INDICATOR 1: STATE PROFICIENCY COMPARISON

Measure 1a **Math Proficiency Rate** **Comparison to State**	**Do math proficiency rates meet or exceed the state average?**
	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.
Notes	The state average will be determined using the same grade set as is served by the public charter school.

Measure 1b **ELA Proficiency Rate** **Comparison to State**	**Do English Language Arts proficiency rates meet or exceed the state average?**
	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.
Notes	The state average will be determined using the same grade set as is served by the public charter school.

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON	
Measure 2a **Math Proficiency Rate** **Comparison to District**	**Do math proficiency rates meet or exceed the district average?** **Exceeds Standard:** The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%. **Meets Standard:** The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points. **Does Not Meet Standard:** The school's proficiency rate in math is 1 - 15 percentage points lower than the district average. **Falls Far Below Standard:** The school's proficiency rate in math is 16 or more percentage points lower than the district average. The district average will be determined using the same grade set as is served by the public charter school.
Notes	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.
Measure 2b **ELA Proficiency Rate** **Comparison to District**	**Do ELA proficiency rates meet or exceed the district average?** **Exceeds Standard:** The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%. **Meets Standard:** The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points. **Does Not Meet Standard:** The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average. **Falls Far Below Standard:** The school's proficiency rate in ELA is 16 or more percentage points lower than the district average. The district average will be determined using the same grade set as is served by the public charter school.
Notes	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)

Measure 3a

Criterion-Referenced Growth Math

Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?

Exceeds Standard: At least 85% of students are making adequate academic growth in math.
Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.
Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.
Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.

Notes

Measure 3b

Criterion-Referenced Growth ELA

Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?

Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.
Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.
Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.
Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.

Notes

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)

Measure 4a

Norm-Referenced Growth Math

Are students making expected academic growth in math compared to their academic peers?

Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.
Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.

Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.

Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.

Notes

Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.

Measure 4b	**Are students making expected academic growth in English Language Arts compared to their academic peers?**
Norm-Referenced Growth	
ELA	**Exceeds Standard:** The school's median student growth percentile in ELA falls between the 66th and 99th percentile.
	Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.
	Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.
	Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)

Measure 5a	**Are students graduating from high school on time?**
Four-Year Adjusted Cohort	
Graduation Rate	**Exceeds Standard:** The school's four-year ACGR was at least 90%.
	Meets Standard: The school either:
	a) had a four-year ACGR of 80% - 89% OR
	b) had a four-year ACGR of at least 66% AND met its progress goal.
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.
	The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.
Notes	Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind. That is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.
	The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.