

Washington State Charter School Commission ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework (APF) includes measures that allow the Washington State Charter School Commission (“the Commission”) to evaluate charter school academic performance. This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place.

For each measure in the framework, a charter school receives one of four ratings: “Exceeds Standard”, “Meets Standard”, “Does Not Meet Standard”, or “Falls Far Below Standard”.

Indicator	Measure	
1.State Accountability:	1a. Washington State Achievement Index (Proficiency, Growth, Sub-Group Performance, College Readiness)	
2. Federal Accountability (Applicable only to schools receiving Title 1A funds)	2a.AYP Status (State Uniform Bar goals (Reading and Math in Elementary and Middle school, Graduation rate in high schools); AYP Unexcused absence target; assessment participation rate; Subgroup cell)	
3. PROFICIENCY COMPARISONS <ul style="list-style-type: none"> • ELA • Math • Science 	3a. All Students	3a.1 Proficiency comparison to district
		3a.2 Proficiency comparison to schools serving similar students
		3a.3 Graduation rate comparison to district
		3a.4 Graduation rate comparison to similar schools
	3b. Disaggregated by subgroup	3b.1 Subgroup proficiency comparison to district
		3b.2 Subgroup proficiency comparison to schools serving similar students
		3b.3 Graduation rate subgroup comparison to district
		3b.4 Graduation rate subgroup comparison to similar schools
4. GROWTH COMPARISONS <ul style="list-style-type: none"> • Reading • Math 	4a. All students growth comparison to district	
	4b. All students growth comparison to schools serving similar students	
	4c. Subgroup growth comparison to district	
	4d. Subgroup growth comparison to similar schools	
5. Optional Mission Specific Goals	5a. Optional Mission Specific Academic Goals <ul style="list-style-type: none"> • SAT/ACT • Postsecondary enrollment • College remediation courses • FAFSA • College Bound (for Middle Schools) • Other academic goals 	

NOTE: Subgroups include race and ethnicity, current and former ELL, special education, low income, and “highly capable status.”

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ACADEMIC PERFORMANCE FRAMEWORK (APF)

1. STATE ACCOUNTABILITY SYSTEM

The Washington State Board of Education (SBE) and the Office of the Superintendent of Public Instruction (OSPI) developed the Washington State Achievement Index. The Achievement Index has three components that are evaluated for all students and for targeted subgroups (see Appendix A for detail):

- Proficiency
- Growth
- Career and College Readiness

Schools receive an annual index score and performance designation and a composite based on the school's three-year average results.

1a. State Accountability: Achievement Index Is the charter school meeting performance expectations based on the Washington State Achievement Index?
<i>Exceeds Standard:</i> <input type="checkbox"/> Charter school received a performance designation of "Exemplary" or "Very Good."
<i>Meets Standard:</i> <input type="checkbox"/> Charter school received a performance designation of "Good."
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Charter school received a performance designation of "Fair."
<i>Falls Far Below Standard:</i> <input type="checkbox"/> Charter school received a performance designation of "Underperforming" or "Lowest 5 Percent."
Additional Information/Considerations: <ul style="list-style-type: none">• The framework uses the AI 3 year composite results.

2. FEDERAL ACCOUNTABILITY SYSTEM

Washington State law, Administrative Code, and regulations establish an accountability system that includes all public schools (including alternative schools) and districts in the state. The State is required to make adequate yearly progress and this is included in the State Accountability System.

All public schools and LEAs in Washington State are annually judged on the basis of the same criteria when the state makes an AYP determination.

Any group or subgroup that fails to meet its measurable annual objective will result in the school or district not making AYP. Schools receive an AYP rating as part of federal accountability requirements. The APF uses the AI annual index score and performance designation, as well as the AYP results and performance designations. All schools are required to meet all ESEA AYP accountability targets, though only schools receiving Title IA funds are subject to AYP sanctions.

2a. Federal Accountability: AYP and Performance Classifications Is the charter school meeting performance expectations based on federal and state AYP targets?
<i>Exceeds Standard:</i> <input type="checkbox"/> Charter school met AYP and received the "Reward" classification.
<i>Meets Standard:</i> <input type="checkbox"/> Charter school met AYP.
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Charter school did not meet AYP.

Falls Far Below Standard:

Charter school received a “Focus” or “Priority” classification*.

Additional Information/Considerations:

- *Priority schools are defined as those schools in the bottom 5 percent of Title I, Part A schools in reading and math and Focus schools are in the bottom 10 percent of schools based on subgroup performance in Reading/Math (combined).

