

# Audubon Center of the North Woods Academic Performance Evaluation

## Overview

The Academic Performance Framework is conducted to determine progress on overall student achievement at the school as well as progress on contractual goals in the charter contract. The framework was derived through a review of model authorizer practices and expertise in the field. No single performance area can fully describe a school's academic performance. The performance areas must be used together to construct a complete academic picture of a school. As appropriate, this evaluation should provide guidance to the school on areas for improvement.

ACNW considers a number of variables when analyzing academic data and the conclusions that can be reached from the data, including the frequency of assessments, the levels of internal controls, the number of students tested, the level of triangulation, and the confidence level in the assessment instrument(s) to measure the desired result. In addition, in a data driven culture, an important purpose of assessment and data is to identify areas for improvement.

Performance can best be evaluated when multiple data sets on a given indicator are available for analysis. Just as poor results from a single measure tell an incomplete story, so do positive results from only one measure. ACNW is committed to evaluating the academic performance a school using all data available, including published state level assessment data as well as school level assessment data provided by the schools.

## Performance Ratings Criteria

Since FY15, performance rating criteria for each applicable indicator area are defined in Exhibit G – Academic and Academic-Related Goals (and reinforced in Exhibit P - Ongoing Evaluation Criteria, Processes, and Procedures) of the charter contact. (A sample Exhibit G containing potential performance measures and rating criteria is included at the end of this document.) A school will have a contractual goal in each applicable indicator area, and the school's performance on attaining these goals will be evaluated according to the measures included in Exhibit G. Each measure is weighted to indicate its overall significance in fulfilling the primary purpose of charter schools as outlined in statute which is to improve all pupil learning and all student achievement. These weights are agreed upon by ACNW and the school and are included in Exhibit G. The school earns a rating on each measure based on the school's performance over the term of the contract. Each performance rating is assigned a point value according to the weight of the measure:

- Exceeds Target: ×1.5 points
- Meets Target: ×1.0 points
- Approaches Target: ×0.5 points
- Does Not Meet Target: ×0.0 points

Indicator areas are then assigned a rating based on the percentage of points earned:

- Exceeds Standard = 100.1-150.0% of points earned
- Meets Standard = 75.0-100.0% of points earned
- Approaches Standard = 50.0-74.9% of points earned
- Does Not Meet Standard = 0.0-49.9% of points earned

In cases where such performance rating criteria are not defined in Exhibit G (because the school has an older charter contract with ACNW or because the school is seeking authorization from ACNW), performance will be evaluated according to criteria set forth in this framework.

### Academic Performance Indicators

The Academic Performance Framework includes eleven indicators, or general categories, used to evaluate a school's overall academic performance. Not all performance indicators are applicable to each school; for example, one indicator is only for high schools. Following are the key questions each indicator addresses:

<b>Indicator 1:</b> Mission Related Outcomes	Are all students achieving significant academic and/or personal growth, knowledge and skill development, and accomplishments related to the school's mission?
<b>Indicator 2:</b> English Language Learners	Are EL students at the school achieving adequate progress towards English Language Proficiency?
<b>Indicator 3:</b> Reading Growth	Are all and subgroups of students meeting expected growth targets in reading?
<b>Indicator 4:</b> Math Growth	Are all and subgroups of students meeting expected growth targets in math?
<b>Indicator 5:</b> Reading Proficiency	Are all and subgroups of students achieving proficiency in reading?
<b>Indicator 6:</b> Math Proficiency	Are all and subgroups of students achieving proficiency in math?
<b>Indicator 7:</b> Science Proficiency (and Growth)	Are all and subgroups of students achieving proficiency in science? And, if applicable, are all and subgroups of students meeting expected growth targets in science?
<b>Indicator 8:</b> Proficiency or Growth in Other Curricular Areas or Educational Programs	Are all and subgroups of students achieving proficiency or meeting expected growth targets in other curricular areas or educational programs?
<b>Indicator 9:</b> Post Secondary Readiness	Are all and subgroups of high school students prepared for post secondary success?
<b>Indicator 10:</b> Attendance	Are students attending the school at high rates?
<b>Indicator A:</b> Federal and State Accountability	How is the school performing according to federal and state accountability measures?

## Definition of “SMART” Goal

ACNW defines SMART as an abbreviation for:

- **Strategic** and **Specific**: The goal focuses on an area of high priority for the school and specifically states who will be measured and what will be measured.
- **Measurable**: The goal includes concrete criteria for measuring progress towards attainment of the goal.
- **Ambitious** and **Achievable**: The goal represents high and realistic standards.
- **Relevant**: The goal is meaningful and pertinent to the school’s approach, curriculum, and students.
- **Time-bound**: The goal statement clearly identifies a timeframe for accomplishment and measurement.

## Minnesota Statewide Assessment Data and Graduation Rates

ACNW reviews Minnesota Statewide Assessment data for all schools in assessing overall academic performance. Key elements of this data are described below.

