

Accountability System
For
Charter Schools
Authorized by
The Illinois State Charter
School Commission

*Academic Framework
Methodology Guidance*

Adopted June 2013

Academic Performance Framework

The Academic Performance Framework evaluates schools based on student proficiency, student growth, performance of students in subgroups, and college and career readiness (for high schools). Schools also have the opportunity to request additional school-specific academic measures. The results of the Academic Performance Framework give the Commission a balanced annual assessment of a school's academic quality, based on multiple outcome measures of student performance. During the final year of the charter contract, Initial Renewal Findings include four years of academic performance.

The academic performance measures use four target categories:

- **Exceeds Standard**— Acknowledges the performance of the most successful schools.
- **Meets standard** – Communicates the Commission's expectations for academic performance.
- **Below standard** – Highlights schools that are not meeting performance expectations.
- **Far below standard** – Indicates need for high-stakes review and possible non-renewal or revocation.

This document presents the methodology used for each of the academic framework measures, including the necessary data elements, steps to calculate each framework metric, targets used to evaluate a rating for each measure, and the calculation of an overall academic rating.

Student Achievement Measures

Measure 1a. Proficiency Statewide Comparison

Are students meeting or exceeding proficiency in state assessments in reading and math?

Because statewide average proficiency rates vary by grade level, the framework compares each charter school to the statewide average for only the grades served by the charter school and weights the state average proficiency rate by the number of students tested by grade at the charter school.

For example, a charter school that serves grades 3–8 would be compared to the percentage of students statewide in grades 3–8 that score proficient on the ISAT, with each grade “counting” in proportion to the fraction of all students tested in that grade at the charter school. For an example of weighting by grade-level, see Appendix 1.

Necessary data

- Proficiency rate (percentage of students meeting or exceeding proficiency) on the spring ISAT, by grade, for all schools in the state¹
- Charter schools’ number of students tested on the spring ISAT, by grade²

Methodology (carried out separately for reading and math)

Step 1. Calculate the charter school’s average proficiency rate. Multiply the proficiency rate for each grade served by the number of students tested at each grade. Sum the grade level products and divide by the total number of students tested at the charter school.

Step 2. Calculate the weighted state average proficiency rate.

- a) Calculate the statewide average school proficiency rate for each grade served by the charter school.
- b) Multiply the state average school proficiency rate for each grade level by the number of students tested at the charter school at each grade level.
- c) Sum the grade level products and divide by the total number of students tested at the charter school (see Appendix 1 for example).

The result is a state weighted average that reflects the grade level composition of the charter school. For example, if 27 percent of students who took the ISAT 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.

¹ http://www.isbe.net/assessment/report_card.htm

² <http://iirc.niu.edu/SearchMain.aspx?search>

Step 3. Calculate the weighted state average proficiency rates at the 90th and the 20th percentiles of performance statewide:

- a) Rank all schools across the state by proficiency rate for each grade.
- b) For each grade level, identify the proficiency rates at the 90th and 20th percentiles of schools statewide. For example, if 100 schools serve students in the third grade, list all of those schools by their proficiency rate, and identify the proficiency rate for the school at the 90th percentile (the 90th-highest proficiency rate in the state) and the 20th percentile (the 20th-highest proficiency rate in the state). Repeat the same process for every grade.
- c) Calculate the weighted average proficiency rates at the 90th and 20th percentiles:
 - Multiply the proficiency rate at the 90th percentile for each grade level by the charter school number of students tested at each grade level. Sum the grade level products and divide by the total charter school number of students tested.
 - Multiply the proficiency rate at the 20th percentile for each grade level by the charter school number of students tested at each grade level. Sum the grade level products and divide by the total charter school number of students tested.

Step 4: Apply targets.

Targets

Assign the rating category based on two factors: 1) the difference between the school's proficiency rate and the weighted state average proficiency rate, and 2) comparison to proficiency rates at the 90th percentile (top 10 percent) and 20th percentile (lowest 20 percent).

1a. Proficiency Statewide Comparison: Are students meeting or exceeding proficiency in state assessments in reading and math?
Exceeds Standard School Proficiency rates are in the top 10 percent for schools statewide serving the same grades.
Meets Standard School Proficiency rates meet or exceed the state average for schools serving the same grades but are below the top 10 percent of schools statewide.
Below Standard School Proficiency rates are below the state average for schools serving the same grades, but are above the bottom 20 percent of schools statewide.
Far Below Standard School Proficiency rates are in the lowest 20 percent of schools statewide serving the same grades.
Data Source: Illinois State Board of Education

Measure 1b. Proficiency—Assigned School Composite Comparison (ASC)

How are students performing in reading and math compared to the schools they would otherwise attend—Assigned School Composite (ASC)?

Necessary data

- Proficiency rate on the spring ISAT in math and reading for charter school³
- Proficiency rate on the spring ISAT in math and reading, by grade, for each “assigned school” (schools that charter school students would otherwise attend)⁴
- Grade level and home address for each charter school student⁵

Methodology (carried out separately for reading and math)

NOTE: The ASC methodology is used for measures 1b, 2a, 3a.2, 6a.2, and 6b.2. Steps 1 and 2 below are used for all measures using the ASC.

Step 1. Identify the assigned school for each charter school student, using the student address, grade, and one of the following sources:

- School district maps⁶
- Great Schools school district boundaries map⁷

Step 2. Calculate the number of charter school students assigned to each traditional school at each grade level.

Step 3. Calculate the Assigned School Composite (ASC). Multiply the proficiency rate for each grade in the assigned school by the number of students who would otherwise attend the school in that grade. Sum the products for all assigned schools and grades, and divide by the total number of students in the charter school (see Appendix 2 for example). The result is the Assigned School Composite (ASC) - an average proficiency rate that reflects the level of achievement for schools that charter school students would have otherwise attended.

