

# Charter School Academic Performance Framework and Guidance

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North Carolina Department of Public Instruction  
Office Charter Schools



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Prepared for the North Carolina Department  
of Public Instruction in conjunction with the  
National Association of Charter School Authorizers

## Is the academic program a success?

Indicator	Measure	
<b>1. State and Federal Accountability</b>	1a. School Performance Grade	
	1b. Annual Measurable Objective (AMO) Targets	
<b>2. Student Achievement (Proficiency)</b>	2a. 1. All Students	2a.1. Grade Level Proficiency (GLP) Composite
		2a.2. College and Career Readiness Composite
		2a.3. GLP Comparison to Local Education Agency (LEA)
	2b. Disaggregated by Subgroup	2b.1. Female Subgroup GLP
		2b.2. Female Subgroup GLP Comparison to LEA
		2b.3. Male Subgroup GLP
		2b.4. Male Subgroup GLP Comparison to LEA
		2b.5. Asian Subgroup GLP
		2b.6. Asian Subgroup GLP Comparison to LEA
		2b.7. Black Subgroup GLP
		2b.8. Black Subgroup GLP Comparison to LEA
		2b.9. White Subgroup GLP
		2b.10. White Subgroup GLP Comparison to LEA
		2b.11. Hispanic Subgroup GLP
		2b.12. Hispanic Subgroup GLP Comparison to LEA
		2b.13. American Indian Subgroup GLP
		2b.14. American Indian Subgroup GLP Comparison to LEA
		2b.15. Two or More Races Subgroup GLP
		2b.16. Two or More Races Subgroup GLP Comparison to LEA
		2b.17. Economically Disadvantaged Subgroup GLP
		2b.18. Economically Disadvantaged Subgroup GLP Comparison to LEA
		2b.19. Exceptional Children Subgroup GLP
		2b.20. Exceptional Children Subgroup GLP Comparison to LEA
		2b.21. Limited English Proficiency (LEP) Subgroup GLP
		2b.22. LEP Subgroup GLP

## Charter School Academic Performance Framework Guide

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<b>3. Student Progress (Growth)</b>	3a. EVAAS School Accountability Growth
<b>4. Elementary and Middle School Measures</b>	4a. Reading Proficiency
	4b. Mathematics Proficiency
<b>5. Postsecondary Measures (High School)</b>	5a. The ACT Performance
	5b. 4-Year Cohort Graduation Rate

### North Carolina State Board of Education's Strategic Plan

On November 4, 2014 the North Carolina State Board of Education voted and approved an updated Strategic Plan. The State Board's vision is that "Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen".

Measure 2.4.3 of the strategic plan is to measure the "Percentage of charter schools meeting or exceeding academic, financial, and operational goals as measured by the Office of Charter School's performance framework". Below are the details of the academic framework.

### Measures in Detail

#### 1. State and Federal Accountability System

The Elementary and Secondary Education Act (ESEA) affects every public K-12 school in the country. Key requirements of the law are: closing achievement gaps, holding schools accountable for all students, and having a Highly Qualified teacher in every classroom.

The measurements used by ESEA are called Annual Measurable Objectives (AMOs). AMOs "set the bar" for school performance by groups of students. Targets are set for student attendance, cohort graduation rates, student participation in assessments, and for student performance on the state assessments and indicators. North Carolina has selected targets for the whole school and the identified subgroups under the federal Elementary and Secondary Education Act (ESEA) Waiver.

As required by state legislation, School Performance Grades are based 80 percent on the school's achievement score and 20 percent on students' academic growth. The only exception to this structure is if a school meets expected growth, but inclusion of the school's growth reduces the school's performance score and grade. In that case, a school may choose to use the School Achievement Score only to determine the performance score and grade. All public schools, including charter, receive grades.

Some schools may not receive a School Performance Grade. These include K-2 schools that do not administer the assessments used to calculate the School Performance Grades, and schools that meet the eligibility criteria to participate in the alternative accountability model. In addition, some schools may not have the necessary data to calculate the grade.

### **Measure 1a. State Accountability: School Performance Grade**

How is the school performing based on the school performance grade?

#### ***Exceeds Standard***

- Charter school received an 'A' School Performance Grade.

#### ***Meets Standard***

- Charter school received a 'B' or 'C' School Performance Grade.

