

The Education Achievement Authority (EAA)

*School Performance Framework: Policy Overview and Final 2014-15  
Results*

# The Framework was created with best practices in mind



The Achievement School District in Tennessee developed the **School Performance Framework**. It is made up of various measures in Finance, Student & Family Rights, and Composite Performance categories to ensure that:

- Operators are financially responsible and viable
- Operators meet compliance requirements
- Operators are on track to the top 25% in the state and are serving students well



The New York City Department of Education designed an accountability framework to provide a more complete picture of school quality based on multiple measures: school quality reviews, school surveys, and a variety of achievement and progress measures.

The **School Quality Guide** provides a robust set of information about each school, including progress over time.

The **School Quality Snapshot** is a family-facing report that provides a concise picture of the quality of each school in a user-friendly format.



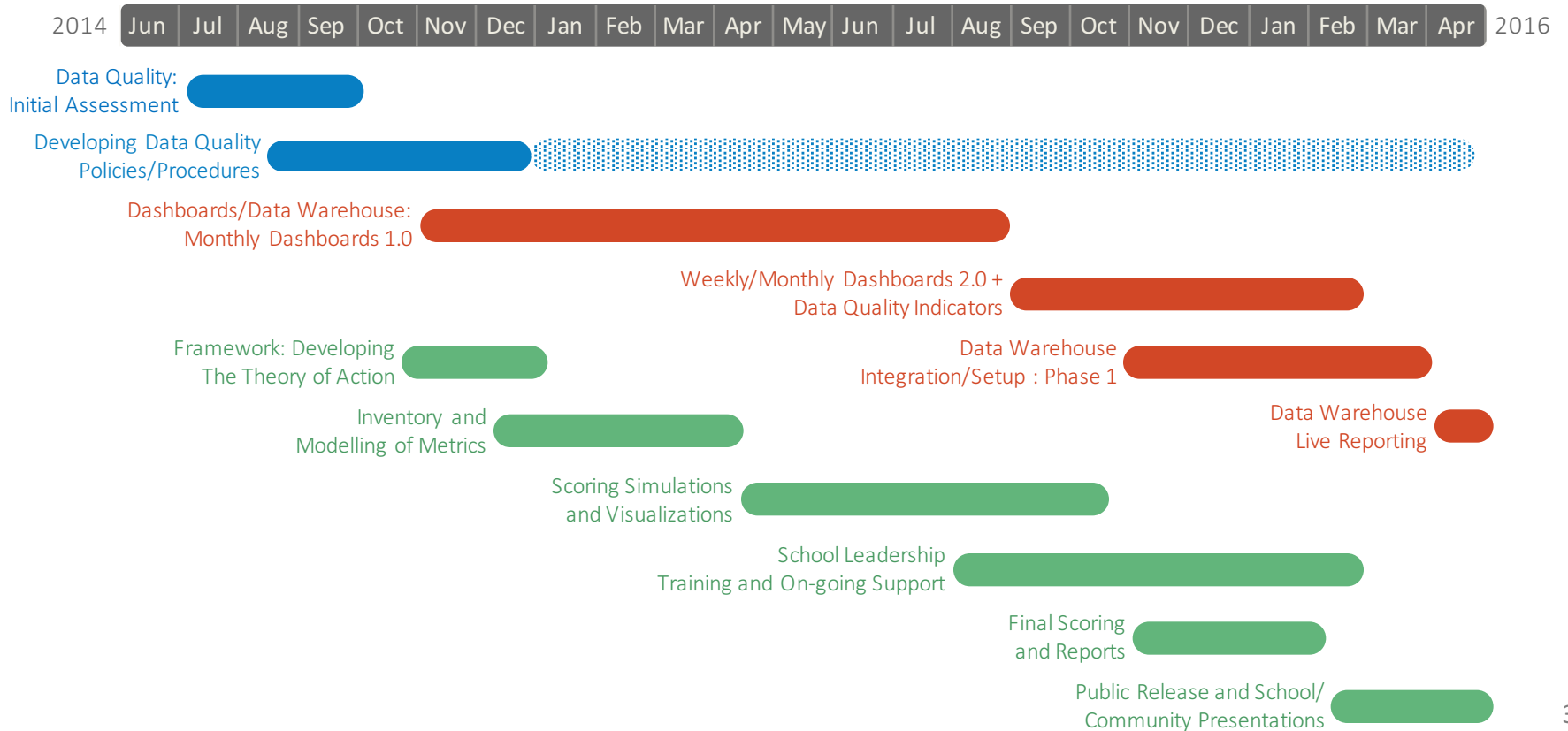
The Colorado Department of Education developed a **District Performance Framework** and **School Performance Framework** to hold districts and schools accountable for performance on the same, single set of indicators and measures.

