency rates meets or exceeds the expected proficiency rate by up to 15 percentage points.**
Does Not Meet Standard: ☐ **School's actual proficiency rate is less than the expected proficiency rate by up to 15 percentage points.**
Falls Far Below Standard: ☐ **School's actual proficiency rate is less than the expected proficiency rate by 15 or more percentage points.**

Subgroup Comparison

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

Indicator: A-F Letter Grade State Accountability System

State Accountability

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

Indicator: Post-Secondary Readiness (for High Schools)

High School Graduation Rate

4.a. Are students graduating from high school?
Exceeds Standard: ☐ **2011-12 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

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

APPENDIX B:
ACADEMIC FRAMEWORK
FOR ALTERNATIVE SCHOOLS

Arizona State Board for Charter Schools
ACADEMIC FRAMEWORK
for
Alternative Schools

Indicator: Student Progress over Time (Growth)

Growth

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

Growth of Lowest-Performing Students (High School)

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

Growth of Lowest-Performing Students (Elementary)

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

Indicator: Student Achievement (Proficiency)

Percent Passing

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

Subgroup proficiency

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

Indicator: A-F Letter Grade State Accountability

State Accountability

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

Indicator: Post-Secondary Readiness (for High Schools)

High School Graduation Rate

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

Academic Persistence

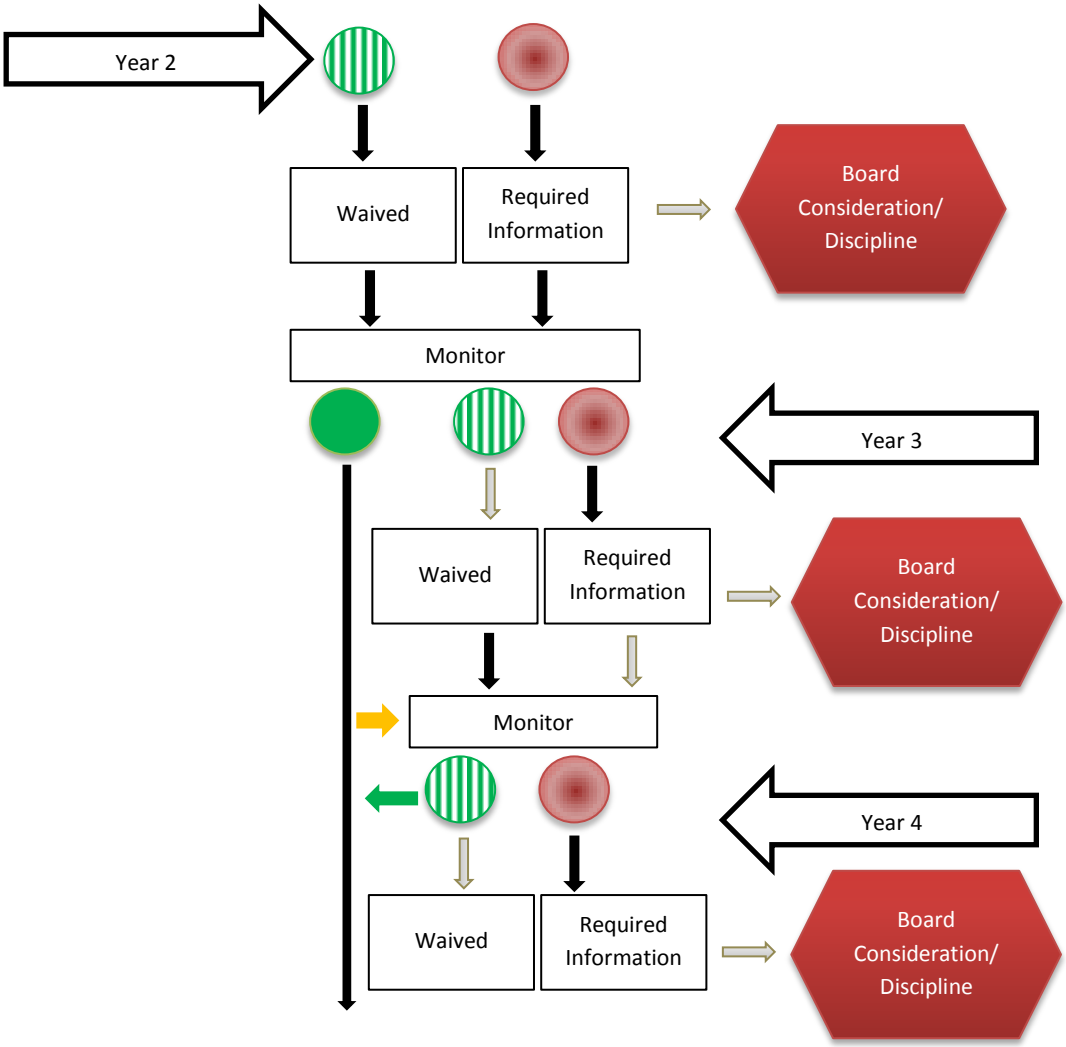
4.b. Are students remaining enrolled in school across school years?
Exceeds Standard: ☐ **At least 90 percent of students remained enrolled in school from the previous school year.**
Meets Standard: ☐ **70 percent to 89 percent of students remained enrolled in school from the previous school year.**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

APPENDIX C:

ACADEMIC PERFORMANCE INTERVENTIONS[11]

[11] 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"

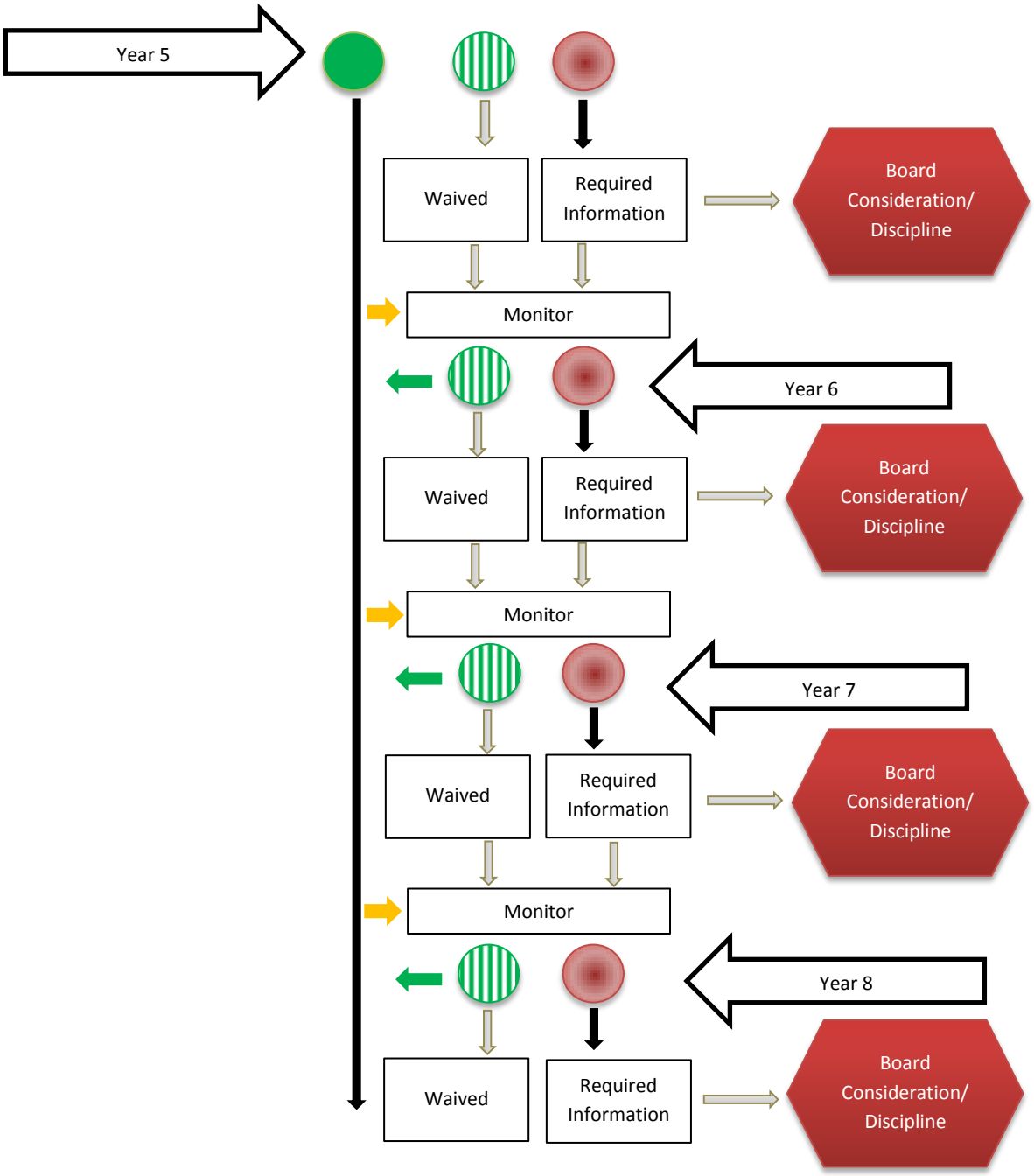
Action

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; Board resumes monitoring academic 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"