#### ***Does Not Meet Standard***

- Charter school received a 'D' School Performance Grade.

#### ***Falls Far Below Standard***

- Charter school received a 'F' School Performance Grade.

### **Measure 1b. Federal Accountability: Annual Measurable Objectives**

How is the school performing based on Annual Measurable Objectives?

#### ***Exceeds Standard***

- Charter school met between 75 - 100% of Annual Measurable Objectives.

#### ***Meets Standard***

- Charter school met between 50 - 74% of Annual Measurable Objectives.

#### ***Does Not Meet Standard***

- Charter school met between 25 - 49% of Annual Measurable Objectives.

#### ***Falls Far Below Standard***

- Charter school met 0 - 24% of Annual Measurable Objectives.

## 2. Student Achievement based on Proficiency

Student proficiency reveals whether or not students have scored at a level that indicates that they consistently demonstrate mastery of the content standards and are well prepared for the next grade or course. On the End-of-Grade (EOG) and End-of-Course (EOC) assessments, students are considered proficient if they score a minimum of a Level III.

In October 2013, the State Board of Education adopted college-and-career readiness Academic Achievement Standards and Academic Achievement descriptors for the EOG and EOC tests and their alternate assessments. After considering much input on the importance of having more definitive discrimination for student achievement reporting, the SBE adopted at its March 2014 meeting a methodology to add a new achievement level.

Students who score Achievement Levels 3, 4, or 5 are considered grade level proficient (GLP). Students who score Achievement Levels 4 or 5 are considered college and career ready (CCR).

### **Measure 2a.1. Grade Level Proficiency (GLP) Composite**

How is the school performing based on the grade level proficiency?

#### **Exceeds Standard**

- Charter school GLP rate met or exceeded the 75<sup>th</sup> percentile of statewide performance.

#### **Meets Standard**

- Charter school GLP rate was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide performance.

#### **Does Not Meet Standard**

- Charter school GLP rate was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide performance.

#### **Falls Far Below Standard**

- Charter school GLP rate fell below the 25<sup>th</sup> percentile of statewide performance.

### **Measure 2a.2. College and Career Readiness**

How is the school performing based on the college and career readiness?

#### **Exceeds Standard**

- Charter school readiness rate met or exceeded the 75<sup>th</sup> percentile of statewide performance.

#### **Meets Standard**

- Charter school readiness rate was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide performance.

#### **Does Not Meet Standard**

- Charter school readiness rate was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide performance.

#### **Falls Far Below Standard**

- Charter school readiness rate fell below the 25<sup>th</sup> percentile of statewide performance.

### **Measure 2a.3. Grade Level Proficiency (GLP) Comparison to the Local Education Agency**

How are charter school students performing on state assessments compared to grade-like schools in the Local Education Agency in which it is located?

#### **Exceeds Standard**

- Charter school GLP composite rate exceeded the average from grade-like schools in the Local Education Agency by 5 or more percentage points.

#### **Meets Standard**

- Charter school GLP composite rate was within 5 percentage points of the average from grade-like schools in the Local Education Agency

#### **Does Not Meet Standard**

- Charter school GLP composite rate was 5 to 10 percentage points below the average from grade-like schools in the Local Education Agency.

#### **Falls Far Below Standard**

- Charter school GLP composite rate was below the average from grade-like schools in the Local Education Agency by greater than 10 percentage points.

### **Measure 2b.1. Female Subgroup Grade Level Proficiency (GLP)**

Are students in the female subgroup performing well on state assessments compared to subgroup performance statewide?

#### **Exceeds Standard**

- Charter school subgroup proficiency for female students met or exceeded the 75<sup>th</sup> percentile of statewide subgroup performance for female students.

#### **Meets Standard**

- Charter school subgroup proficiency for female students was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide subgroup performance for female students.

#### **Does Not Meet Standard**

- Charter school subgroup proficiency for female students was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide subgroup performance for female students.

#### **Falls Far Below Standard**

- Charter school subgroup proficiency for female students fell below the 25<sup>th</sup> percentile of statewide subgroup performance for female students.

**Measure 2b.2. Female Subgroup GLP Comparison to the Local Education Agency (LEA)**

How are the charter school's female students performing on state assessments compared to grade-like schools in the Local Education Agency in which it is located?