The frameworks measure attainment on the following performance indicators: academic achievement, academic longitudinal growth, academic gaps, and postsecondary and workforce readiness.

# The success of the Framework is dependent on a long term data strategy that improves the quality and reliability of the EAA's data

The Florida Department of Education has had a long history of data collection (since 1986) for monitoring, evaluation and accountability. The Florida K-20 Education Data Warehouse (EDW) was created to provide stakeholders with the capability of receiving timely, efficient, and consistent responses to inquiries into Florida's Kindergarten through University education.

The EAA has invested significant resources into developing a long-term data strategy that aligns with our district's theory of action and principles that underpin the development and implementation of our Performance Framework.



## These Principles Underpin the Development and Implementation of the EAA School Performance Framework:

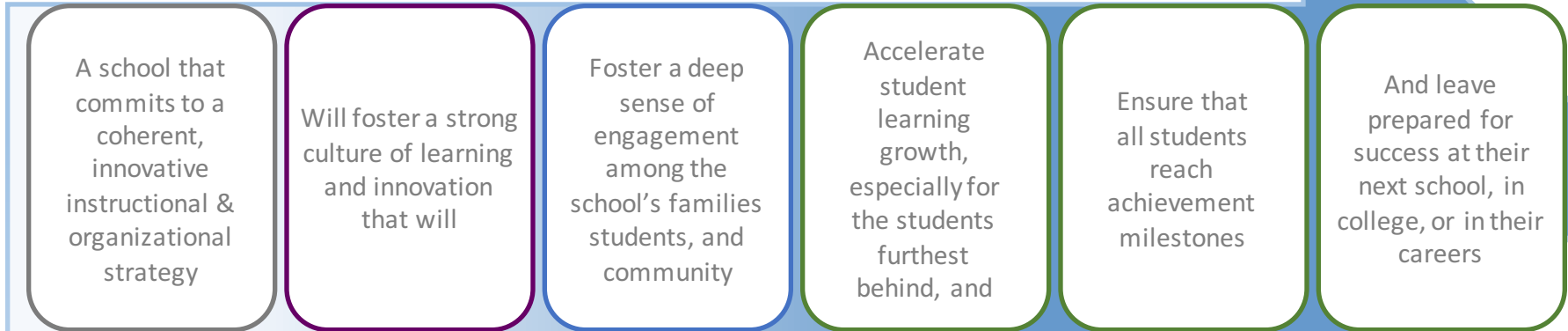
- 1. Actionable:** Provides actionable feedback to educators and EAA staff in order to diagnose shortcomings, improve school performance, and target district support.
- 2. Holistic:** Includes multiple quantitative and qualitative measures that provide a holistic picture of school performance. Employs state of the art measures to assess each school's contribution to its students' outcomes.
- 3. Accommodates Different Instructional Models:** Includes measures that are agnostic to schools' instructional choices and decisions about how best to meet student needs.
- 4. Reliable and Valid:** Provides consistent and accurate measures of school and student performance. Identifies activities and interim measures that contribute to school outcomes.
- 5. Fair:** Sets reasonable but ambitious performance goals that account for school circumstances.
- 6. Transparent:** Provides a clear and understandable framework to inform the EAA, educators, families, and the public about school performance.



The Performance Framework provides a blueprint for improvement that is a necessary tool in school turnaround contexts.

# The Performance Framework Reflects the EAA's Theory of Action for School Improvement

## EAA Theory of Action



## Framework Category



Leading Indicators

Lagging Indicators



As a core of the EAA's Strategic Priorities, the Performance Framework is critical to realizing the EAA's Vision that all children will succeed.

# The Framework includes Quantitative and Qualitative Measures from Multiple Sources

## LEADING INDICATORS

### Strategic Commitment

- Domain 1 of the School Quality Review, focused on the school's design and implementation of an instructional and organizational strategy.
- 5Essentials Survey Results (*Effective Leaders*)

### Culture of Learning

- Domain 2 of the School Quality Review, focused on the school's culture of high expectations, professional collaboration, and mutual respect and inclusion.
- Insight Survey Results
- 5Essentials Survey Results (*Ambitious Instruction, Collaborative Teachers*)
- Teacher Retention
- *Teacher and Staff Attendance (in 15-16)\**

### Student, Family, & Community Engagement

- Domain 3 of the School Quality Review, focused on the school's environment and engagement of families and the community.
- 5Essentials Survey Results (*Involved Families, Supportive Environment, Parent Survey*)
- Student Retention
- Student Attendance
- *Student Suspensions\**

\*Preliminary data for this metric is reported but will not be included in the ratings calculations until 15-16.

