

2014-15

# Performance Framework Guide:

## An Explanation of Metric Rules and Calculations



Education Achievement Authority of Michigan

## Introduction

All Detroit children deserve a quality school regardless of their circumstances or where they live. The vision of the Educational Achievement Authority (EAA) is to create a system of schools where all children succeed. To achieve this vision, the EAA is on a mission to turn the *lowest* performing schools into the *highest* performing schools by focusing on strategic priorities<sup>1</sup> in the following three areas: **people development**, **proven instructional strategies**, and **seamless operations**. In the **people development area**, a key priority is creating systems and structures that drive high performance through accountability. This priority is focused on driving high performance at all levels of the EAA – from a balanced scorecard to measure the performance of the central office, to a rigorous evaluation and development process for leaders and teachers, to a school accountability framework to measure school and student performance as a whole.

The EAA strategic priorities support the EAA’s theory of action for school success. This theory of action is based on research showing that schools that commit to a coherent, innovative **instructional & organizational strategy** will foster a strong **culture of learning** that will **engage students, families, and the community**, **accelerate student learning growth**, and **ensure that all students reach their fullest potential, in college and the workforce**. The EAA is committed to using this school theory of action to achieve its vision of student success.

To determine how well schools are progressing in achieving the EAA’s vision, all EAA schools<sup>2</sup> will be evaluated using a School Performance Framework (the “Performance Framework” or “Framework”). The *purpose* of the Performance Framework is to comprehensively evaluate school performance, provide actionable feedback to improve schools, and inform targeted district support. The Performance Framework **Categories**, described below, are designed to form a coherent school improvement strategy. The EAA Performance Framework incorporates multiple quantitative and qualitative measures of school performance that, in combination, provide a holistic picture of how a school is progressing and impacting student outcomes.

This guide outlines each of the Performance Framework **Categories** and provides a detailed description of the metrics that are combined to generate an overall Performance Framework rating. **This guide will be updated as additional information about state assessment results becomes available.**

## Overview

This Performance Framework includes six (6) categories that are aligned with the EAA’s vision for success. The first three of these categories – **Strategic Commitment**, **Culture of Learning**, and **Student, Family, & Community Engagement** – measure the quality of school *inputs*. The next three categories – **Student Academic Achievement**, **Student Growth Measures**, and **Prepared for Success** – measure the impact of those inputs on student *outcomes*. Often, school quality is measured only by student outcomes. Examining school inputs and student outcomes in concert allows for a more immediate and actionable approach to measuring school quality; school staff can more quickly identify adjustments and implement those adjustments before student outcomes become available.

In each category, the Performance Framework incorporates multiple quantitative and qualitative measures of school performance that, in combination, provide a holistic picture of how a school is progressing and impacting student outcomes. These measures are scored individually (and often as part of distinct evaluation processes) but are aggregated to generate a rating for each category. This section provides a high-level description of the measures included in each category.

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<sup>1</sup> For a full list of the EAA’s strategic priorities, see Appendix B.

<sup>2</sup> For 2014-15, this includes the twelve (12) EAA direct-run schools as well as the three (3) charter schools authorized by the EAA.

## Category 1: Strategic Commitment

A **clear and coherent vision for school improvement** is a critical factor in making significant student learning gains – school staff must understand where they are, where they are going, and how they are going to get there. School staff can achieve this vision by committing to strategic instructional and organizational strategies and consistently making decisions and allocating resources in line with these strategies. The extent to which schools plan for and achieve a strategic commitment can be measured through the **School Quality Review** process.

### SCHOOL QUALITY REVIEW

Domain 1 of the School Quality Review – *Instructional and Organizational Strategy* – includes six (6) competencies, as described below. These six competencies are assessed using twenty (20) discrete performance indicators (see Appendix C for a complete list of the performance indicators<sup>3</sup>) each measured through school observations conducted by experienced educators. Evaluators grade each Performance Indicator on a 1-4 scale using the descriptors Beginning, Developing, Embedded, and Transformational.

#### **Instructional and Organizational Strategy**

- **Competency 1:** Vision for Improvement – *Establish a coherent school improvement plan that includes a concise list of measurable short-and long-term goals toward which progress is frequently and visibly tracked, that is understood and supported by the school community, and that is periodically reviewed and adjusted in light of experience.*
- **Competency 2:** Teacher Evaluation and Development – *Engage in frequent observations of teacher practice, provide timely and actionable feedback on teacher performance, and use information about teacher performance to inform professional learning opportunities.*
- **Competency 3:** Organizational Strategy – *Ensure that organizational decisions and school policies and practices are aligned with instructional priorities and the strategic vision for improvement.*
- **Competency 4:** Instructional Strategy – *Establish a comprehensive approach to instruction that is consistent across classrooms, uses a variety of instructional techniques and tools, and is differentiated to meet the needs of diverse learners*
- **Competency 5:** Strategic Assessment Plan – *Ensure that assessments are aligned to curriculum, instructionally valuable, varied and on-going, and students and teachers frequently use assessment results to make adjustments.*
- **Competency 6:** Curriculum Alignment – *Establish and implement a standards-aligned curriculum that is engaging and rigorous, fully integrated across subjects, and meets the needs of diverse learners.*

Metric	Methodology
Quality Review Domain 1: Instructional and Organizational Strategy	<p style="text-align: center;"><i>School's Domain 1 Overall Score on a scale of 1-4</i></p> <p>Performance Indicators are rated on a scale of 1-4. All performance indicators within Domain 1 are averaged together to generate a <b>Domain 1 Overall Score</b>.</p> <p style="text-align: center;">*****</p> <p><b>Data Source:</b> School Quality Review reports.</p> <p><b>Data Availability:</b> Data is only available for school year 2014-15.</p>

<sup>3</sup> Appendix C includes the 2014-15 School Quality Review (SQR) rubric. The EAA may update the SQR performance indicators and competencies for the 2015-16 school year.

**5ESSENTIALS SURVEY**

Excellent Schools Detroit (ESD) partners with the University of Chicago Urban Education Institute to administer the 5Essentials Survey to students, parents and school staff in all Detroit traditional public and public charter schools as well as other schools in select districts across the country. The 5Essentials Survey measures the effectiveness of school leaders, the extent of teacher collaboration, the involvement of families, the supportiveness of the school environment, and the rigor of the academic instruction. Specifically, schools receive “Essentials” scores based on the responses of *teachers and students* on questions relating to each of the following five essentials:

- **Effective Leaders** – The principal works with teachers to implement a clear and strategic vision for school success.
- **Ambitious Instruction** – Classes are academically demanding and engage students by emphasizing the application of knowledge.
- **Collaborative Teachers** – The staff is committed to the school, receives strong professional development, and works together to improve the school.
- **Involved Families** – The entire school staff builds strong relationships with families and communities to support learning.
- **Supportive Environment** – The school is safe and orderly. Teachers have high expectations for students. Students feel supported by their teachers and peers.

All scores provide information about a school’s performance relative to a benchmark. For all districts and schools administering the survey outside of Illinois, the benchmark is the 2011 Chicago Public Schools (CPS) average for high schools and elementary schools. For schools and districts inside the Illinois, the 2013 Illinois state average for each grade level is used as the benchmark.

Each measure is assigned a score based on the school’s responses to individual survey items. The school’s measure scores are each put on a 1-99 scale depending on how they compare to the benchmark (note that every twenty points on the 1-99 is exactly equal to one standard deviation from the benchmark). The Essentials Scores are the average of all the measures included in that Essential and so are also measured on a 1-99 scale. The 1-99 scale is subdivided into five categories that describe a school’s performance on an Essential (i.e., very weak, weak, neutral, strong, very strong).

The parent survey supplement is comprised of approximately 26 questions. The University of Chicago does not aggregate parents’ responses to these questions, but instead reports results at the individual response-level. In addition, the responses from the parent survey do not affect schools’ performance on the 5Essentials. For purposes of the Performance Framework, a school’s 5Essentials Parent Survey Score is included in **Category 3: Student, Family, & Community Engagement** and is based only on parent responses to the question, “Overall, how satisfied are you with the education your child is receiving at this school?”

A school’s score on the “Effective Leaders” Essentials is included their **Category 1: Strategic Commitment** rating as it measures how well the principal works with teachers to implement a strategic vision for school improvement.

Metric	Methodology
School’s 5Essentials Survey Score ( <i>Effective Leaders</i> )	School’s <b>Effective Leaders Essential Score</b> is on a scale of 1-99. ***** <b>Data Source:</b> Each year, the University of Chicago provides the EAA with raw survey data, scores on individual measures, the aggregate scores for each Essential, and

	<p>the Overall 5Essentials Survey Score for EAA school. Survey scores for all Detroit schools were collected from <a href="#">publicly available reports</a>.</p>
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**Data Availability:** Data is available for school years 2011-12, 2012-13, 2013-14, and 2014-15. Data is available for all schools in Detroit that met the minimum teacher, student and/or parent response rates.

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## Category 2: Culture of Learning

Purposefully cultivating a **culture of learning** ensures that school staff and students alike are held to high standards of excellence, and these standards are clear and consistent across classrooms. The extent to which schools develop a culture of learning can be measured through the School Quality Review process, the results of the Insight and 5 Essentials Survey, and quantitative data related to staff attendance and retention.

The tables below outline which components of these processes are combined to produce an overall **Culture of Learning Rating**.

### SCHOOL QUALITY REVIEW

Domain 2 of the School Quality Review – *Culture of Learning* – includes three (3) competencies, as described below. These three competencies are assessed using twelve (12) discrete performance indicators (see Appendix C for a complete list of the performance indicators) each measured through school observations conducted by experienced educators. Evaluators grade each Performance Indicator on a 1-4 scale using the descriptors Beginning, Developing, Embedded, and Transformational.