**Exceeds Standard**

- Charter school's female proficiency composite rate exceeded the average from grade-like schools in the Local Education Agency by 5 or more percentage points.

**Meets Standard**

- Charter school's female proficiency composite rate was within 5 percentage points of the average from grade-like schools in the Local Education Agency.

**Does Not Meet Standard**

- Charter school's female proficiency composite rate was 5 to 10 percentage points below the average from grade-like schools in the Local Education Agency.

**Falls Far Below Standard**

- Charter school's female proficiency composite rate was below the average from grade-like schools in the Local Education Agency by greater than 10 percentage points.

**Measure 2b.3. Male Subgroup Grade Level Proficiency (GLP)**

Are students in the male subgroup performing well on state assessments compared to subgroup performance statewide?

**Exceeds Standard**

- Charter school subgroup proficiency for male students met or exceeded the 75<sup>th</sup> percentile of statewide subgroup performance for male students.

**Meets Standard**

- Charter school subgroup proficiency for male students was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide subgroup performance for male students.

**Does Not Meet Standard**

- Charter school subgroup proficiency for male students was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide subgroup performance for male students.

**Falls Far Below Standard**

- Charter school subgroup proficiency for male students fell below the 25<sup>th</sup> percentile of statewide subgroup performance for male students.

### **Measure 2b.4. Male Subgroup GLP Comparison to the Local Education Agency (LEA)**

How are the charter school's male students performing on state assessments compared to grade-like schools in the Local Education Agency in which it is located?

#### ***Exceeds Standard***

- Charter school's male proficiency composite rate exceeded the average from grade-like schools in the Local Education Agency by 5 or more percentage points.

#### ***Meets Standard***

- Charter school's male proficiency composite rate was within 5 percentage points of the average from grade-like schools in the Local Education Agency.

#### ***Does Not Meet Standard***

- Charter school's male proficiency composite rate was 5 to 10 percentage points below the average from grade-like schools in the Local Education Agency.

#### ***Falls Far Below Standard***

- Charter school's male proficiency composite rate was below the average from grade-like schools in the Local Education Agency by greater than 10 percentage points.

### **Measure 2b.5. Asian Subgroup Grade Level Proficiency (GLP)**

Are students in the Asian subgroup performing well on state assessments compared to subgroup performance statewide?

#### ***Exceeds Standard***

- Charter school subgroup proficiency for Asian students met or exceeded the 75<sup>th</sup> percentile of statewide subgroup performance for Asian students.

#### ***Meets Standard***

- Charter school subgroup proficiency for Asian students was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide subgroup performance for Asian students.

#### ***Does Not Meet Standard***

- Charter school subgroup proficiency for Asian students was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide subgroup performance for Asian students.

#### ***Falls Far Below Standard***

- Charter school subgroup proficiency for Asian students fell below the 25<sup>th</sup> percentile of statewide subgroup performance for Asian students.



### **Measure 2b.6. Asian Subgroup GLP Comparison to the Local Education Agency (LEA)**

How are the charter school's Asian students performing on state assessments compared to grade-like schools in the Local Education Agency in which it is located?

#### **Exceeds Standard**

- Charter school's Asian proficiency composite rate exceeded the average from grade-like schools in the Local Education Agency by 5 or more percentage points.

#### **Meets Standard**

- Charter school's Asian proficiency composite rate was within 5 percentage points of the average from grade-like schools in the Local Education Agency.

#### **Does Not Meet Standard**

- Charter school's Asian proficiency composite rate was 5 to 10 percentage points below the average from grade-like schools in the Local Education Agency.

#### **Falls Far Below Standard**

- Charter school's Asian proficiency composite rate was below the average from grade-like schools in the Local Education Agency by greater than 10 percentage points.

### **Measure 2b.7. Black Subgroup Grade Level Proficiency (GLP)**

Are students in the Black subgroup performing well on state assessments compared to subgroup performance statewide?

#### **Exceeds Standard**

- Charter school subgroup proficiency for Black students met or exceeded the 75<sup>th</sup> percentile of statewide subgroup performance for Black students.

#### **Meets Standard**

- Charter school subgroup proficiency for Black students was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide subgroup performance for Black students.