3. PROFICIENCY COMPARISONS: ALL STUDENTS

3a.1 Proficiency comparison to district

How are charter school students performing on state assessments compared to the district in which the school is located?

Exceeds Standard:

Charter school proficiency rate exceeded the proficiency rate of the district in which it is located.

Meets Standard:

Charter school proficiency rate equaled the proficiency rate of the district in which it is located

Does Not Meet Standard:

Charter school proficiency rate fell below the proficiency rate of the district in which it is located by XX percent

Falls Far Below Standard:

Charter school proficiency rate met or fell below the proficiency rate of the district in which it is located by XX percent or more

Additional Information/Considerations:

- Targets are aligned with Measure 1a targets.
- Reading, Math, Writing, and Science are evaluated separately.

3a.2 Proficiency comparison to schools serving similar students

How are charter school students performing on state assessments compared to schools serving similar students?

Exceeds Standard:

Charter school proficiency rate exceeded schools serving similar students.

Meets Standard:

Charter school proficiency rate equaled proficiency percent of schools serving similar students.

Does Not Meet Standard:

Charter school proficiency rate fell below XX percent proficiency rate of schools serving similar students.

Falls Far Below Standard:

Charter school proficiency rate fell below XX percent of proficiency rate of schools serving similar students.

Additional Information/Considerations:

- Targets are aligned with Measure 1a targets.
- Note: Reading, Math, Writing, and Science are evaluated separately.

3a.3 Graduation rate - All students - Comparison to district

How are charter school student graduation rates compared to the district in which the charter is located?

Exceeds Standard:

Charter school graduation rate exceeds the district graduation rate and/or meets or exceeds the state average graduation rate

Meets Standard:

Charter school graduation rate equals the district graduation rate

Does Not Meet Standard:

Charter school graduation rate fell below the district graduation rate by XX percent

Falls Far Below Standard:

Charter school graduation rate fell below the district graduation rate by **xx** or more percent

Additional Information/Considerations:

- Specific targets must be set during a trial run of charter school performance.
- Based on 5-year cohort graduation rate

3a.4 Graduation rate – Comparison to schools serving similar students

How did the charter school graduation rate compare to schools serving similar students?

Exceeds Standard:

School graduation rate exceeds the graduation rate of schools serving similar students and/or meets or exceeds the state average graduation rate

Meets Standard:

School graduation rate equals the graduation rate of schools serving similar students and/or meets or exceeds the state average graduation rate

Does Not Meet Standard:

School graduation rate is below the graduation rate of schools serving similar students

Falls Far Below Standard:

School graduation rate is below the graduation rate of schools serving similar students by **XX** percent

Additional Information/Considerations:

- Specific targets must be set during a trial run of charter school performance.
- Based on 5-year cohort graduation rate
- Reading, Math, Writing, and Science are evaluated separately.

3 PROFICIENCY COMPARISONS: SUBGROUPS

3b.1 Subgroup proficiency - Comparison to district

How are charter school students in subgroups performing on state assessments compared to the district in which the charter is located?

Exceeds Standard:

Charter school subgroup proficiency rate exceeded district subgroup performance.

Meets Standard:

Charter school subgroup proficiency rate equaled district subgroup performance.

Does Not Meet Standard:

Charter school subgroup proficiency rate was below district subgroup performance by **XX** percent.

Falls Far Below Standard:

Charter school subgroup proficiency rate fell below district subgroup performance by **XX** percent.

Additional Information/Considerations:

- Targets are aligned with Measure 1a targets.
- Reading, Math, Writing, and Science are evaluated separately for each eligible subgroup.
- Subgroups include race and ethnicity, current and former ELL, special education, low income, and highly capable status.
- Eligible subgroups meet OSPI minimum reporting threshold.

3b.2 Subgroup proficiency – Comparison to schools serving similar students

How are charter school students in subgroups performing on state assessments compared to schools serving similar students?

Exceeds Standard:

Charter school subgroup proficiency rate exceeds schools serving similar students subgroup rates and/or met or exceeded the state average subgroup proficiency rate

Meets Standard:

Charter school subgroup proficiency rate equaled the proficiency rate of schools serving similar students

Does Not Meet Standard:

Charter school subgroup proficiency rate fell below the proficiency rate of schools serving similar students by XX percent

Falls Far Below Standard:

School subgroup proficiency rate fell below the proficiency rate of schools serving similar students by XX or more percentage points.

Additional Information/Considerations:

- Specific targets must be set during a trial run of charter school performance.
- Subgroups include race and ethnicity, current and former ELL, special education, low income, and highly capable status.
- Reading, Math, Writing, and Science are evaluated separately for each eligible subgroup.
- Eligible subgroups meet OSPI minimum reporting threshold.