#### Culture of Learning

- **Competency 7:** Classroom Environment – *Establish and provide support for a unifying culture of high expectations and consistently communicate these expectations to students, staff, and families.*
- **Competency 8:** Professional Collaboration – *Engage in meaningful professional collaboration that is characterized by mutual respect, distributed leadership, and focuses on improving student outcomes.*
- **Competency 9:** Mutual Respect and Inclusion – *Establish a culture of mutual respect and inclusion that is focused on the academic and personal growth of each member of the school community.*

Metric	Methodology
Quality Review Domain 2: Culture of Learning	<p style="text-align: center;"><i>School’s Domain 2 Overall Score on a scale of 1-4</i></p> <p>Performance Indicators are rated on a scale of 1-4. All performance indicators within Domain 2 are averaged together to generate a <b>Domain 2 Overall Score</b>.</p> <p style="text-align: center;">*****</p> <p><b>Data Source:</b> School Quality Review reports.</p> <p><b>Data Availability:</b> Data is only available for school year 2014-15. Because School Quality Reviews are only conducted for EAA schools, data is only available for EAA schools.</p>

### 5ESSENTIALS SURVEY

Two of the 5 Essentials are included in Category 2: Culture of Learning – Ambitious Instruction and Collaborative Teachers. These Essentials measure the rigor of academic classes, the engagement of students, the staff commitment to the school, the strength of the professional development they receive, and how well teachers engage in professional collaboration.

Metric	Methodology
<p>School's 5Essentials Survey Score (<i>Ambitious Instruction</i>)</p>	<p>School's <b>Ambitious Instruction Essential Score</b> is on a scale of 1-99.</p> <p>*****</p> <p><b>Data Source:</b> Each year, the University of Chicago provides the EAA with raw survey data, scores on individual measures, the aggregate scores for each Essential, and the Overall 5Essentials Survey Score for EAA school. Survey scores for all Detroit schools were collected from <a href="#">publicly available reports</a>.</p> <p><b>Data Availability:</b> Data is available for school years 2011-12, 2012-13, 2013-14, and 2014-15. Data is available for all schools in Detroit that met the minimum teacher, student and/or parent response rates.</p>
<p>School's 5Essentials Survey Score (<i>Collaborative Teachers</i>)</p>	<p>School's <b>Collaborative Teachers Essential Score</b> is on a scale of 1-99.</p> <p>*****</p> <p><b>Data Source:</b> Each year, the University of Chicago provides the EAA with raw survey data, scores on individual measures, the aggregate scores for each Essential, and the Overall 5Essentials Survey Score for EAA school. Survey scores for all Detroit schools were collected from <a href="#">publicly available reports</a>.</p> <p><b>Data Availability:</b> Data is available for school years 2011-12, 2012-13, 2013-14, and 2014-15. Data is available for all schools in Detroit that met the minimum teacher, student and/or parent response rates.</p>

**INSIGHT SURVEY**

The EAA administers the Insight Survey, a measure of the strength of schools' instructional culture, to every teacher twice per year: one administration in the middle of the school year and one administration at the end of the school year. The mid-year administration helps district leaders track progress towards goals. The end-of-year administration measures the extent of a school's improvement throughout the year and serves as the basis for the next year's goals.

A school's scores on the eight required components – *Learning Environment, Observation & Feedback, Student Growth, Professional Development, Instructional Planning, Evaluation, Peer Culture, and Leadership* – are averaged to generate the school's overall **Insight Survey Score**, a single number on a scale of 1-10. Only the results of the end-of-year (EOY) Insight Survey administration are included in the Performance Framework.

Metric	Methodology
<p>School's 1-10 End-of-Year Insight Survey Score</p>	<p>School's EOY <b>Insight Survey Score</b> is on a scale of 1-10</p> <p>*****</p> <p><b>Data Source:</b> Insight Survey End-of-Year Results Reports.</p> <p><b>Data Availability:</b> Data is only available for school year 2014-15. Because the Insight Survey is only administered to EAA direct-run schools, data is only available for EAA direct-run schools.</p>

**STAFF ATTENDANCE AND RETENTION DATA**

**\*Staff attendance data is only available for the Performance Framework in 2015-16 and beyond.**

Teacher and principal attendance and retention data are important measures of school quality. Research suggests that teacher absences have large negative impacts on student achievement because substitute teachers are often less effective in the classroom. A school’s teacher attendance rate measures the extent to which students’ classroom experience is disrupted by teacher absences across the school year. Average daily teacher attendance may mask chronic teacher absenteeism, so, in 2015-16 the Performance Framework also accounts for the percentage of the school’s teachers who are absent 10 or more school days per school year.

Students in schools with high staff retention rates from year-to-year may benefit from a more experienced teaching and administrative staff. While high rates of staff retention promote stability and experience, differentiated teacher retention strategies may be even more important. A high retention rate may not lead to improvements in student outcomes if the retained teachers are ineffective. Schools must also focus on retaining their most effective teachers and exiting their lowest performers.

**Staff Retention**

Metric	Methodology
<p>Percent of Teachers Retained on Staff from Previous Year</p>	<p><b>Numerator:</b> Number of teachers on a school’s roster as of October 1, 2015 who were also on the school’s roster as of October 1, 2014.</p> <p><b>Denominator:</b> Number of teachers on the school’s roster as of October 1, 2014.</p> <p><b>Note:</b> Teachers whose positions are eliminated for budgetary reasons will be removed from the denominator through the Data Corrections Process.</p> <p>*****</p> <p><b>Data Source:</b> For EAA direct-run schools, teacher rosters, including teacher hire and termination dates are maintained in SMART by the EAA Human Resources team. For EAA charter schools, MECC calculated the measure and provided the data.</p> <p><b>Data Availability:</b> Data is available for school years 2013-14 and 2014-15. Data is only available for EAA schools.</p>
<p>Percent of Effective and Highly Effective Teachers Retained from Previous Year</p>	<p><b>Numerator:</b> Number of teachers on a school’s roster as of October 1, 2014 whose 2014-15 Overall Effectiveness rating was Effective or Highly Effective and who were on the school’s roster as of October 1, 2015.</p> <p><b>Denominator:</b> Number of teachers on the school’s roster as of October 1, 2014 whose 2014-15 Overall Effectiveness rating was Effective or Highly Effective.</p> <p><b>Note:</b> Includes only those teachers who received an Overall Effectiveness rating in 2014-15.</p> <p>*****</p> <p><b>Data Source:</b> For EAA direct-run schools, teacher rosters, including teacher hire and termination dates are maintained in SMART. The EAA HR team maintains teachers’</p>

	<p>Overall Effectiveness ratings. For EAA charter schools, MECC calculated the measure and provided the data.</p> <p><b>Data Availability:</b> Data is available for school years 2013-14 and 2014-15. Data is only available for EAA schools.</p>
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### Category 3: Student, Family & Community Engagement

Engaging students, families, and the community in the learning process is necessary to create a strong school community and have a lasting impact on student success. The extent to which schools engage students, families, and communities can be measured through the School Quality Review process and student enrollment and attendance information. The list, below, outlines which components of these processes are combined to produce an overall **Student, Family, & Community Engagement Rating**.

#### SCHOOL QUALITY REVIEW

Domain 3 of the School Quality Review – *Student, Family, & Community Engagement* – includes two (2) competencies, as described below. These two competencies are assessed using eight (8) discrete performance indicators (see Appendix C for a complete list of the performance indicators) each measured through school observations conducted by experienced educators. Evaluators grade each Performance Indicator on a 1-4 scale using the descriptors Beginning, Developing, Embedded, and Transformational.

#### **Student, Family & Community Engagement**

- **Competency 10:** Student Engagement and Application – *Maintain an environment in which students are enthusiastic about learning, are engaged in learning activities, and think critically about content.*
- **Competency 11:** Parent and Community Engagement – *Design structures and processes that encourage families and community members to engage with the school community as partners in improving student learning.*

Metric	Methodology
Quality Review Domain 3: Student, Family, & Community Engagement	<p style="text-align: center;"><i>School's Domain 3 Overall Score on a scale of 1-4</i></p> <p>Performance Indicators are rated on a scale of 1-4. All performance indicators within Domain 3 are averaged together to generate a <b>Domain 3 Overall Score</b>.</p> <p style="text-align: center;">*****</p> <p style="text-align: center;"><b>Data Source:</b> School Quality Review reports.</p> <p><b>Data Availability:</b> Data is only available for school year 2014-15. Because School Quality Reviews are only conducted for EAA schools, data is only available for EAA schools.</p>

#### 5ESSENTIALS SURVEY

Two of the 5 Essentials are included in **Category 3: Student, Family, & Community Engagement** – Involved Families and Supportive Environment. In addition, the school's score on the Parent Survey is included. These Essentials measure the how well the school staff builds strong relationships with families and communities to support learning, and how well the school staff creates an environment designed to maximize student development and learning.

Metric	Methodology
School's 5Essentials Survey Score ( <i>Involved Families</i> )	<p style="text-align: center;">School's <b>Involved Families Essential Score</b> is on a scale of 1-99.</p> <p style="text-align: center;">*****</p>

	<p><b>Data Source:</b> Each year, the University of Chicago provides the EAA with raw survey data, scores on individual measures, the aggregate scores for each Essential, and the Overall 5Essentials Survey Score for EAA school. Survey scores for all Detroit schools were collected from <a href="#">publicly available reports</a>.</p> <p><b>Data Availability:</b> Data is available for school years 2011-12, 2012-13, 2013-14, and 2014-15. Data is available for all schools in Detroit that met the minimum teacher, student and/or parent response rates.</p>
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Metric	Methodology
School's 5Essentials Survey Score ( <i>Supportive Environment</i> )	<p style="text-align: center;">School's <b>Supportive Environment Essential Score</b> is on a scale of 1-99.</p> <p style="text-align: center;">*****</p> <p><b>Data Source:</b> Each year, the University of Chicago provides the EAA with raw survey data, scores on individual measures, the aggregate scores for each Essential, and the Overall 5Essentials Survey Score for EAA school. Survey scores for all Detroit schools were collected from <a href="#">publicly available reports</a>.</p> <p><b>Data Availability:</b> Data is available for school years 2011-12, 2012-13, 2013-14, and 2014-15. Data is available for all schools in Detroit that met the minimum teacher, student and/or parent response rates.</p>

Metric	Methodology
School's 5Essentials Survey Score ( <i>Parent Survey</i> )	<p>A school's Performance Framework rating is based on <b>5Essentials Parent Survey</b> responses to the question, "Overall, how satisfied are you with the education your child is receiving at this school?" Parents' response options were Very Dissatisfied (VD), Somewhat Dissatisfied (SD), Somewhat Satisfied (SS), and Very Satisfied (VS).</p> <p>The school's Performance Framework rating is based on the percentage of respondents in each category using the following formula:</p> <p style="text-align: center;">School's Parent Survey Score = (0 x %VD) + (33 x %SD) + (67 x %SS) + (100 x %VS)</p> <p style="text-align: center;">*****</p> <p><b>Data Source:</b> Each year, the University of Chicago provides the EAA with raw survey data, scores on individual measures, the aggregate scores for each Essential, and the Overall 5Essentials Survey Score for EAA school. Parent Survey scores for all Detroit schools were obtained from staff members at Excellent Schools Detroit.</p> <p><b>Data Availability:</b> Data is available for school years 2013-14 and 2014-15. Data is available for all schools in Detroit that met the minimum teacher, student and/or parent response rates.</p>

**STUDENT ENROLLMENT INFORMATION**

Enrollment in EAA schools is based on a system of school choice – students choose to attend EAA schools, but can, at any point in the school year, choose to enroll elsewhere in the EAA or in Detroit Public Schools. High rates of student retention are a key indicator that students and their families are engaged in the school community and satisfied with their experience in an EAA school. The Performance Framework metrics include schools’ year-over-year student retention rates across all non-terminal grades.