#### **Does Not Meet Standard**

- Charter school subgroup proficiency for Black students was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide subgroup performance for Black students.

#### **Falls Far Below Standard**

- Charter school subgroup proficiency for Black students fell below the 25<sup>th</sup> percentile of statewide subgroup performance for Black students.

### **Measure 2b.8. Black Subgroup GLP Comparison to the Local Education Agency (LEA)**

How are the charter school's Black students performing on state assessments compared to the schools in the Local Education Agency in which it is located?

#### **Exceeds Standard**

- Charter school's Black proficiency composite rate exceeded the average from grade-like schools in the Local Education Agency by 5 or more percentage points.

#### **Meets Standard**

- Charter school's Black proficiency composite rate was within 5 percentage points of the average from grade-like schools in the Local Education Agency.

#### **Does Not Meet Standard**

- Charter school's Black proficiency composite rate was 5 to 10 percentage points below the average from grade-like schools in the Local Education Agency.

#### **Falls Far Below Standard**

- Charter school's Black proficiency composite rate was below the average from grade-like schools in the Local Education Agency by greater than 10 percentage points.

### **Measure 2b.9. White Subgroup Grade Level Proficiency (GLP)**

Are students in the White subgroup performing well on state assessments compared to subgroup performance statewide?

#### **Exceeds Standard**

- Charter school subgroup proficiency for White students met or exceeded the 75<sup>th</sup> percentile of statewide subgroup performance for White students.

#### **Meets Standard**

- Charter school subgroup proficiency for White students was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide subgroup performance for White students.

#### **Does Not Meet Standard**

- Charter school subgroup proficiency for White students was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide subgroup performance for White students.

#### **Falls Far Below Standard**

- Charter school subgroup proficiency for White students fell below the 25<sup>th</sup> percentile of statewide subgroup performance for White students.

**Measure 2b.10. White Subgroup GLP Comparison to the Local Education Agency (LEA)**

How are the charter school's White students performing on state assessments compared to grade-like schools in the Local Education Agency in which it is located?

**Exceeds Standard**

- Charter school's White proficiency composite rate exceeded the average from grade-like schools in the Local Education Agency by 5 or more percentage points.

**Meets Standard**

- Charter school's White proficiency composite rate was within 5 percentage points of the average from grade-like schools in the Local Education Agency.

**Does Not Meet Standard**

- Charter school's White proficiency composite rate was 5 to 10 percentage points below the average from grade-like schools in the Local Education Agency.

**Falls Far Below Standard**

- Charter school's White proficiency composite rate was below the average from grade-like schools in the Local Education Agency by greater than 10 percentage points.

**Measure 2b.11. Hispanic Subgroup Grade Level Proficiency (GLP)**

Are students in the Hispanic subgroup performing well on state assessments compared to subgroup performance statewide?

**Exceeds Standard**

- Charter school subgroup proficiency for Hispanic students met or exceeded the 75<sup>th</sup> percentile of statewide subgroup performance for Hispanic students.

**Meets Standard**

- Charter school subgroup proficiency for Hispanic students was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide subgroup performance for Hispanic students.

**Does Not Meet Standard**

- Charter school subgroup proficiency for Hispanic students was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide subgroup performance for Hispanic students.

**Falls Far Below Standard**

- Charter school subgroup proficiency for Hispanic students fell below the 25<sup>th</sup> percentile of statewide subgroup performance for Hispanic students.

**Measure 2b.12. Hispanic Subgroup GLP Comparison to the Local Education Agency (LEA)**

How are the charter school's Hispanic students performing on state assessments compared to grade-like schools in the Local Education Agency in which it is located?

**Exceeds Standard**

- Charter school's Hispanic proficiency composite rate exceeded the average from grade-like schools in the Local Education Agency by 5 or more percentage points.

**Meets Standard**

- Charter school's Hispanic proficiency composite rate was within 5 percentage points of the average from grade-like schools in the Local Education Agency.

**Does Not Meet Standard**

- Charter school's Hispanic proficiency composite rate was 5 to 10 percentage points below the average from grade-like schools in the Local Education Agency.

**Falls Far Below Standard**

- Charter school's Hispanic proficiency composite rate was below the average from grade-like schools in the Local Education Agency by greater than 10 percentage points.

