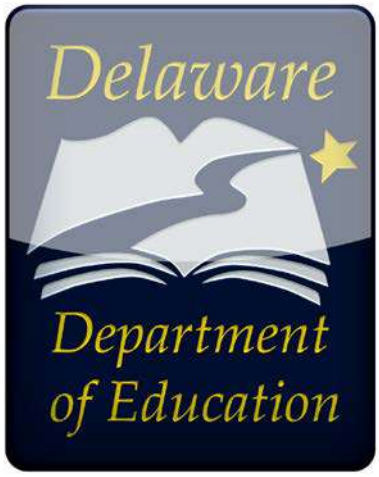



# Academic Performance Framework Guidance Document

Delaware Department of Education
Updated 02/12/2014

# DELAWARE PERFORMANCE FRAMEWORK
# Academic Framework Guidance and Methodology

The Delaware Department of Education's Academic Performance Framework includes measures that allow the authorizer to evaluate a charter school's academic performance or outcomes. Specifically, this section of the framework answers the evaluative question: *Is the academic program a success?* A charter school that meets standards in this area is implementing its academic program effectively, and student learning – the central purpose of every school – is taking place.

For each measure within the Academic Performance Framework, a school receives one of four ratings: *Exceeds Standard, Meets Standard*, *Does not Meet Standard*, or *Falls Far Below Standard*. This document provides charter schools authorized by the Delaware Department of Education with the methodologies used for each of these measures.

A weighted, cumulative rating on Academic Performance is calculated by taking the school's ratings for each measure and aggregating them into an overall rating. This document also provides the methodology for determining a school's overall rating on the Academic Performance Framework.

# Growth Measures

The academic framework has three measures of student growth: 1) the percentage of students making expected growth; 2) the percentage of lowest-performing students making expected growth; and 3) the percentage of students making sufficient growth to achieve or maintain proficiency.

All students are included in the framework growth calculation. School results for fewer than 15 students are not included in the overall ratings.

## Measure 1a. Expected Growth (Instructional Scale Score)

### Are students making expected growth according to the instructional scale score?

#### Instructional versus accountability scores

The Delaware Comprehensive Assessment System (DCAS) provides two types of scale scores: instructional and accountability. The instructional score includes both "on-grade" and "cross-grade" questions. The expected growth model uses instructional scale scores instead of accountability scale scores to more accurately analyze growth of high- and low-performing students.

#### Adjustments for starting performance level and grade level

The data show that on average, students make a different amount of growth based on their starting performance level (their fall DCAS score) and their grade level. Students starting at lower relative proficiency levels typically show more growth than students starting at higher proficiency levels. Expected scale score growth also varies by grade. Students in lower grades typically exhibit higher annual scale score growth than students in upper grades.

#### Necessary data

These student-level data are necessary for every student in the state:

- Fall and spring reading and math instructional scale scores for all charter school students

**DDOE-developed student growth target tables for reading and math**

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

***Step 1:*** Using the DDOE state growth tables, identify each student's target spring instructional scale score based on the grade, subject, and starting (fall) score. Schools also have access to DSARA through IMS. This application tracks growth measures and allows for schools to monitor progress against this particular measure.

***Step 2:*** Evaluate whether each student's actual spring score meets or exceeds the target. (Starting in 2011–12, students have two opportunities to take the spring assessment. The higher of the two scores should be used in all calculations.)

- Separate targets are provided for students with disabilities (SWD) and English-language learners (ELL). SWD targets are used for students who are identified as both SWD and ELL.
- All students who are categorized as advanced (PL4) in the spring are automatically considered to have met their growth target.

***Step 3:*** Calculate the percentage of students who met growth targets for reading and math.
***Step 4***: Apply targets (see below).

### Targets

Rating categories are assigned based on the percentage of students meeting growth targets and can be found in the Academic Charter Performance Framework:

| Rating Category | Target Description |
|---|---|
| *Exceeds Standard* | The school has at least 80 percent of all students meeting their growth targets in each tested subject and grade of the State Assessment. |
| *Meets Standard* | The school has between 60 and 79 percent of all students meeting their growth targets in each tested subject and grade of the State Assessment. |
| *Does Not Meet Standard* | The school has between 40 and 59 percent of all students meeting their growth targets in each tested subject and grade of the State Assessment. |
| *Falls Far Below Standard* | The school has less than 40 percent of all students meeting their growth targets in each tested subject and grade of the State Assessment. |

## Measure 1b. Expected Growth of Lowest-Performing Students

### Are the lowest-performing students in the school making expected growth?

The framework includes an evaluation of growth of the lowest-performing students in each grade of the charter school, based on the fall instructional scale score. The method is identical to that laid out in measure 1a above, but applied to the lowest-performing students in the charter school.

### Necessary data

These student-level data are necessary for every student in the state:

- Fall and spring reading and math instructional scale scores for all charter school students
- DDOE-developed student growth target tables for reading and math

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

***Step 1:*** For ***each grade*** in the charter school, identify the lowest-performing quartile of students, *based on fall instructional DCAS score*. This can be calculated at the school level by rank sorting students by fall instructional scale score, dividing the total number of students in each grade level by 4, thus identifying the bottom quartile. If there is more than one student with the instructional scale score at the 25th percentile, all students with that score are assigned to the bottom quartile.

***Step 2:*** Using the DDOE state growth tables, identify each student's target spring instructional scale score based on the grade, subject, and starting (fall) score.

***Step 3:*** For each student identified as being in the lowest quartile in the school, evaluate whether his actual spring score meets or exceeds the target.

- Separate targets are provided for students with disabilities (SWD) and English-language learners (ELL). SWD targets are used for students who are identified as both SWD and ELL.
- *All students who are categorized as PL4 in the spring are automatically considered to have met their growth target.*
-

***Step 4:*** Calculate the percentage of lowest-performing students in the charter school who met growth targets.

***Step 5***: Apply targets.

**Targets** Rating categories are assigned based on the percentage of lowest-performing students meeting growth targets:

| Rating Category | Target Description |
|---|---|
| *Exceeds Standard* | The school has at least 80 percent of students in the lowest quartile of performance meeting their growth targets in each tested subject and grade of the State Assessment. |
| *Meets Standard* | The school has between 60 and 79 percent of students in the lowest quartile of performance meeting their growth targets in each tested subject and grade of the State Assessment. |
| *Does Not Meet Standard* | The school has between 40 and 59 percent of students in the lowest quartile of performance meeting their growth targets in each tested subject and grade of the State Assessment. |
| *Falls Far Below Standard* | The school has less than 40 percent of students in the lowest quartile of performance meeting their growth targets in each tested subject and grade of the State Assessment. |

## Measure 1c. Growth-to-Proficiency

### Are students making enough annual growth to maintain or achieve proficiency status?

It is essential to determine whether students are on track to reach or maintain proficiency in a reasonable period of time. Measure 1c, growth-to-proficiency, evaluates the percentage of students making positive growth in the current year that is sufficient to reach or maintain proficiency within the next three years or by the end of 10th grade, whichever is sooner.