Metric	Methodology
<p>Percent of Students Retained from Previous Year</p>	<p><b>Numerator:</b> Number of students enrolled in non-terminal grades in a school as of October 1, 2014 who were also enrolled in the same school as of October 1, 2015. Students must have attended the school for at least two school days between September 8, 2015 and October 1, 2015 to count.</p> <p><b>Denominator:</b> Number of students in non-terminal grades enrolled in the school as of October 1, 2014.</p> <p><b>Note:</b> For K-8 schools, grades K-7 are non-terminal. For High Schools, grades 9-11 are non-terminal.</p> <p>*****</p> <p><b>Data Source:</b> For EAA direct-run schools: Fall Count Alpha Rosters from MSDS for 2013/14 and 2014/15, and PowerSchool enrollment and attendance records for 2015-16. For EAA charter schools, MECC calculated the measure and provided the data.</p> <p><b>Data Availability:</b> For EAA direct-run schools, enrollment data is available for school years 2013-14 and 2014-15. Enrollment and attendance information is also available from the current school year, 2015-16. For EAA charter schools, MECC provided the student retention rate for 2013/14 and 2014/15. Data is only available for EAA schools.</p>

**STUDENT ATTENDANCE INFORMATION**

Student attendance is a critical factor in improving student outcomes - students who are not in school incur significant losses in learning. Much like average teacher attendance rates, average student attendance rates may mask students who are chronically absent and therefore, most at-risk of failing and dropping out. The Performance Framework accounts for student and family engagement by including both schools’ student attendance rate and the percent of students who are **not** chronically absent, defined here as absent 10 school days or fewer.

Metric	Methodology
<p>Student Attendance Rate</p>	<p><b>Numerator:</b> The total number of days present for all students in the school between September 2, 2014 and June 15, 2015. A student needs to be marked present in one period to be considered present for the day. An attendance record left blank is considered to be an absence.</p> <p><b>Denominator:</b> The total number of school days enrolled for all students between September 2, 2014 and June 15, 2015. The following non-school days are excluded:</p>

	<p>weekends, holidays, and days on which all EAA schools were closed, and for high schools only, the ACT testing days of March 3 and 4, 2015.</p> <p>*****</p> <p><b>Data Source:</b> For EAA direct-run and charter schools, <a href="#">MI School Data</a> for 2011-12, 2012-13, and 2013-14. For EAA direct-run schools, PowerSchool for 2014-15. For EAA charter schools, MECC provide the student attendance rate for 2014-15.</p> <p><b>Data Availability:</b> Data for school years 2011-12, 2012-13, 2013-14 is available for all schools in Michigan. Data for 2014-15 is available for EAA schools.</p>
<p>Percent of Students Absent 10 School Days or Fewer (out of 100)</p>	<p><b>Numerator:</b> The number of eligible students in each school who were absent 10 school days or fewer between September 2, 2014 and June 15, 2015. To be eligible, a student must have been enrolled in the school for at least 100 school days between September 2, 2014 and June 15, 2015.</p> <p><b>Denominator:</b> Number of eligible students in the school. To be eligible, a student must have been enrolled in the school for at least 100 school days between September 2, 2014 and June 15, 2015.</p> <p>*****</p> <p><b>Data Source:</b> For EAA direct-run and charter schools, <a href="#">MI School Data</a> for 2011-12, 2012-13, and 2013-14. For EAA direct-run schools, PowerSchool for 2014-15. For EAA charter schools, MECC calculated the measure and provided the data for 2014-15. Note that the student eligibility rules used on MI School Data for 2013-14 and prior year calculations may be different than the rule used for 2014-15.</p> <p><b>Data Availability:</b> Data for school years 2011-12, 2012-13, 2013-14 is available for all schools in Michigan. Data for 2014-15 is available for EAA schools.</p>

**STUDENT SUSPENSION INFORMATION**

Students who receive an out of school suspension are prohibited from actively participating in their schooling and may miss out on critical learning opportunities. Often, suspensions and expulsions only address the symptoms of students’ core issues rather than the core issues, themselves. However, schools must maintain a safe and orderly learning environment for all students. By including the school’s out of school suspension rate in the Performance Framework, the EAA incentivizes schools to reduce the out of school suspension rate by using alternative discipline interventions to promote student safety and learning. In addition, it encourages schools to be proactive to address students’ social and emotional well-being. The EAA is committed to reducing the number of suspensions by 50% by 2020.

Metric	Methodology
<p>Out of School Suspensions (OSS) Rate per day per 1,000 students</p>	<p><b>Schools’ scores on this metric are reported, but for 2014-15, this metric is not included in the Performance Framework calculations.</b></p> <p><b>Methodology:</b> First, identify the total number of out of school suspensions that occurred in the school between September 2, 2014 and June 15, 2015. Each out of school suspension is counted, regardless of whether multiple suspensions were assigned to the same student. Then, divide the total number of out of school</p>

suspensions by the total number of eligible school days between September 2, 2014 and June 15, 2015 (the total number of eligible school days is 165 school days). To control for differences in school size, the rate is standardized to be the OSS rate per 1,000 students. To do this, we multiply the OSS rate per day by 1,000 and divide by the total school enrollment as of Fall Count 2014.

OSS rate per day per 1,000 students = (Total # of OSS incidents/Total eligible school days)\*(1000 students/Total school enrollment)

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**Data Source:** For EAA direct-run schools, PowerSchool discipline information. For EAA charter schools, MECC provided the total number of out-of-school suspensions.

**Data Availability:** Data is available for school years 2014-15. Data is available only for EAA schools.

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## Category 4: Growth Measures

Compared to students who are disengaged from the learning process, students who are engaged will make more rapid progress, regardless of their starting point. For this reason, an important dimension of evaluating school performance is measuring the extent to which individual students make progress from year to year. Students who are furthest behind are most in need of making rapid progress. Therefore, in addition to accounting for the learning growth of all students, this category of the performance framework also accounts for the learning growth of those students who are furthest behind.

The list, below, outlines which measures are combined to produce an overall **Growth Measures Rating**.

### All Schools

Metric	Methodology
<p>Median Student Growth Percentile (SGP) on the M-STEP <b>Math</b> assessment</p>	<p><b>Methodology:</b> The state calculates SGPs for each student in math, where sufficient data is available. The Performance Framework evaluates schools based on the median math SGP for all tested students with an individual SGP.</p> <p><b>Data Source:</b> Student-level test results from the BAA secure site</p> <p><b>Data Availability:</b> EAA schools and Detroit Public Schools</p> <p><b>Note:</b> For the All Schools rating, a school’s median SGP is compared to the distribution of median SGPs in Colorado schools.<sup>4</sup></p>
<p>Median Student Growth Percentile on the M-STEP <b>ELA</b></p>	<p><b>Methodology:</b> The state calculates SGPs for each student in ELA, where sufficient data is available. The Performance Framework evaluates schools based on the median ELA SGP for all tested students with an individual SGP.</p> <p><b>Data Source:</b> Student-level test results from the BAA secure site</p> <p><b>Data Availability:</b> EAA schools and Detroit Public Schools</p> <p><b>Note:</b> For the All Schools rating, a school’s median SGP is compared to the distribution of median SGPs in Colorado schools.</p>
<p>Median Student Growth Percentile on the M-STEP <b>Science</b> assessment</p>	<p><b>Methodology:</b> The state calculates SGPs for each student in science, where sufficient data is available. The Performance Framework evaluates schools based on the median science SGP for all tested students with an individual SGP.</p> <p><b>Data Source:</b> Student-level test results from the BAA secure site</p> <p><b>Data Availability:</b> EAA schools and Detroit Public Schools</p> <p><b>Note:</b> For the All Schools rating, a school’s median SGP is compared to the distribution of median SGPs in Colorado schools.</p>

<sup>4</sup> The All Schools comparison uses Colorado data because: 1) Michigan did not publicly release school-level SGP results for 2014-15, 2) Colorado uses the same SGP model as Michigan, and 3) Michigan and Colorado are similar along factors – such as number of schools and school size – that are likely to effect the distribution of school level SGPs. Colorado data were retrieved from <http://www.cde.state.co.us/accountability/growthmodelssummarydata> in January 2016.

<p>Median Student Growth Percentile on the M-STEP <b>Social Studies</b> assessment</p>	<p><b>Methodology:</b> The state calculates SGPs for each student in social studies, where sufficient data is available. The Performance Framework evaluates schools based on the median social studies SGP for all tested students with an individual SGP.</p> <p><b>Data Source:</b> Student-level test results from the BAA secure site</p> <p><b>Data Availability:</b> EAA schools and Detroit Public Schools</p> <p><b>Note:</b> For the All Schools rating, a school’s median SGP is compared to the distribution of median SGPs in Colorado schools.</p>
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## Category 5: Academic Achievement

The Michigan Department of Education (MDE) has established achievement thresholds that indicate whether students have achieved the basic qualifications for their grade level. It is critical that students meet these thresholds to ensure they have both the foundational skills and the prerequisites to advance in their education or career.

