



Academic Performance Framework

The academic framework focuses purposefully on quantitative academic outcomes as a basis for analysis to be used in high-stakes decisions. The academic framework is organized by indicators, measures, metrics and targets. Each measure is assigned one of four ratings, unless insufficient data is available. Each rating is weighted for the calculation of an Overall Rating.

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

- Student Progress over Time (Growth)
- Student Achievement (Proficiency)
- A-F Letter Grade State Accountability System
- Post-Secondary Readiness (for High Schools)

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

The Board has modified the academic framework to better fit schools designated as "alternative" or "small". The alternative academic framework incorporates modifications to measures and additional measures specific to alternative schools. For small schools pooled data is used for Growth and Proficiency.

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 each model is provided later in this document. More detailed information is available in the [Academic Performance Framework and Guidance](#) document.



Traditional and Small Schools¹ Model

Academic Performance							
Edit this section.							
Demo School II							
		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K-8)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1. Growth							
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	46.5	50	12.5
	Reading	45	50	12.5	51	75	12.5
2. Proficiency							
2a. Percent Passing	Math	50 / 41.8	75	7.5	62 / 63.5	50	7.5
	Reading	71 / 67.1	75	7.5	80 / 82.3	50	7.5
2b. Composite School Comparison	Math	8.2	75	7.5	-1.2	50	7.5
	Reading	3.8	75	7.5	-3	50	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	7.5
	Reading	69 / 62.7	75	3.75	82 / 76.1	75	7.5
2c. Subgroup SPED	Math	7 / 14.2	50	3.75	NR	0	0
	Reading	28 / 32	50	3.75	NR	0	0
3. State Accountability							
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	64.38		100

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

Exceeds Standard	Meets Standard	Does Not Meet Standard	Falls Far Below
100	75	50	25

¹ 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.



Weights by Measure

The Board developed the following system of weights for the academic performance framework. The score for each measure is weighted according to the table below:

Measure	Traditional and Small Charter Schools Weight		
	Elementary and Middle	High School	K-12
1a. SGP	25%	15%	20%
1b. SGP of Bottom 25%	25%	15%	20%
2a. Percent Passing	15%	20%	15%
2b. Composite School Comparison	15%	15%	10%
2c. Subgroup proficiency	15%	15%	15%
3a. A-F Letter Grade State Accountability System	5%	5%	5%
4a. High School Graduation Rate	NA	15%	15%
4b. College Readiness	NA	NA	NA
4c. Credit Accumulation	NA	NA	NA

Overall Rating- The following ranges are used after the aggregation of all measures to 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



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

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

- 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
- Student Growth Percentile is calculated by the Arizona Department of Education as part of the A-F Letter Grade State Accountability System
- A score of "meets" is awarded if the Student Median Growth Percentile is at 50 or higher (a more comprehensive description of the metric is available in Appendix A of the Academic Performance Framework and Guidance Document.)

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

Are the lowest-performing students making adequate growth based on the median student growth percentiles (SGP) of the lowest 25% of students in reading and math?

- The 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
- Student growth percentile of the bottom 25% of students is calculated separately for reading and math. Therefore, this number may be different from the school's SGP of the Bottom 25% calculated for the school's letter grade
- A score of "meets" is awarded if the SGP for the lowest-performing students is at 50 or higher (a more comprehensive description of the metric is available in Appendix A of the Academic Performance Framework and Guidance Document.)

2a. Percent Passing

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

- 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. This measure compares the percentage of proficient students at each charter school by grade-level enrollment to the percentage of proficient students statewide by grade-level enrollment. Therefore, this number may be different from the school's percent proficient calculated for the school's letter grade.
- A score of "meets" is awarded if the school's proficiency rates meet the average statewide performance (a more comprehensive description of the metric is available in appendix A of the Academic Performance Framework and Guidance Document.)



2b. Composite School Comparison

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

- 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. 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 proficiency for that combination of grade and subgroup. These weighted grade/subgroup combinations are summed and divided by the total number of students enrolled in the school to calculate the school's expected proficiency rate given the grade and subgroup distribution of their students.
- The measure compares the percentage of proficient students at each charter school to the percentage of proficient students statewide. To account for grade level differences in proficiency rate, the state comparison rates are weighted by grade-level enrollment at the charter school.
- 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" (a more comprehensive description of the metric is available in appendix A of the Academic Performance Framework and Guidance Document.)