**Necessary data**

Five data elements are used in the growth-to-proficiency calculations:

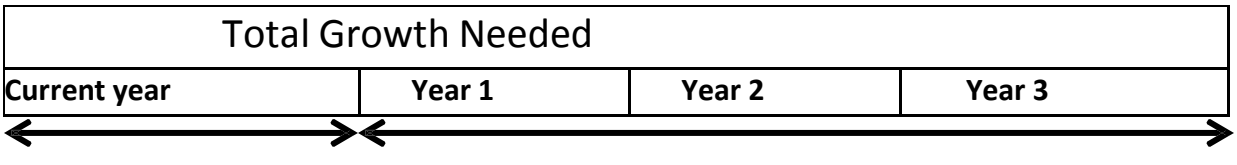
- Fall and spring accountability scale score (reading and math) for all students in the state
- Proficiency level (reading and math) for all students in the state
- Grade levels for all students in the state
- Historic scale score gain by grade and subject (if available)
- Proficiency cut-points for all grades and subjects

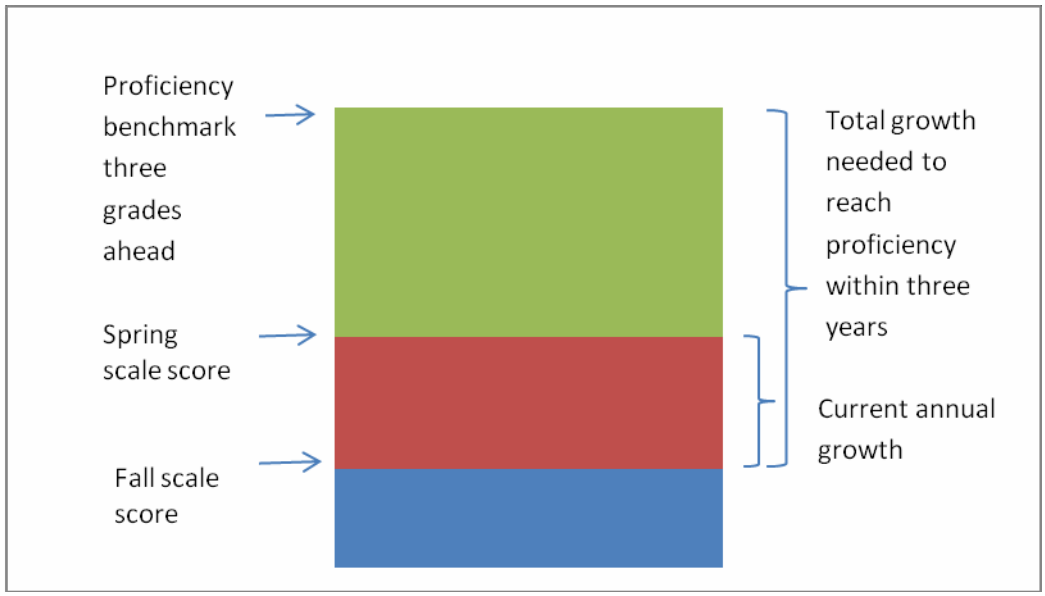
**Methodology (carried out separately for reading and math)**

The methodology involves four sets of calculations, each involving several steps. Each calculation is described below.

**Calculation 1. Total growth needed (TGN) for each student in the state.** The TGN is the amount of growth needed to become proficient in each subject within three years of the spring DCAS or by the end of 10th grade, whichever is sooner. The entire period covers four academic years, from the fall of the current year to the spring three years out from the current year. For example, the TGN for a fourth- grader would be the amount of growth needed to be proficient by the end of seventh grade—the seventh-grade proficiency cut point minus the student's fourth-grade fall score.

**Table 1. Total growth needed (represented visually in two different formats)**






**Calculation 2**. **Expected growth for the current year.** As mentioned earlier, data show that all students do not make equal growth on the DCAS from fall to spring. Students tend to demonstrate more growth in the lower grades, and less in the upper grades. To account for non-linear growth, the approach calculates how much growth students should make in a given year using a three-step process:

***Step 1.*** Determine expected growth for the current year. For 2012-13, "expected growth" was calculated using the **average DCAS growth over three years (2010-11, 2011-12, and 2012-13) for each grade level.[1] Table 2 below shows the combined average growth for 2010-11, 2011-12, and 2012-13**. ( As more years of data become available, the expected growth targets in tables 2 and 3 will be updated and refined to account for year-to- year shifts in performance.)

**Table 2. Average growth by grade—2010–11, 2011-12, and 2012-13 average**

| Grade | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|
| **Average Scale Score Growth from Fall to Spring—Reading** | 69 | 51 | 50 | 36 | 33 | 34 | 28 | 26 |
| **Average Scale Score Growth from Fall to Spring—Math** | 89 | 71 | 62 | 52 | 41 | 42 | 34 | 28 |

***Step 2.*** Divide the expected growth in the current year by the expected growth of the "whole period." The whole period refers to the current year plus three years, or 10th grade. For grades 3 through 7 the "whole period" is a four-year period. For eighth grade, it is a three-year period. For ninth grade, it is a two-year period, and for 10th grade, it is a one-year period.

As Table 3 shows, a third-grader would be expected to increase his reading scale score by 198 (67+50+47+34) points by the time he finishes sixth grade—the end of his "whole period." The column "Average Score Gain from Fall to Spring" from Table 3 also shows that, on average, students are expected to make more growth in third grade than in fourth, fifth, or sixth grade—67 points in reading compared with 50, 47, or 34 points, respectively. So a third-grader would be expected to make about 34 percent of the growth he will make on the DCAS over the whole period by the end of the third grade.

**Table 3. Growth target—Expected growth in the current year divided by expected growth in the "whole period"**

| Grade | Reading | | | Mathematics | | |
|---|---|---|---|---|---|---|
| | Average Score Gain from Fall to Spring | Percentage of Growth Needed to Reach Proficiency within 3 Years or by 10th Grade (Growth Target) | | Average Score Gain from Fall to Spring | Percentage of Growth Needed to Reach Proficiency within 3 Years or by 10th Grade (Growth Target) | |
| 3 | 69 | 69/(69+51+50+36) = | 33% | 89 | 89/(89+71+62+52) = | 33% |
| 4 | 51 | 51/(51+50+36+33) = | 30% | 71 | 71/(71+62+52+41) = | 31% |
| 5 | 50 | 50/(50+36+33+34) = | 33% | 62 | 62/(62+52+41+42) = | 31% |
| 6 | 36 | 36/(36+33+34+28) = | 28% | 52 | 52/(52+41+42+34) = | 31% |
| 7 | 33 | 33/(33+34+28+26) = | 27% | 41 | 41/(41+42+34+28) = | 28% |
| 8 | 34 | 34/(34+28+26) = | 39% | 42 | 42/(42+34+28) = | 40% |
| 9 | 28 | 28/(28+26) = | 52% | 34 | 34/(34+28) = | 55% |
| 10 | 26 | 26/26 = | 100% | 28 | 28/28 = | 100% |

**Calculation 3. Determine whether a student made positive and sufficient growth in the current year.**
Calculate current growth by subtracting the fall accountability scale score from the spring accountability scale score.

a. If the student is categorized as PL4 in the spring, the student is automatically considered to have shown sufficient growth.

b. If the student is categorized as PL1, PL2, or PL3 and shows negative growth, the student is not considered to have shown sufficient growth.

c. If the student is categorized as PL1, PL2, or PL3 **and** shows positive growth:

***Step 1.*** Divide *the current growth* by the TGN to calculate percentage of growth attained. ***Step 2.*** Compare percentage of growth attained to the growth target from Table 3, based on grade and subject.