Metric	Methodology
<p>Percent of students meeting or exceeding grade-level standards on M-STEP <b>Math</b> assessments</p>	<p><b>Numerator:</b> Number of eligible students enrolled in a school 2014-15 who met or exceeded grade-level standards on M-STEP <b>Math</b> assessments in grades 3-8.</p> <p><b>Denominator:</b> The number of eligible students assessed on the M-STEP <b>math</b> assessment in the current school year in grades 3-8.</p> <p>*****</p> <p><b>Data Source:</b> Michigan Department of Education</p> <p><b>Data Availability:</b> Data is available for school year 2014-15. Data is available for all schools in Michigan.</p>
<p>Percent of students meeting or exceeding grade-level standards on M-STEP <b>ELA</b> assessments</p>	<p><b>Numerator:</b> Number of eligible students enrolled in a school 2014-15 who met or exceeded grade-level standards on M-STEP <b>ELA</b> assessments in grades 3-8.</p> <p><b>Denominator:</b> The number of eligible students assessed on the M-STEP <b>ELA</b> assessment in the current school year in grades 3-8.</p> <p>*****</p> <p><b>Data Source:</b> Michigan Department of Education</p> <p><b>Data Availability:</b> Data is available for school year 2014-15. Data is available for all schools in Michigan.</p>
<p>Percent of students meeting or exceeding grade-level standards on M-STEP <b>Science</b> assessments</p>	<p><b>Numerator:</b> Number of eligible students enrolled in a school 2014-15 who met or exceeded grade-level standards on M-STEP <b>Science</b> assessments in grades 4 and 7.</p> <p><b>Denominator:</b> The number of eligible students assessed on the M-STEP <b>Science</b> assessment in the current school year in grades 4 and 7.</p> <p>*****</p> <p><b>Data Source:</b> Michigan Department of Education</p> <p><b>Data Availability:</b> Data is available for school year 2014-15. Data is available for all schools in Michigan.</p>
<p>Percent of students meeting or exceeding grade-level standards on M-STEP <b>Social Studies</b> assessments</p>	<p><b>Numerator:</b> Number of eligible students enrolled in a school 2014-15 who met or exceeded grade-level standards on M-STEP <b>Social Studies</b> assessments in grades 5 and 8.</p> <p><b>Denominator:</b> The number of eligible students assessed on the M-STEP <b>Social Studies</b> assessment in the current school year in grades 5 and 8.</p>

	<p style="text-align: center;">*****</p> <p style="text-align: center;"><b>Data Source:</b> Michigan Department of Education</p> <p style="text-align: center;"><b>Data Availability:</b> Data is available for school year 2014-15. Data is available for all schools in Michigan.</p>
Average rubric score of a sample of student portfolios (i.e., 3 <sup>rd</sup> grade, 8 <sup>th</sup> grade and 12 <sup>th</sup> grade capstone projects)	<p><b>This metric will be included in the Performance Framework in 2015-16 and beyond.</b></p>

### High Schools Only

Metric	Methodology
Percent of students on-track to meet graduation requirements at the end of 9 <sup>th</sup> grade	<p><b>Numerator:</b> Number of eligible 9<sup>th</sup> grade students (first-time 9<sup>th</sup> graders in 2014-15 and members of 2018 Cohort) who, by August 2015, have accumulated six (6) total credits including one (1) credit each in English, Math, Science, and Social Studies.</p> <p><b>Denominator:</b> Number of 9<sup>th</sup> grade students (first-time 9<sup>th</sup> graders in 2014-15) who are assigned to the school in the 2018 Cohort.</p> <p style="text-align: center;">*****</p> <p><b>Data Source:</b> Student course grades are maintained in PowerSchool. Student cohort information comes from MSDS.</p> <p><b>Data Availability:</b> Data is available for school year 2014-15. Data is available for only EAA schools.</p>
School's Average ACT score	<p><b>Methodology:</b> The mean ACT composite scores for all students in the school who took the test and were classified as 11<sup>th</sup> graders in Spring 2015.</p> <p><b>Denominator:</b> The number of all students in the school who were classified as 11<sup>th</sup> graders in Spring 2015.</p> <p><b>Note:</b> Any student who takes the ACT is included in the calculation regardless of the number of days he/she was enrolled in the school. Student results are excluded if the student received state-approved testing accommodations that disqualify their results from being reported to colleges and universities. When Michigan transitions to offering the SAT, this metric will be changed to the average SAT score.</p> <p style="text-align: center;">*****</p> <p><b>Data Source:</b> Average ACT scores for the 2011-12, 2012-13, and 2013-14 come from MI School Data. Average ACT scores for 2014-15 are calculated from student-level data downloaded from the BAA Secure Site maintained by the Michigan Department of Education.</p>

	<p><b>Data Availability:</b> Data is available for school years 2011-12, 2012-13, 2013-14 for all schools in Michigan. Data for 2014-15 are available for EAA schools.</p>
<p>Percent of students who graduate in 4 years</p>	<p><b>Numerator:</b> Number of students in the 2015 cohort (e.g., entered 9<sup>th</sup> grade in 2011-12) who graduated by August 2015.</p> <p><b>Denominator:</b> Total number of students in the 2015 cohort (e.g., entered 9<sup>th</sup> grade in 2011-12).</p> <p><b>Note:</b> Michigan Department of Education will audit graduation rates in Fall 2015. The graduation rates included in the Performance Framework are unaudited. An individual school’s graduation rate and the state and/or similar schools comparisons may change once graduation rates are audited.</p> <p>*****</p> <p><b>Data Source:</b> Graduation rates for 2014-15 are based on the cohort files in MSDS as of October 1, 2015. Graduation rates for prior years are from MI School Data.</p> <p><b>Data Availability:</b> Data for 2011-12, 2012-13, 2013-14 is available for all schools in Michigan. Data for 2014-15 is available for EAA schools.</p>
<p>Percent of students who graduate in 5 years</p>	<p><b>Numerator:</b> Number of students in the 2014 cohort (e.g., entered 9<sup>th</sup> grade in 2010-11) who graduated by August 2015.</p> <p><b>Denominator:</b> Total number of students in the 2014 cohort (e.g., entered 9<sup>th</sup> grade in 2010-11).</p> <p><b>Note:</b> Michigan Department of Education will audit graduation rates in Fall 2015. The graduation rates included in the Performance Framework are unaudited. An individual school’s graduation rate and the state and/or similar schools comparisons may change once graduation rates are audited.</p> <p>*****</p> <p><b>Data Source:</b> Graduation rates for 2014-15 are based on the cohort files in MSDS as of October 1, 2015. Graduation rates for prior years are from MI School Data.</p> <p><b>Data Availability:</b> Data for 2011-12, 2012-13, 2013-14 is available for all schools in Michigan. Data for 2014-15 is available for EAA schools.</p>

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## Category 6: Prepared for Success

The previous category, Academic Achievement, measures whether students have met established achievement thresholds for their grade. This category, Prepared for Success, measures the extent to which students have exceeded these thresholds and developed the necessary non-cognitive skills to succeed in the next phase of their life – additional educational advancement or career pursuits.

### K-8 Schools Only

Metric	Methodology
<p>Percent of 3<sup>rd</sup> graders exceeding the 3<sup>rd</sup> grade standards on M-STEP math and ELA assessments</p>	<p><b>Numerator:</b> Number of 3<sup>rd</sup> grade students who, at the end of the current school year, exceed 3<sup>rd</sup> grade standards on the M-STEP math assessment <b>plus</b> the number of 3<sup>rd</sup> grade students who, at the end of the current school year, exceed 3<sup>rd</sup> grade standards on the M-STEP ELA assessment.</p> <p><b>Denominator:</b> Number of 3<sup>rd</sup> grade students who complete the 3<sup>rd</sup> grade M-STEP math assessment <b>plus</b> the number of 3<sup>rd</sup> grade students who complete the 3<sup>rd</sup> grade M-STEP ELA assessment.</p> <p><b>Note:</b> The numerator only includes those students who attain the <b>highest</b> performance level on the state assessment.</p> <p>*****</p> <p><b>Data Source:</b> Michigan Department of Education</p> <p><b>Data Availability:</b> Data is only available for school year 2014-15. Data is available for all schools in the Michigan</p>
<p>Percent of 8<sup>th</sup> graders exceeding grade-level standards on M-STEP math and ELA assessments</p>	<p><b>Numerator:</b> Number of 8<sup>th</sup> grade students who, at the end of the current school year, exceed 8<sup>th</sup> grade standards on the M-STEP math assessment <b>plus</b> the number of 8<sup>th</sup> grade students who, at the end of the current school year, exceed 8<sup>th</sup> grade standards on the M-STEP ELA assessment.</p> <p><b>Denominator:</b> Number of 8<sup>th</sup> grade students who complete the 8<sup>th</sup> grade M-STEP math assessment <b>plus</b> the number of 8<sup>th</sup> grade students who complete the 8<sup>th</sup> grade M-STEP ELA assessment.</p> <p><b>Note:</b> The numerator only includes those students who attain the <b>highest</b> performance level on the state assessment.</p> <p>*****</p> <p><b>Data Source:</b> Michigan Department of Education</p> <p><b>Data Availability:</b> Data is only available for school year 2014-15. Data is available for all schools in the Michigan</p>
<p>Percent of Students Achieving Silver or</p>	<p><b>Numerator:</b> Number of eligible students who achieve a Silver certification or higher on the WorkKeys assessment. To achieve a silver certification, a student must score</p>