3b.3 Graduation rate - Subgroup proficiency – Comparison to district

How are charter school student subgroup graduation rates compared to the district graduation rates in which the charter is located?

Exceeds Standard:

School subgroup graduation rate exceeds the subgroup graduation rate of the district and/or meets or exceeds the state average graduation rate

Meets Standard:

School subgroup graduation rate equals the subgroup graduation rate of the district and/or meets or exceeds the state average graduation rate

Does Not Meet Standard:

School subgroup graduation rate is below the subgroup graduation rate of the district by XX percent

Falls Far Below Standard:

School subgroup graduation rate is below the subgroup graduation rate of the district by XX percent

Additional Information/Considerations:

- Based on 5-year cohort graduation rate.
- Specific targets must be set during a trial run of charter school performance.
- Subgroups include race and ethnicity, current and former ELL, special education, low income, and highly capable status.

3b.4 Graduation rate - Subgroup proficiency – Comparison to Schools Serving Similar Students

How are charter school student subgroup graduation rates compared to graduation rates in schools serving similar students?

Exceeds Standard:

School subgroup graduation rate exceeds the subgroup graduation rate of schools serving similar students and/or meets or exceeds the state average graduation rate

Meets Standard:

School subgroup graduation rate equals the subgroup graduation rate of schools serving similar students and/or meets or exceeds the state average graduation rate

Does Not Meet Standard:

School subgroup graduation rate is below the subgroup graduation rate of schools serving similar students by XX percent

Falls Far Below Standard:

School subgroup graduation rate is below the subgroup graduation rate of schools serving similar students by XX percent

Additional Information/Considerations:

- Based on 5-year cohort graduation rate.

- Specific targets must be set during a trial run of charter school performance.
- Subgroups include race and ethnicity, current and former ELL, special education, low income, and highly capable status.
- Eligible subgroups meet OSPI minimum reporting threshold.

4. GROWTH COMPARISONS: ALL STUDENTS

4a. Student Growth- All Students - Comparison to the district

Are charter school students meeting growth expectations compared to the district in which the school is located? (based on subgroup median growth percentiles (MGPs))

Exceeds Standard:

School MGP is greater than the district

Meets Standard:

School MGP is equal to the district

Does Not Meet Standard:

School MGP is below the district by XX percent.

Falls Far Below Standard:

School MGP is below the district by XX percent or less than XX percent.

Additional Information/Considerations:

- Targets are aligned with Measure 1a targets and the Achievement Index growth point assignment formula (See Appendices A and B).
- Reading and Math are evaluated separately.

4b Student Growth- All Students - Comparison to schools serving similar students

Are charter students meeting growth expectations compared to students in schools serving similar schools?

Exceeds Standard:

School MGP is greater than schools serving similar students

Meets Standard:

Subgroup MGP is equal to schools serving similar students

Does Not Meet Standard:

School MGP is lower than schools serving similar students by XX percent

Falls Far Below Standard:

School MGP is less than schools serving similar students by XX percentE

Additional Information/Considerations:

Note: Reading and Math are evaluated separately.

- Each eligible subgroup is evaluated separately.
- Targets are aligned with Measure 1a targets and the Achievement Index growth point assignment formula (See Appendices A and B).

4c. Student Growth- Subgroups - Comparison to district in which the school is located

Are charter school student subgroups meeting growth expectations compared to the student subgroups in the district in which the charter is located? (based on subgroup median growth percentiles (MGPs))

Exceeds Standard:

Charter subgroup MGP is greater than student subgroups in district in which charter is located

Meets Standard:

Charter subgroup MGP equals student subgroups in district in which charter is located

Does Not Meet Standard:

Charter subgroup MGP is below student subgroups in district in which charter is located by XX percent

Falls Far Below Standard:

Charter subgroup MGP is below student subgroups in district in which charter is located by XX percent

Additional Information/Considerations:

- Targets are aligned with Measure 1a targets and the Achievement Index growth point assignment formula (See Appendices A and B).
- Reading and Math are evaluated separately.
- Each eligible subgroup is evaluated separately.
- Eligible subgroups meet OSPI minimum reporting threshold.

4d. Student Growth- Subgroups - Comparison to schools serving similar students

Are charter students in subgroups meeting growth expectations based on subgroup median growth percentiles (MGPs)?

