

BSU ACADEMIC PERFORMANCE FRAMEWORK

SECTION 1. ACADEMIC QUALITY

Overview of Academic Quality Components

The Academic Quality Framework consists of six components. Within each component, there are defined **Quality Indicators (QI)** and **Informative Indicators (IN)**, and associated targets. **Quality Indicators** will be the primary factors used for renewal and monitoring purposes. **Informative Indicators** provide a deeper examination of a school’s programming, and enhanced context to the **Quality Indicators**. **Informative Indicators** may be used in corrective action monitoring plans.



2013-14 Summary of Quality Indicators		Rating
Student Progress Over Time (Growth)	QI 1.1.a. Are students making expected growth based on the school’s median student growth percentile (SGP) in ELA? (Grades 4-8 only)	
	QI 1.1.b. Are students making expected growth based on the school’s median student growth percentile (SGP) in Math? (Grades 4-8 only)	
	QI 1.1.c. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (SGP) of the lowest quartile of students in ELA? (Grades 4-8 only)	
	QI 1.1.d. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (SGP) of the lowest quartile of students in Math? (Grades 4-8 only)	
Student Achievement (Proficiency)	QI 1.2.a. Are students in grades 3-8 achieving proficiency on state assessments in ELA?	
	QI 1.2.b. Are students in grades 3-8 achieving proficiency on state assessments in Math?	
	QI 1.2.g. Are students performing well on state assessments in ELA in comparison to other schools in the district, as measured by ISTEP?	
	QI 1.2.h. Are students performing well on state assessments in Math in comparison to other schools in the district, as measured by ISTEP?	
	QI 1.2.k. Are students in grades 3-8, who have been enrolled at the school for at least 3 years, achieving proficiency on state assessments in both math and ELA?	
	QI 1.2.l. Are students achieving proficiency on IREAD-3 assessment? (Grade 3 only, Spring Test)	
State Accountability	QI 1.3.a. Is the school meeting acceptable standards according to the A-F Accountability Label?	
College & Career Readiness	QI 1.4.f. Are students graduating from high school?	

1.1 STUDENT PROGRESS OVER TIME (GROWTH)

The **Student Progress Over Time** component utilizes growth models to measure how much students learn and improve during the school year. The inclusion of growth measures recognizes that some students

enter school behind their peers, and those who are not passing state assessments need to achieve significant growth to “catch up.” Equally important, students who are already at grade level, or proficient, should continue to grow to meet and exceed proficiency standards. The framework considers aggregate growth for each school, progress of significant subgroups within the school, and individual student growth measures. Both ISTEP and NWEA growth measures are utilized in the framework.

QI 1.1.a. Are students making expected growth based on the school’s median student growth percentile (MGP) in ELA? (Grades 4-8 only)				
<i>Exceeds Standard:</i>				
<input type="checkbox"/> The median SGP of the school is at least 66.				
<i>Meets Standard:</i>				
<input type="checkbox"/> The median SGP of the school is at least 50 and less than 66.				
<i>Needs Improvement:</i>				
<input type="checkbox"/> The median SGP of the school is at least 35 and less than 50.				
<i>Falls Far Below Standard:</i>				
<input type="checkbox"/> The median SGP of the school is less than or equal to 34.				
Year 1	Year 2	Year 3	Year 4	Year 5

QI 1.1.b. Are students making expected growth based on the school’s median student growth percentile (MGP) in Math? (Grades 4-8 only)				
<i>Exceeds Standard:</i>				
<input type="checkbox"/> The median SGP of the school is at least 66.				
<i>Meets Standard:</i>				
<input type="checkbox"/> The median SGP of the school is at least 50 and less than 66.				
<i>Needs Improvement:</i>				
<input type="checkbox"/> The median SGP of the school is at least 35 and less than 50.				
<i>Falls Far Below Standard:</i>				
<input type="checkbox"/> The median SGP of the school is less than or equal to 34.				
Year 1	Year 2	Year 3	Year 4	Year 5

QI 1.1.c. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (MGP) of the lowest quartile of students in ELA? (Grades 4-8 only)				
<i>Exceeds Standard:</i>				
<input type="checkbox"/> The median SGP of the lowest 25 percent of students in the school is at least 66.				
<i>Meets Standard:</i>				
<input type="checkbox"/> The median SGP of the lowest 25 percent of students in the school is at least 50 and less than 66.				
<i>Needs Improvement:</i>				
<input type="checkbox"/> The median SGP of the lowest 25 percent of students in the school is at least 35 and less than 50.				
<i>Falls Far Below Standard:</i>				
<input type="checkbox"/> The median SGP of the lowest 25 percent of students in the school is less than or equal to 34.				
Year 1	Year 2	Year 3	Year 4	Year 5

QI 1.1.d. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (MGP) of the lowest quartile of students in Math? (Grades 4-8 only)

Exceeds Standard:
 The median SGP of the lowest 25 percent of students in the school is at least 66.