<p>Higher on WorkKeys (out of 100)</p>	<p>a four (4) or higher on the WorkKeys Math section, a four (4) or higher on the WorkKeys Locating Information section, and a four (4) or higher on the WorkKeys Reading section. To be eligible, a student must be in 11<sup>th</sup> grade and have scores in all three of the assessment sections.</p> <p><b>Denominator:</b> Total number of eligible students. To be eligible, a student must be in 11<sup>th</sup> grade and have scores in all three of the assessment sections.</p> <p>*****</p> <p><b>Data Source:</b> Student WorkKeys assessment results are collected by the Center for Educational Performance and Information (CEPI).</p> <p><b>Data Availability:</b> Data is available for school year 2013-14 and 2014-15. Data is available for EAA schools.</p>
<p>Percent of former 8<sup>th</sup> graders on-track to meet graduation requirements at the end of 9<sup>th</sup> grade</p>	<p><b>Schools' scores on this metric are reported, but for 2014-15, this metric is not included in the Performance Framework calculations.</b></p> <p><b>Numerator:</b> Number of eligible 9<sup>th</sup> grade students (first-time 9<sup>th</sup> graders in 2014-15 and members of 2018 Cohort) who, by August 2015, have accumulated six (6) total credits including one (1) credit each in English, Math, Science, and Social Studies. To be eligible, students must have been previously enrolled in the EAA school as an 8<sup>th</sup> grader during Fall Count 2013 and Spring Count 2014. Students must have also been enrolled in an EAA school as a 9<sup>th</sup> grader during Fall Count 2014 and Spring Count 2015.</p> <p><b>Denominator:</b> Number of 9<sup>th</sup> grade students (first-time 9<sup>th</sup> graders in 2014-15 and members of 2018 Cohort) who were previously enrolled in the EAA school as an 8<sup>th</sup> grader during Fall Count 2013 and Spring Count 2014 and who were also enrolled in an EAA school as a 9<sup>th</sup> grader during Fall Count 2014 and Spring Count 2015.</p> <p>*****</p> <p><b>Data Source:</b> Student credit accumulation and course grades are stored in PowerSchool. Student enrollment information is based on Count files from MSDS.</p> <p><b>Data Availability:</b> Data is only available for school year 2014-15. Data is available for EAA schools.</p>

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High Schools Only

Metric	Methodology
<p>Percent of students earning a college-ready score on all four ACT subject-areas</p>	<p><b>Numerator:</b> Number of eligible students who meet each of the following four criteria:</p> <ul style="list-style-type: none"> <li>• His/her ACT English score is greater than or equal to 18</li> <li>• His/her ACT Mathematics score is greater than or equal to 22</li> <li>• His/her ACT Reading score is greater than or equal to 22</li> <li>• His/her ACT Science score is greater than or equal to 23</li> </ul> <p>To be eligible, students must be classified as 11<sup>th</sup> graders in Spring 2015 and have scores in all four subject-areas.</p> <p><b>Denominator:</b> The number of all students in the school who were classified as 11<sup>th</sup> graders in Spring 2015 and have scores in all four subjects.</p> <p><b>Note:</b> Any student who takes the ACT is included in the calculation regardless of the number of days he/she was enrolled in the school. Student results are excluded if the student received state-approved testing accommodations that disqualify their results from being reported to colleges and universities. When Michigan transitions to offering the SAT, this metric will be changed to be based on a student's SAT score.</p> <p style="text-align: center;">*****</p> <p><b>Data Source:</b> Student ACT scores are collected by the Michigan Department of Education (MDE) and the Center for Educational Performance and Information (CEPI).</p> <p><b>Data Availability:</b> Data is available for school years 2011-12, 2012-13, 2013-14 for all schools in Michigan. Data for 2014-15 are available for EAA schools.</p>
<p>Percent of former students enrolling in college</p>	<p><b>Numerator:</b> Number of 2013-14 graduates who enroll in college within six (6) months of graduation.</p> <p><b>Denominator:</b> Number of 2013-14 graduates.</p> <p><b>Note:</b> A student is considered to have enrolled in college if they are enrolled in a 4-year or 2-year degree-granting institution.</p> <p style="text-align: center;">*****</p> <p><b>Data Source:</b> College enrollment information is collected from MI School Data</p> <p><b>Data Availability:</b> Data is available for school years 2010-11, 2011-12, 2012-13, and 2013-14. Data is available for all Michigan schools.</p>
<p>Percent of former students enrolling in college who do not require remediation</p>	<p><b>Numerator:</b> Number of 2012-13 graduates who enrolled in college and did not require remediation courses in any subject.</p> <p><b>Denominator:</b> Number of 2012-13 graduates.</p>

	<p><b>Note:</b> A student is considered to have enrolled in college if they are enrolled in a four-year or 2-year degree-granting institution. Remedial courses are not credit-bearing.</p> <p>*****</p> <p><b>Data Source:</b> Information about student enrollment and remediation is collected from MI School Data</p> <p><b>Data Availability:</b> Data is available for school year 2009-10, 2010-11, 2011-12 and 2012-13. Data is available for all Michigan schools.</p>
<p>Percent of former students who achieve 24 college credits in 12 months</p>	<p><b>Numerator:</b> Number of 2012-13 graduates who enrolled in college and earned at least 24 college credits in 12 months.</p> <p><b>Denominator:</b> Number of 2012-13 graduates</p> <p><b>Note:</b> For students who attend college outside of Michigan state, the National Student Clearinghouse only collects information about students' enrollment status. Students who attend college outside of Michigan state are excluded from the numerator.</p> <p>*****</p> <p><b>Data Source:</b> Information about student college enrollment and progress is collected from MI School Data.</p> <p><b>Data Availability:</b> Data is available for school year 2010-11, 2011-12 and 2012-13. Data is available for all Michigan schools.</p>
<p>Percent of former students who achieve 24 credits in 24 months</p>	<p><b>Numerator:</b> Number of 2011-12 graduates who enrolled in college and earned at least 24 college credits in 24 months.</p> <p><b>Denominator:</b> Number of 2011-12 graduates</p> <p><b>Note:</b> For students who attend college outside of Michigan state, the National Student Clearinghouse only collects information about students' enrollment status. Students who attend college outside of Michigan state are excluded from the numerator.</p> <p>*****</p> <p><b>Data Source:</b> Information about student college enrollment and progress is collected from MI School Data</p> <p><b>Data Availability:</b> Data is available for 2010-11 and 2011-12. Data is available for all Michigan schools.</p>

## Scoring

School performance “snapshots” – information on a school’s current year performance – yield valuable information about the successes and challenges individual schools face. These snapshots, however, fail to account for any progress a school has made to improve student outcomes over time. In addition, comparing the performance of each school to other, similar schools is necessary to identify schools that are beating the odds or falling short of expectations.

For these reasons, the EAA Performance Framework includes information on schools’ current year performance on each metric, and, where applicable, also includes comparisons to other schools and to each school’s own prior performance:

- **Across School Comparisons:** Depending on the metric, these measures compare an individual EAA school with other EAA schools, a specific group of similar schools in Detroit, or all schools across the state of Michigan. These measures are combined with the Prior Year(s) Comparison to generate an **Overall Performance Framework Rating**.
- **Prior Year(s) Comparisons:** These measures compare an individual EAA school’s current year performance with its own performance in the previous year, and where data is available, its own average performance over the previous three years. These measures are combined with the School-to-Schools Comparisons to generate an **Overall Performance Framework Rating**.

The next section describes these comparison measures in more detail and explains how they are applied to each metric.

## CALCULATING ACROSS-SCHOOLS COMPARISON RATINGS

There are two types of **Across-School Comparisons**:

- The **Similar Schools Comparison** sets fair and realistic goals for achieving the best outcomes that have been achieved under similar circumstances. For a given metric, an individual school’s current year performance is compared to the performance of a group of similar schools. The number and type of schools included in the similar schools comparison depends on the availability of data for a given metric.
  - If the metric is unique to EAA schools (e.g., School Quality Review) or data availability is limited to only EAA schools (e.g., teacher retention rates), then the **Similar Schools Comparison** compares an EAA school with the performance of all *EAA schools* that serve the same grade levels (i.e., K-8 or High School).
  - If the metric is comparable and data is available for public schools across Detroit (e.g., 5Essentials Survey results, average ACT score, etc.), then the **Similar Schools Comparison** compares an EAA school with the performance of 10 peer schools in Detroit for high schools and 15 peer schools for K-8 schools.
- The **All Schools Comparison** sets ambitious goals to achieve outcomes achieved by the top schools in the state. An individual school’s current year performance is compared to the performance of all public schools in Michigan.<sup>5</sup> This comparison is done for any metric that is comparable across all Michigan public schools and for which state-wide data are available (e.g., school’s average ACT score).

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<sup>5</sup> For the Median Student Growth Percentile, the All Schools comparison uses 2014 median SGPs from the state of Colorado as a reference group, due to data availability. For each EAA school, the median SGP in math and science are compared to the distribution of median SGPs in math in Colorado. For each EAA school, the median SGP in ELA and social studies are compared to the median SGP in reading in Colorado. In Colorado, the 5<sup>th</sup> and 90<sup>th</sup> percentile scores for the median SGP in math are 29 and 66, respectively, for elementary and middle schools and 35 and 68, respectively, for high schools. In Colorado, the 5<sup>th</sup> and 90<sup>th</sup>



**How is the group of similar schools determined?** Each EAA school has a unique group of similar schools. These schools are those that are the most similar to the EAA school in terms of the percentage of students requiring special education services, the percentage of students eligible for free or reduced-price lunch, the percentage of students who are English Language Learners (all from school year 2014-15), and the schools’ prior year state assessment results (for K-8 schools, the schools’ average Fall 2013 MEAP math and reading scores, and for High Schools, the schools’ average Fall 2013 MEAP 9<sup>th</sup> grade social studies scores).

To determine which Detroit schools are the most similar to a particular EAA school, we use a Euclidean distance formula, which measures the “distance” between two schools on each of the variables above. For each EAA school, the similar schools group is comprised of the schools that are “closest” to that EAA school.

The “distance” between two schools – school *i* and school *j* – is determined using the following steps:

1. First, we standardize schools’ results on each of the variables by converting the results to z-scores. Z-scores are a measure of the distance between the average result on a variable (e.g., 57% of Detroit K-8 students are eligible for free or reduced-priced lunch, on average) and an individual school’s result (e.g., 83% of Burns Elementary-Middle students are eligible for free or reduced-priced lunch) in units of standard deviation.
2. Next, we apply the following formulas for an individual EAA school (school *i*) and each Detroit school that serves the same grade-levels (school *j*).