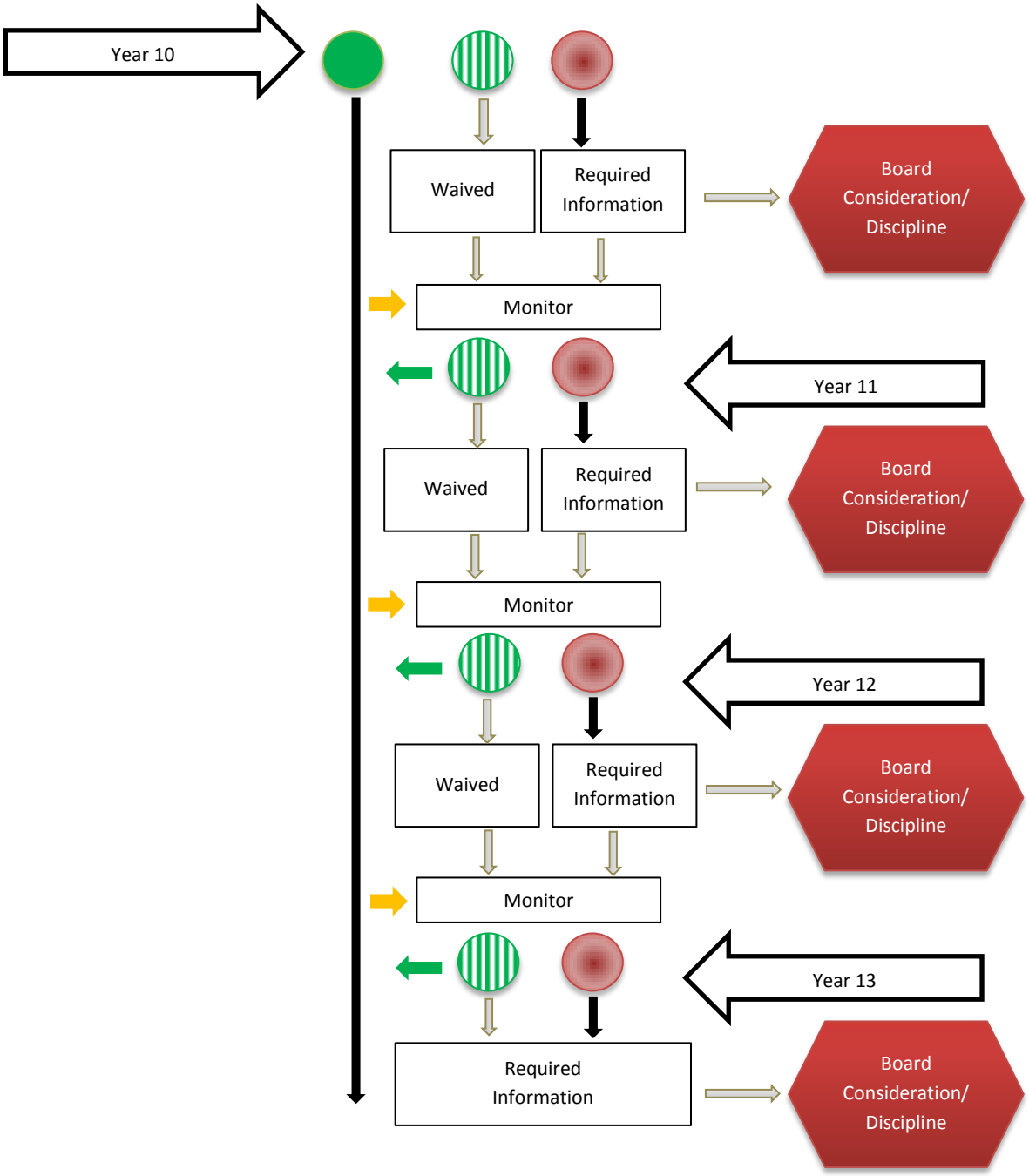
Action

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; Board resumes monitoring academic 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"

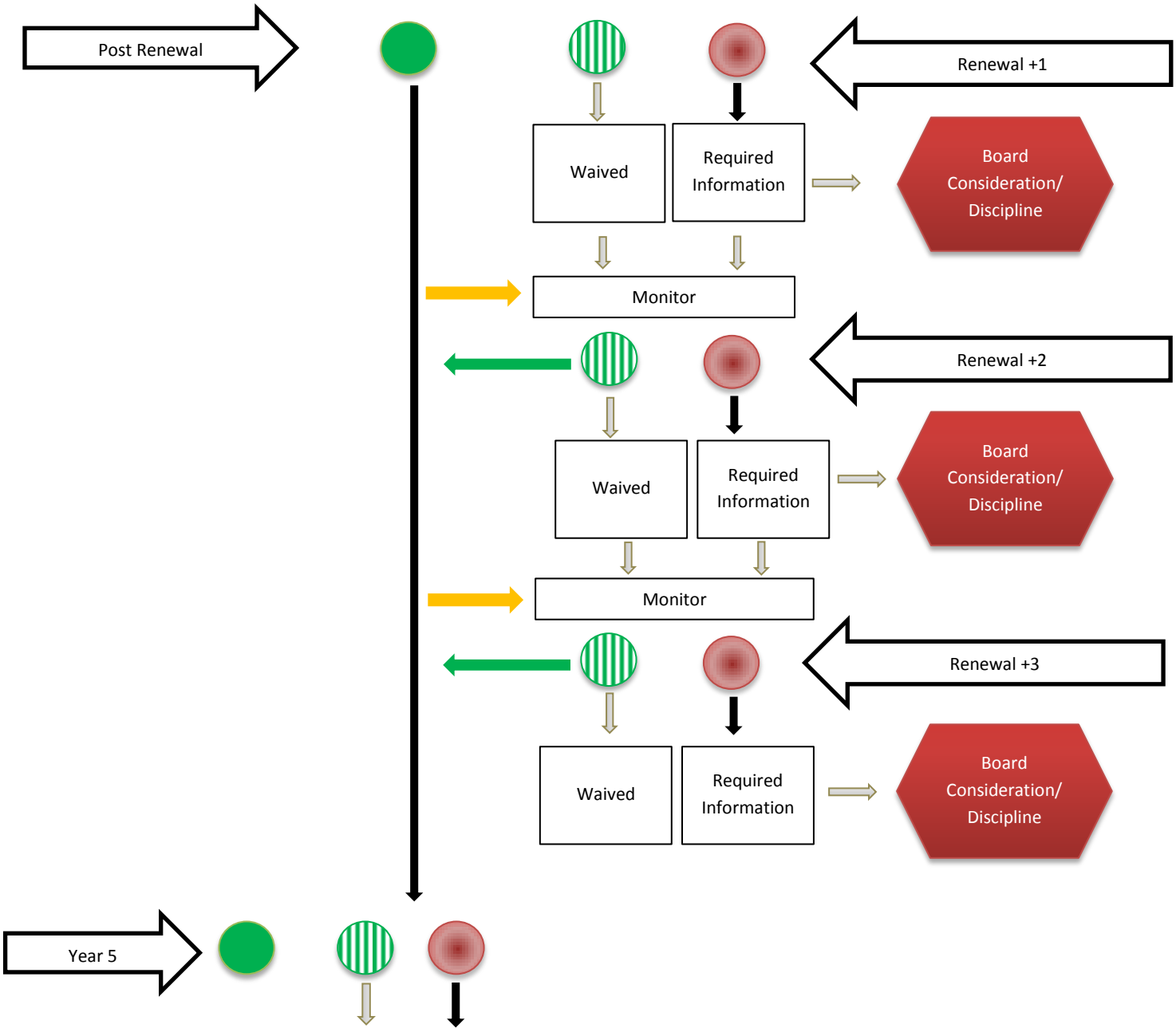
Action

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; Board resumes monitoring academic 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; Board resumes monitoring academic performance

Academic Intervention Policy Statement

Policy Overview[1]	
Rationale	A.R.S. 15-182(E)(1) requires the Board to exercise general supervision over the charter schools it sponsors. 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. 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. 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[2] of Exceeds standard, Meets standard, Does Not Meet standard or Falls Far Below standard.[3] 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.
Purpose	Confirm that the charter holder meets the performance expectations as set forth in the Board's Academic Performance Framework[4] 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.
Timeframe	Conducted as specified in Appendix C: Academic Performance Interventions of the Academic Performance Framework and Guidance document and as outlined in the sections below.
Intervention	Course of action to be implemented as described for each review as outlined in the sections below.
Board Consideration	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.

[1] 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.

[2] 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.

[3] 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 as a "Does Not Meet" standard for the purposes of the intervention schedule.

[4] 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.

First Year School Site Visit[5]	
Purpose	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.[6]
Timeframe	During the first half of the new school's first year of operation.
Intervention	Charter holder will provide information, as requested, related to its compliance with the charter contract and applicable law.
Board Consideration	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[7]	
Purpose	Confirm that the charter holder's academic dashboards, which reflect the first year of the charter, each have an overall rating of **meets** or **exceeds** standard.
Timeframe	During the first half of the second year of the charter.
Intervention	If all schools operated by the charter holder have a current overall rating of **meets** or **exceeds** 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 **does not meet** or **falls far below** the Board's standard for academic performance, the charter holder will be required to submit required information that demonstrates the school is making sufficient progress toward the Board's academic performance expectations in the form of a **Performance Management Plan**. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The charter holder will be waived 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.
Board Consideration	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.

[5] 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.
[6] 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.
[7] 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.

Third Year Review[8]	
Purpose	Confirm that the charter holder meets the Board's academic performance expectations as set forth in the Board's Academic Performance Framework.
Timeframe	During the first half of the third year of the charter.
Intervention	A charter holder that **meets** 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. If all schools operated by the charter holder have a current overall rating of **meets** or **exceeds** 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 that has a current overall rating of **does not meet** or **falls far below** the Board's standard for academic performance, the charter holder will be required to submit required information that demonstrates the school is making sufficient progress toward the Board's academic performance expectations. If this is the first time the school has received a rating of does not meet or falls far below[9], the charter holder will be required to submit a **Performance Management Plan**. If a Performance Management Plan has previously been submitted as an improvement plan for the school, the charter holder will be required to submit a **Demonstration of Sufficient Progress**. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The charter holder will be **waived** 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.
Board Consideration	A charter holder that operates a school with an overall rating of **does not meet** or **falls far below** standard in a prior year and has a current overall rating of **does not meet** or **falls far below** 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.

[8] 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.

[9] Or if the charter holder has not previously submitted a Performance Management Plan as an improvement plan for the school or schools receiving the overall rating of "Does Not Meet" or "Falls Far Below."