Meets Standard:
 The median SGP of the lowest 25 percent of students in the school is at least 50 and less than 66.

Needs Improvement:
 The median SGP of the lowest 25 percent of students in the school is at least 35 and less than 50.

Falls Far Below Standard:
 The median SGP of the lowest 25 percent of students in the school is less than or equal to 34.

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>

IN 1.1.e. Are the school's top performing 75% makes expected annual growth in ELA, as measured by Indiana's Growth Model and reported through Student Growth Percentiles (MGP)?

Exceeds Standard:
 The median SGP of the top performing students in the school is at least 66.

Meets Standard:
 The median SGP of the top performing students in the school is at least 50 and less than 66.

Needs Improvement:
 The median SGP of the top performing students in the school is at least 35 and less than 50.

Falls Far Below Standard:
 The median SGP of the top performing students in the school is less than or equal to 34.

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>

IN 1.1.f. Are the school's top performing 75% makes expected annual growth in Math, as measured by Indiana's Growth Model and reported through Student Growth Percentiles (MGP)?

Exceeds Standard:
 The median SGP of the top performing students in the school is at least 66.

Meets Standard:
 The median SGP of the top performing students in the school is at least 50 and less than 66.

Needs Improvement:
 The median SGP of the top performing students in the school is at least 35 and less than 50.

Falls Far Below Standard:
 The median SGP of the top performing students in the school is less than or equal to 34.

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>

IN 1.1.g. Are students achieving or exceeding target growth in Reading as measured by NWEA?				
Exceeds Standard: <input type="checkbox"/> More than 90% of students are achieving or exceeding target growth in Reading as measured by NWEA				
Meets Standard: <input type="checkbox"/> More than 60% and less than 90% of students are achieving or exceeding target growth in Reading as measured by NWEA				
Needs Improvement: <input type="checkbox"/> More than 40% and less than 60% of students are achieving or exceeding target growth in Reading as measured by NWEA				
Falls Far Below Standard: <input type="checkbox"/> Less than 40% of students are achieving or exceeding target growth in Reading as measured by NWEA				
Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.1.h. Are students achieving or exceeding target growth in Math as measured by NWEA?				
Exceeds Standard: <input type="checkbox"/> More than 90% of students are achieving or exceeding target growth in Math as measured by NWEA				
Meets Standard: <input type="checkbox"/> More than 60% and less than 90% of students are achieving or exceeding target growth in Math as measured by NWEA				
Needs Improvement: <input type="checkbox"/> More than 40% and less than 60% of students are achieving or exceeding target growth in Math as measured by NWEA				
Falls Far Below Standard: <input type="checkbox"/> Less than 40% of students are achieving or exceeding target growth in Math as measured by NWEA				
Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.1.i. Is the school demonstrating greater than average growth (50 th percentile or above) in Reading, Language Usage and Math based on the Fall-to-Spring NWEA Gain Percentile?				
Exceeds Standard: <input type="checkbox"/> School has achieved higher than average growth in all subjects for all grades.				
Meets Standard: <input type="checkbox"/> School has achieved greater than average growth 60% of grades/subjects tested.				
Needs Improvement: <input type="checkbox"/> School has achieved greater than average growth in less than 60% of grades/subjects tested.				
Falls Far Below Standard: <input type="checkbox"/> School has not achieved greater than average growth in any grade or subject tested.				
Year 1	Year 2	Year 3	Year 4	Year 5

***For schools receiving a D or F for two or more consecutive years, the school must meet specified growth targets as part of a corrective action plan based on this data.**