Step 4. Calculate the difference between the charter school’s average proficiency rate and the assigned school composite proficiency rate and apply targets.

³ http://www.isbe.net/assessment/report_card.htm

⁴ http://www.isbe.net/assessment/report_card.htm

⁵ Data request to charter school or ISBE

⁶ <http://nces.ed.gov/surveys/sdds/index.aspx>

⁷ Available at: <http://www.greatschools.org/school-district-boundaries-map/>

Targets

1b. Proficiency—Geographic Comparison: How are students performing in reading and math compared to the schools they would otherwise attend—Assigned School Composite (ASC)?

Exceeds Standard

School Proficiency rates exceed the ASC by 10 or more percentage points and meet or exceed the state average proficiency rate for schools serving the same grades OR the school and ASC rates are both above 90% and the school rate meets or exceeds the ASC rate.

Meets Standard

School Proficiency rates meet or exceed the ASC by up to 9 percentage points OR the school and ASC rates are both above 90% and the school rate is less than the ASC rate.

Below Standard

School Proficiency rates are below the ASC by up to 9 percentage points.

Far Below Standard

School Proficiency rates are below the ASC by 10 or more percentage points.

Data Source: Illinois State Board of Education, Charter Schools (student traditional school assignment)

Measure 1c. Proficiency— Comparison to Schools Serving Similar Populations

How are students performing in comparison to students in schools serving similar student populations?

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

NOTE: *The similar school selection methodology is used for measures 1c and 2c.*

Necessary data

- Proficiency rate by grade for all schools in the state⁸
- Number tested by grade at charter school⁹
- Demographic data for all the schools in the state – percent FRL, ELL, SPED, African-American, Asian-American, Hispanic, and White subgroup enrollment¹⁰
- Urban/rural designations for all School Districts in the state¹¹

Methodology (carried out separately for reading and math)

Step 1. Select comparison schools serving similar student populations based on the following criteria:

1. Serves the same grade levels as the charter school
2. Located within 50 miles of the charter school and has the same urban/rural designation as the charter school
3. Subgroup enrollment is within 10 percentage points of the charter school for each of the following student groups:
 - Black students
 - Asian-American students
 - Hispanic students
 - White students
 - English-Language Learners (ELL)
 - Students with disabilities
4. The comparison school is **not** another charter school.

Charter schools that serve several grade levels (K-8, K-12) may need to be matched to comparison schools at multiple grade levels. For example, it may not be possible to identify K-8 traditional schools to compare to a K-8 charter school. In this case, the different grade levels tested by the charter school (3-5, 6-8) would be separated and matched to schools serving the

⁸ http://www.isbe.net/assessment/report_card.htm

⁹ <http://iirc.niu.edu/SearchMain.aspx?search>

¹⁰ <http://iirc.niu.edu/CompareSchoolList.aspx>

¹¹ http://www.isbe.state.il.us/research/pdfs/rural_urban.pdf

same subset of grades. Similar schools would be selected for grades 3-5, using the criteria outlined above and then the process would be repeated for grades 6-8. Any exceptions to the matching criteria should be clearly noted in the evaluation documentation.

Step 2. If more than four matches are found, select the four best matches for comparison schools, based on the difference in ethnicity and low-income enrollment between the charter school and potential comparison schools. If less than two matches are found, relax the +/-10 percentage point requirement for similar subgroup populations until two match schools are identified. Note any exceptions to the match process.

Step 3. Calculate an average of the comparison schools.

1. If the comparison schools enroll students in the same grades as the charter school, average the overall school proficiency rates of all comparison schools (no weighting is applied).
2. If the selected comparison schools represent multiple grade levels (e.g. elementary 3-5 and middle school 6-8), calculate the average proficiency rates of the comparison schools, weighted by the charter school 3-5 and 6-8 number tested.

Step 4. Subtract the charter school’s overall proficiency rates in math and ELA from the average proficiency rates in math and ELA of the comparison schools.

Targets

1c. Proficiency—Similar Schools Comparison: How are students performing in reading and math in comparison to students in schools serving similar student populations?
<p>Exceeds Standard School Proficiency rates exceed proficiency rates at schools serving similar populations by 10 or more percentages points and meet or exceed the state average proficiency rate for schools serving the same grades OR the school and similar school rates are both above 90% and the school rate meets or exceeds the similar school rate.</p>
<p>Meets Standard School Proficiency rates meet or exceed proficiency rates at schools serving similar populations by up to 9 percentage points OR the school and similar school rates are both above 90% and the school rate is less than the similar schools rate.</p>
<p>Below Standard School Proficiency rates are below proficiency rates at schools serving similar populations by up to 9 percentage points</p>
<p>Far Below Standard School Proficiency rates are below proficiency rates at schools serving similar populations by 10 or more percentage points.</p>
<p>Data Source: Illinois State Board of Education</p>

Measure 2a. Student Growth

What percentage of students is making expected growth according to the Illinois Growth Model?

Necessary data

- Average school growth values in reading and math for all schools in the state.¹²

Methodology (carried out separately for reading and math)

Step 1. Rank order the average school growth values for all schools in the state.

Step 2. Identify the state-wide average school growth value and the average school growth values at the 20th and 90th percentiles of statewide performance.

Step 3. Apply targets.