***Step 3.*** If the percentage of growth attained is equal to or greater than the growth target, then the student has made positive and sufficient growth.

**Calculation 4. Roll-up results for the school.** For each school, calculate the percentage of students who are categorized as PL 4 in the spring or are making positive and sufficient growth in each subject to be proficient in three years or by 10th grade.

**Calculation 5. Apply targets to assign rating category.**

### Targets

Rating categories are assigned based on the percentage of students making sufficient growth:

| Rating Category | Target Description |
|---|---|
| *Exceeds Standard* | The percentage of students making growth sufficient to maintain or achieve proficiency in three years or by 10th grade meets or exceeds 90 percent. |
| *Meets Standard* | The percentage of students making growth sufficient to maintain or achieve proficiency in three years or by 10th grade is between 70 and 89 percent. |
| *Does Not Meet Standard* | The percentage of students making growth sufficient to maintain or achieve proficiency in three years or by 10th grade is between 50 and 69 percent. |
| *Falls Far Below Standard* | The percentage of students making growth sufficient to maintain or achieve proficiency in three years or by 10th grade falls below 50 percent. |

### Considerations

The expected growth values used for the trial run were based on three years of DCAS testing. As more years of data become available, the expected growth targets in tables 2 and 3 will be updated and refined.

## Status Measures

Only AYP students are included in the framework status (proficiency) calculation. School results for fewer than 30 students are not included in the overall ratings.

### Measure 2a. Proficiency

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

Since proficiency rates vary by grade level statewide, the framework weights the statewide average school proficiency rate by grade-level enrollment at the charter school. For example, a charter school that serves grades 3–8 would be compared to the percentage of students in schools statewide in grades 3–8 that score proficient on the DCAS, with each grade "counting" in proportion to the fraction of all students enrolled in that grade at the charter school. For an example of weighting by grade-level enrollment, see Table 4.

## Necessary data

- Proficiency rate on the spring DCAS, by grade, for all schools in the state
- Charter schools' number of students tested on the spring DCAS, by grade
- Statewide average school proficiency rate by grade

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

**Step 1**. Calculate the charter school's average proficiency rate.

**Step 2**. Calculate the statewide average school proficiency rate, ***weighted to the charter school's grade-level enrollment*** to account for any grade-level growth differences. For example, if 27 percent of students who took the DCAS at the charter school are in the third grade, third-grade state results will count for 27 percent of the weighted state average used in comparison to that charter school.

To calculate a weighted state average for a charter school, the model multiplies the state average for each grade level by the charter school enrollment at each grade level. The products are then summed and divided by the total charter school enrollment (see Table 4). The result is a state average that reflects the enrollment of the charter school.

**Table 4. Example of weighting the state results to grade-level number tested for a charter school serving only grades 6, 7, and 8**

| Grade | Number Tested at Charter School | Percentage of Students Proficient Statewide |
|---|---|---|
| **3** | 0 | 77% |
| **4** | 0 | 77% |
| **5** | 0 | 75% |
| **6** | 125 | 68% |
| **7** | 112 | 71% |
| **8** | 50 | 75% |
| **9** | 0 | 73% |
| **10** | 0 | 72% |
| **Total** | **287** | -- |

State average weighted to charter enrollment = 70%

$$\frac{(125 \times 68\%) + (112 \times 71\%) + (50 \times 75\%)}{287}$$

**Step 3**. Calculate the difference between the charter school's average proficiency rate and the weighted state proficiency rate.

**Step 4**. Compare the charter school's average proficiency rate to the 90th and the 20th percentiles of performance statewide:

1. Rank schools across the state by proficiency rate for each grade. For each grade level, the model ranks all of the schools in the state to identify the proficiency rate at the 90$^{th}$ and 20$^{th}$ percentiles of schools statewide. For example, if 100 schools enroll students in the third grade, the model lists all of those schools by their proficiency rate, and identifies the proficiency rate for the school at the 90th percentile (the 90$^{th}$-highest proficiency rate in the state) and the 20$^{th}$ percentile (the 20$^{th}$-highest proficiency rate in the state). The model repeats the same process for every grade.
2. Calculate a weighted average proficiency rate at the 90$^{th}$ and 20$^{th}$ percentiles by weighting the state proficiency rate to the grade-level charter school enrollment (see Table 4).

**Step 5.** Apply targets

## Targets

The model assigns rating categories based on two factors: 1) the difference between the school's proficiency rate on the DCAS and the weighted state average proficiency rate, and 2) comparison to proficiency rates at the 90$^{th}$ and 20$^{th}$ percentile rankings.

| Rating Category | Target Description |
|---|---|
| *Exceeds Standard* | School's average proficiency rate on DCAS reading and math falls in the top 10 percent of statewide performance. |
| *Meets Standard* | School's average proficiency rate on DCAS reading and math meets or exceeds the statewide average student performance of schools serving the same grades, *and* meets or exceeds the statewide Annual Measureable Objective (AMO) for all students but falls below the 90$^{th}$ percentile of statewide performance. |
| *Does Not Meet Standard* | School's average proficiency rate on DCAS reading and math is less than the statewide average student performance of schools serving the same grades, but is above the 20$^{th}$ percentile of statewide performance. |
| *Falls Far Below Standard* | School's average proficiency rate on DCAS reading and math falls in the bottom 20 percent of statewide performance of schools. |

## Measure 2b. Subgroup Proficiency

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

The framework compares the proficiency rates of low-performing subgroups within the school to the proficiency rates of students in the same subgroups statewide. The framework evaluates performance of racial/ethnic groups as well as Free and Reduced Lunch (FRL), English Language Learners (ELL), and students with disabilities (SWD), if 30 or more students with a particular subgroup characteristic are tested at the charter school.

### Necessary data

- School subgroup proficiency rates in reading and math for all eligible subgroups (30 or more students)
- Grade-level subgroup number tested for charter school
- State subgroup proficiency rates of all students by grade level

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

**Step 1.** Determine whether there are any eligible subgroups in the school. To be eligible, more than 30 students in a subgroup must be enrolled at the charter school.
**Step 2**. Calculate the charter school's average proficiency rate for each eligible subgroup.
**Step 3**. Weight the state average school subgroup proficiency rate by the grade-level number tested at the charter school (see Table 4 in measure 2a for details).
**Step 4**. Calculate the difference between the charter school's average subgroup proficiency rate and the weighted state subgroup proficiency rate.
**Step 5**. Compare the charter school's average subgroup proficiency rate to the subgroup proficiency at the 90$^{th}$ and the 20$^{th}$ percentiles statewide for the relevant subgroup:
1. Rank schools across the state by subgroup proficiency rate for each grade. For each grade level, the model ranks all of the schools in the state to identify the subgroup proficiency rate at the 90$^{th}$ and 20$^{th}$ percentiles of schools statewide. For example, if 100 schools enroll more than 30 FRL students in the third grade, the model lists all of those schools by their FRL proficiency rate, and identifies the FRL proficiency rate for the school at the 90th percentile (the 90$^{th}$-highest proficiency rate in the state) and the 20$^{th}$ percentile. The model repeats the same process for every grade.
2. Calculate a weighted average subgroup proficiency rate for the 90$^{th}$ and 20$^{th}$ percentiles by weighting the state subgroup averages to the grade-level charter school enrollment (see Table 4).
**Step 6**. Apply targets.

