

Academic Achievement Distinction Designation Committee (AADDC)

Recommendations on Indicators, Framework, and Targets for Distinction Designations in Reading/English Language Arts (ELA) and Mathematics November 2012

The AADDC was charged with the development of the criteria for the campus-level academic achievement distinction designations to recognize outstanding academic achievement in English language arts (ELA) and mathematics.

At their initial meeting in April 2012, the Academic Achievement Distinction Designation Committee (AADDC) identified seventeen indicators as possible measures of academic achievement in reading/ELA and mathematics. In June 2012, AADDC members reviewed background information, measure descriptions, comparisons of advantages/disadvantages, and data analyses for each indicator to finalize the list of proposed indicators. The committee also accepted the proposed framework for the evaluation of the indicators that would determine the distinction designations in reading/ELA and mathematics. At their third and final meeting in October 2012, the AADDC finalized their recommendations on the performance targets for the AADD system that will be implemented in August 2013.

Proposed Indicators for Reading/ELA and Mathematics

The number of proposed indicators that will be used to determine outstanding academic achievement vary by type of campus. See *Table 1: Proposed AADD Indicators by Campus Type and Subject*.

System Framework

The distinctions designation system will evaluate campuses in four steps:

1. The first step identifies a campus comparison group for each campus and calculates campus performance for each distinction indicator by subject. The comparison group methodology will take into account a number of factors, including campus type (elementary, middle, high school), campus size (total student enrollment), and possibly district type (urban, suburban, rural, etc.).
2. The second step compares the performance of the target campus to the performance of the campuses in the comparison group for each indicator.
3. The third step generates a single outcome by subject for each campus based on the number of measures that met the criteria in step 2.
4. The final step is a statewide evaluation of campus outcomes in order to identify the top campus distinction designations by subject. Note that indicators, such as Attendance Rate, that cannot be reported by separate subject areas cannot be the sole attained measure.

See *Figure 1: Framework and Target Selection for Distinction Designations System*.

Recommended Targets for 2013

The AADD framework requires that targets are established at two points in the system framework – at step 2 when performance on each indicator is evaluated in relation to that of campuses in a comparison group, and at step 4 when performance of all campuses on the single outcome for each subject is evaluated to award campus distinction designations.

The AADDC recommendation:

- Campuses in the top 25% (top quartile) of their campus comparison group in step 2 are eligible for a distinction designation for that subject area.
- Elementary and middle school campuses in the top quartile on at least 50% of their eligible measures receive a distinction designation for that subject area.
- High schools in the top quartile on at least 33% of their eligible measures receive a distinction designation for that subject area.

Table 1: Proposed AADD Indicators by Campus Type and Subject

AADD Indicator		High School	Middle School	Junior High	Elementary	K-8	K-12
1. Attendance rate		Not Subject Specific / Applies to both subjects and all levels					
2. SAT/ACT Participation		ELA and Math					ELA and Math
3. SAT/ACT Performance: ELA		ELA					ELA
4. SAT/ACT Performance: Mathematics		Math					Math
5. Algebra I by Grade 8 - Participation			Math	Math		Math	Math
6. Algebra I by Grade 8 – Performance (Level III)			Math	Math		Math	Math
7. Grade 3 Reading Performance (Level III)					Reading/ELA	Reading/ELA	Reading/ELA
8. Grade 4 Writing Performance (Level III)					Reading/ELA	Reading/ELA	Reading/ELA
9. Grade 5 Math Performance (Level III)					Math	Math	Math
10. Grade 7 Writing Performance (Level III)			Reading/ELA	Reading/ELA		Reading/ELA	Reading/ELA
11. Grade 8 Reading Performance (Level III)			Reading/ELA	Reading/ELA		Reading/ELA	Reading/ELA
12. Grade 10 (PSAT and PLAN) and Grade 11 (PSAT) Participation		ELA and Math					ELA and Math
13. Grade 10 (PSAT and PLAN) and Grade 11 (PSAT) Performance: ELA		ELA					ELA
14. Grade 10 (PSAT and PLAN) and Grade 11 (PSAT) Performance: Mathematics		Math					Math
15. AP/IB and Advanced/Dual Enrollment Course Completion Participation		ELA and Math					ELA and Math
16. AP/IB Examination Participation and Performance: ELA		ELA					ELA
17. AP/IB Examination Participation and Performance: Mathematics		Math					Math
18. Greater Than Expected Student Growth (2014)		ELA and Math	ELA and Math	ELA and Math	ELA and Math	ELA and Math	ELA and Math
Total Indicators	Reading/ELA	8	4	4	4	6	12
	Mathematics	8	4	4	3	5	11

Reading/ELA = indicator can be evaluated for Reading/English Language Arts only; **Math** = indicator can be evaluated for Mathematics only; **ELA and Math** = indicator will be evaluated for both Reading/ELA and Mathematics; **Not Subject Specific** = indicator cannot be directly associated with either Reading/ELA or Mathematics; **blank** = indicator is not applicable at this campus level.

Figure 1: Framework and Target Selection for Distinction Designations System: Mathematics