Fourth Year Review[10]	
Purpose	To be conducted when a second year or third year review warrants further action. Confirm that the charter holder meets the Board's academic performance expectations as set forth in the Board's Academic Performance Framework.
Timeframe	During the first half of the fourth year of the charter.
Intervention	A charter holder that **meets** 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. If all schools operated by the charter holder have a current overall rating of **meets** or **exceeds** 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 that has a current overall rating of **does not meet** or **falls far below** the Board's standard for academic performance, the charter holder will be required to submit required information that demonstrates the school operated by the charter holder is making sufficient progress toward the Board's academic performance expectations. If this is the first time the school has received a rating of does not meet or falls far below[11], the charter holder will be required to submit a **Performance Management Plan**. If a Performance Management Plan has previously been submitted as an improvement plan for the school, the charter holder will be required to submit a **Demonstration of Sufficient Progress**. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The charter holder will be **waived** 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.
Board Consideration	A charter holder that that operates a school with an overall rating of **does not meet** or **falls far below** standard in a prior year and has a current overall rating of **does not meet** or **falls far below** 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.

[10] 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.

[11] Or if the charter holder has not previously submitted a Performance Management Plan as an improvement plan for the school or schools receiving the overall rating of "Does Not Meet" or "Falls Far Below."

Five-Year Interval Reviews[12]	
Purpose	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.
Timeframe	Conducted at five year intervals for the duration of the charter.[13]
Intervention	A charter holder that **meets** 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 **meets** or **exceeds** 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 **does not meet** or **falls far below** the Board's standard for academic performance, the charter holder will be required to submit required information that demonstrates the school operated by the charter holder is making sufficient progress toward the Board's academic performance expectations. If this is the first time the school has received a rating of does not meet or falls far below[14], the charter holder will be required to submit a **Performance Management Plan**. If a Performance Management Plan has previously been submitted as an improvement plan for the school, the charter holder will be required to submit a **Demonstration of Sufficient Progress**. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The charter holder will be **waived** 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.
Board Consideration	A charter holder that that operates a school with an overall rating of **does not meet** or **falls far below** standard in a prior year and has a current overall rating of **does not meet** or **falls far below** 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.

[12] 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.
[13] Reviews will occur at five-year intervals based upon the contract effective date, regardless of an extension or suspension of operations.
[14] Or if the charter holder has not previously submitted a Performance Management Plan as an improvement plan for the school or schools receiving the overall rating of "Does Not Meet" or "Falls Far Below."

Performance Interventions after Five Year Interval Reviews[15]	
Purpose	Confirm that the charter holder meets the academic performance expectations as set forth in the Board's Performance Framework.
Timeframe	Conducted as specified in Appendix C: Academic Performance Interventions of the Academic Performance Framework and Guidance document.
Intervention	A charter holder that **meets** 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. If all the schools operated by a charter holder have a current overall rating of **meets** or **exceeds** 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. A charter holder that operates all its schools with an overall rating of **meets** or **exceeds** 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. 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 the school operated by the charter holder is making sufficient progress toward the Board's academic performance expectations. If this is the first time the school has received a rating of does not meet or falls far below[16], the charter holder will be required to submit a **Performance Management Plan**. If a Performance Management Plan has previously been submitted as an improvement plan for the school, the charter holder will be required to submit a **Demonstration of Sufficient Progress**. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The charter holder will be **waived** 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.

[15] 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.

[16] Or if the charter holder has not previously submitted a Performance Management Plan as an improvement plan for the school or schools receiving the overall rating of "Does Not Meet" or "Falls Far Below."

	If all the schools operated by a charter holder have a current overall rating of **meets** or **exceeds** 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. A charter holder that operates a school with an overall rating of **does not meet** or **falls far below** the Board's standard for academic performance in a subsequent year will be required to submit required information that demonstrates the school operated by the charter holder is making sufficient progress toward the Board's academic performance expectations. If this is the first time the school has received a rating of does not meet or falls far below[17], the charter holder will be required to submit a **Performance Management Plan**. If a Performance Management Plan has previously been submitted as an improvement plan for the school, the charter holder will be required to submit a **Demonstration of Sufficient Progress**. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The charter holder will be **waived** 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.
Board Consideration	A charter holder that operates a school with an overall rating of **does not meet** or **falls far below** standard in a prior year and has a current overall rating of **does not meet** or **falls far below** 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.

Performance Interventions after Renewal[18]	
Purpose	Confirm that the charter holder meets the academic performance expectations as set forth in the Board's Performance Framework.
Timeframe	Conducted as specified in Appendix C: Academic Performance Interventions of the Academic Performance Framework and Guidance document.
Intervention With Waiver	A charter holder that was renewed with an academic waiver[19] 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. 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,

[17] Or if the charter holder has not previously submitted a Performance Management Plan as an improvement plan for the school or schools receiving the overall rating of "Does Not Meet" or "Falls Far Below."

[18] 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.

[19] At the time of renewal consideration, a charter holder that meets the Board's academic expectations 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 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.

Intervention With Waiver	changes its charter representative, or expands operations for the first 5 years of the renewal contract. A charter holder that **meets** 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. For each school operated by the charter holder that has an overall rating of **does not meet** or **falls far below** the Board's standard for academic performance, the charter holder will be required to submit required information that demonstrates the school operated by the charter holder is making sufficient progress toward the Board's academic performance expectations. If this is the first time the school has received a rating of does not meet or falls far below[20], the charter holder will be required to submit a **Performance Management Plan**. If a Performance Management Plan has previously been submitted as an improvement plan for the school, the charter holder will be required to submit a **Demonstration of Sufficient Progress**. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The charter holder will be **waived** 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. Each school operated by the charter holder that has an overall rating of **does not meet** or **falls far below** the Board's standard for academic performance in the subsequent year will be required to submit required information that demonstrates the school operated by the charter holder is making sufficient progress toward the Board's academic performance expectations. If this is the first time the school has received a rating of does not meet or falls far below[21], the charter holder will be required to submit a **Performance Management Plan**. If a Performance Management Plan has previously been submitted as an improvement plan for the school, the charter holder will be required to submit a **Demonstration of Sufficient Progress**. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The charter holder will be **waived** 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. If all the schools operated by a charter holder have a current overall rating of **meets** or **exceeds** the Board's standard for academic performance, but the charter holder does not meet the Board's academic performance

[20] Or if the charter holder has not previously submitted a Performance Management Plan as an improvement plan for the school or schools receiving the overall rating of "Does Not Meet" or "Falls Far Below."
[21] Or if the charter holder has not previously submitted a Performance Management Plan as an improvement plan for the school or schools receiving the overall rating of "Does Not Meet" or "Falls Far Below."

	expectations, the charter holder will be waived from submitting any required information and the charter holder will be reviewed again in the subsequent year. ● A charter holder that **meets** 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.
Performance Interventions after Renewal (Continued)	
Intervention Without Waiver	● A charter holder renewed without an academic waiver that **meets** 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. ◐ 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 **meets** or **exceeds** 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. ● A charter holder that was renewed without an academic waiver and 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 the school operated by the charter holder is making sufficient progress toward the Board's academic performance expectations. If this is the first time the school has received a rating of does not meet or falls far below[22], the charter holder will be required to submit a **Performance Management Plan**. If a Performance Management Plan has previously been submitted as an improvement plan for the school, the charter holder will be required to submit a **Demonstration of Sufficient Progress**. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The charter holder will be **waived** 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. ◐ If all the schools operated by a charter holder have a current overall rating of **meets** or **exceeds** 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.

[22] Or if the charter holder has not previously submitted a Performance Management Plan as an improvement plan for the school or schools receiving the overall rating of "Does Not Meet" or "Falls Far Below."

	• A charter holder that operates a school with an overall rating of **does not meet** or **falls far below** the Board's standard for academic performance in the subsequent year will be required to submit required information that demonstrates the school operated by the charter holder is making sufficient progress toward the Board's academic performance expectations. If this is the first time the school has received a rating of does not meet or falls far below[23], the charter holder will be required to submit a **Performance Management Plan**. If a Performance Management Plan has previously been submitted as an improvement plan for the school, the charter holder will be required to submit a **Demonstration of Sufficient Progress**. Failure to demonstrate sufficient progress may result in Board consideration of revocation of the charter. The charter holder will be **waived** 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. • A charter holder that **meets** 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.
Board Consideration	A charter holder that operates a school with an overall rating of **does not meet** or **falls far below** standard in a prior year and has a current overall rating of **does not meet** or **falls far below** 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.

[23] Or if the charter holder has not previously submitted a Performance Management Plan as an improvement plan for the school or schools receiving the overall rating of "Does Not Meet" or "Falls Far Below."

APPENDIX D:

Performance Management Plan

Performance Management Plan

A Performance Management Plan is an improvement plan and an accountability agreement between the charter holder and the Board for the academic performance of schools operated by the charter holder. In its determination of whether a charter holder demonstrates sufficient progress toward the Board's academic performance expectations through the submission of a Performance Management Plan, the Board will consider the charter holder's effectiveness in creating a plan to improve academic performance in each of the measures in the academic framework not rated or identified as not meeting the Board's targets that is based on the charter holder's analysis of the charter school's data and individual circumstances.

Each Performance Management Plan must include two components.

1. **Narrative:** Each plan will be introduced with a narrative that serves as the foundation for understanding the submitted Performance Management Plan and its development. The narrative must contain the following:
    - A description and analysis of all pertinent efforts to improve pupil achievement conducted by the school in the past including an evaluation of the effectiveness of those efforts that identifies patterns, trends, strengths, and/or weaknesses;
    - A detailed analysis of the charter school's individual circumstances based on relevant current and past pupil achievement data that informs the action steps in the improvement plan template including:
        - A detailed description of the process used for conducting an analysis of relevant pupil achievement data;
        - The findings (graphs, tables, or data charts) from the data analysis and conclusions supported by those findings;
        - A detailed description of how the plan's action steps that are presented (in template) are directly linked to the data analysis findings and conclusions.
2. **Template:** Each Performance Management Plan will be prepared using a template provided with the instructions and must include the following:
    - Action steps for accomplishing the strategies for improvement. Action steps must reveal a progression of actions from start to finish for each strategy and must include evidence the applicant will use to show successful completion of each action step.
    - Allocated resources (e.g. time, money, personnel), for implementing the strategies in the timeline specified within the plan.