### Targets

The framework uses the difference between the school's and weighted state subgroup proficiency rates, and comparison to the subgroup proficiency rates at the 90$^{th}$ and 20$^{th}$ percentiles across the state, to assign the following categories:

| Rating Category | Target Description |
|---|---|
| *Exceeds Standard* | School's average subgroup proficiency rate on DCAS reading and math falls in the top 10 percent of statewide subgroup average student performance. |
| *Meets Standard* | School's average subgroup proficiency rate on DCAS reading and math meets or exceeds the statewide subgroup average student performance of schools serving the same grades, *and* meets or exceeds the statewide AMO for subgroups but falls below the 90$^{th}$ percentile of statewide subgroup performance. |
| *Does Not Meet Standard* | School's average subgroup proficiency rate on DCAS reading and math is less than the statewide subgroup average student performance of schools serving the same grades, but is above the 20$^{th}$ percentile of statewide subgroup performance. |
| *Falls Far Below Standard* | School's average subgroup proficiency rate on DCAS reading and math falls in the bottom 20 percent of statewide subgroup average student performance. |

## Measure 2c. District Proficiency Comparison

### Are students performing well on state examinations in math and reading in comparison to other schools in the district?

The framework compares charter school proficiency rates to the average proficiency rate of the district in which the school physically resides, weighted by grade-level enrollment at the charter school (see Table 4 in measure 2a above for an example of the weighting methodology).

### Necessary data

- Proficiency rates in reading and math by grade for all schools in the district
- Number of students tested by grade
- District average reading and math proficiency rates by grade

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

**Step 1**. Calculate school average proficiency rate.
**Step 2**. Weight the district average proficiency rate for grade-level enrollment at the charter school (see Table 4).
**Step 3**. Calculate the difference between the school and weighted district proficiency rates.
**Step 4**. Apply targets.

## Targets

To determine a school's target category, the framework considers the difference between the school's proficiency rate on the DCAS and the weighted district average proficiency rate:

| Rating Category | Target Description |
|---|---|
| *Exceeds Standard* | The charter school's average proficiency rate on DCAS reading and math exceeds the average proficiency rate of the district by 15 or more percentage points, *or* the district average proficiency rate is 85 percent or greater and the charter school's average proficiency rate exceeds it. |
| *Meets Standard* | The charter school's average proficiency rate on DCAS reading and math meets or exceeds the average proficiency rate of the district by between 1 and 14 percentage points, *or* both the charter school and district average proficiency rates are 85 percent or greater, but the charter school's average proficiency rate does not exceed the district's. |
| *Does Not Meet Standard* | The charter school's average proficiency rate on DCAS reading and math is less than the average student performance of students in the home district in the same grades by 1 to 14 percentage points. |
| *Falls Far Below Standard* | The charter school's average proficiency rate on DCAS reading and math is less than the average student performance of students in the home district in the same grades by 15 or more percentage points. |

**Note: Values are rounded up; i.e., 14.5 percentage points would round to 15.**

## Considerations

Although the previous measures use a calculation of state ranking (percentiles) to assign the highest and lowest rating categories, the district comparison does not lend itself to a similar approach. In a district with a small number of schools, it may be difficult or impossible to assign a meaningful ranking to the charter school. For example, a charter school that ranks second when compared with a district composed of four schools would receive a high percentile ranking. This ranking would not be as valid as a comparison made to hundreds of schools in a larger district. As a result, the "exceeds" and "falls far below" categories are defined by the size of the difference between the charter school's performance and the home district's performance. The framework defines the categories in increments of 15 percentage points.

## Measure 2d. Similar Schools Proficiency Comparison

### Are students performing well on state examinations in math and reading in comparison to similar schools in the state?

The framework compares student performance at the charter school to student performance at similar schools serving the same grade levels and students with similar characteristics.

### Necessary data

- Student-level proficiency rates for math and reading for all students in the state, with school assignment, grade level, race/ethnicity, and FRL, ELL, and SPED designation.

### Methodology

#### Calculation of Composite Similar School

The revised methodology compares student performance at the charter school to student performance at a "composite" school with a statistically similar population. The composite similar school is created by matching and aggregating student-level data for students statewide with similar characteristics. We found this methodology to be much more accurate than identifying actual schools that were similar to each charter school in student population, as composite schools are constructed based on the unique demographic characteristics of each charter school.

**Step 1**. For each charter school, calculate the number of students, by grade, with each combination of race and ELL, FRL, and SPED status.

**Table 5. Example of number of tested students for a hypothetical school with tested grades 3rd through 5th and the specific demographic subgroups shown in the table below:**

| Student Characteristics | | | | Number Tested by Grade—Charter School | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Race | SPED | FRL | ELL | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th |
| Hispanic | Yes | Yes | No | 8 | 10 | 12 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | No | No | Yes | 124 | 100 | 98 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | No | Yes | Yes | 4 | 1 | 2 | 0 | 0 | 0 | 0 | 0 |
| Afr Amer | No | Yes | No | 25 | 16 | 15 | 0 | 0 | 0 | 0 | 0 |
| Afr Amer | Yes | Yes | No | 7 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| White | No | No | No | 10 | 3 | 5 | 0 | 0 | 0 | 0 | 0 |
| White | Yes | No | No | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| White | No | Yes | No | 107 | 137 | 122 | 0 | 0 | 0 | 0 | 0 |
| Total students—812 | | | | 288 | 269 | 255 | 0 | 0 | 0 | 0 | 0 |

**Step 2.** Using statewide student-level records, calculate the statewide proficiency rate for students meeting each combination of subgroup designations.

**Table 6. Example of statewide average proficiency rates by grade and demographic subgroup for the same hypothetical school:**

| **Student Characteristics** | | | | **Statewide Average Proficiency for Similar Students** | | |
|---|---|---|---|---|---|---|
| Race | SPED | FRL | ELL | 3rd Grade | 4th Grade | 5th Grade |
| Hispanic | Yes | Yes | No | 40% | 37% | 42% |
| Hispanic | No | No | Yes | 73% | 54% | 29% |
| Hispanic | No | Yes | Yes | 57% | 44% | 41% |
| African American | No | Yes | No | 68% | 70% | 64% |
| African American | Yes | Yes | No | 39% | 35% | 32% |
| White | No | No | No | 94% | 95% | 93% |
| White | Yes | No | No | 72% | 68% | 64% |
| White | No | Yes | No | 87% | 88% | 85% |

Note: The example charter school enrolls only 3rd, 4th, and 5th graders, so only statewide results for these grades will be included in the composite school.