2014-15 NWEA Mean Growth Percentile Worksheet used with IN 1.1.i.			
Grade		Reading	Math
K	Fall Cohort Mean RIT		
	Fall Proficiency Percentile		
	Fall to Spring Mean Gain Percentile		
1	Fall Cohort Mean RIT		
	Fall Proficiency Percentile		
	Fall to Spring Mean Gain Percentile		
2	Fall Cohort Mean RIT		
	Fall Proficiency Percentile		
	Fall to Spring Mean Gain Percentile		
3	Fall Cohort Mean RIT		
	Fall Proficiency Percentile		
	Fall to Spring Mean Gain Percentile		
4	Fall Cohort Mean RIT		
	Fall Proficiency Percentile		
	Fall to Spring Mean Gain Percentile		
5	Fall Cohort Mean RIT		
	Fall Proficiency Percentile		
	Fall to Spring Mean Gain Percentile		
6	Fall Cohort Mean RIT		
	Fall Proficiency Percentile		
	Fall to Spring Mean Gain Percentile		
7	Fall Cohort Mean RIT		
	Fall Proficiency Percentile		
	Fall to Spring Mean Gain Percentile		
8	Fall Cohort Mean RIT		
	Fall Proficiency Percentile		
	Fall to Spring Mean Gain Percentile		
9	Fall Cohort Mean RIT		
	Fall Proficiency Percentile		
	Fall to Spring Mean Gain Percentile		
10	Fall Cohort Mean RIT		
	Fall Proficiency Percentile		
	Fall to Spring Mean Gain Percentile		

1.2 STUDENT ACHIEVEMENT (PROFICIENCY)

Student Achievement indicators measure ISTEP passing rates provided by the Indiana Department of Education for grades 3-8 in language arts (ELA) and math. In 2013-14, 80% of Indiana students passed the ELA portion and 83.1% passed math. In addition to being on par with state averages, BSU authorized schools should also achieve equitable performance among racial/ethnic/socioeconomic groups and special education students to ensure that all students are succeeding.

QI 1.2.a. Are students in grades 3-8 achieving proficiency on state assessments in ELA?				
<i>Exceeds Standard:</i>				
<input type="checkbox"/> At least 90 percent of students met proficiency on ISTEP ELA.				
<i>Meets Standard:</i>				
<input type="checkbox"/> At least 80 percent and less than 90 percent of students met proficiency on ISTEP ELA.				
<i>Needs Improvement:</i>				
<input type="checkbox"/> At least 70 percent and less than 80 percent of students met proficiency on ISTEP ELA.				
<i>Falls Far Below Standard:</i>				
<input type="checkbox"/> Less than 70 percent of students met proficiency on ISTEP ELA.				
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>

QI 1.2.b. Are students in grades 3-8 achieving proficiency on state assessments in Math?				
<i>Exceeds Standard:</i>				
<input type="checkbox"/> At least 90 percent of students met proficiency on ISTEP Math.				
<i>Meets Standard:</i>				
<input type="checkbox"/> At least 80 percent and less than 90 percent of students met proficiency on ISTEP Math.				
<i>Needs Improvement:</i>				
<input type="checkbox"/> At least 70 percent and less than 80 percent of students met proficiency on ISTEP Math.				
<i>Falls Far Below Standard:</i>				
<input type="checkbox"/> Less than 70 percent of students met proficiency in math and ELA.				
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>

IN 1.2.c. Is the school achieving educational equity in regards to student proficiency on ISTEP ELA?				
<i>Applies only to schools with 60% or more of all students passing</i>				
<i>Exceeds Standard:</i>				
<input type="checkbox"/> School has no more than 5% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups				
<i>Meets Standard:</i>				
<input type="checkbox"/> School has more than 5%, but no more than 10% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups				
<i>Needs Improvement:</i>				
<input type="checkbox"/> School has more than 10% but no more than 15% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups				
<i>Falls Far Below Standard:</i>				
<input type="checkbox"/> School has more than 15% difference in the percent of students passing standardized tests amongst racial and/or socioeconomic groups				
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>