Targets

2a. Student Growth: What percentage of students are making expected growth according to the Illinois Growth Model?
Exceeds Standard Average school growth values are in the top 10 percent for schools statewide.
Meets Standard Average school growth values meet or exceed the state average for schools statewide but are below the top 10 percent of schools statewide.
Below Standard Average school growth values are below the state average for schools statewide, but are above the bottom 20 percent of schools statewide.
Far Below Standard Average school growth values are in the lowest 20 percent of schools statewide.
Data Source: Illinois State Board of Education

¹² http://www.isbe.net/assessment/report_card.htm

Measure 2b. Student Growth – Assigned School Composite (ASC)

Are students meeting or exceeding student growth at the traditional schools that students would otherwise attend, using an Assigned School Composite (ASC)?

Necessary data

- Average school growth values in reading and math for the charter school and the traditional schools the charter school students would otherwise attend.¹³
- Grade level and home address for each charter school student¹⁴

Methodology (carried out separately for reading and math)

NOTE: The ASC methodology is used for measures 1b, 2b, 3a.2, 6a.2, and 6b.2. Steps 1 and 2 below are used for all measures using the ASC.

Step 1. Identify the assigned school for each charter school student using the student address, grade, and one of the following sources:

- School district maps¹⁵
- Great Schools school district boundaries map¹⁶

Step 2. Calculate the percentage of charter school students associated with each of the assigned schools.

Step 3. To calculate the average school growth value ASC for a charter school, multiply the average school growth value for each assigned school by the number of charter school students who would otherwise attend the school. Sum the products and divide by the total number of charter school students (see Appendix 2). The result is an average school growth value that reflects the level of growth for schools that charter school students would have otherwise attended.

Step 4. Calculate the difference between the charter school's average school growth value and the assigned school composite average school growth value.

Step 5. Apply targets.

¹³ http://www.isbe.net/assessment/report_card.htm

¹⁴ Data request to charter school or ISBE

¹⁵ <http://nces.ed.gov/surveys/sdds/index.aspx>

¹⁶ Available at: <http://www.greatschools.org/school-district-boundaries-map/>

Targets

Targets cannot be finalized and applied until Commission staff analyzes three years of results of the new Illinois Growth Model.

2b. Student Growth - ASC Comparison: Are students meeting or exceeding student growth at the traditional schools that students would otherwise attend, using an Assigned School Composite (ASC)?
Exceeds Standard Average school growth value exceeds the ASC by xx or more points, and meets or exceeds the state average growth value.
Meets Standard Average school growth value meets or exceeds the ASC by up to xx points, and meets or exceeds the state average growth value.
Below Standard Average school growth value falls below the ASC by up to xx points.
Far Below Standard Average school growth value falls far below the ASC by xx or more points.
Data Source: Illinois State Board of Education

Measure 2c. Student Growth - Similar Schools Comparison

How does the school's growth compare to schools serving similar student populations?

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

NOTE: *The similar school selection methodology is used for measures 1c and 2c.*

Necessary data

- Average school growth values in reading and math for all schools in the state.¹⁷
- Number tested by grade at charter school¹⁸
- Demographic data for all the schools in the state – percent FRL, ELL, SPED, African- American, Asian-American, Hispanic, and White subgroup enrollment¹⁹
- Urban/rural designations for all school districts in the state²⁰

¹⁷ http://www.isbe.net/assessment/report_card.htm

¹⁸ <http://iirc.niu.edu/SearchMain.aspx?search>

¹⁹ <http://iirc.niu.edu/CompareSchoolList.aspx>

²⁰ http://www.isbe.state.il.us/research/pdfs/rural_urban.pdf

Methodology (carried out separately for reading and math)

Step 1. Select comparison schools serving similar student populations based on the following criteria:

1. Serves the same grade levels as the charter school
2. Located within 50 miles of the charter school and has the same urban/rural designation as the charter school
3. Subgroup enrollment is within 10 percentage points of the charter school for each of the following student groups:
 - Black students
 - Asian-American students
 - Hispanic students
 - White students
 - English-Language Learners (ELL)
 - Students with disabilities
4. The comparison school is **not** another charter school.

Charter schools that serve several grade levels (K-8, K-12) may need to be matched to comparison schools at multiple grade levels. For example, it may not be possible to identify K-8 traditional schools to compare to a K-8 charter school. In this case, the different grade levels tested by the charter school (3-5, 6-8) would be separated and matched to schools serving the same subset of grades. Similar schools would be selected for grades 3-5, using the criteria outlined above and then the process would be repeated for grades 6-8.

Any exceptions to the matching criteria should be clearly noted in the evaluation documentation.

Step 2. If more than four matches are found, select the four best matches for comparison schools, based on the difference in ethnicity and low-income enrollment between the charter school and potential comparison schools. If less than two matches are found, relax the +/-10 percentage point requirement for similar subgroup populations until two match schools are identified. Note any exceptions to the match process.

Step 3. Calculate an average of the comparison schools.

1. If the comparison schools enroll students in the same grades as the charter school, average the average school growth values of all comparison schools (no weighting is applied).
2. If the selected comparison schools represent multiple grade levels (e.g. elementary 3-5 and middle school 6-8), calculate the average school growth value of the comparison schools, weighted by the charter school 3-5 and 6-8 number tested.

Step 4. Subtract the charter school’s average school growth value from the weighted average school growth value of the comparison schools. Apply targets.

Targets

Targets cannot be finalized and applied until Commission staff analyzes three years of results of the new Illinois Growth Model.

2c. Student Growth - Similar Schools Comparison: How does the school’s growth compare to schools serving similar student populations?
Exceeds Standard Average school growth value exceeds schools serving similar populations by xx or more points, and meets or exceeds the state average growth value.
Meets Standard Average school growth value meets or exceeds schools serving similar populations by up to xx points, and meets or exceeds the state average growth value.
Below Standard Average school growth value falls below schools serving similar populations by up to xx points.
Far Below Standard Average school growth value falls far below schools serving similar populations by xx or more points.
Data Source: Illinois State Board of Education

Measure 3a.1. Subgroup Proficiency - State Comparison

Are student subgroups meeting or exceeding proficiency in reading and math?