**For K-8 schools:**

$$Distance_{ij} = \sqrt{(FRL_i - FRL_j)^2 + (SP_i - SP_j)^2 + (ELL_i - ELL_j)^2 + (Math_i - Math_j)^2 + (Reading_i - Reading_j)^2}$$

**For High Schools:**

$$Distance_{ij} = \sqrt{(FRL_i - FRL_j)^2 + (SP_i - SP_j)^2 + (ELL_i - ELL_j)^2 + (Social\ Studies_i - Social\ Studies_j)^2}$$

Where *FRL* is the z-score for the school’s percent of students eligible for free- and reduced priced lunch, *SP* is the z-score for the school’s percent of special education students, and *ELL* is the z-score for the school’s percent of English Language Learners students. For K-8 schools, *Math* is school’s average Fall 2013 MEAP 3<sup>rd</sup> grade math score, and *Reading* is school’s average Fall 2013 MEAP 3<sup>rd</sup> grade reading score. For High Schools, *Social Studies* is the school’s average Fall 2013 MEAP 9<sup>th</sup> grade social studies score. Because the Social Studies assessment is the only MEAP test given in the fall of 9<sup>th</sup> grade, we count it twice, so that test scores are given 40% weight in the calculation for high schools, just as they are for K-8 schools.

3. For K-8 schools, we identify the 15 Detroit schools that are most similar, or “closest”, across the five (5) variables. For High Schools, we identify the 10 Detroit schools that are most similar, or “closest.”

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percentile scores for the median SGP in reading are 34 and 62, respectively, for elementary and middle schools and 39 and 65, respectively, for high schools. These benchmarks are likely to be similar to the 5<sup>th</sup> and 90<sup>th</sup> percentile scores in Michigan, were data available.

## HOW ARE METRIC-LEVEL RATINGS CALCULATED?<sup>6</sup>

For **similar schools comparisons** and **all schools comparisons**, an EAA school is given a rating that compares the EAA school's current year result to the distribution of results for the relevant comparison group from the prior three years. If only one or two years of data are available, then only one or two prior years of data are used in the comparison group. If data from prior years are unavailable, then the EAA school's current year result is compared to the distribution of results for the relevant comparison group from the current year.

For each metric, the EAA school is awarded between 0 and 10 points depending on where its current year result falls in the distribution of results for the **similar schools comparison** and **all schools comparison**. If the school's current year result is higher than most results in the comparison group, then the metric is awarded more points. If the school's current year result is lower than most results in the comparison group, then the metric is awarded fewer points. See **Table 1** for a more information about how points are earned. Depending on how many points are earned for each comparison, the metric is assigned ratings of **Very Low**, **Low**, **Intermediate**, **High**, or **Very High** for each comparison. See **Table 1** for more information about how ratings are applied.

**Table 1**

For a single metric, if the school's current year result is...	For that metric, the school is awarded...	For that metric, the school is rated...
Better than 90% of all prior year results for the comparison group (at the 90 <sup>th</sup> percentile or above)	10 points	<b>Very High</b>
Schools scoring between the 5 <sup>th</sup> and 90 <sup>th</sup> percentile earn from 1 to 9 points (a whole number) depending on where their result falls between the 5 <sup>th</sup> to the 90 <sup>th</sup> percentile: <ul style="list-style-type: none"> <li>• <b>1 point:</b> a result that is between (the 5th percentile result) and (the 5th percentile result plus 1/9th of the distance between the 5th and the 90th percentile results)</li> <li>• <b>2 points:</b> a result that is between (the 5th percentile result plus 1/9th of the distance between the 5th percentile metric and the 90th percentile result) and (the 5th percentile result plus 2/9th of the distance between the 5th percentile result and the 90th percentile result)</li> <li>• Etc.</li> </ul>	9 points	<b>Very High</b>
	8 points*	<b>High</b>
	7 points	<b>High</b>
	6 points*	<b>Intermediate</b>
	5 points	<b>Intermediate</b>
	4 points*	<b>Intermediate</b>
	3 points	<b>Low</b>
	2 points*	<b>Low</b>
	1 point	<b>Very Low</b>
In the bottom 5% of all prior year results for the comparison group (at the 5 <sup>th</sup> percentile or below)	0 points	<b>Very Low</b>

*\*When point values are averaged in the calculations process, they are no longer whole numbers. When converting non-whole numbers, bounds with an asterisk are inclusive (i.e., Very Low is 0.00-1.99 points, Low is 2.00-3.99 points, Intermediate is 4.00-6.00 points, High is 6.01-8.00 points, and Very High is 8.01-10.00 points).*

<sup>6</sup> All metric ratings are determined according to the process outlined in this section with the exception of the School Quality Review (SQR) metric. For more information about the methodology for determining the SQR ratings, see Appendix A.

As a hypothetical example, consider the metric: “School’s Average ACT score.” Data is available for all schools in Michigan for school years 2011-12, 2012-13, and 2013-14. Data is available for EAA schools for 2014-15.

- For the **similar schools comparison**, the EAA school’s current year (e.g., 2014-15) result, an average score of **14.9**, is compared to the distribution of prior year average ACT scores for the group of 10 Detroit similar schools for 2011-12, 2012-13, and 2013-14. The comparison distribution would be comprised of 30 data points (i.e., 10 schools multiplied by three years of ACT data). In this example, the 5th percentile in the comparison distribution is **12.9** and the 90th percentile in the comparison distribution is **14.8**. The EAA school’s current year result, 14.9, is above the 90<sup>th</sup> percentile. For the **similar schools comparison** for this metric, the EAA school would earn 10 points and receive a **Very High** rating.
- For the **all schools comparison**, the EAA school’s current year (e.g., 2014-15) result, an average score of **14.9**, is compared to the distribution of prior year average ACT scores for the 1,000 High Schools in Michigan for 2011-12, 2012-13, and 2013-14. The comparison distribution would be comprised of 3,000 data points (i.e., 1,000 High Schools multiplied by three years of ACT data). In this example, the 5th percentile of the comparison distribution is **12.7** and the 90th percentile of the comparison distribution is **24.3**. The EAA school’s current year result, **14.9**, is 19% of the way from the 5<sup>th</sup> percentile score to the 90<sup>th</sup> percentile score, earning it 2 points and a **Low** rating for the **all schools comparison**.

## CALCULATING PRIOR YEAR(S) COMPARISON RATINGS

This comparison assesses whether schools are making sufficient progress over time. It compares EAA schools’ current year performance to their average performance for up to three years prior (depending on data availability).

### HOW ARE METRIC-LEVEL RATINGS CALCULATED?

For **prior year(s) comparisons**, an EAA school is given a rating that compares the EAA school’s current year result to its own average performance for the (up to) three years prior (weighted by sample size). To determine the corresponding points and rating for each metric, the EAA school’s current year result is assessed on two criteria:

1. Is the current year result higher or lower than the average result for the (up to) three years prior?
2. What is the level of statistical confidence associated with that increase or decrease?

**For increases in performance:** Current year results that are **higher** than the average result from the (up to) three years prior are awarded between **6** and **10 points** depending on the level of statistical confidence associated with the increase. Higher levels of statistical confidence (i.e., the more statistical confidence there is that the increase was a true increase and not due to random year-to-year fluctuations) lead to **more** points awarded to the metric. Lower levels of statistical confidence (i.e., the less statistical confidence there is that the increase was a true increase and not due to random year-to-year fluctuations) lead to **fewer** points awarded to the metric. Ratings of **Maintained (+)**, **Improved**, or **Significantly Improved** are assigned based on the number of points earned. See **Table 2** for more information about how points and ratings are awarded for the **Prior Year(s) comparison**.

**For decreases in performance:** Current year results that are **lower** than the average result from the (up to) three years prior are awarded between 0 and 4 points depending on the level of statistical confidence associated with the decrease. Higher levels of statistical confidence (i.e., the more statistical confidence there is that the decrease was a true decrease and not due to random year-to-year fluctuations) lead to **fewer** points awarded to the metric. Lower levels of statistical confidence (i.e., the less statistical confidence there is that the decrease was a true decrease and not due to random year-to-year fluctuations) lead to **more** points awarded to the metric. Ratings of **Maintained (-)**, **Declined**, or **Significantly Declined** are assigned based on the number of points earned. See **Table 2** for more information about how points and ratings are awarded for the **Prior Year(s) comparison**.

**Table 2**

For a single metric, if the school’s current year result...	And our statistical confidence <sup>7</sup> the change is not due to random chance is...	For that metric, the school is awarded...	For that metric, the school is rated...
Increased	Greater than 90%	10 points	<b>Significantly Improved</b>
Increased	Between 80% and 90%	8 points	<b>Improved</b>
Increased	Less than 80%	6 points	<b>Maintained (+)</b>
Unchanged	N/A	5 points	<b>Maintained</b>
Decreased	Less than 80%	4 points	<b>Maintained (-)</b>
Decreased	Between 80% and 90%	2 points	<b>Declined</b>
Decreased	Greater than 90%	0 points	<b>Significantly Declined</b>

\*When point values are averaged in the calculations process, they are no longer whole numbers. When converting non-whole numbers, the following bounds apply: Significantly Declined is 0.00-1.99 points, Declined is 2.00-3.99 points, Maintained (-) is 4.00 to 4.99 points, Maintained is 5.00 points, Maintained (+) is 5.01 to 6.00 points, Improved is 6.01-8.00 points, and Significantly Improved is 8.01-10.00 points.

**HOW ARE CATEGORY-LEVEL RATINGS CALCULATED?**

Once each metric is assigned points and a rating for each comparison – similar schools, all schools, and prior year(s) comparisons – the metrics are aggregated *within each comparison* to generate category-level similar schools comparison rating, a category-level all schools comparison rating, and a category-level prior year(s) comparison rating.

- The **Category Similar Schools Rating**: First, points are assigned to each metric within the similar schools comparison for a particular category (as described in the section titled “How are Metric Ratings Calculated?”). Then, the assigned points for each metric are averaged to generate a category-level similar schools score on a scale of 0-10 points. Depending on the average number of points earned across all metrics, the Category All Schools Rating is assigned a **Very Low**, **Low**, **Intermediate**, **High**, or **Very High**. The points-to-ratings conversion in **Table 1** applies.
- The **Category All Schools Rating**: First, points are assigned to each metric within the all schools comparison for a particular category (as described in the section titled “How are Metric Ratings Calculated?”). Then, the

<sup>7</sup> For most measures, statistical confidence is assessed using a two-sample z-test for equal proportions. The test statistic is  $z = \frac{\bar{p}_1 - \bar{p}_2}{\sqrt{\bar{p}(1-\bar{p})\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$  where  $n_1$  is the sample size in the current year,  $n_2$  is the sample size in the prior year(s),  $\bar{p}_1$  is the proportion in the current year,  $\bar{p}_2$  is the proportion in the prior year(s), and  $\bar{p}$  is the proportion in both the current and prior year(s). For means, a two-sample t-test assuming equal variances is used to generate a test-statistic instead. The test statistic is then converted to a p-value, assuming a two-tailed alternative hypothesis, using a standard normal distribution. A p-value less than 0.10 is considered to be “greater than 90% statistical confidence” as noted in the table above.