Data Element	Description
Proficiency Rate	The percentage of students who “meet” or “exceed” standards based on performance on statewide assessments in math, reading, and science. Data is reported for students enrolled as of October 1. Data is only presented for groups of 10 or more students.
Proficiency Index	This calculation includes students who perform at both a proficient and partially proficient level on statewide assessments in math and reading. Each student who “meets” or “exceeds” the standard on statewide assessments earns 1.0 point. Each students who “partially meets” the standard on statewide assessments earns 0.5 points. Points are totaled and divided by the total number of students tested. Data is only presented for groups of 10 or more students.
Growth Z-Score	This calculation reports variations around a mean in standard deviation units. The average student in any group would be expected to earn the group mean, or a z-score of zero. A negative z-score would represent growth below expectation, whereas a positive z-score would represent better than expected growth. Data is only presented for groups of 10 or more students.
On Track for Success	This percentage is calculated by adding the percentage of non-proficient students who made high growth and the percentage of proficient students who made high or medium growth based on the previous year’s proficiency status. Data is only presented for groups of 10 or more students.
Graduation Rates: 4-Year 5-Year 6-Year	Calculations are based on a cohort model. For example, the 4-Year Graduation for 2013 is defined as the percentage of students in the Class of 2013 who graduated in 2013. The 5-Year Graduation for 2013 is defined as the percentage of students in the Class of 2012 who graduated in 2012 or 2013. The 6-Year Graduation for 2013 is defined as the percentage of students in the Class of 2011 who graduated in 2011, 2012, or 2013. Data is only presented for cohort groups of 10 or more.

## **Academic Performance Indicator 1: Mission Related Outcomes**

*Are all students achieving significant academic and/or personal growth, knowledge and skill development, and accomplishments related to the school's mission?*

Students are measured in aspects of student learning (e.g., critical thinking, problem solving, 21st Century skills, personal responsibility) directly related to the school's mission and show significant academic and/or personal growth, knowledge and skill development, and accomplishments.

### **Contractual SMART Goal:**

Goal Results:

### **Additional Data:**

**Performance Rating Criteria** *(if not defined in Exhibit G of the charter contract):*

#### **Meets Standard**

The school met its contractual SMART goal.

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

The school did not meet its contractual SMART goal.

### **Rating and Analysis:**

## **Academic Performance Indicator 2: English Language Learners**

*Are EL students at the school achieving adequate progress towards English Language Proficiency?*

Schools with EL students must assess these students' progress towards English Language Proficiency. All EL students take the ACCESS for ELLs, which is designed to measure their progress in acquiring academic English. Schools that receive Title III funding are expected to meet Annual Measurable Achievement Objectives (AMAO) for English Learners.

### **Contractual SMART Goal:**

Goal Results:

### **State AMAO Progress Target:**

Results:

### **State AMAO Attainment Target:**

Results:

### **Additional Data:**

**Performance Rating Criteria** *(if not defined in Exhibit G of the charter contract):*

#### **Exceeds Standard**

- The school met its contractual SMART goal (if applicable);
- The school's performance on the AMAO Progress toward English Language Proficiency is 10.0 percentage points or higher than the State Progress Target; and
- The school's performance on the AMAO Attainment of English Language Proficiency is 5.0 percentage points or higher than the State Attainment Target.

#### **Meets Standard**

- The school met its contractual SMART goal (if applicable);
- The school's performance on the AMAO Progress toward English Language Proficiency met the State Progress Target; and
- The school's performance on the AMAO Attainment of English Language Proficiency met the State Attainment Target.

#### **Approaches Standard**

- The school did not meet its contractual SMART goal (if applicable);
- The school's performance on the AMAO Progress toward English Language Proficiency is within 5.0 percentage points of the State Progress Target; and
- The school's performance on the AMAO Attainment of English Language Proficiency is within 2.5 percentage points of the State Attainment Target.

### **Does Not Meet Standard**

- The school did not meet its contractual SMART goal (if applicable);
- The school's performance on the AMAO Progress toward English Language Proficiency is more than 5.0 percentage points below the State Progress Target; and
- The school's performance on the AMAO Attainment of English Language Proficiency is more than 2.5 percentage points below the State Attainment Target.

### **Rating and Analysis:**



## **Academic Performance Indicator 3: Reading Growth**

*Are all and subgroups of students meeting expected growth targets in reading?*

The school measures and reports on student growth in reading achievement over the course of a school year (fall to fall, fall to spring, and/or spring to spring). Data may be from a variety of sources: MCA series growth data, normative assessments such as NWEA or STAR, and curriculum-based assessments.

### **Contractual SMART Goal:**

Goal Results:

### **Additional Data:**

**Performance Rating Criteria** *(if not defined in Exhibit G of the charter contract):*

#### **Exceeds Standard**

The school met its contractual SMART goal and two or more of the following criteria. If the school has no goal, the school met at least three of the criteria listed below.

- The percentages of students, including students in all subgroups, identified as “on track for success” on MCA series tests is high relative to state/resident district/comparable schools or has improved significantly over the past three years.
- The school’s average z-score is positive, and the average z-score for all subgroups is positive.
- High percentages of students, including students in all subgroups, achieved expected growth targets on norm-referenced tests (e.g., NWEA, STAR).
- High percentages of students who are significantly below grade level (2 or more years) demonstrated accelerated growth on norm-referenced tests (e.g., NWEA, STAR).
- High percentages of students, including students in all subgroups, enrolled for 2, 3, or more years at the school achieved expected growth targets on state tests or norm-referenced tests.
- High percentages of students, including students in all subgroups, achieved growth targets on curriculum-based measures.

#### **Meets Standard**

The school met its contractual SMART goal. If the school has no goal, the school met two of the criteria listed above.