IN 1.2.d. Is the school achieving educational equity in regards to student proficiency on ISTEP Math? <i>Applies only to schools with 60% or more of all students passing</i>				
Exceeds Standard: <input type="checkbox"/> School has no more than 5% difference in the percent of students passing standardized tests amongst racial and/or socioeconomic groups.				
Meets Standard: <input type="checkbox"/> School has more than 5%, but no more than 10% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups				
Needs Improvement: <input type="checkbox"/> School has more than 10% but no more than 15% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups				
Falls Far Below Standard: <input type="checkbox"/> School has more than 15% difference in the percent of students passing standardized tests amongst racial and/or socioeconomic groups.				
Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.2.e. Are Special Education students in grades 3-8 achieving proficiency on state assessments in ELA?				
Exceeds Standard: <input type="checkbox"/> At least 90 percent of students met proficiency on ISTEP ELA.				
Meets Standard: <input type="checkbox"/> At least 80 percent and less than 90 percent of students met proficiency on ISTEP ELA.				
Needs Improvement: <input type="checkbox"/> At least 70 percent and less than 80 percent of students met proficiency on ISTEP ELA.				
Falls Far Below Standard: <input type="checkbox"/> Less than 70 percent of students met proficiency on ISTEP ELA.				
Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.2.f. Are Special Education students in grades 3-8 achieving proficiency on state assessments in Math?				
Exceeds Standard: <input type="checkbox"/> At least 90 percent of students met proficiency on ISTEP Math.				
Meets Standard: <input type="checkbox"/> At least 80 percent and less than 90 percent of students met proficiency on ISTEP Math.				
Needs Improvement: <input type="checkbox"/> At least 70 percent and less than 80 percent of students met proficiency on ISTEP Math.				
Falls Far Below Standard: <input type="checkbox"/> Less than 70 percent of students met proficiency on ISTEP Math.				
Year 1	Year 2	Year 3	Year 4	Year 5

QI 1.2.g. Are students performing well on state assessments in ELA in comparison to other schools in the district, as measured by ISTEP?

Exceeds Standard:
 School's average percent proficient on ELA exceeds the average performance of students in the home district by at least 15 percentage points.

Meets Standard:
 School's average percent proficient on ELA meets or exceeds the average performance of students in the home district by less than 15 percentage points.

Needs Improvement:
 School's average percent proficient on ELA is below the average performance of students in the home district by less than 15 percentage points.

Falls Far Below Standard:
 School's average percent proficient on ELA is below the average performance of students in the home district by 15 percentage points or more.

Year 1	Year 2	Year 3	Year 4	Year 5

QI 1.2.h. Are students performing well on state assessments in Math in comparison to other schools in the district, as measured by ISTEP?

Exceeds Standard:
 School's average percent proficient on Math exceeds the average performance of students in the home district by at least 15 percentage points.

Meets Standard:
 School's average percent proficient on Math meets or exceeds the average performance of students in the home district by less than 15 percentage points.

Needs Improvement:
 School's average percent proficient on Math is below the average performance of students in the home district by less than 15 percentage points.

Falls Far Below Standard:
 School's average percent proficient on Math is below the average performance of students in the home district by 15 percentage points or more.

Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.2.i. Are students performing well on state assessments in ELA in comparison to demographically similar schools statewide?

Exceeds Standard:
 School's average percent proficient on ELA exceeds the average performance of students in similar schools by 10 percentage points or more

Meets Standard:
 School's average percent proficient on ELA meets or exceeds the average performance of students in similar schools by less than 10 percentage points.

Needs Improvement:
 School's average percent proficient on ELA is below the average performance of students in similar schools by 10-15 percentage points.

Falls Far Below Standard:
 School's average percent proficient on ELA is below the average performance of students in similar schools by more than 15 percentage points.

Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.2.j. Are students performing well on state assessments in Math in comparison to demographically similar schools statewide?

Exceeds Standard:
 School's average percent proficient on Math exceeds the average performance of students in similar schools by 10 percentage points or more

Meets Standard:
 School's average percent proficient on Math meets or exceeds the average performance of students in similar schools by less than 10 percentage points.

Needs Improvement:
 School's average percent proficient on Math is below the average performance of students in similar schools by 10-15 percentage points.

Falls Far Below Standard:
 School's average percent proficient on Math is below the average performance of students in similar schools by more than 15 percentage points.

Year 1	Year 2	Year 3	Year 4	Year 5

QI 1.2.k. Are students in grades 3-8, who have been enrolled at the school for at least 3 years, achieving proficiency on state assessments in both ELA and math?
Note: Not applicable for schools without three years of data in tested grades

Exceeds Standard:
 At least 90 percent of students met proficiency on ISTEP ELA and math.