# The Framework includes Quantitative and Qualitative Measures from Multiple Sources

## LAGGING INDICATORS

### Learning Growth

- Median Student Growth Percentile based on state ELA assessment scores
- Median Student Growth Percentile based on state Math
- Median Student Growth Percentile based on state Science assessment scores
- Median Student Growth Percentile based on state Social Studies assessment scores
- Mean Student Growth Percentile in math and ELA of the highest needs students (i.e., students with disabilities, students with limited English proficiency, and students in the school's lowest third of proficiency)\*\*\*

### Academic Achievement

#### K-8 & High Schools:

- Percent of students meeting or exceeding grade level standards on state assessments
- Assessment of a sample of student portfolios (3rd, 8th & 12th gr. projects) (in 15-16)\*

#### High Schools:

- Percent of students on-track at end of 9th grade
- School's Average ACT score (PSAT & SAT for 15-16 and beyond)
- Percent of students who graduate in 4 & 5 years\*\*

### Prepared for Success

#### K-8 Schools:

- Percent of 8th graders exceeding grade level standards on state assessments
- Percent of 3rd graders exceeding 3rd grade standards
- Percent of former 8th graders on track at end of 9th grade\*

#### High Schools:

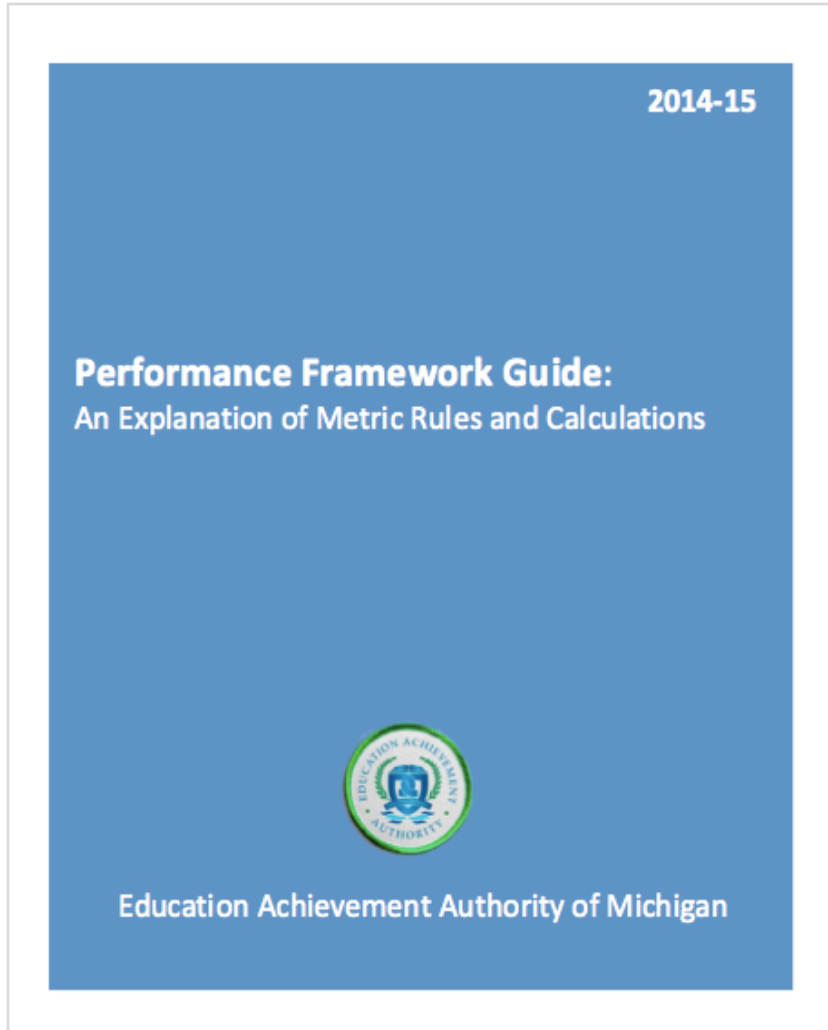
- Percent of students meeting minimum college readiness score on ACT
- Percent of students scoring at Silver or above on the WorkKeys
- College Enrollment, Remediation, & Success

\*Preliminary data for this metric is reported but will not be included in the ratings calculations until 15-16.

\*\*Graduation rates are unaudited. An individual school's state and/or similar schools ratings may change once audited.

\*\*\* Metric to be included for 2015-16 school year.