#### **Approaches Standard**

The school did not meet its contractual SMART goal but met at least one of the criteria listed above. If the school has no goal, the school met one of the criteria listed above.

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

The school did not meet its contractual SMART goal or any of the criteria listed above.

### **Rating and Analysis:**

## **Academic Performance Indicator 4: Math Growth**

*Are all and subgroups of students meeting expected growth targets in math?*

The school measures and reports on student growth in math achievement over the course of a school year (fall to fall, fall to spring, and/or spring to spring). Data may be from a variety of sources: MCA series growth data, normative assessments such as NWEA or STAR, and curriculum-based assessments.

### **Contractual SMART Goal:**

Goal Results:

### **Additional Data:**

**Performance Rating Criteria** *(if not defined in Exhibit G of the charter contract):*

#### **Exceeds Standard**

The school met its contractual SMART goal and two or more of the following criteria. If the school has no goal, the school met at least three of the criteria listed below.

- The percentages of students, including students in all subgroups, identified as “on track for success” on MCA series tests is high relative to state/resident district/comparable schools or has improved significantly over the past three years.
- The school’s average z-score is positive, and the average z-score for all subgroups is positive.
- High percentages of students, including students in all subgroups, achieved expected growth targets on norm-referenced tests (e.g., NWEA, STAR).
- High percentages of students who are significantly below grade level (2 or more years) demonstrated accelerated growth on norm-referenced tests (e.g., NWEA, STAR).
- High percentages of students, including students in all subgroups, enrolled for 2, 3, or more years at the school achieved expected growth targets on state tests or norm-referenced tests.
- High percentages of students, including students in all subgroups, achieved growth targets on curriculum-based measures.

#### **Meets Standard**

The school met its contractual SMART goal. If the school has no goal, the school met two of the criteria listed above.

#### **Approaches Standard**

The school did not meet its contractual SMART goal but met at least one of the criteria listed above. If the school has no goal, the school met one of the criteria listed above.

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

The school did not meet its contractual SMART goal or any of the criteria listed above.

### **Rating and Analysis:**

## **Academic Performance Indicator 5: Reading Proficiency**

*Are all and subgroups of students achieving proficiency in reading?*

Students are assessed to evaluate grade level competency in reading. MCA series assessment data is evaluated. Schools may also provide additional data from norm-referenced assessments showing grade level equivalencies and curriculum-based assessments.

### **Contractual SMART Goal:**

Goal Results:

### **Additional Data:**

**Performance Rating Criteria** *(if not defined in Exhibit G of the charter contract):*

#### **Exceeds Standard**

The school met its contractual SMART goal and two or more of the following criteria. If the school has no goal, the school met at least three of the criteria listed below.

- The school's MCA proficiency index is high relative to state/resident district/comparable schools or has improved significantly over the past three years.
- The school's MCA proficiency rate is high relative to state/resident district/comparable schools or has improved significantly over the past three years for all students and all subgroups of students.
- Proficiency data from other standardized or norm-referenced tests (for instance, NWEA-MAP provides grade level equivalencies) shows high percentages of students reaching grade level competency across all subgroups.
- Data from curriculum-based measures show high percentages of students reaching grade level competency across all subgroups.
- Data on students that have been continuously enrolled for 2, 3, or more years shows increasing percentages of students reaching grade level competency.

#### **Meets Standard**

The school met its contractual SMART goal. If the school has no goal, the school met two of the criteria listed above.

#### **Approaches Standard**

The school did not meet its contractual SMART goal but met at least one of the criteria listed above. If the school has no goal, the school met one of the criteria listed above.

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

The school did not meet its contractual SMART goal or any of the criteria listed above.

### **Rating and Analysis:**

## **Academic Performance Indicator 6: Math Proficiency**

*Are all and subgroups of students achieving proficiency in math?*

Students are assessed to evaluate grade level competency in math. MCA series assessment data is evaluated. Schools may also provide additional data from norm-referenced assessments showing grade level equivalencies and curriculum-based assessments.

### **Contractual SMART Goal:**

Goal Results:

### **Additional Data:**

**Performance Rating Criteria** *(if not defined in Exhibit G of the charter contract):*

#### **Exceeds Standard**

The school met its contractual SMART goal and two or more of the following criteria. If the school has no goal, the school met at least three of the criteria listed below.

- The school's MCA proficiency index is high relative to state/resident district/comparable schools or has improved significantly over the past three years.
- The school's MCA proficiency rate is high relative to state/resident district/comparable schools or has improved significantly over the past three years for all students and all subgroups of students.
- Proficiency data from other standardized or norm-referenced tests (for instance, NWEA-MAP provides grade level equivalencies) shows high percentages of students reaching grade level competency across all subgroups.
- Data from curriculum-based measures show high percentages of students reaching grade level competency across all subgroups.
- Data on students that have been continuously enrolled for 2, 3, or more years shows increasing percentages of students reaching grade level competency.

#### **Meets Standard**

The school met its contractual SMART goal. If the school has no goal, the school met two of the criteria listed above.

#### **Approaches Standard**

The school did not meet its contractual SMART goal but met at least one of the criteria listed above. If the school has no goal, the school met one of the criteria listed above.

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

The school did not meet its contractual SMART goal or any of the criteria listed above.