The framework compares the proficiency rates of eligible subgroups within the school to the proficiency rates of students in the same subgroups statewide. This measure is applied to all eligible State Board subgroups with results reported for 10 or more students tested school-wide.

Necessary data

- Subgroup proficiency rates in math and reading by grade for charter school (by grade, if available)²¹
- Disaggregated grade-level state assessment of subgroup proficiency rates in math and reading for all schools in the state ²²
- Number of students tested in each subgroup by grade in the charter school ²³

Methodology (carried out separately for reading and math)

Step 1. Determine whether there are any eligible subgroups in the school. Eligible subgroups have more than 10 students tested school-wide.

Complete steps 2 through 5 separately for each eligible subgroup:

Step 2. Calculate the charter school's average subgroup proficiency rate.

- a) Multiply the subgroup proficiency rate for each grade served by the number of students in the subgroup tested at each grade.
- b) Sum the grade level products and divide by the total number of subgroup students tested at the charter school.

Step 3. Calculate the weighted state average subgroup proficiency rate.

- a) Calculate the statewide average school subgroup proficiency rate for each grade served by the charter school.
- b) Multiply the state average school subgroup proficiency rate for each grade level by the charter school number of students tested in the subgroup at each grade level.
- c) Sum the grade level products and divide by the total charter school number of students tested in the subgroup (see Appendix 1 for example).

The result is a state weighted subgroup average that reflects the composition of the charter school. For example, if 27 percent of Asian students who took the ISAT at the charter school are in the third grade, third-grade state Asian results will count for 27 percent of the weighted state Asian average used in comparison to that charter school.

²¹ http://www.isbe.net/assessment/report_card.htm

²² <http://iirc.niu.edu/SearchMain.aspx?search>: Trends, by subject.

²³ <http://iirc.niu.edu/SearchMain.aspx?search>

Step 4. Calculate the weighted state average subgroup proficiency rates at the 90th and the 20th percentiles of performance statewide:

- a) Rank all schools across the state by subgroup proficiency rate for each grade.
- b) For each grade level, identify the subgroup proficiency rates at the 90th and 20th percentiles of schools statewide. For example, if 100 schools serve ELL students in the third grade, list all of those schools by their ELL proficiency rate, and identify the ELL proficiency rate for the school at the 90th percentile (the 90th-highest ELL proficiency rate in the state) and the 20th percentile (the 20th-highest ELL proficiency rate in the state). Repeat the same process for every grade.
- c) Calculate the weighted average subgroup proficiency rates at the 90th and 20th percentiles:
 - Multiply the subgroup proficiency rate at the 90th percentile for each grade level by the charter school number of students tested in the subgroup at each grade level. Sum the grade level products and divide by the total charter school number of students tested in the subgroup.
 - Multiply the subgroup proficiency rate at the 20th percentile for each grade level by the charter school number of students tested in the subgroup at each grade level. Sum the grade level products and divide by the total charter school number of students tested in the subgroup.

Step 5: Apply targets.

Targets

The framework uses the difference between the charter school subgroup proficiency rate and the weighted state subgroup proficiency rates, and comparison to the subgroup proficiency rates at the 90th and 20th percentiles statewide, to assign the following categories:

3a.1. Subgroup Proficiency—State Comparison: Are student subgroups meeting or exceeding proficiency in reading and math? (Applied to all eligible ISBE subgroups with 10 or more students tested school wide.)
Exceeds Standard School average subgroup proficiency rate is in the top 10 percent of statewide subgroup performance in schools serving the same grades.
Meets Standard School average subgroup proficiency rate meets or exceeds the statewide average subgroup performance of schools serving the same grades but is below the top 10 percent.
Below Standard School average subgroup proficiency rate is below the statewide average subgroup performance of schools serving the same grades but is above the bottom 20 percent.
Far Below Standard School average subgroup proficiency rate is in the bottom 20 percent of statewide subgroup performance of schools serving the same grades.
Data Source: Illinois State Board of Education

Measure 3a.2 Subgroup Proficiency—Assigned School Composite (ASC) Comparison

Are student subgroups meeting or exceeding the proficiency rate in reading and math that student subgroups achieve in the schools students would otherwise attend- Assigned School Composite (ASC)?

Necessary data

- Subgroup proficiency rates in math and reading by grade for charter school (by grade, if available)²⁴
- Subgroup proficiency rates in math and reading, by grade, for each “assigned school” (schools that charter school students would otherwise attend)²⁵
- Grade level and home address for each charter school student²⁶

Methodology (carried out separately for reading and math)

NOTE: The ASC methodology is used for measures 1b, 2b, 3a.2, 6a.2, and 6b.2. Steps 1 and 2 below are used for all measures using the ASC.

Step 1. Identify the assigned school for each charter school student using the student address, grade, and one of the following sources:

- School district maps²⁷
- Great Schools school district boundaries map²⁸

Step 2. Calculate the percentage of charter school students associated with each of the assigned schools by grade.

Complete steps 3 through 6 separately for each eligible subgroup:

Step 3. Determine whether there are any eligible subgroups in the charter school. Eligible subgroups have 10 or more students tested school-wide.

Step 4. Calculate the charter school’s average subgroup proficiency rate.