Exceeds Standard:

Charter subgroup MGP is greater than student subgroups in schools serving similar students

Meets Standard:

Charter subgroup MGP is equal to student subgroups in schools serving similar students

Does Not Meet Standard:

Charter subgroup MGP is below student subgroups in schools serving similar students by XX percent

Falls Far Below Standard:

Charter subgroup MGP is below student subgroups in schools serving similar students by XX percent

Additional Information/Considerations:

- Targets are aligned with Measure 1a targets and the Achievement Index growth point assignment formula (See Appendices A and B).
- Reading and Math are evaluated separately.
- Each eligible subgroup is evaluated separately.
- Eligible subgroups meet OSPI minimum reporting threshold.

5. OPTIONAL MISSION SPECIFIC GOALS

5a. Did the charter school meet its mission-specific academic goals?

Note: Specific metric(s) and target(s) must be developed and agreed upon by the charter school and the authorizer.

Exceeds Standard:

The charter school exceeded its mission-specific academic goal(s).

Meets Standard:

The charter school met its mission-specific academic goal(s).

Does Not Meet Standard:

The charter school did not meet its mission-specific academic goal(s).

Falls Far Below Standard:

The charter school fell far below its mission-specific academic goal(s).

Appendix A – Detail of Achievement Index

Revised Achievement Index Model Summary

EXAMPLE DATA

		Reading	Math	Writing	Science	Component Average	Overall Average
Proficiency <small>(10 points possible)</small>	All Students	8	7	7	7	7.3	6.1
	Targeted Subgroups	5	5	6	4	5	

		Reading	Math	Component Average	Overall Average
Growth <small>(10 points possible)</small>	All Students	6	6	6	5.3
	Targeted Subgroups	4	5	4.5	

		Grad Rate	Dual Credit/ Industry Certification	11 th Grade Assessments	Component Average	Overall Average
Career & College Readiness <small>(10 points possible)</small>	All Students	6	To be phased-in		6	5
	Targeted Subgroups	4			4	

K-8:
40% Proficiency
+ 60% Median Student Growth Percentile

High School:
33% Proficiency
33% Median Student Growth Percentile
+ 33% Career & College Readiness

5.5

5.6

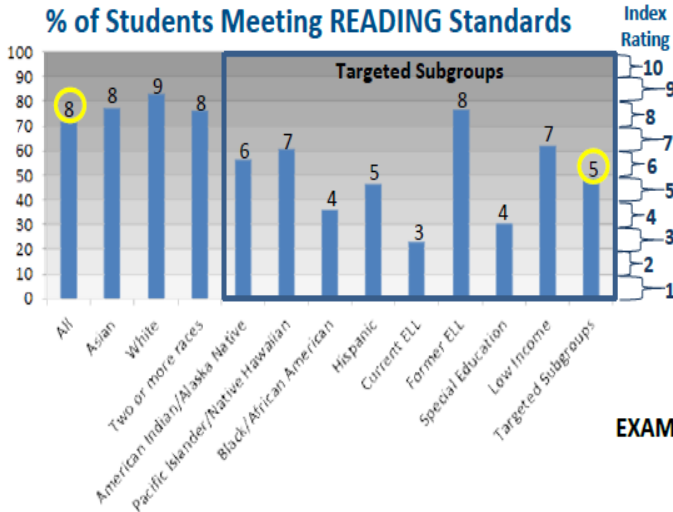
Overall Index Rating (10 points possible)

Source: OSPI

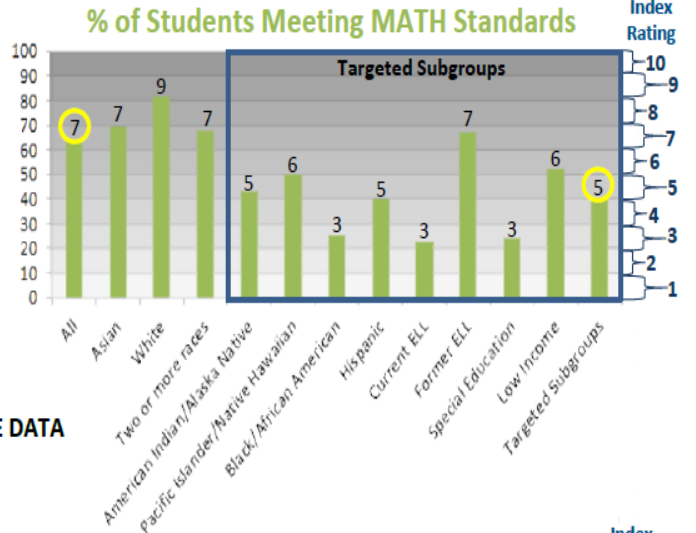
Proficiency Ratings

		Reading	Math	Writing	Science	Component Average	Overall Average
Proficiency (10 points possible)	All Students	8	7	7	7	7.3	6.1
	Targeted Subgroups	5	5	6	4	5.0	