### **Rating and Analysis:**

## **Academic Performance Indicator 7: Science Proficiency (and Growth)**

*Are all and subgroups of students achieving proficiency in science? And, if applicable, are all and subgroups of students meeting expected growth targets in science?*

Students are assessed to evaluate grade level competency in science. MCA series assessment data is evaluated. Schools may also provide additional data from norm-referenced assessments showing grade level equivalencies and curriculum-based assessments.

Additionally, the school can measure and report on student growth in science achievement over the course of a school year (fall to fall, fall to spring, and/or spring to spring). Data may be from a variety of sources, including normative assessments, such as NWEA or STAR, and curriculum-based assessments.

### **Contractual SMART Goal:**

Goal Results:

### **Additional Data:**

**Performance Rating Criteria** *(if not defined in Exhibit G of the charter contract):*

#### **Exceeds Standard**

The school met its contractual SMART goal and two or more of the following criteria. If the school has no goal, the school met at least three of the criteria listed below.

- The school's MCA proficiency index is high relative to state/resident district/comparable schools or has improved significantly over the past three years.
- The school's MCA proficiency rate is high relative to state/resident district/comparable schools or has improved significantly over the past three years for all students and all subgroups of students.
- Proficiency data from other standardized or norm-referenced tests (for instance, NWEA-MAP provides grade level equivalencies) shows high percentages of students reaching grade level competency across all subgroups.
- Data from curriculum-based measures show high percentages of students reaching grade level competency across all subgroups.
- Data on students that have been continuously enrolled for 2, 3, or more years shows increasing percentages of students reaching grade level competency.
- High percentages of students, including students in all subgroups, achieved expected growth targets on norm-referenced tests (e.g., NWEA, STAR).
- High percentages of students who are significantly below grade level (2 or more years) demonstrated accelerated growth on norm-referenced tests (e.g., NWEA, STAR).
- High percentages of students, including students in all subgroups, enrolled for 2, 3, or more years at the school achieved expected growth targets on norm-referenced tests.
- High percentages of students, including students in all subgroups, achieved growth targets on curriculum-based measures.

#### **Meets Standard**

The school met its contractual SMART goal. If the school has no goal, the school met two of the criteria listed above.

**Approaches Standard**

The school did not meet its contractual SMART goal but met at least one of the criteria listed above. If the school has no goal, the school met one of the criteria listed above.

**Does Not Meet Standard**

The school did not meet its contractual SMART goal or any of the criteria listed above.

**Rating and Analysis:**



**Academic Performance Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs**

*Are all and subgroups of students achieving proficiency or meeting expected growth targets in other curricular areas or educational programs?*

Students are assessed to evaluate grade level competency or student growth in other curricular areas, such as writing, social studies, and art, or educational programs, such as early learning/kindergarten readiness programs. Schools may provide data from norm-referenced assessments, college-readiness assessments, curriculum-based assessments, or other competency or growth assessments.

**Contractual SMART Goal:**

Goal Results:

**Additional Data:**

**Performance Rating Criteria** *(if not defined in Exhibit G of the charter contract):*

**Meets Standard**

The school met its contractual SMART goal.

**Does Not Meet Standard**

The school did not meet its contractual SMART goal.

**Rating and Analysis:**

## **Academic Performance Indicator 9: Post Secondary Readiness**

*Are all and subgroups of high school students prepared for post secondary success?*

Students are assessed to evaluate post secondary readiness. A variety of data points can be considered including graduation rate data, placement test data, college and career awareness data, college credits earned, and post secondary skill development data.

### **Contractual SMART Goal:**

Goal Results:

### **Additional Data:**

**Performance Rating Criteria** *(if not defined in Exhibit G of the charter contract):*

#### **Exceeds Standard**

The school met its contractual SMART goal and two or more of the following criteria. If the school has no goal, the school met at least three of the criteria listed below.

- The school's graduation rate is high relative to state/resident district/comparable schools or has improved significantly over the past three years for all students and all subgroups of students.
- High or increasing percentages of students in all subgroups are taking college entrance/placement tests (e.g., ACT, Accuplacer, SAT).
- High or increasing percentages of students in all subgroups are achieving "college ready" scores on college entrance/placement tests.
- High or increasing percentages of students in all subgroups are earning college credits through Postsecondary Enrollment Options, College in the Schools, or Advanced Placement exams.
- All students demonstrate college and career awareness (data could include: job shadow experiences recorded, career options identified, internship data, etc.).

#### **Meets Standard**

The school met its contractual SMART goal. If the school has no goal, the school met two of the criteria listed above.

#### **Approaches Standard**

The school did not meet its contractual SMART goal but met at least one of the criteria listed above. If the school has no goal, the school met one of the criteria listed above.

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

The school did not meet its contractual SMART goal or any of the criteria listed above.

### **Rating and Analysis:**

## **Academic Performance Indicator 10: Attendance**

*Are students attending the school at high rates?*

ACNW compares the school's annual attendance rates as reported by MDE to the statewide rates.

### **Contractual SMART Goal:**

Goal Results:

### **Additional Data:**

**Performance Rating Criteria** *(if not defined in Exhibit G of the charter contract):*

#### **Exceeds Standard**

The school met its contractual SMART goal (if applicable), and the school's overall attendance rate is above the state attendance rate.

#### **Meets Standard**

The school met its contractual SMART goal (if applicable). If the school has no goal, the school's overall attendance rate is at least 90.0%.

#### **Approaches Standard**

The school did not meet its contractual SMART goal (if applicable), but the school's overall attendance rate is at least 85.0%.