# Performance Framework Guide: A Full Explanation of Metric Rules and Calculations



- 1 Introduction
- 2 Detailed Explanation of Metrics
- 3 Detailed Explanation of Calculations
- 4 Appendix A: School Quality Review (SQR)
- 5 Appendix B: EAA Strategic Priorities
- 6 Appendix C: 2014-15 SQR Rubric



# The Framework Compares a School's Current Year Performance to Three Benchmarks



ABC School  
2015

**Similar Schools:** Compares an EAA school with a group of schools serving similar students



For each metric, schools are rated **Very Low, Low, Intermediate, High, Very High**

**All Schools:** Depending on the metric, compares an EAA school with all schools in the EAA, Detroit, or Michigan



For each metric, schools are rated **Very Low, Low, Intermediate, High, Very High**

**Prior Year(s) Performance:** Compares an EAA school with its own average performance for the three prior years



ABC School 2014



ABC School 2013

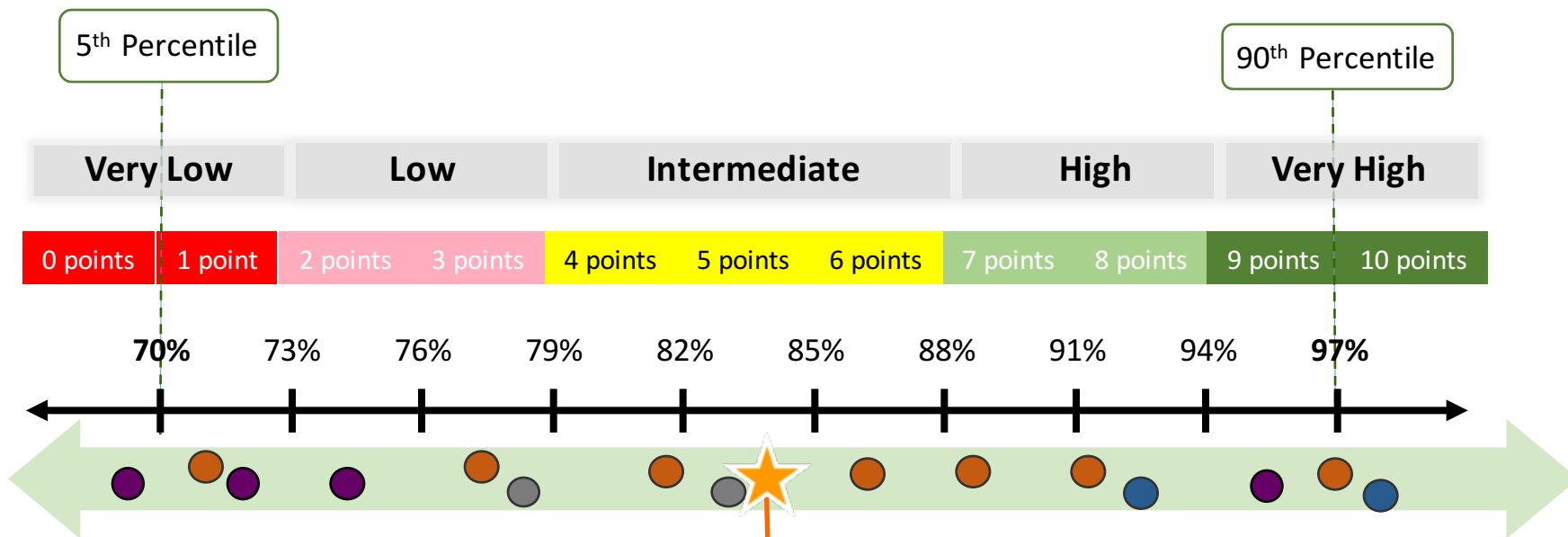


ABC School 2012

For each metric, schools are rated **Significantly Declined, Declined, Maintained, Improved, Significantly Improved**

Example: ABC Elem/Middle School's 2015 attendance rate is compared to the average rate of 15 Detroit Similar schools' from 2012-2014

