ALTERNATIVE ACADEMIC PERFORMANCE FRAMEWORK BUSINESS RULES

Idaho Public Charter School

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Math Achievement & Growth Metrics

Goal Option 1:

Percentage of continuously enrolled students who have either a) completed all math requirements before the beginning of the year (grades 9-12), b) completed the remaining number of math credits required for graduation (grades 9-12), or c) completed at least one year-long required math course (all applicable grades).

Formulas & Inclusion/Exclusion Rules

Numerator: The number of continuously enrolled students in grades 9-12 who completed all math requirements before the beginning of the year PLUS the number of continuously enrolled students in grades 9-12 who completed the remaining number of math credits required for graduation (if fewer than 1.5) PLUS the number of continuously enrolled students in all grades who completed at least one year-long required math course.

Denominator: Total number of continuously enrolled students in all grades.

Excluded Students:

- Students who were not continuously enrolled.
- Students who are recorded as either a P or H under the PHSchool variable.

A continuously enrolled student is defined by: A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the makeup portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency.

Data Points and Sources

IPCSC will request data from the State Department of Education.

The SDE does not collect summer school data, nor is the SDE able to provide previously earned credits from students who earned credit from a private high school or an out-of-state school.

If a school would like to have summer school courses included in the calculation for this goal or has transcript data on the number of Math credits that a student completed at a private or out-of-state high school, that data must be entered into the **Option 1 Template** and uploaded to the IPCSC secure data portal no later than **September 1**.

For special education students whose CourseExitReason is “Completed: Adaptive Requirement” and for which the course code is 73007, schools must ensure that the Course Section Alias for any math course that should be counted in this metric is labeled as “Math: description of what math course” (for example Math: Introductory Algebra). This is how the SDE and IPCSC will know to include the math credit for these students.

Goal Option 2:

Percentage of students who were consecutively enrolled during at least two test administrations who meet grade level proficiency by the end of the year, or who showed meaningful growth between pre-and post-assessment on an approved nationally normed assessment of mathematics.

Currently approved assessments include:

- NWEA Math
- STAR Math
- IXL Math

Formulas & Inclusion/Exclusion Rules

Numerator: Number of students who have at least two test scores who score at grade level or above OR who showed meaningful growth between pre and post-test PLUS the number of students who scored at or above grade level based on a single assessment (only if the student was consecutively enrolled during at least two test administrations).

Denominator: Number of students who were consecutively enrolled during two or more test administrations.

Excluded Students:

- Students who were not consecutively enrolled during two or more test administrations.
- Students whose IEP specifies that they are exempt from the assessment.

Measures of "At or above grade level":

- Students have a **grade equivalency score** that is equal to or higher than their current grade level.
- Students score at the **level** determined by the assessment vendor that is considered on grade level (or above). These can look different depending on the vendor. Some Examples are below:
    - 3 or higher on a 5-point scale
    - Ratings such as: "On Track", "Advanced", "On Target", "Above Target", "Average", "Above Average", "Typical"

Percentile Rank or Achievement Percentile: A percentile between 1-99 where 40 and higher is considered normal or average, that is based on the student's scale score.

Definitions of "Meaningful Growth":

- A **Student Growth Percentile** of 40 or higher (NWEA calls this a Conditional Growth Percentile)
- A **Conditional Growth Index Score** of -1 or better (NWEA ONLY)
- A **growth rating produced by the vendor** that indicates the student "Met Expected Growth", or had "Average Growth" or "High Growth"

Unless otherwise indicated by the test vendor, growth results should be based on two test scores from assessments that were taken at least eight (8) weeks apart.

Data Points and Sources

This data will come from the school's student information system and assessment vendor reports.

The school will provide the **data by September 1** using one of the following template(s):

- **NWEA ELA and Math Template**
- **STAR Math Template**
- **IXL Math and Reading Template**

All instructions and data required to calculate this metric are outlined in the templates.

ELA Achievement & Growth Metrics

Goal Option 1:

Percentage of continuously enrolled students who have either a) completed all ELA requirements before the beginning of the year (grades 9-12), b) completed the remaining number of ELA credits required for graduation (grades 9-12), or c) completed at least one year-long required ELA course (all applicable grades).