The evaluation criteria, provided below, identifies items that the charter holder must include in its Performance Management Plan. A charter holder's failure to disclose all pertinent information in its Performance Management Plan will be considered by the Board in making its determination. The Board may refuse to accept additional information.

The charter holder's Performance Management Plan must focus on each measure that was rated "No Rating," "Does Not Meet Standard," or "Falls Far Below Standard" in the current year. The charter holder's Performance Management Plan should not address all measures in the academic framework unless the charter holder failed to meet the standard for all measures.

If the charter holder “Does Not Meet” or “Falls Far Below” in math or in reading on one or multiple measures, the narrative response for each measure must be no longer than five (5) pages of narrative and graphs, tables, or data charts per content area that support the action steps in the improvement plan template. For example, if a charter holder “Does Not Meet” or “Falls Far Below” in math percent passing, the narrative response must not exceed five (5) pages. If a charter holder “Does Not Meet” or “Falls Far Below” in math percent passing and reading percent passing the narrative response must not exceed ten (10) pages in length. It is incumbent upon the charter holder to respond with information that demonstrates the school operated by the charter holder has created an improvement plan based on the charter holder's analysis of the charter school's individual circumstances and that the plan, if diligently implemented, should result in sustained improved academic performance.

There is no limit on the length of the template submitted as part of the Performance Management Plan. However, the charter holder should consider the charter holder's current circumstances, how the action steps incorporated in the Performance Management Plan would improve the measures where the charter holder received a “Does Not Meet Standard” or “Falls Far Below Standard” on the Academic Performance Framework, and the charter holder's capacity to implement those action steps. The charter holder should identify all action steps the charter holder will implement to improve the academic achievement of students attending the school operated by the charter holder.

Evaluation Criteria for Performance Management Plan

The following criteria will be used to evaluate a Performance Management Plan submitted by the charter holder to demonstrate sufficient progress toward the Board’s academic performance expectations. Charter holders are submitting responses based upon those measures that received a “No Rating,” “Does Not Meet Standard,” or “Falls Far Below Standard.” Each charter holder’s response will be unique. All responses must provide and explain the creation of an improvement plan that is based on the charter holder's analysis of the charter school's data and individual circumstances.

First, a charter holder should determine which measures will be addressed. Next, the charter holder should review the table categories below (Curriculum, Instruction, Assessment, Professional Development, Accountability, Increasing Graduation Rate, and Academic Persistence) and the evaluation criteria associated with each table category to determine what Performance Management Plan information to include in its response. Finally, the charter holder should prepare the Performance Management Plan information response for each measure. Measures that require similar responses are grouped by table category.

Narrative – Curriculum

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

A description and analysis of the current systems and processes related to curriculum that identifies patterns, trends, strengths, and weaknesses.

ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
The narrative describes the current system used to create, implement, evaluate, and revise curriculum. The narrative analyzes the system and provides detailed findings that clearly describe patterns, trends, strengths, and weaknesses of prior efforts to implement curriculum.	The narrative summarizes the current system, but provides little to no analysis. Clearly identified patterns, trends, strengths, or weaknesses are not included.	No analysis is provided.

A detailed description of the process used for conducting an analysis of relevant pupil achievement data and the findings from the data analysis.

ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
The narrative describes in detail efforts to analyze relevant pupil achievement data related to the effectiveness of the school's curriculum. The narrative includes data and graphs, tables, or data charts that document the findings.	The narrative provides a description lacking specific details of efforts to analyze data related to the effectiveness of the schools' curriculum. Limited data is analyzed and is primarily used to summarize results. Minimal data or documentation is provided to document efforts described.	The narrative does not describe efforts to analyze data related to the effectiveness of the schools' curriculum.

A detailed description of how the plan's action steps that are presented (in template) are directly linked to the findings from the data analysis.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
The narrative provides clearly described conclusions that logically lead to the actions steps described in the PMP template.	The narrative provides general statements summarizing findings. There is not a stated connection between the findings and the action steps.	No conclusions are provided.

Action Steps – Strategy 1: Curriculum		
The Action Steps for Curriculum describe a system for creating, implementing, evaluating, and revising a curriculum aligned to Arizona's College and Career Ready Standards		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
Action steps describe a process for creating, implementing, evaluating, and revising curriculum aligned to Arizona's College and Career Ready Standards such as alignment documents, curriculum maps, pacing guides, instructional material adoptions, and committee work. The action steps are integrated with the other strategies.	Actions steps present a fragmented approach to create, implement, evaluate, and revise curriculum aligned to Arizona's College and Career Ready Standards that lack cohesiveness or alignment with the other strategies in the PMP.	Actions steps do not describe a process for creating, implementing, evaluating, and revising curriculum.
The Action Steps for Curriculum describe evidence that will demonstrate implementation.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
Action steps identify appropriate documentation that will serve as evidence of implementation.	The majority of action steps do not identify documentation to serve as evidence of implementation.	No evidence is identified for the majority of action steps.
The Action Steps for Curriculum identify adequate resources to facilitate implementation.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
Action steps identify appropriate and adequate resources to facilitate implementation.	The majority of action steps do not identify appropriate and adequate resources.	No resources are identified for the majority of action steps.

Narrative – Instruction

1a. Implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in math.
1a. Implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in reading.
1b. Implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in math.
1b. Implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in reading.
1b. (Alt. HS) Implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in math.
1b. (Alt. HS) Implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in reading.
2a. Implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in math.
2a. Implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in reading.
2b. Implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in math.
2b. Implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in reading.
2c. Implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in math.
2c. Implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in reading.

A description and analysis of the current systems and processes related to monitoring instruction that identifies patterns, trends, strengths, and weaknesses.

ACCEPTABLE	NOT ACCEPTABLE	
	Approaches	Falls Far Below
The narrative describes the current system used to monitor the integration of Arizona's College and Career Ready Standards into instruction. The narrative analyzes the system and provides detailed findings that clearly describe patterns, trends, strengths, and weaknesses of prior efforts to monitor instruction.	The narrative summarizes the current system, but provides little to no analysis. Clearly identified patterns, trends, strengths, or weaknesses are not included.	No analysis is provided.

A detailed description of the process used for conducting an analysis of relevant pupil achievement data and the findings from the data analysis.

ACCEPTABLE	NOT ACCEPTABLE	
	Approaches	Falls Far Below
The narrative describes in detail efforts to analyze relevant pupil achievement data related to monitoring the integration of Arizona's College and Career Ready Standards into instruction and evaluating teacher instructional practices. The narrative includes data and graphs, tables, or data charts that document the findings.	The narrative provides a description lacking specific details of efforts to analyze data related to monitoring the integration of Arizona's College and Career Ready Standards into instruction and evaluate teacher instructional practices. Limited data is analyzed and is primarily used to	The narrative does not describe efforts to analyze data related to monitoring the integration of Arizona's College and Career Ready Standards into instruction and evaluate teacher instructional practices.

	summarize results. Minimal data or documentation is provided to document efforts described.	

A detailed description of how the plan's action steps that are presented (in template) are directly linked to the findings from the data analysis.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
The narrative provides clearly described conclusions that logically lead to the actions steps described in the PMP template.	The narrative provides general statements summarizing findings. There is not a stated connection between the findings and the action steps.	No conclusions are provided.

Action Steps – Strategy 2: Instruction		
The Action Steps for Instruction describe a system for monitoring the integration of Arizona's College and Career Ready Standards into instruction and evaluating the instructional practices of the teachers.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
Action steps describe a process for monitoring the integration of Arizona's College and Career Ready Standards into instruction and evaluating the instructional practices of teachers such as lesson plan reviews, formal teacher evaluations, informal classroom observations, standard checklists, data review teams, and standard based assessments. The action steps are integrated with the other strategies.	Actions steps present a fragmented approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluating the instructional practices of teachers that lacks cohesiveness or alignment with the other strategies in the PMP.	Actions steps do not describe a system for monitoring the integration of Arizona's College and Career Ready Standards into instruction and evaluating the instructional practices of the teachers.
The Action Steps for Instruction describe evidence of the implementation.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
Action steps identify appropriate documentation that will serve as evidence of implementation.	The majority of action steps do not identify documentation to serve as evidence of implementation.	No evidence is identified for the majority of action steps.
The Action Steps for Instruction identify adequate resources to facilitate implementation.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
Action steps identify appropriate and adequate resources to facilitate implementation.	The majority of action steps do not identify appropriate and adequate resources.	No resources are identified for the majority of action steps.

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

A description and analysis of the current systems and processes related to monitoring and documenting student growth and proficiency that identifies patterns, trends, strengths, and weaknesses.

ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
The narrative describes the current system used to monitor and document student growth and proficiency. The narrative analyzes the system and provides detailed findings that clearly describe patterns, trends, strengths, and weaknesses of prior efforts to monitor and document student growth and proficiency.	The narrative summarizes the current system, but provides little to no analysis. Clearly identified patterns, trends, strengths, or weaknesses are not included.	No analysis is provided.

A detailed description of the process used for conducting an analysis of relevant pupil achievement data and the findings from the data analysis.

ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
The narrative describes in detail efforts to analyze relevant pupil achievement data related to monitoring and documenting increases in student growth and proficiency. The narrative includes data and graphs, tables, or data charts that document the findings.	The narrative provides a description lacking specific details of efforts to analyze data related to monitoring and documenting increases in student growth and proficiency. Limited data is analyzed and is primarily used to summarize results. Minimal data or documentation is provided to document efforts described.	The narrative does not describe efforts to analyze data related to monitoring and documenting increases in student growth and proficiency.