Step 5. Calculate the subgroup Assigned School Composite (ASC) by weighting the assigned school subgroup proficiency rate at each grade level by the number of students assigned to the school in each grade. To calculate the ASC for a charter school, multiply the subgroup proficiency

²⁴ http://www.isbe.net/assessment/report_card.htm

²⁵ http://www.isbe.net/assessment/report_card.htm

²⁶ Obtained from data request to target charter school

²⁷ <http://nces.ed.gov/surveys/sdds/index.aspx>

²⁸ Available at: <http://www.greatschools.org/school-district-boundaries-map/>

rate for each grade in the assigned school by the number of charter students who would otherwise attend the school in that grade. Sum the products and divide by the total number of charter students tested in the subgroup (see Appendix 2). The result is an average subgroup proficiency rate that reflects the level of achievement for schools that charter school students would have otherwise attended.

Step 6. Calculate the difference between the charter school’s average subgroup proficiency rate and the assigned school composite subgroup proficiency rate.

Targets

<p>3a.2. Subgroup Proficiency— Assigned School Composite Comparison: Are student subgroups meeting or exceeding the proficiency in reading and math that student subgroups achieve in the schools students would otherwise attend—Assigned School Composite (ASC)? (Applied to all eligible State Board subgroups with results reported for 10 or more students.)</p>
<p>Exceeds Standard School subgroup proficiency rate exceeds the subgroup ASC rate by 10 or more percentage points and meets or exceeds the state average subgroup proficiency rate for schools serving the same grades OR the school and ASC subgroup rates are both above 90% and the school rate meets or exceeds the ASC rate.</p>
<p>Meets Standard School subgroup proficiency rate meets or exceeds the subgroup ASC rate by up to 9 percentage points OR the school and ASC subgroup rates are both above 90% and the school rate is below the ASC rate.</p>
<p>Below Standard Schools subgroup proficiency rate is below the subgroup ASC by up to 9 percentage points.</p>
<p>Far Below Standard School subgroup proficiency rate is below the subgroup ASC by 10 or more percentage points.</p>
<p>Data Source: Illinois State Board of Education, Charter Schools (student traditional school assignment)</p>

Measure 3b Subgroup Growth

What percentage of students in subgroups is making expected growth in reading and math according to the Illinois Growth Model?

Note: Applied separately for all eligible subgroups meeting State Board reporting thresholds.

Necessary data

- Average school growth values in reading and math for all schools in the state, by subgroup.²⁹

Methodology (carried out separately for reading and math)

Step 1. For each subgroup, rank order the school growth values for all schools in the state serving the same subgroup.

Step 2. Identify the state average school growth value and the average school growth values at the 20th and 90th percentiles of statewide performance for each subgroup.

Step 3. Apply targets.

Targets

3b. Subgroup Growth: What percentage of students in subgroups are making expected growth in reading and math according to the Illinois Growth Model?
Exceeds Standard Average school growth values for subgroup are in the top 10 percent for schools serving the subgroup statewide.
Meets Standard Average school growth values for subgroup meet or exceed the state average for schools serving the subgroup statewide but are below the top 10 percent statewide.
Below Standard Average school growth values for subgroup are below the state average for schools serving the subgroup statewide, but are above the bottom 20 percent statewide.
Far Below Standard Average school growth values for subgroup are in the lowest 20 percent for schools serving the subgroup statewide.
Data Source: Illinois State Board of Education

²⁹ http://www.isbe.net/assessment/report_card.htm

State and Federal Accountability Systems

Measure 4a AYP

Is the school meeting AYP?

The framework takes into consideration annual State Board accountability results for charter schools. While the State Board currently calculates NCLB AYP for all schools, future accountability systems may result in more detailed or comprehensive school ratings based on both state and federal requirements. If the state accountability system changes, the Commission will revise the academic framework to include new school ratings.

Necessary data

- State Board AYP designation the current academic year³⁰

Targets

4a. AYP: Is the school meeting AYP?
Meets Standard School met AYP.
Below Standard Schools did not meet AYP.
Data Source: Illinois State Board of Education

³⁰ <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>

Measure 5a School-Specific Academic Goals

School-specific measures require agreement between the Commission and the individual school on *quantifiable targets* developed for each measure, and must be approved by the Commission.

School-specific measures cannot override existing measures.

Necessary data

- School-Specific Data (TBD)

Methodology

Steps are determined by the School-Specific Goals

Targets

5a. School-Specific Academic Goals
To be determined by mutual agreement between individual charter schools and the Commission.

Postsecondary Readiness and Success

Measure 6a.1. ACT Performance

Does students' performance on the ACT reflect college readiness?

The Academic Framework does not include participation targets, as the ACT is administered to all students statewide.

The Commission will include three years of ACT results in order to capture results from 10th, 11th, or 12th grade for the current senior class. The Commission will first approach the State Board for access to ACT results. If needed, the Commission will contract directly with the testing agency for results.

Necessary data

- Student level ACT results for the current year and two prior years³¹
- Grade 12 enrollment data for charter school³²

Methodology

Step 1: Identify and retain the highest score for each 12th grade student. If a student took the ACT more than once, keep only the record with the highest score.

Step 2: Calculate the percentage of 12th grade students with an ACT composite score above 21. Divide the number of students with an ACT composite score above 21 by the number of charter school students in the 12th grade.

Targets

6a.1. ACT Performance: Does students' performance on the ACT reflect college readiness?
Exceeds Standard At least 60% of seniors achieved a composite ACT score of 21.
Meets Standard 40% to 59% of seniors achieved a composite ACT score of 21.
Below Standard 20% to 39% of seniors achieved a composite ACT score of 21.
Far Below Standard Fewer than 20% of seniors achieved a composite ACT score of 21.
Data Source: Illinois State Board of Education, ACT

³¹ Data Request from ISBE or ACT, Inc.

³² Data Request from ISBE or ACT, Inc.

Measure 6a.2. ACT Performance—Assigned School Composite Comparison (ASC)

How does average students' performance on the ACT compare to the schools they would otherwise attend—Assigned School Composite (ASC)?