% of Students Meeting READING Standards

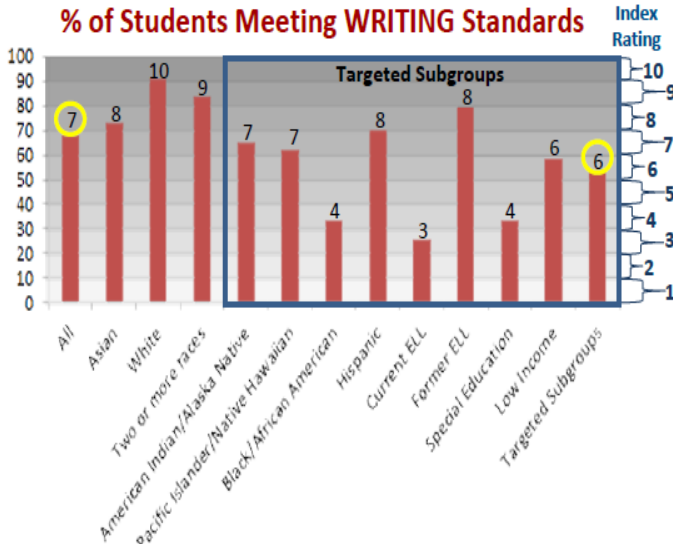


% of Students Meeting MATH Standards

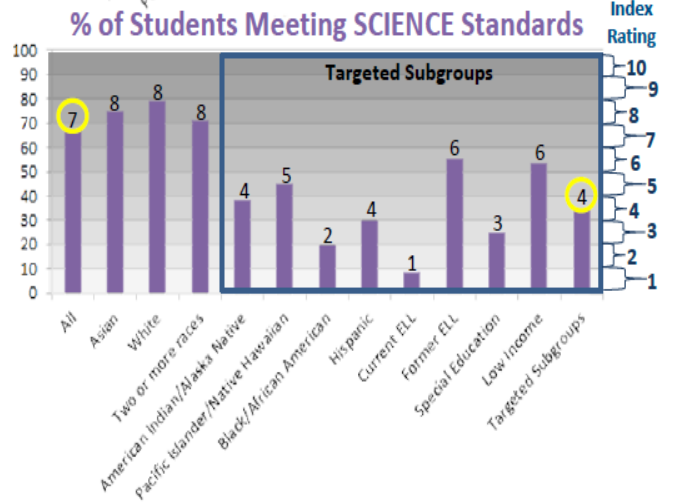


EXAMPLE DATA

% of Students Meeting WRITING Standards



% of Students Meeting SCIENCE Standards



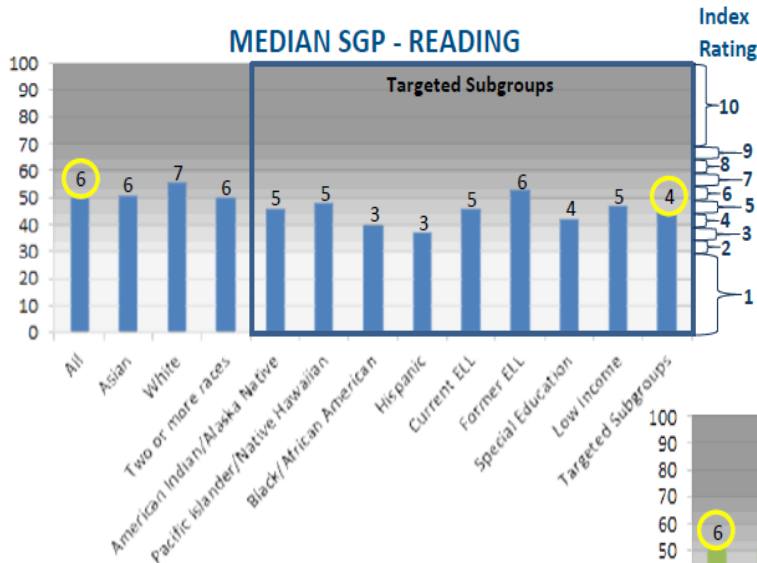
Though detail for each student group is presented in the state school reports, schools receive points toward the Achievement Index score for only the all students group and the average of the targeted subgroups, based on the point chart to the right.

Proficiency Indicator is based on a rating of the percent of students meeting standard mathematics, writing, and science (content areas equally weighted) for All Students subgroups for continuously enrolled students.