A detailed description of how the plan's action steps that are presented (in template) are directly linked to the findings from the data analysis.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
The narrative provides clearly described conclusions that logically lead to the actions steps described in the PMP template.	The narrative provides general statements summarizing findings. There is not a stated connection between the findings and the action steps.	No conclusions are provided.

Action Steps – Strategy 3: Assessment		
The Action Steps for Assessment describe a system for monitoring and documenting student growth and proficiency.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
Action steps describe a process for monitoring and documenting student growth and proficiency. The system demonstrates a formalized process to assess student performance on expectations for student learning; to conduct a systematic analysis of instructional effectiveness; to adjust curriculum and instruction systematically in response to data from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The action steps are integrated with the other strategies.	Action steps describe an assessment approach that is neither comprehensive nor aligned with the curriculum and instructional practices and lacks cohesiveness or alignment with the other strategies in the PMP.	Actions steps do not describe a system monitoring and documenting student growth and proficiency.
The Action Steps for Assessment describe evidence that will demonstrate implementation.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
Action steps identify appropriate documentation that will serve as evidence of implementation.	The majority of action steps do not identify documentation to serve as evidence of implementation.	No evidence is identified for the majority of action steps.
The Action Steps for Assessment identify adequate resources to facilitate implementation.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
Action steps identify appropriate and adequate resources to facilitate implementation.	The majority of action steps do not identify appropriate and adequate resources.	No resources are identified for the majority of action steps.

Narrative – Professional Development

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

A description and analysis of the school's current professional development plan that identifies patterns, trends, strengths, and weaknesses.

ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
The narrative describes the school's current professional development plan. The narrative analyzes the plan and provides detailed findings that clearly describe patterns, trends, strengths, and weaknesses of prior efforts to implement a professional development plan.	The narrative summarizes the current system, but provides little to no analysis. Clearly identified patterns, trends, strengths, or weaknesses are not included.	No analysis is provided.

A detailed description of the process used for conducting an analysis of relevant pupil achievement data and the findings from the data analysis.

ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
The narrative describes in detail efforts to analyze relevant pupil achievement data related to the effectiveness of the school's professional development plan. The narrative includes data and graphs, tables, or data charts that document the findings.	The narrative provides a description lacking specific details of efforts to analyze data related to the effectiveness of the school's professional development plan. Limited data is analyzed and is primarily used to summarize results. Minimal data or documentation is provided to document efforts described.	The narrative does not describe efforts to analyze data related to the effectiveness of the school's professional development plan.

A detailed description of how the plan's action steps that are presented (in template) are directly linked to the findings from the data analysis.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
The narrative provides clearly described conclusions that logically lead to the actions steps described in the PMP template.	The narrative provides general statements summarizing findings. There is not a stated connection between the findings and the action steps.	No conclusions are provided.

Action Steps – Strategy 4: Professional Development		
The Action Steps for Professional Development describe a professional development plan that intended to improve student growth and proficiency.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
Action steps describe implementation of a comprehensive and clearly defined professional development plan focused on improving student achievement. The plan is aligned with identified student learning target areas (math/reading) and is based on teacher learning needs. The plan reflects research and best practices in professional learning. Professional development is planned, aligned, and leads to improved instructional effectiveness The action steps are integrated with the other strategies.	Action steps describe an approach to professional development that is neither comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school and lacks cohesiveness or alignment with the other strategies in the PMP.	Actions steps do not describe a professional development plan focused on improving student achievement.
The Action Steps for Professional Development describe evidence that will demonstrate implementation.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
Action steps identify appropriate documentation that will serve as evidence of implementation.	The majority of action steps do not identify documentation to serve as evidence of implementation.	No evidence is identified for the majority of action steps.
The Action Steps for Professional Development identify adequate resources to facilitate implementation.		
ACCEPTABLE	**NOT ACCEPTABLE**	
	Approaches	Falls Far Below
Action steps identify appropriate and adequate resources to facilitate implementation.	The majority of action steps do not identify appropriate and adequate resources.	No resources are identified for the majority of action steps.

APPENDIX E:

Demonstration of Sufficient Progress

Demonstration of Sufficient Progress

In its determination of whether a charter holder demonstrates sufficient progress toward the Board's academic performance expectations through the submission of a Demonstration of Sufficient Progress, the Board will consider the detail and success of the charter holder's previous efforts to improve academic performance in each of the measures in the academic framework previously not rated or identified as not meeting the Board's targets. Evidence of success may be derived from any implemented improvement plan[12] and must be presented using graphs, tables or data charts that demonstrate, with specificity, improved academic performance based on data generated from valid and reliable assessment sources. The Board will also consider the charter school's current and prior Overall Ratings as well as the change in points awarded for individual measures within the academic framework from year to year.

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

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

Each Demonstration of Sufficient Progress must include two components.

1. **Narrative:** The charter holder must present a narrative that serves as the foundation for understanding the submitted data and its analysis. The narrative must contain the following:
    - A detailed description of all pertinent improvement efforts to improve pupil achievement conducted by the school in the past and an evaluation of the effectiveness of those efforts;
    - A detailed description of the documentary evidence the charter holder will present that demonstrates the charter holder's implementation of the pertinent improvement efforts to improve pupil achievement described in the narrative;
    - A detailed description of the evidence of success the charter holder has seen as a result of the improvement efforts including:
        - A detailed description of the valid and reliable assessment sources that indicate the charter school's efforts to improve pupil achievement have been successful;
        - An explanation of how the charter holder knows the assessment sources used are valid and reliable indicators of pupil achievement;
        - A detailed description of the process used for conducting an analysis of relevant pupil achievement data;
        - The findings from the data analysis that demonstrate improved pupil achievement.

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

2. **Data Analysis:** Each Demonstration of Sufficient Progress must present graphs, tables or data charts that demonstrate, with specificity, improved academic performance based on data generated from valid and reliable assessment sources.

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

Evaluation Criteria for Demonstration of Sufficient Progress

The following criteria will be used to evaluate a Demonstration of Sufficient Progress submitted by the charter holder to demonstrate sufficient progress toward the Board’s academic performance expectations. Charter holders are submitting responses based upon those measures that received a “No Rating,” “Does Not Meet Standard,” or “Falls Far Below Standard.” Each charter holder’s response will be unique. All responses must document implementation of an improvement plan and evidence of success in improving pupil achievement.

First, a charter holder should determine which measures will be addressed. Next, the charter holder should review the table categories below (Curriculum, Instruction, Assessment, Professional Development, Accountability, Increasing Graduation Rate, and Academic Persistence) and the evaluation criteria associated with each table category to determine what Demonstration information to include in its response. Finally, the charter holder should prepare the Demonstration information response for each measure. Measures that require similar responses are grouped by table category.

CURRICULUM

Provide evidence of a sustained improvement plan that includes:

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

ACCEPTABLE		**NOT ACCEPTABLE**	
Exceeds	Meets	Approaches	Falls Far Below
The narrative describes a formalized process to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, with systematic and sustainable implementation across the school. The data and analysis demonstrates improved academic performance based on data generated from valid and reliable assessment sources.	The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The data and analysis demonstrates improved academic performance based on data generated from valid and reliable assessment sources.	The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards, and may be evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, and data review teams. The approach lacks cohesiveness or alignment with other school improvement efforts. The data and analysis does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources.	The narrative does not describe or describes disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. No or little data is provided; the data and analysis provided does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources.

INSTRUCTION

Provide evidence of a sustained improvement plan that includes:

1a. Implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards (ACCRS) into instruction in math. 1a. Implementation of a plan for monitoring the integration of the ACCRS into instruction in reading. 1b. Implementation of a plan for monitoring the integration of the ACCRS into instruction in math. 1b. Implementation of a plan for monitoring the integration of the ACCRS into instruction in reading. 1b. (Alt. HS) Implementation of a plan for monitoring the integration of the ACCRS into instruction in math. 1b. (Alt. HS) Implementation of a plan for monitoring the integration of the ACCRS into instruction in reading. 2a. Implementation of a plan for monitoring the integration of the ACCRS into instruction in math. 2a. Implementation of a plan for monitoring the integration of the ACCRS into instruction in reading. 2b. Implementation of a plan for monitoring the integration of the ACCRS into instruction in math. 2b. Implementation of a plan for monitoring the integration of the ACCRS into instruction in reading. 2c. Implementation of a plan for monitoring the integration of the ACCRS into instruction in math. 2c. Implementation of a plan for monitoring the integration of the ACCRS into instruction in reading.			
ACCEPTABLE		**NOT ACCEPTABLE**	
Exceeds	Meets	Approaches	Falls Far Below
The narrative describes a comprehensive system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standard checklists, data review teams, and standard based assessments. The system provides for continuous data analysis and feedback. The data and analysis demonstrates improved academic performance based on data generated from valid and reliable assessment sources.	The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The system provides for some analysis and feedback to further develop the system. The data and analysis demonstrates improved academic performance based on data generated from valid and reliable assessment sources.	The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers which may include several of the following: lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The data and analysis does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources.	The narrative does not describe or describes the beginning stages of monitoring and evaluating standards and instructional practices. There is minimal or no evidence of lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. No or little data is provided; the data and analysis provided does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources.

ASSESSMENT

Provide evidence of a sustained improvement plan that includes:

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

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

PROFESSIONAL DEVELOPMENT

Provide evidence of a sustained improvement plan that includes:

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

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

ACCOUNTABILITY

Provide evidence of a sustained improvement plan that includes:

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

INCREASING GRADUATION RATE

Provide evidence of a sustained improvement plan that includes:

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

ACADEMIC PERSISTENCE

Provide evidence of a sustained improvement plan that includes:

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

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 and 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 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	> or = to 89
Meets Standard	< 89, but > or = to 63
Does Not Meet Standard	< 63, but > or = to 39
Falls Far Below Standard	< 39

Traditional and Small Schools[13] 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."