Formulas & Inclusion/Exclusion Rules

Numerator: The number of continuously enrolled students in grades 9-12 who completed all ELA requirements before the beginning of the year PLUS the number of continuously enrolled students in grades 9-12 who completed the remaining number of ELA credits required for graduation (if fewer than 2.0) PLUS the number of continuously enrolled students in all grades who completed at least one year-long required ELA course.

Denominator: Total number of continuously enrolled students in all grades.

Excluded Students:

- Students who were not continuously enrolled.
- Students who are recorded as either a P or H under the PHSchool variable.

A continuously enrolled student is defined by: A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the makeup portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency.

Data Points & Sources

IPCSC will request data from the State Department of Education.

The SDE does not collect summer school data, nor is the SDE able to provide previously earned credits from students who earned credit from a private high school or an out-of-state school.

If a school would like to have summer school courses included in the calculation for this goal, or has transcript data on the number of ELA credits that a student completed at a private or out of state high school, that data must be entered into the **Option 1 Template** and uploaded to the IPCSC secure data portal no later than **September 1**.

For special education students whose CourseExitReason is "Completed: Adaptive Requirement" and for which the course code is 73007, schools must ensure that the Course Section Alias for any ELA course that should be counted in this metric are labeled as "ELA: description of the ELA course" (for example ELA: 9th grade English). This is how the SDE and IPCSC will know to include the ELA credit for these students.

Goal Option 2:

Percentage of students who were consecutively enrolled during at least two test administrations who either meet grade level proficiency by the end of the year, or who showed meaningful growth between pre-and post-assessment on an approved nationally normed assessment of English Language Arts.

Currently approved assessments include:

- NWEA Reading
- NWEA Language Usage
- STAR Reading
- IXL Reading

Formulas & Inclusion/Exclusion Rules

Numerator: Number of students who have at least two test scores who score at grade level or above OR who showed meaningful growth between pre and post-test PLUS the number of students who scored at or above grade level based on a single assessment (only if the student was consecutively enrolled during at least two test administrations).

Denominator: Number of students who were consecutively enrolled during two or more test administrations.

Excluded Students:

- Students who were not consecutively enrolled during two or more test administrations.
- Students whose IEP specifies that they are exempt from the assessment.

Measures of "At or above grade level":

- Students have a **grade equivalency score** that is equal to or higher than their current grade level.
- Students score at the **level** determined by the assessment vendor that is considered on grade level (or above). These can look different depending on the vendor. Some Examples are below:
    - 3 or higher on a 5-point scale
    - Ratings such as: "On Track", "Advanced", "On Target", "Above Target", "Average", "Above Average", "Typical"

- **Percentile Rank or Achievement Percentile:** A percentile between 1-99 where 40 and higher is considered normal or average, that is based on the student's scale score.

Definitions of "Meaningful Growth"

- A **Student Growth Percentile** of 40 or higher (NWEA calls this a Conditional Growth Percentile)
- A **Conditional Growth Index Score** of -1 or better (NWEA ONLY)
- A **growth rating produced by the vendor** that indicates the student "Met Expected Growth", or had "Average Growth" or "High Growth"

Unless otherwise indicated by the test vendor, growth results should be based on two test scores from assessments that were taken at least eight (8) weeks apart.

Data Points & Sources

This data will come from the school's student information system and assessment vendor reports.

The school will provide the data by **September 1** using one of the following templates:

- **NWEA ELA Template**
- **STAR ELA Template**
- **IXL ELA and Reading Template**

All instructions and data required to calculate this metric are outlined in the templates.

Progress toward Graduation Metrics

Goal Option 1:

Percentage of students who were enrolled for at least one full term who earned the minimum average number of credits per enrolled term, as defined below:

- **Continuously Enrolled** for the year: 11.5 credits
- **Semesters**: average of 5.8 credits per term enrolled
- **Trimesters**: average of 3.8 credits per term enrolled
- **Quarters**: average of 2.9 credits per term enrolled
- **Hexters**: average of 1.9 credits per term enrolled

Formulas & Inclusion/Exclusion Rules

Numerator: Number of continuously enrolled students who earned 11.5 or more credits while enrolled at the school PLUS number of not continuously enrolled students who were enrolled for at least 1 term who earned the minimum average number of credits per enrolled term.

Denominator: Number of students who were enrolled for at least one full term.