### Attendance Rates for 15 Similar Schools from 2012-2014

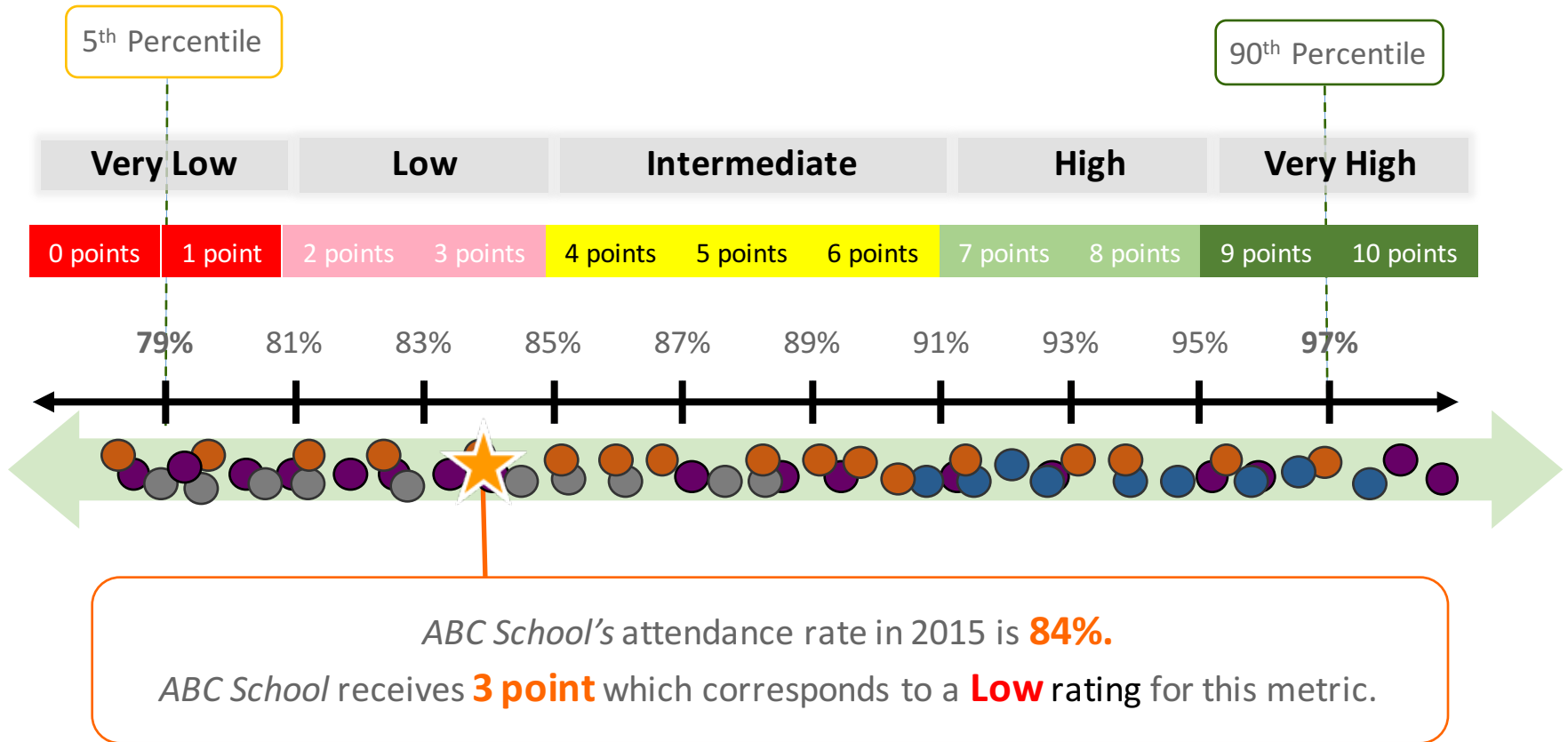


ABC School's attendance rate in 2015 is **84%**.  
ABC School receives **5 points** which corresponds to an **Intermediate Rating**.