[13] 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 combined in math and reading for current year FAY students.

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.

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" 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[14] Model

Academic Performance

Edit this section.

Demo School

Color represents how the school performed compared to the targets for that measure.

Points assigned per target (color coding)

School type

Weighting for this measure.

Number represents school's performance for this measure.

For Proficiency measures the second number is the weighted state average.

No Rating was available for this measure.

Points assigned are multiplied by weight and the products are summed for the overall rating.

		2012 Alternative High School (9-12)			2013 Alternative High School (9-12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
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
2. Proficiency		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
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C-ALT	50	5	A-ALT	100	5
4. Graduation		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
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		57.5		100	80		100

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."

[14] 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 11th and 12th 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" is awarded if the school's letter grade designation is an "A-ALT" or a "B-ALT."

4a. High School Graduation Rate

- The points are assigned if the alternative school earned the graduation points in the A-F Alternative Letter Grade calculation.

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

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 each measure: 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 Guidance.

Measures included in the state A–F calculation are taken from the common log-on, and the 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.

A trial of the performance framework was run on a sample of schools in spring 2012 using 2010–11 school-level performance data. Results for the adopted framework were calculated by the Arizona Department of Education (ADE) Evaluation Department for all schools in fall 2012 using 2011–12 student-level performance data. This document assumes that, going forward, the completion of the performance framework will rely on student-level performance data supplied by ADE. Traditional school-level calculations include only full-academic-year (FAY) students, and are calculated only if there are more than 10 reported FAY students. Calculations for small schools include the three-year pooling of students. The student *must* be FAY in the current year, but may be FAY or non-FAY in previous years, as long as the observations included come from the same school.

Data

Each year, the ASBCS will need to submit a data request for student-level performance data to the ADE. 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

- District 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

Additionally, the ASBCS will require the following information for all 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
- List of school IDs for all alternative 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[1] 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 current and 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[2]. By aggregating three years' worth of growth data,

[1] More information on the methodology may be found at:
http://www.azed.gov/research-evaluation/files/2011/07/growth_percentile_primer_030809.pdf
[2] Includes both math and reading from current year students who meet the definition of FAY.

variability due to the very small number of students is reduced. The three-year pooled approach is used only for small schools when applying the academic performance framework for charter 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 for traditional schools.

The small-school model includes three years of pooled students; the student must be FAY in the current year but may be FAY or non-FAY in previous years, as long as the observations included come from the same school.

Necessary data

Each of the following items is required for **three years**, in order to calculate pooled three-year calculations for small schools.

- School ID (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

Methodology (carried out separately for math and reading)

Step 1: Remove duplicate records. Identify any duplicate records based on student identifier and AIMS scale scores used to estimate SGP. If the student-level data file is stacked by subject, then identify duplicate records by the student and subject identifiers. If duplicate AIMS scale scores exist, remove the lower of the two scores.

Step 2: Calculate the median SGP for all FAY students in each traditional ASBCS charter school.

Step 3: Using three years of SGP results, ***calculate the pooled 3-year median SGP for all students who were FAY in the current year but could have been FAY or non-FAY in previous years at the same school in small ASBCS charter schools.***

Step 4: Apply targets to assign performance category.

Targets (applied to both math and reading)

Rating Category	Target Description
Exceeds Standard	The school median SGP is 66 or above.
Meets Standard	The school median SGP is from 50 to 65.
Does Not Meet Standard	The school median SGP is from 34 to 49.
Falls Far Below Standard	The school median SGP is below 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?

School-level growth calculations include only FAY students.

The data for small schools is pooled over three years. The student must be FAY in the current year but may be FAY or non-FAY in previous years, as long as the observations included come from the same school.

Necessary data

Each of the following items is required for **three years**, in order to calculate pooled three-year calculations for small schools.

- School ID (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

Methodology (carried out separately for math and reading)

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.

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

Step 1: Remove duplicate records. Identify any duplicate records based on student identifier and current-year AIMS scale score. If the student-level data file is stacked by subject, then identify duplicate records by the student and subject identifiers. If two duplicate results are present for current-year scale score, remove the lower result.

Step 2: Remove records without an available AIMS scale score in the previous year.

Step 3: 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. 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 10th-grade students, the 8th-grade result is used for the previous year's scale score.)

B. ***Create an adjusted "difference score"*** by adding the difference calculated in (A) to the product of the AIMS performance level and multiply by 1000.

C. ***Rank each student in each school*** by the adjusted difference score calculated in (B).

D. ***Identify the lowest quartile, or 25%, of grades 4 through 10 students in each school.***

E. ***Identify the lowest quartile, or 25%, of grade 3 students based on the previous year's grade 2 Stanford 10 scale scores.***

F. ***Combine the students in (D) and (E) to identify the lowest 25% of students in the school.***

Step 4: Calculate the median SGP for all FAY students in the bottom 25% of each traditional ASBCS charter school.

Step 5: For small ASBCS charter schools, collect three years of SGP results for every student identified in step 3. Using three years of results, ***calculate the pooled 3-year median SGP for all students who were FAY in the current year but could have been FAY or non-FAY in previous years at the same school in the bottom 25% in small ASBCS charter schools.***

Step 6: Apply targets to assign performance category.

Targets (applied to both math and reading)

Rating Category	Target Description
Exceeds Standard	The school median SGP for the lowest 25% of students is 66 or above.
Meets Standard	The school median SGP for the lowest 25% of students is from 50 to 65.
Does Not Meet Standard	The school median SGP for the lowest 25% of students is from 34 to 49.
Falls Far Below Standard	The school median SGP for the lowest 25% of students is below 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 (Measure 2a), as well as a comparison to schools serving 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.

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 (and subject if the data file is stacked by subject), 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.

Necessary data

- School ID (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)

The framework compares the percentage of proficient FAY students at each charter school to the percentage of proficient FAY and non-FAY students statewide. Students in small charter schools are compared only to students statewide in small 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.

Step 1: Remove duplicate records. Identify any duplicate records based on student identifier. If two duplicate student identifiers are present and the duplicate records have different performance levels on the AIMS assessment, remove the record with the lower performance level. If the duplicate records have the same AIMS performance level, accept either record.

Step 2: Calculate the school's overall proficiency rate for FAY students. Divide the number of proficient FAY students in each topic 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 <u>for each grade</u> included in state assessment testing.

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

Step 5: For each ASBCS charter school, calculate an average state proficiency rate for FAY and non-FAY students <u>weighted</u> to the charter school grade-level enrollment. For each grade level served by the charter school:

1. 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 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	41%
5	0	41%
6	0	33%
7	0	26%
8	0	30%
10	229	32%
11&12	244	21%
Total	**473**	**--**
State average weighted to charter school grade-level number tested = 26% $\frac{(229 \text{ x } 32\%) + (244 \text{ x } 21\%)}{473}$		

Step 6: Calculate an average state proficiency rate of **highest-performing** ***statewide schools,*** weighted to the charter school grade-level enrollment. For each grade level served by the charter school:

1. Rank all schools in the state serving that grade by grade-level proficiency rate of FAY students. (For small schools, include only small schools statewide.) Identify the proficiency rate at the 90th 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 90th percentile (the 90th-highest rate in the state). Repeat the same process for every grade.
2. For each grade served by the charter school, multiply the number of students tested in the grade by the proficiency rate at the 90th percentile for that grade statewide.
3. Sum the products for each grade and divide by the number of FAY students tested in the charter school. (See Table 1 for example.) The result is the ***weighted 90th-percentile comparison***.

Step 7: Calculate an average state proficiency rate of **lowest-performing** ***statewide schools***, weighted to the charter school grade-level enrollment. For each grade level served by the charter school:

1. Rank all schools in the state serving that grade by grade-level proficiency rate of FAY students. (For small schools, include only small schools statewide.) Identify the proficiency rate at the 20th 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 20th percentile (the 20th-highest rate in the state). Repeat the same process for every grade.
2. For each grade served by the charter school, multiply the number of students tested in the grade by the proficiency rate at the 20th percentile for that grade statewide.
3. Sum the products for each grade and divide by the number of FAY students tested in the charter school. (See Table 1 for example.) The result is the ***weighted 20th-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) the difference between the school's FAY proficiency rate and the weighted state average FAY and non-FAY proficiency rate, and 2) comparison to proficiency rates for schools at the 90th and 20th percentile rankings (based on FAY students). Targets are assigned as follows:

Rating Category	Target Description
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.

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 characteristics. For small schools, only students enrolled in small schools statewide are included in the composite.

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)
- 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)

Step 1. Remove duplicate records. Identify any duplicate records based on student identifier and AIMS performance level. If duplicate results are present for current year's AIMS performance level, remove the lower result.

Step 2. For each charter school, ***calculate the number of FAY students, by grade, in each subgroup (FRL, ELL, or SPED) or combination of subgroups. 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.***

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).

Example:

Number tested by grade—charter school								
	3rd	4th	5th	6th	7th	8th	10th	11th/12th
SPED	0	0	0	0	0	0	8	10
FRL	0	0	0	0	0	0	124	100
ELL	0	0	0	0	0	0	4	1
SPED + FRL	0	0	0	0	0	0	25	16
SPED + ELL	0	0	0	0	0	0	7	1
FRL + ELL	0	0	0	0	0	0	10	3
SPED + FRL +ELL	0	0	0	0	0	0	3	1
No subgroup	0	0	0	0	0	0	107	137
Total students—557							28 8	269

Step 3. Using **statewide** FAY and non-FAY student-level records, ***calculate the statewide proficiency rate for students meeting each combination of subgroup designations.***

Example:

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

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. Multiply each proficiency rate calculated in step 2 by the corresponding number of students tested from step 1 and sum the result.