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

The school did not meet its contractual SMART goal (if applicable), and the school's overall attendance rate is less than 85.0%.

### **Rating and Analysis:**

## **Academic Performance Indicator A: Federal and State Accountability**

*How is the school performing according to federal and state accountability measures?*

Under ESEA Flexibility, Minnesota developed an accountability system that is focused on closing the achievement gap and promoting high growth for all students. A Multiple Measurement Rating (MMR) is given to all schools in the state on an annual basis and measures school performance in the areas of proficiency, growth, achievement gap reduction, and graduation rates. A second rating, the Focus Rating (FR), is also used to measure a school's success in reducing achievement gaps between student groups.

Title I schools may receive a designation based on their MMR and FR scores:

<b>Reward</b>	These schools are the top 15 percent of Title I schools based on the MMR. They represent the highest-performing schools on the four domains in the MMR. These schools are identified annually.
<b>Celebration Eligible &amp; Celebration</b>	Celebration Eligible schools are the 25 percent of schools directly below the Reward school cutoff. These schools may apply to be Celebration schools, and MDE selects some Title I schools to receive the Celebration school recognition. Celebration Eligible schools are identified annually, and the application process to become a Celebration school occurs annually as well.
<b>Continuous Improvement</b>	These are the bottom 25 percent of Title I schools that have not already been identified as Priority or Focus. These schools are identified annually.
<b>Focus</b>	<p>The 10 percent of Title I schools with the lowest FR are identified as Focus schools and must work with MDE and the Regional Centers of Excellence to implement interventions aimed at improving the performance of the school's lowest-performing subgroups. These schools are identified every three years.</p> <p>Some Focus schools are identified for persistent low graduation rates. These are schools with a six-year graduation rate, averaged over three years, below 60 percent. This separate group of low graduation rate Focus schools will establish goals and develop improvement plans around increasing the percentage of students fulfilling graduation requirements.</p>
<b>Priority</b>	These are the 5 percent most persistently low-performing Title I schools based on the MMR. These schools must work with MDE and the Regional Centers of Excellence to implement turnaround plans to make drastic improvements for increased student achievement. These schools are identified every three years.

**Designation:**

**Results and Analysis:**

# Appendix A: World's Best Workforce Analysis

## Overview

As articulated in MN Stat. Chapter 124E.10, Subd. 1, "A charter school must design its programs to at least meet the outcomes adopted by the commissioner for public school students," which means striving for the world's best workforce (WBWF) as outlined in MN Stat. 120B.11. As an authorizer, ACNW must evaluate the school's performance on meeting outcomes adopted by the commissioner (i.e., WBWF). Therefore, the school's contractual goals and measures have been aligned to WBWF goal areas. Measures are assigned to WBWF goal areas as appropriate and as outlined below:

### Ready for Kindergarten [R4K]

All students are ready for kindergarten.

### Reading Well by 3<sup>rd</sup> Grade [RG3]

All students in third grade achieve grade-level literacy.

### Achievement Gap Closure [AGC]

All racial and economic achievement gaps between students are closed.

### Career and College Readiness [CCR]

All students are career- and college-ready before graduating from high school.

### Graduate from High School [GRAD]

All students graduate from high school.

*Some contractual measures are not directly related to WBWF goal areas, and thus are unassigned. These measures tend to be aligned to performance in the areas of mission-fulfillment and attendance.*

## SUMMARY OF WBWF PERFORMANCE TO DATE

**Results:**

**Analysis:**

# **Sunrise Charter School**

## **Exhibit G: Academic and Academic-Related Goals**

### **Contract Period July 1, 2016 through June 30, 2021**

As articulated in MN Stat. 124E.10, Subd. 1(c), “A charter school must design its programs to at least meet the outcomes adopted by the commissioner for public school students,” which means striving for the world’s best workforce (WBWF) as outlined in MN Stat. 120B.11. As an authorizer, ACNW must evaluate the school’s performance on meeting outcomes adopted by the commissioner (i.e., WBWF). Therefore, these contractual goals and measures have been aligned to WBWF goal areas. Measures are assigned to WBWF goal area(s) as appropriate and as outlined below:

- **Ready for Kindergarten [R4K]**  
All students are ready for kindergarten.
- **Reading Well by 3<sup>rd</sup> Grade [RG3]**  
All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]**  
All racial and economic achievement gaps between students are closed.
- **Career and College Readiness [CCR]**  
All students are career- and college-ready before graduating from high school.
- **Graduate from High School [GRAD]**  
All students graduate from high school.

Each measure is weighted to indicate its overall significance in fulfilling the primary purpose of charter schools as outlined in statute which is to improve all pupil learning and all student achievement. The school earns a rating on each measure based on the school’s performance over the term of the contract. Each performance rating is assigned a point value according to the weight of the measure:

- Exceeds Target: ×1.5 points
- Meets Target: ×1.0 points
- Approaches Target: ×0.5 points
- Does Not Meet Target: ×0.0 points

Indicator areas are then assigned a rating based on the percentage of points earned:

- Exceeds Standard = 100.1-150.0% of points earned
- Meets Standard = 75.0-100.0% of points earned
- Approaches Standard = 50.0-74.9% of points earned
- Does Not Meet Standard = 0.0-49.9% of points earned

*All goals are for students enrolled as of October 1 in each of the years assessed for all grades assessed unless otherwise indicated.*

