

Proposed Framework for Distinction Designation System

STAGE 1:

Determine Campus Comparison Group – For each campus, identify a group of campuses that are demographically most similar to the profile campus. See attached description of campus comparison groups used for reporting and Gold Performance Acknowledgments in the previous state accountability system. The Accountability Technical Advisory Committee (ATAC) will develop a methodology for identification of campus comparison groups to meet the needs of the new accountability system.

Calculate Performance on Each Indicator – Campus performance on each of the distinction designation indicators is calculated.

STAGE 2:

Compare Campus Performance – Campus performance on each distinction designation indicator is evaluated in relation to the performance of campuses in the comparison group. Since performance is compared to other campuses rather than to a state target, the result is a ranking within the campus comparison group.

- Addresses statutory requirement to consider campus type and campus size in the evaluation for distinction designations.
- Student demographics are used for campus grouping rather than creating student groups for performance evaluation.
- Equalizes opportunity for all campuses to compete for distinction designations and requires all campuses to excel in relation to similar campuses.
- Allows setting higher standards for distinction designations without excluding high poverty campuses from the opportunity to compete.

STAGE 3:

Generate Campus Outcome for Subject – Performance results in relation to the campus comparison group on all of the indicators for a subject are combined to produce a single campus outcome for each subject.

- Statute describes distinction designations awarded for “specific categories of performance.” Initially distinction designations will be awarded for Reading/English Language Arts and Mathematics.
- Distinction designation indicators that are not specific to any one subject (such as Attendance Rate or Remedial Course Participation in Higher Education) contribute to the campus outcome for each subject.

- Allows comparisons of campuses that are evaluated on different distinction designation indicators and different numbers of indicators.

Stage 4:

Identify Top Performing Campuses – Statewide evaluation of campus outcomes identifies campuses that will be awarded distinction designations for each subject. There are two approaches that can be considered for the statewide evaluation.

Approach 1: Set statewide distinction designation criteria/targets annually during the prior year accountability development meetings.

Example: During the 2013 accountability development meeting, a statewide target of 85 is set for the 2014 Academic Achievement Distinction Designation in Mathematics. In 2014, any campus scoring 85 or higher on the campus outcome for mathematics is awarded a distinction designation.