The Academic Framework does not include participation targets, as the ACT is administered to all students statewide.

Because the Commission does not have access to student-level ACT results for the traditional schools that charter school students would otherwise attend, the ASC is based on the **average ACT score**, as opposed to the **percentage of 12th grade students achieving a composite score of 21**.

Necessary data

- Average ACT score for the charter school and all traditional schools that the charter school students would otherwise attend.
- Grade level and home address for each charter school student³³

Methodology

NOTE: The ASC methodology is used for measures 1b, 2b, 3a.2, 6a.2, and 6b.2. Steps 1 and 2 below are used for all measures using the ASC, with the exception that measures 6a.2 and 6b.2 are applied only to the 12th grade.

Step 1. Identify the assigned school for each charter school 12th grade student, using the student address, grade, and one of the following sources:

- School district maps³⁴
- Great Schools school district boundaries map³⁵

Step 2. Calculate the number of charter school 12th grade students assigned to each traditional school.

Step 3. Calculate the ACT Assigned School Composite (ASC). Multiply the average ACT score for each assigned school by the number of charter school students who would otherwise attend the assigned school. Sum the products for all assigned schools and divide by the total number of 12th grade students in the charter school (see Appendix 2 for example). The result is the

³³ Obtained from data request to target charter school

³⁴ <http://nces.ed.gov/surveys/sdds/index.aspx>

³⁵ Available at: <http://www.greatschools.org/school-district-boundaries-map/>

ACT Assigned School Composite (ASC) - an average ACT score that reflects the level of achievement for schools that charter school students would have otherwise attended.

Step 4. Calculate the difference between the charter school's average ACT score and the assigned school average ACT score. Apply targets.

Targets

6a.2. ACT Performance— Assigned School Composite Comparison: How does average students' performance on the ACT compare to the schools they would otherwise attend— Assigned School Composite (ASC)?
Exceeds Standard The average school ACT composite score exceeds the ASC average ACT score by 3 or more points OR the school and ASC average scores are both above 23 and the school meets or exceeds the ASC score.
Meets Standard The average school ACT composite score meets or exceeds the ASC average ACT score by up to 2 points OR the school and ASC average scores are both above 23 and the school is below the ASC score.
Below Standard The average school ACT composite score is up to 2 points below the ASC average ACT score.
Far Below Standard The average school ACT composite score is 3 or more points below the ASC average ACT score.
Data Source: Illinois State Board of Education, Charter Schools (student traditional school assignment) Note: <i>The ASC includes the average ACT score of the schools that students would otherwise attend.</i>

Measure 6b.1. Graduation Rate

Are students successfully graduating from high school based on either four-year or five-year cohort graduation rates?

In 2011, the State Board adopted the National Governor's Association (NGA) Compact Rate, which calculates the percentage of a 9th grade cohort³⁶ that successfully graduates. The Commission will review both 4-year and 5-year cohort graduation rates. **Schools will receive the higher rating, based either on the 4-year or 5-year rate comparison.**

Necessary data

- Four-year cohort graduation rate³⁷
- Five-year cohort graduation rate³⁸

Targets

6b.1. Graduation Rate: Are students successfully graduating from high school based on either four-year or five-year cohort graduation rates?
Exceeds Standard At least 90% of students graduated based on a four-year cohort method OR At least 92% of students graduated based on a five-year cohort method.
Meets Standard 80% to 89% of students graduated based on a four-year cohort method OR 82% to 91% of students graduated based on a five-year cohort method.
Below Standard 70% to 79% of students graduated based on a four-year cohort method OR 72% to 81% of students graduated based on a five-year cohort method.
Far Below Standard Less than 70% of students graduated based on a four-year cohort method OR Less than 72% of students graduated based on a five-year cohort method.
Data Source: Illinois State Board of Education

³⁶ According to State Board business rules, students who transfer to another school, move out of the country, or are deceased are removed from the cohort for the graduation rate calculations.

³⁷ <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>

³⁸ <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>

Measure 6b.2. Graduation Rate—Assigned School Composite Comparison

How does the school graduation rate compare to the traditional schools students would otherwise attend - Assigned School Composite (ASC)?

In 2011, the State Board adopted the National Governor’s Association (NGA) Compact Rate, which calculates the percentage of a 9th grade cohort³⁹ that successfully graduates. The Commission will review both 4-year and 5-year cohort graduation rates. **Schools will receive the higher rating, based either on the 4-year or 5-year rate comparison.**

Necessary data

- Four-year graduation rate⁴⁰ for charter school and each assigned school
- Five-year graduation rate⁴¹ for charter school and each assigned school
- Grade level and home address for each charter school student⁴²

Methodology

NOTE: The ASC methodology is used for measures 1b, 2b, 3a.2, 6a.2, and 6b.2. Steps 1 and 2 below are used for all measures using the ASC, with the exception that measures 6a.2 and 6b.2 are applied only to the 12th grade.

Step 1. Identify the assigned school for each charter school 12th grade student, using the student address, grade, and one of the following sources:

- School district maps⁴³
- Great Schools school district boundaries map⁴⁴

Step 2. Calculate the number of charter school 12th grade students assigned to each traditional school.

Step 3. Calculate the four-year graduation rate Assigned School Composite (ASC). Multiply the four-year graduation rate for each assigned school by the number of charter school 12th grade students who would otherwise attend the assigned school. Sum the products for all assigned schools and divide by the total number of 12th grade students in the charter school (see Appendix 2 for example). The result is the Assigned School Composite (ASC) – the four-year graduation rate that reflects the level of achievement for schools that charter school students would have otherwise attended.