% Met Standard	Rating
90 - 100%.....	10
80 - 89.9%.....	9
70 - 79.9%.....	8
60 - 69.9%.....	7
50 - 59.9%.....	6
40 - 49.9%.....	5
30 - 39.9%.....	4
20 - 29.9%.....	3
10 - 19.9%.....	2
0 - 9.9%.....	1

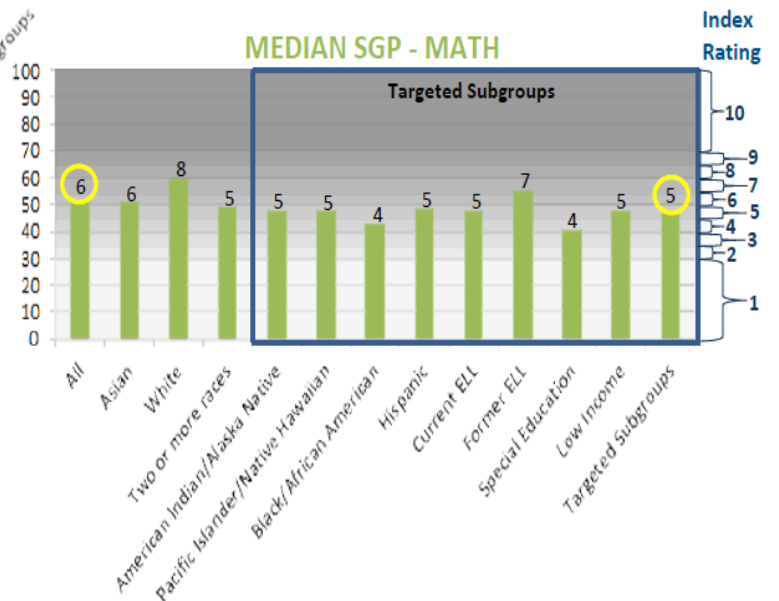
Growth – Median Student Growth Percentiles

		Reading	Math	Component Average	Overall Average
Growth (10 points possible)	All Students	6	6	6	5.3
	Targeted Subgroups	4	5	4.5	



EXAMPLE DATA

EXAMPLE DATA



Source: OSPI

Though detail for each student group is presented in the state school reports, schools receive points toward the Achievement Index score for only the all students group and the average of the targeted subgroups, based on the point chart to the right.

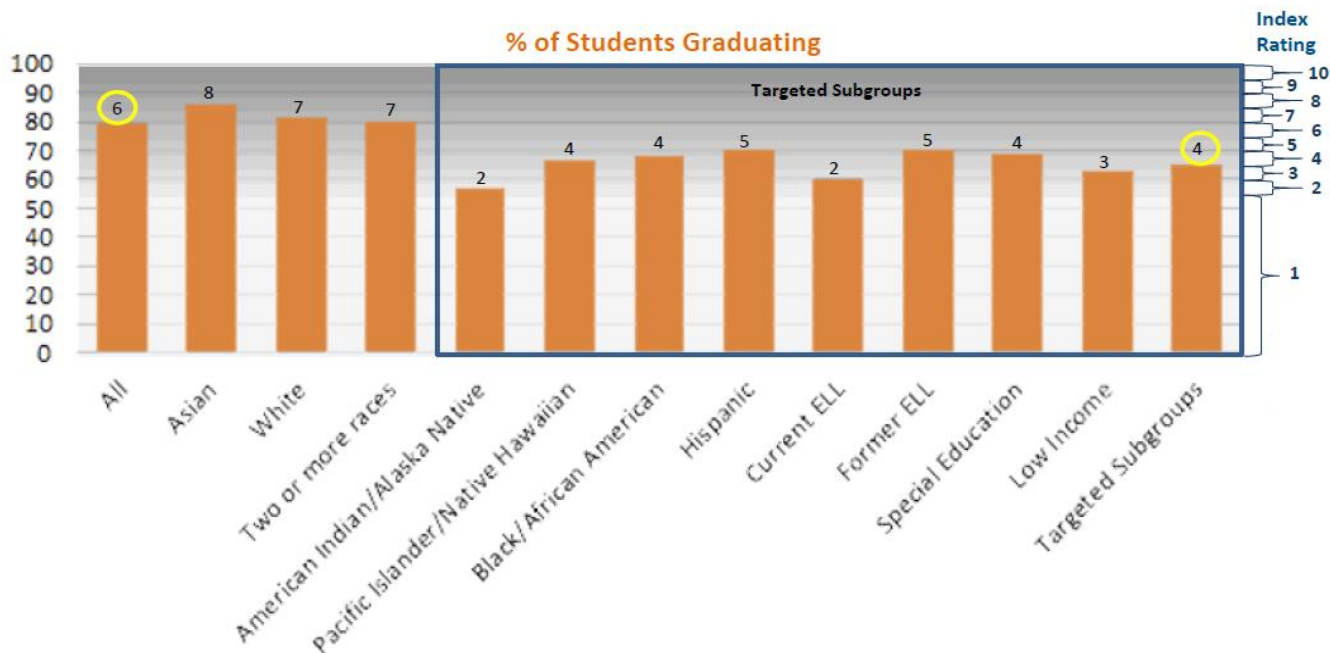
Growth Indicator is based on a 10-point rating of the Median Growth Percentile in reading and mathematics for All Students group and targeted subgroups for continuously enrolled students.