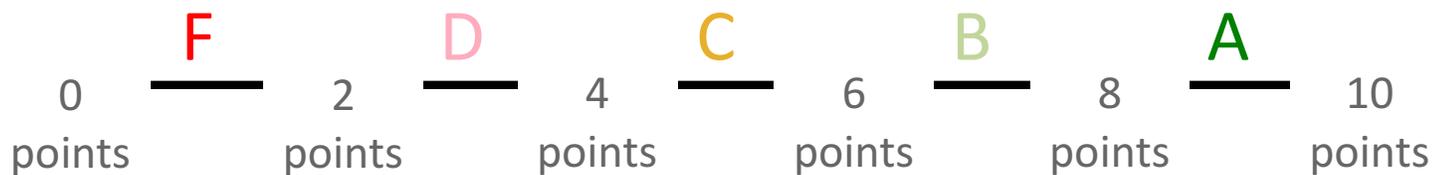
assigned points for each metric are averaged to generate a category-level all schools score on a scale of 0-10 points. Depending on the average number of points earned across all metrics, the Category All Schools Rating is assigned a **Very Low**, **Low**, **Intermediate**, **High**, or **Very High**. The points-to-ratings conversion in **Table 1** applies.

- The **Category Prior Year(s) Rating**: First, points are assigned to each metric within the prior year(s) comparison for a particular category (as described in the section titled “How are Metric Ratings Calculated?”). Then, the assigned points for each metric are averaged to generate a category-level prior year(s) score on a scale of 0-10 points. Depending on the average number of points earned across all metrics, the Category Prior Year(s) Rating is assigned a **Significantly Decreased**, **Decreased**, **Maintained (+) or (-)**, **Improved**, or **Significantly Improved**. The points-to-ratings conversion in **Table 2** applies.



The **Overall Category Score and Letter Grade**: Once the Category Similar Schools Rating, the Category All Schools Rating, and the Category Prior Year(s) Rating are determined, an **Overall Category Score** and an **Overall Category Letter Grade** are assigned. The **Overall Category Score** is a weighted average of the points earned for each of the three category comparison ratings (i.e., Category Similar Schools Rating, Category All Schools Rating, Category Prior Year(s) Rating). The Category Similar Schools Rating is weighted at 50%, the Category All Schools Rating is weighted at 40%, and the Prior Year(s) Rating is weighted at 10%. The **Overall Category Score** is on a scale of 0-10 points. The **Overall Category Letter Grade** is based on the number of points a school earns for the **Overall Category Score**. See Table 3 for more information about how the **Overall Category Letter Grades** are assigned.

**Table 3\***



*\*When point values are non-whole numbers, grade-level point ranges are inclusive of their lower bounds (i.e., 0.00-1.99 points is an F, 2.00-3.99 points is a D, 4.00-5.99 points is a C, 6.00-7.99 points is a B, and 8.00-10.00 points is an A).*

### HOW IS THE OVERALL PERFORMANCE FRAMEWORK GRADE CALCULATED?

Once the Overall Category Scores and Overall Category Grades are generated for each of Categories 1 through 6, then the Overall Performance Framework Grade of A-F is assigned according to the following steps:

1. First, a **Leading Indicator Score** must be generated. The leading indicators are comprised of the metrics included in Categories 1-3; therefore, the **Leading Indicator Score** (on a scale of 0-10 points) is a weighted average of the Overall Category Scores for Categories 1, 2, and 3. Category 1 is weighted at 10%, Category 2 is weighted at 15%, and Category 3 is weighted at 15%.
2. Second, a **Lagging Indicator Score** must be generated. The lagging indicators are the metrics included in Categories 4-6; therefore, the **Lagging Indicator Score** (on a scale of 0-10 points) is a weighted average of the Overall Category Scores for Categories 4, 5, and 6. Category 4 is weighted at 30%, Category 5 is weighted at 20%, and Category 6 is weighted at 10%.
3. Finally, the **Leading** and **Lagging Indicator Scores** are averaged to generate an **Overall Performance Framework Score** (on a scale of 0-10 points). The **Leading Indicator Score** is weighted at 40% and the **Lagging Indicator Score** is weighted at 60% effectively preserving the underlying Category weights (10/15/15/30/20/10). The Overall Performance Framework Grade of A-F is assigned according to **Table 3**.

## Appendix A: Methodology of the School Quality Review Process

The results of the School Quality Review (SQR) are included in Categories 1, 2, and 3 of the Performance Framework. Category 1 of the Performance Framework includes the SQR Domain 1 – Instructional and Organizational Strategy. Category 2 includes the SQR Domain 2 – Culture of Learning, and Category 3 includes the SQR Domain 3 – Student, Family, and Community Engagement. For each SQR Domain, the school receives a domain score of 1–4 points.

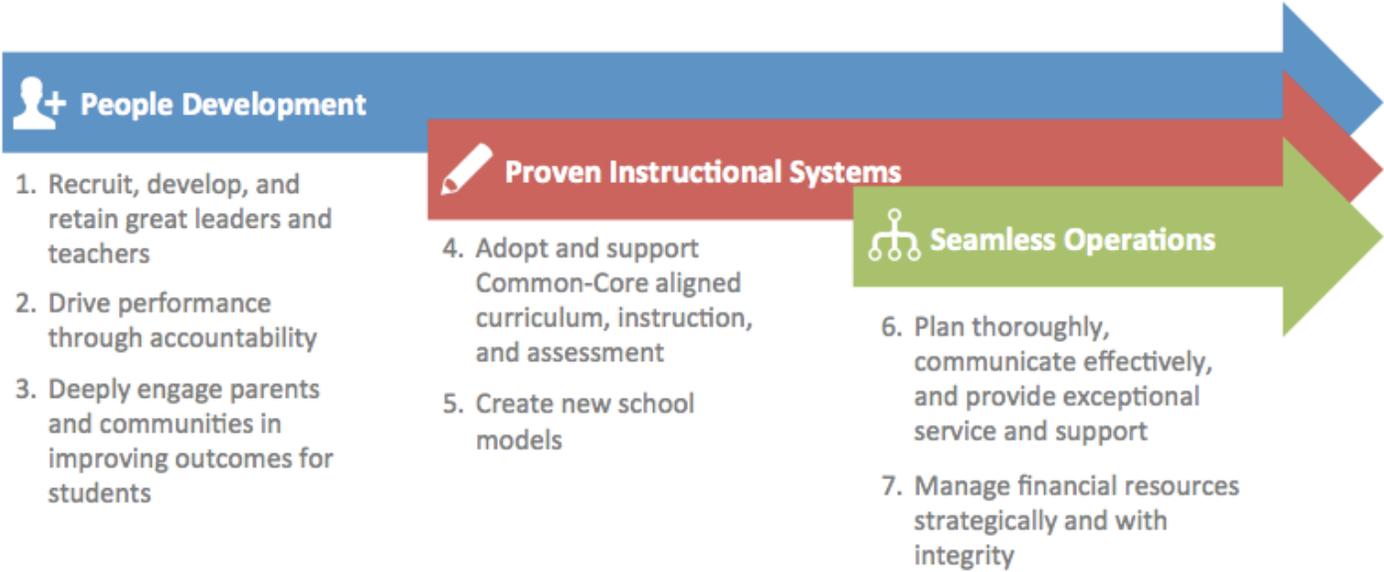
Because a) the SQR is measured on a tight scale (3 point spread), b) the EAA SQR results are clustered near the bottom of the scale, and c) the SQR results apply only to EAA schools, using the standard Performance Framework methodology leads to SQR ratings that are incongruent with the true performance of a school. For example, a K-8 school with an SQR Domain 1 score of 1.7 has likely received mostly Beginning or Developing ratings on each of the Domain 1 Performance Indicators. Beginning or Developing ratings are associated with significant gaps in systems and structures that promote learning. Yet, using the standard methodology, this school could receive a “High” or “Very High” rating for this metric on the Performance Framework if other EAA K-8 schools performed slightly worse on SQR Domain 1.

To remedy this issue, the Performance Framework methodology has been adapted for the three SQR metrics only. Instead of a relative comparison, as with other metrics, the SQR metrics are rated using an absolute comparison to the 0-10 scale. In other words, schools’ SQR results are mapped directly to the 0-10 points scale and assigned the appropriate rating without ever being compared to a similar schools or all schools comparison distribution. Thus, the lowest score on an SQR domain, 1, is associated with the lowest possible points on the 0-10 scale, 0. The highest score on an SQR domain, 4, is associated with the highest possible points on the 0-10 scale, 10. An SQR domain score of 2.5, the central value of the 1-4 SQR scale, is associated with the central value of the 0-10 scale, 5. Each of the other possible SQR domain scores between 1–4 are mapped to the associated points value on the 0-10 scale. Using **Table 1**, the metric ratings of **Very Low**, **Low**, **Intermediate**, **High**, or **Very High** are directly assigned based on the 0-10 points value associated with the 1-4 SQR score.



The School Quality Review is a rigorous and instructive process that provides a holistic view into the performance of the school. Thus, the Performance Framework ratings must weight the information provided by the SQR process appropriately. For this reason, the SQR Domain 1, Domain 2, and Domain 3 metric ratings are applied to **both** the Similar School Comparison and the All Schools Comparison. In other words, the SQR metric ratings are calculated, as described above, without regard to the comparison methodology, and then the singular rating is applied to both the Similar School and All Schools Comparisons within a given metric. Note there is no Prior Year(s) Comparison Rating because 2014-15 was the first year the School Quality Reviews were conducted.