³⁹ According to State Board business rules, students who transfer to another school, move out of the country, or are deceased are removed from the cohort for the graduation rate calculations.

⁴⁰ <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>

⁴¹ <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>

⁴² Obtained from data request to target charter school

⁴³ <http://nces.ed.gov/surveys/sdds/index.aspx>

⁴⁴ <http://www.greatschools.org/school-district-boundaries-map/>

Step 4. Calculate the five-year graduation rate Assigned School Composite (ASC). Multiply the five-year graduation rate for each assigned school by the number of charter school 12th grade students in the previous year who would otherwise attend the assigned school. Sum the products for all assigned schools and divide by the total number of 12th grade students in the charter school in the previous year (see Appendix 2 for example). The result is the Assigned School Composite (ASC) – the five-year graduation rate that reflects the level of achievement for schools that charter school students would have otherwise attended.

Step 5. Calculate the difference between the charter school’s four-year and five-year graduation rates and the ASC four-year and five-year graduation rates. Apply targets and assign the highest rating, based on either the four-year or five-year results.

Targets

<p>6b.2. Graduation Rate—Geographic Comparison: Assigned School Comparison (ASC): How does the school graduation rate compare to the schools students would otherwise attend—Assigned School Composite (ASC)?</p>
<p>Exceeds Standard The school graduation rate exceeds the ASC graduation rate by 10 or more percentage points OR The school and ASC rates are both above 90% and the school meets or exceeds the ASC rate.</p>
<p>Meets Standard The school graduation rate meets or exceeds the ASC graduation rate by up to 9 percentage points OR The school and ASC rates are both above 90% and the school is below the ASC rate.</p>
<p>Below Standard The school graduation rate is 1 to 9 percentage points below the ASC rate.</p>
<p>Far Below Standard The school graduation rate is 10 or more percentage points below the ASC rate.</p>
<p>Data Source: Illinois State Board of Education, Charter Schools (student traditional school assignment)</p>

Measure 6c. College Enrollment

Are charter school graduates enrolling in college? (Includes both 2- and 4-year public and private institutions)

Necessary data

- Number of charter school students who graduated in the previous year⁴⁵
- Number of charter school graduates who enrolled in college in the fall after their graduation⁴⁶

Methodology

Step 1. Divide the number of charter school graduates who enrolled in college by the total number of students who graduated in the previous year.

Step 2. Apply targets.

Targets

6c. College Enrollment: Are charter school graduates enrolling in college? (Includes both 2- and 4-year institutions)
Exceeds Standard At least 80% of charter school graduates were enrolled in college in the fall after high school graduation.
Meets Standard 60% to 79% of charter school graduates were enrolled in college in the fall after high school graduation.
Below Standard 40% to 59% of charter school graduates were enrolled in college in the fall after high school graduation.
Far Below Standard Less than 40% of charter school graduates were enrolled in college in the fall after high school graduation.
Data Source: National Student Clearinghouse

⁴⁵ <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>

⁴⁶ <http://www.studentclearinghouse.org/colleges/studenttracker/> or ISBE

Measure 6d. Postsecondary Employment

Are charter school graduates who did not enroll in post-secondary institutions after graduation employed, including military service, in the January after graduation?

Postsecondary enrollment data are not currently available, but will be included when reliable sources are available.

Necessary data

- Number of charter school students who graduated in the previous year.
- Number of charter school graduates who enrolled in college in the fall after their graduation.
- Number of charter school graduates who were employed in January after their graduation, including military service.

Methodology

Step 1. Subtract the number of charter school graduates enrolled in college in the fall from the number of students who graduated in the previous year. This will be the total potential workforce from the charter school.

Step 2. Divide the number of charter school graduates who were employed in January after their graduation by the total potential workforce.

Targets

6d. Postsecondary Employment: Are charter school graduates who did not enroll in post-secondary institutions after graduation employed, including military service, in the January after graduation?
Exceeds Standard At least 90% of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the January following graduation.
Meets Standard 80% to 89% of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the January following graduation.
Below Standard 70% to 79% of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the January following graduation.
Far Below Standard Less than 70% of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the January following graduation.
Data Source: Illinois State Board of Education Note: <i>Postsecondary enrollment results are not currently available, but will be included when reliable sources are available.</i>

Measure 6e. College Remediation

Are charter school graduates who enroll in post-secondary institutions adequately prepared for post-secondary academic success?

Targets cannot be set and tested until statewide results for Illinois high schools are available. School-level remediation results are not currently available, but will be included when reliable data sources are available.

Necessary data

- Number of charter school graduates who enrolled in college in the fall after their graduation
- Number of college attendees who require remediation

Methodology

Step 1. Divide the number of college attendees who require remediation by the number of charter school graduates who enrolled in college in the fall after their graduation.

Targets

6e. College Remediation: Are charter school graduates who enroll in post-secondary institutions adequately prepared for post-secondary academic success?
Exceeds Standard Less than [X] percent of graduates attending college required remediation
Meets Standard Between [X] and [X] percent of graduates attending college required remediation.
Below Standard Between [X] and [X] percent of graduates attending college required remediation.
Far Below Standard Greater than [X] percent of graduates attending college required remediation.
Data Source: Illinois State Board of Education

Weighting the Framework

The results of the Academic Framework are aggregated to create an overall academic rating. The overall rating is calculated using a weighted average of the results of the individual academic measures. The weights applied to elementary and middle schools and to high schools are presented in the table below.