Median SGP	Rating
▪ ≥ 70	10
▪ 65.0 – 69.99	9
▪ 60.0 – 64.99	8
▪ 55.0 – 59.99	7
▪ 50.0 – 54.99	6
▪ 45.0 – 49.99	5
▪ 40.0 – 44.99	4
▪ 35.0 – 39.99	3
▪ 30.0 – 34.99	2
▪ <30	1

Career & College Readiness

EXAMPLE DATA
5-year cohort graduation rate

		Grad Rate	Dual Credit/ Industry Certification	11 th Grade Assessments	Component Average	Overall Average
		Career & College Readiness (10 points possible)	All Students	6	To be phased-in	
Targeted subgroups	4		4			



Source: OSPI

Though detail for each student group is presented in the state school reports, schools receive points toward the Achievement Index score only for the all students group and the average of the targeted subgroups, based on the point chart to the right.

Career and College Readiness Indicator is based on the Adjusted 5-year Cohort Graduation Rate for the All Students group and targeted subgroups. This indicator applies only to schools that graduate students.

Graduation Rate	Rating
▪ ≥ 95%.....	10
▪ 90 - 94.9%.....	9
▪ 85 - 89.9%.....	8
▪ 80 - 84.9%.....	7
▪ 75 - 79.9%.....	6
▪ 70 - 74.9%.....	5
▪ 65 - 69.9%.....	4
▪ 60 - 64.9%.....	3
▪ 55 - 59.9%.....	2
▪ < 55%.....	1

Appendix B

Distribution of Achievement Index Scores and Designations 2011 through 2013

Designation	Achievement Index Value Range		2010-2011		2011-2012		2012-2013		3 year Composite	
	Upper Bound	Lower Bound	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Exemplary	7.85	10	112	6%	131	7%	145	8%	91	5%
Very Good	6.81	<7.85	281	15%	320	17%	347	18%	272	15%
Good	5.86	<6.81	453	25%	508	27%	496	26%	539	30%
Fair	4.84	<5.86	494	27%	491	26%	455	24%	536	30%
Underperforming	3.77	<4.84	305	17%	277	15%	296	16%	273	15%
Lowest 5 Percent	1	<3.77	172	9%	134	7%	147	8%	90	5%
			1817	100%	1861	100%	1886	100%	1801	100%

Source: OSPI and SBE 2013IndexData downloaded from <https://eds.ospi.k12.wa.us/WAI/IndexReport>

Appendix C – Options for Comparison of Schools Serving Similar Student Populations

WAC 108-30 calls for comparison to charter schools with similar demographics.

Ranking within Peer Cohort

Option 1: The Commission will select a cohort of schools for each charter school and will base performance targets on the charter school's **percentile** rank within the group.

Pros: Clear methodology and targets

Cons: Schools may be matched with peers in different geographic areas.

In order to create a peer group large enough to allow percentile ranking, the peer group may contain schools with a wide range of match criteria.

Example:

The New Jersey Department of Education conducts an annual peer school analysis for all public schools in the state, comparing the performance of each school to a group of approximately 30 “peer schools” drawn from across New Jersey. The peer group shares similar grade configurations and percentages of students eligible for free/reduced lunch, special education and limited English proficiency programs.¹

Sample Section of NJ School Performance Report:

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
NJASK Language Arts Proficiency and above	90%	97	95
NJASK Math Proficiency and above	98%	100	100
SUMMARY - Academic Achievement		99	98

Source: NJ DOE <http://www.state.nj.us/education/pr/1213/80/807730970.pdf>

¹ New Jersey Department of Education (2013). Peer School Methodology White Paper. Retrieved from <http://education.state.nj.us/pr/PeerMethodologyWhitePaper.pdf>

Option 2: Comparison to Small Group of Selected Similar Schools

Pros: Clear methodology for school selection

Charter school has a small group of schools for comparison

Cons: Schools may be matched with peers in different geographic areas.