**Step 3**. Multiply each proficiency rate calculated in step 2 by the corresponding enrollment number from step 1.

Example:

(40%*8) + (73%*124) + (57%*4) + (68%*25) + (39%*7) + (94%*10) + (72%*3) + (87%*107) +

(37%*10) + (54%*100) + (44%*1) + (70%*16) + (35%*1) + (95%*3) + (68%*1) + (88%*137) +

(42%*12) + (29%*98) + (41%*2) + (64%*15) + (32%*1) + (93%*5) + (64%*0) + (85%*122) **= 567**

**Step 4**. Divide the product calculated in step 3 by the total number of students in the charter school to calculate the composite proficiency rate.

Example:

567 divided by 812 = **70%**

**Step 5.** Apply targets to determine rating category.

## Targets

The framework compares the charter school's proficiency rate to the *average proficiency rate* of the composite similar school.

| Rating Category | Target Description |
|---|---|
| *Exceeds Standard* | The charter school's average proficiency rate on DCAS reading and math exceeds the average proficiency rate of the composite similar school by 15 or more percentage points, *or* the composite similar school average proficiency rate is 85 percent or greater and the charter school's average proficiency rate exceeds it. |
| *Meets Standard* | The charter school's average proficiency rate on DCAS reading and math meets or exceeds the average proficiency rate of the similar school composite by between 1 and 14 percentage points, *or* both the charter school and composite similar school average proficiency rates are 85 percent or greater, but the charter school's average proficiency rate does not exceed that of the composite similar school. |
| *Does Not Meet Standard* | The charter school's average proficiency rate on DCAS reading and math is less than the average proficiency rate of the composite similar school by 1 to 14 percentage points. |
| *Falls Far Below Standard* | The charter school's average proficiency rate on DCAS reading and math is less than the average proficiency rate of the composite similar school by 15 or more percentage points. |

## Considerations

As was the case for the district comparison, the "exceeds" and "falls far below" categories for the similar schools comparison are defined by the size of the difference between the charter school's performance and the performance of similar schools. The framework defines the categories in increments of 15 percentage points.

# State and Federal Accountability

## Measure 3a. AYP

## Did the school make AYP?

The trial run included AYP designations for the 2010–11 and 2011–12 school years. Delaware has been granted an ESEA waiver, so the calculations used to determine AYP will change, but each school will continue to receive an annual AYP designation.

### Necessary data

- The charter school's AYP rating (either "below target" or "met target") for the most recent year available.

### Methodology

**Step 1.** Collect the charter school's AYP designation.
**Step 2**. Apply targets.

### Targets

There are only two possible rating categories for the AYP measure.

| Rating Category | Target Description/Criteria |
|---|---|
| *Meets Standard* | School meets Delaware AYP target. |
| *Does Not Meet Standard* | School is below Delaware AYP target. |

Note: For calculation of the school's overall rating on the Academic Performance Framework report, a scoring value of "exceeds standard" is utilized for schools that achieve a "Meets AYP" designation to ensure that the maximum number of points is earned by the school.

# Post-Secondary Readiness

## Measure 4a. SAT Scores

## Does students' performance on the SAT reflect college readiness?

### Necessary data

- May 1 enrollment data for charter schools
- Student level SAT results for two prior years

### Methodology

SAT results and participation were analyzed by DDOE staff for the classes of 2011 and 2012. Using the May 1 enrollment files, DDOE staff reported the number of students achieving the benchmark score of 1550. Student enrollment is based on data in DELSIS, and the test score is based on data in the Standard Test Mart database. For each class, two years of SAT results were included:

- For the class of 2012, SAT files for school years 2012 and 2011 were queried for participation and scores
- For the class of 2011, SAT files for school years 2011 and 2010 were queried for participation and scores
- If a student took the SAT or SAT11 more than once, they will only be counted once and the highest score prevails.

May enrollment files were used in order to provide an enrollment denominator as close to the end of the school year as possible rather than the September numbers reported on school profiles. This approach ensures that students enrolling subsequent to September that take the SAT are included in the denominator.

NOTE: During April of 2011 and 2012, the state of Delaware funded a school-day administration of the SAT to every public school 11th grader in the state. If the funding for the state-wide SAT day for all juniors goes away, then a measure that involves the percentage of the senior class takes the SAT by graduation will be added to the performance measure as 4.b.

### Targets

The framework targets are based upon national benchmark scores associated with college success (see the main section of the guidance for additional information.)

| Rating Category | Target Description |
|---|---|
| *Exceeds Standard* | More than 60 percent of students score a combined SAT score of 1550. |
| *Meets Standard* | 40 to 59 percent of students score a combined SAT score of 1550. |
| *Does Not Meet Standard* | 20 to 39 percent of students score a combined SAT score of 1550. |
| *Falls Far Below Standard* | Fewer than 20 percent of students score a combined SAT score of 1550. |

## Measure 4b. Graduation Rates

### Are students graduating from high school?

Due to the adjustment of the reporting window for graduation rate, the data used in this measure is on a one year lag until reporting mechanisms change to allow graduation rate to be reported to the DDOE earlier. Currently, the 2012 Academic Performance Framework, which covers 2011-2012 school year,will report the 2011 graduation rate for this measure, the 2013 report will use the 2012 graduation rate, etc.

### Necessary data

- Four-year graduation rate

### Targets (on next page)

| Rating Category | Target Description |
|---|---|
| *Exceeds Standard* | 2011–12: At least 92 percent of students graduated from high school in the current school year.<br>2012–13: At least 94 percent of students graduated from high school in the current school year.<br>2013–14: At least 95 percent of students graduated from high school in the current school year.<br>2014–15: At least 97 percent of students graduated from high school in the current school year.<br>2015–16: At least 98 percent of students graduated from high school in the current school year.<br>2016–17 forward: At least 99 percent of students graduated from high school in the current school year. |
| *Meets Standard* | 2011–12: 84 percent to 91 percent of students graduated from high school in the current school year.<br>2012–13: 86 percent to 93 percent of students graduated from high school in the current school year.<br>2013–14: 87 percent to 94 percent of students graduated from high school in the current school year.<br>2014–15: 89 percent to 96 percent of students graduated from high school in the current school year.<br>2015–16: 90 percent to 97 percent of students graduated from high school in the current school year.<br>2016–17 forward: 92 percent to 98 percent of students graduated from high school in the current school year. |
| *Does Not Meet Standard* | 2011–12: 74 percent to 83 percent of students graduated from high school in the current school year.<br>2012–13: 76 percent to 85 percent of students graduated from high school in the current school year.<br>2013–14: 78 percent to 86 percent of students graduated from high school in the current school year.<br>2014–15: 80 percent to 88 percent of students graduated from high school in the current school year.<br>2015–16: 81 percent to 89 percent of students graduated from high school in the current school year.<br>2016–17 forward: 83 percent to 91 percent of students graduated from high school in the current school year. |
| *Falls Far Below Standard* | 2011–12: Less than 74 percent of students graduated from high school in the current school year.<br>2012–13: Less than 76 percent of students graduated from high school in the current school year.<br>2013–14: Less than 78 percent of students graduated from high school in the current school year.<br>2014–15: Less than 80 percent of students graduated from high school in the current school year.<br>2015–16: Less than 81 percent of students graduated from high school in the current school year.<br>2016–17 forward: Less than 83 percent of students graduated from high school in the current school year. |

## MISSION-SPECIFIC ACADEMIC GOALS (OPTIONAL)

### Is the school meeting mission-specific academic goals?

Note: Charter schools must submit mission-specific academic goals and targets to DDOE for review and approval. Please contact the DDOE Charter School Office for details.