**Measure 2b.13. American Indian Subgroup Grade Level Proficiency (GLP)**

Are students in the American Indian subgroup performing well on state assessments compared to subgroup performance statewide?

**Exceeds Standard**

- Charter school subgroup proficiency for American Indian students met or exceeded the 75<sup>th</sup> percentile of statewide subgroup performance for American Indian students.

**Meets Standard**

- Charter school subgroup proficiency for American Indian students was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide subgroup performance for American Indian students.

**Does Not Meet Standard**

- Charter school subgroup proficiency for American Indian students was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide subgroup performance for American Indian students.

**Falls Far Below Standard**

- Charter school subgroup proficiency for American Indian students fell below the 25<sup>th</sup> percentile of statewide subgroup performance for American Indian students.

### **Measure 2b.14. American Indian Subgroup GLP Comparison to the Local Education Agency (LEA)**

How are the charter school's American Indian students performing on state assessments compared to grade-like schools in the Local Education Agency in which it is located?

#### ***Exceeds Standard***

- Charter school's American Indian students proficiency composite rate exceeded the average from grade-like schools in the Local Education Agency by 5 or more percentage points.

#### ***Meets Standard***

- Charter school's American Indian students proficiency composite rate was within 5 percentage points of the average from grade-like schools in the Local Education Agency.

#### ***Does Not Meet Standard***

- Charter school's American Indian students proficiency composite rate was 5 to 10 percentage points below the average from grade-like schools in the Local Education Agency.

#### ***Falls Far Below Standard***

- Charter school's American Indian students proficiency composite rate was below the average from grade-like schools in the Local Education Agency by greater than 10 percentage points.

### **Measure 2b.15. Two or More Races Subgroup Grade Level Proficiency (GLP)**

Are students in the Two or More Races subgroup performing well on state assessments compared to subgroup performance statewide?

#### ***Exceeds Standard***

- Charter school subgroup proficiency for two or more races students met or exceeded the 75<sup>th</sup> percentile of statewide subgroup performance for two or more races students.

#### ***Meets Standard***

- Charter school subgroup proficiency for two or more races students was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide subgroup performance for two or more races students.

#### ***Does Not Meet Standard***

- Charter school subgroup proficiency for two or more races students was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide subgroup performance for two or more races students.

#### ***Falls Far Below Standard***

- Charter school subgroup proficiency for two or more races students fell below the 25<sup>th</sup> percentile of statewide subgroup performance for two or more races students.

### **Measure 2b.16. Two or More Races Subgroup GLP Comparison to the Local Education Agency (LEA)**

How are the charter school's Two or More Races students performing on state assessments compared to grade-like schools in the Local Education Agency in which it is located?

#### ***Exceeds Standard***

- Charter school's two or more races proficiency composite rate exceeded the average from grade-like schools in the Local Education Agency by 5 or more percentage points.

#### ***Meets Standard***

- Charter school's two or more races proficiency composite rate was within 5 percentage points of the average from grade-like schools in the Local Education Agency.

#### ***Does Not Meet Standard***

- Charter school's two or more races proficiency composite rate was 5 to 10 percentage points below the average from grade-like schools in the Local Education Agency.

#### ***Falls Far Below Standard***

- Charter school's two or more races proficiency composite rate was below the average from grade-like schools in the Local Education Agency by greater than 10 percentage points.

### **Measure 2b.17. Economically Disadvantaged Subgroup Grade Level Proficiency (GLP)**

Are students in the Economically Disadvantaged subgroup performing well on state assessments compared to subgroup performance statewide?

#### ***Exceeds Standard***

- Charter school subgroup proficiency for economically disadvantaged students met or exceeded the 75<sup>th</sup> percentile of statewide subgroup performance for economically disadvantaged students.

#### ***Meets Standard***

- Charter school subgroup proficiency for economically disadvantaged students was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide subgroup performance for economically disadvantaged students.

#### ***Does Not Meet Standard***

- Charter school subgroup proficiency for economically disadvantaged students was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide subgroup performance for economically disadvantaged students.

#### ***Falls Far Below Standard***

- Charter school subgroup proficiency for economically disadvantaged students fell below the 25<sup>th</sup> percentile of statewide subgroup performance for economically disadvantaged students.