Given the small number of comparison schools, targets must be based on simple difference between charter school and matched school assessment results.

Example:

The Illinois State Charter School Commission selects four schools based on geography and the closest match of student characteristics using the following methodology:

Step 1. Select comparison schools serving similar student populations based on the following criteria:

1. Serves the same grade levels as the charter school
2. Located within 50 miles of the charter school and has the same urban/rural designation as the charter school
3. Subgroup enrollment is within 10 percentage points of the charter school for each of the following student groups:
 - Black students
 - Asian-American students
 - Hispanic students
 - White students
 - English-Language Learners (ELL)
 - Students with disabilities
4. The comparison school is **not** another charter school.

Charter schools that serve several grade levels (K-8, K-12) may need to be matched to comparison schools at multiple grade levels. For example, it may not be possible to identify K-8 traditional schools to compare to a K-8 charter school. In this case, the different grade levels tested by the charter school (3-5, 6-8) would be separated and matched to schools serving the same subset of grades. Similar schools would be selected for grades 3-5, using the criteria outlined above and then the process would be repeated for grades 6-8. Any exceptions to the matching criteria should be clearly noted in the evaluation documentation.

Step 2. If more than four matches are found, select the four best matches for comparison schools, based on the difference in ethnicity and low-income enrollment between the charter school and potential comparison schools. If less than two matches are found, relax the +/-10 percentage point requirement for similar subgroup populations until two match schools are identified. Note any exceptions to the match process.

Step 3. Calculate an average of the comparison schools.

1. If the comparison schools enroll students in the same grades as the charter school, average the overall school proficiency rates of all comparison schools (no weighting is applied).
2. If the selected comparison schools represent multiple grade levels (e.g. elementary 3-5 and middle school 6-8), calculate the average proficiency rates of the comparison schools, weighted by the charter school 3-5 and 6-8 number tested.

Step 4. Compare the charter school's overall proficiency rates in math and ELA to the average proficiency rates in math and ELA of the comparison schools.

Option 3: Peer Comparison Methodology (used in past Achievement Index)

Indicator 3: Achievement vs. Peers

This indicator uses the learning index (described in the subsection titled *Calculating the Learning Index*). This index controls for student characteristics beyond a school's control. The score is the difference between a school's adjusted level and the average (predicted) level among schools/districts with similar characteristics (i.e., "peers"). Specifically, the school/district score is the un-standardized residual generated by a multiple regression. Those with scores above 0 are performing better than those with similar student characteristics; those with scores below 0 are performing below those with similar student characteristics.

Separate analyses are run for the four different types of schools—elementary, middle, high, and comprehensive (e.g., K-12), because of the variables at each grade level. Non-regular schools (e.g., alternative schools, ELL centers, special education centers, private schools on contract, institutions) self-identify as non-regular schools in the OSPI database and are not included in the regressions. Excluding these schools provides a better predicted level for the remaining regular schools in the analysis and better data to use when determining the cut scores for the various ratings. The learning index for non-regular schools is based on an average of their remaining ratings. Schools without a federal meal program are not included in the regressions, because there is no information about their percentage of low-income students.

Five independent variables are used in the multiple regression: the percentage of (a) low-income students (percent eligible for free or reduced-price lunch), (b) English language learners, (c) students with disabilities, (d) mobile students (not continuously enrolled), and (e) students designated as being gifted. The dependent variables are a school's learning index for each of the four assessments and the extended graduation rate. The regressions are weighted by the number of students assessed in the subject (and the number of students in grades 9-12 for the extended graduation rate) to prevent a small "outlier" school from distorting the regression (predicted) line. The regression uses a "stepwise" method with its five variables.

The benchmarks and ratings for this indicator follow.

Achievement vs. Peers for the *reading, writing, science, and mathematics outcomes* is rated based on the difference between the actual and predicted learning index levels:

- > .20 7
- .151 to .20 6
- .051 to .15 5
- -.05 to .05 4
- -.051 to -.15 3
- -.151 to -.20 2
- < -.20 1

Achievement vs. Peers on the extended graduation rate outcome is rated based on the percentage point difference between the actual and predicted extended graduation rate:

- > 6 7
- 4.1 to 6 6
- 2.1 to 4 5
- -2 to 2 4
- -2.1 to -4 3
- -4.1 to -6 2
- < -6 1

Source: Washington ESEA Flexibility Waiver