**Methodology**

Student performance against these mission-specific academic goals and targets will be evaluated and aggregated to an overall rating for this measure.

Targets:

| Rating Category | Target Description |
|---|---|
| *Exceeds Standard* | School surpasses its mission-specific academic goals. |
| *Meets Standard* | School met its mission-specific academic goals. |
| *Does Not Meet Standard* | School met at least 50 percent of its mission-specific academic goals. |
| *Falls Far Below Standard* | School met fewer than 50 percent of its mission-specific academic goals. |

## Weighting the Framework:

Each measure of the Academic Performance Framework is weighted to calculate a total of 100%. Charter schools have the option of including a mission-specific goal in their Academic Performance Framework. Should a charter school choose not to include a mission-specific goal, the weighting for the Academic Performance Framework is shown in the table below:

**Table 7: Without mission-specific goals**

| Measure | Weight – Elementary and Middle School | Weight – High School |
|---|---|---|
| 1a Growth measure | 17.5% | 15% |
| 1b Growth measure – lowest quartile | 15% | 12.5% |
| 1c Growth to proficiency | 17.5% | 12.5% |
| 2a Overall proficiency | 17.5% | 17.5% |
| 2b Subgroup proficiency | 17.5% | 12.5% |
| 2c Proficiency comparison – district in which school resides | 5% | 5% |
| 2d Proficiency comparison – statistically similar school | 5% | 5% |
| 3a AYP | 5% | 5% |
| **For High Schools only:** | | |
| 4a SAT | N/A | 5% |
| 4b Graduation rate | N/A | 10% |
| 5 Mission-specific measure (optional) | N/A | N/A |

Should a charter school choose to include a mission-specific goal, the weighting for the Academic Performance Framework is shown in the table below:

**Table 8: With mission-specific goals**

| Measure | Weight – Elementary and Middle School | Weight – High School |
|---|---|---|
| 1a Growth measure | 15% | 12.5% |
| 1b Growth measure – lowest quartile | 15% | 12.5% |
| 1c Growth to proficiency | 15% | 10% |
| 2a Overall proficiency | 15% | 15% |
| 2b Subgroup proficiency | 15% | 10% |
| 2c Proficiency comparison – district in which school resides | 5% | 5% |
| 2d Proficiency comparison – statistically similar school | 5% | 5% |
| 3a AYP | 5% | 5% |
| **For High Schools only:** | | |
| 4a SAT | N/A | 5% |
| 4b Graduation rate | N/A | 10% |
| 5 Mission-specific measure (optional) | 10% | 10% |

## Calculating the Overall Rating for the Academic Performance Framework

**Scoring**

Each measure in the Academic Framework results in a rating according to four target categories: exceeds standard, meets standard, below standard, and far below standard. Points are assigned to the school according to the target categories as follows:

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

For example:

School A, which serves grades 9-12, chose not to include a mission-specific goal in its framework. This is School A's overall rating:

| School Name | Percentage of Students Meeting State Growth Targets | | Percentage of Students in Bottom Quartile Meeting State Growth Targets | | Percentage of Students Making Sufficient Growth to Maintain or Achieve Proficiency | | Proficiency | | Subgroup | | District Comp | | Similar Schools (Virtual Method) | | AYP | SAT | Graduation Rate (Class of 2011) | Overall Rating |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Measure 1a | | Measure 1b | | Measure 1c | | Measure 2a | | Measure 2b | | Measure 2c | | Measure 2d | | Measure 3a | Mesure 4a | Measure 4b | |
| | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA | | | | |
| School A | D | D | M | M | D | D | D | D | D | D | D | M | F | D | M | D | M | D |

**Step 1:** Ratings for each measure are converted to points as shown in the table below

Convert Rating to Points

| 1a | | 1b | | 1c | | 2a | | 2b | | 2c | | 2d | | 3a | 4a | 4b | 5a |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Expected Growth-Math | Expected Growth-ELA | Expected Growth-Bottom 25%-Math | Expected Growth-Bottom 25%-ELA | Growth to Proficiency-Math | Growth to Proficiency-ELA | Proficiency - Math | Proficiency - ELA | Subgroup –Math | Subgroup-ELA | District Comp - Math | District Comp - ELA | Similar Schools - Math | Similar Schools - ELA | AYP | SAT | Graduation Rate | Mission-Specific |
| 50 | 50 | 75 | 75 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 75 | 25 | 50 | 100 | 50 | 75 | NA |

**Step 2:** Multiply points earned by weight of each measure (note that math and ELA each comprise half of the total weight of each measure – see weighting tables above)

Average points times the weight

| 1a | | 1b | | 1c | | 2a | | 2b | | 2c | | 2d | | 3a | 4a | 4b | 5a | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Expected Growth-Math | Expected Growth-ELA | Expected Growth-Bottom 25%-Math | Expected Growth-Bottom 25%-ELA | Growth to Proficiency-Math | Growth to Proficiency-ELA | Proficiency - Math | Proficiency - ELA | Subgroup –Math | Subgroup-ELA | District Comp - Math | District Comp - ELA | Similar Schools - Math | Similar Schools - ELA | AYP | SAT | Graduation Rate | Mission-Specific | Total points |
| 3.8 | 3.8 | 4.7 | 4.7 | 3.1 | 3.1 | 4.4 | 4.4 | 3.1 | 3.1 | 1.3 | 1.9 | 0.6 | 1.3 | 5.0 | 2.5 | 7.5 | | 58.1 |

**Step 3:** Compare the total points earned by the school in Step 2 to the total possible points for each measure (shown in the table below):

Total Possible Points

| 1a | | 1b | | 1c | | 2a | | 2b | | 2c | | 2d | | 3a | 4a | 4b | 5a | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Expected Growth-Math | Expected Growth-ELA | Expected Growth-Bottom 25%-Math | Expected Growth-Bottom 25%-ELA | Growth to Proficiency-Math | Growth to Proficiency-ELA | Proficiency - Math | Proficiency - ELA | Subgroup –Math | Subgroup-ELA | District Comp - Math | District Comp - ELA | Similar Schools - Math | Similar Schools - ELA | AYP | SAT | Graduation Rate | Mission-Specific | Total possible points |
| 7.5 | 7.5 | 6.25 | 6.25 | 6.25 | 6.25 | 8.75 | 8.75 | 6.25 | 6.25 | 2.5 | 2.5 | 2.5 | 2.5 | 5 | 5 | 10 | 0 | 100 |

School A earned a total of 58.1 points out of a possible 100 total points. The following ranges are used in the aggregation of all measures to the school-level overall score:

| | |
|---|---|
| *Exceeds Standard* | 89-100 |
| *Meets Standard* | 63-88 |
| *Does Not Meet Standard* | 39-62 |
| *Falls Far Below Standard* | Below 39 |

A score of 58.1 falls between 39 and 62, therefore the school earned an overall rating of "Does Not Meet Standard".

