

Performance Frameworks Overview & Areas of State Board Interest

Purpose of Performance Frameworks

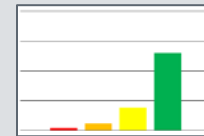
Performance Frameworks are designed based on state statute with the primary audience being systems-level school and district leaders. There are many other audiences and stakeholders that view the frameworks for a variety of reasons, but the state accountability system is designed for the primary purpose of meaningfully differentiating between school and district performance in order to identify and direct supports to the lowest performing schools and districts.

Performance Framework Calculation Overview

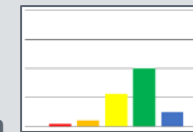
Overall Ratings

Based on the relative weighting of each Performance Indicator, points are aggregated to assign an overall rating for schools and districts (out of 100 total points).

Schools are assigned a **Plan Type Rating** (*Performance, Improvement, Priority Improvement, or Turnaround*) and districts are assigned an **Accreditation Rating** (*Distinction, Accredited, Improvement, Priority Improvement, or Turnaround*)



School Distribution



District Distribution

The cut points between ratings are defined at this level so that the lowest performing schools and districts can be identified for additional support. The distributions are different than those shown below for sub-indicators and performance indicators.

Performance Indicators

The three performance indicators are:

- Academic **Achievement**
- Academic **Growth**
- Postsecondary Workforce Readiness (**PWR**)

The points earned for each sub-indicator (see below) are aggregated and one four ratings is assigned: **Exceeds, Meets, Approaching, and Does Not Meet.**

The cut points between performance indicator ratings are normatively defined so that the distribution of schools in the baseline year is approximately 15% **Exceeds**, 35% **Meets**, 35% **Approaching**, 15% **Does Not Meet**

The weighting of performance indicators on the performance frameworks will be revisited with the addition of the growth-to-standard measure in spring 2019.

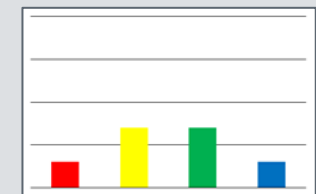
Sub-Indicators

Several sub-indicators comprise each of the three Performance Indicator categories and point values are assigned for each.

For example, the three sub-indicators included in elementary-level frameworks within Academic Achievement are Math, English Language Arts, and Science.

The cut points between sub-indicator ratings are normatively defined so that the distribution of schools in the baseline year is approximately as shown to the right: 15% **Exceeds**, 35% **Meets**, 35% **Approaching**, 15% **Does Not Meet**

% of Schools





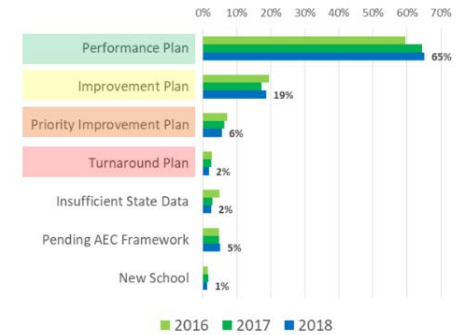
Areas of State Board Interest

What does it mean to earn a rating of “Distinction” or “Performance”?

See Calculation Overview: **Overall Rating** cut points

The five District Accreditation ratings and four School Plan Type ratings indicate how a school or district is performing in comparison to the rest of the state. The original cut points between ratings were set in 2010 to identify the bottom 15% of schools and districts for additional supports. The cut points between ratings were most recently revisited in 2015, with the State Board of Education setting cuts that maintained the 2014 proportion of schools and districts in each rating category. In comparison to the 2015 baseline cuts, the school and district distributions have gradually shifted toward the higher rating levels as performance across the state has improved.

School & District Rating Distributions

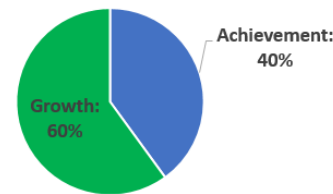


What indicators of student performance do we value most at the school and district levels?

See Calculation Overview: **Performance Indicator** relative weighting

The current performance indicator weightings are shown to the right. An additional metric called growth-to-standard is currently in development. The growth-to-standard metric is designed to determine how much yearly growth a student must achieve to obtain a higher performance level on state assessments within a prescribed amount of time. The state board has flexibility in designing how this metric is incorporated into performance framework calculations and has the authority to determine overall weighting of performance indicators.

Elementary & Middle Schools



High Schools & Districts



What student performance expectations do we hold for schools and districts?

See Calculation Overview: **Sub-Indicator** cut points

A single year of data is chosen as the baseline for creating school and district level mean scale score target values (ex. 2016 state assessment results were used to determine that the mean scale score of 722.3 in elementary English Language Arts corresponded to the 15th percentile of school performance). Future years of data can then be compared against this consistent baseline expectation to determine whether schools and districts are making progress toward meeting state expectations. Because baseline targets are set normatively, school-level mean scale score targets are not the same as the cut scores between student performance levels on the underlying student assessment.

Schools & Districts | Mean Scale Score