Meets Standard:
 At least 80 percent and less than 90 percent of students met proficiency on ISTEP ELA and math.

Needs Improvement:
 At least 70 percent and less than 80 percent of students met proficiency on ISTEP ELA and math.

Falls Far Below Standard:
 Less than 70 percent of students met proficiency on ISTEP ELA and math.

Year 1	Year 2	Year 3	Year 4	Year 5

% of All Test Takers who were Enrolled 3 or more years

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QI 1.2.l. Are students achieving proficiency on IREAD-3 assessment? (Grade 3 only, Spring Test)

Exceeds Standard:
 More than 90% of non-exempt students passed IREAD assessment on first attempt.

Meets Standard:
 Between 75% and 90% of non-exempt students passed IREAD assessment on first attempt.

Needs Improvement:
 Between 60% and 74% of non-exempt students passed IREAD assessment on first attempt.

Falls Far Below Standard:
 59% or less of non-exempt students passed IREAD assessment on first attempt.

Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.2.m. Are students demonstrating grade-level proficiency in reading by the end of the year, as measured by NWEA, or another approved measure?				
<i>Exceeds Standard:</i>				
<input type="checkbox"/> More than 80% of students are at or above the norm grade RIT score.				
<i>Meets Standard:</i>				
<input type="checkbox"/> More than 50% and less than 80% of students are at or above the norm grade RIT score.				
<i>Needs Improvement:</i>				
<input type="checkbox"/> More than 40% and less than 50% of students are at or above the norm grade RIT score.				
<i>Falls Far Below Standard:</i>				
<input type="checkbox"/> Less than 40% of students are performing at or above the norm grade RIT score.				
Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.2.n. Are students demonstrating grade-level proficiency in math by the end of the year, as measured by NWEA, or another approved measure?				
<i>Exceeds Standard:</i>				
<input type="checkbox"/> More than 80% of students are at or above the norm grade RIT score.				
<i>Meets Standard:</i>				
<input type="checkbox"/> More than 50% and less than 80% of students are at or above the norm grade RIT score.				
<i>Needs Improvement:</i>				
<input type="checkbox"/> More than 40% and less than 50% of students are at or above the norm grade RIT score.				
<i>Falls Far Below Standard:</i>				
<input type="checkbox"/> Less than 40% of students are performing at or above the norm grade RIT score.				
Year 1	Year 2	Year 3	Year 4	Year 5

1.3 STATE ACCOUNTABILITY

The **State Accountability Component** utilizes the A-F letter grades assigned to schools by the Indiana State Board of Education based on formulas assessing student performance, growth and college/career readiness during the academic school year.

QI 1.3.a. Is the school meeting acceptable standards according to the A-F Accountability Label?				
<i>Exceeds Standard:</i>				
<input type="checkbox"/> School received an “A” according to the state grading system.				
<i>Meets Standard:</i>				
<input type="checkbox"/> School received a “B” according to the state grading system.				
<i>Needs Improvement:</i>				
<input type="checkbox"/> School received a “C” according to the state grading system.				
<i>Falls Far Below Standard:</i>				
<input type="checkbox"/> School received a “D” or “F” according to the state grading system.				
Year 1	Year 2	Year 3	Year 4	Year 5
Combined Grade Detail:				
E/M		E/M		E/M
HS		HS		HS

1.4 COLLEGE AND CAREER READINESS

The **College and Career Readiness** component examines how well a school's students are prepared for college or employment after graduation. The framework includes SAT/ACT results, graduation rates, diploma quality and utilizes additional data-collection efforts to assess post-secondary preparedness and success of graduates. These indicators use the best available research and data in order to assess the success of schools in preparing for life beyond high school. Sources of data include Indiana Department of Education, Indiana Higher Education Commission and NWEA.