**Notes:**

If results for an individual measure are missing, then the weight of that measure is redistributed within the indicator. For example, if subgroup results (measure 2b) are missing for an elementary school without mission specific goals, the weight (17.5%) would be redistributed to the remaining proficiency measures so that the overall weight given to the status indicator remains 45%.

If two or more entire indicators are missing, the school will not receive an overall rating.

# Sample Delaware Academic Performance Review Report
# ABC Charter School

For each measure, a school receives one of four ratings:

| |
|---|
| *Exceeds Standard* |
| *Meets Standard* |
| *Does Not Meet Standard* |
| *Falls Far Below Standard* |
| *Grey shading indicates that the number of students tested was insufficient to include results in the overall ratings; results are presented but ***not included in overall school rating.*** |

Rating targets for each measure may be referenced on the attached Academic Performance Framework.

Each measure is weighted to provide an overall cumulative rating for the school on Academic Performance. School performance on each measure is presented below.

## 1. STUDENT PROGRESS OVER TIME (GROWTH)

**Measure 1a. Are students meeting their fall to spring instructional scale score growth targets?**

Percentage of Students Meeting Growth Targets

| Subject | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| Math | 38.5% | 41.3% | 66.7% |
| ELA | 27.4% | 44.2% | 55.0% |

**Measure 1b. Are lowest-performing students in the school meeting their fall to spring instructional scale score growth targets?**

Percentage of Students in the Lowest Quartile Meeting Growth Targets

| Subject | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| Math | 62.7% | 43.9% | 63.2% |
| ELA | 36.0% | 43.6% | 61.8% |

**Measure 1c. Are students making enough annual growth to maintain or achieve proficiency status within 3 years or by 10th grade?**

Percentage of Students Making Sufficient Growth

| Subject | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| Math | 59.0% | 61.0% | 78.5% |
| ELA | 41.1% | 62.1% | 74.8% |

## 2. STUDENT ACHIEVEMENT (STATUS)

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

School Proficiency Scores, State Averages and Percentiles

| Subject and Year | School Prof % | State Average | State 90th Percentile | State 20th Percentile |
|---|---|---|---|---|
| Math, 2010-11 | 37.1% | 63.5% | 84.7% | 46.2% |
| Math, 2011-12 | 52.9% | 74.5% | 92.2% | 58.5% |
| Math, 2012-13 | 58.4% | 66.6% | 92.8% | 50.1% |
| ELA, 2010-11 | 27.6% | 61.9% | 82.6% | 47.1% |
| ELA, 2011-12 | 48.5% | 75.6% | 92.6% | 60.2% |
| ELA, 2012-13 | 54.1% | 69.5% | 93.2% | 55.1% |

Note: 2013 State Annual Measurable Objectives (AMOs) were 70.0% for Reading and 70.2% for Mathematics

**Measure 2b. Are students in demographic subgroups achieving proficiency on state examinations in math and reading?**

Low Socio-Economic Status

| Subject and Year | School Proficiency Rate | Weighted State Average Proficiency Rate | Weighted State Proficiency Rate at 90th Percentile | Weighted State Proficiency Rate at 20th Percentile |
|---|---|---|---|---|
| Math, 2010-11 | 35.5% | 52.6% | 77.7% | 37.4% |
| Math, 2011-12 | 53.0% | 65.8% | 87.2% | 51.3% |
| Math, 2012-13 | 58.2% | 59.9% | 86.5% | 44.1% |
| ELA, 2010-11 | 27.0% | 50.4% | 74.6% | 38.4% |
| ELA, 2011-12 | 47.4% | 66.7% | 89.4% | 54.3% |
| ELA, 2012-13 | 53.1% | 62.6% | 88.6% | 48.8% |

Note: 2013 State Annual Measurable Objectives (AMOs) were 59.2% for Reading and 60.0% for Mathematics.

Students with Disabilities

| Subject and Year | School Proficiency Rate | Weighted State Average Proficiency Rate | Weighted State Proficiency Rate at 90th Percentile | Weighted State Proficiency Rate at 20th Percentile |
|---|---|---|---|---|
| Math, 2010-11 | 10.4% | 24.3% | 58.4% | 7.3% |
| Math, 2011-12 | 29.6% | 36.9% | 77.1% | 14.1% |
| Math, 2012-13 | 31.7% | 45.9% | 81.2% | 24.2% |
| ELA, 2010-11 | 7.0% | 22.0% | 54.0% | 3.7% |
| ELA, 2011-12 | 18.8% | 36.3% | 78.5% | 14.4% |
| ELA, 2012-13 | 22.2% | 46.7% | 80.5% | 24.0% |

Note: 2013 State Annual Measurable Objectives (AMOs) were 41.4% for Reading and 41.8% for Mathematics.

English Language Learners

| Subject and Year | School Proficiency Rate | Weighted State Average Proficiency Rate | Weighted State Proficiency Rate at 90th Percentile | Weighted State Proficiency Rate at 20th Percentile |
|---|---|---|---|---|
| Math, 2010-11 | *** | NA | NA | NA |
| Math, 2011-12 | *** | NA | NA | NA |
| Math, 2012-13 | ** | NA | NA | NA |
| ELA, 2010-11 | *** | NA | NA | NA |
| ELA, 2011-12 | *** | NA | NA | NA |
| ELA, 2012-13 | ** | NA | NA | NA |

Note: 2013 State Annual Measurable Objectives (AMOs) were 51.2% for Reading and 57.4% for Mathematics.

African-American

| Subject and Year | School Proficiency Rate | Weighted State Average Proficiency Rate | Weighted State Proficiency Rate at 90th Percentile | Weighted State Proficiency Rate at 20th Percentile |
|---|---|---|---|---|
| Math, 2010-11 | 36.3% | 46.7% | 73.7% | 32.4% |
| Math, 2011-12 | 52.2% | 60.2% | 88.2% | 43.9% |
| Math, 2012-13 | 58.1% | 56.0% | 82.8% | 38.7% |
| ELA, 2010-11 | 27.0% | 47.0% | 75.2% | 34.0% |
| ELA, 2011-12 | 47.7% | 63.4% | 92.1% | 49.1% |
| ELA, 2012-13 | 53.7% | 60.6% | 85.2% | 46.1% |

Note: 2013 State Annual Measurable Objectives (AMOs) were 57.8% for Reading and 56.3% for Mathematics.

Asian-American

| Subject and Year | School Proficiency Rate | Weighted State Average Proficiency Rate | Weighted State Proficiency Rate at 90th Percentile | Weighted State Proficiency Rate at 20th Percentile |
|---|---|---|---|---|
| Math, 2010-11 | *** | N/A | N/A | N/A |
| Math, 2011-12 | *** | N/A | N/A | N/A |
| Math, 2012-13 | ** | N/A | N/A | N/A |
| ELA, 2010-11 | *** | N/A | N/A | N/A |
| ELA, 2011-12 | *** | N/A | N/A | N/A |
| ELA, 2012-13 | ** | N/A | N/A | N/A |

Note: 2013 State Annual Measurable Objectives (AMOs) were 84.3% for Reading and 88.5% for Mathematics.