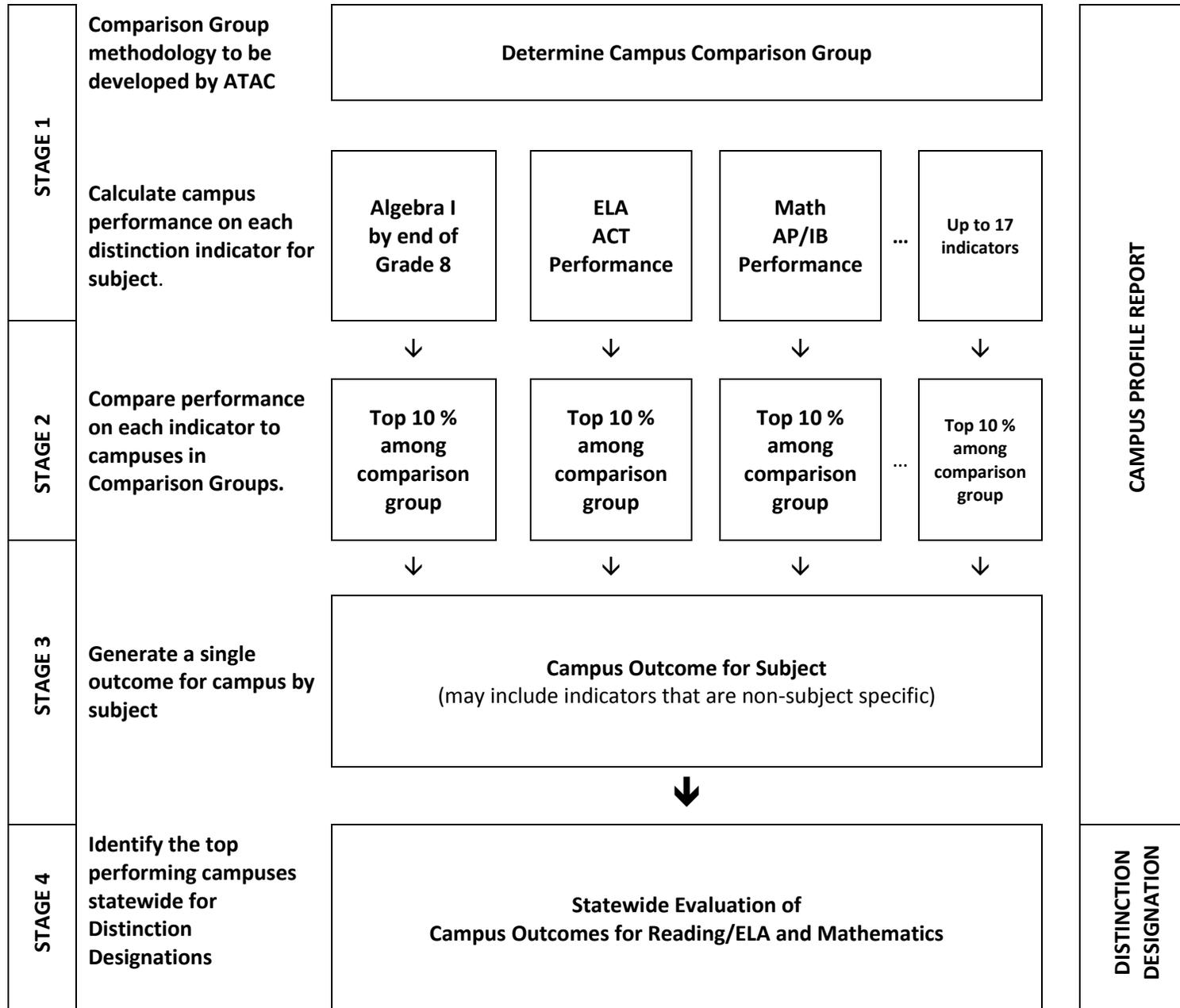
- Campuses may be more motivated if they know in advance the criteria they must meet to receive a distinction designation. Although performance is first evaluated relative to campuses in the comparison group, the statewide criteria provide an absolute target for performance.
- The criteria and/or targets can be increased over time to retain the rigor of the system. In the past, setting annual accountability targets has become a mechanism for stakeholders to express different opinions about preferred outcomes for the accountability system.
- Although the state targets can be adjusted each year, the number of campuses receiving distinction designations each year will be driven by campus performance in that year and may be higher or lower than projected when the target was set.

Approach 2: Use a statistical calculation to identify a previously specified percentage of campuses for distinction designations.

Example: Each year identify the ten percent of campuses statewide with the highest scores on the campus outcome for mathematics.

- The policy decision regarding the rigor of the system is made and then applied in the same manner each year. The criteria for awarding distinction designations and rigor of the system are not subject to change each year. Consequently, the distinction designation system is consistent in rigor from one year to the next.
- Regardless of how well or how poorly campuses perform statewide, a predetermined number or percentage will receive each distinction designation.

Proposed Framework for Distinction Designations System



Initial Recommendations on Standards for 2013

The academic achievement distinction designations address one of the primary goals of the new accountability system - rewarding excellence based on other indicators in addition to state assessment results. The rigor of the distinction designation system will determine how many campuses achieve the level of excellence required to earn a distinction designation.

Adjustments to the rigor of the final outcome can be made at two points in the proposed framework – at stage 2 when performance on each indicator is evaluated in relation to that of campuses in a comparison group, and/or at stage 4 when performance of all campuses on the single outcome for each subject is evaluated to award campus distinction designations.

The following options are presented as a starting point for discussion of the rigor of the distinction designation system.

- 1) Award distinction designations to about ten percent of campuses. The distinction designations will have the greatest meaning to educators and the public if they represent a very high level of performance. The use of campus comparison groups will ensure that all campuses can compete for the distinctions and it is not necessary to set lower standards to ensure fairness. The campus profiles will allow campuses to acknowledge locally high performance on individual indicators for campuses that do not receive a state distinction designation.
- 2) Award distinction designations to about twenty-five percent of campuses. The system will provide greater motivation if receiving a distinction designation is seen by more campuses as a goal that is attainable.
- 3) Award distinction designations to about half of campuses. The distinction designation indicators are measures of advanced performance levels and the purpose of the distinction designation system is to recognize performance at this advanced level.

For reference purposes, the percentages of campuses meeting the standard on each of the Gold Performance Acknowledgment indicators that were evaluated in 2004 – 2011 are attached.