## Appendix B: EAA's Strategic Priorities



### People Development

1. Recruit, develop, and retain great leaders and teachers
2. Drive performance through accountability
3. Deeply engage parents and communities in improving outcomes for students

### Proven Instructional Systems

4. Adopt and support Common-Core aligned curriculum, instruction, and assessment
5. Create new school models

### Seamless Operations

6. Plan thoroughly, communicate effectively, and provide exceptional service and support
7. Manage financial resources strategically and with integrity

## Appendix C: Complete 2014-15 School Quality Review Rubric

### Domain 1: Instructional and Organizational Strategy

<b>Competency 1: Vision for Improvement</b>	
<i>Establish a coherent school improvement plan that includes a concise list of measureable short-and long-term goals toward which progress is frequently and visibly tracked, that is understood and supported by the school community, and that is periodically reviewed and adjusted in light of experience.</i>	
<b>Performance Indicators:</b>	
1a	<b>School leaders</b> establish, communicate and promote the values, beliefs, and vision for the school community that drive the achievement of the blended, highly differentiated and student-centered system of teaching and learning required for students to succeed in the 21st century.
1b	<b>School leaders</b> develop, communicate and promote a school improvement plan that provides the structure for making the changes required to realize the vision, values and beliefs of the school through the achievement of long term goals and short term benchmarks that result in the improved performance of teachers and students.
1c	<b>School leaders</b> collect and analyze performance data to monitor student and teacher outcomes and take swift action to define the identity, culture and performance of the school either by celebrating accomplishments or by addressing failures in teaching and learning by conducting timely crucial conversations with individuals or teams.
1d	<b>School leaders</b> design and implement a fully integrated instructional program that includes curriculum planning, teaching, assessments, academic and behavioral interventions, and professional development to ensure that all students will graduate high school college ready.
1e	<b>School leaders</b> ensure that teachers provide all students with access to wide range of rigorous and enriching courses and programs including the arts and physical education and ensure that homework and extended-day activities are used effectively to reinforce and extend classroom learning experiences.

<b>Competency 2: Teacher Evaluation and Development</b>	
<i>Engage in frequent observations of teacher practice, provide timely and actionable feedback on teacher performance, and use information about teacher performance to inform professional learning opportunities</i>	
<b>Performance Indicators:</b>	
2a	<b>School leaders</b> monitor and provide regular constructive feedback on the effectiveness of learning and teaching through the observations of lessons, the analysis of student work, and the collaborative review of lesson planning.
2b	<b>School leaders</b> develop systems and procedures to support the creation of well-organized portfolios of student work that reflect the academic progress and personal growth of students as they move through the school.

2c	<b>School leaders</b> evaluate teachers and other staff in a fair and equitable manner with the focus on improving performance and raising student achievement through differentiated support and the setting and monitoring of performance goals.
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### Competency 3: Organizational Strategy

*Ensure that organizational decisions and school policies and practices are aligned with instructional priorities and the strategic vision for improvement.*

#### Performance Indicators:

3a	<b>School leaders</b> develop and implement processes and schedules that enable the school to run smoothly to maximize the instructional time available so that teachers and support staff can focus on raising student achievement.
3b	<b>School leaders</b> ensure that there are systems and procedures in place to recruit, hire and retain the most effective staff and through mentoring and on-going support from administrators and coaches is ensure that the most effective staff are given opportunities for advancement within the school.
3c	<b>School leaders</b> establish budget processes and systems and manage finances, people and resources so that they are aligned with the priorities identified in the school improvement plan and are focused on raising staff and student performance.

### Competency 4: Instructional Strategy

*Establish a comprehensive approach to instruction that is consistent across classrooms, uses a variety of instructional techniques and tools, and is differentiated to meet the needs of diverse learners.*

#### Performance Indicators:

4a	<b>Teachers</b> provide students with frequent opportunities to work together and relate well in pairs, or groups, to collaboratively solve problems in face-to-face, blended, and online environments and participate in activities as global citizens.
4b	<b>Teachers</b> use student centered instructional strategies, connected to real-world applications to engage students in complex innovation instructional tasks that demand creativity and critical thinking (e.g. peer-based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, case studies and small-group work).
4c	<b>Teachers</b> establish, share and revisit standards based learning objectives so that all students understand what they are learning and why it is important. Use questioning and discussion techniques to check for understanding at each level of cognition before adjusting instruction to increase conceptual understanding and extend thinking.
4d	<b>Teachers</b> provide students with regular opportunities to develop and use technology skills and knowledge across the curriculum, including opportunities for blended learning.

## Competency 5: Strategic Assessment Plan

*Ensure that assessments are aligned to curriculum, instructionally valuable, varied and on-going, and students and teachers frequently use assessment results to make adjustments.*

### Performance Indicators:

5a	<b>Teachers</b> empower students to become primary agents of their own learning through independently defining short and long-term learning goals and monitoring their personal progress. They provide students with frequent opportunities to review and discuss rubrics, grade expectations and exemplary work.
5b	<b>Teachers</b> use performance data to plan instruction that addresses different learning styles and needs for accommodations, and creates multiple paths to address diverse learning styles and abilities. Develop and deliver assessments, projects, and assignments that meet standards-based learning targets and assess progress toward mastery.
4e	<b>Teachers</b> provide students with guidance and support as they create portfolios of work that exemplify their academic progress and personal growth as they move through the school.

## Competency 6: Curriculum Alignment

*Establish and implement a standards-aligned curriculum that is engaging and rigorous, fully integrated across subjects, and meets the needs of diverse learners.*

### Performance Indicators:

6a	<b>Teachers</b> analyze and modify curricular plans to match the learning needs of different student groups and individuals, as indicated by quantitative and qualitative data and develop pacing guides and benchmarks to promote student learning.
6b	<b>Teachers</b> provide opportunities for students to learn about real-world issues and events and to work in depth on projects to develop critical thinking and problem solving skills that will prepare them for higher learning at college or in future careers.

*Continued on next page*

## Domain 2: Culture of Learning

Competency 7: Classroom Environment	
<i>Establish and provide support for a unifying culture of high expectations and consistently communicate these expectations to students, staff, and families.</i>	
<b>Performance Indicators:</b>	
7a	<b>School leaders</b> understand that a safe, clean collaborative and well-ordered work environment can play a positive role in the culture of the school and develop a sense of efficacy and empowerment among staff which influences the school’s identity, culture and performance.
7b	<b>School leaders</b> model and maintain high expectations for professional behavior and utilize various forms of formal and informal communication to effectively manage the complexity of human interactions in the school community so that the focus of the school is improved student achievement.
7c	<b>School leaders</b> promote a positive culture of student learning where every adult has high expectations of the achievement and conduct of all students and promotes and maintains a common, consistent, school-wide approach.
7d	<b>Teachers</b> maintain a culture of high expectations of behavior in the learning environment by establishing clear expectations and utilizing a balance of positive reinforcement, feedback and redirection that is sensitive to individual student needs and respects their personal dignity.
7e	<b>Teachers</b> maintain an academic culture of high expectations and establish clear and consistent routines and procedures within their teaching area that support a positive, academically stimulating, student-centered learning environment.
Competency 8: Professional Collaboration	
<i>Engage in meaningful professional collaboration that is characterized by mutual respect, distributed leadership, and focuses on improving student outcomes.</i>	
<b>Performance Indicators:</b>	
8a	<b>School leaders</b> facilitate the professional debate within the school about standards for curriculum, instruction and assessment, based on research and best practices, in order to establish and achieve high expectations for students.
8b	<b>School leaders</b> develop effective processes and systems in order to ensure a high-quality, high-performing staff and provide opportunities for staff to collaborate together to modify the curriculum and lessons in response to emerging performance data and the needs of students.
8c	<b>School leaders</b> ensure that the school is a professional learning community by providing frequent, high quality opportunities for staff to continue their professional development within the school and in the wider education community. Develop and implement processes to distribute leadership and decision-making throughout the school.
8d	<b>School leaders</b> facilitate the discussion and coordination of curriculum planning between educators within and across grade-levels, including English learner and diverse learner resource teachers, to ensure alignment and consistency.

## Competency 9: Mutual Respect and Inclusion

*Establish a culture of mutual respect and inclusion that is focused on the academic and personal growth of each member of the school community.*

### Performance Indicators:

9a	<b>School leaders and teachers</b> support positive student growth through the development of social-emotional learning competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision making;
9b	<b>Teachers</b> ensure that each learner is a valued participant in an inclusive learning community by establishing a culture of respect and rapport to support the emotional safety of students so that every student feels included and challenged and is meaningfully connected to an adult that cares deeply about them;
9c	<b>Teachers</b> are aware of and celebrate the cultural diversity of students with families and the community and apply their knowledge of family and the local community in the development of culturally relevant instructional strategies.

*Continued on next page*

## Domain 3: Student, Parent and Community Engagement

Competency 10: Student Engagement and Application	
<i>Maintain an environment in which students are enthusiastic about learning, are engaged in learning activities, and think critically about content.</i>	
<b>Performance Indicators:</b>	
10a	<b>Students</b> are enthusiastic about their studies, concentrate hard on the learning activities that teachers set and engage in their lessons as active and productive learners.
10b	<b>Students</b> behave well, respect the views of others and ignore distractions as they apply themselves diligently to their work.
10c	<b>Students</b> creatively develop their own thoughts and hypotheses and use their initiative to innovate when completing learning activities. They think critically and question what they are taught.

Competency 11: Parent and Community Engagement	
<i>Design structures and processes that encourage families and community members to engage with the school community as partners in improving student learning.</i>	
<b>Performance Indicators:</b>	
11a	<b>School leaders</b> and <b>teachers</b> design structures and processes that encourage families and community members to engage as partners in raising student achievement.
11b	<b>School leaders</b> and <b>teachers</b> design and utilize formal and informal communication to build relationships with families and ensure that they are kept informed about the academic and personal progress of students.
11c	<b>School leaders</b> and <b>teachers</b> respond to any concerns in a professional and timely manner and involve families as partners when dealing with issues of performance, behavior, attendance and tardiness.
11d	<b>School leaders</b> invite and encourage family and community members to celebrate student achievement and school successes so that they feel involved in the life of the school as a learning community.
11e	<b>School leaders</b> and <b>teachers</b> collaborate with families and in the development, implementation and ongoing support for student learning goals.