Minimum average number of credits needed to meet the goal, based on the term structure at the school:

- **Semesters**: average of 5.8 credits per term enrolled
- **Trimesters**: average of 3.8 credits per term enrolled
- **Quarters**: average of 2.9 credits per term enrolled
- **Hexters**: average of 1.9 credits per term enrolled

Definition of Terms: Terms are defined by each school's operational policies.

Data Points & Sources

IPCSC will request data from the State Department of Education.

Schools wanting summer school data included in this measure MUST provide summer credit data by **September 1**, using the **Option 1 Template.**

Goal Option 2:

Percentage of students who were enrolled for at least 90% of one term who earn at least 75% of the credits that they attempted during the year.

Formulas & Inclusion/Exclusion Rules

Student Numerator: Sum of the number of credits that the student earned during each term for which they were enrolled for at least 90% of the term.

Student Denominator: Sum of the number of credits that the student attempted during each term for which they were enrolled for at least 90% of the term.

School Numerator: Total number of students who were enrolled for at least 90% of one term who earned 75% of the credits they attempted.

School Denominator: Total number of students who were enrolled for at least 90% of one term.

Definition of Terms: Terms are defined by each school's operational policies.

Data Points & Sources

The school will provide the data by **September 1** using the **Progress Toward Graduation Option 2-4 Template.**

This data will come from the school's student information and/or data management system.

All instructions and data required to calculate this metric are outlined in the template.

Postsecondary Readiness

Goal Option 1:

The percentage of 12th grade students who were enrolled in the school for at least 45 days and who are in either their 4th or 5th cohort year to graduate by the end of the year.

Formulas & Inclusion/Exclusion Rules

Numerator: Number of 12th grade students who were enrolled for at least 45 days, were in their 4th year of high school, and graduated by the end of the year PLUS the number of 12th grade students who were enrolled for at least 45 days, were in their 5th year of high school, and graduated by the end of the year.

Denominator: Number of 12th grade students who were enrolled for at least 45 days and were in their 4th year of high school PLUS number of 12th grade students who were enrolled for at least 45 days and were in their 5th year of high school MINUS 4th or 5th year 12th grade students who are confirmed transfers, deceased, or on medical leave.

Excluded Students:

- 12th grade students who were enrolled for fewer than 45 days.
- 12th grade students for whom the PHSchool variable is reported as P or H.
- 12th grade students whose exit reason is Medical Leave/Permanent Incapacitation.
- 12th grade students whose exit reason is Deceased.
- Students who were enrolled for any amount of time that were part of the current year's 4th or 5th year cohort who transferred to another school.

Data Points & Sources

IPCSC will request data from the State Department of Education.

Schools wanting summer school data included in this measure will provide summer graduation data **by September 1** using the **Option 1 Template.**

Goal Option 2:

Percentage of students in their 4th or 5th cohort year who either graduate at the end of the year or who continue their education the following year*.

Formulas & Inclusion/Exclusion Rules

Numerator: 4th year high school students with one of the following exit reason codes:1A, 1B, 2A, 2B, 2C, 2D, 3D, 4A, 4C, 4G, 4H, 4I, 5C, or 5F PLUS 5th year high school students with one of the following exit reason codes:1A, 1B, 2A, 2B, 2C, 2D, 3D, 4A, 4C, 4G, 4H, 4I, 5C, or 5F.

Denominator: The number of 4th year high school students PLUS the number of 5th year high school students MINUS Exit Reason Codes 5B and 6A.

Excluded Students:

- 12th grade students for whom the PHSchool variable is reported as P or H.
- 12th grade students whose exit reason is Medical Leave/Permanent Incapacitation.
- 12th grade students whose exit reason is Deceased.

In the event exit reason codes change, the following exit reason names shall be replaced with the new corresponding exit reason code:

- **1A**: Transferred within district to same school
- **1B**: Transferred within district to different public school
- **2A**: Transferred within Idaho to different public school
- **2B**: Transferred within Idaho to private school or federal/state setting
- **2C**: Transferred out of Idaho to US public or nonpublic setting
- **2D**: Transferred out of country
- **3D:** Transferred to Adult Education
- **4A**: Graduated-met state standards
- **4C**: Completed- adapted requirements
- **4G**: Early graduate 1 year
- **4H**: Early graduate 2 year

- **4I**: Early graduate 3 year
- **5C**: US Resident Exiting to Foreign Exchange Program
- **5F**: Foreign Exchange Student Exiting District/School
- **5B**: Medical Leave/Permanent Incapacitation
- **6A**: Deceased

Data Points & Sources

This data will come from the school's student information and/or data management system.