TABLE 1: Framework Weights

Indicator	Measure	Weight	
		K-8	HS
1. Student Achievement (Proficiency)	a. Proficiency – Reading	10%	5%
	a. Proficiency – Math	10%	5%
	b. Proficiency – Geographic Comparison– Reading	5%	2.5%
	b. Proficiency – Geographic Comparison–Math	5%	2.5%
	c. Proficiency – Similar Schools Comparison– Reading	5%	2.5%
	c. Proficiency – Similar Schools Comparison–Math	5%	2.5%
2. Student Progress Over Time (Growth)	a. Student Growth – Reading	17.5%	7.5%
	a. Student Growth – Math	17.5%	7.5%
3. Performance of Subgroups	a.1. Subgroup Proficiency – State Comparison– Reading	2.5%	2.5%
	a.1. Subgroup Proficiency – State Comparison–Math	2.5%	2.5%
	a.2. Subgroup Proficiency – Geographic Comparison – Reading	2.5%	2.5%
	a.2. Subgroup Proficiency – Geographic Comparison – Math	2.5%	2.5%
	b. Subgroup Growth – Reading	5%	5%
	b. Subgroup Growth – Math	5%	5%
4. State & Federal Accountability	a. AYP	5%	5%
5. Mission-Specific Goals	a. School-Specific Academic Goals	--	--
6. Postsecondary Readiness and Success	a.1. ACT Performance	NA	5%
	a.2. ACT – Geographic Comparison	NA	5%
	b.1. High School Graduation – 4- and 5-year rates	NA	10%
	b.2. Graduation Rate – Geographic Comparison	NA	10%
	c. College Attendance	NA	10%
	d. Postsecondary Employment	NA	--
	e. College Remediation	NA	--

For schools that include School-Specific Academic Goals, the Commission and school will agree upon the weight assigned to the results for measure 5a.

Calculating the Overall Rating for the Academic Performance Framework

Step 1: Convert the rating for each measure to points. Schools receive 100 points for each “Exceeds standard” rating, 75 points for each “Meets standard” rating, 50 points for each “Below standard” rating, and 25 points for each “Far Below Standard” rating.

Rating	Points
<i>Exceeds</i>	100
<i>Meets</i>	75
<i>Below</i>	50
<i>Far Below</i>	25

Step 2: Multiply the points earned for each measure by the weight assigned to the measure (see Table 1).

Step 3: Sum the weighted points for all measures to calculate the overall score (out of a possible 100 points). Convert the overall score to the overall rating, using the following ranges:

Rating	Points
<i>Exceeds Standard</i>	89-100
<i>Meets Standard</i>	63-88
<i>Below Standard</i>	39-62
<i>Far Below Standard</i>	Below 39

Notes:

1. If results for an individual measure are missing, then the weight of that measure is redistributed within the indicator. For example, if subgroup growth results are missing, the weight (10%) would be redistributed to the subgroup proficiency measures so that the overall weight given to the subgroup indicator remains 20%.
2. If an entire indicator is missing, the school will not receive an overall rating. In this case, the Commission will review only the disaggregated results for all measures.

Example: Weighting the Results for a Hypothetical Elementary School

	1a		1b		1c		2a		3a.1		3a.2		3b		4a	Overall
	Proficiency Statewide Comparison		Proficiency ASC Comparison		Proficiency Similar Schools Comparison		Student Growth*		Subgroup Proficiency Statewide Comparison		Subgroup Proficiency ASC Comparison		Subgroup Growth*		AYP	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math		
Rating	Does Not Meet	Does Not Meet	Meets	Meets	Meets	Meets	Exceeds	Exceeds	Meets	Meets	Exceeds	Exceeds	Meets	Meets	Does Not Meet	-
Unweighted Points	50	50	75	75	75	75	100	100	75	75	100	100	75	75	50	-
Weight	.10	.10	.05	.05	.05	.05	.175	.175	.025	.025	.025	.025	.05	.05	.05	-
Weighted Points (Unweighted points times weight)	5.00	5.00	3.75	3.75	3.75	3.75	17.5	17.5	1.88	1.88	2.50	2.50	3.75	3.75	5.00	81.25

Overall rating – Meets Standard

Appendix 1

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

The hypothetical school below serves only grades 6, 7, and 8, and the distribution of students across grades is not even.

Comparison to the overall state proficiency average, or even the average performance of middle schools, fails to take into consideration the differences in statewide performance by grade.

In order to account for both statewide proficiency rate differences by grade and uneven enrollment across grades at the charter school, the state proficiency rate used for comparison in the framework is weighted by the number of students tested in each grade at the charter school.

Grade	Number Tested at Charter School	Average Statewide School Proficiency Rate
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	--

Weighted state average = 70%

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

Appendix 2

Example - Assigned School Composite

The hypothetical charter school below is an elementary school that has student test results for grades 3 through 5. The students at the charter school are drawn from a district that has three traditional elementary schools that the charter students might otherwise attend. The percentage of charter school students assigned to each traditional school is presented in the table below.

School	Percentage of Charter School's Students "Assigned" to School		
	Grade 3	Grade 4	Grade 5
Assigned School A	1%	15%	16%
Assigned School B	-	18%	15%
Assigned School C	17%	18%	-

To calculate the Assigned School Composite for overall school proficiency, the grade level proficiency rates of each of the assigned schools are weighted by the number of charter school students assigned to each of the schools, by grade.

Assigned School	Grade	Number of students assigned to school and grade	Percentage of Students Proficient at School
School A	3	2	88.9%
School A	4	30	63.4%
School A	5	33	66.5%
School B	4	36	62.1%
School B	5	30	65.7%
School C	3	34	68.6%
School C	4	37	76.9%
Total		202	--
Assigned School Composite Average: 67.6%			
$\frac{(2 \times 88.9\%) + (30 \times 63.4\%) + (33 \times 66.5\%) + (36 \times 62.1\%) + (30 \times 65.7\%) + (34 \times 68.6\%) + (37 \times 76.9\%)}{202}$			