### **Measure 2b.18. Economically Disadvantaged Subgroup GLP Comparison to the Local Education Agency (LEA)**

How are the charter school's Economically Disadvantaged students performing on state assessments compared to grade-like schools in the Local Education Agency in which it is located?

#### ***Exceeds Standard***

- Charter school's economically disadvantaged proficiency composite rate exceeded the average from grade-like schools in the Local Education Agency by 5 or more percentage points.

#### ***Meets Standard***

- Charter school's economically disadvantaged proficiency composite rate was within 5 percentage points of the average from grade-like schools in the Local Education Agency.

#### ***Does Not Meet Standard***

- Charter school's economically disadvantaged proficiency composite rate was 5 to 10 percentage points below the average from grade-like schools in the Local Education Agency.

#### ***Falls Far Below Standard***

- Charter school's economically disadvantaged proficiency composite rate was below the average from grade-like schools in the Local Education Agency by greater than 10 percentage points.

### **Measure 2b.19. Exceptional Children Subgroup Grade Level Proficiency (GLP)**

Are students in the Exceptional Children subgroup performing well on state assessments compared to subgroup performance statewide?

#### ***Exceeds Standard***

- Charter school subgroup proficiency for exceptional children met or exceeded the 75<sup>th</sup> percentile of statewide subgroup performance for exceptional children.

#### ***Meets Standard***

- Charter school subgroup proficiency for exceptional children was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide subgroup performance for exceptional children.

#### ***Does Not Meet Standard***

- Charter school subgroup proficiency for exceptional children was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide subgroup performance for exceptional children.

#### ***Falls Far Below Standard***

- Charter school subgroup proficiency for exceptional children fell below the 25<sup>th</sup> percentile of statewide subgroup performance for exceptional children.

### **Measure 2b.20. Exceptional Children Subgroup GLP Comparison to the Local Education Agency (LEA)**

How are the charter school's Exceptional Children performing on state assessments compared to grade-like schools in the Local Education Agency in which it is located?

#### ***Exceeds Standard***

- Charter school's exceptional children proficiency composite rate exceeded the average from grade-like schools in the Local Education Agency by 5 or more percentage points.

#### ***Meets Standard***

- Charter school's exceptional children proficiency composite rate was within 5 percentage points of the average from grade-like schools in the Local Education Agency.

#### ***Does Not Meet Standard***

- Charter school's exceptional children proficiency composite rate was 5 to 10 percentage points below the average from grade-like schools in the Local Education Agency.

#### ***Falls Far Below Standard***

- Charter school's exceptional children proficiency composite rate was below the average from grade-like schools in the Local Education Agency by greater than 10 percentage points.

### **Measure 2b.21. Limited English Proficiency (LEP) Subgroup Grade Level Proficiency (GLP)**

Are students in the LEP subgroup performing well on state assessments compared to subgroup performance statewide?

#### ***Exceeds Standard***

- Charter school subgroup proficiency for LEP students met or exceeded the 75<sup>th</sup> percentile of statewide subgroup performance for LEP students.

#### ***Meets Standard***

- Charter school subgroup proficiency for LEP students was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide subgroup performance for LEP students.

#### ***Does Not Meet Standard***

- Charter school subgroup proficiency for LEP students was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide subgroup performance for LEP students.

#### ***Falls Far Below Standard***

- Charter school subgroup proficiency for LEP students fell below the 25<sup>th</sup> percentile of statewide subgroup performance for LEP students.



## Measure 2b.22. LEP Subgroup GLP Comparison to the Local Education Agency (LEA)

How are the charter school's LEP students performing on state assessments compared to the schools in the Local Education Agency in which it is located?

### **Exceeds Standard**

- Charter school's LEP students proficiency composite rate exceeded the average from grade-like schools in the Local Education Agency by 5 or more percentage points.

### **Meets Standard**

- Charter school's LEP students proficiency composite rate was within 5 percentage points of the average from grade-like schools in the Local Education Agency.

### **Does Not Meet Standard**

- Charter school's LEP students proficiency composite rate was 5 to 10 percentage points below the average from grade-like schools in the Local Education Agency.