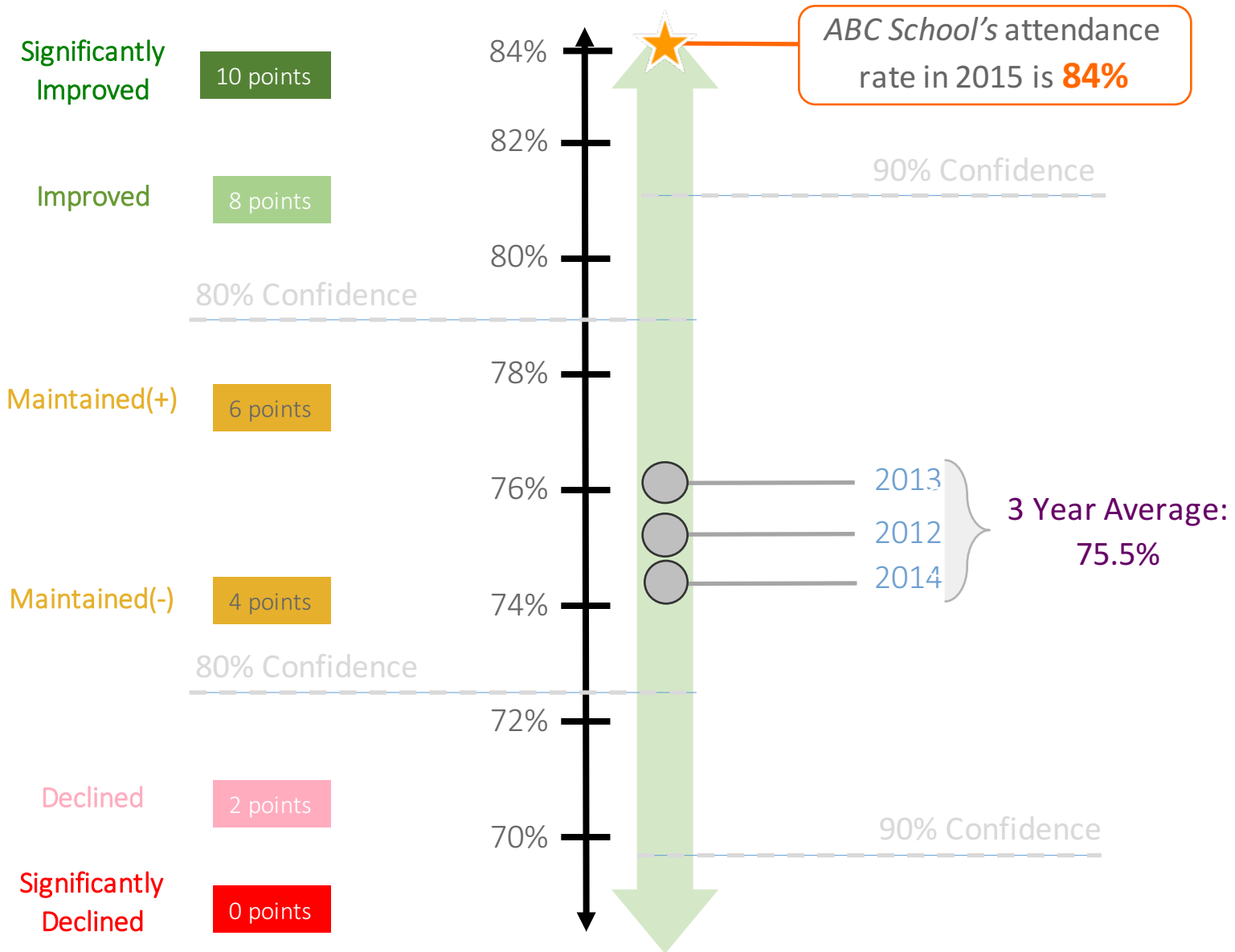
\*For high schools, the similar schools group is comprised of 10 similar Detroit high schools. For K-8 schools, the similar schools group is comprised of 15 similar Detroit K-8 schools.

Example: ABC School's 2015 attendance rate is compared to all K-8 Michigan schools' rate from 2012-2014.

### Attendance Rates All Schools from 2012-2014



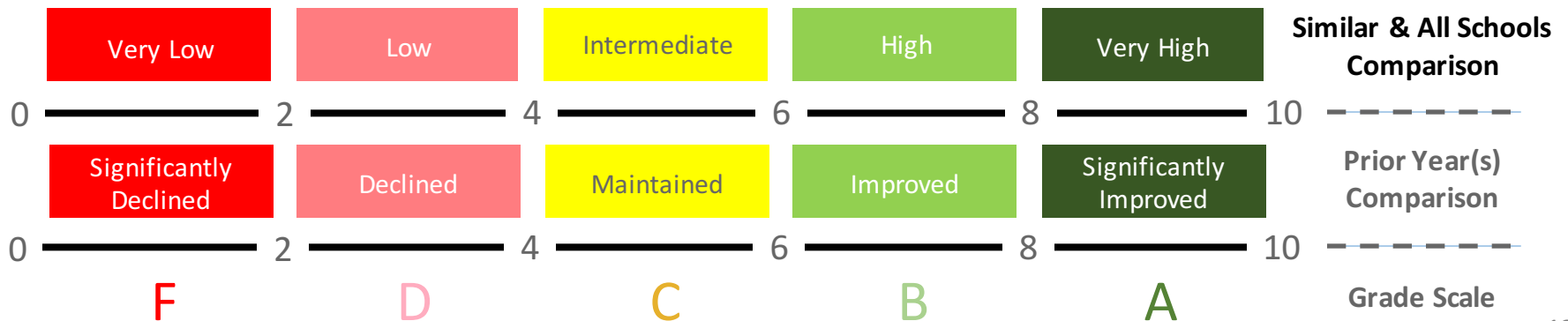
# The Prior Year(s) Rating is based on the change in a school's metric value from prior years to the current year