IN 1.4.a. Are student NWEA reading scores in grades 8, 10 and 11 indicative of college readiness in Reading? <i>As measured by student Spring Normative Percentile Ranks. Targets: 8th: 70; 10th: 73; 11th: 77</i>				
Exceeds Standard:				
<input type="checkbox"/> At least 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Reading				
Meets Standard:				
<input type="checkbox"/> At least 70 percent and less than 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Reading				
Needs Improvement:				
<input type="checkbox"/> At least 50 percent and less than 70 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Reading				
Falls Far Below Standard:				
<input type="checkbox"/> Less than 50 percent of students percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Reading				
Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.4.b. Are student NWEA reading scores in grades 8, 10 and 11 indicative of college readiness in English? <i>As measured by student Spring Normative Percentile Ranks. Targets: 8th: 44; 10th: 58; 11th: 68)</i>				
Exceeds Standard:				
<input type="checkbox"/> At least 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in English				
Meets Standard:				
<input type="checkbox"/> At least 70 percent and less than 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in English				
Needs Improvement:				
<input type="checkbox"/> At least 50 percent and less than 70 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in English				
Falls Far Below Standard:				
<input type="checkbox"/> Less than 50 percent of students percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in English				
Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.4.c. Are student NWEA reading scores in grades 8, 10 and 11 indicative of college readiness in Math? <i>As measured by student Spring Normative Percentile Ranks. Targets: 8th: 72; 10th: 77; 11th: 83)</i>				
Exceeds Standard: <input type="checkbox"/> At least 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Math.				
Meets Standard: <input type="checkbox"/> At least 70 percent and less than 90 meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Math.				
Needs Improvement: <input type="checkbox"/> At least 50 percent and less than 70 meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Math.				
Falls Far Below Standard: <input type="checkbox"/> Less than 50 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Math.				
Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.4.d. Are students participating in ACT or SAT?				
Exceeds Standard: <input type="checkbox"/> At least 90 percent of students participated in the ACT or SAT.				
Meets Standard: <input type="checkbox"/> At least 70 percent and less than 90 percent of students participated in the ACT or SAT.				
Needs Improvement: <input type="checkbox"/> At least 50 percent and less than 70 percent of students participated in the ACT or SAT.				
Falls Far Below Standard: <input type="checkbox"/> Less than 50 percent of students participated in the ACT or SAT.				
Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.4.e. Does students' performance on the ACT or SAT reflect college readiness? <i>Applies only to schools where at least 70% of students take the ACT or SAT</i>				
Exceeds Standard: <input type="checkbox"/> At least 60 percent of students score a composite ACT score of 21 <u>or</u> combined SAT score of 1550.				
Meets Standard: <input type="checkbox"/> At least 40 percent and less than 60 percent of students score a composite ACT score of 21 <u>or</u> combined SAT score of 1550.				
Needs Improvement: <input type="checkbox"/> At least 20 percent and less than 40 percent of students score a composite ACT score of 21 <u>or</u> combined SAT score of 1550.				
Falls Far Below Standard: <input type="checkbox"/> Less than 20 percent of students score a composite ACT score of 21 <u>or</u> combined SAT score of 1550.				
Year 1	Year 2	Year 3	Year 4	Year 5

QI 1.4.f. Are students graduating from high school?				
<i>Exceeds Standard:</i>				
<input type="checkbox"/> At least 95 percent of students graduated from high school in four years, or an approved alternative school increased its 4-year to 5-year graduation rate by 15% or more				
<i>Meets Standard:</i>				
<input type="checkbox"/> At least 90 percent and less than 95 percent of students graduated from high school in four years, or an approved alternative school increased its 4-year to 5-year graduation rate by between 10-15%				
<i>Needs Improvement:</i>				
<input type="checkbox"/> At least 85 percent and less than 90 percent of students graduated from high school in the current school year, or an approved alternative school increased its 4-year to 5-year graduation rate by between 5-10%				
<i>Falls Far Below Standard:</i>				
<input type="checkbox"/> Less than 85 percent of students graduated from high school in the current school year, or an approved alternative school increased its 4-year to 5-year graduation rate by less than 5%				
<i>Year 1</i> 4YR/5YR	<i>Year 2</i> 4YR/5YR	<i>Year 3</i> 4YR/5YR	<i>Year 4</i> 4YR/5YR	<i>Year 5</i> 4YR/5YR
<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>
Narrative Analysis: Are students graduating from high school at a rate comparable or higher to other district schools?				