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

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

- The number in each of these sections is the percent proficient for ELL, FRL, and/or SPED.
- If the n is less than 10, there will be no data available for that subgroup; if one or more subgroups do not have available data the weighting will be distributed among the measures with data in 2c. If there is no subgroup data for any of the measures within 2c, the weighting will be distributed outside the measure but within the indicator (2a and 2b.)
- English Language Learners (ELL) data includes Fluent English Proficient (FEP) students, in year one and two of monitoring. This is not the same calculation used for letter grades.
- A score of "meets" is awarded if the school's subgroup proficiency rates meets the statewide subgroup performance (a more comprehensive description of the metric is available in appendix A of the Academic Performance Framework and Guidance Document.)



3a. A-F Letter Grade State Accountability System

Is the school meeting acceptable standards according to the A-F Letter Grade Accountability 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

Are students graduating from high school?

- The number in this section is the school's graduation rate based on a four year graduation rate

A more comprehensive description of the metric is available in appendix A of the [Academic Performance Framework and Guidance Document](#).



Alternative² Model

Academic Performance								
Edit this section.								
Demo School								
		2012 Alternative High School (9-12)			2013 Alternative High School (9-12)			
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1. Growth								
1a. SGP	Math	27	50	2.5	74	100	2.5	
	Reading	41	50	2.5	63	100	2.5	
1b. Improvement	Math	19.2	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	

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

Exceeds Standard	Meets Standard	Does Not Meet Standard	Falls Far Below
100	75	50	25

² For most measures, the Alternative Model compares the alternative school's performance to the performance of other alternative schools.



Weights by Measure

The Board developed the following system of weights for the academic performance framework. The score for each measure is weighted according to the table below:

Measure	Alternative Charter Schools Weight		
	Elementary and Middle	High School	K-12
1a. SGP	30%	5%	15%
1b. Improvement	20%	25%	25%
2a. Percent Passing	15%	20%	15%
2b. Subgroup proficiency	10%	10%	10%
3a. A-F Letter Grade State Accountability	10%	5%	5%
4a. High School Graduation Rate	NA	15%	15%
4b. Academic Persistence	15%	20%	15%

Overall Rating- The following ranges are used after the aggregation of all measures to 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



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

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

- 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
- Student Growth Percentile is calculated by the Arizona Department of Education as part of the A-F Letter Grade State Accountability System
- A score of "meets" is awarded if the Student Median Growth Percentile meets or exceeds the state median of all alternative schools. A more comprehensive description of the metric is available in Appendix B of the Academic Performance Framework and Guidance Document.

1b. 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? (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
- Student growth percentile of the bottom 25% of students is calculated separately for reading and math. Therefore, this number may be different from the school's SGP of the Bottom 25% calculated for the school's letter grade
- A score of "meets" is awarded if the SGP for the lowest-performing students is at 50 or higher. A more comprehensive description of the metric is available in Appendix B of the Academic Performance Framework and Guidance Document.

Are the non-proficient students showing an increase in performance on state assessments in reading and math? (High School)

- Calculation for 11th and 12th grades requires student participation in two consecutive administrations of Fall/Spring or Spring/Fall state assessments.
- Students must be enrolled in the same school for both of the compared assessments. This is a modification of the state A-F improvement metric which does not require that students are enrolled in the same school for both of the consecutive 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

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

- 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. This measure compares the percentage of proficient students at each alternative charter school by grade-level enrollment to the percentage of proficient students at alternative schools statewide by grade-level enrollment. Therefore, this number may be different from the school's percent proficient calculated for the school's letter grade.
- A score of "meets" is awarded if the school's proficiency rates meet the average statewide alternative school performance. A more comprehensive description of the metric is available in appendix B of the Academic Performance Framework and Guidance Document.

2b. Subgroup Comparison (ELL, FRL, SPED)

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

- The number in each of these sections is the percent proficient for ELL, FRL, and/or SPED.
- If the n is less than 11, there will be no data available for that subgroup; if one or more subgroups do not have available data the weighting will be distributed among the measures with data in 2b. If there is no subgroup data for any of the measures within 2b, the weighting will be distributed outside the measure but within the indicator (2a).
- English Language Learners (ELL) data includes Fluent English Proficient (FEP) students, in year one and two of monitoring. This is not the same calculation used for letter grades.
- A score of "meets" is awarded if the school's subgroup proficiency rates meet the statewide subgroup performance in alternative schools. A more comprehensive description of the metric is available in appendix B of the Academic Performance Framework and Guidance Document.

3a. A-F Letter Grade State Accountability System

Is the school meeting acceptable standards according to the A-F Letter Grade Accountability 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".
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4a. High School Graduation Rate

Are students graduating from high school?

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

4b. Academic Persistence

Are students remaining enrolled in school across school years?

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

A more comprehensive description of the metric is available in appendix A of the [Academic Performance Framework and Guidance Document](#).