## Summary of Indicator Points

Indicator	Points
<b>1: Mission Related Outcomes</b>	<b>4</b>
<b>2: English Language Learners</b>	<b>8</b>
<b>3: Reading Growth</b>	<b>17</b>
<b>4: Math Growth</b>	<b>17</b>
<b>5: Reading Proficiency</b>	<b>10</b>
<b>6: Math Proficiency</b>	<b>10</b>
<b>7: Science Proficiency (and Growth)</b>	<b>10</b>
<b>8: Other Proficiency or Growth</b>	<b>7</b>
<b>9: Post Secondary Readiness</b>	<b>12</b>
<b>10: Attendance</b>	<b>5</b>
<b>Overall</b>	<b>100</b>

### Indicator 1: Mission Related Outcomes

**4 Points**

**School Goal:** *Over the period of the contract, students at Sunrise Charter School (SCS) will demonstrate independence in the classroom as measured by the school-developed Independence Rubric.*

Performance Ratings	Measure 1.1 – 4 Points: From FY17 to FY20, the aggregate percentage of students in grades 1-8 who are rated as independent at least 80% of the time as measured by the Independence Rubric annually in the spring will be at least 70%.	Result:
<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 80%.	
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 70%.	
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 60%.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	

## Indicator 2: English Language Learners

8 Points

School Goal: <i>Over the period of the contract, English Learners at SCS will demonstrate adequate progress towards English language proficiency.</i>		
<b>Performance Ratings</b>	<b>Measure 2.1 [AGC] – 8 Points:</b> From FY15 to FY18, SCS will meet the State Progress Target (AMAO 1) on the ACCESS assessment for English Learners in at least four of the five years. Targets = 48.62% in FY16, 50.85% in FY17, 53.07% in FY18, 55.30% in FY19, and 57.52% in FY20.	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The school met the target in five of five years.	
<b>Meets Target (x1.0)</b>	The school met the target in four of five years.	
<b>Approaches Target (x0.5)</b>	The school met the target in three of five years.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	

## Indicator 3: Reading Growth

17 Points

School Goal: <i>Over the period of the contract, students at SCS will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.</i>		
<b>Performance Ratings</b>	<b>Measure 3.1 [CCR] – 3 Points:</b> From FY16 to FY20, the average growth z-score for all students on state accountability tests will be equal to or greater than 0.00.	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The average growth z-score is equal to or greater than 0.50	
<b>Meets Target (x1.0)</b>	The average growth z-score is equal to or greater than 0.00.	
<b>Approaches Target (x0.5)</b>	The average growth z-score is greater than -0.50.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	
<b>Performance Ratings</b>	<b>Measure 3.2 [CCR] – 3 Points:</b> From FY16 to FY20, the aggregate percentage of students who achieve a positive z-score on state accountability tests will be greater than 50.0%.	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 60.0%.	
<b>Meets Target (x1.0)</b>	The aggregate percentage is greater than 50.0%.	
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 40.0%.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	

Performance Ratings	Measure 3.3 [CCR] – 11 Points: From FY17 to FY21, the aggregate percentage of students in grades 2-12 who meet their fall to spring (except in FY21, fall to winter) NWEA RIT expected growth target will be at least 60%.	Result:
Exceeds Target (x1.5)	The aggregate percentage is at least 70%.	
Meets Target (x1.0)	The aggregate percentage is at least 60%.	
Approaches Target (x0.5)	The aggregate percentage is at least 50%.	
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	

#### Indicator 4: Math Growth

17 Points

**School Goal:** *Over the period of the contract, students at SCS will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.*

Performance Ratings	Measure 4.1 [CCR] – 3 Points: From FY16 to FY20, the average growth z-score for all students on state accountability tests will be equal to or greater than 0.00.	Result:
Exceeds Target (x1.5)	The average growth z-score is equal to or greater than 0.50	
Meets Target (x1.0)	The average growth z-score is equal to or greater than 0.00.	
Approaches Target (x0.5)	The average growth z-score is greater than -0.50.	
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	

Performance Ratings	Measure 4.2 [CCR] – 3 Points: From FY16 to FY20, the aggregate percentage of students who achieve a positive z-score on state accountability tests will be greater than 50.0%.	Result:
Exceeds Target (x1.5)	The aggregate percentage is at least 60.0%.	
Meets Target (x1.0)	The aggregate percentage is greater than 50.0%.	
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.	
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	

Performance Ratings	Measure 4.3 [CCR] – 11 Points: From FY17 to FY21, the aggregate percentage of students in grades 2-12 who meet their fall to spring (except in FY21, fall to winter) NWEA RIT expected growth target will be at least 60%.	Result:
Exceeds Target (x1.5)	The aggregate percentage is at least 70%.	
Meets Target (x1.0)	The aggregate percentage is at least 60%.	
Approaches Target (x0.5)	The aggregate percentage is at least 50%.	
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	