IN 1.4.g Diploma Quality: Are students earning a diploma that reflects college/career readiness?				
<i>Exceeds Standard:</i>				
<input type="checkbox"/> At least 95 percent of graduates earned a Honors, Core 40 or General Diploma with an Industry Certification.				
<i>Meets Standard:</i>				
<input type="checkbox"/> At least 90 percent and less than 95 percent of graduates earned a Honors, Core 40 or General Diploma with an Industry Certification.				
<i>Needs Improvement:</i>				
<input type="checkbox"/> At least 85 percent and less than 90 percent of graduates earned a Honors, Core 40 or General Diploma with an Industry Certification.				
<i>Falls Far Below Standard:</i>				
<input type="checkbox"/> Less than 85 percent of graduates earned a Honors, Core 40 or General Diploma with an Industry Certification.				
<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Narrative Analysis: Are students graduating from high school with quality diplomas at a rate comparable or higher to other district schools?				

IN 1.4.h. Are high school graduates enrolled in degree-granting post-secondary institutions in the fall following graduation? <i>2013 State Average was 65%</i>				
Exceeds Standard: <input type="checkbox"/> At least 75 percent of high school graduates were enrolled in post-secondary institutions in the fall following graduation.				
Meets Standard: <input type="checkbox"/> At least 65 percent and less than 75 percent of high school graduates were enrolled in post-secondary institutions in the fall following graduation.				
Needs Improvement: <input type="checkbox"/> At least 55 percent and less than 65 percent of high school graduates were enrolled in post-secondary institutions in the fall following graduation.				
Falls Far Below Standard: <input type="checkbox"/> Less than 55 percent of high school graduates were enrolled in post-secondary institutions in the fall following graduation.				
Year 1	Year 2	Year 3	Year 4	Year 5
N	N	N	N	N
County Average:				
Home District Average:				

The following College Success indicators are intended for INTERNAL school improvement purposes only. Note that these indicators relate **ONLY** to those students who enroll in an Indiana Public College or University. Data for students enrolling in private schools or out of state is unavailable.

IN 1.4.i. Are a school's prior-year graduates prepared for post-secondary coursework, as measured by remediation rates? <i>2013 State Average was 23% of students required remediation.</i>				
Exceeds Standard: <input type="checkbox"/> Less than 20% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.				
Meets Standard: <input type="checkbox"/> Between 20% and 30% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.				
Needs Improvement: <input type="checkbox"/> Between 30% and 40% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.				
Falls Far Below Standard: <input type="checkbox"/> More than 40% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.				
Year 1	Year 2	Year 3	Year 4	Year 5
N	N	N	N	N
County Average:				
Home District Average:				

IN 1.4.j. Among students who enrolled in Indiana public colleges/universities, are a school's prior-year graduates earning a sufficient number of credits during Freshman year to remain on track to graduate on time from a 2 or 4-year program? *2013 State Average was 21.50*

Exceeds Standard:
 At least 90% of school's prior-year graduates earned 20 or more credits during Freshman year.

Meets Standard:
 At least 70% and less than 90% of school's prior-year graduates earned 20 credits or more during Freshman year.

Needs Improvement:
 At least 50% and less than 70% of school's prior-year graduates earned 20 credits or more during Freshman year.

Falls Far Below Standard:
 Less than 50% of school's prior-year graduates earned 20 credits or more during Freshman year.

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>
School Average				
County Average				
Home District Average:				

IN 1.4.k. Among students who enrolled in Indiana public colleges/universities, are a school's prior-year graduates earning a Freshman year GPA of 2.7 or higher? *2013 State Average was 2.6*

Exceeds Standard:
 At least 90% of school's prior-year graduates earn a GPA of 2.7 or above during Freshman year.

Meets Standard:
 At least 70% and less than 90% of school's prior-year graduates earn a GPA of 2.7 or above during Freshman year.

Needs Improvement:
 At least 50% and less than 70% of school's prior-year graduates earn a GPA of 2.7 or above during Freshman year.

Falls Far Below Standard:
 Less than 50% of school's prior-year graduates earn a GPA of 2.7 or above during Freshman year.

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>
School Average				
County Average				
Home District Average:				

IN 1.4.l. Among students who enrolled in Indiana public colleges/universities, are a school's previous graduates persisting to their sophomore year in college? *State average in 2012 was 76%.*

Exceeds Standard:
 At least 90% of school's prior-year graduates are persisting to their sophomore year in college

Meets Standard:
 At least 70% and less than 90% of school's prior-year graduates are persisting to their sophomore year in college

Needs Improvement:
 At least 50% and less than 70% of school's prior-year graduates are persisting to their sophomore year in college

Falls Far Below Standard:
 Less than 50% of school's prior-year graduates are persisting to their sophomore year in college

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>
School Average				
County Average				
Home District Average:				

IN 1.4.m. Optional: School Defined College Readiness Measures
 Examples might include:

- % of students receiving scholarships/non-loan school financing
- % of students who complete their FAFSA on-time
- % of students who earn dual-credits
- % of students who submit two or more post-secondary applications

Exceeds Standard:
 School surpassed its college-readiness goals.