Example:

Subgroup	Grade	State-wide Proficiency	Number Tested	State-wide Proficiency* Number Tested
SPED	**10**	40%	8	3.20
	11/12	38%	10	3.80
FRL	**10**	73%	124	90.52
	11/12	69%	100	69.00
ELL	**10**	57%	4	2.28
	11/12	53%	1	.53
SPED + FRL	**10**	27%	25	6.75
	11/12	28%	16	4.48
SPED + ELL	**10**	21%	7	1.47
	11/12	13%	1	.13
FRL + ELL	**10**	34%	10	3.40
	11/12	39%	3	1.17
SPED + FRL + ELL	**10**	20%	3	.60
	11/12	12%	1	.12
No subgroup	**10**	90%	107	96.30
	11/12	86%	137	117.82
				Total: 401.57

The last feature of Step 4 is to sum over the last column in the above table to yield the expected number of proficient students at the school-level weighted to the grade-level enrollment for each subgroup. For the example school, the expected number of proficient students is 401.57.

Step 5. Divide the product calculated in step 3 by the total number of FAY students in the charter school to calculate the composite proficiency rate.

Example:

401.57 divided by 557 equals **72%**

Step 6. Calculate the difference between the composite proficiency rate calculated in step 5 and the school overall proficiency rate calculated in measure 2a.

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
Exceeds Standard	School's actual proficiency rate exceeds the expected proficiency rate by 15 or more percentage points.
Meets Standard	School's actual proficiency rate meets or exceeds the expected proficiency rate by up to 15 percentage points.
Does Not Meet Standard	School's actual proficiency rate is less than the expected proficiency rate by up to 15 percentage points.
Falls Far Below Standard	School's actual proficiency rate is less than the expected proficiency rate by 15 or more percentage points.

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 typically low-performing subgroups within the school to the proficiency rates of students in the same subgroups statewide. The framework evaluates

performance of FRL and ELL students 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.

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)
- 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)

Step 1: Determine whether there are any eligible subgroups in the school. To be eligible, more than 10 FAY students with a particular characteristic must be enrolled at the charter school.

Steps 2 through 9 are carried out separately for each eligible subgroup – FRL, ELL, and SPED students.

Step 2: Remove duplicate records. Identify any duplicate records based on student identifier. If duplicate AIMS performance-level results are present in the duplicate records, remove the lower result.

Step 3: Calculate the school average proficiency rate for FAY students in the subgroup. 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 4: Calculate the average statewide proficiency rate for FAY and non-FAY students for each grade included in state assessment testing.

Step 5: Count the number of FAY subgroup students tested at each grade level in each of the ASBCS charter schools.

Step 6: For each ASBCS charter school, calculate an average state subgroup proficiency rate for FAY and non-FAY students <u>weighted</u> to the charter school grade-level enrollment. For each grade level served by the charter school:

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

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

1. Rank all schools in the state serving that grade by grade-level subgroup proficiency rate (FAY students). Identify the subgroup proficiency rate at the 90th percentile of schools statewide. For example, if 100 schools enroll and test FRL students in the third grade, the model ranks all of these schools by the third-grade FRL proficiency rate and identifies the percent of FRL students proficient at the 90th percentile (the 90th-highest rate in the state). Repeat the same process for every grade.
2. Multiply the number of subgroup students tested in the grade in the charter school by the subgroup proficiency rate at the 90th percentile for that grade statewide.
3. Sum the products for each grade and divide by the number of subgroup students tested in the charter school. (See Table 1 for example.) The result is the ***weighted 90th-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 each grade level served by the charter school:

1. Rank all schools in the state serving that grade by grade-level subgroup proficiency rate (FAY students). (For small charter schools, include only small schools statewide.) Identify the subgroup proficiency rate at the 20th percentile of schools statewide. For example, if 100 schools enroll and test subgroup students in the third grade, the model ranks all of these schools by the third-grade subgroup proficiency rate and identifies the percentage of proficient subgroup students at the 20th percentile (the 20th-highest rate in the state). Repeat the same process for every grade.
2. Multiply the number of subgroup students tested in the grade in the charter school by the subgroup proficiency rate at the 20th percentile for that grade statewide.

3. Sum the products for each grade and divide by the number of subgroup students tested in the charter school. (See Table 1 for example.) The result is the ***weighted 20th-percentile subgroup comparison***.

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

Targets (applied separately for math and reading)

The framework uses the difference between the school and weighted state subgroup proficiency rates, and comparison to the highest- and lowest-performing schools in the state to assign the following categories:

Rating Category	Target Description
Exceeds Standard	School's subgroup proficiency rate is in the top 10% of statewide subgroup performance.
Meets Standard	School's subgroup proficiency rate meets or exceeds statewide subgroup performance, but falls below the top 10%.
Does Not Meet Standard	School's subgroup proficiency rate falls below statewide subgroup performance, but is above the bottom 20%.
Falls Far Below Standard	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.[3] The charter school academic framework includes the results of the newly adopted A–F Letter Grade Accountability System.

[3] For more information on the Arizona ESEA Waiver, see: http://www.azed.gov/eseawaiver/

Necessary data

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

Targets

Rating Category	Target Description
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.

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.[4] 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.

[4] 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/files/2012/08/gradratetechnicalmanual.pdf

Targets

Rating Category	Target Description
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 66 percent of students graduated from high school. • 2012–13 cohort: Fewer than 68 percent of students graduated from high school. • 2013–14 cohort: Fewer than 70 percent of students graduated from high school. • 2014–15 cohort: Fewer than 72 percent of students graduated from high school. • 2015–16 cohort: Fewer than 74 percent of students graduated from high school. • 2016–17 cohort: Fewer than 76 percent of students graduated from high school. • 2017–18 cohort: Fewer than 78 percent of students graduated from high school. • 2018–19 cohort: Fewer than 80 percent of students graduated from high school. • 2019–20 cohort forward: Fewer than 82 percent of students graduated from high school.

Alternative Schools Methodology

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 (for high schools)

Each section presents information specific to each measure: 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 Guidance.

Measures included in the state A–F calculation are taken from the common log-on, and the 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.

A trial of the performance framework was run on a sample of schools in the spring of 2012 using 2010–11 school-level performance data. Results for the adopted framework were calculated by the Arizona Department of Education (ADE) Evaluation Department for all schools in the fall of 2012 using 2011–12 student-level performance data. This document assumes that, going forward, the performance framework will be completed using student-level performance data supplied by ADE. School-level calculations include only full-academic-year (FAY) students who attend alternative charter schools, and are calculated only if there are more than 10 reported FAY students who attend alternative charter schools. Alternative charter schools are compared only to alternative charter schools.

Data

Each year, the ASBCS will need to submit a data request for student-level performance data from the ADE. 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
- District 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

Additionally, the ASBCS will require the following information for all 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 and, for high schools, the percentage of non-proficient students improving by at least one performance level.

Arizona Growth Model

The Arizona State Board of Education adopted the Arizona Growth Model, based on the Student Growth Percentile Methodology[1] first used in Colorado. This method provides an effective way 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 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.

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

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)
- 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. Identify any duplicate records based on student identifier and AIMS scale scores used to estimate SGP. If the file is stacked by subject, then include subject as a variable when identifying duplicate records. If duplicate AIMS scale scores exist, remove the lower of the two scores.

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 20th percentile, median, and 90th percentile of statewide performance.

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
Exceeds Standard	The school median SGP is in the top 10% of statewide alternative schools.
Meets Standard	The school median SGP meets or exceeds the state median of all alternative schools, but is below the top 10%.
Does Not Meet Standard	The school median SGP is below the state median of all alternative schools, but is above the bottom 20%.
Falls Far Below Standard	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?

Each alternative 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. School-level growth calculations include only full-academic-year (FAY) students.

Necessary data

- School ID (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. Identify any duplicate records based on student identifier and current year AIMS scale score. If the file is stacked by subject, then include subject as variable for identifying duplicate records. If two duplicate results are present for current-year scale score, remove the lower result.

Step 2: Remove records without an available AIMS scale score in the previous year.

Step 3: 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. 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 10th-grade students, the 8th-grade result is used for the previous year's scale score.)

B. ***Create an adjusted "difference score"*** by adding the difference calculated in (A) to the product of the AIMS performance level and multiply by 1000.

C. ***Rank each student in each school*** by the adjusted difference score calculated in (B).

D. ***Identify the lowest quartile, or 25%, of grades 4 through 10 students in each school.***

E. ***Identify the lowest quartile, or 25%, of grade 3 students based on the previous year's grade 2 Stanford 10 scale scores.***

F. ***Combine the students in (D) and (E) to identify the lowest 25% of students in the school.***

Step 4: Calculate the median SGP for all FAY students in the bottom 25% of each alternative ASBCS charter school.

Step 5: Apply targets to assign performance category.

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

Rating Category	Target Description
Exceeds Standard	The alternative school median SGP for the lowest 25% of students is 66 or above.
Meets Standard	The alternative school median SGP for the lowest 25% of students is from 50 to 65.
Does Not Meet Standard	The alternative school median SGP for the lowest 25% of students is from 34 to 49.
Falls Far Below Standard	The alternative school median SGP for the lowest 25% of students is below 34.

(High Schools)—Improvement

Are non-proficient students showing an increase in performance on state assessments in reading and math? (Calculation for 11th and 12th grades requires student participation in two consecutive administrations of fall/spring or spring/fall state assessments.)

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)
- Performance level (student-level file)
- List of school IDs for all alternative charter schools

Methodology (carried out separately for math and reading)

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 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.

Step 1: Remove duplicate records. Identify any duplicate records based on student identifier, school ID and performance results. (Carried out separately for math and reading for the previous spring, the current fall, and the current spring performance results.)

- If two or more records contain the same student ID, school ID, and performance result, delete all but one record.
- If two or more records contain the same student ID, different school ID, and the same performance results, remove all records.
- If two or more records contain the same student ID, the same school ID, and different performance results, retain the record with the highest performance result.