### **Falls Far Below Standard**

- Charter school's LEP students proficiency composite rate was below the average from schools grade-like in the Local Education Agency by greater than 10 percentage points.

## 3. Student Progress based on Academic Growth

Student growth is the amount of academic progress that students make in the duration of a grade or course.

Students enter grades and courses at different places; some have struggled, while some have excelled. Regardless of how they enter a grade or course, students can make progress by the end of the school year. Academic Growth shows the value the school has added to the student during the academic year.

The State Board of Education has approved the use of the Education Value-Added Assessment System (EVAAS) to calculate student growth values with results from the End-of-Course assessments and End-of-Grade assessments.

## Measure 3a.1. EVAAS School Accountability Growth

Are students meeting growth expectations on state assessments?

### **Exceeds Standard**

- Charter school growth status was Exceeds Expected Growth.

### **Meets Standard**

- Charter school growth status was Meets Expected Growth.

### **Does Not Meet Standard**

- Charter school growth status was Does Not Meet Expected Growth.

## 4. Elementary and Middle School Measures

Schools containing any grades K-8 that administer math and English language arts/ reading assessments are also given separate scores and grades based on the achievement and growth of math results and English language arts/ reading results using the same formula and scale as the overall School Performance Grade.

### Measure 4a. Reading School Performance Grade

How is the elementary and/or middle school performing based on the reading school performance grade?

#### **Exceeds Standard**

- Charter school received an 'A' reading School Performance Grade.

#### **Meets Standard**

- Charter school received a 'B' or 'C' reading School Performance Grade.

#### **Does Not Meet Standard**

- Charter school received a 'D' reading School Performance Grade.

#### **Falls Far Below Standard**

- Charter school received a 'F' reading School Performance Grade.

### Measure 4b. Mathematics School Performance Grade

How is the elementary and/or middle school performing based on the mathematics school performance grade?

#### **Exceeds Standard**

- Charter school received an 'A' mathematics School Performance Grade.

#### **Meets Standard**

- Charter school received a 'B' or 'C' mathematics School Performance Grade.

#### **Does Not Meet Standard**

- Charter school received a 'D' mathematics School Performance Grade.

#### **Falls Far Below Standard**

- Charter school received a 'F' mathematics School Performance Grade.

## 5. Postsecondary Measures (High Schools)

In addition to proficiency on End-of-Course tests, high schools are also measured by their ACT performance and cohort graduation rate. A brief explanation of each of these follows.

The ACT is administered to Grade 11 students. The ACT consists of four subject tests (English, Reading, Math, and Science) plus an additional Writing component. The four subject tests make up the Composite Score for The ACT. Students must have taken all four subject tests to receive a Composite Score.

The ACT information provides the percentage of students meeting the minimum Composite Score of 17. A Composite Score of 17 is the University of North Carolina (UNC) System's minimum requirement for admission.

Cohort graduation rate reflects the percent of students who graduate with a diploma in the standard amount of time of four years or less. For a school considered a 5-year program, the standard amount of time is five years or less.

For more information on postsecondary readiness, please use these [additional resources](#).

### Measure 5a. The ACT Performance

Are students prepared for college based on performance on the ACT?

#### **Exceeds Standard**

- Charter school composite ACT score of 17 met or exceeded the 75<sup>th</sup> percentile of statewide performance.

#### **Meets Standard**

- Charter school composite ACT score of 17 was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide performance.

#### **Does Not Meet Standard**

- Charter school composite ACT score of 17 was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide performance.

#### **Falls Far Below Standard**

- Charter school composite ACT score of 17 fell below the 25<sup>th</sup> percentile of statewide performance.

### Measure 5b. 4-Year Cohort Graduation Rate

Are students graduating from the charter high school?

#### **Exceeds Standard**

- Charter school 4-year graduation rate met or exceeded the 75<sup>th</sup> percentile of statewide performance.

#### **Meets Standard**

- Charter school 4-year graduation rate was between the 50<sup>th</sup> and 74<sup>th</sup> percentile of statewide performance.

#### **Does Not Meet Standard**

- Charter school 4-year graduation rate was between the 25<sup>th</sup> and 49<sup>th</sup> percentile of statewide performance.

#### **Falls Far Below Standard**

- Charter school 4-year graduation rate fell below the 25<sup>th</sup> percentile of statewide performance.