Meets Standard:
 School met its college-readiness goals.

Needs Improvement:
 School met at least 50 percent of its college-readiness goals.

Falls Far Below Standard:
 School met less than 50 percent of its college-readiness goals.

Not Applicable

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>

1.5 STUDENT SUCCESS FACTORS

The **Student Success** component recognizes that the academic performance of a student and a school requires more than testing data. Student academic success depends on their consistent presence in school. Research demonstrates that students who are chronically absent, missing 10% or more of instruction for any reasons, perform at lower levels and face a much greater risk of dropping out. Being absent or suspended prevents a student from being fully engaged in their education. Equally so, schools with high chronic absenteeism will struggle to be successful.

IN 1.5.a. Does the school have a strong attendance rate?				
Exceeds Standard:				
<input type="checkbox"/> School's attendance rate is at or above 97%				
Meets Standard:				
<input type="checkbox"/> School's attendance rate is less than 97% and above 95%				
Needs Improvement:				
<input type="checkbox"/> School's attendance rate is less than 95% and above 90%				
Falls Far Below Standard:				
<input type="checkbox"/> School's attendance rate is below 90%				
Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.5.b. Does the school have low chronic absenteeism? <i>Defined as % of students missing 10% or more of school.</i>				
Exceeds Standard:				
<input type="checkbox"/> Less than 5% of students are considered chronically absent				
Meets Standard:				
<input type="checkbox"/> Between 5% and 7% of students are considered chronically absent				
Needs Improvement:				
<input type="checkbox"/> Between 7% and 10% of students are considered chronically absent				
Falls Far Below Standard:				
<input type="checkbox"/> More than 10% of students are considered chronically absent				
Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.5.c. Does the school have low chronic disciplinary problems? <i>Defined as % of student population that has been suspended.</i>				
Exceeds Standard:				
<input type="checkbox"/> Less than 5% of students have been suspended				
Meets Standard:				
<input type="checkbox"/> Between 5% and 7% of students have been suspended				
Needs Improvement:				
<input type="checkbox"/> Between 7% and 10% of students have been suspended				
Falls Far Below Standard:				
<input type="checkbox"/> More than 10% of students have been suspended				
Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.5.d. Optional: Is the school achieving school-defined student support goals? Examples might include: <ul style="list-style-type: none"> • % of students enrolled in 21st Century Scholars • % of students utilizing tutoring or enrichment programming • % of students demonstrating gains in social-emotional skills, based on research-based programs/assessments 				
Exceeds Standard: <input type="checkbox"/> School surpassed its student-support goals.				
Meets Standard: <input type="checkbox"/> School met its student-support goals.				
Needs Improvement: <input type="checkbox"/> School met at least 50 percent of its student-support goals.				
Falls Far Below Standard: <input type="checkbox"/> School met less than 50 percent of its student-support goals.				
<input type="checkbox"/> Not Applicable				
Year 1	Year 2	Year 3	Year 4	Year 5

1.6 MISSION-SPECIFIC GOALS

The framework allows for the inclusion of school-specific measures of academic outcomes that are agreed upon by individual schools and BSU-OCS. These measures should be applied only if the goals are **valid, reliable, measurable, and quantifiable** and are not otherwise captured in the Performance Framework. This is optional, rather than mandatory, on a school-by-school basis. Schools with unique missions not captured by traditional measures (e.g., dual language, performing arts) should develop mission-specific goals.

IN 1.6 .a. Optional: Is the school meeting mission-specific academic goals?				
Exceeds Standard: <input type="checkbox"/> School surpassed its mission-specific goals.				
Meets Standard: <input type="checkbox"/> School met its mission-specific goals.				
Needs Improvement: <input type="checkbox"/> School met at least 50 percent of its mission-specific goals.				
Falls Far Below Standard: <input type="checkbox"/> School met less than 50 percent of its mission-specific goals.				
<input type="checkbox"/> Not Applicable				
Year 1	Year 2	Year 3	Year 4	Year 5