## Indicator 5: Reading Proficiency

**10 Points**

<b>School Goal:</b> <i>Over the period of the contract, students at SCS will demonstrate proficiency in reading as measured by state accountability tests.</i>		
<b>Performance Ratings</b>	<b>Measure 5.1 [RG3] – 0.5 Points:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in grade 3 will increase by at least 4.0 points from the baseline proficiency index score (FY13-15 baseline – 61.1) OR will be greater than that of the state for the same grade (3).	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 8.0 points greater than the baseline score OR is at least 5.0 points above the state’s score.	
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is at least 4.0 points greater than the baseline score OR is greater than the state’s score.	
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is greater than the baseline score OR is within 10.0 points of the state’s score.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	
<b>Performance Ratings</b>	<b>Measure 5.2 [RG3] – 0.5 Points:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in grade 3 will be greater than that of the resident district (ISD 256 – Twilight School District) for the same grade (3).	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 10.0 points above the district’s score.	
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is greater than the district’s score.	
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 5.0 points of the district’s score.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	
<b>Performance Ratings</b>	<b>Measure 5.3 [CCR] – 3 Points:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in grades 4-8 and 10 will increase by at least 2.0 points from the baseline proficiency index score (FY13-15 baseline – 82.8) OR will be greater than that of the state for the same grades (4-8 & 10).	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 4.0 points greater than the baseline score OR is at least 10.0 points above the state’s score.	
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is at least 2.0 points greater than the baseline score OR is greater than the state’s score.	
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is greater than the baseline score OR is within 5.0 points of the state’s score.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	

<b>Performance Ratings</b>	<b>Measure 5.4 [CCR] – 3 Points:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in grades 4-8 and 10 will be greater than that of the resident district (ISD 256 – Twilight School District) for the same grades (4-8 & 10).	<b>Result:</b>	
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 10.0 points above the district’s score.		
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is greater than the district’s score.		
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 5.0 points of the district’s score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 5.5 [AGC] – 1 Point:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the state for the same subgroup and the same grades (3-8 & 10).	<b>Result:</b>	
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 10.0 points above the state’s score.		
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is greater than the state’s score.		
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 10.0 points of the state’s score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 5.6 [AGC] – 1 Point:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 256 – Twilight School District) for the same subgroup and the same grades (3-8 & 10).	<b>Result:</b>	
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 10.0 points above the district’s score.		
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is greater than the district’s score.		
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 5.0 points of the district’s score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 5.7 [AGC] – 0.5 Points:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in the English Learner subgroup will be greater than that of the state for the same subgroup and the same grades (3-8 & 10).	<b>Result:</b>	
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 10.0 points above the state’s score.		
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is greater than the state’s score.		
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 10.0 points of the state’s score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

<b>Performance Ratings</b>	<b>Measure 5.8 [AGC] – 0.5 Points:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in the English Learner subgroup will be greater than that of the resident district (ISD 256 – Twilight School District) for the same subgroup and the same grades (3-8 & 10).	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 10.0 points above the district’s score.	
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is greater than the district’s score.	
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 5.0 points of the district’s score.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	

### Indicator 6: Math Proficiency

**10 Points**

**School Goal:** *Over the period of the contract, students at SCS will demonstrate proficiency in math as measured by state accountability tests.*

<b>Performance Ratings</b>	<b>Measure 6.1 [CCR] – 3.5 Points:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in grades 3-8 and 11 will increase by at least 3.0 points from the baseline proficiency index score (FY13-15 baseline – 75.4) OR will be greater than that of the state for the same grades (3-8 & 11).	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 6.0 points greater than the baseline score OR is at least 10.0 points above the state’s score.	
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is at least 3.0 points greater than the baseline score OR is greater than the state’s score.	
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is greater than the baseline score OR is within 5.0 points of the state’s score.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	

<b>Performance Ratings</b>	<b>Measure 6.2 [CCR] – 3.5 Points:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in grades 3-8 and 11 will be greater than that of the resident district (ISD 256 – Twilight School District) for the same grades (3-8 & 11).	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 10.0 points above the district’s score.	
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is greater than the district’s score.	
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 5.0 points of the district’s score.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	

<b>Performance Ratings</b>	<b>Measure 6.3 [AGC] – 1 Point:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the state for the same subgroup and the same grades (3-8 & 11).	<b>Result:</b>	
Exceeds Target (x1.5)	The school’s aggregate proficiency index score is at least 10.0 points above the state’s score.		
Meets Target (x1.0)	The school’s aggregate proficiency index score is greater than the state’s score.		
Approaches Target (x0.5)	The school’s aggregate proficiency index score is within 10.0 points of the state’s score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 6.4 [AGC] – 1 Point:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 256 – Twilight School District) for the same subgroup and the same grades (3-8 & 11).	<b>Result:</b>	
Exceeds Target (x1.5)	The school’s aggregate proficiency index score is at least 10.0 points above the district’s score.		
Meets Target (x1.0)	The school’s aggregate proficiency index score is greater than the district’s score.		
Approaches Target (x0.5)	The school’s aggregate proficiency index score is within 5.0 points of the district’s score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 6.5 [AGC] – 0.5 Points:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in the English Learner subgroup will be greater than that of the state for the same subgroup and the same grades (3-8 & 11).	<b>Result:</b>	
Exceeds Target (x1.5)	The school’s aggregate proficiency index score is at least 10.0 points above the state’s score.		
Meets Target (x1.0)	The school’s aggregate proficiency index score is greater than the state’s score.		
Approaches Target (x0.5)	The school’s aggregate proficiency index score is within 10.0 points of the state’s score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 6.6 [AGC] – 0.5 Points:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in the English Learner subgroup will be greater than that of the resident district (ISD 256 – Twilight School District) for the same subgroup and the same grades (3-8 & 11).	<b>Result:</b>	
Exceeds Target (x1.5)	The school’s aggregate proficiency index score is at least 10.0 points above the district’s score.		
Meets Target (x1.0)	The school’s aggregate proficiency index score is greater than the district’s score.		
Approaches Target (x0.5)	The school’s aggregate proficiency index score is within 5.0 points of the district’s score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