Hispanic

| Subject and Year | School Proficiency Rate | Weighted State Average Proficiency Rate | Weighted State Proficiency Rate at 90th Percentile | Weighted State Proficiency Rate at 20th Percentile |
|---|---|---|---|---|
| Math, 2010-11 | *** | N/A | N/A | N/A |
| Math, 2011-12 | *** | N/A | N/A | N/A |
| Math, 2012-13 | ** | N/A | N/A | N/A |
| ELA, 2010-11 | *** | N/A | N/A | N/A |
| ELA, 2011-12 | *** | N/A | N/A | N/A |
| ELA, 2012-13 | ** | N/A | N/A | N/A |

Note: 2013 State Annual Measurable Objectives (AMOs) were 60.0% for Reading and 62.5% for Mathematics.

Multiracial

| Subject and Year | School Proficiency Rate | Weighted State Average Proficiency Rate | Weighted State Proficiency Rate at 90th Percentile | Weighted State Proficiency Rate at 20th Percentile |
|---|---|---|---|---|
| Math, 2010-11 | *** | N/A | N/A | N/A |
| Math, 2011-12 | *** | N/A | N/A | N/A |
| Math, 2012-13 | ** | N/A | N/A | N/A |
| ELA, 2010-11 | *** | N/A | N/A | N/A |
| ELA, 2011-12 | *** | N/A | N/A | N/A |
| ELA, 2012-13 | ** | N/A | N/A | N/A |

Note: 2013 State Annual Measurable Objectives (AMOs) were 73.4% for Reading and 74.3% for Mathematics.

†Other Minorities

| Subject and Year | School Proficiency Rate | Weighted State Average Proficiency Rate | Weighted State Proficiency Rate at 90th Percentile | Weighted State Proficiency Rate at 20th Percentile |
|---|---|---|---|---|
| Math, 2010-11 | - | - | - | - |
| Math, 2011-12 | *** | N/A | N/A | N/A |
| Math, 2012-13 | - | - | - | - |
| ELA, 2010-11 | - | - | - | - |
| ELA, 2011-12 | *** | N/A | N/A | N/A |
| ELA, 2012-13 | - | - | - | - |

†Note: Other Minorities only reported in 2011-12

White

| Subject and Year | School Proficiency Rate | Weighted State Average Proficiency Rate | Weighted State Proficiency Rate at 90th Percentile | Weighted State Proficiency Rate at 20th Percentile |
|---|---|---|---|---|
| Math, 2010-11 | *** | N/A | N/A | N/A |
| Math, 2011-12 | *** | N/A | N/A | N/A |
| Math, 2012-13 | ** | N/A | N/A | N/A |
| ELA, 2010-11 | *** | N/A | N/A | N/A |
| ELA, 2011-12 | *** | N/A | N/A | N/A |
| ELA, 2012-13 | ** | N/A | N/A | N/A |

Note: 2013 State Annual Measurable Objectives (AMOs) were 78.8% for Reading and 79.3% for Mathematics.

**Subgroup Summary**

| Year | Low-SES | | ELL | | SWD | | African-American | | Asian-American | | Hispanic | | Multiracial | | Other Minorities | | White | | OVERALL RATING | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA |
| 10-11 | F | F | *** | *** | D | D | D | F | *** | *** | *** | *** | *** | *** | - | - | *** | *** | D | F |
| 11-12 | D | F | *** | *** | D | D | D | F | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | D | F |
| 12-13 | D | D | ** | ** | D | F | M | D | ** | ** | ** | ** | ** | ** | - | - | ** | ** | D | D |

**Measure 2c. Are students performing well on state examinations in math and reading in comparison to other schools in the district?**

[1]School Proficiency Compared to Home District Proficiency

| Subject and Year | School Prof % | District Comparison |
|---|---|---|
| Math, 2010-11 | 37.1% | 65.7% |
| Math, 2011-12 | 52.9% | 71.4% |
| Math, 2012-13 | 58.4% | 65.9% |
| ELA, 2010-11 | 27.6% | 61.7% |
| ELA, 2011-12 | 48.5% | 69.2% |
| ELA, 2012-13 | 54.1% | 67.5% |

[1]Colonial School District

**Measure 2d. Are students performing well on state examinations in math and reading in comparison to similar schools in the state?**

School Proficiency Compared to Similar Schools Proficiency

| Subject and Year | School Prof % | Similar Schools Prof% |
|---|---|---|
| Math, 2010-11 | 37.1% | 42.9% |
| Math, 2011-12 | 52.9% | 55.6% |
| Math, 2012-13 | 58.4% | 54.4% |
| ELA, 2010-11 | 27.6% | 42.8% |
| ELA, 2011-12 | 48.5% | 58.7% |
| ELA, 2012-13 | 54.1% | 59.5% |

## 3. STATE AND FEDERAL ACCOUNTABILITY

**Measure 3a. Did the school make AYP?**

| Year | AYP Status |
|---|---|
| 2010-11 | Meets |
| 2011-12 | Meets |
| 2012-13 | Meets |

## 4. POST-SECONDARY READINESS (Only for High Schools)

**Measure 4a. Does students' performance on the SAT reflect college readiness?**

Percentage of Students receiving a 1550 or better on the SAT

| Year | SAT High Score % |
|---|---|
| 2010-11 | N/A |
| 2011-12 | N/A |
| 2012-13 | N/A |

**Measure 4b. Are students graduating from high school?**

[2]Four-Year Cohort Graduation Rate

| Year | Graduation Rate |
|---|---|
| 2010-11 | N/A |
| 2011-12 | N/A |
| 2012-13 | N/A |

[2]The Performance Framework uses the previous year's graduation rate

## 5. MISSION-SPECIFIC ACADEMIC GOALS *(OPTIONAL)*

**Measure 5a. Is the school meeting mission-specific academic goals?**

| Year | Met Mission-Specific Academic Goals? |
|---|---|
| 2010-11 | N/A |
| 2011-12 | N/A |
| 2012-13 | N/A |

## SUMMARY AND OVERALL RATING

### ABC Charter School

Overall ratings are calculated based on the total point range below:

| | |
|---|---|
| Exceeds Standard | 89 to 100 |
| Meets Standard | 63 to 88 |
| Below Standard | 39 to 62 |
| Far Below Standard | below 39 |

| Year | 1.a. Growth | | 1.b. Bottom 25% | | 1.c. Growth to Prof | | 2.a. Prof | | 2.b. Overall Subgroup | | 2.c. District | | 2.d. Similar Schools | | 3.a. AYP | 4.a. SAT | 4.b. Grad Rate | 5.a. Mission Specific | Overall Rating/Total Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA | Math | ELA | | | | | |
| 10-11 | F | F | M | F | D | F | F | F | D | F | F | F | D | D | M | NA | NA | NA | F/35.9 |
| 11-12 | D | D | D | D | D | D | F | F | D | F | F | F | D | D | M | NA | NA | NA | D/45.3 |
| 12-13 | M | D | M | M | M | M | D | F | D | D | D | D | M | D | M | NA | NA | NA | D/61.3 |