# Results are presented on a simple color-coded report

			Comparison Ratings		
Metric		Current Year	Similar Schools	All Schools	Prior Year(s)
<b>Category 3: Community, Family, &amp; Student Engagement</b>					
<b>D</b>	School Quality Review Domain 3 ( <i>out of 4</i> )	1.8	Low	Low	NA
	5 Essentials Survey Involved Families ( <i>out of 100</i> )	22	Low	Low	Maintained (+)
	5 Essentials Survey Supportive Environment ( <i>out of 100</i> )	44	Intermediate	Intermediate	Maintained (+)
	5 Essentials Survey Parent Survey ( <i>out of 100</i> )	85	High	Very High	Improved
	Percent of Students Retained from Previous Year ( <i>out of 100</i> )	64%	High	NA	Maintained (-)
	Percent of Students Absent 10 days or Fewer ( <i>out of 100</i> )	26%	Low	Low	Significantly Declined
	Student Attendance Rate ( <i>out of 100</i> )	83%	Low	Very Low	Maintained (+)
	Out of School Suspension Rate Per Day Per 1000 Students ( <i>out of 1000</i> )	2.0	NA	NA	NA
<b>Category Ratings</b>			Low	Low	Maintained

## Rating Key



# 2014-15 SPF Final Results

School	Score	Rating
<b>K-8 Schools</b>		
Mary McLeod Bethune Elementary-Middle School	3.4	D
Brenda Scott Elementary-Middle School	2.9	D
Law Elementary School	2.4	D
Phoenix Elementary-Middle School	2.3	D
Nolan Elementary-Middle School	1.9	F
Burns Elementary-Middle School	1.8	F
<b>EAA K-8 Charter Schools</b>		
Murphy Performance Academy	4.3	C
Trix Performance Academy	4.3	C
Stewart Performance Academy	2.7	D
<b>High Schools</b>		
Central Collegiate Academy	3.7	D
Mumford High School	3.3	D
Southeastern High School	3.3	D
Denby High School	2.6	D
Pershing High School	2.6	D
Ford High School	1.1	F

# Appendix

# School Quality Review Process

- **The School Quality Review** was developed to assist EAA schools in raising student achievement. The process is designed to look beyond a school's performance statistics to ensure that the school is engaged in effective methods of accelerating student learning.
- **Onsite Review Process:** The School Quality Review is a two day school visit by a team of experienced educators. During the review, reviewers visit classrooms, talk with parents, students, teachers, and school leaders, to get a complete assessment of school performance.
- **Actionable:** The School Quality Review provides immediate, actionable feedback to school leaders and EAA staff to diagnose shortcomings, improve school performance, and target district support.
- **Holistic Rubric:** The School Quality Review rubric is a comprehensive review of school performance covering Instructional and Organizational Strategy, Culture of Learning, and Parent and Community Engagement.



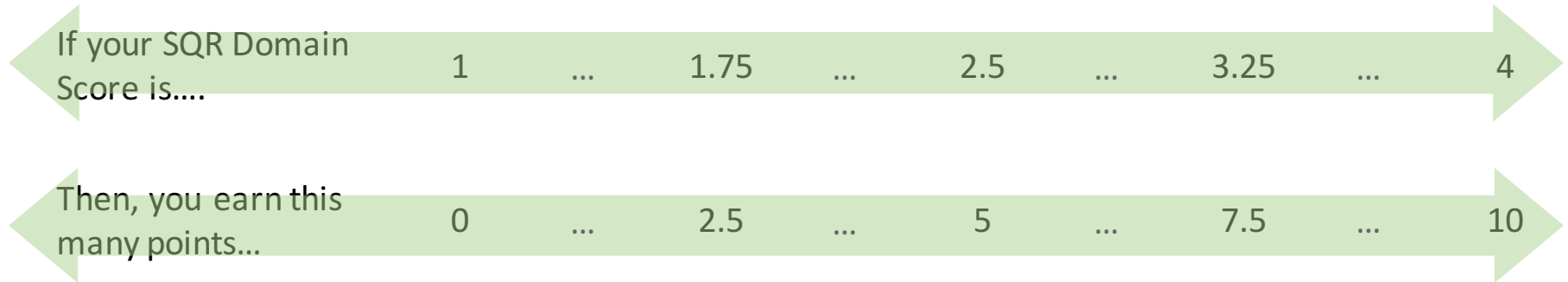
The School Quality Review is one of the key metrics included in the Performance Framework. Components of the SQR are leading indicators and included in Categories 1, 2, and 3.



# Process for Converting the School Quality Review Rating

## School Quality Review is an Absolute Comparison

1. We convert the SQR score from 1-4 points to 0-10 points (so that it is on the same scale as other metrics)



2. We assign ratings of **Very Low**, **Low**, **Intermediate**, **High**, or **Very High** depending on how many points are earned on the 0-10 scale (just as we do for all other metrics).