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.

Calculate separately for math and reading.

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.

Calculate separately for math and reading.

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. Calculate separately for math and reading. Only the following students should be included:

- *Students in 10th 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. All students who were non-proficient on the spring <u>reading</u> assessment and improved by at least one performance category on the fall reading assessment *divided by* all students who were non-proficient on the spring reading assessment and had results for both spring and fall reading assessments.

B. All students who were non-proficient on the spring <u>math</u> assessment and improved by at least one performance category on the fall math assessment *divided by* all students who were non-proficient on the spring math assessment and had results for both spring and fall math assessments.

C. All students who were non-proficient on the fall <u>reading</u> assessment and improved by at least one performance category on the spring reading assessment *divided by* all students

who were non-proficient on the fall reading assessment and had results for both the fall and spring reading assessments.

D. All students who were non-proficient on the fall math assessment and improved by at least one performance category on the spring math reading assessment *divided by* all students who were non-proficient on the fall math assessment and had results for both the fall and spring math assessments.

Average the results of A and C above to calculate the final reading percentage of students making improvement and average the results of B and D above to calculate the final math percentage of students making improvement.

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

Rating Category	Target Description
Exceeds Standard	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.
Meets Standard	45 percent to 54 percent of non-proficient students improved by at least one performance band in reading. 30 percent to 39 percent of non-proficient students improved by at least one performance band in math.
Does Not Meet Standard	30 percent to 44 percent of non-proficient students improved by at least one performance band in reading. 20 percent to 29 percent of non-proficient students improved by at least one performance band in math.
Falls Far Below Standard	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 2c)[2]. Since proficiency rates vary by grade level, the framework weights the school's average proficiency score by grade-level enrollment. If a student tested as a FAY student twice in the same school year, the higher of their two scores is used. An alternative charter school that serves grades 3–8 would be compared to the percentage of students enrolled in alternative

[2] For purposes of consistency of data storage and consistency between the Academic Performance Frameworks for Traditional/Small Schools and Alternative Schools, this measure is 2c in both frameworks. The Alternative Schools' Academic Performance Framework does not have a measure 2b.

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.

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 (and subject if the data file is stacked by subject), meaning alternative schools are compared to state-level measures based only on alternative schools.

Necessary data

- School ID (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)

The framework compares the percentage of proficient FAY students at each alternative charter school (1) to the percentage of proficient FAY and non-FAY students in alternative schools statewide and (2) to the proficiency rates (based on FAY students) at the highest- and lowest-performing alternative schools statewide. 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.

Step 1: Remove duplicate records. Identify any duplicate records based on student identifier. If two duplicate student identifiers are present and the duplicate records have different performance levels on the AIMS assessment, remove the record with the lower of the two AIMS performance levels. If the duplicate records have the same AIMS performance level, accept either record.

Step 2: Calculate each alternative charter school's overall proficiency rate for FAY students. 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 <u>for each grade</u> included in state assessment testing.

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 <u>weighted</u> to the charter school grade-level enrollment. For each grade level served by the charter school:

1. Multiply the state average proficiency rate for the grade level (calculated in step 3) by the 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 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	41%
5	0	41%
6	0	33%
7	0	26%
8	0	30%
10	229	32%
11&12	244	21%
Total	**473**	**--**

State average weighted to charter school grade level number tested = 26%

$$\frac{(\mathbf{229\ x\ 32\%}) + (\mathbf{244\ x\ 21\%})}{\mathbf{473}}$$

Step 6: Calculate an average state proficiency rate of **highest-performing** ***statewide alternative schools,*** weighted to the charter school grade-level enrollment. For each grade level served by the charter school:

1. Rank all alternative schools in the state serving that grade by grade-level proficiency rate of FAY students. Identify the proficiency rate at the 90th 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 90th percentile (the 90th-highest rate in the state). Repeat the same process for every grade.
2. Multiply the number of FAY students tested in the grade at the charter school by the proficiency rate at the 90th percentile for that grade statewide.

3. Sum the products for each grade and divide by the number tested in the charter school. (See Table 1 for example.) The result is the ***weighted 90th-percentile comparison***.

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

1. Rank all alternative schools in the state serving that grade by grade-level proficiency rate of FAY students. Identify the proficiency rate at the 20th percentile of alternative 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 20th percentile (the 20th-highest rate in the state). Repeat the same process for every grade.
2. Multiply the number of FAY students tested in the grade by the proficiency rate at the 20th percentile for that grade statewide.
3. Sum the products for each grade and divide by the number tested in the charter school. (See Table 1 for example.) The result is the ***weighted 20th-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) the difference between the alternative school's proficiency rate and the weighted state average proficiency rate for students enrolled in alternative schools, and 2) comparison to proficiency rates for alternative schools at the 90th- and 20th-percentile rankings. Targets are assigned as follows:

Rating Category	**Target Description**
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.

Measure 2.c.[3] 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 typically low-performing 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.

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)
- 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)

Step 1: Determine whether there are any eligible subgroups in each alternative charter school. To be eligible, more than 10 FAY students with a particular characteristic must be enrolled at the charter school.

Steps 2 through 9 are carried out separately for each eligible subgroup – FRL, ELL, and SPED students.

Step 2: Remove duplicate records. Identify any duplicate records based on student identifier. If duplicate AIMS performance-level results are present in the duplicate records, remove the lower result.

Step 3: Calculate the school average proficiency rate for FAY students in the subgroup. 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 4: Calculate the average statewide proficiency rate for FAY and non-FAY students in alternative schools for each grade included in state assessment testing.

[3] For purposes of consistency of data storage and consistency between the Academic Performance Frameworks for Traditional/Small Schools and Alternative Schools, this measure is 2c in both frameworks. The Alternative Schools' Academic Performance Framework does not contain a measure 2b.

Step 5: Count the number of FAY subgroup students tested at each grade level in each of the ASBCS alternative charter schools.

Step 6: For each ASBCS alternative charter school, calculate an average state subgroup proficiency rate for FAY and non-FAY students in alternative schools <u>weighted</u> to the charter school grade-level enrollment. For each grade level served by the charter school:

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

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

1. Rank all alternative schools in the state serving that grade by grade-level subgroup proficiency rate (FAY students). Identify the subgroup proficiency rate at the 90th percentile of alternative schools statewide. For example, if 100 alternative schools enroll and test FRL students in the third grade, the model ranks all of these schools by the third-grade FRL proficiency rate and identifies the percent of proficient FRL students at the 90th percentile (the 90th-highest rate in the state). Repeat the same process for every grade.
2. Multiply the number of subgroup students tested in the grade by the subgroup proficiency rate at the 90th percentile for that grade in alternative schools statewide.
3. Sum the products for each grade and divide by the number of subgroup students tested in the charter school. (See Table 1 for example.) The result is the ***weighted 90th-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. For each grade level served by the charter school:

1. Rank all alternative schools in the state serving that grade by grade-level subgroup proficiency rate (FAY students). Identify the subgroup proficiency rate at the 20th percentile of alternative schools statewide. For example, if 100 alternative schools enroll and test subgroup students in the third grade, the model ranks all of these schools by the third-grade subgroup proficiency rate and identifies the percentage of proficient subgroup students at the 20th percentile (the 20th-highest rate in the state). Repeat the same process for every grade.
2. Multiply the number of subgroup students tested in the grade by the subgroup proficiency rate at the 20th percentile for that grade in alternative schools statewide.

3. Sum the products for each grade and divide by the number of subgroup students tested in the charter school. (See Table 1 for example.) The result is the ***weighted 20th-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 uses the difference between the alternative school and weighted state subgroup proficiency rates of students enrolled at alternative schools, and comparison to the highest- and lowest-performing alternative schools in the state to assign the following categories:

Rating Category	Target Description
Exceeds Standard	School's subgroup proficiency rate is in the top 10% of statewide subgroup performance in alternative schools.
Meets Standard	School's subgroup proficiency rate meets or exceeds statewide subgroup performance, but falls below the top 10% in alternative schools.
Does Not Meet Standard	School's subgroup proficiency rate falls below statewide subgroup performance, but is above the bottom 20% in alternative schools.
Falls Far Below Standard	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.[4] The charter school academic framework includes the results of the newly adopted Alternative A–F Letter Grade Accountability System.

[4] For more information on the Arizona ESEA Waiver, see: http://www.azed.gov/eseawaiver/

Necessary data

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

Targets for Alternative Schools

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

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?

According to the Arizona Department of Education's A–F 2012 Technical Manual, high schools are also held accountable for meeting stringent criteria for graduation rates. The graduation rate is a longitudinal measure of how many students graduate from high school within five years of first entering grade 9. High schools can earn three points, above and beyond the possible 100 from the AIMS percent passing, by meeting one of three criteria:

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

Three-year average graduation rate =

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

In 2011, the baseline year was 2006 or the school's first year serving grade 12, whichever was the latest. A school's annual average growth 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.

Average Annual Growth =

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

If an alternative high school earns these 3 bonus points as determined by the Arizona Department of Education, they meet the standard for this measure. If an alternative high school does not earn these 3 points, they do not meet the standard for this measure.

Necessary data

- Graduation points in the A–F Alternative Letter Grade calculation

Targets for Alternative Schools

Rating Category	Target Description
Meets Standard	Earned the graduation points in the A–F Alternative Letter Grade calculation.
Does Not Meet Standard	Did not earn the graduation points in the A–F Alternative Letter Grade calculation

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. 12th-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 by 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 before 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: Calculate the number of students enrolled in the alternative charter school in year 1.

Step 2: Subtract students with an end-of-year status of "complete" or "graduate" from the total calculated in step 1.

Step 3: Calculate the number of students from step 2 who are enrolled in any school in year 2.

Step 4: Divide the number of students enrolled in year 2 (step 3) by the total number of students identified in step 2.

Step 5: Apply targets.

Targets for Alternative Schools

Rating Category	**Target Description**
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.