## Indicator 7: Science Proficiency (and Growth)

**10 Points**

**School Goal:** *Over the period of the contract, students at SCS will demonstrate proficiency in science as measured by state accountability tests and growth in science as measured by nationally normed assessments.*

<b>Performance Ratings</b>	<b>Measure 7.1 [CCR] – 1.5 Points:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in grades 5, 8, and High School will increase by at least 3.0 points from the baseline proficiency index score (FY13-15 baseline – 73.2) OR will be greater than that of the state for the same grades (5, 8 & High School).	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 6.0 points greater than the baseline score OR is at least 5.0 points above the state’s score.	
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is at least 3.0 points greater than the baseline score OR is greater than the state’s score.	
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is greater than the baseline score OR is within 10.0 points of the state’s score.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	
<b>Performance Ratings</b>	<b>Measure 7.2 [CCR] – 1.5 Points:</b> From FY16 to FY20, the school’s aggregate proficiency index score for students in grades 5, 8 and High School will be greater than that of the resident district (ISD 256 – Twilight School District) for the same grades (5, 8 & High School).	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 10.0 points above the district’s score.	
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is greater than the district’s score.	
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 5.0 points of the district’s score.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	
<b>Performance Ratings</b>	<b>Measure 7.3 [CCR] – 7 Points:</b> From FY17 to FY21, the aggregate percentage of students in grades 3-9 who meet their fall to spring (except in FY21, fall to winter) NWEA RIT expected growth target will be at least 60%.	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 70%.	
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 60%.	
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 50%.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	

**Indicator 8a: Proficiency or Growth in Other Curricular Areas or Educational Programs**  
**Kindergarten Readiness**

**1 Point**

**School Goal:** *Over the period of the contract, preschool students enrolled at SCS will demonstrate readiness for kindergarten as measured by a locally-developed Kindergarten Readiness Checklist.*

Performance Ratings	Measure 8a.1 [R4K] – 1 Point: From FY17 to FY20, the aggregate percentage of students enrolled in preschool and entering kindergarten the next school year who meet or exceed kindergarten readiness standards as measured by the Kindergarten Readiness Checklist assessed annually in the spring will be at least 85%.	Result:	
Exceeds Target (x1.5)	The aggregate percentage is at least 95%.		
Meets Target (x1.0)	The aggregate percentage is at least 85%.		
Approaches Target (x0.5)	The aggregate percentage is at least 80%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

**Indicator 8b: Proficiency or Growth in Other Curricular Areas or Educational Programs**  
**Writing Growth**

**6 Points**

**School Goal:** *Over the period of the contract, students at SCS will demonstrate growth in writing as measured by a locally-developed assessment rubric.*

Performance Ratings	Measure 8b.1 [CCR] – 6 Points: From FY17 to FY20, the aggregate percentage of students in grades 1-12 who increase (or maintain if above 90%) proficiency in writing skills from winter to spring as measured by the locally-developed assessment rubric will be at least 90%.	Result:	
Exceeds Target (x1.5)	The aggregate percentage is at least 95%.		
Meets Target (x1.0)	The aggregate percentage is at least 90%.		
Approaches Target (x0.5)	The aggregate percentage is at least 80%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

## Indicator 9: Post Secondary Readiness

12 Points

School Goal: <i>Over the period of the contract, students at SCS will demonstrate readiness for post-secondary success.</i>		
<b>Performance Ratings</b>	<b>Measure 9.1 [GRAD] – 4 Points:</b> From FY16 to FY20, the aggregate 4-year graduation rate will be at least 67.0%.	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The aggregate 4-year graduation rate is at least 75.0%.	
<b>Meets Target (x1.0)</b>	The aggregate 4-year graduation rate is at least 67.0%.	
<b>Approaches Target (x0.5)</b>	The aggregate 4-year graduation rate is at least 60.0%.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	
<b>Performance Ratings</b>	<b>Measure 9.2 [CCR] – 4 Points:</b> From FY17 to FY20, the aggregate percentage of graduating students who earn a score of college ready on college placement exams (ACT and ACCUPLACER) will be at least 60%.	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 70%.	
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 60%.	
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 50%.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	
<b>Performance Ratings</b>	<b>Measure 9.3 [CCR] – 4 Points:</b> From FY17 to FY20, the aggregate percentage of graduating students who earned at least one college credit prior to graduation through College in Schools, PSEO, AP, or other means will be at least 60%.	<b>Result:</b>
<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 70%.	
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 60%.	
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 50%.	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	

## Indicator 10: Attendance

5 Points

School Goal: <i>Over the period of the contract, students at SCS will attend the school at high rates.</i>		
Performance Ratings	Measure 10.1 – 5 Points: From FY16 to FY20, the average of the school’s annual attendance rates will be at least 92.0%.	Result:
Exceeds Target (x1.5)	The average of the school’s annual attendance rates is at least 96.0%.	
Meets Target (x1.0)	The average of the school’s annual attendance rates is at least 92.0%.	
Approaches Target (x0.5)	The average of the school’s annual attendance rates is at least 88.0%.	
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	