- 0 - 1.99 points is **Very Low**
- 2 - 3.99 points is **Low**
- 4 - 6 points is **Intermediate**
- 6.01 - 8 points is **High**
- 8.01 - 10 points is **Very High**

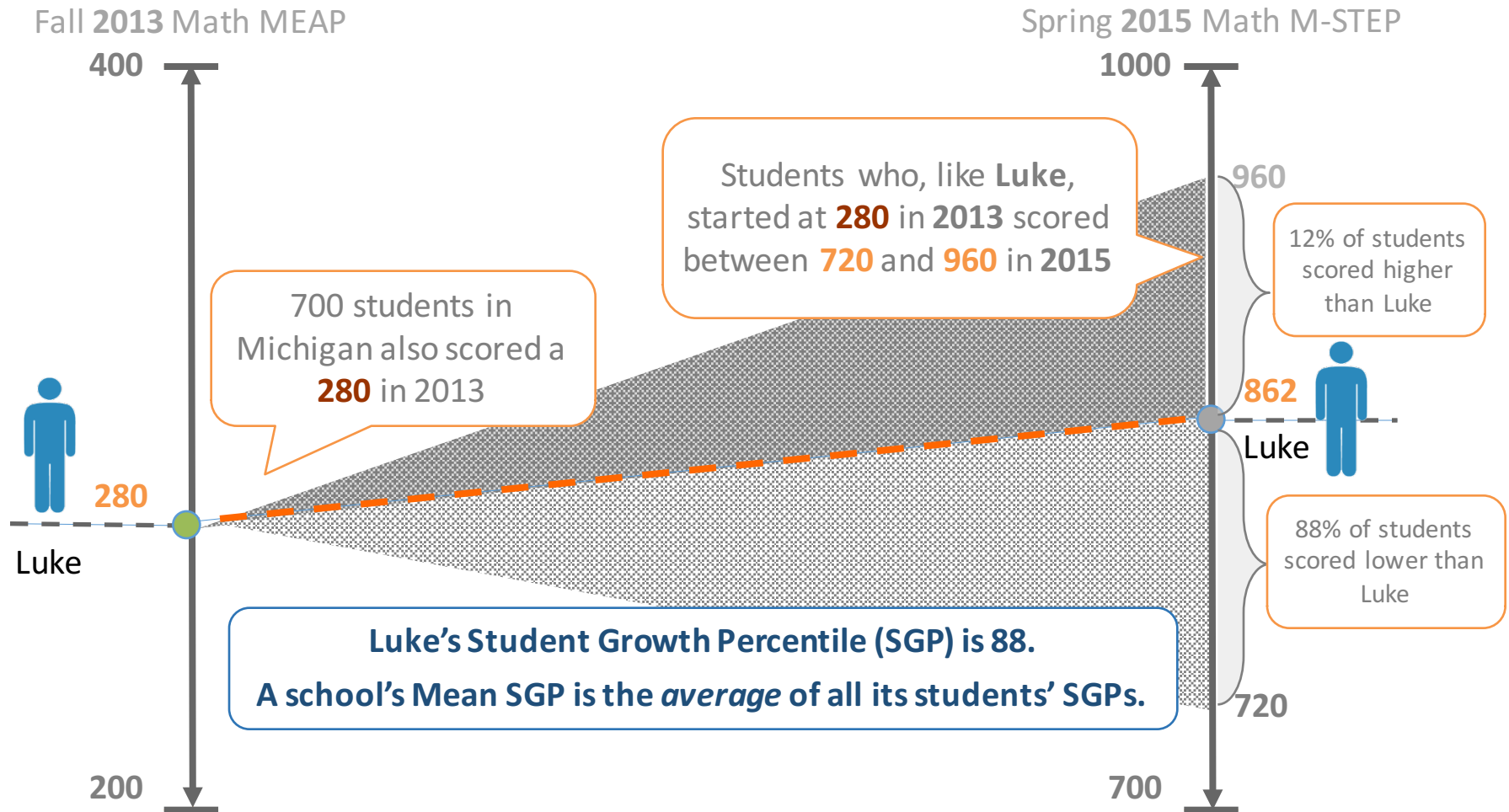


### Singular School Quality Review Rating Counts Twice

In each of the Categories 1, 2, and 3, the School Quality Review Domain rating counts for **both** the similar schools and all schools comparisons.

# Student Growth Percentile (SGP) Compares Students' Scores to the Scores of all Students in MI who Started with the Same Score in a prior year\*

Luke scored a **280** on the 4<sup>th</sup> grade MEAP math test in Fall 2013 and a **862** on the 5<sup>th</sup> grade M-STEP math test in Spring 2015.



\*The scales of the assessments are examples and may not be reflective of the actual scales of the assessments.