The school will provide the data by **September 1** using the **Postsecondary Readiness Template for Options 2-4.**

*Confirmation of re-enrollment must be provided to IPCSC, upon request, for students who were reported as continuing their enrollment the following school year in the same school. Confirmation of enrollment in another school can be confirmed with a copy of a transfer request form from the receiving school. Confirmation of students who continued enrollment in the same school can be provided using the school's fall roster.

Goal Option 3:

Percentage of students who complete high school with one or more of the following: a state diploma, a HiSet certificate, a GED, a special education certificate of completion, a state CTE diploma, an industry recognized credential, an approved skill stack badge, demonstrated workforce readiness, or was enlisted to the military.

Formulas & Inclusion/Exclusion Rules

Numerator: The number of 4th year and 5th year high school students with one of the following exit reason codes: 4A, 4C, 4G, 4H, and 4I PLUS the number of students who earned either a HiSET certificate, GED or other approved certificate of completion, PLUS the number of students who earned a state CTE diploma, PLUS the number of students who earned a state recognized industry certification/credential, skills badge, or otherwise demonstrated workforce readiness, PLUS the number of students who enlisted in a military branch PLUS the number of students who may not have been in their 4th or 5th year of high school but earned one of the approved alternative methods of completion before exiting the school.

Denominator: The number of 4th year high school students PLUS the number of 5th year high school students PLUS the number of students who may not have been in their 4th or 5th year of high school but earned one of the approved

alternative methods of completion before exiting the school MINUS students who are confirmed transfers, deceased, or on medical leave.

Exit Codes:

- **4A**: Graduated-met state standards
- **4C**: Completed-adapted requirements
- **4G**: Early graduate 1 year
- **4H**: Early graduate 2 year
- **4I**: Early graduate 3 year
- **5B**: Medical Leave/Permanent Incapacitation
- **6A**: Deceased

Data Points & Sources

This data will come from the school's student information and/or data management system.

The school will provide the data by **September 1** using the following template: **Postsecondary Readiness Template for Options 2-4.**

For information on state approved CTE pathways, diploma requirements, and available skills badges visit the state's CTE Diploma website at: https://cte.idaho.gov/.

*Schools must be able to provide evidence for any student who did not receive a state recognized diploma, but who did complete via one of the other methods. Evidence includes, but is not limited to; assessment scores, copies of GED or HiSet certificates, state approved badges and seals, or transcripts showing the completion of pathway courses and capstone completion. For Military enlistment, schools should be able to provide a copy of the student's letter of enlistment.

Goal Option 4:

Percentage of seniors indicated as graduation ready* in the fall who graduate by the end of the year.

Formulas & Inclusion/Exclusion Rules

Numerator: The number of students who, on fall count day, are identified by the school as graduation ready* who graduate by the end of the school year PLUS the number of students who graduated by the end of the school year but were not identified as graduation ready in the fall.

Denominator: The number of students who were indicated as graduation ready* and graduated within the year PLUS the number of students who graduated but were not identified in the fall, MINUS students who are confirmed transfers, deceased, or on medical leave.

Definition of "Graduation Ready": A student will be considered graduation ready in the fall if, by the first official enrollment count date, they have accumulated enough of their graduation requirements (according to the school's operational policies) to graduate within the school year*.

Data Points & Sources

Schools will need to provide IPCSC with the list of students who were ready* to graduate, **within 5 business days following fall count day,** using the Grad Ready Identification tab of the **Postsecondary Readiness Template for Options 2-4.**

Graduation data (including summer graduates, if applicable) will then be provided to IPCSC **by September 1,** using the same template (including the same graduation ready identification data) as provided in the fall.

*Upon notifying the IPCSC that they would like to use Option 4 as their goal for Postsecondary Readiness, the school must provide IPCSC with the criteria that students must meet in the fall of each year to be considered graduation ready. The following is an example of how a school could define students as graduation ready for this purpose: "*To be considered graduation ready in the fall, students will need to have completed, with a C- or better, 20 out of the 24 credits that are required to receive the state's minimum standard diploma, as well as completing Part 1 of the school's required post-high school success seminar.*